



A manual
for gender-focused
field
diagnostic
studies

IFAD'S GENDER STRENGTHENING PROGRAMME

IN EASTERN AND SOUTHERN AFRICA

PREFACE

IFAD's Gender Strengthening Programme in Eastern and Southern Africa aims to improve the impact of IFAD-supported projects in the region by identifying and addressing gender issues. This is implemented through a three-year programme of research and skill development to strengthen ongoing project capacity and provide lessons for the design and implementation of future projects.

Field Diagnostic Studies (FDSs), an integral part of the Gender Strengthening Programme, were conducted in Uganda and Zambia in 2000. The findings confirmed the significance of working with communities to identify and understand their needs and priorities, especially from gender and poverty perspectives.

Two action-planning workshops have been held for IFAD-supported project staff, first from Uganda and the United Republic of Tanzania (November 2000) and then from Malawi, Namibia and Zambia (April 2001). A major workshop activity was to identify and design specific pilot activities (to be implemented and monitored at project level) to improve project performance by addressing gender issues. To deepen their understanding of community livelihoods, needs and priorities, several projects identified the need to conduct either a Field Diagnostic Study or to analyse data already gathered on gender and poverty issues. It was this realization that formed the rationale for preparing this manual¹.

The manual builds directly on practical experience gained while conducting FDSs in Uganda and Zambia, and delivering training materials during the workshops. The manual was field-tested during FDS training for project staff at a workshop held in the Lira District, Uganda in May 2001, and has subsequently been revised.

The main text of the manual consists of a series of technical notes, complemented by practical examples from a case study based on data collected during the FDS in Zambia². The field methods for collecting data from communities and individual households are described in detail in Appendix I. The templates for data handling and interpretation are presented in Appendix II.

¹ The manual was written by Clare Bishop-Sambook, Agricultural Economist and Gender Specialist (Consultant).

² IFAD (2000) Field Diagnostic Study, Zambia, Confidential Report No 1126, Rome: IFAD.

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ABBREVIATIONS

FDS	Field Diagnostic Study
FHH	Female-Headed Household
HH	Household
MHH	Male-Headed Household
NGO	Non-Governmental Organization
PRA	Participatory Rural Appraisal
RA	Rapid Appraisal
SSI	Semi-Structured Interview
SWN/POT	Strengths, Weaknesses, Needs/Priorities, Opportunities and Threats
SWOT	Strengths, Weaknesses, Opportunities and Threats

INTRODUCTION TO FIELD DIAGNOSTIC STUDIES

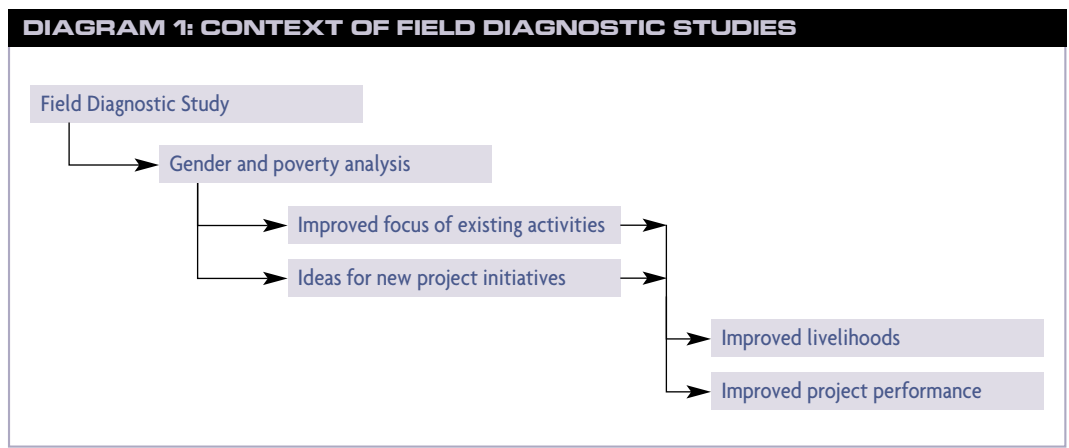
This first technical note sets FDSs in context by reviewing their purpose and potential contribution, from both the community and project perspectives. The purpose, target group and structure of the manual are also discussed.

PURPOSE OF FIELD DIAGNOSTIC STUDIES

Field Diagnostic Studies (FDSs) aim to improve the effectiveness of project performance by increasing the understanding of how people live in rural communities. They provide the foundation for designing and delivering projects and services that address the most important needs and interests of the community. By applying a gender and poverty analysis, FDSs deepen the understanding of rural communities and households in the context of:

- ~ their livelihood strategies;
- ~ their concerns, interests, priorities and opportunities;
- ~ the significance of gender roles and relations in their daily lives; and
- ~ the implications of gender roles and relations for project design, implementation and management.

Field Diagnostic Studies may be conducted at various stages in the project cycle. Ideally exploratory FDSs, with a relatively open agenda, should be an integral part of the project identification and formulation stages to ensure that full account is taken of the community’s perspective during project design. More focused FDSs, perhaps based on a specific target group or sector, may be undertaken during the implementation of an ongoing project in order to improve the focus of existing activities, thereby strengthening project impact and improving project performance (see Diagram 1). While diagnostic studies during the project preparation phase should be fairly open, diagnostic studies undertaken during project implementation need to be confined to the overall framework of the ongoing project. Conducting an FDS benefits both the communities participating in the study and the project staff. Key benefits are noted in Box 1.



BOX 1: BENEFITS OF CONDUCTING A FIELD DIAGNOSTIC STUDY

Community Perspective	Project Perspective
<ul style="list-style-type: none">■ empowers communities to learn more about themselves, and to identify and solve their problems■ identifies resources and potential opportunities■ identifies constraints and negative factors■ enhances project identity and ownership■ ensures the participation of diverse groups and inclusion of their views in project design and implementation■ provides a forum for sharing experiences■ facilitates the exchange of ideas with project/administrative staff■ acts as a catalyst by creating a desire in the community to change their situation	<ul style="list-style-type: none">■ improves project design through information-gathering and identifying activities relevant to the needs of the community■ improves project implementation by gathering information about project beneficiaries, which in turn allows activities to be adjusted to respond to beneficiaries' needs■ facilitates effective planning of project activity implementation■ identifies gaps in existing understanding of communities' interests and priorities, particularly from gender and poverty perspectives■ generates information that can improve policy-makers' awareness of issues important to communities■ creates an entry point to increase a community's awareness and understanding of gender and poverty issues

PURPOSE OF MANUAL AND THE TARGET GROUP

The manual may be used in two ways: either as an integrated guide to the complete process of undertaking a Field Diagnostic Study, from the preparatory phase through to responding to the findings on completion of data analysis; or as a tool to assist with the gender and poverty analysis of existing data.

The principal target group comprises project staff involved in project identification, design and implementation who wish to sharpen the gender and poverty focus of project interventions (and thereby improve project performance).

STRUCTURE OF MANUAL

The main text consists of a series of technical notes, complemented by practical examples from a case study based on data collected during an FDS undertaken in Zambia in 2000. Together, they cover the substantive procedures associated with conducting an FDS including:

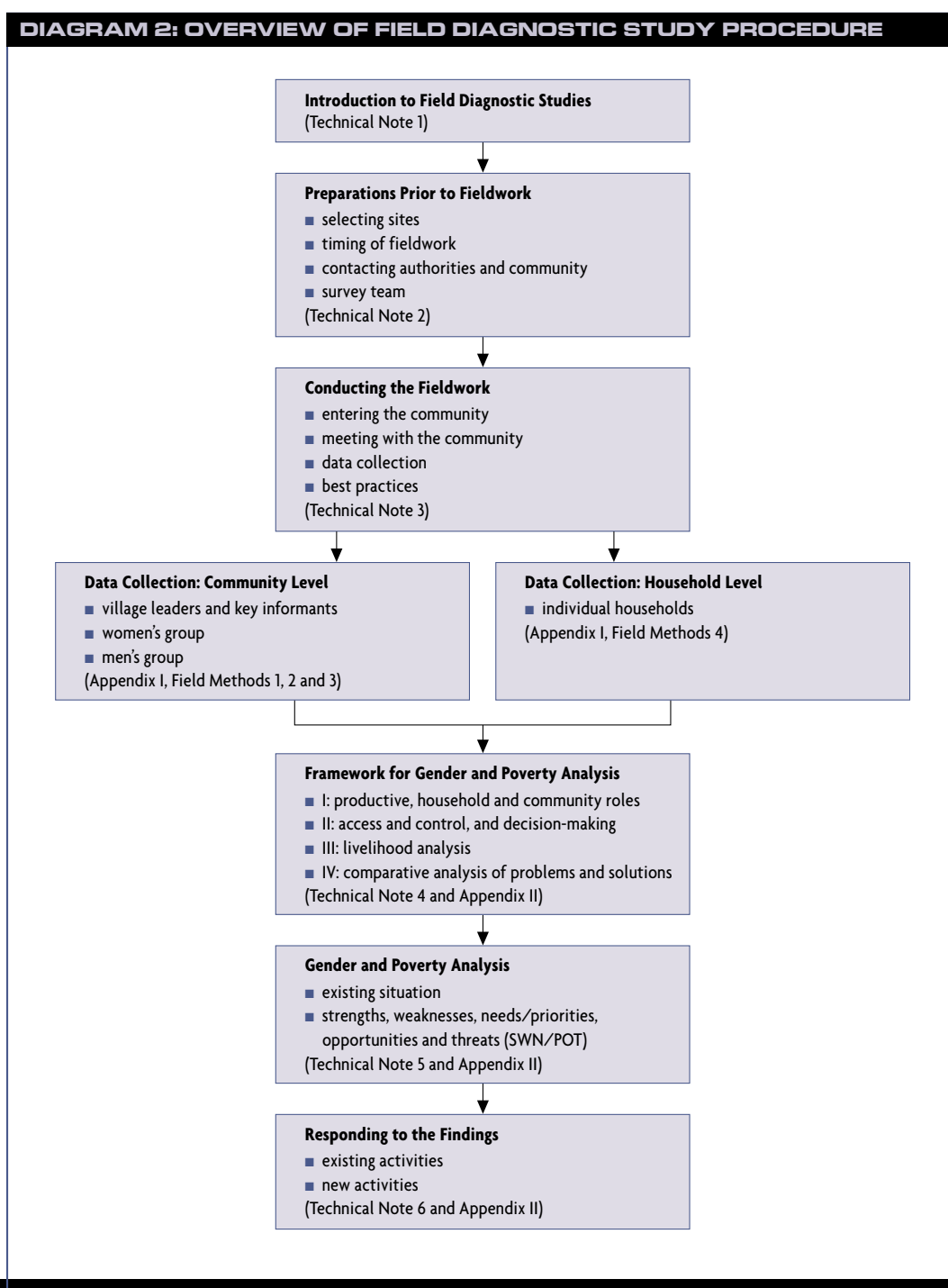
- ~ **preparations prior to fieldwork (Technical Note 2);**
- ~ **conducting the fieldwork (Technical Note 3);**
 - ~ **framework for gender and poverty analysis (Technical Note 4);**
- ~ **gender and poverty analysis (Technical Note 5); and**
 - ~ **responding to the findings (Technical Note 6).**

The field methods for collecting data from communities and households are described in detail in Appendix I. Each technique is explained in a step-by-step manner and a template for recording information is presented after each explanation. To facilitate the data collection process, the techniques are presented in four sub-sections for use with the following groups:

- ~ village leaders and key informants (Field Methods 1);
- ~ women's group (Field Methods 2);
- ~ men's group (Field Methods 3); and
- ~ individual household interviews (Field Methods 4).

The templates for data handling and interpretation are presented in Appendix II.

An overview of FDS procedural phases and their corresponding sections in the manual, are presented in Diagram 2 below:



PREPARATIONS PRIOR TO FIELDWORK

This note reviews activities to be undertaken prior to commencing fieldwork, covering site selection, timing of the fieldwork, and composition of the survey team.

SELECTING FDS SITES

Experience has shown that many aspects of gender issues and characteristics of poverty vary between communities, hence the need to conduct location-specific studies. Relevant selection criteria may include:

- ~ **type of farming system - livestock, fisheries, forestry, production methods, use of outputs;**
 - ~ **socio-economic status;**
- ~ **livelihood strategies - farming and non-farming;**
 - ~ **ethnicity - cultural variations affecting gender roles, status and relationships;**
- ~ **population composition and density - age distribution, proportion of female-headed households, pressure on resources and patterns of production;**
 - ~ **accessibility - inputs, markets for produce, services (extension, credit), market information, exposure to new ideas and innovations;**
- ~ **administrative issues - administrative structure, political representation;**
 - ~ **ongoing projects and programmes;**
- ~ **presence of non-governmental organizations (NGOs) and their level of activity; and**
 - ~ **research fatigue of communities.**

Priority criteria include farming systems and livelihood strategies, ethnicity, and accessibility of services and markets. Exploratory FDSs are usually conducted in two communities for each unique combination of relevant variables. For example, in an area with three farming systems, there may be two ethnic groups present in one farming system and only one ethnic group in each of the other systems (see Box 2). For each combination, two communities would be selected, one with relatively easy access to services and markets, and the other with more limited access. In total, the FDS would cover eight communities. In the case illustrated in Box 2, two villages from each of the combinations AX, AY, BY and CX would be selected.

BOX 2: EXAMPLE OF FDS SITE SELECTION

	Farming system A	Farming system B	Farming system C
Ethnic group X	Present (AX)	Not present	Present (CX)
Ethnic group Y	Present (AY)	Present (BY)	Not present

Alternatively, if the FDS is being undertaken as a basis for preparing community action plans, other variables such as administrative boundaries and the existence of ongoing projects may represent more relevant selection criteria. It may also be necessary to conduct FDSs in more communities to ensure that their particular interests provide the basis for project interventions in their area.

When the FDS is being conducted as part of an ongoing project, steps should be taken to ensure that the process and outputs are project-specific. This may be achieved by:

- ~ **using project-relevant criteria for selecting field survey sites; and**
- ~ **reviewing project activities, identifying potential gender and poverty concerns/issues, and ensuring that the FDS captures relevant information.**

TIMING OF FDS FIELDWORK

Appropriate timing, in terms of both season and time of day, can be crucial to the success of the fieldwork. Although rural communities are busy throughout the year, there may be periods when their workload is slightly less onerous (for example, after harvest). Similarly, the availability of community members is influenced by the daily pattern of agricultural work and household activities. For example, farmers may work on their land early in the morning; livestock keepers may graze their animals later in the morning; whilst in the afternoon, women may be busy preparing food and cooking. Thus, the timing of community meetings determines who can attend. Events such as market days, public holidays, social festivals and election campaigns should also be taken into account when scheduling FDS fieldwork.

CONTACTING THE AUTHORITIES AND THE COMMUNITY

Before commencing the fieldwork, it is advisable to seek permission from the relevant authorities. The proposed fieldwork should also be discussed with community leaders.

On arrival in the community, FDS coordinators should meet with village representatives or community leaders to explain the purpose of the study and confirm fieldwork arrangements. They should also provide an overview of the proposed activities, make provision for refreshments, and identify an appropriate location for conducting the community meeting (with shade or shelter, and sufficient seating). The meeting should be scheduled to enable as many women and men as possible to participate.

During this process, potentially supportive community members can be identified who may be called upon to encourage community participation in the fieldwork.

SURVEY TEAM

(i) Team size

The size of the team is influenced by the physical distances to be covered by the survey and the number of communities to be visited in each area. As a general guide, a team of four per community enables the fieldwork to be completed in a timely manner.

(ii) Team composition

Team composition depends on the skills and experience of the project staff conducting the FDS, and their availability. In certain circumstances, it may be best to draw on the skills of local consultants. However, this should not be at the expense of project staff having the opportunity to gain first-hand experience of the interests, needs and priorities of their target communities. Team members may also be recruited from local service providers (such as governmental bodies or NGOs).

A well-balanced team would consist of members with a mixture of the following:

- ~ **skills in community mobilization, group work, Participatory Rural Appraisal (PRA) methods and livelihoods analysis, research methods, and gender and poverty analysis;**
- ~ **technical expertise in agriculture (extension, credit, marketing), community development, monitoring and evaluation, and sociology; and**
- ~ **language skills relevant to the local community.**

Balanced gender representation is also an important consideration in team composition.

(iii) Team briefing prior to visiting the field

Prior to starting the fieldwork, the team should decide on the following roles and allocate responsibilities accordingly:

- ~ **who will act as team leader and facilitate the initial meeting with the community?**
- ~ **who will work with different groups in the community;?**
 - ~ **within each of those groups, who will facilitate various data collection techniques, who will translate, who will record the information on the templates?**
 - ~ **who will coordinate the plenary session?**
- ~ **who will write up the field notes?**

A 'team contract' should be discussed. The purpose of the 'team contract' is to enable team members to resolve any potentially difficult situations (listed in Box 3) that may arise during fieldwork. Team members should reach a consensus on how to handle such situations and this forms the basis of the 'team contract'. Should such a situation arise during fieldwork, the group has already worked out a solution that can immediately be put into action.

(iv) Stationery

Any materials and stationery necessary for the fieldwork (for example, large sheets of paper, marker pens, masking tape and notebooks) should be obtained. Sufficient quantities of the templates for recording data should be available.

BOX 3: TEAM CONTRACT

What would you do if...

- Before the interview is finished, one of the informants says she must leave to attend to other matters?
- A member of your team is late again and other team members are irritated?
- A team member is overly enthusiastic and keeps interrupting the informants when they are speaking?
- Towards the end of the fieldwork, important new information arises that contradicts earlier findings?
- In the review meeting, a local leader tries to influence the outcome of the research?
- You arrive in the community to start fieldwork but the team is nervous and unsure of how to start?
- During an interview, the informant is unresponsive or reluctant to answer your questions?
- A team member contradicts an informant in front of other informants?
- A team member wishes to leave the fieldwork before it has been completed?
- Towards the end of the fieldwork, you realize you have interviewed very few women?
- You have asked a group in the community to make a map of the village but they do not know how to begin?
- The research findings indicate different priority areas to those identified by your organization?
- A team member is not participating in the discussion of the findings?
- The information collected from women contradicts information collected from men?
- A team member has a condescending attitude towards the community and tends to lecture rather than listen?
- Certain members of the team seem to be more interested in their field allowances than the fieldwork?
- Towards the end of the day you meet a very knowledgeable person but some of the team members are too tired to interview another person and would rather return home?
- You are running late and several members of the community indicate they are tired and wish to leave?
- An official, who has accompanied the team, misrepresents the purpose of the study to the community?
- The discussions tend to be dominated by the better-dressed and more articulate men in the group?
- At the initial team briefing, all members appeared to have a good understanding of the fieldwork concepts and objectives. However, in the field, they do not know how to begin using the methods?
- Team members dominate the preparation of the village map at the expense of the community?

Adapted from Pretty J. N., Guijt I., Thompson J. and Scoones I. (1995) Participatory Learning and Action, A Trainer's Guide, London: International Institute for Environment and Development

CONDUCTING THE FIELDWORK

This technical note discusses the sequence of fieldwork activities, from the arrival in the community to the use of different data collection techniques, and reviews best practices for conducting FDSs. The process is illustrated in the case study (part 1) at the end of this note. The methodology and templates for data collection are presented in Appendix 1 at the end of the main text.

OVERVIEW OF THE FIELDWORK PROGRAMME

It is suggested that at least two days are spent in each community. Information is gathered at the community level on the first day and from individual households on the second. The day spent with the community falls into three parts (see Box 4). The general meeting with the community is followed by data collection activities among sub-groups prior to the community reconvening to discuss the findings. On the second day, the team divides up to conduct between eight to 12 household interviews in total.

BOX 4: FIELDWORK PROGRAMME		
Day 1: Community		
Part 1: Initial meeting with community	Part 2: Sub-groups	Part 3: Plenary
<ul style="list-style-type: none"> ■ personal introductions ■ purpose of meeting 	<ul style="list-style-type: none"> ■ key informants ■ women ■ men 	<ul style="list-style-type: none"> ■ share experiences ■ preliminary analysis
Day 2: Households		
<ul style="list-style-type: none"> ■ individual household interviews 		

Alternatively, both days may include a mixture of group meetings and individual household interviews. This has the advantage that the sub-group meetings are spread over two days rather than one long intensive day. However, there is the real problem that it may be difficult to recall people for group meetings on the second day, particularly if they are very busy. Hence, it may be more pragmatic to complete the group meetings on the first day but break the day up by providing food and drinks for the participants.

MEETING WITH THE COMMUNITY

(i) Personal introductions

It is important to establish a rapport with the community since the fieldwork should be both interesting and enjoyable for all. The survey team and the main groups represented in the community should be introduced to each other.

(ii) Explain purpose of meeting

The community should be informed of why it has been selected and how the survey findings will be used. Community members will be more willing to participate in the study if they are convinced of its relevance.

The meeting should be told how the session will be organized in terms of dividing into sub-groups, and reconvening in plenary at the end of the day to share experiences. An overview of the topics to be covered should be provided. Community members should also be given an indication of the expected duration of the meeting.

(iii) Other arrangements

Depending on the composition of the survey team, it may be necessary to arrange for translation.

Enlisting community members to assist with data recording can enhance opportunities for community participation and create a sense of ownership over the findings. Let the group select a secretary who can note down the findings in the local language on the flip chart sheet. One of the team members should copy down the findings on the pre-prepared templates. The flip chart sheets should remain in the community after the exercise. It is important that the facilitator keeps track of what is being written on the flip charts to ensure that all points are being recorded and not just the views of the secretary.

DATA COLLECTION AT COMMUNITY LEVEL

Information is collected at the community level using a variety of Rapid Appraisal (RA) methods. When using the RA approach, consulting diverse sources and using a variety of methods increases confidence in the information gathered.

(i) Sub-groups

The collection of community data is usually most effective when the community is divided into separate groups in order to capture differing perspectives. Usually three sub-groups are formed: key informants and village leaders; women; and men. If there are several distinct livelihood systems within the community (such as farmers, livestock keepers and fisherfolk), it may be useful for them to meet in different groups. It may also be relevant to form separate sub-groups for married women and single women/widows.

By working in sub-groups, sessions may be conducted simultaneously with different members of the study team. This approach has several advantages, for example:

- ~ **it allows the collection of data disaggregated by relevant criteria (such as gender or status);**
 - ~ **it enables more people to participate as group sizes are smaller;**
- ~ **by placing key informants and leaders in one group, their insights about the community can be gained (this also reduces their opportunity to dominate discussions in other groups);**
 - ~ **it provides people who tend to be quiet in large, formal settings with the opportunity to express their opinions; and**
- ~ **it allows the collection of a large amount of information which can be used for cross referencing and validation.**

(ii) Rapid Appraisal methods

The RA methods used to collect information vary according to group composition. The overall purpose of the meeting with village leaders and key informants is to learn about the community in terms of recent changes and developments, existing organizations and groups, seasonal patterns of work, major problems facing the community and their effects, and the socio-economic characteristics of the community. The techniques used to gather this information are listed in Box 5 and are described in detail in Appendix I.

The purpose of meeting groups of women and men separately is to explore similarities and differences in their: use of time; access to and control over resources; sources and use of money; likes and dislikes; and the main problems they face (see Box 5 and Appendix I). During this process, participants are asked to reflect on the information that is being gathered with a view to stimulating some discussion about differences between women and men in their community.

BOX 5: COMMUNITY DATA COLLECTION

Village leaders, key informants	Women	Men
<ul style="list-style-type: none"> ■ Technique 1: Historical Timeline ■ Technique 2: Organization/ Group Profiles ■ Technique 3: Seasonal Calendar ■ Technique 4: Strengths and Problem Analysis ■ Technique 5: Wealth Ranking 	<ul style="list-style-type: none"> ■ Technique 1: Daily Activities ■ Technique 2: Access and Control ■ Technique 3: Sources and Use of Money ■ Technique 4: Likes and Dislikes of Being a Woman ■ Technique 5: Strengths and Problem Analysis 	<ul style="list-style-type: none"> ■ Technique 1: Daily Activities ■ Technique 2: Access and Control ■ Technique 3: Sources and Use of Money ■ Technique 4: Likes and Dislikes of Being a Man ■ Technique 5: Strengths and Problem Analysis
<i>See Appendix I, Field Methods 1</i>	<i>See Appendix I, Field Methods 2</i>	<i>See Appendix I, Field Methods 3</i>

(iii) Plenary

Prior to the community reconvening in plenary, it is useful for the survey team to meet together briefly in order to identify the more substantive issues arising from the sub-groups. This will ensure that the plenary addresses the most pressing problems, exploring how daily lives and resource endowments vary between women and men, and between the poor and others. This represents the first step in raising awareness about gender and poverty issues in the community. Full data analysis takes place on completion of the fieldwork.

DATA COLLECTION AT HOUSEHOLD LEVEL

Household interviews are usually conducted on the second day, to complement the data collected at community level. A household is defined as a group of people living and eating together.

(i) Selection of households

In livelihoods analysis, it is of particular relevance to examine the extent to which livelihood strategies and their outcomes vary between households according to socio-economic classification or the sex of the household head. Hence households are selected purposively to reflect a socio-economic cross-section of the community. The wealth ranking exercise provides a useful framework within which to identify relevant households, to ensure that examples from each of the main socio-economic groups may be selected. Particular attention is paid to interviewing households from the middle poor and poor categories, and comparing households where livelihoods are improving with those where livelihoods are deteriorating.

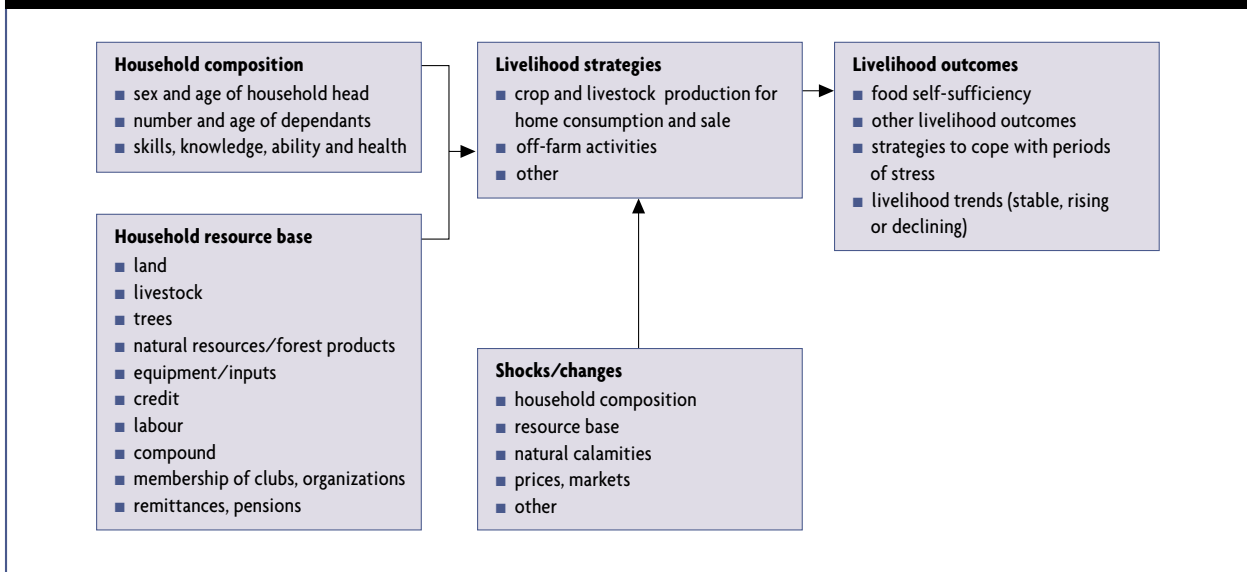
Between eight and 12 households are selected for interview, with a minimum of three households from each of the middle poor and poor categories, together with one from the less poor and one from the very poor groups. At least three female-headed households should be included. Households may be selected with the assistance of a few village leaders after completion of the plenary on the first day.

(ii) Semi-structured interviews

Livelihoods analysis examines how people make their living and the complex nature of this topic is best explored using semi-structured interviews. The basis for enquiry is the resource base available at household level, in terms of human, natural, physical, social and financial resources. Livelihood strategies describe how households use their resource endowments to make a living. Within farming communities, resources are used for crop and livestock production, either for home consumption or for sale, as well as for non-farm activities.

Livelihood systems are vulnerable to factors that may threaten the viability of a system or present new opportunities. Such factors are described as shocks and changes, arising from either internal or external events that challenge the viability of the livelihood system. The impact of these inter-relationships result in a range of livelihood outcomes, in terms of food self-sufficiency or wealth, coping strategies to overcome food deficit periods, and the stability of the livelihood system (see Diagram 3). An example of a checklist of questions to guide the semi-structured household interviews is presented in Appendix I, Field Methods 4.

DIAGRAM 3: LIVELIHOOD SYSTEMS AT A HOUSEHOLD LEVEL



BEST PRACTICES WHEN CONDUCTING FDSs

Best practices should be observed while doing fieldwork at village and household level.

- ~ The purpose and scope of study should be explained clearly, to avoid raising expectations among community members.
- ~ Interviewers should listen, observe, probe and learn, rather than dominate discussions.
 - ~ Interest and respect should be shown, and awkward answers handled tactfully.
- ~ It is important to observe an appropriate time limit on interviews and to provide opportunities for questions from informants.
 - ~ An awareness of information priority is vital, so that if time is short, it is possible to focus on the priority areas.
- ~ Interviewers should encourage discussion, and step back and observe.
 - ~ Discussions should involve all those present and be structured so that quieter people can make contributions and proceedings are not dominated by a few.
- ~ All viewpoints should be recorded, not just those of the more articulate.
 - ~ The rights of the interviewee must be recognized, including freedom from being asked personal questions about someone other than a very close dependant, and the right to withhold personal information.
- ~ During individual household interviews, the presence of neighbours and non-family members should be minimized.
 - ~ It is important to find ways for helping interviewees feel relaxed and interested.
- ~ Interviewers should keep discussions on track and avoid being distracted by other people's agendas.
 - ~ Biases should be avoided during data collection.
- ~ Leading questions (where questions lead to a specific answer) and closed questions (where answers are either yes or no) should be avoided, as should repetitive questions.
 - ~ Findings should be shared and explored with the community in plenary.
- ~ Interviewers should review the data collected and seek clarification, if necessary.
 - ~ Before ending the plenary, the purpose of the study should be reiterated, the community thanked for their cooperation, and an opportunity provided for questions.
- ~ Materials prepared by the groups (for example, maps, diagrams, and seasonal calendars) should be left with the community and copies made for the use of the FDS team.

INFORMATION SHORTFALL

During the process of data collection, there are several occasions where relevant information may fail to be captured.

- ~ Interviewees may withhold information either unwittingly (they may not understand the question or not know the answer) or wittingly (they may know the answer but are unwilling to reveal it).
- ~ The nature of group discussions makes it difficult to record comments completely; comments made between group members can easily be overlooked or explanations omitted.
 - ~ The transcription of information to record sheets may be incomplete; details and comments may be omitted or over-aggregated.

AVOIDING RAISED EXPECTATIONS

Community members should not be given unrealistic hopes about the nature or outcome of the exercise. It is therefore advisable to:

- ~ use the correct channels (for example, local government) to approach the community;
 - ~ hold a briefing meeting with community leaders to explain thoroughly the purpose of the study (particular clarity is needed with regard to the scope of the study and potential project interventions);
 - ~ set the study in the context of relevant national programmes;
- ~ provide feedback to the community on information gathered and data analysed that may be used to guide community development initiatives; and
 - ~ provide feedback to other organizations (local government and NGOs) working in the study area in order to develop their information base.

BACKGROUND TO FDS AND DATA COLLECTION

This note provides a brief overview of the area in which the case study was undertaken and the data collection process, along with examples of the information collected using various FDS techniques.

1 ■ FIELD DIAGNOSTIC STUDY, ZAMBIA

A Field Diagnostic Study was conducted by IFAD's Gender Strengthening Programme in Zambia in June/July 2000. The team visited two provinces covering a cereal-based, sedentary mixed farming system in Southern Province and a forest-based, shifting bush fallow system in North Western Province.

This case study is based on information collected from the plateau system in Southern Province. The farming system is maize-based, moderately drought-prone (1000 mm rainfall per annum) and, traditionally, heavily reliant on animal traction. In addition to rainfed agriculture, many smallholders have access to small parcels of land lying along riverbanks or in *dambos* (low-lying areas with access to water through shallow wells), which they irrigate by hand (and occasionally by treadle pump). The Tonga is a cattle-based society and livestock ownership has been an important source of socio-economic differentiation. However, livestock numbers have been severely decimated by East Coast Fever during the 1990s. The society is matrilineal; a man's property is inherited by his sisters' sons (or, if they are still minors, by his brothers in trust for their sisters' sons) rather than his own sons and wife. Upon the husband's death, a widow usually loses most of her livelihood assets.

2 ■ SCOPE OF CASE STUDY

In this case study it is assumed that there are no ongoing IFAD-supported activities in the area. The data are collected and analysed in the FDS as the first step in project identification, leading to the development of community action plans. The information will subsequently provide a foundation for the establishment of a monitoring system, the identification of indicators, and for impact assessment.

3 ■ DATA COLLECTION PROCESS

Two days were spent in each community. On the first day, a meeting was held with the whole community. Information was collected from separate groups of women, men and leaders using a range of Rapid Appraisal (RA) techniques. Each group reported their findings in plenary, which stimulated a lively discussion of gender issues.

On the second day, the livelihoods analysis was conducted at individual household level. In all, eight households were selected for interview on the basis of their socio-economic status. To reflect a cross-section of the socio-economic composition of the community (as identified in the wealth ranking exercise), three households were selected from each of the middle and poor categories, along with one from the less poor and one from the very poor groups. Women headed four of the households.

4 ■ DATA COLLECTION METHODS

An overview of the RA methods used at the community meeting are listed in Tables 1 (village leaders and key informants) and 2 (separate groups of women and men). Examples of completed templates are presented on the following pages (see references in Tables 1 and 2, Figures 1 to 11).

TABLE 1: DATA COLLECTION METHODS: VILLAGE LEADERS AND KEY INFORMANTS

Theme	Data Collection Methods	Reference
Major changes in community over time	■ historical timeline	Figure 1
Organizations present in community	■ organization/group profiles	Figure 2
Use of time over one year: variations between women/men	■ seasonal calendar	Figure 3
Identification of main problems in community and ways to overcome them	■ problem analysis	Figure 4
Socio-economic composition of community	■ wealth ranking	Figure 5

TABLE 2: DATA COLLECTION METHODS: SEPARATE GROUPS OF WOMEN AND MEN

Theme	Data Collection Methods	Reference
Use of time at the busiest and quietest times of the year: variations between women/men	■ daily activity profiles in wet and dry seasons	Figures 6.1 and 6.2
Access to and control over resources and benefits: variations between women/men	■ access and control	Figure 7
Sources and use of money: variations between women/men	■ sources and use of money	Figures 8.1, 8.2, 9.1 and 9.2
Likes and dislikes of being women/men	■ likes and dislikes	Figure 10.1 and 10.2
Problems and priorities: variations between women/men	■ problem analysis	Figures 11.1 and 11.2

The key themes of the livelihoods analysis are presented in Table 3. Examples of household interviews are presented in Figure 12.

TABLE 3: DATA COLLECTION METHODS: INDIVIDUAL HOUSEHOLDS

Questions	Data Collection Methods	Reference
<ul style="list-style-type: none"> ■ household composition ■ resource base ■ livelihood strategies ■ shocks and changes ■ livelihood outcomes 	■ semi-structured interviews	Figure 12

FIGURE 1: HISTORICAL TIMELINE (GROUP: VILLAGE LEADERS AND KEY INFORMANTS)

Time Period	Economic and Social Change in Community
1980s	<ul style="list-style-type: none"> ■ large area cultivated using oxen ■ price of maize stable ■ farm incomes buoyant ■ many households food secure
Early 1990s	<ul style="list-style-type: none"> ■ Corridor Disease (East Coast Fever) drastically reduced cattle numbers ■ area cultivated reduced since most families reverted to preparing land using hand hoes ■ food insecurity experienced at household level
Mid 1990s	<ul style="list-style-type: none"> ■ market for maize (main crop) deregulated; price of maize fell ■ cooperative movement collapsed; farmers no longer able to buy maize seed and fertilizer ■ young and able people migrated to towns
Late 1990s	<ul style="list-style-type: none"> ■ severe drought further reduced livestock numbers ■ traditional dry season water sources dried up; women walked long distances (one to two hours) to collect poor quality drinking water ■ urban migration continued
Present (2000)	<ul style="list-style-type: none"> ■ some recovery in livestock numbers, resulting in an increase in area under cultivation ■ some households use off-farm earnings and remittances to buy second-hand tractors ■ some migrants return due to lack of employment opportunities in towns or ill health ■ increasing number of orphans and widows living in community due to HIV/AIDS ■ overall, many families suffering from food insecurity for three to six months every year

FIGURE 2: ORGANIZATION/GROUP PROFILES (GROUP: VILLAGE LEADERS AND KEY INFORMANTS)

Type of Group	Date formed	Status	Membership			Leadership			Importance ¹ and role
			Women	Men	Socio-economic	Women	Men	Socio-economic	
Village committee	1982	Operational	–	8	Less poor households	–	8	Less poor households	1: makes decisions about community activities
Women's Club ² (cooking, sewing, knitting)	1967	Operational; active membership	80	20	Predominantly middle poor households	6	2	Middle poor households	2: large membership and teaches useful skills; plus socially important
Under 5s' Club (nutrition for babies)	1985	Established with encouragement from Community Health Worker; ceased operating in 1993 due to lack of internal leadership and sense of purpose	70	55	Middle poor and poor households	6	2	Middle poor households	4: potentially important because it included some poor households and used to help improve their nutritional status
Sunflower Press Group	1996	Formed by NGO; ceased operating in 1999 due to problem with spare parts	2	10	Middle poor households	1	4	Less poor and middle poor households	Nil: exclusive membership; little impact on community
Farm Forum for agricultural messages	1993	Ceased operating in 1995; chairman monopolized radio, no replacement batteries for radio	2	14	Middle poor and some poor households	–	3	Middle poor households	5: potentially important as it included some poor households and could have helped improve their farming skills
Dambo Group (training)	1996	Encouraged by Agricultural Extension Officer; operational and very active; members see group as very relevant	9	15	Middle poor and poor households	3	4	Middle poor households	3: provides members with very useful skills which others can copy; income-generating activities

1 Importance of group ranked from 1 to 5 where 1 = most important in community.

2 The committees of both the Women's Club and Under 5s' Club tended to comprise the same members.

FIGURE 3: SEASONAL CALENDAR (GROUP: VILLAGE LEADERS AND KEY INFORMANTS)

Months	A	S	O	N	D	J	F	M	A	M	J	J	Gender Division of Labour	
													women	men
Rainfall														
Dryland - rainfed														
land preparation using oxen													2	8
land preparation by hand													5	5
planting													10	0
applying fertilizer													4	6
weeding using oxen													2	8
weeding by hand													10	0
harvesting													5	5
digging groundnuts													10	0
transporting harvest using oxen													2	8
transporting harvest by hand													10	0
storage													10	0
marketing													0	10
Gardens (situated along banks of river, in <i>dambos</i> near shallow wells)														
land preparation													5	5
planting													7	3
weeding													9	1
watering													6	4
harvesting													5	5
Livestock (all year)														
cattle-grazing													1	9
milking cows													4	6
goat-grazing													2	8
chicken-rearing													10	0

Gender division of labour: 10 points were allocated between women and men to reflect their contributions to each activity

FIGURE 4: PROBLEM ANALYSIS BY VILLAGE LEADERS AND KEY INFORMANTS

Problem	Cause of Problem	Effects of Problem	Coping Mechanisms	Other Solutions
1. Lack of cattle	<ul style="list-style-type: none"> ■ Corridor Disease throughout 1990s ■ severe drought in late 1990s 	<ul style="list-style-type: none"> ■ cattle died, loss of draught animal power ■ cultivate smaller area by hand ■ food insecurity 	<ul style="list-style-type: none"> ■ borrow oxen to increase area cultivated ■ work for food, seek off- farm work ■ migration of young 	<ul style="list-style-type: none"> ■ build communal dip tank
2. Lack of money for fertilizer	<ul style="list-style-type: none"> ■ declining price of maize ■ lack of other income-generating activities ■ fertilizer price increase 	<ul style="list-style-type: none"> ■ reduction in soil fertility ■ falling yields 	<ul style="list-style-type: none"> ■ improve soil fertility and structure by using livestock manure, compost, ash and anthill soil ■ crop rotation 	<ul style="list-style-type: none"> ■ develop income-generating activities in order to buy fertilizer ■ re-establish village cooperative to supply fertilizer and seed on credit
3. Water shortage during droughts	<ul style="list-style-type: none"> ■ streams dry up in dry season ■ no dams, wells or boreholes locally 	<ul style="list-style-type: none"> ■ gardens cannot be cultivated ■ food insecurity 	<ul style="list-style-type: none"> ■ women walk long distances (one to two hours) in early morning to collect water for household use 	<ul style="list-style-type: none"> ■ drill borehole
4. Poor marketing system and low crop prices	<ul style="list-style-type: none"> ■ few buyers ■ lack of transport to markets (no lorries available locally, no money to hire transport) ■ lack of solidarity in selling produce (some farmers undercut prices) 	<ul style="list-style-type: none"> ■ unable to reach market to sell produce ■ lack of cash income in household 	<ul style="list-style-type: none"> ■ women and children sell vegetables on roadside at low prices 	<ul style="list-style-type: none"> ■ form village group to arrange transport and market vegetables collectively ■ encourage buyers to visit village and buy direct from farmers

1 = most important problem

FIGURE 5: WEALTH RANKING (GROUP: VILLAGE LEADERS AND KEY INFORMANTS)

Less Poor	Middle Poor	Poor	Very Poor
<ul style="list-style-type: none"> ■ produce large surplus from crop production, most of which is marketed ■ plough with oxen ■ use hired labour ■ own several ploughs, ox carts ■ own draught animals, cattle, goats, chicken, pigs ■ use hybrid seed and fertilizer ■ use credit ■ have diverse sources of household income (farm and off-farm) ■ dress well ■ eat several meals a day: breakfast, mid-morning, lunch, mid-afternoon, supper ■ send all children to school ■ have an expensive house: iron sheet roof, bricks, concrete floors, bedding, furniture ■ own a hand-grinding mill ■ own a radio ■ own means of transport (ox cart, car, truck) ■ can afford to pay for medical treatment ■ generally do not attend meetings ■ contact extension service when seeking information 	<ul style="list-style-type: none"> ■ produce small surplus from crop production ■ food self-sufficient all year ■ may plough with oxen (own/hire) ■ mainly use family labour ■ own a range of hand tools and plough ■ many still have a few cattle ■ own goats, chicken, pigs ■ participate in small-scale enterprises to meet cash needs ■ eat three meals a day: breakfast, lunch and supper ■ have a brick house with thatched roof ■ own a bicycle ■ children attend school at least through upper primary ■ attend meetings ■ have regular contact with extension service and community health worker 	<ul style="list-style-type: none"> ■ food self-sufficient for less than six months a year ■ meet food needs in deficit months by casual work on other farms, selling beer and forest products, food-for-work ■ prepare land by hand ■ own a few hand tools ■ own a few small animals (goats, chicken) ■ engage in petty trading (buying and selling household items, second-hand clothes, produce) ■ hire out family labour on regular basis to work on holdings owned by less poor families ■ only eat supper ■ have a small house with thatched roof ■ children attend lower primary school but have no uniform ■ attend meetings 	<ul style="list-style-type: none"> ■ food insecure for many months of the year ■ do not own assets (hoes or chicken) ■ cannot afford to buy the basics (salt, soap, blankets, etc.) ■ depend on handouts, food-for-work, begging ■ have a one-roomed mud house in poor state of repair ■ children do not go to school ■ look after many orphans ■ do not attend meetings because nothing suitable to wear ■ have little or no contact with services in community
10% total HH	30% total HH	50% total HH	10% total HH
2% FHH	18% FHH	50% FHH	30% FHH
13% MHH	34% MHH	50% MHH	3% MHH
<p>Factors associated with upward movement</p> <ul style="list-style-type: none"> ■ production of surplus crops for sale ■ successful off-farm business ■ increase in asset base ■ support from relatives 		<p>Factors associated with downward movement</p> <ul style="list-style-type: none"> ■ loss of major assets (e.g. livestock) ■ inability to meet loan repayments ■ death of key household member ■ property-grabbing after death of husband ■ large number of orphans to support ■ old age, ill health of household head ■ sickness of other household members 	

Percentages in wealth ranking refer to distribution of total households (HH) in community, and female-headed households (FHH), and male-headed households (MHH) between different socio-economic groups. See visual distribution below.

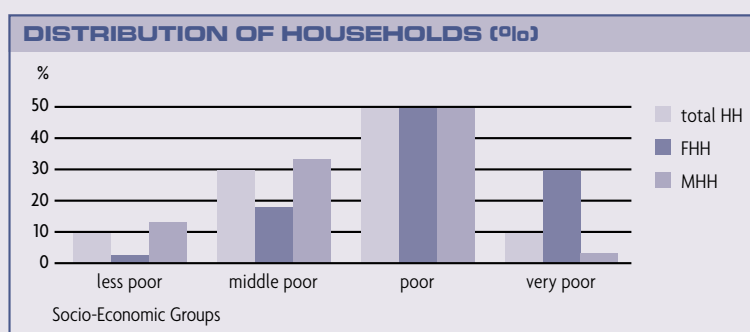


FIGURE 6: ACTIVITY SCHEDULES

(Data Compiled in Separate Women's and Men's Groups)

Figure 6.1: Daily Activities in Wet Season

Women	Time (hours)	Men
wake up	04:00	wake up
prepare sweet beer prepare seed for field	05:00	yoke oxen
work in fields: remove shrubs; control oxen during ploughing or prepare land by hand; plant maize, groundnuts, sweet potatoes; apply fertilizer	06:00	work in fields
	07:00	
	08:00	
	09:00	
short break: drink sweet beer	10:00	short break: drink sweet beer
work in fields	11:00	work in fields
prepare lunch	12:00	feed oxen milk cows fix ploughs
lunch	13:00	lunch
grind maize	14:00	return to fields for harrowing
return to fields	15:00	scare birds
return home	16:00	remove shrubs from fields
draw water collect firewood collect relish (green leafy vegetables) bathe	17:00	prepare tools for next day rest
bathe children prepare supper prepare sweet beer	18:00	rest
supper	19:00	supper
go to bed	20:00	chat
	21:00	go to bed

Rainy Season Activity Summary

	Women	Men
Hours of work	13	11.5
Hours of rest	3	5.5

FIGURE 6: ACTIVITY SCHEDULES

(Data Compiled in Separate Women's and Men's Groups)

Figure 6.2: Daily Activities in Dry Season

Women	Time (hours)	Men
wake up	05:00	
sweep surroundings collect water wash plates	06:00	wake up check on animals
cook porridge	07:00	Do some of the following: <ul style="list-style-type: none"> ■ work in vegetable garden ■ deepen garden wells ■ remove shrubs from fields ■ milk cows ■ visit friends
water and weed vegetable garden	08:00	
sometimes take vegetables to market	09:00	
collect firewood	10:00	
prepare lunch	11:00	
lunch	12:00	lunch
grind maize by hand or go to hammer mill (three-hour round trip)	13:00	Do some of the following: <ul style="list-style-type: none"> ■ rest ■ drink beer ■ watch soccer match ■ attend meetings ■ return to fields and burn debris
	14:00	
	15:00	
	16:00	bring animals back from the bush
wash clothes, draw water bathe children	17:00	bathe
prepare supper	18:00	rest
supper	19:00	supper
rest, tell stories, sing church songs shell groundnuts	20:00	rest, drink beer
go to sleep	21:00	
	22:00	go to sleep

Dry Season Activity Summary

	Women	Men
Hours of work	13	8.5
Hours of rest	3	7.5

FIGURE 7: ACCESS AND CONTROL

(Data Compiled in Separate Women's and Men's Groups)

Resource	According to Women				According to Men			
	Access		Control		Access		Control	
	Women	Men	Women	Men	Women	Men	Women	Men
Hoe	8	2	8	2	7	3	5	5
Axe	3	7	1	9	1	9	0	10
Sickle	10	0	9	1	–	–	–	–
Oxen	3	7	0	10	2	8	0	10
Plough	2	8	0	10	2	8	0	10
Ox cart	4	6	0	10	4	6	0	10
Maize	5	5	2	8	9	1	0	10
Groundnuts	10	0	9	1	10	0	10	0
Vegetables	6	4	9	1	5	5	6	4
Sweet potatoes	6	4	9	1	5	5	6	4
Sunflower	–	–	–	–	5	5	4	6
Cattle	3	7	0	10	2	8	0	10
Goats	5	5	2	8	4	6	2	8
Chicken	9	1	8	2	5	5	5	5
Pigs	6	4	3	7	5	5	3	7
Dryland	5	5	0	10	5	5	0	10
Gardens	9	1	1	9	7	3	0	10
House	5	5	2	8	5	5	2	8
Hand grinding mill	9	1	2	8	10	0	1	9
Granaries	9	1	3	7	9	1	0	10
Thatch grass	–	–	–	–	5	5	–	–
Mats	7	3	10	0	9	1	10	0
Kitchen utensils	8	2	9	1	–	–	–	–
Radio	4	6	0	10	5	5	0	10
Bicycle	3	7	1	9	5	5	2	8
Hired labour	–	–	–	–	2	8	1	9
Children – girls	7	3	3	7	8	2	3	7
Children – boys	4	6	2	8	3	7	0	10
Agricultural extension officer	1	9	other	other	2	8	other	other
Community health worker	8	2	other	other	9	1	other	other
Meetings	4	6	other	other	2	8	other	other
Credit	1	9	other	other	1	9	other	other

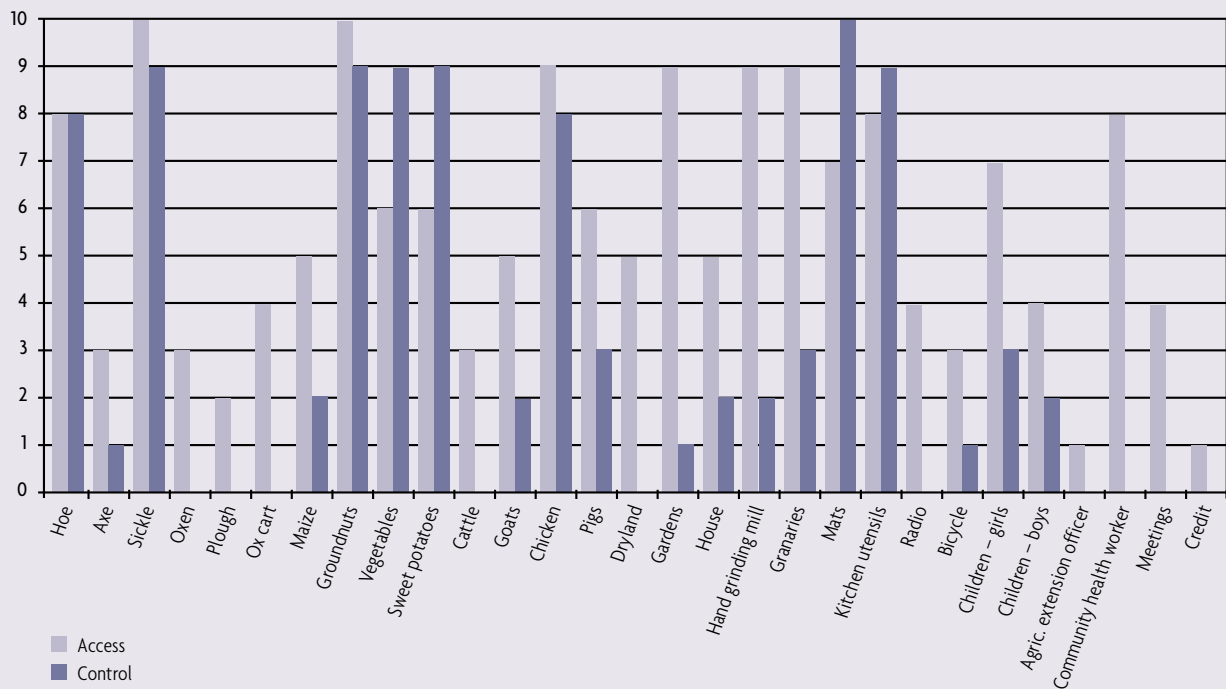
Scoring system: working separately, the women's and men's groups first identified all the resources available at the household level. They then allocated 10 points between women and men according to their perceived relative access to each resource (i.e. the right to use it) and a further 10 points for perceived control of each resource (i.e. ownership and decisions on its use). A score of 10 indicates that person enjoys total access or control, while a score of five indicates that access or control is shared equally between women and men.

‘–’ indicates that the item was not identified by that group

‘other’ means that the item is controlled by an entity outside the household

WOMEN'S ACCESS AND CONTROL OVER RESOURCES

Women's Perspective



MEN'S ACCESS AND CONTROL OVER RESOURCES

Men's Perspective

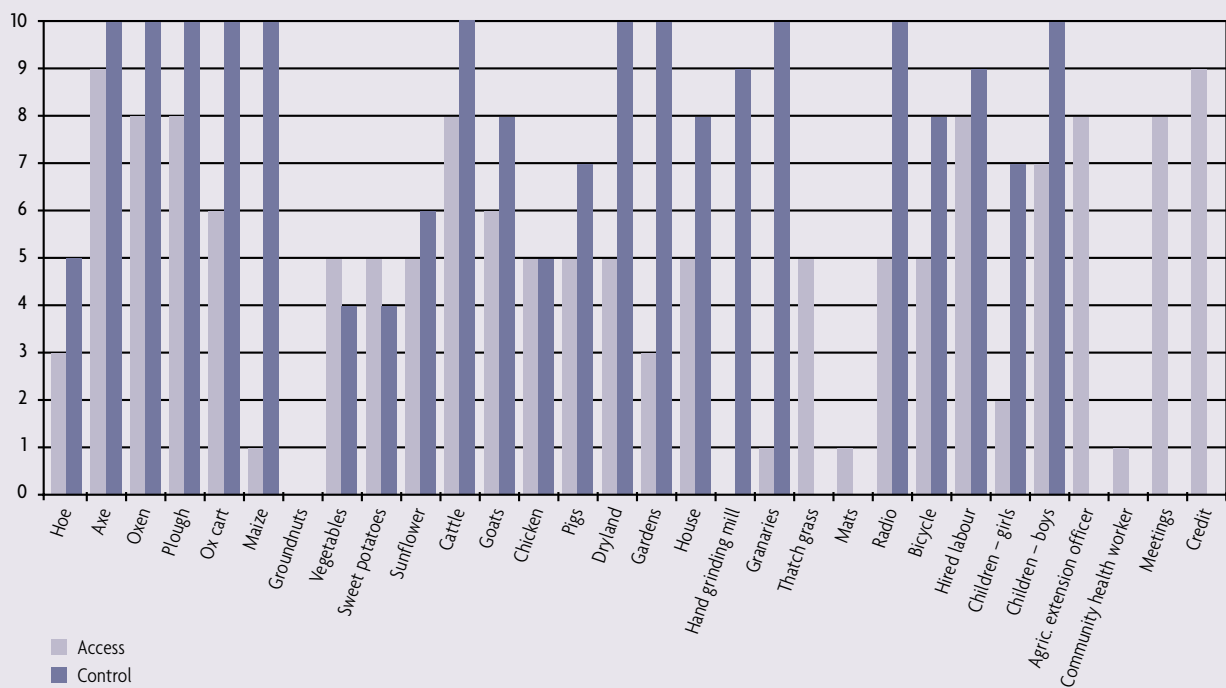


FIGURE 8: RANKING MAIN SOURCES OF INCOME

Figure 8.1: Main Sources of Income (According to Women's Group)

Women's Sources of Income	Men's Sources of Income
<ol style="list-style-type: none"> 1. chicken 2. vegetables, groundnuts 3. goats 4. maize, sweet potatoes, pigs 	<ol style="list-style-type: none"> 1. cattle 2. goats 3. maize 4. pigs 5. vegetables 6. construction, brick-making, working for others

1 = highest; more than one item listed indicates those items were ranked equally

Figure 8.2: Main Sources of Income (According to Men's Group)

Women's Sources of Income	Men's Sources of Income
<ol style="list-style-type: none"> 1. groundnuts 2. chicken, handicrafts (knitting, weaving) 3. goats, pottery 	<ol style="list-style-type: none"> 1. maize 2. sunflower 3. vegetables 4. chicken, cattle

1 = highest; more than one item listed indicates those items were ranked equally

FIGURE 9: RANKING MAIN ITEMS OF EXPENDITURE

Figure 9.1: Main Items of Expenditure (According to Women's Group)

Women's Expenditure	Men's Expenditure
<ol style="list-style-type: none"> 1. food 2. school fees 3. clothes 4. medical expenses 5. kitchen utensils, household items 	<ol style="list-style-type: none"> 1. marrying a new wife/girlfriends 2. cattle, fertilizer, food 3. seed, farm implements 4. school fees 5. beer

1 = highest; more than one item listed indicates those items were ranked equally

Figure 9.2: Main Items of Expenditure (According to Men's Group)

Women's Expenditure	Men's Expenditure
<ol style="list-style-type: none"> 1. kitchen utensils 2. clothes 3. food 4. school fees, household items, small livestock (chicken, goats) 	<ol style="list-style-type: none"> 1. fertilizer 2. clothes, school fees 3. farm implements 4. medical expenses 5. household items

1 = highest; more than one item listed indicates those items were ranked equally

FIGURE 10: LIKES AND DISLIKES OF BEING A WOMAN/A MAN

Figure 10.1: Views of Women's Group

Likes	Dislikes
<ul style="list-style-type: none"> ■ having children ■ getting married ■ able to cook anything at any time ■ caring for the family 	<ul style="list-style-type: none"> ■ being beaten ■ not being allowed to make decisions ■ not being listened to ■ work overload ■ husbands having girlfriends ■ children's illnesses ■ property-grabbing by relatives

Figure 10.2: Views of Men's Group

Likes	Dislikes
<ul style="list-style-type: none"> ■ position of leadership and authority ■ head of the household ■ freedom to make decisions ■ able to build a house, go hunting ■ getting married ■ producing children 	<ul style="list-style-type: none"> ■ burden of responsibility for solving problems ■ having to think too much ■ paying the brideprice ■ shaving

FIGURE 11.1: PROBLEM ANALYSIS BY WOMEN'S GROUP				
Problem	Cause of Problem	Effects of Problem	Coping Mechanisms	Other Solutions
1. Hunger	<ul style="list-style-type: none"> ■ low yields: lack of work animals, high cost of fertilizer ■ low price of maize after harvest ■ many young dependants (orphans) 	<ul style="list-style-type: none"> ■ food shortages for several months ■ poor nutrition and ill health 	<ul style="list-style-type: none"> ■ use livestock manure to improve soil fertility ■ work for food, piece work (but this has an impact on own food production) ■ change diet, reduce number of meals ■ begging 	<ul style="list-style-type: none"> ■ increase use of draught animals and fertilizer ■ grow crops that need less land preparation/fertilizer ■ learn new skills and establish income-generating activities
2. No cash income for household needs	<ul style="list-style-type: none"> ■ difficult to market vegetables ■ lack of income-generating activities ■ lack of capital to start businesses 	<ul style="list-style-type: none"> ■ cannot afford medical treatment ■ unable to meet school fees so children drop out of school ■ unable to buy food during hungry months 	<ul style="list-style-type: none"> ■ piecework ■ brew and sell beer 	<ul style="list-style-type: none"> ■ learn new skills and establish income-generating activities
3. Illnesses (such as malaria, diarrhoea and coughing)	<ul style="list-style-type: none"> ■ lack of clean drinking water ■ lack of toilets ■ eating leftovers that are not fresh ■ long distance to clinic ■ transport to clinic is expensive ■ medicines are expensive 	<ul style="list-style-type: none"> ■ children and elderly often fall sick ■ women stay at home to care for the sick ■ people generally feel unwell 	<ul style="list-style-type: none"> ■ use traditional drugs 	<ul style="list-style-type: none"> ■ set up village health post ■ train community members in basic healthcare skills ■ improve health and sanitation practices in the home

1 = most important problem

FIGURE 11.2: PROBLEM ANALYSIS BY MEN'S GROUP				
Problem	Cause of Problem	Effects of Problem	Coping Mechanisms	Other Solutions
1. Lack of cattle	<ul style="list-style-type: none"> ■ Corridor Disease ■ cross-breeding ■ animals weakened by poor rainfall and limited grazing on rangeland ■ poor management ■ cannot afford medicine 	<ul style="list-style-type: none"> ■ death of cattle ■ land cultivated by hand ■ smaller area cultivated ■ planting carried out later, resulting in lower yields ■ food insecurity 	<ul style="list-style-type: none"> ■ use local medicines ■ separate sick animals from healthy ones ■ hire oxen from friends ■ exchange labour for oxen ■ share oxen and implements 	<ul style="list-style-type: none"> ■ reintroduce local breeds less susceptible to Corridor Disease than cross-breeds ■ introduce village vaccination and dipping programme
2. Poverty	<ul style="list-style-type: none"> ■ low yields, no surplus for sale ■ lack of income-generating activities 	<ul style="list-style-type: none"> ■ difficulties in paying school fees, medical bills ■ low standard of living 	<ul style="list-style-type: none"> ■ hire out labour ■ sell goats and chicken to raise money 	<ul style="list-style-type: none"> ■ develop alternative sources of income on-farm (e.g. goats, pigs, chicken) ■ improve quality of produce ■ establish off-farm income-generating activities
3. Reduction in soil fertility	<ul style="list-style-type: none"> ■ lack of money to buy fertilizer ■ shorter fallow periods due to shortage of cattle for land preparation 	<ul style="list-style-type: none"> ■ loss of soil fertility ■ reduction in yields ■ periods of food insecurity 	<ul style="list-style-type: none"> ■ use goat and chicken manure ■ use anthill soil and ash 	<ul style="list-style-type: none"> ■ generate income in order to buy fertilizer
4. Food insecurity	<ul style="list-style-type: none"> ■ low yields ■ lack of money to buy food 	<ul style="list-style-type: none"> ■ number of meals per day reduced ■ change in diet ■ wild foods eaten 	<ul style="list-style-type: none"> ■ hire out labour ■ food-for-work ■ sell firewood and other natural products to earn cash 	<ul style="list-style-type: none"> ■ establish off-farm income-generating activities

1 = most important problem

FIGURE 12: INDIVIDUAL HOUSEHOLD INTERVIEWS

Household Composition	Resource Base	Livelihood Strategies	Livelihood Outcomes
<p>HOUSEHOLD 1</p> <p>Male household head; married (one wife); aged 53</p> <p>Total household members: 21</p> <ul style="list-style-type: none"> ■ five men ■ four women ■ 12 children 	<ul style="list-style-type: none"> ■ Land: 7 ha cropped area (reduced from 37 ha). Grow 1 ha sunflower (husband), 4 ha groundnuts (individual plots for husband, wife, sons) ■ Livestock: six oxen, pigs, pigeons, 15 chicken, three ducks ■ Trees: many fruit trees ■ Equipment: four ploughs, harrow, cultivator, sledge, ox cart, bicycle, two ram presses, barbed wire for fencing ■ Inputs: hybrid seed and fertilizer ■ Labour: hires 15 workers ■ Land preparation: three pairs of own oxen plus hired oxen ■ Education: three boys and one girl at secondary school, all young children at primary school ■ Compound: five houses of brick/thatch, eight granaries (one cement) ■ Membership: husband is member of Village Committee ■ Remittances: occasionally from adult offspring living in town 	<p>Livelihood sources (in declining order of importance):</p> <ul style="list-style-type: none"> ■ food production ■ sell maize, vegetables, groundnuts ■ livestock sales ■ sunflower oil extraction (buys sunflower seeds from others and trades in oil) ■ traditional medicine <p>Shocks/changes:</p> <ul style="list-style-type: none"> ■ death of oxen from Corridor Disease resulted in vast reduction in area cropped 	<p>Food self-sufficiency:</p> <ul style="list-style-type: none"> ■ 12 months <p>Classification and outlook:</p> <ul style="list-style-type: none"> ■ less poor ■ improving
<p>HOUSEHOLD 2</p> <p>Female household head; widow with adult support; aged 56</p> <p>Total household members: 23</p> <ul style="list-style-type: none"> ■ two men (sons, one ill) ■ six women ■ 15 children (including one orphan) 	<ul style="list-style-type: none"> ■ Land: given 6 ha of dryland by headman six years ago before husband died; area cultivated determined by fertilizer availability for maize, cowpeas. Daughter and daughter-in-law have small maize fields. Mother, daughter and daughter-in-law each have vegetable gardens. ■ Livestock: two cows (used for draught power and milk when in calf), seven goats (owned by mother) plus one in other household, five chicken (owned by mother) plus nine in other households ■ Equipment: plough, harrow, ox cart, hoes, hand mill ■ Inputs: fertilizer on credit (no problem with repayment), recycled seed ■ Labour: five women work on mother's maize field; work separately in gardens ■ Land preparation: cows ■ Education: two boys at secondary school, several children at primary ■ Compound: moved to this area from other side of village after death of husband. One house of burnt bricks/iron sheets; three houses of bricks/thatch for adult offspring; kitchen; meeting place; two maize stores ■ Membership: none ■ Remittances: none 	<p>Livelihood sources (in declining order of importance):</p> <ul style="list-style-type: none"> ■ maize production ■ other food crops ■ daughter and daughter-in-law sell some vegetables <p>Shocks/changes:</p> <ul style="list-style-type: none"> ■ husband died six years ago; widow now bears all responsibility for dealing with children's problems ■ lost eight oxen three years ago; recently purchased two cows with proceeds of sale of pigs, chicken, vegetables ■ previously could obtain loan for both fertilizer and seed, now only for fertilizer ■ three grandchildren dropped out of school due to pregnancy 	<p>Food self-sufficiency:</p> <ul style="list-style-type: none"> ■ maize: 12 months <p>Classification and outlook:</p> <ul style="list-style-type: none"> ■ middle poor ■ stable

FIGURE 12: INDIVIDUAL HOUSEHOLD INTERVIEWS (continued)

Household Composition	Resource Base	Livelihood Strategies	Livelihood Outcomes
<p>HOUSEHOLD 3</p> <p>Male household head; married (one wife); aged 65</p> <p>Total household members: six</p> <ul style="list-style-type: none"> ■ two men ■ one woman ■ three grandchildren 	<ul style="list-style-type: none"> ■ Land: inherited 14 ha of dryland and under 1 ha on <i>dambo</i>. Grow maize, cowpeas, groundnuts, sweet potatoes. ■ Livestock: nine chicken ■ Trees: three mangoes ■ Equipment: plough, four hoes, hand mill ■ Inputs: fertilizer (bought using cash from remittances), local maize seed ■ Labour: three adults, son living nearby assists with ploughing ■ Land preparation: hand ■ Compound: two houses for boys of bricks/thatch; main house, bricks/iron sheets (gift from daughter); kitchen, bricks/thatch; two stores; chicken huts ■ Membership: none ■ Remittances: occasionally received from daughter and son working and living elsewhere (both of whom attended secondary school) 	<p>Livelihood sources (in declining order of importance):</p> <ul style="list-style-type: none"> ■ maize ■ vegetables (main source of wife's income) ■ handicrafts (make cooking spoons and stools) (husband) <p>Shocks/changes:</p> <ul style="list-style-type: none"> ■ lost all livestock a few years ago ■ yields falling ■ declining productivity due to old age 	<p>Food self-sufficiency:</p> <ul style="list-style-type: none"> ■ seven months <p>Coping strategies:</p> <ul style="list-style-type: none"> ■ buy food with remittances <p>Classification and outlook:</p> <ul style="list-style-type: none"> ■ middle poor ■ declining
<p>HOUSEHOLD 4</p> <p>Male household head; married (one wife); aged 54</p> <p>Total household members: 12</p> <ul style="list-style-type: none"> ■ one man (husband) ■ three women (wife and daughters) ■ eight children (including two grandchildren) 	<ul style="list-style-type: none"> ■ Land: inherited land from father. Cultivates 1 – 2 ha maize often with beans; 2 ha uncultivated because of lack of fertilizer. Wife has three gardens on riverbanks, grows vegetables in dry season for home use and sale. ■ Livestock: six goats (wife inherited from parents), six chicken ■ Trees: six mangoes ■ Equipment: two ploughs, yokes, hoes, wheelbarrow, sickle, bicycle ■ Inputs: used to buy seeds and fertilizer through cooperative but now lacks cash to do so ■ Labour: husband, wife, daughter, other children in school holidays ■ Land preparation: previously oxen, now hand ■ Compound: three houses of sun-dried bricks/thatch; kitchen; baking oven; two meeting shelters; bathing shelter; maize store; bean store; pigeon hut; chicken huts ■ Membership: used to attend Radio Farm Forum; may join <i>Dambo</i> Group; wife used to belong to Under 5s' Club ■ Remittances: one daughter lives at home and works on local tobacco farm; contributes cash to household income 	<p>Livelihood sources (in declining order of importance):</p> <ul style="list-style-type: none"> ■ food crops ■ income from clinic ■ children's contributions ■ sale of vegetables (wife controls income) <p>Husband worked in major town until returning home in 1976. From 1976 to 1991, he worked on other farms locally; worked in local clinic from 1991 until laid off in 2000.</p> <p>Shocks/changes:</p> <ul style="list-style-type: none"> ■ used to own ten oxen, all of which died from Corridor Disease after 1997 ■ larger area cultivated previously with oxen and fertilizer ■ husband laid off from full-time employment in local clinic in June 2000 	<p>Food self-sufficiency:</p> <ul style="list-style-type: none"> ■ maize: seven months (May – Nov.) <p>Coping strategies:</p> <ul style="list-style-type: none"> ■ buy maize using wages from clinic (and redundancy pay) ■ two children work for food (two months) ■ following job loss, husband will work on other farms <p>Classification and outlook:</p> <ul style="list-style-type: none"> ■ middle poor ■ declining

FIGURE 12: INDIVIDUAL HOUSEHOLD INTERVIEWS (continued)

Household Composition	Resource Base	Livelihood Strategies	Livelihood Outcomes
<p>HOUSEHOLD 5</p> <p>Female household head; widow without adult support; aged 35</p> <p>Total household members: two</p> <ul style="list-style-type: none"> ■ one woman (widow) ■ one child (young) 	<ul style="list-style-type: none"> ■ Land: moved to compound next to maternal uncle six years ago (she and husband had lived in major town until he died). Cultivates small area with maize, cowpeas. ■ Livestock: three chicken ■ Equipment: hoe, sickle ■ Inputs: local seed, sometimes uses fertilizer ■ Labour: works alone ■ Land preparation: hand (and small area prepared by friend using oxen) ■ Education: widow completed grade 4 in secondary school ■ Compound: house of sun-dried bricks/thatch; kitchen; small maize store ■ Membership: Women's Club ■ Remittances: used to receive from sister-in-law 	<p>Livelihood sources (in declining order of importance):</p> <ul style="list-style-type: none"> ■ growing maize ■ worked in local restaurant for one year part-time until June 2000 ■ bakes buns at neighbour's house and sells in market during quiet times of month <p>Shocks/changes:</p> <ul style="list-style-type: none"> ■ death of husband ■ death of sister-in-law, who used to send money ■ previously generated income using mother's grinding mill but sold it due to unavailable spare parts 	<p>Food self-sufficiency:</p> <ul style="list-style-type: none"> ■ seven months <p>Coping strategies:</p> <ul style="list-style-type: none"> ■ buy food using money from income-generating activities <p>Classification and outlook:</p> <ul style="list-style-type: none"> ■ poor ■ stable
<p>HOUSEHOLD 6</p> <p>Female household head; widow with adult support; aged 61</p> <p>Total household members: eight</p> <ul style="list-style-type: none"> ■ two men ■ three women ■ three children 	<ul style="list-style-type: none"> ■ Land: inherited from late husband; unable to cultivate total area because she is alone. Dryland and <i>dambo</i>. ■ Livestock: ten chicken ■ Trees: oranges (belong to son) ■ Equipment: hoes, hand mill ■ Inputs: local seed, no fertilizer ■ Labour: widow, daughter, daughter-in-law; two sons used to help when they had oxen but not much help now ■ Land preparation: hand ■ Education: boys completed primary school ■ Compound: one house of bricks/thatch; one house of wood/thatch; one house under construction; kitchen wood/thatch; storage ■ Membership: none ■ Remittances: one son living away sends small remittances 	<p>Livelihood sources (in declining order of importance):</p> <ul style="list-style-type: none"> ■ maize production (food) ■ vegetables (food and cash) ■ groundnuts (food) ■ sweet potatoes (food) ■ makes baskets but not for sale <p>Shocks/changes:</p> <ul style="list-style-type: none"> ■ lost all cattle (12) in 1996 ■ sold all goats in 1998 ■ death of husband in 1999; confusion in family after his death (property-grabbing by relatives) but expect to be better organized this year 	<p>Food self-sufficiency:</p> <ul style="list-style-type: none"> ■ maize: two to four months <p>Coping strategies:</p> <ul style="list-style-type: none"> ■ sell vegetables ■ sell chicken ■ use remittances to buy food ■ change diet, eat mangoes (hunger crop) ■ harvest and sell natural products (wild fruits, mushrooms) <p>Classification and outlook:</p> <ul style="list-style-type: none"> ■ poor ■ declining

FIGURE 12: INDIVIDUAL HOUSEHOLD INTERVIEWS (continued)

Household Composition	Resource Base	Livelihood Strategies	Livelihood Outcomes
<p>HOUSEHOLD 7</p> <p>Male household head; married (one wife); aged 64</p> <p>Total household members: 19</p> <ul style="list-style-type: none"> ■ three men ■ four women ■ 12 children 	<ul style="list-style-type: none"> ■ Land: inherited land from father. Does not cultivate all of dryland due to lack of implements. Small <i>dambo</i> irrigated from shallow wells. ■ Livestock: two goats ■ Trees: several (oranges, mangoes, lemons) ■ Equipment: plough, maize sheller (not in use), wheelbarrow, bicycle ■ Inputs: fertilizer (on credit), unable to buy sufficient hybrid maize seed and instead bought recycled seed, which resulted in low yield ■ Labour: husband, wife, two sons, three daughters ■ Land preparation: hand ■ Education: husband and sons completed lower primary ■ Compound: five houses of bricks/thatch; kitchen wood/thatch; bath; maize crib; bamboo store ■ Membership: none ■ Remittances: none 	<p>Livelihood sources (in declining order of importance):</p> <ul style="list-style-type: none"> ■ maize (food) ■ vegetables (food and cash) <p>Shocks/changes:</p> <ul style="list-style-type: none"> ■ low maize yield means difficulty in repaying fertilizer loan ■ sold all chicken to partially pay off fertilizer loan in 1999, but still in debt 	<p>Food self-sufficiency:</p> <ul style="list-style-type: none"> ■ maize: four months <p>Coping strategies:</p> <ul style="list-style-type: none"> ■ skip meals for up to two days ■ sell vegetables <p>Classification and outlook:</p> <ul style="list-style-type: none"> ■ poor ■ declining
<p>HOUSEHOLD 8</p> <p>Female household head; widow with support; aged 58</p> <p>Total household members: seven</p> <ul style="list-style-type: none"> ■ one man (son) ■ one woman (widow) ■ five orphans 	<ul style="list-style-type: none"> ■ Land: borrowed from husband's relatives. Very little land, mostly garden. ■ Livestock: one chicken ■ Natural products: grass for thatch ■ Equipment: wheelbarrow ■ Labour: widow and son ■ Education: widow illiterate, son attended lower primary ■ Land preparation: hand; married son next door lends plough and sometimes hires labour to help widow ■ Compound: one house of bricks/thatch for widow; one mud brick house for teenage son; latrine; married son and family live in adjacent compound (operate as separate households) ■ Membership: none ■ Remittances: eldest son pays school fees for her children and buys food 	<p>Livelihood sources (in declining order of importance):</p> <ul style="list-style-type: none"> ■ food crops: maize, millet, groundnuts ■ gathers and sells thatch grass (Oct – Dec); main source of cash for widow ■ hand sewing for others (widow) <p>Shocks/changes:</p> <ul style="list-style-type: none"> ■ death of three children ■ husband worked in mines, returned and died of AIDS; co-wife also died of AIDS ■ asset base declining: property-grabbing by relatives after husband's death; three cattle died of Corridor Disease; four goats died of mange; sold all four ducks and three chicken to buy food 	<p>Food self-sufficiency:</p> <ul style="list-style-type: none"> ■ maize: six months (April – Sept.) <p>Coping strategies:</p> <ul style="list-style-type: none"> ■ sale of assets (ducks, chicken) to buy food ■ eat pumpkins and watermelons (March) ■ married son buys food for widow ■ piecework in rainy season (widow) <p>Classification and outlook:</p> <ul style="list-style-type: none"> ■ very poor ■ declining

FRAMEWORK FOR GENDER AND POVERTY ANALYSIS

This technical note explains how data collected from communities and households can be reorganized into a manageable format to facilitate gender and poverty analysis.

The framework for analysis is created in four steps:

- ~ **Framework I: Productive, household and community roles**
- ~ **Framework II: Access to and control over resources, and participation in decision-making; and**
- ~ **Framework III: Livelihoods analysis: strategies, shocks, outcomes and coping mechanisms.**
- ~ **Framework IV: Comparative analysis of problems and solutions**

The structure of this framework is reflected in the case study (part 2) at the end of this note. The templates for Frameworks I, II, III and IV are provided in Appendix II.

FRAMEWORK I: PRODUCTIVE, HOUSEHOLD AND COMMUNITY ROLES

Purpose: This framework identifies the different productive, household and community roles performed by women and men.

Gender roles are socially constructed relationships, learned and influenced by age, social class, ethnicity and religion. They are dynamic, differing within and between cultures, and change over time. From an early age, children are exposed to gender roles in the home, in school, in religious institutions and through the media. The **gender division of labour** reflects the societal pattern whereby women are typically assigned one set of gender roles, and men another.

Activity analysis explores who does what type of work, distinguishing between the following:

- **Productive work** produces goods (such as crops, livestock, charcoal, bricks and mats) and services (for example, trading) for home consumption and sale. This includes employment and self-employment in the formal and informal sectors. Both women and men can be involved in productive work but often their professions, activities and responsibilities vary.
- **Household (or reproductive) work** involves the care and maintenance of the household and its members.
- **Community work** represents the contribution of time by women and men to community activities. The division of tasks between women and men in this sphere often reflects their household responsibilities.

FRAMEWORK II: ACCESS TO AND CONTROL OVER RESOURCES, AND PARTICIPATION IN DECISION-MAKING

Purpose: Framework II examines how access to, and control over, resources and participation in decision-making differs between women and men.

- **Access** indicates the opportunity to use a resource or benefit without the authority to make decisions about its use.
- **Control** represents the full authority to make decisions about the use of a resource or benefit.
- **Decision-making** reflects an individual's opportunity to contribute to discussions and be listened to, either at the household or community level.

FRAMEWORK III: LIVELIHOODS ANALYSIS

Purpose: This framework examines the livelihoods of less poor, middle poor and poor households, and explores any differences in livelihoods between households headed by women and those headed by men.

Framework III uses the following headings for the analysis of household livelihoods:

- **Resource endowments:**

human: household composition, skills, knowledge;

natural: land, soil, water, climate, forests, rangelands;

physical: infrastructure and productive assets (such as seeds, fertilizer, tools and equipment);

financial: credit, remittances, pensions; and

social: groups, civil society organizations, relationships.

- **Livelihood strategies** describe how households use their resource endowments to make a living.

- **Shocks and changes** represent internal and external events that challenge the viability of the livelihood system.

- **Livelihood outcomes** reflect the effect of livelihood strategies and shocks in terms of food self-sufficiency or wealth, and the stability of the livelihood system (stable, improving or deteriorating).

- **Coping mechanisms** are strategies used at the household level to cope with any shortfalls in income or food deficit periods.

FRAMEWORK IV: COMPARATIVE ANALYSIS OF PROBLEMS AND SOLUTIONS

Purpose: to review the problems noted by different groups within the community and the opportunities they identified to overcome them.

Framework IV explores the differing perspectives of problems and solutions as identified by key stakeholders in the community. It is important that these differences do not get overlooked when aggregating the findings at community level.

FRAMEWORK FOR GENDER AND POVERTY ANALYSIS

The framework for analysis draws on the information collected from the separate groups of women, men and key informants during the fieldwork. Framework I captures how productive, household and community roles vary between women and men. Framework II examines how access to and control over resources, and participation in decision-making is influenced by gender. Framework III conducts an analysis of livelihoods from two perspectives: firstly by socio-economic group (Framework III (i)) and secondly by sex of the household head (Framework III (ii)). Framework IV reflects the main problems, and some solutions, identified by different stakeholder groups in the community.

Examples of Frameworks I, II, III (i), III (ii) and IV appear below and on the following pages.

FRAMEWORK I: PRODUCTIVE, HOUSEHOLD AND COMMUNITY ROLES	
Women	Men
<p>Principal productive roles</p> <ul style="list-style-type: none"> ■ involved in a range of farm tasks (planting, weeding, fertilizing, harvesting, storage) ■ workload increases when draught animals are not available (preparing land by hand, weeding by hand and headloading) ■ prime worker in irrigated gardens ■ sole responsibility for groundnuts and chicken-rearing 	<p>Principal productive roles</p> <ul style="list-style-type: none"> ■ involved in a range of farm tasks, particularly when draught animals are available (land preparation, weeding, transporting) ■ participate in some manual tasks (e.g. fertilizing) ■ sole responsibility for marketing produce ■ sole responsibility for cattle and goats
<p>Principal household roles</p> <ul style="list-style-type: none"> ■ main responsibility for care and maintenance of home and household members (fetching water and fuel wood, food preparation, cooking, brewing sweet beer, bathing children) ■ care of the sick 	<p>Principal household roles</p> <ul style="list-style-type: none"> ■ little contribution to daily activities in the home
<p>Principal community roles</p> <ul style="list-style-type: none"> ■ high levels of participation in groups closely related to household roles (e.g. Women's Club, Under 5s' Club) ■ low levels of participation in decision-making bodies (e.g. no representation on village committee and little participation in other committees) 	<p>Principal community roles</p> <ul style="list-style-type: none"> ■ high level of involvement in village administration (e.g. attending meetings, membership of village committee, leadership positions in other groups) ■ dominate membership in groups associated with productive activities (e.g. Sunflower Press Group) ■ hold some leadership positions in groups where membership is dominated by women

Sources of Information: Seasonal Calendar, Daily Activity Schedules and Organization/Group Profiles

FRAMEWORK II: ACCESS TO AND CONTROL OVER RESOURCES, AND PARTICIPATION IN DECISION-MAKING

Women	Men
<p>Access to resources/benefits</p> <ul style="list-style-type: none"> ■ access to a wide range of resources associated with productive and household tasks (hoe, sickle, gardens, hand-grinding mill, granaries, mats, kitchen utensils) and family labour (girls) ■ access to selected products (groundnuts, chicken) ■ with exception of community health worker, very limited access to external services and information sources (note: lose access to household assets on death of husband due to property-grabbing by relatives) 	<p>Access to resources/benefits</p> <ul style="list-style-type: none"> ■ access to a wide range of assets associated with productive activities, (particularly cattle, animal-drawn implements [plough, cart], axe) hired labour and family labour (boys) ■ good access to external services (agricultural extension officer, meetings and credit)
<p>Control over resources/benefits</p> <ul style="list-style-type: none"> ■ limited control over resources which tend to be of low economic value (e.g. hoe, sickle, mats, kitchen utensils) ■ limited control over crops and animals (groundnuts, vegetables, sweet potatoes, chicken) 	<p>Control over resources/benefits</p> <ul style="list-style-type: none"> ■ control nearly all productive assets, including rainfed land and gardens, hired labour and labour of other household members (wife, children – both girls and boys) ■ control many other household assets (house, hand-grinding mill, radio, bicycle) ■ control most of the livestock and crops (cattle, maize, goats, pigs)
<p>Participation in decision-making</p> <ul style="list-style-type: none"> ■ household level: limited influence in decision-making; however, in absence of husbands, women take on decision-making role ■ community level: low levels of participation in decision-making bodies (e.g. no representation on village committee or other committees associated with productive activities); represent majority on committees in predominantly women's groups 	<p>Participation in decision-making</p> <ul style="list-style-type: none"> ■ household level: enjoy being head of household and holding a position of leadership and authority with the freedom to make decisions; however, concerned about bearing the burden of responsibility for solving problems ■ community level: high level of involvement in village administration (e.g. attending meetings, membership of village committee, leadership positions in other groups); also hold leadership positions in groups where membership is dominated by women

Sources of Information: Access and Control; Sources and Use of Money; Likes and Dislikes; and Organization/Group Profiles

FRAMEWORK III (i): LIVELIHOOD ANALYSIS BY SOCIO-ECONOMIC GROUP

Less Poor Households	Middle Poor Households	Poor/Very Poor Households
<p>Resource endowments</p> <ul style="list-style-type: none"> ■ control extensive and substantial range of assets and benefits ■ make extensive use of draught animals ■ use hybrid seed and fertilizer ■ use credit ■ hire labour (the poor) to work on farm ■ use labour-saving devices (e.g. hand-grinding mill) ■ have better quality compound, houses have iron sheet roofs, brick walls, concrete floors, bedding and furniture ■ own means of transport ■ generally do not attend meetings but active in leadership positions 	<p>Resource endowments</p> <ul style="list-style-type: none"> ■ own a range of tools and equipment ■ make some use of draught animals ■ mainly use family labour ■ good use of external services (extension, community health worker) ■ have brick built house with thatched roof ■ own bicycle ■ attend meetings, active in village organizations and groups, both as members and on committees 	<p>Resource endowments</p> <ul style="list-style-type: none"> ■ poor own a few hand tools and small animals (goats, chicken), small house ■ very poor have no assets (not even a hoe or chicken), one-roomed mud hut in poor repair ■ poor attend meetings but very poor do not ■ low level of membership in village-based groups and organizations and no participation on committees ■ very poor have no contact with external services
<p>Livelihood strategies</p> <ul style="list-style-type: none"> ■ cash crops ■ off-farm businesses 	<p>Livelihood strategies</p> <ul style="list-style-type: none"> ■ small crop surplus for sale ■ small-scale enterprises for income-generation (e.g. shop, trading in second-hand clothes) ■ make items for household use from natural products (e.g. mats, baskets) 	<p>Livelihood strategies</p> <ul style="list-style-type: none"> ■ crop production for home consumption only ■ petty trading, casual work on other farms, food-for-work, gather and sell natural products ■ remittances important for livelihood
<p>Shocks/changes</p> <ul style="list-style-type: none"> ■ loss of livestock ■ reduction in area cultivated 	<p>Shocks/changes</p> <ul style="list-style-type: none"> ■ loss of livestock ■ reduction in area cultivated ■ difficulties in accessing hybrid seed and fertilizer ■ termination of off-farm work (retirement, redundancy, ill health) ■ death of key household members 	<p>Shocks/changes</p> <ul style="list-style-type: none"> ■ outstanding debt (fertilizer loan) ■ sale of small livestock to buy food ■ death of husband and property-grabbing by relatives ■ death of adult offspring, resulting in orphaned grandchildren
<p>Livelihood outcomes</p> <ul style="list-style-type: none"> ■ food self-sufficient throughout year ■ send children to secondary school ■ can afford medical treatment 	<p>Livelihood outcomes</p> <ul style="list-style-type: none"> ■ food self-sufficient for eight to nine months each year ■ children complete primary school 	<p>Livelihood outcomes</p> <ul style="list-style-type: none"> ■ food self-sufficient for five months ■ poor children attend lower primary school (but do not have uniform); very poor children do not attend school
<p>Coping mechanisms</p> <ul style="list-style-type: none"> ■ none necessary 	<p>Coping mechanisms</p> <ul style="list-style-type: none"> ■ use off-farm income to buy food ■ sell assets ■ change diet, reduce number of meals 	<p>Coping mechanisms</p> <ul style="list-style-type: none"> ■ sell assets (making them more vulnerable in subsequent seasons) ■ very poor beg from friends and relatives, cannot afford to buy basics (salt, soap, blankets, etc.) ■ less marked gender division of labour in performing farm tasks ■ change diet, reduce number of meals

Sources of Information: Wealth Ranking; Organization/Group Profiles; and Household Interviews

FRAMEWORK III (ii): LIVELIHOOD ANALYSIS BY SEX OF HOUSEHOLD HEAD	
Female-Headed Households	Male-Headed Households
Resource endowments <ul style="list-style-type: none"> ■ 2% of FHHs are found among the less poor, 18% of FHHs among middle poor, 50% of FHHs among poor and 30% among very poor households, and their resource base reflects their socio-economic group ■ proportionally, FHHs are more common among very poor households (30% of FHHs in comparison to only 10% of total HHs) 	Resource endowments <ul style="list-style-type: none"> ■ 13% of MHHs are found among the less poor, 34% of MHHs among middle poor, 50% of MHHs among poor and 3% among very poor households and their resource base reflects their socio-economic group ■ proportionally, MHHs are more common among the less poor and middle poor households (accounting for 47% of MHHs in comparison to 40% of total HHs)
Livelihood strategies <ul style="list-style-type: none"> ■ reflect socio-economic group 	Livelihood strategies <ul style="list-style-type: none"> ■ reflect socio-economic group
Shocks/changes <ul style="list-style-type: none"> ■ loss of livestock and reduced area cultivated ■ death of husband ■ property-grabbing by relatives ■ old age and ill health ■ care of orphans 	Shocks/changes <ul style="list-style-type: none"> ■ loss of livestock and reduced area cultivated ■ loss of off-farm work ■ old age and ill health
Livelihood outcomes <ul style="list-style-type: none"> ■ reflect socio-economic group 	Livelihood outcomes <ul style="list-style-type: none"> ■ reflect socio-economic group
Coping mechanisms <ul style="list-style-type: none"> ■ sale of assets to cope with food shortages in short term makes household more vulnerable in long term ■ work on other farms at busy times of year (but reduces time available for own farm work) 	Coping mechanisms <ul style="list-style-type: none"> ■ reflect socio-economic group

Sources of Information: Wealth Ranking and Household Interviews

FRAMEWORK IV: COMPARATIVE ANALYSIS OF PROBLEMS AND SOLUTIONS			
	Group Identifying Problems and Solutions		
	Key Informants and Village Leaders	Women	Men
Problems (listed in descending order)	<ol style="list-style-type: none"> 1. lack of cattle due to disease and drought 2. lack of money to buy fertilizer 3. water shortages during drought 4. poor marketing and low crop prices 	<ol style="list-style-type: none"> 1. hunger due to low yields and many dependants 2. no cash income for household needs 3. illnesses 	<ol style="list-style-type: none"> 1. lack of cattle 2. poverty due to low yields and lack of income-generating activities 3. reduction in soil fertility 4. food insecurity due to low yields and lack of money to buy food
Solutions	<ul style="list-style-type: none"> ■ build communal dip tank ■ develop income-generating activities ■ re-establish village cooperative to supply seed and fertilizer ■ drill borehole ■ form village marketing group ■ encourage buyers to visit village 	<ul style="list-style-type: none"> ■ increase yields by using draught animals and fertilizer ■ grow less labour-intensive crops ■ establish income-generating activities ■ set up village health post ■ train community members in basic healthcare skills ■ improve sanitation practices in the home 	<ul style="list-style-type: none"> ■ reintroduce local breeds ■ introduce village vaccination and dipping programme ■ develop alternative sources of income on-farm ■ improve quality of produce ■ establish off-farm income-generating activities ■ generate income to purchase fertilizer

Sources of Information: Problem Analyses

GENDER AND POVERTY ANALYSIS

The gender and poverty analysis of Rapid Appraisal and livelihoods data lies at the heart of conducting diagnostic studies. Its purpose is to explore and understand the existing situation of the constituent groups within a community (in particular, women, men and the poor) and to identify their differing needs and priorities. The methodology is demonstrated in the case study (part 3) at the end of this note. The templates for Analyses I, II and III are presented in Appendix II.

EXISTING SITUATION: GENDER AND POVERTY ISSUES

Purpose: This review provides insights into the existing situation in the community in the context of what is happening to women and men, less poor and poor at the household and community levels, why these events are occurring and what are their implications?

Once the four frameworks for analysis have been completed, the existing situation can be examined to:

- identify what is happening at the household and community levels to women and men, male and female-headed households, and the less poor and poor in the context of their roles, access to and control of resources, their participation in decision-making and their livelihoods;
- examine the underlying reasons why these events are occurring; and
- determine the implications of these events (emerging issues).

This analysis is conducted separately for gender (Analysis I) and poverty (Analysis II) perspectives. In the gender analysis, it may be important to distinguish between the experiences of different types of women: for example, less poor and poor married women; women in monogamous and polygamous marriages; and single women who are unmarried or widowed.

BOX 6: CONCEPTS FOR GENDER ANALYSIS

Gender versus sex: Gender identifies the socially and culturally constructed relationships between women and men, including their roles, privileges, responsibilities, power and influence. Sex identifies biological differences between women and men, which are universal and permanent.

Gender discrimination: differential treatment of individuals based on their sex. This includes, for example, systematic and structural discrimination against either women or men in the distribution of income, access to resources, control over resources, and opportunities for participation and decision-making.

Gender issues: arise when an instance of gender inequality is recognized as undesirable or unjust.

Empowerment: a process through which people acquire the knowledge, skills and confidence to make informed decisions about their lives, thereby becoming more self-reliant and aware.

Equality: equal rights, opportunities and enjoyment of resources and benefits for all members of society.

Equity: just treatment and fairness in the distribution of benefits and responsibilities between members of society.

STRENGTHS, WEAKNESSES, NEEDS/PRIORITIES, OPPORTUNITIES AND THREATS

Purpose: The analysis of Strengths, Weaknesses, Needs/Priorities, Opportunities and Threats (SWN/POT) captures the individual perspective by identifying the specific needs, priorities and opportunities for constituent groups within a community.

In order to explore individual perspectives, the standard analysis of Strengths, Weaknesses, Opportunities and Threats (SWOT) has been extended to include needs and priorities. It is conducted separately for women, men, poor households, youth and other priority groups (Analysis III). The SWN/POT reflects:

- **internal factors**, such as individual *strengths*, *weaknesses*, *needs* (personal aspirations) and *priorities* (ranking of options in order of importance); and
- **external factors**, such as *opportunities* (ways of overcoming weaknesses and building on strengths) and *threats* (constraints which may restrict the range of opportunities for change).

GENDER AND POVERTY ANALYSIS

GENDER ANALYSIS

Drawing on the information gathered in Frameworks I and II, the gender analysis summarizes the position of women and men with regard to their roles, access to and control of resources, and participation in decision-making (Analysis I). Key differences between the livelihoods of female and male-headed households are also noted.

Possible explanations for such differences are explored. For example, cultural norms and values combined with the socialization process and biases in service delivery create a situation where men assume leadership roles, control the means of production, and act as the link between household and community. Households develop slowly partly because their human resources are not fully utilised. Women tend to make few advances due to their lack of autonomy, and are generally overburdened and resource-poor. Households headed by women experience a wide range of shocks to their livelihood systems after the death of their husbands. If their resource base is eroded significantly during this time, their households can enter into a spiral of decline.

POVERTY ANALYSIS

The poverty analysis, drawing on Framework III, highlights differences in livelihoods between households from different socio-economic groups (Analysis II). Very poor households (and to a lesser extent, poor households) have a limited asset base, are excluded from belonging to groups and organizations, and do not benefit from external services. Although all households have experienced the impact of economic changes (for example, the loss of cattle and difficulties in accessing farm inputs), poorer households are particularly vulnerable to the after effects of domestic shocks (such as the death of household members and care of orphans). Indeed, these shocks often represent the catalyst for the deterioration in their livelihoods. The coping mechanisms they adopt often exacerbate their vulnerability: immediately in terms of malnutrition and poor health; over seasons through a reduced asset base; and between generations. The gender division of labour can be less marked in poor and very poor households, as all members work together in their struggle for survival.

ANALYSIS OF STRENGTHS, WEAKNESSES, NEEDS/PRIORITIES, OPPORTUNITIES AND THREATS

Analysis III draws on various data including Framework IV. The SWN/POT for women is presented as an example. Despite women's many strengths, they suffer an extensive range of weaknesses due to their heavy workload, limited access to sources of information and credit, and limited control over resources. Their needs and priorities embrace a range of economic, social and gender issues, such as the need to improve food security, income and the health of household members, the need for assistance for orphans in their care, and the need to receive more respect in the home. Opportunities to address these requirements are identified and external threats noted. Findings point to the need to sensitize both women and men to the potential contribution of women to household decision-making; however some stakeholders have an interest in maintaining the *status quo*.

See Analyses I, II and III on the following pages.

ANALYSIS I: GENDER ANALYSIS OF EXISTING SITUATION

What is Happening?	Why? (Underlying Reasons)	What are the Implications? (Emerging Issues)
<p>Gender Roles</p> <ul style="list-style-type: none"> ■ many women have heavy workloads and a crowded calendar: long working day, many household tasks (non-remunerative, repetitive, time-consuming), few hours of rest, fragmented use of time, multi-tasking ■ men are involved with productive tasks and produce marketing ■ men do not perform many household tasks and enjoy significant periods of rest during dry season ■ men are more involved in community activities 	<ul style="list-style-type: none"> ■ societal and cultural norms and values result in different roles for men and women ■ male-biased extension service targets men; there is a lack of information on food crops for women ■ male leadership role is 'in-built' by society, making men the breadwinners with control over means of production and income (hence interest in marketing) 	<ul style="list-style-type: none"> ■ slow development of households since human resources are not utilized optimally ■ malnutrition at household level ■ women tend to make few advances (due to a lack of autonomy, contact with information sources, opportunities for education) ■ men retain money for their own use, which impoverishes their household both in terms of providing less money for their families and by spending money on prostitutes and other women, thus exposing themselves and their families to HIV/AIDS
<p>Access and Control</p> <ul style="list-style-type: none"> ■ less poor men use labour-saving technologies while women use labour-intensive technologies ■ women have access to resources of low economic value, related to household tasks ■ men have access to resources of high economic value ■ men control the means of production and income arising from the use of resources ■ women have access to health information ■ men have access to production-related information ■ men control household labour: wife, girls, boys ■ women's access to household property terminates on death of husband 	<ul style="list-style-type: none"> ■ socialization process: men are reluctant to allow women a voice in decision-making ■ men's role as household head makes them the link between household and community ■ laziness of less poor men regarding their workloads and division of labour ■ men enjoy more access to education and information, compared to women 	<ul style="list-style-type: none"> ■ many women are overburdened ■ women are generally resource-poor ■ women in MHHs experience low returns on their investment of time, thereby remaining demotivated ■ women are made vulnerable by death of husband: through loss of resources, assuming male roles but lacking experience
<p>Decision-Making</p> <ul style="list-style-type: none"> ■ men have the dominant role, making most of decisions in household and community ■ women make decisions regarding the kitchen and the care of household members 		
<p>Livelihoods</p> <ul style="list-style-type: none"> ■ most shocks facing MHHs are associated with loss of productive resources (livestock, off-farm work) and deterioration in personal well-being (old age, ill health) ■ FHHs experience a wide range of shocks to livelihoods system following the death of their husbands (property-grabbing by relatives, ill health, care of orphans) 		

ANALYSIS II: POVERTY ANALYSIS OF EXISTING SITUATION

What is Happening?	Why? (Underlying Reasons)	What are the Implication? (Emerging Issues)		
<p>Resource Endowments</p> <ul style="list-style-type: none"> ■ marked difference in asset base between less poor and very poor households ■ very poor characterized by having almost no assets ■ poor and very poor have low levels of participation in village-based organizations and have no representation on committees ■ very poor have no contact with external services 	<ul style="list-style-type: none"> ■ low social status of poor and very poor ■ the less poor benefit from being able to hire the labour of the poor ■ poor and very poor excluded from benefiting from external services (e.g. information services, health care) ■ inequalities in access to, and control over, resources 	<ul style="list-style-type: none"> ■ coping strategies adopted in one season often place households at greater risk in subsequent seasons, thereby increasing their vulnerability (e.g. using credit to buy fertilizer but unable to repay loan or selling assets to buy food) ■ households become trapped in cycle of poverty, across seasons and also across generations (poor and very poor children have low enrolment rates at primary school) ■ short-term coping strategy of changing diet and reducing meals increases vulnerability to malnutrition and poor health ■ poor viewed by other members of community as being unable to fend for themselves 		
<p>Livelihood Strategies</p> <ul style="list-style-type: none"> ■ less poor and middle poor groups produce crop surplus for sale; also have off-farm ventures ■ poor and very poor engage in subsistence production ■ poor and very poor engage in petty trading, casual work, food-for-work ■ poor and very poor gather and sell natural products (e.g. wild fruit) 				
<p>Shocks and Changes</p> <ul style="list-style-type: none"> ■ all households have suffered from recent economic changes (loss of livestock, difficulties in accessing fertilizer) ■ less poor households in a stronger position to recover from these changes ■ poorer households also experienced range of domestic shocks (death of key household member, loss of property, etc.) 				
<p>Livelihood Outcomes</p> <ul style="list-style-type: none"> ■ less poor are food self-sufficient ■ middle poor group are food self-sufficient for eight to nine months ■ poor and very poor unable to grow enough to feed themselves for more than five months each year 				
<p>Coping Mechanisms</p> <ul style="list-style-type: none"> ■ middle poor group use income gained from off-farm activities to buy food ■ poor sell assets ■ very poor beg from friends and relatives ■ less marked gender division of labour in poor and very poor households as all work together to survive ■ all households with food deficit change diet, reduce number of meals 				

ANALYSIS III: STRENGTHS, WEAKNESSES, NEEDS/PRIORITIES, OPPORTUNITIES AND THREATS (SWN/POT) - WOMEN

Strengths (Internal)	Weaknesses (Internal)	Needs/Priorities (Internal)
<ul style="list-style-type: none"> ■ make good use of scarce resources ■ skills in food crop production ■ skills in food preparation ■ control of food ■ skills in care of household members ■ good time-management skills ■ high sense of responsibility towards household 	<ul style="list-style-type: none"> ■ shortage of time (long hours of work, fragmented use of time) ■ lack of exposure to information ■ lack of control over productive assets ■ lack of control over income ■ no voice: little chance to contribute towards decision-making, not listened to in the home, little participation on committees ■ lack of confidence, inability to express themselves ■ high illiteracy rates among women ■ continual cycle of child-bearing ■ resignation to <i>status quo</i> 	<ul style="list-style-type: none"> ■ reduce workload ■ increase control over productive assets ■ achieve food security ■ generate cash income ■ make fuller contribution to decision-making ■ receive more respect in home ■ improve health of household members ■ assistance in coping with orphans ■ fidelity within the marriage ■ retain control over property after husband's death

Opportunities (External)	Threats (External)
<ul style="list-style-type: none"> ■ use labour-saving technologies ■ improve food production ■ increase control over land ■ promotion of income-generating activities ■ improve access to extension services and information sources ■ improve access to health services ■ improve access to water sources ■ improve household sanitation and hygiene practices ■ empowerment and sensitization for women and men through participation in groups and representation on committees 	<ul style="list-style-type: none"> ■ services, such as extension and credit, not generally accessible by women ■ death of key household members, care of orphans ■ desire by many stakeholders to maintain <i>status quo</i> ■ culture and tradition ■ religion

Sources of Information: Daily Activity Schedules; Sources and Use of Money; Likes and Dislikes; and Problem Analysis

RESPONDING TO THE FINDINGS

The findings based on the gender and poverty analysis have implications for either the design of new activities or the implementation of ongoing activities. This technical note reviews how projects can respond to the findings and these approaches are illustrated in the examples which follow. The templates are presented in Appendix II.

NEW ACTIVITIES

Purpose: The Preliminary Action Plan identifies potential activities and outputs to address the needs and priorities identified by SWN/POT.

The Preliminary Action Plan of new activities is prepared by the study team together with the community, utilizing information generated during the Field Diagnostic Study. The proposed activities are examined in terms of their:

- expected outcomes and potential impacts;
- principal beneficiaries;
- impact (social, economic and environmental) on other stakeholders;
- timeframe in which benefits will be realized;
- resource/cost requirements both internally (within the community) and externally;
- compatibility with existing activities and contribution to overall project purpose;
- risks and assumptions; and
- sustainability.

This information may be summarized in tabular format to facilitate comparison between alternatives, if several new activities are being considered (see example 1).

ONGOING ACTIVITIES

Purpose: The review establishes the extent to which ongoing activities are meeting the current needs and priorities of the target groups, and identifies ways in which their focus may be improved.

This review looks at the activities of ongoing projects in terms of their current impact and beneficiary profile (see example 2). The review:

- identifies the principal project activities and their outputs;
- identifies potential gender and poverty issues associated with the implementation of the activities;
- reviews the beneficiary profile and impacts (drawing on the fieldwork findings); and
- examines opportunities arising from SWN/POT and determines how to improve the focus of project interventions to meet the needs of the target group better.

FDS REPORT

On completion of the analysis, the findings from the fieldwork should be written up in a report. (A suggested list of contents for the report is presented in example 3). Information gathered during the FDS should form part of the baseline data set for project communities. The data may be used for integrating gender issues into a project's logical framework, and for subsequent monitoring and impact assessment studies.

FEEDBACK TO COMMUNITY AND LOCAL ADMINISTRATION

Field Diagnostic Study findings should be shared with both the community and the local administration. They may provide a basis for future action-planning, independent of any project initiatives.

PRELIMINARY ACTION PLAN

PRELIMINARY ACTION PLAN					
Proposed Activities	Outputs and Impacts	Principal Beneficiaries	Impact on Other Stakeholders	Time Horizon	
Vegetable seed multiplication by smallholder farmers	<ul style="list-style-type: none"> ■ seeds produced for local sale ■ income-generating activity for farmers growing the seed 	farmers with previous experience of growing vegetables who are selected to be trained in the production, cleaning and preservation of vegetable seeds	<ul style="list-style-type: none"> ■ other farmers in community who want to grow vegetables and need to purchase seed 	<ul style="list-style-type: none"> ■ at least two seasons to become established 	
Install domestic roofwater harvesting systems at household level	<ul style="list-style-type: none"> ■ supply of potable water available at homestead for 9 – 10 months every year ■ reduced incidence of water-borne diseases ■ time saved fetching water during most of dry season ■ women have more time for other activities and leisure 	women and children (who spend up to four hours a day fetching water during dry season)	<ul style="list-style-type: none"> ■ HH members enjoy better health due to improved water quality 	<ul style="list-style-type: none"> ■ immediate benefit after first rainy season 	
Functional Adult Literacy classes, integrating literacy and numeracy skills with practical information to improve living standards (in terms of farming methods, health and sanitation)	<ul style="list-style-type: none"> ■ literacy and numeracy skills developed ■ increased self-confidence ■ improved access to information sources ■ in the longer term, improved livelihoods 	<ul style="list-style-type: none"> ■ the poor and women who are currently illiterate 	<ul style="list-style-type: none"> ■ household members should benefit from improvements in the home ■ literate members of the community may feel threatened by loss in status as more community members become literate 	<ul style="list-style-type: none"> ■ short term for immediate impact (one to two years) ■ medium term for improved livelihoods 	

	Resource Requirements		Compatibility with Existing Activities and Contribution to Project Purpose	Risks and Assumptions	Sustainability
	Internal	External			
	<ul style="list-style-type: none"> ■ land available for seed multiplication ■ labour and local materials for constructing storage sheds for potatoes and onions 	<ul style="list-style-type: none"> ■ technical assistance ■ supply of good quality seed 	activity will help overcome one of major factors restricting development of vegetable production in locality	<ul style="list-style-type: none"> ■ not possible to produce quality seed on regular basis ■ farmers not willing to buy uncertified seed 	<ul style="list-style-type: none"> ■ trained farmers able to continue seed multiplication without technical support
	<ul style="list-style-type: none"> ■ house with iron sheet roof ■ labour to assist with tank construction 	<ul style="list-style-type: none"> ■ technical assistance on system design and maintenance ■ credit for purchase of materials (gutters, tank construction) 	by releasing women's time from daily task of fetching water, women have potential to participate more actively in other project activities	<ul style="list-style-type: none"> ■ HH members willing to drink roofwater ■ rainfall patterns reasonably reliable (bimodal with at least 1000 mm rainfall per year) 	<ul style="list-style-type: none"> ■ households maintain gutters and tanks in good working order
	<ul style="list-style-type: none"> ■ venue for classes ■ literacy instructors 	<ul style="list-style-type: none"> ■ training for instructors ■ teaching materials (notebooks, chalk) ■ remuneration for instructors 	will contribute to effectiveness of other community development initiatives through more confident and better informed rural community	<ul style="list-style-type: none"> ■ family members will be supportive of learners ■ instructors will be available, competent and committed 	<ul style="list-style-type: none"> ■ good, as long as instructors remain motivated

PROJECT REVIEW

PROJECT REVIEW OF ONGOING ACTIVITIES			
Activities and Outputs	Potential Gender and Poverty Issues	Beneficiary Profile and Activity Impacts (Findings from the Fieldwork)	Opportunities for Improving Project Focus
<p>Activities: Promoting women's vegetable gardens through providing selected women with seeds, fertilizer, hand tools and technical advice for four seasons over two years</p> <p>Outputs: Improvement in household nutrition and increase in women's income</p>	<ul style="list-style-type: none"> ■ Who is selected to participate and who is excluded? ■ Who works in the vegetable garden? ■ Who decides how the produce is used? ■ Who decides how the money is spent? ■ Who benefits overall? ■ Who worked and who controlled the benefits from vegetable gardens before this project activity? 	<ul style="list-style-type: none"> ■ women from less poor and middle poor households are the main beneficiaries ■ women from poor households are not selected to participate by the extension agents because they have no prior experience in vegetable production ■ poor male-headed households without female support (widowers) are excluded from participating in the activity ■ women's workloads increase with additional work in vegetable gardens ■ women choose to concentrate on growing cash crops for sale rather than food crops for home use ■ women increase their income which they use for purchasing household essentials, paying school fees and investing in small livestock ■ before this project activity: women worked on small plots near their house to grow vegetables for domestic use 	<ul style="list-style-type: none"> ■ limit assistance to women to two seasons over one year in order to cover more participants during the project life ■ specifically target women from poorer households ■ extend coverage to include poor men ■ provide training in the use of vegetables to improve diets in the home ■ identify opportunities to save women's time in other activities in order to reduce their overall workload
<p>Activities: Supporting the formation of Farmer Field Schools in the community and providing selected inputs and technical advice on request</p> <p>Outputs: Development of farmers' skills in improved farming methods</p>	<ul style="list-style-type: none"> ■ Who are the members of the field school and who is excluded from membership? ■ Who chooses the curriculum? ■ What are the benefits of membership? ■ What opportunity did farmers have to learn about improved farming practices prior to the field school? 	<ul style="list-style-type: none"> ■ members are self-selecting and are drawn from middle poor and poor households ■ women account for less than 15% of members – they have limited time to attend the school and the timing (two mornings a week) is not convenient ■ members select the curriculum and have focused on cash crop production which is of most interest to men (women would also like to study food crops, and technologies and practices which would reduce the burden of their workload) ■ members gain useful skills in growing cash crops ■ attendance rates are very high ■ schools provide an opportunity for farmers to network with other farmers and extension staff ■ prior to the field school, the majority of farmers had minimal contact with extension staff 	<ul style="list-style-type: none"> ■ ensure membership criteria and administrative arrangements do not preclude women from participating ■ widen the scope of the curriculum to include labour saving technologies and practices for the home ■ use all field schools as an entry point to examine gender roles and relations, and to raise awareness about HIV/AIDS

SUGGESTED LIST OF CONTENTS FOR FDS REPORT

EXECUTIVE SUMMARY

1. INTRODUCTION

- 1.1 Background to Study
(context of study, identification of new/ongoing project, objectives of study and rationale for studying gender issues)
- 1.2 Policy and Institutional Environment
(brief review of relevant policies and institutions and their implications: national gender policy; government ministry responsible for gender issues; donors, NGOs and civil society addressing gender issues)
- 1.3 Field Study Methodology
(team composition, fieldwork programme: organizations visited (Appendix I), communities visited (groups met, data collection methods, total number of participants – Appendix II))
- 1.4 Structure of Report

2. SOCIO-ECONOMIC CONTEXT OF STUDY AREA

- 2.1 Economic and Social Characteristics
(population, age composition, workforce, population growth rate, life expectancy, income per capita, proportion of population below poverty line, literacy rates, school enrolment rates, HIV/AIDS prevalence rates, other illnesses, ethnic composition and cultural practices)
- 2.2 Agricultural Sector
(altitude, rainfall patterns, topography, population density, land tenure, average size of holding, farming systems, use of inputs (seeds, fertilizer, farm power, credit, extension), major food crops/livestock, major cash crops/livestock, food processing and value-adding activities)
- 2.3 Description of Ongoing/Proposed Project Area
(infrastructure, markets, services, organizations)

3. GENDER AND POVERTY ANALYSIS

- 3.1 Overview of Community by Household Type
- 3.2 Gender Roles and Relations
 - (i) *Productive, household and community roles (discuss Framework I)*
 - (ii) *Access and control over resources, and participation in decision-making (discuss Framework II)*
 - (iii) *Livelihoods Analysis (discuss Framework III)*
- 3.3 Analysis of Existing Situation
 - (i) *Gender analysis (discuss Analysis I)*
 - (ii) *Poverty analysis (discuss Analysis II)*
- 3.4 Needs and Priorities of Specific Groups
(strengths, weaknesses, needs/priorities, opportunities and threats for each specific group) (discuss Framework IV and Analysis III)

SUGGESTED LIST OF CONTENTS FOR FDS REPORT

(continued)

4. PRELIMINARY ACTION PLAN
(IF STUDY IS UNDERTAKEN TO IDENTIFY NEW PROJECT ACTIVITIES)
 - 4.1 Proposed Activities and Outputs
 - 4.2 Principal Beneficiaries
 - 4.3 Impact on Other Stakeholders
 - 4.4 Resource Requirements
 - 4.5 Compatibility with Existing Activities and Contribution to Project Purpose
 - 4.6 Risks and Assumptions
 - 4.7 Sustainability

OR

4. ANALYSIS OF ONGOING PROJECT ACTIVITIES
(IF STUDY IS TO IMPROVE PERFORMANCE OF EXISTING PROJECT)
 - 4.1 Brief Description of Project Components and Activities
 - 4.2 Gender and Poverty Analysis of Project Activities
(list of project activities, identification of their potential gender/poverty implications, project impacts, compatibility of project outputs with needs and priorities of target group)
 - 4.3 Profile of Participants in Project Activities and Decision-Making
(sex and socio-economic status of participants in identification, design, implementation and monitoring activities, community committees)
 - 4.4 Opportunities for Improving Project Focus
(addressing barriers to participation in project activities, identifying opportunities for empowerment)

5. CONCLUSIONS

APPENDICES

- I List of Organisations and People Met
- II Summary of Fieldwork Methods
- III Fieldwork Data