Community Visioning Tool 1

Historical Timeline

Social, Economic, Natural Resources, and Agriculture Assessment

Tool 1: Historical Timeline

Date…………………..

District………………………

Ward Number

Village name

Number of households:

Male headed	Female headed	Child headed

Number of participants

Participants	18 – 35	36 - 64	65+
Women			
Men			
Persons with disabilities			

1. What is the history of your village? Is there any sacred land in your village?	
2. Does the community have proverbs that promote development? How can we promote these cultural practices? For example, "*Isizwe yisizwe ngamasiko aso*" – a nation is defined by its culture (Ndebele proverb)	
3. Are there any significant food security events that are peculiar to your village?	
4. How does food security this year compare to years in the past (Talk about opportunities for labour, incidence of malaria, or any other topic of interest related to food security)?	
5. How do negative events/shocks and stresses (e.g., drought, diseases, retrenchments etc); affect women, men, and youth?	

6. How did the community cope when negative events occurred? How did women, men and youth cope with these shocks and stresses?	
7. Which years were better or worse than average? (Beginning with the most recent year, was it better or average? Ask your informants to mark above or below the "average" line to indicate how much better or worse.	
8. Discuss briefly what factors contributed to the year being either good or bad	

Probe for some of the following hazards/shocks and stresses and indicate them with a red marker on the resource map and historical timeline.
NB*Enumerator should only probe on these shocks after the community has detailed their story and should avoid leading the communities. Notetaker to take detailed notes of the discussions.
1. Climate-related shocks (drought, flooding, waterlogging etc.)
2. Economic Shocks (Prices changes, livestock prices, cash shortages, Retrenchments etc.)
3. Crops and Livestock-related shocks (Livestock diseases/deaths, crop pests etc.)
4. Health shocks (diarrhoeal diseases, Cholera & other waterborne diseases, HIV AIDS etc, Covid)
5. Environmental issues (Land degradation, veld fires, deforestation, wildlife conflicts, land mines)
6. Idiosyncratic shocks – shocks affecting individuals (Illness, family deaths-loss of breadwinners, gender-based violence, theft etc.)

Community Visioning Tool 2

Community Resources Mapping

Social, Economic, Natural Resources and Agriculture Assessment

Tool 2: Community Resource Map

Date: ………………………..

District: ………………………….

Ward Number:

Village name:

Number of households:

Male headed	Female headed	Child headed

Number of participants

Participants	18 – 35	36 - 64	65+
Women			
Men			
Persons with disabilities			

Access to resources	1. Which resources and infrastructure do you have? e.g *boreholes, dip tanks, feedlots, sales pens, feedlots; loading ramps* 2. Is the infrastructure functional, If not why? *(For boreholes probe for palatability and quantity)* *If functional; is the infrastructure being utilised if not why?*	
	3. Which resources are scarce?	
	4. Does everyone have equal access to these resources? *(Check if youth, people with disability , men, women and the poor have access) If not, why)*	

Resource allocation	5. Who makes decisions on the allocation and use of this resource? Why do they make the decision? (*Check how men, women, youth participate in the decision-making processes*)	
Resource utilisation	6. Which resource(s) are being under-utilised? Why is the resource under-utilised?	
	7. What do you think needs to be done to solve the under-utilisation of this resource?	
	8. What can be done to improve utilisation of the resource for livelihood activities?	

Resource management	9. Who manages resources in your village men, women and youth, why??	
	10. How are the resources being managed? Who forms these management committees? (*Are there any management structures in place?*)	
	11. Does the community have any by-laws? Does the community follow these?	

	12. If there is no adherence, are there any enforcement measures?	
	13. Are the resources susceptible to climate change?	
Livelihoods	14. What are the major livelihoods practiced in the community? *Do they vary men, women and youth? Why?*	
	15. How do these livelihoods impact the environment?	

	16. How is the community managing the risk in utilising these abundant natural resources?	
	17. What livelihoods options do you need more information on? (*Information, skills, equipment, markets e.t.c. (What are the limiting factor)*)	
	18. Do these livelihoods take advantage of resource abundance?	

Amalima Loko Resource Mapping Tool

Type of Resource / Infrastructure	Number of households that use the resource	Functionality		Give reasons for non-functionality	Resource Utilisation				Who manages the resource (committees, individual, govt, Pvt company)
		Y	N		Optimised		Underutilised		
					Resource type	Possible challenges in the future	Resource type	Reason	

Amalima Loko Disaster Risk Profile

Hazard	Causes	When does the hazard occur (months)	Early warning systems	Effects	Location affected	Coping mechanisms

Community Visioning Tool 3

Socio-Economic Mapping Tool

Social, Economic, Natural Resources, and Agriculture Assessment

Tool 3: Socio-economic Mapping

Date: …………………………………

District: ……………………………………

Ward Number:

Village name:

Number of households:

Male headed	Female headed	Child headed

Number of participants

Participants	18 – 35	36 - 64	65+
Women			
Men			
Persons with disabilities			

Livelihoods and Income	1. What employment (casual / formal) opportunities are available in your community? *(State the season/time of the year when these opportunities are available and opportunities for women, men, and youth)* 2. When do people commonly migrate for work *(casual / formal)?* Who migrates the most between men, women and youth and why?	
	3. How do income and expenditure vary over the year for men, women and youth?	
	4. What are the income patterns at different points/seasons of the year?	
	5. At which times of the year is income available or not available? What are sources of income?	

	6. Which modes of payment do you use? (*Mobile money, cash ZWL, USD Rand, barter or other*)	
	7. During which part/time of the year do you experience more challenges to access financial resources? *(Check if community members have access to loans and what the source of loans are)*	
Groups & institutions	8. What services do you access beyond the boundary of your village? Which ones are accessible to men, women, and youth? (Are there any challenges in accessing these services?) 9. Which priority services are not accessible to the community? *How can access be improved?*	

	10. Is the number of households in your village growing or shrinking? Why?	
	11. What are the groups and institutions (religious groups, and committees (DRR, Food and security committee, NRM, and Water Point) found in the village? List group names and the activities they are involved in, functionality (if not why) *Fill in the group and committee table*	
	12. What roles do these groups and institutions play within the village?	
	13. What is the composition of the groups? a) What is the level of participation of youths?	

	b) What can be done to enhance the participation of men, women, and youths represented in these groups?	
	14. What value do they bring to the community in times of shock and stressors (*how do they cope*)?	
	15. Which mobile phone networks are available in this area? a) Do people have access to cell phones? b) Who has better access to cell phones youth or older people? c) What kind of cell phones do they have? Conventional or Smart Phone *What do they commonly use them for?*	
Information needs	16. Briefly explain the indigenous knowledge systems in place in your community?	

	17. How is information generally shared within the community? (*e.g., call for meetings, messages from community leaders, health information etc)*	
	18. Are there designated points of entry for information at the community level?	
	19. a) How do you receive information from government, development organisations, and the private sector? (Probe for the channels)? 19b. Of these channels above which ones do you consider i) most credible	i. **Radio** Yes …... No……… State the station ……………. ii. **Field days** Yes ……. No…………. iii. **Newsletters** Yes ……. No…………. iv. **Community meetings** Yes ……. No…………. v. **Brochures** Yes ……. No…………. vi. **Informational booklets** Yes ……. No………….

	ii) very effective
	
	19c. Are you able to seek clarity from the source or other platforms?
		vii. **Word of mouth** Yes …….
		
		       No………….
		
		viii. **Through school children** Yes …….
		
		       No………….
		
		ix. **Community messenger** Yes …….
		
		       No………….
		
		x. **Social media** Yes …….
		
		       No………….
		
		Other …………………………………………..

	20. What type of information is important to you and you would like to receive? **(Probe for the following:** i.e., Evidence on how the specific AL intervention can benefit farmers through real-life examples of where it has worked; clear economic benefits and costs associated with the interventions; clear steps of action required for resilience.	
	21. Which form do you prefer your information in (Probe for Radio programs…………… Fact sheets …………………	

	Infographics ……………….	
	Bulk SMSs…………………	
	Real-life testimonials from successful interventions……………	
	Participatory learning (training material) ………………………	
	WhatsApp audio and video podcasts ………………………….	
	22. In what language do you prefer information to come in?	
	23. How does the community preserve its information (who does the recording, how is it stored, how is it disseminated, how is it managed in terms of access)?	
	24. In your opinion, what are the communication barriers to the use of information in decision-making? *(Probe if there are access challenges, information uncertainty, the type of content*	

	which might not match beneficiaries' information needs, inappropriate information channels, etc)	
Youths	**(Gather youths from all the socio-economic groups before reconvening for feedback and establish the following)** 25. How many in this group have cell phones? (Young women, Young Men) Of those that have phones, how many have • Conventional phones (Young women, Young Men) • Smartphones (Young Women, Young Men) What do you use them for? 26. How many in this group have internet access? What ICT device do you use? (Probe for laptop, tablet) **Level of Education** 27. From this group how many of you completed • Primary • Secondary • Tertiary level education 28. What were the reasons for non-continuation of school for those that did not reach tertiary level education?	

	29. What skills do you have? (Ndebele: *Msebenzi bani yezandla elayifundelayo/eliyanelisayo engaliphilisa)*	
Male involvement	30. In this community are there activities that men support at the household level to reduce women's burden of work? - What do men do? - What do men not do? - What would women like men to do? - What would women, not like men to do?	
	31. What do men do to help in the caring and feeding of children? What do men not do?	

	32. What will motivate men to participate in:
	    a. Community cooking classes where men learn to prepare nutritious meals for children.
	    b. Community Health Clubs
	    c. Village Savings and Lending
	
	as some of these are not seen as men's traditional activities?	

Health and nutrition	33. Are there growth monitoring sites in this village? c) What services are given to mothers, caregivers, and children under 5 at these sites?	
	34. What role do religious and cultural beliefs/practices play in enabling or limiting demand for health services?	
	35. What are the motivating factors for the uptake of good health/nutrition practices (role of increased income, productivity, gender roles, etc)?	
	36. What are the key information sources (media, interpersonal, community) used the inform nutrition decision-making? a) Are they accessible to women and youth and other marginalised groups? b) What could be done to improve this access?	
Safety nets	37. Are there traditional or innovative community safety nets that existed or are existing in the village?	

		38. Is there a way in which these safety nets can be revived?	
		39. What barriers and opportunities exist with these approaches?	
		40. Who benefits from these safety nets and how are they chosen?	
		41. What is the role of the traditional leaders in the administration of the community safety nets?	

	42. What are the barriers to participation in community safety nets and community development initiatives? (By women, men and youth)	

Community Visioning Tool 4

Seasonal Calendar Crops

Social, Economic, Natural Resources, and Agriculture Assessment

Tool 4: Seasonal Calendar (Crops and Horticulture)

Date: …………………………………………..

District: ……………………………………………

Ward Number:

Village name:

Number of households:

Male Headed	Female headed	Child headed

Number of participants

Category	18 – 35	36 - 64	65+
Women			
Men			
Persons with disability			

Dryland Cropping	1. When do the rains occur? How long do they last? When is the temperature lowest and highest? (Specify the months)	
	2. A. What are the main crops and varieties are grown in the community? At what time of the year are they grown?	
	3. What are the average hectares/acres that each HH owns for dryland farming? a) What proportion is utilised by each farmer per year on average? b) Reasons for not utilizing all the land where applicable.	
	4. When and where do you source inputs for crop production? What type of inputs do you buy for your crops?	
	5. What water sources are available? How does water availability for human consumption vary over the year? How does this affect men, women, and youth?	
	6. What do farmers use crop residue for? If farmers use it to feed animals, ask which months of the year, do they mix the crop residue with anything else?	

	7. Which insects/pests are most common at different times of the year? Mention the insect/pest and the month it occurs/or becomes most common by type of crop? *Probe for various control options, especially on the use of home-made remedies by pest by crop type*	
	8. Which diseases are most common at different times of the year? Mention the disease and the month it occurs/or becomes most common by type of crop? *Probe for various control options, especially on the use of homemade remedies by disease by crop.*	
	9. When do people work in the fields? Specify activity per month? *(Specify who does what between women, men, and youth)*	
	10. When are most agricultural activities carried out by men, women, and youth?	
	11. When are the common non-agricultural activities carried out by women, men, and youth? What off-farm activities do youth, men, and women engage in?	
	12. Which could be the most appropriate season for additional activities for men and women and youth?	

	13. Which crops do you sell, when and where do you sell them? Who is responsible for selling which crops and why?	
	14. Which crops do you consume? a) How many meals does the household consume per day? Do these vary according to gender, life stage and age? How?	
	15. What are the main foods in the community and when are they available? a) At what time of the year is food scarce?	
	16. What are the main edible insects and worms (*e.g mopane worms, grasshoppers*) available in the community and when are they available? (A*ll the edible insects)* 17. At what time of the year is food scarce?	
	18. Which indigenous crops, fruits and vegetables are available in this community and when are they available? 19. At what time of the year are they scarce?	
Horticulture	20. Do you engage in horticultural activities?	

	If yes, what crops do you grow? when? and where are these gardens located, what is the source of water? Who engages in these? 21. Which horticultural crops do you sell, and when and where are you selling them? Who is responsible for selling which crops and why?	
	22. Do you have micro-gardens (*home gardens)?* 23. What factors would prevent households from establishing and maintaining micro-gardens? What time of the year are these mostly utilized?	

Community Visioning Tool 4

Seasonal Calendar Livestock

Social, Economic, Natural Resources, and Agriculture Assessment

Tool 4: Seasonal Calendar (Livestock)

Date: ………………………………….

District: ………………………………….

Ward Number:

Village name:

Number of households:

Male headed	Female headed	Child headed

Number of participants

Participants	18 – 35	36 - 64	65+
Women			
Men			
Persons with disability			

Livestock	1. How does livestock forage availability vary over the year? a) In what way does this affect livestock prices and what mitigation measures can communities put to ensure sustainable production?	
	2. What are the feed resources available per month? b) Which feed resource is commonly used by most farmers?	
	3. In which months does livestock feed become most scarce?	
	4. What type of inputs do you buy for your livestock? a) What are the most critical times for purchasing livestock inputs? b) Where are you buying these inputs?	
	5. Do livestock farmers in this community plant fodder crops for their livestock? (If yes what is the proportion of farmers who grow fodder crops?)	
	6. During which times of the year do you usually sell your livestock?	
	7. During which times of the year do you get a better reward when you sell your livestock? (*What are the price trends*	

	like during the year (low, mid, high)? and reasons for selling such as emergencies, school fees, e.t.c.?)	
	8. Where do you sell your livestock?	
	9. When do most drought-related livestock mortalities occur?	
	10. When do most disease-related livestock deaths occur?	
	11. Which diseases are most common at different times of the year? 12. Mention the disease and the month it occurs/ or becomes most common?	
	13. When are predators most problematic? which predators? Which species of animals are attacked most? (Type of livestock) 14. Are the attacks within or outside the kraal? (*Take note of the predators*)	

	15. When is the rangeland most/least productive?	
	16. When do the fires occur most? What causes fires?	
Rangeland management	17. When do you harvest pods and other rangeland products for livestock use?	
	18. When do animals graze from different rangeland resources (*relief grazing areas, around homesteads*)	
	19. What challenges do you face regarding your rangeland? a) Does the community have by-laws that govern the use of the grazing land?(*To identify gaps and entry points for improved rangeland management interventions*)	

	20. How often do farmers buy commercial feed to supplement their animals? (*This may vary from farmer to farmer, capture individual responses*) 21. When do most poverty livestock deaths occur? (*Identify gaps in nutrition*)	
	22. In which months does water for livestock become most scarce?	
Hazard identification	23. What are the hazards that you experience? a) In which part of the year do you receive more hazards? b) How do these affect men, women, and youth?	
	24. What are the early warning systems in place? (traditional & scientific). How accessible are they to women, men, and youth? (*Probe for when these systems are used.*)	

Community Visioning Tool 5

Vulnerability Assessment Tool

Vulnerability Assessment

Tool 5: Vulnerability Matrix

Date: …………………………………………

District: …………………………………………………

Ward Number:

Village name:

Number of households:

Male headed	Female headed	Child headed

Number of participants

Participants	18 – 35	36 - 64	65+
Women			
Men			
Persons with disability			

Step 1-Identify the community's most important livelihoods resources. (*At least 3 per category*)		
Natural Resources	1. What are the 3 main **natural** resources that the community relies on for food, income and livelihoods in general? (e.g., forests, water, soils, minerals)	*Fill in the matrix Attached-(Refer to the Community map- Tool 1)*
Physical	2. Identify key **physical, man-made** infrastructure and productive capital critical for community development outcomes (roads, dip tanks, clinics, schools, boreholes e.t.c)	*Fill in the matrix (refer to the community resource map-Tool 2)*
Financial resources	3. Identify the most important **sources of income** that the community relies on (e.g., income from the sale of livestock, curios, vegetables, remittances, casual work etc.)	*Fill in the matrix (refer to Community resource map, historical timeline, Crop calendar)*
Human	4. Identify the most important **human skills** or knowledge that is important in the pursuit of livelihood in this area (e.g., word carving skills, fishing skills)	*Fill in the matrix (refer to Socio-economic Map- Tool 3)*
Social	5. Identify key **social resources institutions** both formal and informal which are important for the community well-being (churches, burial societies, ISAL groups e.t.c)	*Fill in the matrix (refer to socio-economic map-Tool 3)*
Step 2-Identify 3 **main** hazards (shocks and stresses) to resources. List them horizontally across the top of the matrix (*Refer to hazards identified in Community mapping, Historical time line and the seasonal calendar*).		

HAZARD /CAPACITY MATRIX (Refer to the 3 most important hazards identified above**)**

HAZARD	IMPACT	WHO IS AFFECTED? (*Consider impact on men, women, youths, children and any other distinct socio-economic groups*)	COPING MECHANISMS
1.			
2.			