BREEDING BETTER BANANAS

Tools for understanding the agricultural production systems
and their socio-economic context
in target regions for the introduction of new banana cultivars

Community wealth ranking focus group discussion

Developed for the project
"Improvement of banana for smallholder farmers in the Great Lakes region of Africa"

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Ethics

This research protocol, IRB Proposal No. 2014-089, was approved by the Human Subjects Committee of Clark University on 19/06/2015.

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BACKGROUND

Within the framework of the IITA-led project "Improvement of banana for smallholder farmers in the Great Lakes region of Africa" (also known as the "Breeding Better Bananas" project, http://breedingbetterbananas.org), Bioversity International and partners conducted baseline research in the target regions of Luweero and Mbarara in Uganda, and Bukoba, Meru, Moshi and Rungwe in Tanzania during 2015-2016, prior to conducting on-station and on-farm evaluations of new NARITA banana cultivars (http://www.promusa.org/NARITA+hybrids).

Five tools were used to characterise the banana and agricultural production systems, and the socioeconomic context of these systems, in the target regions. The research used a mixed-methods, participatory and sex-disaggregated approach to ensure that the knowledge, experiences and opinions of as many people as possible were obtained.

The understanding gained from the baseline research will:
- be fed into the banana breeding pipeline at multiple entry points to assist with breeding banana cultivars that better meet the requirements of the users. Some of these entry points are: setting of breeding targets; selection of parent material; evaluation in regional on-station and on-farm trials; participatory varietal selection taking into account the criteria (or 'trait preferences') that are important to multiple and different users; facilitating access to and adoption of the new cultivars by farmers and other end-users through scaling up the supply of clean planting materials and ensuring equitable distribution of these through the 'seed' systems;
- inform the ongoing adaptive management of the project activities to ensure fair participation and decision-making by people in the affected communities;
- provide the baseline to evaluate, in conjunction with the endline, the impact of adoption of the new cultivars on households, and individuals within, in the target regions.

The five tools developed and/or adapted from existing tools for the baseline research were:
1. **Baseline intra-household survey**
   English version; Kiswahili version; XForms version for mobile data collection
2. **Trait preferences for banana products and varieties focus group discussion**
   English version; Kiswahili version
3. **Seasonal calendar focus group discussion**
   English version; Kiswahili version
4. **Weekly and daily calendar focus group discussion**
   English version; Kiswahili version
5. **Community wealth ranking focus group discussion**
   English version; Kiswahili version.

COMMUNITY WEALTH RANKING FOCUS GROUP DISCUSSION

SECTION A: EXERCISE INFORMATION

A1. Date of interview (*dd/mm/yyyy*) _____/_____/_____

A2. Start time (*hh:mm*) _____

A3. End time (*hh:mm*) _____

A4. Name of enumerator 1 (*facilitator*) _____

A5. Name of enumerator 2 (*note taker*) _____

A6. Name of enumerator 3 (*if applicable*) _____

A7. Country _____

A8. Region (*UG only*) _____

A9. Region (*TZ*)**/District** (*UG*) _____

A10. District (*TZ*)**/Sub-county** (*UG*) _____

A11. Ward (*TZ*)**/Parish** (*UG*) _____

A12. Village _____

A13. Please indicate the category of respondents for this focus group (*W = women; M = men, B = both women and men*)
_____

A14. Tool use number (*the number of times the tool has been conducted*) _____

A15. Exercise code[1] _____

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[1] The exercise code is designated by combining: the first three letters from **A9**, e.g. 'LUW'; the first three letters from **A10**, e.g. 'MAK'; the first three letters from **A12**, e.g. 'KAB'; the code of the tool being used, e.g. 'CWR'; **A13**, e.g. 'M'; **A14**, e.g. '001' = LUWMAKKABCWRM001.

SECTION B: INTRODUCTION AND INDIVIDUAL INFORMED CONSENT

~**~ Please read this script to each and every participant as you greet them when they arrive, before you add their details to the roster of participants (Section C).

"Thank you for coming today to participate in the **community wealth ranking** exercise where we will discuss the different kinds of households found in this village. We are _____, _____ and _____, and we work on behalf of Bioversity International on a project where new matooke/ndizi (banana) hybrids, produced by NARO and IITA, will be tested for their performance in different regions of Uganda and Tanzania. If any of the varieties perform well, they will be recommended for official release and made available to farmers. Before we start this project, however, we would like to ask farmers in different regions about their banana production systems, banana varieties, banana products, households and communities – and that is why we are in your village at the moment to conduct household surveys and a number of different focus group discussions.

In the **community wealth ranking** exercise that we will do today, we will discuss the different types of households who live in this community. We will do this through an exercise called the 'Ladder of Life' where you will imagine this community as a ladder - at the top step you have the 'best-off' households in the community and at the bottom step you have the 'worst-off' households in the community. In this exercise we will discuss the characteristics of households at the different steps of the ladder. We expect that this activity will take around 90 minutes. The information that we gather during the exercise will help us to understand the community structure in this village and how the banana production systems differ between them, and will help us to plan any subsequent project activities that may take place in the village.

We would like to record what is said today so that we can make notes later, and we may take some photographs. Also, as some sensitive information might be shared within the group that could cause disharmony in the wider community, we ask you not share any information discussed here outside of this group.

Your participation today is entirely voluntary and you are free to leave now, before we start, or at any time during the discussion."

<div align="center">~~~**~~~</div>

B1. Do you have any questions for us?

B2. Having heard all of this information, are you still happy to participate in the community wealth ranking exercise?

<div align="center">~~~**~~~</div>

"Thank you.

Now I'd like to get a few details about you before we start."

Breeding Better Bananas, Community wealth ranking FGD, 2015

SECTION C: ROSTER OF PARTICIPANTS

*~**~ All participants must consent to be interviewed if they wish to take part in the exercise (C1). If a participant does not consent to being photographed (C2), please inform the supervisor and ensure that no photographs are taken during the exercise.*

	C1. Does the participant consent to participate in the exercise? (*Yes/No*)	C2. Does the participant consent to being photographed? (*Yes/No*)	C3. Name of participant	C4. Age of participant? (*Years*)	C5. Marital status of participant? (*See code #1*)	C6. Level of education of participant? (*See code #2*)	C7. Main occupation of participant? (*See code #3*)
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							

Codes: #1: 1 = single, 2 = cohabitating, 3 = married (monogamous), 4 = married (polygamous), 5 = divorced, 6 = widowed, 7 = don't know, 8 = other, please specify.

#2: 1 = no formal education, 2 = nursery, 3 = primary, 4 = secondary, 5 = post-secondary, 6 = don't know, 7 = other, please specify.

#3: 1 = agriculture, 2 = livestock, 3 = business, self-employed, 4 = construction, bricklaying, 5 = transportation, 6 = timber, charcoal, wood products, 7 = non-timber forest products, 8 = housework, 9 = salaried professional, 10 = casual temporary labour, 11 = studying, 12 = no occupation (adult), 13 = don't know, 14 = other, please specify.

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SECTION D: COMMUNITY WEALTH RANKING EXERCISE – QUESTIONS & PROBES

"Let us start by introducing ourselves - please say your name and any other information that you want to share about yourself."

D1. Does anyone have any questions or comments before we begin?

~**~ Address any issues before starting the exercise.

~~~**~~~

"Now, let us begin the community wealth ranking exercise. To gain a better understanding of the social structure of village, we are going to start by creating the 'Ladder of Life' for the village. We will identify the different social groups in the village and rank them, with worst-off group at the bottom of the ladder (step 1) and best-off group at the top of the ladder."

D2. How many social groups are in this village? Which is the best-off group; which is the worst-off group, and how many groups are in between?

D3. What should we call the groups?

~**~ Facilitator records the consensus responses on the flip-chart, with worst-off group at the bottom and best-off group at the top, note taker records all the responses mentioned.

~**~ Once the ladder is complete, number each of the steps, so that the worst-off group is at step 1 or at the bottom step of the ladder, and the best-off group is at the top step. Numbering the steps will make the following discussion easier.

~~~**~~~

"So let's start with the people or households in this village that are in the **best-off** group, at the top step of the ladder."

D4. How can you tell that a person or a household is in the best-off group? How would you describe these people or households?

~**~ Let the respondents first tell you which traits and characteristics define the group. At this early stage in the ladder exercise, it is preferable not to introduce prompts that may bias this discussion in particular directions. The objective is to first learn about the markers of status that are of local importance. If traits are mentioned that are not characteristic of local people, please bring the focus group back to focusing just on the traits of people who actually live in the village.

~**~ Once the conversation appears to be finished, or if it is not flowing very well, then use the following prompts to include other areas that have not yet been mentioned.

D5. What are the characteristics of this group, for the following aspects?

~**~ *For each step include:*
- *type of homes, housing construction material, toilet*
- *amount of land*
- *agricultural property, including livestock*
- *occupation, ways they earn a living*
- *education levels*
- *types of consumer goods owned*
- *modes of transportation*
- *bank accounts*
- *social connections, the types of relationships they have with family members and others*
- *health*
- *social status, level of self-confidence*

~**~ *Facilitator notes down the information next to the respective step on the ladder.*

~**~ *Additional characteristics will emerge from later discussions, and these should be added to the steps throughout the exercise.*

~~~**~~~

"Next, we will move all the way down to the very bottom step of the ladder, to the people or households in this village that are in the **worst-off** group."

D6. How can you tell that a person or a household is in the worst-off group? How would you describe these people or households?

D7. Use same probes as above (D5) to describe the characteristics of this group.

~~~**~~~

"Now let's move on to the next group, on step 2, just above the worst-off group."

D8. How can you tell that a person or a household is in this group? How would you describe these people or households? How are they the same and how are they different from the worst-off households on step 1?

D9. Use same probes as above (D5) to describe the characteristics of this group.

~~~**~~~

"Now, let's move up from step 2."

~**~ *Repeat questions D8-D9 as required for all additional steps until the best-off group on the top step of the ladder is reached.*

~~~**~~~

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"Next, let's try to identify the line between being poor and not being poor in this village."

D10. What is the step or category of the ladder where people in this village are no longer considered poor?

*~**~ Facilitator indicates this by drawing a 'community poverty line' on the ladder.*

*~~~***~~~*

"Next, let's get a rough sense of where people in this village fall on the ladder. To make this easier, let's say that these 20 beans represent all of the households in the community (or each bean represents 5% of the community). Let's begin with the step where the most households in the community are."

D11. Which is the step where the most households in the community are? What share of the 20 beans should we place there to represent the households on that step in the community?

"Let's move on the next step where the second most households in the community are."

D12. Which is the step where the second most households in the community are? What share of the 20 beans should we place there to represent the households on that step in the community?

"Let's move on the next step."

*~**~ Repeat question D12 as required for all additional steps until all groups on all steps of the ladder are covered.*

*~~~***~~~*

D13. Allocation of households in the village between the different groups, by 5% increments, using beans.

*~**~ Facilitator notes down the number of beans next to the respective step on the ladder, until all 20 beans are distributed over the different steps on the ladder.*

Steps	Distribution (number of beans)
...	
4	
3	
2	
1	
Total	20

*~~~***~~~*

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"Now let's look at banana production for each of the steps."

D14. What steps on the ladder grow banana?

~**~ Facilitator indicates on the ladder what steps grow banana.

D15. For each step, describe what banana production looks like.

~**~ For each step include:
- *average area of banana in production*
- *number of varieties used*
- *whether banana is just for home consumption and/or sale*
- *access to market*
- *intercropping with other crops*
- *clean or diseased*
- *well-maintained or not well maintained*
- *products made from the bananas*

~**~ Facilitator notes down the information next to the respective step on the ladder.

~~~**~~~

D16. Which steps have access to agriculture extension opportunities? Why and why not?

~**~ Facilitator notes down the information next to the respective step on the ladder.

D17. Which steps are more likely to implement/experiment with new knowledge/techniques/practices? Why or not why not?

~**~ Facilitator notes down the information next to the respective step on the ladder.

~~~**~~~

D18. Is there anything else you would like to add to the ladder? Is there anything else you would like us to know?

~~~**~~~

"The exercise is now complete. Thank you for being so generous with your time today and for sharing your views and experiences!"

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SECTION E: INFORMATION FOR FACILITATOR & NOTE TAKER

Materials you will need
- *at least 5 flip chart pieces of paper to write down what is discussed during the FGD*
- *sticky tape to tape the flipcharts on to a wall or other vertical surface that the whole group can see*
- *markers of different colours to write on the flip charts*
- *a clipboard for the note taker*
- *a printed copy of Section A: Exercise information*
- *a printed copy of Section B: Introduction and individual informed consent*
- *a printed copy of Section C: Roster of participants*
- *lined A4 paper for taking notes*
- *pens to take notes*
- *a stapler to staple Sections A, B, and C, and the notes together*
- *sticky labels to write the exercise code on and stick this to each of the flipchart pages used by the facilitator, and to the pile of stapled papers collated by the note taker*

Getting the space ready
- *Hang 2 sheets of flip chart paper next to one another on a wall (horizontally / landscape). Make sure that the papers are firmly secured to the surface of the wall with tape.*
- *Off to one side, hang another sheet of flip chart paper. This sheet will be used for generating lists that group members will need to refer to or keeping other relevant information that remains to be discussed (as a 'parking space' for issues to return to).*

Points to remember
- *For the community wealth ranking exercise, we are requesting that the poorer members of the community participate as they may have a better understanding of the conditions of the households on each step of the ladder as they may provide labour to the households in 'better off' conditions.*
- *Community wealth ranking may be a sensitive topic, please be sensitive to this situation and to the feelings and comfort levels of the participants.*

Roles and responsibilities

During the exercise

During the exercise, the facilitator and note taker have distinct roles and responsibilities:

Facilitator: In addition to facilitating the discussion, which includes drawing information out participants, making sure that everyone has a chance to speak, and moving a constructive discussion forward, the facilitator also will draw the ladder and maintain the lists.

Note taker: The note taker makes sure that each and every participant is read the Section B: Introduction and Individual Informed Consent, and that the roster is completed with their details. The note taker will also take notes during the discussion. It is important to record what is said – if you can also indicate who said it that is important too. The following should be included in notes:

- *Any disagreements in the group – record what is said as the disagreement is worked out.*
- *Any local changes that have occurred (e.g., "it used to be like X, but now it is like Y").*
- *Any local cultural knowledge that the group discusses.*

- *Body language – you might notice that as a particular person is speaking, someone else "rolls" his or her eyes – such language is telling. If such occasion arises, you may record what the body language was and what was being talked about when that particular 'body language' occurred.*
- *Proverbs/adages: language is culture! If there are local sayings that people use in their local languages that express relevant cultural ideas about bananas, agriculture, weather, gender roles, etc. --- please include these. There will be NO English translation for these sayings, but you should note them down in the local vernacular language and then give what the 'gist' or the meaning of the saying is in English.*
- *Ladder icons: make sure that at the end of the exercise there is a comprehensive "legend" in the notes so that all the icons/symbols are defined.*

At the end of the exercise

- *The facilitator and note taker should sit together to read, discuss together, enhance and expand upon the notes taken during the exercise. Based on what you both recall about the exercise, please add any information that is missing.*
- *Make sure that the icon legend is complete.*
- *Please translate the ladder into English.*
- *Remember to put the code of the exercise on both the flipcharts and the notes.*
- *Photograph the ladder before folding it and giving to the supervisor for safe keeping.*
- *Finally, write up your assessment of the exercise – what worked well, what you would try next time to increase participation, etc.*
- *These notes are extremely important to analyzing the ladder information at a later date. Therefore, please try to be as complete and clear as possible!*