



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

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

Version 2024

**Authors:** Rima Mekdaschi Studer, Nicole Harari, Laura Ebnetter & Camilla Steinböck, World Overview of Conservation Approaches and Technologies WOCAT & Centre for Development and Environment CDE, University of Bern; Suman Bisht & Sanjeev Bhuchar, International Centre for Integrated Mountain Development ICIMOD; Rockaya Aidara, Jeroen van Dalen, Lilia Maximova & Enni Kallio, United Nation Convention to Combat Desertification UNCCD

**Reviewed by gender and SLM experts:**

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

**Piloted and tested in 15 countries:**

Bounthanom Bouahom, National Agriculture and Forestry Research Institute; Tanmoy Das, Terre des hommes; Marième Diallo, Centre de Suivi Ecologique; Daler Domullodzanov, Food and Agriculture Organization of the United Nations FAO Tajikistan; Arafat Fazlay, Bangladesh Forest Department; Mira Haddad, International Center for Agricultural Research in the Dry Areas ICARDA; Djolly Ma. P. Dinamling, Philippine Conservation Approaches and Technologies PhilCAT & Bureau of Soils and Water Management BSWM; Alicia Morugán Coronado, University of Cartagena; Kabita Nhemhafuki, International Centre for Integrated Mountain Development ICIMOD; Oihane Olaetxea Martinez, Swiss Red Cross; Beatriz Ramírez, Asociación de Becarios de Casanare; Bandara Rotawewa, Consultant Food and Agriculture Organization of the United Nations FAO Sri Lanka; Abdoulaye Soumaila, Groupe de Recherche d'Etudes et d'Action pour le Développement GREAD ; Sophea Tim, Royal University of Agriculture; 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	Sources of information and data .....	8
4.3	Focus group discussion .....	9
4.4	Duration and timing .....	10
5	Ethical aspects .....	11
6	Data quality and dissemination of results .....	12

### Part 2: Gender-responsive SLM questionnaire

1	General information .....	13
1.1	Name of community (e.g., cooperative, user group, indigenous group) in which the Technology/Approach was or is being implemented .....	13
1.2	Contact details of resource persons involved in the assessment and documentation of QG .....	13
1.3	Data and information used and their sources .....	14
1.4	Conditions regarding the use of data documented through WOCAT .....	14
2	Short description of SLM Technology and if available the related Approach .....	15
2.1	SLM Technology .....	15
2.2	SLM Approach .....	19
2.3	Photos of Technology and Focus Group Discussion .....	20
3	Focus group discussion .....	20
3.1	Participants in the focus group discussion .....	20
3.2	Date and time of conducting group discussion session(s) .....	21
3.3	Background information on the participants/ composition of group (minimum 6 and maximum 12): .....	21
3.4	Why do they participate in the focus group discussion, what is their stake? .....	21
3.5	Additional photos of Technology and Focus Group Discussion .....	21
3.6	Facilitator(s) .....	22
4	Context of community where the Technology is being applied .....	22
4.1	Mention two issues that are important for you and the focus group discussion and can lead towards gender equality in the context of your community. ....	22
4.2	Main characteristics of the community applying the Technology and if available the related Approach .....	23
4.2.1	Socio-economic characteristic of the community .....	23
4.2.2	Distribution of work in the community .....	24
4.2.3	Migration in the community .....	25
4.2.4	Information on land and water .....	25
4.2.5	Main characteristic of the community based on gender-disaggregated data .....	27
4.3	Decision-making at household-level in the community applying the Technology .....	29
4.4	Gender roles in land management in the community applying the Technology and if available the related Approach .....	29
4.5	Access to services in the community .....	31
4.6	Land tenure in the community applying the Technology .....	33
4.6.1	Describe the situation of land ownership and land/ water use rights in your community .....	33
4.6.2	Land tenure gender-disaggregated data .....	34
4.6.3	Do women and men inherit land equally? .....	35
4.6.4	Are land use rights based on statutory or customary practices: .....	35
4.6.5	Are statutory land use rights (laws, policies, and acts, also known as formal, written, or official rights): .....	35
4.6.6	Are customary land use rights (also known as informal, unofficial, indigenous, or traditional rights): .....	35

## Questionnaire on Gender-responsive SLM Technologies

4.6.7	Are water use rights for agriculture and livestock watering based on statutory or customary practices:.....	35
4.6.8	Are statutory water use rights for agriculture and livestock watering (laws, policies and acts, also known as formal, written or official rights): .....	35
4.6.9	Are customary water use rights for agriculture and livestock (informal unwritten, unofficial, indigenous or traditional rights): .....	36
4.6.10	Do local customary rights prevail over national statutory rights to give access and use of land to women? .....	36
5	Activities and impacts of SLM Technology and if available the related Approach .....	36
5.1	Women-friendliness of SLM Technology and if available the related Approach.....	36
5.2	Main establishment and maintenance activities applied under the Technology .....	37
5.2.1	Establishment activities (covered in QT 4.3)* .....	37
5.2.2	Maintenance activities (covered in QT 4.5)* .....	38
5.3	Access to and decision-making on main inputs needed for establishment and maintenance of the SLM Technology.....	39
5.3.1	Inputs for establishment .....	39
5.3.2	Inputs for maintenance.....	40
5.4	Involvement and participation of land users and local community .....	41
5.5	Gender relevant impacts of the SLM Technology and if available the related Approach applied .....	42
5.6	Existing enabling and/or hindering conditions for implementation and adoption of the Technology and if available the related Approach.....	44
6	Recommendations on how to improve gender-responsiveness of the SLM Technology and if available the related Approach for better adoption .....	45
6.1	How to adjust/ adapt the Technology and if available the related Approach to increase adoption by women and men .....	45
6.1.1	What are underlying reasons for gender-specific differences in the Technology and if available the related Approach?.....	45
6.1.2	How are these gender-specific differences perceived? .....	45
6.1.3	How can these gender-specific differences be overcome? .....	45
6.2	Recommendations on improving gender-responsiveness of the Technology.....	46
6.3	Recommendations on improving the enabling environment .....	47
6.4	In case this Technology is planned to be implemented as part of a project or programme, what are specific recommendations you would provide.....	49
6.5	Remarks and Feedback .....	49
6.5.1	From Focus Group: How does this gender questionnaire help the participants of the focus group discussion to reflect on the gender-responsiveness of the SLM Technology and if available the related Approach?.....	49
6.5.2	From facilitator.....	49
<b>Annex</b>		
1	Land use types .....	50
2	SLM Technology group .....	51
3	Main types of land degradation addressed by the Technology.....	53

# Part 1: Guide to the Questionnaire

## 1 Welcome to WOCAT

The 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 presented here 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.

## 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 worldwide, 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:** socially constructed differences in attributes and opportunities associated with being female or male and to the social interactions and relations between women and men. Gender determines what is expected, allowed and valued in a woman or a man in a given context. In most societies, there are differences and inequalities between women and men in roles and responsibilities assigned, activities undertaken and access to and control over resources, as well as in decision-making opportunities. These differences and inequalities between the sexes are shaped by the history of social relations and change over time and across cultures.<sup>2</sup>

**Gender equality:** equal opportunities, rights and responsibilities for women and men, girls and boys. Equality does not mean that women and men are the same but that women's and men's opportunities, rights and responsibilities do not depend upon whether they are born female or male. It implies that the interests, needs and priorities of both women and men are taken into consideration. While gender equality is an important goal in itself – an issue of human rights and social justice – steps towards greater equality can also contribute to the achievement of other social and economic objectives.<sup>2</sup>

**Gender-responsive:** A term used to describe laws, policies, programs 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>3</sup>

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

**Focus Group Discussion:** 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>4</sup>

### 3 Who collects the data

A person or group of persons compiles the information, conducts key interviews, and facilitates the focus group discussion(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. Two different roles are foreseen for the activities: compiler and facilitator. In some cases, the compiler is also the facilitator, in some cases the roles are better split between two (or more) persons. The gender of facilitators is mainly determined by the composition of the participants in the group: female facilitator for women and preferably also for mixed groups, and male facilitator for men groups. This will allow for a safe space for the participants and result in more open discussions.

The **compiler** has 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
- defining and briefing facilitator(s) to conduct the focus group discussion(s)
- filling in the questions answered by key informant(s) and handing over the pre-filled QG to the facilitator
- *conducting a trial run/ dry run to prepare for group discussion if QG is documented for the first time*

During focus group discussion (in case he/she is also facilitator)

- collecting and assessing gender-disaggregated data using the questionnaire

<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> <https://unstats.un.org/wiki/pages/viewpage.action?pageId=79009628>

<sup>3</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).

<sup>4</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)

## Questionnaire on Gender-responsive SLM Technologies

- taking photos and videos of the focus group discussion and the considered Technology in the field

After focus group discussion

- Set up a user profile on the WOCAT website
- Add a new gender-responsive SLM case to the WOCAT database
- Add facilitator(s) as editors to the gender-responsive SLM case
- enter general information from the questionnaire into the database (questions from chapters 1 and 2)
- enter assessed data and photos into the online WOCAT database (in case he/she is also facilitator)
- reviewing the entered data from the facilitators

The **facilitator** has the following **tasks**:

Prior to group discussion

- preparation of activities with compiler
- getting acquainted with the SLM Technology implemented in the community
- preparing for group discussion by reading the questionnaire and familiarizing with the local context of the community

During focus group discussion

- collecting and assessing gender-disaggregated data using the questionnaire
- taking photos and videos of the focus group discussion and the considered Technology in the field

After focus group discussion

- Set up a user profile on the WOCAT website
- enter assessed data and photos into the online WOCAT database (questions from chapter 3-6)

The compiler and facilitator 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 focus group discussions, 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
- be familiar with the WOCAT database and the methodology of documenting SLM Technology and Approach case studies to which the QG relates
- be familiar with the QG 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 QG aims at assessing the gender-responsiveness of SLM Technologies and Approaches and collecting and analysing gender-disaggregated data. The Gender-responsive SLM questionnaire preferably is linked to SLM Technologies and Approaches documented in the WOCAT global SLM database (<https://qcat.wocat.net/en/wocat/>). It is however possible to apply QG without a documented Technology and Approach in the database, in this case, more information on the Technology which is implemented by the community must be documented within QG.

QG is divided into 6 Chapters:

- ❖ Chapter 1: General information about key informant(s) and conditions regarding the use of data
- ❖ Chapter 2: Short description of SLM Technology (and if available the related Approach)
- ❖ Chapter 3: Information about the facilitator(s) and the participants in the focus group discussion
- ❖ Chapter 4: Context of community where the Technology and if available the related Approach are applied
- ❖ Chapter 5: SLM Technology and if available the related Approach activities and impacts
- ❖ Chapter 6: Recommendations on how to improve gender-responsiveness of the SLM Technology and if available the related Approach for better adoption

**Notes:**

- If the Technology is already entered in the Global Database, 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 facilitator 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.
- **Answer all questions.** If certain questions are not applicable or not relevant, choose the “not applicable” or “not relevant” answer option where available or indicate n/a in the comment section.
- Some questions are single choice, and some are multiple choice. You can identify the question type based on the display of the bullet points in the answers:  **Single choice**  **Multiple Choice**. Please make sure to answer the questions accordingly to ensure there will not be any problems when transferring the answers to the online database.
- Fill in a separate questionnaire for each focus group discussion.

4.2 Sources of information and data

Compiler/ facilitator collect data for QG in the following three ways. The icons which are shown below are used in the questionnaire to show the compiler/ facilitator how to collect the data. Data assessed from external sources and questions answered by key informants are briefly verified by the focus group during the discussion. **If the group disagrees the answer of the key informants is replaced by the answer of the group.**

	<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 facilitating the focus group discussion(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 focus group discussion. Can also be consulted to confirm the information provided during focus group discussion. Both women and men key informants should be identified to have parity.</p>
	<p><b>from the focus group discussion</b>, by posing the questions to the group of land users/ persons from the community who had implemented or are implementing the Technology and related Approach. All members of the group should have a chance to speak and have the possibility to bring forward their perception and to give feedback to other opinions.</p>

### 4.3 Focus group discussion

The focus group discussion 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.

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

To organize the focus group discussion, the compiler/ facilitator - with the help of key informant(s) if useful - identifies and invites land users of the community who **applied or are applying the Technology** and **if available the related Approach** under study. The focus group discussion 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 focus group discussion should be organized**. Sensitivities, e.g., different ethnic or age groups, should be taken into consideration. The following groups should be considered:

- Women separate (young<sup>5</sup>, adult, elderly<sup>6</sup>)
- Men separate (young, adult, elderly)
- Mixed group (young, adult, elderly & parity between women & men)

Additionally, it can be indicated if they represent a specific social or cultural group (e.g. ethnicity, indigenous peoples, caste, religion, ...)

The compiler/ facilitator, 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 focus group discussions are carried out, **for each group a separate questionnaire needs to be filled in**.

Each 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 focus group discussion(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 focus group discussion.

##### **During the focus group discussion:**

- Have the facilitator and focus group discussion members introduce themselves.

---

<sup>5</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> )

<sup>6</sup> The United Nations uses chronological age to determine age groups, typically defining an "older person" as being aged 60 or 65 years and older (UN DESA, 2020). (<https://www.migrationdataportal.org/themes/older-persons-and-migration>)

## Questionnaire on Gender-responsive SLM Technologies

- Give participants an overview and explain the purpose of the questionnaire and of the focus group discussion. 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 facilitator 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 facilitator so that people can feel comfortable expressing themselves. Maintain confidentiality. The information gathered will be publicly available but there will be no mentioning of names of the participants.
- Inform participants about photos taken during the focus group discussion and about the use of the photos in the WOCAT database.
- 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 facilitator 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 in the QG and organizing the group discussion will depend on the context and conditions prevailing: e.g., previous familiarity of compiler/ facilitator with WOCAT questionnaires, availability of external resources and key informants, previous experience in conducting group discussions.

The **suggested duration of a focus group discussion 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. It is recommended that the group can take a break before the recommendations part (part 6) so that the facilitator has time to go over the answers and prepare better for this important and last part. Optional and if the situation allows for it, part 6 can also be done on the next day. This will allow for the facilitator to have even more

time to prepare for this part, also this divides the focus group discussion in two shorter parts which might be of preference for the participants.

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.

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

Topic	Duration
1. Preparation (organisational)	4-8 hours
2. Preparation (getting acquainted with QG)	4-8 hours
3. If available studying Technology and Approach under consideration in the WOCAT database	5 hours
4. Review of available external data	5 hours
5. Identification and interview key informants	5 hours
6. Facilitating focus group discussion	> 3.5 <sup>7</sup> hours
— 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	15 min
— Collect information for Chapter 4 of QG	45 min
— Collect information for Chapter 5 of QG	45 min
— Collect information for Chapter 6 of QG	45min
— Way forward, how results will be reported back, how they can stay engaged	15 min
7. Recording data into database	4-5 hours
<b>Total</b>	<b>~ 40 hours</b>

## 5 Ethical aspects

The compiler/ facilitator must guarantee to protect the integrity of participants. The participation in the discussion should bring no harm to any of the participants, including the compiler/ facilitator 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 4.0 *International Unported License*.

The list of participants will not be published outside the database.

Workshop participants will 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>7</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 compiler.

Data from the group discussions are publicly available on the WOCAT database. A user-friendly summary format can be downloaded and shared within the community and network.

The compiler/ facilitator, 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 General information

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

.....

.....

1.2 Contact details of resource persons involved in the assessment and documentation of QG

#### Compiler

*This person compiles information and conducts interviews with key informants. They also create the new SLM gender-responsive entry form for the WOCAT SLM database, where the data from this questionnaire will be entered. This person may also serve as the facilitator for the group discussion or identify one or more facilitators to conduct the discussions.*

Single choice

Last name	First name	Institution	Gender	Cultural Background or Identity/Caste/Tribe/ethnic group	Age	Nationality	E-mail	Phone (+country code)
			<input type="radio"/> Female <input type="radio"/> Male <input type="radio"/> Other (specify) .....					

#### 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. Information will be visible for registered WOCAT users. If the key informant(s) do not want to share their information, they can leave the fields on age, nationality, e-mail and phone empty.*

Single choice

Last name	First name	Institution/status	Gender	Cultural Background or Identity/Caste/Tribe/ethnic group	Age	Nationality	E-mail	Phone (+country code)
			<input type="radio"/> Female <input type="radio"/> Male <input type="radio"/> Other (specify) .....					
			<input type="radio"/> Female <input type="radio"/> Male <input type="radio"/> Other (specify) .....					

### 1.3 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.

Type of data / source of information	Reference	Remarks

### 1.4 Conditions regarding the use of data documented through WOCAT

The compiler, facilitator, key informants and focus group discussion 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 or a data entry person (facilitator) 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.
- Data stored in the WOCAT database are open access.
- Data are made available for users under the Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International 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 as long as you follow the license terms:

- **Attribution** — You must give appropriate credit, provide a link to the license, and indicate if changes were made. You may do so in any reasonable manner, but not in any way that suggests the licensor endorses you or your use.
- **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: <https://creativecommons.org/licenses/by-nc-sa/4.0/deed.en>

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

 To fill in the questions in this section 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.  If the Technology and if available the related Approach is not documented in the database, please answer the questions with the answers given in the focus group discussion.

### 2.1 SLM Technology

Name of SLM Technology (take from QT 1.1)

.....

Locally used name of the SLM Technology (taken from QT 1.1)

.....

Identification code of SLM Technology (if available, take from QT 1.1)

.....

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

.....

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

.....

Coordinates (if available, take from QT 2.5):

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

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

Date/ approximate date of implementation (if available, take from QT 2.6)

.....

Short description of the Technology (if available, take from QT 2.1)

*Summarize the Technology in 1-2 sentences. Make sure this short description is precise and contains relevant keywords. It is the lead text of this documentation.*

.....

.....

.....

.....



Questionnaire on Gender-responsive SLM Technologies

	<input type="checkbox"/> <b>Other</b> (Specify): .....
<input type="checkbox"/> Forest/ woodlands	<input type="checkbox"/> <b>(Semi-)natural forests/ woodlands</b> Specify forest management type: <input type="checkbox"/> Selective felling <input type="checkbox"/> Clear felling <input type="checkbox"/> Shifting cultivation <input type="checkbox"/> Removal of deadwood or cuttings <input type="checkbox"/> Non-wood forest use Specify natural forest type (if relevant): ..... <input type="checkbox"/> <b>Tree plantation, afforestation</b> Specify origin and composition of species: <input type="checkbox"/> Monoculture local variety <input type="checkbox"/> Monoculture exotic variety <input type="checkbox"/> Mixed varieties Specify plantation forest type (if relevant): .....
<input type="checkbox"/> Settlements, infrastructure	<input type="checkbox"/> Settlements, buildings <input type="checkbox"/> Traffic: roads, railways <input type="checkbox"/> Energy: pipelines, power lines <input type="checkbox"/> Other (specify): .....
<input type="checkbox"/> Waterways, waterbodies, wetlands	<input type="checkbox"/> Drainage lines, waterways <input type="checkbox"/> Ponds, dams <input type="checkbox"/> Swamps, wetlands <input type="checkbox"/> Rivers and riparian zone <input type="checkbox"/> Lakes and lakeshores <input type="checkbox"/> Sea and seashores <input type="checkbox"/> Other (specify): .....
<input type="checkbox"/> Mines, extractive industries	Specify:
<input type="checkbox"/> Unproductive land	Specify:
<input type="checkbox"/> Protected areas	Specify:
<input type="checkbox"/> Other (specify):	Specify:

Comments:

.....

.....

Water Supply (if available, take from QT 3.4)

- Rainfed   
  Irrigated   
  Mixed rainfed-irrigated

Comment: .....

Questionnaire on Gender-responsive SLM Technologies

SLM Technology group (if available, take from QT 3.5)

Assign the described Technology to one of the following SLM groups. If this is not possible, select several (max. 3) groups to represent the Technology. Find detailed explanations to the Technology groups in the Annex.

- Natural and semi-natural forest management
- Forest plantation management
- Agroforestry
- Windbreak/ shelterbelt
- Area closure (stop use, support restoration)
- Rotational system (crop rotation, fallows, shifting cultivation)
- Pastoralism and grazing land management
- Integrated crop–livestock management
- Improved ground/ vegetation cover
- Minimal soil disturbance
- Integrated soil fertility management
- Cross-slope measure
- Integrated pest and disease management (incl. organic agriculture)
- Improved plant varieties/ animal breeds
- Water harvesting
- Irrigation management (incl. water supply, drainage)
- Water diversion and drainage
- Surface water management (spring, river, lakes, sea, riparian zone, riverbanks, seashore, lakeshore, spring shed)
- Groundwater management
- Wetland protection/ management
- Waste management/ waste water management
- Energy efficiency
- Beekeeping, aquaculture, poultry, rabbit farming, silkworm farming, etc.
- Home gardens
- Ecosystem-based disaster risk reduction
- Post-harvest measures
- Other (specify): .....

Types of degradation addressed (if available, take from QT 3.7)

*Land degradation: Degradation of land resources, including soils, water, vegetation, and animals.*

*Use the degradation types and subcategories listed in the annex. Several answers possible.*

Select degradation type	Select one or more subcategories/ codes (see definitions in the annex), and specify:
<input type="checkbox"/> Soil erosion by water	<input type="checkbox"/> Wt: loss of topsoil/ surface erosion <input type="checkbox"/> Wg: gully erosion/ gullying <input type="checkbox"/> Wm: mass movements/ landslides <input type="checkbox"/> Wr: riverbank erosion <input type="checkbox"/> Wc: coastal erosion <input type="checkbox"/> Wo: offsite degradation effects
<input type="checkbox"/> Soil erosion by wind	<input type="checkbox"/> Et: loss of topsoil <input type="checkbox"/> Ed: deflation and deposition <input type="checkbox"/> Eo: offsite degradation effects
<input type="checkbox"/> Chemical soil deterioration	<input type="checkbox"/> Cn: fertility decline and reduced organic matter content (not caused by erosion) <input type="checkbox"/> Ca: acidification <input type="checkbox"/> Cp: soil pollution <input type="checkbox"/> Cs: salinization/ alkalinization

Questionnaire on Gender-responsive SLM Technologies

<input type="checkbox"/> Physical soil deterioration	<input type="checkbox"/> Pc: compaction <input type="checkbox"/> Pk: slaking and crusting <input type="checkbox"/> Pi: soil sealing <input type="checkbox"/> Pw: waterlogging <input type="checkbox"/> Ps: subsidence of organic soils, settling of soil <input type="checkbox"/> Pu: loss of bio-productive function due to other activities
<input type="checkbox"/> Biological degradation	<input type="checkbox"/> Bc: reduction of vegetation cover <input type="checkbox"/> Bh: loss of habitats <input type="checkbox"/> Bq: quantity/ biomass decline <input type="checkbox"/> Bf: detrimental effects of fires <input type="checkbox"/> Bs: quality and species composition/ diversity decline <input type="checkbox"/> Bl: loss of soil life <input type="checkbox"/> Bp: increase of pests/ diseases, loss of predators
<input type="checkbox"/> Water degradation	<input type="checkbox"/> Ha: aridification <input type="checkbox"/> Hs: change in quantity of surface water <input type="checkbox"/> Hg: change in groundwater/aquifer level <input type="checkbox"/> Hp: decline of surface water quality <input type="checkbox"/> Hq: decline of groundwater quality <input type="checkbox"/> Hw: reduction of the buffering capacity of wetland areas
<input type="checkbox"/> Other (specify): .....	

Comments/ remarks (e.g. human-induced and natural causes of degradation):

.....

.....

.....

2.2 SLM Approach

Name of linked SLM Approach (if available, take from QA 1.1)

.....

Identification code of linked SLM Approach (if available, take from QA 1.1)

.....

Type of Approach (if available, take from QA 2.7)

- Traditional/ indigenous
- Recent local initiative/ innovative
- Project/ programme based
- Other (specify):.....

Comment: .....

### 2.3 Photos of Technology and Focus Group Discussion

Provide photos showing the Technology site, participants of the focus group discussion interacting with each other and women and men taking care of their land on the site of the Technology. Provide at least three digital files (JPG, PNG, GIF), i.e. files from a digital camera or scans from prints, negative films or slide films. Photos should be of high quality/ high resolution and not manipulated or distorted.

Filename of photo	Caption, explanation of photo	Date	Location	Name of Photographer

## 3 Focus group discussion

### 3.1 Participants in the focus group discussion

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

Single choice    Multiple choice

Type of group (single choice)?

- Women's group
- Men's group
- Mixed group

Comment: .....

Which age groups do the participants belong to (multiple choice)?

- Youth (15-24 years)
- Adult (25-59 years)
- Elderly (60 years and older)

Comment: .....

Does the group represent a specific social or cultural group (multiple choice)?

- Ethnic group (specify) .....
- Indigenous group (specify) .....
- Religious group (specify) .....
- linguistic group (specify) .....
- other (specify) .....

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

.....

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

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

3.4 Why do they participate in the focus group discussion, what is their stake?

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

3.5 Additional photos of Technology and Focus Group Discussion

*Provide additional photos showing participants of the focus group discussion interacting with each other and women and men taking care of their land on the site of the Technology. Provide at least three digital files (JPG, PNG, GIF), i.e. files from a digital camera or scans from prints, negative films or slide films. Photos should be of high quality/ high resolution and not manipulated or distorted.*

<b>Filename of photo</b>	<b>Caption, explanation of photo</b>	<b>Date</b>	<b>Location</b>	<b>Name of Photographer</b>

### 3.6 Facilitator(s)

Person(s), who facilitate(s) the focus group discussion, fill(s) in the questionnaire, and enter(s) the data in the online database.

*○ Single choice*

Last name	First name	Institution	Gender	Cultural Background or Identity/Caste/Tribe/ethnic group	Age	Nationality	E-mail	Phone (+country code)
			<input type="radio"/> Female <input type="radio"/> Male <input type="radio"/> Other (specify) .....					
			<input type="radio"/> Female <input type="radio"/> Male <input type="radio"/> Other (specify) .....					

## 4 Context of community where the Technology is being applied

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

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



1.	
2.	

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

**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>8</sup>.**

 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.

 For more refined data the questions should also be posed to the discussion group to verify the information from the key informant(s). **At the end, the answer of the group discussion should be indicated in the questionnaire.** Use the comment and specify column particularly if answers from individuals in the group (or women and men in case of mixed groups) are different.

Single choice    Multiple choice

##### 4.2.1 Socio-economic characteristic of the community

Lowest local administrative unit to which the community applying the Technology belongs

- Village/settlement
- Municipality/ commune
- Parish
- District
- Other (specify): .....

Traditional leadership (e.g., village chiefs)

- Yes
  - No
- If yes, specify which kind of traditional leadership

.....

Number of inhabitants in the community applying the Technology

.....

Stability within the community

- Political
  - Yes       No
- Economic
  - Yes       No
- Social
  - Yes       No
- Other (specify): .....
- Yes       No

Level of wealth of the community

- Very poor
- Poor
- Average
- Rich
- Very rich

Socio-cultural context

- Multi-religious:       Yes    No
- Multi-ethnic:       Yes    No
- Multi-caste:       Yes    No
- Other (specify): .....

Main type of family system

- Descent
- Patrilineal
  - Matrilineal
  - Other (specify): .....

Services available at reasonable distance

- Electricity
- Public lighting
- Paved roads/ infrastructure
- Fuel
- Health services and centers
- Water and sanitation
- Education
- Market(s)/store(s)
- Financial services
- Other (specify): .....

- Types of relationships
- Monogamous
  - Polygamous
  - Other (specify): .....

<sup>8</sup> [Community Definition & Meaning | Dictionary.com](https://www.dictionary.com)

# Questionnaire on Gender-responsive SLM Technologies

## State of nutrition and dietary diversity

	High	Medium	Low
Women youth (15-24 years)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Women adult (25-59 years)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Women elderly (60 years and older)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Men youth (15-24 years)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Men adult (25-59 years)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Men elderly (60 years and older)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Girls	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Boys	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Are there differences in who gets food in the family (e.g. order of access, particular foods children are not given)

- Yes
- No
- Do not know

If yes, what are the differences, why, please give examples  
 .....  
 .....  
 .....

Specifications/ Comments on socio-economic characteristics:

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

## 4.2.2 Distribution of work in the community

	Women youth (15-24 years)	Women adult (25-59 years)	Women elderly (60 years and older)	Men youth (15-24 years)	Men adult (25-59 years)	Men elderly (60 years and older)	Girls	Boys	Not Applicable
Formal employment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Informal employment/work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Household activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Childcare	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Elderly care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fetching water	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fetching firewood	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Farming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Livestock rearing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Specifications/ Comments on distribution of work:

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

### 4.2.3 Migration in the community

#### In-migration

Rate

- High
- Low

Duration

- Long-term
- Short-term
- Permanent
- Seasonal

Who is migrating

- Female (specify average age: .....)
- Male (specify average age: .....)
- Mixed (specify average age: .....)

Reasons

- Socio-economic
- Climatic and environmental
- Conflicts
- Other (specify):  
.....

No in-migration in the community

#### Out-migration

Rate

- High
- Low

Duration

- Long-term
- Short-term
- Permanent
- Seasonal

Who is migrating

- Female (specify average age: .....)
- Male (specify average age: .....)
- Mixed (specify average age: .....)

Reason

- Socio-economic
- Climatic and environmental
- Conflicts
- Other (specify):  
.....

No out-migration in the community

Specifications/ Comments on migration:

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

### 4.2.4 Information on land and water

#### Land use type

- Cropland
- Grazing land
- Forest/woodlands
- Settlements, infrastructure
- Waterways, water bodies, wetlands
- Other (specify):  
.....

Land holding, size of land (owned or rented by land user) in hectares (Ha) (one Ha is 10.000 square meters or 2.47 acres)

Average land holding size in the community:

Women: .....  
Men: .....

Largest land hold:

Women: .....  
Men: .....

#### Topography

- Coastal area
- Flatland
- Hilly landscape
- Mountainous landscape
- Other (specify):  
.....

#### Land fragmentation

- Yes
- No

Reason for land fragmentation

- Inheritance/ intergenerational transmission
- Risk reduction (e.g. mountainous areas)
- Other (specify):  
.....  
.....

Questionnaire on Gender-responsive SLM Technologies

Smallest land hold:

Women: .....

Men: .....

approximate share (in percent) of landless households in the community: .....

Availability of water for

- Potable/ drinking water
- Household
- Sanitation
- Livestock
- Watering and irrigation
- Other (specify):

.....

How many households have access to water for irrigation (in percent)?.....

Types of hazards (e.g. climate-related extremes/disasters)

- Heavy rain
- Drought
- Fire (forest, grass, shrub, ...)
- Flood
- Landslide
- Other (specify): .....

specify (e.g. how often or when):

.....  
.....

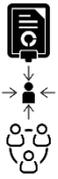
Gender-related customs and taboos influencing the land use

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

Specifications/ Comments on land and water:

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

4.2.5 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 the questions should also be posed to the discussion group to verify the information from the key informant(s). **At the end, the answer of the group discussion should be indicated in the questionnaire.** Use the comment and specify column particularly if answers from individuals in the group (or women and men in case of mixed groups) are different.

Only one answer can be chosen per line

		Only women	Mostly women	Both	Mostly men	Only men	Not applicable	Specify and comment
Level of mechanization for productive activities	Manual work	<input type="radio"/>	<input type="checkbox"/>					
	Animal traction	<input type="radio"/>	<input type="checkbox"/>					
	Mechanization	<input type="radio"/>	<input type="checkbox"/>					
Market orientation/ focus	Subsistence and commercial	<input type="radio"/>	<input type="checkbox"/>					
	Subsistence	<input type="radio"/>	<input type="checkbox"/>					
	Commercial	<input type="radio"/>	<input type="checkbox"/>					
Off-farm income (non-farm economic activities)	Less than 10% of income generated by	<input type="radio"/>	<input type="checkbox"/>					
	10-50% of income generated by	<input type="radio"/>	<input type="checkbox"/>					
	More than 50% of income generated by	<input type="radio"/>	<input type="checkbox"/>					
Level of education/ literacy	Illiterate	<input type="radio"/>	<input type="checkbox"/>					
	Primary education	<input type="radio"/>	<input type="checkbox"/>					
	Secondary education	<input type="radio"/>	<input type="checkbox"/>					
	Higher education	<input type="radio"/>	<input type="checkbox"/>					
	Other (specify).....	<input type="radio"/>	<input type="checkbox"/>					
Traditional* knowledge on land management including technical skills in land management and using agricultural tools and machines	Weak	<input type="radio"/>	<input type="checkbox"/>	(specify tool/ machine) ..... .....				
	Moderate	<input type="radio"/>	<input type="checkbox"/>	(specify tool/ machine) ..... .....				
	Strong	<input type="radio"/>	<input type="checkbox"/>	(specify tool/ machine) ..... .....				
Recent knowledge on land management including technical skills in land management and using agricultural tools and machines	Weak	<input type="radio"/>	<input type="checkbox"/>	(specify tool/ machine) ..... .....				
	Moderate	<input type="radio"/>	<input type="checkbox"/>	(specify tool/ machine) ..... .....				
	Strong	<input type="radio"/>	<input type="checkbox"/>	(specify tool/ machine)				

Questionnaire on Gender-responsive SLM Technologies

								..... .....
Affiliation to local organisations	Cooperatives/ producers' group	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/> Formal <input type="checkbox"/> Informal				
	Microcredit and savings groups,	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/> Formal <input type="checkbox"/> Informal				
	Forest users' group	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/> Formal <input type="checkbox"/> Informal				
	Water users' group	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/> Formal <input type="checkbox"/> Informal				
	Self Help Groups (SHG)	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/> Formal <input type="checkbox"/> Informal				
	Indigenous groups	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/> Formal <input type="checkbox"/> Informal				
	Youth groups	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/> Formal <input type="checkbox"/> Informal				
	Other (specify): .....	<input type="radio"/>	<input type="checkbox"/>	<input type="checkbox"/> Formal <input type="checkbox"/> Informal				

*\*Traditional knowledge: Knowledge that is passed on from generation to generation.*

The information in this table was provided by (multiple choice):

- Literature
- Key informant
- Focus group discussion

Comment: .....

### 4.3 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(s) before conducting group discussion.

 **Main information source is the data collected during the group discussion. At the end, the answer of the group discussion should be indicated in the questionnaire. Use the comment and specify column particularly if answers from individuals in the group (or women and men in case of mixed groups) are different.**

Only one answer can be chosen per line

Decision-making on	Only women	Mostly women	Both	Mostly men	Only men	Not applicable	Why? Comment
Health	<input type="radio"/>	<input type="checkbox"/>					
Nutrition	<input type="radio"/>	<input type="checkbox"/>					
Childcare	<input type="radio"/>	<input type="checkbox"/>					
Education of children	<input type="radio"/>	<input type="checkbox"/>					
Household budget from on-farm income	<input type="radio"/>	<input type="checkbox"/>					
Household budget from off-farm income	<input type="radio"/>	<input type="checkbox"/>					
Control over generated income	<input type="radio"/>	<input type="checkbox"/>					
Natural resources (e.g. forest, non-timber, pastures, minerals)	<input type="radio"/>	<input type="checkbox"/>					
Use and cultivation of land	<input type="radio"/>	<input type="checkbox"/>					
Selection of SLM Technology applied	<input type="radio"/>	<input type="checkbox"/>					
Purchase of agricultural inputs	<input type="radio"/>	<input type="checkbox"/>					
Purchase of livestock	<input type="radio"/>	<input type="checkbox"/>					
Processing of produce	<input type="radio"/>	<input type="checkbox"/>					
Marketing of produce	<input type="radio"/>	<input type="checkbox"/>					
ICT/digital Technology	<input type="radio"/>	<input type="checkbox"/>					
Other (specify, e.g. marriage, employment): ..... .....	<input type="radio"/>						

### 4.4 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. At the end, the answer of the group discussion should be indicated in the questionnaire. Use the comment and specify column particularly if answers from individuals in the group (or women and men in case of mixed groups) are different.**

Only one answer can be chosen per line

Categories	Only women	Mostly women	Both	Mostly men	Only men	Not applicable	Why? Comment
Land Management							
- land preparation	<input type="radio"/>	<input type="checkbox"/>					
- cultivation	<input type="radio"/>	<input type="checkbox"/>					
- fertilization	<input type="radio"/>	<input type="checkbox"/>					

Questionnaire on Gender-responsive SLM Technologies

- composting	<input type="radio"/>	<input type="checkbox"/>					
- weeding	<input type="radio"/>	<input type="checkbox"/>					
- irrigation	<input type="radio"/>	<input type="checkbox"/>					
- plant protection	<input type="radio"/>	<input type="checkbox"/>					
- harvesting	<input type="radio"/>	<input type="checkbox"/>					
Post-harvest management							
- seed production and storage	<input type="radio"/>	<input type="checkbox"/>					
- informal seed distribution	<input type="radio"/>	<input type="checkbox"/>					
- processing	<input type="radio"/>	<input type="checkbox"/>					
Data collection and monitoring	<input type="radio"/>	<input type="checkbox"/>					
Cash crop production (grown primarily for sale)	<input type="radio"/>	<input type="checkbox"/>	specify crops: ..... .....				
Food crop production (grown primarily for household consumption)	<input type="radio"/>	<input type="checkbox"/>	specify crops: ..... .....				
Homegardens/ kitchen garden	<input type="radio"/>	<input type="checkbox"/>	specify crops: ..... .....				
Wood/timber production	<input type="radio"/>	<input type="checkbox"/>	specify: ..... .....				
Non-timber forest products	<input type="radio"/>	<input type="checkbox"/>	specify products: ..... .....				
Medicinal plants	<input type="radio"/>	<input type="checkbox"/>	specify: ..... .....				
Small Livestock raising for profit (e.g., sheep, goat, poultry)	<input type="radio"/>	<input type="checkbox"/>	specify: ..... .....				
Large Livestock raising for profit (e.g., cattle, camels)	<input type="radio"/>	<input type="checkbox"/>	specify: ..... .....				
Small Livestock raising for own consumption/use (e.g., sheep, goat, poultry)	<input type="radio"/>	<input type="checkbox"/>	specify: ..... .....				
Large Livestock raising for own consumption/use (e.g., cattle, camels)	<input type="radio"/>	<input type="checkbox"/>	specify: ..... .....				
Fishing and fishpond culture	<input type="radio"/>	<input type="checkbox"/>	specify: ..... .....				
Products (processed or raw; e.g., dairy, meat)	<input type="radio"/>	<input type="checkbox"/>	specify products: ..... .....				
Other (specify): .....	<input type="radio"/>	<input type="checkbox"/>					

4.5 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. At the end, the answer of the group discussion should be indicated in the questionnaire. Use the comment and specify column particularly if answers from individuals in the group (or women and men in case of mixed groups) are different.**

Only one answer can be chosen per line

Service		Only women	Mostly women	Both	Mostly men	Only men	Not applicable	comment and explain factors affecting the difference in access to services (e.g., age, marital status)
Mobility/ means of transportation	Public	<input type="radio"/>	<input type="checkbox"/>					
	Private	<input type="radio"/>	<input type="checkbox"/>					
	Other (specify): ..... .....	<input type="radio"/>	<input type="checkbox"/>					
Employment	Formal							
	On-farm (own)	<input type="radio"/>	<input type="checkbox"/>					
	On-farm (external)	<input type="radio"/>	<input type="checkbox"/>					
	Off-farm	<input type="radio"/>	<input type="checkbox"/>					
	Other (specify): ..... .....	<input type="radio"/>	<input type="checkbox"/>					
	Informal							
	On-farm (own)	<input type="radio"/>	<input type="checkbox"/>					
	On-farm (external)	<input type="radio"/>	<input type="checkbox"/>					
	Off-farm	<input type="radio"/>	<input type="checkbox"/>					
	Day labourer	<input type="radio"/>	<input type="checkbox"/>					
Child labour	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>		
Health service	Traditional medicine	<input type="radio"/>	<input type="checkbox"/>					
	Science based medicine							
	Insurance-based	<input type="radio"/>	<input type="checkbox"/>					
	Out-of-pocket	<input type="radio"/>	<input type="checkbox"/>					
	Affordable	<input type="radio"/>	<input type="checkbox"/>					
	High cost	<input type="radio"/>	<input type="checkbox"/>					
	(Modern) health facilities	<input type="radio"/>	<input type="checkbox"/>					
	Family planning	<input type="radio"/>	<input type="checkbox"/>					
Other (specify): ..... .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>		
Education	Childcare facilities	<input type="radio"/>	<input type="checkbox"/>					

Questionnaire on Gender-responsive SLM Technologies

	Primary school	<input type="radio"/>	<input type="checkbox"/>					
	Secondary school	<input type="radio"/>	<input type="checkbox"/>					
	Higher education	<input type="radio"/>	<input type="checkbox"/>					
	Other (specify): ..... .....	<input type="radio"/>	<input type="checkbox"/>					
Main source of Energy  Choose the main source of energy from the list below: - Biofuel - Firewood - Gas - Diesel - Petrol - Grid electricity - Renewable off-grid electricity - Non-renewable off-grid electricity - Other	For cooking (specify): - .....	<input type="radio"/>	<input type="checkbox"/>					
	For heating (specify) - .....	<input type="radio"/>	<input type="checkbox"/>					
	For lighting (specify) - .....	<input type="radio"/>	<input type="checkbox"/>					
	For agricultural production (specify): - .....	<input type="radio"/>	<input type="checkbox"/>					
	For 'post-harvest' processing and storage (specify): - .....	<input type="radio"/>	<input type="checkbox"/>					
Knowledge and technology	Low	<input type="radio"/>	<input type="checkbox"/>					
	Moderate	<input type="radio"/>	<input type="checkbox"/>					
	High	<input type="radio"/>	<input type="checkbox"/>					
Technical assistance and support	Training	<input type="radio"/>	<input type="checkbox"/>					
	Advisory services							
	Gov. extension	<input type="radio"/>	<input type="checkbox"/>					
	NGO	<input type="radio"/>	<input type="checkbox"/>					
	Private sector	<input type="radio"/>	<input type="checkbox"/>					
	Other (specify): ..... .....	<input type="radio"/>	<input type="checkbox"/>					
Communication and knowledge sharing mechanisms	Radio	<input type="radio"/>	<input type="checkbox"/>					
	TV	<input type="radio"/>	<input type="checkbox"/>					
	Digital devices	<input type="radio"/>	<input type="checkbox"/>					
	Seminars/ reunions	<input type="radio"/>	<input type="checkbox"/>					
	Farmers' exchange	<input type="radio"/>	<input type="checkbox"/>					
	Other (specify): ..... .....	<input type="radio"/>	<input type="checkbox"/>					
Digital technologies (e.g. to access information; execute financial transactions; realize monitoring)	Feature phones	<input type="radio"/>	<input type="checkbox"/>					
	Smartphones	<input type="radio"/>	<input type="checkbox"/>					
	Computer	<input type="radio"/>	<input type="checkbox"/>					
	Internet	<input type="radio"/>	<input type="checkbox"/>					
	Other (specify): ..... .....	<input type="radio"/>	<input type="checkbox"/>					
Digital services	Weather forecast	<input type="radio"/>	<input type="checkbox"/>					

Questionnaire on Gender-responsive SLM Technologies

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

4.6 Land tenure in the community applying the Technology

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



.....

.....

.....

.....

.....

4.6.2 Land tenure gender-disaggregated data



Facilitator can fill in the table below by summarizing the information collected in the open question 4.6.1. or by directly posing the questions in the group. If there are different answers, tick them all and explain under comment.

Single choice  Multiple choice

	Women	Men	Comment and explain
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"/> User rights (open access) <input type="checkbox"/> User rights (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"/> User rights (open access) <input type="checkbox"/> User rights (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): ..... .....	
Type of land	<input type="checkbox"/> State land with title <input type="checkbox"/> Common land with title <input type="checkbox"/> State land without title <input type="checkbox"/> 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 with title <input type="checkbox"/> Common land with title <input type="checkbox"/> State land without title <input type="checkbox"/> 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="radio"/> Low <input type="radio"/> Medium <input type="radio"/> Strong	<input type="radio"/> Low <input type="radio"/> Medium <input type="radio"/> 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: ..... .....

4.6.3 Do women and men inherit land equally?

- Yes
- No

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

4.6.4 Are land use rights based on statutory or customary practices:

- Statutory (go to question 4.6.5.)
- Customary (go to question 4.6.6.)
- Both (continue with question 4.6.5) (specify).....

4.6.5 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 .....
- Both (in some cases gender-specific, in some cases not gender-specific) specify.....
- Unknown

4.6.6 Are customary land use rights (also known as informal, unofficial, indigenous, or traditional rights):

- Legally recognized
- Not legally recognized

Specify: .....

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

4.6.7 Are water use rights for agriculture and livestock watering based on statutory or customary practices:

- Statutory (go to question 4.6.8.)
- Customary (go to question 4.6.9.)
- Both (continue with question 4.6.8) (specify).....

4.6.8 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 the same), specify .....
- Both (in some cases gender-specific, in some cases not gender-specific) specify.....
- Unknown

4.6.9 Are customary water use rights for agriculture and livestock (informal unwritten, unofficial, indigenous or traditional rights):

- Legally recognized
- Not legally recognized

Specify: .....

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

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

- Yes specify (when and how): .....  
Specify (who is affected most): .....
- No specify: .....
- Unknown specify: .....

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

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

 Is the Technology and if available the related Approach easy to implement for women and men? Please also specify why/why not.

.....

.....

.....

.....

.....

.....

5.2 Main establishment and maintenance activities applied under the Technology

 If the Technology is documented in the database, take the establishment and maintenance activities assessed and documented in the database as a starting point. If the Technology is not documented in the database,  discuss the establishment and maintenance activities with the group and list them in the tables below. You can find examples of activities in the explanation below the tables.

**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.

Important note for compiler/ facilitator: in case more than one focus group discussion is done for the Technology, please make sure the same establishment activities are listed in all the questionnaires.

5.2.1 Establishment activities (covered in QT 4.3)\*

Single choice  Multiple choice

Activity	Labour by family members	Reason	Hired labour	Labour exchange with other community members	Required equipment and tools	Please specify if some equipment and tools are only used by men or women and why
	<input type="radio"/> Only women <input type="radio"/> Mostly women <input type="radio"/> Both <input type="radio"/> Mostly men <input type="radio"/> Only men <input type="radio"/> 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="radio"/> Only women <input type="radio"/> Mostly women <input type="radio"/> Both <input type="radio"/> Mostly men <input type="radio"/> Only men <input type="radio"/> Not applicable <input type="radio"/> Other (specify) .....	<input type="radio"/> Yes <input type="radio"/> No Specify ..... ..... .....		
	<input type="radio"/> Only women <input type="radio"/> Mostly women <input type="radio"/> Both <input type="radio"/> Mostly men <input type="radio"/> Only men <input type="radio"/> 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="radio"/> Only women <input type="radio"/> Mostly women <input type="radio"/> Both <input type="radio"/> Mostly men <input type="radio"/> Only men <input type="radio"/> Not applicable <input type="radio"/> Other (specify) .....	<input type="radio"/> Yes <input type="radio"/> No Specify ..... ..... .....		
	**	**	**			

\*List establishment activities for the Technology (in sequence). 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:**

.....

.....

.....

5.2.2 Maintenance activities (covered in QT 4.5)\*

*Important note for compiler/ facilitator: in case more than one focus group discussion is done for the Technology, please make sure the same maintenance activities are listed in all the questionnaires.*

Single choice    Multiple choice

Activity	Labour by family members (only one answer possible)	Reason (several answers possible)	Hired labour	Labour exchange with other members of the community	Required equipment and tools	Please specify if some equipment and tools are only used by men or women and why
	<input type="radio"/> Only women <input type="radio"/> Mostly women <input type="radio"/> Both <input type="radio"/> Mostly men <input type="radio"/> Only men <input type="radio"/> 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="radio"/> Only women <input type="radio"/> Mostly women <input type="radio"/> Both <input type="radio"/> Mostly men <input type="radio"/> Only men <input type="radio"/> Not applicable <input type="radio"/> Other (specify) .....	<input type="radio"/> Yes <input type="radio"/> No Specify ..... ..... .....		
	<input type="radio"/> Only women <input type="radio"/> Mostly women <input type="radio"/> Both <input type="radio"/> Mostly men <input type="radio"/> Only men <input type="radio"/> 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="radio"/> Only women <input type="radio"/> Mostly women <input type="radio"/> Both <input type="radio"/> Mostly men <input type="radio"/> Only men <input type="radio"/> Not applicable <input type="radio"/> Other (specify) .....	<input type="radio"/> Yes <input type="radio"/> No Specify ..... ..... .....		
	**	**	**			
	**	**	**			

\*List maintenance/ recurrent activities for the Technology (in sequence). Examples of maintenance/ recurrent 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:**

.....

.....

.....

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

 *If the Technology is documented in the database, take the list of inputs assessed and documented in the database as a starting point. If the Technology is not documented in the database, discuss the inputs needed for establishment and maintenance with the group and list them in the tables below. You can find examples of inputs in the explanation below the tables.*



*Important note for compiler/facilitator: in case more than one focus group discussion is done for the Technology, please make sure the same inputs are listed in all the questionnaires.*

*○ Single choice*

**5.3.1 Inputs for establishment**

Input* (covered in QT 4.4)	Access	Decision-making	Comment and explain
	<input type="radio"/> Only women <input type="radio"/> Mostly women <input type="radio"/> Both <input type="radio"/> Mostly men <input type="radio"/> Only men	<input type="radio"/> Only women <input type="radio"/> Mostly women <input type="radio"/> Both <input type="radio"/> Mostly men <input type="radio"/> Only men	
	<input type="radio"/> Only women <input type="radio"/> Mostly women <input type="radio"/> Both <input type="radio"/> Mostly men <input type="radio"/> Only men	<input type="radio"/> Only women <input type="radio"/> Mostly women <input type="radio"/> Both <input type="radio"/> Mostly men <input type="radio"/> Only men	
	<input type="radio"/> Only women <input type="radio"/> Mostly women <input type="radio"/> Both <input type="radio"/> Mostly men <input type="radio"/> Only men	<input type="radio"/> Only women <input type="radio"/> Mostly women <input type="radio"/> Both <input type="radio"/> Mostly men <input type="radio"/> Only men	
	**	**	
	**	**	
	**	**	

*\*Types of Inputs to be selected:*

- Labour
- Equipment includes tools, machine animal traction, etc.
- Plant material includes seeds, seedlings, cuttings, etc.
- Fertilizers and biocides: compost/ manure, inorganic fertilizer, herbicides, pesticides, etc.
- Construction material includes timber, stones, earth, cement, pipes, tanks, etc.

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

5.3.2 Inputs for maintenance

Input* (covered in 4.6)	Access	Decision-making	Comment and explain
	<input type="radio"/> Only women <input type="radio"/> Mostly women <input type="radio"/> Both <input type="radio"/> Mostly men <input type="radio"/> Only men	<input type="radio"/> Only women <input type="radio"/> Mostly women <input type="radio"/> Both <input type="radio"/> Mostly men <input type="radio"/> Only men	
	<input type="radio"/> Only women <input type="radio"/> Mostly women <input type="radio"/> Both <input type="radio"/> Mostly men <input type="radio"/> Only men	<input type="radio"/> Only women <input type="radio"/> Mostly women <input type="radio"/> Both <input type="radio"/> Mostly men <input type="radio"/> Only men	
	<input type="radio"/> Only women <input type="radio"/> Mostly women <input type="radio"/> Both <input type="radio"/> Mostly men <input type="radio"/> Only men	<input type="radio"/> Only women <input type="radio"/> Mostly women <input type="radio"/> Both <input type="radio"/> Mostly men <input type="radio"/> Only men	
	**	**	
	**	**	
	**	**	

\*Types of Inputs to be selected:

- Labour
- Equipment includes tools, machine, animal traction, etc.
- Plant material includes seeds, seedlings, cuttings, etc.
- Fertilizers and biocides: compost/ manure, inorganic fertilizer, herbicides, pesticides, etc.
- Construction material includes timber, stones, earth, cement, pipes, tanks, etc.

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

5.4 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.

Fill in these questions even if there is no related Approach to your Technology. In this case go through all the phases and fill in the results from the discussion in the group.

 If an Approach is documented in the database, take the various phases assessed and documented in the Approach Questionnaire as a starting point. If no Approach is documented in the database, discuss the phases with the group by going through the list in the table.

Important note for compiler/ facilitator: in case more than one focus group discussion is done for the Technology, please make sure the same involvements are listed in all the questionnaires.

Only one answer can be chosen per line

Involvement and participation (if available covered in QA 3.2)	Only women	Mostly women	Both	Mostly men	Only men	Not applicable	Comment and explain (who was involved and how, describe activities)
Initiation/ motivation	<input type="radio"/>	<input type="checkbox"/>					
Planning	<input type="radio"/>	<input type="checkbox"/>					
Implementation	<input type="radio"/>	<input type="checkbox"/>					
Monitoring/ Evaluation	<input type="radio"/>	<input type="checkbox"/>					
Other (specify): ..... .....	<input type="radio"/>						

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

 *If the Technology and Approach are documented in the database, take the impacts assessed and documented as a starting point. The time range covered will depend on when the SLM Technology was first documented. If the Technology and Approach are not documented in the database, go discuss the impacts with the participants while you go through the list in the table below.*

Only one answer can be chosen per line and per category (women & men)

Impact (covered in QT 6.1 and if available in QA 6.1)	On women  Very negative (-100 to -50%) Negative (-50 to -20%) Slightly negative (-20 to -5%) Negligible impact Slightly positive (5 to 20%) Positive (20 to 50%) Very positive (50 to 100%)	On men  Very negative (-100 to -50%) Negative (-50 to -20%) Slightly negative (-20 to -5%) Negligible impact Slightly positive (5 to 20%) Positive (20 to 50%) Very positive (50 to 100%)	Not applicable	Specify
Shift in labour patterns	Worsened ○ ○ ○ ○ ○ ○ ○ Improved	Worsened ○ ○ ○ ○ ○ ○ ○ Improved	<input type="checkbox"/>	
Shift in income patterns	Worsened ○ ○ ○ ○ ○ ○ ○ Improved	Worsened ○ ○ ○ ○ ○ ○ ○ Improved	<input type="checkbox"/>	
Agricultural production	Decreased ○ ○ ○ ○ ○ ○ ○ Increased	Decreased ○ ○ ○ ○ ○ ○ ○ Increased	<input type="checkbox"/>	
Quality of produce	Decreased ○ ○ ○ ○ ○ ○ ○ Increased	Decreased ○ ○ ○ ○ ○ ○ ○ Increased	<input type="checkbox"/>	
Storage and post-harvest loss	Decreased ○ ○ ○ ○ ○ ○ ○ Increased	Decreased ○ ○ ○ ○ ○ ○ ○ Increased	<input type="checkbox"/>	
Processing and value chain management	Weakened ○ ○ ○ ○ ○ ○ ○ Strengthened	Weakened ○ ○ ○ ○ ○ ○ ○ Strengthened	<input type="checkbox"/>	
Availability and access to food at different times of the year	Decreased ○ ○ ○ ○ ○ ○ ○ Increased	Decreased ○ ○ ○ ○ ○ ○ ○ Increased	<input type="checkbox"/>	
Availability and access to water for agriculture and household use	Decreased ○ ○ ○ ○ ○ ○ ○ Increased	Decreased ○ ○ ○ ○ ○ ○ ○ Increased	<input type="checkbox"/>	
Food safety	Decreased ○ ○ ○ ○ ○ ○ ○ Increased	Decreased ○ ○ ○ ○ ○ ○ ○ Increased	<input type="checkbox"/>	
Health	Worsened ○ ○ ○ ○ ○ ○ ○ Improved	Worsened ○ ○ ○ ○ ○ ○ ○ Improved	<input type="checkbox"/>	
Nutrition	Worsened ○ ○ ○ ○ ○ ○ ○ Improved	Worsened ○ ○ ○ ○ ○ ○ ○ Improved	<input type="checkbox"/>	
Amount of time to complete activities	Increased ○ ○ ○ ○ ○ ○ ○ Decreased	Increased ○ ○ ○ ○ ○ ○ ○ Decreased	<input type="checkbox"/>	
Amount of work to complete activities	Increased ○ ○ ○ ○ ○ ○ ○ Decreased	Increased ○ ○ ○ ○ ○ ○ ○ Decreased	<input type="checkbox"/>	
Difficulty of activities	Increased ○ ○ ○ ○ ○ ○ ○ Decreased	Increased ○ ○ ○ ○ ○ ○ ○ Decreased	<input type="checkbox"/>	
Production costs	Increased ○ ○ ○ ○ ○ ○ ○ Decreased	Increased ○ ○ ○ ○ ○ ○ ○ Decreased	<input type="checkbox"/>	
Processing costs	Increased ○ ○ ○ ○ ○ ○ ○ Decreased	Increased ○ ○ ○ ○ ○ ○ ○ Decreased	<input type="checkbox"/>	
Access to markets	Worsened ○ ○ ○ ○ ○ ○ ○ Improved	Worsened ○ ○ ○ ○ ○ ○ ○ Improved	<input type="checkbox"/>	

Questionnaire on Gender-responsive SLM Technologies

Access to land	Worsened ○ ○ ○ ○ ○ ○ ○ Improved	Worsened ○ ○ ○ ○ ○ ○ ○ Improved	<input type="checkbox"/>	
Access to financial resources	Worsened ○ ○ ○ ○ ○ ○ ○ Improved	Worsened ○ ○ ○ ○ ○ ○ ○ Improved	<input type="checkbox"/>	
Income	Decreased ○ ○ ○ ○ ○ ○ ○ Increased	Decreased ○ ○ ○ ○ ○ ○ ○ Increased	<input type="checkbox"/>	
Control over income	Decreased ○ ○ ○ ○ ○ ○ ○ Increased	Decreased ○ ○ ○ ○ ○ ○ ○ Increased	<input type="checkbox"/>	
Economic empowerment	Weakened ○ ○ ○ ○ ○ ○ ○ Strengthened	Weakened ○ ○ ○ ○ ○ ○ ○ Strengthened	<input type="checkbox"/>	
Entrepreneurship opportunity	Reduced ○ ○ ○ ○ ○ ○ ○ Improved	Reduced ○ ○ ○ ○ ○ ○ ○ Improved	<input type="checkbox"/>	
Knowledge and skills	Weakened ○ ○ ○ ○ ○ ○ ○ Strengthened	Weakened ○ ○ ○ ○ ○ ○ ○ Strengthened	<input type="checkbox"/>	
Collaboration among stakeholders	Reduced ○ ○ ○ ○ ○ ○ ○ Improved	Reduced ○ ○ ○ ○ ○ ○ ○ Improved	<input type="checkbox"/>	
Cultural opportunities (spiritual, religious, aesthetic, etc.)	Reduced ○ ○ ○ ○ ○ ○ ○ Improved	Reduced ○ ○ ○ ○ ○ ○ ○ Improved	<input type="checkbox"/>	
Empowerment women/ girl; gender equality	Reduced ○ ○ ○ ○ ○ ○ ○ Improved	Reduced ○ ○ ○ ○ ○ ○ ○ Improved	<input type="checkbox"/>	
Participation and decision – making	Reduced ○ ○ ○ ○ ○ ○ ○ Improved	Reduced ○ ○ ○ ○ ○ ○ ○ Improved	<input type="checkbox"/>	
Perception and role in the community	Weakened ○ ○ ○ ○ ○ ○ ○ Strengthened	Weakened ○ ○ ○ ○ ○ ○ ○ Strengthened	<input type="checkbox"/>	
Other (specify): ..... ..... ..... .....	Reduced ○ ○ ○ ○ ○ ○ ○ Improved	Reduced ○ ○ ○ ○ ○ ○ ○ Improved	<input type="checkbox"/>	

5.6 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. Fill in these questions even if there is no related Approach to your Technology. In this case go through all the conditions and fill in the results from the discussion in the group.



Only one answer can be chosen per line and per category (women & men)

Current/ prevailing conditions and/or lack of access <i>(if available covered in QA 2.9)</i>	Women				Men				Not Applicable	Specify
	Enable women	Hinder women	No effect on women	Effect on women unknown	Enable men	Hinder men	No effect on men	Effect on men unknown		
Current national and local policies/ laws in place that	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	
Legal framework (land tenure, land and water use rights)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	
Institutions/ organisations in place	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	
Availability/ access to financial resources and services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	
Knowledge and technical skills in sustainable land management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	
Access to markets (to purchase inputs and products) and prices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	
Access to technical support (e.g. use of equipment, plant material, fertilizers, construction material)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	
Workload and timing of activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	
Social, cultural and religious norms, values and traditions that impact the uptake of the Technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	
Collaboration and coordination among stakeholders	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	
Connection to social networks (e.g. associations, user groups)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	
Social stability or conflicts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>	
Other (specify): ..... ..... ..... .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>		

## 6 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 focus group discussion 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.

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

6.1.1 What are underlying reasons for gender-specific differences in the Technology and if available the related Approach?

.....

.....

.....

6.1.2 How are these gender-specific differences perceived?

.....

.....

.....

6.1.3 How can these gender-specific differences be overcome?

.....

.....

.....

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

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

SLM Technology design factors	Specify how	
	From the participants' perspective:	From the facilitator's perspective:
Participation in Technology design		
Amount of time		
Amount of work (physical strength)		
Labour division and efficiency		
Timing of tasks		
Affordability and competition with other expenses		
Access to finance		
Access to inputs (e.g., fertilizer, seeds, equipment)		
Adaptation of tools and equipment		
Adaptation of plant material (including fertilizers etc.)		
Adaptation of construction material		
Access to innovation		
Improve women's share of benefits (applying the Technology)		
Monitoring and evaluation		
Other (specify): ..... .....		

### 6.3 Recommendations on improving the enabling environment

*Challenges in the enabling environment that in the opinion of the participants of the focus group discussion (and the facilitator) should be addressed to enhance **gender-responsive** adoption of the SLM Technology and if available the related Approach.*

*For each factor, please indicate on which level it should be addressed and provide specific recommendations from the different perspectives in the space provided. If a factor is not relevant in the context of your Technology and if available related Approach, please tick the “not relevant” box.*

Factors of enabling environment	Level				Please provide specific recommendations how this factor can be improved	
	Local (e.g. community)	Subnational (e.g. district/ province/ state)	National	Not relevant	From the participants' perspective	From the facilitator's perspective
Tailored training, capacity and skills strengthening (e.g., flexible time schedule, also covering evenings, weekends, part time, and offering childcare)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Participation and empowerment for decision-making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Transparent and tailor-made communication of the benefits of the Technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Gender-specific incentives (e.g. access to financial and material support)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Enhanced mobility (e.g., access to transport, travel funds)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Improve security of asset and income among women	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Change cultural 'barriers'	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Costs and financing options	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Improve supply (production)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Questionnaire on Gender-responsive SLM Technologies

Improve demand (market and quality)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Gender-responsive advisory services (focusing on women's needs, e.g., female extension agents)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Entrepreneurship opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Adjustment of laws to eliminate gender biases	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Knowledge of legal rights	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Equal access to land	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Equal access to water	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Opportunity to have legitimate tenure rights recognized and registered (tenure right security)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Education and literacy level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Digital technologies (e.g., for advisory, forecast, banking)	<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"/>		

6.4 In case this Technology is planned to be implemented as part of a project or programme, what are specific recommendations you would provide

*Please answer this question from the perspective of the facilitator and/or key informant(s)*

At the project design and development stage to guarantee gender-responsiveness of the Technology:	At the project/programme implementation phase to guarantee gender-responsiveness of the Technology:
<i>From the perspective of the facilitator and/or key informant(s)</i>	<i>From the perspective of the facilitator and/or key informant(s)</i>

6.5 Remarks and Feedback

6.5.1 From Focus Group: How does this gender questionnaire help the participants of the focus group discussion to reflect on the gender-responsiveness of the SLM Technology and if available the related Approach?

.....

.....

.....

.....

.....

6.5.2 From facilitator

.....

.....

.....

.....

.....

# Annex

## 1 Land use types

Choose from the land use types and subcategories listed below.

**Land use:** the human activities that are directly related to land, either by making use of its resources or by having an impact on it.

**Land cover:** vegetation (natural or planted) or man-made structures (buildings, etc.) that cover the surface of the soil.

### Land use types

Main categories	Subcategories
<b>Cropland:</b> land used for cultivation of crops (field crops, orchards)	<ul style="list-style-type: none"> <li>• <b>Ca: Annual cropping:</b> land under temporary/ annual crops usually harvested within one, maximally two years (e.g. maize, paddy rice, wheat, vegetables, fodder crops).</li> <li>• <b>Cp: Perennial (non-woody) cropping:</b> land under permanent (not woody) crops that may be harvested after 2 or more years, or where only part of the plants are harvested (e.g. sugar cane, banana, sisal, pineapple).</li> <li>• <b>Ct: Tree and shrub cropping:</b> permanent woody plants with crops harvested more than once after planting and usually lasting for more than 5 years (e.g. orchard/ fruit trees, coffee, tea, grapevines, oil palm, cacao, coconut, fodder trees). If combined with annual and perennial crops or pastures/ grasslands, then indicate “mixed land use system”.</li> <li>• <b>Co: Other</b></li> </ul>
<b>Grazing land:</b> land used for animal production	<ul style="list-style-type: none"> <li>• <b>Ge: Extensive grazing land:</b> grazing on natural or semi-natural grasslands, grasslands with trees/ shrubs (savannah vegetation), or open woodlands for livestock and wildlife. Includes the following subcategories: <ul style="list-style-type: none"> <li>• <b>Nomadism:</b> people move with animals.</li> <li>• <b>Semi-nomadic pastoralism:</b> animal owners have a permanent place of residence where they practice cultivation. Herds are moved to distant grazing grounds.</li> <li>• <b>Ranching:</b> grazing within well-defined boundaries, movements cover smaller distances and management inputs are higher compared to semi-nomadism.</li> <li>• <b>Transhumant pastoralism:</b> regular movements of herds between fixed areas in order to benefit from the seasonal variability of climates and pastures.</li> </ul> </li> <li>• <b>Gi: Intensive grazing/ fodder production:</b> improved or planted pastures for grazing/ production of fodder (for cutting and carrying: hay, leguminous species, silage etc.) not including fodder crops such as maize or cereals. These are classified as annual crops (see above). Intensive grazing can be subclassified into: <ul style="list-style-type: none"> <li>• <b>Cut-and-carry/ zero grazing:</b> carrying fodder to animals confined to a stall/ shed or another restricted area; in zero-grazing systems the livestock are not permitted to graze at any time.</li> <li>• <b>Improved pastures:</b> pasture that is sown with a mixture of introduced grasses and legumes (can be fertilized and/ or inoculated with rhizobia to fix nitrogen).</li> </ul> </li> <li>• <b>Go: Other</b></li> </ul>
<b>Forests/ woodlands:</b> land used mainly for wood production, other forest products, recreation, protection.	<ul style="list-style-type: none"> <li>• <b>Fn: Natural or semi-natural:</b> forests mainly composed of indigenous trees, not planted by man. <ul style="list-style-type: none"> <li>• Selective felling.</li> <li>• Clear felling: felling the whole forest at a time.</li> <li>• Shifting cultivation: felling (harvesting) only certain valuable trees within a forest.</li> <li>• Removal of deadwood or cuttings (but no cutting of trees).</li> <li>• Non-wood forest use (e.g. fruit, nuts, mushrooms, honey, medicinal plants, etc.) .</li> </ul> </li> <li>• <b>Fp: Plantations, afforestations:</b> forest stands established by planting or/ and seeding in the process of afforestation or reforestation, windbreaks. <ul style="list-style-type: none"> <li>• Monoculture local variety.</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• <i>Monoculture exotic variety.</i></li> <li>• <i>Mixed varieties.</i></li> <li>• <b>Fo: Other:</b> <i>e.g. selective cutting of natural forests and incorporating planted species.</i></li> </ul>
<b>Settlements, infrastructure</b>	<ul style="list-style-type: none"> <li>• <b>Ss:</b> <i>Settlements, buildings</i></li> <li>• <b>St:</b> <i>Traffic lines: roads, railways</i></li> <li>• <b>Se:</b> <i>Energy lines: pipelines, power lines</i></li> <li>• <b>So:</b> <i>Other infrastructure</i></li> </ul>
<b>Waterways, waterbodies, wetlands</b>	<ul style="list-style-type: none"> <li>• <b>Wd:</b> <i>Drainage lines, waterways</i></li> <li>• <b>Wp:</b> <i>Ponds, dams</i></li> <li>• <b>Ws:</b> <i>Swamps, wetlands</i></li> <li>• <b>Wr:</b> <i>Rivers and riparian zone</i></li> <li>• <b>Wl:</b> <i>Lakes and lakeshore</i></li> <li>• <b>Wc:</b> <i>Sea and seashores</i></li> <li>• <b>Wo:</b> <i>Other waterways</i></li> </ul>
<b>Mines, extractive industries</b>	<ul style="list-style-type: none"> <li>• <b>I:</b> <i>Mines, extractive industries</i></li> <li>• <b>Io:</b> <i>Other</i></li> </ul>
<b>Unproductive land</b>	<ul style="list-style-type: none"> <li>• <b>U:</b> <i>Wastelands, deserts, glaciers, etc.</i></li> <li>• <b>Uo:</b> <i>Other</i></li> </ul>

## 2 SLM Technology group

**Natural and semi-natural forest management:** encompasses administrative, legal, technical, economic, social, and environmental aspects of the conservation and use of forests.

**Forest plantation management:** plantation forests comprise even-aged monocultures and are established primarily for wood and fibre production. They are usually intensively managed and have relatively high growth rates and productivity.

**Agroforestry:** integrates the use of woody perennials with agricultural crops and/ or animals for a variety of benefits and services, including better use of soil and water resources; multiple fuel, fodder, and food products; and habitat for associated species.

**Windbreak:** or shelterbelt is a plantation usually made up of one or more rows of trees or shrubs planted in such a manner as to provide shelter from the wind and to protect soil from erosion. They are commonly planted around the edges of fields on farms.

**Area closure (stop use, support restoration):** enclosing and protecting an area of degraded land from human use and animal interference, to permit natural rehabilitation, enhanced by additional vegetative and structural conservation measures.

**Rotational systems (crop rotation, fallows, shifting cultivation):** The successive cultivation of different crops

**Improved plant varieties/ animal breeds:** refers to the development of new plant varieties or animal breeds that offer benefits such as improved production, resistance to pests and diseases, or drought tolerance, in response to changing environmental conditions and land users' needs.

**Water harvesting:** is the collection and management of floodwater or rainwater runoff to increase water availability for domestic and agricultural use as well as ecosystem sustenance.

**Irrigation management (incl. water supply, drainage)** aims to achieve higher water use efficiency through more efficient water collection and abstraction, water storage, distribution, and water application.

**Water diversion and drainage:** is the natural or artificial diversion or removal of surface and sub-surface water from an area.

**Surface water and adjacent area management (spring, river, lakes, sea):** involves the protection of springs, rivers, riparian zones, lakes, and lakeshores from pollution, high water flows (floods), or over-abstraction of water, as well as protection measures against damage from waterbodies (e.g. river bank erosion, floods, tidal erosion).

*in a specified order on the same fields. letting it fallow for a period of time. Shifting cultivation is an agricultural system in which plots of land are cultivated temporarily, then abandoned and allowed to revert to their natural vegetation while the cultivator moves on to another plot.*

**Pastoralism and grazing land management:** *is the grazing of animals on natural or semi-natural grassland, grassland with trees, and/ or open woodlands. Animal owners may have a permanent residence while livestock is moved to distant grazing areas, according to the availability of resources.*

**Integrated crop–livestock management:** *optimizes the uses of crop and livestock resources through interaction and the creation of synergies.*

**Improved ground/ vegetation cover:** *any measures that aim to improve the ground cover, be it by dead material/ mulch or vegetation.*

**Minimal soil disturbance** *refers to no-tillage or low soil disturbance only in small strips and/ or shallow depth and direct seeding.*

**Integrated soil fertility management (ISFM)** *aims at managing soil by combining different methods of soil fertility amendment together with soil and water conservation. ISFM is based on three principles: maximizing the use of organic sources of fertilizer (e.g. manure and compost application, nitrogen-fixing green manure and cover crops); minimizing the loss of nutrients; and judiciously using inorganic fertilizer according to needs and economic availability.*

**Cross-slope measures:** *are constructed on sloping lands in the form of earth or soil bunds, stone lines, or vegetative strips, etc. for reducing runoff velocity and soil erosion.*

**Integrated pest and disease management (incl. organic agriculture):** *Integrated pest and disease management is a process to solve pest and disease problems while minimizing risks to people and the environment.*

**Groundwater management:** *involves securing the recharge of groundwater reserves and their protection from pollution, overexploitation/ overuse, and rising groundwater levels leading to salinization.*

**Wetland protection/ management:** *managing wetland typically involves manipulating water levels and vegetation in the wetland, and providing an upland buffer.*

**Waste management/ waste water management:** *is a set of activities that include collection, transport, treatment and disposal of waste, prevention of waste production, and modification and reuse/ recycling of waste.*

**Energy efficiency technologies:** *reduce the amount of energy required to provide products and services, e.g. for cooking and heating, reducing the demand for fuel (fossil, wood).*

**Beekeeping, aquaculture, poultry, rabbit farming, silkworm farming, etc.:** *allow food production and agricultural products requiring small surfaces of the land.*

**Home gardens** *(also called backyard or kitchen gardens): are a traditional multifunctional farming system applied on a small area of land around the family home. They have the potential to supply most of the non-staple foods (including vegetables, fruits, herbs, animals, and fish). They also provide a space for recreation, leisure, and relaxation.*

**Ecosystem-based Disaster Risk Reduction:** *is the sustainable management, conservation, and restoration of ecosystems with the aim of enabling these ecosystems to provide services that mitigate hazards, reduce vulnerability, and increase livelihood resilience.*

**Post-harvest measures:** *encompasses activities to deliver a crop from harvest to consumption with minimum loss, maximum efficiency, and maximum return for all involved – such as drying, storage, cooling, cleaning, sorting, and packing.*

### 3 Main types of land degradation addressed by the Technology

#### **W: Soil erosion by water**

- Wt* Loss of topsoil/ surface erosion: even removal of topsoil, sheet and interrill erosion
- Wg* Gully erosion/ gullyng: Removal of soil along drainage lines by surface runoff, creating deep channels (more than 30 cm deep)
- Wm* Mass movements/ landslides: the downward falling or sliding of a mass of earth, debris, or rock on a slope (includes mudflows and rockfalls); also called landslide
- Wr* Riverbank erosion: the wearing away of the banks of a stream or river
- Wc* Coastal erosion: loss or displacement of land along the coastline due to the action of waves, currents, or tides, leading to landward retreat of the shoreline
- Wo* Offsite degradation effects: deposition of sediments, downstream flooding, siltation of reservoirs and waterways, and pollution of water bodies with eroded sediments

#### **E: Soil erosion by wind**

- Et* Loss of topsoil: uniform displacement
- Ed* Deflation and deposition: uneven removal of soil material
- Eo* Offsite degradation effects: covering of the terrain with windborne sand particles from distant sources (“overblowing”)

#### **C: Chemical soil deterioration**

- Cn* Fertility decline and reduced soil organic matter content (not caused by erosion): e.g. leaching, soil fertility mining, nutrient oxidation, and volatilization (N)
- Ca* Acidification: lowering of the soil pH
- Cp* Soil pollution: contamination of the soil with toxic materials
- Cs* Salinization/ alkalization: a net increase in salt content of the (top)soil, leading to productivity decline

#### **P: Physical soil deterioration**

- Pc* Compaction: deterioration of soil structure by trampling or through weight and/ or frequent use of machinery
- Pk* Slaking and crusting: clogging of pores with fine soil material and development of a thin impervious layer at the soil surface obstructing the infiltration of rainwater
- Pi* Soil sealing: covering of the ground by an impermeable material (e.g. construction, mining, roads, etc.)
- Pw* Waterlogging: effects of human-induced water saturation of soils (excluding paddy fields)
- Ps* Subsidence of organic soils, settling of soil: downward motion of soil surface, e.g. due to drainage of organic soils
- Pu* Loss of bio-productive function due to other activities

#### **B: Biological degradation**

- Bc* Reduction of vegetation cover: increase of bare/ unprotected soil
- Bh* Loss of habitats: decreasing vegetation diversity (fallow land, mixed systems, field borders), increased fragmentation of habitats
- Bq* Quantity/ biomass decline: reduced vegetative production for different land use
- Bf* Detrimental effects of fires (includes low/ high severity of fires): on forest (e.g. slash and burn), bushland, grazing land, and cropland (burning of residues)
- Bs* Quality and species composition/ diversity decline: loss of natural species, land races, palatable perennial grasses; spreading of invasive, salt-tolerant, unpalatable, species/ weeds
- Bl* Loss of soil life: decline of soil macro-organisms and micro-organisms in quantity and quality
- Bp* Increase in pests/ diseases, loss of predators: reduction in biological control

#### **H: Water degradation**

- Ha* Aridification: decrease in average soil moisture content
- Hs* Change in quantity of surface water: change in flow regime (flood, peak flow, low flow, drying up of rivers and lakes)
- Hg* Change in groundwater/ aquifer level: reduction in groundwater table due to over-exploitation or lower recharge of groundwater; or increase in groundwater table resulting in waterlogging and/ or salinization
- Hp* Decline in surface water quality: increased sediments and pollutants in freshwater bodies due to point pollution and land-based pollution
- Hq* Decline in groundwater quality: due to pollutants infiltrating into the aquifers
- Hw* Reduction in the buffering capacity of wetland areas to cope with flooding and pollution