

A manual for gender-focused field diagnostic studies

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field 1 methods

TECHNIQUES AND TEMPLATES
FOR VILLAGE LEADERS AND KEY INFORMANTS

HISTORICAL TIMELINE

PURPOSE: to discuss the main achievements and setbacks, both economic and social, experienced in the community during the last ten to 15 years.

METHOD

Step 1: Discussion

1. Ask the group to discuss how the community has changed over the last ten to 15 years, particularly with respect to resource availability, land tenure, cropping patterns, livestock rearing, environmental change, administrative changes, mobility and migration.
2. Key questions:
 - How, and why, have things improved?
 - Have any aspects of life become more difficult and, if so, why?
 - Have the roles of women and men changed over time?
 - Have the workloads of women and men changed over time?
3. Note when these changes occurred, identify their causes and follow through their effects on gender roles, poverty and livelihoods in the community.

Step 2: Visualization

1. Visualize important events using symbols and local materials.

Example: Case Study Part 1, Figure 1

TEMPLATE 1: HISTORICAL TIMELINE

GROUP: VILLAGE LEADERS AND KEY INFORMANTS

Date	Economic and Social Change in Community

ORGANIZATION/GROUP PROFILES

PURPOSE: to identify the different organizations and groups in the community and their origins and current status, to determine the socio-economic and gender composition of their membership and leadership, and establish their importance from the community perspective.

METHOD

Step 1: Venn Diagram (optional)

1. Prior to fieldwork, cut out 20 circles of three different sizes from card.
2. Ask the group to write the name of each community group or organization on a circle. The **size** of the circle (large, medium or small) should reflect the significance of the group to the community.
3. Identify a central point on the ground as representing the community. Ask the group to place the circles on the ground in relation to this point, and in relation to the other circles.
 - **Distance from the central point** indicates the degree of involvement the organization has with the community (closer to the centre, more regular involvement).
 - **Distance between the circles:** Overlapping circles indicate that the groups/organizations have common activities or share members; circles that do not touch indicate there is no contact between the groups/organizations.

Step 2: Organization Profiles

1. Prepare a list of the main organizations/groups in the community.
2. For each group/organization, gather the following information: date of formation; origins; purpose; external assistance; activities; operational status (i.e. operational, inactive, or operation ceased); and reasons for non-operational status, if appropriate.
3. For each group/organization, profile current membership and leadership by sex and socio-economic group. Note whether any members also belong to other organizations.
4. Rank the groups/organizations according to their importance for the community, and the reasons for their significance.

Example: Case Study Part 1, Figure 2

TEMPLATE 2: ORGANIZATION/GROUP PROFILES

GROUP: VILLAGE LEADERS AND KEY INFORMANTS

Name of group/ organization	Date formed	Origins, purpose, external assistance, activities, operational status (and reasons)	Membership			Leadership			Importance and reasons
			Women	Men	Socio-economic	Women	Men	Socio-economic	

1 = most important organization/group in community

SEASONAL CALENDAR

PURPOSE: to explore how seasonal variations affect the pattern of life throughout the year in terms of the principal agricultural and non-agricultural activities, and the division of tasks between family members.

METHOD

Step 1: Pattern of Rainfall

1. Identify rainy seasons and the local name for each season.
2. Note appropriate start of the year (it is not necessary to start with January; if the main rains start in October, and land preparation starts prior to the rains in September list the months starting with September and finishing in August).
3. Note the months in which it rains and the number of days of rainfall per month.

Step 2: Farming Activities

1. Record the principal activities associated with rainfed farming in the left-hand column (for example, land clearance, land preparation, planting, fertilizing, weeding). Avoid over-aggregation of activities: if a particular crop is relevant to the project, list the activities associated with that crop separately from the others.
2. Note the timing of each activity (in terms of months) on the calendar.
3. Indicate the intensity of the workload. For example, if symbols are used to represent a particular activity, add extra symbols to reflect greater intensity.

Step 3: Gender Division of Labour

1. Note who performs each of the tasks listed in step 2, in the right-hand column. Using 10 stones to represent 10 points, ask the group to indicate the relative contribution of women and men to performing each task. For example, 10 points for women and none for men indicates that women are entirely responsible for doing a particular task whilst five points each indicate that women and men share the task equally.

Step 4: Other Activities

1. Repeat steps 2 and 3 for irrigated farming, livestock and non-farm activities (for example, brick-making, house building, thatching, charcoal-making, selling wild fruit or making mats).
2. Other information that has a seasonal dimension (such as food shortages, patterns of income and expenditure, diseases or workloads) may also be recorded on the calendar, when relevant to the study.
3. Key questions:
 - Are there times of the year when women's labour is not fully utilized?
 - Are there times of the year when men's labour is not fully utilized?
 - Which is the most appropriate season for additional activities? For whom?
 - What time constraints exist throughout the year and what causes them?

Example: Case Study Part 1, Figure 3

STRENGTHS AND PROBLEM ANALYSIS

PURPOSE: to explore the main strengths and problems facing the community (as perceived by village leaders and key informants), their causes and effects, and how they may be overcome.

METHOD

Step 1: Identification of Strengths

1. Ask the village leaders and key informants to describe the good things about their community.

Step 2: Problem Identification

1. Ask group members to note down individually, on separate pieces of paper, two or three problems they are facing at present.
2. Make a list of all problems noted and count the number of times each problem has been cited. Use this list to rank the problems facing the community in order of importance.

Step 3: Problem Tree (optional)

1. Prepare a problem tree to explore the inter-relationships between problems. Often several of the problems are inter-related; for example one person may note low yields as a problem, while another may note a lack of fertilizer or poor soil fertility.
2. The problem tree is developed around a core problem, its principal causes, the factors that give rise to those causes and, ultimately, the root causes. Examine up to five levels of causes.
3. Note both the immediate effects of the core problem and their linkages to subsequent effects.
4. Use the problem tree to identify the main root causes of problems facing the community and rank them in order of importance.

Step 4: Problem Analysis

1. Working with the list of key problems generated in either step 2 or 3, identify any problems that lie within the scope of the IFAD-supported project/programme.
2. Select four or five problems that may be addressed through the project/programme and for each one identify :
 - their causes;
 - their effects;
 - coping mechanisms (how have people responded to date); and
 - other possible solutions at the community level that may or may not require external assistance to be implemented. Where relevant draw on the strengths identified in step 1.

Example: Case Study Part 1, Figure 4

TEMPLATE 4: RANKING OF PROBLEMS

GROUP: VILLAGE LEADERS AND KEY INFORMANTS

Problem	Cause of Problem	Effects of Problem	Coping Mechanisms	Other Solutions
1.				
2.				
3.				
4.				
5.				

1 = most important problem

WEALTH RANKING

PURPOSE: to identify the main socio-economic groups in the community and their characteristics; to review the distribution of households between the groups; and to identify any factors associated with movement between groups.

METHOD

Step 1: Identification of Socio-Economic Groups in the Community and their Characteristics

1. What terms do community members use to describe the different socio-economic groups? Note each term at the top of a column in the local language (with the terms used to describe the less poor recorded in the left-hand column declining to those for the very poor in the right-hand column).
2. Request a description of each socio-economic group. What criteria do they use to distinguish between the different groups (such as land, livestock, assets, businesses, household composition, ability to send children to school or buy medicine)? Record their descriptions in the appropriate columns; try to avoid being too quantitative and record the qualitative ways in which they describe the households. (*Tip: start with the extremes of the less poor and very poor, then complete the middle columns*).
3. Are there any special relationships between the different groups? What do the poor do for the less poor? What do the less poor do for the poor and very poor?

Step 2: Distribution of Households

1. Note the total number of households in the community (approximately). Define a household to be the unit in which people eat together in the evening.
2. Use proportional piling to determine the distribution of total households across the socio-economic categories. Take a large number of seeds or stones (100 or 200) and explain that this represents the total number of households in the community. Ask a volunteer to distribute the seeds between the different socio-economic groups. Allow other group members to adjust the distribution until all are satisfied with the result. Add up the number of seeds in each group and divide by the total number of seeds in order to calculate the percentage distribution.
3. Note the approximate number of FHH in the community. Use proportional piling to determine the distribution of FHH across the socio-economic categories.
4. Note the approximate number of MHH in the community. Use proportional piling to determine the distribution of MHH across the socio-economic categories.

Step 3: Movement between Groups

1. Are there any movements between the socio-economic groups?
2. Note any factors associated with households whose positions are improving, deteriorating or remaining stable.

Step 4: Identification of Individual Households

After the end of the community data collection process, ask one or two of the village leaders to select households from each of the socio-economic groups in preparation for the individual household interviews. Ensure both FHH, MHH and households whose position is improving or deteriorating are included in the sample.

Example: Case Study Part 1, Figure 5

field 2 methods

TECHNIQUES AND TEMPLATES
FOR WOMEN'S GROUP

DAILY ACTIVITY SCHEDULES

PURPOSE: to understand the daily pattern of women's and men's lives at the busiest and quietest times of the year.

METHOD

Step 1: Identification of Seasons

1. Identify the busiest and the quietest time of the year in terms of women's workload.
2. Prepare a daily activity chart for the busiest season and a separate one for the quietest season.
3. Make an assumption about the type of household (e.g. marital status, number of adults and children) that will be represented by the information.

Step 2: Preparation of Busiest Schedule: Women describe their own activities

1. Ask the group at what time they wake up each morning during the busiest time of the year and complete the time column (in hours).
2. Ask the group to describe their day, starting from when they wake up and concluding when they go to bed. Record all the activities they undertake against an approximate timing.

Step 3: Preparation of Busiest Schedule: Women describe men's activities

1. Continuing with the busiest season, repeat step 2 but focus on the opposite sex with women describing the daily activities of the male members in their households.

Step 4: Preparation of Quietest Schedule

1. Repeat steps 2 and 3 for the quietest time of the year.

Step 5: Analysis

1. Conclude the exercise by asking the group to calculate (with reference to the information collected) the number of hours worked by women and men during the busiest and quietest times of the year, and their respective hours of rest during the day.
2. Reflect on the findings.

Example: Case Study Part 1, Figures 6.1 and 6.2

TEMPLATE 1.1: DAILY ACTIVITIES AT BUSIEST TIME OF THE YEAR

WOMEN'S GROUP

Note months:

Women	Time (hours)	Men
	04:00	
	05:00	
	06:00	
	07:00	
	08:00	
	09:00	
	10:00	
	11:00	
	12:00	
	13:00	
	14:00	
	15:00	
	16:00	
	17:00	
	18:00	
	19:00	
	20:00	
	21:00	
	22:00	
	23:00	
	24:00	

TEMPLATE 1.2: DAILY ACTIVITIES AT QUIETEST TIME OF THE YEAR

WOMEN'S GROUP

Note months:

Women	Time (hours)	Men
	04:00	
	05:00	
	06:00	
	07:00	
	08:00	
	09:00	
	10:00	
	11:00	
	12:00	
	13:00	
	14:00	
	15:00	
	16:00	
	17:00	
	18:00	
	19:00	
	20:00	
	21:00	
	22:00	
	23:00	
	24:00	

DAILY ACTIVITIES AT BUSIEST AND QUIETEST TIMES OF THE YEAR

WOMEN'S GROUP

Season	Length of waking day (hours)		Total hours of work		Total hours of rest	
	women	men	women	men	women	men
Busiest						
Quietest						

ACCESS AND CONTROL

PURPOSE: to examine the differences between men and women in terms of their access to and control over resources.

METHOD

Step 1: Resources

1. With the group, draw up a list of all resources available to people in the village (e.g. articles for domestic use, or for farming or off-farm work). The list need not be exhaustive but it should include items relevant to the project.
2. Record the list in the left-hand column of the matrix.
3. Explain the difference between access and control:
 - Access represents the opportunity to use a resource (such as an axe, or to work on the land) without having the authority to make decisions about its use.
 - Control represents the full authority to make decisions about the use of a resource.

Step 2: Access to Resources

1. Using 10 stones to represent 10 points, ask the group to indicate relative access to a resource by women and men. For example, 10 stones allocated to women and zero to men indicates that women have exclusive access to a particular resource, five stones to women and five to men indicates that both have equal access. Two stones allocated to women and eight to men indicates that men have more access to a resource than women.

Step 3: Control over Resources

1. Repeat step 2 to determine who has control over each resource, again allocating 10 points between women and men.
2. In some cases, control of a resource may lie outside the household. For instance an institution determines who receives credit or attends a training course. Such situations are indicated by the term 'others'.

Step 4: Analysis

1. Once it is established who has access to and control over all the different resources on the list, rank the top five resources. Note who has access to and who has control over these five resources and discuss the reasons why.
2. Ask the group to note the types of resources women and men tend to have either access to, or control over, or both. Reflect on the findings.

Example: Case Study Part 1, Figure 7

SOURCES AND USE OF MONEY

PURPOSE: to identify the main sources and uses of money, and explore how they differ between women and men.

METHOD

Step 1: Sources of Money

1. Ask the group to identify their own (i.e. women's) main sources of money and rank the five most important items in order of importance.
2. Ask the group to list what they think are men's main sources of money and rank the five most important items in order of importance.

Step 2: Expenditure

1. Ask the group to list the ways in which they spend money and rank the five most important items in order of importance.
2. Ask the group to list what they perceive as men's main items of expenditure and rank the five most important items in order of importance.

Step 3: Analysis

1. Ask the group to reflect on any patterns that may emerge from the exercise.

Example: Case Study Part 1, Figures 8.1 and 9.1

TEMPLATE 3.1: MAIN SOURCES OF MONEY

WOMEN'S GROUP

Women	Men

1 = most important

TEMPLATE 3.2: MAIN ITEMS OF EXPENDITURE

WOMEN'S GROUP

Women	Men

1 = most important

LIKES AND DISLIKES OF BEING A WOMAN

PURPOSE: to discuss the likes and dislikes of being women.

METHOD

Step 1: Likes and Dislikes

1. Ask the group to list everything they like about being a woman.
2. Ask the group to list everything they dislike about being a woman.

Step 2: Analysis

1. Ask the group to rank their likes and dislikes in order of priority.
2. Conclude by discussing possible causes of their dislikes and identifying measures to help address them.

Example: Case Study Part 1, Figure 10.1

TEMPLATE 4: LIKES AND DISLIKES OF BEING A WOMAN

WOMEN'S GROUP

Likes	Dislikes

Causes of Main Dislikes	Measures to Overcome Them

STRENGTHS AND PROBLEM ANALYSIS

PURPOSE: to explore the main strengths and the main problems facing the community (as perceived by women), their causes and effects, and how they may be overcome.

METHOD

Step 1: Identification of Strengths

1. Ask the women to describe the good things about their community.

Step 2: Problem Identification ¹

1. Ask group members to note down individually, on separate pieces of paper, two or three problems they are facing at present.
2. Make a list of all problems noted and count the number of times each problem has been cited. Use this list to rank the problems facing the community in order of importance.

Step 3: Problem Tree (optional)

1. Prepare a problem tree to explore the inter-relationships between problems. Often several of the problems are inter-related; for example one person may note low yields as a problem, while another may note a lack of fertilizer or poor soil fertility.
2. The problem tree is developed around a core problem, its principal causes, the factors that give rise to those causes and, ultimately, the root causes. Examine up to five levels of causes.
3. Note both the immediate effects of the core problem and their linkages to subsequent effects.
4. Use the problem tree to identify the main root causes of problems facing the community and rank them in order of importance.

Step 4: Problem Analysis

1. Working with the list of key problems generated in either step 2 or 3, identify any problems that lie within the scope of the IFAD-supported project/programme.
2. Select four or five problems that may be addressed through the project/programme and for each one identify :
 - their causes;
 - their effects;
 - coping mechanisms (how have people responded to date); and
 - other possible solutions at the community level that may or may not require external assistance to be implemented where relevant draw on the strengths identified in step 1.

Example: Case Study Part 1, Figure 11.1

¹ This step may be omitted if the majority of the group members is illiterate or if this part of the exercise may take too long. In these cases, the group can, through discussion, jointly agree on three or four main problems that they would like to analyse.

TEMPLATE 5: PROBLEM ANALYSIS

WOMEN'S GROUP

Problem	Cause of Problem	Effects of Problem	Coping Mechanisms	Other Solutions
1.				
2.				
3.				
4.				
5.				

1 = most important problem

field 3 methods

TECHNIQUES AND TEMPLATES
FOR MEN'S GROUP

DAILY ACTIVITY SCHEDULES

PURPOSE: to understand the daily pattern of women's and men's lives at the busiest and quietest times of the year.

METHOD

Step 1: Identification of Seasons

1. Identify the busiest and quietest times of the year for men in terms of their workload.
2. Prepare a daily activity chart for the busiest season and a separate one for the quietest season.
3. Make an assumption about the type of household (e.g. marital status, number of adults and children) that will be represented by the information.

Step 2: Preparation of Busiest Schedule: Men describe their own activities

1. Ask the group when they wake up during the busiest time of the year and complete the time column (in hours).
2. Ask the group to describe their day, starting from when they wake up and concluding when they go to bed. Record all the activities they undertake against an approximate timing.

Step 3: Preparation of Busiest Schedule: Men describe women's activities

1. Continuing with the busiest season, repeat step 2 but focus on the opposite sex, with men describing the daily activities of the female members in their households.

Step 4: Preparation of Quietest Schedule

1. Repeat steps 2 and 3 for the quietest time of the year.

Step 5: Analysis

1. Conclude the exercise by asking the group to calculate (with reference to the information collected) the number of hours worked by women and men during the busiest and quietest times of the year, and their respective hours of rest during the day.
2. Reflect on the findings.

Example: Case Study Part 1, Figures 6.1 and 6.2

TEMPLATE 1.1: DAILY ACTIVITIES AT BUSIEST TIME OF THE YEAR

MEN'S GROUP

Note months:

Women	Time (hours)	Men
	04:00	
	05:00	
	06:00	
	07:00	
	08:00	
	09:00	
	10:00	
	11:00	
	12:00	
	13:00	
	14:00	
	15:00	
	16:00	
	17:00	
	18:00	
	19:00	
	20:00	
	21:00	
	22:00	
	23:00	
	24:00	

TEMPLATE 1.2: DAILY ACTIVITIES AT QUIETEST TIME OF THE YEAR

MEN'S GROUP

Note months:

Women	Time (hours)	Men
	04:00	
	05:00	
	06:00	
	07:00	
	08:00	
	09:00	
	10:00	
	11:00	
	12:00	
	13:00	
	14:00	
	15:00	
	16:00	
	17:00	
	18:00	
	19:00	
	20:00	
	21:00	
	22:00	
	23:00	
	24:00	

DAILY ACTIVITIES AT BUSIEST AND QUIETEST TIMES OF THE YEAR

MEN'S GROUP

Season	Length of waking day (hours)		Total hours of work		Total hours of rest	
	women	men	women	men	women	men
Busiest						
Quietest						

ACCESS AND CONTROL

PURPOSE: to examine differences in access to, and control over, resources between women and men.

METHOD

Step 1: Resources

1. With the group, draw up a list of all resources available to people in the village (e.g. articles for domestic use, or for farming or off-farm work). The list need not be exhaustive but it should include items relevant to the project.
2. Record the list in the left-hand column of the matrix.
3. Explain the difference between access and control:
 - **Access** represents the opportunity to use a resource (such as an axe, or to work on the land) without having the authority to make decisions about its use.
 - **Control** represents the full authority to make decisions about the use of a resource.

Step 2: Access to Resources

1. Using 10 stones to represent 10 points, ask the group to indicate the relative access by women and men to each resource. For example, 10 stones allocated to women and zero to men indicates that women have exclusive access to a particular resource, five stones to women and five to men indicates that both have equal access, and two stones allocated to women and eight to men indicates men have more access to a resource than women.

Step 3: Control over Resources

1. Repeat step 2 to determine who has control over each resource, again allocating 10 points between women and men.
2. In some cases, control of a resource may lie outside the household. For instance, institutions determine who receives credit or attends a training course. This situation is indicated by the term 'others'.

Step 4: Analysis

1. Once it is established who has access to and control over all the different resources on the list, rank the top five resources. Note how access and control is allocated between men and women for these five resources and discuss the reasons why.
2. Ask the group to note the types of resources women and men tend to have either access to, or control over, or both. Reflect on the findings.

Example: Case Study Part 1, Figure 7

SOURCES AND USE OF MONEY

PURPOSE: to identify the main sources and uses of money, and explore how they differ between women and men.

METHOD

Step 1: Sources of Money

1. Ask the the group to identify their own (i.e. men's) main sources of money and rank the five most important items in order of importance.
2. Ask the group to list what they think are women's main sources of money and rank the five most important items in order of importance.

Step 2: Expenditure

1. Ask the group to list the ways in which they spend money and rank the five most important items in order of importance.
2. Ask the group to list what they perceive as women's main items of expenditure and rank the five most important items in order of importance.

Step 3: Analysis

1. Ask the group to reflect on any patterns emerging from the exercise.

Example: Case Study Part 1, Figures 8.2 and 9.2

TEMPLATE 3.1: MAIN SOURCES OF MONEY

MEN'S GROUP

Women	Men

1 = most important

TEMPLATE 3.2: MAIN ITEMS OF EXPENDITURE

MEN'S GROUP

Women	Men

1 = most important

LIKES AND DISLIKES OF BEING A MAN

PURPOSE: to discuss the likes and dislikes of being men.

METHOD

Step 1: Likes and Dislikes

1. Ask the group to list everything they like about being a man.
2. Ask the group to list everything they dislike about being a man.

Step 2: Analysis

1. Ask the group to rank their likes and dislikes in order of importance.
2. Conclude by discussing the possible causes of their dislikes and identifying measures to help address them.

Example: Case Study Part 1, Figure 10.2

TEMPLATE 4: LIKES AND DISLIKES OF BEING A MAN

MEN'S GROUP

Likes	Dislikes

Causes of Main Dislikes	Measures to Overcome Them

STRENGTHS AND PROBLEM ANALYSIS

PURPOSE: to explore the main strengths and the main problems facing the community (as perceived by men), their causes and effects, and how they may be overcome.

METHOD

Step 1: Identification of Strengths

1. Ask the men to describe the good things about their community.

Step 2: Problem Identification ¹

1. Ask group members to note down individually, on separate pieces of paper, two or three problems they are facing at present.
2. Make a list of all problems noted and count the number of times each problem has been cited. Use this list to rank the problems facing the community in order of importance.

Step 3: Problem Tree (optional)

1. Prepare a problem tree to explore the inter-relationships between problems. Often several of the problems are inter-related; for example one person may note low yields as a problem, while another may note a lack of fertilizer or poor soil fertility.
2. The problem tree is developed around a core problem, its principal causes, the factors that give rise to those causes and, ultimately, the root causes. Examine up to five levels of causes.
3. Note both the immediate effects of the core problem and their linkages to subsequent effects.
4. Use the problem tree to identify the main root causes of problems facing the community and rank them in order of importance.

Step 4: Problem Analysis

1. Working with the list of key problems generated in either step 2 or 3, identify any problems that lie within the scope of the IFAD-supported project/programme.
2. Select four or five problems that may be addressed through the project/programme and for each one identify :
 - their causes;
 - their effects;
 - coping mechanisms (how have people responded to date); and
 - other possible solutions at the community level that may or may not require external assistance to be implemented where relevant draw on the strengths identified in step 1.

Example: Case Study Part 1, Figure 11.2

¹ This step may be omitted if the majority of the group members is illiterate or if this part of the exercise may take too long. In these cases, the group can, through discussion, jointly agree on three or four main problems that they would like to analyse.

TEMPLATE 5: PROBLEM ANALYSIS

MEN'S GROUP

Problem	Cause of Problem	Effects of Problem	Coping Mechanisms	Other Solutions
1.				
2.				
3.				
4.				
5.				

1 = most important problem

field 4 methods

TECHNIQUE AND TEMPLATE FOR
INDIVIDUAL HOUSEHOLD INTERVIEWS

SEMI-STRUCTURED INTERVIEWS USING CHECKLISTS

PURPOSE: To develop a checklist to guide discussions with individual households about their livelihood resources, strategies and outcomes.

METHOD

Step 1: Definition

A Semi-Structured Interview (SSI) is a dialogue between interviewer and interviewee, in which information is collected through casual conversation. Questions are only partially predetermined and new questions arise during the interview.

Step 2: Development of Checklist

1. Identify the necessary information (for example, by referring to livelihoods diagram).
2. Identify key headings and note topics to be covered under each heading.
3. Put the checklist in a logical order and format.
4. Pre-test the checklist. Revise questions and/or their order accordingly.
5. Before conducting the household interviews, ensure that the checklist covers all the topics in the study and that all questions are valid.

Step 3: Common Principles for SSIs

- The interviewer and interviewee work as partners.
- If possible, use the local language to reduce barriers.
- Be sensitive and respectful. Take a seat at the same level as the interviewee.
- Be aware of your body language during interviews. Avoid indications of disbelief of responses provided.
- Make questions short and easy to understand. Language should be conversational and not too formal. Use unambiguous definitions, avoid technical jargon and ensure clarity regarding units of measurement.
- Ask one question at a time.
- Avoid closed questions (where answers are either yes or no), leading questions (where questions lead to a specific answer), and double-barrelled questions (offering two alternative answers).
- For open-ended questions use the six helpers: what? when? where? why? who? how? Try to avoid using 'why not', as this may force the interviewee into a defensive position and stop the flow of conversation.
- The order of the questions should be logical, and questions should not be repeated.
- Ensure the interviewee understands the question, knows the answer and reveals the correct answer. The recall period should be reasonable.
- Avoid drawing conclusions for interviewees or helping them to finish the sentence.
- Observe facial expression, tone of voice and maintain eye contact (if appropriate).
- Use visualization methods, when appropriate, to enhance participation and dialogue.
- Ensure the length of the interview is acceptable to the interviewee.
- Finish the interview politely, check if the interviewee has any questions or observations and thank them for the interview.

Example: Case Study Part 1, Figure 12

TEMPLATE FOR SEMI-STRUCTURED INTERVIEWS USING CHECKLISTS

Name of village _____

Household identification _____ Name of interviewee _____

Date _____

Interviewer _____

Household classification (to be completed by interviewer after interview). Circle relevant classification.

Socio-economic status: less poor – middle poor – poor – very poor

HH type: MHH – FHH – other (describe)

Livelihood outlook : improving – stable – declining

1. HOUSEHOLD COMPOSITION

Q. Who lives in this compound?¹

Head of household²: Man/woman _____

Age _____

Education _____

Marital status: _____

No. of wives in same compound _____ living elsewhere _____

Men aged 15 – 59 _____ Men 60 + _____

Women aged 15 – 59 _____ Women 60 + _____

Children under 15 years _____ (of whom _____ orphans)

Total number living in compound _____

Total adults available for work on the farm (aged 15 +) _____

Educational level of HH members:

Other skills:

Languages spoken:

¹ A household is defined as a group of people living and eating together.

² The head of household refers to the person who is recognised in that role by other household members.

2. HOUSEHOLD RESOURCE BASE

Q. What resources do you use for farming?

What area do you farm? Rainfed? _____ Irrigated? _____

How did you acquire this land?

Do you have any other land, which you do not cultivate? Why?

Livestock	Number	Livestock	Number
Cattle		Pigs	
Cows		Chicken	
Donkeys			
Goats			
Sheep			

Trees	Number
Mango	
Orange	

Q. What equipment/assets do you own for use on the farm? For use in the home?

Equipment – farm	Number	Equipment/assets – household	Number
Hoes		Hand maize mill	
Sickles		Radio	
Axes		Bicycle	
Plough		House made from fired bricks	
Cart		House made from sun-dried bricks	
Harrows		House made from mud and poles	
Ridger		House with iron sheet roof	
Seeder		Kitchen	
Wheelbarrow		Granary	
		Drying racks	

Do you use any purchased inputs: improved seed? _____ fertilizer? _____ chemicals? _____

If so, how do you acquire them?

Do you use credit?

Q. How do you prepare the land?

By hand, draught animals (own/share/hire/borrow), or tractor (hire/borrow/own)

Have you ever used draught animals/tractors?

Q. Who works on the farm?

Do they perform all activities or are activities divided among them? Explain.

Do they have any association with particular crops or livestock?

Do you use any non-family labour?

Q. Do any household members belong to organizations or groups? Do any belong to committees?

Q. Does the household receive any remittances from members of the family (or others) living elsewhere?

3. LIVELIHOOD STRATEGIES

Q. What crops did you grow last year? How did you use them?

List main crops on rainfed land:

List irrigated crops:

Which were the most important food crops? Rank in order of importance:

Which were the most important cash crops? Rank in order of importance:

Which crops were sold by men and which were sold by women?

Q. Did you sell any livestock or livestock products last year?

Rank in order of importance:

Which were sold by men and which were sold by women?

Q. Did any household members work outside the family farm in the last year?

What did they do?

Where did they work?

For how long did they work?

Did they contribute any of their earnings to the household income?

Q. Rank livelihood sources in order of importance for the household:

4. SHOCKS AND CHANGES

Q. Has the household faced any major changes over recent years?

Q. What effects have these changes had on household livelihood?

5. LIVELIHOOD OUTCOMES

Q. Food self-sufficiency from own production:

last harvest: from month _____ to month _____

this harvest: from month _____ to month _____

Q. How does the household cope when food stocks run out?

Q. What other livelihood outcomes does the family achieve (e.g. children attending school, improvements in household nutrition and health)?

Q. Do you think the situation of your family is improving, staying the same, or deteriorating? Give reasons.

templates

FOR GENDER AND POVERTY ANALYSIS

FRAMEWORK I

PRODUCTIVE, HOUSEHOLD AND COMMUNITY ROLES BY GENDER

Women	Men
Principal productive roles	Principal productive roles
Principal household roles	Principal household roles
Principal community roles	Principal community roles

FRAMEWORK II

ACCESS, CONTROL AND DECISION-MAKING BY GENDER

Women	Men
<p>Access to resources/benefits</p>	<p>Access to resources/benefits</p>
<p>Control over resources/benefits</p>	<p>Control over resources/benefits</p>
<p>Participation in decision-making</p> <ul style="list-style-type: none"> ■ household level ■ community level 	<p>Participation in decision-making</p> <ul style="list-style-type: none"> ■ household level ■ community level

FRAMEWORK III (i)

LIVELIHOOD ANALYSIS BY SOCIO-ECONOMIC GROUP

Less Poor Households	Middle Poor Households	Poor/Very Poor Households
Resource endowments	Resource endowments	Resource endowments
Livelihood strategies	Livelihood strategies	Livelihood strategies
Shocks/changes	Shocks/changes	Shocks/changes
Livelihood outcomes	Livelihood outcomes	Livelihood outcomes
Coping mechanisms	Coping mechanisms	Coping mechanisms

FRAMEWORK III (ii)
LIVELIHOOD ANALYSIS BY SEX OF HOUSEHOLD HEAD

Female-Headed Households	Male-Headed Households
Resource endowments	Resource endowments
Livelihood strategies	Livelihood strategies
Shocks/changes	Shocks/changes
Livelihood outcomes	Livelihood outcomes
Coping mechanisms	Coping mechanisms

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)			
Solutions			

ANALYSIS I

GENDER ANALYSIS OF EXISTING SITUATION

What is Happening?	Why? (Underlying Reasons)	What are the Implications? (Emerging Issues)
Gender Roles		
Access and Control		
Decision-Making		
Livelihoods		

ANALYSIS II

POVERTY ANALYSIS OF EXISTING SITUATION

What is Happening?	Why? (Underlying Reasons)	What are the Implications? (Emerging Issues)
Resource Endowments		
Livelihood Strategies		
Shocks and Changes		
Livelihood Outcomes		
Coping Mechanisms		

ANALYSIS III STRENGTHS, WEAKNESSES, NEEDS/PRIORITIES, OPPORTUNITIES AND THREATS (SWN/POT)
FOR WOMEN/MEN/POOR HOUSEHOLDS *(delete as necessary)*

Strengths (Internal)	Weaknesses (Internal)	Needs/Priorities (Internal)

Opportunities (External)	Threats (External)

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