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Inception Report for Conducting
**Participatory Action Research on
Dynamics of Household Poverty & Inclusive Development in
Balochistan with focus on Women's Empowerment under
EU-funded BRACE Programme**

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Acronyms and Abbreviations

BRACE	Balochistan Rural Development and Community Empowerment Programme
BRSP	Balochistan Rural Support Programme
BUIITEMS	Balochistan University of Information Technology, Engineering, & Management Sciences
C4ED	Center for evaluation & Research, Germany
CDD	Community Driven Development
COs	Community Organizations
EU	European Union
FGDs	Focus Group Discussions
GOB	Government of Balochistan
HD	Human Dynamics
HH	Household
KIIs	Key Informant Interviews
LHI	Life History Interview
LSOs	Local Support Organizations
M&E	Monitoring & Evaluation
MV	Momentum Ventures
NRSP	National Rural Support Programme
PAR	Participatory Action Research
PFM	Public Finance Management
PSC	Poverty Scorecard
RSPN	Rural Support Programmes Network
TA	Technical Assistance
TORs	Terms of Reference
UCs	Union Councils
UM	University of Mannheim, Germany
UNDP	United Nations Development Programme
VOs	Village Organizations

1. Overview and Introduction

1.1. Context of Balochistan Province

Balochistan is the largest province of Pakistan in terms of land area, comprising 44% of the national territory but is the smallest one in terms of population. Balochistan constitutes about 6% of the total country's population. Balochistan has remained the most under developed province of the country also. It is also the most under developed province of the country having multidimensional, widespread and deep poverty.

The population of Balochistan have suffered disproportionately, relative to the other regions of the country. There are many factors attributable to the under development of Balochistan province including; inadequate public policy measures adopted for socio-economic development, a struggling governance, an aggrieved geopolitical situation complemented with the presence of Afghan refugees, rising militancy, a host of security issues and abject poverty.

Balochistan has an enriching natural and human resource base comprising of minerals, energy resources, food, agriculture and livestock and above all an untapped human resource potential. This vast resource base is an inherent opportunity and its leveraging can actually transform the existing situation in the province. In order to achieve this end, an enabling policy and governance environment, structural reforms in the areas of public sector services delivery for the population, mainstreaming the role of women, effective partnership between communities and local governance tiers are some of the prerequisites.

In this context, the European Union (EU) and Balochistan Rural Support Programme (BRSP) launched the Balochistan Community Development Programme (BCDP) in 2013 in 40 Union Councils (UCs) of four districts in Balochistan, namely Zhob, Loralai, Khuzdar and Jhal Magsi. The project enhanced social cohesion and improved social services through social mobilization and capacity development for communities in mutual engagement with local government and local authorities, and other development actors. In 2017, the European Union scaled up the same programme under the nomenclature of "Balochistan Rural and Community Empowerment Programme (BRACE Programme)".

1.2. Overview of the BRACE Programme Structure and Objectives

Balochistan Rural and Community Empowerment (BRACE) Programme has been designed to support mobilising and capacitating local communities for reinforced resilience, improved access to basic services, improved livelihoods, economic growth, and to capacitate local authorities/governments to partner with communities for effective and efficient service delivery, and to assist the development of a strategic Policy Framework for institutionalization of such approaches ultimately through a Sector-wide Approach the evolution of which will also be supported under this action. The Programme is also envisaged to provide a platform to GoB and its development partners for evolving a contextualized and harmonized approach to community-led development.

The key objectives of the BRACE programme, are given as under:

- a) To empower citizens and communities and provide them with means enabling them to implement community-driven socio-economic development interventions, an increased voice and capability to influence public policy decision making through active engagement with local authorities for quality, inclusive, and equitable service delivery, and civic-oversight.
- b) To foster an enabling environment for strengthening the capacities of local authorities to manage and involve communities in the statutory processes of the local public sector planning, financing and implementation process.

The above mentioned programme objectives are translated in to specific end results, given as:

ER3: Improved accesses of communities, particularly women and marginalized groups to quality public services and benefit from climate-resilient community infrastructures and productive assets planned implemented and maintained jointly with local authorities.

ER4: Increased number of poor community members, particularly women and marginalized such as Persons with Disabilities (PWDs), minorities, and socially excluded groups are engaged in income generating activities.

ER5: Experiences on the ground are assessed and disseminated in order to inspire the design of the building blocks of a Local Development Policy framework.

ER 6: Gender inequalities reduced through ensuring implementation of the recommendations from the gender mainstreaming strategy to be developed by the EU TA with support from the RSPs.

ER7: Cross cutting themes envisaged in the Balochistan Rural Development and Community Empowerment (BRACE programme) Programme mainstreamed, addressed, and effectively reported.

ER 8: Improved capacity of elected members, local government authorities' staff, and officials of the line departments to involve communities in planning, co-resourcing and managing local development activities.

Each of the end results is envisaged to be achieved through the intervention logic of BRACE Programme. The said intervention logic of the programme is about bringing changes to socio-economic conditions at the grassroots level: improvement in health and life expectancy, nutrition, education, literacy (to develop skills in support of economic growth), population size and structure, gender and social relations.

In order to achieve the programme objectives successfully, the programme intervenes on both the "demand" and "supply" sides of the service delivery equation. On demand side, the action combines social mobilisation, capacity building, foster mechanisms for accountability and civic oversight, creating agency and voice for poor people to become part of the development process, economic empowerment, participative bottom-up areas-based development planning, and collective action for addressing critical community physical infrastructure constraints, to realize welfare and governance outcomes. On supply side, the action supports creating an enabling policy environment for community-led development through establishment of a policy framework and improvement of Public Finance Management System, and empowerment of local authorities for engagement with citizens' institutions, in combination with capacity building for effective public administration, to scale up basic social services delivery and foster mechanisms for social-accountability and through ultimately adopting a Sector-wide Approach to community-led development.

It is pertinent to maintain that BRACE Programme relies on the Community Driven Development Approach for of RSPs, for ensuring a sustainable development, as planned. The Centre-piece of the RSP approach to Community Driven Development (CDD) is its unique social mobilisation strategy which aims to build people's institutions, for an interface with government. This is an intensive, integrated and tested approach, since 1982. CDD is based on the strong belief and experience of the RSPs that without involving communities in their own development, poverty cannot be reduced. Hence, to involve the community, the Social Pillar (institutions of the people) needs to be created at the first place. This Social Pillar then works in conjunction with the Administrative and Political Pillars of the state to promote real and demand-driven local development. The core function of the RSPs is to foster this

Social Pillar in a way that these institutions of the people are financially viable and the rural poor are able to organise and harness their potentials in a sustainable manner, which works toward achieving the specific objective one of the Programme. Once organised, the communities have greater access to local authorities and line departments as a collective unit, giving them a stronger voice, to have their demands heard. Communities are mobilised into three tier organisations i.e. Community Organisations (COs) at neighbourhood level, federated into Village Organisations (VOs) at the village level, which are then federated at the Union Council, into Local Support Organisations (LSO). Whereas COs concentrate their work on the individual household and 'collective' activities that benefit a group of 15-20 households, LSOs are able to work at a higher level, to link up with local authorities and undertake larger initiatives, due to their large membership based and economies of scale. Planning thus takes place at various levels i.e. at the village level (VOs), through Village Development Plans (VDPs) and at the Union Council level, through Union Council Development Plans (UCDPs).

Under the BRACE programme, in order to bring about a sustainable community driven development, a bottom approach for devising and implementing community development plans will be adopted, as per the spirit of the CDD approach. Government officials and elected representatives will be invited to participate in the development of these plans, and the RSPs will also compile and share plans with local governments, for incorporation into district and provincial level plans. The agglomeration of these plans will inform the design and plan of provincial ADPs and the PFM, thus bridging the gap between the demand and supply side of public service delivery in the province of Balochistan. The organised communities will be made financially viable, through providing the Community Investment Fund (CIF), capacity building support and linkages with local governments. Community members, especially women, will be provided technical and vocational training and literacy and numeracy skills to increase economic opportunities and employability. The communities will be facilitated to build and manage community level physical infrastructure schemes and the poorest member households will be provided with Income Generating Grants (IGG) and micro health insurance to safeguard them against health shocks. Along with forming community institutions, the RSPs will also train and build the capacity of CO members to equip them to effectively manage their own organisations and to engage with local government and public institutions in order to ensure wider participation of all stakeholders in the development process. This will be done to create awareness and to equip the communities with information on how to tackle social development issues, extensive sessions on cross-cutting social issues (nutrition, health and hygiene, family planning, HIV-AIDS, gender, human (particularly women) rights, WASH, DRR, climate change & environment, and natural resource management etc.) will also be delivered to the organised communities by the RSPs.

Based on the intervention logic and CDD approach, of the BRACE Programme, the grant component of programme is being implemented by three implementing partners, namely RSPN, NRSP and BRSP in 249 union councils of eight¹ districts of Balochistan (Killa Abdullah, Pishin, Zhob, Loralai, Khuzdar, Jhal Magsi, Kech and Washuk).

Since the programme aims to address, the policy and enabling environment for ensuring sustainable community driven development in the Balochistan province also therefore, the EU has engaged the services of Human Dynamics (HD), an Austrian company, to support the Government of Balochistan to foster an enabling environment while strengthening the capacities of local government/authorities to manage and involve communities in the statutory local public sector planning, financing, and implementation processes. Similarly, there is a Public Finance Management (PFM) component with in the programme also. PFM component will assist the Government of Balochistan to cost and fund the community-led development policy framework and this working will be carried out with the technical assistance of Oxford Policy Management. PFM component will support in clearly defining fiscal and

¹ There are a total of nine districts in which the BRACE Programme is being implemented, however for administrative purposes district Duki and Loralai are considered as one district

regulatory frameworks, budgetary processes and commitments, that will be further reflected in a multi-year budgetary framework to be adopted by the Government of Balochistan. Institutional arrangements will be defined accordingly in order to support the channelizing of public financial management to address the overall development challenges of the province.

Given the multi-faceted nature of the programme with a multitude of stakeholders and implementing partners, it is envisioned that there is a need to provide technical support to the implementing RSPs and TA for institutionalising programme approaches, monitoring & evaluation systems and build capacities, while ensuring quality implementation of the programme activities. This role is being played by the Rural Support Programmes Network (RSPN), which serves as the strategic network of the RSPs and has experience of harmonising strategy and implementation approaches across the RSPs. RSPN will provide support to the RSPs, to build their technical and institutional capacities and provide necessary support to the TA component in developing the gender mainstreaming and in its support to the government of Balochistan in Local Development Policy Framework.

RSPN will play this role by attaining the five expected results;

- 1) The quality and effectiveness of programme implementation by BRSP & NRSP is improved through ensuring uniform programme implementation approaches and harmonised monitoring, evaluation and reporting mechanisms developed for BRSP and NRSP
- 2) Gender inequalities reduced through ensuring implementation of the recommendations from the gender mainstreaming strategy to be developed by the Programme TA with support from RSPN,
- 3) Evidence based policy recommendations generated and disseminated to support the Local Development Policy Framework for Balochistan
- 4) Technical and institutional capacity of BRSP & NRSP enhanced in mainstreaming, addressing and reporting on cross-cutting themes envisaged in the BRACE Programme and
- 5) Achievements, lessons and successful development approaches drawn from the BRACE widely disseminated through developing and implementing harmonised Communication and Visibility Plans.

In order to contribute to expected result 3 of the RSPN's portfolio of BRACE Programme's responsibility, RSPN will undertake the research component as defined in the research framework of the Programme. The research framework is comprised of thematic and participatory action research studies.

2. Background of the Study

“Dynamics of Household Poverty and Inclusive Development in Balochistan with Focus on Women’s Empowerment” is a three-wave based longitudinal study, planned under the participatory action research component of the research framework of the BRACE Programme.

The main purpose of the study is to provide and disseminate evidence-based findings around poverty dynamics in the Balochistan province and prepare policy recommendations to support the formulation of local development policy framework for Balochistan. Such a policy framework will be able to address the fundamental challenges of poverty alleviation through an increased participation and empowerment of women while introducing inclusive development intensive policy measures for the people and communities of Balochistan province.

Furthermore, the research findings will be used to promote evidence-based advocacy and learning with relevant stakeholders, policy makers and donors so that community-led development framework for Balochistan can be designed and successful CDD approaches could be scaled up.

This document contains the overall conceptual framework, methodology and implementation mechanism for the said participatory action research.

2.1. Process of Study Design

A consultative approach was adopted by the Momentum Ventures (MV) with an objective to develop study design i.e. conceptual and methodological framework. The process started with a comprehensive understanding of study’s Terms of Reference (TORs), desk review of the existing literature and study of BRACE programme documents. As a next step, consultative meetings with the BRACE programme team, consultants and senior management of RSPN were held. Moreover, technical assistance was also acquired from the Center for Evaluation & Development, Germany and University of Mannheim, Germany. Based on the inputs and comments of the experts’ study was designed.

2.2. Research Questions as Per ToRs

The research questions are as follows:

- i. What events increase individuals' likelihood of entering and exiting poverty?
- ii. What is the likelihood of entering and exiting poverty given these different events?
- iii. What is the impact of women’s empowerment on household poverty dynamics?
- iv. What are the determinants of inclusive development w-r-t various dimensions i.e. human resources, financial resources, natural resources, social and physical resources?
- v. What can be done in view of the findings? Practical and Balochistan contextualised recommendations?
- vi. What governance arrangements and structural changes best empower local communities and women to shape development in their area?
- vii. What are the socio-economic drivers of inclusive development and how these drivers help in the eradication of discrimination and alienation?
- viii. What role do social mobilisation play in sustainably ensuring inclusive development?
- ix. How could the findings and recommendations best serve the study purpose?

2.2.1. Literature Review for Development of Conceptual Framework of the Study

A comprehensive literature review based upon research papers, published articles, research studies, frameworks and related documents was conducted in the first instance. List of documents reviewed is given at annexure 9.

The main objective of the literature review was to get the guidelines regarding main factors and dimensions of household poverty, women empowerment and inclusive development. An overview of the said literature review is as follows:

A. Poverty Dynamics

Household poverty dynamics are complex in nature. There are many factors and dimensions of household poverty. *“As per literature review (while being particularly focusing on the dynamics of household poverty in Pakistan), it turns out that poverty reduction has not been sustainable rather than it has fluctuated remarkably; and a large proportion of the population has been found around the poverty line almost 38% immediately above and below poverty line (MoPD, 2015-2016). And any micro and/or macro shock (positive or negative) is likely to push them into poverty or to pull them out of it (Arif, G. M. and Farooq, S. 2012).*

Furthermore, literature review has helped in identifying several factors associated with the dynamics of household level poverty. *“The changing socio- demographic and economic characteristics of the household have been considered as the key drivers of chronic and transient poverty. Regarding the demographic characteristics, larger household size and/or dependency ratio are associated with chronic poverty as it put an extra burden on a household’s assets and resource base” (Jayaraman and Findeis, 2005; Ssewanyana, 2009).*

Therefore, in order to study the poverty dynamics and to identify the life events which usually push in or pull out a household, into poverty, a comprehensive set of research methods, approaches and techniques need to be applied. The research should focus on all the important factors and dimensions such as physical, social, human, financial and environmental. And its need to be included in the data collection methods, in order to identify the poverty related pull and push factors.

B. Women Empowerment

Empowerment is an abstract and relative term which has a variety of meanings and definitions. *“The concept of empowerment is related to many terms such as agency, autonomy, association, self-direction, self-determination, liberation, self-confidence, participation, mobilization (Narayan, 2005).”*

VeneKlasen and Miller (2002) define women’s empowerment as a process whereby the lives of women and girls are transformed from a situation where they have limited power to one where their power is enhanced. This framework proposed by (VeneKlasen and Miller, 2002), recognizes three levels at which change can take place: personal, relational and environmental.

Refer to the particular study suggests that women empowerment has three dimensions including:

Personal covering aspects like self-image, role in HH, role in society and decision making etc.

Relational power constitutes areas of empowerment like association and relations, agency, access to governance mechanisms and social groups etc.

Environmental dimension of empowerment relates to the aspect of empowerment like change social norms and attitudes and the beliefs of wider society related to the role of women in society, or other formal changes in the political and legislative framework that impart women’s empowerment (Lombardini et al., 2017).

These aspects of women empowerment are to be incorporated appropriately in the data collection methods.

C. Inclusive Development

The concept of inclusive development is a relatively new term in the field of development studies, *“according to (Ali and Zhuang, 2007) and there is no agreed-upon and common definition of inclusive development (Rauniyar and Kanbur 2009). Whereas some scholars define inclusive development as a “process that occurs when social and material benefits are equitably distributed across divides in society” (Hikey, 2015). Some experts focus on the “voice and power to the concerns and aspirations of otherwise excluded groups” (Johnson and Anderson 2012). Inclusive development also has an “integral focus on the achievement of equity and the rights of citizenship” (Hickey, 2013).”*

Inclusive development is a vast connotation. Inclusive development has a social dimension covering inclusion and exclusion of people in social interactions. It covers elements of social association and integration of various groups in to social fabric of the society (UNDP, 2015, Johnson and Anderson 2015). Social inclusion relates to the discrimination of women and marginalised classes as well, as gender discrimination and social exclusion is more rampant in developing countries like Pakistan.

Inclusion of groups, classes, individuals belonging to various creed, ethnic background, gender etc. in employment, income generation and access to resources, yet refers to another angle of inclusion, generally termed as economic inclusion.

Political inclusion gives another view of inclusive development. Political inclusion dynamics include both structural factors such as the legacy of colonialism, the distribution of power in society and the nature of elite settlements, as well as the role of individual and collective state actors (Hickey, 2013).

Similarly, inclusive development has a strong co-relation with the ecological component (Gupta J, Pouw N, Ros Tonen N, 2015). The extreme poor and vulnerable often depend upon “local resources (soil, forests, fish, water, etc.) and are vulnerable to land, water, fish and carbon credit grabbing” (Gupta et al, 2015). Large groups of vulnerable people are at risk of falling into poverty, particularly marginalized rural populations. Rural households frequently face major interrelated shocks such as good or bad harvests.

The role of institutions is essential in shaping the nature of inclusive development and related outcomes (Acemoglu and Robinson 2012).

We may conclude from the above literature review that Inclusive development has 04 dimensions that is social inclusion, financial inclusion, environmental and political inclusion.

D. Role of social Mobilization

“Community mobilization and organization of self-help groups is one of the fundamental approaches for triggering social inclusion, women participation and empowerment (Shand, W., 2017). Social mobilization is a pre-requisite for community development, and it requires some specific characteristics such as homogeneity of individuals with common interests, commonality of needs, common opportunity and collective strength. It’s been evident that women’s’ participation and social organization has been achieved through social mobilization in many different settings and across various regions of the globe including Asia Pacific as well as Africa. Social mobilization has the inherent ingredient of translating collectivism in to agency and social cohesion. Such collectivism has actually emancipated the women groups out of poverty (MoPD, 2015-2016).”

We can learn from the above review that while ascertaining the role of social mobilization, we should focus on the basic indicators of socio-economic well-being, women participation in the employment, women associations, social cohesion, access to social groups, participation with in the political and social domains, reference of self on the basis of collectivism and common issues etc. Role of social mobilization in imparting inclusive development will also be determined through specific research questions.

2.2.2. Gaps in Existing Literature

Poverty in Pakistan has been studied through a series of research conducted by Pakistan Institute of Development Economics (PIDE) under its poverty dynamics research series. These studies range from secondary data-based research publications to three wave panel study-based researches conducted by the PIDE from 1960 to 2013. The latest research in this regard is Multi-Dimensional Poverty Index (MPI) 2017. Subsequently, the computation of MPI 2017 was carried out by the Planning Commission of Pakistan and United Nations Development Programme jointly.

Moreover, some other institutions/organizations such as the World Bank, Asian Development, Centre for Chronic Poverty, British Household Panel Survey etc. have been actively involved in studying the dynamics of poverty the world over including Pakistan, using different approaches, methods and indices.

Similarly, literature and research review about women empowerment, social mobilization and inclusive development was conducted extensively. Studies related to these topics from Balochistan, central Asian states and other regions of the world were reviewed.

Some of the major gaps identified in the above studies specifically in the context of Pakistan are as follows:

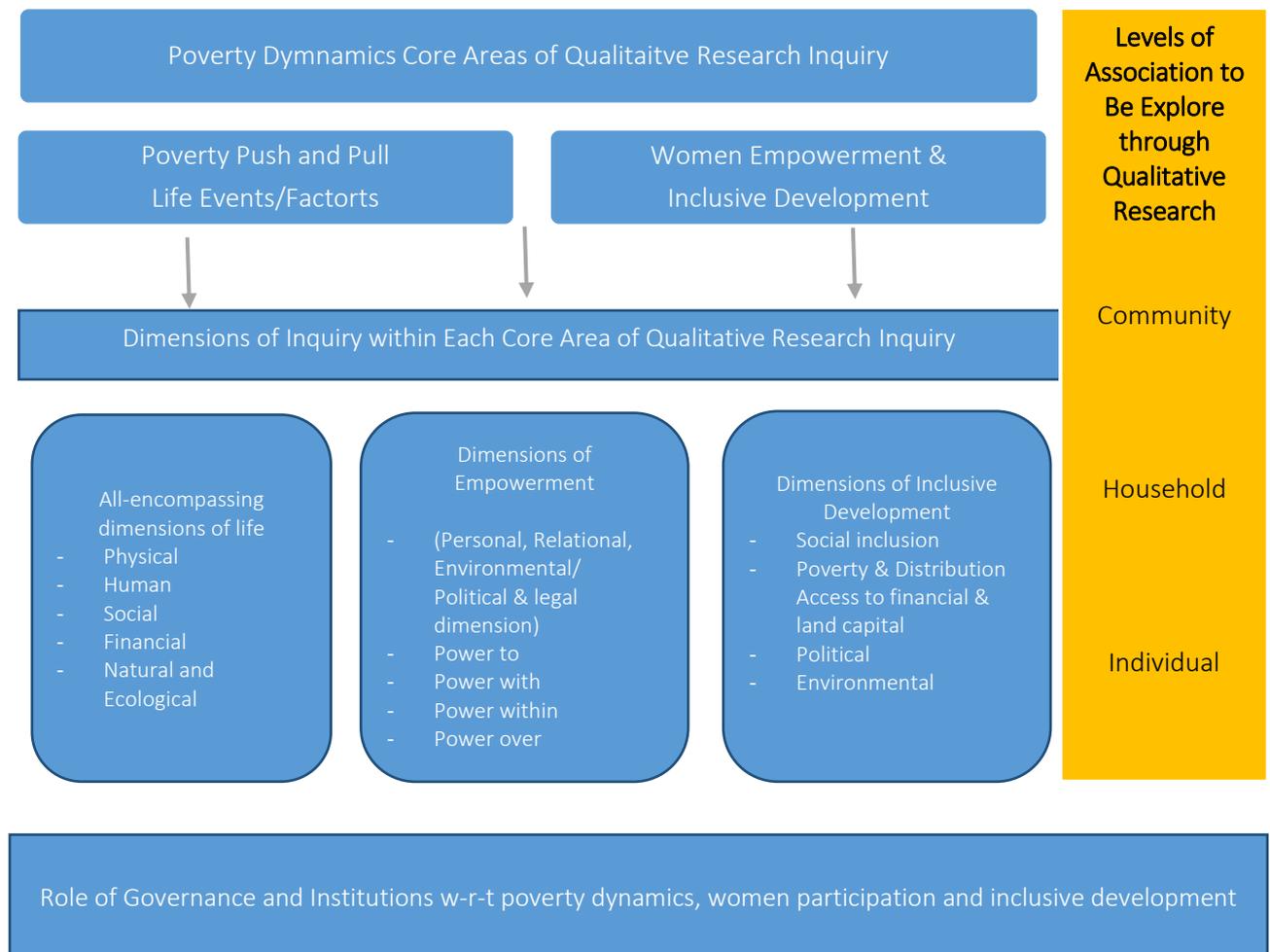
- i. Although existing poverty dynamics literature in Pakistan is prolific yet the causes and factors of poverty, correlation as well as in depth analysis of the push and pull factors are missing.
- ii. The existing poverty related literature is mostly based on one-time studies. No longitudinal study was conducted in the past except one that is “*Dynamics of Rural Poverty in Pakistan: Evidence from three wave of the panel survey*” (Arif, G. M. and Farooq, S. 2012).
- iii. Various demographic factors primarily household size and dependency ratio have a significant correlation with poverty. However, the in-depth analysis and the correlation of household size and dependency ratio with poverty are almost missing in the above-mentioned studies specifically in Balochistan context.
- iv. Economic variables including the ownership of land and livestock, housing structure (pacca) and availability of number of rooms have a significant impact on poverty. The existing literature does not provide sufficient evidences to explain this co-relationship.
- v. Education and literacy greatly contribute to the poverty reduction. However, following are the major gaps in this regard especially in Balochistan context;
 - a) Qualitative research in education, literacy and Skill development especially w-r-t the role of female education and skill literacy for poverty reduction is almost totally missing in Balochistan context. Particular focus is required on gathering evidence about the contribution of women’s education and skill development to poverty reduction, amidst a lower rate of female participation in employment and income generation activities especially in Balochistan.
 - b) This gap also extends to an area of female headed households, as female headed households are more vulnerable to fall in to transient as well as chronic poverty trap. Therefore, research evidence is required to know that how women’s’ skill development and education can ensure productive and remunerative employment amongst women.
- vi. Another gap is related to role of women empowerment in terms of (employment generation, poverty reduction, gender participation etc.) is largely uncovered in the existing literature w-r-t Balochistan.
- vii. Inclusive development and its different dimensions such as social, political economic and environmental and their relationship with poverty push and pull factors are missing in the existing literature of Balochistan province.
- viii. The role of service delivery institutions as well as governance system also requires a lot of prudent inquiry and in-depth research in the context of poverty of rural Balochistan population.
- ix. There is also gap in existing literature (which needs to be filled) pertaining to social mobilization and policy direction about poverty reduction in Balochistan.
- x. The policy direction about poverty reduction in Balochistan has not been able to take an indigenous view about the province in the recent past. The poverty reduction strategy adopted by the Government during 2003 rests upon Engendering growth, Managing the scarce water resources, Governance reforms, Increasing the focus on improving human development and Addressing vulnerability to shocks.
- xi. The most recent poverty reduction strategy introduced by Pakistan Poverty Alleviation Fund (social safety net-based organization) during 2011, focused on; (a). Institutional building at community

and apex level (b). Integrated Participatory development strategies (social, economic, environment) (c). Private and public investment. Both of these strategies have taken in to account poverty reduction through consultative process and rural female viewpoints were neither researched out or not considered while formulation of the strategies. Therefore, the subject research at hand will also support the evidence generation for developing a directional and indigenous women and social development policy for the province.

2.2.3. Conceptual Framework for the Research

The main objective of this conceptual framework derived from the literature review is to adequately focus on core research questions related to Poverty dynamics, women empowerment and inclusive development.

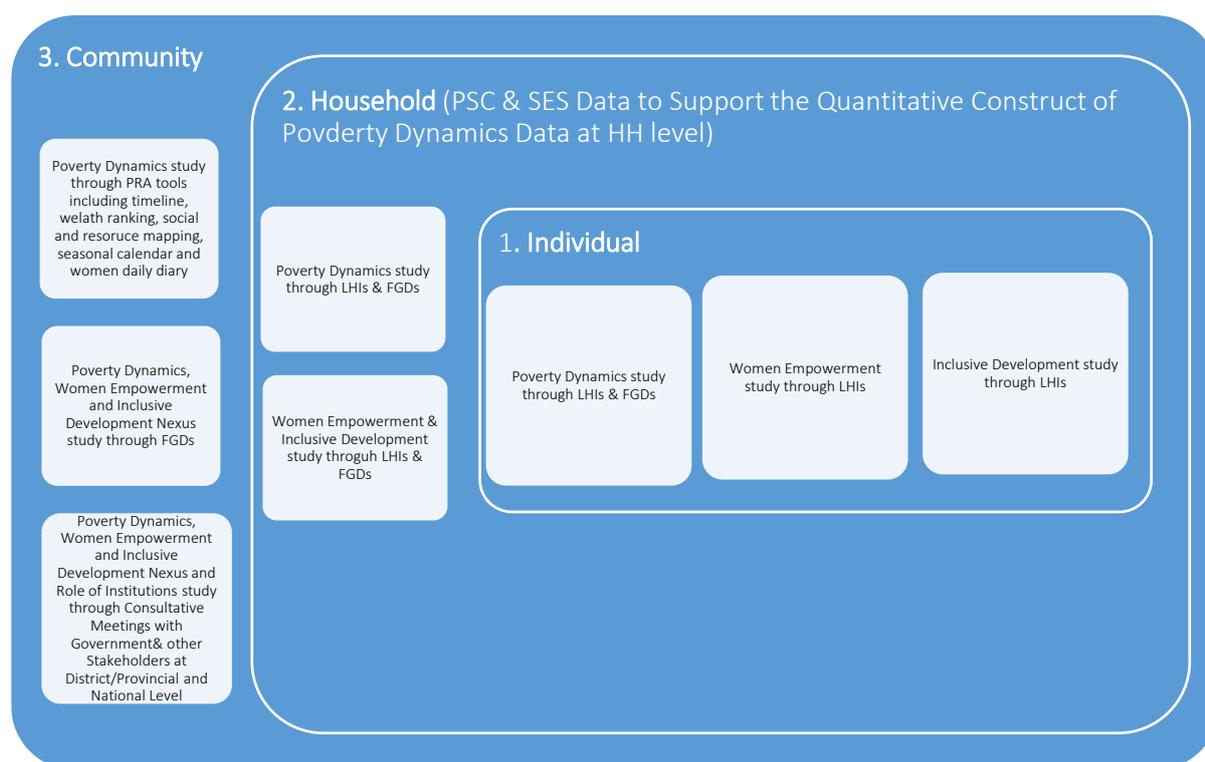
Figure 1: Conceptual Framework Proposed /Developed



2.2.4. Operationalization of Conceptual Framework through Dimension Wise Indicators/Sub Indicators

The dimension wise indicators/ sub indicators for three different levels i.e. individual, household and community have been proposed with an objective to develop appropriate research methods and data collection tools, which are as follows:

Figure 2: Dimension wise indicators / sub indicators



A. Poverty Dimension Indicators/Sub-Indicators

The critical determinants which either pull households out of poverty or push households into poverty may exist across any of human, financial, natural, social and physical resources. Therefore, the said determinants need to be considered while developing research questions about poverty dynamics. A list of important poverty indicators and sub-indicators is given in under table 1. However, the indicators given are not exclusive and the study is open to integrate any forth coming results from the field.

Table 1: Household Level Social and Economic Resources

Human Resources	Financial Resources	Natural Resources	Social Resources	Physical Resources
<ul style="list-style-type: none"> - Educational level of household's head & members; - Size of the household and ratio of dependents; - Permanent disability; - Health status of household's members; - Status of self-employment and employment; -Marital status of household members 	<ul style="list-style-type: none"> - Cash & bank; - Savings; - Access to financial services and status of indebtedness; - Jewelry; -Credit -Debt 	<ul style="list-style-type: none"> - Topography and geography; - Risk to calamities; - Ownership of agriculture land and livestock; - Source of agriculture irrigation water; -Access to common property, e.g. pastures, forests, etc. 	<ul style="list-style-type: none"> - Family and friends; - marriages - Social networks; - local decision making mechanisms; - Culture; - Norms; - Festivals; -Access to social/public services -Attitudes (fate?) 	<ul style="list-style-type: none"> - Ownership of household's durable items; - House ownership and its type;

B. Women Empowerment Indicators/ Sub-Indicators

Table 2: Women Empowerment Indicators/ Sub-Indicators

Dimensions of Women Empowerment	Indicators of Women Empowerment
Power within	Self-esteem
	Self-confidence / self-efficacy
	Articulateness / confidence
	Personal autonomy
Power to	Individual capacity (application of knowledge)
	Knowledge/ Access to information
	Income
Power with	Social Capital
	Participation in community groups
	Level of support provided by groups own initiatives
Power over	Political participation
	Attitude and beliefs of people around these women/men's support to women's rights
	Attitude and beliefs of relations inside HH (brothers, husbands, uncles, fathers, sons)
	Attitude and beliefs of community leaders to support women's access to courts
	Degree of influence in governing the community institutions
Environmental /Political & legal dimension of empowerment	Accessibility of legal services
	Stereotypes
	Ability to influence at political level
	Advocate change for other women
	Quality of legal services
	Safety of movement outside the home

C. Inclusive Development Indicators/ Sub- Indicators

Table 3: Inclusive Development Indicators/ Sub- Indicators

Dimensions of Inclusive Development	Indicators of Inclusive Development
Poverty, income & distribution, access to financial and land capital	(Income & distribution) Reduction of income inequalities among women
	Income and distribution, access of women and marginalized groups to natural resources (land, forests, mines etc) for livelihood and income
Social Inclusion	Social inclusion of women and marginalized groups, social integration of women and marginalized groups

Political Inclusion	Politico-legal focus about women/vulnerable groups inclusion, nature of ethnicity-based beliefs and practices within elite/ethnic settlements, role of individual and collective state actors for promoting inclusion
Environmental Inclusion	Prevention and safeguard (by the Government or any other agency) from hazards and environmental shocks that may push the HH in poverty, continual investment in maintaining ecosystem services by the Government or other actors/agents

D. Social Mobilization Indicators/Sub-Indicators:

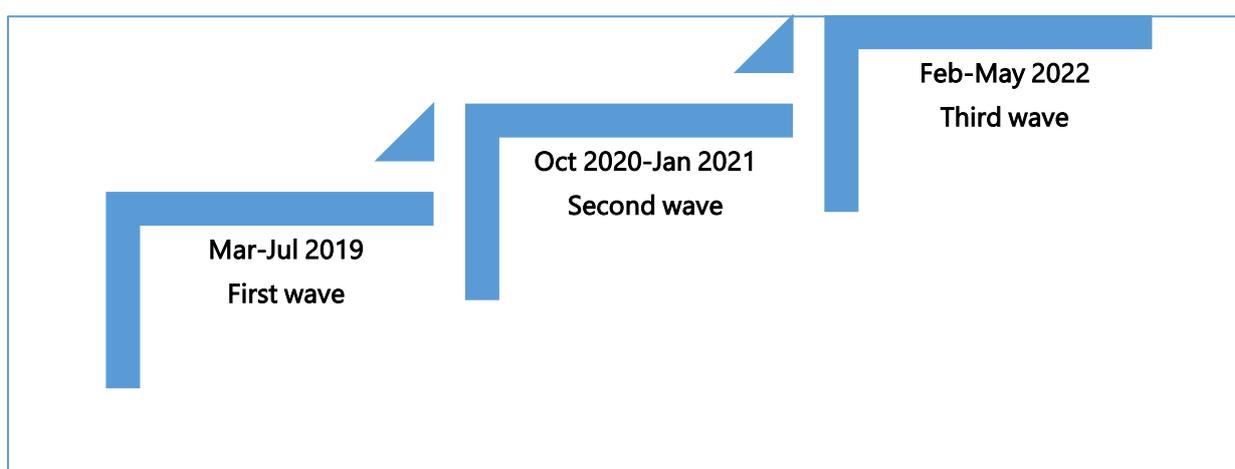
Table 4: Social Mobilization Indicators/Sub-Indicators

Dimensions	Indicators of Social Mobilization
Social organization & social collateral	Women organization and social association
	Pooling and sharing social and referral resources
Community development	Self-help/self-initiative or intervention-based community development initiatives for community prosperity, problem solving related to access to basic social services, economic development etc
Women empowerment, participation and agency	Women empowerment, increased participation, increased self-awareness, agency, improved acceptance with in HH and community, increased access to finance, income, skill development, HH and community decision-making, political process participation etc.
Collectivism, awareness and commonality of purpose	Collective action based upon awareness and resourcefulness and collective actions for achieving individual and common purpose

2.2.5. Longitudinal Study Schedule

This is going to be a longitudinal study whereby, there are total three stages. A pictorial depiction of the study in terms of its phases is given as under.

Figure 3: Overview of the Longitudinal Study Progression



The study will be conducted in 12 different villages (4 each) of three districts i.e. Loralai, Khuzdar and Kech in three waves; with Baseline, one follows up and the End-line.

First Wave: In the beginning, a baseline will be established by conducting a PSC and SES with the all the purposefully selected sampled households in order to measure their current poverty status. This quantitative exercise will be followed by three layers of qualitative tools including KIIs, FGDs, life histories and other qualitative tools. Baseline will help in deciphering households' current socio-economic status.

Second Wave: All the research exercise of first wave will be repeated with all the respondents of baseline in order to measure any changes in the dynamics of the households due to the internal, external and natural (climatic or environmental changes) or manmade (government, civil society or private sector) interventions. Drivers of change would be of primary interest during this wave.

Third Wave: Both qualitative and quantitative tools used during the previous two waves, will be repeated in the third wave as well. While having three waves' data, a meta-analysis will be done in order to produce and prepare a detailed report about the nature, extent and the drivers of poverty, women empowerment and inclusive development along with the role of social mobilization for bringing about a sustainable change in the overall social economic dynamics of the study subjects.

This is to be pointed out that for each wave separate inception reports will be developed. The subject inception report is specifically for wave 1.

3. Data Collection Tools and Methods

3.1. Data Collection Tools

Data collection tools will cover the following two dimensions:

- Quantitative data
- Qualitative data

3.1.1. Quantitative Data

Quantitative data collection tools are comprised of:

- Poverty Score Card (PSC)
- Socio-economic Survey (SES)

A. Poverty Score Card (PSC)

The poverty scorecard will cover the following aspects:

- Ownership of assets including productive assets etc.;
- Residence characteristics;
- Family composition and demographics;
- Education;

The Poverty Score Card (PSC) tool is given at annexure 1

B. Socio-economic Survey (SES)

The socio-economic profile of selected household will provide quantitative data about the following aspects:

- Demographic structure of household, employment status and nature of work of household members;
- Adult literacy and schooling of children;
- State of health and physical environment;
- Household income: sources, distribution, and poverty;
- Household expenditure;
- Household savings;
- Household assets: value and distribution;
- Household loans given/taken: amount, sources and uses;
- Perception of problems by (male and female) respondent of household;
- Perception about public services and service delivery organisations/institutions

The Socio-economic Survey (SES) tool is given at annexure 2

3.1.2. Qualitative Data Collection Tools

In order to collect qualitative data, the following data collection tools/questionnaires have been developed:

- Life History Interview tool/questionnaire
- Focus Group Discussions guides
- Consultative meetings
- Participatory Rural Appraisal

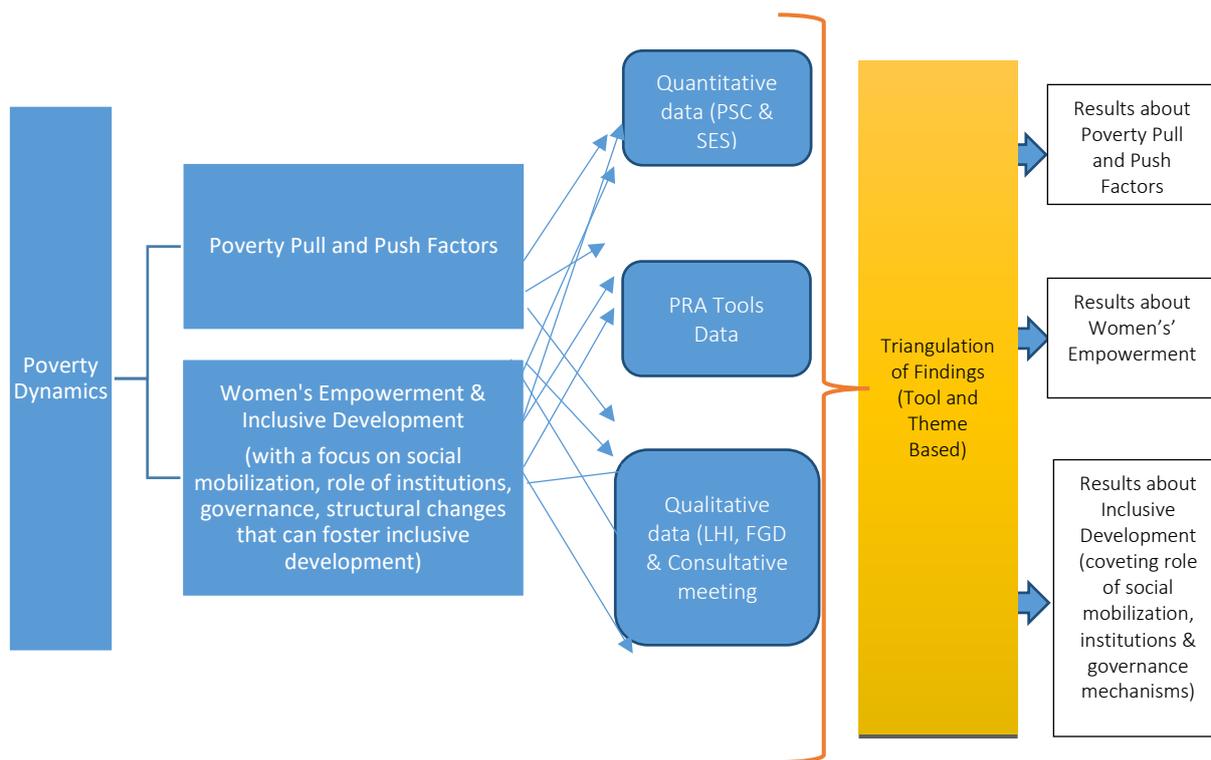
The said data collection tools/questionnaires are given at annexure 3.

4. Analysis Framework, Methods and Processes

4.1. Data Analysis Framework

Since the research study has 02 core areas i.e. poverty dynamics as well as women empowerment and inclusive development, and each research area is being inquired through mix methods (quantitative and qualitative) while engaging various respondents' groups, therefore, to support the analysis of diverse research areas, a specific analytical framework has been developed, for data analysis. The proposed analytical framework is as follows in figure 4.

Figure 4: Data Analysis Framework



The above-mentioned analytical framework clearly denotes that the findings from various data collection tools applied with different respondents' groups will be analyzed in accordance with the indicators and variables of all the core areas of inquiry. The findings arising out of all the tools i.e. LHI, FGDs, consultative meetings, PRAs, PSC and SES data will be triangulated, and consolidated results will be produced for poverty dynamics, women's empowerment & inclusive development while covering the aspects of social mobilization and governance. Such consolidated findings will be drawn on the basis of unit of analysis as given in the analytical matrix (for qualitative data) as well as proposed quantitative analysis tables, given in the following sections.

4.2. Qualitative Data Analytical Matrix

The under-mentioned qualitative data analysis matrix will be used as a guideline for qualitative data analysis. Qualitative data entry will be done through a coding scheme in MS Excel environment. Each research area being inquired through a corresponding data collection tool, will be operationalized in to specific indicator based unit of analysis (indicators details are given below for qualitative and quantitative aspects of the study). Each core area of research will be analyzed based upon the relevant tools and methods used for the data collection. Quantitative indicators will be used as per scheme of analysis to analyze the quantitative data for poverty score cards and socio-economic variables.

Qualitative data will be analyzed based on the qualitative indicators as mentioned in section 2.2.4. Narrative and contextual analysis of various themes will be done for analyzing the qualitative data. Tools and respondent-based triangulation will be done for co-relating the quantitative as well as qualitative analysis, to draw the conclusions. Hence, analytical output will be drawn based upon the research questions corresponding to each core area of the research.

Broader Research Areas	Tools & Methods of Data Collection	Specific Indicators/Unit of Analysis for Research Area	Specific Qualitative Indicators/Unit of Analysis for research Area	Analytical Methods and Process	Output of Analysis
Poverty Dynamics (Push and Pull Factors)	PRA Tools	Community timeline of events		Quantitative analysis as per standard scheme of analysis to be followed for preparation of PSC	Qualitative factors contributing to poverty dynamics at the HH level
	Socio-economic data	HH income, expenditure and consumption pattern	Wealth and poverty profile of the community	quantitative analysis as per standard scheme of analysis to be followed for socio-economic data	
		Poverty ranking of HH/ status of economic wellbeing of HH	Women's' role in the community and HH	Thematic analysis of qualitative data collected through LHIs, consultative meetings and FGDs. Thematic analysis will be done around each of the core area of research i.e. poverty dynamics, women empowerment and inclusive development.	
		Perception about public services and service delivery organisations/ institutions	Community resources and service delivery access mechanism	The thematic analysis of poverty dynamics will be done around all the areas of HH economy, while using qualitative variable co-relation approach.	
Life history Interviews (LHIs)	Poverty pull and push factors pertaining to all the domains of HH economy including: physical, social, environmental & natural, human, financial resources		Thematic analysis of qualitative data for women empowerment and inclusive development will be done while grouping the themes and sub-themes under every qualitative indicator.	Governance and service delivery factors contributing in poverty dynamics	

Consultative Meetings with Governance Stakeholders	Women role and HH participation	
FGDs	<p>Role of governance and formal institutions in poverty dynamics</p> <p>Role of community organizations., village organizations, local support organizations and role of NGOs in triggering/fostering economic well being</p>	Social mobilization related factors contributing to women participation, empowerment and inclusion

Broader Research Areas	Tools & Methods of Data Collection	Specific Quantitative Indicators/Unit of Analysis for Research Area	Specific Qualitative Indicators/Unit of Analysis for research Area	Analytical Methods and Process	Output of Analysis
Women Empowerment & Inclusive Development	Life history Interviews (LHIs), Consultative Meetings with Governance Stakeholders, FGDs		Women participation/inclusion and empowerment in HH affairs (power to, power over, power with)	Thematic analysis of women empowerment and inclusive development as well as triangulated analysis of quantitative and qualitative data to be done based on the tools and respondents view.	Women empowerment and inclusive development factors at individual, HH and community level
			Women inclusion and participation in social groups, income, politics and environment		Governance and service delivery related factors contributing to women empowerment and inclusive development
			Women role and community participation		
			Factors/agents/activities triggering/encouraging/influencing women participation (at HH and community levels)		
		Role of community organizations., village organizations, local support organizations and role of NGOs in triggering/fostering women empowerment and inclusive development		Evidence for policy recommendations for women participation and wellbeing	

		Role of governance and formal institutions in inclusive development and women empowerment		Evidence for policy recommendations for poverty reduction
Women Empowerment & Inclusive Development	Life history Interviews (LHIs), Consultative Meetings with Governance Stakeholders, FGDs	Women participation/inclusion and empowerment in HH affairs (power to, power over, power with)	Thematic analysis of women empowerment and inclusive development as well as triangulated analysis of quantitative and qualitative data to be done based on the tools and respondents view.	Women empowerment and inclusive development factors at individual, HH and community level
		Women inclusion and participation in social groups, income, politics and environment		Governance and service delivery related factors contributing to women empowerment and inclusive development
		Women role and community participation		Evidence for policy recommendations for women participation and wellbeing
		Factors/agents/activities triggering/encouraging/influencing women participation (at HH and community levels)		Evidence for policy recommendations for poverty reduction
		Role of community organizations., village organizations, local support organizations and role of NGOs in triggering/fostering women empowerment and inclusive development		
		Role of governance and formal institutions in inclusive development and women empowerment		

4.3. Quantitative data analysis method

Since we are using CAPI based data collection method. Therefore, CSPro programme will be designed to carry out quantitative data analysis. The said analysis will be done in accordance with the indicators and tables as defined by RSPN and reflected in PSC and SES tools. The aforementioned tables and indicators are given as follows

4.3.1. SES: Household Income and Poverty

- Age, education, profession of respondent;
- Demographic composition of household (age and gender distribution);
- Work status of household members (by age and gender);
- Educational achievement of adults (by age and gender) including any technical/vocational skills training;
- Schooling of children (by age and gender);
- Health status of household members (by age and gender);
- Household income with sources of income;
- Food consumption (by major commodities on a weekly basis);
- Household expenditure on different needs;
- Number and value of household assets (consumer durables, productive, and housing);

- Value of loans taken from informal and formal sources use of loans for different purposes (production, consumption, etc.);
- Household debt (loans outstanding at present);
- Membership in any existing CO (duration, savings, etc.) and its benefits;
- Poverty scorecard indicators.

4.3.2. SES: Availability, Accessibility and Use of Public Sector Social and Economic Services

- Housing facilities (house structure, drinking water and sources, drainage, electricity, fuel, etc.);
- Availability, access and use of irrigation water;
- Availability, access (including, but not limited to state of building and facilities, expertise of teachers etc.) and use of education facilities;
- Availability, access and use of health facilities;
- Availability, access and use agriculture extension services;
- Availability, access and use of civil act registration services (such as birth, death, marriage, CNIC, and voter registrations);
- Identification and perceptions of major problems at the household and village levels by men and women;
- Level of satisfaction with the quality and access to public sector services received.

4.3.3. Poverty Score Card

The poverty scoring is simple, quick, and inexpensive. All the thirteen indicators are verifiable to get a score that is highly correlated with poverty status as measured by expenditure in the PSLM survey. Moreover, the poverty scorecard covers all the broader areas of the well-being standards scientifically at the household level that includes:

- Family composition/ Demographics
- Education
- Residence characteristics
- Ownership of well-being assets/ housing characteristics
- Ownership of productive assets

5. Sampling Strategy

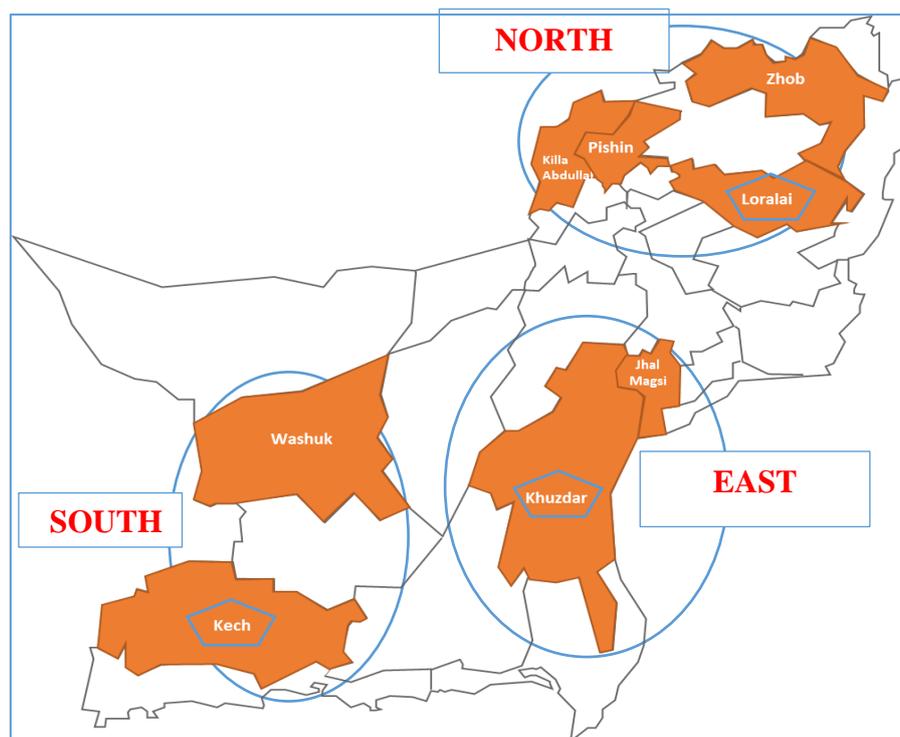
Socio-economic disparities between regions are a manifestation of factors which are predominantly structural in nature and embedded within the social, economic, cultural, historical, political, and environmental milieu. Certain basis of sampling is essential by Keeping in view multi-ethnic, multi-spatial nature of Balochistan districts.

Multistage purposive random sampling method will be used to draw the sample for study. BRACE interventions are being implemented in 8 districts of Balochistan, these districts lie in various ethnic as well as ecological zones. Agricultural ecological variation can also be observed for the intervention districts. Similarly, there is a variation in the natural disasters' patterns with in various zones of the province where interventions are being implemented. All these factors contribute to the socio-economic status of households and communities in these districts. Keeping in view the above-mentioned facts the province has been divided (w-r-t RSPN intervention districts) into three major zones as follows:

- (i) **North**
(Killa Abdullah, Pishin, Zhob & Loralai);
- (ii) **East**
(Jhal Magsi, & Khuzdar); and
- (iii) **South**
(Washuk & Kech)

At stage 2, from each identified cluster a sample district is selected. Purposefully, in each cluster only one district having a comparatively lower socio-economic profile is selected. The MPI value for Khuzdar is 0.285 (poverty incidence 57.5%) and that of Loralai 0.320 (poverty incidence 68.5%), However, MPI values for Kech are missing. The sample districts for the subject research study have been highlighted in the figure below:

Figure 5: Selection of Study Districts using Map of Balochistan



5.1. Sampling for Main Study Waves

5.1.1. Sampling of Districts, Union Councils and Villages

Keeping in view the study objectives, Loralai, Khuzdar, and Kech districts are included in the study design. This district selection justifies the purpose-oriented basis for such a district selection, as these districts represent varying geography (northern, central and southern parts of the Balochistan province) as well as diverse ethnicity thereby representing dynamic culture, values and pattern of life. The said diversity is characterized with various ethnic and cultural backgrounds like e.g. Loralai is a Pashtoon concentrated area, whereby Pashtun culture manifests in the everyday lives of people. Khuzdar primarily represents Baloch culture. Kech district has Baloch cultural connotation also. Due to regional diversity climate, agriculture and overall external environmental factors of the three districts make them dynamic as well.

In each district, 02 UCs will be randomly selected. Similarly, two villages from each UC, will be further selected. Hence a total of four villages will be selected from each district. Purposive and convenience basis for selection of UCs and villages will be used to include the villages in the sampling frame. Randomization principle will be used to select the UCs and villages from the available list of UCs and villages.

5.1.2. Sampling of Households for PSC & SES Life History Interviews

From each village a sample of 18 households will be selected for inclusion in to the study while using LHI method along-with 30% of reserve sample in case of unavailability or unwillingness of the selected household for the interviews.

Purposively all the households having a poverty scorecard ranking between 0-100 will be considered for the sampling frame. Representative sample from all the poverty score ranges i.e. 0-11, 12-18, 18-23, 24-50 and 51-100 will be taken in order to serve the purpose of study, from each representative village. *In the event where the number of households with the required PSC are not found in sampled village(s), geographically adjacent village(s) will be included for arriving at the required sampled number of households. PSC and SES data will be collected for all the sampled villages, in order to include households with a specific PSC, in the study, as per sampling plan.*

Sampled households from score ranges i.e. 0-11 and 12-18 will provide a basis for assessing poverty dynamics (change in poverty score overtime, or during the three waves of study) and correlates of the poverty dynamics, considering individual, household and community level factors. This assessment will help understand the factors which pull the poor households out of poverty or push the better-off households into poverty.

Similarly, (based upon the literature review and secondary data for various socio-economic indicators of Balochistan) for assessing the changes in inclusive development overtime (dynamics of inclusiveness), three indicators have been identified: women participation in labor force, access to social groups by gender, and participation of the sampled households in the political and social domains. Again three-level factors, individual, household and community, will be used to explain the dynamics of inclusive development. The data on changes in poverty scorecard overtime can also be a useful indicator to explain the inclusiveness since a movement from the lowest ranges to higher ranges indicates that the development includes the poorest segments of population.

Table 5: Proposed Village and Households Sample for the Research Study

Region/ Cluster and Districts	District Selected for PAR	Total No. of UCs	SES Sampled UCs	UCs Selected for PAR Study	Two Sample Villages per UC	Sample HH Per District	Reserve Sample @ 30% of Sample HHs	Total Sample HHs
East (Jhal Magsi, & Khuzdar)	Khuzdar	40	3	2	4	78	24	102
North (K. Abdullah, Pishin, Zhob & Loralai)	Loralai	36	3	2	4	78	24	102
South (Washuk & Kech)	Kech	38	3	2	4	78	24	102
Total		114	9	6	12	234	72	306

Table 6: District wise Households Sampling Matrix

PSC Score Ranges	Khuzdar (EAST) Sample HHs	Loralai (NORTH) Sample HHs	Kech-Turbat (SOUTH) Sample HHs	Total Sample PAR Study	30% Reserve Sample HHs
PSC SR 0 – 11	13	13	13	39	12
PSC SR 12-18	13	13	13	39	12
PSC SR 19-23	13	13	13	39	12
PSC SR 24-34	13	13	13	39	12
PSC SR 35-50	13	13	13	39	12
PSC SR 51 – 100	13	13	13	39	12
Total	78	78	78	234	72

5.1.3. Sampling for Focus Group Discussions

As far the sampling for FGDs participants' is concerned, purely random sampling basis will be used, to get the FGDs participants nominated. However, other consideration of poverty scorecard and basis of sampling will remain the same. Keeping in view the overall dynamics of districts a specific mix of FGDs will be conducted based upon the poverty score categories. Table 6 provides details of the PSC category-based number of FGDs to be conducted, in each district, as per sampling plan.

Two FGDs (one with male and other with female members) will be conducted for in each selected village.

Table 7: District wise Split for FGDs based upon PSC category wise inclusion of FGD participants

PSC Category		Loralai	Kech	Khuzdar	Category Total	Gender Split	
						Male	Female
PSC SR 51 – 100	Non-Poor	2	1	1	4	2	2
PSC SR 35-50	Transitory Non-Poor	2	1	1	4	2	2
PSC SR 24-34	Transitory Vulnerable	1	1	2	4	2	2
PSC SR 19-23	Transitory Poor	1	2	1	4	2	2

PSC SR 12-18	Chronically Poor	1	1	2	4	2	2
PSC SR 0 – 11	Ultra/Extremely Poor	1	2	1	4	2	2
Grand Total		8	8	8	24	12	12

5.1.4. Sampling for Consultative Meetings with Governance & BRACE Programme Stakeholders

Keeping in view the study design, the data from service delivery departments of the government working at district level is crucial. Therefore, governance stakeholders will be included in the primary data collection process as per purposive sampling approach. At district/sub-district level, departments including LG&RD, P&D, Agriculture and Livestock, Women Development, Social Welfare, Education and Health, etc. will be included in the consultative meetings. Similarly, at provincial level representatives from P&D, Social Welfare, Education, Health, Agriculture and livestock, Labor and Mining Department will be involved for conducting consultative meetings.

Total number of 8 consultative meetings will be done with the above-mentioned stakeholders, whereby 6 to 8 participants will provide their feedback on the research questionnaire.

6. Implementation Mechanism

6.1. Selection and On-Boarding of the Field Research Team

6.1.1. Selection and On-Boarding of Quantitative Research Team

Job description of the enumerator has been developed (annexure 6) to recruit the suitable and competent enumerators. The following will be the main characteristics of the enumerators:

- An undergraduate in any field preferably in social sciences.
- Experience in socio-economic data collection with BISP or RSPN.
- Well versed with the use of Computer Aided Personal Interview (CAPI) based data collection method.
- Services of both male and female enumerators will be hired for data collection

6.2. Selection and On-Boarding of Qualitative Research Team

The main characteristics of the qualitative field researchers will be as follows:

- Sound academic qualification in social sciences up to master's level. Preferred disciplines are Anthropology, Sociology and Economics.
- He/ she must have relevant experience (at least 3 years) in qualitative data collection

6.3. Training of the Quantitative and Qualitative Research Staff

The following processes will be adopted for quality training of researchers/ enumerators:

- **The resource material such as training guides, guidelines of field data collection for field researcher's** lines for conducting LHI, FGD, consultative meeting and PRA **have been developed and attached at annexure 4.**
- In order to ensure quality in training delivery, expert resource persons having proficiency in research design and implementation will conduct the training on-site.
- **Venue for the training** of the enumerators will be any suitable place at Quetta, which is safe and reachable. Training venue quality will be ensured based on the check list. Certain training venue related quality parameters including access and venue facilities, will be focused primarily for this purpose.
- **The total training duration** will be 4 working days. The training will be conducted jointly for quantitative as well as qualitative research team. Joint training will ensure the contextual as well as tool-based learning and understanding of the data collection team. The training session plan has been developed and given at annexure 5.

6.4. Training quality assurance

Following steps will ensure the training quality:

- Experienced qualitative researchers (for field data collection) will be taken on board as per defined recruitment and selection criteria mentioned in section 6.2.
- Post training test comprising conceptual understanding of the subjects of poverty, women empowerment, inclusive development, social mobilization, research instruments and methods etc will be administered. The said post training test will ensure that the participants have maintained the learning quality and will reflect about their readiness for data collection as well.
- Mock data collection exercise will provide an opportunity to the experts to review the on-site performance of all the data collection team members. Hence this stage will also serve as a training quality check point.

6.4.1. Commencement of Field Data Collection

- BRSP/NRSP teams will be consulted before data collection at each district one day before the data collection commences in the field.
- As a next step Community meeting will be held for data collection at the community level.

- The discussion will include Sampling frame, identification of sampled households for LHI and FGDs and community venue for data collection through FGDs.
- Schedule of consultative meetings with district/sub-district administration.

6.4.2. Field Data Collection Quality Mechanism

Following are the proposed measures to ensure field data collection quality:

6.4.2.1. Quantitative Data Collection Quality Mechanism

- Quantitative data collection quality will be ensured through on-site monitoring of the data collection enumerators.
- Field monitor, will visit the enumerators with a regular frequency, after marking the households for data collection in the field.
- Field monitor, will use a monitoring checklist as given at annexure 7 for the purpose of monitoring.
- Software based skips and checks will support in data collection quality assurance as well.
- Everyday quantitative data collected from the field will be uploaded on a web-based server and data processor will check the data quality based on the identified skips, checks and analytical pattern.

6.4.2.2. Qualitative Data Collection Quality Mechanism

- Experienced qualitative research expert cum project manager will accompany the field researchers for providing a supervisory support and will carry out on-site monitoring of the data collection field research team, as well.
03 qualitative research experts will support the project manager while accompanying the qualitative researchers during data collection through LHIs and FGDs. Owing to the grasp of these qualitative research experts on research methods and questions, they will be able to provide context specific review (in a real time) to the qualitative data collection process being followed by the qualitative data collection team. The experts will use a field diary to record their own field observations about the qualitative data collection researcher and will conduct a de-brief in the evening with the respective researcher. This exercise will be conducted every day. Observations related to interview process, probing, discussion pattern and method adopted, time, rapport building with the respondents etc. will be recorded in the diary.
- Consultative meetings will be conducted by the qualitative research experts who have developed the entire research framework and research questionnaires. Hence, a higher level of expertise will ensure quality data collection through consultative meetings.
- Qualitative research expert/project manager, along with other 03 qualitative research experts will conduct the PRA activities themselves. Hence, this arrangement will rule out the element of data quality loss that may occur due to inexperience and context-lessness of heads being deployed for data collection through PRA.
- Pre-agreed schedules will be used to collect data from the field, this will allow ample time to conduct a quality data collection exercise.

6.5. Data Collection Procedures

6.5.1. Participatory Rapid Appraisals (PRA) and Community Profiling During Primary Data Collection Exercise

PRA will be used as a fundamental approach for assessing the community, in terms of its socio-economic stature, culture, overall context and environment. Before commencement of the any primary data collection exercise within a community, PRA will be conducted for the selected communities.

PRA tools including; Timeline/Historical Profile, Social and Resource Mapping, Wealth Ranking and Seasonal Calendar will be administered for the purpose of community profiling during primary data collection.

These tools will be administered through a facilitated community meeting (pre-arranged by the BRACE implementing partners) at an appropriate place, within the community. Details about the process and methods for administering.

All of the qualitative research team members will accompany the field team leader and research coordinator of Momentum, for on-site administration of PRA tools. One of the main objectives of the PRA is to create awareness and understanding w-r-t culture, perception about wealth and poverty, social and resource pattern etc. This understanding/learning will help the researcher/enumerator in conducting the discussion with the community effectively.

6.5.2. Household Poverty and Socio-economic Profiling Survey

As per sample, the household poverty and socio-economic survey will cover each of the 240 sample households. PSC and SES survey tools will be used to collect the said household data.

The sample households (240) for qualitative data collection will be selected in the light of the PSC results. The detailed criteria for selection of household for qualitative survey has been given in the section 6.1.2.

CAP method will be used for data collection for poverty and socio-economic profiling. Data will be analyzed while using CSPro.

6.5.3. Life History Interview

The main objective of the life history interview is to ascertain the poverty dynamics of the household. It has two parts pre-marriage and post-marriage.

LHI will primarily cover poverty dynamics, women empowerment and inclusive development, from an individual and HH perspective.

For the Life History Interview only one elderly woman from sample household will be interviewed.

- Trained qualitative researchers (females) will conduct Life History Interview. A team of 4 -5 female researchers will visit sample village for Life History Interview.
- Each researcher will be equipped with audio device for recording Life History Interview.
- During the interview the researcher will note down the important points as well as record the whole interview. A chronological timeline of life events (poverty push and pull events) will be built by the qualitative researcher.
- Based on the life history interview, household profiles will be developed.
- At the end of a life history interview, the researcher will draw a diagram of respondent's life history (as per given training) using the timeline of events highlighting the major poverty push and pull factors. The said diagram will be shared with the respondent, discussed and finalized (at the same time).

6.5.4. Focus Group Discussions (FGDs)

The main objective of the FGD is to develop community profile in the areas; poverty dynamics, women empowerment and inclusive development.

The FGD guide for training as well as data collection/discussion has been developed.

A group of 8-10 respondent from the community will be the part of the FGD. A total of 24 FGDs (12 each for men & women) will be conducted in all the three districts.

Two team members will conduct the FGD. In view of the cultural barriers and norms female researchers will conduct FGD with women, and male researchers' services will be utilized for male FGD.

FGDs will be recorded while using audio recorders along with the notes.

6.5.5. Consultative Meetings with Stakeholders

The objective of the consultative meeting with the stakeholders is to know the perception, role, and invite suggestions w-r-t poverty push and pull factors, women empowerment and inclusive development.

The stakeholders will include the government officials (men and women), such as representatives of agriculture, health, education, labour and man power, mining, local government and rural development and social welfare departments etc. Besides, the representatives from LSO, RSPNs, RSPs, EUD-PAK & EU-TA will also be invited to the consultative meetings.

The number of consultative meetings and related details are given in sampling plan See section 6.1.4.

7. Research Papers & Policy Brief

At the end of each wave of the study, a research paper highlighting the major findings along with recommendations/suggestions will be written (by using standard method of report writing).

On the completion of each wave of the study, three Policy briefs mainly focusing on social development and poverty reduction will also be developed.

The research papers will serve the following purpose:

- Provide a countable and context specific evidence about poverty dynamics, women empowerment, the state of inclusive development, role of social mobilization in fostering women empowerment, social organization and poverty reduction etc. in the context of Balochistan province.
- The research papers will provide an insight in to the qualitative enablers and barriers existing in the formal and informal governance and community development support structures, that can potentially contribute to poverty reduction, women empowerment and inclusive development.
- The research papers will provide a further orientation towards future research endeavours around the core areas of poverty, women empowerment, inclusive development and social mobilization nexus.
- The research papers will provide an evidence to feed in to the policy provisions for social and women development.

The policy briefs will be developed while having the following purpose in consideration:

- Provide an evidence-based policy framework to the Government of Balochistan to ensure poverty reduction while addressing the areas of women development and inclusive development.
- Provide a logical input to establish a policy level need to embed community driven development in social and women development programmes of the Government of Balochistan.
- Establish a need for ensuring inclusive development and addressing the same through policy level interventions with in the Government of Baluchistan's development initiatives and programmes.

8. Ethical Review of Research

Pakistan Institute of Development Economics (PIDE) has been engaged for the ethical review of the research methodology and questionnaires.

Complete research proposal including research framework, implementation mechanism and questionnaires, will be presented to PIDE for ethical review. PIDE will conduct the ethical review in accordance with the ethical review framework being adopted by the institution.

PIDE has been suggested for undertaking the ethical review of the study due to the fact that this institution has done countable research on the subject of poverty dynamics. PIDE's support will also contribute to appreciating the policy briefs.

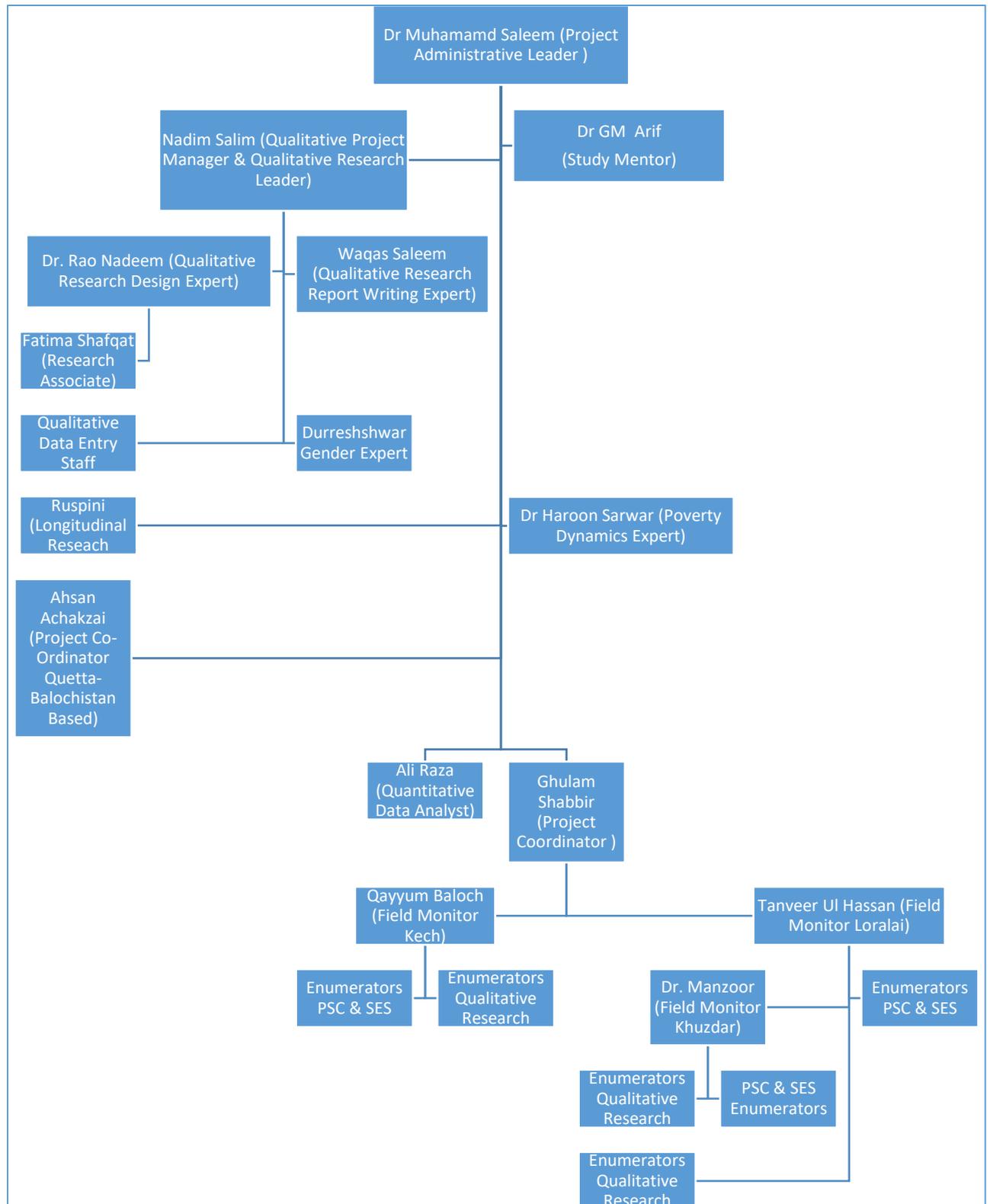
Ethical research considerations including anonymity, confidentiality, no harm to the human subjects, dissemination and right to publishing, are considered as pivotal components for ethical review.

Principles of research ethics to be followed and respective actions to be taken by our research team to comply with the same, for this study are given at annexure 8.

9. Project Team and Organogram

In order to address the project deliverables, a specific project organization structure will be followed.

Figure 6: Qualitative Research Project Management Organogram



10. PSC Score Range Wise District, UC, Village and Household Sample

PSC Score Ranges	KHUZDAR (EAST)				Total Sample HHs	Total Reserve Sample HHs (30%)	Grand Total of Sample HHs
	UC-1		UC-2				
	Village-1 Sample HHs	Village-2 Sample HHs	Village-1 Sample HHs	Village-2 Sample HHs			
PSC SR 0 - 23	10	10	10	10	40	12	52
PSC SR 24 - 100	10	10	10	10	40	12	52
Total	20	20	20	20	80	24	104

PSC Score Ranges	LORALAI (NORTH)				Total Sample HHs	Total Reserve Sample HHs (30%)	Grand Total of Sample HHs
	UC-1		UC-2				
	Village-1 Sample HHs	Village-2 Sample HHs	Village-1 Sample HHs	Village-2 Sample HHs			
PSC SR 0 - 23	10	10	10	10	40	12	52
PSC SR 24 - 100	10	10	10	10	40	12	52
Total	20	20	20	20	80	24	104

PSC Score Ranges	KECH-TURBAT (SOUTH)				Total Sample HHs	Total Reserve Sample HHs (30%)	Grand Total of Sample HHs
	UC-1		UC-2				
	Village-1 Sample HHs	Village-2 Sample HHs	Village-1 Sample HHs	Village-2 Sample HHs			
PSC SR 0 - 23	10	10	10	10	40	12	52
PSC SR 24 - 100	10	10	10	10	40	12	52
Total	20	20	20	20	80	24	104

11. Annexures

Annexure 1: Questionnaire for the PSC

Questionnaire for the National Poverty Scorecard for Pakistan

Sr.	Questions	Answers (cross the boxes or fill in the boxes for questions 1 and 5)			
1	How many people in the household are under the age of 18 or over the age of 65?	0-2 <input type="checkbox"/>	3-4 <input type="checkbox"/>	5-6 <input type="checkbox"/>	7 or more <input type="checkbox"/>
2	What is the highest educational level of the head of the household (completed)?	Never attended school <input type="checkbox"/>	Less than class 1 to class 5 included <input type="checkbox"/>	Class 6 to class 10 included <input type="checkbox"/>	Class 11, college or beyond <input type="checkbox"/>
3	How many children in the household between 5 and 16 years old are currently attending school?	There are no children between 5 and 16 years old in the household <input type="checkbox"/>	All the children between 5 and 16 years old are attending school <input type="checkbox"/>	Only some of the children between 5 and 16 years old are attending school <input type="checkbox"/>	None of the children between 5 and 16 years old are attending school <input type="checkbox"/>
4	How many rooms does the household occupy, including bedrooms and living rooms? (do not count storage rooms, bathrooms, toilets, kitchen or rooms for business)	<input type="text"/>			
5	What kind of toilet is used by the household?	Flush connected to a public sewerage, to a pit or to an open drain <input type="checkbox"/>	Dry raised latrine or dry pit latrine <input type="checkbox"/>	There is no toilet in the household <input type="checkbox"/>	
6	Does the household own at least one refrigerator, freezer or washing machine?	Yes <input type="checkbox"/>	No <input type="checkbox"/>		
7	Does the household own at least one air conditioner, air cooler, geyser or heater?	Yes <input type="checkbox"/>	No <input type="checkbox"/>		
8	Does the household own at least one cooking stove, cooking range or microwave oven?	Yes <input type="checkbox"/>	No <input type="checkbox"/>		
9	Does the household own the following engine driven vehicles...?	At least one car / tractor and at least one motorcycle / scooter <input type="checkbox"/>	At least one car / tractor but no motorcycle / scooter <input type="checkbox"/>	No car / tractor but at least one motorcycle / scooter <input type="checkbox"/>	Neither car / tractor NOR motorcycle / scooter <input type="checkbox"/>
10	Does the household own at least one tv?	Yes <input type="checkbox"/>	No <input type="checkbox"/>		
11	Does the household own the following livestock...?	At least one buffalo / bullock AND at least one cow / goat / sheep <input type="checkbox"/>	At least one buffalo / bullock BUT NO cow / goat / sheep <input type="checkbox"/>	No buffalo / bullock BUT at least one cow / goat / sheep <input type="checkbox"/>	Neither buffalo / bullock NOR cow / goat / sheep <input type="checkbox"/>
12	How much <u>agricultural</u> land does the household own?	Area <input type="text"/>	Unit of area <input type="text"/>	<input type="text"/>	

HOUSEHOLD QUESTIONNAIRE²

CONSENT FORM

My name is [name of enumerator] and I am representing Balochistan Rural Support Programme (BRSP) / National Rural Support Programme (NRSP). We are conducting a survey about socio-economic conditions of households and their access to public services [e.g.: drinking water, education, health facilities, etc.] in your area. The information we collect will help the Balochistan Rural Support Programme (BRSP) / National Rural Support Programme (NRSP) better understand the current socio-economic conditions of households and how access to public services affects the economic situation of households living in Balochistan. There are no direct benefits to you for participating in this survey. However, the results of this survey will help the [BRSP/NRSP], government local authorities and other development organisations to develop community development programmes and policies for overall socio-economic improvements and specially empowering poor, poorest and women in Balochistan.

Your household has been randomly selected for the survey, like many other households in this area. We will be asking questions about your household members, age, education, health, income and assets. We think that the whole discussion will not pose any risk to you and your household members. The interview usually takes about 45 minutes. Your answers will remain confidential and will be used anonymously in the survey report. The survey results will not mention any names of you or your household members. Your views are important and will help to improve the work and knowledge of Balochistan Rural Support Programme (BRSP) / National Rural Support Programme (NRSP) and other organisations working for the development in Balochistan.

We understand that sometimes some people choose not to participate in the survey for many reasons. You are free to choose whether or not to participate in this survey. If you do choose to participate, you are free to withdraw from the survey at any time. If you choose not to participate or you choose to withdraw, your decision will not adversely affect your position in community or relationship with Balochistan Rural Support Programme (BRSP) / National Rural Support Programme (NRSP) working in your area.

Authorization:

I have understood the consent form and decided that I will voluntarily participate in the study described above. Its general purposes, the procedures, and possible risks and benefits have been explained to me.

The consent taken from (Name): _____ Signature (if literate): _____
Date: _____

The consent taken by (Name, if illetrate): _____ Date: _____

Consent verified by (Name): _____ Signature: _____ Date: _____

Note: If the respondent is not literate the enumerator will take verbal consent and the Field Supervisor verifies that a verbal consent was obtained, by signing this document. The signing will occur on a printed sheet of randomly selected households in case of electronically tablet for survey.

² The Questionnaire is being adopted from the PSLM 2007-8 questionnaires and amended according to the needs of this survey.

A. Household Identification

1	RSP Name	*[select from drop down] – pre-feed from Sample
2	District	*[select from drop down]
3	Tehsil/Sub-division	*[select from drop down]
4	Union Council	*[select from drop down]
5	Revenue Village	*[select from drop down]
6	Village (Settlement)	*[select from drop down]
7	Sample Rank	*[select from drop down]
8	Name of Household Head	*Pre-feed from sampling
9	Household Head CNIC	Pre-feed from sampling
10	Household Address	Open to write
11	Name of Respondent	Open to write
12	Sex of the Respondent	*[select from drop down]
13	CNIC	Open to write with 13 digit
14	Name of the Interviewer	*[select from drop down]
15	Name of the Supervisor	*[select from drop down]

B. Household Demography and Political Participation

[Read]

Next, I would like to talk with you about your household and household-members. A household corresponds to a person or a group of persons (either related or not) who habitually live in one house—whether it is fully or partially occupied, share expenditure and who cook in one cooking pot. One household might be composed of one or more families. I would like to talk about all the household members that are currently present or left for short period of time (less-than 6 months’ duration).

Number of household members (Please do not list guests or visitors):

Now please give the names of all members of your household. Start with head of the household.

ID C	Names of those household members who usually reside together and eat together (Write household head’s name first)	1. [Name] sex?	2. [Name’s] Residential Status?	3. [Name’s] Relationship with the Household head?		4. [Name’s] Age in complete years?	5. [Name’s] CNIC (if => 18yrs) or Birth Certificate, (if <18yrs)? Pre-feed not to offer CNIC if age <18	6. [Name’s] Marital Status?	7. [Name’s] If Married, Marriage registration?	8. Disability
		1= Male 2= Female 3= Trans.	1=Present 2=Not present (temporarily)	1=Head 2=Son/daughter 3=Brother/sister 4=Grandfather/mother 5=Son/daughter in law	8=Spouse 9=Father/mother 10=Grandchild 11=Nephew/niece 12=uncle/aunt		1=Has Birth Certificate/CNIC 2=Applied for Birth Certificate/CNIC	1= Unmarried 2= Married 3= Divorced	1=Yes, Nikkah available 2=Nikkah Nama registered	1=Hearing 2=Speech 3=Visual 4=Mental
...										

IDC	9. If above 18	10. Is [Name] active	11. If 18 or above [Name] voted in the last Elections? Multiple choices			12. If , No, main reason:
					Local Government Elections (2013-2014):	

	[Name] is a registered Voter? 1=Yes 2=No	member of political Party? 1=Yes 2=No	a. National Assembly (2013)	b. Provincial Assembly (2013)	c. Union Council Councilor/chairman	d. District Council Member	1=Was not available 2= Not interested 3=CNIC not available 4=No Use
....							

C. Household Educational Status

IDC	1. Can [Name] write & read in any language with understanding?	2. Was [Name] ever admitted in any school or educational institution?	3. What is the highest level of education completed?	4. Is [name] studying in any institution at present?	5. In which class [name] is currently studying?	6. In which type of educational institution, [name] is studying?	7. Is [name] facing any problems in that institution? (Select two main reasons)		8. What are the reasons for not going to school at present/ never admitted in school? (Select two main reasons)	
	1= Yes 2= No 3=Not applicable if age <5 years	1=Yes 2=No (If no then go to Q#8)	0= < Class-I 1= Class-I 2= Class-II 3= Class-III 4= Class-IV 5= Class-V 6= Class-VI 7= Class-VII 8= Class-VIII 9=Class-IX 10= Class-X 11= FA/F.Sc. 12= BA/B.Sc. 13= Degree in Engineering 14= MBBS 15= Degree in Computer 16=Degree in Agriculture 17=MA/MSC 18=M.Phil./ Ph.D. 19=Religious Education 20=Other	1= Yes 2= No If no then go to Q. No. 8	0= < Class-I 1= Class-I 2= Class-II 3= Class-III 4= Class-IV 5= Class-V 6= Class-VI 7= Class-VII 8= Class-VIII 9=Class-IX 10= Class-X 11= FA/F.Sc. 12= BA/B.Sc. 13= Degree in Engineering 14= MBBS 15= Degree in Computer 16=Degree in Agriculture 17=MA/MSC 18=M.Phil./ Ph.D. 19=Religious Education 20=Other	1= Govt. 2= Private 3= Madrasah 4=Community Schools 5= Other	1= Satisfied 2= Shortage of teachers 3= No female teachers in girls school 4= Shortage of books 5=Substandard education 6= Far away/ distance 7= Education is costly 8=Latrine not available 9=other (specify)	Reason 1	Reason 2	1= Minor/aged 2= Education Complete 3= Education is costly 4= Far away 5= Household chores 6= Helping in work 7= Not useful 8= Marriage/ pregnancy 9= Employment/ Work 10= Substandard school 11= Shortage of male/female teachers 12= Parents do not permit 13= Child is not ready 14= Poverty 15= Other
....										

D. Household Health

IDC	0. What is the current health status of [Name]?	1. Had [Name] been ill or injured during the last 12 months?	2. Was any one consulted during the illness for treatment?	3. Who did [Name] consulted for treatment?	4. How many times [Name] received such facilities during the last 12 months as mentioned in Q3?	5. Has [Name] faced any problem in visiting the health facility? (Give maximum two answers)		6. Why [Name] did not seek medicines/medical facilities during the last 12 months? (Give maximum two answers)	
	1=Good Health 2=Fair Health 3=Bad Health	1= Yes 2= No (If no then ask for next person)	1= Yes 2= No (Ask Q. No. 6)	1= LHW/LHV 2=Govt. Dispensary 3= Govt. Basic Health Unit (BHU) 4=Rural Health Centre (RHC) 5= Govt. Hospital (Tehsil/Sub-division/District level) 6= Private Clinic/Hospital/chemist 7= Hakeem 8= Homoeopath 9= One who performs 'Dum' (spiritualism) 10= Other		1= Satisfied 2= Doctor not present 3= Staff non-cooperative 4= Lady staff not present 5= Lack of cleanliness 6= Long wait 7= Costly treatment 8= Staff untrained 9= Medicines not available 10= Unsuccessful Treatment 11= Other (specify)		1= Not required 2= Costly treatment 3= Far away 4= Unsatisfactory 5= Doctor not present 6= Staff non-cooperative 7= Lady staff not present 8= No cleanliness 9= Long wait 10= Staff untrained 11= Medicines not available 12= Other	
						Problem 1	Problem 2	Reason 1	Reason 2
....									

E. Household Work Status and Non-farm Income

IDC	1. What is the current work status of [Name]?	2. If [Name] not working, give primary reason?	3. For how many weeks [Name] have been looking for work?	4. What is the primary work status of [Name]?	5. What is the skill labor type?	6. What is the Job/service type?
	1= Working (Ask Q No. 4) 2= Not working (ask Q No. 2)	1= Student 2=Old/ minor 3=Handicapped/incapability 4= Pregnancy/Temporary illness/Injury 5= Retired 6=Idle (not willing to work) 7= Looking for work (ask Q No3) 8=Learning to work/ apprentice 9= Off season 10=Calamity 11=Other		1=Unskilled labor/mazdoor 2= Farm labor (cultivation/harvesting on contract/wages) 3= Cultivation on partnership/share cropper 4= Skilled labor (ask Q No. 5) 5= Business/ trade 6= Self-cultivator/own farm 7= Livestock (only) 8= Govt Job (ask Q No.6) 9=Private Job (ask Q No.6) 10= Family helper without monetary payment 11=Household chores/work 12=Begging 13=Other	1=Tailor 2= Mason 3= Metal work 4= Carpenter 5=Plumber 6=Electrician 7=Mechanic 8=Driver 9= Cook 10=Mobile repair 11= Handicraft 12=Beautician/barber 13=others skills (please specify)	1=Armed forces 2= Health 3= Education 4= Administration/ revenue/ police 5= Agriculture/ fisheries/livestock 6= Manufacturing 7= Tourism 8=Development 9=Religious Institution 10= Other services (please specify)
.....					code	Code
					Other specify	Other specify

Household Work Status and Non-farm Income (continue)

IDC	7. Did [name] perform any work for salary, profit or monetary benefit during the last month? 1= Yes	8. If [Name] worked, then how many days s/he worked in the last month?	9. How much money [name] earned during the last month? (In Rs.)	10. How many months [Name] worked during the last 12 months?	11. How much money did [Name] earn in the last 12 months (Multiply Column 9	12. Did [Name] perform any work during the last 12 months for monetary benefit?	13. How much money [Name] earned in total during the last 12 months? (In Rs.)

	2= No → Q-12				with Column 10 for filling up this Column)	1= Yes 2= No → Q- 14	
.....							

Household Work Status and Non-farm Income (continue)

ALL 10 YEARS OF AGE AND OLDER - SECONDARY OCCUPATION AND INCOME													Total Non-Farm Income
IDC	SECONDARY OCCUPATION					OTHER INCOME/BENEFITS							
	14. In addition to the primary occupation, did [name] do any other work or hold other jobs for pay, profit or family gain during the last 12 months? Yes=1 No=2 → Q-19	15. What was the nature of work (Occupation) that [name] did? 1= Daily wages labor 2= Skilled labor 3= Personal business (non-agriculture) 4= Self-cultivator/own farm 5= Cultivation on contract 6= Cultivation on partnership/share cropper 7= Family helper Without charges 8= Employer/business 9= Livestock (only) 10= Other	16. How much money in cash, did [name] earn from these other activities during the last 12 months? (Rs)	17. Have sold, any income received in kind for wages and salaries during the last 12 months? Yes=1 No=2 → Q-19	18. How much money was obtained by selling the "kind" received in wages & salaries during the last 12 months? (Rs.)	19. How much money in cash, did [name] receive from the following sources during the last 12 months (In Rupees)?							20.
						A. Pension	B. Rental Income	C. Remittances	D. Baitulmal	E. BISP	F. Zakat	G. Other (gifts, grant from family, friends and religious institutions)	Add up for total of Column 11+13+16+18+19A to 19G
.....													

F. Social Protection Mechanism

IDC	1. What are the principal shocks and recurring risks faced by the household? (Select top 3 risks)				2. What are the possible events which could cause you financial disaster and ultimately disturb your household? Is there anything you are afraid of that could happen unexpectedly and negatively affect the way you live your everyday life? (Select top 3 risks)					3. Keeping in view the possible financial shocks as asked in Q 1, what are the social protection mechanism/measures available to the household? (Select top 3 mechanisms)			
	1= loss of employment 2= Price rises/spikes for necessities etc.), 2= crop failure/bad harvest/low production 3=Loss of livestock 4=Losing land/having forced to return land 5=Death in family 6= Disease 7= Malnutrition 8= Disability 9= Theft 10= Flooding 11= Robbery 12= Family Enmity 13=Drought/shortage of water 14=Murder 15=Other (please specify)				1= loss of employment 2= Price rises/spikes for necessities etc.), 2= crop failure/bad harvest/low production 3=Loss of livestock 4=Losing land/having forced to return land 5=Death in family 6= Disease 7= Malnutrition 8= Disability 9= Theft 10= Flooding 11= Robbery 12= Family Enmity 13=Drought/shortage of water 14=Murder 15=Other (please specify)					1= social pension 2= unemployment insurance, disability insurance 3= health insurance 4= natural disaster insurance 5= BISP - cash transfers (conditional, unconditional) 6= in-kind transfers (food, school food program, agricultural inputs) 7= micro-finance 8= borrowing from banks 9= gifts, charity, zakat, loans from family 10= tied labor, labor contracts with landlord ensuring assistance when needed 11= selling assets 12= sending children to work 13= seasonal/temporary migration 14= Permanent migration 15=Bait-ul-Maal 16=Remittances 17=Rental Income Committee/savings 18=Other (please specify)			
	Risk 1	Risk 2	Risk 3	Other specify	Risk 1	Risk 1	Risk 2	Risk 3	Other specify	Mechanism 1	Mech. 2	Mech. 3	Other specify

G. Household Farm Income

1. During the last 12 months did any of the HH members, alone or with the members of other HH, **actively operate** land for crop production (irrespective of the size, location or ownership of the land, Harris will be included)? Yes = 1 → (G1 Agri.) No =2

G1. AGRICULTURE - LAND UTILISATION AND CROP HARVESTING

1. Do you own any agriculture land? Yes=1 No=2 2. How much agriculture land do you own acres

3. Had you rented out some of the owned land during last Rabbi & Kharif? Yes No 4. How many acres do you rent out acres

5. What was the total net value of rent/share (in cash or in kind) received during the last Kharif season? Rs.

6. Had you rented in any agriculture land on cash basis in the last Rabbi and Kharif season? Yes No =2 (→ 8)

7. How much money did you pay to your landlord in cash as a rent for that land during the last Rabbi and Kharif season? Rs

8. What was the value (Rs) of the agricultural land (include farm buildings and tube wells) during the last 12 months that was: (Cross the box if no amount)

a-Sold b-Received gift, inheritance etc. c-Purchased d-Given away, lost etc.

9. Of this total under operation land (Acres), how much was a- b- c- d- Any other not previously reported

10. Total Acres of land in this household Acres (Code 9a+9b+9c+9d)

11. Of this total under operation land (Acres), how much was a- Irrigated b- Barani (not irrigated) cultivated land c- Uncultivated land such as wasteland/homestead etc.

12. How much land was under cultivation during the last Rabbi and Kharif seasons? Acres (Code 11a+11b)

13. NOTE: If any crop was harvested from the agricultural land during the last Rabbi and Kharif seasons, complete the table given below otherwise write 0 in

Code	Crop name	Land devoted (Acres) If 0 (→next row)	Primary Production					By-Products of the Primary Production				Total Value (Rs.) L	
			Harvested Production (Kg=1 40 Kg =2)		Value of total Product (Rupees)	Given to Landlord (Rupees)	Kept by the Household (Rupees)	Sold by the Household (Rupees)	Value of total Prod. (Rupees)	Given to Landlord (Rupees)	Kept by the Household (Rupees)		Sold by the Household (Rupees)
			Unit B	Quantity C	D	E	F	G	H	I	J		K
14.	Wheat												
15.	Cotton												
16.	Sugarcane												
17.	Rice												
18.	Maize												
19.	Pulses												
20.	Fruits												
21.	Vegetables												
22.	Fodder												
23.	Any other												

24. TOTAL												
25. Did you rent out any agricultural equipment (Tube well, Tractor, Plough, Thresher, Harvester, Truck, etc.) during the last 12 months? Yes=1 No=2 (→ Next Section)												
26. What had you received if any agricultural equipment (Tube well, Tractor, Plough, Thresher, Harvester, Truck, etc.) rented out during the last 12 months? Rs												
27. What was the value of any agricultural equipment (Tube well, Tractor, Plough, Thresher, Harvester, Truck, etc.) (If there is no amount write zero in that box)												
a)- Sold		b) -Received as gift/ inheritance etc.		c)- Purchased		d)-Given away/lost or destroyed						
28. Total Crop Income (Rs.) - (5+24L+26)												

2. During the last 12 months did the HH keep any livestock poultry birds or fish farm?
Yes = 1 (For Household purpose only) Yes = 2 (For commercial purpose only)
Yes = 3 (For Household/Commercial purpose) No =4 → (H)

If answer 3: Who take care of the animals at home _____, who take them for grazing _____ and who sell it to the market?

G2. Livestock

LIVE STOCK, POULTRY, FISH, FORESTRY, HONEY BEE ETC.																	
NOTE: If the HH had animals (Cattle, Buffalo, Camel, sheep, Goats, Poultry, Fish, etc.) during the last 1 year, complete the table given below.																	
Code	Animal	Number of animals		Expected Value of Presently owned animals	Expected Value of Owned animals During the last 12 months	Value of the animals during the last 12 months				NOTE: If any of the following items produced for home use/sale during the last 12 months.							
						Sold/slaughtered home consumed	Received as gift, inheritance etc.	Purchased	Given away, Lost Stolen etc.								
						A (Owned)	B (shared)	C (Rs.)	D (Rs.)	E (Rs.)	F (Rs.)	G (Rs.)	H (Rs.)	Code	Item	Unit	Market Price/unit
										A	B	C	D=A*B*C				
1.	Cow																
2.	Eggs										Dozen						

H. Household Expenditure (Rs. in last 12 months)

1: "PAID AND CONSUMED" (Col. 1 & 2) shall cover goods and services actually consumed by the household and distinguished from total household purchases. Goods and services received on credit and in barter transactions and actually consumed as well as goods and services, paid for in cash, should also be included. Business related consumption of the household should be excluded.

2: "UNPAID AND CONSUMED" shall cover goods and services consumed which are received as wages and salaries in kind (column 3 & 4). Own produced goods and services, which were consumed shall also be entered under UNPAID AND CONSUMED (col. 5 & 6). Business related consumption should be excluded.

Received in the form of gifts, assistance, inheritances or other sources should be entered in (Col. 7 or 8)

HOUSEHOLD EXPENDITURE PART-A				Fortnightly (Two Week) Consumption Expenditure of the Household on food items.								
Did household members consume any of the following items during the last 14 days? (Cross the None box if the item was not consumed and moved to next item)				Paid and Consumed		Unpaid and Consumed						Total Value
				(Report value in Whole rupees)		Wages and Salaries In Kind Consumed		Own Produced and consumed		Receipt from assistance, gift, dowry, inheritance or other sources		2+4+6+8
ITEMS	None	Unit	Code	1.	2.	3.	4.	5.	6.	7.	8.	9.
				Qty.	Value (Rs.)	Qty.	Value (Rs.)	Qty.	Value (Rs.)	Qty.	Value (Rs.)	Value (Rs.)
Milk/Yogurt		Kg	1									
Beef		Kg	2									
Mutton		Kg	3									
Chicken Meat / Other poultry birds (ducks, quail, turkey etc.)		Kg	4									
Eggs		No	5									
Fish (fresh, frozen, dried) / Prawns, Shrimps or Crabs (fresh, frozen)		Kg	6									
Fresh Fruits		Kg	7									
Dry Fruits & Nuts (Raisin, Dates, Apricot (dried), Other (Almond,		Gm	8									
Vegetables (potato, Onion, Tomato other vegs)		Kg	9									
Salt		Kg	10									
Sugar		Kg	11									
Honey (fresh or processed)		Gm	12									
Barfi, Jaleebi, Halwa & other sweets		Kg	13									
Carbonated beverages		Ltr.	14									
Sugarcane juices, Other fresh juices, Fruit juices (packed), Mineral water etc.		Ltr.	15									
Readymade meals, snacks, tea, ice cream, drinks, Instant foods - Lump Sum (LM)		LS	16									

TOTAL PART A						17.							
ANNUAL TOTAL PART- A (VALUE OF TOTAL PART A x 26)						18.							
HOUSEHOLD EXPENDITURE PART-B						MONTHLY CONSUMPTION EXPENDITURE OF THE HOUSEHOLD ON FOODS							
Did household members consume any of the following items during the last 1 Month? (Cross the None box if the item was not consumed and moved to next item)													
ITEM	None	Unit	Code	1.	2.	3.	4.	5.	6.	7.	8.	9.	
				Qty.	Value (Rs.)	Qty.	Value (Rs.)	Qty.	Value (Rs.)	Qty.	Value (Rs.)	Qty.	Value (Rs.)
Wheat and Wheat flour		Kg	19										
Rice and rice flour		Kg	20										
Maize Barley Jawar and Millet (Whole and Flour)		Kg	21										
Suii Maida Besan		Kg	22										
Other cereals products (Vermicelli (Sawavian) Corn flakes)		Gm	23										
Pulses		Kg	24										
Edible Oils and Fats		Kg	25										
Tea and Coffee Green Tea		Kg	26										
Jams Marmalades/ Tomato Ketchup/curry/ Pudding Jolly Pickles		LS	27										
Biscuits bread bun nan other baked or fried products e.g. Pakora		LS	28										
Food and Grain milling/grinding charges		LS	29										
Total PART – B													
ANNUAL TOTAL PART-B (VALUE OF TOTAL PART B X 12)													

HOUSEHOLD EXPENDITURE PART-C				MONTHLY CONSUMPTION EXPENDITURE OF THE HOUSEHOLD ON NON-DURABLE GOODS AND SERVICES									
Did household members consume any of the following items during the last 1 month? (Cross the None box if the item was not consumed and moved to next item)				Paid and Consumed		Unpaid and Consumed (Report value in Whole rupees)						Total	
				(Report value in Whole rupees)		Wages and Salaries In Kind Consumed		Own Produced and consumed		Receipt from assistance, gift, dowry, inheritance or other sources		Value 2+Value 4+Value 8=9	
ITEMS	None	Unit	Code	Qt y. 1	Value 2	Qty. 3	Value 4	Qty. 5	Value 6	Qty. 7	Value 8		
FUEL AND LIGHTING (32+.....38)			32										
Fire wood		Kg	33										
Kerosene oil		ltr	34										
Dung cake (dry)		Kg	35										
Who bring wood for cooking purpose? Who make dung cakes?					Value 2		Value 4		Value 6		Value 8		
Gas (pipe). (Gas cylinder)			36										
Electricity			37										
Match box. Candles. Mantle etc.			38										
Others			39										
Personal Care and hygiene (Bath /Toilet soap Shampoo hair oil cream			40										

Household laundry Cleaning (Laundry soap, bleaching and other laundry)	41					
Paper napkins, wax papers and other paper articles etc.	42					
Tobacco and Chewing Products (Cigarettes and lighters, Pan etc.)	43					
Recreation (Tickets for cinemas, musical concerts, spectacular sports, Lottery tickets, Rent of TV/VCR/Video cassettes, CD's etc. Newspapers, magazines, novels, books (rented, purchased, not for education))	44					
Personal Transport and Travelling (Not for commercial use) (45+....+48)	45					
Petrol/ Diesel charges, lubricants & oils, punctures	46					
Expenses on travelling by road (bus, taxi, rickshaw etc.)	47					
Expenses on travelling by train	48					
Other travelling charges like tongas, camels, donkeys, ferries, bicycles, Garage	49					
Other Miscellaneous Household Expenses on Goods and Services (50+....+54)	50					
Wages & salaries paid to servants, gardeners, sweepers, chowkidars, etc.	51					
Telephone, cell phone, internet etc. charges	52					
Pocket money to children (girl child/ boy child)	53					
Expenses on maintenance of pets, poultry and fish (curing) - for home use only	54					
Other expenditures not elsewhere classified	55					
Total PART – C (31+39+40+41+42+43+44+49)	56					
ANNUAL TOTAL PART- C (VALUE OF TOTAL PART C x 12)	57					

HOUSEHOLD EXPENDITURE PART-D			YEARLY CONSUMPTION EXPENDITURE OF THE HOUSEHOLD ON NON-DURABLE GOODS AND SERVICES					
Did household members consume any of the following items during the last 12 months? (Cross the None box if the item was not consumed and moved to next item) Items included under fortnightly / monthly expenditure should not be included in this part.			Paid and Consumed		Unpaid and Consumed (Report value in Whole rupees)			Total 1+2+3+4=5
			(Report value in Whole rupees)		Wages and Salaries In Kind Consumed	Own Produced and consumed	Receipt from assistance, gift, dowry, inheritance or other sources	
ITEMS	No ne	Co de	Value 1	Value 2	Value 3	Value 4		
Apparel Textile, Footwear & Personal Effects (58+....+64)		58.						
Clothing (cloths, sweaters, socks and garments), Clothing material and services (Tailoring, embroidery, alterations etc. charges, Clothing supplies (threads, needles, pins, buttons, zipper, hangers etc.)		59.						
Footwear and repair charges		60.						
Personal effects and service and repair charges (62+.....64)		61.						
Brief cases, hand bags, watch straps, belts etc. (leather or plastic)		62.						

Imitation and Jewellery & ornaments (bangles, necklaces and earrings, tie pins, cuff links, etc.) Gloves, handkerchief, scarfs, hats, muffs, ties, etc.		63.					
Repair charges of personal effects (watches, clocks, glasses, etc.)		64.					
Housing rent, repairs/maintenance etc.		65.					
Chinaware, Earthenware, Plastic ware etc. for daily use and other household effects (Crockery & Cutlery for daily use, (ghara, sorahi, etc.), Glassware, Plastic-ware), Wood-ware and lacquer, (bulbs, tubes, switches, battery cells, lamp shades etc.)		66.					
Health Care (Doctor consultations, medicines, hospitalization, ambulance, Hakim, dai, etc. costs)		67.					
Educational and Professional Stationary Supplies expenditure (68+...71)		68.					
School/college fees and private tuition fees		69.					
Books and exercise note books / copies, stationary etc. Other education expenses (bags, professional society membership, transportation etc.)		70.					
Hostel expenses		71.					
Stationery supplies such as pen, pencils, stapling machine, pin etc. (other than education purpose)		72.					
Social and religious functions expenditures (travelling, events, accommodation etc.) (74+.....+77)		73.					
Marriages including (dowry, gifts etc., given (in cash/kind)		74.					
Death		75.					
Births		76.					
Pilgrimage to religious places (Haj, Ziarat, Mazars, etc.)		77.					
Other events		78.					
Transfers (Zakat, fitra, etc., remittances paid, gifts paid, insurance, etc.)		79.					
Taxes & Fines and all other Miscellaneous expenditure		80.					
Total PART – D		81.					

HOUSEHOLD EXPENDITURE PART-E		YEARLY CONSUMPTION EXPENDITURE OF THE HOUSEHOLD ON DURABLE GOODS AND SERVICES						
Did household members consume any of the following items during the last 12 months? (Cross the None box if the item was not consumed and moved to next item) Expenditure in this part should cover the last 12 months preceding the date of enumeration. Expenditure reported on Fortnightly, Monthly and Yearly durable goods and services should be excluded from this part.			Paid and Consumed		Unpaid and Consumed (Report value in Whole rupees)			Total
			(Report value in Whole rupees)		Wages and Salaries In Kind Consumed	Own Produced and consumed	Receipt from assistance, gift, dowry, inheritance or other sources	Value 1+2+3+4=5
ITEMS	None	Code	Value 1	Value 2	Value 3	Value 4		
Furniture, Fixture and Furnishing		82.						
Other Household Effects (83+.....+87)		83.						
Electric/ oil fans (table, pedestal, ceiling, exhaust), Air conditioners, Air coolers, Refrigerators, Freezers etc.		84.						
Heater, Boiler, Geyser (electric, gas, oil), Table lamp		85.						
Sewing machine, knitting machine (electric / hand)		86.						
Other(trunks, suitcase etc.), Wall / table clock, water pipes (rubber, nylon, plastic), thermos bottle etc.		87.						
Service and repair charges of household effects, etc. mentioned above		88.						
Miscellaneous Expenditures (89+.....93)		89.						
Laundry/cleaning equipment (washer / dryer, vacuum cleaner, iron, iron board, etc.)		90.						
Calculators, Personal Computers, mobiles, watch etc.		91.						
Radio and musical instruments (Tape recorder, Gramophone, TV, VCR, VCP, Cassettes, Piano, Violin etc.)		92.						
Recreational equipment (Cameras, Projector, Shot gun, Angling kit, Bats, Balls etc.)		93.						
Transport and travelling vehicles (Bicycle, Motorcycle, Scooter, Car, horses, camels, tongas etc.)		94.						
TOTAL PART " E "		95.						

I. Household Assets

PART 1 Selected Durable Assets Items Owned / Sold by The Household

NOTE: 1. Enter number of the following items if owned by the household during the last 12 months in Col. A and give the number of items presently owned by the household in Col. B.

2. Write the amount received (in cash or in kind), in Col. C, by selling the item during the last 12 months and fill the next columns accordingly.

Were / Are any of the following items owned by this HH during the last 12 months? If yes, → Col. A to G otherwise cross none box.	No. of items owned		A	B	C	D	E	F
	During the last 12 months	Presently						
Item	None	Code						
Refrigerator		1						
Freezer		2						
Air conditioner		3						
Air cooler		4						
Fan (Ceiling Table Pedestal Exhaust)		5						
Geyser (Gas Electric)		6						
Washing machine/dryer		7						
Camera		8						
Cooking stove		9						
Cooking Range Microwave oven		10						
Heater		11						
Cart/Trolley		12						
Bicycle		13						
Rickshaw		14						
Motorcycle/scooter		15						
Car / Vehicle		16						
Tractor		17						
TV		18						
VCR VCP Receiver De-coder		19						
Radio / cassette player		20						
Compact disk player		21						
Vacuum cleaner		22						
Sewing/Knitting Machine		23						
Personal Computer/laptop		24						
Mobile Phones (specify commonly used network)		25.						
Other		26						
TOTAL		27						

PART-2 BUILDINGS AND LAND OWNED BY MEMBERS OF THIS HOUSEHOLD (Do not report buildings and land already reported in the work sheet)

Q-1. Did any of the HH members own or had owned during the last 12 months any of the following property? Yes = 1 No = 2 (If No for all,→ Next Part) If yes if any property on the name of women member of HH?			Q-2. Is all or part of this property owned now? Yes = 1 No = 2		Q-3. What was the value of the property during the last 12 months which was?				Q-4. If rented out, what was the total net rent received, in cash / kind, during the last 12 months?	Q-5. What was the value of major improvements, renovation and new construction made during the last 12 months?	Q-6. If you wanted to sell [Name prop] how much do you expect to receive (Rs)?
Property	Code	Y/N	Code	Acres	Sold	Rec	Pur	Given	Rs		
Agricultural Land	28.										
Non-Agricultural Land	29.										
Residential Building(Comp. / under construction)	30.										
Commercial Building(Comp./under construction)	31.										
TOTAL	32.										

PART - 3 FINANCIAL ASSETS AND LIABILITIES, LOANS, DEBT AND CREDITS											
Cross the None box if amount (RS) is "0".			None	Code	Rs.	Cross the None box if amount (RS) is "0".			None	Code	Rs.
What are the total net savings of your HH at present?				33.		What is the total value of gold, silver, and precious metals including Jewelry, stones etc.?				34.	
What were the net savings of your HH during the last 12 months?				35.		What was the value of gold, silver etc. including Jewelry, stones sold during the last 12 months?				36.	
How much profit did you receive from your all savings/deposits during the last 12 months?				37.		What was the value of gold, silver etc. including jewelry, stones purchased during the last 12 months?				38.	
How much did you withdraw from savings for consumption expenditure during the last 12 months?				39.							
Cross the None box if amount (Rs) is "0".								None	Code	Rs.	
How much loans are currently owed by the HH?									40.		
How much loan was borrowed in the last 12 months?									41.		
Source	None	Code	1. Amount Owed (Rs)	2. Amount Borrowed last year (Rs)		3. Loan Repaid during last 12 months (Rs.)		4. Interest paid during last 12 months (Rs)			
Friends/relatives		42.									
Shopkeepers		43.									
Banks		44.									
NGOs		45.									

Community Organisations			46.							
Others			47.							
How much amount of loan used for what purpose ?	None	Code	1.Land (Rs)	2.Livestock(Rs)	3.Machinery(Rs)	4.Bussiness(Rs)	5.Farm Input(Rs)	6.Housing(Rs)	7.Consumption(Rs)	8.Education (Rs)
		48.								
			9.Health Care(Rs)	10.Social Function (e.g. as Marriage) (Rs)	11.Repay Loans(Rs)		12.Cash Available (Rs)	13. Other Uses (Rs)	14.Total loan use(Rs)	
Cross the None box if amount (RS) is "0".								None	Code	Rs.
How much was loaned out in the last 12 months?									49.	
How much was received back (including profits) during the last 12 months?									50.	
How much profit was received on this loan during the last 12 months?									51.	
How much money was received from a group insurance/ benevolent by any member of this HH during the last 12 months?									52.	

J. BALANCE SHEET FOR INCOME AND EXPENDITURE

ID CODE	Non-Farm Income (Rs)	Expenditure Items	Expenditures (Rs.)
		5. ANNUAL HOUSEHOLD EXPENDITURE ON FOOD – SECTION H: PART- A (18-Col9)	
		6. ANNUAL HOUSEHOLD EXPENDITURE ON FOOD – SECTION H: PART- B (30-Col9)	
1. ANNUAL HOUSEHOLD NONFARM INCOME (E-20: 1+...N)		7. ANNUAL HOUSEHOLD EXPENDITURE ON NON-DURABLE GOODS/ SERVICES – SECTION H: PART-C (56-Col9)	
2. ANNUAL HOUSEHOLD AGRI INCOME (G1-28)		8. ANNUAL HOUSEHOLD EXPENDITURE ON NON-DURABLE GOODS/ SERVICES – SECTION H: PART-D (80-Col5)	
3. ANNUAL HOUSEHOLD LIVESTOCK INCOME (G2-21)		9. ANNUAL HOUSEHOLD EXPENDITURE ON DURABLE GOODS/ SERVICES – SECTION H: PART-E (94-Col5)	
4. TOTAL ANNUAL HOUSEHOLD INCOME (1+2+3)		10. ANNUAL TOTAL HOUSEHOLD EXPENDITURE (5+6+7+8+9)	
Validation Check			
First level check: Ratio (4/10)		Is the ratio > 0.85? Yes (Balance complete) No (Go to further balancing second level check)	
11. Assets Sold (Sec I):=(27 col C + 32Q3(sold)+ 32Q4)		12. Savings and loans taken (Sec I)=(36+37+39+41)	
Second level check: Ratio (4+11+12)/10		Is the ratio > 0.85? Yes (Balance complete) No (Verify from the HH, why the expenditures are so higher than income and make necessary corrections)	

K. Household Facilities (availability and access)

1. What is the residential status at present? 1=Personal residence, 2= On rent, 3=On subsidized rent, 4=Without rent			
2. How many rooms does your household occupy, include bed rooms and living rooms? (Do not count storage rooms, bath rooms, toilets, kitchen or rooms for business)			
3. Which material is used to lay roof of this building? 1= RCC/RBC; 2=Wood/Bamboo; 3= Iron/Cement sheets; 4=Other			
4. Which type of Structure the house has? Pucca=1; Katcha=2; P&K=3			
5. What is the main source of drinking water for the household? Bottled Water=1 Cart with small tank/drum=2 Filtration Plant=3 Hand Pump in the dwelling=4 Piped into dwelling=5	Piped Water piped into property=6 Private Borehole (with motor pump)=7 Protected Spring=8 Protected Well(include dug wells)=9 Public Borehole (with motor pump)=10 Public tap / standpipe=11	Rainwater collection=12 Surface Water (river or stream or dam or lake or pond or canal or irrigation channel)=13 Tanker Truck=14 Underground Water Tube well=15 Unprotected well (include dug wells)=16 Other=17	
6. How many hours each day is water normally available in the tap? (If less than one, put zero)			
7. Who installed the water delivery system? Govt., PHED, LG & RD, Municipality, District / Union council etc. =1 Community=2 household itself = 3 NGO, Private etc. =4 RSP=5 Don't know = 6			
8. Who look after this water delivery system? Govt., PHED, LG & RD, Municipality, District / Union council etc. =1 Community=2 household itself = 3 NGO, Private etc. =4 RSP=5 None = 6			
9. How much time is consumed on a round trip to fetch the drinking water? 1 – 15 Minutes = 1 16 – 30 Min. = 2 31 – 45 Min. = 3 46 – 60 Min. = 4 60+ Min. = 5/ there is also a question who fetch the water – women/girls/boys/men etc			
10. Do you normally pay for water used by your household? Yes =1 No =2 (→ Q - 12)			
11. How much do you normally pay for one month water supply? Rs.			
12. Are you willing to pay for an improved water supply system? Yes = 1 No =2 Don't know =3			
13. What type of toilet is used by your household? Flush connected to public sewerage = 1 Flush connected to pit = 2 Flush conn. to open drain = 3 Dry raised latrine = 4 Dry pit latrine = 5 No toilet in the household = 6 (For codes 1 – 5 → Q- 15)			
14. Where do the household members go for their necessities? Fields / open places = 1 Communal latrine = 2 Others = 3 (specify)			
15. Is your house connected with drainage / sewerage system? Yes, underground drains = 1 Yes, to covered drains = 2 Yes, to open drain = 3 No system = 4			

16.	How is the garbage collected from your household and neighbourhood? Municipality = 1 Privately = 2 No formal system =3	
17.	How much do you pay (Rs.) per month for garbage collection from your HH and from the neighbourhood? (Write 0 if nothing is being paid)	
18.	For how many hours per day do you have electricity? No connection=1 1-4 hours =2 >4-8 hours =3 >8-12 hours =4 >12-16=5 >16-20=6 >20-24=7	
19.	Do you use any alternative sources of energy/electricity? Yes, UPS=1 Yes, Generator=2 Yes, Solar panels=3 Yes, Biogas=4 None =5	
20.	What is the main source of fuel/energy? Gas=1;Wood =2; Kerosene oil=3; Saw dust=4; Other= 5	
21.	What is the main source of water for irrigation? River=1, Canal=2, Tube well=3 Barani =4; other =5 (specify)	

How much time is spent in reaching to the nearest place of facility

	A. Time in minutes					B. Normal mode of transport				A. Time in minutes					B. Normal mode of transport		
	0-14	15-29	30-44	45-59	60+	On foot	Non-mechanical	Mechanical		0-14	15-29	30-44	45-59	60+	On foot	Non-Mechanical	Mechanical
	1	2	3	4	5					1	2	3	4	5	1	2	3
						1	2	3							1	2	3
22.	Medical Store								23.	Middle school Girls							
24.	Retail (Kiryana) store								25.	High school Boys							
26.	Public transport								27.	High School Girls							
28.	Primary school Boys								29.	Health clinic/Hospital							
30.	Primary school Girls								31.	Population Welfare Unit							
32.	Middle School Boys								33.	Main Road							

L. Access and use of services and facilities

Enter replies about everyone in the following, in the relevant box.

Services and Facilities	A				If it is 1 or 2 in A then ask B							If it is 2, 3 or 4 in A then ask C&D					
	How many times do you use this service usually				Any particular reason for not using/once in a while							C		D			
	Not at all	Once in a while	Often	Always	Far Away	Very costly	Does not suit	Lack of tools/staff	No enough Facility	Other	N/A	Not Satisfied	Satisfied	Worst	Like before	Better than before	Don't know
	1	2	3	4	1	2	3	4	5	6	7	1	5	1	2	3	4
Lady Health Worker												SEE Footnote					
Basic Health Unit																	
Family Planning Unit																	
Vaccinator																	
School																	
Veterinary Clinic																	
Agriculture (extension)																	
Police																	
Bank																	
Road																	
Drinking water																	
Bus																	
Railway																	
Post Office																	
NADRA Office																	
Union council office																	
Local magistrate																	
Court																	
District Education Department																	
District Health Department																	
District Local Government Office																	
Electricity and Gas department s																	

³ Please use this scale from 1 to 5, where Highly Satisfactory=5, Satisfactory=4, Moderately Satisfactory=3, Moderately Unsatisfactory=2, Unsatisfactory=1

M. Major Conflicts/disputes and their resolution mechanism

1. Have you experienced any conflict/dispute in your household or in your village? 1= Yes, 2=No If No → (N)

IDC	2. What are the main types of conflicts/disputes you experienced in your household or village?		3. What are the most common causes of such conflicts/disputes?		4. What is the frequency of the most frequent conflicts/dispute types?		5. Whom do you refer to most of the time for conflicts/dispute resolution?	
	1= Intra-household/husband and wife/within children 2= Inter household /Family disputes 3=Communal/tribal 4= Other (Please specify)		1=Land 2=Money loan/return 3=Rishtay (asking the hand of a boy/girl for marriage) 4= Other (Please specify)		1= Once in while 2= Often 3= More often 4= Always		1= Any formal local Conflict Resolution Committee/Rajooni/Jirga/Panchait 2= Any informal local Conflict Resolution Committee/ Rajooni/Jirga/Panchait 3=Police 4=Court 5= Other (Please specify)	
	Multiple choice	Other	Multiple choice	Other			Multiple Choice	Other

N. Trust at community and local government institutions

IDC	1. Generally speaking do people in your neighborhood help each other when needed?	2. Generally speaking, would you say that most people can be trusted or that you need to be very careful in dealing with people in your village?	3. In your opinion how much do people in this village trust each other in matters of lending and borrowing?	4. How far you think that the working of the local government is transparent and corruption free?	5. Do you trust in local elected representatives to address your local problems?	6. Since the formation of local governments earlier this year in 2016, how many times you have visited/contacted any local representative in person or in office for the solution of any problem?	7. What do you think if there has been any improvement in the provision of public services because of local governments?
	1= People are always busy and don't help so much 2= People help first of all their family and friends when help is needed 3= People help only those people they know will also help them 4= People help each other whenever somebody needs help	1=Full Trust 2=Some trust 3=Neutral 4=Not Trust 9=Don't know	1=Full Trust 2=Some trust 3=Neutral 4=Not Trust 9=Don't know	1=Totally transparent and corruption free 2=Somewhat transparent and corruption free 3=Neutral 4= Non transparent and corrupt	1=Full Trust 2=Some trust 3=Neutral 4=Not Trust 9=Don't know	1=Not at all 2=Once 3=Twice 4=More than three times	1=A lot of improvement 2=Little improvement 3=No change 4=Worse than before 9=Don't know

	9= Don't know						

O. Environment and climate change

IDC	1. What is the most striking change in weather and climate that you could observe over the last five years?	2. What impact did it have on you, your family, livestock and agriculture?		3. What are you already doing or planning to do to be prepared for such incidences/changes in the future?		
	1= Nothing (→ P) 2=More Rainfall 3=Less Rainfall 4=More Floods 5=Dry season much longer 6=Other (please specify)	1=Loss of human life 2=Loss of livestock 3=Loss of agriculture output 4=Loss/damage of personal property/ house 5=Deterioration of health conditions due to water borne diseases 6= Migration 7=Other (please specify)		1=Adapting house construction to withstand extreme weather conditions 2=Adapting crops to withstand extreme weather conditions 3=Control of open grazing 4=Planting of trees 5=Avoiding deforestation 6=Adopting water efficient/saving technology 7=Household/animal waste management 8= Energy conservation/renewable energy/recycling 9=Life, property and health insurance 10= Migration 11=Other (please specify)		4. Name the organisations helping you to prepare against abrupt changes in the environment
		Impact (Multiple choice)	Other	Preparation (Multiple Choice)	Other (please specify)	

P. Major Constraints/Problems (Perceptions)

Problems	Response	Problems	Response	Problems	Response	Problems	Response	Problems	Response
1.Education:		2.Health care:		3.Water Supply:		4.Drainage:		5.Street Pavement:	
6.Transport:		7.Fuel Supply:		8.Electricity:		9.Income (Poverty):		10. Jobs/Employment:	
11.Savings:		12Access to Credit:		13.Social Cohesion:		14.Organisation:			

Rank each problem from 1 to 4, where 1=no problem; 2=slight problem; 3=serious problem; 4=very serious problem and 9= not sure.

Q. Benefits of Community Organisation (Perceptions)

Benefits	Response	Benefits	Response	Benefits	Response	Benefits	Response	Benefits	Response
1.Social Cohesion		2.Skills		3.Village Infrastructure		4.Personal Empowerment		5.Conflict Resolution	
6.Access to loans		7.Access to public services		8.Access to technology		9.Access to Market		10. Improved Natural Resources	

Note: Rank each benefit from 0 to 3, where 0=no benefit (or not sure); 1=slight benefit; 2=significant benefit; and 3=very significant benefit.

R. Household Miscellaneous Information

1. In the last twelve months, has anybody talked to you, or have you heard any messages about hygiene (boiling your drinking water, washing hands before eating and after using toilet etc.) or about diseases you can catch from unclean water? Yes =1 No =2 (→ Q-3)	
2.From whom did you hear about it? Lady health visitor = 1 Any other Govt. health worker = 2 Any other NGO / private health worker = 3 Media =4 School children = 5 Other family members = 6 Community Organisation =7 RSP Staff = 8 Other = 9	
3.During the last 30 days has this household been visited by a village based family planning worker? Yes =1 No = 2	
4.Is there any existing Community Organisation in your area? Yes =1 No = 2 (→ next section)	
5.If yes is any one from your household member of that Community Organisation? Yes =1 No = 2 (→ next section)	
6.If yes since when (DD/MM/YY)	
7.Have you got any training as member in the CO? Yes=1 No=2	
8.Savings in CO (Rs.)	

S. The Perception Scorecard

Measure response on the scale of 1 to 4	1 ▪ Strongly Disagree ▪ Extremely Dissatisfied ▪ Very Bad	2	3	4 ▪ Strongly Agree ▪ Highly Satisfied ▪ Very Good
1. Poverty Reduction Perception Index				
Q: How would you rate the local authorities' (elected representatives, public departments) performance in reducing poverty in your community?				
2. Capacity Enhancement Perception Index				
Q: The quality/performance of government officials was exceptional?				
Q: Access to government officials and administration is easy?				
Q: Access to public services and funds is easy?				
Q: Local public services made available in your area by government have benefitted your community positively?				
Q: There has been substantial improvement in government performance in the projects undertaken in your community?				
3. Accountability & Transparency Perception Index				
Q: The government operated in a transparent manner in your community?				
Q: The government remained accountable to your community while undertaking projects in this area?				
Q: The government remained accountable for the funds supplied for projects in your community?				
Q: There were no financial discrepancies in the funds supplied by the government in your area?				
Q: There were no fraudulent activities in the projects undertaken by the government in your area?				
Q: The government activities have equally benefitted all residents of your area?				
Q: The government employees have never been involved in corrupt practices and dealings?				
Q: I completely trust the government development activities and projects in my area?				
Q: The government employees have never been found guilty of being involved in nepotism?				

4. Empowerment Perception Index				
Q: The government created and implemented “inclusive” development programs for the marginalized members of your community?				
Q: The government created and implemented “sustainable” poverty reduction programs for the marginalized members we should disaggregated what marginalized include (women, widow, old age , etc) of your community?				

T. Overall Assessment (to be filled by the interviewer)

1	Result	1. Completed with selected household			2. Completed with replacement
2	Behavior of the respondent	1. Co-operative	2. Normal	3. reluctant/hesitant	4. non serious/talkative

Annexure 3: Qualitative Data Tools/Discussion Guides

Consent note for LHI

The consent note will be in local language. The interviewers will be sharing their photo IDs with the respondents along with the information mentioned herein:

As Salam o Alaikum,

My name is ----- and my colleague's name is ----- . We belong to a research organization named as Momentum Pvt Ltd, working with RSPN. We are here to get some information about poverty dynamics, women empowerment and inclusive development, from members of the household and community, where BRACE programme is being implemented.

We will ask a few questions and you can discuss whatever you want, your name and other identifications will not be shown to any other person outside the team. All the information that you will provide will solely be used for the purpose of this research study and will not be used for any other purpose.

Our discussion will take about an hour. My colleague will write useful information without mentioning your name.

Please note that your participation in this discussion is on a "voluntary basis" and there is no compensation associated with this participation.

You can choose to quit the discussion at any point, and this will not impact your position or expected benefits under the BRACE programme.

We will not take any photographs or will not ask any personal questions that you are hesitant to answer. However, there will be life history diagram that my colleague will draw at the end of the interview and you have to provide your opinion on the correctness of the diagram w-r-t the events and effect of events mentioned in the diagram.

We ensure you of your complete cognitive, emotional and physical safety during the discussion.

You can also contact your local RSP (NRSP or BRSP) for more details about us and our purpose.

Prior to start, do you have any question or query?

Do you give consent as a respondent for this interview? Yes _____ No _____

Please tell us the following credentials:

Date of Interview: _____ PSC Ranking: _____

FULL NAME: _____ Age: _____

Contact No: (self/Other) _____

Contact Address:

Head of Family's Name: _____ Relationship with the Head of Family: _____

Village: _____ UC: _____

Complete address: _____

Province/district: _____

A. Life History Interview Questionnaire for Women

Pre-Marriage

1. Brief us about your parents' family when you were an adolescent (before your marriage)? (Family brief should cover aspects related to; family composition in terms of number of family members, siblings (brothers/sisters), fathers' source of income and occupation, education of parents, brother & sister).
2. Looking back to your teenage and adolescence, were there any negative or positive events and periods which were prominent, in terms of pushing/pulling your household in to/from the poverty? (use this question to probe economic shocks, health shocks, demographic shock (marriage cost like dowry, bride price, second marriage etc., death of HH earning members, dependency, disability etc.) Natural and climate-based hazards, loss of social association & social networks (tribal taboos and culture, ethnicity etc.) and local conflict and any other event ... ask what those events were).
3. How did above mentioned events play a role in pushing/pulling your house into/from the poverty? (Probe how, why, causes of these events ...)
4. What was the role of your mother in your parents' family? (Explore the role of mother w-r-t HH decision making, income spending/saving, children's education, children's health, marriage decisions, livelihood activities etc?)
5. Can you tell us something about your mother's access to communication, voting, social organizations/social groups, and market, agriculture and livestock matters?

After Marriage:

6. When did you get marry (at what age) and what is the total duration of your married life?
7. Who decided about your marriage? (father mother, elder brother, head of the tribe)

Guide for researcher: (Probe mother & father decision making power at HH level like who took decision regarding marriage arrangements, spouse selection, decisions about bride price, dowry, who decided Haq Mehr etc.).

8. How would you compare this house with the one that you used to live in before your marriage (Probe for the comparison in terms of building material, size of the house in terms of area and number of rooms; layout and use of different rooms; furnishing; decoration; home garden/ yard; kind of latrine/washroom, means of production/income and household assets, any others. You can use Likert scale where applicable such as good, better, best, or bad, worse, worst)?
9. Looking back to early days of your married life, tell us what was your HH poverty/prosperity status in those days?
10. In case of pushing into the poverty, which events/factors in your early married life pushed your HH/family into the poverty? (Probe the events while using discussion markers like social events; health shocks, inter-community riots/conflicts, cultural taboos/local norms, lack of access to education/literacy, non-availability of health and education facilities, lack of social association with influential groups etc. family life events; marriage cost (dowry, bride price), husband second marriage, family size) demography; like loss/death of an earning family members, dependency, disability, natural hazards floods, earthquakes, droughts/loss of water tables, economic events; (like loss of job, loans, loss of business etc) and lack access to transportation and communications, theft or any other events?

11. In case of pulling out of poverty, which events/opportunities, in your early married life pulled your HH/family out of poverty? (Probe the events while using markers/discussion areas including; developments in human resource, employment, inheritance, mehr/gifts, remittance, increase in physical resources of HH, agriculture and livestock, social association & networks, Government's social welfare schemes, other welfare programmes in the area, improvement of communication/transportation and access etc.) or any other event?
 - 11.1. How have these events improved the economic situation of your family (probe in terms of how, by whom)?
 - 11.2. Which factors/opportunities have major impact in pulling HH out of poverty?
As compared to early days of your marriage life, what is the current status of your HH poverty/prosperity?
12. In case of pushing into the poverty, which events/factors currently pushed your HH/family into the poverty? (Probe the events while using discussion markers like social events; health shocks, inter-community riots/conflicts, cultural taboos/local norms, lack of access to education/literacy, non-availability of health and education facilities, lack of social association with influential groups etc. family life events; marriage cost (dowry, bride price), husband second marriage, family size) demography; like loss/death of an earning family members, dependency, disability, natural hazards floods, earthquakes, droughts/loss of water tables, economic events; (like loss of job, loans, loss of business etc) and lack access to transportation and communications, theft or any other events?
 - 12.1. How have above mentioned events/ factors worsened the economic situation of your family?
 - 12.2. Which factors/events have played major role in pushing your HH into the poverty?
13. In case of pulling out of poverty, which events/opportunities, currently have pulled your HH/family out of poverty? (Probe the events while using markers/discussion areas including; developments in human resource, employment, inheritance, mehr/gifts, remittance, increase in physical resources of HH, agriculture and livestock, better-off social association, Government's social welfare schemes, other welfare programmes in the area, improvement of communication and access etc.) or any other events?

Women Empowerment:

14. In your view what is women empowerment? Probe while using women empowerment markers like freedom of participation in HH affairs, access to resources, health, education, information & communication, inclusion in HH decision making related to use of resources, voice for matters related to child protection, child survival, child development etc.), participation in social events outside home/family, outreach, political association, right to vote, utilization of social safety by Government etc. or any other?
15. Do you know about women's rights? If yes, please share with us what are they (Probe like education rights, inheritance rights, health rights, children marriage etc.)? how did you know about women's rights (sources like through media, social mobilization and other etc.)? or any other source?
16. Looking back to early days of your marriage life, tell us what were your roles/ responsibilities? (probe w-r-t child education, health, HH decision making regarding savings and expenditures etc)
17. Please tell us, currently what are your roles/ responsibilities and decision-making powers at HH level? (probe w-r-t child education, health, HH decision making regarding savings and expenditures etc)

18. Do you feel empowered with in your HH? (probe w-r-t the role of women HH decision making, children education, children marriage, spending decision, sale and purchase of livestock & land, role in savings and financial management of HH, other HH events, role in building social linkages, participation in political process, access to communication, health and education, availability & use of means of information and communication or any other.)?
19. If yes, how your empowerment pulled your household out of poverty? (probe w-r-t your role in improving HH income/earning, HH social access & influence, role played in terms of improving health, education, skill development, employment of HH members or any other)?
20. In your view, how you rate the overall impact of your empowerment on HH betterment? Please answer on given scale? Excellent, Good, average.
 - 20.1.If no, how your disempowerment pushed your household into the poverty? probe w-r-t lack of skills development, lack of access to health education and other social services, lack of social mobilization, lack of decision making in HH budget or any other?)

Social Mobilization, Governance & Institutional Service Delivery Nexus

21. Are you part of any community group (formal or informal)? If yes, how often have you been able to meet with the community groups? (Weekly, fortnightly, monthly, bi-annually, yearly).
22. Have you ever participated in meetings conducted by VO, CO, LSO or any other community groups?
23. In your view have VO/CO/LSO/other community led institutions played any role in women empowerment at HH and community level?
 - 23.1. If yes, what kind of role has been played by the community institutions for bringing in women empowerment at HH and community level? (probe w-r-t participation, economic wellbeing, access to social services, awareness raising, imparting income generation skills, information about right and responsibilities of women, saving techniques, or any other?)
 - 23.1. If yes, to what extent the above-mentioned social mobilization strategies enhanced your image about self, inclusion, participation in economic, social and community related activities?
24. Who mainly contributed for bringing in women empowerment? (Probe w-r-t the role of media, VO, Cos, LSOs, Govt Programs, religious leaders and any other etc.)
25. Did this awareness ensure your continued participation in the household and community affair?
26. If yes tell how?
27. Do you have access to service delivery institutions like health, education, skills development, social development etc? And how it affects your role at HH level and what changes occurred due to access to any of these above-mentioned institutions?

B. Corresponding Life History Questionnaire for Men

After Marriage:

1. When did you get marry (at what age) and what is the total duration of your married life?
2. Who decided about your marriage? (father mother, elder brother, head of the tribe)
Guide for researcher: (Probe mother & father decision making power at HH level like who took decision regarding marriage arrangements, spouse selection, decisions about bride price, dowry, who decided Haq Mehr etc.).
3. Looking back your married life, tell us what was your HH poverty/prosperity status?
4. In case of pushing into the poverty, which events/factors in your married life pushed your HH/family into the poverty? (Probe the events while using discussion markers like social events; health shocks, inter-community riots/conflicts, cultural taboos/local norms, lack of access to education/literacy, non-availability of health and education facilities, lack of social association with influential groups etc. family life events; marriage cost (dowry, bride price), husband second marriage, family size) demography; like loss/death of an earning family members, dependency, disability, natural hazards floods, earthquakes, droughts/loss of water tables, economic events; (like loss of job, loans, loss of business etc) and lack access to transportation and communications, theft or any other events?
5. In case of pulling out of poverty, which events/opportunities, in your married life pulled your HH/family out of poverty? (Probe the events while using markers/discussion areas including; developments in human resource, employment, inheritance, mehr/gifts, remittance, increase in physical resources of HH, agriculture and livestock, social association & networks, Government's social welfare schemes, other welfare programmes in the area, improvement of communication/transportation and access etc.) or any other event?
 - 5.1. How have these events improved the economic situation of your family (probe in terms of how, by whom)?

Women Empowerment:

6. What is the role of women in your household? (probe w-r-t the role of women HH decision making, children education, children marriage, spending decision, sale and purchase of livestock & land, role in savings and financial management of HH, other HH events, role in building social linkages, participation in political process, access to communication, health and education, availability & use of means of information and communication or any other)?
7. In your view, how a womens' participation in the HH matters can impact the household poverty? (Use discussion markers for the role of women in terms of children education, children marriage, HH spending decision, sale and purchase of livestock & land, role of women in savings and financial management of HH, other HH events, role of women in building social linkages, participation in political process, access of women to communication etc)
 - 7.1. In your view, is there an impact of a womens' participation in social events, participation of women in political process, access of women to communication sources, on the household poverty?
 - 7.2. If yes, what kind of impact, can women involvements/association/access etc. can have on economic well-being of a household? (Ask about the impact of women participation in social events, participation of women in political process, access of women to communication sources etc on household's economic well-being)?

Social Mobilization, Governance & Institutional Service Delivery Nexus

8. Are the women in your HH, part of any community group (formal or informal)? If yes, how often have you been able to meet with the community groups? (Weekly, fortnightly, monthly, bi-annually, yearly).
9. In your view have VO/CO/LSO/other community led institutions played any role in women empowerment at HH and community level?
 - 9.1. If yes, what kind of role has been played by the VO/CO/LSO/other community led institutions for bringing in women empowerment at HH and community level? (Probe w-r-t women participation in HH matters, awareness about economic matters handling, access to social services, awareness raising, imparting income generation skills, information about right and responsibilities of women, saving techniques, or any other?)
 - 9.2. If yes, to what extent the above-mentioned social mobilization strategies enhanced the image of women about their self, improved their inclusion in social settings/HH decisions, participation in economic, social and community related activities?
10. Who mainly contributed for bringing in women empowerment? (Probe w-r-t the role of media, VO, Cos, LSOs, Govt Programs, religious leaders and any other etc.)
11. Did this awareness ensure a continued participation of women in the household and community affairs?
12. If yes tell how?
13. Do you think that your women have access to service delivery institutions like health, education, skills development, social development etc?
 - 13.1. If yes, what has triggered the access of women to service delivery institutions like health, education, skills development, social development etc?
 - 13.2. How has the access to service delivery institutions like health, education, skills development, social development etc., effected the role of women in your HH at HH level? (Ask in the context of what kind of changes have occurred in the role of women/their empowerment at HH level due to access of women to any of these above-mentioned institutions?)

Consent note for FGD

The consent note will be in local language. The FGD Moderators will be sharing their photo IDs with the respondents:

As Salam o Alaikum,

My name is ----- and my colleague's name is ----- . We belong to a research organization named as Momentum Pvt Ltd, working with RSPN. We are here to get some information about poverty dynamics, women empowerment and inclusive development, from members of the household and community, where BRACE programme is being implemented.

We will ask a few questions and you can share your response and opinion accordingly. Your name and other identifications will not be shown to any other person outside the team.

All the information, responses, opinions, facts, understanding etc. that you will provide will solely be used for the purpose of this research study and will not be used for any other purpose.

Our discussion will take about an hour. My colleague will note the useful information.

Please see that your participation in this discussion is on a "voluntary basis" and there is no compensation associated with this participation.

You can choose to quit the discussion at any point, and this will not impact your position or expected benefits under the BRACE programme.

With your permission we will take photographs but we will not ask any personal questions that you are hesitant to answer.

We ensure you of your complete cognitive, emotional and physical safety during the discussion.

You can also contact your local RSP (NRSP or BRSP) for more details about us and our purpose.

Prior to start, do you have any question or query?

Do you consent being a respondent for this FGD? Yes _____ No _____

Please tell us the following credentials:

Date of Interview: _____

Address of FGD Venue:

Village: _____ **UC:** _____

Complete address: _____

Province/district: _____

C. Focus Group Discussion Questions (Men)

Poverty Dynamics

1. Compared to ten-fifteen years back from now, what do you think whether the poverty in your community has increased, reduced, or remained unchanged?

Furthermore: Probe the factors related to social, human, financial, environmental, physical capital, transportation and communication etc...? Probe events like natural hazards i.e. floods, droughts, non-availability of water, loss of agriculture income, loss of livestock, health shocks, lack of government facilities and services for health, education, skill development, population increase, lack of communication and transportation etc.).

Guide for researcher: probe by using following reference markers to develop (FGD respondents') in terms of access to education, health facilities, water & sanitation facilities, transportation and communication as wells as sources of income and skill development et).

1.1: If reduced, what were the positive changes have happened w-r-t poverty reduction? (Probe with reference to the changes in income, education, skill development, availability of Government institutions, improved social services (health, education etc etc), improved means of communication (road, mobile telephony), disaster management support by the Government, availability of water, betterment in agriculture and livestock produce etc).

1.1.1: In the light of above discussion, how would you rate the effectiveness of the events/opportunities/factors which decreased/reduced the incidence of poverty within your households/community? Please answer on the given scale? (Probe for the specific factors that have decreased/reduced the poverty and also get a rating about the identified factors from respondents about the severity of such factors in terms of effectiveness of such events and factors for decreasing/reducing the poverty)

Events/factors which decreased poverty	Effectiveness scale		
	Highly effective	Effective	Moderate
a)			
b)			
c)			

1.1.2: How have these changes, brought about the poverty reduction? (through Government/Civil Society Programmes, better education, women awareness/empowerment, social mobilization and increased participation of women in income generation etc)

1.1.3: Who has played major role in bringing about the said positive change? (explore w-r-t the role of Government, NGOs, community based self-help groups and/or any other institution/group etc).

1.2: If poverty has increased, explain the factors/events/reasons which may be attributed to increase in poverty within your community?

Explore the reasons for increase in the poverty in the light of guidelines given in A1.2.

1.2.1: In the light of above discussion, how would you rate the severity of the events which increased the incidence of poverty within your households/community? Please answer on the given scale?

Events/factors which increased poverty	Severity scale		
	Very severe	severe	Mild
a)			
b)			
c)			

1.3: If poverty situation had remained unchanged tell what are the main reasons/factors/events?

Women Empowerment:

1. What are the major roles and responsibilities of women in your community (based on actual situation)?

Guide for researcher: Discuss about the roles & responsibilities of women regarding: HH finance & expenditure handling, HH decision-making related to education, health, social association, participation in community, voting, savings & loan, employment and income generation etc.

2. As the world is progressing and with the recent advancements women are excelling and participating in various economic, social and political arenas of life: _____

What are your views/ opinions about women’s participation in economic, social and political matters, in your community?

Guide for researcher: (Ask to gain an understanding about women empowerment from the FGD participants. Provide hints like women empowerment calls for women participation in the HH decisions especially w-r-t education of girl child / overall children, access to health, marriage, HH income management and spending decisions, inheritance rights, livestock and land sale /purchase, land use rights, participation in community and social events, participation of women in voting, contest in local elections, Participation Government schemes/programs, participation in community based saving schemes/activities, participation in LSOs, CSOs VOs etc.)

3. What do you suggest to enhance women participation and empowerment in your household and overall community matters?

Guide for researcher: Get the suggestions/recommendations from the participants w-r-t enhancing women participation/contribution in matters related to: education & literacy, income generating skill literacy, enterprise skill development & micro business development, health, HH budget management (savings and expenditure), participation in social gatherings, awareness sessions with CSOs, VOs, LSOs,

attending Government/NGOs sessions, voting and election contesting, participation in agriculture and livestock related decisions etc.

4. Do you think that change in women's social, economic and political roles has impacted the household well-being (has reduced the poverty) in your area/community? Please also explain how?

Guide for researcher: Probe how did poverty reduce at household/community level, with increased women participation in HH decision making, increase control over assets, access to education, health, finance, savings, social networks and association, social contact enhancement etc.

Social Mobilization, Governance and Inclusive Development Nexus

5: Had there been or presently going on any awareness raising programme/session/activity, for women in your community? Who has carried out these activities for you? (Hint about the agents who have done such awareness raising activities for the community like Government department, civil society organization, CBO, NGO, Peers, VO/LSO/ etc)

C1.1. If yes, do you think women's empowerment and participation has been/is being improved through awareness raising Programmes/sessions/activities etc.?

Guide for researcher: Probe the role of social mobilization with respect to women awareness about self, about their overall environment, about participation in HH matters, role in transformation of gender related stereotypes, enhanced women acceptance and participation at all level, and reshaping of cultural norms, control over resources/assets, improving access to communication, political participation patterns etc.

C1.2. Can you point out any association (public/private), social network, NGO, social institution (VO, LSO etc) which has played an effective role for women empowerment in your community?

a) What is the role of public and private sector institutions in raising women awareness, empowerment, increased women participation, increased women inclusion in political and HH matters, acceptance and recognition of women by men etc (Probe and discuss the role of Government institutions like social welfare, health and education dept.; role of COs, VOs, LSOs; role of any other formal or informal community group in this context). (Please tell the nature of the role played by various institutions in raising women awareness and empowerment)

b) How have these government departments/institutions and community institutions/COs/VOs/LSOs, ensured women inclusion in HH economy, access to health and education, ownership in assets, participation in political process/voting, access to overall environment etc. (Please explain in the light of steps taken, processes adopted, procedures followed, activities conducted etc)

C.2 Do you know about some Programmes in your area/community where women were key stakeholders in the development process or any scheme that has caused empowerment and development? Please elaborate?

C.3. What are the factors/schemes/programs/activities (in your view) that have contributed to the inclusive development of women, poorest, disabled, suppressed casts, in your HH/area/community?

***Guide for researcher:** (Probe factors which may be attributed to increase in income and resources, education, awareness about importance of women, poorest, disabled, suppressed casts etc. Especially with respect to participation provided by CBOs, LSO, VOs, awareness provided by media and other communication sources like mobile phones etc. Besides, inclusion in financial resources, inclusion in decision making, inclusion in natural resources/ownership, inclusion of vulnerable groups/disabled/marginalized, inclusion in politico legal process and also probe the accessibility of resources and right to use).*

C.4. How has inclusive development and empowerment impacted the household economy overall? Also narrate the changes that have happened with in your household as a result of women inclusion in development activities and as a result of their empowerment.

***Guide for researcher:** Ask about what has happened as a result of increased women participation in the household economy, employment, access to health, education, increased voice in HH decision making, improved inclusion in political process/voting/ etc.*

C5. What do you suggest for improving participation and inclusion of women, poorest, disabled, suppressed casts etc. in order to ensure and sustain inclusive development? (Participation and inclusion reference markers to be use should include: participation of women in HH decision making, HH credit and savings related decisions, inclusion of women in political process, participation and inclusion in community/social events/gatherings/awareness sessions etc.)

D. Focus Group Discussion Questions (Women)

Poverty Dynamics

1. Compared to ten-fifteen years back from now, what do you think whether the poverty in your community has increased, reduced, or remained unchanged?

Furthermore: Probe the factors related to social, human, financial, environmental, physical capital, transportation and communication etc...? Probe events like natural hazards i.e. floods, droughts, non-availability of water, loss of agriculture income, loss of livestock, health shocks, lack of government facilities and services for health, education, skill development, population increase, lack of communication and transportation etc.).

Guide for researcher: probe by using following reference markers to develop (FGD respondents') in terms of access to education, health facilities, water & sanitation facilities, transportation and communication as wells as sources of income and skill development et).

1.1: If reduced, what were the positive changes have happened w-r-t poverty reduction? (Probe with reference to the changes in income, education, skill development, availability of Government institutions, improved social services (health, education etc. etc.), improved means of communication (road, mobile telephony), disaster management support by the Government, availability of water, betterment in agriculture and livestock produce etc.).

1.1.1: In the light of above discussion, how would you rate the effectiveness of the events/opportunities/factors which decreased/reduced the incidence of poverty within your households/community? Please answer on the given scale?

Events/factors which decreased poverty	Effectiveness scale		
	Highly effective	Effective	Moderate
a)			
b)			
c)			

1.1.2: How have these changes, brought about the poverty reduction? (through Government/Civil Society Programmes, better education, women awareness/empowerment, social mobilization and increased participation of women in income generation etc)

1.1.3: Who has played major role in bringing about the said positive change? (explore w-r-t the role of Government, NGOs, community-based self-help groups and/or any other institution/group etc).

1.2: If poverty has increased, explain the factors/events/reasons which may be attributed to increase in poverty with in your community?

Explore the reasons for increase in the poverty in the light of guidelines given in A1.2.

1.2.1: In the light of above discussion, how would you rate the severity of the events which increased the incidence of poverty within your households/community? Please answer on the given scale?

Events/factors which increased poverty	Severity scale		
	Very severe	severe	Mild
a)			
b)			
c)			

1.3: If poverty situation had remained unchanged tell what are the main reasons/factors/events?

Women Empowerment:

1. What are your (women’s) major roles and responsibilities in your HH & community (based on actual situation)?

Guide for researcher: Discuss about the roles & responsibilities of women regarding: HH finance & expenditure handling, HH decision-making related to education, health, social association, participation in community, voting, savings & loan, employment and income generation etc.

2. As the world is progressing and with the recent advancements women are excelling and participating in various economic, social and political arenas of life: _____

What are your views/ opinions about women’s participation in economic, social and political matters, in your community?

Guide for researcher: (Ask to gain an understanding about women empowerment from the FGD participants. Provide hints like women empowerment calls for women participation in the HH decisions especially w-r-t education of girl child / overall children, access to health, marriage, HH income management and spending decisions, inheritance rights, livestock and land sale /purchase, land use rights, participation in community and social events, participation of women in voting, contest in local elections, Participation Government schemes/programs, participation in community based saving schemes/activities, participation in LSOs, CSOs VOs etc.)

3. What do you suggest for enhancing your (women’s) participation and empowerment in your household and overall community matters?

Guide for researcher: Get the suggestions/recommendations from the participants w-r-t enhancing women participation/contribution in matters related to: education & literacy, income generating skill literacy, enterprise skill development & micro business development, health, HH budget management

(savings and expenditure), participation in social gatherings, awareness sessions with CSOs, VOs, LSOs, attending Government/NGOs sessions, voting and election contesting, participation in agriculture and livestock related decisions etc.

4. Do you think that change in your (women's) social, economic and political roles has impacted the household well-being (has reduced the poverty) in your area/community? Please also explain how?

Guide for researcher: *Probe how did poverty reduce at household/community level, with increased women participation in HH decision making, increase control over assets, access to education, health, finance, savings, social networks and association, social contact enhancement etc.*

Social Mobilization, Governance and Inclusive Development Nexus

5: Had there been or presently going on any awareness raising programme/session/activity, for women in your community? Who has carried out these activities for you? (Hint about the agents who have done such awareness raising activities for the community like Government department, civil society organization, CBO, NGO, Peers, VO/LSO/ etc)

C1.1. If yes, do you think women's empowerment and participation has been/is being improved through awareness raising Programmes/sessions/activities etc?

Guide for researcher: *Probe the role of social mobilization with respect to women awareness about self, about their overall environment, about participation in HH matters, role in transformation of gender related stereotypes, enhanced women acceptance and participation at all level, and reshaping of cultural norms, control over resources/assets, improving access to communication, political participation patterns etc.*

C1.2. Can you point out any association (public/private), social network, NGO, social institution (VO, LSO etc) which has played an effective role for women empowerment in your community?

a) What is the role of public and private sector institutions in raising women awareness, empowerment, increased women participation, increased women inclusion in political and HH matters, acceptance and recognition of women by men etc (Probe and discuss the role of Government institutions like social welfare, health and education dept.; role of COs, VOs, LSOs; role of any other formal or informal community group in this context). (Please tell the nature of the role played by various institutions in raising women awareness and empowerment)

b) How have these government departments/institutions and community institutions/COs/VOs/LSOs, ensured women inclusion in HH economy, access to health and education, ownership in assets, participation in political process/voting, access to overall environment etc. (Please explain in the light of steps taken, processes adopted, procedures followed, activities conducted etc)

C.2 Do you know about some Programmes in your area/community where women were key stakeholders in the development process or any scheme that has caused empowerment and development? Please elaborate?

C.3. What are the factors/schemes/programs/activities (in your view) that have contributed to the inclusive development of women, poorest, disabled, suppressed casts, in your HH/area/community?

***Guide for researcher:** (Probe factors which may be attributed to increase in income and resources, education, awareness about importance of women, poorest, disabled, suppressed casts etc. Especially with respect to participation provided by CBOs, LSO, VOs, awareness provided by media and other communication sources like mobile phones etc. Besides, inclusion in financial resources, inclusion in decision making, inclusion in natural resources/ownership, inclusion of vulnerable groups/disabled/marginalized, inclusion in politico legal process and also probe the accessibility of resources and right to use).*

C.4. How has inclusive development and empowerment impacted the household economy overall? Also narrate the changes that have happened with in your household as a result of your (women's) inclusion in development activities and as a result of your empowerment.

***Guide for researcher:** Ask about what has happened as a result of increased women participation in the household economy, employment, access to health, education, increased voice in HH decision making, improved inclusion in political process/voting/ etc.*

C5. What do you suggest for improving participation and inclusion of women, poorest, disabled, suppressed casts etc. in order to ensure and sustain inclusive development? (Participation and inclusion reference markers to be use should include: participation of women in HH decision making, HH credit and savings related decisions, inclusion of women in political process, participation and inclusion in community/social events/gatherings/awareness sessions etc.)

Consent note for Consultative

The consent note will be in local language. The consultative meeting Moderators will be sharing their photo IDs with the respondents:

As Salam o Alaikum,

My name is ----- and my colleague's name is ----- . We belong to a research organization named as Momentum Pvt Ltd, working with RSPN. We are here to get some information about poverty dynamics, women empowerment and inclusive development, from members of the household and community, where BRACE programme is being implemented. In the process it's very important to get insights from the colleagues involved in government service delivery at local at district level. Therefore, we are conducting a consultative meeting with you, also. Please see that after gaining these insights and collecting evidences from the field we will be compiling recommendations for the Government of Balochistan for developing a social development policy.

We will ask a few questions and you can share your response and opinion accordingly. Your name and other identifications will not be shown to any other person outside our team.

All the information, responses, opinions, facts, understanding, recommendations etc. that you will provide will solely be used for the purpose of this research study and will not be used for any other purpose.

Our discussion will take about 45-50 mins. My colleague will write useful information.

Please see that your participation in this discussion is on a "voluntary basis" and there is no compensation associated with this participation.

You can choose to quit the discussion at any point, and this will not impact your position by any means. With your permission we will take any photographs, but we will not ask any personal questions that you are hesitant to answer.

We ensure you of your complete cognitive, emotional and physical safety during the discussion.

You can also contact your local RSP (NRSP or BRSP) for more details about us and our purpose.

Prior to start, do you have any question or query?

Do you give consent being a respondent for this consultative meeting? Yes _____ No _____

Please tell us the following credentials:

Date of Interview: _____

Address of consultative meetings Venue:

Village: _____

UC: _____

Complete address: _____

Province/district: _____

E. Consultative Meetings Questionnaires

Preamble to the Consultative Meetings Questionnaires

Consultative meetings will be primarily conducted with the Governance and institutions stakeholders representing Governments' service delivery to the specific areas where the study is being conducted. Provincial, Regional/District and Local Governance Level Representatives will be the subjects for consultative meetings. The governance and service delivery part of the research will be focused with these research subjects.

A. Poverty Dynamics

A1: As compared to ten-fifteen years back from now, what do you think whether poverty in the area(s)/communities under your administrative control has: increased? reduced? Or remained unchanged/almost the same?

A1.1: If poverty reduced, what are the events/ factors/opportunities which may be attributed to reduction in poverty?

- a) Probe w-r-t the following factors/opportunities:
- b) social,
- c) human
- d) financial,
- e) environmental
- f) physical capital

A1.1.1: In the light of above discussion, how would you rate the effectiveness of the events/opportunities/factors which decreased/reduced the incidence of poverty within your households/community? Please answer on the given scale?

Events/factors which decreased poverty	Effectiveness scale		
	Highly effective	Effective	Moderate
a)			
b)			
c)			

A1.2: If poverty increased, what are the major poverty push in factors /events?

Probe w-r-t the following factors:

- a) social,
- b) human
- c) financial,
- d) environmental
- e) physical capital

A1.1.2: In the light of above discussion, how would you rate the severity of the events which increased the incidence of poverty within your area of governance? Please answer on the given scale?

	Severity scale

Events/factors which increased poverty	Very severe	severe	Mild
a)			
b)			
c)			

B. Women Empowerment

B1: Do you think that communities/HH in administrative areas under your control, are aware of concept as well as the importance/need of women empowerment?

Guide for researcher: *Ask to gain an understanding about women empowerment from the consultative meeting participants. Provide hints like women empowerment denotes, women participation in the HH decisions, raising voice for HH activities like education of girl child / children, access to health, education, community and social events, participation of women in voting, Government schemes, participation in savings community led schemes etc.*

B2: Has women participation in social, economic, political, environmental and related matters, improved within the communities under your administrative control?

Guide for researcher: *How has women participation and empowerment changed over time with in your community? Probe for undermentioned areas of women empowerment:*

- a) *Participation in household decision making related to health, marriage, income spending, education specially education of girl child, political process/voting*
- b) *Access to health, education, communication sources, community/socialization*
- c) *Control over assets, livestock, Agri production and wealth, savings, inheritance related wealth*
- d) *Awareness and participation in social contact/social gatherings, awareness programs etc*

B2.1: If women participation has improved w-r-t above-mentioned areas please tell something about overall impacts/results?

B3: We would like to know that if there had been a change in women empowerment then how it improved overall HH economy/socio-economic changes in the communities/HH? Please elaborate?

Guide for researcher: *Probe how did poverty reduction happen at household/community level, with increased women participation in HH decision making, increase control over assets, access to education, health, finance, savings, association with social groups, social contact enhancement et c.*

C. Social Mobilization, Governance and Inclusive Development Nexus

C1: Do you know about any social mobilization organization/institution established by any NGO in the area(s) under your administrative control?

C2: If yes, can you share with us some strategies adopted during social mobilization campaign(s) specifically for women's empowerment?

C3: In your view/opinion, what was the impact of social mobilization strategies on women empowerment in your areas? Please elaborate?

Guide for researcher: *Probe the impact of social mobilization related to women awareness about self, about their overall environment, about participation in HH matters, role in transformation of gender related stereotypes, breaking glass ceiling and reshaping of cultural norms control over resources/assets, improving access to communication, political participation patterns etc.*

C4: In your views, what is meant by inclusive development in the context of Balochistan? (Inclusive development relates to inclusion of women, marginalized groups, vulnerable groups, children, disabled persons, various ethnicities/creed etc. in social, economic, environmental and political dimensions of development)

C5. Can you share with us the existing situation of inclusive development in the light of the above concept in the areas/communities under your administrative control? (Please explain with reference to the inclusion of women, marginalized groups, vulnerable groups, children, disabled persons, various ethnicities/creed etc. in social, economic, environmental and political dimensions of development)

C6. In your opinion, how social mobilization has supported/caused women's' inclusion in society, household economy, political process, access to and inclusion in overall politico-legal environment etc. please elaborate?

C7: In your opinion, how inclusive development through social mobilization can, contribute or otherwise, to sustainable development? (Probe why and how changes will last)

C8. How far social mobilization activities have succeeded in positively changing the mindsets of the communities/HH w-r-t women participation and inclusive development?

C9: What is the role and strategies of your department(s) for raising awareness w-r-t women's empowerment and inclusive development?

Guide for researcher: *What is the role of Government institutions (your departments) in raising women awareness, improving women empowerment, increased women participation, increased women inclusion in political process, HH matters, acceptance of women by men etc (Probe and discuss the role of Government institutions like social welfare, health dept., education dept., role of COs, VOs, LSOs, role of any informal or formal community groups in this context.)*

C10: What suggestions will you give to:

- a) Alleviate poverty from your area/district/sub-district/communities
- b) Improve women empowerment and women participation in HH economy, livelihood activities, improving awareness of women about self, health, education, inclusion in political process, access to finance, savings, communication etc.
- c) Improve inclusive development whereby all the deprived casts, ethnic groups, poorest, disabled and women can participate in economic & political affairs. Furthermore, they have access to health, education and skill development etc.

Guidelines for Administrative PRA Tools for Participatory Action Research on Dynamics of Household Poverty and Inclusive Development in Balochistan with focus on Women's Empowerment EU-funded BRACE Programme.

1. Wealth Ranking

Participatory wealth ranking is a tool that captures differences in standards of living as perceived by the community themselves, thus making it possible to gain insight into relative social stratification (Chambers) Since "Wealth" is defined in each society using different criteria, therefore it's important to gain an insight about the perception of wealth in a community while using wealth ranking PRA tool.

1.2 Introduction

- Wealth ranking is used to understand the people's perceptions of wealth and welfare in their own village/community.
- Wealth-ranking not only helps us identify the rich and poor families of the village but also gives us an insight into what constitutes wealth and what constitutes poverty as far as the people's perception about wealth and poverty is concerned.

The purpose of the exercise is to learn the meaning of wealth, poverty and vulnerability in the view of the community members, and to get their ideas on what indicators (beyond cash income) define those who are neediest.

- We will make an effort to learn about the events that cause people to lose assets or income, and what, if anything, households do to resist becoming impoverished/vulnerable by these events, while using wealth ranking tool. Furthermore, this tool allows us to learn, why some households are able to succeed in recovering from shocks and set-backs, while others lose ground and fall into deeper poverty.
- In order to start with the exercise, explain the purpose and goal of the exercise very clearly before beginning of the activity. Otherwise, the community may draw the conclusion that special benefits will flow to those who are ranked lowest in the exercise. The community members should understand that the households that are ranked during the exercise serve only as examples to generate discussion and are not themselves the object of the exercise.

1.3 Objective of Wealth Ranking

- To investigate perceptions of wealth differences and inequalities in a community
- To identify and understand local indicators and criteria of wealth and well-being
- To map the relative position of households in a community

1.4 Exercise Requirements

- Markers and large sheets of paper. Small slips or scrolls of paper to write down the names of the persons, boxes to keep the piles of slips by category.

1.5 Wealth Ranking Administering Steps

- Assemble a small group of village residents (about 8-15 participants. This should be a mixed group of community members (males, females, poor and better-off). Select those participants who know the village and its inhabitants very well. The participants are asked to sort the number cards/slips in as many piles as there are wealth categories in the community, using their own criteria.
- From the names of household heads collected during the wealth ranking meeting or Social Mapping Exercise, chose 30 names by random selection. Use the PSC and SES census list of the village that are already available. Make a numbered list of all the households in the community and the name of each household head and the household number is written on a separate card/slip.
- Place all the slips of paper in a bowl. Mix the slips together and then pull out 20 slips. Do this in full view of the participants, or ask the participants to help you in pulling out the names, to

convey the understanding that the selection of these names was random. Ask two people from the participants to be volunteers for this exercise.

- To introduce the idea of wealth ranking, ask informants to think of the wealthiest and poorest households in the neighbourhood. Give the volunteers two cards, one saying "wealthiest" and the other "poorest." Ask them to place the two cards at either end of a table or a mat on the ground.
- Ask members of the group to name the heads of the five poorest households in the community, write these names on cards and ask the volunteers to place them in a stack next to the "poorest" end of the mat or table.
- Explain to the group that all the households in the village could be arranged in order of wealth between the two extremes represented by these cards, but to save time, they are being asked to arrange only 20.
- These 20 HH should be sorted into piles (as participants feel is appropriate, but 3-5 categories is the usual number) that represent households of similar wealth. After the larger group gives its opinion on the economic standing of the household represented by the card, the volunteers should place the card in the appropriate pile. When sorting the cards, the participants are asked to discuss each household's well-being and then assign it to the correct group on the basis of the visible and evident signs of wealth or poverty that community members normally point to when informally assessing the economic status of various households. You should make it clear that, although only the name of the household head appears on the card, they should consider the combined wealth of the entire household in making their assignments.
- If the volunteers are literate, ask them to complete the exercise independently. If the volunteers are not literate, you should read out each name and ask them to point to the pile in which it belongs. The recorder should make note of any comments made by the group that describe their reasons for assigning the households to various piles.
- After sorting, ask the informants for the wealth criteria for each pile and differences between the piles. Assure the informants of confidentiality and do not discuss the ranks of individual families, so as not to cause bad feelings within the community.
- List local criteria and indicators derived from the ranking discussion.
- Classification criteria are not extensive enough. Some of the classification criteria are as follows (use only for probing but community to decide on the criteria):
- Better Off/Rich: Own big house/land, employs labour, no need to borrow money, are in a good position to lend money to others, they own good quality land and livestock,
- Medium: Own land, but not large holdings, own house, have the confidence and capacity to borrow money and repay it, considered credit worthy by others, employ labour.
- Poor: Either landless or having marginal lands, forced to borrow but poor credit worthiness; find it difficult to repay loans or create assets; forced to sell assets under crisis, forced to work for others, etc.

After the piles are complete, ask the group (see box 2 for some key questions) while pointing to the different piles one at a time:

- What do the people in this pile have in common that led you to put them in the same pile? (Possible probes include: similar property holdings, household type, e.g. female-headed, income, livestock, educational attainment, number of workers in the family, etc.)
- Are there any special problems or opportunities that are faced by/available to people in this group that other groups do not have?
- Are there any households who are even poorer than those in the lowest pile? If so, who are they – why are they so poor?

- Are there any households that have lost ground and become poorer? In last few years (5 -10 years or so). How did this happen? (Record names of downwardly mobile households for later follow-up) and probe why did that happen.
- Are there any households that were the poorest group 5-10 years ago and are now in a better off? If so, how did they improve their situation?
- What prevents every poor household from improving their well-being by using the same strategy?

Note: If five to ten-year time period is difficult for informants to grasp, prompt them with reference to key events from that period. Alternatively, point to a child of approximately the correct age and say “When this child was born...”

- Have any households fallen down into deep poverty and then recovered their previous (higher) level of well-being? How did they recover?
- Why do you think some households are better at recovering after a misfortune than others – is there something they are doing more successfully?
- Is any pile (wealthiest, poor, and poorest) now larger than it would have been five to ten years ago? In other words, is the proportion of the village that is well-off (or poor) larger than it was then? Have a greater number of people lost ground or gained greater wealth during this period?

1.6 Points to remember

- Discuss the criteria that can be used to describe “wealth” (or well-being), and decide how many wealth categories will be used. Different groups may well have different views on criteria for wealth, especially men and women.
- Discussion: An interesting topic is what can be done to get people to move to a higher wealth category. It is likely that discussion will come back to the issue of what criteria are used to define the categories of wealth.

Documentation of Wealth Ranking

Name of location:		Date:	
Name of note-taker:		Total number of participants:	
Name of facilitator/s:		Number of men:	
Method used:	Wealth Ranking in Small Group of Key Informants	Number of women:	
What was good during the exercise?			
What was difficult?			
Additional Information or special things you noticed or want to point out:			

Results: Answer given to the key questions:

What are local perceptions of wealth differences and inequalities in the community and what is the relative position of a household in this grouping?

Socio-economic groups	Local Indicators for this group	Household Numbers in this group
1.		
2.		
3.		
4.		
Other		
What else did you observe or notice?		
How do you assess the situation, what are your conclusions:		

Please, do not forget to attach a copy of the Numbered List of Households, indicating the household numbers!!

1.7 Key questions for a wealth ranking exercise

- i. In any village there are two extreme classes of people the richest and the poorest does your village have the same? (Place the two headers in two extreme corners)
- ii. Are there people who fall in between these categories? If yes what are the various categories? note the number of categories mentioned by the group)
- iii. Point to the pile and ask them to pick random names and place them in various categories a maximum of 10 examples per category is sufficient.
- iv. Why is a person rich? Or poor? Or other category? (Enter the information below the names in quantifiable manner; E.g. Peter has two cows, Yin has a large family size of 6 members, etc)

Note: Key variable to be mapped and linked with the social networks and climate change specific questions is to ask how the people in various categories coped with shocks or benefited from positive events in the village. This will be collected during the timelines.

NOTES and LEARNING

2 Timelines

2.1 Introduction

- A graphic technique used to show significant and non-repetitive changes or events which have taken place in a village over time.
- This not only helps in identifying and representing sequences of key events and major changes but also helps in tracking changes in specific issues related to climatic conditions over time and predicting future events based on past experiences.
- It tells us about the historical upheavals and the downfalls or lows that a village/community has experienced and their responses to them which could also lead to finding solutions to current problems.
- The purpose of carrying out this exercise is to find out the main events which have influenced the community over time. This could be some good as well as bad events. This could also be a way by which one can understand the current socio-economic status of the village which could have been influenced by past events.
- While carrying out this exercise one should be cautious as some sensitive issues of the past may be raised. In case of such a situation, the facilitator can move on to the next time period and come back to the sensitive issue later as too much of discussion on the sensitive issue refutes the purpose of the exercise.

2.2 Objective

- To identify the shocks and events that promotes critical reflections of causes and impacts of change in context to climate change.

2.3 Exercise Requirements

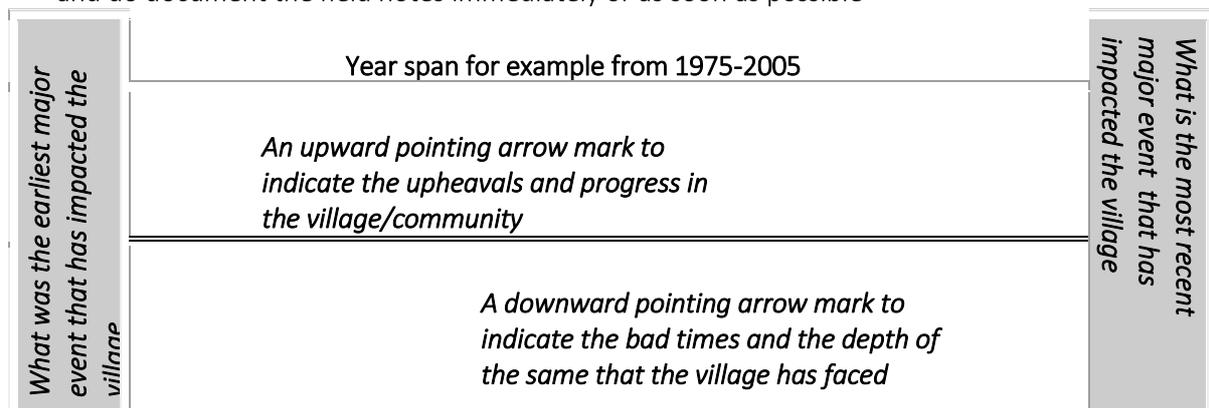
- Markers and large sheets of paper. Note books, paper and pen to make a copy of the timeline and to make notes of the discussions that follow. However, if the timeline is drawn on the ground, then a large area is required along with sticks, stones, leaves, colours, seeds and so on to depict various events in time

2.4 Steps for Administering a Timeline

- Identify the groups which are going to take part in the exercise. In this case when timelines are being done, it is advised that it be a mixed group. A mixed group is defined as a mixture of men of different age groups or women of different age groups or a group having both a mixture of men and women. It is very important to have people who know about the past and present of the village to be part of this group.
- For this exercise in order to get the required information on the important events, it is advised that the group be comprised of a mixture of old and young people both men and women. The group composition has to be a minimum of 5 and preferably should not exceed 15 members.
- Clearly explain the objective of the exercise to the group and make sure that they have understood the same and that they are comfortable with carrying out the exercise (box 3 has some key questions)
- Start the timeline by asking the above two questions. Indicate these two main events in the chart/ sand/ paper on the two extreme ends
- Pointing to these two events, map all the events that have happened between these two times frames in the village. The villagers usually go back and forth in remembering the years or events, which is fine.
- Record every event mentioned in the year in order to get a better analysis. Likewise map all the events as far as they can remember.
- For all events, probe as to how it affected specific or different sections of people in the village, (e.g. if a drought relief measure was available to all). For negative events, identify how the village coped with the event and how individuals in certain sections coped with it (e.g. how did the poor vs. rich cope in the event of a hailstorm?)

2.5 Documentation of Timelines

- Please do not forget to note the names of the participants that have been part of this exercise and do document the field notes immediately or as soon as possible



2.6 Key Questions to be asked during timeline administration

- i. When was the village established and by whom

- ii. What is the earliest major event that you remember that has impacted the village? (Note down the approximate year if possible. The approximate year can be coinciding with a historical event that the village can relate to e.g. year of independence)
- iii. What is the most recent, major event in the village that has impacted the village as a whole? (Note down the year)

Write these two events in the chart/sand/paper on two extreme corners

- iv. Pointing to these two events, map all the events that have happened between these two times in the village. The villagers usually go back and forth in remembering the years or events, which is fine. (Every event mentioned and the year has to be recorded immediately by the Rapporteur in the order it was said and it can be adjusted later on)
- v. Likewise map all the events as far as they can remember. In case of positive events probe as to how it affected specific or different sections of people in the village,) e.g. if a drought relief measure was available to all). For negative events identify how the village coped with the event and how individuals in certain sections coped with it (e.g. How did the poor vs. rich cope with the hailstorm?)

Collect random names of people in the village (according to their farm size or wealth status) and ask specific examples of how those individuals in each category coped with a particular negative event or benefited from a particular positive event).

Note: Timelines are mainly used to examine a sequence of events over many years. However, it can have used to look at a particular event within a given time frame. For example, adaptation strategies over a given period of time along with possible diversification that the village has gone through in terms of rise of vulnerability due to climate change

NOTES and LEARNING

3 Social and Resource Maps

3.1 Introduction

- A visual technique through which a map is created by the villagers for the researchers to understand the community layout, in terms of its infrastructural facilities, demography, the existing ethno-linguistic groups along with the occurrence, distribution, access and the use of resources
- It is used to identify the different social groups/institutions and the perceptions that the community/villagers have of them. In addition, it helps in recognizing different features and the significance it has attached to the community along with the problems, possibilities and the opportunities these social groups and institutions have attached with them
- Since it is a graphical representation of one's community by the villagers themselves, it helps them in communicating the perceptions that they have of their community structures, the interactions that exist between different social groups, the distribution of the community in terms of class and caste and the analyses of the resources found and how they are used

3.2 Objective

- To understand the social layout and the use of the resources of a community/village in terms of its people (male, female, old, children if any, youth), structures and its institutions and how they could possibly have an influence on the development or vulnerability of the village with regards to incidence of poverty in general and climate change in particular.

3.3 Exercise Requirements

- Markers and large sheets of paper. Note books, paper and pen to make a copy of the maps and to make notes of the discussions that follow. However, if the maps are drawn on the ground, then a large area is required along with sticks, stones, leaves, colours, seeds and so on to depict various events in time.

3.4 Steps for drawing a social map

- Identify the groups which are going to take part in the exercise. It should be a focused group depending on the issue being dealt with. If it helps, the group could be a mixed one of both women

and men and a mixture of different classes. Getting people of different castes/ethnic groups/different socio-economic classes.

- Clearly explain the objective of the exercise to the group and make sure that they have understood the same and that they are comfortable with carrying out the exercise
- Identify one member of the group who would create the map. The rest of the group will act as his/her aid in adding other details to the map.
- Start by asking him/her to prepare the outline of the map. In case its being drawn on a paper then the borders can be drawn with the markers and if on the ground then rocks can be used to determine the borders
- Ask them to determine the basic directions of east, west, north and south in their own way which they understand best. The researcher can interpret that in the standard geographical language.
- Following this ask the members to identify the centre point of the village and identify the current location that they would be sitting in while doing the exercise from the centre point.
- This is followed by asking the members to draw institutions and landmarks that are important to the village. These can be probed and facilitated through the above questions
- Once the map is underway, just sit back and observe and only interrupt if absolutely necessary. Let the members deliberate among themselves and discuss. If, however you feel that the members might need a little help in the event that they have abruptly stopped drawing you could provide them with certain headers depending on the situation.
- In case the entire exercise is being carried out on the ground, make sure that one of the team members of researchers is making a replication of it on paper. It is also advised to take down field notes which will emerge as part of the discussion while the maps are being made.

3.5 Summarizing the process

- Ask the participants to draw a map of the village, showing all households. For orientation it will be helpful first to draw roads and significant landmarks of the village.
- Discuss whether the total number of households has increased or shrunk during recent years. If there were any changes, ask why and whether this has caused any problem for certain families or for the village.
- Ask the participants to also show institutions and places that offer some kind of social service or which are popular places to meet (e.g. schools, churches, health service, traditional healers, local administration office, village leaders, shops, places where people frequently meet to socialize, etc.). Box 4 and 5 has some additional key questions for probing while drawing social and resource maps.
- Ask to show on the map which different ethnic or religious groups live in the area.
- When someone has given an answer, ask the others whether they agree, disagree or want to add something. Encourage discussion throughout the exercise.

3.6 Key questions for probing during administration of social mapping

- i. What are the major resources in the village? (E. g: Water Tank, School, hospital, BHU, community centre etc)
- ii. In which year was it established?
- iii. Who benefits from these resources and who does not? Why/why not?
- iv. Are there any resources that existed earlier, which are not present today? What was the reason for their closure?
- v. Are there any resources in the village that are harmful? In what way? What additional resources are required in the village?

3.7 Resource Map Guide

- The resource map of a village usually overlaps with the time line as it maps various resources available to the villagers and its impacts on the development of the village over all. The process of drawing a resource map is similar to a social map but the focus here instead is on the key resources that are available and located in the village. The village takes a lesser focus but the fields and the surrounding areas come into larger focus. Some questions include whose fields are located

where; what are the soil types of the fields surrounding the village; what crops are grown, where and why? Who owns fields closer to the village; etc

Note: The social and resource maps of a village usually overlap with the time line as it maps various resources available to the villagers and its impacts on the development of the village over all. The Social Map on the other hand acts as a skeleton for the Resource map where the villagers are asked to point out key the resources in the village.

3.8 Key Questions for social and resource maps

- i. What are the approximate boundaries of the community with regard to social interaction and social services?
- ii. What social structures and institutions are found in the community? o How did public buildings develop?
- iii. Who built the community centres?
- iv. Who uses the community centres?
- v. What are the religious groups and where do they live?
- vi. How do people in the community decide on places of worship/prayer?
- vii. What are the ethnic groups and where do they live?
- viii. How many households are in the community and where are they located?
- ix. Which households are headed by females and where are they located?
- x. How is land distributed for housing?
- xi. What is the soil type that is there in the village and how is it distributed?
- xii. Is the number of households growing or shrinking? *(This is where the timelines will come to use where the researcher can correspond it with the past years and present conditions. This can lead to discussions of issues on migration and the reasons for the same and whether the changing climatic conditions have been responsible for the same.)*
- xiii. Has this rate of growth or shrinkage caused problems for particular households or for the community in general?
- xiv. What do people do about new immigrants or growing households?
- xv. How does access to community economic, social and political resources differ by household or social group?
- xvi. What resources are abundant or scarce?
- xvii. Which resources have the most problems or are harmful to the village and why/ why not?
- xviii. How does access to land (or another specified resource) vary between households or social groups?
- xix. Who makes decisions about land (or another specified resource) allocation?
- xx. What are the water sources available in the village and how where are they located in the village?
- xxi. Where do people obtain water and firewood?
- xxii. Who collects water and firewood?
- xxiii. Where do people take livestock to graze?
- xxiv. What additional resources are required in the village?

Annexure 5: Training Agenda & Training Pack for Participatory Action Research

Day 1			
S. No	Programme	From-to	Speaker
1	Recitation of the Holy Quran along with translation	9:00 – 9:05 am	One of the Participant
2	Introduction of the participants	9:06- 9:15 am	Co-ordinator
3	<ul style="list-style-type: none"> - Welcome note - Introduction of the overall programme - Objectives of the workshop 	9:16- 9:45 am	Ghulam Shabbir
4	Introduction to use of CAPI based interviewing	9:45-10:15 am	RSPN resource Person
5	Community inception procedures for PSC and SES data collection and listing of HH for PSC and SES before start of data collection	10:15-10:45 am	RSPN resource Person
6	Orientation of the SES questionnaire and working tea	10:45-11:15 am	RSPN resource Person
	SES data collection methods and approaches <ul style="list-style-type: none"> - SES fundamentals - SES data fields and CAPI based filling procedures etc. 	11:15-12:00 noon	RSPN resource Person
7	Orientation of the PSC Questionnaire	12:00-12-30 pm	RSPN resource Person
8	PSC data collection methods and approaches <ul style="list-style-type: none"> - PSC data fundamentals - Scoring methods and pattern for various HH scoring categories - PSC score categories and their meanings 	12:30-1:00 pm	RSPN resource Person
9	Lunch and prayer break	1:00-2:00 Pm	
10	Practice of SES data collection	2:00-3:00 Pm	RSPN resource Person
11	Practice of PSC data collection along with working tea	3:00-4:00 Pm	RSPN resource Person
Day 2			
1	Recitation of the Holy Quran along with translation	9:00 – 9:05 am	One of the Participant

2	Methodology & process of the training workshop	9:10-10:00 am	Ghulam Shabbir
3	Tea Break	10:01- 10:15 am	
4	<p>Life History Tools</p> <ul style="list-style-type: none"> - Overall objective of LHI tool - Concept clearance/Explanation of difficult terms/Discussion of the Life History Questions one by one and Objective of asking the question - How to get the response from the respondent will be discussed? - How to take notes of the response of the respondents will be discussed? - How to draw the diagram on the spot? - Video demonstration for conducting a Life History Interview <p>Note: Each and every question will be discussed one by one.</p>	10:16 am- 1:00 pm	Ghulam Shabbir & Nadim Salim
5	Lunch and Prayer break	1:00- 2:00 pm	
6	Group formation for mock exercise & practice for data collection (as well as working tea)	2:00- 4:00 pm	Facilitators: Rao Nadeem, Ghulam Shabbir, Nadim Salim and Abdul Qayum
Day 3			
1	Recitation of the Holy Quran along with translation	9:00-9:05 am	Participant
2	Methodology and process of Conducting FDGs	9:05-9:20 am	Nadim Salim and his team
3	Orientation on FDGs questionnaire	9:20-10:00 am	Nadim Salim and his team
4	<p>FDGS data collection methods and approaches,</p> <ul style="list-style-type: none"> - Asking the question - How to get the response - How to take the notes - as well as working tea 	10:00 -11:30 am	Nadim Salim and his team
5	<p>Practice of FDGs</p> <p>Note: All the questions of FDS will be covered one by one</p>	11:30-1:00 pm	Nadim Salim, his team and Ghulam Shabbir
6	Lunch and Prayer break	1:00-2:00 pm	

7	Orientation of PRA tools and Methods of PRA Conduction	2:00-3:00 pm	Nadim Salim & team
8	Orientation of Consultative meetings tools and methods of conduction (Tea will be served as working tea)	3:00-4:00 pm	Nadim Salim & team
Day 4			
1	Recitation of the Holy Quran along with translation	9:00-9:05 am	Participant
2	Review/overview of all the three days training proceedings (Tea will be served as working tea)	9:05-11:00 am	Nadim Salim and team
3	Administrative/Management and logistics matters will be discussed	11:00-12:00 noon	Ghulam Shabbir and his team
4	Others if any	12:00-1:00 pm	
5	Lunch and prayer break	1:00-2:00 pm	

Note: Training material SES, PSC, PRA tools, LHI questioner, FGDS questioners will be sent to the enumerators and researchers before the start of training both in hard and soft requesting them to read these questioners thoroughly so that they be familiar with the questioner. Furthermore, other material related to the subject research such as training manual, concept note, LHI training pack and previous study reports will be made available during the workshop for additional information and knowledge for the researchers and enumerators.

- Banner of the training workshop will be prepared and displayed on proper place.
- Moreover, photographs including banner and audio video recording will be done during trainings sessions.
- Pictures of the houses etc. which showing the poverty status of the household and area will be used in the reports should.
- In case of male FGDs must take pictures.

Annexure 6: Enumerators Job Descriptions

- To attend 4-day orientation training session on survey methodology adapted for questionnaire filling followed by a pre-test it in the field.
- Collect data as per criteria/guidelines from the field supervisor and ensuring compliance to the agreed standards for the data to be collected
- To facilitate entry of the data in the database on daily basis and support the computer data entry operators.
- To ensure the confidentiality of collected information.
- To follow the Momentum's standard protocols & code of conduct to work with the communities, especially children and women.
- To maintain complete record of collected data and make them available daily at the end of data collection activity
- To follow the instructions of the field supervisor during data collection exercises in the field and maintain data collection integrity across the activity

Annexure 7: Quality Assurance Check list

ENUMERATOR/FIELD RESEARCHER BACK CHECK & QUALITY EVALUATION FORM

ID CODE	
Location Code	Household Code

Date:

Day	Month	Year		

Name of the supervisor: _____

Name of the interviewer being evaluated: _____

Supervision tool : (to be used during the interview)

Evaluation criteria		Result	
		YES	NO
1 Interviewer behavior			
1	Did the interviewer greet household members before beginning the interview?		
2	Did the interviewer introduce himself as a researcher from the "Momentum"?		
3	Did the interviewer obtained "informed constant" form the subject, clearly explained the objectives of the survey, how the household was selected, and the fact that the interview will be confidential?		
4	Was the interviewer polite and patient during the interview?		
5	Did the interviewer thank every member of the household at the end of the interview?		
2 Respondent interview Process			
1	Did the interviewer ask questions as they are stated in the survey/guides questionnaire?		
2	Did the interviewer select the right eligible person for each module of the survey questionnaire?		
3	Did the interviewer accept the response "don't know" without probing too much the response?		
4	Did the interviewer used all the possible markers for probing and discussions on poverty dynamics, women empowerment, social mobilization and governance?		
5	Which areas of discussion of the interview/FGD needs improvement?		
3 Time spent during the interview			
1	Did the interviewer avoid long discussion with the respondent but remain patient and polite?		
2	Did the interviewer accept inconsistent or complicated responses?		
3	Did the interviewer expedite the interview by allowing quick responses?		
4 impartiality			
1	Did the interviewer remain neutral during the interview?		
2	Did the interviewer give an opinion during the interview?		
3	Did the interviewer seem shocked, surprised or did he disapprove of a respondent response?		
4	Did the interviewer suggest responses of the respondent?		

i. Respect for individuals, privacy and confidentiality

Elements of respect for individuals including human dignity, privacy, consent and obligation to notify, confidentiality, respect for privacy and family life, respect for the values and motives of others, will be followed. Research description based informed consent will be ensured for complying to this ethics principle.

ii. Right to publishing

Since this is a commissioned research type, therefore copy rights protocols will be followed and necessary permissions for publishing and citations will be obtained from the custodian of research i.e. RSPN.

iii. Dissemination of research

Seeking deliberations through peer reviews and accountability related research ethics related to dissemination of the research results will be followed through applicable approvals from the custodian institution of the research.

iv. No harm to the research subjects

Principle of “no harm” will be followed while making the research subjects conscious of the fact that their safety is a primary concern. No harm pertains to physical, social, psychological aspects.

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