

Appendix 3: Output 1 Focus Group Discussion (FGD) Guide: For Beneficiary Farmers (Male & Female): ECCRAS Project Endline Evaluation

Project Goal: Enhanced resilience among smallholder farmers towards the effects of climate change and thereby ensuring sustainable livelihoods.

FGD Objective: To gather in-depth insights on the project's effectiveness, relevance, and sustainability from the direct experiences of male and female beneficiaries.

I. Logistical & Ethical Protocol

- **Group Composition:** Separate FGDs for male and female beneficiaries.
- **Participant Selection:** Purposively select a mix of:
 - Highly active participants (group leaders, demonstration farm hosts).
 - Regular participants.
 - Those who participated but were less active or have discontinued some practices.
- **Facilitation Team:**
 - **Moderator:** Should be the same gender as the participants.
 - **Note-taker:** Required. Should also be the same gender.
- **Duration:** 60-90 minutes.
- **Venue:** Private, quiet, and comfortable location accessible to participants.
- **Ethics:**
 - Obtain verbal informed consent.
 - Explain the purpose is for learning and improving future projects.
 - Guarantee anonymity and confidentiality.
 - Participants have the right to skip any question or leave at any time.
 - Ask for permission to take notes and, if possible, audio record for accuracy.

II. FGD Question Guide

Introduction & Icebreaker (5 minutes)

- **Welcome:** "Thank you for joining us today. We are here to learn from your experiences with the ECCRAS project."
- **Purpose:** "Your honest feedback will help us understand what worked well, what could be improved, and what lasting changes have been created for farmers like you."
- **Ground Rules:** "There are no right or wrong answers. We want to hear all your opinions, both positive and negative. Please speak one at a time, and remember that what you share here is confidential."
- **Icebreaker:** "To start, could each of you share one word that comes to mind when you think about the ECCRAS project?"

Streamlined FGD Guide for Beneficiary Farmers (Endline Evaluation)

I. Effectiveness – Changes in Practices, Resilience & Empowerment

1. **Adoption & Benefits:** "Of the climate-resilient practices introduced by the project (like drought-tolerant crops, water harvesting, agroforestry), which 2 or 3 are you still using and find most useful? Why? For any you have stopped, what was the reason?"
 - *Probe: What specific benefit do you see? (e.g., better yield, saved time, less crop loss).*
 - *Probe: What was the main barrier to continuing? (e.g., cost, labour, knowledge).*
2. **Climate Resilience:** "Compared to before the project, can you describe how you handled the last difficult season (drought/erratic rains) differently? What was the result?"
 - *Probe: Did you lose less than you would have in the past?*
3. **Decision-Making & Control (For all groups, tailored by gender):**

- For Women: "How has your role in deciding what to grow on the farm or how to use income from sales changed since the project?"
- For Men: "How have discussions within your household about trying new farming practices or using farm income changed since the project?"
- *Probe for all: Who is typically involved in these decisions now?*

II. Relevance – Alignment with Needs & Community Impact

4. Problem Alignment: "When you think of the biggest challenges your family faces with farming and climate change, which project activities were the most directly useful in addressing them? Why?"
 - *Probe for Women: How did specific activities like kitchen gardens or improved cookstoves align with your family's needs and priorities?*
5. Training & Support Quality: "Was the training and support (like demo farms) practical and sufficient for you to successfully apply the practices on your own farm?"
6. Spillover Effect: "Have you seen other farmers in the community who were not part of the project start using any of these practices? How did they learn about them?"

III. Sustainability – Future of Practices & Structures

7. Long-term Practice Use: "Looking ahead, which of the practices you are using now do you feel confident you will continue with? What is the main thing that will help you continue, and what is the biggest threat to stopping?"
 - *Probe: What is needed most to help these practices continue in the community? (e.g., access to seeds, market links).*
8. Strength of Farmer Group: "How is your farmer group functioning now compared to when the project was actively supporting it? What activities is it managing on its own, and what are its main challenges for the future?"
9. Recommendation for the Future: "If a new project were to start, what is the one most important piece of advice you would give to make its benefits last longer?"

Closing

10. Final Reflection: "Is there any other important lesson from your experience with this project that we haven't discussed?"

Closing (5 minutes)

- **Final Reflection:** "Is there any important lesson or message from your experience with this project that we haven't discussed, but that you think the people who managed it really need to hear?"
- **Thanks:** "Thank you so much for your time and for sharing your valuable experiences and opinions with us today. This has been extremely helpful."

Debriefing guide for Facilitator and Note-taker

Immediately after the FGD, the facilitation team should conduct a debriefing session to capture initial impressions and key takeaways.

- **Key Themes & Surprises:** Discuss the main points that emerged. Were there any surprising or particularly strong opinions?
- **Group Dynamics:** Note the level of engagement, any dominant or quiet participants, and the overall atmosphere.
- **Non-Verbal Cues:** Recall any significant non-verbal communication that might add context to the responses.
- **Preliminary Patterns:** Identify any immediate patterns related to practice adoption, gender differences, sustainability, etc.
- **Challenges & Limitations:** Note any issues with the facilitation, questions that did not work well, or external factors that may have influenced the discussion.

Appendix 4: Output 1 Focus Group Discussion (FGD) Guide: For Indirect Beneficiaries (All sub-counties) and Output 3(Mt. Elgon only): ECCRAS Project Endline Evaluation

Project Goal: Enhanced resilience among smallholder farmers towards the effects of climate change and thereby ensuring sustainable livelihoods.

FGD Objective: To understand the extent and effectiveness of knowledge diffusion from direct beneficiaries, and to assess the awareness, adoption, and perceived value of project-introduced practices among indirect beneficiaries.

I. Logistical & Ethical Protocol

- **Group Composition:** Separate FGDs for male and female indirect beneficiaries.
 - **Participant Selection:** Purposively select individuals identified as having been reached by a direct beneficiary (e.g., neighbours, relatives, friends of trained farmers). They should **not** have attended formal project training.
- **Facilitation Team:**
 - **Moderator & Note-taker:** Should be the same gender as the participants.
- **Duration:** 60 minutes.
- **Venue:** Private, quiet, and comfortable location.
- **Ethics:**
 - Obtain verbal informed consent.
 - Explain that they were identified as someone who may have learned from a project participant.
 - Guarantee anonymity and confidentiality.
 - Emphasize that their participation is voluntary.

II. FGD Question Guide

Introduction & Icebreaker (5 minutes)

- **Welcome:** "Thank you for joining us today. We are here to learn about farming practices in this community."
- **Purpose:** "We want to understand how new agricultural information and skills spread among farmers, and what practices people are finding useful."
- **Ground Rules:** "There are no right or wrong answers. We are interested in your personal experiences and opinions. Please speak freely, and remember that your comments are confidential."
- **Icebreaker:** "To start, could you each share your name and your main source of new farming ideas—is it from other farmers, the radio, extension officers, etc.?"

Effectiveness Focus

Theme 1: Awareness and Knowledge Transfer (Measuring the "Reach")

1. **Awareness:** "I will read a list of farming practices. Please tell me which ones you have **heard about** in the last couple of years." *(Read out key project practices: drought-tolerant crops, water harvesting, zai pits, agroforestry, composting, improved cookstoves).*
2. **Source of Knowledge:** "For the practices you have heard about, where did you first learn about them?"
 - **Critical Probe:** "Did you learn about any of these from a farmer who was directly trained by the ECCRAS project? What exactly did they tell or show you?"
3. **Clarity of Information:** "How well did the person explain the practice to you? Was it easy to understand, or were there details you felt were missing?"

Theme 2: Adoption and Utilization (Measuring "Use")

4. **Trial and Adoption:** "Of the practices you heard about from other farmers, which ones have you actually **tried or started using** on your own farm?"
5. **Reason for Adoption:** "What was the main reason you decided to try this practice based on what you saw or heard? (e.g., you saw it working on their farm, they convinced you it was better, it seemed low-cost.)"

6. **Scale of Use:** "For the practices you are using, on how much of your land are you using them? (e.g., a small kitchen garden, your entire field). Is this scale increasing, decreasing, or staying the same?"
7. **Reason for Non-Adoption:** "For the practices you heard about but decided **not** to try, what were the main reasons? (e.g., too expensive, too much work, didn't seem to work, lacked confidence)."

Theme 3: Perceived Benefits and Changes (Measuring "Impact")

8. **Observed Benefits:** "For the practices you have tried, what has been the main benefit or result for your household?"
 - **Probe for Specifics:** "Can you give an example? For instance, did you get a harvest during a dry spell because of water harvesting? Did you use less fertilizer because of compost? Did you spend less time collecting firewood because of the cookstove?"
9. **Change in Resilience:** "Compared to a few years ago, do you feel your farm is better at handling challenges like drought or erratic rains because of any of these new practices? How so?"
10. **Productivity and Income:** "Have any of these practices led to an increase in your crop yields or your income from farming? If yes, how?"

Theme 4: Effectiveness of the Diffusion Model

11. **Community-Level Change:** "Looking around this village, would you say that the use of these practices has become more common? Can you see them on other farms?"
12. **Model Assessment:** "The project's strategy was to train a few farmers with the hope that they would teach others. From your experience, how effective has this strategy been in getting these practices adopted in the community?"
 - **Probe:** "What has worked well about this method? What has been its weakness?"

Relevance Focus

Theme 5: Awareness, Source, and Relevance of Knowledge

(This theme probes the "spillover" effect and whether the shared knowledge was seen as relevant to local needs.)

1. **Awareness & Source:** "Have you heard about new farming practices like [list examples: drought-tolerant crops, water harvesting, zai pits, agroforestry, improved cookstoves] in the last few years? Where did you hear about them?"
 - **Key Probe:** "Did you learn about this from a neighbour or relative who was trained by a project? What exactly did they tell or show you?"
2. **Relevance - Problem Alignment:** "Before you heard about these practices, what was your biggest problem in farming? (e.g., drought, poor soil, low yields)."
 - **Probe:** "From what you learned, how well do these new practices address the specific problems you just mentioned?"
3. **Relevance - Practicality:** "Did the practices explained to you seem suitable for a farmer like you, with your resources and land? Why or why not?"

Sustainability Focus

Theme 6: Sustainability of Practices and Knowledge Sharing

(This theme assesses whether the practices and the diffusion model are likely to last.)

4. **Sustainability of Practice Use:** "Do you plan to continue using the practices you've tried in the next season? What might stop you from continuing? (e.g., cost, labour, breakdown of equipment)."
5. **Comparison to Old Methods:** "In your view, are these new practices better than your old ones? What makes them better or worse?"
6. **Sustainability of Knowledge Sharing:** "The person who taught you—do you feel you could now explain the practice to another farmer yourself? Is this kind of farmer-to-farmer teaching common here?"
7. **Institutional Support:** "If you had a problem with one of these practices today, who would you ask for help? The farmer who taught you? A farmer group? An extension officer?"

Generating Learning Focus

Theme 7: Community Change and Future Outlook

(This theme looks at the broader impact and lessons for future projects.)

8. **Community Diffusion:** "Do you see more people in the village using these methods now? Is there a sense that this is becoming the 'new normal' way of farming here?"
9. **Model Effectiveness & Future Support:** "The project's approach was to train a few people to teach many. Based on your experience, is this a good model?"

- **Probe:** "Should future projects focus on this same method, or should they train more people directly? What would make the knowledge sharing even more effective?"
10. **Scaling Interest:** "Would you be interested in more formal training or joining a group to learn more about these practices?"

SKIP TO CLOSING REMARKS IF NOT IN MT. ELGON

SECTION FOR MT. ELGON ONLY

Theme 1: Exposure and Knowledge Diffusion (How did you learn?)

1. Have you heard about the activities or teachings from the ECCRAS project related to resolving conflicts over land, water, or other resources? If yes, what have you heard?
2. **Probe:** How did you first learn about these new ideas or approaches? Who specifically shared this information with you, and in what setting (e.g., casual conversation, a group meeting, while working together)?
3. **Probe:** What was the most interesting or surprising thing you learned from them about managing conflicts or about your rights to resources like land and water?

Theme 2: Perceived Changes in Conflict and Cooperation (What has changed?)

4. In your opinion, how have relationships within the community (between neighbours, different families, or ethnic groups) changed over the last few years, specifically concerning access to land and water?
5. **Probe:** Can you describe a specific situation you are aware of—or have experienced—where a disagreement over land, water, or pasture was resolved peacefully? How was it different from how such conflicts were handled in the past?
6. **Probe:** Have you noticed any changes in how women, youth, or other marginalized groups are included in discussions or decisions about community resources? If yes, what does that look like now?

Theme 3: Application and Behavioural Change (What did you do differently?)

7. Have you personally used any of the ideas or methods you learned (e.g., dialogue, understanding rights, specific conflict resolution steps) in your own life? Please tell us about that experience.
8. **Probe:** If you faced a conflict, would you now be more or less likely to seek help from a community peace committee or a respected individual? Why?
9. **Probe:** Has this new knowledge changed how you and your family make decisions about using or sharing your land or water? (e.g., with spouses, children, or neighbours).

Theme 4: Sustainability and Future Outlook (Will it last?)

10. Do you believe the new approaches to resolving conflict over resources will continue to be used in this community now that the project has ended? Why or why not?
11. **Probe:** What, in your view, is the biggest challenge or threat to maintaining peace and cooperation over resources like land and water in Mt. Elgon in the future?
12. **Probe:** What kind of ongoing support would the community need to strengthen these peaceful practices further?

Closing (5 minutes)

- **Final Reflection:** "What is the most important piece of farming advice you have received from another farmer?"
- **Thanks:** "Thank you for your time and honesty. Your perspective helps us understand how to best support whole communities in the future."

Debriefing guide for Facilitator and Note-taker

Immediately after the FGD, the facilitation team should conduct a debriefing session.

- **Key Insights:** Summarize the main findings regarding awareness, adoption, benefits, and challenges of the diffused practices.
- **Diffusion Pathways:** Note the primary sources of information and the effectiveness of farmer-to-farmer knowledge sharing.
- **Group Dynamics:** Reflect on the participants' level of knowledge and engagement. Were they well-informed by their peers?
- **Surprises & Contradictions:** Discuss any unexpected findings or inconsistencies in the responses.
- **Preliminary Conclusions:** Form initial thoughts on the reach and impact of the project's diffusion model.

- **Logistical Notes:** Note any issues with the venue, participant selection, or facilitation process for future improvement.

Immediately after the FGD, the facilitation team should conduct a debriefing session (Mt Elgon only)

- **Conflict Insights:** Discuss the main themes related to conflict resolution, changes in community relationships, and inclusion of marginalized groups.
- **Behavioural Changes:** Note any specific examples of applied conflict resolution skills or changes in decision-making.
- **Sustainability Assessment:** Gauge the perceived longevity of the peacebuilding efforts and the primary challenges.
- **Group Dynamics:** Reflect on the participants' openness and the sensitivity of the topics discussed.
- **Key Quotes & Stories:** Capture powerful anecdotes or quotes that illustrate the project's impact or challenges.
- **Facilitation Review:** Discuss any difficulties in facilitating the discussion on sensitive topics and note lessons for future FGDs.

Appendix 5: Output 2 Focus Group Discussion (FGD) Guide: For Agro-ecology Club Students

Project: Enhancing Climate Change Resilience and Adaptation Among Smallholder Farmers (ECCRAS)

Evaluation Purpose: To understand the impact, relevance, and sustainability of the school-based agro-ecology activities.

Participants: 6 Agro-ecology Club Students (aim for a mix of gender and age/class)

Facilitator:

Note-taker:

Date:

School Name:

Duration: 60 minutes

I. Pre-Session Preparation

- Setting: A quiet, private room or shaded outdoor space where the group will not be disturbed.
- Materials:
 - Consent forms for minors (signed by parents/guardians and assented by students).
 - Audio recorder (with permission).
 - Notepads and pens.
 - Name tags.
 - Refreshments (water, snacks).

II. Introduction and Ground Rules (10 minutes)

- **Welcome & Icebreaker:** "Hello everyone, thank you for coming. My name is [Facilitator's Name]. Let's start by sharing our names." (Use a simple, friendly icebreaker e.g. "Let's go around and say your name, your class, and your favourite thing to grow or eat from the school garden.").
- **Purpose:** "We are here to learn from you about your experiences with some of the activities from the ECCRAS project and to understand the impact, relevance, and sustainability of the school-based agro-ecology activities.
- **Ground Rules:**
 - "Thank you for coming. We are here to learn from your experiences in the Agro-ecology Club."
 - "There are no right or wrong answers. We want your honest opinions and feelings."
 - "Please speak one at a time so we can hear everyone."
 - "Everything you say is confidential. Our report will not use anyone's name."
 - "You can choose not to answer any question, and you are free to leave at any time."
 - "We are recording the discussion to make sure we don't miss any of your important points."

Ethical Considerations:

- **Informed Consent:**
 - **Parental/Guardian Consent:** Only children whose parents or guardians have provided prior consent (as requested by the implementing team) will be included in the FGDs.
 - **Child Assent:** In addition to parental consent, the facilitator will seek assent from the children themselves, using age-appropriate language to explain the purpose of the discussion and emphasise that participation is voluntary.
- Obtain informed consent from the participants. Explain the purpose clearly and assure them of anonymity.
- **Confidentiality:** Emphasize that what is shared in the room stays in the room. Use first names only or pseudonyms in notes.

Right to Pass: Participants must be informed they can skip any question they don't wish to answer

III. FGD Questions

Theme 1: Personal Learning and Perceived Benefits (Effectiveness & Relevance)

Part 1: Effectiveness & Gender Dynamics (Approx. 30-35 mins)

This section evaluates what changed, for whom, and why, focusing on practices, resilience, and decision-making.

Theme 1: Changes in Practices & Resilience

- **Primary Question 1:** "The project introduced practices like drought-tolerant crops, water harvesting, and agroforestry. Which of these have you found most useful and are still using today? Why these?"
 - *Optional Probe:* "For the practices you have stopped using, what caused you to stop?"
- **Primary Question 2:** "Compared to before the project, how has your ability to handle climate shocks like drought or erratic rains changed? Can you give a specific example from the last season?"

Theme 2: Decision-Making & Control of Resources

- **Primary Question 3:** "Let's discuss how decisions are made. Thinking about what crops to grow or which new practices to adopt, how is that decision made in your household now? Is it different from before the project?"
- **Primary Question 4:** "When crops are sold, who decides how the income is used? Has this changed since you joined the project?"
 - *Optional Probe (for Women):* "Do you, as a woman, have more direct control over income from specific activities, like the kitchen garden or small livestock?"
 - *Optional Probe (for Men):* "Has the way you manage and discuss farm income with your spouse changed?"

Part 2: Relevance & Inclusion (Approx. 20-25 mins)

This section assesses if the project met real needs and supported different groups fairly.

Theme 3: Alignment with Community Needs

- **Primary Question 5:** "The project included many activities. Which of these felt most directly useful for solving the most pressing problems you face? Why?"
- **Primary Question 6:** "Was the training you received practical enough for you to apply directly on your farm? Was anything missing?"

Theme 4: Inclusion of Different Groups

- **Primary Question 7:** "In your opinion, how equally were men and women able to participate in and benefit from the project's activities?"
 - *Optional Probe (for Female FGD):* "As women, did you face any specific challenges in participating?"
 - *Optional Probe (for Male FGD):* "Have you noticed any changes in the roles of women in your household or community as a result of this project?"

Part 3: Sustainability & Future (Approx. 15-20 mins)

This section looks to the future to understand what will last and what is still needed.

Theme 5: Lasting Change & Future Needs

- **Primary Question 8:** "What is the ONE thing that would most help you and others in the community to continue these climate-resilient practices in the future? (e.g., access to seeds, market links, refresher training)."
- **Primary Question 9:** "Let's discuss your farmer group. How actively is it functioning now compared to when the project was directly supporting it? What are its main strengths and weaknesses for the future?"

Theme 6: Final Recommendations

- **Primary Question 10:** "If a new project were to start, what should be its single top priority?"

Closing (5 minutes)

- **Final Reflection:** "Is there any important lesson or message from your experience that we haven't discussed, but that you think the people who managed this project really need to hear?"
- **Thanks:** "Thank you so much for your time and for sharing your valuable experiences and opinions with us today."

III. Debriefing Guide for Facilitator and Note-taker

(Immediately after the FGD)

- What were the key themes that emerged?
- Was there a consensus on any issue, or were there major disagreements?
- What was the overall energy and feeling of the group? (e.g., enthusiastic, frustrated, hopeful?)
- What surprising or unexpected points were raised?
- How do the students' perceptions align or contrast with what was observed in the garden and heard from the teacher (KII)?
- What are the 2-3 most memorable quotes from this session?

Appendix 6: Output 2 Focus Group Discussion (FGD) Guide: For Staff/Parents

Project Goal: Enhanced resilience among smallholder farmers towards the effects of climate change and thereby ensuring sustainable livelihoods.

FGD Objective: To gather in-depth insights on the project's effectiveness, relevance, and sustainability from the direct experiences of male and female beneficiaries.

I. Logistical & Ethical Protocol

- **Group Composition:** Teachers, Parents, and Security Staff
- **Facilitation Team :** Moderator and Note-taker
- **Duration:** 60-90 minutes.
- **Venue:** Private, quiet, and comfortable location accessible to participants.
- **Ethics:**
 - Obtain verbal informed consent.
 - Explain the purpose is for learning and improving future projects.
 - Guarantee anonymity and confidentiality.
 - Participants have the right to skip any question or leave at any time.
 - Ask for permission to take notes and, if possible, audio record for accuracy.

II. FGD Question Guide

Introduction & Icebreaker (5 minutes)

- **Welcome:** "Thank you for joining us today. We are here to learn from your experiences with the ECCRAS project."
- **Purpose:** "Your honest feedback will help us understand what worked well, what could be improved, and what lasting changes have been created for farmers like you."
- **Ground Rules:** "There are no right or wrong answers. We want to hear all your opinions, both positive and negative. Please speak one at a time, and remember that what you share here is confidential."
- **Icebreaker:** "To start, could each of you share one word that comes to mind when you think about the ECCRAS project?"

III. FGD Thematic Sections

A. Effectiveness : Assess whether outputs and outcomes were achieved and factors influencing them.

1. **Outputs Achieved**
 - Which agroecology activities did you notice in your school/community (e.g., clubs, kitchen gardens, compost piles, food forests, water systems)?
 - Were the activities implemented as planned? Any notable successes or gaps?
2. **Outcomes on Climate Resilience**
 - Have you observed changes in students' or your own practices related to climate-resilient agriculture, water use, or ecosystem conservation?
 - Can you provide examples of improved food production, income, or resilience to climate variability?
3. **Inclusivity**
 - Were all students, parents, and staff able to participate in the activities? Were there challenges for certain groups?
 - Did the project particularly benefit women, girls, or other social groups differently? How?
4. **Enabling/Constraining Factors**
 - What factors helped in successfully implementing the agroecology activities? (e.g., community support, training, resources)
 - What challenges or barriers did you face? (e.g., lack of time, insufficient materials, school/community constraints)

B. Relevance: Explore alignment with participants' needs and broader community relevance.

1. **Alignment with Needs**
 - How well did the agroecology activities match the needs and priorities of students, parents, and the wider community?

- Were the activities helpful in promoting food security, nutrition, or practical learning?
- 2. **Community-Level Change**
 - Have you noticed changes in practices beyond the schools? (e.g., peer learning, neighbours starting gardens, awareness of climate-smart practices)
 - Do you think these activities influenced others in the community?
- 3. **Appropriateness of Approach**
 - Was working through selected schools and vocational centres effective for reaching broader community needs?
 - Would you suggest any changes in the approach to better reach students, parents, and the community?

C. Sustainability: Assess likelihood of continued impact after project end.

- 1. **Continuation of Activities**
 - Are the school clubs, gardens, compost piles, and water systems likely to continue after the project ends? Why or why not?
 - Who will be responsible for maintaining these activities? Are capacities sufficient?
- 2. **Women's and Girls' Empowerment**
 - Do you think the project has empowered women and girls? Will these benefits continue? How?
- 3. **Potential for Scaling and Microenterprise**
 - Are there opportunities for students or community members to develop small businesses from project activities (e.g., selling produce)?
 - What support would be needed to sustain or scale these initiatives?
- 4. **Additional Support Needed**
 - What kind of future interventions could enhance the impact of agroecology activities in your school or community?

IV. Closing

- Ask participants if they have any additional comments or experiences to share.
- Thank participants for their time and insights.
- Remind them how the findings will be used to improve community projects.

Debriefing guide for facilitator and note-taker

(Immediately after the FGD)

- What were the key themes that emerged?
- Was there a consensus on any issue, or were there major disagreements?
- What was the overall energy and feeling of the group? (e.g., enthusiastic, frustrated, hopeful?)
- What surprising or unexpected points were raised?
- How do the staff/parents and teachers' perceptions align or contrast with what was observed in the garden and heard from the students?
- What are the 2-3 most memorable quotes from this session?

Appendix 7: Output 3 Focus Group Discussion (FGD) Guide: For Direct Beneficiaries (Peace building & Human Rights)

Project: ECCRAS Project, Implemented by DESECE

Location: Mt. Elgon Sub-County

Target Group: Direct Beneficiaries of Output 3 (e.g., Peace Committee Members, individuals trained in TOT-based conflict resolution, leadership training participants, gender/land rights trainees).

Overall Objective: To understand the effectiveness, relevance, and sustainability of the peacebuilding and human rights interventions, focusing on changes in conflict resolution capabilities, community cohesion, and the application of a human rights and gender focus.

I. Logistical & Ethical Protocol

- **Group Composition: Separate FGDs are crucial.**
 - **FGD 1:** Male members of peace committees and leadership trainees.
 - **FGD 2:** Female members of peace committees and TOT-trained women and girls.
 - **Rationale:** Gender dynamics in conflict and leadership are sensitive. Separate groups allow participants to speak freely about power imbalances, women's participation, and specific challenges faced by women.
- **Number of Participants:** 6-8 per FGD.
- **Facilitation Team:** Facilitator and note-taker must be the same gender as the group participants. Sensitivity and experience in discussing conflict are essential.
- **Duration:** 90-120 minutes.
- **Venue:** A very private, neutral, and secure location within Mt. Elgon, ensuring confidentiality and a sense of safety for participants to speak openly.
- **Ethical Considerations:**
 - **Informed Consent:** Clearly state the purpose, risks, and benefits. Emphasize that discussing conflicts can be sensitive. Obtain verbal consent.
 - **Confidentiality & Anonymity:** This is **paramount**. Guarantee that no names or identifying details will be included in the report. What is said in the room stays in the room.
 - **Right to Pass:** Participants can refuse to answer any question without consequence.
 - **Do No Harm:** The facilitator must be prepared to de-escalate if discussions become heated and have information on support services available if recalling conflicts causes distress.

II. FGD Script & Core Questions

Introduction and Ground Rules (10 minutes)

- **Welcome:** "Thank you for your time and for the important work you have been doing in your community as part of the ECCRAS project. My name is [Facilitator's Name]."
- **Purpose:** "We are here to learn from your experiences with the peacebuilding and human rights activities. We want to understand what impact these activities have had, what worked well, and what could be improved for future work. Your insights as direct participants are invaluable."
- **Ground Rules:**
 - **Confidentiality:** We will not use your real names. We ask that you also respect each other's privacy and not repeat what is shared outside this room.
 - **Safety:** There are no right or wrong answers. We are here to listen. You can share as much or as little as you are comfortable with.
 - **Respect:** Please let one person speak at a time and listen to each other with respect.

(Optional Icebreaker): "To start, could you share your name and one hope you had when you joined the peace committee/training?"

Theme 1: Effectiveness & Change - "What Changed and How?"

- Prompt:** "Thinking back to before the project, what were the most common types of conflicts over resources like land or water here in Mt. Elgon? How were these conflicts typically handled?"
- Probe for Skill Application:** "The project provided training in conflict resolution, human rights, and leadership. Can you describe a specific situation, big or small, where you used the skills or knowledge from this training? What was the outcome?"
 - **For Male FGD:** Probe on involving women in the process. "In that situation, were women involved in the resolution? How?"
 - **For Female FGD:** Probe on confidence and voice. "Before this training, would you have felt able to speak up in a conflict like this? What has changed for you personally?"
- Probe for Perceived Change:** "In your view, how has the presence and work of the peace committee changed how the community deals with disputes? Can you give an example?"
- Probe for Inclusivity (Critical Question):** "The project aimed to have a gender focus. In your experience, how has the role of **women** in preventing and resolving community conflicts changed? What has enabled this change, or what has held it back?"

Theme 2: Relevance & Community Alignment - "Did it Fit Our Needs?"

- Prompt:** "How well did the peacebuilding activities address the actual conflict issues you face here in Mt. Elgon? Was anything missing?"
- Probe for Community Reach:** "Beyond the direct members, have you seen other community members change their attitudes or behaviours because of the committee's work or the project's awareness campaigns? (e.g., more people seeking mediation, neighbours resolving issues without violence)."
- Probe for the Model's Appropriateness:** "The project worked by forming and training a select peace committee. Do you think this was a good approach? Why or why not? What would have been a better way to spread these ideas?"

Theme 3: Sustainability & Future Support - "Will it Last and What's Next?"

- Prompt:** "Now that the project is ending, what is the future of the peace committee? Do you have a plan to continue your work without project support?"
- Probe for Capacity & Challenges:** "What will help you continue? (e.g., community trust, your own skills). And what are the biggest challenges to continuing? (e.g., lack of resources, political interference, burnout, complex cases)."
- Probe for Institutional Support:** "Where will you go for support if you face a very difficult conflict that the committee cannot resolve? (e.g., local administration, police, courts). How strong is that link now?"
- Probe for Future Needs:** "If a new project were to start to build on your work, what is the **one most important thing** it should provide? (e.g., advanced legal training, a small fund for operational costs, better linkages to the county government, support for youth engagement)."

Theme 4: Human Rights & Gender Focus - "The 'How' of the Work"

(A deeper dive into the core of Output 3)

- Prompt:** "The project emphasized a 'human rights-based approach.' What does that phrase mean to you now, after the training? How does it change the way you view a conflict over, for example, a piece of land?"
- Gender-Differentiated Probe:**
 - **For Male FGD:** "How has the training on gender and land rights changed your understanding of women's rights to own or inherit land? Has this changed how you advise families in disputes?"
 - **For Female FGD:** "How has the training on land/water rights empowered you personally? Do you feel more confident claiming your rights or advocating for other women? Can you give an example?"

Closing Round (5 minutes)

- "Finally, if you could send one message to the project donors about the peacebuilding work in Mt. Elgon, what would it be?"

- **Closing:** "Thank you for your courage, your time, and your profound commitment to peace in your community. Your experiences are powerful and will be used to help others."

Facilitator's Notes for Probing

- **Listen for "Success Stories":** Encourage participants to share specific anecdotes of resolved conflicts. These stories are qualitative evidence of effectiveness.
- **Listen for Tensions:** If participants say "everything is good," gently probe for challenges. For example, "Has there been a situation where the new methods *didn't* work? What happened?"
- **Power Dynamics:** Be aware of non-verbal cues. In the male group, watch for dominant speakers; encourage quieter members. In the female group, create a safe space for sharing potentially sensitive experiences.
- **Link to Resources:** Always bring the discussion back to the specific resources at the heart of the conflict—land and water—to keep the conversation focused.

Debriefing guide for facilitator ad note-taker

Immediately after the FGD, the facilitation team should conduct a thorough debriefing.

- **Key Outcomes & Changes:** Summarize the main reported changes in conflict resolution, community cohesion, and individual empowerment.
- **Gender Dynamics:** Specifically discuss the differences in responses between the male and female FGDs regarding women's participation and rights.
- **Success Stories & Challenges:** Document powerful success stories and significant challenges or unresolved issues mentioned.
- **Sustainability & Risks:** Assess the perceived sustainability of the peace committee and the major risks to its continued operation.
- **Emotional Tone & Safety:** Reflect on the emotional tone of the discussion and whether participants felt safe sharing openly.
- **Facilitation & Ethical Notes:** Review the facilitation process, note any ethical considerations encountered, and suggest improvements for future sensitive FGDs.
- **Immediate Next Steps:** Confirm the process for data handling, ensuring anonymity, and integrating findings with other evaluation components.

Appendix 8: Output 5 Focus Group Discussion (FGD) Guide: For Women Empowerment

Target Group: Women and Girls Beneficiaries (Single Mothers, Adolescent Girls, Trained Entrepreneurs)

1. Introduction

Facilitator's note: Begin by creating a safe, respectful, and inclusive environment. Use a friendly tone, explain the purpose, and assure confidentiality.

Facilitator script:

Thank you for joining this discussion. We are conducting an **endline evaluation** of the BMZ-supported WASH & Climate Resilience Project. This session focuses on **women's empowerment**, especially your experiences with entrepreneurship training, rights awareness, counselling, and support for girls' education.

We'd like to hear your personal stories, lessons, and challenges. There are no right or wrong answers; we only want your honest views. Everything you share will be treated confidentially and will help improve future programs.

FGD Details:

- Sub-county: _____
- Date: _____
- Facilitator: _____
- Group type: Single Mothers Adolescent Girls Mixed
- Participants (number): _____

2. Warm-Up and Background

1. Please introduce yourselves (first names only).
2. How did you first get involved with this project?
3. Which activities did you personally take part in (e.g., entrepreneurship training, rights awareness meetings, counselling, seed fund, sanitary towel distribution)?

Probe: What motivated you to join? What were your expectations?

3. Effectiveness

Objective: Explore participants' experiences and perceived benefits.

4. What changes have you experienced as a result of your participation in the project?
 - *Probe for:* improved confidence, decision-making, business management, leadership, household relations.
5. How helpful were the **TFT workshops** and **ERI-based entrepreneurship training** in building your skills or confidence to run a business?
 - *Probe:* Did you start or improve any income-generating activity after the training?
6. For those who received **seed funds or mentorship**, how did this support your business or family needs?
 - *Probe:* What challenges did you face in using or growing the funds?
7. Have you observed any changes in how your family or community views women's rights since the project began?
 - *Probe:* Are women more respected or listened to in decision-making spaces?
8. Did all women and girls have equal chances to participate and benefit?
 - *Probe:* Were there any groups left out or facing difficulties (e.g., women with disabilities, very poor households)?

4. Relevance

Objective: Assess how well activities matched participants' real needs.

10. Were the topics covered in the trainings and sessions relevant to your lives and challenges?

- *Probe:* Which sessions were most useful or practical?
 - *Probe:* Were there areas you wish were covered but were not?
11. Did the timing, location, and method of training work well for you?
 12. *Probe:* Were there times when you could not attend or faced barriers (household chores, distance, childcare)?
 12. How did the project respond to the specific needs of **single /vulnerable mothers?**
 - *Probe:* Did you feel your voice and situation were understood?
 13. Beyond individual changes, have you seen any broader changes in your **community**, such as:
 - More awareness of girls' education?
 - Reduced discrimination against single mothers?
 - New groups or discussions on women's rights?

5. Sustainability

Objective: Explore continuity, ownership, and future potential.

14. What practices or lessons from the project are you still applying today?
 - *Probe:* Business management, saving, rights awareness, decision-making, hygiene, or confidence.
15. Are you still in contact with other women or mentors from the project?
 - *Probe:* Do you meet, share experiences, or support one another?
16. For those running small businesses, are you still operating?
 - *Probe:* What helps you continue, and what challenges do you face (markets, capital, family support)?
17. Do you think the benefits of the project will continue after it ends? Why or why not?
18. What can be done to ensure the results last longer or grow stronger?
 - *Probe:* What kind of future support or partnerships would you like to see (e.g., refresher training, more seed funds, group savings, or linkages to local markets)?
19. If a new phase were to start, should it **expand to more people** or **deepen support** for existing ones? Why?

6. Stories of Change (Narrative Section)

Facilitator tip: Invite two or three participants to share personal or group stories.

20. Can anyone share a **personal story** of how this project has changed your life, family, or community?
 - *Probe for transformative examples:*
 - A woman who started a successful business
 - A girl who returned to school or avoided early marriage
 - A community that shifted attitudes toward women's rights
21. If you were to describe this project in one word or phrase, what would it be and why?

7. Closing

- Is there anything else you would like to share, either positive or challenging, about your experience in this project?
- What message would you like to give to the project team or donors?

Facilitator thanks participants, summarizes key themes shared, and ends with appreciation.

Debriefing guide for facilitator and note-taker

Immediately after the FGD, the facilitation team should conduct a debriefing session to capture initial impressions and key takeaways.

- **Key Themes & Surprises:** Discuss the main points that emerged. Were there any surprising or particularly strong opinions?

- **Group Dynamics:** Note the level of engagement, any dominant or quiet participants, and the overall atmosphere.
- **Non-Verbal Cues:** Recall any significant non-verbal communication that might add context to the responses.
- **Preliminary Patterns:** Identify any immediate patterns related to practice adoption, gender differences, sustainability, etc.
- **Challenges & Limitations:** Note any issues with the facilitation, questions that did not work well, or external factors that may have influenced the discussion.

Appendix 9: Output 5 Focus Group Discussion (FGD) Guide: For Vulnerable Girls

Project: Enhancing Climate Change Resilience and Adaption Among Smallholder Farmers (ECCRAS) in Western Kenya

Target Group: School Girls (Beneficiaries of Output 5 - Sanitary towels, counselling, rights awareness)

Date:

Location: A safe, private, and comfortable space (e.g., a quiet room at school)

Facilitator: (Should be a female evaluator experienced in working with adolescents)

Note-taker: (Female)

Number of Participants: 6 girls

Overall Objective: To understand the effectiveness, relevance, and sustainability of the project's interventions aimed at supporting girls' education, empowerment, and well-being.

I. Introduction and Ground Rules (10 minutes)

- **Welcome & Icebreaker:** "Hello everyone, thank you for coming. My name is [Facilitator's Name]. Let's start by sharing our names and our favorite subject in school." (Use a simple, friendly icebreaker).
- **Purpose:** "We are here to learn from you about your experiences with some of the activities from the ECCRAS project, like the talks about your rights, the counselling sessions, and the support you received. Your opinions are very important to help us understand what was helpful for girls like you."
- **Ground Rules:**
 - **No wrong answers:** We are just interested in your honest experiences.
 - **Respect:** Let's listen to each other without interrupting.
 - **Confidentiality:** What we talk about here is private. We won't use your real names in our report.
 - **Comfort:** It's okay to not answer a question if you don't want to.
- **Ethical Considerations:**
 - **Informed Consent:** Obtain informed consent from both the girls and their parents/guardians. Explain the purpose clearly and assure them of anonymity.
 - **Confidentiality:** Emphasize that what is shared in the room stays in the room. Use first names only or pseudonyms in notes.
 - **Sensitivity:** The topic of menstruation is culturally sensitive. The facilitator must create a safe, non-judgmental environment.
 - **Right to Pass:** Girls must be informed they can skip any question they don't wish to answer.
 - **Debriefing:** Have a plan for psychosocial support if the discussion triggers any distress.

II. Discussion on School Experience and Project Activities (25 minutes)

This section addresses evaluation questions I (Effectiveness), ii (Factors), and iv (Relevance).

A. General School Engagement

- "Thinking about school before and after the project activities, what, if anything, has changed for you? (e.g., feeling about coming to school, participation in class)."

B. Focus on Menstrual Health Management (Linked to RI5.3)

- "The project provided reusable sanitary towels. Can you tell me how this support has been for you?"
 - **Probe on Usefulness:** How has having these towels made a difference for you? (Probe on comfort, confidence, cost savings for family).
 - **Probe on School Attendance (RI5.3):** Has this affected your school attendance, especially during your period?
 - **Probe on Constraints/Enablers (ii):** What makes it easy to use the towels? Have there been any challenges? (e.g., washing, drying discreetly).

C. Focus on Empowerment and Rights (Linked to RI5.1)

- "There were also sessions about girls' rights and empowerment."
 - **Probe on Knowledge:** What is one important thing you learned about your rights from these talks?

- **Probe on Application (Empowerment):** Can you think of a situation where you felt able to speak up or make a decision for yourself because of what you learned? (e.g., regarding studies, personal safety).
- **Probe on Counselling:** For those who attended counselling sessions, how did you find them? What was the most helpful part?

III. Discussion on Relevance and Community Change (15 minutes)

This section addresses questions iv (**Relevance**) and v (**Community-level change**).

- **Probe on Relevance (iv):** "When you think about the biggest challenges girls face here, how well did the project's activities (towels, rights talks, counselling) address those challenges? Was there something else you needed?"
- **Probe on Peer Learning (v):** "Have you shared any of the information you learned (about health or rights) with your friends who were not in the project? What was their reaction?"
- **Probe on Family/Community:** "Have you noticed any changes in how your family or community talks about or supports girls' education?"

IV. Discussion on Sustainability and the Future (15 minutes)

This section addresses questions VIII (**Sustainability of empowerment**) and X (**Future support**).

- **Probe on Sustaining Practices (viii):** "The project provided a certain number of towels. What will you do when they wear out? Do you feel you know to manage your health confidently in the future?"
- **Probe on Sustaining Empowerment (viii):** "Do you think the confidence and knowledge you gained will stay with you as you continue in school and beyond? Why or why not?"
- **Probe on Future Support (x):** "If a new project wanted to help school girls even more, what is the most important thing they should do? What advice would you give them?"

V. Closing and Final Thoughts (5 minutes)

- **Final Question:** "Is there anything else you would like to share about your experience with the project that we haven't talked about?"
- **Thanks:** "Thank you so much for your bravery and for sharing your thoughts with us today. Your feedback is incredibly valuable."
- **Debrief:** End on a positive note, perhaps asking about their hopes for the future.

Evaluator's Notes for Analysis:

- **Group Composition:** Ensure the group is homogenous (e.g., similar age group) to encourage open discussion.
- **Language:** Use simple, clear language appropriate for adolescents. Avoid jargon.
- **Non-Verbal Cues:** Pay attention to body language. Hesitation or agreement from the group can be as informative as verbal answers.
- **Triangulation:** Findings from this FGD should be compared with:
 - Quantitative data on school retention (RI5.3).
 - Interviews with teachers and parents.
 - Findings from the FGD with single mothers.

Focus on "How" and "Why": The value is in understanding the causal pathways. *How* did the sanitary towels lead to better attendance? *Why* did the rights training lead to a feeling of empowerment?