

GAAP 2 Qualitative Research Protocols

Overview of Data Collection Instruments

Tool	Purpose	Respondents: Minimum number per site selected for qualitative work	p#
Activity A. Review of project documents	<ul style="list-style-type: none"> To gather any relevant background material on the project area and relevant statistics or background on previous activities in the area and their gender dimensions. 	<ul style="list-style-type: none"> Principal Investigator 	
Activity B. Community profile	<ul style="list-style-type: none"> To provide social, economic, and agricultural, and background information about the community 	<ul style="list-style-type: none"> 1 or 2 male key informants 1 or 2 female key informants 	4
Activity C. Seasonality patterns	<ul style="list-style-type: none"> Create a production calendar which shows how responsibilities are distributed by gender, and how seasonal variations affect time use for women and men; important for pro-WEAI to identify whether the time use survey data is from a peak or slack season 	<ul style="list-style-type: none"> 1 group of 4-5 knowledgeable individuals involved in agriculture. Include both men and women. <p><i>If there are very different farming systems (e.g. staple grains and horticulture) it may be necessary to hold separate seasonality interviews with farmers involved in each type of production, and do 2 seasonality calendars</i></p>	25
Activity D. Focus group: Local understanding of empowerment	<ul style="list-style-type: none"> To elicit local understanding of empowerment, and to validate the pro-WEAI, especially for the new domains. 	<ul style="list-style-type: none"> 1 FGD of 8 to 12 adult women 1 FGD of 8 to 12 adult men <p><i>If there is considerable ethnic, livelihood, income or other heterogeneity within the sample site, then additional focus groups should be done by ethnic/income/livelihood group</i></p> <ul style="list-style-type: none"> Projects may wish to conduct separate groups for project participants and non-participants to learn how the project is viewed 	33
Activity E. Semi-structured interview: Life histories	<ul style="list-style-type: none"> Life stories of men and women of different empowerment status to understand perceptions and experiences of women's empowerment within the context of agricultural intervention projects and to validate elements within the pro-WEAI survey tool. 	<ul style="list-style-type: none"> 2 empowered women 2 disempowered women <p>(Ideally, these should be chosen to be "typical" of that category, not outliers)</p> <p>In addition, it would be useful to include</p> <ul style="list-style-type: none"> 2 empowered men 2 disempowered men 	43
Activity F. Key informant interview: Market traders	<ul style="list-style-type: none"> Provide context related to operation of value chain, especially linked to assets being studied. Are there particular gender-related barriers to engaging with the markets? 	<ul style="list-style-type: none"> 1-2 formal sector traders 1-2 informal sector traders dealing with main commodities of project <p>(not necessarily for each qual community)</p>	50
Activity G. Key informant interview: Project staff	<ul style="list-style-type: none"> Fill out basic contextual information about the projects and communities in which interventions take place, and gain expert insights about the factors affecting the way the project does (or does not) have impact on women's empowerment. 	<ul style="list-style-type: none"> 1 field staff covering community 	55

Activity Planner

This planner is to provide field teams with an idea about how they would want to structure their fieldwork, and the time that would be needed to complete all the activities. The table below is suitable for a field team of four (2 note takers, 2 facilitators, one woman and man each). The x's in the table represent the number of activities being completed in a day. The structure of the planner will vary from project to project depending on the size and composition of their field team, and can be modified e.g. by adding more columns for days, or by changing the distribution of x's. However, it is suggested that the sequence of activities is not changed.

	Pre-field	Day 1	Day 2	Day 3	Day 4	Day 5
Activity A. Review project documents (prior to field work)	x					
Additional Activity: Training the field team	x					
Activity B. Community profile		x				
Activity C. Seasonality patterns		x				
Activity D. Focus group: Local understanding of empowerment			1F; 1M	1F; 1M		
Activity E. Semi-structured interview: Life histories			2F	2M (optional)	xxx	x
Activity F. Key informant interview: Market traders						xx
Activity G. Key informant interview: Project staff		x				

Frequently Asked Questions (FAQ)

(as of November 15, 2016)

The **purpose** of the qualitative research in GAAP2 is to:

- gain a better **understanding of the conditions** of poverty and women's disempowerment,
- **validate** the pro-WEAI domains, and
- understand the **linkages between project interventions** and **women's empowerment outcomes**.

Are projects supposed to do two rounds of qualitative data collection?

Contextual understanding and validation only require 1 round. Ideally, there would be 2 rounds of qualitative data collection to address the changes attributable to the project. However, we understand that most project budgets are already tight for one round of qualitative research. Thus, one round of qualitative research would be the minimum that is required; however conducting a few focus groups to accompany the endline survey at which questions related to the impact of the project is strongly recommended.

Are projects allowed to "tweak" the protocols?

Yes, certainly. Qualitative instruments need to be tailored to the local context. We have also indicated some questions that can be considered optional. We would like to encourage project teams to cover as much of the material as possible, but we recognize that most good qualitative researchers will adjust the questions they ask as they go along, to pursue unexpected avenues (as long as they relate to the themes of the research), and dropping questions that seem to be too sensitive or don't elicit responses. In particular, the life histories will likely not cover all of the questions in the life history protocol, depending on what fits for the respondent, how much time she or he has available, etc.

Do projects need to provide transcripts of the qualitative interviews?

We recommend recording of interviews where possible, and where it does not make respondents uncomfortable. This is a valuable cross check on the notes taken by the qualitative enumerators, and can be used to fill gaps or get exact quotes on key points. In any event, qualitative enumerators should aim to take down as much of the interview as possible in the respondent's own words, and to indicate in their notes where they have done so and where they are summarizing a response. However, we recognize that transcribing and translating all of the interviews is beyond the qualitative budgetary allocations of most of the projects, and we do not require transcripts.

What are the plans for comparative analyses of the qualitative data?

At this point we do not plan for, nor do we have the resources for, a systematic comparative analysis. We may do synthesis across project reports, but will not be undertaking systematic coding and comparison of raw data across projects.

Activity B: Community-level Data Collection

Activity B: GAAP2 Protocol for community-level data collection

Guidelines

Purpose

The community-level data should capture community/contextual information that is relevant to understanding the gendered context in which a project is operating, which is essential for interpreting results from the surveys and other sources. The project may already have some of this information, but please ensure that you have **recent information** (e.g., 2015 onwards) for the specific villages in which the qualitative work is situated.

Technique

- In many cases we are looking for “just the facts,” which may be available from direct observation or other records.
- Where percentages are asked for, if formal records are not available and respondents don’t know the exact percentage, approximate percentages are acceptable (e.g., less than 25%, 25-50%, etc.)
- Identify a key time in the past, approximately 15 years ago, that is memorable. Use that as the reference point (“time X” below) and in FGDs.

Sample selection

The unit of data collection is generally the village or community, except for the administrative unit, which may be at the country or other level, according to context and topic. Collect data for all sites selected for the qualitative research. Note that the terms “village” and “community” are used interchangeably here, but would need to be adapted to the local context. For example, in India a revenue village is much larger than a “community,” so the term “habitation” may be more appropriate.

An informed local person would most know the answers to most of the questions below. Often a schoolteacher is a good source of the “facts.” Local leaders are often sought for opinions, but be aware that there may be factionalism, and the so-called leaders may be elites who do not represent everyone. Schoolteachers are often seen as a bit more outsiders and therefore more “neutral” (although this is not always the case). If the teacher or first informant doesn’t know everything, then try to find a few others who would be able to answer the rest.

Field staff

One qualitative enumerator (male or female) should be able to do the interviews and take names simultaneously, although a translator may also be needed. Field staff should be able to establish rapport with the respondents.

Field logistics

To save on transport costs, field teams may wish to conduct the community data collection during the same visit at which they run the focus groups. Audio recording is not usually necessary, but can be helpful for filling in the information.

Data entry and management

- Recording of the interviews is highly desirable, unless there is objection or it makes people nervous. Full transcription and translation of notes is desirable but not required. At a minimum, entering the notes from the interview in English in the computer would be sufficient.
- Enter notes as soon after conducting the interviews as possible.
- Note who provides the information for each set of questions.

Procedure: Introduce yourself and the purpose of these study. Read the informed consent statement and ask for consent to conduct the interview.

ORAL INFORMED CONSENT

My name is _____, and I am coming from the _____ *insert project/institution name* office. We are conducting a research study to understand the status of women in your community.

Since you are well-informed about your community we are asking you to participate in this study. The discussion will be about the infrastructure and services available in your community and about the lives of the people in your community. Your participation may be in a group discussion with other members from your community and the discussion will last for _____.

This discussion is for research purposes only, and all the information obtained will be kept safe in our files. You will not be identified in any presentation of the study reports. With your permission, we would like to audio record the group discussion.

Your participation in this study is completely voluntary, and you may leave the discussion at any time. Also, you are free to refuse to answer any questions that you feel are not appropriate or that make you feel uncomfortable. You may ask us any questions about the study at any point during the discussion. Your participation or non-participation in the focus group will not affect any services you currently receive from any of the [insert the services provided to project participants, e.g. extension workers or other health services] in any way.

There is no anticipated discomfort for those contributing to this study, so risk to participants is minimal – but as stated above, others outside the group may learn something about you. Although you may not directly benefit from taking part in this study, the information you provide may lead to improved programs and services in the community.

There is no direct compensation for your participation. You can have a copy of this form, if you want. Do you have any questions? *[Check whether the participants have understood the question and any part of the informed consent.]*

If you have any concerns about this study, you may contact:

xxxxx +1-xxx-xxxxxx xxxxx@gmail.com	xxxxx Address +1-xxx-xxxxxx
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Do you agree to participate in this study? *[If YES, indicate below that the oral informed consent has been obtained. Then proceed with the question below regarding audio recording. If they refuse, thank them for their time and dismiss them.]*

Oral informed consent received

Do you agree to be audio recorded? *[If YES, indicate below. If any of the participants responds “NO”, proceed with the focus group without recording.]*

Consent to audio record interview received

Signature of interviewer: _____ Date: ____/____/____

Background information

A1	Name of site/community/village	
A2	Date (dd,mm,yyyy)	
A3	Name of facilitator	
A4	Name of note taker	

Characteristics of the Respondents *(fill this out for every section with a different set of respondents)*

Code	Name	Sex	Age	Ethno-religious group*	Occupation

* *Ethnic, religious and/or caste group, as relevant (can be filled in by the note taker if known)*

About the village

- Can you tell us a bit about your village? Is it known for anything in particular?
- Compared to other villages nearby, is this village: 1=richer, 2= the same, or 3=poorer? ____

Demographics

	Now	At time X in the past
Community population (number of persons)		
Number of households in the community		

*If this information can be obtained from the census or from one of the local offices it may not be necessary to collect in interviews.

Identify the **major groups** in the community (may be by ethnic group, caste, etc.)

Group name	% of community	Notable features (e.g. recent immigrants, traditional occupation)	Relative power/status	General position of women (e.g. egalitarian, women are secluded, etc.)

- Can you please tell us a bit about the dynamics among different (ethnic, religious, etc.) groups in your village? (Do they get along, etc?)

Migration:

- Is migration a big part of village life here?
- Are certain groups (e.g. young men, certain socio-economic or ethnic groups) more likely to migrate than others?
- Where and when do migrants tend to go?
- Do they typically return to the village at some point?
- Have these migration patterns changed since time X?
 - o If so, How?
 - o Are these changes specific to certain groups/individuals?
 - o How have these changes impacted the community?
 - o How have these changes impacted women specifically?
- How do men and women in the community perceive these changes?

Roads and transport

- Is this community on a paved road? Yes/No _____
- In the past 12 months, how many months was the main road to the village passable by a bus or truck? _____
- What is the most common type of road surface within this village? (e.g. tarmac, gravel, mud, etc.)? _____
- How do most men move around within the village? _____ and women? _____

	Is (transportation resource) available now?	When did it become available?
Private bicycle		
Private motorcycle		
Bicycle taxi		
Motorcycle taxi		
Bus to nearby community		
Bus to common agricultural market		
Bus to large city		
Truck (that can carry harvest or livestock) to nearby community		
Truck to common agricultural market		
Truck to large city		

Electricity

	Is it available now?	% households having (utility) in current year	How often is (utility) not available? (e.g., from power outages or supply issues)
Electricity from a grid			
Electricity from solar panels			
Electricity from a generator			
Other location specific electricity			
Cold storage owned by individual household			
Cold storage that is shared by community group or rented			

Communication

	Is (communication resource) available now?	Can both men and women use this communication resource	OPTIONAL If not in community, how can someone access (communication resource)? (e.g., on foot in nearby community, take a bus a long distance)
Telephone landline			
Cell phone network signal			
Place to charge phone in community (including for payment)			
Place to purchase cell phone credit			

Education

Unit of data collection: Collect at the community/ village/ cluster level as part of community survey;

Source: Key informants (teachers or community leaders)

- Is there a primary school in the community? Yes/No _____; Is there a secondary school in the community? Yes/No _____

	Current year	OPTIONAL: At time X in the past
How common is (was) it for girls in this community to attend <u>primary</u> school? What about compared to boys?	How many girls out of 10?	How many girls out of 10?
	How many boys out of 10?	How many boys out of 10?
What things make (made) it difficult for girls in this community to attend <u>primary</u> school? What about boys?		
What things make (made) it difficult for girls in this community to finish <u>primary</u> school? What about boys?		
How common is (was) it for girls in this community to attend <u>secondary</u> school? What about compared to boys?	How many girls out of 10?	How many girls out of 10?
	How many boys out of 10?	How many boys out of 10?
What things make (made) it difficult for girls in this community to attend <u>secondary</u> school? What about compared to boys?		
What things make (made) it difficult for girls in		

this community to finish <u>secondary</u> school? What about compared to boys?		
Do any boys go on for university or higher studies? Do any girls go on for university or higher studies?		

Key aspects of the physical environment

What are the major resources in this community? (circle all appropriate)

- Soil
- Forests
- Water
- Pastures
- Land
- Fisheries
- Other (specify)

For each of these that are important in the community, ask the following sets of questions. Record:

Land/Soils

- Is this resource of good quality? (record any problems mentioned)
- Is there enough of this resource for all who want to use it, or is it very scarce? (record any details given)
- Who in the community has access to these resources/can benefit from these resources?
- Who makes decisions on allocation of resources (especially shared resources like forests, pastures, fisheries)?
- Is there a difference in the type/quality of resource available for different individuals/groups? (if so, what?)
- Have there been any changes in the availability and/or quality of resources since time X? (if so, what?)

Water (for domestic uses, livestock, irrigation, other uses)

- Is this resource of good quality? (record any problems mentioned)
- Is there enough of this resource for all who want to use it, or is it very scarce? (record any details given)
- Who in the community has access to these resources/can benefit from these resources?
- Who makes decisions on allocation of resources (especially shared resources like forests, pastures, fisheries)?
- Is there a difference in the type/quality of resource available for different individuals/groups? (if so, what?)

- Have there been any changes in the availability and/or quality of resources since time X? (if so, what?)

Forests (as appropriate)

- Is this resource of good quality? (record any problems mentioned)
- Is there enough of this resource for all who want to use it, or is it very scarce? (record any details given)
- Who in the community has access to these resources/can benefit from these resources?
- Who makes decisions on allocation of resources (especially shared resources like forests, pastures, fisheries)?
- Is there a difference in the type/quality of resource available for different individuals/groups? (if so, what?)
- Have there been any changes in the availability and/or quality of resources since time X? (if so, what?)

Pastures (as appropriate)

- Is this resource of good quality? (record any problems mentioned)
- Is there enough of this resource for all who want to use it, or is it very scarce? (record any details given)
- Who in the community has access to these resources/can benefit from these resources?
- Who makes decisions on allocation of resources (especially shared resources like forests, pastures, fisheries)?
- Is there a difference in the type/quality of resource available for different individuals/groups? (if so, what?)
- Have there been any changes in the availability and/or quality of resources since time X? (if so, what?)

Fisheries (as appropriate)

- Is this resource of good quality? (record any problems mentioned)
- Is there enough of this resource for all who want to use it, or is it very scarce? (record any details given)
- Who in the community has access to these resources/can benefit from these resources?
- Who makes decisions on allocation of resources (especially shared resources like forests, pastures, fisheries)?
- Is there a difference in the type/quality of resource available for different individuals/groups? (if so, what?)
- Have there been any changes in the availability and/or quality of resources since time X? (if so, what?)

Shocks: What are the major sources of shock in the area?

- Probe for climate-related, economic, agricultural shocks
- How often do they occur?
- Do the shocks affect men and women differently?

Agricultural market activity

	Is (agricultural activity) typically available in the community?	When did it become available?	If not in community, how can someone access (agricultural activity)? (e.g., by foot in a nearby community, by bus farther away)	Who is typically responsible for conducting (agricultural activity)? (e.g., gender, age, marital status, occupation)
Purchase seeds				
Purchase fertilizer				
Purchase animal feed				
Purchase animal vaccinations or medicines				
Market to sell small amounts of harvested crops				
Market to sell large amounts of harvested crops				
Market to sell products produced by livestock (eggs, milk)				
Market to sell meat from slaughter of livestock				

- What do most men/women in the village grow? Why?
- What do most men/women in the village sell?
- What do men/women keep for home consumption?

Extension workers and agricultural information providers

Note: Ask for all the sources of extension and list these across the top. Use additional tables as needed.

Name of organization that provides extension worker/ag information services, or type of extension worker	[Fill in name here]	[Fill in name here]	[Fill in name here]	[Fill in name here]
What do each of these extension workers talk about?				
Who in the household/community group do they talk to?				
What other services do they provide? (e.g., provide seeds or other inputs, provide vaccinations)				
To whom are these services provided?				

Community Groups (public/religious/social groups in which women interact or gain information)

Note: Start by asking for all the different groups in the community. Probe for informal groups, e.g. credit associations, funeral groups, religious groups. List these across the top. Make additional tables if needed. Ask the questions in the first column of all groups.

Name of community group:	[Fill in name here]	[Fill in name here]	[Fill in name here]	[Fill in name here]	[Fill in name here]
What does this group do? (Primary activities of the group)					
Are women members of this group?					
What do women do to participate in this group?					
How often do women speak aloud in front of the whole group?					
Of the leaders of the group, how many are women?					

- What groups have been more beneficial to the community in the past [recall period]. Have these offered benefits for some people or for most people in the community? Reason for differences, if any.
- What groups are most important for women?
- What groups are most important for men?
- What types of groups have more influence in the community than others?
- Describe who can and cannot join and why. Are there any differences based on gender?
- Are there any linkages with groups and organizations outside the community? What type of linkages?
- To what extent does being part of a group create opportunities for women/men to access resources (information, resources) within the village? And outside of your village?
- Are some groups considered more "appropriate" for women or men? Why? Has this changed in the past [recall period]? Why?
- If in a mixed group, can women actively participate? Why? Has this changed in the past [recall period]? Reason for change

	Is (financial service) available now?	When did it become available?	If not in community, how can someone access (financial service) (e.g., by foot nearby; by bus farther away)	Who uses this service? (e.g., gender, age, marital status, occupation)
Bank account				
Mobile money account (e.g. M-PESA)				
Savings Groups/Villages Savings and Loan Associations (VSLA), Tontines/Merry-go - rounds				
Formal remittances/ money transfers (ex. Western Union),				
Informal remittances/money transfers "hand-to-hand transporters				
Government cash transfers				
Individual loan from financial institution				
Loan in a lending group				
Loan from a money-lender or person other than family or close friends who gives loans (other than the bank)				

Water, Utilities, and Infrastructure

Unit of data collection: Collect at the community/ village/ cluster level as part of community survey

Source: Key informants (farmer groups), or group of community leaders

Water for drinking use (adapt for common local sources)

	Is it available now?	% households having (type of drinking water) in current year
Piped water to the house		
Piped water to community tap		
Borehole with pump		
Rainwater		
Spring water		
Purchased		
Other common forms		

Water for irrigation

	Is it available now?	% of households having (type of irrigation) in current year	Percentage of women-farmed plots with access?
Canal irrigation			
River irrigation			
Irrigation from lake or other storage			
Groundwater irrigation			
Other types of irrigation			

Water for livestock

	How do people in this community access water necessary to care for (livestock type)	Who can go these places where water is available for (livestock)?	Who is usually responsible for bringing water to (livestock type) or taking them to water?
Poultry			
Pigs			
Goats			
Sheep			
Cows			
Other animals			

Nutrition

Is malnutrition a problem in the village? Why?

Are there any seasonal patterns in the prevalence of malnutrition? Does malnutrition affect women and men equally?

- Why do these patterns exist?
- Are there gender differences in:
 - o Consumption of animal source foods?
 - o Use of clean water?
 - o Use of appropriate sanitation facilities?
- What explains this?
- Have there been any changes in diets since X? How? Reason for change
- Who have these changes affected/benefitted? Why?
- What NGO or government or programs exist to reduce malnutrition (school feeding, cash/food transfers)
 - o who qualifies to use them?

Health care services

Unit of data collection: Collect at the community/ village/ cluster level as part of community survey

Source: Key informants (healthcare workers) or group of community leaders

	Where do community members go for (health service)?	How do community members travel to reach this (health service)?	Can a woman seek (health service) by herself or take a child by herself?	If a woman should be accompanied, who typically accompanies her?	[optional] If medications, supplements, or special foods are recommended during (health service) how are they obtained?	Who typically pays for the related costs of (health service)? (e.g., transportation, fees, needed products)
Consultation for a sick woman						
Family planning services for a married woman						
Family planning services for an unmarried woman						
Prenatal consultation						
Delivery care						
Postnatal consultation						
Consultation for a sick child <5 years						
Growth monitoring for children <5 years						
Vaccination and micronutrient supplementation for children <5 years						

Marriage practices

Unit of data collection: If project implementation area is quite homogenous, this may only need to be collected for the project area in general. If project is implemented across a range of ethnic groups, data should be collected in each village or cluster.

Source: Pre-existing surveys (if available), key informants, or community leaders

- What types of marriage are found in the community? (e.g. religious marriage, civil marriage, polygamous, cohabitation/consensual unions)
- Are some types of marriage more secure than others? (I.e. if a woman is in that type of marriage, she it would be harder for her partner to divorce or leave her without making provision for her?)
- Are there many unmarried, cohabitating couples?
- Is there a difference in the marriage practices that are in place for different groups (e.g. for different castes or tribes)?
- Are divorce and remarriage acceptable for any groups or under certain conditions?
- Have there been any changes over time? Reason for changes.

	Current year	At time X in the past
How commonly do or did girls marry before age 12?		
How commonly do or did girls marry between ages 13-15?		
How commonly do or did girls marry between ages 16-18?		
Once the couple marries, where do they usually live? (e.g., closer to the husband's family, closer to the wife's family, close to both, not close to either one)		
How does a woman usually gain access to farm land? (e.g., inherit directly, access via her husband, access via female kin, access via male kin)		
What usually happens to a woman's right to stay in her house if her husband dies?		
What usually happens to a woman's right to farm land if her husband dies?		
What usually happens to a woman's right to stay in her home if she and her husband divorce?		
What usually happens to a woman's right to farm land if she and her husband divorce?		

Legal rights context

Unit of data collection: If project implementation area is quite homogenous, this may only need to be collected for the project area in general. If project is implemented across a range of legal contexts, data should be collected in each village or cluster.

Source: Formal records, key informants, or community leaders

- What types of **land tenure** are in the community? (e.g. customary tenure, titled lands, common property forests or pastures, etc.)
- Do women have **rights to land**, apart from their husbands', fathers' or other relatives'?

What formal or customary laws exist that say....	Formal law (Currently)	When did current law go into effect?	In practice, how well is this law implemented?	Traditional/customary law of specific ethnic group, community, or caste (Currently)	Can women seek recourse if she feels that she is not getting her rights? If so, how?
Whether women can own land/property?					
What happens to land/property when a woman's husband dies?					
What happens to land/property when parents die?					
Whether a woman can open a bank account?					
Whether a woman can take on debt in her name?					
How old a woman must be before she can marry?					
Whether a woman can divorce her husband?					
Whether it is okay for a man to beat his wife?					
Whether it is okay for a husband to force his wife to have sex with him?					
Whether a woman can get in trouble if she travels without					

her husband's consent?					
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Activity C: Gender-based Seasonality Patterns

Activity C: GAAP2 Protocol for Gender-based Seasonality Patterns

Purpose: To create a production and processing calendar which shows how responsibilities are distributed by gender, and how seasonal variations affect time use for women and men. (This is important for pro-WEAI to identify whether the time use survey data is from a peak or slack season).

Technique: This is a modified version of a focus group interview, but with a clear focus on one task, to develop a seasonality diagram for the community. See below for details.

Sample selection: In at least 3 of the communities selected for in-depth qualitative field work, ask project staff or community leaders to organize a group of 4-5 women and 4-5 men who are active in agriculture (including livestock if this is a livestock project). It is good to include at least one-2 project participants. This is a smaller group than for regular focus groups because the seasonality calendars are meant to get the general pattern, not the differences of opinion as in the FGDs. However, be sure to capture women's activities. If women will speak freely in front of men, seasonality calendars can be done as one group; otherwise, separate groups need to be organized for men and women.

If there are very distinct farming systems in the study area, e.g. staple grains vs intensive horticulture, that have different seasonality patterns, it may be necessary to do two separate groups and collect two seasonality profiles.

Field work: This can be done by the same enumerators who do the focus groups. However, to reduce respondent fatigue, the respondents for this should not be the same as those who are in the focus groups. Do not try to combine this interview with the focus groups.

If need be, this can be done by one person, who asks the questions and marks the answers on the blackboard or flip chart. Participatory Rural Appraisal methods recommend "turning over the stick" and allowing the participants to select someone to mark things on the chart, which is preferable; but, it is also acceptable if necessary to have the enumerator make the markings, and ask the community to validate this.

Time required: 2 hours.

Materials and preparation: Blackboard and chalk or flip chart and colored markers, camera. A flip chart with graph paper is very handy for marking out the months. If it is not graph paper, prepare the paper with columns for each month (drawn with a ruler so they are appropriately spaced).

Methodology:

- Organize a meeting with selected 4-5 participants, as noted above in sampling. Explain the purpose of the seasonal calendar, and discuss the parameters to be included.
- Draw a linear time scale on the blackboard or flip chart. Use the calendar employed by the community (January may not necessarily be its starting point).
- List the major livelihood activities household activities and other social activities in the community on the lines. Include up to the 5 or so most labor-demanding crops (making sure we capture labor-demanding for women as well as for men). Ask if women have separate crops or livelihood practices, and be sure to include those as a line.
- Leave 4 spaces after each line, marked "men" "women" "girls" and "boys"
- Ask participants when the rainy season begins and ends and underline the wet season months with a dotted line.
- For each crop, ask when it is usually planted and harvested. Mark these on the line for that crop. For other activities, mark if there is a start or end time or it is year-round.

- Use lines or boxes to describe the seasonal variations of each activity. Different patterns can be used to identify whether the listed activity is done full time or occasionally as needed. In the example below Xs have been used to denote a full-time activity, while quotation marks (“...”) are used for activities done occasionally. Specify whether each activity is carried out by women or men or both. (This can be disaggregated further if needed by the project e.g. younger women and older women, men belonging to different social groups such as castes). Proceed in this manner until the year, and all the recorded activities are completed.
- Proceed in this manner until the year is completed. Repeat for each major livelihood activity. Be sure to probe for livestock and other activities as well as crops.
- If there are many migrants, is there a season when they migrate away from the community, and when do they return? Does that affect labor burdens?
- Are there other important activities such as collecting firewood or water or making charcoal? If so, note these on the chart, who does them, and whether these are year-round or seasonal. For example, collecting water is year-round, but the labor requirements for that may peak in the dry season, if people have to go farther for water. (In some places, collecting water is women and children’s work until the water has to be transported longer distances, and then men, who are more likely to have transport, become involved.)
- Mark the school seasons and holidays. When are school fees due? Mark that on the chart.
- What are times of peak expenditures? (These often corresponds with the time agricultural loans must be repaid and is common across the village.)
- What are times of biggest revenues? (Usually corresponds with the sale of one particular crop.)
- Ask if there are important festivals or other events that have a big effect on time use, and add those to the chart.
- Ask if there is a distinct “hungry season,” and if so, mark it on the chart.

Discuss the results, identifying the peak times of time stress for women and men. Mark these on the graph (e.g., with red for women’s peak times, blue for men’s peak times). Questions can be asked about how much time in a day individuals spend on the activities listed, or what the impact on child care is during busy periods, or whether there have been any changes in activities in the last X years.

Questions can also be asked about the relative contributions of women and men to tasks that are undertaken jointly.

If a project has been implemented, discuss how that has changed seasonal time use patterns.

Data entry: Take a photo of the finished figures. Enter the results in a spreadsheet. (In the initial data entry, enter using the local system of months. This can be rearranged to be January to December).

Analysis: The calendar developed by one group can be consolidated with and checked against the results of the other groups.

Identify when the surveys were done relative to the seasonal pattern, and whether the resulting time use information is from a time of high labor demand, a slack time, or “normal”.

Note: The original version of this form (see Geilfus (2008) at the end of this document) had activities for women, then men, then children. This suggested version identifies activities, then gender roles in each activity, to reflect that many of these activities are joint. The field teams can see which works better.

Sample seasonality calendar

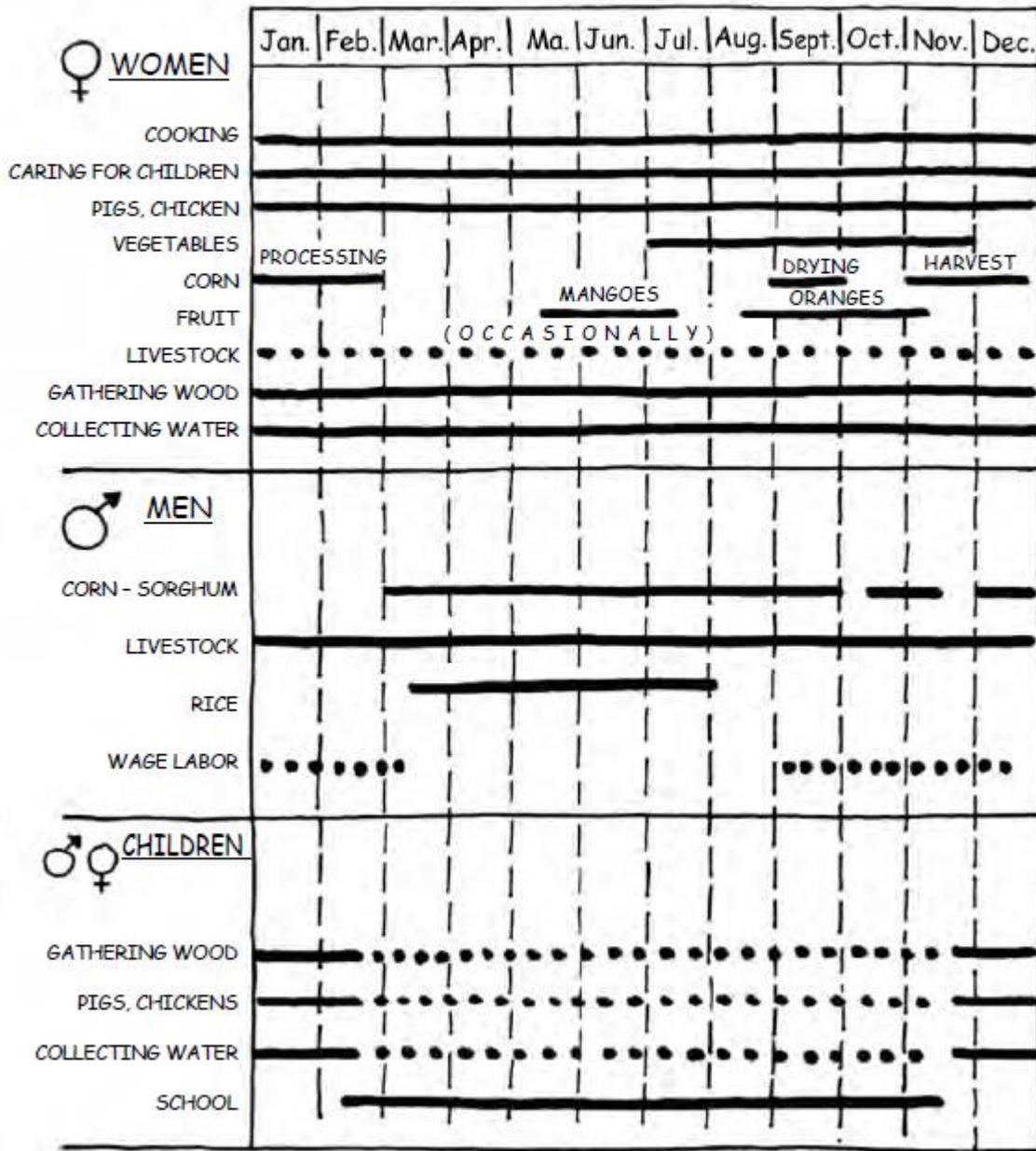
[Note: A blank file in Excel is available in the IFPRI/GAAP2 Qualitative Research Dropbox, Protocols folder]

Community:			Date:		Enumerator:				Group type (1-all male, 2- all female, 3= mixed)				
Local month													
Western equivalent	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Notes
Rainy Season													
Activity													
Crop A	Plant			Harvest									
Men	x			x									
Women		x	x	x									
Girls				...									
Boys				...									
Crop B					Plant			Harvest				Harvest	
Men													
Women					x	x	x	x	x	x	x	x	
Girls								...					
Boys													
Crop C					Plant			Harvest					
Men					x	...	...	x					
Women													
Girls													
Boys													
Crop D													
Men													
Women													
Girls													
Boys													
Livestock A													

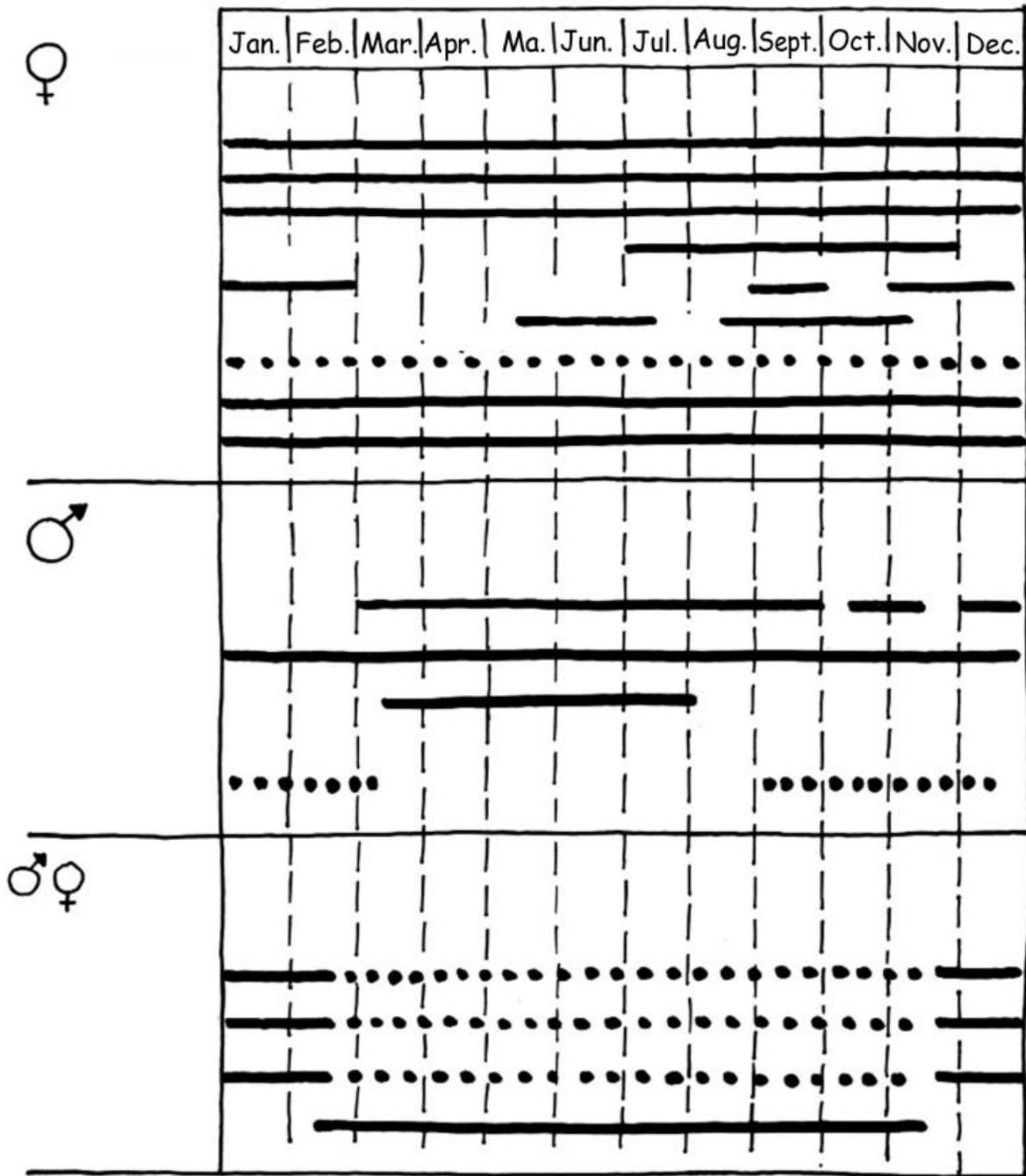
														Men migrate with cattle in the lean season
Men	...	...	...	...	...	...	...	...	x	x	x	x		
Women	...	...	...	...	...	...	...	...	...	...	...	...
Girls														
Boys	...	...	...	...	...	...	...	...	...	...	...	...
Livestock B														
Men														
Women														
Girls														
Boys														
Other livelihood A														
Men														
Women														
Girls														
Boys														
Other livelihood B														
Men														
Women														
Girls														
Boys														
Wage labor														
Men														
Women														
Girls														
Boys														
Migration														
Men									x	x	x	x		

Women													
Girls													
Boys													
Fetching water													
Men				...	...	...				
Women	...	...	...	...	...	...	...	...	...	...	...	...
Girls	...	...	...	...	...	...	...	...	...	...	...	...
Boys	...	...	...	...	...	...	...	...	...	...	...	...
Gathering firewood													
Men													
Women	...	...	...	...	...	...	...	...	...	...	...	...
Girls	...	...	...	...	...	...	...	...	...	...	...	...
Boys													
School season													
Fees due													
Major expenses due								x					
(specify type of expenses)								Repay ment of loan					
Peak revenues					x								
(specify major source of revenues)					Sale of Crop A								
Festivals				Pongal									
"Hungry season"											x	x	
Other													

SEASONAL CALENDAR WITH A GENDER APPROACH



Geilfus, F. (2008) [80 tools for participatory development: Appraisal, planning, follow-up and evaluation](#). San José, Costa Rica: Inter-American Institute for Cooperation on Agriculture (IICA)



Geilfus, F. (2008) [80 tools for participatory development: Appraisal, planning, follow-up and evaluation](#). San José, Costa Rica: Inter-American Institute for Cooperation on Agriculture (IICA)

Activity D: Focus Group Discussions on Various Empowerment Topics

Activity D: GAAP2 protocols for Focus Group Discussions on various empowerment topics

Purpose:

Focus Group Discussions (FGD) are group interviews with a defined and narrow focus. They provide a rich and in-depth perspective on a well-defined topic. The goal of the focus group is to not to identify one “right” answer but to see which views are more widely held and to clarify their meaning. FGDs are particularly helpful for relatively quickly exploring the general dimensions of a topic.

The purpose of this focus group discussion is to elicit local understanding of empowerment, and to validate the pro-WEAI, especially for the new domains.

As with Key Informant Interviews, the detailed and contextual information resulting from the FGD, if properly done, is helpful for both identifying critical topics on which more information should be solicited in survey work and for interpreting quantitative results.

Overview of the FGD guide:

The questions provided here are intended as a guide, not as a rigid questionnaire. We have set out a general order of topics, but this should not be followed rigidly: if the flow of conversation goes toward a different topic, follow that line of conversation. If the conversation goes too far off of the topics of the focus group, bring it back.

In the guide below, the general topic area is given in the first column. The second column has a general question and suggested follow-on probes. These follow-on probes (indented questions in the right hand column) can be considered as prompts rather than specific questions, depending on how the discussion progresses. When possible, the facilitator should be sure to probe how different categories of women (e.g. life cycle, marital status, ethnicity, class, education, whether she has children, etc.) may have divergent experiences and opinions.

While we have tried to specify how questions should be asked of male and female groups, some questions may need to be modified for all-male groups.

The guide also discusses how participants should be selected and covers key aspects for organizing effective FGDs and should form part of the facilitators’ training.

Time required per FGD: Approximately 2 hours.

Facilitation Technique:

Good facilitation is absolutely critical to good focus group discussions. Sometimes, the conversation can be lively with many divergent opinions expressed; in other groups, participants may be more timid and require the facilitator to establish a safe environment and employ probing questions. Facilitators should be trained together to ensure consistency across the way that facilitation in different groups is handled. The facilitators need to be able to get the different participants talking, to bring out a range of perspectives, to follow up on comments to elicit what motivates participants’ statements, and to review and gain concurrence about the positions expressed by the group in the summary period. They need to understand that the goal is to explore and document differences, even as they are seeking consensus.

Participant selection:

Focus group participants do not need to have expert knowledge; rather they have experiences, beliefs, and perceptions which help to clarify why people are acting or reacting as they are. Groups of 8 to 12 are optimal size, with separate groups for women and men in each community. If the project is

interested in impact on particular groups, then additional focus groups may be needed (e.g. with rich and poor, young and older, etc.).

Separate groups for project participants and non-participants is useful, if resources allow it. This is particularly important in settings where there is tension between participants and non-participants (e.g. who was selected). In some cases, it may be fine to include participants and non-participants in one group, as long as they are some of each in the same group.

The focus group typically brings together people that share some similar characteristics related to the topic under discussion. If the topic is land tenure rights, for example, it is common to have a FGD with people who all own land in one group and people who do not own land in another to better understand each group's beliefs and practices around access, control, and ownership and what each of the terms means to them.

Individuals in a focus group interact with other participants in a way that creates new ideas and sometimes influences previously held opinions. The respondents are, in the process of their discussion, actively shaping the research results. Because focus groups can shape opinions, focus group participants should be different from those selected for in-depth interviews. If anyone from the in-depth interviews is to be included in focus groups, the focus groups should be held after rather than before in-depth interviews to avoid this "contamination" effect.

Field staff roles during the FGD:

Focus Group Discussions require at least two people: one facilitator and one note taker. Experience in qualitative research, excellent listening and facilitation skills, and the ability to connect with and manage a group are essential qualities for the focus group facilitator. It is usually easier for a facilitator to establish rapport if they are of the same gender as the focus group participants. In highly sex-segregated societies, this is especially important.

Good note taking by the note taker is also essential. Take notes verbatim (using the exact words of the participants) as much as possible, noting down participant characteristics when possible. The participant roster that has key characteristics of the participants (see below), can be used in the notes to refer to the speakers' number on the roster. Key words used in a local language should be recorded in that language and translated/explained in English in parentheses. Significant non-verbal reactions (e.g. body language, laughter) and tone of statements should also be recorded.

It is also useful to have a "gatekeeper" who tries to keep others from intruding on or disrupting the privacy of the meeting, and handle logistics that may arise. This person does not require qualitative research training (e.g. another staff member or local resource person may be able to play this role).

Field logistics:

To save on transport costs, field teams may wish to conduct the key informant interviews during the same visit as the focus groups. However, FGDs must be scheduled when the respondents have time (up to 2 hours).

It is strongly preferred to hold the focus group discussion in a site where the group will not be disturbed or listened to by others. It may be necessary for women to bring small children with them (having something to entertain the children while keeping any volume to a minimum is very helpful).

When possible, it is recommended to audio record the interview, then transcribe and translate the interviews. However, if recording makes participants uncomfortable, where full transcription and translation is not possible, a recording will still be useful as a backup to the notes. The respondents' informed consent for the recording must be given before making any recording. Whether or not there is a recording, the enumerator should take detailed notes. If someone expresses something particularly well, note that as a quote. Noting down participant characteristics is very useful (e.g. young woman, etc.). This can also be done by noting down names or numbers for participants while they speak that can then be matched with participant characteristics from the FGD roster.

If photographs are taken, this also needs to be included in the informed consent.

Instructions for running the FGD:

- As participants gather, create a roster of participants recording their name, age, and other relevant characteristics (e.g. project beneficiary, local leader, etc.)
- Seat the group members so that they can all see and hear each other and the facilitator (e.g. in a loose circle).
- Have the focus group facilitators introduce themselves. Have group members introduce themselves.
- Explain the purpose of the project.
- Explain the purpose and schedule of the focus group session.
- Explain that the session will be tape recorded (if it will be) and/or that a note-taker will capture the discussion. In addition, notes will be captured on flipcharts or chalkboards. The tape recorder cannot be used if participants object so detailed note-taking is essential.
- Read the informed consent statement and obtain a verbal agreement from each participant. If they do not consent, do not put any pressure on them, but they cannot be included in the group.
- Establish expectations for group behavior. It is important to stress that topics raised within the group should be treated confidentially by all participants, so that people can feel comfortable expressing themselves without concern that there will be any punishment or penalties for any individual.
- Common ground rules include:
 - Maintain confidentiality
 - Participate as much as possible
 - There are no right or wrong answers; the intention is just to understand people's different experiences and opinions
 - Do not interrupt one another
 - Respect other peoples' right to their opinions
 - Turn off cell phones

Post-FGD:

Data entry and management:

- All notes should be labeled by location, type of group, number and gender of people participating, date, and topic of the discussion. Names of facilitators and recorders should all be included. Record and take note of the starting time and ending time of each FGD.
- As soon as possible, enter all notes taken during the FGD and captured on charts or notebooks into a computer. Take photos of flipchart notes when possible.
- If a recording was taken, upload the recording to a computer as soon as possible. Fully transcribing the discussions is highly recommended whenever resources allow for it.
- Facilitators and recorders can read the notes together to address any questions, omissions, or confusion about what was said, especially around translations and meanings of key terms.

Analysis:

The data generated by these questions can be analyzed to understand:

- Do men and women have the same or different views of empowerment?
- How are differences or similarities explained by the FG participants?
- How have these views changed over time?
- Have these views changed as a result of project interventions?
- What barriers keep women from participating in decisions about agricultural production that they would like to take part in?
- What supports women to be able to participate in decisions about agricultural production that they want to take part in?
- What barriers keep women from participating in decisions about income that they would like to take part in?
- What supports women to be able to participate in decisions about income that they want to take part in?
- What are the key categories that influence women's divergences in experiences (e.g. age, marital status, ethnicity, class)?

Questions of how things have changed over the reference time period are not intended to examine project impacts per se, since this would also be asked at baseline, but rather to get a sense of change over time – which can then be used to contextualize the changes the project might bring about.

ORAL INFORMED CONSENT

My name is _____, and I am coming from the _____ *insert project/institution name* office. We are conducting a research study to understand the status of women in your community.

Since you are (or are not) [Circle the appropriate choice] a beneficiary of the project we are asking you to participate in this study. Your participation would be in a focus group discussion other beneficiaries from your community. In this discussion, you will be asked about the roles and responsibilities of women in your community. This discussion will last for _____.

This discussion is for research purposes only, and all the information obtained will be kept safe in our files. We ask all group members to respect other’s privacy and not tell people outside the group what was said in the group, but we cannot be sure this will not happen so others may learn something about you. You will not be identified in any presentation of the study reports. With your permission, we would like to audio record the group discussion.

Your participation in this study is completely voluntary, and you may leave the discussion at any time. Also, you are free to refuse to answer any questions that you feel are not appropriate or that make you feel uncomfortable. You may ask us any questions about the study at any point during the discussion. Your participation or non-participation in the focus group will not affect any services you currently receive from any of the _____ *insert the services provided to project participants* in any way.

There is no anticipated discomfort for those contributing to this study, so risk to participants is minimal – but as stated above, others outside the group may learn something about you. Although you may not directly benefit from taking part in this study, the information you provide may lead to improved programs and services in the community.

There is no direct compensation for your participation.

You can have a copy of this form, if you want. Do you have any questions?
[Check whether the participants has understood the question and any part of the informed consent.]

If you have any concerns about this study, you may contact:

xxxxx +1-xxx-xxxxxx xxxxx@gmail.com	xxxxx Address +1-xxx-xxxxxx
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Do you agree to participate in this study? *[If YES, indicate below that the oral informed consent has been obtained. Then proceed with the question below regarding audio recording. If they refuse, thank them for their time and dismiss them.]*

Oral informed consent received

Do you agree to be audio recorded? *[If YES, indicate below. If any of the participants responds “NO”, proceed with the focus group without recording.]*

Consent to audio record interview received

Signature of interviewer: _____ Date: ____/____/____

Background information

A1	Name of site/community/village	
A2	Date (dd,mm,yyyy)	
A3	Name of facilitator	
A4	Name of note taker	

Characteristics of the Respondents

Code	Name	Sex	Age	Marital status	Ethno-religious group	Project beneficiary Y/N

* Ethnic, religious and/or caste group, as relevant (can be filled in by the note taker if known)

Topic: General Understanding of Empowerment

Introduction	Can you tell me a bit about women in your community? What do most women do here? (allow free listing; if only domestic tasks are listed, ask “Do any women work for income, or work outside the house?”)
Role model of women and men	<p>What types of women are admired in your village/community?</p> <ul style="list-style-type: none"> - Who is considered a good woman and why? What types of women are admired, have high status/reputation and why? By men, and by women? <p>What types of men are admired in your village/community?</p> <ul style="list-style-type: none"> - Who is considered a good man and why? What types of men are admired, have high status/reputation and why? By men, and by women?
Local definitions of empowerment	<p>How would you describe a woman in your community who is able to make important decisions in her life and to put those into action?</p> <ul style="list-style-type: none"> - What is this woman like? What is her life like? - How is this different than a man?
Local perceptions of empowered men and women	<p>Are there many women like that in your community? Why/why not? How are these women regarded: By other women? By other men?</p> <ul style="list-style-type: none"> - What do you think a husband would think if his wife was like this? - Is it harder or easier for women to make important decisions and act upon them at different points in their lives?
<i>Community members’ perceptions of their own empowerment relative to other communities (This section is optional)</i>	<p><i>Do you think there are more women like that in this community compared to other communities in the area? Why or why not?</i></p> <p><i>What about men? Do you think there are many men like that in this community compared to other communities in the area? Why or why not?</i></p>

Community members' perceptions of their own empowerment change over time	Do you think the number of empowered women has changed since XXXX time/event (pick a memorable event 10-15 years ago as a reference point, e.g. something that happened in national politics that everyone will recall)? Why or why not?
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Topic: Specific Dimensions of Empowerment

A. Mobility	<ul style="list-style-type: none"> • What kinds of places can women from your community go by themselves? <ul style="list-style-type: none"> - Are there places women would like to go but cannot? - Are there place they can go only if they are accompanied? - Are there places where a woman can go but must ask for permission from her husband (if she has one) or a family member? - Are there places women should never go? - Who sets the rules of where women can go? - Does it make a difference if a woman is single (unmarried, separated, widowed) or married? Or if she has children? What about if her husband is away? - Does it make a difference if a woman is young or old? • Are there some women in the community who do not follow these conventions? Why, and under what circumstances, do they do so? <ul style="list-style-type: none"> - What do/would women in the community think of such women? - What do/would men in the community think of such women? - Would women face any consequences within the home or community for going where they should not? • Do women travel more or less than in the past [refer to reference event cited above]? <ul style="list-style-type: none"> - What situations within the community and beyond might be causing this change?
B. Decisionmaking related to production and household reproduction	<ul style="list-style-type: none"> • Which agricultural decisions do men and women make together, if any? <ul style="list-style-type: none"> - When men and women in a household make a decision about production together, how much influence does each person have and who has the final say? • What are the most common topics of disagreement? How is disagreement resolved? Are there any decisions related to production that women make alone? Which ones? <ul style="list-style-type: none"> - Are there any that men make alone? Which ones? • Why are certain decisions over production made together or alone? • In households where men and women make most decisions together, how are women in those households perceived by other women and men in their community? And how are men in those households perceived by women and men in their community? • Do you think that the ways production decisions are typically made are good or would you like to see these change? Why? <ul style="list-style-type: none"> - Have the ways women and men make decisions about production changed in your community since [reference event from above]? -

	<ul style="list-style-type: none"> • Who makes decisions about who does domestic work (e.g. cooking, cleaning, collecting water and firewood) and care for household members (young, sick, and/or old)? <ul style="list-style-type: none"> - Are there any circumstances in which a husband will help his wife with household chores? Are there any households where this happens in your community? - What do women/men think of a woman whose husband helps her with household chores? - What do women/men think of a man who helps his wife with household chores?
<p>C. Decision-making related to income</p>	<ul style="list-style-type: none"> • Do men and women make decisions over the use of income together? If so, which sources of income? <ul style="list-style-type: none"> - What does it mean to make decisions together? How much influence does each person have and does any one person have the final say? What are the common sources of disagreement, and how are they resolved? - Do husbands and wives always know the income that their spouse brings in? • Do women/men make decisions over the use of income alone? If so, which sources of income? <ul style="list-style-type: none"> - Why are there differences between the decisions over income which men and women make together and decisions over income taken alone? • Do you think the ways decisions over income are made in your community are good or would you like to see these change? Why? • Are there some households where women earn high incomes? What are the characteristics of these households and/or women (e.g. older women, widows, first wives, etc.)? <ul style="list-style-type: none"> - How are these women perceived by other women and men in your community? - How are their husbands perceived by women and men in your community? • Do you think that the amount of income earned by women and by men in a household affects their relationship? If so, how?
<p>D. Decision-making related to health, care and food</p> <p>[Note: the following can be used as examples of healthcare decisions when training interviewers, but the focus group participants should be permitted to come up with their own list) (e.g. what to do when sick, go to health service, rest when sick/pregnant, have a/another baby)</p> <p>Note: In pretest, if</p>	<ul style="list-style-type: none"> • What are the most important decisions related to healthcare that a household makes? • Do women and men make any of these together? If so, which ones? <i>(The following probes are optional, depending on how long the FGD has been)</i> <ul style="list-style-type: none"> - How would joint decision-making over health care look? How important is a woman's preference in these decisions? And would any one person have the final say? • Which of these decisions do men make alone? • Which of these decisions do women make alone? • Whose decision is it normally whether or not to use a contraceptive method and which method to use? • Do you think the ways decisions are made over health and childbearing in your community are good or would you like to see these change? Why? • Do women and men make any decisions about household food together (e.g. what is reserved/purchased/prepared/eaten and by whom)? If so, which ones? • Do women and men make any decisions about child feeding together (e.g. when/what/how much to feed a child)? If so, which ones? <i>(The following probes are optional, depending on how long the FGD has been)</i> <ul style="list-style-type: none"> - How would joint decision-making over food look? - How important is a woman's preference in these decisions? And would any one person have the final say? • Which of these decisions do men make alone?

<p>this open listing doesn't work, then start with a list of key decisions e.g. do women and men decide together when to go to the doctor, when to take their children to the doctor, etc.</p>	<ul style="list-style-type: none"> • Which of these decisions do women make alone? • Do you think the ways decisions are made about food and feeding in your community are good or would you like to see these changes? Why?
<p>Closing question</p>	<ul style="list-style-type: none"> • What would you like to see in women's future in your community?

Optional questions: *The following questions are optional for focus groups, but may be useful for projects to understand the context that affects the impact of their interventions. These should be covered in Key Informant Interviews. Add them to focus groups only if the project would find it useful to get a range of perspectives.*

Topic	Questions
Shocks	<ul style="list-style-type: none"> • What are the major sources of shocks in this community? • When [name the shock] happens, does it affect men and women differently? In what ways is the effect different? • How does concern about shocks affect what people do/don't do to prevent or prepare for them?
Inheritance patterns	<ul style="list-style-type: none"> • Do women in your community generally inherit land or other family goods? Why/why not? Do you think the system of inheritance is good or would you like to see it change?
Marital patterns	<ul style="list-style-type: none"> • What are the major types of marriage or unions in this community? (<i>possibilities include civil and religious marriages, polygamous marriages, consensual unions—living together</i>) <ul style="list-style-type: none"> - Which of these to women prefer? Why? - How do women and men typically come together to form a union in your community?

Activity E: Semi-Structured Interview for Life Histories

Activity E: GAAP2 protocol for Semi-Structured Interview for Life Histories

Purpose:

Life-history method allows the researcher to identify and document patterns of individuals and groups, by exploring a person's micro-historical (individual) experiences within a macro-historical (history of the time) framework (Hagemaster 1992). Life-history information challenges the researcher to understand an individual's current attitudes and behaviors and how they may have been influenced by experiences and decisions made at another time and in another place. In the context of GAAP2, the purpose of the life-history method is to understand perceptions and experiences of women's empowerment within the context of agricultural intervention projects and to validate elements within the pro-WEAI survey tool.

Technique:

During the interview, the researcher should be careful to avoid "yes or no" questions, but to get the respondent to tell "the story of his or her life" in his or her own words, as in a narrative method. It is common practice to begin the interview with the subject's earlier childhood or specific time point and to proceed chronologically to the present, as to build up the life story and reflections over time. A balance should guide questions for focus and coverage and the development of flow and depth (Goodson, 2008).

Flow <-> focus Depth <-> coverage

That is, the concerns and responses of the life storyteller should be flowing or deepening, prompted intermittently by questions to gain focus and coverage. Familiarizing yourself with the topics and questions to be addressed will help to maintain this balance. In order to set the scene for storytelling, it is important to build trust and rapport quickly with the respondent. This may be done at the start by explaining carefully the process and use of the life history interview. Also, easier or more light-hearted questions have been placed initially, in order to build up to discussions on more difficult or serious topics.

Note: For any individual interview, not all of the questions will be relevant. Use your judgement based on the events and activities that are being described.

Sample selection:

Life histories prioritize depth and quality of the interviews over quantity. For the subsample of communities selected for qualitative research, ask several community members to identify several "empowered" women/men and "disempowered" women/men in their community, and select from those who are program participants. In each site we would want at least:

- 2 empowered women
- 2 disempowered women

Ideally, it would be good to also have

2 disempowered men and 2 empowered men

We would want a few more if we are going back to these same people at endline (to allow for attrition). Projects may further want to split these by program participants/nonparticipants. If program only deals with women then participant men is not a category

In order to get a final sample of this size, we should ask for nominations of twice as many in each category, to allow for unavailability/no response.

The field team can then do a purposive sample from among those selected, to check on availability, and work down through the list if some are not available. The point of this selection is to find people who are somewhat representative of that category, but are still able to tell their story.

Field staff:

Field staff need to have a background in qualitative research, and be able to establish rapport with the respondents. In South Asia, this is likely to require female teams to interview women, and male teams to interview men. In Africa, it will depend on the context, and how sex-segregated the society is. However, because the interviews need to be conducted in private, it will generally be better if at least one woman is present to interview women.

There should be a 2-person team for the interviews: one to ask questions, and one to take notes. The interviewer asking questions needs to be good at establishing rapport, keeping the conversation flowing, and knowing where to probe. The interview guide should be interpreted as a guide, not a formal questionnaire with every question to be read. The note-taker needs to take detailed notes, with as much verbatim as possible. Both need to understand the concepts that underlie the questions, and be able to listen for points related to these concepts. If the session is recorded, it may be possible to do without a note-taker, but then someone (ideally the interviewer) needs to transcribe the interview.

Time required: 2 hours (to be confirmed).

Field work:

To save on transport costs, field teams may wish to conduct the life histories during the same visit as the focus groups. However, life history interviews must be scheduled when the respondents can spend several hours, which may require evening interviews, or return visits to complete the life history.

Because of the sensitivity of the questions being asked, it is important that the life histories be conducted in private, without other family or community members present. This is even more important than is the case for the surveys. If a private interview is not possible, note who is present during the interview (including children).

In some cases, especially for women, it may be necessary to conduct the interview while she is doing some other task (e.g. preparing food). It is often useful for establishing rapport if the interviewer can help with the task (e.g. chopping vegetables). This is not usually possible for the note-taker.

If possible, it is good to do an audio recording of the interview. The respondent's informed consent for the recording must be given before making any recording. If the respondent is very uncomfortable with being recorded, be ready with detailed note-taking.

Method: Life history and narrative analysis

Data entry and management

- Handle notes, recordings, and computer files to ensure confidentiality
- Ideally, recording and transcription, translation to be entered into computer
- Translation of notes and entry into computer
- Go over and finalize notes as soon as possible (ideally, same day) as the interview

Instructions: Introduce yourself, the purpose of the study, and read informed consent statement.

ORAL INFORMED CONSENT

My name is _____, and I am coming from the _____ *insert project/institution name* office. We are conducting a research study to understand the status of women in your community.

Since you are (or are not) [Cross out as appropriate] a beneficiary of the project we are asking you to participate in this study. In this interview, you will be asked questions about your life, your family members, your roles and responsibilities in your household and your views about women’s empowerment (being able to make important decisions in her life and to put those into action).

This discussion is for research purposes only, and all the information obtained will be kept safe in our files. You will not be identified in any presentation of the study reports. With your permission, we would like to audio record the group discussion.

Your participation in this study is completely voluntary, and you may leave the discussion at any time. Also, you are free to refuse to answer any questions that you feel are not appropriate or that make you feel uncomfortable. You may ask us any questions about the study at any point during the discussion. Your participation or non-participation in the interview will not affect any services you currently receive from any of the _____ *insert the services provided to project participants* in any way.

There is no anticipated discomfort for those contributing to this study, so risk to participants is minimal. Although you may not directly benefit from taking part in this study, the information you provide may lead to improved programs and services in the community.

There is no direct compensation for your participation.

You can have a copy of this form, if you want. Do you have any questions?
[Check whether the participants has understood the question and any part of the informed consent.]

If you have any concerns about this study, you may contact:

xxxxx +1-xxx-xxxxxx xxxxx@gmail.com	xxxxx Address +1-xxx-xxxxxx
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Do you agree to participate in this study? *[If YES, indicate below that the oral informed consent has been obtained. Then proceed with the question below regarding audio recording. If they refuse, thank them for their time and dismiss them.]*

Oral informed consent received

Do you agree to be audio recorded? *[If YES, indicate below. If participant responds “NO”, proceed with the interview without recording.]*

Consent to audio record interview received

Signature of interviewer: _____ Date: ____/____/_____

A. Background information

A1	Name of site/community/village	
A2	Date (dd,mm,yyyy)	
A3	Name of facilitator	
A4	Name of note taker	

B. Characteristics of the respondent

B1	Name of respondent	
B2	Sex	
B3	Age	
B4	Marital status	
B5	Ethno-religious group*	
B6	Primary occupation	
B7	Secondary occupation	
B8	Level of education completed	
B9	Length of time lived in the community	

* Ethnic, religious and/or caste group, as relevant (can be filled in by the note taker if known)

LIFE STAGE/QUESTIONS

A. Topics: General understanding of empowerment (dimensions); Gender roles/norms; Mobility

<p>Childhood and adolescence</p> <p>When were you born?</p> <p>Where did you grow up as a child?</p> <p>What was your mother like, as you were growing up? What kinds of work did she do?</p> <p>What was your father like, as you were growing up? What kinds of work did he do?</p> <p>How would you describe yourself as a child?</p> <p>[Optional questions in italics to reduce time if needed]</p> <p><i>What were some particularities in how you were raised because you were a girl/boy, if any? Examples?</i></p> <p><i>What were some things you could/could not <u>do</u> because you were a girl/boy? How did you feel about that?</i></p> <p><i>Where were some places you could/could not <u>go</u> (by yourself or accompanied by others) because you were a girl/boy? How did you feel about that?</i></p> <p>What did you want to be or do when you grew up? Did you have someone you wanted to become like, and why?</p> <p>Did you receive any formal education? If so, what kinds of school did you go to? Were you a good student? What did you like/not like about school?</p> <p>How far did you go in school (level of schooling completed), and why?</p> <p>What dreams and goals did you have for your life when your schooling ended?</p> <p>In your opinion, when did you become an "adult"? What happened then?</p>

- B. **Topics:** General understanding of empowerment (dimensions); Gender roles/norms; Mobility; Decision-making related to production, income-earning, health, care and foods; Household harmony/ intra-HH dynamics; Response to shocks; Self-efficacy; Group participation

Adulthood

Who do you live with now?

(if ever married) How did you meet your spouse/partner? What did you like about him/her?

(if ever married) When did you get married? How did you feel getting married?

How many children did you want to have? Did you and your spouse/partner talk about having children, and why?

How many children do you have? When were they born?

How do you feel about raising your children? What was/is the best part, and why? The hardest part, and why?

Do you raise your girl/boy children differently? If so, how? Why?

In your opinion, which are the most important decisions to be made for assuring your children's good health and nutrition? How much influence do you have in making those decisions?

How is your relationship with your spouse/partner? How does he/she treat you? Any examples? How does that make you feel?

How often do you sit down to talk about something with your spouse/partner, and why? What do you and your spouse/partner talk about?

How are decisions usually made in your household (related to the household, yourself, your spouse/partner, your children, etc.)? What are some decisions you make on your own? What are some decisions you make together with your spouse/partner? How do you feel about how decisions are made in your household? Would you like to have more/less influence on making the decisions, and why? What is keeping you from having more/less influence on making the decisions? (****Probe for decisions related to income-generating work/activities, agricultural production process, use of production outputs, use of income, what foods to purchase, foods to prepare, foods you can eat, foods children can eat, your health, children's health, child care, etc.***)

In the past five years, have there been changes on how decisions are made in your household? What caused those changes? On what topics have the decision-making changed?

In the past five years, what were the biggest disagreements you have had with your spouse/partner? What happened as a result? How were they resolved?

In the past five years, has your relationship with your spouse/partner changed? If so, how? Has your relationship with other household members changed? If so, how?

In the past five years, what are the most difficult things that have happened to you? How did you deal with them?

Please tell me about any work you do for income. What do you like or not like about it? How is your income used?

Do you belong to any groups inside or outside your community, and why? How do you participate in these groups? What are some benefits to participating in these groups? What are some difficulties/challenges to participating in these groups?

What are some things you can/cannot do because you are a woman/man? Are there certain women/men who can do/not do those things? Why? How do you feel about that?

FOR WOMEN: Are there any things you would like to do, but cannot because you are a woman? Why? Under what conditions could you do those things? What would happen if you did those things?

Where are some places you can/cannot go (by yourself or accompanied by others) because you are a woman/man? How far away from home is that? Are there certain kinds of women/men who can go/not go to those places? How do you feel about that?

FOR WOMEN: Are there any places you would like to go (alone), but cannot because you are a woman? Why? How far away from home is that? Under what conditions could you go to those places? What would happen if you went to those places?

C. **Topics:** Local definition of empowerment; Household harmony/ intra-HH dynamics; Group leadership

The Present/Self

How would you describe yourself as a person today (*nowadays, not necessarily this particular day*)?
How are you treated in your community, and why? Do you feel that you have influence in your community, and why? Would you like to have more influence in your community, and why/why not? What would help you to have more influence in your community?
What do you think the “turning points” (most influential experiences) that have shaped you as a person have been in your life? What were you like before then?
How would you describe an empowered woman/man? OR How would you describe a woman in your community who is able to make important decisions in her life and to put those into action? OR how would you describe a woman who you admire?
Do you consider yourself like that, and why or why not?
Do you consider yourself more/less empowered than other women/men in your community, and why?
Have your views of your own ability to make your own ability to make important decisions changed over time? If so, what caused those changes? (***Probe for any influence of program/project interventions**)
Are there some things in your life now (something you have or are doing or circumstances) that help you feel more empowered?
What are some things or circumstances that would make you more empowered, if you had them?

D. **Topic:** Aspirations; Life satisfaction

The Future/Self

What are your concerns for the future?
How do you see yourself in the future, and why?
What do you look forward to?

Analysis

The data generated by these questions would be analyzed to understand:

- Same or different views of empowerment between men and women
- Explanations for similarities or differences
- Changes in views over time
- Changes in views influenced by or as a result of the project interventions (***at endline**)

References/Further reading

Hagemaster, J.N. 1992. Life history: a qualitative method of research. *Journal of Advanced Nursing*. 17(9):1122-8.

Activity F: Key Informant Interviews with Market Traders

Activity F: GAAP2 protocol for Key Informant Interviews with market traders

Purpose:

Market trader interviews are conducted to provide context related to operation of value chain, especially linked to assets being studied. How difficult is it to engage with both formal and informal markets? What kinds of assets are required? Are there particular gender-related barriers to engaging with the markets? And are these barriers different depending upon the scale of market involvement or type of market (local, national, regional, cross-border, or export)? This is especially important for the value chain projects.

Technique:

Key Informant Interviews (KII) are conducted with people with particular knowledge—in this case, the views and experience of market traders.

Sample selection:

A market traders can be an aggregator, wholesaler, or some other kind of intermediary. They can be independent or also part of a large processing or procurement operation.

For the purposes of most projects, focus on traders who buy the main product(s) of the value chain intervention. Ask project staff or local leaders to identify where beneficiaries are marketing their products before and after the intervention. Based on this, identify 1-2 formal sector buyers and 1-2 informal sector buyers (if relevant). If the project has contacts with any buyers who are linked to the project, use them. These interviews are to gather broad information about the market issues, not for quantitative assessments.

Field staff:

One qualitative enumerator, male or female, should be able to do the interviews, although a translator may also be needed.

Field logistics: Can be conducted when the field teams do qualitative or quantitative data collection, and will be near the main market town for the project area. 1 day should be sufficient for the interviews.

Time: approximately 1 hour

Data entry and management:

Full transcription and translation of notes is not required. Entering the notes from the interview in English in the computer would be sufficient. It would be helpful for analysis if the notes were structured around the questions listed below (although the interviews might not need to be structured in this way).

Analysis:

Reading the notes should be sufficient to identify if there are likely to be barriers to market access for certain groups (women, poor households), and to compare between informal and formal sector traders.

Procedure:

Introduce yourself and the purpose of these study. Read the informed consent statement. Ask for consent to conduct the interview.

ORAL INFORMED CONSENT

My name is _____, and I am coming from the _____ *insert project/institution name* office. We are conducting a research study to understand the status of women in your community.

Since you are a trader in the market we are asking you to participate in this study. In this interview, you will be asked about market operations, prices and customers. This discussion will last for _____.

This discussion is for research purposes only, and all the information obtained will be kept safe in our files. You will not be identified in any presentation of the study reports. With your permission, we would like to audio record the interview.

Your participation in this study is completely voluntary, and you may leave the discussion at any time. Also, you are free to refuse to answer any questions that you feel are not appropriate or that make you feel uncomfortable. You may ask us any questions about the study at any point during the discussion. Your participation or non-participation in the interview will not affect any services you currently receive from any of the _____ *insert the services provided to project participants* in any way.

There is no anticipated discomfort for those contributing to this study, so risk to participants is. Although you may not directly benefit from taking part in this study, the information you provide may lead to improved programs and services in the community.

There is no direct compensation for your participation.

You can have a copy of this form, if you want. Do you have any questions?
[Check whether the participants has understood the question and any part of the informed consent.]

If you have any concerns about this study, you may contact:

xxxxx +1-xxx-xxxxxx xxxxx@gmail.com	xxxxx Address +1-xxx-xxxxxx
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Do you agree to participate in this study? *[If YES, indicate below that the oral informed consent has been obtained. Then proceed with the question below regarding audio recording. If they refuse, thank them for their time and dismiss them.]*

Oral informed consent received

Do you agree to be audio recorded? *[If YES, indicate below. If the participant responds "NO", proceed with the interview without recording.]*

Consent to audio record interview received

Signature of interviewer: _____ Date: ____/____/____

Background information

A1	Name of site/community/village	
A2	Date (dd,mm,yyyy)	
A3	Name of facilitator	
A4	Name of note taker	

Characteristics of the respondent

B1	Name of respondent	
B2	Sex	
B3	Age	
B4	Name of respondent's enterprise	
B5	Type of enterprise (formal/informal, wholesale/intermediary/retail)	
B6	Type of market (formal/informal)	

TOPICS ADDRESSED	QUESTIONS
Location of sales and physical access to market	<ul style="list-style-type: none"> - From whom do you buy XXX product – directly from farmers, wholesalers, intermediaries? - Where do you buy XXXX product? (at the farm gate, in town, from another trader, etc.) - (if not at farm gate) Do small farmers have difficulty getting produce to you? Is it harder or easier for men or for women to bring their crops/livestock or other products to you?
Seasonality and price considerations	<ul style="list-style-type: none"> - When do you buy XXX? (E.g., right after harvest, daily, weekly, etc.) - Do men and women sell at different times? If so, why do you think that is? - Does anyone wait to sell at a different time to get a higher price? - Does the product quality decline if the farmers don't sell right away? - Do you believe that there are differences in the volume or quality of the product that you receive from men or women? Do you have to worry about the product quality going bad after you have bought it?
Gender barriers	<ul style="list-style-type: none"> - Do you have regular suppliers? If so, is there a contract with them? - Does it vary by commodity? - Are more of your suppliers men or women? - Do women suppliers face challenges selling directly to you? What kinds of problems (e.g. transport, knowledge, etc.)? - Have you noticed any differences in buying from men or from women?
Payment methods	<ul style="list-style-type: none"> - How do you pay people for the produce (e.g. cash, MPesa or other form of mobile money, bank transfer, in kind, etc.)?

TOPICS ADDRESSED	QUESTIONS
	<ul style="list-style-type: none"> - Is there a difference between how you pay men and women for their products? - How long does it take to pay them? - Do you provide advance payment (or a down payment) to your suppliers? Under what conditions? How is that deducted from the final amount? - How do you decide who you provide advance payments to? Do you offer it to both men and women? Do you offer the same conditions for the advance? - Are there differences in how men and women manage the advance payment?
Price determination	<ul style="list-style-type: none"> - How are prices determined? Are there higher prices for better quality? - Is there bargaining? Fixed price? Better prices to favored suppliers? Is there a link between different markets? - Have you noticed any differences in negotiating prices between men and women suppliers? (Provide an example)
Price information sources	<ul style="list-style-type: none"> - How do you find out about market prices? (e.g., radio/TV, neighbor/relative, mobile phone, etc.) - Are there sources that farmers rely on to know about market prices?
Credit access	<ul style="list-style-type: none"> - Where do you go to obtain credit for your trading business? - Is it easier or harder for men or women to get access to credit? If so, how?
Sales and value added	<ul style="list-style-type: none"> - Who do you sell XXX to? Do you or your organization process it in any way before selling it?
Market structure	<ul style="list-style-type: none"> - What does it take to become a trader (resources, training, transport)? - Is it harder for women to become buyers than it is for men? - What are the characteristics that make a successful buyer/trader? - Is this market dominated by large or small traders/suppliers/buyers?

Activity G: Key Informant Interviews with Project Staff

Activity G: GAAP2 protocol for Key Informant Interviews with project staff

Purpose:

These Key Informant Interviews (KII) with project staff are intended to fill out basic contextual information about the projects and communities in which interventions take place, and gain expert insights about the factors affecting the way the project does (or does not) have impact on women's empowerment.

Technique:

Key Informant Interviews (KII) are conducted with people with specialized knowledge—in this case, the views and experience of project staff.

Sample selection:

Try to interview project staff working in the sample sites selected for the qualitative research.

Field staff:

Field staff need to have a background in qualitative research, and be able to establish rapport with the respondents. This is important because project staff may be nervous about being evaluated, and you ideally want them to open up about their insights, including their questions or problems faced in the project. One person can usually ask the questions and take notes directly.

Time: approximately 1 hour

Field work:

To save on transport costs, field teams may wish to conduct the key informant interviews during the same visit as the focus groups. However, a KII must be scheduled when the respondents have time (at least 1 hour for project staff).

If possible, it is good to do an audio recording of the interview. The respondent's informed consent for the recording must be given before making any recording. Even if using a recording device, the enumerator should take detailed notes, as exact quotes can be very useful.

Data entry and management:

- Handle notes, recordings, and computer files to ensure confidentiality
- Ideally, recording and transcription, translation to be entered into computer
- Translation of notes and entry into computer
- Go over and finalize notes as soon as possible (ideally, same day) as the interview

Instructions: Introduce yourself, the purpose of the study and read the statement of informed consent.

ORAL INFORMED CONSENT

My name is _____, and I am coming from the _____ *insert project/institution name* office. We are conducting a research study to understand the status of women in your community.

Since you are part of the staff for _____ program we are asking you to participate in this study. In this interview, you will be asked about the implementation of the project, your role in it, the challenges faced, and about engaging with beneficiary communities. This discussion will last for _____.

This discussion is for research purposes only, and all the information obtained will be kept safe in our files. You will not be identified in any presentation of the study reports nor to any one in your organization. With your permission, we would like to audio record the interview.

Your participation in this study is completely voluntary, and you may leave the discussion at any time. Also, you are free to refuse to answer any questions that you feel are not appropriate or that make you feel uncomfortable. You may ask us any questions about the study at any point during the discussion. Your participation or non-participation in the interview will not affect your job in any way.

There is no anticipated discomfort for those contributing to this study, so risk to participants is minimal. Although you may not directly benefit from taking part in this study, the information you provide may lead to improved programs and services.

There is no direct compensation for your participation.

You can have a copy of this form, if you want. Do you have any questions?

[Check whether the participant has understood the question and any part of the informed consent.]

If you have any concerns about this study, you may contact:

xxxxx +1-xxx-xxxxxx xxxxx@gmail.com	xxxxx Address +1-xxx-xxxxxx
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Do you agree to participate in this study? *[If YES, indicate below that the oral informed consent has been obtained. Then proceed with the question below regarding audio recording. If they refuse, thank them for their time and dismiss them.]*

Oral informed consent received

Do you agree to be audio recorded? *[If YES, indicate below. If participant responds "NO", proceed with the interview without recording.]*

Consent to audio record interview received

Signature of interviewer: _____ Date: ____/____/____

Background information

A1	Name of site/community/village	
A2	Date (dd,mm,yyyy)	
A3	Name of facilitator	
A4	Name of note taker	

Characteristics of the respondent

B1	Name of respondent	
B2	Sex	
B3	Job title	
B4	Distance of respondent's office from sample community (km)	

Project objectives	<ul style="list-style-type: none"> - What do you think are the main objectives of this project? (Do not probe specifically about women's empowerment. Note exact wording as much as possible)
Respondent's role	<ul style="list-style-type: none"> - What has been your main role in this project?
Personal reflections	<ul style="list-style-type: none"> - What has been the best parts of working on this project, for you? - What have been the worst, or most frustrating?
Project staffing	<ul style="list-style-type: none"> - How many of the field staff (who work directly with the beneficiaries) are men? Women? - How many of the project management staff (the ones making direct decisions about the project, usually in-country) are men? Women? - Describe local men and women's interactions with project staff - Are there any particular difficulties for women project staff? (examples might be difficulties in travelling to communities, etc.)
Engaging women	<ul style="list-style-type: none"> - Has it been easy or difficult to engage women in the project? - Was there any resistance on behalf of male spouses or male community leaders to women's participation? - How easy is it for male project staff to interact with women? - How easy is it for women project staff to interact with men?
Impact of project	<ul style="list-style-type: none"> - What changes do you think the project has contributed to in the community? - Probe for positive as well as negative impacts - Did you observe changes in the empowerment of individual women? How would you describe these women? - Do you think any project interventions have caused changes in gender relations? If so, which and in what ways? - Which specific project interventions, if any, have had a role in changing social norms? In what ways?