



FAO Standard Seed Security Assessment

Focus Group Discussion (FGD)

Note

- Text highlighted in YELLOW to be modified or replaced after adapting the questionnaire to local context. Amend Excel Spreadsheet.
- Text in BLUE are note to the enumerators

Note: The questions below are only guides; they should be amended during training before you go to the village depending on (i) what you already know (ii) main themes of interest. If you are uncertain, or run out of ideas, they may help you to run the FGD. Most important is to allow free expression, to guide discussions and to adequately record content, opinions, quotes, dynamics and emotional reactions, which you will interpret and analyse for your discussion report.

*Introduction: You are all welcome to be part of this focus group discussion on seed system. We are **XX** and **YY**. We work for the **United Nations' FAO/Other**. We want to understand how seed system works in this community. It a free discussion and no one will be judge right or wrong. It is all about sharing our experiences, opinions and points for consideration. The responses will be shared with organizations working on seed for any improvement requires of their action.*

Date: _____

Name of the facilitator: _____

Name of the Recorder: _____

Location: **Amend location accordingly**

1. Region: _____
2. Zone: _____
3. Woreda: _____
4. Kabele: _____
5. Village: _____

Number of participants: Men: _____ / Women: _____

PART 1. OPEN QUESTIONS TO ALLOW THE GROUP TO EXPRESS ITSELF FREELY ON HOW THEY RELATE TO SEED

1. How has the community changed its practices in the way it grows crops, in your lifetimes? Which challenges remain as far as crop production is concerned? (Recorder: please ensure you capture at least keywords, and quickly develop codes e.g. 'gr hat' for a person with a green hat, so you can record what they say throughout)

2. Specifically, how has the community changed the way it uses crops?

PART 2. MAIN CROPS AND ACCESS TO SEEDS

2.1 Which are 'number 1 most important and 2 & 3 important, the crops you grow for food, and which are 1-2-3 important to sell?

Note: ask this lightly, recorder should not show the grid, but spend time checking if people agree. If not, use 'ranking' where you agree a moveable symbol (or paper) for each crop and ask people to move it. Or use 'scoring' (e.g. 10 'voting bean each)

Importance	Food	Crops for income
1		
2		
3		

2.3 For your whole community, which crops you grow on more land, and which you grow on less land, in the last 5 years? (If you used symbol/paper 'Move the symbol / paper 'up' if more land, and 'down' if less' (NB: Facilitator has to be very clear which is 'up' e.g. away from participants, and which is 'down', probably going closer to them)... 'Why do you grow more or less?'

2.3.1 Crops which have increased land area cultivate

Crops	Reasons why

2.3.2 Crops which have decreased in land area cultivated

Crops	Reasons why?

2.3.3 Varieties which have disappeared over the last years

Crops	Why?

2.3.2 New varieties which are adopted

Crops	Why?

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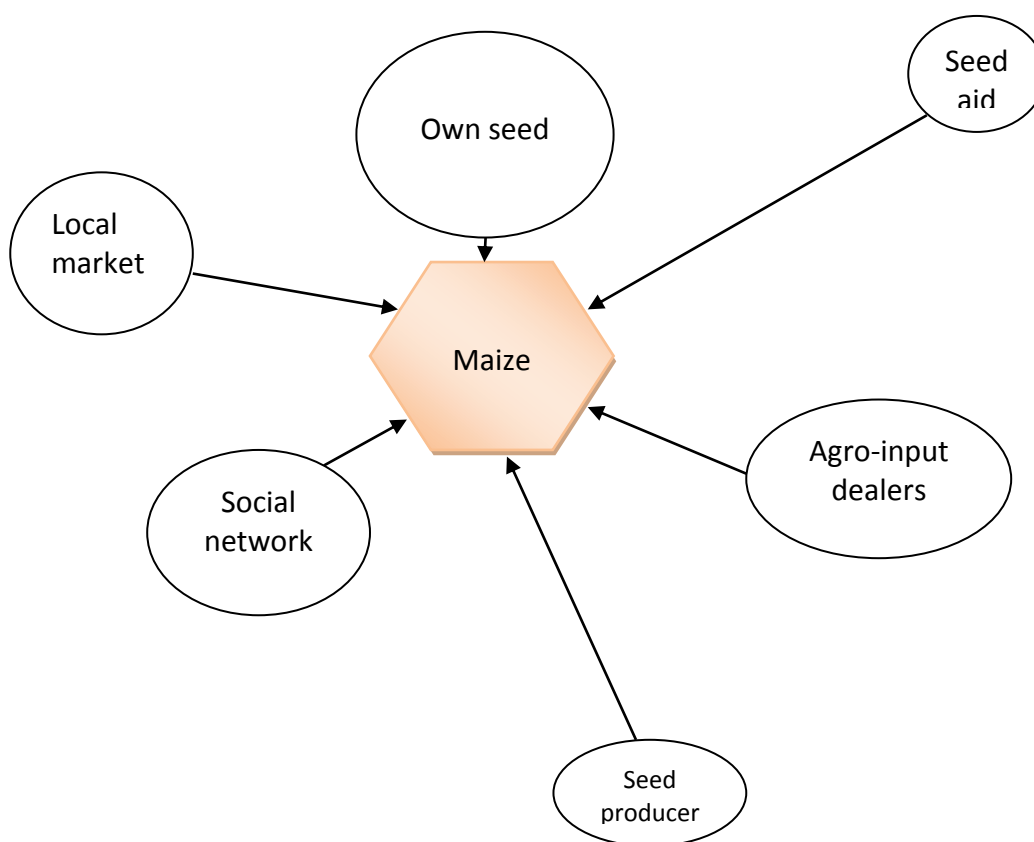
2.4.1 For your most important crop (A, B, C), could you show me where you get seeds from? And rank them or use proportional piling to obtain their order of importance. See example of seed source mapping below – NEVER do it yourself. Let the participants do the mapping and discuss. If there has been an obvious crisis, amend this to ‘how you got before the crisis?’ and stage two ‘after the crisis?’ [Note: If you are confident to facilitate community maps, encourage farmers to make one for their most important crop pre-crisis, using drawings in sand or on paper.

- Larger circles or papers are used for important sources, and smaller circles or papers for less important. Proportional piling (use bean seed or small stones) can be used to quantify the proportion of seed coming from different sources.
- Easy-to-get source (nearer and cheaper) are placed closer to the crop while difficult-to-get (far and expensive) are placed further away from the crop in the centre.

Allow them to create a separate map for the main crop post-crisis; and then repeat for the second most important crop. NB: external facilitators must never draw or make the maps themselves.

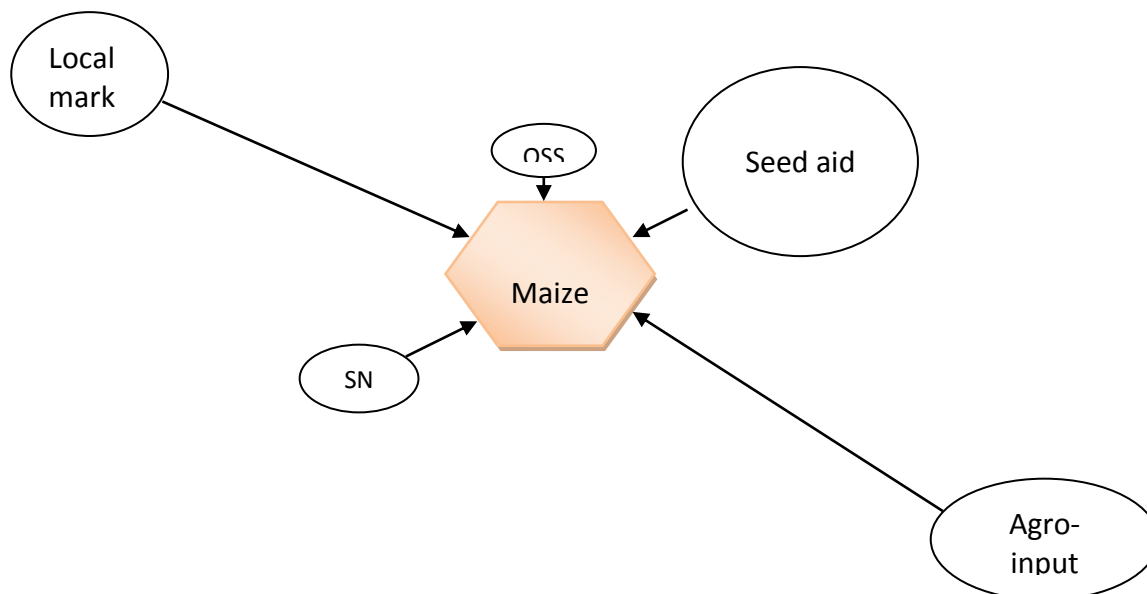
Example of seed source mapping (pre and Post crisis)

a) Pre-Crisis Maize seed sources map



b) Post-Crisis maize seed sources

Note, seed becomes the most important seed source and is brought closer to the community. There are no seed producers while the functional markets (LM and Agro-I-dealers becomes further and expensive for the famers.



2.4.2 For your second most important crop, please show me how you get seeds? Let them repeat this for the second and third important crops.

2.4.3 From the sources mapped above, investigate about the quality (germination and purity) price of the seed?

	OSS	LMS	SNS	Agro-Input dealers	SAS
a) Quality					
b) Price					

Quality: 1= BAD; 2= AVERAGE; 3=GOOD; **Price:** 1= AFORDABLE; 2=EXPENSIVE; 3=VERY EPENSIVE.

2.4.4 What are the advantages (pro) and disadvantages (cons) of the different seed sources you are using for this crop?

Seed source	Pro	Cons
OSS		
LMS		
SSN		
Agro-I-Dealers		
SAS		

2.5 Which are the three main varieties of maize grown by the famers in this area? Could you rank these varieties in order of their importance and explain why they are more or less important?

Three major varieties	Rank?	Why? Pro	Why? Cons
A)			
B)			

C)			
List other varieties:			

Ranking: The facilitator may use participatory pairwise ranking or voting to arrive at the rank. Allow the participants to discuss the suitability (pro-and cons) of these varieties in relation to adaptability and their end use (preference).

Note: Repeat 2.4.1 to 2.4.5 for all the important crops (A, B & C)

2.5 Seed Insecurity Perception and Options for improvement

2.5.1 Do you think there is seed problem in this community? ☐ Yes (1) ☐ No (0)

2.5.2 If Yes/No, why? _____

2.5.3 What could be the main solution for seed problem in this community? _____

PART 3. RECENT HISTORY

3.1 During the last few years, how many agricultural seasons have been good, average or bad? Why?

Note: To facilitate a timeline, assist the farmers to create one using available space (e.g. on a table, wall or in the sand) and materials (bean or maize grains or stones). Ask them to visually represent good, average and bad seasons by placing markers (e.g. stones or beans or maize grains) above the timeline (year and season) to show good, average or production. Ask questions – How? Why? Who? What? Etc.) As they do this, one of the participants could choose to put their answers in the grid below.

Example on production timeline

Good	Δ Δ Δ Δ Δ				Δ Δ Δ Δ Δ				Δ Δ Δ Δ Δ	Δ Δ Δ Δ Δ
Average		Δ Δ Δ Δ Δ				Δ Δ Δ Δ Δ				
Bad			Δ Δ Δ	Δ			Δ Δ Δ	Δ Δ Δ Δ		
Season	a	b	a	b	a	b	a	b	a	b
Year	2011		2012		2013		2014		2015	

Amend years and seasons accordingly

Key: POOR=0-4 stones or beans (Δ); AVERAGE= 5 Stones or beans (Δ), and; GOOD=6-10 stones or beans (Δ)

3.2 Where you have had crises, what has the impact been? Which groups suffered most? Did any groups not have enough seed? Was the quality of seed affected in any way? How did you respond to the crisis?

Note Keep asking questions based on the interests of participants, keeping most of them 'open' e.g. 'How?' 'Why?' Keep checking the body language and participation of participants to see if they have had enough; keep any promises you made on timing)

Many thanks again for your time. We will pass on all of the information you have given us, to inform future seed work in your region.

Thanks for giving me your time