



United Nations  
Convention to Combat  
Desertification

United for land

WOCAT



**WOCAT - World Overview of Conservation Approaches and Technologies**

# Questionnaire on Gender-responsive Sustainable Land Management (SLM) Technologies

Version 2022

**Authors:** WOCAT: Centre for Development and Environment, University of Bern - CDE (Rima Mekdaschi Studer, Nicole Harari, Laura Ebnetter) and International Centre for Integrated Mountain Development - ICIMOD (Suman Bisht, Sanjeev Bhuchar) as well as United Nation Convention to Combat Desertification - UNCCD (Rockaya Aidara, Jeroen van Dalen, Lilia Maximova, Enni Kallio)

**Reviewed by gender and SLM experts:**

Alliance of Bioversity International and the International Center for Tropical Agriculture (CIAT) (Ivy Kinyua),  
Both ENDS, the Netherlands (Nathalie van Haren),  
CENESTA - Centre for Sustainable Development and Environment, Iran (Nahid Naghizadeh),  
CGIAR - Consultative Group for International Agricultural Research Gender Platform (Nicoline de Haan),  
CorePage Consulting (Heleen Claringbould)  
FAO - Food and Agriculture Organization of the United Nations (Aurelie Bres and Ilaria Sisto),  
Finnish Consulting Group Ltd (Pamela White),  
GIZ - Deutsche Gesellschaft für Internationale Zusammenarbeit (Lieselotte Heinz),  
ICARDA - International Center for Agricultural Research in the Dry Areas (Dina Najjar),  
IFAD - International Fund for Agricultural Development (Petra Jarvinen),  
IUCN - International Union for Conservation of Nature (Jackie Siles),  
Research Institute for Soil and Water Conservation, Czech Republic (Veronika Sitkova and Renata Duffková),  
Tottori University, Japan (Kristina Toderich),  
UNCCD - United Nation Convention to Combat Desertification - UNCCD (Cecilia Gasic and Ermias Betemariam),  
UN Habitat- United Nations Human Settlements Programme (Everlyne Nairesiae),  
University of Costa Rica (Agustin Gomez),  
UN Women (Lorenzo Rovelli and Khadidiatou Gueye)

**Piloted and tested in 15 countries:**

Bangladesh, Arafat Fazlay, Bangladesh Forest Department  
Cambodia, Sophea Tim, Royal University of Agriculture  
Colombia, Beatriz Ramírez, Asociación de Becarios de Casanare  
Haiti, Oihane Olaetxea Martinez, Swiss Red Cross, Haiti  
India, Tanmoy Das, Terre des hommes  
Jordan, Mira Haddad, ICARDA  
Lao People's Democratic Republic, Bounthanom Bouahom, National Agriculture and Forestry Research Institute  
Nepal, Kabita Nhemhafuki, ICIMOD  
Niger, Abdoulaye Soumaila, Groupe de Recherche d'Etudes et d'Action pour le Développement GREAD  
Philippines, Djolly Ma. P. Dinamling, PhilCat, BSWM  
Senegal, Marième Diallo, Centre de Suivi Ecologique (CSE)  
Spain, Alicia Morugán Coronado, University of Cartagena  
Sri Lanka, Bandara Rotawewa, Consultant FAO Sri Lanka  
Tajikistan, Daler Domullodzanov, FAO Tajikistan  
Uganda, Joy Tukahirwa, Rick Kamugisha and Mathias Wakulira, Uganda Landcare Network Organization

**Contact address:** [wocat.cde@unibe.ch](mailto:wocat.cde@unibe.ch)

## Table of content

### Part 1: Guide to the Questionnaire

1. Welcome to WOCAT .....	5
2. Aim of the questionnaire .....	5
3. Who collects the data .....	6
4. How to apply the questionnaire .....	7
4.1 Structure .....	7
4.2 Source of information and data .....	7
4.3 Discussion group .....	8
4.4 Duration and timing .....	9
5. Ethical aspects.....	10
6. Data quality and dissemination of results .....	11

### Part 2: Gender-responsive SLM questionnaire

<b>1. Short description of SLM Technology and if available the related Approach.....</b>	<b>12</b>
<b>2. General information.....</b>	<b>14</b>
<b>3. Context of community where the Technology is being applied.....</b>	<b>17</b>
3.1 Mention two issues that are important for you and the discussion group and can lead towards gender equality in the context of your community.....	17
3.2 Main characteristics of the community applying the Technology and if available the related Approach.....	17
3.3 Decision-making at household-level in the community applying the Technology .....	22
3.4 Gender roles in land management in the community applying the Technology and if available the related Approach .....	23
3.5 Access to services in the community.....	24
3.6 Land tenure in the community applying the Technology.....	27
<b>4. Activities and impacts of SLM Technology and if available the related Approach.....</b>	<b>31</b>
4.1 Short description of changes and adaptations in the implementation of the SLM Technology and if available the related Approach.....	31
4.2 Women-friendliness of SLM Technology and if available the related Approach .....	31
4.3 Main establishment and maintenance activities applied under the Technology .....	31
4.4 Access to and decision-making on main inputs needed for establishment and maintenance of the SLM Technology .....	34
4.5 Involvement and participation of land users and local community.....	34
4.6 Gender relevant impacts of the SLM Technology and if available the related Approach applied.....	36
4.7 Existing enabling and/or hindering conditions for implementation and adoption of the Technology and if available the related Approach .....	37
<b>5. Recommendations on how to improve gender-responsiveness of the SLM Technology and if available the related Approach for better adoption.....</b>	<b>39</b>
5.1 How to adjust/ adapt the Technology and if available the related Approach to increase adoption by women and men.....	39
5.2 Recommendations on improving gender-responsiveness of the Technology .....	39
5.3 Recommendations on improving the enabling environment .....	40
5.4 How does this gender questionnaire help the discussion group to reflect on the gender-responsiveness of the SLM Technology and if available the related Approach? .....	41



## Part 1: Guide to the Questionnaire

### 1. Welcome to WOCAT

The ultimate goal of documenting and assessing sustainable land management (SLM) practices (Technologies and Approaches) is to share and spread valuable knowledge in land management, support evidence-based decision-making, and scale up identified good practices. WOCAT focuses on efforts to prevent and reduce land degradation and restore degraded land to reach land degradation neutrality (LDN) through improved land management technologies and approaches.

WOCAT provides a modular framework for the documentation and assessment of SLM technologies and approaches which, together, make up a SLM practice. The two standardized WOCAT questionnaires on **SLM Technologies (QT) and SLM Approaches (QA)** (<https://www.wocat.net/en/global-slm-database/slm-practices-technologies-and-approaches>) contain key questions on SLM. Taken together, the questionnaires provide the full picture of an SLM practice. All information documented through WOCAT questionnaires is made available in the open-access online Global WOCAT SLM database (<https://qcat.wocat.net>) recognized by the United Nations Convention to Combat Desertification (UNCCD) as the primary recommended database for the reporting on good practices in SLM. Specific modules can be added to the WOCAT questionnaires (QT and QA) to gain further in-depth knowledge about specific topics/ themes such as Carbon Benefits or Climate Change Adaptation.

The questionnaire was developed in collaboration with the UNCCD and a number of specialists and countries as a tool **to assess the gender-responsiveness of SLM Technologies and related Approaches**. Hence, the **gender-responsiveness questionnaire (hereafter called QG)** is an addition to the existing WOCAT Questionnaires QT and QA. The QG focuses on **individual SLM Technologies** that are implemented in and by a community and if available the related **Approach** used to disseminate this Technology. In future, it will be added as a module in the online Global WOCAT SLM database.

### 2. Aim of the questionnaire

The low adoption rate of SLM technologies remains a key bottleneck for making real progress in combating Land Degradation, Desertification and Drought (DLDD) and achieving the Sustainable Development Goals (SDGs) in particular Land Degradation Neutrality (SDG 15.3). Understanding the different roles of women and men in land management is key particularly considering, for instance, that in developing countries, women account for half of the food production.

The aim of the present questionnaire is therefore to:

- i) add a gender lens to SLM Technologies and Approaches and assess their gender-responsiveness
- ii) evaluate how gender-responsiveness of SLM Technologies and Approaches can be improved, stepping up adoption and dissemination, making SLM beneficial for women and men alike.

#### Definitions

**Sustainable Land Management (SLM)** is defined as the sustainable use of land resources – including soils, water, vegetation, and animals. <https://www.wocat.net/en/glossary>

**SLM Approach:** defines the ways and means used to implement one or several SLM Technologies. It includes technical and material support as well as the involvement and roles of different stakeholders. An Approach can refer to a project/ programme or to activities initiated by land users themselves. Example: [https://qcat.wocat.net/en/wocat/approaches/view/approaches\\_3173/](https://qcat.wocat.net/en/wocat/approaches/view/approaches_3173/)

**SLM Technology:** is a physical practice that controls land degradation and enhances productivity and/or other ecosystem services. A Technology consists of one or several measures, such as agronomic, vegetative, structural, and management measures. Example: [https://qcat.wocat.net/en/wocat/technologies/view/technologies\\_3359/](https://qcat.wocat.net/en/wocat/technologies/view/technologies_3359/)

**Land user:** the person/ entity who implements/ maintains the Technology. The term land user may refer to individual small- or large-scale farmers, groups, cooperatives, government institutions (e.g. state forest), etc.

**Community:** groups of people that share access to common material resources and that are anchored, for one reason or another, to a given geographical setting. Community members share membership, interactions and a physical context.<sup>1</sup>

**Gender-responsive:** A term used to describe laws, policies, programmes and public services that are formulated and/or delivered to: i) take into account existing structures and relations of gender inequality and seek proactively to overcome and remove them; ii) identify and bring attention to women's contributions and critical roles as agents and leaders, in order to facilitate gender equality, the empowerment of women and women's enjoyment of human rights.<sup>2</sup>

**Women friendly technology:** A technology, which is adapted to women's needs and potentials, is useful to and empowers women.

### 3. Who collects the data

A person or group of persons compiles the information, conducts key interviews and facilitates a discussion group. She/he/they are called the **compiler(s)** (or facilitator(s)). Ideally, minimum two persons are assigned to do the tasks given that particularly the facilitation of a group discussion is easier in a team. The gender of compiler(s) are mainly determined by the composition of the discussion group: women for female and preferably also for mixed groups, and men for male groups.

The compiler(s) have the following **tasks**:

Prior to group discussion

- extracting relevant data from the WOCAT global SLM database to be incorporated into QG
- consulting existing data and literature
- identifying and interviewing key informants
- conducting a trial run/ dry run to prepare for group discussion if facilitator is not yet skilled or experienced
- newcomers to the WOCAT methodology and tools can contact [wocat.cde@unibe.ch](mailto:wocat.cde@unibe.ch) for training on QG and for a 'filled example' for orientation

During group discussion

- collecting and assessing gender-disaggregated data using the Questionnaire
- taking photos and videos of the discussion group and the considered technology in the field

After group discussion

- enter assessed data into data sheet prepared for the final recording of QG data

The compiler(s) have the following **skills and experience**:

- be familiar with moderation techniques and participatory methods for inclusive dialogues, making sure all voices are heard
- be experienced in organizing inclusive discussion groups, ensuring gender-balanced groups where possible and collecting inclusive and reliable data
- have good communication and time management skills
- speak the local language
- have a certain degree of specialized knowledge on natural resources, land management practices, gender-related issues, community dynamics and gender roles
- know the local conditions and context (socio-cultural, bio-physical, land use, land degradation and SLM etc.)
- have skills to build a trustful relationship with different stakeholders and community members involved in SLM

---

<sup>1</sup> Cislighi, Beniamino. 2019. The potential of a community-led approach to change harmful gender norms in low- and middle-income countries. Advancing Learning and Innovation on Gender Norms (ALIGN)

<sup>2</sup> UN-Women working definition; with contribution from Carolyn Hannan. As cited in UN Women, Towards a Gender-Responsive Implementation of the Convention on Biological Diversity, (2018).

## Questionnaire on Gender-responsive SLM Technologies

- be familiar with the WOCAT database and the methodology of documenting SLM Technology and Approach case studies to which the Gender Questionnaire relates
- be familiar with the Gender Questionnaire and equipped to identify the best approach to achieve the desired results
- try to formulate the questions in simplified language rather than just asking the question as written out, i.e., translate questions of QG into simple language, which is easily understood by the community.

### 4. How to apply the questionnaire

#### 4.1 Structure

The Gender Questionnaire aims at assessing the gender-responsiveness of SLM Technologies and Approaches and collecting and analysing gender-disaggregated data. QG is linked to SLM Technology and Approach entries in the Global SLM database (<https://qcat.wocat.net/en/wocat/>).

QG is divided into 5 Chapters:

- ❖ Chapter 1: Short description of SLM Technology (and if available the related Approach)
- ❖ Chapter 2: General information about compiler, key informant and discussion group
- ❖ Chapter 3: Context of community where the Technology and if available the related Approach are applied
- ❖ Chapter 4: SLM Technology and if available the related Approach activities and impacts
- ❖ Chapter 5: Recommendations on how to improve gender-responsiveness of the SLM Technology and if available the related Approach for better adoption




*Note: Specific questions in QG can be answered by extracting the data from the Technology and if available the related Approach entry in the Global SLM database. Reference to the Technology and Approach entry and relevant question is included in brackets.*

In general, questions are formulated in such a way that the answers can be categorized as much as possible to facilitate data analysis. This brings with it a rather structured way of posing questions. However, there is always the possibility - under the category 'other (specify)' - to add a missing category and - under the columns 'explain/comment' - to give more details and explain in open text format.

It is up to the compiler to decide if she/ he would like to go question by question or allow a more open and less structured discussion and then translate this information received into the format of the QG at a later stage.

#### 4.2 Source of information and data

Compiler(s) compile data for QG in the following three ways. The icons which are shown below are used in the questionnaire to show the compiler(s) how to collect the data. Data assessed from external sources and questions answered by key informants are not repeated in the discussion group except if a need for verification is defined.

	<p><b>from external sources</b>, such as existing national datasets, reports, scientific articles, etc. and by consulting the WOCAT SLM database. This compilation is taking place before visiting the communities and holding the discussion group(s).</p>
	<p><b>from key informant(s)</b> from the lowest administrative unit in the community, e.g., community council or village chief. Key informants are contacted prior to carrying out the discussion group. Can also be consulted to confirm the information provided during discussion groups. Both women and men key informants should be identified to have parity.</p>
	<p><b>from the discussion group</b></p>

### 4.3 Discussion group

The discussion group is the main activity organized and implemented to collect the relevant information in the QG. This method is based on the assumption that during the discussion shared knowledge among groups and communities, which would otherwise be difficult to obtain with a series of individual interviews, can be identified and clarified. During the discussion, the participants' shared narrative as well as their differences based on their experiences and perspectives are captured.

A **group discussion/ discussion group** is a qualitative research method and data collection technique in which a selected group of people discusses a given topic or issue in-depth, facilitated by a professional, external moderator/facilitator. This method serves to solicit participants' attitudes and perceptions, knowledge and experiences, and practices, shared in the course of interaction with different people.<sup>3</sup>

#### **Selecting participants and forming the discussion group(s)**

To organize the discussion group, the compiler(s) - with the help of key informant(s) if useful - identifies and invites land users of the community who **applied or are applying the Technology** under study and **if available the related Approach**. The discussion group can include persons whose Technology was documented or who participated in the related Approach that was documented.

If found necessary to ensure social inclusion and obtain gender-disaggregated data, **more than one discussion group should be organized**. Sensitivities, e.g., different ethnic or age groups, should be taken into consideration. The following discussion groups should be considered:

- Women separate (young/ elderly; female-headed households/ male-headed households)
- Men separate (young/ elderly)
- Mixed group (parity between women & men)
- Youth group<sup>4</sup>
- Other group (e.g. ethnicity, indigenous peoples, caste, religion, ...)

The compiler(s), based on the context, has/have to judge for her-/himself, which types of groups shall be formed.

Homogenous groups encourage a sense of well-being among participants and to reach some consensus. Diverse (mixed) groups bring together people with various roles and differing experiences and might yield unexpected, varying and broad-ranging results.

If several discussion groups are carried out, **for each group a separate questionnaire needs to be filled out**.

Each discussion group should consist of 6-12 participants. A table of participants, recording their name (optional), age, and other relevant characteristics is filled to give an overview of who in the community is applying the Technology and if available the related Approach.

#### **Conducting the discussion group(s)**

##### **Preparation:**

- If needed, obtain official approval for conducting the discussion(s) in the village/community.
- Identify a convenient venue for the discussion (e.g., village/ community centre). Consider: familiar setting to ensure participants' comfort, easy access to the venue, levels of distraction in and around the venue, availability of sufficient number of seats.
- Make sure participants know the time and location of the discussion group.

<sup>3</sup> [https://www.swisstph.ch/fileadmin/user\\_upload/SwissTPH/Topics/Society\\_and\\_Health/Focus\\_Group\\_Discussion\\_Manual\\_van\\_Eeuwijk\\_Angehrn\\_Swiss\\_TPH\\_2017.pdf](https://www.swisstph.ch/fileadmin/user_upload/SwissTPH/Topics/Society_and_Health/Focus_Group_Discussion_Manual_van_Eeuwijk_Angehrn_Swiss_TPH_2017.pdf)

<sup>4</sup> There is no universally agreed international definition of the youth age group. For statistical purposes, however, the United Nations—without prejudice to any other definitions made by Member States—defines 'youth' as those persons between the ages of 15 and 24 years. This definition, which arose in the context of preparations for the International Youth Year (1985) (see A/36/215), was endorsed by the General Assembly in its resolution 36/28 of 1981. All UN statistics on youth are based on this definition, as is reflected in the annual yearbooks of statistics published by the UN system on demography, education, employment and health. (<https://www.un.org/en/global-issues/youth> )



**During the discussion group:**

- Have the compiler(s) and discussion group members introduce themselves.
- Give participants an overview and explain the purpose of the questionnaire and of the discussion group. Explain how the land users could benefit from participation and each member of the group. The planning, design and implementation of new projects can be made more gender-responsive through the identification of barriers and the gaps that need to be filled to scale up adoption of the SLM Technology/Approach by women and men.
- Reduce disturbances and create a good working atmosphere by agreeing on some workshop principles/ the code of conduct the participants and compilers should respect (e.g. commitment to attend, no phone calls, not to interrupt one another, ...)
- Make sure that the concept of gender is clear to everyone.
- Start with a warm-up exercise before carrying out the QG to break the ice. For example, participants can be asked to mention two things that come to their mind when thinking about gender-responsive SLM.
- Have the questions and note-taker/ recorder ready. Explain to the group that the session will be recorded (if applicable) and/or that a note-taker will capture the discussion and seek formal agreement from the participants.
- Encourage participation by all participants and inform that the topics raised within the group should be treated confidentially by all participants and the compiler(s) so that people can feel comfortable expressing themselves. Maintain confidentiality.
- Thrive for inclusive and reliable data collection by making sure that everybody can raise her/ his voice and ensuring that a safe-space and privacy are guaranteed.
- Make sure the flow of the discussion is clear and there is no major distraction or conflict within the group.
- Make sure to close a topic by summarising the discussion shortly, ask for agreement on the summary and move to the next topic.
- Ensure that all questions relevant to the discussion are answered by the group or the compiler or that they are noted for follow-up.
- If needed, make use of a flipchart or any other means to capture key discussion points and for participants to refer to throughout the discussion. Infographics/ symbols can be developed to collect data faster.
- Remain neutral and non-judgmental and remind the participants that the objective of the discussion is to share different perspectives. It is okay to disagree.
- There are no right or wrong answers; the intention is just to understand people's different experiences and opinions. Respect others' right to their opinions.
- Beware of biases affecting group discussions, e.g., dominance effect (a dominant individual shapes the discussion) or group-think (the members in a group tend to think similarly to maintain group cohesion). For example, allow all members of the group to have a chance to speak and to receive and respond to feedback; arguments shall be based on the content and not on personalities, etc.
- At the end summarise shortly what was discussed, give participants the opportunity to add comments/ suggestions that were not mentioned, explain the follow-up steps, evaluate the group discussion and, last but not least, thank the participants and close the meeting.

**4.4 Duration and timing**

**Preparation** for filling out the QG and organizing the group discussion will depend on the context and conditions prevailing: e.g., previous familiarity of compiler(s) with WOCAT Questionnaires, availability of external resources and key informants, previous experience in conducting group discussions.

The **suggested duration of a discussion group session is 3-4 hours**. If the group is very engaged, time not sufficient to discuss all issues raised and participants are willing and ready, a second discussion session can be arranged.

Schedule the time of the group discussion in times when land users have less workload, consider gender differences in daily schedules and offer childcare facilities to facilitate participation of women and men as well as other groups.

Since the tool is not yet added as a module in the online Global WOCAT SLM database, a data sheet is prepared for the final recording of QG data.

**Overview of time estimated to prepare QG data with external sources, key informants and conduct discussion group:**

Topic	Hours
1. Preparation (organisational)	4-8
2. Preparation (getting acquainted with the tool <sup>5</sup> )	4-8
3. Studying Technology and Approach under consideration in the WOCAT database	5
4. Review of available external data	5
5. Identification and interview key informants	5
6. Facilitating discussion group	> 3.5 <sup>6</sup>
• Introduction of participants and welcome remarks	15 min
• Background about the project and objectives of the group discussion	15 min
• Code of conduct and warming up question	15 min
• Collect information for Chapter 2 of QG	15 min
• Collect information for Chapter 3 of QG	45 min
• Collect information for Chapter 4 of QG	45 min
• Collect information for Chapter 5 of QG	45 min
• Way forward, how results will be reported back, how they can stay engaged	15 min
7. Recording data in excel sheet or database	4-5
<b>Total</b>	<b>~ 40</b>

## 5. Ethical aspects

The compiler(s) has/have to guarantee to protect the integrity of participants. The participation in the discussion should bring no harm to any of the participants, including the compiler(s) or related third parties (e.g., family, kin, neighbours, friends).

Data documented, entered and stored in the WOCAT Database is:

- open access.
- made available for users under the Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

The list of participants will not be published. Any reference to individual or groups of participants will be checked before publishing the data in the WOCAT database for consent of the individual(s).

Workshop participants can demand to stay anonymous in the sense that responses cannot be followed back to the respondent.

Safety and confidentiality issues are regulated through an existing ethical clearance and the informed consent statement (included in QG) to obtain a verbal agreement from each participant (or, if a written consent is required, let them sign behind their name in the participants list).

<sup>5</sup> Training workshop(s) of around 3 hours upon request

<sup>6</sup> Time of group discussion should be kept flexible to fit the local context and pace of the meeting

## 6. Data quality and dissemination of results

The reliability and quality of compiled and assessed data is checked through a review process. This review process is flexible and will be defined by WOCAT in collaboration with the compilers.

A user friendly format to visualize assessed data found in the Questionnaire on Gender-responsive Sustainable Land Management (SLM) Technologies will be developed by WOCAT.

The compiler(s), together with the key informants, if relevant, should reflect on how the results of the QG will be disseminated in the community once the data is analysed. A brief or a community dissemination meeting are possible ways to share the information.

## Part 2: Gender-responsive SLM questionnaire

### 1. Short description of SLM Technology and if available the related Approach

The Gender-responsive SLM questionnaire is linked to SLM Technologies and Approaches documented in the WOCAT global SLM database (<https://qcat.wocat.net/en/wocat/>). A SLM practice consists ideally of a Technology and the related Approach.

For explanation of pictograms (on the left) consult the guidelines.

To fill in the questions 1.1 to 1.10 of the QG refer to the WOCAT database for the SLM Technology and if available the related SLM Approach on which the Questionnaire on Gender-responsive SLM Technologies is being applied. The designation in brackets indicates the respective question in the Technology and Approach Questionnaires. Any additional information can be added as a comment.



1.1. Name and identification code of SLM Technology (take from QT 1.1)

.....

1.2. Name and identification code of linked SLM Approach if available (take from QA 1.1)

.....



1.3. Country and region where the Technology and if available the related Approach was documented (take from QT 2.5 and QA 2.5)

.....

1.4. Village, town, area etc., where the Technology if available the related Approach was or is being implemented (take from QT 2.5 and QA 2.5)

.....

1.5. Give coordinates (take from QT 2.5 and QA 2.5):

The coordinates must be in decimal degrees of the "Latitude, Longitude" format, e.g. 46.9526, 7.4352

Latitude: ..... Longitude: .....



1.6. Name of community (e.g., cooperative, user group, indigenous group) in which the Technology/Approach was or is being implemented

.....

.....



1.7. Date/ approximate date of implementation (take from QT 2.6 and QA 2.6) .....



1.8. Land use type (take from QT 3.2).....

rainfed       irrigated

Comment: .....

Questionnaire on Gender-responsive SLM Technologies



1.9. Types of degradation addressed (take from QT 3.7) .....

Comment:

.....



1.10. SLM Technology group (take from QT 3.4).....

Comment: .....


## 2. General information

### 2.1. Compiler(s) / Facilitator(s)

Person(s), who compiled the information, conducted interviews with key informants, facilitated group discussion(s), and filled in the Questionnaire


Last name	First name	Institution	Gender	Nationality/ Ethnicity/ Caste/Tribe	Age	Country	E-mail	Phone (+country code)
			<input type="checkbox"/> female <input type="checkbox"/> male <input type="checkbox"/> others specify .....					
			<input type="checkbox"/> female <input type="checkbox"/> male <input type="checkbox"/> others specify .....					


### 2.2. Key informant(s)

 Person(s) from the lowest administrative unit in the community (e.g. municipal president, community council, village chief) or who knows the community well where the Technology is applied

Last name	First name	Institution/ status	Gender	Nationality/ Ethnicity/ Caste/Tribe	Age	Country	E-mail	Phone (+country code)
			<input type="checkbox"/> female <input type="checkbox"/> male <input type="checkbox"/> others specify .....					
			<input type="checkbox"/> female <input type="checkbox"/> male <input type="checkbox"/> others specify .....					


### 2.3. Data and information used and their sources

 Part of the information and data can be collected and compiled from other existing sources such as national data, past projects, reports, databases, etc.

 For more refined data and if facilitator finds appropriate the questions can also be posed to the discussion group

Type of data / source of information	Reference	Remarks

**2.4. Discussion group**

 *Group of land users/ persons from the community who had implemented or are implementing the Technology and related Approach are asked to share their gender-relevant experience.*

**2.4.1.** Participants can be divided into different **discussion group types**. **Tick only one discussion group type per questionnaire.** If in the same community implementing the Technology different types of discussion groups were organized and ‘interviewed’ then please fill for each group type a separate questionnaire.

*This also applies to splitting the groups into young or elderly women/ men groups.*

- Women group specify: .....
- Men group specify: .....
- Mixed group (parity between women & men) specify: .....
- Youth group specify: .....
- Other group (e.g. ethnicity, indigenous peoples, caste, religion) specify: .....

2.4.2. Number of women and men in the group, where relevant: .....

2.4.3. Date and time of conducting group discussion session(s): .....

2.4.4. Background information on the participants/ composition of discussion group (minimum 6 and maximum 12):

	Name (optional)	Age years	Civil status <i>unmarried married, widowed, etc.</i>	Education years	Gender <i>female, male, others, etc.</i>	Status in community <i>authorities, land users, workers, educators, landless, migrant, etc.</i>	Years living in the community and since when?	Group affiliation
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
...								

2.4.5. Why do they participate in the discussion group, what is their stake?

.....

.....

.....

**2.5. Conditions regarding the use of data documented through WOCAT**

The compiler/ facilitator, key informants and discussion group members accept the conditions regarding the use of data documented through WOCAT:

yes                       no

*Note: If you do not accept the conditions you will not participate in the group discussion and your responses will not be entered in the WOCAT database.*

**Conditions regarding the use of data documented through WOCAT**

- *Data captured through WOCAT questionnaires will be entered, edited, and stored in the WOCAT online database by the compiler/ facilitator or a data entry person assigned by the compiler, whose name will be recorded and given credit in the database or the publication using the documented technology. Overall responsibility for compilation and data quality lies with the compiler/ facilitator.*
- *Data stored in the WOCAT database are open access.*
- *Data are made available for users under the Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.*

*You are free to:*

- **Share** — *copy and redistribute the material in any medium or format*
- **Adapt** — *remix, transform, and build upon the material*

*The licensor cannot revoke these freedoms based on the following license terms:*

- **Attribution** — *You must give appropriate credit, provide a link to the license, and indicate if changes were made.*
- **Non-commercial** — *You may not use the material for commercial purposes.*
- **Share Alike** — *If you remix, transform, or build upon the material, you must distribute your contributions under the same license as the original.*
- **No additional restrictions** — *You may not apply legal terms or technological measures that legally restrict others from doing anything the license permits.*

*Full license terms: <http://creativecommons.org/licenses/by-nc-sa/3.0/legalcode>*



### 3. Context of community where the Technology is being applied

The following question can be posed as warm up or an ice-breaker



3.1 Mention two issues that are important for you and the discussion group and can lead towards gender equality in the context of your community

.....

.....

.....

3.2 Main characteristics of the community applying the Technology and if available the related Approach

Background research and analysis of the community where the Technology and if available the related Approach is being applied

**A community is a social group whose members have something in common, such as a shared government, geographic location, culture, or heritage. Community can also refer to the physical location where such a group lives<sup>7</sup>.**

3.2.1. Main characteristic of the community based on not gender-disaggregated data.



The information in the following table is **not gender-disaggregated** and shall be gathered by the facilitator through review of existing literature and/or by interviewing key informant(s) before conducting group discussion. Answers reflect the average of the whole community. More than one box can be ticked.

Characteristics	Categories	Use the space to comment and specify
Lowest local administrative unit to which the community applying the Technology belongs	<input type="checkbox"/> Village/settlement <input type="checkbox"/> Municipality/ commune <input type="checkbox"/> Parish <input type="checkbox"/> District <input type="checkbox"/> Other (specify): .....  Traditional leadership (e.g., village chiefs): <input type="checkbox"/> Yes <input type="checkbox"/> No  Number of inhabitants in the community: .....	
Stability (e.g. political, economic, social)	<input type="checkbox"/> Yes <input type="checkbox"/> No	Specify reasons for instability
Level of wealth of the community	<input type="checkbox"/> Very poor <input type="checkbox"/> Poor <input type="checkbox"/> Average <input type="checkbox"/> Rich <input type="checkbox"/> Very rich	Specify reported and perceived

<sup>7</sup> [Community Definition & Meaning | Dictionary.com](https://www.dictionary.com)

Questionnaire on Gender-responsive SLM Technologies

<p>Socio-cultural context</p>	<p>Multi-religious: <input type="checkbox"/> Yes/ <input type="checkbox"/> No          Multi-ethnic: <input type="checkbox"/> Yes/ <input type="checkbox"/> No          Multi-caste: <input type="checkbox"/> Yes/ <input type="checkbox"/> No  <input type="checkbox"/> Other (specify):          .....</p>	
<p>Main type of family system</p>	<p><input type="checkbox"/> Patrilineal  <input type="checkbox"/> Matrilineal  <input type="checkbox"/> Other (specify):          .....</p> <p><input type="checkbox"/> Monogamous  <input type="checkbox"/> Polygamous  <input type="checkbox"/> Other (specify):          .....</p> <p><input type="checkbox"/> Other (specify):          .....          .....</p>	
<p>Services available at reasonable distance</p>	<p><input type="checkbox"/> Electricity  <input type="checkbox"/> Public lighting  <input type="checkbox"/> Paved roads/ infrastructure  <input type="checkbox"/> Fuel  <input type="checkbox"/> Health services and centers  <input type="checkbox"/> Water and sanitation  <input type="checkbox"/> Education  <input type="checkbox"/> Market(s)/store(s)  <input type="checkbox"/> Financial services  <input type="checkbox"/> Other (specify):          .....</p>	
<p>State of nutrition and dietary diversity</p>	<p>Women  <input type="checkbox"/> High  <input type="checkbox"/> Medium  <input type="checkbox"/> Low  <input type="checkbox"/> Other (specify):.....</p> <p>Men  <input type="checkbox"/> High  <input type="checkbox"/> Medium  <input type="checkbox"/> Low  <input type="checkbox"/> Other (specify): .....</p> <p>Other (specify: e.g. children, elderly, etc.):          .....          .....</p> <p><input type="checkbox"/> High  <input type="checkbox"/> Medium  <input type="checkbox"/> Low  <input type="checkbox"/> Other specify):.....</p>	

Questionnaire on Gender-responsive SLM Technologies

<p>Are there differences in who gets food in the family (e.g. order of access, particular foods children are not given)</p>	<p><input type="checkbox"/> Yes  <input type="checkbox"/> No  <input type="checkbox"/> Do not know  <input type="checkbox"/> Other (specify):  .....  .....</p>	<p>If yes, what are the differences, why and give examples?</p>
<p>Workload</p>	<p>Women  <input type="checkbox"/> Formal employment  <input type="checkbox"/> Household activities  <input type="checkbox"/> Childcare  <input type="checkbox"/> Elderly care  <input type="checkbox"/> Fetching water  <input type="checkbox"/> Fetching firewood  <input type="checkbox"/> Farming  <input type="checkbox"/> Livestock rearing  <input type="checkbox"/> Other (specify):  .....</p> <p>Men  <input type="checkbox"/> Formal employment  <input type="checkbox"/> Household activities  <input type="checkbox"/> Childcare  <input type="checkbox"/> Elderly care  <input type="checkbox"/> Fetching water  <input type="checkbox"/> Fetching firewood  <input type="checkbox"/> Farming  <input type="checkbox"/> Livestock rearing  <input type="checkbox"/> Other (specify):  .....</p> <p>Other (specify).....  <input type="checkbox"/> Formal employment  <input type="checkbox"/> Household activities  <input type="checkbox"/> Childcare  <input type="checkbox"/> Elderly care  <input type="checkbox"/> Fetching water  <input type="checkbox"/> Fetching firewood  <input type="checkbox"/> Farming  <input type="checkbox"/> Livestock rearing  <input type="checkbox"/> Other (specify):  .....</p>	
<p>Rate/ type of migration (<i>several options possible</i>)</p>	<p><input type="checkbox"/> In-migration  <input type="checkbox"/> Out-migration  <input type="checkbox"/> Not relevant</p> <p><input type="checkbox"/> High  <input type="checkbox"/> Low</p> <p><input type="checkbox"/> Long-term  <input type="checkbox"/> Short-term  <input type="checkbox"/> Permanent  <input type="checkbox"/> Seasonal</p>	

Questionnaire on Gender-responsive SLM Technologies

	<input type="checkbox"/> Female (specify age: .....) <input type="checkbox"/> Male (specify age: .....) <input type="checkbox"/> Mixed (specify age: .....)  <input type="checkbox"/> Socio-economic <input type="checkbox"/> Climatic and environmental <input type="checkbox"/> Conflicts <input type="checkbox"/> Other (specify): .....	
Land use type and topography <i>(several options possible)</i>	<input type="checkbox"/> Cropland <input type="checkbox"/> Grazing land <input type="checkbox"/> Forest/woodlands <input type="checkbox"/> Settlements, infrastructure <input type="checkbox"/> Waterways, water bodies, wetlands <input type="checkbox"/> Other (specify): .....  <input type="checkbox"/> Coastal area <input type="checkbox"/> Flatland <input type="checkbox"/> Hilly landscape <input type="checkbox"/> Mountainous landscape <input type="checkbox"/> Other (specify): .....	
Land holding, size of land owned or rented by land user in ha, m <sup>2</sup> or similar	Average land holding size in the community: Women: ..... Men: .....  Largest and smallest land hold: Women: ..... Men: .....  Number of landless households: ..... specify: .....  Land fragmentation <input type="checkbox"/> Yes <input type="checkbox"/> No  Why? <input type="checkbox"/> Inheritance/ intergenerational transmission <input type="checkbox"/> Risk reduction (e.g. mountainous areas) <input type="checkbox"/> Other (specify): ..... .....	
Availability of water for	<input type="checkbox"/> Potable/ drinking water <input type="checkbox"/> Household <input type="checkbox"/> Sanitation <input type="checkbox"/> Livestock <input type="checkbox"/> Watering and irrigation <input type="checkbox"/> Other (specify): .....	

Questionnaire on Gender-responsive SLM Technologies

	How many households have access to water for irrigation?..... .....	
Types of hazards (climate-related extremes/disasters)	Which?..... ..... .....	specify: ..... ..... .....
Gender-related customs and taboos influencing the adoption and implementation of the technology and related approach	Which?..... ..... .....	specify: ..... ..... .....

3.2.2. Main characteristic of the community based on gender-disaggregated data



The information in the following table is **gender-disaggregated** and shall be gathered by the facilitator through review of literature and/or by interviewing key informant before conducting group discussion.




For more refined data and if facilitator finds appropriate the questions can also be posed to the discussion group. Use the comment and specify column particularly if answers from individuals in the group (or women and men in case of mixed discussion groups) are different.


		mostly women	only women	mostly men	only men	both	other (specify) also use the space to comment
Level of mechanization for productive activities	Manual work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Animal traction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Mechanization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Market orientation/ focus	Subsistence and commercial	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Subsistence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Commercial	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Off-farm income (non-farm economic activities)	Less than 10% of income generated by	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	10-50% of income generated by	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	More than 50% of income generated by	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Control over generated income		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Level of education/ literacy	Illiterate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Primary education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Secondary education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Other (specify).....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Questionnaire on Gender-responsive SLM Technologies

Expertise/ technical skills in land management and using agricultural tools and machines	Weak (specify tool/ machine) .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Moderate (specify tool/ machine) .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Strong (specify tool/ machine) .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Affiliation to local organisations	Cooperatives/ producers' group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Formal <input type="checkbox"/> Informal
	Microcredit and savings groups,	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Formal <input type="checkbox"/> Informal
	Forest users' group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Formal <input type="checkbox"/> Informal
	Water users' group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Formal <input type="checkbox"/> Informal
	Self Help Groups (SHG)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Formal <input type="checkbox"/> Informal
	Indigenous groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Formal <input type="checkbox"/> Informal
	Youth groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Formal <input type="checkbox"/> Informal
	Other (specify): .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Formal <input type="checkbox"/> Informal

3.3 Decision-making at household-level in the community applying the Technology

 The information in the following table is **gender-disaggregated** and shall be gathered by the facilitator by interviewing key informant before conducting group discussion.

 Main information source is the data collected during the group discussion. Use the comment and specify column particularly if answers from individuals in the group (or women and men in case of mixed discussion groups) are different.


Tick only the boxes that are relevant.


Decision-making on	Mostly women	Only women	Mostly men	Only men	Both	Why? Comment
Health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Nutrition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Childcare and education of children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Household budget from on-farm income	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Household budget from off-farm income	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Natural resources (e.g. forest, non-timber, pastures, minerals)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Use and cultivation of land	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Selection of SLM Technology applied	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Questionnaire on Gender-responsive SLM Technologies

Purchase of agricultural inputs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Purchase of livestock	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Processing of produce	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Marketing of produce	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
ICT/digital technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Other (specify, e.g. marriage, employment): ..... .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

3.4 Gender roles in land management in the community applying the Technology and if available the related Approach

 The information in the following table is **gender-disaggregated** and shall be gathered by the facilitator by interviewing key informant before conducting group discussion.

 Main information source is the data collected during the group discussion. Use the comment and specify column particularly if answers from individuals in the group (or women and men in case of mixed discussion groups) are different.

Tick only the boxes that are relevant.

Categories	Mostly women	Only women	Mostly men	Only men	Both	Why? Comment
Land Management						
- land preparation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
- cultivation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
- fertilization	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
- composting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
- weeding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
- irrigation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
- plant protection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
- harvesting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Post-harvest management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
- seed production and storage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
- informal seed distribution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
- processing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Data collection and monitoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Cash crop production (grown primarily for sale)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	specify crops: ..... .....
Food crop production (grown primarily for household consumption)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	specify crops: ..... .....

Questionnaire on Gender-responsive SLM Technologies

Homegardens/ kitchen garden	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	specify crops: .....
Wood/timber production	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	specify: .....
Non-timber forest products production	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	specify products: .....
Medicinal plants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	specify: .....
Livestock raising for profit						
- small (e.g., sheep, goat, poultry)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	specify: .....
- large (e.g., cattle, camels)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	specify: .....
Livestock raising for own consumption/use						
- small (e.g., sheep, goat, poultry)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	specify: .....
- large (e.g., cattle, camels)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	specify: .....
Fishing and fishpond culture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	specify: .....
Products (processed or raw; e.g., dairy, meat)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	specify products: .....
Other (specify): .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

3.5 Access to services in the community



The information in the following table is **gender-disaggregated** and shall be gathered by the facilitator by interviewing key informant before conducting group discussion.



Main information source is the data collected during the group discussion. Use the comment and specify column particularly if answers from individuals in the group (or women and men in case of mixed discussion groups) are different.

Tick only the boxes that are relevant.

Service		mostly women	only women	mostly men	only men	both	comment and explain factors affecting the difference in access to services (e.g., age, marital status)
Mobility/ means of transportation	Public	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Private	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Other (specify): ..... .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



Questionnaire on Gender-responsive SLM Technologies

Employment	Formal	<input checked="" type="checkbox"/>					
	On-farm (own)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	On-farm (external)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Off-farm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Other (specify): ..... .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Informal						
	On-farm (own)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	On-farm (external)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Off-farm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Day labourer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Child labour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Other (specify): ..... .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Health service	Traditional medicine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Science based medicine						
	Insurance-based	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Out-of-pocket	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Affordable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	High cost	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	(Modern) health facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Family planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Other (specify): ..... .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Education	Childcare facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Primary school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Secondary school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Other (specify): ..... .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Energy  e.g. biofuel, firewood, gas, diesel, petrol, grid electricity, renewable/non- renewable off- grid electricity	For cooking (specify): ..... ..... .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	For heating (specify) ..... ..... .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	For lighting (specify) ..... ..... .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Questionnaire on Gender-responsive SLM Technologies

	For agricultural production (specify): ..... ..... .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	For 'post-harvest' processing and storage (specify): ..... ..... .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Other (specify): ..... .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Knowledge and technology	Low	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Moderate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	High	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Other (specify): ..... .....						
Technical assistance and support	Training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Advisory services						
	Gov. extension	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	NGO	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Private sector	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Other (specify): ..... .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Other (specify): ..... .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Communication and knowledge sharing mechanisms	Radio	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	TV	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Digital devices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Seminars/ reunions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Farmers' exchange	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Other (specify): ..... .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Digital technologies (e.g. to access information; execute financial transactions; realize monitoring)	Feature phones	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Smartphones	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Computer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Internet	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Other (specify): ..... .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Questionnaire on Gender-responsive SLM Technologies

Digital services	Weather forecast	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Early warning systems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Information about markets and prices for inputs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Information about markets and prices for outputs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Mobile financial services (e.g. mobile loans/ wallet)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Other (specify): ..... .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Financial services	Subsidies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Credit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Community credit schemes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Incentives (specify): ..... ..... .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Savings and insurances (agriculture, disaster)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
	Other (specify): ..... .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Other (specify) ..... ..... .....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

3.6 Land tenure in the community applying the Technology



3.6.1. Describe the situation of land ownership and land/ water use rights in your community

.....

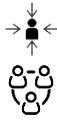
.....

.....

.....

.....

3.6.2. Land tenure gender-disaggregated data

 *Facilitator can fill in the table below either by summarizing the information collected in the open question above or by directly posing the questions in the discussion group*  
*If there are different answers, tick them all and explain under comment.*

	<b>Women</b>	<b>Men</b>	<b>Comment and explain</b>
Access to land	<input type="checkbox"/> mainly inherited <input type="checkbox"/> bought <input type="checkbox"/> opened or cleared <input type="checkbox"/> authorized by the community <input type="checkbox"/> other (specify): ..... .....	<input type="checkbox"/> mainly inherited <input type="checkbox"/> bought <input type="checkbox"/> opened or cleared <input type="checkbox"/> authorized by the community <input type="checkbox"/> other (specify): ..... .....	
Quality of land	<input type="checkbox"/> degraded land <input type="checkbox"/> marginal land (difficult to grow crop) <input type="checkbox"/> fertile land <input type="checkbox"/> cropland with trees <input type="checkbox"/> rainfed <input type="checkbox"/> water available for irrigation <input type="checkbox"/> other (specify): ..... .....	<input type="checkbox"/> degraded land <input type="checkbox"/> marginal land (difficult to grow crop) <input type="checkbox"/> fertile land <input type="checkbox"/> cropland with trees <input type="checkbox"/> rainfed <input type="checkbox"/> water available for irrigation <input type="checkbox"/> other (specify): ..... .....	
Type of tenure rights	<input type="checkbox"/> open access <input type="checkbox"/> communal <input type="checkbox"/> individual (titled) <input type="checkbox"/> individual (not titled) <input type="checkbox"/> leased <input type="checkbox"/> shared <input type="checkbox"/> lent for free <input type="checkbox"/> other (specify): ..... .....	<input type="checkbox"/> open access <input type="checkbox"/> communal <input type="checkbox"/> individual (titled) <input type="checkbox"/> individual (not titled) <input type="checkbox"/> leased <input type="checkbox"/> shared <input type="checkbox"/> lent for free <input type="checkbox"/> other (specify): ..... .....	
Tenure regimes (ownership)	<input type="checkbox"/> state land/ common land with title <input type="checkbox"/> state land/ common land without title <input type="checkbox"/> private land registered <input type="checkbox"/> private land not registered <input type="checkbox"/> other (specify): ..... .....	<input type="checkbox"/> state land/ common land with title <input type="checkbox"/> state land/ common land without title <input type="checkbox"/> private land registered <input type="checkbox"/> private land not registered <input type="checkbox"/> other (specify): ..... .....	
Perceived land right security	<input type="checkbox"/> low <input type="checkbox"/> medium <input type="checkbox"/> strong	<input type="checkbox"/> low <input type="checkbox"/> medium <input type="checkbox"/> strong	
Ownership of livestock	<input type="checkbox"/> small livestock, such as: ..... <input type="checkbox"/> large livestock, such as: ..... <input type="checkbox"/> for profit <input type="checkbox"/> for subsistence <input type="checkbox"/> other (specify): ..... .....	<input type="checkbox"/> small livestock, such as: ..... <input type="checkbox"/> large livestock, such as: ..... <input type="checkbox"/> for profit <input type="checkbox"/> for subsistence <input type="checkbox"/> other (specify): ..... .....	indicate numbers of livestock: ..... .....

3.6.3. Do women and men inherit land equally?

- Yes       No

What are the rules of inheritance/ right of succession (specify and explain)? :.....  
.....

3.6.4. Are land use rights based on statutory or customary practices?

- Statutory       Customary       both (specify).....

3.6.5. Are water use rights for agriculture and livestock watering based on statutory or customary practices?

- Statutory       Customary       both (specify).....

3.6.6. Are statutory land use rights (laws, policies and acts, also known as formal, written or official rights)?

- Gender-specific (in favour of men or women), specify .....
- Not gender-specific (treating men and women the same), specify .....

3.6.7. Are statutory water use rights for agriculture and livestock watering (laws, policies and acts, also known as formal, written or official rights)?

- Gender-specific (in favour of men or women), specify .....
- Not gender-specific (treating men and women equally), specify .....

3.6.8. Are customary land use rights (also known as informal, unofficial, indigenous or traditional rights)?

*If there are different answers, tick them all and explain under specify.*

- Legally recognized       Not legally recognized
- Gender-specific (in favour of men or women), specify: .....
- Not gender-specific (treating men and women the same), specify: .....
- Other, specify: .....
- Not applicable (in case the land and SLM Technology in question has no customary rights), specify: .....
- .....

Questionnaire on Gender-responsive SLM Technologies

3.6.9. Are customary water use rights for agriculture and livestock (informal unwritten, unofficial, indigenous or traditional rights)?

*If there are different answers, tick them all and explain under specify.*


- Legally recognized                       Not legally recognized
- Gender-specific (in favour of men or women), specify: .....
- Not gender-specific (treating men and women the same), specify: .....
- Other, specify: .....
- Not applicable (in case the land and SLM Technology in question has no customary rights), specify: .....

3.6.10. Do local customary rights prevail over national statutory rights to give access and use of land to women?

- Yes                      when and how, specify: .....  
                                  who is affected most, specify: .....
- No                      specify: .....
- Other                    specify: .....

## 4. Activities and impacts of SLM Technology and if available the related Approach

### 4.1 Short description of changes and adaptations in the implementation of the SLM Technology and if available the related Approach

 *Please have a look at QT 2.1, QT 2.2, QA 2.1, QA 2.2 before 'interviewing' the discussion group to find out how the Technology and if available related the Approach were adapted since it was documented with the WOCAT SLM Technology Questionnaire.*

Explain adaptations/ changes:

#### 4.1.1. Technology:

.....

.....

.....

.....

#### 4.1.2. Approach:

.....

.....

.....

.....

### 4.2 Women-friendliness of SLM Technology and if available the related Approach

 Are the Technology and if available the related Approach easy to implement for women and men?

.....


.....

.....

.....

.....

### 4.3 Main establishment and maintenance activities applied under the Technology

 *Take the establishment and maintenance activities assessed and documented in the Technology Questionnaire as a starting point and see/ verify if in the group discussion the answers match or differ.*

**Establishment activities** are initial activities and investments needed to implement, establish and adopt the Technology in the field

**Maintenance activities** are annually recurring or repair activities to maintain, replicate or keep the Technology going in the field.

**4.3.1. Establishment activities (covered in QT 4.4)\***

Activity	Labour by family members (only one answer possible)	Reason (several answers possible)	Hired labour	Labour exchange with other community members	Required equipment and tools	Equipment and tools used by men or women (why?)
	<input type="checkbox"/> mostly women <input type="checkbox"/> only women <input type="checkbox"/> mostly men <input type="checkbox"/> only men <input type="checkbox"/> both <input type="checkbox"/> other (specify) .....	<input type="checkbox"/> Heavy workload <input type="checkbox"/> During a time when women are busy <input type="checkbox"/> Land use rights <input type="checkbox"/> Cultural customs and taboos <input type="checkbox"/> Migrated men <input type="checkbox"/> Migrated women <input type="checkbox"/> Farm management decision <input type="checkbox"/> Other (specify) .....	<input type="checkbox"/> mostly women <input type="checkbox"/> only women <input type="checkbox"/> mostly men <input type="checkbox"/> only men <input type="checkbox"/> both <input type="checkbox"/> none <input type="checkbox"/> other (specify) .....	<input type="checkbox"/> yes <input type="checkbox"/> no specify ..... ..... .....		
	<input type="checkbox"/> mostly women <input type="checkbox"/> only women <input type="checkbox"/> mostly men <input type="checkbox"/> only men <input type="checkbox"/> both <input type="checkbox"/> other (specify) .....	<input type="checkbox"/> Heavy workload <input type="checkbox"/> During a time when women are busy <input type="checkbox"/> Land use rights <input type="checkbox"/> Cultural customs and taboos <input type="checkbox"/> Migrated men <input type="checkbox"/> Migrated women <input type="checkbox"/> Farm management decision <input type="checkbox"/> Other (specify) .....	<input type="checkbox"/> mostly women <input type="checkbox"/> only women <input type="checkbox"/> mostly men <input type="checkbox"/> only men <input type="checkbox"/> both <input type="checkbox"/> none <input type="checkbox"/> other (specify) .....	<input type="checkbox"/> yes <input type="checkbox"/> no specify ..... ..... .....		
	**	**	**			
	**	**	**			
	**	**	**			
	**	**	**			
	**	**	**			

\*Examples of establishment activities include: Land preparation, earth movement for terrace building, earth excavation for pond, installation of irrigation system or roof top water harvesting, etc.

\*\*Name the category based on the options above

**Comments:**

.....



4.3.2. Maintenance activities (covered in QT 4.6)\*

Activity	Labour by family members (only one answer possible)	Reason (several answers possible)	Hired labour	Labour exchange with other members of the community	Equipment and tools available for the activity	Equipment and tools used by men or women (why?)
	<input type="checkbox"/> mostly women <input type="checkbox"/> only women <input type="checkbox"/> mostly men <input type="checkbox"/> only men <input type="checkbox"/> both <input type="checkbox"/> other (specify): .....	<input type="checkbox"/> Heavy workload <input type="checkbox"/> During a time when women are busy <input type="checkbox"/> Land use rights <input type="checkbox"/> Cultural customs and taboos <input type="checkbox"/> Migrated men <input type="checkbox"/> Migrated women <input type="checkbox"/> Farm management decision <input type="checkbox"/> Other (specify): .....	<input type="checkbox"/> mostly women <input type="checkbox"/> only women <input type="checkbox"/> mostly men <input type="checkbox"/> only men <input type="checkbox"/> both <input type="checkbox"/> none <input type="checkbox"/> other (specify): .....	<input type="checkbox"/> yes <input type="checkbox"/> no  specify: ..... ..... .....		
	<input type="checkbox"/> mostly women <input type="checkbox"/> only women <input type="checkbox"/> mostly men <input type="checkbox"/> only men <input type="checkbox"/> both <input type="checkbox"/> other (specify): .....	<input type="checkbox"/> Heavy workload <input type="checkbox"/> During a time when women are busy <input type="checkbox"/> Land use rights <input type="checkbox"/> Cultural customs and taboos <input type="checkbox"/> Migrated men <input type="checkbox"/> Migrated women <input type="checkbox"/> Farm management decision <input type="checkbox"/> Other (specify): .....	<input type="checkbox"/> mostly women <input type="checkbox"/> only women <input type="checkbox"/> mostly men <input type="checkbox"/> only men <input type="checkbox"/> both <input type="checkbox"/> none <input type="checkbox"/> other (specify): .....	<input type="checkbox"/> yes <input type="checkbox"/> no  specify: ..... ..... .....		
	**	**	**			
	**	**	**			
	**	**	**			
	**	**	**			
	**	**	**			

\*Examples of activities include: transport of farm yard manure & application; sowing and re-seeding; fertilizer application and plant protection; hand weeding, fencing, post-harvest handling/storage; processing/ refining; livestock handling, marketing; repairs etc.

\*\* Name the category based on the options above.


Comments:

.....

.....

.....

4.4 Access to and decision-making on main inputs needed for establishment and maintenance of the SLM Technology


 Take the list of inputs assessed and documented in the Technology Questionnaire as a starting point and see/verify if in the group discussion if the answers match or differ

Input* (covered in QT 4.5 and QT 4.7)	Access	Decision-making	Comment and explain
	<input type="checkbox"/> mostly women <input type="checkbox"/> only women <input type="checkbox"/> mostly men <input type="checkbox"/> only men <input type="checkbox"/> both <input type="checkbox"/> other (specify) .....	<input type="checkbox"/> mostly women <input type="checkbox"/> only women <input type="checkbox"/> mostly men <input type="checkbox"/> only men <input type="checkbox"/> both <input type="checkbox"/> other (specify) .....	
	<input type="checkbox"/> mostly women <input type="checkbox"/> only women <input type="checkbox"/> mostly men <input type="checkbox"/> only men <input type="checkbox"/> both <input type="checkbox"/> other (specify) .....	<input type="checkbox"/> mostly women <input type="checkbox"/> only women <input type="checkbox"/> mostly men <input type="checkbox"/> only men <input type="checkbox"/> both <input type="checkbox"/> other (specify) .....	
	<input type="checkbox"/> mostly women <input type="checkbox"/> only women <input type="checkbox"/> mostly men <input type="checkbox"/> only men <input type="checkbox"/> both <input type="checkbox"/> other (specify) .....	<input type="checkbox"/> mostly women <input type="checkbox"/> only women <input type="checkbox"/> mostly men <input type="checkbox"/> only men <input type="checkbox"/> both <input type="checkbox"/> other (specify) .....	
	**	**	
	**	**	
	**	**	
	**	**	

\*Input = E.g., Plant and animal material; Seeds, Fertilizers and biocides; Construction Material; Tools and equipment; Irrigation water  
 \*\* Name the category based on the options above.

4.5 Involvement and participation of land users and local community

Specify how land users and local community were involved and participated in the various phases of the Approach under which the Technology is applied as listed below. State in comment and explain column who was involved, how were they involved (passive, self-mobilization, with external support, etc.) and describe activities

 Take the various phases assessed and documented in the Approach Questionnaire as a starting point and see/verify if in the group discussion if the answers match or differ.

**Various phases of the Approach under which the Technology is applied**

*Fill in these questions even if you refer to a Technology only in this questionnaire.*

<b>Involvement and participation</b> <i>(if available covered in QA 3.2)</i>		<b>Comment and explain</b>
Initiation/ motivation	<input type="checkbox"/> mostly women <input type="checkbox"/> only women <input type="checkbox"/> mostly men <input type="checkbox"/> only men <input type="checkbox"/> both <input type="checkbox"/> other (specify) .....	
Planning	<input type="checkbox"/> mostly women <input type="checkbox"/> only women <input type="checkbox"/> mostly men <input type="checkbox"/> only men <input type="checkbox"/> both <input type="checkbox"/> other (specify) .....	
Implementation	<input type="checkbox"/> mostly women <input type="checkbox"/> only women <input type="checkbox"/> mostly men <input type="checkbox"/> only men <input type="checkbox"/> both <input type="checkbox"/> other (specify) .....	
Monitoring/ Evaluation	<input type="checkbox"/> mostly women <input type="checkbox"/> only women <input type="checkbox"/> mostly men <input type="checkbox"/> only men <input type="checkbox"/> both <input type="checkbox"/> other (specify) .....	
Other (specify): ..... ..... .....	<input type="checkbox"/> mostly women <input type="checkbox"/> only women <input type="checkbox"/> mostly men <input type="checkbox"/> only men <input type="checkbox"/> both <input type="checkbox"/> other (specify) .....	

4.6 Gender relevant impacts of the SLM Technology and if available the related Approach applied



Take the impacts assessed and documented in the Technology and Approach Questionnaires as a starting point and see/ verify if in the group discussion the answers match or differ. The time range covered will depend on when the SLM Technology was first documented.


Tick only the boxes that are relevant to this technology and related approach.

Impact (covered in QT 6.1 and if available in QA 6.1)	On women  Very negative (-50-100%) Negative (-20-50%) Slightly negative (-5-20%) Negligible impact Slightly positive (+5-20%) Positive (+20-50%) Very positive (+50-100%)	On men  Very negative (-50-100%) Negative (-20-50%) Slightly negative (-5-20%) Negligible impact Slightly positive (+5-20%) Positive (+20-50%) Very positive (+50-100%)	Specify
Shift in labour patterns	Worsened <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Improved	Worsened <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Improved	
Shift in income patterns	Worsened <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Improved	Worsened <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Improved	
Agricultural production	Decreased <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Increased	Decreased <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Increased	
Quality of produce	Decreased <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Increased	Decreased <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Increased	
Storage and post-harvest loss	Decreased <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Increased	Decreased <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Increased	
Processing and value chain management	Weakened <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Strengthened	Weakened <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Strengthened	
Availability and access to food at different times of the year	Decreased <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Increased	Decreased <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Increased	
Availability and access to water for agriculture and household use	Decreased <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Increased	Decreased <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Increased	
Food safety	Decreased <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Increased	Decreased <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Increased	
Health	Worsened <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Improved	Worsened <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Improved	
Nutrition	Worsened <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Improved	Worsened <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Improved	
Amount of time to complete activities	Increased <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Decreased	Increased <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Decreased	
Amount of work to complete activities	Increased <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Decreased	Increased <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Decreased	
Difficulty of activities	Increased <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Decreased	Increased <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Decreased	
Production costs	Increased <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Decreased	Increased <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Decreased	
Processing costs	Increased <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Decreased	Increased <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Decreased	
Access to markets	Worsened <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Improved	Worsened <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Improved	
Access to land	Worsened <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Improved	Worsened <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Improved	
Access to financial resources	Worsened <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Improved	Worsened <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Improved	
Income	Decreased <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Increased	Decreased <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Increased	
Control over income	Decreased <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Increased	Decreased <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Increased	

Questionnaire on Gender-responsive SLM Technologies

Economic empowerment	Weakened <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Strengthened	Weakened <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Strengthened	
Entrepreneurship opportunity	Reduced <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Improved	Reduced <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Improved	
Knowledge and skills	Weakened <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Strengthened	Weakened <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Strengthened	
Collaboration among stakeholders	Reduced <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Improved	Reduced <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Improved	
Cultural opportunities (spiritual, religious, aesthetic, etc.)	Reduced <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Improved	Reduced <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Improved	
Empowerment women/ girl; gender equality	Reduced <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Improved	Reduced <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Improved	
Participation and decision –making	Reduced <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Improved	Reduced <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Improved	
Perception and role in the community	Weakened <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Strengthened	Weakened <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Strengthened	
Other (specify): ..... .....	Reduced <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Improved	Reduced <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Improved	

4.7 Existing enabling and/or hindering conditions for implementation and adoption of the Technology and if available the related Approach

 If available take the enabling and /or hindering conditions assessed and documented in the Approach Questionnaire as a starting point and see/ verify if in the group discussion if the answers match or differ. Fill in these questions even if you refer to a Technology only in this questionnaire.


Tick only the boxes that are relevant to this technology and if available the related approach.

Current/ prevailing conditions <i>(if available covered in QA 2.9)</i>	Enable/ hinder women/ men in implementation of SLM Technology	Specify
Current national and local policies/ laws in place that	<input type="checkbox"/> Enable women <input type="checkbox"/> Hinder women <input type="checkbox"/> Enable men <input type="checkbox"/> Hinder men <input type="checkbox"/> Don't know	
Legal framework (land tenure, land and water use rights)	<input type="checkbox"/> Enable women <input type="checkbox"/> Hinder women <input type="checkbox"/> Enable men <input type="checkbox"/> Hinder men <input type="checkbox"/> Don't know	
Institutions/ organisations in place	<input type="checkbox"/> Enable women <input type="checkbox"/> Hinder women <input type="checkbox"/> Enable men <input type="checkbox"/> Hinder men <input type="checkbox"/> Don't know	

Questionnaire on Gender-responsive SLM Technologies

Availability/ access to financial resources and services	<input type="checkbox"/> Enable women <input type="checkbox"/> Hinder women <input type="checkbox"/> Enable men <input type="checkbox"/> Hinder men <input type="checkbox"/> Don't know	
Knowledge and technical skills in sustainable land management	<input type="checkbox"/> Enable women <input type="checkbox"/> Hinder women <input type="checkbox"/> Enable men <input type="checkbox"/> Hinder men <input type="checkbox"/> Don't know	
Access to markets (to purchase inputs and products) and prices	<input type="checkbox"/> Enable women <input type="checkbox"/> Hinder women <input type="checkbox"/> Enable men <input type="checkbox"/> Hinder men <input type="checkbox"/> Don't know	
Access to technical support (e.g. use of equipment, plant material, fertilizers, construction material)	<input type="checkbox"/> Enable women <input type="checkbox"/> Hinder women <input type="checkbox"/> Enable men <input type="checkbox"/> Hinder men <input type="checkbox"/> Don't know	
Workload and timing of activities	<input type="checkbox"/> Enable women <input type="checkbox"/> Hinder women <input type="checkbox"/> Enable men <input type="checkbox"/> Hinder men <input type="checkbox"/> Don't know	
Social, cultural and religious norms, values and traditions that impact the uptake of the Technology	<input type="checkbox"/> Enable women <input type="checkbox"/> Hinder women <input type="checkbox"/> Enable men <input type="checkbox"/> Hinder men <input type="checkbox"/> Don't know	
Collaboration and coordination among stakeholders	<input type="checkbox"/> Enable women <input type="checkbox"/> Hinder women <input type="checkbox"/> Enable men <input type="checkbox"/> Hinder men <input type="checkbox"/> Don't know	
Connection to social networks (e.g. associations, user groups)	<input type="checkbox"/> Enable women <input type="checkbox"/> Hinder women <input type="checkbox"/> Enable men <input type="checkbox"/> Hinder men <input type="checkbox"/> Don't know	
Social stability or conflicts	<input type="checkbox"/> Enable women <input type="checkbox"/> Hinder women <input type="checkbox"/> Enable men <input type="checkbox"/> Hinder men <input type="checkbox"/> Don't know	
Other (specify): ..... ..... ..... .....	<input type="checkbox"/> Enable women <input type="checkbox"/> Hinder women <input type="checkbox"/> Enable men <input type="checkbox"/> Hinder men <input type="checkbox"/> Don't know	

## 5. Recommendations on how to improve gender-responsiveness of the SLM Technology and if available the related Approach for better adoption

 Find out advantages and disadvantages as perceived by the members of the discussion group and how can the effectiveness and adoption of the Technology applied under the Approach be improved. Assess how to address and overcome gender-based constraints and identify gender-related opportunities.

### 5.1 How to adjust/ adapt the Technology and if available the related Approach to increase adoption by women and men

What are underlying reasons for gender-specific differences in the Technology and Approach, how are they perceived and how can they be overcome

5.1.1. Underlying reasons: .....

.....  
 .....  
 .....

5.1.2. How are they perceived: .....

.....  
 .....  
 .....

5.1.3. How to overcome: .....

.....  
 .....  
 .....

### 5.2 Recommendations on improving gender-responsiveness of the Technology

Constraints of the SLM Technology that in the opinion of the discussion group can be addressed in the design, development and dissemination of the SLM Technology to improve **gender-responsiveness**.

If a factor is not relevant in improving gender-responsiveness of the Technology, please **keep box unticked and mention** under 'specify how' **not relevant**

SLM Technology design factors	Specify how:
<input type="checkbox"/> Participation in technology design	
<input type="checkbox"/> Amount of time	
<input type="checkbox"/> Amount of work (physical strength)	
<input type="checkbox"/> Labour division and efficiency	
<input type="checkbox"/> Timing of tasks	
<input type="checkbox"/> Affordability and competition with other expenses	

Questionnaire on Gender-responsive SLM Technologies

<input type="checkbox"/> Access to finance	
<input type="checkbox"/> Access to inputs (e.g., fertilizer, seeds, equipment)	
<input type="checkbox"/> Adaptation of tools and equipment	
<input type="checkbox"/> Adaptation of plant material (including fertilizers etc.)	
<input type="checkbox"/> Adaptation of construction material	
<input type="checkbox"/> Access to innovation	
<input type="checkbox"/> Improve women's share of benefits (applying the Technology)	
<input type="checkbox"/> Monitoring and evaluation	
<input type="checkbox"/> Other (specify): ..... .....	

5.3 Recommendations on improving the enabling environment

Challenges in the enabling environment that in the opinion of the discussion group can be addressed to enhance **gender-responsive** adoption of the SLM Technology and if available the related Approach.

If a factor is not relevant in improving gender-responsiveness of the Technology please **keep box unticked and mention** under 'specify how' **not relevant**.

Factors of enabling environment	Specify how:
<input type="checkbox"/> Adjustment of laws to eliminate gender biases	
<input type="checkbox"/> Knowledge of legal rights	
<input type="checkbox"/> Equal access to land	
<input type="checkbox"/> Equal access to water	
<input type="checkbox"/> Opportunity to have legitimate tenure rights recognized and registered (tenure right security)	
<input type="checkbox"/> Education and literacy level	
<input type="checkbox"/> Participation and empowerment for decision making	
<input type="checkbox"/> Tailored training, capacity and skills strengthening (e.g., flexible time schedule, covering also evenings, weekends, part time, and offering childcare)	
<input type="checkbox"/> Gender-responsive advisory services (focusing on women's	



Questionnaire on Gender-responsive SLM Technologies

needs, e.g., female extension agents)	
<input type="checkbox"/> Transparent and tailor-made communication of the benefits of the Technology	
<input type="checkbox"/> Digital technologies (e.g., for advisory, forecast, banking)	
<input type="checkbox"/> Gender-specific incentives (e.g. access to financial and material support)	
<input type="checkbox"/> Costs and financing options	
<input type="checkbox"/> Improve supply (production)	
<input type="checkbox"/> Improve demand (market and quality)	
<input type="checkbox"/> Entrepreneurship opportunities	
<input type="checkbox"/> Enhanced mobility (e.g., access to transport, travel funds)	
<input type="checkbox"/> Improve security of asset and income among women	
<input type="checkbox"/> Change cultural 'barriers'	
<input type="checkbox"/> Other (specify): .....	

5.4 How does this gender questionnaire help the discussion group to reflect on the gender-responsiveness of the SLM Technology and if available the related Approach?

.....

.....

.....

.....

.....

.....

5.5 Remarks and Feedback

.....

.....

.....

.....