Identification

|  |  |
| --- | --- |
| Name of organisation | World Vision International |
| Address | Box 6, Nadowli ADP |
|  |  |
| Contact number | 0392091096 |
| Email address |  |
| Person interviewed | Marceline Kabir |
| Position/function in organisation | Senior Programme Officer |
| Male/female | Female |
| CCAFS Site (ID No.) | GH0001 |
| Town name | Nadowli |
|  |  |
| Name of interviewer | Jesse Naab |
| Date of interview | 29/02/12 |
| Duration of the interview | 1hr 30mins |
|  |  |
| Other people present | No |
| (please record names and |  |
| functions) |  |

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| --- | --- | --- | --- |
|  | Type of organisation | |  |
|  | Private sector (profit making) | ⃝ | 1 |
|  | NGO (local) | ⃝ | 2 |
|  | NGO (national) | ⃝ | 3 |
|  | NGO (international) | x | 4 |
|  | Government (local) | ⃝ | 5 |
|  | Government (regional – within country) | ⃝ | 6 |
|  | Government (national) | ⃝ | 7 |
|  | Other International Organisation | ⃝ | 8 |

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|  | Does the organisation work at any of the following levels? (tick as many as relevant) | |  |
|  | Local | x | 1 |
|  | Regional (within country) | x | 2 |
|  | National | ⃝ | 3 |
|  | International | x | 4 |

Organisation Information

|  |  |  |  |  |  |
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| 1. | What does your organisation do? (main areas of work) |  |  |  |  |
|  | * Health and Nutrition * HIV/AIDS * Livelihood programmes * Water and Sanitation * Education – support to the Ghana Education Service, day nurseries and needy children | | | |  |
| 2 | Describe the locality where your organisation works |  |  |  |  |
|  | Mainly in the Nadowli District of the Upper West Region but to a limited extend in the Jirapa district | | | |  |
|  |  | | | |  |
|  | How long has your organisation been working in this area? | | | |  |
|  | Since 1994 | | | |  |
|  |  | | | |  |
| 3 | What types of services and information do you provide to farmers (and their communities) on: | | |  |  |
| 3.1 | Agriculture related decision making |  |  |  |  |
|  | * *Training of farmers in dry season gardening* * *Sensitization of farmers on pest and disease control measures in crop production* * *Provision of improved breeds of poultry and small ruminants to farmers for rearing* * *Training of Ministry of Food and Agriculture staff in advocacy and proposal writing.* * *Organization of farmer exchange visits* | | | |  |
| 3.2 | Natural resource management |  |  |  |  |
|  | * *Anti-bushfire campaign* * *Provision of seedlings of trees such as mango, cashew and moringa to farmers and utilization of the products* * *Training on establishment of woodlot* * *Formation of environmental clubs in schools and provision of seedlings of fruit trees to the clubs to plant* | | | |  |

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| 3.3 | Food security |  |  |  |  |
|  | * Provision of improved seeds of maize and cowpea to farmers for cultivation * Training of farmers on good farming practices * Training of farmers in the use of Purdue PICS and triple bag for storage of cowpea * Training of farmers in beekeeping as an alternative source of livelihood | | | |  |
| 3.4 | Weather and climate related decision making |  |  |  |  |
|  | * Disaster preparedness planning in communities * Relief training | | | |  |
| 3.5 | Markets related decision making |  |  |  |  |
|  | No | | | |  |
| 3.6 | Does your organisation have activities related to climate change mitigation? YES | | | |  |
|  | * Provision of seedlings of trees for woodlot establishment * Promotion of environmental clubs in schools to create awareness in climate change and its impacts | | | |  |
|  |  |  |  |  |  |
|  | **Mitigation** In the context of climate change, a human intervention to reduce the sources or enhance the sinks of greenhouse gases.  Examples include using fossil fuels more efficiently for industrial processes or electricity generation, switching to solar energy or wind power, improving the insulation of buildings, and expanding forests and other "sinks" to remove greater amounts of carbon dioxide from the atmosphere.  Source: Glossary of climate change acronyms, UNFCCC (<http://unfccc.int/essential_background/glossary/items/3666.php>) - reached through Wikipedia | | | |  |
| 3.7 | Other types |  |  |  |  |
|  |  | | | |  |

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| 4 | What objectives does your organisation aim to fulfil in the area of supporting farmer decision making by providing information and services? List them  *Probe for any objectives that may be forgotten and have to do with climate or weather issues specifically* | | | |  |
|  |  |
|  | a  Promote food availability | | |  |  |
|  | b  Improve crop and animal production | | |  |  |
|  | c  Promote and sustain environmental disaster management | | |  |  |
|  | D  Build capacity of project staff and partners | | |  |  |
|  | E | | |  |  |
|  | F | | |  |  |
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| 5 | In operational terms, what are your organisation’s current priorities?  Please tell me how important each objective is on a scale from 0 to 10, where 0 represents unimportant and 10 is the highest importance for your organisation. | | | | | | |  |  |
|  | Objective (use letter from Question 4 to identify the objective) | | |  | | Importance | |  |  |
|  |  | a | 🡪 |  | | 10 | |  |  |
|  |  | b | 🡪 |  | | 8 | |  |  |
|  |  | c | 🡪 |  | | 6 | |  |  |
|  |  | d | 🡪 |  | | 5 | |  |  |
|  |  |  | 🡪 |  | |  | |  |  |
|  |  |  | 🡪 |  | |  | |  |  |
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|  |  |  | 🡪 |  | |  | |  |  |
|  |  |  |  |  | |  | |  |  |
| 6 | What is your view of the way priorities of your organisation could be changing over the next 5 years? | | | | | | |  |  | |
|  | * Priorities might change more towards agriculture and climate change, and * Less emphasis on health and education | | | | | | |  |  | |
|  |  | | | |  | |  |  |  | |
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| 7 | In your geographical area of operation do you work directly with, or specifically target any of the following? | | | | | | |  |  | |
|  | individual farmers | | | | | | | ⃝ | 1 | |
|  | community groups | | | | | | | x | 2 | |
|  | other organisations working in the locality | | | | | | | x | 3 | |
|  | local authorities | | | | | | | x | 4 | |
|  | women individually or in groups | | | | | | | x | 5 | |
|  | Other, specify \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | ⃝ | 6 | |
|  |  | | | | | | |  |  | |
|  | Use the answer from this question to probe the answers you get in the next question | | | | | | |  |  | |
|  |  | | | |  | |  |  |  | |
| 8. | What activities are the main activities that **YOU** are implementing **NOW** in relation to the provision of information and services that help in decision making? | | | | | | | |  | |
|  | * ***Health and nutrition*** | | | | | | |  |  | |
|  | * ***Education*** | | | | | | |  |  | |
|  | * ***Food security*** | | | | | | |  |  | |
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For each activity described above, use the Activity Information pages as a guide for the interview and to record the information provided by the respondent.

Information about service activities

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|  |  |  |  |  |  |
| 1 | Activity name | | |  |  |
|  | ***Health and Nutrition*** | | |  |  |
| 2 | What are you doing? | | |  |  |
|  | ***Efforts are being made to reduce infant mortality and to improve maternal health through prevention of malaria attacks. Another area of intervention is education and advocacy on the HIV & AIDS pandemic.*** | | |  |  |
|  |  |  |  |  |  |
| 3 | Where is it happening (include area coverage, if possible identify it on a map of the area)? | | |  |  |
|  | ***In the Nadowli district of the Upper West Region*** | | |  |  |
|  |  |  |  |  |  |
| 4 | Describe the way it is implemented (find out: who implements, mechanism for delivery, frequency, what capacity is built, what is the role of individuals/groups/community, etc.) | | |  |  |
|  | ***World Vision is supplying insecticide treated bed nets (ITN) to protect children, lactating mothers and pregnant women from mosquito bites. With the menace of HIV & AIDS creeping into the district, education and advocacy on the pandemic is being carried out constantly in schools and communities through radio and community forums while care and support is also given orphans and vulnerable children (OVC) and People Living with HIV&AIDS (PLWHA).*** | | |  |  |

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| 5 | Describe the target population and the population being reached (characteristics, size, etc.) | | | | | |  | |  |  |
|  | ***The target population is all age groups in the Nadowli district. Nine hundred ITNs were supplied to children and mothers last year. Twenty-six (26) orphans are being supported to go to school with school fees, educational materials, food and medical care while 24 PLWHAs are also given food, medical support and counselling during their monthly association meetings.*** | | | | | | |  | |  |
|  |  | |  | | |  | |  | |  |
| 6 | Are you targeting a particular group? | |  | | | Yes | | ⃝ | | 1 |
|  |  | |  | | | No | | X | | 2 |
|  | Describe the targeted group | |  | | |  | |  | |  |
| 7 | Are you targeting mainly | | men | | | young | | x | | 1 |
|  | Tick as many as relevant | |  | | | adults | | x | | 2 |
|  |  | |  | | | elderly | | x | | 3 |
|  |  | | women | | | young | | x | | 4 |
|  |  | |  | | | adults | | x | | 5 |
|  |  | |  | | | elderly | | x | | 6 |
| 8. | Are there any specific ethnicities, type of households (e.g. female headed) or specific socio-economic/vulnerable/ marginalized groups that you are currently targeting in your operations? (list them below) | | | | |  | |  | |  |
|  | * ***Children especially orphans*** | | | | |  | |  | |  |
|  | * ***Women and especially pregnant and lactating mother*** | | | | |  | |  | |  |
|  | * ***People Living with HIV & AIDS*** | | | | |  | |  | |  |
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|  |  | |  | | |  | |  | |  |
| 9 | Are you working together with other organisations? | |  | | |  | |  | |  |
|  | If yes, list them | |  | | |  | |  | |  |
|  | Name | Contact person | | Type of organisation | Contact number | | |  | |  |
|  | Ghana Health Service | - | | 3 | - | | |  | |  |
|  | Ghana Education Service | - | | 3 | - | | |  | |  |
|  | FM Radio stations | - | | 1 | - | | |  | |  |
|  |  |  | |  |  | | |  | |  |
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|  | Types: 1. Community based - 2. NGO - 3. Government - 4. International - 5. Other | | | | | | |  | |  |

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|  |  |  |  |  | |  |
| 10 | How long have you been implementing this activity? | Since 2007 | | |  |  |
|  |  |  |  |  | |  |
| 11 | When will this activity finish? | 2014 | | |  |  |
|  |  |  |  |  | |  |
| 12 | What is the source of funding for this activity? |  |  |  | |  |
|  | ***World Vision, Canada, an international NGO*** | | | |  |  |
|  | Please specify government (national/ local), private (profit making), NGO local/ national/ international), community funded | | |  | |  |
|  |  | | |  | |  |
| 13 | If the activity is information based, try find out about the sources and process to get the information to the users. Here are some questions that may be useful to build the story:   * What is the source of information used? * How do you get it? * Do you process the information in any way for your target audience (e.g. reformatting, reframing, re-analysis)? * If yes, what do you do, how and why? * How do you pass it on to your target audience? * What products do you generate? * How do you communicate them? * What are the main challenges/difficulties you encounter? | | | |  |  |
|  | (use additional pages if needed. If so, please write the organisation, activity name and page number at the top). | | | |  |  |
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| 14 | Are you aware of any other organisations working locally on this theme, but that you are currently not working with? (list) |  |  | |  |
|  | No | | |  |  |

Information about service activities

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|  |  |  |  |  |  |
| 1 | Activity name | | |  |  |
|  | ***Education*** | | |  |  |
| 2 | What are you doing? | | |  |  |
|  | ***Education is key to development and therefore World Vision supports needy, brilliant and willing children in the district to remain in school. In addition, early childhood education is being pursued by increasing nursery school infrastructure and providing mid-day meal for the children.*** | | |  |  |
|  |  |  |  |  |  |
| 3 | Where is it happening (include area coverage, if possible identify it on a map of the area)? | | |  |  |
|  | ***In our catchment area i.e. the Nadowli district*** | | |  |  |
|  |  |  |  |  |  |
| 4 | Describe the way it is implemented (find out: who implements, mechanism for delivery, frequency, what capacity is built, what is the role of individuals/groups/community, etc.) | | |  |  |
|  | This is done in collaboration with the Ghana Education Service. Needy, brilliant children are first identified by the school authorities and the named submitted to World Vision. The background of the children is investigated to be sure that they are not children of a privilege parent. World Vision pays the school fees directly to the school as well as provides school uniform and pocket allowance. | | |  |  |

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| 5 | Describe the target population and the population being reached (characteristics, size, etc.) | | | | | | | |  | | |  | | |  | |
|  | ***Children in the primary and Junior High School who are brilliant but cannot afford to continue their education at the Senior High School level. Both boys and girls are considered but more preference is given to girl children. Ninety-seven children who would have dropped out of school are currently being supported to further their education. Ten of them are learning technical skills for a vocation.*** | | | | | | | | |  | | | | |  | |
|  |  | | |  | | | |  | |  | | | | |  | |
| 6 | Are you targeting a particular group? | | |  | | | | Yes | | x | | | | | 1 | |
|  |  | | |  | | | | No | | ⃝ | | | | | 2 | |
|  | Describe the targeted group | | |  | | | |  | |  | | | | |  | |
| 7 | Are you targeting mainly | | | men | | | | young | | x | | | | | 1 | |
|  | Tick as many as relevant | | |  | | | | adults | | ⃝ | | | | | 2 | |
|  |  | | |  | | | | elderly | | ⃝ | | | | | 3 | |
|  |  | | | women | | | | young | | x | | | | | 4 | |
|  |  | | |  | | | | adults | | ⃝ | | | | | 5 | |
|  |  | | |  | | | | elderly | | ⃝ | | | | | 6 | |
| 8. | Are there any specific ethnicities, type of households (e.g. female headed) or specific socio-economic/vulnerable/ marginalized groups that you are currently targeting in your operations? (list them below) | | | | | | |  | |  | | | | |  | |
|  |  | | | | | | |  | |  | | | | |  | |
|  | ***No specific ethnicities or households are targeted. Main target is brilliant but needy children in the Nadowli district*** | | | | | | |  | |  | | | | |  | |
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| 9 | Are you working together with other organisations? | | |  | | | |  | |  | | | | |  | |
|  | If yes, list them | | |  | | | |  | |  | | | | |  | |
|  | Name | | Contact person | | Type of organisation | | Contact number | | |  | | | | |  | |
|  | Ghana Education Service | | - | | 3 | | - | | |  | | | | |  | |
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|  | Types: 1. Community based - 2. NGO - 3. Government - 4. International - 5. Other | | | | | | | | |  | | | | |  | |
|  | |  | | | |  | | | | |  | |  | | |  | |
| 10 | | How long have you been implementing this activity? | | | | About 10 years | | | | | | | |  | |  | |
|  | |  | | | |  | | | | |  | |  | | |  | |
| 11 | | When will this activity finish? | | | | 2014 | | | | | | | |  | |  | |
|  | |  | | | |  | | | | |  | |  | | |  | |
| 12 | | What is the source of funding for this activity? | | | |  | | | | |  | |  | | |  | |
|  | | ***World Vision, Canada, an International NGO*** | | | | | | | | | | | |  | |  | |
|  | | Please specify government (national/ local), private (profit making), NGO local/ national/ international), community funded | | | | | | | | | | |  | | |  | |
|  | |  | | | | | | | | | | |  | | |  | |
| 13 | | If the activity is information based, try find out about the sources and process to get the information to the users. Here are some questions that may be useful to build the story:   * What is the source of information used? * How do you get it? * Do you process the information in any way for your target audience (e.g. reformatting, reframing, re-analysis)? * If yes, what do you do, how and why? * How do you pass it on to your target audience? * What products do you generate? * How do you communicate them? * What are the main challenges/difficulties you encounter? | | | | | | | | | | | |  | |  | |
|  | | (use additional pages if needed. If so, please write the organisation, activity name and page number at the top). | | | | | | | | | | | |  | |  | |
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| 14 | Are you aware of any other organisations working locally on this theme, but that you are currently not working with? (list) |  |  | |  |
|  | ***Yes, PLAN Ghana, an international NGO, but not in the Nadowli district*** | | |  |  |

Information about service activities

|  |  |  |  |  |  |
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|  |  |  |  |  |  |
| 1 | Activity name | | |  |  |
|  | **Food Security** | | |  |  |
| 2 | What are you doing? | | |  |  |
|  | ***Empowering parents allows them to better care for their children. We therefore support farmers in grain storage technology to reduce post-harvest losses to make food available to families throughout the year. In addition, we train farmers in the use of bullocks for land preparation to improve on the land preparation techniques and to increase farm size; dry season gardening; provision of seedlings for woodlots and sensitize farmers in animal health. In addition, women are supported through micro-finance loans to engage in small businesses. Promotion of rabbit rearing among children is being done to enable families to earn additional income and to increase protein consumption their by improving their diets*** | | |  |  |
|  |  |  |  |  |  |
| 3 | Where is it happening (include area coverage, if possible identify it on a map of the area)? | | |  |  |
|  | ***In the Nadowli district*** | | |  |  |
|  |  |  |  |  |  |
| 4 | Describe the way it is implemented (find out: who implements, mechanism for delivery, frequency, what capacity is built, what is the role of individuals/groups/community, etc.) | | |  |  |
|  | ***This is done in collaboration with the Ministry of Food and Agriculture (MOFA). MOFA identifies the farmers provides the training in the use of bullocks or storage technologies. World Vision provides the capital to purchase the bullocks and implements.*** | | |  |  |

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| 5 | Describe the target population and the population being reached (characteristics, size, etc.) | | | | | |  | |  |  |
|  | ***Households in the Nadowli district. Thirty (30) farmers were trained in the use of bullocks for land preparation; another 50 households trained in dry season gardening. In addition, 668 farmers have been trained in grain storage technology and 2,387 women were supported with micro-finance loans to engage in small businesses.*** | | | | | | |  | |  |
|  |  | |  | | |  | |  | |  |
| 6 | Are you targeting a particular group? | |  | | | Yes | | x | | 1 |
|  |  | |  | | | No | | ⃝ | | 2 |
|  | Describe the targeted group | |  | | |  | |  | |  |
| 7 | Are you targeting mainly | | men | | | young | | x | | 1 |
|  | Tick as many as relevant | |  | | | adults | | x | | 2 |
|  |  | |  | | | elderly | | ⃝ | | 3 |
|  |  | | women | | | young | | x | | 4 |
|  |  | |  | | | adults | | x | | 5 |
|  |  | |  | | | elderly | | ⃝ | | 6 |
| 8. | Are there any specific ethnicities, type of households (e.g. female headed) or specific socio-economic/vulnerable/ marginalized groups that you are currently targeting in your operations? (list them below) | | | | |  | |  | |  |
|  |  | | | | |  | |  | |  |
|  | ***For the training in the use of bullocks or improved storage practices, households are the target. For the micro-finance, women groups are targeted, while children are the target for rabbit rearing.*** | | | | |  | |  | |  |
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| 9 | Are you working together with other organisations? | |  | | |  | |  | |  |
|  | If yes, list them | |  | | |  | |  | |  |
|  | Name | Contact person | | Type of organisation | Contact number | | |  | |  |
|  | Ministry of Food and Agriculture | Mr. James Konogini | | 3 | - | | |  | |  |
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|  | Types: 1. Community based - 2. NGO - 3. Government - 4. International - 5. Other | | | | | | |  | |  |

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|  |  |  |  |  | |  |
| 10 | How long have you been implementing this activity? | About 8 years | | |  |  |
|  |  |  |  |  | |  |
| 11 | When will this activity finish? | 2014 | | |  |  |
|  |  |  |  |  | |  |
| 12 | What is the source of funding for this activity? |  |  |  | |  |
|  | ***World Vision, Canada, an international NGO*** | | | |  |  |
|  | Please specify government (national/ local), private (profit making), NGO local/ national/ international), community funded | | |  | |  |
|  |  | | |  | |  |
| 13 | If the activity is information based, try find out about the sources and process to get the information to the users. Here are some questions that may be useful to build the story:   * What is the source of information used? * How do you get it? * Do you process the information in any way for your target audience (e.g. reformatting, reframing, re-analysis)? * If yes, what do you do, how and why? * How do you pass it on to your target audience? * What products do you generate? * How do you communicate them? * What are the main challenges/difficulties you encounter? | | | |  |  |
|  | (use additional pages if needed. If so, please write the organisation, activity name and page number at the top). | | | |  |  |
|  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  | | |  |  |
| 14 | Are you aware of any other organisations working locally on this theme, but that you are currently not working with? (list) |  |  | |  |
|  | ***No*** | | |  |  |

Perception

1. From your point of view, at your workplace, what is the relative importance in the portfolio of your organisation that is placed on climate or weather related activities:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | None | Low | Medium | High | Very high |
| Allocation of time | x | ⃝ | ⃝ | ⃝ | ⃝ |
|  |  |  |  |  |  |
| Allocation of staff | x | ⃝ | ⃝ | ⃝ | ⃝ |
|  |  |  |  |  |  |
| Allocation of budget | x | ⃝ | ⃝ | ⃝ | ⃝ |
|  |  |  |  |  |  |
| Other, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | ⃝ | ⃝ | ⃝ | ⃝ | ⃝ |
|  |  |  |  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| 2. | From your point of view, what is driving the agenda for climate related services and information (tick as many as relevant) |  |  |
|  | funders | ⃝ | 1 |
|  | my organisation headquarters | ⃝ | 2 |
|  | my local office | ⃝ | 3 |
|  | community based organisations | ⃝ | 4 |
|  | farmers individually | ⃝ | 5 |
|  | other | x | 6 |

|  |  |  |  |
| --- | --- | --- | --- |
| 3. | When did your organisation start implementing on the ground “climate change” related activities? |  |  |
|  |  |  |  |
|  | don’t know | ⃝ | 1 |
|  | not started yet | x | 2 |

4. Are there any gaps in the areas of climate related activity that you perceive in your organisation today?

|  |  |
| --- | --- |
|  | Area |
| 1 | ***Not yet started any activities on climate change and so don’t know if gaps exist or not*** |
| 2 |  |
| 3 |  |
| 4 |  |
| 5 |  |
| 6 |  |

5. What is your organisation doing well, or is innovative in areas of climate related activities today – where can others learn from you?

|  |  |
| --- | --- |
|  | Area |
| 1 | ***No activities currently being undertaken in relation to climate change*** |
| 2 |  |
| 3 |  |
| 4 |  |
| 5 |  |
| 6 |  |

|  |  |  |  |
| --- | --- | --- | --- |
| 6. | If you were the person making decisions on the agenda for next year, which climate related activity do you think would have potential here that is not yet included in your work? |  |  |
|  | ***Information on on-set of season and weather to guide farmers*** |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| 7. | Do you have any comments or additional ideas you would like me to record? |  |  |
|  | ***We hear in Burkina Faso, they can cause rain to fall. Can you not also cause rain to fall (rain seeding) like in Burkina Faso?*** |  |  |