

Assessing the impact of the E-HFP Program on women's accumulation and control of productive assets and/or resources, in relation to child health and nutrition

Participatory Rural Appraisal (PRA) Guide/Protocol

Overview: Each PRA will be composed of a moderator; a note taker; and 8 participants. Separate groups will be held for men and women. The role of the moderator is to conduct the flow of the PRA activities and conversations; to engage with participants; and to maintain the flipchart or PRA activity materials while guiding the flow of conversation. The role of the note taker is to take down bullet point notes on the key questions, activities or conversations that transpire.

Introduction:

- Group formation (*men and women*)
- Greetings, introduction of the team and the project
- Explanation of the protocol and participant list

Background information:

Date	
Number of Participants	
Department and Village name	
FGD Type: 1) Men 2) Women	
Name of moderator	
Name of recorder	
Language used	

General information about respondents:

	Name	Age	Male/ Female	Marital status (List A)	House- hold Head [Yes/No]	Education level (List B)
1						
2						
3						
4						
5						
6						
7						
8						

List A	
Married (monogamous).....	1
Married (polygamous)	2
Never married.....	3
Divorced.....	4
Separated.....	5
Widowed.....	6
Does not know.....	8

List B	
Public school.....	1
Private school.....	2
Community school (ALPHA).....	3
French-Arab school / Medersa.....	4
Quran school.....	5
Does not know.....	8

Module 1: Gender and Assets Dynamics

Objectives: To understand gender assets ownership dynamics in the communities (e.g. where assets come from, who controls, uses, owns, and sells these assets), whether there have been any recent reforms/interventions that affect property rights to assets, and how assets may mitigate the impact of the hungry season.

Activities: The moderator works with the PRA participants to identify the most important assets held either personally, on household level or community level that may mitigate the impacts of the hungry season (be it directly or indirectly). The moderator will ask the PRA participants to brainstorm on different types of assets and will write these in the notebook. The 3 most important assets will be written at the top of a sheet of paper in the notebook. Participants then discuss each asset (type) moving vertically through each of the topics – type of asset, origin, ownership, control, occurrence of death or divorce, mitigation of asset to hungry season shocks (see below), and whether there have been policy reforms or interventions that affect their rights to the asset.

(The moderator starts the discussion by explaining what assets entail. All resources that a person accesses, controls, or owns make up his or her assets. Common types of assets people in your village may have include: land (use), money, housing, agricultural equipment, livestock and so on.)

Key questions:

- **Type of asset:** What are the most important types of assets in the village? (*Note taker lists all assets mentioned in the notebook. Ask participants to rank the 3 most important types of assets for their purposes in the village from 1-3 using raise of hands, with 1 being the most important*).

Prompt:

Think of assets that are important and/or valuable to you personally (e.g. jewelry), to your household (e.g. seeds/livestock), and to your community (e.g. land user rights/irrigation system).

For those types of assets ranked most important, what was the reason for this ranking?

(For each type of asset, moderator leads discussion of the topics below while note taker records responses)

- **Origin:** Where did this asset come from?

Prompt:

Was it a gift?

Was it part of a dowry?

Was it bought?

Was it self-produced?

- **Ownership:** Who owns this asset?

Prompt:

Is this type of asset owned by the household head?

Is this type of asset owned by men only?

Is this type of asset owned by woman only?

Is this type of asset owned by the community?

- **Control:** Who controls this type of asset?

Prompt:

Who decides what this asset is used for?

Who decides when this asset is used?

Who decides when this asset is to be sold?

- **Occurrence of death or divorce:** What happens to this asset in the case of death of divorce of household head?

Prompt:

What happens to this asset when the household head dies?

Who owns the asset in the case of divorce?

- **Mitigation of asset:** has this type of asset helped you cope with the aforementioned (see tool 1) food insecurity shocks during the hungry season?

Prompt:

How has this type of asset helped you cope with shocks or food insecurity during the hungry season?

Has this coping strategy been sustainable for you?

- **Reform or intervention affecting property rights to asset:** are you aware of reforms or interventions that have affected your assets?

Prompt:

Have there been any recent reforms or interventions that affect your rights to this asset? (Making rights more secure, etc.)

If yes, how have these affected you?

Do you think that your ability to use this asset to cope with shocks during the hungry season is affected by this reform?

TABLE 2

	Asset 1 Type of asset: _____	Initials									
Origin											
Ownership											

	Asset 1 Type of asset: _____	Initials									
Control											
Death/divorce (ownership)											

	Asset 1 Type of asset: _____	Initials									
Mitigation of assets to shocks caused by the hungry season											
Policy reform or intervention affecting the rights of ownership of assets											

	Asset 2 Type of asset: _____	Initials									
Origin											
Ownership											

	Asset 2 Type of asset: _____	Initials									
Control											
Death/divorce (ownership)											

	Asset 2 Type of asset: _____	Initials									
Mitigation of assets to shocks caused by the hungry season											
Policy reform or intervention affecting the rights of ownership of assets											

	Asset 3 Type of asset: _____	Initials									
Origin											
Ownership											
Control											

	Asset 3 Type of asset: _____	Initials									
Death/divorce (ownership)											
Mitigation of assets to shocks caused by the hungry season											

	Asset 3 Type of asset: _____	Initials									

MODULE 2: VILLAGE LAND (INTERPRETATION OF LAND RIGHTS, OWNERSHIP AND USE)

Introduction: We would like to learn about how ownership and use of land works in this village.									
1. Who in this village is allowed to own land? <i>[Probe to find out if land is owned collectively or individually by households or both, or whether there are differences between men, women, younger generations, older generations, widowed women etc. as to who is allowed to own land]</i>								Name	
2a. In general, how do people in this village acquire land for agricultural purposes? <i>[Describe in as much detail as possible the different ways in which people acquire land in this village, e.g. sale, inheritance, marriage, etc.]</i>								Name	
Method 1 :									
Method 2 :									
Method 3 :									
Method 4 :									
Method 5 :									
b. For each way to acquire land mentioned by the respondents, please probe to find out if the acquirer usually is the one who*:									
Method 1 :									
Who can (or cannot) obtain land in this way? [for example : single men, married men, single women, married women, widowed women, women in a union, divorced women, etc.]									

Who can?	Name								Who cannot?	Name							
Whose resources were used to purchase/obtain the land?										Name							
Decides who can or cannot use the land?										Name							
Actually uses the land?										Name							

Decides what to grow on the land?	Name									
Decides to sell the land?	Name									
Decides to rent the land?	Name									

Decides to give the land to someone else?										Name									
Decides to bequeath/hand over the land?										Name									
Is allowed to keep the parcel if a partnership dissolves or a household splits up?										Name									
Method 2 :																			
Who can (or cannot) obtain land in this way? [for example : single men, married men, single women, married women, widowed women, women in a union, divorced women, etc.]																			
Who can?					Name					Who cannot?					Name				

Whose resources were used to purchase/obtain the land?											Name									
Decides who can or cannot use the land?											Name									
Actually uses the land?											Name									

Keeps produce grown on the land?	Name																		
Keeps revenue generated from the parcel through use, sale, or rental?	Name																		
Has the legal right or documentation to claim the parcel? (if applicable)	Name																		
Decides how to use the land?	Name																		

Whose resources were used to purchase/obtain the land?											Name								
Decides who can or cannot use the land?											Name								
Actually uses the land?											Name								

Decides to bequeath/hand over the land?	Name																			
Is allowed to keep the parcel if a partnership dissolves or a household splits up?	Name																			
Method 4 :																				
Who can (or cannot) obtain land in this way? [for example : single men, married men, single women, married women, widowed women, women in a union, divorced women, etc.]																				
Who can?	Name									Who cannot?	Name									

Keeps produce grown on the land?	Name																		
Keeps revenue generated from the parcel through use, sale, or rental?	Name																		
Has the legal right or documentation to claim the parcel? (if applicable)	Name																		
Decides how to use the land?	Name																		

Decides what to grow on the land?	Name																		
Decides to sell the land?	Name																		
Decides to rent the land?	Name																		
Decides to give the land to someone else?	Name																		

Decides to bequeath/hand over the land?	Name																		
Is allowed to keep the parcel if a partnership dissolves or a household splits up?	Name																		
Method 5 :																			
Who can (or cannot) obtain land in this way? [for example : single men, married men, single women, married women, widowed women, women in a union, divorced women, etc.]																			
Who can?	Name									Who cannot?	Name								

Whose resources were used to purchase/obtain the land?											Name									
Decides who can or cannot use the land?											Name									
Actually uses the land?											Nombre									

4. Who, in your community, decides whether or not women should own land?	Name																			
5. Who, in your household, decides whether or not women should own land?	Name																			
6. [If anyone thinks that women should own land ask the following] In your opinion, what is the best way to improve women’s ability to own land? [Probe to find out who should play a role in this (government, community leaders, NGOs, etc)]																				

MODULE 4: AGRICULTURAL DECISION-MAKING

1. Do women in this community have land rights? If so, which ones? If not, why not?										
Yes/no	Which ones? / Why not?								Name	
2. Generally speaking, what factors do <i>men</i> take into consideration when deciding what types of crops to grow on a plot? [for example, marketability of crop, soil type, yield, maturity, security, taste preference, size of plot in relation to quantity and so on]									Name	
3. Generally speaking, what factors do <i>women</i> take into consideration when deciding what types of crops to grow on a plot? [for example, marketability of crop, soil type, maturity, security, taste preference, size of plot in relation to quantity and so on]									Name	

<p>9. For cereals, who in the household makes the decision regarding how they will be used? [For example, will they be sold for profit, consumed, stored, given away and so on.]</p>	<p>Name</p>							
<p>10. For cereals, what factors do <i>men</i> consider when deciding how they will be used?</p>	<p>Name</p>							
<p>11. For cereals, what factors do <i>women</i> consider when deciding how they will be used?</p>	<p>Name</p>							

12. For fruits and vegetables, who in the household makes the decision regarding how the produce will be used? [For example, will the crops be sold for profit, consumed, stored, given away and so on.]	Name																		
13. For fruits and vegetables, what factors do <i>men</i> consider when deciding how the produce will be used?	Name																		
14. For fruits and vegetables, what factors do <i>women</i> consider when deciding how the produce will be used?	Name																		

<p>23. For goats, what factors do <i>women</i> consider when deciding how they will be used?</p>	<p>Name</p>							
<p>24. For the milk of the goat, who in the household makes the decision regarding how it will be used? <i>[For example, will it be sold for profit, consumed, stored, given away and so on.]</i></p>	<p>Name</p>							
<p>25. For the milk of a goat, what factors do <i>men</i> consider when deciding how it will be used?</p>	<p>Name</p>							

<p>26. For the milk of a goat, what factors do <i>women</i> consider when deciding how it will be used?</p>	<p>Name</p>								