**Focus Group**

Rapid Seed System Security Assessment

**Foreword**

* The focus group is designed to complement the individual household interviews. The focus group allows for a more in-depth discussion around the “whys'' and “hows” of information gathered in the household interviews and the current context. This format encourages you to prompt for more information that enhances the quality of the qualitative data being collected. If possible, men and women should be in separate focus groups. If there is additional time, male/female focus groups for youth can also be conducted. If using mixed-sex groups, ensure to capture differences between males and females as well as differences raised between the youth and the adults. Ideally, focus groups should be around 6-8 people and be representative of the different kinds of farmers in the community.
* Focus groups should be conducted by experienced facilitators in the local language. The sex of the facilitator may need to be considered given local cultural context
* An additional person should also take notes and be a timekeeper (ideally the session should not last more than 1 ½ hours and better if it ends at one hour).
* Initially introduce oneself as an employee of \_\_\_\_\_\_\_ leading a discussion to understand the seed situation in the community. Tell the participants that the focus group will last around one hour. Everyone is encouraged to participate – no one should dominate the discussion. Participants should respect one another and allow each person to express their opinion. Ask if they would be willing to cooperate. Tell them that all responses are confidential and have no bearing on who may or may not receive project benefits in the future. Thank them for their participation.
* The focus group is intended to be administered prior to planting for the upcoming season.
* The planting period will be identified prior to the focus group after discussions with agricultural experts

**Basic Information**

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| Date of interview: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Facilitator Information** |
| Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Gender (select one): ○ Male ○ Female  |
| Organization: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Participation Information** |
| Number of males: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Number of males: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **Location** |
| Admin 1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Admin 2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| Name of village: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

1. **What are the main crops planted by men, women, male youth, female youth?**
2. **How and where do\_\_\_\_\_ normally obtain seed? How has this changed recently? If so, why? Probe about changes in distance to seed source.**
	1. male farmers
	2. female farmers
	3. male and female youth
3. **What has been the quality of the seed from your normal sources? Has this changed recently? If so, how? Note differences in responses from men, women, male and female youth.**
4. **Is there enough seed available from the different sources for the upcoming season [use local term for the period]? Note differences in responses from men, women, male and female youth.**

○ Yes ○No

1. **Are you anticipating changing your crops, cropping mix (including beans, vegetables, and fruits), this upcoming season as opposed to the same season last year? Note differences in responses from men, women, male and female youth.**
	1. How? (Probes – what crops have changed)
	2. Why? (e.g., higher cost of seed, availability of seed, price and/or availability of inputs

including labor, access to output markets, lower income, want more nutritious food)

* 1. Where will you source seeds for these crops?
1. **Are there any new varieties that you have planted in the last 3 years?**

○ Yes ○No

* 1. If so, what varieties?
	2. Why did you plant it?
	3. Do you still plant it?
	4. Can you still obtain these varieties?
	5. If not, why not (unavailable on market, lack of money, etc.)?
1. **Describe how land is allocated within a household for garden/ farm activities? Probe about women, male youth, female youth having separate plots beyond the family plot. Probe about how women and male and female youth access land for agriculture activities.**
2. **Using the responses from question 2, ask the following the questions:**
	1. How are decisions about seed (crop, crop variety) typically made for each type of plot?

Probe about how much input women have on seed decisions for each plot type? If youth

have a plot, probe about how much input they have on seed decisions on their plot?

* 1. How are decisions on the use of harvest typically made for each plot type (sale, save

seed, home consumption, etc.)? Probe about how much input women have on how each

 plot type’s production is used? If youth have a plot, probe about how much input they have

on how each plot type’s production is used?

* 1. How are decisions on the use of income earned from the sale of the harvest typically

made for each plot type? Probe about how much input women have on the use of income

for each plot type? If youth have a plot, probe about how much input they have on the use

of income on their plot?

1. **Has the current situation (crisis) affected how agriculture decisions are made on the different types of plots?**
2. **If there is a crisis, has it affected your ability to move freely?**

○ Yes ○No

* 1. If yes, how has your ability to move changed?
	2. Does the ability to move differ for men, women, male youth, female youth, PWD?

○ Yes ○No

* 1. If so, how?
	2. How does this affect your access to seed? to sell the outputs from the seed?
1. **Are traders able to move freely to purchase/sell seed? Explain.**

○ Yes ○No

1. **What challenges do male adult and youth farmers, and female adult and youth farmers currently face when trying to access and use seed during this crisis? Do these challenges differ from normal? Note the difference between men, women, male and female youth.**
2. **What opportunities do male adult and youth farmers and female adult and youth farmers have when trying to access and use seed currently? Do these opportunities differ from normal? Note the difference between men, women, male and female youth.**
3. **If there is a crisis, what have been its effects on the community? How are community members addressing these challenges? [Probe about different community members - women, men, male youth, female youth, PWD]**
4. **Do you have any questions for us?**