WP5 Activity Guidance 2022-2023

Agroecology initiative work package 5

This document provides guidance on two activities conducted under Agroecology Work Package 5 in 2022: 1) a theories of change review and 2) a participatory timeline of agency and behaviour change in agroecological transformation. The guidance includes research methods, data analysis, and reporting for Activities 1 and 2. It was developed with participation from work package participants across seven countries and global staff.

IMPLEMENTED BY

Activity 1- Theories of Change review: country experience relevant to agroecological transformation

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Definitions

Agroecological initiatives: these refer to any initiative that contributes to agroecological transformation such as externally or locally funded projects and programs, community based/grass roots initiatives, collective action, and social movements.

Behaviour change: Refers to altering habits and behaviours of individuals and groups for the long term, in particular behaviours conducive to agroecological transformation.

Relationship change: We focus on the changes in relationships between individuals and between and within groups of actors that facilitate agroecological transformation.

Agroecological transformation: Our working definition of agroecological transformation (sensu HLPE 2019, Wezel et al. 2020) is change towards increased use of ecological, place-based, and socially inclusive and equitable features in food systems, implemented through transdisciplinary, action-oriented, co-creation processes in science, practice, and/or social movements.

Individual agency: the capacity to make important decisions in one's life and to act upon them (Petesch and Bullock 2018).In terms of agroecological transformation, we are mainly interested in:

• the capacity of individuals to choose their role(s) within food systems, and

• the capacity of food producers to choose their mode(s) of practice for food production

Collective agency: we focus on transformative agency in the domains of decision-making and governance: "the ability to act with the potential for changing governance or decision-making structures that mediate the available choices to the actor" (Donald et al., 2017). Looking at various groups of food system actors, we are interested in:

• the group's ability to act with the potential to influence territorial food production practices (e.g., the types and varieties of crops, animals, trees, and the water and land management options available in the area) and other aspects of the food system (e.g., the food environment, food product and distribution),

• the group's ability to voice a preference or act with the potential to influence food system governance decisions

Rationale

To inform the development of the Agricultural Living Labs (ALL) and the approach to the initiative activities, we wish to learn from past experiences relevant to agroecological transformation. We can learn from the successes and failures in achieving change, the nature of the change(s) achieved as well as from the aims and assumptions behind the actions planned to enable change. Please note that we consider that initiatives can make a valuable contribution to an agroecological transformation even if they target only few of the 13 agroecology principles identified by the High Level Panel of Experts on Food Security and Nutrition (HLPE, 2019). . We can also identify key actors that have been involved in past experiences, targeted actors for behaviour changes, and actors with the agency and/or capacity to enable behaviour change. We can also identify (groups of) actors with a strong stake or high potential to influence which have been excluded in past related processes and whether some of them lack agency, capacity, or motivation to play a constructive role in agroecological transformation. All of this will be highly pertinent for socially inclusive stakeholder mapping of the ALL.

This document provides guidance on how to conduct the literature review and the in-depth assessment of a select number of initiatives.

Objectives

1) Through a literature review, develop a country-level inventory of agroecology-related initiatives over the past 10-20 years (2002-2022) that includes an evaluation of successes and failures;

2) For a select number (no more than 5) of key initiatives, identify the targeted behaviour change, successes in achieving them and assumptions, and actors behind the Theory of Change (ToC) through secondary data and data collected from interviewing people who have in-depth knowledge about these initiatives;

3) Identify best practices, gaps and challenges in relation to gender equality and social inclusion related to key initiatives;

4) Summarize the key outcomes and lessons learned from past initiatives, with particular emphasis on the determinants of agency and behaviour change in country briefs.

A.   Inventory of AE related initiatives

Please collect information from secondary sources (reports, project documents etc) on initiatives carried out during the selected time frame which are highly relevant for agroecological transformation. We

identify relevant initiatives on the basis of the 13 agroecology principles identified by the High Level Panel of Experts on Food Security and Nutrition (HLPE, 2019). Please familiarize yourself with the 13 HLPE principles. You may also include in the inventory initiatives that target only few of the AE principles as well as those that do not specifically note agroecology but make a significant contribution to agroecological transformation through themes such as climate smart agriculture, sustainable agriculture, certification, empowerment, multi-stakeholder collaboration etc.

The inventory should cover any implemented initiatives. Policies that have a clear intention to support behavioural change or actors' agency in agroecological transformation processes may also be included. The initiatives should be relevant for the regions where ALLs are implemented even if they are/were not implemented in the exact same regions.

We propose to screen initiatives which were implemented within the last 10-20 years (2002-2022). We consider this a time frame where the social-ecological context is sufficiently similar to today and the near future in order to learn relevant lessons for future initiatives. Please note that time frames and selection criteria mentioned in this document should be treated only as suggestions which country teams may adapt to their particular context and circumstances at their discretion. For example, in a situation where there are many AE initiatives, a team could decide to set a timeframe of 10 years for inventory. Similarly, please also consider strongly relevant initiatives which took place more than 20 years ago.

Please enter the following information in an Excel spreadsheet for which we will provide the template.

A1. What time frame does this inventory cover?

A2. Have any initiatives been implemented in the country which made specific notion of agroecology?

A3. If yes, how many AE initiatives were implemented during the specified time frame?

A4. Have any initiatives been implemented in the country which significantly address agroecology principles without referring to the agroecology concept?

A5. If yes, how many such initiatives were implemented during the specified time frame?

Provide the following information on each initiative you identified during the specified time period

A6. Name of initiative

A7. Type of initiative (projects and programs, community based/grass roots initiatives, collective action and social movements)

A8. Target location (indicate the smallest unit of coverage e.g. communities, district etc)

A9. Was the initiative implemented in a target site(s) for the ALLs?

Agroecology principles promoted:

A10. Recycling

A11. Input reduction

A12. Soil health

A13. Animal health

A14. Biodiversity

A15. Synergy

A16. Economic diversification

A17. Co-creation of knowledge

A18. Social values and diets

A19. Fairness

A20. Connectivity

A21. Land and nature resource governance

A22. Participation

A23. What kind of project activities were conducted to address AE principle(s)?

A24. Year(s) of implementation

B.   IN-DEPTH REVIEW OF SELECTED AE INITIATIVES

From the inventory of initiatives identified, choose the most critical AE initiatives (up to five) based on the following criteria:

a)   Initiatives that address multiple AE principles;

b)   Initiatives that directly impact or are of high relevance for at least one ALL;

c)   The scale of work is significant (based on number of direct beneficiaries established by the team);

d)   If possible, also include some community based or grass roots initiatives.

B1. Code for each initiative (CODE SHOULD INCLUDE THE COUNTRY AND ABBREVIATION OF THE NAME OF THE INITIATIVE E.G. INDIAAPCNF):

1)_____

2)_____

3)_____

4)_____

5)_____

Collect information about each initiative from existing documents and through interviews with people who worked directly with the initiative and have detailed knowledge and information about it. Key informants may include senior project staff, activists or leaders who have in-depth knowledge of the project from its inception. You are free to collect information through individual key informant interviews or any other interaction format. Use the information collected to develop a detailed case study of each initiative.

Details on AE initiatives

For each of the initiatives selected above, use the following questions to guide the collection of information about selected initiatives.

B2. What were the goals and/or objectives of the initiative?

B3. Who were the direct beneficiaries of the initiative?

B4. How many direct beneficiaries did the initiative target?

B5. What were the funding source (s) for the initiative?

B6. What amount of funding did the initiative receive over its period of implementation? (indicate currency):

B7. Years of implementation

B8. Were any CGIAR centres involved in the initiative? If yes, which centre(s)?

B9. Was the initiative specifically designated as "agroecological"?

B10. If the initiative was implemented in an ALL region, specify the region.

B11. Which agricultural system was targeted?

B12. Who were the main actors directly involved in the implementation of the initiative?   Describe the role of each actor.

B13. Which agroecological practices including social, economic, and technological innovations were supported by the initiative?

B14. Which were the most important innovations of the initiative?

B15. Describe multi-stakeholder engagement mechanisms used in each initiative, if any. Who was involved in these engagements?

B16. Are the multi-stakeholder engagement mechanisms still functional and active?

Please provide links to additional materials on the initiative online or in a dropbox.

Information on the theory of change

We would like to understand the rationale and assumptions behind each initiative we are reviewing. As a first step, please get access to the initiative's theory of change (ToC) or impact pathway. If there is no clearly defined ToC and to get detailed information about behavioural and relationships the initiative sought to change, please interview at least one person associated with each initiative using the questions below.

B17. Who was involved in the design of the initiative and more specifically in the formulation of the ToC?

B18. What are/were the interests or motivations of each actor who contributed to the design of the initiative?

B19. In the case of community based/grass roots initiatives, collective action, and social movements, which groups/organizations were involved in starting the initiative in question? What were/are their interests or motivations? How did/do they expect to achieve their objectives?

B20. Did the initiative plan specific activities to address the needs of marginalized groups such as women, youth, ethnic minorities? If so, describe the activities designed to reach each marginalized group.

Information on behaviour change

Typically, initiatives seek to change actors' behaviour by, for example, promoting a new technology, practice or way of doing things, creating or changing rules of social relations, and the way how actors relate to each other. We are interested in finding out what behaviour of which actor each initiative intended to change implicitly or explicitly. For example, for an initiative that has the outcome "More widespread application of recycling as agricultural practice", we want to know which group of actors are expected to apply recycling.

You will probably find information on actors' behaviour or relationship changes from various sources. This may include the ToC or impact pathways of initiatives and project outcomes which should indicate envisioned changes in the behaviour of the actors the initiative is targeted (e.g. farmers, traders, policy makers). Where this information is not available from the ToC or impact pathways, you may be able to find information in project documents. Please search for initiative goals which are more specific than high level development impact expectations (e.g. in the sense of SDGs) but beyond the outputs and activities which are under full control of the initiative. Based on these documents, please provide

information on the following questions. State clearly if you find no information on any of it in the documents.

B21. Which behavioural change of which actor did the initiative target? (In the following we would call them initiative outcomes) Are any of the target actors considered marginalised group?

For each behavioural and relationship change targeted:

B22. What was the justification or rationale for this intended behavioural or relationship change?

B23. Which actors advocated for the intended behavioural or relationship change?

B24. What activities were introduced to achieve the intended behavioural or relationship change?

For each implemented activity:

B25. What assumptions were made about how the activities would lead to the intended behavioural change?

In addition, please ask the same questions in the interview with initiative key informants (same as mentioned above). Pay special attention to aspects for which you could not find information in initiative documents.

Information on successes and failures

Please collect information from initiative documents and interviews on successes and failures related to behavioural change (identified in question B21) for each planned outcome in each initiative!

B26. For each outcome identified in question B21, what factors contributed to success? Explain in detail. What are the indicators of success?

B27. For each outcome identified in question B21, what factors contributed to failure? Explain in detail. What are the indicators of failure?

B28. Looking across outcomes, are there any common factors that contributed to success? Are there common factors that contributed to failure? What lessons might be drawn from this?

If the initiative introduced specific activities to address the needs of marginalized groups:

B29. For each activity targeting marginalized group, what indicators measured success? What indicators measured failure? Describe in detail.

B30. What challenges were encountered in carrying out each activity? Describe in detail.

B31. What best practices for addressing the needs of marginalized groups were identified?

References

Donald, A., Koolwal, G., Annan, J., Falb, K., Goldstein, M. (2017) Measuring Women's Agency. Policy Research Working Paper No. 8148. World Bank, Washington, DC. © World Bank. https://openknowledge.worldbank.org/handle/10986/27955 License: CC BY 3.0 IGOHLPE 2019

HLPE (2019). Agroecological and Other Innovative Approaches for Sustainable Agriculture and Food Systems That Enhance Food Security and Nutrition. A report by the High Level Panel of Experts on Food Security and Nutrition of the Committee onWorld Food Security, Rome.

Petesch, P. & Bullock, R. (2018). Ladder of Power and Freedom: A qualitative data collection tool to understand local perceptions of agency and decision-making. GENNOVATE resources for scientists and research teams. CDMX, Mexico: CIMMYT.Wezel et al 2020

Wezel, A., Herren, B.G., Kerr, R.B., Barrios, E., Gonçalves, A.L.R. and Sinclair, F. (2020) Agroecological principles and elements and their implications for transitioning to sustainable food systems. A review. *Agronomy for Sustainable Development*, *40*(6), pp.1-13.

Activity 1- Data collection, data analysis and development of country brief

Introduction

This document provides guidance on how to collect, manage and analyse data collected by country teams on past experiences relevant to agroecological (AE) transformation. These data are drawn from two sources: a literature review used to develop a country-level inventory of agroecology-related initiatives over the past 10-20 years (2002-2022) and in-depth review of a selected number of AE initiatives. Data collected should be captured by three spreadsheets for which we have developed templates:

1. "WP5 country assessment general" (covers questions A1-A5 in the guidance document)
2. "WP5 AE Inventory" (covers questions A6-A24)
3. "WP 5 Indepth review" (covers selected questions from the in-depth review of selected AE initiatives broken down into three spreadsheets for each country: Theory of Change (ToC); ToC development; marginalized)

The above spreadsheets can be found on the MS Teams site for the Agroecology Initiative under WP5assessments of the WP5 folder: https://cgiar.sharepoint.com/:f:/s/OneCGIAR-AgroecologyInitiativeImplementationTeam/EjC5FOl_2vlKnjZYqNPZu0wBgIUlRA1UzbCNe-sNqILODA?e=sJLgXl.

Working on-line, please enter all data under the relevant country tab. The information will be saved automatically.

AE inventory

Compilation and entry of AE inventory data

After you have collected country-level information on AE initiatives over the past 10-20 years for the inventory, the next step is to compile the data and enter it in a spreadsheet which will allow you to easily analyse and summarize your findings and make it accessible to other WPs teams in your country and elsewhere. We propose the following steps:

1. Pull together all the data collected on AE initiatives. This step is important if the information was collected by more than one person.

2. Review the data collected to ensure that it is complete for all entries and that the information can be easily understood. If some information is missing or unclear, assign someone on the team to fill in the gaps or obtain further clarification.
3. Enter the data in the Excel spreadsheets templates provided entitled "WP5 country assessment general" (covers questions A1-A5 in the guidance document) and "WP5 AE Inventory" (covers questions A6-A24).

Inventory results

Results from the inventory should be used to provide a description of each of the variables collected using frequencies and percentages. The following sections and tables can be used to describe inventory results:

1. **Number of initiatives**

	Number of initiatives implemented in the country which made specific mention of agroecology	Number of initiatives implemented in the country which significantly address agroecology principles without referring to the agroecology concept	Total number of AE initiatives covered by inventory

For initiatives which do not specifically mention AE principles, describe the AE related concepts addressed.

2. **Description of initiatives**

Teams should provide a narrative covering the variables collected for the inventory. This information should also be summarized in a table like the one below.

Overview of AE initiatives in (country), (time frame)

	Frequency
Initiative type: Project/Program	
Community based/grass roots initiatives	
Collective action	
Social movement	
Years of implementation: 2018 – 2022	

2012- 2017	
2011 and earlier	
Implemented in an ALL target site(s): ALL site 1 ALL site 2 ALL site 3 etc.	
AE principle addressed: Improved resource efficiency	
Strengthen resilience	
Secure social equity/responsibility	
Number of AE principles addressed:	
1-2	
3-5	
More than 5	

Teams should also report: 1. the number of initiatives which addressed each of the 13 AE principles (may be too much information for a table) and 2. the two most frequently addressed principles and the two least addressed principles.

Provide a summary of activities implemented to address AE principles. You may list all activities (if they are not many) or group the activities into relevant categories.

3. **Annex**

Drawing from the inventory spreadsheet, as an annex in the country brief, teams should provide a list of all initiatives identified as well as links to additional information on each initiative.

List of AE initiatives identified in (country), (time frame)

Name of initiative	Type	Location (smallest unit of coverage	Links for additional information

In-depth Review of Selected AE Initiatives

Interviewing people knowledgeable about selected AE initiatives

To obtain in-depth information about actors behind the Theory of Change (ToC) of AE initiatives, interests and motivation of each actor, targeted behaviour change, assumptions made and successes and failures in achieving key outcomes, you will need to supplement information obtained from documents (if available) with information obtained from interviews with people who are knowledgeable about the initiative. Plan to interview at **least one person for each target initiative**. If there are no supporting documents for an initiative, you may need to conduct interviews with several informants to get an in-depth assessment. It is important to carefully select informants who can provide the detailed information you need. In the case of projects and program, knowledgeable persons may include senior managers and technical staff. For other types of initiatives, consider interviewing leaders, organizers and resource persons.

Interviewing tips

- If you have access to documents on the initiative, use that information to support your line of questioning or cross-check information provided by the informant. For example, you can say, "I read that the project, targeted certain groups. Could you explain this further?"
- If possible, record the interview. Even if you are recording the interview, make sure to take notes that capture exact quotes of what was said as well as your impressions.
- If you are interacting with a group of people, it is best to have two people involved in data collection: one responsible for asking questions and the second person for recording the discussion.
- After the interview, make time to go over your notes to make sure everything is in order and you can make sense of what you have written. Allow enough time for this between interviews.
- Write up interview notes as soon as possible to ensure that you capture all the details.

Introduction: Introduce yourself and explain the purpose of the interview and the amount of time involved. Ask permission to conduct the interview and record the interview (if applicable) and ensure the respondent that the information provided will be handled confidentially. As required by the IRB process, you will need to get written consent to conduct the interview. Record the time you started the interview.

Name of the respondent(s) (will not be reported)

Gender

Position(s) held in relation to the initiative and role

Length of time the informant was involved in the initiative

Method of data collection (key informant interview, group discussion, interaction during a workshop or other gathering etc); number of respondents involved

Interview questions: Use the question provided in the guidance document under the sections "Details on AE initiates", "Information on the ToC" "Information on behaviour change" and "Information on successes and failure" to conduct the interview. Feel free to add additional questions that may help you better understand the situation or use tools such as a flip chart to record information especially when interacting with a group.

Questions related to marginalized groups: These questions should be asked with reference to relevant groups such as women, young people, landless farm workers, ethnic minorities etc. You may need to probe to identify marginalized groups that were overlooked and why this happened.

End the interview by asking the respondent if they have any questions for you. Thank them for their cooperation. Record how long the interview has taken.

Compiling and analysing data from interviews on selected AE initiatives

The data you will collect on a select number of AE initiatives is bound to be rich which provides an opportunity for an in-depth understanding of the aims and assumptions behind the actions planned to enable change, which actors were targeted and the successes and challenges of these experiences. Given the complexity and qualitative nature of these data, we are proposing that teams write up each of the selected initiatives as a case study from which to draw lessons. Together with findings from the inventory of AE initiatives, the case studies will form part of the country brief each team will be expected to write.

We propose the following steps to help you organize the data collected on each case study:

1. Write up interview notes and share them with other team members. This is a way to check that the information collected is complete and is understandable.
2. Use the following questions to guide the analysis of trends in the data:

- What was the goal and objectives of the initiative? AE principles being promoted? Who were the main implementing actors and what was their role? Other background information e.g. funding source, year of implementation etc.
- What were the motives/interests of different group of actors with regards to behavioural and relationship change in the context of agroecological transformation? Were there similarities and differences in the motives and interests of different groups?
- What behaviour/relationship change were targeted? which actors advocated for the intended behavioural or relationship change by actors? What was their justification or rationale?
- What activities were introduced to achieve the intended behavioural or relationship change,
- What assumptions were made about how activities would lead to intended behavioural change?
- What factors related to behaviour change contributed to success? What factors contributed to failure? What lessons might be drawn from this?

- Were specific activities implemented to address the needs of marginalized groups (specify for each relevant marginalized group e.g. women, youth, landless farmworkers, ethnic minorities etc.)? Which groups were targeted and which were overlooked?
- What indicators measured success in reaching marginalized groups? what indicators measured failure in reaching marginalized groups?
- What challenges were faced in meeting the needs of marginalized groups?
- What are some best practices for addressing the needs of marginalized groups?

3. Once the team has pulled together the findings that address the guiding questions, write up the case study. As much as possible, use direct quotes from key informants and respondents.

Suggested outline for case studies of selected initiatives

Provide a write up on each case study:

Methodology: criteria used to select each initiative, data sources, number and type of interviews conducted (e.g. key informant, group, workshop etc), criteria used to select interviewees, description of people interviewed (gender, role with regard to the initiative), timing of data collection

Description of initiative (questions B1-16 in the guidance document)

Name of initiative, type of initiative, goals and objectives, location, if implemented in an ALL region, year of implementation, funding source, funding level, CG involvement, main implementing actors and their role(s),

Number and type of direct beneficiaries, marginalized groups targeted, ag system targeted, AE practices including social, economic, and technological innovations supported, most important innovations supported

Marginalized groups: list which groups were targeted, which groups were overlooked; specific the activities used to reach each targeted marginalized group

Multi-stakeholder engagement mechanisms used

Theory of change and behaviour change (questions B17-31 in the guidance document)

Theory of change and motives/interests of different actors

Behaviour changes targeted, assumptions made, factors contributing to success and failure
Addressing the needs of marginalized groups

Actors involved in formulating ToC, their interests and motives

Actor involved	Interests/motivations

Targeted behavioural and relationship changes, assumptions and factors contributing to success and failure

Targeted behavioural change	Actor who advocated for behavioural change	Justification	Activity	Assumptions	Success factors	Success indicators	Failure factors	Failure indicators

Activities targeting marginalized groups, indicators of success and failure

Marginalized group	Planned Activities	Success indicators	Failure indicators

Country brief

Objective: The country brief summarizes the findings from the AE inventory and case studies of selected AE initiatives. This document, **which should not exceed 5 pages**, should draw on both quantitative and qualitative data to address the following questions:

Questions to guide the country brief

- Over the past 10-20 years, what have been the trends in AE initiatives or initiatives that make a significant contribution to agroecological transformation in terms of numbers of initiatives, types of initiatives, AE principles promoted?

Suggested outline of the country brief

Introduction

Objective

Country context

Methodology

Results of the baseline assessment

Research questions:

Over the past 10-20 years, what have been the trends in AE initiatives or initiatives that make a significant contribution to agroecological transformation in terms of numbers of initiatives, types of initiatives, AE principles promoted?

Overview of AE initiatives (description of types of initiatives, time frame, AE principles addressed)

Table: Overview of AE initiatives in (country), (time frame)

	Frequency
Initiative type: Project/Program	
Community based/grass roots initiatives	
Collective action	
Social movement	
Years of implementation: 2018 – 2022	
2012- 2017	
2011 and earlier (11 years)	
Implemented in an ALL target site(s): **ALL site 1** **ALL site 2** **ALL site 3 etc.**	
AE principle addressed: Improved resource efficiency	
Strengthen resilience	
Secure social equity/responsibility	
Number of AE principles addressed:	
1-2	
3-5	

More than 5	

Summary of AE initiatives reviewed in detail

Name	1	2	3	4	5
Name of initiative					
Type of initiative					
Goal and objectives					
Location					
Years of implementation					
Ag system(s) targeted					
AE principles supported					
Most important innovation(s)					
Target beneficiaries					
Number of target beneficiaries					
Marginalized groups targeted					

Theory of change and behaviour change

Actors' motives and interests

> 1. What are the similarities and differences in the motives and interests of different group of actors with regard to behavioural and relationship change in the context of agroecological transformation?

Targeted behaviour and relationship changes
1. What are the similarities and differences between different types of initiatives with regards to targeted behavioural and relationship change in the context of agroecological transformation?
2. Can we draw any conclusions or make hypotheses about differences between types of initiatives (e.g. project, programs, social movements, collective action etc) with regard to the motives/interests of different actors involved, justification or rational, focus on marginalised groups, assumptions made about how the activities would lead to the intended behavioural change?
3. Across initiatives were similar/common assumptions made about how activities would lead to intended behavioural change?

Factors contributing to success

> 1. Across initiatives, what common factors related to behaviour change contributed to success? What lessons might be drawn from this?

Factors contributing to failure

1. Across initiatives, what common factors related to behaviour change contributed to contributed to failure? What lessons might be drawn from this?

Addressing the needs of marginalized groups

1. Across initiatives, were specific activities implemented to address the needs of marginalized groups? Which groups were targeted and which were overlooked?
2. Across initiatives, what indicators measured success in reaching marginalized groups? what indicators measured failure in reaching marginalized groups?
3. Across initiatives, what common challenges were faced in meeting the needs of marginalized groups?
4. What are some best practices for addressing the needs of marginalized groups?

Conclusions

Annex

List of AE initiatives identified in (country), (time frame)

Name of initiative	Type	Location (smallest unit of coverage	Links for additional information

Activity 2- Participatory timeline: actor perspectives on behavioural drivers, agency and behaviour change

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Rationale

This activity serves as a bridge between the past events and the current research and action agenda for behaviour change to be set in the Agroecological Living Landscapes. It follows from the inventory of past initiatives and in-depth review of a few Theories of Change conducted in Activity 1. This activity brings additional perspectives from participants to add more understanding of the past events, particularly the key behavioural drivers, the changes in agency and behaviour of actors as individuals and groups, and the actors' roles in decision making. This will help to identify key entry points and needs in terms of agency, behaviour change, and collective decision-making during the ALL activities. It will also help to establish the baseline status of agency and behaviour change for this initiative, as well as to identify indicators that can be used to monitor change over the course of the initiative.

Objectives

Co-develop a timeline of key events that affected the ALL country's agroecological transformation, focusing on the same scale of change as the vision-to-action exercise (may be at multiple scales). Identify whether and how the key events affected agency, behaviour change, and representation/inclusion/participation of various actors.

Defining and operationalising key terms

Agroecological transformation:

We use the following definition of agroecological transformation (sensu HLPE 2019, Wezel et al. 2020): change towards increased use of ecological, place-based, and socially inclusive and equitable features in food systems, implemented through transdisciplinary, action-oriented, co-creation processes in science, practice, and/or social movements.

Agency:

For individual agency we work from the core definition: the capacity to make important decisions in one's life and to act upon them (Petesch and Bullock 2018).

In terms of agroecological transformation, we are mainly interested in:

1) the capacity of individuals to choose and enact their role(s) (for example, to be able to choose to produce food, to join a value chain, to enter a market, to join a governance system) within food systems, and

2) the capacity of food producers to choose and enact their mode(s) of practice for food production

For collective agency we focus on transformative agency in the domains of decision-making and governance: "the ability to act with the potential for changing governance or decision-making structures that mediate the available choices to the actor" (Donald et al. 2017).

Looking at various groups or organisations of food system actors, we are interested in:

1) the group's ability to act with the potential to influence territorial food production practices (e.g., the types and varieties of crops, animals, trees, and the water and land management options available in the area) and other aspects of the food system (e.g., the food environment, food product and distribution),

2) the group's ability to voice a preference and/or act with the potential to influence food system governance decisions

Agency determinant:

A factor that plays a significant role as a barrier or enabler for agency.

Behaviour change:

We focus on behaviours (such as actions, interactions, and practices) of individuals and groups, in particular behaviours conducive to agroecological transformation that are identified through ALL research and activities as most relevant for the context.

Behavioural driver:

A factor that plays a significant role in behavior change, either as a barrier or an enabler for change.

Collective decision-making:

We focus on who (the actor groups and the representation of diverse food system members) is included in decision-making that affects the developments and events along the agroecological transformation pathway, the nature of their role, and how they perceive the decision-making process and their agency within it. Examples include policy and investment decisions on agricultural inputs, water management, institutions and/or governance, market participation, education and capacity building.

Four components for the timeline

Component 1- Starting point:

A starting point consists of a year and key event for agroecological transformation in the ALL country. The starting point is not necessarily the first agroecological practice or event as many countries have had a long history of agroecological practices and behaviours. The starting point should represent an initial decision or action to move into the current trajectory of change towards agroecological transformation.

Component 2- Starting point context:

The context at the time of the starting point include (a) existing agroecological practices or behaviours and who implemented them, (b) existing practices or behaviours that impeded agroecological principles and who implemented them, and (c) actors who were included, represented, and/or participated in governance / decision-making that affected the agroecological transformation pathway (examples are provided under the "collective decision-making" definition above).

Prompting questions may be used to elicit the starting point context, such as:

- At the starting point, were any practices or behaviours in place that aligned with the agroecological principles? Who conducted these practices or behaviours?

- At the starting point, were any traditional agroecological practices/behaviours were ongoing, either in the traditional or a modified form? Were any traditional agroecological practices/behaviors already abandoned?

- At the starting point, what practices or behaviours that impeded agroecological transformation were present? Which actors carried out these practices or behaviours?

- At the starting point, which actors were included, represented, and/or participating in governance and decision-making that affected the agroecological transformation pathway? Which actors were not?

Component 3- Key events:

Key events may represent or address any of the 13 agroecological principles and may have either facilitated or impeded the transformation pathway. Examples of key events and their descriptions might include:

-when a vision of transformation was developed and/or agreed upon; who participated
-when decision affecting agroecological transformation was made; who was involved in the decision
-when a person, group or organization took action relevant to agroecological transformation ("successful" and "unsuccessful" actions, as well as "transformation-positive" and "transformation-negative/lock-in" actions are all relevant);
-when new learning occurred; who learned what
-when meetings occurred; who participated

-when something happened (including outcomes/results and/or unexpected events); who was involved / implicated
-when problems were identified, arose or solved; who was engaged or affected and how

For each key event, assess if there are **GESI (gender, equity, social inclusion)** dimensions worth highlighting. For instance, indicate whether certain social groups were excluded or were particularly instrumental in driving agroecological transformation.

Component 4- Event results:

For each key event, determine the results of the event in three dimensions: 1) the effect on inclusion, representation and participation in governance and decision-making; 2) the effect on agency of the affected food system actors; and 3) the effect on behaviour change. For each dimension, indicate whether effects were positive, negative, or negligible (no effect) and for which actor groups, then describe the effect in more detail.

The research team may need to spend some time before the focus groups to prepare a description or example of what is meant by agency. As much as possible, it should reflect local definitions of agency, or "what power in decision-making means" (Tavenner and Crane, 2022), including for different actor groups, genders, and other social groups, while still conveying the definition provided above. One suggestion for this, beyond the definitions we use above, is to use an *agency role model* - a local example of someone the participants know well and who models agency (it may be a historical or current personality, a character from a well-known story, etc. - most importantly it needs to be familiar to the participants).

Prompting questions may be used to elicit the event results, for example:

- Did any change occur in terms of which actors were included, represented, or participated in governance or decision making? Which actors were affected? Did they gain or lose inclusion, representation, and/or participation? Looking at the GESI dimensions will help to respond to these questions.

- Did any change in agency occur? In other words, did the event affect the capacity of any actor to influence practices and/or governance decisions? Which actors were affected? Did they gain or lose agency?

- Whose behaviour changed and in what way? Did the behaviour become more or less aligned with the agroecological principles? Please provide detail by individual principle on whether the behaviour became more or less aligned with it.

Additional prompting questions

For key events and results:
-What led to this event?
-Probe for 'hidden' drivers of the event
-Was this a repetition of a pattern or past event?

For event results:

-What change did this event bring about?

-Did this change happen as a result of this event? Or did it happen earlier? Or later?
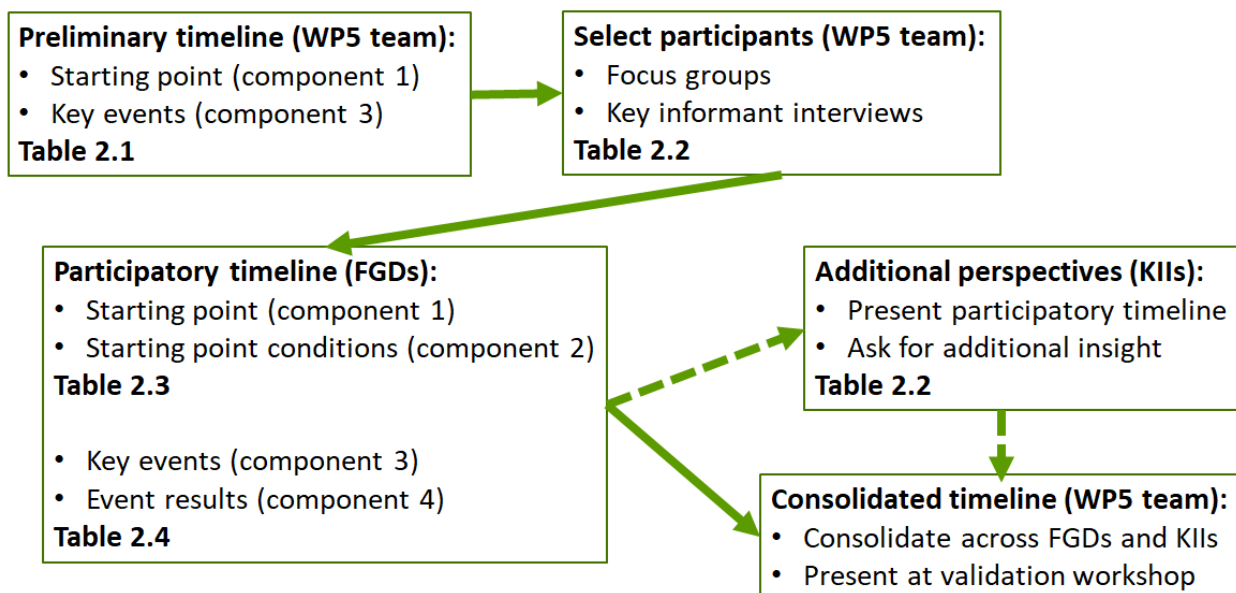
For behavioural results:

-What opportunity did this event provide, and for whom/what groups?

-(In response to a behavioral result) Why did they do this?

-Was this a habitual (behavioral) response in similar situations?

-Probe for 'hidden' behavioral drivers (refer to behavioral drivers model)

For agency results:

-Did people discuss this event? With whom and how openly, for example amongst their community or in their family?

-Were people interested/concerned by this event? Did they want to engage?

-Did any consultation or discussion take place for decision-making? Who/ which groups were consulted? Who/ which group's opinions were valued?

-Whose voices were heard during the event?

-Was this voice representing a group, or only their own interests?

-Which people were like the *agency role model* in this event? Which people were not like the *agency role model*?

Methods

The flowchart illustrates the planned approach to complete the four components in the activity:

Preliminary timeline (WP5 team):
- Starting point (component 1)
- Key events (component 3)

Table 2.1

Select participants (WP5 team):
- Focus groups
- Key informant interviews

Table 2.2

Participatory timeline (FGDs):
- Starting point (component 1)
- Starting point conditions (component 2)

Table 2.3

- Key events (component 3)
- Event results (component 4)

Table 2.4

Additional perspectives (KIIs):
- Present participatory timeline
- Ask for additional insight

Table 2.2

Consolidated timeline (WP5 team):
- Consolidate across FGDs and KIIs
- Present at validation workshop

The following sections describe each step in this approach in further detail.

Preliminary timeline development (WP5 team)

Based on the country experience gathered in Activity 1, researchers will develop a timeline of agroecological transformation in the ALL country. Researchers will follow the guidance for Components 1 and 3 to identify a starting point (year and key event) and key events related to agroecological transformation.

The aim of this exercise is for the WP5 team to prepare for the participatory timeline by becoming familiar with the topics and key events that are likely to come up during the focus group discussions and to also have a list prepared that can be used for prompting, if needed, during the focus group discussions.

The starting point and key events can be recorded in **Table 2.1**.

Additional tips

The key events can be specific to the ALL as well as large-scale events that affected the ALL. We recommend to be very inclusive of potential influential events at this stage to feed into the selection during the participatory timeline phase. We also recommend developing this preliminary timeline at a scale that aligns with the scale of the visioning exercise in the ALL.

If Activity 1 did not provide enough information on key events, the team can use other sources of information to identify key events and a starting point. Examples of information sources include:

-policy and investment briefs/reports (including from WP4)

-value chain analyses (including from WP3)

-reports on the ALL context such as assets, institutions, and the environment (including from WP2)

-conduct a key informant interview with someone experienced in the agroecological trajectory in the ALL to discuss key events and identify the starting point.

Alternative options for selecting a starting point:

-select a key event related to a start or shift in the trajectory of a particular type of production, crop, or livestock

-propose multiple starting points to the participants, for example taking potential starting points from key events in technologies or practices, policies, or social movements

Participant selection (WP5 research team)

The participatory timeline development will involve representatives from various actor groups with firsthand experience of key events. The WP5 team will consider whose participation (from which actor

groups) and in what form (through a focus group or an interview) will provide the most robust information. This exercise also allows the team to consider how the focus groups and interviews can encourage inclusive and candid participation as much as possible. Some participants may be better suited to provide input through an interview rather than in a group setting, for example to avoid power imbalances in the group or to work around some individuals' time constraints for their participation in the group.

The actor group representatives may have been involved in previous initiatives through direct participation or as part of the broader constituency expected to change behaviour and/or benefit from the behaviour change, but this is not required. Representatives will also reflect diversity across gender, age, religion, ethnicity, level of wealth, etc. Particular care will be given to gender equality and social inclusion for instance by gathering the perspectives of women or others that are often underrepresented in initiatives – interview and focus groups design and implementation should be designed to account for this. Use **Table 2.2** to develop the plan for inclusive representation.

Additional tips

Each focus group should stay fairly small (around 12 people) to encourage active participation.

To ensure candid participation in the focus groups, the participants need to have relatively equal power and agency. Separate focus groups may be created to avoid power imbalances, or some individuals (e.g., government officials) may be interviewed rather than asked to join a focus group.

Participatory timeline development (FGDs with initiative participants and broader constituency)

One or more focus group discussions will be held to facilitate participation from representatives. Depending on the norms and power/agency inequities in the local context, it may be useful to hold separate focus groups for representatives from (a) and (b), or for different genders, etc. Findings from the focus groups may also be supplemented with key informant interviews to obtain further participation on an individual basis, and/or to gain insight from experienced practitioners on the findings from the focus groups.

Each component of timeline development will be conducted in the focus groups:

Component 1- Starting point: Facilitators ask the participants to identify a starting point for the timeline using the criteria described on page 4. If prompting is needed, facilitators may present the starting point from the preliminary timeline along with the reason this starting point was selected. Focus group participants are then asked to provide their insight on whether another starting point should be proposed, or why the selected starting point is appropriate. Check for differing perspectives and try to reach consensus among participants to establish the starting point for the focus group's timeline.

Component 2- Starting point context: Once the starting point has been agreed upon, the group will identify each represented actor group's behaviours and role in decision-making. Encourage responses from all participants. Record the responses in **Table 2.3**.

Component 3- Key events: Drawing from their own experience, focus group participants will identify key events to add to the timeline. Participants can write the key events on cards and attach them to a timeline displayed for the group so that other participants can see, discuss, move, and add to the events. Once participants have reviewed and agreed upon these group generated key events, facilitators may share key events from the preliminary timeline for prompting and/or validation. These events may be added to the group timeline if there is consensus from the group. Record the list of key events that are accepted in the group timeline in **Table 2.4a**. Include a description of each key event. If more than 12 events are identified, ask the group to prioritize the most important ones (no more than 12) to discuss during component 4.

Component 4- Key event results: Focus group participants will describe the results of the key events. Encourage participants to voice differing perspectives and allow time for debate on each result to see if a consensus develops. Record the responses for the results in each of the three dimensions (governance/decision-making, agency, and behaviour change) in **Table 2.4b**.

Starting point selection tips

Participants will often have different perspectives on what should be the starting point:

If multiple focus groups are conducted, it may be useful to share the starting points agreed in each FGD to subsequent FGDs, asking them to discuss and decide whether or not to take the same starting point, and documenting the discussion. Another option is to allow for different starting points and to ensure they are represented in a consolidated timeline.

Age and duration of past experience will differ among participants and will influence starting point selection. One approach to reach consensus is to bring participants of different ages and generations together before conducting the FGDs to agree on a starting point that will be within the memory of past experience for most participants.

Data collection tips

Table 2.3 is meant to document the starting point context. It can also be used to document current behaviours and roles in decision making to identify any changes, but this is not required as changes will also be noted through the events and changes in Table 2.4b.

We recommend asking about the actor groups listed in table 2.3 only if they are represented in the focus group. We also recommend noting any differing perceptions across different actor groups represented within the focus group (for example, noting in the data women's role in decision making as perceived by women vs. men).

It may be appropriate to ask for insights from other actor groups when a certain actor group is not represented, for example if the research team would like to assess the validity of a dominant narrative concerning a powerful group. If different actor groups are providing information, be sure to indicate in the data that these actors were not actually present and it is an evaluation by other actor groups. Another reason to ask other actor groups may be that it was not possible for a representative of the

actor group of interest to join a focus group. In this case, a key informant interview with a representative is also recommended.

Focus group facilitation tips

Ask the group to verify the order of events in the timeline – this is best done before discussing the event results.

To encourage more participation, ask silent participants for their thoughts on the overall timeline or on a particular event or result.

Keep the focus of the discussion on the agroecological pathway, but include the language/terms and initiatives that are relevant even if they don't use the term agroecology. If there is an event mentioned that doesn't seem to connect to the agroecological pathway, ask participants to describe how it connected to the pathway and/or the agroecological principles and whether to retain the event in the timeline.

It may be necessary to introduce agroecology to the group to ensure they are familiar with the discussion theme. We suggest a few options on how to do so:

-use the 3 types of principles to describe the themes of interest (resource efficiency, resilience, secure social equity and responsibility)

-ask participants to write down their understandings of agroecology, then present them together (or use similar results from a previous exercise)

-use a description that's been shared in the ALL from a previous activity, either within another work package or from a previous experiences, such as a key informant who has worked previously in the ALL and has described agroecology to ALL members

Additional perspectives (Key informant interviews)

Following the participatory timeline development, the research team may find some gaps, inconsistencies or other clarifications are needed on the focus group results. These can be addressed through key informant interviews.

For the interviews, it is not necessary to do the timeline development exercise in the interview, rather the interviewee can be asked to provide new insights and/or validation on an existing timeline. An anonymized timeline from the FGDs can be used as an interview guide/discussion tool. Alternatively, the team can develop a list of the key questions for further investigation based on the participatory timeline results, and these questions can be the basis for the interview, rather than the timeline itself.

Timeline consolidation (WP5 research team)

The results from the participatory timeline need to be consolidated if multiple focus groups and/or interviews were conducted. The research team can identify common key events, trends in changes, and other emergent findings across the timelines and synthesize these in a consolidated timeline.

Additional tips

It may be useful to consolidate the timeline to a scale that matches the scale of the visioning exercise.

Perspectives of different actors should be retained within the consolidated timeline. This means events that were identified as important for some actors, but not all, can be retained in the consolidated timeline, including starting points identified by different actors. This will help to highlight how some behavioural drivers differentially influence the various actor groups. Alternatively, timelines developed by different actor groups may be kept separate.

If it is difficult to consolidate the timelines developed by different groups, a consolidation workshop that brings together representatives of some of the different actor groups can be useful.

A consolidated timeline can be validated by inviting representatives from each focus group to a validation workshop.

Tables

Table 2.1 Timeline template

Year	Key event	Description of event	GESI comments

Please add lines as needed!

Table 2.2 Plan for inclusive timeline co-development

Representation (male/female, youth/elder, ethnicity, religion, etc.)	Actor group (food producer, retailer, consumer, decision maker, etc.)	Direct participant or broader constituent	Data collection method (interview or focus group)	Number of participants

Please add lines as needed!

Table 2.3 Starting point context. For each actor group represented, record behaviours (multiple behaviours may be recorded) and inclusion, representation, and participation in governance and decision-making (create a separate table for each interview and focus group)

Notes: The last column for current behaviour will be recorded later than the rest of the table. If time allows, it may be recorded at the end of FGD or by the WP5 team after the FGD, by reflecting on the changes recorded in the key events.

Evaluating the actor group's role in decision making – the 3 options are R (represented), I (included), P (participating). While these categories are not mutually exclusive, an actor/group designated as participating is the most involved in decision making. If an actor has a leadership position for decision-making, this should also be indicated in addition to the role (a leader may either be designated as I or P for their decision-making role).

> **Represented** – may not be members or officially included, but are represented (formally or informally, such as husbands sharing wives' preferences)
> **Included** – invited to join, may not attend or may attend without active participation
> **Participating** – fully active by speaking up, playing a role, etc.
> **Leading** – recognized in a leadership position for decision-making bodies or events, including decisions on who is represented and included

SEE TABLE ON NEXT PAGE

Table 2.3 Starting point context.

Actor group	Initial behaviours (at start point) (A=agroecological, IM=impeding, N=no role, NA=no such group) **And role in decision making** (R= represented, IN= included, P= participating, L= leading, N= none)	Specify agroecological behaviour(s)	Specify impeding behaviour(s)	**Comments** (elaborate on relevant details, such as the actors included or excluded, e.g., youth & elderly, etc.)	*Current behaviours (A=agroecological, IM=impeding, N=no role, NA=no such group)* *And role in decision making (R= represented, IN= included, P= participating, L=leading, N= none)*
Women smallholder farmers					
Men smallholder farmers					
Women large-scale farmers					
Men large-scale farmers					
Women artisanal / home / small-scale food processor					

Men artisanal / home / small-scale food processor				
Women in food processing company / industry				
Men in food processing company / industry				
Women retailers				
Men retailers				
Women local consumers				
Men local consumers				
Women urban consumers				
Men urban consumers				

Women government or other policy makers					
Men government or other policy makers					
Women landholders					
Men landholders					
Women landless					
Men landless					
(Minority) ethnic group: _____					
Religious group: _____					

Please add lines and actor/groups as needed!

Table 2.4a Populating the timeline during FGDs – key events (create a separate table for each interview and focus group)

Year	Key event	Description of event

Please add lines as needed!

Table 2.4b Populating the timeline during FGDs – event results. For each actor group involved in the key event, list them and indicate the change (if any) for each of the governance/decision-making, agency, and behaviour change results. (create a separate table for each focus group)

Year	Key event	Governance/ decision-making result (+ = positive; - = negative; 0 = no change) **For which actor group(s)**	Agency result (+ = positive; - = negative; 0 = no change) **For which actor group(s)**	Behaviour change result (+ = positive; - = negative; 0 = no change) **For which actor group(s)**	Comments

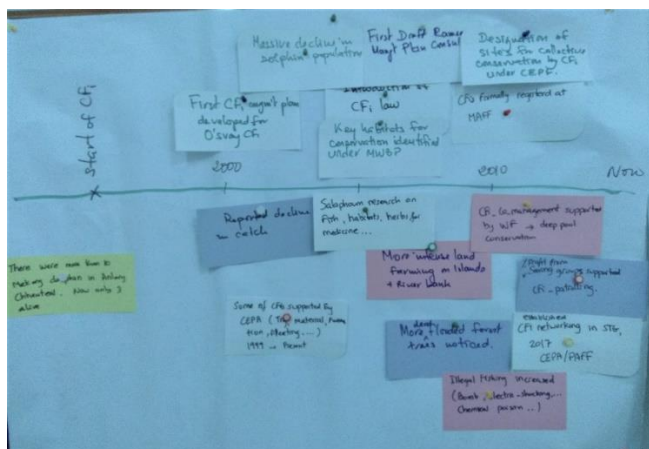*Please add lines as needed!*

1

Figures

Figure 1. Sample timeline (from a fishery co-management focus group)
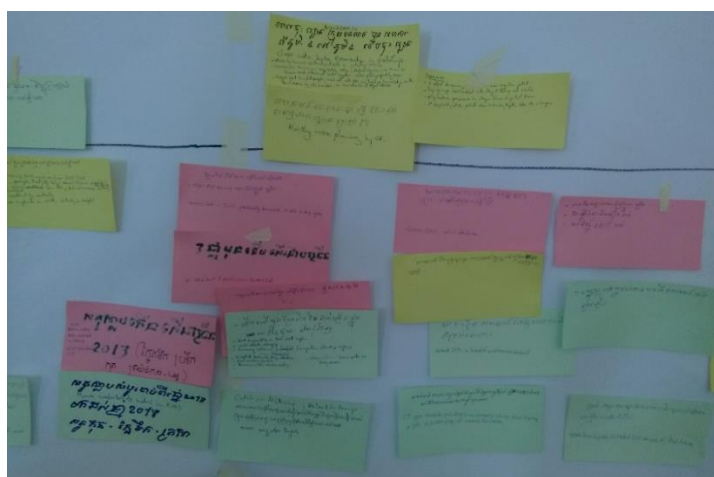

Figure 2. Focus group discussion

Figure 3. Color coded recording of results for key events. Some teams found this method useful for getting the initial results from respondents, for example using red for collective decision-making results, yellow for agency results, and green for behaviour change results.

Discussion Guide (submitted to IRB)

Component 1- Starting point:

Please provide your insight on the timeline starting point:

-Does the proposed starting point for the timeline make sense? Why or why not?

-Would you suggest a different starting point? If so, please describe.

-Are there any other proposals for a different starting point?

Component 2- Starting point context:

Please describe the following at the time of the starting point:

(a) existing agroecological practices or behaviours and who implemented them,

- At the starting point, were any practices or behaviours in place that aligned with the agroecological principles? Who conducted these practices or behaviours?

- At the starting point, were any traditional agroecological practices/behaviours were ongoing, either in the traditional or a modified form? Were any traditional agroecological practices/behaviors already abandoned?

(b) existing practices or behaviours that impeded agroecological principles and who implemented them,

- At the starting point, what practices or behaviours that impeded agroecological transformation were present? Which actors carried out these practices or behaviours?

(c) actors who were included, represented, and/or participated in governance / decision-making that affected the agroecological transformation pathway

- At the starting point, which actors were included, represented, and/or participating in governance and decision-making that affected the agroecological transformation pathway? Which actors were not?

Component 3- Key events:

Now the group will identify key events to add to the timeline. Were there any times when:

-when a vision of transformation was developed and/or agreed upon; who participated

-when decision affecting agroecological transformation was made; who was involved in the decision

-when a person, group or organization took action relevant to agroecological transformation ("successful" and "unsuccessful" actions, as well as "transformation-positive" and "transformation-negative/lock-in" actions are all relevant);

-when new learning occurred; who learned what

-when meetings occurred; who participated

-when something happened (including outcomes/results and/or unexpected events); who was involved/ implicated

-when problems were identified, arose or solved; who was engaged or affected and how

For each key event, were any social groups (including groups by gender, ethnicity, religion, etc.) excluded?

Were any social groups particularly instrumental in the event?

-Are there any other proposals for key events?

Component 4- Key event results:

Please describe the results of the key events in the following dimensions:

1) the effect on inclusion, representation and participation in governance and decision-making;

- Did any change occur in terms of which actors were included, represented, or participated in governance or decision making? Which actors were affected? Did they gain or lose inclusion, representation, and/or participation?

2) the effect on agency of the affected food system actors;

- Did any change in agency occur? In other words, did the event affect the capacity of any actor to influence practices and/or governance decisions? Which actors were affected? Did they gain or lose agency?

3) the effect on behaviour change. For each dimension, indicate whether effects were positive, negative, or negligible (no effect), then describe the effect in more detail.

- Whose behaviour changed and in what way? Did the behaviour become more or less aligned with the agroecological principles? Please provide detail by individual principle on whether the behaviour became more or less aligned with it.

-Are there any other results or differing perspectives on the results described?

*Additional/alternative questions for Component 4 (not submitted to IRB)

For key events and results:
-What led to this event?
-Probe for 'hidden' drivers of the event
-Was this a repetition of a pattern or past event?

For event results:
-What change did this event bring about?
-Did this change happen as a result of this event? Or did it happen earlier? Or later?

For behavioural results:
-What opportunity did this event provide, and for whom/what groups?

-(In response to a behavioral result) Why did they do this?
-Was this a habitual (behavioral) response in similar situations?
-Probe for 'hidden' behavioral drivers (refer to behavioral drivers model)

For agency results:
-Did people discuss this event? With whom and how openly, for example amongst their community or in their family?
-Were people interested/concerned by this event? Did they want to engage?
-Whose voices were heard during the event?
-Was this voice representing a group, or only their own interests?
-Which people were like the *agency role model* in this event? Which people were not like the *agency role model*?

Activity 2- Data preparation, data analysis and reporting

Once all 4 components of the participatory timeline have been completed through focus groups and key informant interviews, the data collection phase is complete. When the team is ready to move on to timeline consolidation, they will also move into the data preparation, analysis, and writeup phase. This section of the Activity 2 guidance covers this phase.

Data preparation

Raw data

The data entered into the tables (2.1-2.4b), including the separate tables for each focus group or interview are considered raw data. Any notes, audio recordings, or other ways the responses from focus group and interview participants were recorded are also raw data. These data should be stored and accessible to the core research team.

Others in the initiative or ALL may also need access to these data in anonymized form. In the same storage or in a copy, please anonymize these data by removing participant names. The anonymized version can then be made accessible to others in the Agroecology initiative and shared with the WP5 leads.

Data analysis and reporting

The analysis and reporting will present 1) the consolidated timeline, 2) actor group experiences, and 3) lessons and recommendations. The analysis and reporting will follow ten guiding questions across the three components. We expect that the richness of information and level of detail across the ten questions will vary due to the different topics raised in the focus groups and the experiences shared by the participants. The results will also contribute to specific aspects of the Work Package 5 outputs. If data are insufficient to provide analysis for some questions, this should be stated clearly in the writeup.

Guiding questions

1. What key events advanced the agroecological transition? Which actors were most engaged and what did they do? [Consolidated timeline, output 5.1]
2. What key events impeded the agroecological transition? Which actors were most engaged and what did they do? [Consolidated timeline, output 5.1]
3. Which actors had the most agency across the timeline of events? In what ways was their agency evidenced? What was their involvement in decision-making? Did they participate in collective

agency? (For example, farm cooperatives voicing their needs to policy makers, coalitions across actor groups responding to an event, etc.) Did they change any behaviours? [Actor group experiences, outputs 5.2 and 5.4]

4. What actors had the least agency during the timeline? How was this evidenced? Did they attempt to join or build collective agency? Did they change any behaviours? [Actor group experiences, outputs 5.2 and 5.4]

5. What emerged as key enablers or challenges (i.e., key drivers) of agency and/or behaviour for each actor group? Did the drivers differ across groups, especially when comparing the actors with the most and least agency? [Actor group experiences, output 5.2]

6. For the actor groups represented in the timeline, describe their role in decision-making (representation, inclusion, participation) and their relative agency at the initiative baseline (current status or time of ALL establishment). [Actor group experiences, output 5.5]

7. Are there any findings that contrast or provide new insights to the initiatives studied in activity 1? [Lessons and recommendations, output 5.1]

8. What implications do the findings have for the ALL objectives and/or Theory of Change? Were any assumptions confirmed or contradicted? How should the assumptions, objectives, and Theory of Change be adjusted in light of these findings? [Lessons and recommendations, output 5.5]

9. Did any institutions or interactions among actors emerge as particularly influential? For whom were they influential and in what way? For example, did they influence certain actors' agency or behaviours? Were there any reports of conflict or power asymmetries across actor groups? What recommendations do you provide to ALL operations, inclusion, interactions, etc. based on these findings? [Lessons and recommendations, outputs 5.3 and 5.4]

10. Based on the ALL objectives and the new insights on actor group agency and behaviours, whose agency, in regards to what, is of most interest to monitor for change during the initiative? (The response will include recommendations on agency indicators.) Describe the rationale for this recommendation and the implications it has for the MELIA plan. (For example, whether WP2-HOLPA sampling should include representation of specific actor groups.) [Lessons and recommendations, output 5.5]

Consolidated timeline

The research team will consolidate the participatory timelines (including results from focus groups and interviews) to respond to guiding questions 1 and 2. As indicated by the questions, the consolidated timeline should include events that enabled and/or impeded the agroecological transition pathway. It should also include significant events identified by each represented actor group. Additional guidance is provided in the methods section. If further guidance is needed, contact the WP5 global team.

The timeline may be submitted in the form of a table (Table 2.4a can be used as a template) or a figure. If it is a figure, we recommend providing only dates and event titles in the figure and keeping the event descriptions in a table.

The timeline should be accompanied by a summary written response (no more than two paragraphs) to questions 1 and 2. Include as evidence direct quotes from key informants and respondents.

Actor group experiences

The responses to questions 3-6 will provide A) an account of the past experiences of each actor group involved in the participatory timeline, B) understanding of the enablers and challenges for agency and behavior by actor group, and C) a baseline measurement of actor group agency, with some evidence to support it.

The analysis can begin with compilation of the data from Table 2.4b if there are multiple versions from focus groups and interviews. The compiled table should include all actor groups that were represented and/or mentioned in the focus groups and interviews. It should include the self-assessments of these groups' roles in decision making, agency, and behaviour change, as well as any assessments made by other participants in a new row directly below the self-assessment with a note in the comments on which actor group/ focus group provided the assessment.

The next step in the analysis is to summarize the findings for each actor group on current decision-making, agency, and behaviours. The template table below can assist with this analysis. The evaluation of **agency relative to other actor groups** will be used to establish baseline agency for each actor group. The actor groups can be categorized, placing groups with similar agency in the same category. The template table indicates use of two categories (low and high agency), but more can be added as appropriate. The category assigned can be based on the trajectory of agency over the timeline events, the pattern of decision-making roles across events, the current decision making role, and the research team's analysis of how each actor group compares to the others. The relative agency categorization will be the basis of the response to question 6.

Table 2.5. Template for summary of findings on current decision-making roles, agency trajectory, relative agency, and current behaviours by actor group.

Actor group	Current decision making role(s) (R= represented, IN= included, P= participating, L=leading, N= none)	Agency trajectory over timeline (+ = improving, - = declining, o = no change)	Agency relative to other actor groups (+ = highest, - = lowest)	Current behaviours (A = agroecological, IM = impeding, N = no role, NA = no such group)	Specify behaviours	Comments
Women smallholder farmers						
Men smallholder farmers						

Please add rows and actor groups as needed!

The writeup should include a response to each question (3-6) of about a paragraph each. Include as evidence direct quotes from key informants and respondents.

Lessons and recommendations

A written response should be provided for questions 7-10.

The responses to questions 7-9 will provide A) participant reflections on the initiatives that have been recorded in the inventory from Activity 1, B) recommendations on adjustment of the ALL objectives, assumptions, and/or Theory of Change as needed based on the findings, and C) recommendations on improving the ALL operationalization and actor group interactions, especially in terms of inclusion and empowerment of typically marginalized actor groups. For question 7, the research team will draw from both the raw data and the findings from Activity 1. For questions 8 and 9, the research team will draw from the raw data, the ALL design and planning documents, and the results of other activities. A few examples of relevant documentation include the ALL objectives, visioning results, Theory of Change, and operational agreements.

The response to question 10 will contribute to monitoring for changes in agency during the initiative. The data collected through the participatory timeline should enable a localization of the individual and collective agency definitions provided at the start of this guide. The qualitative and participatory data can also be used to develop locally relevant agency indicators (Tavenner and Crane, 2022). In addition to the written response, the table template below can be used to summarize the key information on the recommended indicator(s) for monitoring agency.

Table 2.6. Template for summary of recommended agency indicator(s)

Indicator name	Description	Actor group(s) of focus	Action /activity/agency component of focus	Metric	Disaggregation	Method (data collection & calculation) (If a WP2 HOLPA indicator name it here)	Comment

Please add rows as needed!

Reporting

The writeup of Activity 2 findings can be integrated within the country brief that was written for Activity 1 or can be developed as a follow-on brief. Below is the suggested outline for the writeup.

Introduction

Include the activity objectives and anything particular to the ALL/country context

Methods

Include the number of focus groups and interviews with which actors. We suggest using table 2.2 as a template for this section.

Results

Include the following subsections, using the guidance above:

> **Consolidated timeline**
> **Actor group experiences**
> **Lessons and recommendations**

Annexes

May be included for additional data, photos, large tables, etc.

Conceptual references

Donald, A., Koolwal, G., Annan, J., Falb, K., Goldstein, M. (2017) Measuring Women's Agency. Policy Research Working Paper No. 8148. World Bank, Washington, DC. © World Bank. https://openknowledge.worldbank.org/handle/10986/27955 License: CC BY 3.0 IGOHLPE 2019

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Methodological references

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Cohen, P.J., Roscher, M., Wathsala Fernando, A., Freed, S., Garces, L., Jayakody, S., Khan, F., Mam, K., Nahiduzzaman, M., Ramirez, P., Ullah, M.H., van Brakel, M., Patrick Smallhorn-West, P. and DeYoung, C. 2021. Characteristics and performance of fisheries co-management in Asia – Synthesis of knowledge and case studies: Bangladesh, Cambodia, Philippines and Sri Lanka. Bangkok. FAO. https://doi.org/10.4060/cb3840en

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