

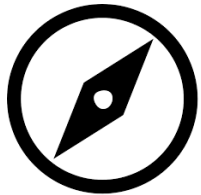
# Qualitative component of the Women's Empowerment in Livestock Index (WELI)

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# WEI structure overview



Qualitative section: **Explore** the unknown...local meanings of empowerment

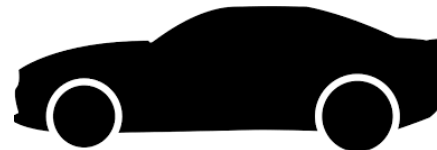


Quantitative index: core of the tool, a detailed survey to measure the empowerment of women in livestock



3. Qualitative section: dig deeper into the quant data...how exactly does this happen...and why?!

# Local meanings of empowerment



# Qualitative study on

What does empowerment mean to various women  
and men in this community?



# Aims of qualitative WELI

1. Understand how empowerment is understood locally
2. Help phrase the WELI in a contextually appropriate manner (e.g. using local examples)
3. Prepare the respondents for the topics of the survey
4. Strengthen relevance of the WELI and its validity

# When?

This first round of qualitative analysis needs to be completed before the survey starts.



# Main tool

Focus group discussions (FGDs) on  
'local understandings of empowerment'



Focus on  
Focus Group Discussions!



# FGDs: key points

- A type of group interview
- Used to explore unknown topics and local perceptions
- Used to discuss in detail various people's views
- Helps answer the question of 'why' or 'how'

# FGDs: key characteristics

- Involves 6-12 participants who share common traits
- Discussion is guided by one person called the ‘facilitator’
- Assisted by ‘notetakers’ who record discussion
- Typically takes 1-2 hours
- Discussion is free, only ‘framed’ by study topic

# Main rules

- Everyone feels comfortable participating; no one dominates the conversation
- Different perspectives are shared and respected
- Participants freely share their knowledge, perceptions, opinions, etc.
- Facilitator demonstrates she/he is curious and wants to understand, by asking open-ended questions and using probes
- Facilitator does not try to resolve differences or guide group towards consensus

# Role of facilitator

- Guide the discussion using leading questions
- Allow free-flowing discussion/conversation
- Use open-ended questions first and then 'probes'
- Encourage all participants to speak (even the 'quiet' ones)
- Refrain from offering own opinion and respect all views
- Allow for some silence
- Summarize the discussion at appropriate points
- Keep time

# Good facilitators

- Encourage discussion; follow up a statement with:
  - “Please, tell me more about it...”
  - “What do others think?”
  - “Are there other opinions or experiences?”
- Keep the focus on relevant issues but....
- ...Encourage divergent opinions and viewpoints to emerge
- Manage controversy but do not try to resolve conflict
- Probe when an interesting issue comes up (e.g. ‘if I had a chicken I would be empowered...’ ‘interesting! Tell me more about it...’)



# Role of notetaker

- Write down who speaks and main concepts they express
- Write down numbers when possible (e.g. of people nodding)
- Focus on what the group agrees/disagrees about, and new issues/thoughts
- Record non-verbal communication (body language) and other major events





# Example of good note taking

Participant	Age	Marital Status	Education Level	Ethnic Group
P1	47	Married	None	Maasai
P2	45	Married	None	Maasai
P3	27	Widow	Primary	Maasai



Qn. In dairy farming what activities related to animal health do you do?

P8: *"I do Milking together with my daughter"*

P10: *"Checking the cows, injecting and spraying them with medicine"*

P6: *"I am only involved in separating the calves from their mothers"*

## Q5: Understandings of empowerment

Most women agreed that women's empowerment is a good thing because it allows women to better take care of the household food security.

However P6 said angrily: "Women's empowerment is bad. Women are supposed to obey their husbands. If they are empowered, then they will want to make decisions and contradict their husbands. They will have conflicts and the family will break up!"

P4 said: "Older women are empowered but not younger ones because younger ones have no experience and cannot be empowered"

Precise is good

Body language (invisible to transcriber)

Some agreement

Back to qualitative exploration of local  
understandings of empowerment  
through  
Focus Group Discussions!

# FGD questions to explore understandings of empowerment

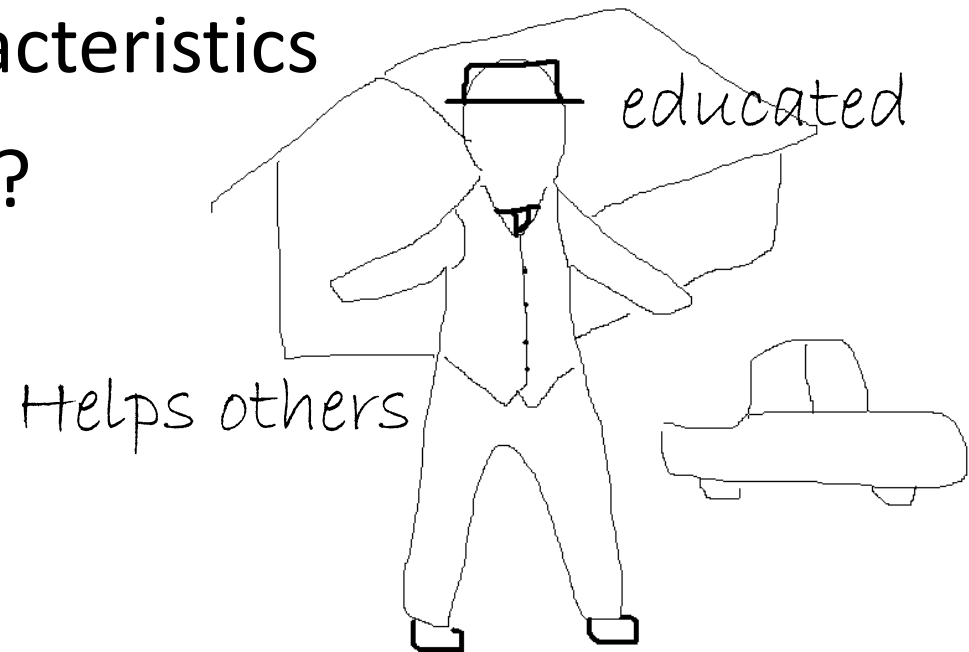
Q1: What does the word 'empowerment' mean to you?

Agree on the word to be used in local language

What to do if they have never heard 'empowerment'?

# Empowered man; empowered woman

Q2: What are the characteristics of an empowered man?



Q3: What are the characteristics of an empowered woman?

# Empowered chicken woman farmer...

You can also target the question more:

Q 4. What are the characteristics of an empowered man livestock keeper?

Q 5. And of an empowered woman livestock keeper?

# What affects empowerment

Q 6. Does age affect empowerment? (e.g. are older or younger people more empowered, why?) or decision-making?

Q 7. What else is key in affecting the empowerment of a man and of a woman?

Q 8. Can livestock rearing empower a woman, how?

Q 9. Can livestock rearing empower a man, how?

# Use findings

Any wording that needs improvement? Any local examples?

Any new indicators of empowerment that are important locally but not included in the survey?

New indicators can be added as rows to existing tables (e.g. 'managing local pasture conservation areas' could be added in a new row to the table G3.12-G3.20.)

**CAUTION:** If you **remove** sections of the survey, the comparability of its results (vis-a-vis the pro-WEAI or WELI used elsewhere) is limited.



# Second round of qualitative research

To be implemented after the survey

In order to dig deeper on issues raised by the survey

e.g. In the survey you indicated that rearing Guinea Fowl would be important for your own livelihood...but that your hh does not rear GF...tell us more, why would GF help your livelihood? Why your household does not rear GF?...

The qual findings will help understand better the quant results; validate them; add depth

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