

Village :

Name of FGD :

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Focus Group Discussion: Seasonal Calendar								
Note taker		Facilitator			Entered by			
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N°	Name	Occupation	Address (Hamlet/Neighborhood)	Group
1				Women
2				
3				
4				
5				
6				Men
7				
8				
9				
10				

Focus Group Discussion: Seasonal Calendar

Materials: Color markers, flip card papers, voice recorder

Participants: 5 women + 5 men

Duration: about 2 hours (120')

Facilitator: 1-2 persons

Note-taker: 1 person

Objective: To gain understanding of livelihood activities, events happening in the village, community seasonality, workload (busiest and less busy months/seasons), and division of labor between women and men in the village

Indicators:

- Human resources
- Time utilization
- Common knowledge

Step by step:

A. Introduction

Duration: 15'

Remark: If participants (male and female groups) are present at the same time, the 'introduction' could be made before the two groups split; otherwise this introduction could be made directly in small groups.

1. The facilitator begins with introducing her/himself, the team, and the PMRV project. Explain about **informed consent** and ask if the participants understand/agree with it. Ask if we could proceed.
2. Explain carefully and clearly the objective of this discussion and how long it might take.
3. Ask the participants what the main seasons of the year in the village. Reference to weather patterns (such as rainy season, dry season, or east wind season/fish harvesting season) or local events (such as harvest festivals or religious celebrations Christmas or Eid/Ramadhan) can be used. Write these seasons along the top of a flip chart paper. Symbols or different colors can also be used to indicate these seasons (*look at the following seasonal calendar table*).
4. If participants familiar with the months of the year, the facilitator can write or number the months below the seasons (*look at the following seasonal calendar table*).
5. Ensure that there are enough spaces on the left side of the paper to list the activities or events in the village that participants feel are important (*look at the following seasonal calendar table*).
6. Ask the participants to split into two groups by gender (women and men).
7. Give each subgroup flip chart(s) and color markers and ask a representative from each subgroup to draw the same table.

B. Facilitating the subgroups to make seasonal calendars**Duration: 1h15**

Notes:

- 1) *The order of the following instructions is **flexible**. You might find in your site it will be easier to start from religious/cultural/social celebrations than from agricultural activities.*
 - 2) *You might also find that some activities (particularly cash crop/palawija farming) in the village are related more to market demand or religious events than to weather patterns. In this case, make sure that you note them down or mark them on the calendar.*
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8. Explain to participants that we would like to know about **the agricultural activities in this village, what crops they grow (staple crop such as rice and other cash crops such as palawija), what the activities are (starting from preparing field until harvesting and selling), and in which months in a year they conduct these activities**. Ask also about other **activities related to livestock** (such as rearing cattle, goats, chickens, and pigs). Ask them to write, draw a picture, or symbolize these activities on the table:
 - *Preparing field for planting (cutting trees, building shelter, etc.)*
 - *Growing crops...*
 - *Weeding*
 - *Harvesting*
 - *Selling/bartering harvested crops*
 - *Rearing livestock (cattle, goat, pig, chicken, etc)*
 - *Etc.*
 9. After participants have finished with agriculture-related activities, ask if in this village people also go to the forest. If yes, ask participants to write, draw a picture or symbolize **activities that they do in the forest and collect/ gather forest products and identify in which months in a year they do these activities**.
 - *Collecting vegetables from forest*
 - *Collecting fruits/seed from forest*
 - *Collecting firewood*
 - *Hunting animals*
 - *Etc.*
 10. After participants have finished with forest-related activities, ask about **cultural, social, customary or religious celebrations: what cultural, social, and religious events celebrated by the villagers and in which months in a year these celebrations happen** (*if religious events have been mentioned earlier in step 3, they don't need to be repeated and you can focus on other cultural, social, customary events*). Ask them to write, draw a picture, or symbolize these activities on the table.
 - *Celebrating the independence day*
 - *Celebrating the harvest*
 - *Mass circumcision*
 - *Etc.*
 11. After participants have finished with religious, social, cultural, or customary activities, ask if there are **other activities commonly done in the village that occur seasonally (such as basket**

making/handicrafts) in which months they do these activities in a year. Ask them to write, draw a picture or symbolize these activities on the table and indicate.

12. Ask participants if there is **seasonal employment** outside the village that people might follow. (For instance day labor jobs while waiting for the harvest). Ask how many people are participating in such seasonal employment, when during the year it occurs, and also where people are doing this work.
13. Ask if there are any **events such as diseases (such as malaria, dengue fever, diarrhea, etc.) or disasters (such as flood, drought, etc.) that commonly occur every year in the village**. If yes, ask them to write, draw a picture or symbolize these activities on the table.
14. From the list of activities (except diseases and disasters), ask participants which **activities are carried out by both women and men, men only, and women only**. Ask them to write, draw a picture, symbolize, or use different colors to differentiate men only, women only and both men + women activities on the table.
15. After the calendar is finished, ask participants what **are the busiest months/seasons in a year**. Mark them on the table. Ask also about **the least busy months/seasons in a year**, and those in which they (men and women) can do additional activities. Mark them also on the table.
16. Explain or ask participants what they think they can use this calendar for. *Linkage to PMRV can be drawn from at least two points of views: 1) the time availability of people to conduct additional activities related to PMRV, and 2) the possibility of integrating PMRV activities with the community activities that are related to forests.*

C. Wrapping up

Duration: 10 minutes

17. After the calendars are finished there are two options:

Option 1: If both groups conducted the activities at the same time, then put both calendars in front. Encourage the group to discuss what they see on the calendars for example, differences of seasons and celebration. The facilitator will write down the discussion points on flipchart papers, but will not change the original calendar.

Option 2: If two groups don't conduct the FGD at the same time, facilitators should see the results from both FGD. When any significant differences occur, discuss about them with few participants (at least 3 FGD participants) who are available until obtaining the same explanation
18. Make sure you have a key list explaining the different activities and symbols used on the calendars.
19. Conclude the activity by reviewing the discussion results. Thank participants for their participation and time.

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Seasonal Calendar Table

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