Gender strategic research for the African Chicken Genetic Gains (ACGG) project

A qualitative research guide

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Citation: Mulema, A. A. 2018. *Gender strategic research for the African Chicken Genetic Gains (ACGG) project. A qualitative research guide*. Nairobi, Kenya: ILRI

Contents

Acronyms and abbreviations

ACGG   African Chicken Genetic Gains

GAAP2   Gender, Agriculture and Assets program – phase 2

IFPRI   International Food Policy Research Institute

ILRI   International Livestock Research Institute

KIT   Royal Tropical Institute

RWEE   United Nations Joint Program on Accelerating Rural Women's Economic Empowerment

SACCO   Savings and Credit Cooperative Organization

Summary

Gender equality is recognized as a critical development issue in Ethiopia. Unequal access to and control over resources by men and women contribute to the persistent gender gap in production. The African Chicken Genetic Gains (ACGG) project is focused on promoting gender equality and the empowerment of women by ensuring access to context-specific chicken breeds (with desirable traits) and services, and enhancing women's ability to participate in and benefit from the poultry value chain. One of the goals of the ACGG project is to empower women as chicken producers and traders. The ACGG project strategy for women's empowerment recognizes that bringing on board the community at large, particularly different value chain actors and engaging with institutions operating within the community are prerequisites to bridge gender inequalities at different links of the value chain.

The Qualitative Research Guide (Guide) provides a methodology for conducting and analysing a qualitative study to understand the local meaning of empowerment, gender-differentiated chicken-trait preferences, livelihood options, access to and control of resources, the gender dynamics within the poultry value chain and seasonal labour allocation. In addition to the local meaning of empowerment, two empowerment domains will be further explored i.e. economic advancement and power and agency. The Guide also describes in detail the sequencing, timing and methodology of the research process, including: planning/training, fieldwork preparation, a simple and clear fieldwork roadmap, research questions and hypotheses for the study, research tools and guiding questions. The Guide introduces the main qualitative method to be used during fieldwork i.e. group discussions and the participatory tools to be used during the group discussions.

1 Introduction

Empowerment refers to the process of enhancing the capacity of individuals or groups to make choices and to transform those choices into desired actions and outcomes. The empowerment of rural women is about expanding women's assets and capabilities to participate in, negotiate with, influence, control and hold accountable the institutions that affect their lives (Narayan 2005). Golla et al.'s framework of women's economic empowerment (2011) considers a woman to be economically empowered when she has both the ability and the power to make and act on economic decisions by: i) succeeding and advancing economically, and ii) having the power and agency to benefit from economic activities. In the ACGG project, empowerment of women chicken farmers is a process of developing a combination of expanded choice[1] and strengthened voice.[2] The ACGG project[3] tests and makes available high-producing, farmer-preferred genotypes that increase smallholder chicken productivity in Africa. The program improves chicken genetics and delivers adapted chickens to support poverty reduction, productivity growth, increased household animal protein intake and the empowerment of women farmers in rural communities. The project target countries are Ethiopia, Tanzania and Nigeria.

The project will conduct a qualitative study in Ethiopia, Tanzania and Nigeria to understand the local meaning of empowerment, analyse the chicken traits preferred by women and men, livelihood options, access to and control of resources, the gender dynamics within the poultry value chain and seasonal labour allocation. Rural women's economic empowerment will be examined in two domains: economic advancement, and power and agency. Empowerment will be assessed in terms of process and outcome.

The Guide uses an adaptation of previous methodologies developed for the Gender, Agriculture and Assets program – phase 2 (GAAP2),[4] to measure women's empowerment within agricultural development projects, implemented by the International Food Policy Research Institute (IFPRI) and the methodologies developed to understand the same aspects in the United Nations Joint Program on Accelerating Rural Women's Economic Empowerment (RWEE) in Ethiopia (not published). The Guide also draws from the tool developed by the Royal Topical Institute (KIT) to measure and monitor empowerment of women poultry keepers.

This Guide is designed as the definitive protocol and resource for the research teams in Ethiopia, Tanzania and Nigeria. The Guide provides an overview of the fieldwork including training of data collectors and the research protocol that will be followed in-country. It also introduces the participatory tools to be used to help gather information and provides guidance for facilitating group discussions.

This Guide is structured as follows:

- Section 2 lists the key research questions and hypotheses.
- Section 3 outlines the research process.
- Section 4 explains the research process step-by-step.
- Section 5 explains the overall research methods and approaches.
- Section 6 describes the participatory research tools, their main objectives and how to use them during group discussions.
- Annexe A outlines the schedule for training the field research team.
- Annexe B presents the social demographic information of the group discussion participants.

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[1] Ability of a woman chicken farmer to influence choices that affect her life and future as a successful chicken producer and to contribute to family's wellbeing.
[2] Ability of a woman chicken farmer to speak up and be heard, and to shape and share in discussions and decisions (public and private domains) that affect her life and future as successful chicken farmers.
[3] https://africacgg.net/about/
[4] http://weai.ifpri.info/weai-resource-center/guides-and-instruments/

2 Key research hypotheses and questions

The four thematic areas covered by the Guide are: (a) the chicken traits preferred by men and women value chain actors, (b) the economic advancement of women, (c) the power and agency of women, and (d) equity in the poultry value chain. The qualitative research tools for the study (outlined in Section 6) have been designed to specifically investigate these research questions.

A. Gender differentiated chicken trait preferences: Gender dynamics will influence the chicken trait preferences of women and men poultry keepers.

 Trait preferences: What are the chicken trait preferences for women and men chicken producers? How do the breeds of chicken raised or tested by farmers rank against the preferred traits? Have trait preferences changed over time? Are there any seasonal variations in trait preferences? If yes, what is the cause?

B. Economic advancement: The ACGG project will increase women's incomes, access to services, inputs and markets. It will also increase employment opportunities for women.

 Sources of income and women's roles in income generation: What are the main sources of income in the household? What are women's and men's respective roles in income generation? What are the priority sources of income for women and for men? Why? Have sources of income, their relative importance, and the roles of men and women in these activities changed after the ACGG project? What kind of economic benefits have women specifically gained or expect to gain from the ACGG project?

 Time use in productive and reproductive work: In what types of household activities do women and men engage and spend most of their time? In what types of chicken management activities do men and women engage and spend most of their time? Has the project affected their time schedules and workloads in any way? Have workloads and time allocation changed after the ACGG project?

 Access to credit and use of credit and other financial services: What types of credit and financial services, from formal and informal sources, are available? Who in the household is able to access these services? Has access to financial services changed after the ACGG project? Can credit be easily accessed to invest in chicken production?

 Access to services and resources: Who in the household has access to and uses different services and resources needed for chicken production? Has access to services and resources changed after the ACGG intervention?

C. Power and agency: The ACGG project will strengthen women's power and agency by increasing their voice and bargaining power within the household and the wider community. This will increase women's self-confidence, their ability to engage in social networks and their ability to participate in decision-making in the personal, household and public arenas.

 Control and decision-making over productive assets/resources: Who in the household (or outside the household) owns which assets and property? Which household members make decisions regarding the use and sale of these assets or property and how are decisions made? Does decision-making vary according to the size or importance of the asset/property? Which of the assets is important for chicken production? Has control over assets/resources changed after the ACGG intervention?

Control and decision-making over production and income generation: How do beneficiaries make decisions regarding agricultural production activities or starting up a new business? How are decisions made to start a chicken enterprise? Have processes of decision-making changed after the ACGG project?

Control and decision-making over cash expenditures and savings: How do household members make decisions regarding household cash expenditures and savings? How is money from chickens spent? Is it treated differently from other income? Who in the household uses and benefits most from the money from chickens and their products?

Control and decision-making over food and nutrition: How do households make decisions over food and nutrition? Has the process of decision-making changed after the ACGG project? Have there been any changes in events that affect food and nutrition security? What is the role of poultry in food and nutrition security?

Perceptions of women's economic roles: What are the general perceptions of women's ability to earn and manage money and make economic decisions in the household? Have these perceptions changed after the ACGG intervention?

Empowerment, self-esteem and dignity: What is women's empowerment? How is it manifested and what are the positive outcomes derived from empowerment? Have there been any perceived and/or actual changes in the project beneficiaries' sense of self-confidence, self-esteem and dignity since the ACGG intervention?

Social networks: What social networks, formal and informal, exist in the community? Are these mixed or gender-specific? What roles do women/men play in their social networks? Is there a difference based on gender in the importance of these networks? Has this changed after the ACGG intervention? Has the ACGG project fostered the creation of new networks?

Leadership and influence in the community: Who in the households participate in public decision-making and speak up in public about community investments? How are community projects or services selected? Are women's needs and preferences prioritized? How are the needs for poultry producers identified? Has any of this changed after the ACGG intervention?

Mobility: What places do women in the community find easy or difficult to go? What are the controls/limitations associated with women's mobility? What are the characteristics of women who don't accept the social expectations? What are the perceptions of these women by other community members? What has changed in women's mobility since the start of the ACGG intervention? What are the causes of change?

D. Gender dynamics in the poultry value chain: The ACGG project will enhance women's participation in the value chain and ensure women's equal access to value chain benefits and services, thereby promoting gender equality and women's economic empowerment.

Value chain actors: Who are the actors in the poultry value chain and what is their scale of operation?

Service provider: Who are the service providers along the value chain and who has access to the services?

Division of labour: What is the level of women's participation in the poultry value chain? How is labour divided along the poultry value chain? What is the impact of the improved breeds on labour allocation and work load? Are women equally benefiting from the value chain?

Gender-based constraints: What are the gender-based constraints and opportunities along the poultry value chain at individual, household and environment levels? What are the causes of the gender-based constraints? What are the implications of these gender-based constraints on value chain performance and women's empowerment?

3 Overall research process

3.1 Introduction

The research will be implemented within an outlined structure. This structure will require varying degrees of flexibility to respond to contextual variation in the country, districts and communities, and to the variation among interviewees and group discussions.

To ensure a degree of commonality across districts and communities, a clear qualitative research process is provided below which addresses the selection of research sites, whom the research team will meet for discussion, when, on what issues, and how debriefings and report consolidation will be carried out. Some guidelines are also provided with respect to ethical considerations, general behaviour, recording data and initial analysis. The question guide has been adapted for the ACGG project.

3.2 Summary of research process

Before setting out a detailed description of each step, this section briefly outlines the overall research process.

Overall process

Overall, the researchers will spend a minimum of eight days conducting the study, depending on the number of tools to be applied. The key tasks to be completed over this period include:

Day 1: Planning meeting among lead researchers.

Days 2–3: In-class training of national research team (enumerators) and refinement of fieldwork tools and guidelines through discussion.

Days 4–5: Field piloting in a nearby community where chickens are raised. It could be in one of the beneficiary sites, but data will not be analysed for final reporting. Recap, modification of research tools and guidelines, and finalization of logistics for fieldwork.

Days 6–8: Travel to the selected villages. Conduct fieldwork (separate group discussions with men and women) and daily evening debriefings with the research teams. Team consolidation, data consolidation and synthesis of the data from the village/district.

Training and piloting

Prior to the beginning of fieldwork, the country research team will undergo a 2–4 days planning and training session. The training will be delivered by the ACGG country gender focal persons and the International Livestock Research Institute's (ILRI) gender expert (if necessary). The gender expert and focal points will provide an overview of: (i) the ACGG project, including objectives, theory of change, status and design features etc., (ii) the principles and concepts of participatory qualitative research, and (iii) the research methodology guide and tools. The training workshop will also allow the research team to pilot and revise the methodology and tools to make them 'fit for purpose'.

The proposed training schedule is provided in Annexe A. Below is an outline of the key issues that will need to be covered during the training workshop.

Introduction to study objectives and design

The researchers will be briefed about the overall context and background of the research study. They will then be introduced to the specific objectives of the ACGG project and the four thematic research areas: gendered chicken trait preferences, economic advancement, power and agency, and gender-based constraints in the poultry value chain. Discussion will be facilitated on women's economic advancement, power and agency, and empowerment, and an overview of the ACGG project including project objectives, targeting, coverage, any constraints and intentions for future scale-up.

Theory of change, hypotheses and research questions

It is critical that researchers are familiar with the research questions that will guide the group discussions. A discussion will therefore be facilitated to enable researchers to think through the project's theory of change. The study hypotheses will then be introduced and more detailed discussions will be held around the research questions that might be asked in the field to test and probe the study hypotheses.

Research methods and participatory tools

Researchers will be introduced to the principal qualitative method to be used, group discussions. There will also be discussions on the potential use of other methodologies such as key informants and in-depth household case studies. The researchers will also be introduced to the participatory research tools which will be used during group discussions. The training of the research team on use of these tools will build on researchers' previous experiences, following a 'learning by doing' approach. Simulated group discussions will be conducted during the training and in the pilot exercise so that the researchers have a chance to practice interviewing, facilitation skills and use of the tools. A list of the six proposed tools and the procedure for using them is provided in Section 6.

Fieldwork road map

It is important that researchers are briefed early in the training about the fieldwork road map, which will outline the sequencing of the data collection process in each research community (see Table 1 below). In addition, the training will cover the daily evening team debriefing process in which the research team collectively reflects on and discusses their findings and their analyses and working hypotheses from the day's fieldwork. Effective note-taking tips will also be discussed.

In addition to the above, discussions will be held with researchers about the procedures for negotiating community entry, obtaining consent, eliciting project beneficiary lists, respect and confidentiality, and the importance of stressing the independence of the research teams.

Pilot and feedback from the pilot

A 1–2 days pilot exercise will be held in a nearby community during the training to practise and further reflect on the research process and methodology, including group discussion facilitation and the best use of tools. This will give the team first-hand experience of some of the logistical challenges to be expected in the field. The piloting day will then be reviewed and discussed.

Researchers will first analyse the research findings from discussions held during the pilot. This process will follow and simulate the daily debriefing structure in the field. In addition, the country team leader or gender focal person will work with the research team to address any outstanding issues and invite suggestions to improve the research guides and the overall field implementation process.

At the end of the training, the question guide will be adapted to reflect country and project context as needed, with insights from local researchers during the training and after the pilot day(s). Logistical matters will also be reviewed and finalized.

Fieldwork phase (four days)

As outlined above, the fieldwork phase takes place immediately after training and piloting. In each district, the team will cover each selected treatment village for 3–4 days (selected ACGG villages). Plan for a control village if it is an option to assess impact. The country team leader, subnational coordinator or gender focal person is expected to join the teams and spend about two days with each team, depending on the specific circumstances of each site. At the end of each day, typically in the evening, each team comes together to debrief, sharing highlights of the day, key findings and, importantly, areas for further follow-up the following day. At the end of the fieldwork, the entire team has half a day of additional consolidation and synthesis, during which a draft report with headings, subheadings and main points of analysis under each of the research themes will be generated.

Participatory research tools can be documented in electronic format, preferably every night, to avoid loss of important information. Word processing formats for each tool will be provided to each research team. All tools should also be photographed so that they are clearly visible and could be used in research reports if selected. Ideally, each tool is supposed to be discussed in one group discussion to avoid holding the group for more than two hours. Where resources are constraining, the tools can be discussed as below. The tools can be prioritized based on the issues of interest to the country and resource availability.

Table 1. Fieldwork process roadmap in districts and villages per region

	District X		District Y
DAY 1	Village 1 • Introductions with village leaders • Group discussion with women to discuss empowerment and access to and control of resources • Group discussion with men to discuss empowerment and access to and control of resources • Plan fieldwork, group discussions and case studies s for the next days • Evening debrief		Village 1 • Introductions with village leaders • Group discussion with women to discuss empowerment and access to and control of resources • Group discussion with men to discuss empowerment and access to and control of resources • Plan fieldwork, group discussions and case studies for the next days • Evening debrief
DAY 2	• Group discussion with women to understand trait preferences and livelihood options • Group discussion with men to understand trait preferences and livelihood options • Evening debrief		• Group discussion with women to understand trait preferences and livelihood options • Group discussion with men to understand trait preferences and livelihood options • Evening debrief
DAY 3	• Group discussion with women to map a gender-sensitive poultry value chain and division of labour • Group discussion with men to map a gender-sensitive poultry value chain and		• Group discussion with women to map a gender-sensitive poultry value chain and division of labour • Group discussion with men to map a gender sensitive poultry value chain and division of
DAY 4	Complete unfinished business, team consolidation, synthesis and report writing		
	Repeat the same in the next village		

The order of group discussions may vary slightly between communities.

Sampling of research sites

The sampling of the study sites will follow a consistent methodology to strengthen the potential for comparative analysis and validity and reduce bias across research sites. A three-stage sampling process described below will be used.

Sampling regions
The study will be conducted in all of the regions or zones per country where the project is being implemented, to be able to establish preferred traits in each agroecology.

Sampling districts
Fieldwork will be conducted in multiple districts in each region. The selected districts will be representative of the livelihood status, agroecologies and culture in the region. Criteria to select districts should be agreed upon in consultation with the principle investigators. In Ethiopia, villages were sampled first and this defined the district in which the study will be conducted.

Stratifying and sampling communities
The villages will be selected based on the cultural differences and representativeness of the districts where the ACGG project is implemented. One village will be randomly selected to represent similar districts in region.

4 Step-by-step research process in each community

4.1 Introduction of research and research team to village head/influential community members

In each community, on the first day of the fieldwork, the first contact will be with the village head/chairperson and other influential community members, including the focal development or extension agent. After explaining who the team is working for and the purpose and process of the research, the team leader will request permission to conduct the research in the village. Initial arrangements will be made prior to actual field work.

After permission is obtained from the village head/chairperson and other influential community members, the research team will proceed to conduct group discussions.

4.2 Participant selection for group discussions

Group discussions

Group discussions are organized with specific set goals, structures, time frames and procedures, and made up of a group of people with a common interest.

When selecting project beneficiaries for the group discussions, the beneficiary list will be obtained from site coordinators and beneficiaries will be grouped to participate in different group discussions. Each group discussion will constitute different beneficiaries to capture a diversity of perspectives.

The following core principles will apply to the selection of all group discussions:

- Discussions will be conducted separately with men and women. They will also be held with a range of other groups based on social grouping and livelihood. It is important to understand some of the basic social differences in each community before deciding which groups of chicken producers or traders to select; therefore, the number and types of groups for group discussions will depend on the community and information to be collected. The selection will also aim to involve groups of people who might not normally be asked their opinions, such as the poorest people, young women and minority ethnic groups involved in chicken production.

- The selection of participants will be designed to ensure that we capture social differences and diversity within the selected communities. Consider the different age groups and socio-economic differences.

- Groups will be composed of about 10–12 participants. With larger groups it becomes difficult to ensure that all participants can contribute freely and meaningfully. As with in-depth interviews, triangulating the findings from one group with other discussions held with different participants from the same interest group will increase the trustworthiness of those findings.

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5 Research methods and approaches

5.1 Introduction

This section outlines general guidelines relating to the overall fieldwork, including conducting group discussions. Specifically:

- Section 5.2 outlines the principles of good conduct during fieldwork, including some ethical considerations.
- Section 5.3 explains how to conduct a group discussion, including a few tips on the use and sequencing of the participatory methods.
- Section 5.4 explains how to record data from group discussions.
- Section 5.5 discusses the procedures for the daily debriefing sessions.

5.2 General conduct during fieldwork and ethical considerations

This section sets out some general norms of behaviour when working in a research area. Much of this is obvious, but it is very important to ensure that the research conducted is both ethical and accurate.

Conduct
Be clear about your role. Seek fully informed consent. Answer questions openly. Ensure confidentiality.

- Community members and research participants must not feel offended or demeaned by anything researchers do, say or ask, or by the behaviour of researchers in their community. It is their community and they must be respected accordingly.
- Expectations of community members and research participants must not be raised by anything that is done or said during the research.
- Potential respondents must not feel under any explicit or implicit pressure to participate, either from the research team or from those who are asked to help identify participants (such as village heads, community elders or leaders etc.).
- The research will be more accurate if participants see no reason or feel no pressure to adjust their responses in a particular way and if they feel comfortable during the interview.

The research being conducted might appear very strange to many members of the community. It involves asking a number of personal questions and selecting many respondents at random. Even if this type of research has been conducted in the community before, it is likely that many people will have questions about it. It is important to explain very clearly what is being done and to answer questions about the research patiently, clearly and honestly to any individual who asks.

Ethical considerations

Box 1 sets out some key ethical considerations for carrying out participatory research.

Box 1. Ethical considerations when conducting participatory research

- Consider how participants are being selected. Is there any deliberate exclusion on the basis of, for example, access or stigma? Have cultural and community norms been understood and considered in the selection process?
- Ensure that permission is sought for the group discussions to go ahead, through consultation with the local community and obtaining consent.
- Set and communicate clear parameters for the group discussion. This means clearly stating the purpose, the limits and what the follow-up will entail. It also means ensuring that demands on participants' time are not excessive (maximum 1.5–2 hours, for instance) and that they are aware of their right to not participate or to withdraw at any time.
- Set up group discussions and interviews at times and places that are convenient for respondents (e.g. after work hours).
- Recognize that participants are possibly vulnerable and ensure that the exercise is carried out with full respect; power differentials will exist between community members and researchers, and these need to be purposefully mitigated in planning and implementation.
- Ensure the safety and protection of participants. This means ensuring that the environment is physically safe and that there are at least two facilitators present at all times.
- Ensure that people understand what is happening at all times. Is appropriate language being used (language, dialect, community terminology etc.)? This needs to be carefully planned.
- Ensure the right to privacy. This includes ensuring anonymity and confidentiality in record keeping and report writing, and making sure participants understand that what they do and say in the group discussion will remain anonymous. In addition, respondents should be made to feel at ease and correspondingly encouraged to ask questions of the researchers.

5.3 Conducting a group discussion

Main things to keep in mind

Begin by introducing yourself and explaining carefully and clearly the subject and objectives of the discussion (see Box 2). Ensure that the participants understand and feel comfortable with what is going to be discussed.

- Use the question and tool guides supplied to provide an overall direction to the discussion. These guides provide the topics and issues that should be covered at some point in the discussion with each particular group, but they are not tightly structured nor do they suggest potential responses. Although each topic needs to be covered within the community, the guides are not like survey instruments that need to be strictly followed. Think about the subjects that need to be considered and try to proceed logically from topic to topic. If a particular topic comes up in the discussion, you may decide to explore it then and not later or ask the participants if you can talk about it later.

Box 2. Introductions and verbal consent for a group discussion

Key objectives of an introduction:
  - Explain why you are doing the group discussion.
  - Explain what you would like to do and how long it might take.
  - Explain about confidentiality.
  - Ask if there are any questions before starting.
  - Ask the participants to introduce themselves.

Suggested script:

"Thank you for coming. My name is _____ and I am with a team of researchers from _____.
We are conducting a study to understand chicken production in this community and we are eager to collect your views to improve the way the ACGG project works. We will also discuss issues about empowerment, income generation, division of labour, and access to and control over resources needed for chicken production.

The information you give us will be completely confidential. We will describe what people in this community and others think in a report, but we will not mention any names. Your personal contributions and views will not be shared with anyone else in a way that can identify you.

Also, you do not have to participate if you do not want to and please interrupt me if you ever want to stop the discussion or ask a question. The discussion will take about an hour and a half. Your views will be treated with utmost confidentiality.

Do you have anything you want to ask me before we start?

Can we begin by quickly introducing ourselves to each other? [Give your name, where you are from and then ask everyone to give their name].

Note: In case you want to record voices, please seek consent for audio recording.

- Questions should be open-ended (as much as possible), short and clear. Closed questions should generally be avoided, but if used, should be followed by further probing questions. Remember, however, that the order might need to be changed during the group discussion. Listen to the participants and be flexible about this.

- Probe, probe and probe. This technique cannot be overemphasized and should be used actively by team members to collect accurate, deeper and richer information from informants, as well as used to validate information. Techniques such as 'echoing back' are helpful to confirm the information is accurate. Also, the first reply may not always be fully accurate or comprehensive and more probing and questioning is often required to provide a much fuller or even different picture. Probing is vital!

- Answers and responses should be supported with examples and quotes whenever possible. Ask for examples, as they are critical for collecting data and interpreting actual stories as findings. Importantly, gather accurate quotes that are particularly illustrative of the information and experiences people are sharing.

- Where possible, include the important research questions early in the discussion. Use the question guides to help ask broad, open-ended questions and give the participants enough time and opportunity to talk about their opinions and experiences. Probe for additional information when necessary. These questions can also be used in conjunction with the tool guides to help probe into issues when useful and appropriate.

- Try to keep the discussion focused on the subject but allow the participants to lead the discussion in new directions if they arise and they are relevant to the subject. This may highlight new information that can be incorporated into question guides for future group discussions.

- It can be a significant challenge to elicit the views of quieter members of group discussions. This can be addressed in various ways, such as:
  o Write down everyone's names and using their names to ask them questions directly.
  o Ensure that there are no tasks that may make people feel embarrassed because they cannot do them, such as writing or reading.
  o Have group incentives to encourage everyone to speak.
  o Ask quieter members for their opinions.
  o Explain in advance to the group that you would like a conversation among them all and that you want to hear everyone's views.
  o Explain that there is no correct answer to the questions and that you are interested in hearing many different views.

- When the discussion comes to a natural end—or after about an hour and a half—ask whether there is anything else that the participants wish to share or discuss or if they have any questions for you. Again, ensure that the participants know what the information will be used for. Thank them for their time and effort.

- Review the guide after the discussion and make any changes to content or order that will improve its use during the next discussion. Any changes made by researchers will be discussed with the wider team during the daily debrief.

- The local language will be used to enable participants to freely express themselves. Interpreters will be assigned to support the research teams who do not comprehend the local language.

Using participatory tools within the group discussions

The use of a variety of participatory tools within the group discussions ensures that analysis is focused on the research themes and that graphical or visual materials are produced. It is suggested that the research teams in Ethiopia, Tanzania and Nigeria use these six standard participatory tools, which are thought to be efficient in eliciting the relevant information under the four research themes. To ensure a common approach across all case study communities, guidance is provided on the main participatory tools that will be used specifically with each group discussions (details are in Section 7 and will be provided during training). In summary:

- Understanding of empowerment will be used with beneficiaries of the ACGG project: (i) to understand the local meaning of empowerment and characterize the empowerment levels, (ii) to establish the differences in the meaning of empowerment amongst men and women and (iii) to understand the influence of the ACGG project on the four research themes (trait preferences, economic advancement, and power and agency).

- Chicken trait preferences will be used (i) to understand the chicken traits preferred by women and men chicken producers and traders, (ii) to determine how the raised chickens rank against the preferred traits and (iii) to determine if the trait preferences have changed over time and the drivers of change.

- Gender sensitive value chain analysis will be used to (i) gain insights into the gender division of labour, (ii) unravel how men and women participate in each link, what specific tasks they perform and (iii) determine how they interact with key actors and service providers in the value chain and (iv) to analyse the gender dynamics which constrain women from participating in and benefiting from the poultry value chain.

- Livelihood analysis will be used with beneficiary groups to support (i) understanding the range and value of different livelihoods within the community, for adult men and women, and young men and women, and (ii) understanding the potential of the ACGG project in positively contributing to the research themes (trait preference, economic advancement, power and agency, and value chains).

- Access to and control over household and community resources will be discussed with beneficiaries to (i) understand the differences between men and women in terms of their access to and control over household resources, including productive assets, natural resources, family labour etc., and (ii) prompt broader discussion on the research themes (trait preference, economic advancement, power and agency, and value chains).

- Seasonal calendar, gender division of labour and decision-making will be used with beneficiaries to (i) explore the main chicken and other agricultural production activities, household and community activities and the seasonal division of tasks among family members, and (ii) prompt broader discussion on the four research themes focusing on time and labour allocation, and decision-making participation and influence on the research themes (trait preferences, economic advancement, power and agency, and value chains).

It is important to stress that, given the time-intensive nature of these participatory tools, only one tool will be used per group. While each tool can provide an entry point to explore a particular question or thematic area, it is important to remember that the data from one tool may also be relevant to a number of thematic areas. As such, the tool should provide a helpful guide to researchers when asking questions under other thematic areas.

Most importantly, it is critical to understand that the discussions and sharing that occur when utilizing the tool itself are as important, if not more so, than the specific results of the tool. This interaction, debate and/or consensus must be explored, given time and recorded, as this will bring rich data to the study.

5.4 Recording data from group discussions

Each team will be comprised of two researchers who will work in pairs, with one researcher taking the role of facilitator of the group discussion and the other serving as note taker. Where possible, it is recommended that researchers rotate to cover both positions to avoid boredom and repetition of tasks. All group discussions and interviews will be documented by taking comprehensive field notes (the key responsibility of the note taker) and accurately recording any diagrams produced by participants, by taking a digital photograph if appropriate (a responsibility which can be shared between the note taker and the facilitator). Outputs that researchers will need to produce from the group discussions for use in analysis will be:

- Notes of the discussions
- Flip charts from group activities
- Transcriptions of flip sheets/tools/voices into word processing documents on the basis of templates that the country lead researcher will provide to the researchers

The note taker will take notes on the discussion among the participants as they speak, using the words they use and noting occasions when participants disagree or when one participant's opinion is particularly strong. Where possible, they will include any thoughts on why differences are emerging (often a reflection of the personal experiences, aspirations and world views of the different participants). The note takers need to record the discussions taking place within the group and why the group came to a decision, answer or agreement. The discussions can be voice recorded and transcribed. These issues will be discussed during the daily debrief (see Section 5.5).

Direct quotations will be recorded when they illustrate or clearly express an important point, as mentioned above. Researchers should always probe for examples where necessary and also mention them during the daily debriefs. Direct quotes and actual case scenarios are tremendously useful evidence employed in qualitative research and should be particularly emphasized. In addition, household case studies provide rich examples that contribute to the depth and understanding of contexts within overall research findings.

There is some standard information that needs to be collected and recorded at each discussion or interview. This information should be recorded on all maps, timelines or diagrams that are produced as well as on templates and in all notes taken during discussions and interviews. The standard information that must be recorded includes (refer to Annexe B):

- Location: e.g. region, district/woreda, village/kebele/community/
- Date
- Time started/time finished
- Type of method and tool used: group discussion/in-depth interview
- Place of interview
- Name of facilitators
- Group discussion participants: characteristics of the social group in terms of gender, social status (e.g. elders, community leaders), occupation (e.g. farmers, traders), age range, ethnicity, marital status etc.
- Any other important general observations

5.5 Daily debriefings: summarizing and analysing findings

As a key part of the process, teams will start the initial data synthesis and analysis in the field. This begins at the level of the group discussion or interview, with a check on data collected, but much of it occurs during the daily debriefing session.

Discussion/interview data check

After the group discussion is completed, each team should take time to make sure they have an accurate picture or record of any visual outputs. They should also check that the notes taken by the note taker are an accurate record of the discussion, including any important quotes and comments on overall respondents. Researchers should confer with each other on the highlights for each thematic area and major points and issues raised during the group discussions. Such discussion will form the basis of the daily team debrief.

Daily debrief

At the end of each day, it is essential that the team conducts a debriefing session. This is a key stage of analysis and will contribute to the one to two consolidation and synthesis team days. The main purpose is to bring out the principal findings of the day, review stories and information, and identify trends. It will also reveal research gaps which should be addressed during the next day of fieldwork. The team needs to think about how each group

discussion and interview adds to overall understanding. Are there pieces of information which are still not clear or are there groups still missing from the discussion?

For the daily debriefs, the team will:

- Take around 30 minutes to prepare and organize data from the day's fieldwork around the four main thematic areas of the research and related key questions outlined in Section 2. This makes it easier to draw main conclusions and reduces the risk of losing or misplacing critical information. It also facilitates writing final reports.

- Present highlights and key analyses from each sub team.

- Have a discussion involving the entire team, facilitated by the lead researcher, about the emerging findings, which helps in answering the key research questions and hypotheses. All team members should be 'actively listening' and probing the presenter during debriefs to sharpen information, gain greater clarity on initial summary findings etc. It is essential that all team members participate actively in debriefs.

The output of these debriefs will be a living field note document, organized around the four research themes and related research questions, compiled by the lead country researcher, which will capture the key findings and gaps (under each area/questions) emerging from the discussion.

In addition to the above activities, in each daily debrief, researchers will also take some time to ask each other the following questions:
- What went well and why?
- What didn't work so well and why?
- What information needs further probing/exploring and how best to do so? With whom and with which tools?
- What can we do differently tomorrow?
- How can we adapt the research tools and plan to best capture important issues?

Team consolidation and synthesis

The daily debriefs will feed directly into a full-day brainstorming session attended by all research team members after completing fieldwork in each village (i.e. two synthesis days are planned, one per district). The country team leader(s) or subnational coordinators will be responsible for leading and moderating the discussion to systematically analyse, consolidate and synthesize the findings from the previous four days of fieldwork in each district and based on the field notes that have been compiled, as well as to brainstorm ideas and suggestions for preliminary recommendations.

Data analysis: Guiding principles

- Be reflexive—consider how the position of the field team may have influenced participant responses.
- Move beyond simple analysis of sex-disaggregated data to consider how other factors intersect with gender to shape life experiences (age, ethnicity, socio-economic status etc.); go beyond homogeneous 'women' or 'men' to consider differences among women and men based on age/generation, social position within household/family, ethnicity, economic status etc.)
- Consider additional variables according to how you want to analyse your data, e.g. by region, empowered/nonempowered, and use these to structure your analysis when relevant.

- When contrasting information/perceptions/responses are provided, consider and discuss why these may occur (i.e., you do not need to provide only *one* conclusion). People should have different experiences and perceptions, based on their gender, socio-economic status, generation, life experiences etc. It is important to consider the informants' social identity and social location/status.
- Triangulate—data about a particular issue may have been collected using different tools and may be found in different corners of your dataset. Combine your different data sources, including field notes, to analyse a particular issue.
- Consider how your data adds to or contradicts trends that have been reported in the literature for the study region (and beyond).

Report writing

The synthesis qualitative report should include the following elements:

Part A: Context
1. Introduction to the study
    1.1. Why women empowerment is important
    1.2. Importance of identifying trait preferences
    1.3. Importance of gender-sensitive value chain analysis
    1.4. The research questions or hypotheses (four areas of inquiry)
2. The ACGG project
    2.1. Background
    2.2. Gender theory of change
    2.3. Operational arrangements
3. Research method
    3.1. Selection of study communities and respondents
    3.2. Qualitative tools and techniques
    3.3. Data analysis
    3.4. Fieldwork implementation, what worked well, what did not work well

Part B: Research Findings (follow Section 2)
4. Gender differentiated trait preferences
5. Understanding of empowerment
6. Women's economic advancement
7. Women's power and agency
8. Gender-sensitive value chain analysis (division of labour, gender-based constraints and opportunities, benefits)

Part C: Conclusions, implications and recommendations
8. Conclusions and implications
    - How gender-differentiated trait preferences inform breeding
    - Local understanding of empowerment and standardized measures
    - Implications of the gender-based constraints for value chain performance
    - Implications for empowerment indicators, project interventions and policy

9. Recommendations
References
Annexe

6 Participatory tools—guidelines and examples

This section provides an overview of the tools that will be used during group discussions with beneficiaries, and a step-by-step guide of a suggested way in which they should be applied to help guide fieldworkers and serve as a reference point. The participatory tools that will be used and which are described in detail in this section are:

- Understanding of empowerment
- Chicken trait preferences
- Gender-sensitive value chain analysis
- Livelihood matrix analysis
- Access to and control over household and community resources
- Gender division of labour and decision-making

6.1 Understanding of empowerment

Objectives: (i) understand the local meaning of empowerment, (ii) establish the differences in the meaning of empowerment amongst men and women, (iii) identify participatory empowerment indicators to track and (iv) understand perceptions of the potential or effectiveness of the ACGG project in empowering women.

Materials: flip sheet, markers, masking tape, seeds or stones

Step-by-step guidance: After introducing the purpose of the research and explaining your presence in the community, proceed along the following steps, while using your own best judgment at all times. Work in pairs, with one facilitator and one note taker. Obtain consent and collect information about participants' demographic characteristics (Annexe B).

Step 1 Describing women/men: Ask participants to tell you about women (women's group), men (men's group) in the community and what most women/men in the community do. Allow free listing; if only domestic tasks are listed for women, ask "Do any women hold leadership or powerful positions in the community?"

Step 2 Local definition of empowerment: Ask "What is 'empowerment' for you?" Probe using local terms for 'model' or 'strong' person. Find the local words that mean empowerment and use those throughout the discussion.

Then, ask participants to describe a woman (women's group) or a man (men's group) who is empowered, a model or strong within or outside the community, a women/man that they admire, would like to be or would like their children to be. Ask about the characteristics of a woman/man who is able to make important decisions in her/his home or the community. What does that woman/man look like? What does she/he do? List the characteristics of such a woman/man and make notes (bullet points) on the flip sheet. The note taker should take detailed notes. Participants can also be asked to draw pictures.

Similarly, ask about the characteristic of an empowered, a model or a strong man (if facilitating a women's group) and characteristics of an empowered, a model or a strong woman (if facilitating a men's group). Check for differences in the characteristics of the described man and woman.

Probing questions:
- How are women and men who are characterized as empowered regarded in your community?
  - By other women?

    o By men?
- How are their husbands/wives regarded?

Step 3: List the characteristics of a woman and man who is not empowered, strong or able to make important decisions in her/his home or community. Take careful notes, including any controversial characteristics that the group cannot agree upon. Once completed by the group, prompt further by raising unmentioned issues (e.g. what do they do, how is their life, how different is this disempowered woman from a disempowered man).

Step 4: On a flip chart, write the mentioned characteristics of an empowered woman (if facilitating a women's group) and an empowered man (if facilitating a men's group). Give the group a total of 20 seeds and ask them to distribute the seeds across the characteristics based on their importance. Count the seeds and write the numbers (see example in Table 2). Probe: Why are the characteristics important?

Table 2. Example from the field: defining empowerment

Characteristics of an empowered man (by men's group)	
Characteristics of an empowered man	score
Intensively participates in agricultural activities	5
Uses compost, improved seed and new technology	5
Uses irrigation, produces and sells vegetables such as potatoes, carrots	4
Discusses together with the wife	6
Proportion of empowered men in the village	scores
Highly empowered	10
Moderately empowered	6
Least empowered	4
Characteristics of an empowered woman	Score
Saves money	12
Does not drink alcohol	7

Step 5 Proportion of empowered women and men: Ask participants about the proportion of women (women's group) and men (men's group) within the community who are highly empowered, moderately empowered and least empowered. Ask "Why?"

Step 6: Ask a) What can help a woman to be more empowered within the household and community? Probe ownership of assets, income etc. You can use the characteristics listed above to probe. Do the same for the men. b) How can livestock help women be more empowered? Can chickens empower women? How? What are the obstacles to women's empowerment? Do the same in the men's group.

Step 7 Mobility: What kinds of places can women from your community go by themselves?
    o Are there places women would like to go but cannot?
    o Are there places they can go only if they are accompanied by their husbands?
    o Are there places where a woman can go but must first ask for permission from her husband (if she has one) or a family member?
    o Are there places women should never go?
    o Who sets the rules of where women can go?
    o 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?
    o 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/norms? Why and under what circumstances?

23

o What do/would women in the community think of such women?

o What do/would men in the community think of such women?

- Would a woman face any consequences within the home or community for going where she should not?
- Do women travel more or less than in the past? Why?
- Has the ACGG project influenced women's mobility?

Step 8 Leadership and influence in the community: Who in the household participates in meetings where important community decisions are made?

a. Who speaks up in these meetings?

b. Who leads meetings?

- Are women able to voice their concerns or present solutions? If yes, where/in which fora (community meetings, project meetings (not just ACGG), formal government meetings etc.)? If there are experiences (good and bad), explore what there is to build on, what there is to improve, what new space needs to be created and how it would work for women.
- Is it appropriate for a woman to hold a leadership position in the community? If yes, what kind of position and what does it require?
- Have there been any changes in women's leadership in recent years? Explain. Probe for any changes as a result of the ACGG project).

Step 9 Identifying local empowerment indictors: Ask "What are your dreams as a female/male chicken producer in 5–10 years? What steps will you take to get there?" This concerns overcoming barriers as an individual. Ask "What could you do/decide differently in your life to achieve your goals? What could men do to support women to overcome constraints to achieve the vision? How could both husband and wife work together to achieve the vision of empowerment for the whole family? How could ACGG support you in achieving your goals?"

Step 10: Ask "Based on your 'vision' and the 'steps' mentioned, if we want to track/measure change over time, what indicators can we choose?" Choose 1-2 indicators for each vision and step (milestone).

Explore what would be a suitable way to track progress, e.g. which group of women/men would meet and how often? Would setting up a committee be helpful? If so, who should be a member? How often would they meet? How could this link up to other ACGG project activities, e.g. Community innovation Platform (CIP) and National Innovation Platform (NIP) meetings?

Step 11: Analyse the results together with the participants. What do they see? You can bring both men's and women's groups together.

6.2 Chicken trait preferences

Objectives: To (i) document gender disaggregated chicken trait preferences for smallholder farmers, (ii) determine how the raised chickens rank against the preferred traits and (iii) identify any changes in trait preference over time.

Materials: flip sheet, makers, masking tape, seed or stones

Step-by-step guidance: After introducing the purpose of the research and explaining your presence in the community, proceed along the following steps, while using your own best judgment at all times. Work in pairs,

with one facilitator and one note taker. Obtain consent and collect information about participants' demographic characteristics (Annexe B).

Step 1 Describing chicken types: Ask participants about all the types of chickens raised in their village. On a flip chart, list all the types of chickens mentioned and their description, e.g. appearance (for example, see Table 3).

Table 3. Description of chicken types

Chicken type	Description	Scale of production (large or small scale)	Number of households raising the type (many or few households
Sasso	Feather colour, comb, production, feeding etc.	small scale (20–100 birds)	Few
Sasso-RIR			
Horro			
koekoe			
Kuroiler			
Others specify			

Probe/Ask:
- Who typically raises these types of chickens in the village? Elderly men, elderly, women, adult men, adult women, young men, young women, variation by ethnicity etc.? Which group of people are better at raising chickens? Why?
- Why do these people raise those chickens? Collect information about each group of people.
- Tell me about the ways the chickens are managed and raised, e.g. free-range, semi-scavenging or intensive system etc.?
- Are the management practices the same for each type/breed of chicken?
- Has the growing of chickens changed over time in this area? How? Why?
- Has the use of chickens changed over time in this area? How? Why?
- What are the challenges with raising chickens in this area for women?
- What are the challenges with raising chickens in this area for men?
- For each constraint identified (or top three), discuss the options available to reduce or overcome these obstacles. Discuss with the group if these options/solutions differ for men and women. Why?

Step 2 Describing chicken traits or qualities: Ask participants to list the traits (qualities) of the preferred chicken breeds. What are the good traits, such as low labour input, tasty meat, high market demand? Keep asking, "What else?" Also try to ask "What are 'bad'/less good traits (disease, prone to predators, poor brooding, high feed demand etc.)?"

Step 3 Ranking trait preferences: Ask the group to rank the traits in terms of importance.
Give each participant a total of 10 seeds and ask them to distribute the seeds across the characteristics based on their importance. Count the seeds and write the numbers. Ask why the trait is important. Which traits are 'must haves', 'important' or 'nice to have' (see Table 4)?

Table 4. Ranking trait preferences

Trait or quality	Score	Rank	Comments: Must have, important or nice to have because…

Step 4: Next, ask participants to rank all the breeds (including local) against the most preferred traits. Give the group 10 seeds. Increase the number if they list many breeds (see Table 5).

Table 5. Breed preference ranking

	Breed #1 local	Breed #2 Kuroiler	Breed #3
Trait #1			
Trait #2			
Trait #3			
Trait #4			
Total score			
Rank			

Ask/probe further:
- Which of the breeds within the community have the top ranked traits? Why?
- How long have you been growing this type of chicken? Why (why abandoned, why kept growing)?

- In what environment do the most preferred chickens thrive?
- Are there any trade-offs or disadvantages of the traits?
- What trait would you want to be improved? Why?

Step 5 Decision-making about chicken production and marketing: Ask group participants:

- In general, who makes the decisions on chicken production? Why?
- In general, who makes decisions in the household about the type of breed to raise? Why?
- In general, who makes decisions in the household about the consumption of chicken and eggs? Why?
- In general, who sells chickens and the products? In what markets do women and men sell chickens and the products? Why?
- Who typically controls money from chicken and egg sales? Why?
- What problems have you encountered in marketing each breed?
- Are there any differences in types of chickens bought by different groups of community members? Probe for different ethnic groups, religious groups, adult women, adult men, young men, young women, poor people, wealthy people. Why?

Step 6 Increasing chicken production and benefits: Ask participants to list what they are doing to improve chicken production, both local and improved. On a flip chart, list all the strategies mentioned. Ask participants, "What would be needed to improve chicken production by smallholder farmers?"

Probe
- Who generally makes decisions about what strains to cross to improve chicken performance?
- Whose trait preferences are considered?
- Who benefits from this innovation? How?
- Who loses from this innovation? How?

Step 7 Changes in chicken-trait preference, production and marketing: Ask participants if there have been any changes in chicken production in the last 10 years. Ask if there have been any changes in trait preferences in the past 10 years.
Have there been any changes in the markets? Why?

- Who/what drives the change? Probe research, extension, market, government programs, climate change, cultural norms etc.
- What changes do you foresee in the next 10 years?
- Explore issues of sustainability after the project.

Step 8: Bring together the groups (men and women) for further discussion and analysis in a plenary session. Compare the results, validate and ask for more information.

6.3 Gender-sensitive value chain mapping

Objectives: To (i) gain insights into how men and women participate at each link of the value chain, (ii) understand the interactions between actors and service providers in the value chain and (iii) analyse how the gender dynamics and environmental factors influence women's participation in and benefits from the poultry value chain.

Materials: flip sheet, markers, masking tape and seeds or stones

Step-by-step guidance: After introducing the purpose of the research and explaining your presence in the community, proceed along the following steps, while using your own best judgment at all times. Work in pairs, with one facilitator and one note taker. Obtain consent and collect information about participants' demographic characteristics (Annexe B).

Key Definitions:
- An agricultural value chain describes the full range of actors and their value-adding activities required to bring a product or service to the consumer.
- Value chain actors deal directly with the products, i.e. produce, process, trade and own them.
- Value chain supporters can be various actors who never directly own or sell the product, but whose services add value to the product, for instance, transporters, extension, research and financial service providers.
- Value chain influencers are the regulatory framework, policies, rules, cultural norms, infrastructures etc. at the local, national and international level.

Step 1: Ask participants to list the main functions or activities involved in the poultry value chain such as obtaining chicks or feeds, production, collection, marketing/distribution, processing, storage, transport, consumption etc. Mark these as arrows with the different activities from left to right, input supply to consumption. Ensure the different products and markets are included, e.g. birds, eggs, export market, local market. Give a special color to activities that generate value (profit) or bring in quality.

Step 2: Ask participants to describe these activities, what they do and how it's done. Mark who is responsible for each activity and the degree of responsibility per gender (adult male and adult female, youth male, youth female, boys or girls). Use X: a little active, XX: active and XXX: very active (see example in Table 6).

Table 6. Chicken production activities and labour division

Value chain link	Description of activities	By men	By women	By boys	By girls
Input supply/acquisition					
Production					
Processing					
Marketing					
Etc. (specify)					

Example of activities: Purchasing chicks, brooding of day-old chick, construction of chicken house, purchasing feed, feeding chickens, watering chickens, purchasing drugs, calling vet, treating sick chickens, egg collection etc.

Step 3: Add the different actors along the poultry value chain and their roles (e.g. small-scale producers, medium-scale producers, large-scale producers, public input providers, private input providers, abattoirs, small retailers, wholesalers (collectors), hotels, individual consumers, export market etc.). Mark these as circles underneath the relevant arrow (Figure 1).

- Use line thickness to indicate differences in power, influence, of each actor, e.g. actors who set the price, standards, rules etc.
- Use the size of circle to indicate the number of actors. Ask "Are the actors mostly men or women or balanced?" Make women visible (see Figure 2).

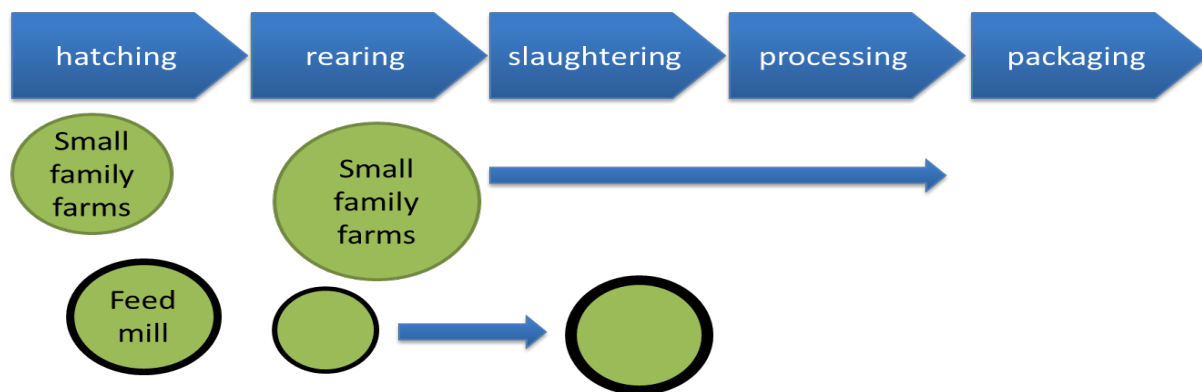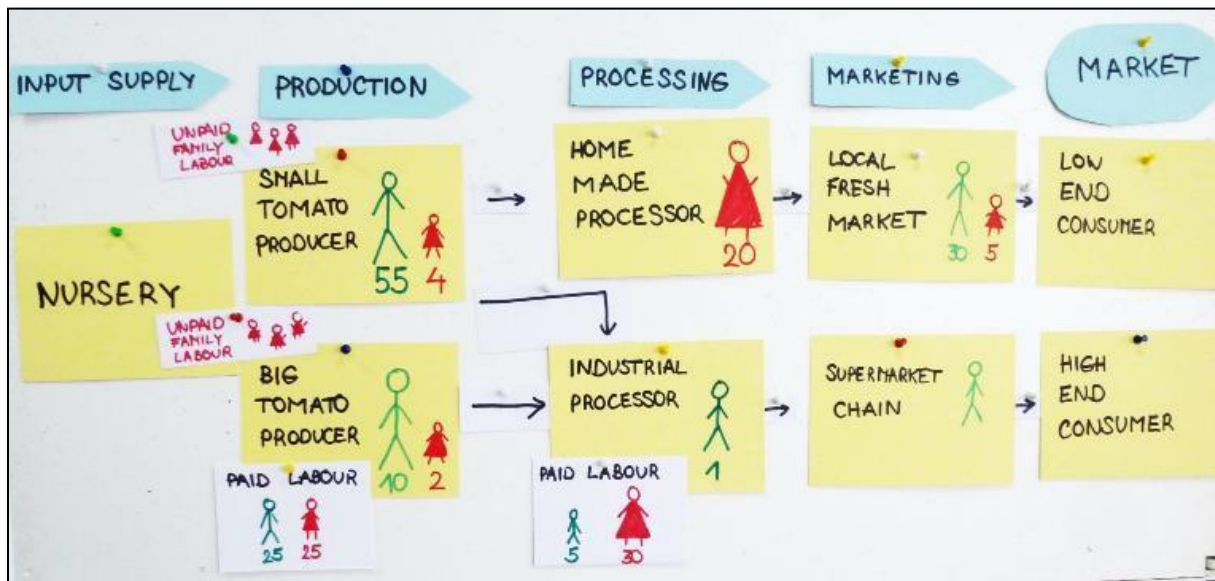Figure 1. Example of gender-sensitive value chain mapping

Figure 2. Example of a tomato value chain

Step 4: Ask "Who provides support services along the chain?" List the service providers at each link, e.g. input suppliers (including chicks, feeders, drinkers etc.), micro finance, extension, research etc.
Who has more access to these services, men or women? Why?

Step 5: Ask "Where along the chain are activities performing well? Why?" Mark these with a positive symbol. Ask "Where along the chain are the main blockages (constraints) to progress or upgrading?" Mark these clearly with a negative symbol.

The size of symbol indicates degree of the problem. Ask "What are the blockages? Who is affected most by each constraint (men or women), how and why? What are the causes of each constraint?"

Step 6: Analyse the results with the participants. Ask:
- What does the figure tell us about the participation of men and women in the poultry value chain?
- Where are women concentrated? Why?
- Where are men concentrated? Why?
- Who benefits most from this value chain? Why and how?
- Who are the powerful or influential actors in the poultry value chain?
- What kind of input and output markets do women and men access?
- Is there unmet demand for poultry products? Are there opportunities to link to better markets? Is there a better way to serve current markets?
- What are the main opportunities for women to benefit from this value chain? What are the opportunities for men?
- What are the main challenges or constraints for women? Challenges for men? Explore social and cultural norms, policies, markets, transportation, roads, lack of skills etc.
- What can be done to address each constraint? By whom?

Note: It is recommended to analyse the results in a plenary with both men and women for verification.

6.4 Livelihood matrix analysis

Objectives: To (i) understand the range and value of different livelihoods within the community in relation to women's economic advancement, (ii) explore how women anticipate the likelihood of net gains from chicken production including whether they expect to gain/keep control over production and benefits and (iii) understand the contribution of the ACGG project to the local economy (markets, prices and employment). Obtain consent and collect information about participants' demographic characteristics (Annexe B).

Materials: flip chart paper, marker, seeds

Step-by-step guidance: After introducing the purpose of the research and explaining your presence in the community, proceed broadly along the following steps, while using your own best judgement at all times. Work in pairs, with one facilitator and one note taker.

Step 1: The facilitator should draw a matrix on a large sheet of paper and ask participants to list all their livelihood options (what they do to earn an income) in the first column of the matrix (see, for example, Table 7).

Table 7. Livelihoods analysis

Livelihood options	Adult women	Young women	Adult men	Young men	Control over income	
					Men	Women
Crop production (list specific crops, e.g. teff, wheat, potato etc.)						
Livestock production (list livestock species, e.g. chickens, goats, sheep, cattle etc.)						
Fish						
Casual labour						
Small services (hairdressing, weaving etc.)						
Petty trade						
Etc. (specify)						

Step 2: Provide 20 seeds to the group and ask them to distribute the seeds across the listed livelihood options based on their level of importance to a particular group, e.g. women (adult or young) or men (adult or young). Fill out one column at a time. Count the seeds per livelihood option and write the number in the respective spaces. This will enable the understanding of the most important livelihoods for different categories of people within the community. Document the discussion.

Step 3: Ask participants to use dots to indicate who, of the men and women, controls the income from the listed livelihood options. Control represents the full authority to make decisions about the use of income.
3 dots: Mostly/Entirely
2 dots: Average
1 dot: Rarely
0 dots: Not at all

If there is joint control of income, men and women will score a similar number of dots (in this case 3 dots). Researchers should probe to understand how the decisions over income are made to ensure the scores are justified. Ask what joint decision-making means.

Step 4: Ask about the important decisions that women and men make.
Which of the decisions made in the household would you like to influence more? Ask about important decisions that women and men would like to make but are denied.

Step 5: Discuss the main benefits of chicken production. List them on a flip chart (or make a drawing for each one on a color card). Probes: money (selling), other products (bartering), better food/nutrition, pest control, manure, socio-cultural functions (festivals, treatment of illness etc.), others (specify) (see example in Table 8).

For each benefit listed, discuss and write down:
- Who controls it (i.e. decides what to do with it)?
- Who benefits from it and how?
- What factors influence whether or not a woman can control and benefit from the gain?

Table 8. Poultry gains/benefits and their control

Poultry gains	Who benefits from the gain? X-least, XX-moderate, XXX-most			Who controls the benefit? X-least, XX-moderate, XXX-most	
	Adult women	Adult men	Children	Adult women	Adult men
Money					
Meat					
Eggs					
Manure					
Socio-cultural festivals					
Etc. (specify)					

Step 6: Analyse the livelihood matrix with participants. Encourage participants to justify and explain the proportions in the different livelihood options for the different groups and income control scores.
Ask:
- Do you think it is appropriate for women to work outside the house and earn a wage/cash? How is this viewed by men and women? Explain.
- Do you think it is appropriate for women to earn and manage household income? Explain.
- Do you think it is appropriate for women to earn and manage income from chickens and/or eggs?
- Have these perceptions changed after the ACGG project? How and why? Probe for other factors of influence other than the ACGG project.
- Based on the results from the matrix, what do you think about the way decisions over income are made? Would you like to see any changes in this? Why?
- Has the ACGG project influenced any changes in livelihood options for women?

6.5 Access to and control of household and community resources

Objectives: To (i) understand the differences between men and women in terms of their access to and control over resources, including productive assets, family labour etc. (ii) prompt broader discussion on economic advancement, and power and agency, and (iii) understand the meaning of joint decision-making.

Materials: flip sheet, markers, masking tape and seeds or stones

Step-by-step guidance: After introducing the purpose of the research and explaining your presence in the

community, proceed along the following steps, while using your own best judgment at all times. Work in pairs, with one facilitator and one note taker. Obtain consent and collect information about participants' demographic characteristics (Annexe B).

Step 1 Resources: Ask group participants to list all the resources/assets/property that help them carry out their roles and responsibilities, e.g. cash—including cash transfers, income from farming, chicken/eggs, fishing, gift giving, remittances, petty trade materials and revenues, savings, house, land, livestock, food reserves, tools, electronic appliances, communal grazing, water, forests etc. You will need to probe actively to attain a full list. Separate household and community resources for a better understanding.

Draw a table (see example in Table 9 below) and record the list in the left-hand column of the matrix. Ask participants to list the resources within their households first and then the community resources that are important to their livelihood. Then list important resources required for chicken production.

Step 2 Explain the difference between access and control:

- Access represents the opportunity to use a resource (such as an axe or land) without having the authority to make decisions to sell, exchange or modify it. Access may apply at different levels of decision-making (little control, some control, full control).
- Control represents the full authority to make decisions about the use of a resource including to buy, sell or modify it. Use good examples to explain the concepts.

Step 3: Define the different gender categories within the community and let participants agree on the age limits of the gender categories (adult women, adult men, young women and young men).

Step 4 Access: Using dots, ask participants (group agreement) to indicate the extent of women's and men's access to the listed resources (adult women, adult men, young women and young men) in their households and the community. Below is the meaning of dots:

3 dots: Mostly/Entirely
2 dots: Average
1 dot: Rarely
0 dots: Not at all

Facilitators should probe for a clear understanding of the allocated dots.

Step 5 Control: Using dots, ask participants (group agreement) to indicate the extent of control over the listed resources by adult women, adult men, young women and young men at household and community level. Below is the meaning of dots:

3 dots: Mostly/Entirely
2 dots: Average
1 dot: Rarely
0 dots: Not at all

Facilitators should probe for a clear understanding of the allocated dots.

Step 6: Analyse the matrix together with the participants.

Ask:

- How are assets/resources acquired by women and men, e.g. purchased, inherited, given etc.?
- What decisions on assets/resources are made jointly or alone? What exactly does joint decision-making mean?
- On which household resources do women have better decision-making ability?
- On which household resources do women have limited decision-making ability?
- Have access to and control over resources/assets changed in recent years? How? Why?
- Have access and control over resources required to produce chickens changed in recent years? How?
- Have access to and control of assets changed as a result of the ACGG intervention? Why?
- Who in the household manages chickens from the ACGG project? Is cash from the chickens used or treated differently from cash obtained from other sources? Explain
- Discuss issues about nutrition. Who decides about household nutrition? Who decides when to consume chicken or eggs? Who consumes chicken and eggs; how often? What part?
- Who keeps what asset or property if a marriage is dissolved because of separation (divorce) or death? Why?

Table 9. Example of access to and control over household and community resources

Resources/Assets	Access to resources				Control over the resources			
	Adult men	Adult women	Young men	Young women	Adult men	Adult women	Young men	Young women
Household resources								
Agricultural land								
House								
Livestock (list specific livestock species, e.g. chickens, oxen, goat and sheep)								
Savings								
Credit								
Cash transfers								
Income								
Etc. (specify)								
Community resources								
Markets, water, forests, fisheries, pasture, grazing, communal land, training, information, groups etc.								
Resources for chicken production								
House construction, brooding etc.								

6.6 Seasonal calendar, gender division of labour and decision-making

Objectives: To (i) explore how seasonal variations affect the pattern of life throughout the year in terms of the main agricultural and nonagricultural activities, and the division of tasks among family members with particular

attention to gender, (ii) examine the differences between men and women, boys and girls in terms of their participation in work and decision-making at household, group and community levels, (iii) understand when women and men are more time-constrained and (iv) prompt broader discussion on economic advancement, power and agency, notably comparisons in time use, labour burdens and periods of leisure and decision-making.

Materials: flip sheet, markers, masking tape and seeds or stones

Step-by-step guidance: After introducing the purpose of the research and explaining your presence in the community, proceed along the following steps, while using your own best judgment at all times. Work in pairs, with one facilitator and one note taker.

Step 1 Pattern of rainfall: Ask participants to identify rainy seasons and to give the local name for each season (the local names should be recorded on the template provided). Note the appropriate start of the year. It is not necessary to start with January; if the main rains start in October and land preparation starts prior to the rains in September, list the months starting with September and finishing in August. Note the months in which it rains. Then indicate the season of food shortage or hunger and mark those (see Table 10). Note the variations in intensity.

Step 2 Livelihood activities at household level, group level and community level: Record the main household livelihood activities (farming and nonfarming) in the left-hand column and related tasks (e.g. rain-fed farming: land clearance, land preparation, planting, fertilizing, weeding) as in Table 10, as well as casual labour, livestock care tasks, and the main household activities and related tasks (e.g. child care, food preparation, water and wood collection). Then note main group level activities (e.g. producer organization or village saving and loan activities). Finally, record any main community-level activities. Note the timing of each activity (in terms of months) on the calendar as per Table 10. Mark the peak seasons. Explore variations in production of different chicken breeds over the seasons. The note taker should take notes.

Step 3 Gender division of labour: In the right-hand column, note who performs each of the tasks listed in Step 2. Using 10 seeds or stones, ask the group to indicate the relative contribution of women and men to the performance of each task. For example, 10 seeds for women and none for men indicate that women are entirely responsible for doing a particular task, while five seeds each indicates that women and men share the task equally. Complete the entire list at household, group and community levels. Ask who performs the tasks when the person responsible for the task is not around.

Indicate the intensity of time (in hours) allocated to an activity in separate columns for men, women, boys and girls.

Step 4 Decision-making between women and men: Using 10 seeds or stones as in Step 3, ask the group to indicate the relative contribution to decision-making by women and men in the household, to each household activity, group and community activity recorded. For example, 10 seeds allocated to women and zero to men indicate that women exercise complete control over the decision, whereas five seeds to women and five to men indicate that they undertake the decision-making jointly and evenly. Two seeds allocated to women and eight to men indicate that men have more say than women in the decision.

Step 5 Other activities: Document any other information with *a seasonal dimension* that may emerge during the discussion of relevance (e.g. migrations, patterns of income and expenditure, shocks—Do the shocks affect men and women differently? —diseases or workloads) These can be recorded on the calendar.

Step 6: Analyse the calendar. Ask the participants to tell you what they see.

Step 7: Bring together the groups for further discussion and analysis in a plenary session.

Probe and seek clarification (in groups, plenary or both):

- Have there been any changes in tasks of women and men in the community? Explain.
- Have there been any changes in tasks of women and men in the chicken production in the community? Explain.
- Have there been any changes in decision-making? Explain.
- Are there new or different tasks that men/women undertake as a result of the ACGG project? Please explain.
- How have the improved breeds affected labour and time allocation for women and men?
- How have men's and women's time spent on chicken management, household activities and employment changed? What has caused this? Probe for any changes as a result of the project.

Table 10. Example of seasonal calendar, division of household labour and decision-making by gender

Rainfall, livelihood activities and related tasks	Months of the year												Division of labour by gender (women, men, boys, girls)				Time intensity for women, men, boys and girls (hours)				Decision-making by gender	
	A	S	O	N	D	J	F	M	A	M	J	J	Women	Men	Boys	Girls	Women	Men	Boys	Girls	Women	Men
Rainfall			X	X	X	X	X	X														
Hungry season					X	X	X	X	X													
Household level																						
Rainfed farming																						
Land preparation using oxen	X	X	X										1	9							1	9
Land preparation by hand	X	X	X										5	5							4	6
Planting			X	X	X								10	0							9	1
Applying fertilizer				X	X								4	6							3	7
Weeding			X	X	X	X	X						6	4							9	1
Harvesting								X	X	X	X		5	5							5	5
Transporting harvest/threshing								X	X	X	X		6	4							2	8
Storage								X	X	X	X		10	0							7	3
Marketing	X	X	X									X	0	10							3	7
Livestock																						
Cattle grazing	X	X	X	X	X	X	X	X	X	X	X	X	0	10								
Milking cows	X	X	X	X	X	X	X	X	X	X	X	X	10	0								
Chicken rearing *(ask if breeds are*	X	X	X	X	X	X	X	X	X	X	X	X	9	1								

raised in different seasons)																									
Sales of cattle								X	X	X			0	10										0	10
Sales of small stock	X	X	X	X	X	X	X	X	X	X	X	X	7	3										8	2
Casual labour																									
Looking for casual labour	X	X	X						X	X	X		5	5										5	5
Undertaking casual labour	X								X				5	5										5	5
Household tasks *(can break this down to 2-3 main tasks)*	X	X	X	X	X	X	X	X	X	X	X	X	8	2										6	4
Group level																									
Producer organizations	X	X	X						X	X	X		3	7										4	6
SACCOs*	X	X	X	X	X	X	X	X	X	X	X	X	7	3										5	5
Community level																									
Elect leaders													2	8										3	7
Meetings on community matters													7	3										2	8

*Savings and Credit Cooperative Organization

Annex

Annex 1. Proposed training schedule

DAY 1: WEDNESDAY 2 MAY 2018		
Session	**Topic**	**Resource person**
09.00–10.30	• Welcome, introductions and ground rules • Brief overview of the ACGG project—objectives, implementation, targeting, coverage • Overview of the gender strategy • Overview of the training, pilot and fieldwork plans	
10.30–10.45	Tea Break	
10.45–13.00	• Areas of inquiry, four key research questions and probing questions, overview of data collection methods • Overview of fieldwork roadmap—entry into the district and the community • Fieldwork protocols: conduct, ethics, positionality, GROUP DISCUSSION protocols and facilitation, open-ended questions and importance of probing, data collection and management (including daily debriefs, consolidation and synthesis) • Introduction to the participatory tools: a means to stimulating discussion, importance of qualitative tools	
13.00–14.00	Lunch	
14.00–15.30	• Participatory tool 1: Understanding of empowerment and probing questions • Group practice	
15.30–15.45	Tea Break	
15.45–17.00	• Participatory tool 2: Trait preferences and probing questions • Group practice	
DAY 2: THURSDAY 3 MAY 2018		
09.00–10.30	• Participatory tool 3: Gender sensitive value chain and probing questions • Group practice	
10.30 – 10.45	Tea Break	
10.45–13.00	• Participatory tool 4: Livelihoods matrix analysis and probing questions • Group practice	
13.00–14.00	Lunch	
14.00–15.30	• Participatory tool 5: Access to and control of resources • Group practice	
	• Participatory tool 6: Division of labour • Group practice	
15.30–15.45	Tea Break	
15.45–17.00	Data analysis and reporting Preparation for field visit to pilot the tools	

	Plan for pilot day—objectives, roles and responsibilities	
DAY 3: FRIDAY 4 MAY 2018 (PILOT IN VILLAGE 1)		
Morning: Brief recap of pilot day plan (if needed)		
Afternoon: Group reflection on the pilot exercise—what went well, what were the key challenges, what could be done differently? What areas require revision? Any outstanding issues—areas requiring revisions and practice, data analysis		
DAY 4: SATURDAY 5 MAY 2018 (PILOT IN VILLAGE 2)		
Morning: Brief recap of pilot day plan (if needed)		
Afternoon: Group reflection on the pilot exercise—what went well, what were the key challenges, what could be done differently? What areas require revision? Any outstanding issues—areas requiring revisions and practice, data analysis		
15.45–17.00	• Plan for actual fieldwork • Final remarks on field training and research program • Travel logistics and departure	

Annex 2. Social demographic information of the group discussion participants

Name of participant	Age	Marital status 1.Married 2. Single 3. Widow 4. Widower 5. Divorced 6.Other (specify)	Education level 1. None 2. Primary 3. Secondary 4. Tertiary 5. Other (specify)	Relationship to household head [1] Self (respondent is head) [2] Son [3] Daughter [4] Spouse [5] Others (specify)	Number of household members	Religion 1. Orthodox 2. Protestant 3. Catholic 4. Islam 5. Other (specify)	Type of chicken breeds kept 1. Horro 2. Sasso 3. Sasso-RIR 4. Kuroiler 5. Koekoek 6. Others (specify)	Leadership position in the community
1.								
2.								
3.								
4.								
5.								
6.								
7.								
8.								
9.								
10.								
11.								
12.								
13.								

References

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