Community Dynamics and Understanding of well being and Ill being

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Section A
Introduction

This document contains three section excluding introduction. The second section describes the eight modules to capture the dynamics and understanding well being and ill-being of the community. It covers the area of research concern, protocols and methods.

The methods have been chosen in order to gather community level information, which are relatively easy to implement and produce reliable information. Not all but these are mainly PRA tools. We have proposed a number of tools either as alternative or a combination, which is required to generate necessary information.

The third section covers the guideline that tales how the methods to be used. The fourth section contains the plan of action for the Bangladesh team.

Section B
Modules for Community Profile

Summery sheet

Module	Protocol
Module: 1 **Resource, History and People:** **an overview**	**1.1 Resource** 1.1.1 Infrastructure 1.1.2 Communications 1.1.3 Education 1.1.4 Institutions (formal and informal) 1.1.5 Community economy (e.g. major productive assets, and use along with formal and informal credit operations) 1.1.6 Common resources 1.1.7 Natural resources 1.1.8 Uses of modern technology 1.1.9 Drinking/safe water & sanitation 1.1.10 Health **1.2 History** 1.2.1 Social change 1.2.2 Cultural change 1.2.3 Economic change 1.2.4 Political change 1.2.5 Natural change **1.3 Demographic composition of the community** 1.3.1 Population 1.3.2 Religion 1.3.3 Ethnicity 1.3.4 Women's status
Module 2: **Community Economy**	2.1 Occupation 2.2 Assets (including farm and non-farm) 2.3 Income 2.4 Savings 2.5 Investment 2.6 Expenditure
Module 3 **Social structure and dynamics**	3.1 Social groupings 3.2 notion of assets and their symbolic using pattern 3.3 Education status 3.4 Local organizations *(samaj, panchayet, zamaat etc.)* 3.5 Household types 3.6 Marriage 3.7 Dowry 3.8 Polygamy 3.9 Divorce 3.10 Kin, neighbour 3.11 political parties 3.12 religious leader 3.13 *Chairman, member, pradayn* and other local government representatives and other leaders 3.14 political family
Module 4 **Cultural interactions**	4.1 Community interactions and exchange 4.2 Gender and ethnic divisions of labour

	4.3Local organisations and people's involvement *(samaj, panchayet, zamaat etc.)*
	4.4 Religious beliefs and practices
	4.5 Identity; e.g. ethnicity, caste, gender, professional group
Module 5 **Crisis and response**	5.1 Natural hazards 5.2 Economic hazards 5.3 Social hazards 5.4 Political hazards
Module 6 **Legal and Customary Rights**	6.1 Different forms/kinds of rights like International human rights, Constitutional/Statutory rights Customary rights 6.2 Actors and stakeholders involve in operationalising/ practicing right 6.3 Rights in practice
Module 7 **Migration and remittance**	7.1 Types of migration 7.2 Use of networks 7.3 Reasons 7.4 Nature of remittance 7.5 Consequences 7.6 Impact
Module 8 **People's perception about well being and ill being**	8.1 Ownership of material assets 8.2 physical health 8.3 mental health 8.4 mental peace and happiness 8.5 income and money 8.6 presence of husband/wife/children 8.7 social relations 8.8 social security/stability

Module: 1 Resource, History and People-an overview

Area of concern	Protocol	Issues/elements	Methods (it can be used several tools for a protocol)
1.1 Resource			
Types of resources available in the community	1.1.1 Infrastructure	Road, bridge, embankment, dam, culvert, building/establishment including commercial/industrial units	• Transact Walk-TW (by research team)
	1.1.2 Communications	Means of interactions with distance people/external connection like television, telephone, or/and other satellite equipment	• Village Resource map-VRM with well- informed males and female
	1.1.3 Education	Literacy rate and level of education (primary to SSC etc.) Number and status of different educational institutions	• Group Discussion-DS with well-informed males, Mixed Group considering age, sex
	1.1.4 Institutions	Different types of institution both formal and informal (e.g. state services, NGOs programme, local i.e. kinship, local government etc.) in which the community has access or not and, why; level of satisfaction with the access/service/ involvement	• Focus Group Discussion-FGD with male and F separately • Institutional Venn Diagram with Male and female group separately
	1.1.5 Community economy (e.g. major productive assets, and use along with formal and informal credit operations, occupational pattern)	Type of assets (e.g. land and agriculture equipment, livestock, water bodies, different non-farm assets i.e. ownership on vehicles, shops, etc., using pattern and returns from these assets for a particular period of time, market values of the assets; level of satisfaction; different type of financial institutions (formal and informal) operate credit to the community people, and their roles in the community economy	• Village Social Mapping-VSM with Male and female group separately • Seasonal Calendar-SC with mixed group or with M-F separately
	1.1.6 Common resources	Different type of common resources they have, time/seasonal relation to the communal access, level and satisfaction of users (sharing, dispute, conflict and alliances)	• Decision Making Matrix-DMM with well informed male group or with M-

	1.1.7 Natural resources	Different type of natural resources including water bodies, forest, hill etc., community's access to the resources management and in what extent, level of satisfaction for the uses of natural resources-both customary and legal.	F separately
	1.1.8 Uses of modern technology	Identification the 'modern' technology the community uses, field of uses, intra-community behaviour shaped /generated due to the introduction of the technologies, and relation regarding tech. uses; impact (material and non-material, and solidarity, trust, conflict etc.) i.e. gain or loss	
	1.1.9 Drinking/safe water & sanitation	sources of drinking water and variety of uses, social and financial aspects of using drinking water; types of sanitary uses/sanitation, impact of sanitary conditions, community attitudes towards 'hygienic health'/ hygiene	
	1.1.10 Health	The common disease they have to face, different ways to get treatment, different types of medical facilities for treatment	
1.2 History Significant incidents have been happened that people can remember			
	1.2.1 Social changes	Significant incidents have taken place over decades include; How people understand 'social changes'; major events (over 50 years) regarding social changes, perceptions towards the changes, consequences (i.e. differentiation) of the changes in different groups	• Time Trends-TT With old aged group both M-F • Seasonal Calendar-SC With mixed group both M-F
	1.2.2 Cultural change	How they perceive the 'cultural changes (i.e. breaking down the *purdah* for Muslim women) '; major events (over 50 years) regarding cultural changes, perceptions towards the changes, consequences (i.e. harmony/tension) of the changes in different cultural and aged groups	• Matrix Scoring-MS With mixed group or separately with M-F group • Group Discussion-GD With mixed

	1.2.3 Economic change	Major events of economic changes (over 50 years), importance/reasons/necessity of the changes, perceptions towards the changes, consequences and impact(discrimination, tension, violence etc.) of the changes in different class-groups, 'external' (i.e. national level policy) and 'internal' (local production relations) factors of changes	group or separately with M-F group • Focus Group Discussion-FGD with specific groups based on issues
	1.2.4 Political change	Level of awareness regarding political matters, What changes (over 100 years) they have been noticed so far, reactions/perceptions towards the changes, background/reasons behind the changes, national-local relations, impact/consequences (i.e. violence, tension,) of the changes, can they being isolated from the political arena?	
	1.2.5 Natural change	Scenario of the nature in the past (50 years back), and the changes (i.e. salinity in water), reasons (local knowledge and experiences i.e. flood, cyclone etc.) for the changes, consequences of the changes (impact on livelihoods, adjustment and conflict with the changes)	
• **1.3 Demographic composition of community**	• 1.3.1 Population	• Size, sex ratio, age composition, trend of growth per 10 years, 'factors' behind the growth rate, and child rate mortality	• Transect Walk-TW by research team
	• 1.3.2 Religion	• Population size of different religious groups, intra and inter relationships	• Short Census SC with well informed group
	• 1.3.3 Ethnicity	• Population size of different ethnic groups, intra and inter relationships	• Village Social Mapping-VSM by both M-F

	• 1.3.5 Women's status	• Condition and position in private space e.g. in decision making, resource allocation (e.g. education, health, food), working status in public space e.g. work division, wage discrimination, making balance in triple role, participation in community activities e.g. *salish*, meeting, NGO involvement	group • Group Discussion-GD With mixed group or separately with M-F group • Focus Group Discussion -FGD with specific groups based on issues • Semi structured interview with some key informants • Matrix scoring With mixed group or separately with M-F group • Daily Activity Chart With separately with M-F group

Module 2: Community Economy

Objectives: To understand the different economic aspects of community

Area of concern	Protocols	Issues/Elements	Methods
• Dynamics of the community economy	• 2.1 Occupation	• Types, diversification, availability, satisfaction, wage, gender division of work	• Occupational Ranking-OR With mixed group
	• 2.2 material and natural assets	• Land, livestock, water body, hill, forest, market place	• Group Discussion-GD With mixed group considering age, sex or separately with M-F group
	• 2.3 Comparative income and income opportunity	• Average income (monthly) by individual group (e.g. different professions), types, major sources, risk and insecurity	• Focus Group Discussion-FGD • with different occupational group or with different social groups
	• 2.4 Comparative savings	• Types, when, uses, consequences, impact	
	• 2.5 Investment	• Types, returns and outcomes, risk and risk management	• Mobility Mapping-MM With mixed group considering age, sex and separately with M-F group
•	• 2.6 Expenditure	• Types, areas of expenditure	• Transect Walk-TW by research team • Village Resource Mapping-VRM by well- informed male and female • Seasonal Calendar-SC With mixed group • Semi Structured Interviewing-SSI with some key informants

Module 3 Social structure and dynamics

Objective: To understand the social structure and its elements with their relations

Area of concern	Protocol	Issues/elements	Methods
Construction of social status and its maintenance	3.1 Social groupings	different social groups, castes, descent, clans etc., their main customs including religious identity, the familiar trend they like to be introduced with others	• Well being grouping and Analysis-WBA With mixed group considering age, sex or separately with M-F group
	3.2 notion of assets and their symbolic uses	Both economic and non-economic 'factor(s)' e.g. land holding, religion, gender, caste etc.	
	3.3 Education status	The level of education its relations with social status	
	3.4 Local organizations *(samaj, panchayet, zamaat etc.)*	Different types of social organizations and their influence, interactions on/with the community	• Village Social Mapping-VSM With mixed group considering age, sex or separately with M-F group • Group Discussion-GD With mixed group considering age, sex or separately with M-F group • Focus Group Discussion-FGD with different social group
Changing family pattern and marriage	3.5 Household types	Types (nuclear, extended, joint), intra and inter relationship (Alliance, coalition and conflict)	• Group Discussion-GD With mixed group considering age, sex and separately with M-F group
	3.6 Marriage	Marital (conjugal) status, family role, position in HH, awareness about law, interpretation of different aspects of marriage by local elite and religious persons (e.g. dowry, polygamy, divorce, maintenance, age of marriage)	

	3.7 Dowry	Changes over years in the particular community, the 'assets' usually used for dowry/types of dowry, consequences (gainer and loser, affect on relations), use of dowry, people's perception regarding dowry, awareness about legal options and religious option (e.g. *denmohr* for bride), state level administrative role and action regarding dowry practice	• Focus Group Discussion-FGD with both M-F
• Mobility Mapping-MM with female group
• Semi Structured Interviewing-SSI with some key informants
	3.8 Polygamy	Polygamy practice, dominant/ratio in different group, reason, people's view about polygamy, awareness about the legal and religious option, legal practice, Relationship among wives and with husband, consequence on wife/wives, children, family from different aspects.	
	3.9 Divorce	divorce practice, dominant in different group, main reasons, people's perception, awareness about the legal option, consequence and affect in community, changes in divorced women's personal, family and community	
Explore the connections/relations among different power groups	3.10 Kin, neighbour	Types/nature of networks with different kin and neighbours, reasons and necessity of the connections, when (always or in a particular circumstances), impact/consequences (positive/negative).	• Institutional (venn) diagramming and mapping by well informed male group and also by M-F group separately
• Focus group discussion-FGD with specific group based on issue
• Decision Making Matrix-DMM by well informed male group and also by M-F group separately
	3.11 political parties	Political actors in the community, people's interest for them, reasons for connection and their choices, benefits and constraints, status of political party worker	
	3.12 religious leader	Religious actors in the community, their contributions for the community people, reasons for connections (both spiritual and non-spiritual causes), and their choices, changing pattern of relations, age and gender dimensions, perceptions towards religion based political activities.	
	3.13 Community leader (formal and informal i.e. *Chairman, member, pradayn, matbar* etc.)	Type and terminology of leaders, How they become leaders, their roles/activities, their influence over the community, peoples experiences with their leaders (positive/negative), why and how they keep relations with the leaders	

	3.14 political family	Identification the 'political family' in the community; their power, positions and roles, why and how people make relations with them, impact of this type of family	

Module 4 Dynamics of culture and its importance

Objective: To understand the cultural traits as well as practices in the community and its importance

Area of concern	Protocols	issues/elements	Methods
How Culture matters to the community	4.1 Community economy and exchange	Different customary exchanges of goods and services (i.e. religious practices to donate/exchange) that lead the community to interact; customary production relations and wages pattern in the local labour market; customary/local management of natural resources as part of economy;	• Institutional (venn) diagramming and mapping by well informed male group and also by M-F group separately • Group Discussion-GD with mix group considering age, sex, ethnicity • Focus Group Discussion-FGD with specific group based on issue • Semi Structured Interviewing-SSI with some key informants • Mobility mapping MM by different group
	4.2 Gender and ethnic divisions of labour	particular cultural constructions for gender and ethnic divisions of work, level of rigidity, trend of breaking the rigidity and the changing scenario	
	4.3 Local organisations and people's involvement *(samaj, panchayet, zamaat etc.)*	• Type of organizations/institutions related to cultural practices, their roles for individual group of people, how and why people find importance to be involved with the org.	
	4.4 Religious beliefs and practices	• A range of beliefs and practices take place in the community, intra and inter-religion groups relations, how people perceive their well being and ill being behind religions	
	4.5 Ethnicity	• Indigenous beliefs and practices; relation with the 'mainstream' (national) culture and people	

Module 5 Crisis and response

Objective: To explore the community responses to different type of hazards

Area of concern	Protocols	Issues/elements	Methods
Different type of hazards and people's response	Natural hazards	Types (e.g. draught, flood, cyclone, heavy rainfall) way of responses, support from community, government, NGO, local organizations, constraints faced, effect on individual, HH and community life as a whole	• Seasonal Calendar-SC by well informed group
		types (e.g. non-production of crop, employment problem, …) and effect in relation with other shocks like natural, social, economic as well, way of responses in any crisis, support from community, government, NGO, local organizations, effect on individual, HH and community life as a whole	• Institutional (venn) Diagramming and Mapping-IDM by well informed male group and also by M-F group separately
	Social hazards	types (e.g. conflict due to property, religion, ethnicity), shocks from marriage related issues, and effect in relation with other shocks as well, way of responses in any crisis, support from community, government, NGO, local organizations, effect on individual, HH and community life as a whole	• Semi Structured Interviewing-SSI with some key informants • Group Discussion-GD with mix group considering age, sex, ethnicity, religion
	Political hazards	Types (e.g. election impact, power conflict, conflict for sharing benefit among parties or workers) and effect in relation with other shocks like natural, social, economic as well, way of responses in any crisis, support from community, government, NGO, local organizations, effects on individual, HH and community life as a whole	• Focus Group Discussion-FGD with specific group based on issue

Module 6 Formal and informal Rights

Objective: To explore the different types of formal and informal rights in focusing their awareness, and degree of access to the rights in relation to roles of different stakeholders.

Area of concern	Protocols	Issues/elements	Methods
Perception about and practice of Rights on the community	6.1People's awareness about different forms/kinds of rights like International human rights, Constitutional/Statutory rights, Customary rights	People's awareness and view about civil, political, economic, social, cultural, legal, kinship and resource based rights	• Group Discussion-GD with mix group • Focus Group Discussion-FGD with specific group based on issue
	6.2 Actors and stakeholders involvement in operationalising and practicing right	• legislators, politicians, elite, court, bureaucrats, kinship group, media, advocacy group's role and influence regarding practicing rights	• Semi-Structured Interviewing-SSI with some key informants
	6.3 Rights in practice	• appropriateness with the local community context (e.g. contradiction with customs, recognition from society • empowered or not to practice rights	• Institutional venn Diagramming-IVD with well informed group

Module 7 Migration and remittance

Objective: To explore the role of migration and remittance on the community

Area of concern	Protocols	Issues/elements	Methods
How migration makes a contribution	7.1 Types of migration	long- short term, push-pull, local- outside(regional, abroad)	• Mobility Mapping-MM by both M-F group
	7.2 Use of networks	sources of assistance (for migration) and where (close or far)	• Group Discussion-GD with mix group
	7.3 Reasons	economic, social, political, natural hazards	• Focus Group Discussion-FGD with specific group based on issue
	7.4 Consequences	Opportunities & constraints in relation to migration. (to get a job/work, Problems of migration in terms of gender, change of occupation due to migration, changes in social status	• Semi-Structured Interviewing-SSI with some key informants
	7.5 Impact	On family & community (in the family level the issues are health, education, food, sanitation, cloth, housing which have impact in community as well) (in the community level particular group e.g. religious, professional group can leave the place forever)	• Institutional venn Diagramming-IVD with well informed group

Module 8 People's perception about well being and ill being

Area of Concern	Protocols	Issues/elements	Methods
How people do perceive their well being and ill being	8.1 Ownership of material assets	Ownership of productive assets e.g. land, water bodies (ponds etc.), farms etc. with other non-farm assets, having good housing, clothing, and contextual value of material assets - why these are important	• Well being Analysis-WBA with mix group, M-F separate group
	8.2 Physical health	Conditions of physical health (not having disease or having), and how does it relate to well being and ill being	• Group Discussion-GD with mix group, M-F separate group
	8.3 Mental health	Conditions of mental health (having any disorder or not), and how does it make a sense of well being and ill being	• Focus Group Discussion-FGD with specific group based on issue
	8.4 Mental peace and happiness	Conditions for being mental peace and happiness; how does it perceive	• Semi-Structured Interviewing-SSI with some key informants
	8.5 Income and money	Importance of income and money in the society, perceptions based on different class/gender/age /group	
	8.6 Presence of husband/wife/children	aspiration for family and its members, desire of having boys or girls and their preference.	
	8.7 Social relations	What perceptions people have about their neighbours, households and community; and the social institutions; expected assistance, importance and value of reciprocal relationships.	
	8.8 Social security/stability	How social unrest, conflict, uncertainty, insecurity on the one hand, trust, cooperation and solidarity on the other are being produced and balanced; people's expectations	

Section C
Guideline for using the tools

This section explains how different methods to be used for collecting community focused information, can be use in appropriate way. It is chosen eighteen mostly PRA based methods. It is needed to mention that in the previous (section-B)section, it did not mention about the rapport building as a specific method, but rapport is must to introduce the researchers with the community people. Here it is explained therefore, major methods are

1. Rapport building
2. Transact Walk-TW/ Physical observation- PO
3. Village/Community Social Map- VSM
4. Village/Community Resource Map- VRM
5. Wealth Ranking- WR
6. Well-being Analysis-WBA
7. Survey/ Short Census-SC
8. Group Discussion-GD
9. Focus group discussion-FGD
10. Time line/ Time trends-TL
11. Daily Activity Chart-DAC
12. Decision Making Matrix-DMM
13. Seasonal Calendar-SC
14. Institutional (venn) Diagramming and Map-IVM
15. Semi Structured Interview-SSI
16. Mobility Map-MM
17. occupational Ranking-OR

1. Rapport building

Process
- Enter into the village. Exchange greetings with the people you met in the street or in the market place/ tea stall.
- Introduce the team and explain the purpose of the visit (example, *We have come to know about your village, its inhabitants, occupation, livelihoods, etc. Our learning will be used in our future research work for the development of this area.*
- Know from the people about the village, its past history or any important events of the past, present situation, occupation of the people.
- During informal discussion try to find out key informant people whom you may select as potential participants for the next PRA sessions. Also try to find out a person who may act as contact person to organise people for the next PRA session.
- Decide a venue, time and number of participants with the people present for the next session and request the contact person to inform all other participants to be present in the venue in time.

2. Transact Walk
Process
- Transact Walk can be done during rapport building with the villagers. Go to the village meet with people available in the village.
- Request them to tell about their village, such as people, their occupation, common resources, organisations working, and institutions.
- Observe each and everything with sharp eyes, such as people's behaviour, way of talking with an outsider, information on any particular issue or event.
- Record all information and observation clearly in your notebook later on. Do not start writing while you are talking with the people. If you write during talking, people will hesitate to give you information and they will be selective. On the other you will not be able to concentrate on the discussion.
- Try to cover the whole village during physical observation.
- This physical observation will help you in analysing information given by the people in the next sessions.

3& 4.Village mapping (Resource and social mapping)
Process
- Introduce the research team members with the participants and also request them to introduce themselves.
- Explain clearly with few words the objective of the exercise. (Example; *This exercise will help us to understand your village and its resources, problems, potentials etc. This map/ sketch will also help the illiterate people to participate and interact in the discussion*).
- Make sitting arrangement in an open clean ground in a circular or U shape form keeping a space in the middle for drawing map on the ground.
- Invite some one to draw the map on the ground with a hard stick. Do not give pressure on some one who is not interested. If none become interested to draw then someone from the team starts drawing and does some intentional mistake. Instantly you will find that they will take away stick from you and start drawing the map. This is an easy technique to hand-over the responsibility to the people.
- Tell them first to draw the main roads and the link roads. Then place schools, markets, other institutions, banks, post office, big bushes etc. on the map. Then tell them to put all households on the map from one side of the village to the last end. While drawing the household ask the name of head of each house with father's or husband's name. Write the name of each household on a small piece of paper with serial number and put the paper on the specific house drawn on the ground. So that after completion of drawing total number of household with name and other information will be collected in the same sitting.
- Tell them to draw boundary of the village
- Finally ask the participants to add any important missing thing in the map
- Copy the map as it is on a big sheet of paper either by the facilitation team member or by the participants.

5&6 Wealth ranking and Well being analysis

Process
- Ask the participants to divide all households of the village into different categories according to their socio-economic status (e.g. *rich, middle class, poor* etc.).
- Tell them to quantify the number of households in each category. (either in number or in percentage)
- Ask the participants to clarify the status of each category in terms of food intake, landholding, housing pattern, occupation, women's occupation, status in the society, income etc.
- Ask more detail about the extreme poor/ hard core poor. Note down all information and ask for further clarification (if any)

7. Survey/Short Census-SC
Process

H/H Head	Family member		Occupation	Involvement with NGO	Age	Religion	Education
	M	F					

8. Group Discussion-GD
Process
- It needs a group of people to discuss on a range of issues necessary in the research
- The group, usually consists of 8-12 members, must be represent cross sectional people
- It needs to consider age, sex, occupation, religion and other social groupings in forming the group
- Ask the possible people/participants to be available in a particular place in a particular time; also inform them about the total time might be consuming for the discussion
- Let them well informed about the objectives of such discussion, and try to select much appropriate persons/participants for achieving the target of the discussion
- They will be the key player of the discussion, your role is just facilitating them for the issues, you should not interfere them, however, the discussion should not be out of tract/objective.

- Make a tentative plan what issues need to be discussed, and how. Try to follow the plan according to the time as well as objectives.
- Make everybody to be well participated/active in the discussion; care that any body is trying to influence the discussion or leading it in the wrong tract. Make him/her stop/manage asap.
- Take note what the people say, and you can record if they permit. Share the responsibilities who will do what throughout the programme. The team consists of 2-3 members is better to manage as well as conduct a group discussion.

9. Focus Group Discussion-FGD
Process
- The FGD has some sorts of similarities with the GD mentioned above, however, it has particular differences.
- FGD has intention to focus on a particular issue or subject (but may switch other related issues; i.e. dowry during the discussion of marriage as women's issue), and the discussion should not cover a vast/larger area in terms of issue
- The group size is as same as GD, but must be homogenous based on issue/subject. Group may be based on age, sex, occupation, religion etc. where some selected individuals will be asked to participate in the discussion.
- Follow the manual of 'Group Discussion' for other instructions.

10.Time line/ Time trends-TL/TT
Process

Year	Incident

Matrix: Historical change

Year	Historical changes				
	Social	Cultural	Economic	Political	Natural

11. Daily Activity Chart-DAC (for gender dimension)

It is usually used for collecting data on gender division of labour in productive and reproductive work with the household and community. It suggests desegregating roles and responsibilities.
Process
- Ask the participants to make a table and write down the different task they do by men, women and children/others in different column on the chart.
- If it is needed, ask them to write down in detail the information about other factors like as the amount of time spent on activities, the location of activities etc. Activities include the required information based on that area of concern/protocol. For example. See the table and matrix below:

Table: Who does what?

Activities	Women	Men	Children, elder/Others
Reproductive Collecting food, fuel, childcare etc.			
Productive Agriculture Income generation Employment			
Community work Self help group			
Community politics Village committee Political party			

Comparative matrix: Access and control of resources by Men and Women

	Access		Control	
	Men	**Women**	**Men**	**Women**
Resources				
Benefits				

12. Decision making Matrix
Process

Types of decisions	Name of the institutions					

13. Seasonal Calendar-SC

Process
- Select some issues that relate with seasons, e.g. Health situation, diseases, income, expenditure, social functions, mobility,
- Ask the participants how different seasons affects their livelihoods
- Draw a line on the big sheet and divide it into twelve months (Bengali or English months as practice by the participants in their community)

- Ask them to put different sticks/ line according to the situation of each month. You can use seeds instead of line/ stick.
- After completing all months ask them to analyse the situation

14. Venn Diagramming/ Institutional Mapping-VD/IM

Process
- Carry some colour circular paper in the village to make Venn
- Ask to inform the name of persons/ institutions involved in local power structure e.g. local elite, political leader, religious leader, influential persons, local NGOs, CBOs etc.
- Ask them to make size of Venn according to strengths (in terms of resources, manpower/ supporter, control/ working area) of each persons/ institutions.
- Write the name of village in the middle of a big sheet and ask the participants to put the Venn nearer or furthest to the village according to their linkages/ contact with the persons/ institutions. After having consent by all fix the Venn on the sheet.
- Draw lines between each Venn to show their linkages/ relationship with each other.

15. Semi Structured Interview-SSI
- This will be an alternative for checklist in gathering the information for Community Profile.
- The semi-structure questionnaire will be based on the issues to be addressed
- The statements in the questionnaire should be easy so that everybody find interest with it
- Any debatable/sensitive issue should be addressed carefully.

16. Mobility Map-MM

Process

- Draw a small circle in the centre of a big sheet of paper and write the name of the village in the circle.
- Ask participants to draw circle one within other to show area of Para, Village, Union, Upazila, District and Division.
- Ask them to draw picture of different places where they generally go in each circle. Sign out the different places according to priority/ frequency by using sign pen (e.g. according to priority thick line for more frequency and small line for less frequency of movement).
- Now ask each individual person to put dot on each place where they personally go. This will help you to analyse how many of them visiting how many places, i.e. their mobility.

17. Occupational Ranking

Process
- Ask the participants to write the name of different important occupations on different column of one row
Ask them to write down the comparative benefit of each occupation to the extreme left

- (see table below as example).

| Reason/Comparative benefit | Occupation | | | | | |
	Agriculture	Fishing	Petty business	Day labour	Small business	Poultry
1.	●●●●●●●●●	●●●	●●●	●●●●	●●●●	●●●●●
2.	●●●	●●●●	●●●●●●●	●●●●	●●●●	●●●●●
3.	●●●●●●●●●	●●●●	●●●●	●●●●●	●●●●●	●●●●●

Section D
Plan of Action

Serial no	Community Profile	Module will be covered	Duration
1	Exploration	module 1 & 8	November to December, 2003
2	Provisional (G& P)	module 2 to 8	January to March, 2004
3	Main phase	module 1 to 8	April 2004 +