

# Pamoja voices climate-resilience planning toolkit



To support inclusive climate-resilient  
planning for cooperatives



Pamoja Voices climate tool presents a simple and affordable methodology to identify the climate adaptation priorities of men, women and young people using participatory learning and action methods. It is intended for use by cooperatives and those that support them including government, civil society and academia, to understand, represent and integrate local climate priorities into inclusive planning and decision making.

## Acknowledgements

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Cover photo: female member of a seaweed cooperative engaged in harvesting her crop. Credit: Zanzibar Climate Change Alliance (ZACCA) / Rahma Ramadhan Khamis

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Members of a bee-keeping cooperative working together to create bee-hives to produce honey. Credit: Zanzibar Climate Change Alliance (ZACCA)



# Preface

Climate change affects women, men, and youth of different ages in often very distinctive ways.<sup>1</sup> For example, women and youth are 14 times more likely die during natural disasters.<sup>2</sup> In rural regions their livelihoods are more likely to be dependent on the natural resource base, highly vulnerable to a changing climate. Furthermore, women and youth are more likely to encounter obstacles to accessing resources, information, skills and knowledge. Despite this added vulnerability, they are often excluded from the key decision-making forums determining how such climate challenges should be overcome. Incorporating their perspectives and priorities is thus essential to ensuring socially justice and effective climate action.

In recognition of these critical challenges, the Climate Justice Resilience Fund (CJRF) has provided support to the 'Strengthening Women and Youth Voices for Climate Action in Tanzania' project, the aim being to help women and youth engage with and influence climate policy, planning, budgeting and investments. This support has allowed us to develop two participatory toolkits, which give equal weight to all voices in a community. This toolkit has been designed to be used by local cooperatives and the organisations that support them. A second toolkit is also available for rural communities engaged in public infrastructure planning (see 'Pamoja Voices Climate Resilience Planning Toolkit: To Support Inclusive Climate-Resilient Planning for Rural Communities').<sup>3</sup> Users can therefore select which toolkit of the two available is most appropriate to their context. The toolkits help identify the priorities of women, men and youth in terms of overcoming gender constraints and climate challenges, as well as determining collective solutions. In doing so, they encourage dialogue that can inform more inclusive decision making, better long- and short-term planning, and more effective adaptation responses to a changing climate. These action plans can be supported and implemented through local and national governments, non-governmental organisation (NGO) interventions, and the local cooperatives and

community members themselves. Thus, communities and their representatives are placed at the very centre of the development process.

In Swahili, 'Pamoja' means 'together'. We have therefore named our toolkits 'Pamoja Voices', as they aim to bring together voices from different groups — particularly the most marginalised — in order to consider their climate change adaptation choices. The Pamoja Voices toolkits are targeted at organisations and communities with little formal training or experience of building local climate resilience, gender 'transformative approaches', or community planning. They combine gender and governance analyses with climate risk assessments, in a practical step-by-step guide available in both English and Swahili. The toolkits have been tested in two rural areas in Tanzania: among pastoralists in Northern Tanzania and local producer cooperatives in Zanzibar. This has demonstrated the flexibility of the toolkits' methods, showing how they can be easily applied across a variety of rural contexts.

The development of these toolkits would not have been possible without the valuable direction, guidance and leadership of communities in Longido and Mondulo districts in Tanzania and Pemba and Unguja islands in Zanzibar. These toolkits are dedicated to them.

# Introduction

Climate change poses a significant threat to development and poverty eradication, especially in least developed countries. Women constitute 70% of people living in poverty in the developing world,<sup>4</sup> while women and youth are more likely to be dependent on the natural resource base for their livelihoods, as well as face significant challenges in accessing resources — including land, but also information, skills and knowledge. Despite the additional burden climate change places on their development and poverty reduction efforts, women and youth are often excluded from relevant decision- and policy-making forums.

While ensuring everyone's voices are included in these policies and decision-making forums is a difficult task, it is far from impossible, and can be achieved through a process of deliberative dialogue, supported by appropriate toolkits and techniques. In doing so, diverse groups and individuals are provided space to articulate their specific vulnerabilities, needs and priorities.<sup>1</sup> Given the power dynamics operating in a number of communities, as well as the added vulnerability of women and youth, failing to undertake such processes risks climate change interventions entrenching the positions of those in power.

This Pamoja Voices toolkit has, therefore, been developed to improve both climate-related decision making and the development of adaptation strategies

among local cooperatives. It presents a step-by-step process that incorporates gender, climate risk and governance analysis; simplifying these often complex methods into straightforward exercises recommended by the cooperatives themselves. The aim is to create a fully inclusive participatory space in which consensus can be built and a cooperative action plan agreed. The toolkit works for all cooperative members — men, women, and youth included — thereby ensuring that the cooperative can move forward on a more sustainable and inclusive basis. As the toolkit has been tested in the Tanzania context, it uses the Tanzanian Youth Policy to define youth: in this case anyone below 35 years of age. In reality, the definition of 'youth' is flexible and should be defined according to the country and context where the toolkit is being applied.



Some local producer cooperatives including seaweed cooperatives, are highly dependent on the climate and temperature of the external environment to grow their product and as a result, are highly vulnerable to climate change. Credit: Zanzibar Climate Change Alliance (ZACCA)



# 1. What is the Pamoja Voices toolkit?

This toolkit has been developed with the objective of facilitating more inclusive decision-making processes within cooperatives, ensuring the challenges facing all groups — especially those who are marginalised or vulnerable — are equally heard and addressed. The toolkit has been designed to be used by cooperatives and organisations that support them. It can also be adapted and used by small–medium enterprises (SMEs) and local community businesses. A similar toolkit has been developed for use by rural communities involved in public infrastructure planning and can be accessed here: <http://pubs.iied.org/10204IIED>. This toolkit for cooperatives has the following objectives:

1. Identify the different priorities, challenges and solutions offered by men, women and youth in response to their day-to-day business operations.

2. Identify the different priorities, challenges and solutions offered by men, women and youth in response to a changing climate.
3. Invite cooperative to listen and reflect on the challenges facing their members, and together identify collective solutions through a cooperative action plan.
4. Review existing governance structures and cooperative leadership composition, then agree on desired future representation and how to get there.

Four interlinked exercises are set out as a means of achieving these objectives. A short introduction to each exercise is outlined below, followed by a full step-by-step guide in section 2.

Exercise	Name	Overview
1	<b>Gender analysis</b>	Involves a gender analysis of the cooperative's business activities, from the production through to processing and marketing the product, using visuals drawn on a timeline. Its purpose is to systematically identify key issues contributing to gender inequalities, which in turn may be a factor in poor development outcomes. The exercise unpacks each activity in order to understand who is involved, who is responsible for decisions, and who controls resources. Focus groups are then invited to reflect on the timeline and discuss any challenges faced in their business activities, decision making and control of resources. They are also asked to identify solutions.
2	<b>Climate risk assessment</b>	Used to identify climate risks facing the cooperative's activities and to test existing risk-management strategies, thereby identifying areas where new strategies are needed. Builds on the gender analysis in exercise 1, with key climate hazards drawn on the timeline and ranked from least to most severe. Participants are then asked to reflect on current coping strategies and identify possible long-term adaptation solutions.
3	<b>Cooperative action plan</b>	A summary of challenges and solutions identified during exercises 1 and 2 is presented back to all groups. Together, cooperative members agree actions to be taken in order to overcome identified challenges, in the process establishing who is responsible for each action and the timeframe for implementation. All this is recorded in a cooperative action plan.
4	<b>Governance analysis</b>	Reviews the composition of the cooperative's committees, in particular the number of men, women and youth in leadership positions. Cooperative members are invited to discuss any gaps found and what the desired composition should be going forward. Agreed actions are added to the cooperative action plan established in exercise 3.

Exercises 1 and 2 are conducted by dividing the cooperative into four separate focus groups of older men, older women, younger men and younger women. This creates participatory and inclusive spaces for discussion, while capturing the differing perspectives of the various groups. During exercises 3 and 4, the four groups are brought together in a single room to reflect on the challenges and solutions identified and agree actions to be undertaken as part of the cooperative action plan.

Cooperatives and key stakeholders worked alongside the authors to guide the design, approach and testing of this toolkit. An initial tool planning workshop attended by cooperative members

and stakeholders (including government, NGOs, Youth Networks and CBOs) informed the design of the toolkit and the key objectives. Focus group discussions with additional cooperative members were held to provide further guidance and gather initial feedback. Based on this guidance, the toolkit was drafted and tested across three cooperatives in Zanzibar, which helped improve and refine the four exercises based on recommendations received. Finally, a validation workshop with cooperatives and key stakeholders was held to gather inputs to the final draft and further improve and strengthen the toolkit, to ensure it meets expectations and is appropriate for a wide number of users.

### Pamoja Voices Toolkit for Cooperatives

#### Aim

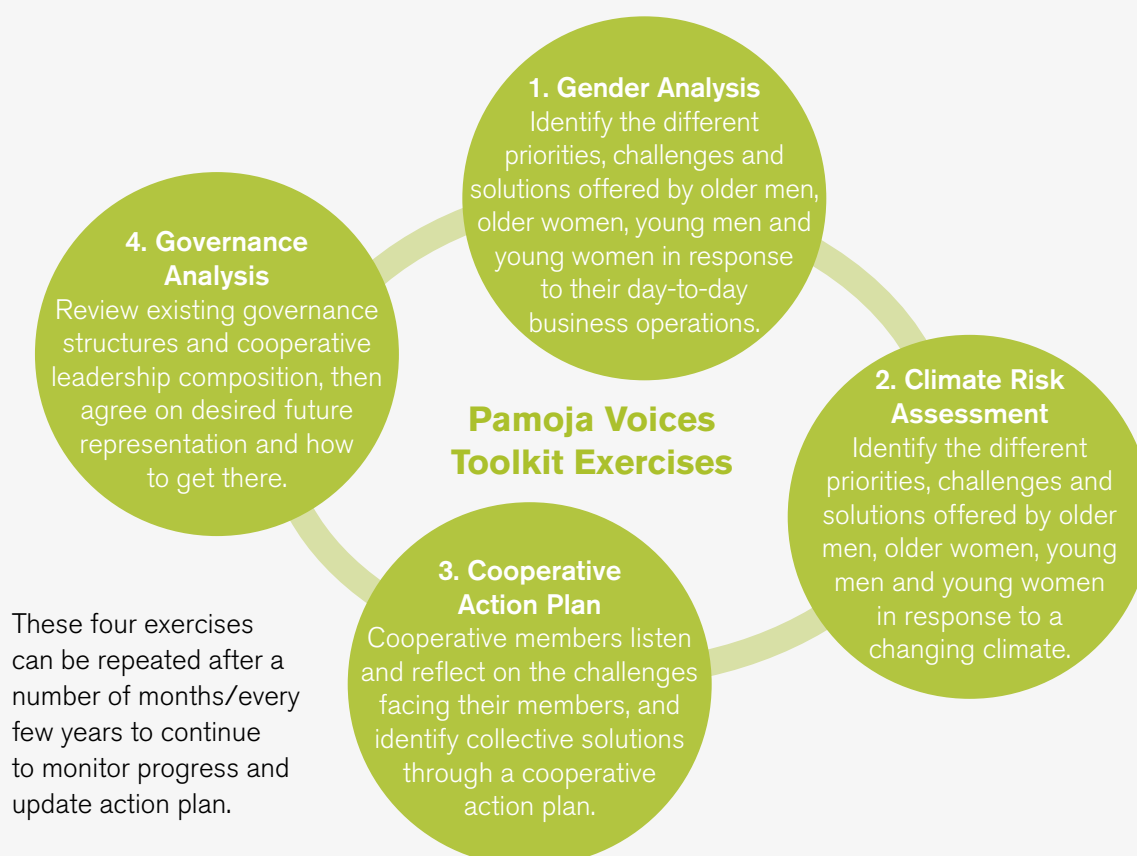
Facilitate more inclusive decision- making processes within cooperatives, ensuring the challenges facing all groups — especially those who are marginalised or vulnerable — are equally heard and addressed.

#### Tool elements

Four simple exercises using 'safe spaces' and facilitated dialogue over 2-3 days, ending with a collectively agreed action plan to address challenges facing all members.

#### User of toolkit

Cooperatives and organisations that support them (Government, NGOs, CBOs, funders). It can also be adapted and used by small-medium enterprises (SMEs) and local community businesses.





## Why is this toolkit needed?

The Pamoja Voices toolkit enables all voices and priorities within a cooperative — whether those of women, men, or youth — to be heard, and to facilitate the collective identification of solutions to climate change, gender and day-to-day business challenges facing members.

In terms of responding to a changing climate, there is an increasingly recognised need for processes that can identify the needs and challenges of women, youth, people living with disabilities and other vulnerable and marginalised groups.<sup>1</sup> Ignoring this runs the risk of their voices being marginalised, resulting in climate-related efforts overlooking their requirements. Ultimately, those already vulnerable to rising climatic risks will be left even further behind.

Women and youth should not, though, be regarded merely as victims. Rather, their agency — as well as the

solutions and strategies they can offer — should be appreciated. Enabling their voices to be heard not only increases their understanding of the issues at stake, but encourages them to value their own experience, skills and knowledge. These are all important elements of empowerment.<sup>5</sup>

Rather than targeting just men or women, which risks placing groups in opposition to one other, this toolkit aims to ensure everyone has their say and can contribute to solutions. Evidence indicates that communities working together — whether through cooperatives, farmers groups, credit groups or village councils — have a positive influence on adapting to climate change.<sup>1,6,7</sup> In times of crisis, the importance of strong social relations and social capital cannot be underestimated. Enhancing cooperation, gender equality and inclusion within a community therefore presents an important adaptive strategy.

## Who can use this toolkit?

Table 1 outlines the various organisations that can make use of this toolkit, and what it might be used for in each case.

**Table 1. Pamoja Voice Toolkit target users**

Organisation	Use of tool
<b>Cooperatives</b>	<ul style="list-style-type: none"> <li>» Creating a space for discussion, generating knowledge and collectively identifying solutions to challenges/constraints facing cooperative members, especially those most marginalised.</li> <li>» Evaluating climate change impacts on cooperative business activities, reviewing current coping measures and identifying long-term adaptation strategies.</li> <li>» Evaluating governance and decision-making structures, noting and addressing any gaps.</li> <li>» Developing an action plan to overcome business operations challenges resulting from gender constraints, governance issues and climatic challenges.</li> <li>» Informing decision-making at all levels within the cooperative to recognise and lobby for appropriate support for effective climate change strategies.</li> </ul>

Organisation	Use of tool
<b>National government</b> (including departments responsible for cooperatives, climate, environment, gender, youth development, and elderly)	<ul style="list-style-type: none"> <li>» Evaluating gender considerations and representation of women, men and youth in cooperative leadership and decision-making positions, to promote more inclusive approaches and reduce vulnerability of marginalised groups</li> <li>» Implementing gender and climate change policies and programmes supporting emergence of inclusive climate-resilient cooperatives.</li> <li>» Implementing climate action plans and strategies, including nationally determined contributions and national adaptation plans supporting inclusive cooperatives and climate-resilient economies.</li> <li>» Guidance on climate change adaptation awareness, planning, management and implementation of climate change adaptation strategies in local communities.</li> <li>» Guidance on how to develop a participatory planning and evaluation system in partnership with the various stakeholders.</li> </ul>
<b>Local Government Authorities (LGAs)</b> (responsible for cooperatives, climate, environment, gender, youth development and elderly)	<ul style="list-style-type: none"> <li>» Informing interventions working with cooperatives, regarding integration of climate risk considerations.</li> <li>» Evaluating gender considerations and representation of women, men and youth in leadership and decision-making positions; developing action plans to address such issues.</li> <li>» Informing and supporting implementation of local adaptation planning, as well as district development plans, policies and programmes.</li> </ul>
<b>NGOs and community-based organisations</b> (supporting cooperatives and local businesses)	<ul style="list-style-type: none"> <li>» Establishing gender and climate risk baselines to better inform programmes working with local cooperatives.</li> <li>» Supporting cooperatives integrate gender and climate risk management into their decision-making structures.</li> <li>» Supporting national governments to assess impact of climate change on cooperatives.</li> <li>» Supporting partner country governments assess gender and power dynamics existent within cooperatives; identifying suitable actions to overcome these challenges.</li> </ul>
<b>Donors, development partners and funders</b>	<ul style="list-style-type: none"> <li>» Incorporating gender, governance and climate risk assessments into local-level programmes, ensuring priorities of women, men and youth are equally heard and addressed.</li> <li>» Supporting local-level partner programmes incorporate gender, governance and climate risk assessments into their programme design.</li> <li>» Using recommendations from toolkit's application to inform improvement of gender, governance and climate aspects of development cooperation programmes.</li> </ul>
<b>Academia, Research and Development Institutions</b>	<ul style="list-style-type: none"> <li>» Guiding participatory research practice in inclusive approaches to climate planning, research studies and baseline analysis</li> <li>» Providing a joint approach working in partnership with cooperatives, to evaluate gender and climate constraints and governance structures of cooperative businesses, and work together to identify solutions</li> </ul>
<b>Financial Institutions</b>	<ul style="list-style-type: none"> <li>» Informing programmes that provide financial support to cooperatives, regarding climate risks and gender constraints, and solutions to address these challenges</li> <li>» Supporting more inclusive management of financial loans, credit and grants provided to cooperatives, by evaluating existing cooperative decision-making structures, identifying gaps and actions to address them</li> </ul>



# How much time and resources are needed?

The toolkit requires two days to carry out the four exercises, though this is dependent on there being two separate rooms to conduct the male and female focus groups in parallel. If space is limited to a single room, then three days may be required. We would also recommend a planning and training day for staff prior to the workshop, and a one-day debriefing following it.

It is therefore possible to conduct the entire exercise within a one-week period. A further 5–7 days should also be allocated to produce the final report. Table 2 outlines the resources required to conduct the toolkit's exercises and a draft timetable for a two- or three-day timeframe is available in Annex II.

**Table 2. Human Resources required to conduct Pamoja Voices toolkit**

Number	Description	Role
4	<b>Facilitator</b> (2 male, 2 female)	Leading and facilitating exercises for each of the four groups (older women, older men, younger women, younger men), as well as group consensus.
4	<b>Rapporteur</b> (2 male, 2 female)	Taking extensive notes during each exercise; documenting outputs and taking photographs of charts/diagrams.  Additionally, one rapporteur has the additional task of collecting the notes and writing the final report.
1	<b>Manager</b>	Overseeing the process and exercises (especially when happening in parallel) to ensure their smooth operation; providing additional support as required to facilitators and rapporteurs. Taking important notes and reviewing the report
2	<b>Translator</b> (if required, 1 female, 1 male)	Helping with translation should the local language be different to that of the facilitators, rapporteurs or manager.

Ideally, each focus group (older women, older men, young women, young men) should consist of around ten participants, meaning that over the course of the exercises, organisers will engage with around 40 people. It is recommended that the exercises take

place as close to the community as is feasible, using a location — for example, a local school, office space or another suitable location within the community — that is accessible to participants who must otherwise fulfil their daily chores and responsibilities.

## 2. The Pamoja Voices toolkit: a step-by-step guide

The four exercises outlined below (gender analysis, climate risk assessment, cooperative action plan and governance analysis) are presented in the format of a practical step-by-step guide. The guide aims to be as easy to follow as possible, and includes illustrative images as well as practical tips. Facilitators, rapporteurs and organisers are also invited to make use of the glossary of terms available in Annex I.

**Upon arrival to the venue**, facilitators should meet with their focus groups to conduct exercises 1 and 2. These should be undertaken in separate focus groups of older women, older men, young men and young women, with each containing no more than 10–12 people.

Male facilitators and rapporteurs should join the male focus groups, while female facilitators and rapporteurs should join the female focus groups. As a facilitator, it is important to put participants at ease from the outset. Thus, in terms of **making an introduction**, the facilitator should:

- » Start by introducing themselves and their organisation, before inviting participants to do likewise.
- » Explain why they and the rapporteur are there and the overall purpose of the exercises — whether to inform a policy, a programme or research. The facilitator should be careful not to raise unrealistic expectations, but rather be honest about the relative impact of the work.
- » Emphasise that the toolkit aims to create a space for everyone to be heard and involves working with all cooperative members to capture their knowledge.
- » Thank the participants for their time and explain that this is a safe space. This means all inputs will remain confidential, and there are no right or wrong answers. Participants should be informed that the exercises are voluntary, and they are free to leave at any time.

- » Ask the participants if they have any questions before the exercises begin.

A useful initial activity is to **agree a set of ground rules** for everyone to follow during the exercises:

- » Participants should be invited to suggest what these ground rules are. Examples might be: “Do not interrupt when someone is speaking”; “Respect the opinions of others even when there is a disagreement”; or “Keep discussions confidential and do not share information outside of this room”.
- » This will help put participants at ease and establish that everybody is adhering to the same rules, thereby creating an inclusive safe space for the subsequent exercises.
- » Suggestions should be written on a flipchart and remain visible throughout the exercises.



### Facilitator tip:

It is recommended that female facilitators and rapporteurs work with the older women and young women focus groups, while male facilitators and rapporteurs work with the older men and young men focus groups. This helps to create a comfortable and safe space for discussion.



# Activity 1. Gender analysis



**Overview:** The first exercise involves conducting an analysis of the cooperative's activities, from the very beginning of production through to the processing and marketing of the product (if relevant), using visuals drawn on a timeline. The purpose of this is to establish who is involved in each activity (older men, older women, young men, young women, or a mixture of each group), who is responsible for decisions, and who controls resources. Each focus group is then invited to reflect on what has been discussed, consider any specific challenges faced by that group, and identify solutions.



## Objectives:

- » Understand the various activities the cooperative is engaged in as part of its business.
- » Understand the roles that older women, older men, young men and young women play in each activity, specifically who takes part in each activity, who makes the decisions, and who has control over resources.
- » Reflect on the analysis undertaken, including discussion of any specific challenges faced by those in the focus group and possible means of overcoming them.

## Step-by-step guide:

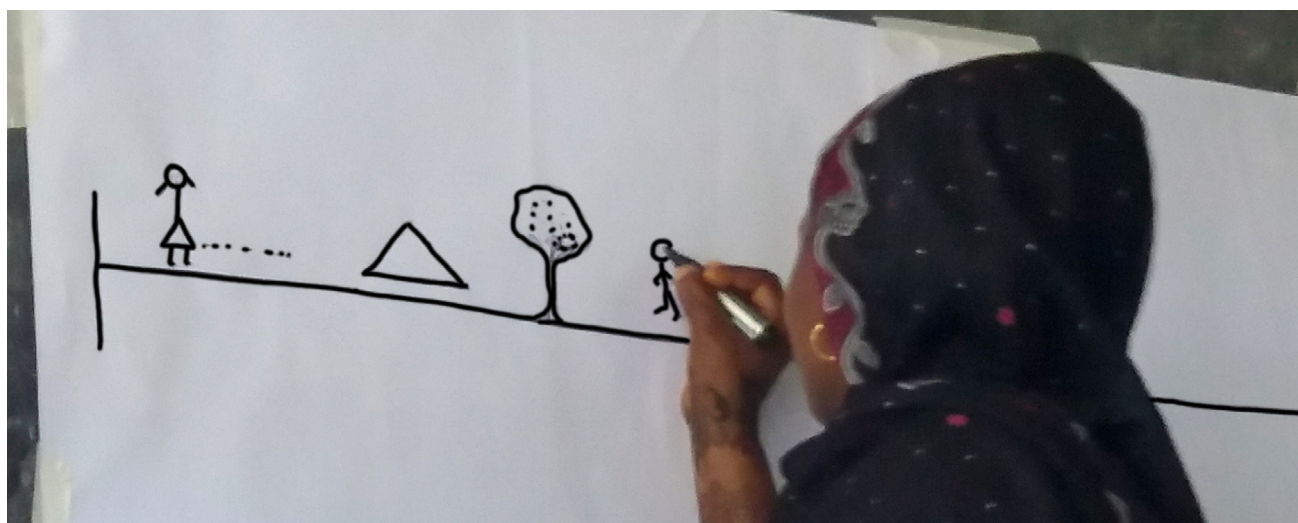
1. Using a flipchart or blackboard, facilitator draws a horizontal line (left to right) across a piece of paper, explaining that this represents a timeline of the activities the cooperative is engaged in as part of its business.
2. Facilitator asks the focus group participants to go through, step by step and in chronological order, the **activities** involved in making their product — from production to processing to marketing (if relevant-e.g. some cooperatives may only be involving in producing their product, handing it over to another organisation or individual for processing or marketing). Participants are invited to draw each activity on the timeline, to ensure that everyone understands and that the image is drawn from their perspective (Figure 1). Participants should be reassured that the drawings need not be perfect and that simple drawings are fine. Clapping or praise can be used to encourage those who volunteer.



## Facilitator tip:

In order to include participants who cannot read or write, images should be drawn for each activity. Participants are invited to come up and draw the image on the timeline, to ensure they are drawing from their own perspective. If a participant does not wish to draw or feels uncomfortable, the facilitator can draw the image under the participant's guidance.

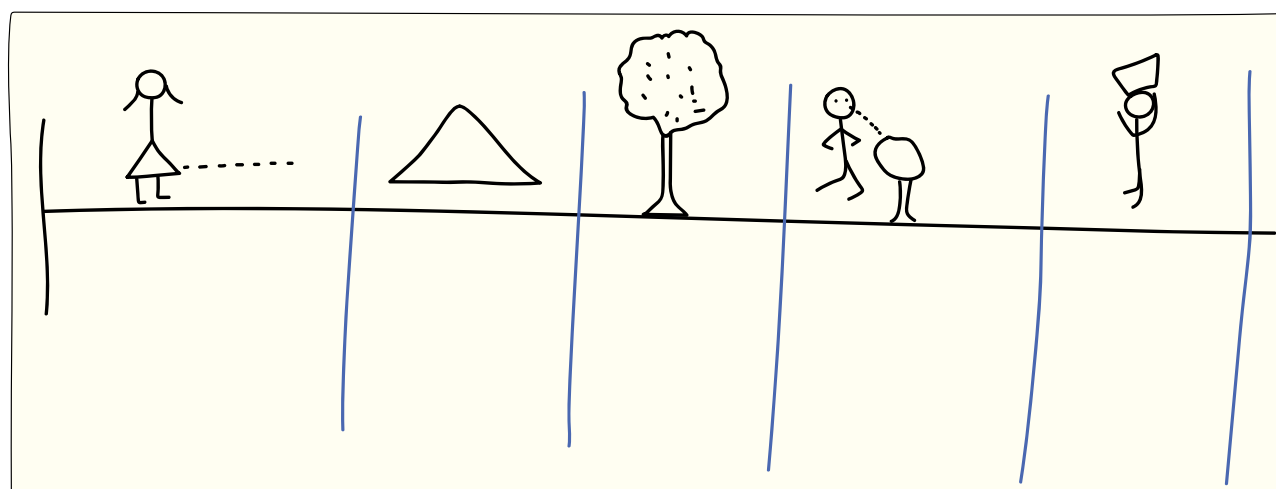
**Figure 1. Participant draws activities involved in a cooperative's business on a timeline**



3. Facilitator checks that all activities have been captured before moving on to the next step. There is no limit on the number of activities, though around 8–12 should be expected.

If necessary, the timeline can be extended through adding more flipcharts. The timeline should now look something like the image seen in Figure 2.

**Figure 2. Timeline of activities drawn as images from left to right**



4. Using the timeline and going to the first activity, facilitator asks participants: **Who is involved in this activity?** This can be older men, older women, young men, young women, or a mixture of each group, and should be noted below the activity. Again, for the benefit of those who cannot read or write, it is recommended that drawings are used to represent these groups. For example, if young women and young men are involved in 'planting the seeds', then a figure of a young man and young women should be drawn below this activity on the timeline.
5. Using the timeline and remaining on the same activity, facilitator asks participants: **Who makes the decisions for this activity?** Using a key to identify the decision maker/s. For example, in the case illustrated by Figures 3(a) and 3(b), the individual or individuals making the decisions have been circled.

6. Using the timeline and remaining on the same activity, facilitator asks participants: **Who controls the resources for this activity?** Using a key to identify the controller of resources. For example, in the case illustrated by Figures 3(a) and 3(b), the individual or individuals who control the resources have been underlined.

Rather than writing 'older men, older women, young men, young women' or 'OM, OW, YM, YW', images can be used to represent the four groups in order to assist those who cannot read or write.

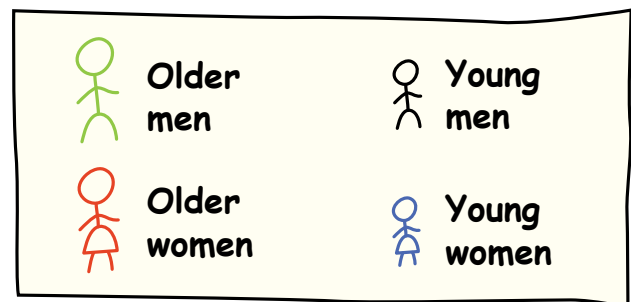
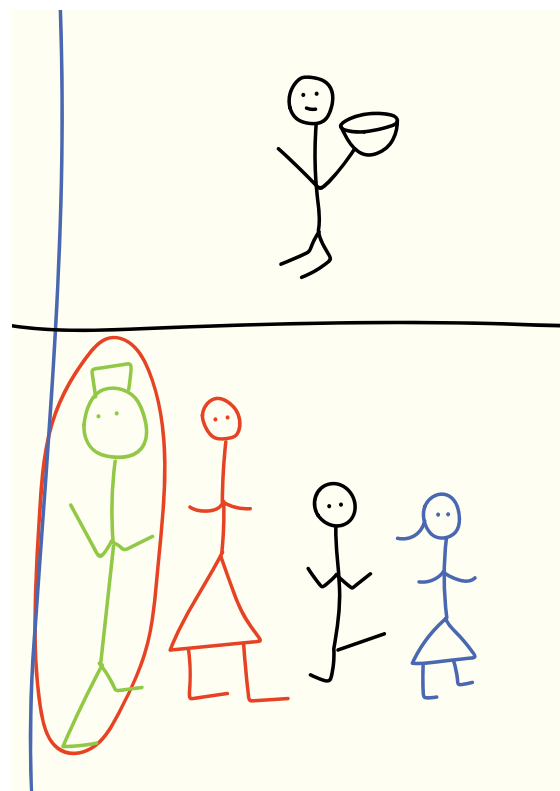


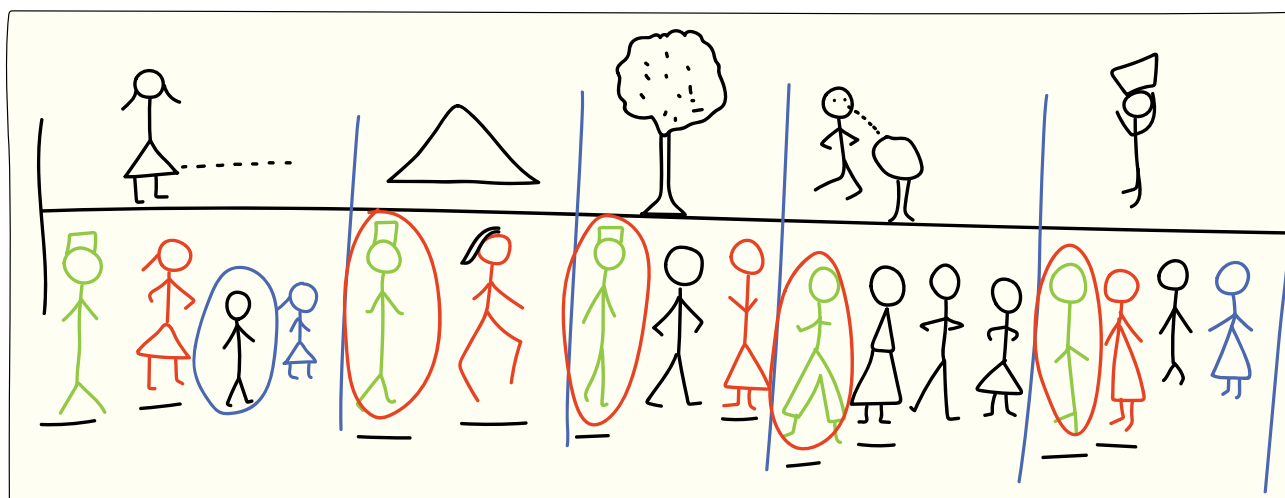
Figure 3(a). Participant draws who is involved in each activity, circles who makes decisions, and underlines who controls resources. Figure 3(b) demonstrates this activity for 'harvesting', showing that older men, older women, young men and young women are involved, though only older men make the decisions (circled) and control the resources (underlined).



7. Steps 4–6 are repeated for each activity in turn. Once this has been done, the timeline should look something like the image seen in Figure 4.



**Figure 4. Timeline showing who is involved in cooperative activities, who makes decisions, and who controls resources**



8. Facilitator asks participants to reflect on their timeline's images, specifically, who is involved in their cooperative's activities, who makes decisions, and who controls resources. Furthermore, they should be asked to discuss any challenges that, from their perspective depending on the focus group (for example, as young women or as older women), they face in undertaking their business activities, particularly in terms of decision making and control of resources. Such challenges do not have to be linked to a particular activity, but may be general day-to-day challenges facing them as a group within the cooperative. Once these challenges have been noted, participants are

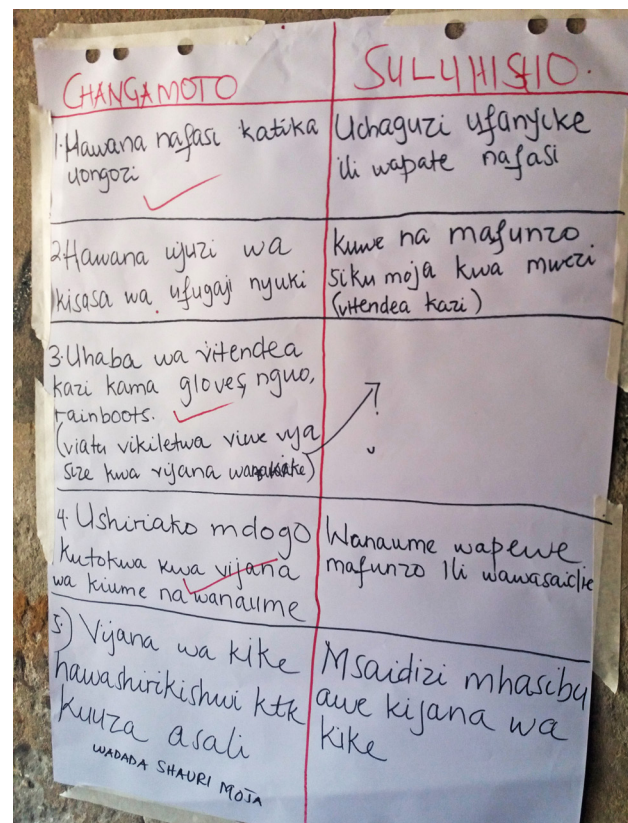
asked to discuss any potential solutions they might have. These challenges and solutions may be captured in writing on a flipchart for all to see (see Figure 5).

9. Facilitator summarises what challenges and solutions has been discussed, then asks the group to rank the **top three** challenges and solutions according to the importance they ascribe to them. These will later be presented anonymously to all the focus groups during exercise 3. The facilitator can simply tick or add a star next to the top three, for ease when reviewing this information later (Figure 5).

Figure 5. List of challenges and solutions on a flipchart, with top three challenges ticked

Challenge	Solution
Young people are not involved in decision making ✓	Request cooperative to involve youth in all aspects of business activities including decision making
Modern fertilizer is too expensive to buy	Develop and use local fertiliser
Young people do not have access to land ✓	Government and elders could help in designating areas to youth for planting crops
Lack of skills and knowledge on how to grow product ✓	Elders could share knowledge after or during meetings
Lack of equipment to transport the product	Revolving scheme to share equipment e.g. wheelbarrows within the cooperative

10. Facilitator thanks participants for a job well done. Before moving on to exercise 2 with the same focus group, there is the option of having a break or quick energiser to refresh energy levels in the room.



## Exercise 2. Climate risk assessment

**Overview:** Exercise 2 builds on exercise 1, using the same timeline of activities to identify key climate hazards affecting the cooperative's activities. These hazards are drawn on the timeline and ranked from least to most severe, with participants then asked to reflect on current coping strategies, as well as identify any long-term adaptation solutions.

### Objectives:

- › Determine the key climate hazards (for example, drought, heavy rains, flooding, sea-level rise) affecting the cooperative's activities.
- › Rank these climate hazards from least to most severe.
- › Identify current short-term coping strategies for dealing with these hazards, as well as any suggestions for long-term adaptation strategies.

### Step-by-step guide:

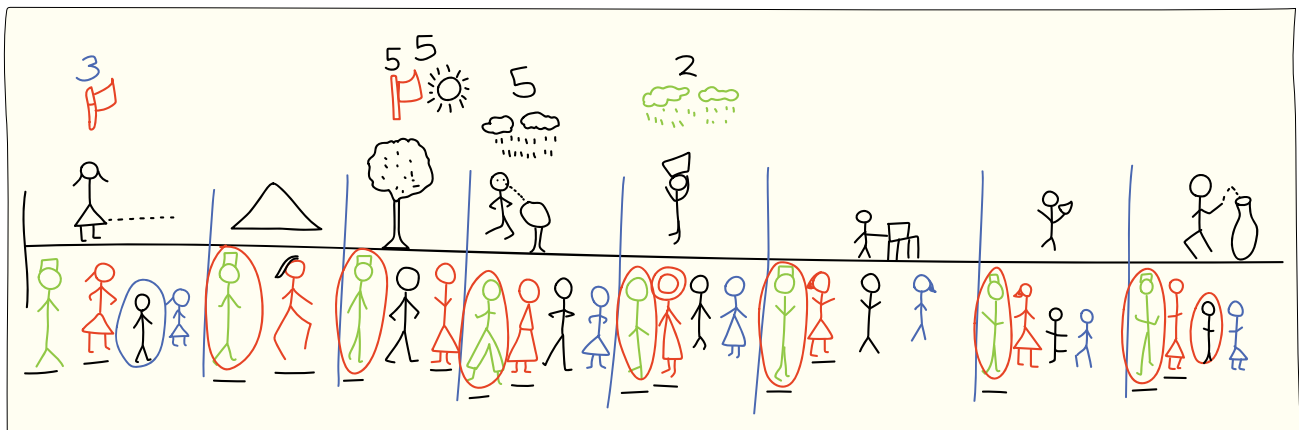
1. The same focus groups and timelines as used in exercise 1 are retained.
2. Using the timeline, facilitator goes through each activity in turn and asks participants to identify — based on their past and present experience — any climate hazards affecting the activity.
3. Participants are invited to draw an image representing the hazard (for example, sun for a drought or dry spell, rain/cloud for heavy rain) over each activity (e.g. Figure 6).



**Figure 6. Drawing of rain cloud representing 'heavy rain' over 'weeding' activity on timeline**

4. Once all hazards have been captured, facilitator invites participants to rank each hazard on a scale of 1–5, with 1 representing the least severe impact on them, and 5 the most severe. This number is written next to the hazard image. The timeline should now look something like the image seen in Figure 7.

Figure 7. Timeline after climate hazards affecting cooperative activities have been drawn and ranked



5. Facilitator goes through the timeline, asking participants what **short-term coping strategies** are currently being used to deal with each hazard identified, and if they are working or not, noting these on a flipchart. Coping strategy can be taken to mean any actions undertaken by the cooperative to address, manage and overcome adverse climate hazards in the short-to-medium term.
6. Facilitator asks participants if there are any **long-term strategies** that could reduce the impact of the hazards facing them that they would like to adopt. Again, the corresponding long-term strategies can be captured alongside the short-term strategy on a flipchart.
7. Facilitator asks participants to rank the **top three** hazards and long-term solutions according to the importance they ascribe to them. These will later be presented anonymously to all focus groups during exercise 3.
8. This completes the activities of this focus group. The facilitator should thank participants for their useful contributions to both exercises 1 and 2.



# Review exercise: reflection and preparation

Once exercises 1 and 2 have been completed for all four focus groups, facilitators and rapporteurs should meet to prepare for exercises 3 and 4. This is when all four groups — older men, older women, young women and young men — will be brought together in order to hear the collective challenges facing cooperative members, and agree a cooperative action plan to overcome them.

## Step-by-step guide:

1. In preparation for exercises 3 and 4, facilitators and rapporteurs should prepare on a flipchart the 'top three' challenges and solutions identified in exercise 1 (Table 3).
2. The various challenges and solutions identified by the four groups should be mixed up on the flipchart. For example, the first challenge could be taken from the older women's group, with the second challenge coming from the young men's group, and so on. No reference should be made as to which group identified which point. This ensures they are presented as collective challenges facing cooperative members, rather than singling out a group as being identified with a particular challenge. This helps avoid people attaching themselves to one challenge over others, thereby encouraging a more holistic view of the challenges facing the cooperative.

Table 3. Example flipchart recording challenges and solutions identified in exercise 1

Challenges	Suggested solutions
Meeting times not communicated in advance	Meeting times to be communicated in good time before meeting
Lack of involvement in decision making	Hold an election with positions of chair and vice-chair for each gender
Theft of product	Protection committees developed to guard and protect products
Lack of skills and knowledge to fully take part in business activities	Elders to share knowledge with youth after general assembly meeting

3. The same exercise should be undertaken for the 'top three' short-term coping and long-term adaptation strategies developed during exercise 2. These should be listed in another flipchart (Table 4).

Table 4. Example flipchart recording short- and long-term strategies identified in exercise 2

Short-term coping strategies	Long-term adaptation strategies
<b>Crops destroyed by drought; replant again</b>	Access to irrigation so crops continue to grow during times of drought
<b>Wait until rains stop before continuing business activities</b>	Protective gear and suits to continue activities even during heavy rain
<b>Strong winds blow plants away; replant again</b>	Plant trees to protect crops and seedlings

4. Again, the various short-term and long-term strategies should be mixed up on the flipchart, with no reference made as to which group identified which point (unless this is obvious in the point itself and cannot be avoided).
5. For both exercises 1 and 2, it is likely that some groups identified the same challenges. Where this is the case, duplicate challenges can be combined into a single entry, rather than writing it out multiple times.
6. Flipcharts, once developed, should be safely stored in preparation for exercise 3.

## Exercise 3. Cooperative action plan



**Overview:** For exercise 3, the four groups are brought together into a single room to hear a summary of the key priorities, challenges and solutions discussed during exercises 1 and 2, as well as the key climate hazards identified and the long-term adaptation strategies put forward to address them. This consensus meeting allows the group to listen as a collective to the challenges facing their members, before agreeing on the actions they will take to overcome them, who will be responsible for such actions, and the timeline for their completion.



### Objectives:

- » All groups hear the priorities and challenges facing the cooperative's members regarding their business activities, as well as the proposed solutions to overcoming these challenges.
- » All groups hear the climate hazards identified by the cooperative's members and the long-term adaptation strategies proposed to address them.
- » All cooperative members reflect on these challenges and, on the basis of consensus, agree a concrete 'cooperative action plan', noting clear actions and who is responsible for them.



### Facilitator tip:

During exercises 3 and 4, it is recommended that both a male and female facilitator support the collective discussions.

### Introductions:

- » Facilitators start by thanking all participants for their time and valuable contributions to exercises 1 and 2, then explain the purpose of today's exercises is to hear a summary of the key priorities, challenges and solutions presented from across the cooperative.
- » It is useful to remind participants at this stage (and to continue making the point as and when needed) that the overall purpose of the exercises is to ensure that all voices are heard and brought together in pursuit of solutions that work for everyone.
- » Should further elaboration on the importance of the exercises be needed, facilitators can explain that cooperatives are often more productive when members can contribute to their full potential, and that cooperation is a successful way of dealing with a changing climate. Furthermore, it can be added that government policy — as well as external supporting organisations and development programmes — often emphasises the need for equitable and inclusive cooperatives.
- » As this is the first time that all groups will have been brought together, it is vital that facilitators manage any power dynamics in the room. Thus, it should be made clear at the outset that these exercises aim to hear from all groups present, and that every voice is welcomed and valued during discussions.

## Step-by-step guide:

1. Facilitators begin by thanking the participants for their active contributions to exercises 1 and 2, then outline the day's purpose and the time required for the exercises.
2. Facilitators have the option of inviting one or two participants to read out a summary of the challenges and solutions on the flipchart (this is

the combined list of the 'top three' challenges and solutions produced by the focus groups in exercise 1; therefore up to 12 points should be outlined, depending on the degree of overlap between groups' suggestions). If no one wishes to volunteer, the facilitator can read the summary to the room.

**Figure 8. For exercises 3 and 4, both a male and female facilitator should support group discussions**



Credit: Zanzibar Climate Change Alliance (ZACCA)

3. Facilitators go through each challenge and solution in turn, inviting participants to discuss and agree the action to be taken in addressing it. Both male and female facilitators must be mindful of group dynamics and, in particular, encourage space for women and youth to speak. It is important the discussion is not dominated by any one group or certain individuals.
4. Facilitators list agreed actions in a 'cooperative action plan' on a flipchart. Emphasis should be placed on identifying tangible actions that cooperative members themselves can undertake. If there are actions that require external support, members should identify who within the cooperative is responsible for asking for such support (for example, from the government). For monitoring purposes, it is helpful to incorporate a timeframe making clear when an action must be completed (Table 5).



**Table 5. Example of actions to take within a cooperative action plan**

Action to take	Who is responsible?	By when?
<b>All members to receive a memo on the next cooperative meeting time at least one day in advance</b>	Secretary	Starting from next week
<b>Elders to share technical knowledge and skills with youth</b>	Education Committee	One hour after the General Assembly meeting
<b>Use cooperative security fund to tailor protective gear and suits to better fit all members</b>	Finance Committee	Next month

5. The same exercise should be repeated for the short- and long-term strategies identified in exercise 2, outlining the top 3 priorities from each group, inviting a volunteer to read the summary to the room. If no one wishes to volunteer, the facilitator can read the summary to the room.
6. Facilitators go through each short- and long-term strategy one by one and invite the cooperative to discuss and agree the action they will take to overcome this challenge. Again, during this discussion, both male and female facilitators must be aware of the group dynamics and especially encourage space for women and youth to speak, so the discussion is not dominated by one group or certain individuals over others.
7. Facilitators will continue to list agreed actions in the 'Cooperative Action Plan', placing emphasis on identifying tangible action and solutions, noting who is responsible and when the action should be implemented.
8. Once all challenges have been discussed and relevant actions incorporated into the cooperative action plan, facilitators ask how assessment and monitoring of these actions can be undertaken in order to ensure they are implemented. In particular, facilitators should ask who will be responsible for updating the plan with any new challenges requiring consideration. Suggestions as to who should monitor and update the cooperative action plan should be noted, and agreement reached on how often this should take place (for example, every two years).
9. Facilitators should thank participants for their contributions, and now have the option of allowing a quick break or energiser before starting exercise 4.

## Exercise 4. Governance analysis



**Overview:** The final exercise consists of reviewing the cooperative's governance structures, noting the current representation of older men, older women, young men and young women in leadership positions, and the desired representation for the future. This exercise involves remaining in the same large group that completed exercise 3.

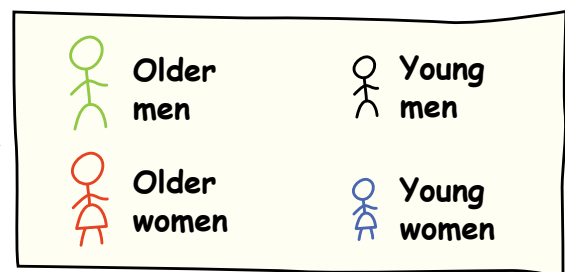


### Objectives:









- » List the cooperative's existing governance committees and the roles of each committee.
- » Note the current representation of older men, older women, young men and young women in each committee.
- » Agree on the desired future representation of older men, older women, young men and young women in each committee.

### Step-by-step guide:

1. Using a flipchart, facilitators draw a table (Table 6), with headings in the local language. Rather than writing 'older men, older women, young men, young women' or 'OM, OW, YM, YW', images can be used to represent the four groups (similar to those used for the timeline in exercise 1) in order to assist those who cannot read or write.











**Table 6. Table used for governance analysis**

Leadership committees	Roles of the committee	Current representation				Desired representation			
		OM	OW	YM	YW	OM	OW	YM	YW
									

2. Facilitators request that participants complete the table, asking: "What are the committees in your cooperative?", "What is the role of this committee?" and "How many older men, older women, young men and young women are in each committee?"









Cooperative members may prefer to have prepared this information in advance, in order to ensure it is correct and up to date. Thus, it may be useful to inform the cooperative prior to the exercises that this information will be needed (see Annex I on guidance for organisers). Once this process has been completed, the table should look something like Table 7.

Table 7. Governance analysis table with relevant information incorporated

Leadership committees	Roles of the committee	Current representation				Desired representation			
		OM	OW	YM	YW	OM	OW	YM	YW
									
<b>Executive Committee</b>	Provide overall guidance to cooperative	4	1	2	0				
<b>Education Committee</b>	Share technical knowledge	3	3	0	1				
<b>Loan Committee</b>	Support loan applications	2	2	2	1				

- Participants are then asked to reflect on the current representation of older men, older women, young men and young women in the committees, before discussing what the desired future representation should be. Facilitators should solicit opinions from across the room, paying particular attention to any quieter people or groups in the room.
- Some cooperative members may present one option for the future composition of their leaders, while others may offer a different option. In order to reach consensus, the various options should be noted on a flipchart/blackboard, with participants invited to vote (by show of hands) for their preferred option.

Figure 9. Governance analysis undertaken for a cooperative in Swahili, noting leadership structures, roles, and current and desired future composition

KAMATI	KAZI/LENGO	UONGOZI WA SASA (IDADI)				UONGOZI UNAOTAKIWA (IDADI)			
									
Uongozi	Fuchilia wafuataji ji.	5 3	3	2	1	2	2	3	2
Mi Kopo	- Ku kopesha, kusimamiwa ufuji + urudishaji mi kopo	3	1	1	-	2	1	1	1
Elimu	Techums - wanachama	2	2	1	-	2	1	1	1
Usimamizi	- Ufuatiliaji - kundi zote sektu zote	3	2	-	-	2	2	2	3
Miradi (7)	Kusimamiwa miredi SACROS	2	3	-	-	<del>1</del>	<del>1</del>	<del>2</del>	<del>2</del>
Bodi						2 1	2 1	3 3	2 2

5. Once agreement has been reached on desired representation, facilitators ask participants what actions they will take to achieve their desired future representation, and who will be responsible for these. These actions are added to the cooperative action plan created in exercise 3.
6. It is recommended that the 'cooperative action plan' and 'leadership structure' flipcharts are left with the cooperative as a reminder of the agreements made. Rapporteurs should record the discussions and tables in their notebooks and take photos of the flipcharts, ensuring all information is captured and written up in a detailed report.

## Closing and next steps

Once all exercises have been undertaken, the facilitators and rapporteurs should thank the cooperative members for their time and valuable contributions. They should also explain what the information will be used for (for example, informing research, policy or a programme/intervention), when this will be completed, and whether there are any additional activities scheduled to take place in which their inputs will be invited and valuable. A reminder should be shared at this point regarding who will be responsible for monitoring the cooperative action plan, as well as how often the plan is to be updated and who is accountable for this.

Facilitators should use this time to invite participants to provide feedback on the exercises and any areas for improvement. The toolkit is intended to be a living document, available to be updated and adapted by a range of users. This means making time for reflections is important and always welcomed to further improve the document and process.



# 3. Analysis of findings

A great deal of useful and important information can be gathered using the toolkit's four exercises. This section outlines how such information can be analysed to inform programme interventions that support local cooperatives, including evaluation of policies and plans related to inclusion, gender equity and climate adaptation.

## Exercise 1. Gender analysis

Exercise 1 captures information regarding the activities a cooperative is engaged in as part of its business, the involvement of older men, older women, young men and young women in these activities, and who it is that makes decisions and controls resources. It can be difficult to determine any patterns emerging from the exercise notes unless further analysis is undertaken. This is easily

done by pulling together the information obtained from exercise 1 into an Excel spreadsheet (Table 8), then counting up the relevant numbers related to involvement, decision making and control (Table 9). Once these numbers are determined, bar graphs can be created in order to more clearly display which group(s) are more involved, have more control, and have more access to resources (Table 10).

**Table 8. Example of how notes and figures from exercise 1 can be captured**

FOCUS GROUP (OLDER MEN)												
Description of cooperative activities	Who is involved?				Who makes the decisions?				Who has control of resources?			
	OM	OW	YM	YW	OM	OW	YM	YW	OM	OW	YM	YW
Site preparation	X		X	X	X	X			X			
Planting	X		X		X	X			X	X	X	
Weeding		X		X	X		X			X		
Watering		X		X	X	X		X	X			
Harvesting	X	X		X	X		X		X			
<b>TOTAL:</b>	<b>3</b>	<b>3</b>	<b>2</b>	<b>4</b>	<b>5</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>4</b>	<b>2</b>	<b>1</b>	<b>0</b>

**OM:** Older men

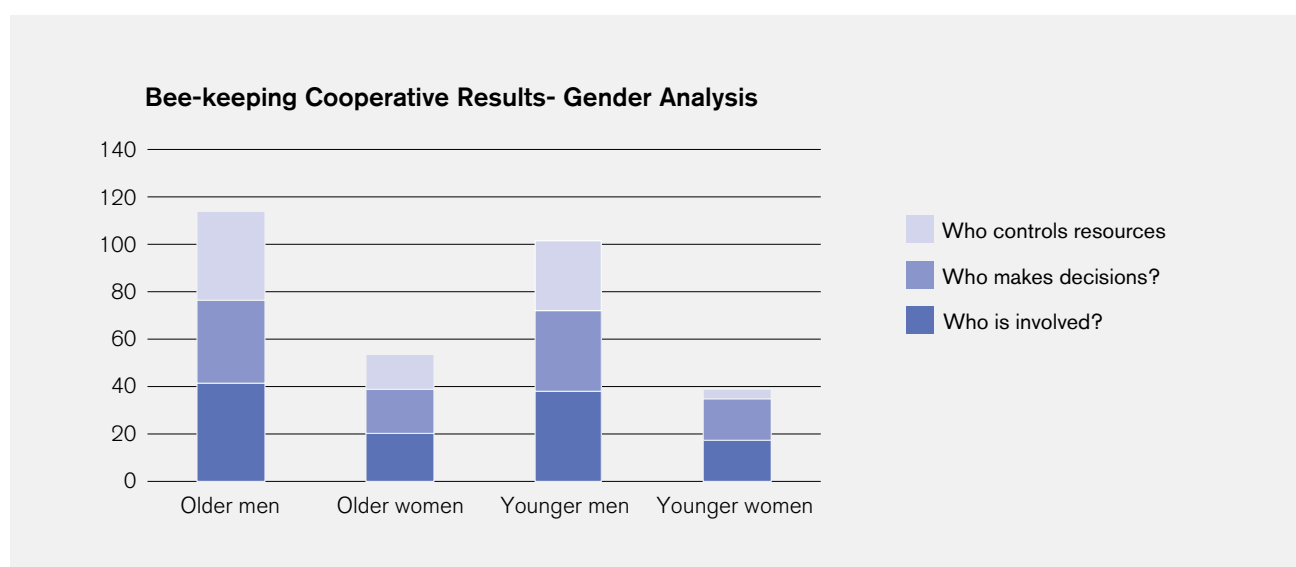
**OW:** Older women

**YM:** Young men

**YW:** Young women

**Table 9. Example of counting up responses to questions related to involvement, decision making and control of resources**

	Older men	Older women	Young men	Young women
Who is involved?	15	8	13	9
Planting	10	9	12	4
Weeding	12	10	10	3

**Figure 10. Example of bar graph displaying responses to questions related to involvement, decision making and control of resources**

The discussion on challenges and top three priorities conducted during exercise 1 can also be summarised in tables, highlighting the different challenges faced by older men, older women, young men and young

women, and so facilitating comparison (Table 10). This can help inform development interventions and ensure such programmes appropriately address the needs and priorities of all four groups.

**Table 10. Example of table outlining varying priorities across older men, older women, young men and young women**

Older men	Older women	Young men	Young women
Greater access to market and better price obtained for product	More support from older men and young men	Access to land	Equipment and protective gear that fits
Scientific research and further knowledge on product	Information on meeting times	Skills and training to engage in all business activities	Skills and training to engage in all business activities
Protect areas from product theft	Involved in decision making	Involved in decision making	Involved in decision making

## Exercise 2. Climate risk assessment

The information collected from exercise 2 can be used to compare and contrast which climate hazards are considered the most pressing by each group, as well as the suggested long-term adaptation strategies put forward to overcome

them. This can help development interventions pinpoint which climate hazards are considered most urgent by particular members of a community, and what support and solutions they need to address the challenge.

**Table 11. Example of table summarising responses to climate hazards**

FOCUS GROUP (YOUNG WOMEN)				
Description of activity	Climate hazard	Rank	Current short-term coping strategy	Suggested long-term adaptation strategy
Planting	Drought	5	Crops destroyed; replant again	Access to irrigation so crops continue to grow during times of drought
Weeding	Heavy rain	2	Wait until rain stops	Protective gear and suits to continue activities during heavy rain
Harvesting	Strong winds	3	Strong winds blow plants away; replant again	Plant trees to protect crops

## Exercise 3. Cooperative action plan

The action plan produced in exercise 3 is a central output of the toolkit, outlining the key actions the cooperative has agreed to take in order to overcome the day-to-day, gender and climate challenges faced

by its members (Table 12). The action plan can also help inform development interventions regarding how best to support the cooperative, as well as what solutions are most appropriate for the context.

**Table 12. Example of cooperative action plan noting action agreed, who is responsible, and timeframe for implementation**

Action to take	Who is responsible?	By when?
All members to receive a memo at least one day in advance of next cooperative meeting	Secretary	Starting from next week
Elders to share technical knowledge and skills with youth	Education Committee	One-hour weekly meeting starting next Friday
Use cooperative security fund to tailor protective gear and suits to better fit all members	Finance Committee	Next month
Ask government for support on how to access irrigation	Executive Committee	Next month
Hold a new leadership committee election, with positions for chair and vice-chair based on gender	Executive Committee	June this year

## Exercise 4. Governance analysis

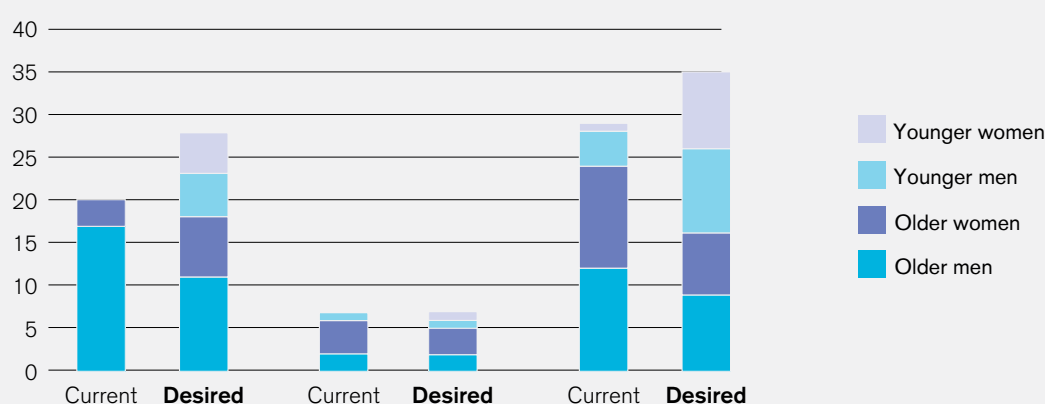
Figures from exercise 4's governance analysis (Table 13) can easily be inputted into an Excel spreadsheet in order to create bar graphs showing

the composition of a cooperative's leadership structure, both in terms of current representation and desired future representation (Figure 11).

**Table 13. Example of information completed by a cooperative as part of exercise 4**

Governance committees	Roles of the committee	Current representation				Desired representation			
		OM	OW	YM	YW	OM	OW	YM	YW
Executive Committee	Overall guidance to cooperative	4	1	2	0	2	2	2	1
Education Committee	Share technical knowledge	3	3	0	1	2	2	1	2
Loan Committee	Support applications for loans	2	2	2	1	1	2	2	2
TOTAL:		9	6	4	2	5	6	5	5

**Governance Structure of three Cooperatives at present (current) and desired for future**



The above analyses are just a few examples of how the information collected can be presented in order to inform programmes and policies supporting local cooperatives. Such analysis is also useful in keeping track of the four groups' access to and control of resources, as well as their roles in decision making and leadership committees, key climate hazards

faced, and adaptation strategies suggested. Most importantly, the toolkit captures the solutions offered from within a cooperative, with particular attention paid to women, youth and the most marginalised, ensuring they are at the heart of all development efforts.



## 4. Toolkit preparation guide

This section outlines some key areas to consider in advance of applying the toolkit, especially for external organisations that are visiting a cooperative to conduct the exercises.

### Guide for organisers

**Permission:** If the user of the toolkit is an external organisation, permission from the cooperative must be sought before using it. At this stage, it is important not to unduly raise expectations, meaning the purpose of the toolkit — whether to inform research, a policy or a programme — should be clearly outlined, as should the number of days (whether 2 or 3) required to carry out the exercises.

**Timing:** Once permission has been obtained, it is important to check when will be the most appropriate time for completion of the exercises. Cooperative members should decide for themselves whether it is best to carry out the toolkit exercises in the morning or afternoon, bearing in mind their daily chores and tasks within a community on any given day. This may vary for different focus groups — for example, women may prefer the afternoon, while men may prefer the morning. Through asking what the most suitable time for each group is, an agenda can be developed and agreed in advance that minimises disruption.

**Facilitators:** Selecting the right facilitators is vital, with criteria including being able to speak the local language, being trained in gender considerations, having an understanding of the power and cultural dynamics operating in a local context, and ensuring a mixture of male and female facilitators. In many cases, an external facilitator rather than a member of the community may be preferred, in order to help create a safe and neutral space. Additionally, it is recommended female facilitators work with female focus groups and male facilitators work with male focus groups.

**Selection of focus groups:** Four separate focus groups — divided into older women, older men, young men and young women — are required for exercises 1 and 2. Each focus group should contain no more than 10–12 individuals. In order to avoid local biases in focus group selections, it is recommended that criteria facilitating a more representative sample are developed in advance. Criteria can also help the toolkit capture differences (intersectionality) within the community not only in terms of gender and age, but also — where appropriate — ethnicity, caste, wealth, social status, people living with disabilities and health conditions.<sup>8</sup> This helps ensure the voices of marginalised members are heard. Often, representatives from the community assume organisations or individuals wish to speak to those who are most powerful, or who are more articulate or educated. It is essential such assumptions are avoided in order to include those who are from poorer or marginalised groups. Ideally, focus groups should include a greater proportion of people from poorer and marginalised backgrounds than from relatively more privileged backgrounds,<sup>5</sup> reflecting the fact that there are generally fewer households that would claim to have 'higher' levels of wealth.

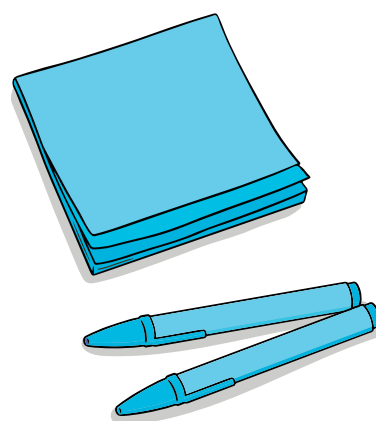
**Monitoring and evaluation:** The toolkit places strong emphasis on solutions being identified from within the cooperative, meaning that even in the absence of external support or funding, some actions addressing current challenges can be implemented based on existing resources. It is important to identify who will be responsible for monitoring the implementation of these actions, with a trusted community leader or government/non-government representative potentially nominated to track the progress of cooperative action plan implementation.

**Preparations for the exercises:** It is helpful to outline to the cooperative in advance what resources will be required to undertake the exercise. For example, two rooms each capable of holding 10 people for exercises 1 and 2, and a room capable of holding 40 people for exercises 3 and 4. Also, by alerting the cooperative that the number of older men, older women, young men and young women in their leadership committees will be reviewed as part of exercise 4, time can be saved, as this information can be gathered in advance of the exercise. It is the responsibility of the organisation undertaking the exercises to gather flipcharts, sticky tape, pens and notebooks, as well as to organise refreshments and lunch for the focus group participants (should the budget allow). Below is a (non-exhaustive) summary of materials needed to carry out the exercises:

- » Four flipcharts.
- » A variety of coloured marker pens.
- » Sticky/Post-it notes.
- » Masking tape, white tack or Blu Tack.
- » Notepads and pens for facilitators and rapporteurs.

**Final preparations:** In the days prior the visit, it is useful to confirm with the cooperative, ensuring that everything is proceeding according to plan, that focus groups have been selected, and that the timeline is still suitable. It is also worth re-confirming arrangements such as lunch and stationery, as well as confirming which facilitators and rapporteurs will be undertaking the exercises.

**Upon arrival:** Facilitators and rapporteurs should aim to arrive at the venue at least 30 minutes before focus groups are due to start, in order to set up the rooms and meet with cooperative members as they arrive.



## Summary checklist:

- ☐ Obtain permission from cooperative to carry out toolkit exercises.
- ☐ Identify suitable dates and times from cooperative members.
- ☐ Select male and female facilitators and rapporteurs (must speak local language, have received training in gender considerations, and have understanding of local power and cultural dynamics).
- ☐ Select focus groups (using criteria that, as much as possible, obtains a representative sample, with particular attention paid to including marginalised voices).
- ☐ Identify individual/organisation tasked with tracking and monitoring actions resulting from exercises.
- ☐ Inform cooperative of logistical and informational requirements (including space required for exercises and information on leadership structure/committee composition).
- ☐ Gather equipment for exercises (flipcharts, sticky tape, pens, notebooks) and organise lunch arrangements.
- ☐ Obtain final confirmation from cooperative (to check everything proceeding according to plan, focus groups have been selected, and timeline is still suitable).
- ☐ Arrive at venue at least 30 minutes before scheduled start time.

# Guide for facilitators

Good facilitation is critical to the success of a workshop. It is, however, not an easy role, requiring patience, skill and practice. The facilitator is responsible for introducing, guiding and managing the flow of the toolkit exercises. Therefore, they must know when to probe for further details, while also being mindful that discussions keep to time and remain relevant. Additionally, the facilitator must ensure that everyone in the room is heard, creating a safe space in which quieter voices feel valued and able to contribute to discussions. With this in mind, the following points (adapted from Ada Consortium)<sup>5</sup> provide useful guidance for the facilitator before, during and after the exercises.

## Before the exercises:

### Put yourself in the participants shoes:

Facilitators should ask themselves the question: How would you feel if a stranger came into your community and began asking questions about your daily life and the challenges you face? Some communities may have had a bad experience in the past with other exercises, surveys or researchers, while some participants may be afraid of what will happen to them if they speak openly about their lives. Others may tell facilitators what they think they want to hear, perhaps to be polite, or because they hope to benefit in some way. Thus, discussions should be kept as informal and relaxed as possible, and facilitators should never make any promises of future action they are not in a position to make happen.

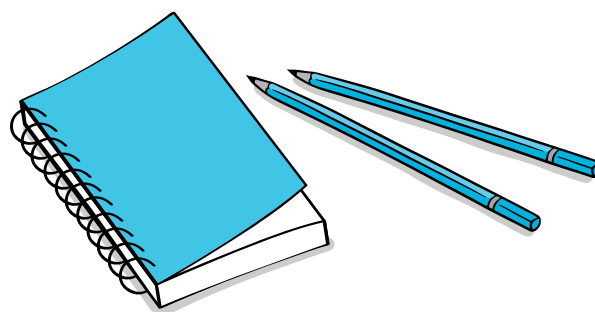
## During the exercises:

**Learn from them:** Throughout the workshop, participants should be reminded of the purpose of the exercises, what the information will be used for, and that the facilitators are there to work with, rather than against, cooperative members. Additionally, it should be made explicit that the participants are the teachers, and the facilitators have come to listen and learn from them. There are no right or wrong answers, only what cooperative members think, feel and have experienced themselves.

**Create a 'safe space':** It should be made clear to all in the room that certain ground rules apply during the exercises. Everyone should be able to speak without fear of punishment, negative consequences or being mocking. Furthermore, everyone should appreciate and respect each other's input. In essence, the room represents a 'safe space'. Throughout the workshop, participants should be reminded that the information they provide is confidential and will remain anonymous when reported. They should also be reminded that they are free to leave the workshop at any time, without giving a reason.

**Ask open questions:** Closed questions should, where possible, be avoided. Thus, instead of asking, "Do you do this activity?", the question should instead be, "Which activities do you do?". Open questions such as this allow participants to provide more detailed explanations and responses. Using the words 'how', 'what', 'where', 'when', 'who' and 'why' is a good way of ensuring open questions are being asked.

**Be conscious of your own opinions:** It is very easy to facilitate discussions that confirm a facilitator's own point of view. Thus, facilitators should be mindful of the influence their behaviour, background and assumptions may have on the questions being asked and the opinions engaged with. Asking open questions helps address this issue as it generates a wider range of answers. Interest should be expressed in participants' opinions, and facilitators must be prepared to accept opinions different from their own. If a participant says something surprising, this probably means the facilitator is learning something new about the community. The underlying principle should be to always learn more about cooperative members' views, rather than attempting to convince them they are wrong.



**Be conscious of nonverbal and verbal**

**communication:** According to research (Mehrabian, 1972),<sup>9</sup> human communication consists of 55% body language, 38% tone of voice, and only 7% words. Facilitators should therefore be aware of their body language and demonstrate interest in what participants are saying by maintaining eye contact (if culturally appropriate), pausing to show they are listening, and smiling or nodding to show encouragement. Tone of voice should be kept soft and welcoming.

**Actively listen and be curious:** Facilitators should listen carefully to what participants are saying and encourage them to speak more, with follow-up questions asked if further information or clarification is required. This helps discussions to 'flow' more easily, with participants doing most of the talking.

**Manage dominance — allow the quiet to**

**speak:** While it may be helpful to have talkative, dominant individuals who can express their opinions clearly and lead a discussion group, the ultimate aim is to solicit a wide range of opinions from different people in the community. Facilitators should therefore try to avoid one or two individuals dominating the discussion, politely but firmly asking them to pause so that others can have their say. Furthermore, facilitators should actively invite less vocal participants to speak in order that their opinions are captured.

**Manage disagreement:** A lot can be learned about a community when participants disagree about issues and actively engage in lengthy discussion. However, sometimes disagreements can become too heated, causing the group atmosphere to become unpleasant and hostile. Facilitators must manage these tensions as they arise, reminding participants of the 'safe space' principles agreed and reassuring them that everyone's opinion will be heard and noted down.

**Allow discussions to flow:** In the event participants start discussing and questioning issues with each other, facilitators should refrain from interrupting them. Instead, this offers a good opportunity to listen to contrasting community opinions and gain understanding of different points of view, who holds them, and why. However, if discussions become too heated, or head in an irrelevant direction, facilitators should intervene to steer the conversation in a calmer or more relevant direction.

**Do not rush or force engagement:**

Facilitators should not worry overly if the exercise concludes without all the information needed being obtained. The tone of the discussion should be kept as informal and conversational as possible to facilitate engagement, but if participants become tired or unresponsive, they should not be forced to continue. Sometimes, it may simply be the case that a group does not want to talk. Care should also be taken to respect participants' privacy. Questions may occasionally be asked that raise personal, painful or emotionally sensitive issues (such as death or significant losses of income), which participants may not wish to discuss. Facilitators must be sensitive to this and not push participants to discuss anything they would prefer not to.

**Use examples from real life:** The toolkit exercises require participants to consider aspects of their environment or culture they may not have thought about before. Thus, some of the ideas and words used may be new or unusual for them. If participants appear unable to understand what a facilitator is saying, it may help to use practical examples from their everyday life. Technical words/terms, such as 'resilience', 'climate adaptation' or 'climate change', should be used sparingly and carefully — particularly if translators are being used.

**At the end of each exercise:**

**Thank participants for their time:** At the end of each exercise (and the beginning of the next), participants should be thanked for their time and active engagement. Cooperative members are often busy people with many responsibilities, and it is important that they are made to feel appreciated.

**Leave flipcharts and exercises with**

**participants:** The physical records produced by the exercises, especially the cooperative action plan and governance analysis, should be left with cooperative members. Rapporteurs should take photos of the flipcharts in order to write up their contents in their report.



## Summary checklist:

### Before exercise:

- ☐ Put yourself in participants' shoes, imagining any fears and uncertainties they may have and how they may be put at ease.

### During exercise:

- ☐ Introduce toolkit's objectives and purpose.
- ☐ Learn from participants.
- ☐ Create a safe space through mutual respect, confidentiality and voluntary engagement.
- ☐ Ask open questions, using 'how', 'what', 'where', 'when', 'who' and 'why'.
- ☐ Listen actively to discussions, with follow-up questions asked if clarification is required.
- ☐ Invite quieter voices to speak and ensure their opinions are captured.
- ☐ Manage dominance by politely but firmly asking individuals to pause so others can have their say.
- ☐ Manage disagreements by insisting on mutual respect and allowing everyone to state their point.
- ☐ Do not interrupt, intervening only if discussions become heated or veer off topic.
- ☐ Be prepared to accept opinions different from your own.
- ☐ Be conscious of own body language, tone of voice and language used.
- ☐ Do not rush or force engagement (stop or take a break if participants are feeling tired).

### End of each exercise:

- ☐ Thank participants for their time.
- ☐ Leave flipcharts with participants, having captured relevant information in photos or notes.



# Guide for rapporteurs

The rapporteur (or note-taker) has perhaps the most important job of all, as without detailed notes, the time spent on the activities may be wasted and any lessons learned lost.

Rapporteurs should make a record of all discussions taking place, not just general points or conclusions. They should also write down who in the group holds particular views, noting whether this is potentially representative of a wider group in the community or if there may be opposing opinions. This is especially important during the group consensus meetings held in exercises 3 and 4. Throughout all the exercises, rapporteurs should be ready to pause discussions

in order to clarify whether they have correctly heard and understood what has been said. Additionally, they should capture notes in a language they are comfortable with, translating them later if necessary.

It is normal for different people to have their own note-taking style and techniques, perhaps using shorthand or abbreviations. However, rapporteurs must be able to accurately decipher what they wrote in the workshop. It may help if they review their notes at the end of each day, filling in details while they are still fresh in their mind. After the workshop, they should expand their temporary notes into a format comprehensible to the report writer.



## Summary checklist:

- ☐ Record all details of discussions (not just general or final points).
- ☐ Identify issues or topics where individuals had different opinions, and record whether common agreement was found.
- ☐ Write notes in language you are most comfortable with (translations can be done later).
- ☐ Review notes at the end of each day and add any relevant detail.
- ☐ Take photographs of all materials (diagrams, timelines, flipcharts, tables) produced during exercises.
- ☐ Ask permission if quoting participants in published or public documents.
- ☐ Pause discussions as necessary to ensure what has been said has been fully understood and accurately recorded.

## Rapporteur tables:

The sample tables below have been created to help capture information from across the four exercises, though rapporteurs should feel free to adapt them according to their needs. It is important to note that rapporteurs should also be capturing details of the discussions taking place that lead up to these final

points. Thus, in the case of Table 14, it would also be necessary to capture — should the information be disclosed during discussions — why older men and older women make decisions, why women control resources, and if any challenges are noted, the reasons why.

**Table 14. Sample rapporteur table for gender analysis**

FOCUS GROUP (MEN)														
Description of value chain activity	Who is involved?				Who makes the decisions?				Who has control of resources?				Challenges (top 3 ticked)	Solutions (top 3 ticked)
	OM	OW	YM	YM	OM	OW	YM	YM	OM	OW	YM	YM		
Site preparation	X		X	X	X	X				X				
Planting														
Weeding														
Watering														
Harvesting														
Drying														
Selling														

Table 15 below may be useful in capturing information provided during exercise 2 discussions. Again, it is vital that rapporteurs record in fuller detail any particular rationales

offered by the group. For example, in terms of Table 15, participants may indicate why drought is the most severe hazard, or why access to irrigation is important to them.

**Table 15. Sample rapporteur table for climate risk assessment**

FOCUS GROUP (OLDER WOMEN)				
Description of value chain activity	Climate hazard	Rank	Short-term coping strategy	Long-term adaptation strategy
Planting	Drought	5	Crops destroyed	Access to irrigation
Weeding	Heavy rains	2	Engage in more weeding	Natural weed removal
Watering				
Harvesting				
Drying				
Selling				

The cooperative action plan (Table 16) is one of the toolkit's key outputs, meaning care should be taken to capture these actions as clearly and accurately

as possible. Once again, it is extremely important that detailed notes are kept on discussions held by participants prior to agreeing the key actions.

**Table 16. Sample rapporteur table for cooperative action plan**

Action to take	Who is responsible?	By when?
All members to receive a memo at least one day in advance of next cooperative meeting	Secretary	Starting from next week
Elders to share technical knowledge and skills with youth	Education Committee	One-hour weekly meeting starting next Friday
Use cooperative security fund to tailor protective gear and suits to better fit all members	Finance Committee	Next month

Table 17 below helps capture key points from the fourth and final exercise on governance structure.

**Table 17. Sample rapporteur table for governance analysis**

Leadership committees	Roles of the committee	Current representation				Desired representation			
		OM	OW	YM	YM	OM	OW	YM	YM

## Review exercises: for facilitators and rapporteurs

It is recommended that facilitators and rapporteurs meet after each day of exercises, for about an hour, to debrief each other and prepare for the following day. These discussions can contribute to learning and improvement, identifying unforeseen challenges, and getting feedback both on successes and areas for improvement. Facilitators and rapporteurs should be open to giving and receiving constructive criticism, always bearing in mind that everyone involved is endeavouring to improve the process. In such discussions, it is useful to reflect on:

- » How the toolkit exercises were carried out, what approaches or explanations helped in the facilitation process, and whether any areas may be improved.
- » The 'mood' or 'atmosphere' during exercises. Were there times in the day when discussions went particularly well? What did participants respond to best, and why?
- » Whether divisions between participants may be affecting discussions, and how these can be managed.
- » Whether dominant characters may be silencing or intimidating others, and how they can be managed.

As well as allowing time for reflection, the review exercise can also be used to prepare for the following day's exercises. This may include discussion of the priorities brought forward by the different focus groups and the creation of a summary table to be presented back during exercise 3.

## Guide for working with translators

Translators may be required if facilitators, rapporteurs or organisers do not speak the same language as the participants. Even if translators are experienced, organisers should spend time with them prior to the workshop, in order to review their role and set out expectations of how they will work. In particular, the following basic principles should be made clear:

- » The translator's role is to be a 'mouthpiece' or 'translation machine' for what is being said. This means they should translate what is being said as accurately as possible. Thus, when a participant says, "I think that ..." they should translate this as "I think that ..." rather than "He says that ..."
- » Similarly, questions from facilitators should be translated exactly, with phrases such as "He wants to know if ..." or "They want to find out whether ..." avoided.
- » Everything that is being said should be translated, regardless of whether it seems irrelevant or obvious. Such pieces of information may be crucial to understanding the particularities of certain points.
- » Translators need to translate frequently and at regular intervals. If they wait too long to translate, they will inevitably have to summarise what was being said. It is not the job of the translator to summarise.
- » If participants are talking too fast, or if the translator does not understand, they should halt proceedings and seek clarification.
- » Translators should be mindful of introducing their own biases into the translation.

# Conclusion

The Pamoja Voices toolkit consists of four exercises that can help cooperatives identify actions that can make them both more inclusive and more resilient to a changing climate. The toolkits help cooperatives to undertake a review of their day to day activities and business operations, identify gender constraints and climate risks, and come together to agree collective solutions. As well as cooperatives, the toolkit can be used by NGOs, community-based organisations, academia, research, financial institutions, and national and local governments when working with cooperatives to support achievement of these aims. The exercises

create a safe space that allows all voices to be heard, bringing all voices together to overcome identified challenges. Evidence indicates a cooperative is more productive when all members can contribute to their full potential, while strong social networks, equity and cooperation are vitally important when dealing with a changing climate. This toolkit aims to support more inclusive approaches, in particular by ensuring the most vulnerable contribute equally and meaningfully to decision making on the unique challenges they face, so these can be overcome.



Member of a seaweed cooperative assessing her crop in Zanzibar. Credit: Zanzibar Climate Change Alliance (ZACCA)



## Annex I: Glossary of terms

### **Adaptation strategies**

Strategies employed by people, institutions, organisations and systems, using available skills, values, beliefs and resources, to adjust to potential damage, take advantage of opportunities and respond to consequences (usually over the long term).

### **Climate adaptation**

Process of adjustment employed by individuals or groups to accommodate climate change impacts. Can range from adjusting daily routines to changing entire livelihood strategies and social structures. Aims to moderate harm or difficulties associated with climate change, while taking advantage of any opportunities.

### **Climate change**

Large-scale changes in the pattern and predictability of weather over longer time periods, typically 30 years. Local people may experience this as changes in the timing of seasons, as well as more frequent (and unpredictable) climate shocks, such as droughts or floods.

### **Climate information**

Weather predictions and forecasts, often given on a seasonal or yearly basis. Includes advance information about future climate shocks that may severely affect rural communities.

### **Climate variability**

Short-term weather changes (for example, rainfall, temperature, wind), normally the result of natural causes. By contrast, climate change occurs over a much longer time period.

### **Cooperative**

Autonomous association of persons that, through a jointly owned and democratically controlled enterprise, attempts to meet common economic, social and cultural needs and aspirations.

### **Coping strategies**

Strategies employed by people, institutions, organisations and systems, using available skills, values, beliefs and resources, to manage and overcome adverse conditions in the short-to-medium term.

### **Gender**

A social understanding defining what it means to be a man or woman (or boy or girl) in a given society at a specific time and place. Refers to the specific roles, livelihood activities, status and expectations that society assigns to women and men within households, communities and culture. Differs from sex, which refers to the biological differences between men and women.

### **Gender analysis**

A systematic approach to identifying key issues and factors contributing to gender inequalities.

### **Gender equity**

The process of being fair to women and men. To ensure this, strategies and measures must often be put in place to compensate for the historical and social disadvantages that have prevented women from operating on a level playing field with men. Equity leads to equality.

## Gender equality

The equal enjoyment by women, girls, boys and men of rights, opportunities, control over resources, and social rewards and benefits. A critical aspect of promoting gender equality is empowering women, with a focus on identifying and addressing power imbalances. Equality does not mean that women and men are the same, but rather their enjoyment of rights, opportunities and life chances should not be governed or limited by whether they were born female or male.

## Hazard

A natural or human-induced physical event that has the potential to cause loss of life, injury or other health impacts, as well as damage to property, infrastructure, livelihoods, service provision and environmental resources. A climate hazard refers to an unexpected and disruptive weather event, such as an extended drought, a period of flooding, or high winds.

## Resilience

Ability of an individual, social group or community to anticipate, absorb or recover from the effects of a (climate) hazard in a timely and efficient manner. Local people may think of this as the ability to do relatively well during and after a severe climate shock (such as a drought), at a time when others may be struggling.

## Weather

Atmospheric conditions at a specific place at a specific point in time. Usually refers to relatively short-term conditions, measured in minutes, hours, days or weeks.

## Vulnerability

Degree to which individuals, families or communities are unable to anticipate, cope with, resist and recover from the impact of a natural or man-made hazard. It is the opposite of capacity or resilience.



Members of a bee-keeping cooperative working together to build a bee-hive. Credit: Zanzibar Climate Change Alliance (ZACCA)

Sources: CARE International,<sup>9</sup> Intergovernmental Panel on Climate Change,<sup>10</sup> International Cooperative Alliance<sup>11</sup>

## Annex II. Draft timetable

Table A1 presents a timetable for completion of the toolkit's four exercises within a **two-day timeframe**, with focus groups conducted in parallel. It should serve as a guide only, and may be adapted and edited according to the needs of organisers and cooperatives.

**Table A1. Sample timetable outlining completion of toolkit exercises within a two-day timeframe**

Day 1			
Time	Exercises	Division of labour	
		Female facilitator and rapporteur	Male facilitator and rapporteur
9.00–9.30	Introduction and agree ground rules	Focus group: Older women	Focus group: Young men
9.30–10.30	<b>Exercise 1:</b> Gender analysis		
10.30–11.00	<i>Break and energiser</i>		
11.00–12.00	<b>Exercise 2:</b> Climate risk analysis		
12.00–13.00	<i>Lunch</i>		
13.00–13.30	Introduction and agree ground rules	Focus group: Young women	Focus group: Older men
13.30–14.30	<b>Exercise 1:</b> Gender analysis		
14.30–15.00	<i>Break and energiser</i>		
15.00–16.00	<b>Exercise 2:</b> Climate risk analysis		
16.00–17.00	Review exercise	Facilitators and rapporteurs only: recap day's exercises and prepare for Day 2	
Day 2			
9.00–9.30	Welcome and introduction	Facilitators and rapporteurs work on group consensus, with all groups (older women, older men, young women, young men) brought together in one meeting	
9.30–11.00	<b>Exercise 3:</b> Cooperative action plan		
11.00–11.30	<i>Break and energiser</i>		
11.30–12.30	<b>Exercise 4:</b> Governance analysis		
12.30–13.00	Closing and next steps		
13.00–14.00	<i>Lunch</i>		

Table A2 presents a timetable for completion of the toolkit's four exercises within a **three-day timeframe**, should it not be possible for focus groups to be conducted in parallel (for example, due to a lack of space).

**Table A2. Sample timetable outlining completion of toolkit exercises within a three-day timeframe**

Day 1		
Time	Exercises	Division of labour
		Facilitator and rapporteur
9.00–9.30	Introduction and agree ground rules	Focus group: Older women
9.30–10.30	Exercise 1: Gender analysis	
10.30–11.00	Break and energiser	
11.00–12.00	Exercise 2: Climate risk analysis	
12.00–13.00	Lunch	
13.00–13.30	Introduction and agree ground rules	Focus group: Older men
13.30–14.30	Exercise 1: Gender analysis	
14.30–15.00	Break and energiser	
15.00–16.00	Exercise 2: Climate risk analysis	
16.00–17.00	Review exercise	Facilitators and rapporteurs only: recap day's exercises and prepare for Day 2
Day 2		
9.00–9.30	Introduction and agree ground rules	Focus group: Young women
9.30–10.30	Exercise 1: Gender analysis	
10.30–11.00	Break and energiser	
11.00–12.00	Exercise 2: Climate risk analysis	
12.00–13.00	Lunch	
13.00–13.30	Introduction and agree ground rules	Focus group: Young men
13.30–14.30	Exercise 1: Gender analysis	
14.30–15.00	Break and energiser	
15.00–16.00	Exercise 2: Climate risk analysis	
16.00–17.00	Review exercise	Facilitators and rapporteurs only: recap day's exercises and prepare for Day 2
Day 3		
9.00–9.30	Welcome and introduction	Facilitators and rapporteurs work on group consensus, with all groups (older women, older men, young women, young men) brought together in one meeting
9.30–11.00	Exercise 3: Cooperative action plan	
11.00–11.30	Break and energiser	
11.30–12.30	Exercise 4: Governance analysis	
12.30–13.00	Closing and next steps	
13.00–14.00	Lunch	

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## Notes

[illegible]



Knowledge  
Products

# Toolkit

September 2020

## Climate Change; Gender

*Keywords:*

Climate adaptation; resilience; gender; participatory action research; Tanzania; Youth

The Pamoja Voices toolkit enables all voices and priorities within a cooperative — whether those of women, men or youth — to be heard, and to facilitate the collective identification of solutions to climate change, gender and day-to-day business challenges facing all members. This toolkit has been developed with the objective of facilitating more inclusive decision-making processes within cooperatives, ensuring the challenges facing all groups — especially those who are marginalised or vulnerable — are equally heard and addressed.

The toolkit has been designed to be used by cooperatives and organisations that support them including NGOs, community-based organisations, academia, financial institutions, and national and local governments working with cooperatives to support achievement of these aims. The exercises create a safe space that allows all voices to be heard, bringing all voices together to overcome identified challenges through development of a collective cooperative action plan.



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