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QUALITATIVE RESEARCH AND ANALYSES OF THE ECONOMIC IMPACTS OF CASH TRANSFER PROGRAMMES IN SUB-SAHARAN AFRICA

A RESEARCH GUIDE PREPARED FOR THE FROM PROTECTION TO PRODUCTION PROJECT

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Oxford Policy Management

International Policy Centre for Inclusive Growth

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THE TRANSFER PROJECT

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1 INTRODUCTION

This research guide was prepared as part of the joint FAO-UNICEF 'From Protection to Production' (PtoP) project (http://www.fao.org/economic/ptop/en/).[1] The project takes advantage of ongoing impact evaluations of cash transfer programmes in sub-Saharan Africa to look at the impact of these programmes on household economic activities, including labour supply, as well as their impact on the local economy. The project is using a mixed-method approach, combining econometric analysis of impact evaluation data, local economy Social Accounting Matrix (SAM)/computable general equilibrium (CGE) models and qualitative methods.

This research guide on qualitative methods provides an overview of the training, fieldwork preparation and research process in each case study country, introduces the participatory tools that will be used to help gather information and provides guidance for conducting key informant interviews and facilitating focus group discussions.

It is designed as an easy-to-use overall guide for the research teams in the case study countries and, therefore, minimises the repetition of information which is provided elsewhere (for example, in the Concept Note).

The guide is structured as follows:

- Section 2 lists the key evaluation questions and hypotheses;
- Section 3 outlines the research process, including the structure for the training workshop;
- Section 4 explains the overall research methods and approaches;
- Section 5 provides more detailed question guidelines for each thematic area;
- Annex A describes how to use the participatory research tools; and
- Annex B details a proposed training schedule for the national field team.

While Sections 2 to 4 apply generically across the case study research countries, the research process in each country will contextualise and nuance the question guidelines in Section 5 to suit the programme context in that country.

2 KEY EVALUATION QUESTIONS AND HYPOTHESES

The research questions set out in the Oxford Policy Management (OPM) technical proposal to the PtoP project were revised during the inception phase and then widely discussed and rearranged in line with the new conceptual framework at the inception workshop.

The four thematic areas identified for impact analysis are household economy, local economy, social networks and operational issues. The research hypotheses and attendant research questions are listed below against these four thematic areas. The hypotheses are couched so as to 'come off the fence' in one direction or another, to be tested during the fieldwork. The qualitative research tools for the study have in turn been identified specifically to investigate these research questions.

- **Household economy, hypothesis 1:** The introduction of a small but predictable flow of cash income improves livelihood choices and productive investments, although vulnerable households will be more highly constrained in their decision-making on how to use the additional cash.
    1. How and why do beneficiaries make decisions regarding the allocation of additional funds (consume/invest/save)?
    2. What do beneficiaries spend household incomes on? Has this changed since the introduction of the cash transfer? Do expenditure patterns differ between beneficiaries and non-beneficiaries?
    3. How does the additional cash affect beneficiaries' choices of livelihood activities and production strategies? For example, what favours beneficiaries' choices to invest? And their choices to engage or not in labour markets?
    4. What is the effect on detrimental risk coping strategies, such as distress sales of productive assets, school drop-out and child labour? Or on other strategies such as migration?
    5. How do beneficiaries' attitudes to risk change as a consequence of a cash transfer?
    6. Do different types of beneficiaries make decisions on how to spend the additional cash in different ways (e.g. male vs female; old vs young)? Why and how?
    7. What are the main constraints (whether linked to networks, physical access etc.) faced by households in engaging in income-generating activities, and how do these influence behaviours and choices?

- **Local economy, hypothesis 1:** The whole community, including non-beneficiaries, will benefit economically from the injection of cash through multiplier effects on local goods, services and labour markets, although this will be mediated by the political, economic and social context.

8. What is the perception of community members (including non-beneficiaries) and local traders and businesses in terms of:
    - Increased opportunities for trade (higher purchases from beneficiary households and opportunities for business creation and/or expansion)?
    - Increased labour market opportunities?
    - Increased demand for variety of goods and services offered?
    - Increased creditworthiness of customers?
    - Changing habits?
    - Increased competition?
    - Inflation?
9. How do these changes affect traders in terms of their strategies and profits?
10. What local circumstances favour or deter ripple[2] effects in the community? What effects are triggered by what circumstances, and how can positive effects be enhanced?

- **Social networks and economic impacts, hypothesis 1:** Cash transfers increase beneficial risk-sharing arrangements and economic collaboration underpinned by social capital (trust-based reciprocity).

11. What were social networks like before the cash transfer implementation, and how did they relate to livelihoods?
12. How are existing social and support networks affected by the introduction of a targeted cash transfer (including effects on sharing arrangements and disposition of existing networks)?
13. What is the importance placed upon changing social networks by community members (i.e. is the fact that networks are being affected by the cash transfer considered 'important' by people in the community)? How is this traded off against other programme impacts (i.e. do the overall benefits from the injection of cash make up for any negative social effects that may arise)?
14. Which networks are most affected, and why? Which are the strongest[3] networks, and why? Are these mostly kin-based?
15. Does the introduction of cash trigger the creation of new networks? If so, how? Which ones? Is there an increase in networks that extend beyond the reference community? What effect does this have?
16. What role does jealousy towards programme beneficiaries play? Was there any conflict within the community as a consequence of the programme?

- **Social networks and economic impacts, hypothesis 2**: Changes in social networks linked to cash transfers positively affect the most vulnerable and least powerful people in a community through greater inclusion in decision-making processes and increasing their entitlement set and livelihood choices.

  17. How do a beneficiary's social and economic identity (e.g. age and gender) or status affect their inclusion in community networks and decision-making processes? What about their changing networks after the introduction of a transfer?
  18. What social, economic and political factors influence social dynamics across households when cash transfers are introduced?
  19. Are communities with high prevalence of human immunodeficiency virus/acquired immune deficiency syndrome (HIV/AIDS) and orphans affected differently by the introduction of cash?
  20. What are the community changes in terms of power dynamics? What are the effects on local elites? And on gender relations and bargaining power, within and across households? How does this affect the community as a whole?

- **Operational issues, hypothesis 1:** Cash and in-kind transfers can be improved through a better understanding of likely household and local economic impacts.

  21. What is the dynamic between social networks and the programme's processes (social mobilisation, targeting, registration, payment, communications and grievance mechanisms)? How does this affect the impact and sustainability of different cash and in-kind transfer systems?[4]
  22. How do cash transfers differ from vouchers or food aid in terms of household and local economy effects?
  23. How do programme design and objectives (e.g. targeting orphans and vulnerable children (OVC), labour-constrained households) affect household-level decisions regarding the allocation of additional funds?[5]
  24. How do the amount, frequency, predictability and mode of distribution of payments affect decisions regarding the allocation of additional funds?
  25. How can cash transfer systems be designed to complement and improve/make more inclusive local economic activity, in addition to fulfilling a safety net function?

3 RESEARCH PROCESS, STEP BY STEP

3.1 INTRODUCTION

The research will be implemented within an outlined structure, but with varying degrees of flexibility, to respond to contextual variation in each research region and community and to the variation in interviewees and focus groups.

However, to ensure a degree of commonality across all countries and communities, a simple and clear research process is provided below which addresses the selection of research sites, who the research team will meet and discuss with, when, on what issues, and how debriefings and report consolidation will proceed. We also provide some guidelines on ethical considerations, general behaviour, recording data and initial analysis.

The question guide will be adapted in each research country following a more detailed analysis of local context, discussions with lead researchers there and field testing. Lessons and best practice from each research phase will also feed into the design of research and question guides for the next phases.

3.2 SUMMARY RESEARCH PROCESS

Before going into a detailed description of each step, this section briefly outlines the overall research process in each study country. Section 3.2.1 gives a wider overview: from training all the way to the completion of analysis. Section 3.2.3 zooms into the key stages of the fieldwork phase, which is most relevant for this guide.

3.2.1 Overall Process

Overall, the lead researcher will spend around 20 days in each country. The key tasks that will be completed over this period include:

1. **Days 1–2**: Discussions with central-level programme staff and quantitative teams, where possible
2. **Days 2–6**: Training of local partners; refinement of fieldwork tools and guidelines through discussion and field testing
3. **Days 5–6**: Finalisation of logistics for fieldwork
4. **Day 7**: Departure for fieldwork; travel and initial district-level interviews where relevant; arrival in first community
5. **Days 7–19**: Fieldwork and preliminary analysis and feedback (see below for details of process in each community)
6. **Day 20**: Country debriefing with relevant stakeholders. Closure and travel back.

3.2.2 Training and Piloting

Prior to the start of the fieldwork, the national research team will undergo a five-day training workshop. The training will provide an overview of the cash transfer programme to be researched (i.e. objectives, current status, design features etc.), the principles and concepts of participatory qualitative research, the research methodology, guide and tools. The training workshop will also allow the research team to pilot and revise the methodology and tools to make them 'fit for purpose'.

An example of a proposed training schedule is provided in Annex B. However, this will be adapted to individual country contexts depending on the experience and skill of the national research team. Below, we outline the key issues that will be covered during the training workshop.

1 Introduction to study objectives and design

The researchers will be briefed about the overall context and background of the six country qualitative case studies including how each individual country case study fits within this. Researchers will then be introduced to the objectives of the country case study and its four broad thematic research areas: household economy, local economy, social network and operations. An overview of the cash transfer programme being evaluated will be presented, including progress to date, any constraints and intentions for future scale-up. Whenever possible, government officers involved in the cash transfer programme, as well as in-country key partners (e.g. UNICEF), will be invited to the training to briefly discuss the programme and their insights with the research team.

2 Theory of change, hypothesis and research questions

It is important that researchers are familiar with the research questions, to reduce the risk of relying excessively on the question guide. A discussion will, therefore, be facilitated to enable researchers to think through the cash transfer programme's theory of change. The study hypotheses will then be introduced and more detailed discussions held around the evaluative questions that might be asked in the field to test and probe the study hypotheses.

3 Research methods and participatory tools

Researchers will be introduced to the two principal qualitative methods to be used—the focus group discussion (FGD) and key informant interview (KII)— with brief discussions held around how both methods complement each other.[6]

Researchers will also be introduced to the participatory research tools which will be used during FGDs. The training of the research team on the tools will build on researchers' previous experiences of using these tools, following a 'learning by doing' approach. For example, simulated FGDs and KIIs will be conducted so that the researchers get a chance to practise interviewing, facilitation skills and the tools.

A list of the five proposed tools and the procedure for using them is shown in AnnexA.[7]

4 Fieldwork road map

It is important that researchers are briefed about the fieldwork road map early on in the training, which will outline the sequencing of the data collection process in each research community (see Section 0 below). In addition, the training will cover the daily team debriefing process, in which the research team collectively reflects on and discusses their findings, analysis and working hypotheses from the day's fieldwork.

The research teams will also be tasked to write district or regional reports to be submitted to the country team leader a week after fieldwork has ended. The reports will then be reviewed and will feed into the overall country case study report. The structure of the debriefs and how these subsequently feed into the report writing process will be discussed in the training. Section 4.5 provides a proposed structure for the daily debriefs as well as the district or regional reports.

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

5 Pilot and feedback from the pilot

A pilot session will be held in a nearby cash transfer beneficiary community, to practise and further reflect on the research process and methodology, including FGD facilitation and the best use of tools. The pilot will give the team first-hand experience of some of the logistical challenges to be expected in the field. The pilot day will then be reviewed and discussed. Researchers will first analyse the research findings from discussions held. This will broadly follow and simulate the daily debriefing structure in the field. In addition, the country team leader will work with the research team to address any outstanding issues and take on board suggestions to improve the research guides and the overall field implementation process.

At the end of the training, the question guide will be adapted to reflect country and programme context, with insights from local researchers during the training and following the pilot day.

3.2.3 Fieldwork Phase (days 7–19)

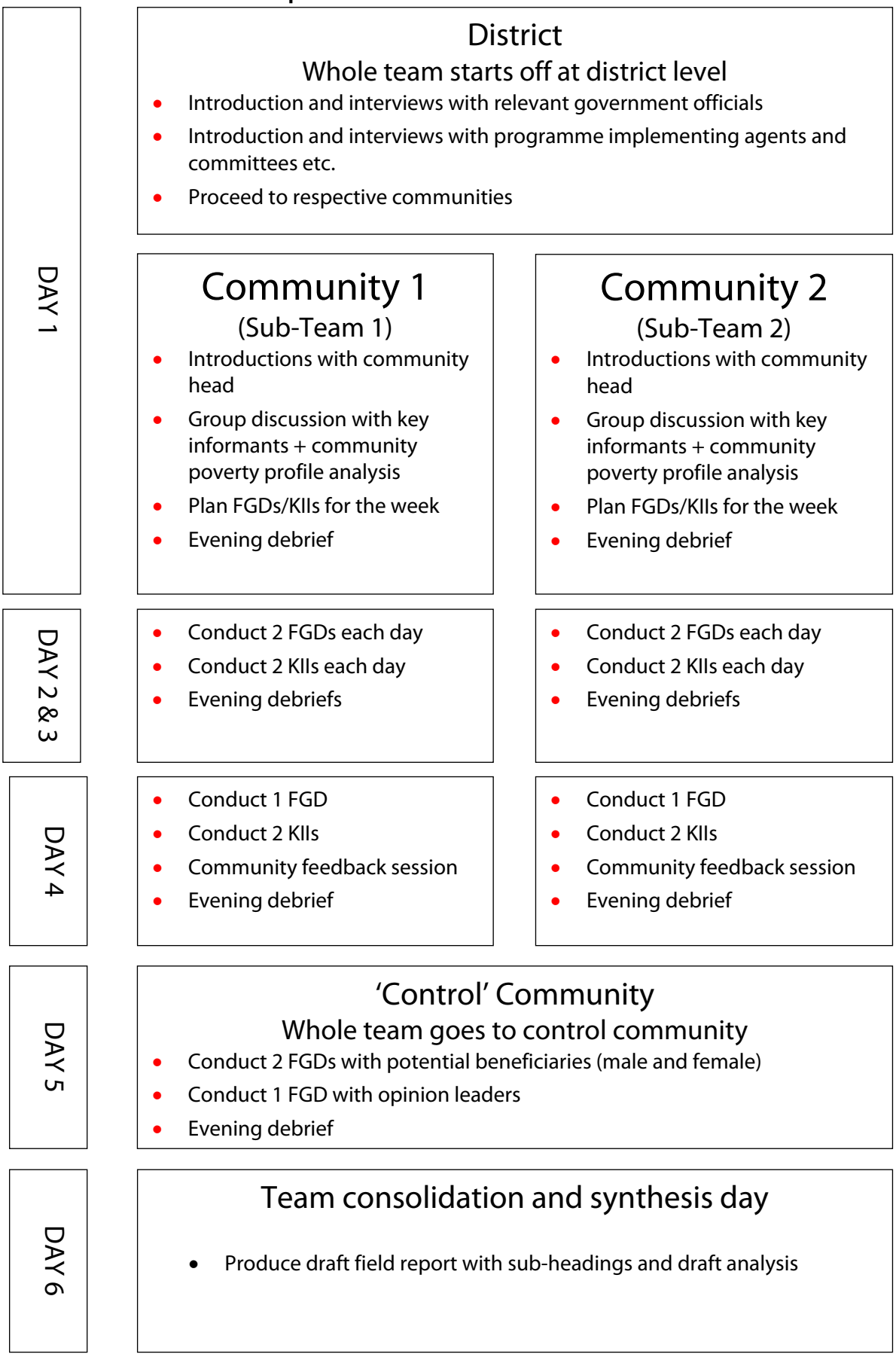
As outlined above, the fieldwork phase lasts a total of 13–14 days, including travel and research in four communities (two communities in one district and two in a second district). In addition, one day of research will be conducted in a 'control' (comparison) community in each district. The fieldwork road map proposed in these 13–14 days is detailed in Figure 3.1. The day-to-day detail of the fieldwork is discussed in more detail in Section 3.3 below.

In each district, the team splits into two sub-teams covering each 'treatment' community for four days. On the fifth and final day of fieldwork, both sub-teams converge and work together in a selected nearby 'control' (comparison) community. At the end of the five days of fieldwork, the whole team has an additional 'consolidation and synthesis' that will generate a draft field report with headings, sub-headings and main points of analysis under each of the four research themes. This road map of data collection is then replicated in the second district in the second week of the fieldwork phase.

One key aspect to keep in mind is the visit to the **'control' (comparison) community** (where cash transfers have not been distributed) that will be fitted into the research process near one of the four key research communities. Locating a community that has not received transfers will need some pre-planning and coordination with implementing organisations. The 'control' community should have a similar socio-economic profile to the 'treatment' communities where cash transfers have been received. Because time constraints prevent a 'control' community for both types of treatment community, the team will need to decide whether to select a 'control' community that is relatively far from or relatively near to the main road and be able to justify this choice.

FIGURE 3.1

Fieldwork Process Roadmap



3.2.4 Sampling of Research Sites

The sampling of the study sites will follow a consistent methodology across all study countries to strengthen the potential for comparative analysis and validity and reduce bias across country research studies. The following three-stage sampling process will be used:

Sampling regions

OPM will collaborate with the United Nations Food and Agriculture Organization (FAO) and the relevant programme implementing agencies to sample two regions in each case study country for the fieldwork. The selection of these regions will reflect important differences in livelihood and vulnerability. In addition, one of the two regions chosen must be covered by the longitudinal quantitative survey of the programme so that the research team can test and deepen analysis of the trends emerging from the longitudinal quantitative data. The second field location will *not* be chosen from the longitudinal survey's sub-sample. However, this is also important because it will enable the research team to elicit insights and analysis from another region of the country.

Sampling districts

In each region, the qualitative fieldwork will be conducted in one district (or equivalent administrative area). The selected districts will be representative of the 'average' poverty and livelihood status of the region, which should be identified by analysing district poverty maps, or the equivalent, covering all national administrative areas. The unit of analysis of the sampling and research activity will depend on the particular country's administrative organisational structure and the cash transfer programme implementation arrangements.

Stratifying and sampling communities

Within each district, three study sites will be selected: two 'treatment' and one 'control' (comparison) community. The sites will be selected following stratification according to degree of market integration (proxied by distance from main road), to sample one relatively remote and one relatively integrated community. Within each stratified sub-sample, communities will be further stratified by number of beneficiary households per community, to select communities with the median number of beneficiary households.

In both districts, a neighbouring non-treatment community will be selected as a 'control' (comparison) community.[8] The 'control' community should have a similar socio-economic profile to the two treatment communities.

3.3 STEP-BY-STEP RESEARCH PROCESS IN EACH COMMUNITY

3.3.1 Introduction of Research and Research Team at District Level and Preliminary Interviews Where Necessary

The research team will conduct a few preliminary interviews and introduce the research at district level before reaching the community. Key informants at district level may include members of programme sub-offices and officials involved in programme implementation. In

some cases these interviews may be useful to obtain district-level data, including lists of villagers to be used to complement the snowball sampling.

3.3.2 Introduction of Research and Research Team with Village Head/influential Community Members

In each community, the first contact will be with the village head. After explaining who the team is working for and what the purpose of the research is, the team leader will request permission to conduct the research in their community.

After this initial meeting with the village chief, the research team will then proceed to meet the relevant programme committee members together with other community leaders. This will provide an opportunity find out more about the social context of the community and to start to identify specific groups of people with which to conduct FGDs and KIIs.

3.3.3 Conduct Community Poverty Profile Analysis with Key Informants

The first step in the fieldwork process is to understanding the poverty profile and social make-up of the community by identifying the social characteristics, social differences and distribution of well-being among its members. This should involve between six and 10 people with a comprehensive knowledge of community members and their social situation. These may include:

- local midwife;
- local nurse;
- local trader;
- school teacher or headmaster;
- member or leader of a community-based organisation (CBO);
- youth leader;
- woman leader; or
- religious leader.

This analysis will be conducted using either a social mapping or community well-being analysis (or by sequencing these two tools). The detailed guidelines for using these two participatory tools are provided in Annex A. Subsequent to this initial analysis, the research team should remain open to identifying new groups or people that need to be included in the research. For instance, when discussing with one focus group, another important but marginalised group of people may be identified. This identification process will, therefore, be multi-staged and aided by:

- key informant opinions, triangulated;
- outcomes of social mapping/community well-being analysis;
- insights from FGDs; and
- lists of community members or programme beneficiaries, if available.

3.3.4 Select Focus Groups, Participants and Key Informants

3.3.4.1 Focus group discussions

FGDs are organised with specific goals, structures, time frames and procedures and with a group of people with a common interest. The selection will be based on the social analysis conducted with key informants and through triangulation of information across different discussions throughout the research process:

- When selecting programme beneficiaries for the focus groups, the beneficiary list will be obtained from programme officials, and focus group participants will be randomly drawn from this.
- When selecting non-beneficiaries for the focus groups, the research team should attempt to select participants randomly from a population census list. In the absence of such a list, the research team will select participants as randomly as possible using a local key informant to identify a total population— for example of 'nearly beneficiaries', farmers or religious minorities— and then randomly selecting from that population.

In all communities across the six study countries, FGDs must include the following categories of people:

- female programme beneficiaries;
- male programme beneficiaries;
- female non-beneficiaries; and
- male non-beneficiaries.

According to the context and programme characteristics, these core FGDs can be further stratified— for example, to include old/young members and more or less socially excluded members. Additional FGDs can also be undertaken with key groups, according to context, including:

- farmers;
- casual labourers;
- local traders;
- ethnic minorities;
- young men and women; and
- other marginalised community members.

A few core principles will apply to the selection of all FGDs:

- Discussions will be conducted separately with men and women. They will also be held with a range of other groups based on social grouping and livelihood. We will

need to understand some of the basic social differences in each community before deciding which groups of people to select; therefore, the number and types of groups for FGDs will depend on the particular community. We will also aim to involve groups of people who might not normally be asked their opinions, such as the poorest people, young women and minority ethnic or religious groups.

- The selection of participants will be designed to ensure that we capture social difference and diversity within the selected communities. FGDs will also be held with participants from civil society organizations— for example, women's organisations or livelihood group organisations. In some situations, group discussions with service providers may be difficult, in which case individual interviews will be conducted.
- Groups will be composed of six to 10 participants. With larger groups it becomes difficult to ensure that all participants can contribute freely and meaningfully. With fewer than six people, on the other hand, one or two individuals may tend to dominate. As with in-depth interviews, triangulating the findings from one focus group with other discussions held with different participants from the same interest group will increase the trustworthiness of those findings.

3.3.4.2 Key informant interviews

The research team will conduct individual interviews with a variety of key informants, including community leaders, non-governmental organisation (NGO) workers, religious leaders, health workers, teachers, elders, local traders and farmers. Although the interviews should cover all four thematic areas, it is important that particular attention is paid to the thematic areas about which the informant is most familiar (for example, discuss the local economy with shopkeepers).

TABLE 3.1

Suggested key informants

Key informant	Probable location	Importance
Village chief/head	Community	✓
Village committee member	Community	✓
Leaders of minority groups	Community	✓
CBO leaders/members/religious leaders	Community	✓
Member of a specific social network	Community	✓
Local business owners (employees)	Community	✓
Local farmers/agricultural merchants	Community	✓
Market traders	Will depend	
Extension workers	Will depend	
School teachers	Will depend	
Community Health Workers	Will depend	
Bank/MFI/SACCO staff	Will depend	

Table 3.1 provides indicative guidance of the priority key informants we will want to interview (with a tick next to the most important ones). Additional key informants may also be added (and some removed) according to country and community context.

4 RESEARCH METHODS AND APPROACHES

4.1 INTRODUCTION

This section outlines general guidelines relating to the overall fieldwork, including conducting FGDs and KIIs.

4.2 GENERAL CONDUCT DURING FIELDWORK AND ETHICAL CONSIDERATIONS

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

4.2.1 Conduct

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

- Community members and research participants must not feel offended or demeaned by anything we do, say or ask, or by our behaviour in their community. We are in their community and must respect them accordingly.
- Expectations of community members and research participants must not be raised by anything we do or say during the research.
- Potential respondents must also feel under no explicit or implicit pressure to participate, either from the research team or from those we ask to help us gather participants (such as village heads, community elders or leaders etc.).
- The research will be more accurate if participants see no reason or pressure to adjust their responses in a particular way and if they feel comfortable during the interview.

We will be engaged in research that might appear very strange to many members of the community. We will ask a number of personal questions, and we will select many respondents at random. Even if this type of research has been conducted in the community before, it is very likely that many people will ask you questions about what you are doing. It is important to explain very clearly what we are doing, and to answer questions about the research patiently, clearly and honestly to each individual that asks.

4.2.2 Ethical considerations

Box 4.1 sets out some key ethical considerations to be made in carrying out participatory research with vulnerable groups.

BOX 4.1

Ethical Considerations when Conducting Participatory Research

- How are participants being selected? Is there any deliberate exclusion on the basis of, for example, access or stigma? Have cultural and community norms been understood and considered in the selection process?
- Ensure that permission is sought for the focus groups to go ahead, through consultation with the local community.
- Set and communicate clear parameters for the focus group—this means clearly stating the purpose, the limits and what the follow-up will entail. It also means ensuring that demands on participants' time are not excessive (maximum 1.5–2 hours, for instance) and that they are aware of their right to not participate or withdraw at any time.
- It is important to make respondents aware that the research team are independent, with no direct associations with implementing agents.
- Set up FGDs and interviews at a time and in places that are convenient to respondents (e.g. after labouring hours).
- Recognise that participants are possibly vulnerable and that the exercise is carried out with full respect—power differentials will exist between community members and researchers, and these need to be purposefully mitigated in planning and implementation
- Ensure the safety and protection of participants—this means ensuring that the environment is physically safe, that there are at least two facilitators present at all times and, if possible, that a local stakeholder group is involved in monitoring activities. Facilitators should also be supervised.
- Ensure that people understand what is happening at all times. Is appropriate language being used (language, dialect, community terminology etc.)? This needs to be carefully planned.
- Ensure the right to privacy—this includes ensuring anonymity and confidentiality, in record-keeping and report-writing and making sure participants understand that what they do and say in the group session will remain anonymous. In addition, respondents should be made to feel at ease and encouraged to equally ask researchers questions.

4.3 CONDUCTING A FOCUS GROUP DISCUSSION

4.3.1 Main Things to Keep in Mind

- Begin by introducing yourself and explaining carefully and clearly the subject and objectives of the discussion. Check that the participants understand and feel comfortable with what is going to be discussed.

BOX 4.2

Introductions for a Focus Group Discussion

Key objectives of an introduction:

- Explain why we are doing these FGDs
- Explain what we would like to do
- Explain about confidentiality
- Ask if there are any questions before starting
- Ask the participants to introduce themselves

Example:

"Thank you for coming. My name is _____, and I am working with a team of independent researchers working with OPM in the UK. We are researching the implementation of xxxxxx and are eager to collect your views to improve the way these programmes work.

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

Also, you don't have to participate if you don't want to, and please interrupt me if you ever want to stop the interview. The discussion will take about an hour and a half.

Do you have anything you want to ask me, or can we start?

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

- *Use the question and tool guides supplied to provide an overall direction for the discussion*. These provide the topics and issues that should be covered at some time in the discussion with each particular focus group but are not tightly structured nor suggest potential responses.

Although each topic needs to be covered within the community, the guides are not like a survey instrument that is strictly followed in order. Think of the things that need to be answered, and try to proceed logically from topic to topic. If a topic comes up in the discussion, you may decide to explore it then and not later, or ask the participants if you can talk about it later.

- *Questions should be open-ended (as much as possible), short and clea*r.
  Closed questions should be followed by further probing questions. Remember, however, that the order might need to be changed during the discussion, and be flexible about this.
- Answers and responses should be evidenced and with examples whenever possible. When probing for cases, examples are critical for collecting data and actual stories as findings.
- *Where possible it is sensible to include the important research questions earlier in the discussion*. Use the guide questions to help ask the broad, open-ended questions and give the participants enough time and opportunity to talk about their opinions and experiences. Probe for additional information where necessary. These questions can also be used in conjunction with the tool guides to help probe into issues when useful and appropriate.
- *Try to keep the discussion focused on the subject, but allow the participants to lead the discussion in new directions if they arise and they are relevant to the subject*. This may highlight new information that can be incorporated into question guides for future focus groups.
- There is a significant challenge in bringing out the *views of quieter members of groups*. This can be addressed in various potential ways:
    1. Writing down everyone's name and using their names to ask them directly.
    2. Ensuring that there are no tasks that make people feel embarrassed because they cannot do them—such as writing or reading.
    3. Having groups incentives to make everyone speak.
    4. Asking quieter members for their opinion.
    5. Explaining in advance to the group that you would like a conversation between them all, and that you want to hear everyone's views.
    6. Explaining that there is no correct answer to the questions —and that you are interested in hearing many different views on them.

- When the discussion comes to a natural end, or after about an hour and a half, ask whether there is anything else that the participants wish to discuss. Check again that the participants know what the information will be used for. Thank them for their time and effort.

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

4.3.2 Using Participatory Tools within the FGD

The use of a variety of participatory tools within the FGDs ensures that analysis is focused on the research themes and that graphical or visual materials are produced. Following the Ghana pilot, we propose that each country research team uses the same five standard participatory tools. These tools have been prioritised because the experience from Ghana showed them to be most efficient at eliciting the relevant information under the four research themes. To ensure a common approach across all case study countries, guidance is provided on the five main participatory tools that will be used (details are in 0 and will be provided during training) and on which tools and methods may be most appropriate for each thematic area. In summary:

- Social mapping and community well-being analysis will be used together or as alternatives with a group of key informants **on the first day of research in each treatment community** for the following objectives: (i) to understand the characteristics of well-being in the community and perceptions of differences in well-being among the population; (ii) to elicit estimates of the distribution of well-being; (iii) to understand perceptions of the characteristics of the most vulnerable members of the community; (iv) to understand perceptions of the targeting effectiveness of the cash transfer; and (v) to prompt broader discussion on the four research themes (household economy, local economy, social/economic networks and operational issues). In addition, where possible, conducting at least one well-being analysis in the control community is recommended,
- Household income and expenditure analysis will be used with focus groups of male and female beneficiaries: (i) to analyse the sources, size and frequency of household income for individual beneficiaries; (ii) to analyse the distribution of household expenditures for individual beneficiaries; and (iii) to understand the contribution of the cash benefit transfer to changing income and expenditure distributions.
- Livelihood analysis will be used with non-beneficiary groups, particularly occupational groups, to support: (i) understanding the range and value of different livelihoods within the community; and (ii) understanding the contribution of the cash benefit transfer to the local economy (markets, prices and employment).
- Institutional mapping (Venn diagramming) will be used with beneficiary and non-beneficiary groups: (i) to understand the importance and value attached by beneficiaries to key institutions in their community; and (ii) to understand the nature and significance of social connectedness/exclusion among beneficiaries in their communities.

It is important to stress that, given the time-intense nature of these tools, **only one or two tools will be used per focus group.** Within each treatment community, all four tools will be used (including either social mapping or well-being analysis).

While each participatory tool is designed to focus on exploring a particular thematic area, it is important to remember that the data from one tool may also be relevant to a number of thematic areas, and all tools may contribute information relevant to the operational aspects of the cash transfer. Also the thematic discussion prompted by the use of a particular tool can be broadened as appropriate to discuss other thematic areas.

4.4 RECORDING DATA FROM FGDS AND INTERVIEWS

- All interviews and FGDs will be documented by taking **comprehensive field notes and accurately recording the diagrams produced by participants, by digital photograph if appropriate**. Outputs from the FGDs for use in analysis will include specific products from group activities (maps, drawings etc.) as well as notes of the discussions.
- The **note-taker will note down the discussion among the participants as they speak, using the words they use** and noting occasions when participants disagree or when one participant's opinion is particularly strong. Where possible, they will include any thoughts on why differences are emerging (often a reflection of the personal experiences, aspirations and world views of the different participants). The notes need to record the discussions taking place within the group and why the group came to a decision, answer or agreement.
- **Direct quotations will be recorded where they illustrate or clearly express an important point**. Researchers should always probe for examples where necessary.
- **An MP3 recorder may be used to record the actual discussion**, but the participants must give prior consent for it to be used. This can provide a **back-up to the written notes, which are the main recording of discussions and interviews.**
- There is some **standard information** that needs to be collected and recorded at each discussion or interview. This information should be recorded on all voice recordings of discussions and interviews; all maps, timelines or diagrams that are produced; and all notes taken during discussions and interviews, using the note forms provided. The standard information that must be recorded on each voice recording, written note and/or diagram produced includes:

    1. Location: e.g. region, district, community/village, location
    2. Date
    3. Time started/time finished
    4. Micro-recorder file number/code (on paper notes only)
    5. Type of method: FGD/KII

6. Place of interview
7. Respondent(s) information, depending on type of respondent (age, gender etc.)
8. Key informant: name (if possible), position or occupation
9. FGD participants: characteristics of the social group in terms of gender, social status (e.g. elders, community leaders), occupation (e.g. farmers, traders), age range, ethnicity, clan
10. Any other important general observations.

4.5 DAILY DEBRIEFS SUMMARISING AND ANALYSING FINDINGS

As a key part of the process, we expect teams to start some initial data synthesis and analysis in the field. This starts at the level of the FGD or interview, with a check on data collected, but most importantly occurs at the community/village level.

4.5.1 Discussion/interview Data Check

After a FGD is finished, each team should take time to make sure they have an accurate picture or record of any visual outputs (e.g. the ranking, vulnerability map or timeline etc.). They should also check that the notes taken by the note-taker are an accurate record of the discussion, including any important quotes and comments on overall respondents. Researchers should confer with each other on the highlights for each thematic area and major points and issues raised during the FGDs. Such discussion will form the basis of the daily team debrief.

4.5.1.2 Daily community-level debriefing

At the end of each day it is essential that the team debrief. This is a key stage of analysis and will be used to develop the feedback sessions to the community at the end of the research. It will also reveal research gaps which should be addressed in the next day of fieldwork. The team needs to think about **how each FGD adds to overall understanding**. Are there pieces of information still not clear or groups they are still missing out from discussion? Thinking this through will help plan the next FDG in terms of issues on which they would like to concentrate and other issues about which they feel they already have a good idea.

For the daily debriefs the team will:

- have around 30 minutes to prepare and organise their data from the day's fieldwork around the four main thematic areas of the research. This makes it easier to draw main conclusions and reduces the risk of losing or misplacing critical information. It also facilitates writing final reports;
- present to the lead country researcher (or where there are sub-teams, other sub-team members) for another 20–30 minutes; and

- have a discussion facilitated by the lead researcher about the emerging findings, which helps to answer the key research questions and hypothesis.

In addition to the above, in each daily debrief, researchers will also take some time to ask each other the following questions:

- What went well, and why?
- What didn't work so well, and why?
- What information needs further probing/exploring— and how best to do that? With whom and with which tools?
- What can we do differently tomorrow?
- How can we adapt the research tools and plan to best capture important issues?

4.5.1.3 Team brainstorming day and field report

The daily debriefs will feed directly into a full team brainstorming session after fieldwork in each region to consolidate and synthesise all the findings from the previous five days of fieldwork. These discussions will then feed into a regional fieldwork report which will be submitted to the lead researchers a week after the fieldwork. Tasking researchers with writing a field report will provide more detail, such as capturing quotations and case stories which may not have emerged during the daily debriefs. It will also hold researchers accountable and increase their sense of ownership of the entire research process.

The report will be structured according to thematic areas as follows:

1 Key findings

- Record all facts, opinions, stories, perspectives, rumours etc.
- Remember to capture the key quotes and stories.
- Pick out differences and similarities across and between different groups and categories—for example, beneficiaries vs non-beneficiaries; men vs women etc.

2 Discussion and analysis

- Ask yourself what this all means.
- What do the above tell us?

3 Conclusion

- What are the key conclusions? What does this say about the specific cash transfer under study, and what are the indicative lessons/messages about cash transfers in general?

4.6 PROVIDING FEEDBACK AND FACILITATING DISCUSSION OF SYNTHESISED FINDINGS WITH COMMUNITY MEMBERS

As part of an ethical approach to the research, and to validate findings and preliminary conclusions, we will conduct a feedback session to community members at the end of the research period.[9] We will use the findings from the preliminary synthesis and analysis of data to facilitate a discussion of our findings. This will not only reduce the 'extractive' nature of the research by ensuring that community members and respondents are informed of the initial analysis but will also enable them to comment on or correct our analysis and feed into the next stage of analysis.

5 QUESTION GUIDE

In the following, the hypotheses and questions for each impact area and the operational questions are translated into more concrete probing areas or questions. This is primarily tailored to beneficiaries of cash transfers. Importantly, given the large number of questions, some issues will be discussed in more detail with some groups than others.

It is important to remember that the lists of more detailed probing questions are **suggestions of possible questions** which may be helpful for the facilitators of FGDs. They should not be seen as a list to be read through as in a questionnaire, but as possible questions **which can be used in conjunction with the participatory tools** to help guide the discussion and probe into particular issues in more depth.

Remember also that **question wording should be adapted** to the respondent (e.g. beneficiary, non-beneficiary, man or woman), and some questions may not be relevant to some respondent types.

Questions from concept note	Possible probing questions *Questions for both beneficiaries and non-beneficiaries in black;* *Questions only for beneficiaries in blue;* *Questions only for non-beneficiaries in green*	Participatory tools
Household economy, hypothesis 1: The introduction of a small but predictable flow of cash income improves livelihood choices and productive investments, although vulnerable households will be more highly constrained in their decision-making on how to use the additional cash.		
1. How and why do beneficiaries make decisions regarding the allocation of additional funds (consume/invest/save)? 2. What do beneficiaries spend household incomes on? Has this changed since the introduction of the cash transfer? Do expenditure patterns differ between beneficiaries and non-beneficiaries? 3. How does the additional cash affect beneficiaries' choice of livelihood activities and production strategies? For example, what favours beneficiaries' choice to invest? And their choice to engage or not in labour markets? 4. What is the effect on detrimental risk coping strategies, such as distress sales of productive assets, children dropping out of school, child labour? Or other strategies such as migration? 5. How do beneficiaries' attitudes to risk change as a consequence of a cash transfer? 6. Do different types of beneficiaries make decisions on how to spend the additional cash in different ways (e.g. male vs female; old vs young)? Why and how? 7. What are the main constraints (whether linked to networks, physical access etc.) faced by households in engaging in income-generating activities, and how do	• What are the main problems or risks or shocks that people face when trying to earn a living or income? Are these risks seasonal? Have they changed over time? *[probe into risks faced by different social groups, households, individuals.]* • How did people cope with these problems or risks if they occurred in the past? Have the ways people cope changed since the cash transfer started? Why? Do beneficiaries and non-beneficiaries cope in different ways? How and why? • What were your main sources of income… - *Beneficiaries*: before the cash benefit? And now? - *Non-beneficiaries*: Five years ago? And now? *[nb change number of years as appropriate to each cash transfer]* • How did you spend your household income… - *Beneficiaries*: before receiving the cash benefit? And now? - *Non-beneficiaries*: Five years ago? And now? • Who decided that the money should be spent in this way? • Has this changed between then and now? How, why? • How have you spent the money you received through the cash benefit? *[probe into spending, e.g. On food? On health or education? On social networks (e.g. church, extended family)? On income generation?]* • Who receives the transfer? How are spending decisions made? Who decides, and why? • Has the cash transfer changed the relationships between men and women within the family? If so, how and why?	• Household income and expenditure analysis with beneficiary groups

Questions from concept note	Possible probing questions *Questions for both beneficiaries and non-beneficiaries in black;* *Questions only for beneficiaries in blue;* *Questions only for non-beneficiaries in green*	Participatory tools
these influence behaviours and choices?	• Have the relationships between men and women changed over the last five years? If so, how and why? • Is it easier or more difficult to get credit if you receive the cash benefit? How and why? • Has your household indirectly received any of the money from the cash transfer as help from friends/family? If so, how has this money been used? How has it affected your household?	
Local economy, hypothesis 1: The whole community, including non-beneficiaries, will benefit economically from the injection of cash through multiplier effects on local goods, services and labour markets, although this will be mediated by the political, economic and social context.		
8. What is the perception of community members (including non-beneficiaries) and local traders and businesses in terms of: - increased opportunities for trade (higher purchases from beneficiary households and opportunities for business creation and/or expansion)? - increased labour market opportunities? - increased demand for the variety of goods and services offered? - increased credit worthiness of customers? - changing habits? - increased competition? - inflation? 9. How do these changes affect traders in terms of their strategies and profits? 10. What local circumstances favour or deter ripple effects in the community? What effects are triggered by what circumstances, and how can positive effects be enhanced?	• What are the main types of livelihood in this community? What are the preferred livelihoods? Why? • How have livelihoods and labour markets changed in recent years? Why is this? • Are there new businesses starting up? If so, why? • Has there been a diversification in the types of foodstuffs and goods sold? How? Why? • Have cash transfers influenced the number and types of jobs available? How and why? • Have prices changed as a result of cash transfers? How? • How have cash transfers affected the activity of beneficiaries in the labour market? Why is this? • How have cash transfers affected the activities of non-beneficiaries? Why is this? • Has the cash benefit affected commercial activity in other nearby communities? How?	• Livelihood/income matrix with occupational focus groups

Questions from concept note	Possible probing questions *Questions for both beneficiaries and non-beneficiaries in black;* *Questions only for beneficiaries in blue;* *Questions only for non-beneficiaries in green*	Participatory tools
Social networks and economic impacts, hypothesis 1: Cash transfers increase beneficial risk-sharing arrangements and economic collaboration underpinned by social capital (trust-based reciprocity).		
11. What were social networks like before the cash transfer implementation, and how did they relate to livelihoods? 12. How are existing social and support networks affected by the introduction of a targeted cash transfer (including effects on sharing arrangements and disposition of existing networks)? 13. What is the importance placed upon changing social networks by community members (i.e. is the fact that networks are being affected by the cash transfer considered 'important' by people in the community)? How is this traded off against other programme impacts (i.e. do the overall benefits from the injection of cash make up for any negative social effects that may arise)? 14. Which networks are most affected, and why? Which are the strongest[10] networks, and why? Are these mostly kin-based? 15. Does the introduction of cash trigger the creation of new networks? If so, how? Which ones? Is there an increase in networks that extend beyond the reference community? What effect does this have? 16. What role does jealousy towards programme beneficiaries play? Was there any conflict within the community as a consequence of the programme?	• How do people help each other in the community? Who wins and who loses? • Have social networks grown stronger since cash benefits started to flow into the community? Or are there any new social networks? Are these related to economic activity, such as sharing credit, tools or labour? Do they extend beyond this community? • Are there some types of network that are stronger than others? • Have any networks/associations dissolved since the start of the cash transfer? If so, why is this? • Have some people lost their influence because people have other support now (e.g. they don't need to ask the Church for help anymore)? • Has this programme and process of selection created any conflict in your community? Why? Why not? Has anything been done about this? - *H*ave your relationships with non-beneficiaries changed [*probe e.g. more jealousy and resentment?]* How? How has this affected you? - Have your relationships with people who receive the cash transfer changed? How? How has this affected you?	• Social mapping with key informants • Community well-being analysis with beneficiary and non-beneficiary groups (plus key informants if appropriate) • Institutional mapping/Venn diagramming with beneficiary and non-beneficiary groups

Questions from concept note	Possible probing questions *Questions for both beneficiaries and non-beneficiaries in black;* *Questions only for beneficiaries in blue;* *Questions only for non-beneficiaries in green*	Participatory tools
Social networks and economic impacts, hypothesis 2: Changes in social networks linked to cash transfers positively affect the most vulnerable and least powerful people in a community through greater inclusion in decision-making processes and increasing their entitlement set and livelihood choices.		
17. How do a beneficiary's social and economic identity (e.g. age and gender) or status affect their inclusion in community networks and decision-making processes? What about their changing networks after the introduction of a transfer? 18. What social, economic and political factors influence social dynamics across households when cash transfers are introduced? 19. Are communities with high prevalence of HIV/AIDS and orphans affected differently by the introduction of cash? 20. What are the community changes in terms of power dynamics? What are the effects on local elites? And on gender relations and bargaining power, within and across households? How does this affect the community as a whole?	• Do particular people or social groups have strong roles or influence in the community? Why is this? Has this changed over time? (*probe on resource/capital ownership*) • Does everyone receive the same support from networks such as family, Church etc.? Are some excluded? *[probe into men, women, young, old, people who are sick, have HIV/AIDS, people living with disabilities, ethnic groups or groups with different political affiliations etc.]* Why do some have support through networks and others don't? • Does being a beneficiary affect their relationships within the community? Or their ability to join associations or networks? Are they treated differently now compared to before the transfer? If so, why? • Do you feel that being a beneficiary has affected your relationship with the community? Do people who are not selected now treat you differently? Why? • Are you a member of any established associations or networks? Has the transfer allowed you into existing networks that you were unable to join before? (*Probe on 're-entering' social networks*) • If you are now able to join networks, does this help you to earn a living by getting access to credit, tools, seeds, labour etc.?	• Social mapping/community well-being analysis with a group of key informants • Institutional mapping/Venn diagramming with beneficiary groups
Operational issues, hypothesis 1: Cash and in-kind transfers can be improved through a better understanding of likely household and local economic impacts.		
21. What is the dynamic between social networks and the programme's processes (social mobilisation, targeting, registration, payment, communications and grievance mechanisms)? How does this affect the impact and sustainability of different cash and in-kind transfer systems?	• Do you know how the cash transfer programme functions? Do you know who receives the transfers and who does not? How is information provided? • What do you think about the way people were selected for the cash transfer? Was it a simple or difficult process? How and why? What problems did you face? *[Probe for issues with registration process;*	• Household income and expenditure analysis with beneficiary groups • Institutional mapping/Venn diagramming with

Questions from concept note	Possible probing questions *Questions for both beneficiaries and non-beneficiaries in black;* *Questions only for beneficiaries in blue;* *Questions only for non-beneficiaries in green*	Participatory tools
22. How do cash transfers differ from vouchers or food aid in terms of household and local economy effects? 23. How do programme design and objectives (e.g. OVC, labour-constrained households) affect household-level decisions regarding the allocation of additional funds? 24. How do the amount, frequency, predictability and mode of distribution of payments affect decisions regarding the allocation of additional funds? 25. How can cash transfer systems be designed to complement and improve/make more inclusive local economic impacts?	*Probe into associated direct and indirect costs e.g. transportation, accommodation etc.]* • Do you have any complaints or concerns about the programme so far, including the behaviour of the staff? What are they? Why are they concerns? • Have you mentioned this to anybody? Who? Was the problem resolved? Were you satisfied with the outcome? *[Probe for awareness of any grievance mechanism]* • Do cash transfers have a different type of impact on households and local economy than, for example, vouchers or food aid? • Do you think cash transfers will continue into the future? If so, why and for how long? Do you think they will be reliable? Why? • What would make cash transfers have a better impact on households and the local economy? ALSO: • **With key informants**: clarify and probe the roles and effectiveness of different main players in the implementation at district and community/village levels. Probe on issues of communication, sensitisation and transparency. Probe on possible mechanisms to encourage and support productive growth from cash transfers. Probe on linkages with complementary services (e.g. schools and health) and how these can be better synchronised. Probe on conditionality issues and outcomes where appropriate. • Compare the views of the past and the future between the treatment and control communities. What were the most important changes in the past five years? What is the vision for the future? Probe what community characteristics contribute to levels of optimism/fatalism and what role the cash transfer has in this.	beneficiary groups

ANNEX 1
PARTICIPATORY TOOLS – GUIDELINES AND EXAMPLES

This Annex provides an overview of the main tools proposed and an example step-by-step guide of a possible way in which they can be applied to help guide fieldworkers and serve as a reference point.

The following tools are described in detail:

1. Social mapping
2. Community well-being analysis
3. Household income and expenditure analysis
4. Livelihood Matrix Scoring
5. Institutional mapping/Venn diagramming.

A.1 SOCIAL MAPPING

This is a group activity.

Objectives: (i) To understand the characteristics of well-being in the community and perceptions of differences in well-being among the population; (ii) to understand perceptions of the characteristics of the most vulnerable members of the community; and (iii) to prompt broader discussion on the four research themes (household economy, local economy, social/economic networks and operational issues).

Materials: flip chart paper, pens

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

Step 1. Working with your group, first decide *what type of area the map will show in relation to the 'community'*. In small villages this may cover the entire village. In larger communities it may cover a particular neighbourhood that the group participants know well. Social maps begin as physical maps of the residential area of a community.

Ask the local analysts to *start by preparing the outline or boundary of the map*. Another option is to ask the analysts to draw a simple village map showing some features such as roads, paths and watercourses for orientation.

Ask the analysts to *identify and draw on the map other institutions and landmarks that are important to them. Ask also about services or facilities* such as irrigation, electricity, water, gas, telephone and so on, and mark these on the map. It is not necessary to develop an absolutely accurate map; the goal is to get useful information about local perceptions of resources.

Then *ask for the location of all houses in the community* and ask the analysts to mark each as a small empty square. An alternative is to focus on clusters of houses or areas, particularly where there are many households in the community or if it is not necessary to identify individual households.

The analysts can then mark the houses or groups of houses in different colours to indicate which belong to households of *different well-being categories (such as rich, better-off, poor and very poor)*. Ensure that the criteria used by local analysts to distinguish different well-being criteria are noted on the map and that they all have the same understanding of the criteria and characteristics.

The map can also be used *to identify houses that belong to people from different social categories* (such as ethnicity, female-headed households, and large households); people with special functions (such as a village chief); households with shops or other small businesses; and households with relatives abroad. These categories can all be identified by particular symbols which should then be explained in a legend.

Step 2: Analyse the social map. As the map is being produced (or perhaps once it has been completed), *facilitate a group discussion on the social characteristics and differences in the community*, including differences in entitlements and access to resources and social networks. Ask prompting questions to encourage analytical discussions around the four research themes:

- Ask about the community poverty profile including: income streams/livelihood strategies; expenditures and assets; socioeconomic characteristics (e.g. credit, health status, schooling, household conditions and other); gender and labour markets?
- Ask about patterns: are there particular household types or distinct social, ethnic or religious groups with different access to resources, assets, income and power? Which groups are wealthier than others, and why?
- Ask about trends in the community: has the distribution of wealth changed in recent years? If so, why? If not, why not?
- Ask about the targeting of the beneficiary transfer: has it reach the very poorest households? Are there households that should be excluded or included?
- Ask about the situation of the beneficiary households (household economy). Has the cash benefit transfer changed their well-being? How? Has it reduced risk? Has it enabled them to spend more or spend differently? Can they save? Can they avoid indebtedness?
- Ask about the impact of the cash benefit on the local economy: has it increased overall spending power? Have local prices changed? Is there more diversity in what is being traded? Are beneficiaries using their income as working capital (hiring labour, buying productive inputs)?
- Ask about the impact of the cash benefit on the relationships (social networks) between the beneficiaries and non-beneficiaries: how has the cash benefit changed their access to social/economic networks?
- Ask about the cash benefit programme: how might it be improved to have a better and more lasting impact on well-being in the community?

Ask what the participants have learned from their analysis. Ask them what they themselves can do to change the situation in their community based on their analysis.

A.2 COMMUNITY WELL-BEING ANALYSIS (USING 100 SEEDS PROPORTIONAL PILING)

This is a group activity.

Objectives: (i) To understand the characteristics of well-being in the community and perceptions of differences in well-being among the population; (ii) to elicit estimates of the distribution of well-being; (iii) to understand perceptions of the characteristics of the most vulnerable members of the community; (iv) to understand perceptions of the targeting effectiveness of the cash transfer; and (v) to prompt broader discussion on the four research themes (household economy, local economy, social/economic networks and operational issues).

Materials: flip chart paper, pens, seeds

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

Step 1. Working with your group (e.g. a group of key informants), place a piece of flip chart paper on the floor with three faces: a smiley face, a sad face and a sad face with a currency sign (i.e. cash transfer beneficiaries) (see Figure A.1). Place a pile of 100 seeds on the flip sheet. Explain the significance of the three groups (non-poor, poor and beneficiaries) and ask the group to estimate the proportion of seeds for each group. Don't worry too much about the accuracy of their estimation at this point.

FIGURE A.1

Introducing Three Well-being Categories and Encouraging an Initial Allocation of Seeds, Agona Abrim Community, Central Region, Ghana

Step 2. Ask the analysts to list the characteristics of the beneficiary group (sad face with currency sign). Probe and seek clarification and group consensus. Make careful notes. Note any controversial characteristics that the group cannot agree on. Only prompt on unmentioned issues (e.g. access to land, access to credit) once the group has completed its listing.

Step 3. Move onto the poor group (sad face). Ask the group to estimate the number of the poor group who should be in the beneficiary group but are excluded and to separate out this cluster of seeds. Ask the group to estimate what proportion of beneficiaries should not be receiving the benefit.

Step 4. For the rest of the poor group (sad face), encourage the group to split this wealth category into their own defined wealth groups and list the characteristics of each wealth group as above.

Step 5. Repeat this process for the non-poor group (smiley face).

Step 6. Ask the group to revisit and confirm their proportional estimates for each wealth category. You will see the analysts debating and moving seeds before a consensus is reached. Make a note of any dissenting opinions. You should end up with several clusters of seeds (see Figure A.2)

FIGURE A.2

Group analysis of Well-being caTegories and Seed Allocation, Agona Abrim Community, Central Region, Ghana

You can later convert your notes into a community well-being analysis matrix (see Table A.1 and Table A.2 for examples), with allocated seeds listed as percentages in the second column.

TABLE A.1

Community Well-being Analysis, Conducted by a Group of Female Potential Beneficiaries, Agona Abrim Community, Central Region, Ghana

Wealth category	**%**	**Characteristics**
Ultra-poor (NB group estimated that one half of these households are now LEAP beneficiaries)	18	*Ohianaminami* ('from here you are dying') Known locally as 'bottles' (i.e you scratch them and nothing comes off) 'God is their only help' Physically frail or ill so no strength to work Not mentally sound so unemployable So poor that 'if you throw away rubbish they would want to keep it' They beg No one to depend on: 'just roaming the world' They live off other people's leftovers No land or property Live in a family house (sometimes abandoned)
Nearly poor	22	Nearly *Ohianaminami* Still weak but can work They hire labour when they can to work on land Subsistence, no selling Cannot borrow or use credit because they cannot pay back Children not working or have died
A little better than the poor	29	*Autoahiaafo* (A little better than the poor) They have strength to work With a little working capital they can work better Farming and small trading Don't get credit but can borrow Don't own land but sharecrop (*Abuna* or *Abusua*)
Non-poor	31	Landowners (inherited or acquired) Hire out land Benefit from family remittances Invest in their children's education Have better-off children Sometimes own a car Build and rent out houses Lease land for rubber plantations (new trend) Go outside community to buy wholesale and sell inside the community Don't provide credit Lend among themselves
TOTAL	**100**	

Step 7. Ask some follow-up questions to encourage further analytical discussions around the four research themes:

- Ask about the community poverty profile, including: income streams/livelihood strategies; expenditures and assets; socioeconomic characteristics (e.g. credit, health status, schooling, household conditions and other); gender and labour markets?
- Ask about patterns: are there particular household types or distinct social, ethnic or religious groups in these categories? Which groups are in which categories, and why?
- Ask about trends in the community: has the distribution of wealth changed in recent years? If so, why? If not, why not? As part of this discussion, ask what proportion of the community has moved from ineligible to eligible status (e.g. by becoming orphaned or becoming extremely vulnerable) since the last round of targeting was conducted.
- Ask about the targeting of the beneficiary transfer: has it reach the very poorest households? Are there households that should be excluded or included?
- Ask about the situation of the beneficiary households (household economy). Has the cash benefit transfer changed their well-being? How? Has it reduced risk? Has it enabled them to spend more or spend differently? Can they save? Can they avoid indebtedness?
- Ask about the impact of the cash benefit on the local economy: has it increased overall spending power? Have local prices changed? Is there more diversity in what is being traded? Are beneficiaries using their income as working capital (hiring labour, buying productive inputs)?
- Ask about the impact of the cash benefit on the relationships (social networks) between the beneficiaries and non-beneficiaries: how has the cash benefit changed their access to social/economic networks?
- Ask about the cash benefit programme: how might it be improved to have a better and more lasting impact on well-being in the community?
- Ask what the participants have learned from their analysis. Ask them what they themselves can do to change the situation in their community based on their analysis.

Step 8. Thank the group, distribute drinks/snacks and close the session.

TABLE A.2

Community Well-being Analysis, Conducted by a Group of Key Informants, Dwabor 'Control' Community, Central Region, Ghana

Wealth category	%	Characteristics
Ultra-poor	30	Help from families and casual labour as livelihood strategies Spend 90% of their income on food Buy on credit Have no health insurance May give their own children to others to raise
Middle-income	60	Engage in farming Hired labour Lease out own land (*Abunu*) Engage in pottery trade Sell firewood/make charcoal Rely on remittances Spend 70% of their income on food Save some to invest in next season's farming Some have health insurance All children in school
Better-off	10	Engage in large-scale farming and can lease land Have shops Remittances Own trucks for trading, and taxis Have rental properties Spend 30% of their income on food Are educated Have investment in businesses/IGA through savings Everyone has health insurance All their children in school Can save for emergencies
TOTAL	**100**	

A.3 HOUSEHOLD INCOME AND EXPENDITURE ANALYSIS

This is an individual *and* group activity. For the purposes of the research it will be useful to collect individual beneficiary income and expenditure data for at least 10 beneficiaries. Given the amount of time required, it might be better to do this in two separate group sessions (e.g. a group of five or six male beneficiaries and a group of five or six female beneficiaries). It is essential that the individual estimation data generated by this methodology are elicited relatively swiftly. This is essential to maintain group interest, ensure strong accompanying qualitative analytical discussion (the 'why' questions) and contribute to the overall success of the exercise.

Objectives: (i) To analyse the sources, size and frequency of household income for individual beneficiaries; (ii) to analyse the distribution of household expenditures for individual beneficiaries; and (iii) to understand the contribution of the cash benefit transfer to changing income and expenditure distributions.

Materials: flip chart paper, pens, seeds

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

Step 1. Working with your group (e.g. randomly selected group of five female beneficiaries), ask the first participant to introduce herself and explain her household context and asset base. For example, she may explain that she is a widow who is no longer working due to ill health, has a 0.25 acre farm and looks after three orphaned grandchildren with no regular source of income and no adult workers in the household. Make a careful note of these details. Ask her how long she has been a beneficiary (including which 'batch' if there has been a phased introduction of the benefit in their community).

Step 2. Ask the first participant to list her sources of household income *in a typical year* (to capture seasonal changes) and how frequently she receives this income. Make sure she includes the cash benefit as one source of income. Make a note of income that is highly seasonal or time-bound. Only prompt for additional sources of income (e.g. remittance from family members who are living outside the community, income from farming) once she has finished listing. Using a flip chart on the floor, list (or draw pictures of) the income sources down the left-hand column. Using 100 seeds, ask the participant to estimate the proportion of each source (make sure she understands the concept of averaging out any seasonal income over the year). Make a note of specific sizes of income mentioned (e.g. daily rate for wage labouring or weekly income from sales of vegetables). Probe and question the participant during this listing process and make careful notes of any analytical discussion.

Step 3. Repeat this process with each participant in turn. You will end up with the first half of the matrix as transcribed in Table A.3.

Step 4. Go back to the first participant and ask her to list, without prompting, her expenditure items *during the period in between cash transfer payments*. Only prompt once she has finished listing. If, for example, she has only listed expenditure on consumption and has not listed any expenditure on production (e.g. seeds, hiring labour to clear land) or on trading (e.g. buying vegetables to sell or buying fish to cook and sell) prompt carefully to double check that she has not misunderstood or overlooked this. Make notes of any analytical discussion around this listing process.

Step 5. Draw pictures of the expenditure items on a separate piece of flip chart paper and introduce 100 seeds (NB 10 seeds were used in Ghana and Kenya). Ask the participant to distribute the 100 seeds across the expenditure item pictures, checking carefully that she has understood the nature of the task (see Figure A.3)

Step 6. Repeat this process with each participant in turn. You will end up with the second half of the matrix as transcribed in Figure A.3.

FIGURE A.3

Individual Analysis of Household Expenditure by a Female beneFiciary, Agona Abrim Community, Central Region, Ghana

Step 7. Once the individual analysis has been completed, ask some follow-up questions to the whole group to encourage further analytical discussions around the four research themes:

- Ask about household economy before and after the cash benefit: how and why has income and expenditure changed since the introduction of the cash benefit? Has the cash benefit transfer changed their well-being? How? Has it reduced risk? Can they save? Can they avoid indebtedness?
- Ask about the impact of the cash benefit on the relationship between the beneficiaries and non-beneficiaries: how has the cash benefit changed their access to social/economic networks? How has it affected their relationship with their extended family?
- Ask about the impact of the cash benefit on the local economy: have the changes in beneficiary household expenditure that they described impacted on the local economy? Have local prices changed? Is there more diversity in what is being traded?

- Ask about recommendations for the cash benefit programme: how might it be improved to have a better and more lasting impact on well-being in beneficiary households?
- Ask what the participants have learned from their analysis. Ask them what they themselves can do to change the situation in their household and community based on their analysis.

Step 8. Thank the group, distribute drinks/snacks and close the session.

TABLE A.3

Household Income and Expenditure Analysis, Middle-aged Female Beneficiary FGD, Mbee Sub-location, Kangundo District

Record background details about each beneficiary	**Beneficiary 1: Martha (54 years)** Widow. On CT for 2 years Her husband had no brothers, and her father-in-law had no brothers, so no source of support Lives with 6 children: 3 children are hers: ➢ 15yo daughter doing tailoring course at tech college ➢ 20yo son dropped out of school, now casual labourer ➢ 23yo daughter got divorced and came back to family home with her 3 children A lot of money goes to her daughter's children's education Every time she gets CT she has to run to daughter's college to pay debt She has 1/4acre for maize and beans Also does casual labouring; when she can't (she's unwell) her daughter does it She doesn't like MGRs, since people delay payments or drop out, and in any case she can't afford to be in She has been able to invest in 2 sheep since starting on CT. One had a lamb. The recent CT payment delay meant she had to sell the lamb and 2 chickens to get her daughter back into tech college 'God's miracle' that her daughter is in college through the CT; first in her family; very proud 'God should bless this CT so that "one woman" (i.e. the widow) can keep on looking after orphans'	**Beneficiary 2: Janet (44 years)** Widow. On CT for 2 years Lives with 4 children: ➢ 20yo daughter and 5-month-old granddaughter ➢ 15yo girl in class 7 ➢ 8yo boy in class 3 ➢ 4yo girl in nursery Daughter got to form 4 and C+, but couldn't go to college due to a lack of money. While waiting she got pregnant Her daughter's secondary education was paid for by grandfather, but he died Has ½ acre farm for maize and beans Sells veg 3 days/week (buys at KSh50 and sells at KSh100) Labours on farms for KSh200/week – NB KSh150/day is dawn to dusk and, e.g., KSh100 for a specific task She never used to be in MGR but now she does payment-day MGR as group of 6 beneficiaries: KSh200/2months She bought 2 chickens with MGR handout (one-off investment)	**Beneficiary 3: Mary (60 years)** Widow. On CT this year (2 payments to date) She has 1 daughter (30yo) who dropped out after Year 8. A widow with 2 children (a boy in class 7 and a 2-week-old baby) Now back to stay with Mary. Can't work with little baby. She has 5 other grandchildren whose parents are alive but can't look after them because they keep going out to look for work. ➢ Boy in class 8 ➢ Girl in class 1 ➢ Girl in class 4 ➢ Boy 18yo casual worker ➢ Boy 20yo casual worker She has ¼ acre maize and beans She works on other people's plots, digging and carrying water, for KSh200/month. These are people who have other jobs so can't tend their own land. Adult grandchildren earn KSh700/month each With first transfer she bought 1 goat + 1 male + 1 female hen; waiting for eggs. This was a KSh2800 one-off investment She started saving before the CT came in. Made her realise that if she handles her money carefully, when the CT comes she can invest 'bigger' Household income not enough to support the whole household for a month, but they survive 'due to the grace of God'	**Beneficiary 4: Jane (52 years)** Widow. ON CT for 2+ years. Has 3 children: ➢ 15yo girl in class 8 ➢ 25yo boy casual worker. Lives with his newlywed wife and 1-month-old baby. Will move out when she is ready to manage a house. ➢ 32yo daughter who has 1 son (class 3). Daughter disabled by hit and run, so Jane looks after the kids She has 2 married daughters outside the house, but they don't send anything She has ¼ acre – maize and beans. Buys fertiliser Two years ago she bought 1 goat for KSH1800 by combining CT with earnings (CT of KSh1000 + KSh800). Plans to do the same thing again She is part of an Xmas Savings Fund (KSh20/week x 20 widows; split savings at end of year)	**Beneficiary 5: Catherine (25 yo)** Unmarried. On CT for 2 years Lives with: Brother 20yo casual labourer Brother 17yo: chest problem, does nothing (he was an orphan when they got on the CT) Absent sister's 2 children: ➢ 12yo boy in class 5 ➢ 7yo boy in class 2 ➢ Other absent sister's child: ➢ 7yo boy in class 2 She has 3 children of her own: ➢ 5yo in nursery ➢ 3yo ➢ 1.5 yo One sister is a house girl (3yo) Other sister does casual labouring (34yo) Both married; they had kids before their mother died, so they stayed in the house after she died Has ¼ acre – maize + beans One sister sends KSh400/month via MPESA She doesn't do MGR Sometimes 1meal/day, sometimes 2. Never had 3 meals/day Before the VT their situation was very bad (*mbaya sana*). Just got back

Income source	Annual income (%) Beneficiary 1: Martha	Annual income (%) Beneficiary 2: Janet	Annual income (%) Beneficiary 3: Mary	Annual income (%) Beneficiary 4: Jane	Annual income (%) Beneficiary 5: Catherine
Cash transfer	77	56	53	67	57
Grow and sell trees	15	-	-	-	-
Daily labouring (farm work including carrying water)	8	22	11	5	25
Family member daily labouring	-	-	36	14	6
Cash gifts from family members	-	-	-	-	12
Selling fruit/veg/ sugarcane	-	22	-	14	-
TOTAL	100	100	3,800	100	100
Expenditure Item	**Expenditure allocation (%) in past two months (=period between CT payments) Beneficiary 1: Martha**	**Expenditure allocation (%) in past two months (=period between CT payments) Beneficiary 2: Janet**	**Expenditure allocation (%) in past two months (=period between CT payments) Beneficiary 3: Mary**	**Expenditure allocation (%) in past two months (=period between CT payments) Beneficiary 4: Jane**	**Expenditure allocation (%) in past two months (=period between CT payments) Beneficiary 5: Catherine**
School costs	20	20	10	20	30
Food	20	20	10	20	20
Household items	20	20	10	15	10
Agricultural inputs	10	10	10	10	-
Social/Church contribution	10	10	10	10	10
Health	20	10	10	10	20
Sheep/goats/chickens	-	-	40	10	10
Savings	-	10	-	5	-
Total	100	100	100	100	100

A.4 LIVELIHOOD MATRIX ANALYSIS

This is a group activity that is well suited to analysis by a particular livelihood group (e.g. male farmers, female market traders). It can also be conducted by a generic focus group of beneficiaries or non-beneficiaries.

Objectives: To understand (i) the range and value of different livelihoods within the community; and (ii) the contribution of the cash benefit transfer to the local economy (markets, prices and employment).

Materials: flip chart paper, pens, seeds

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

Step 1. Working with your group, produce a livelihood matrix. Ask analysts to draw a matrix on a large sheet of paper or on the ground. Ask the analysts to list all of their main livelihood options and write these in the first column (see, for example, Table A.4). Symbols can be used as well as, or instead of, words if necessary or if the analysts prefer. This option might help to ensure that all of the group members can follow the matrix, which is a necessity.

TABLE A.4

Livelihoods Analysis (women) Conducted by Group of Female Market traders, Agona Abrim Community, Komenda District, Central Region, Ghana

Occupation	%	Average monthly income (Cedis)	Risk[11] (Scale 1–4) (1=high)	Reliability[12] (Scale 1–4) (1=high)	Overall preference (Scale 1–4) (1=high)
Farming	40	C33	1	4	1
Fish selling	12	C10–20	2	1	3
Food selling (including cooked food)	27	C30	3	2	2
Small services (hairdressing, weaving)	21	C50	4	3	4

Step 2. Ask the analysts to allocate 100 seeds across the types of livelihoods to estimate the proportion of women (if it is a female group) in each type of livelihood *in their whole community*. Prompt for additional, overlooked livelihoods as they do so, and add these to the list. The seed counts can be transposed onto a matrix in your notes as a percentage in column 2.

Step 3. Ask the analysts to score their preference for each livelihood against the criterion of overall preference and any other additional criteria that emerge out of your discussion, such as risk and timeliness. Use an ordinal score of, for example, 1–4 (where 1=high preference, and 4=low preference) rather than ranking.

Step 4. Analyse the livelihood matrix. Encourage participants to justify and explain their estimation of the proportion of people in different livelihoods and the preference scores for different attributes of those livelihoods.

Step 5. Once the individual analysis has been completed, ask some follow-up questions to the whole group to encourage further analytical discussions around the four research themes:

- Ask about beneficiary livelihoods before and after the cash benefit. From the perspective of this livelihood group, have they seen any change in livelihood activity among beneficiary households since the introduction of the cash benefit? What types of livelihood? Which types of beneficiary household? How have they managed this?
- Ask about the impact of the cash benefit on the social/economic networks. How has it affected beneficiaries' ability to enter into social/economic networks such as labour groups or credit/saving associations? Do they see beneficiaries now better able to buy on credit and invest in working capital?
- Ask about the impact of the cash benefit on the local economy. Have changes in beneficiary household expenditure impacted the local economy and increased or diversified livelihoods? Have local prices changed? Is there more diversity in what is being traded?
- Ask about recommendations for the cash benefit programme: how might it be improved to have a better and more lasting impact on well-being in beneficiary households?
- Ask what the participants have learned from their analysis. Ask them what they themselves can do to change the situation in their household and community based on their analysis.

Step 6. Thank the group, distribute drinks/snacks and close the session.

A.5 INSTITUTIONAL MAPPING (VENN DIAGRAMMING)

This is a group activity that can be conducted with groups of (male and female separately) beneficiaries or non-beneficiaries.

Objectives: To understand (i) the importance and value attached to key institutions in the key community; and (ii) the nature and importance of social connectedness/exclusion among beneficiaries and non-beneficiaries with other individuals, groups and organisations/institutions.

Materials: flip chart paper, pens, cards (rectangular or circular, in three sizes)

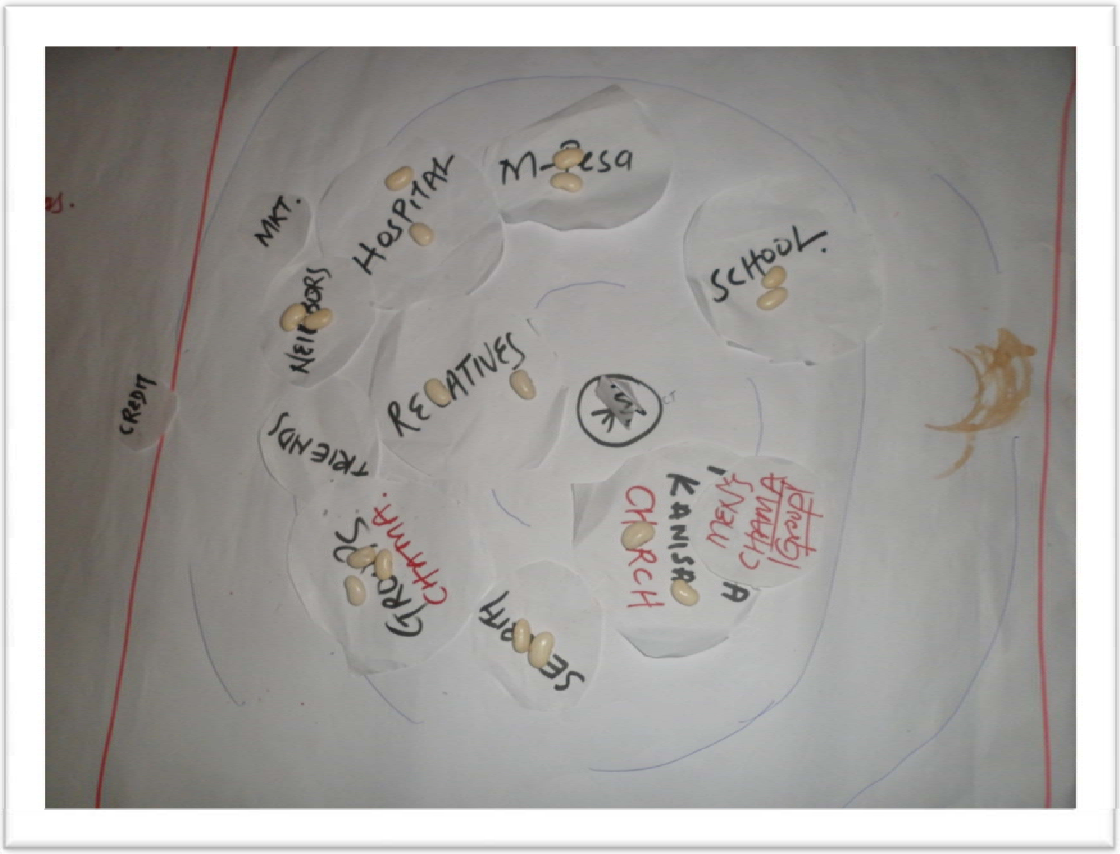
Step-by-step guidance: After introducing the purpose of the research and explaining your presence in the community, proceed broadly along the following steps, while using your own best judgement at all times. Work in pairs, with one facilitator and one note-taker.

Step 1. Working with your group, ask them to draw a large circle on a large sheet of paper to represent their community. Draw two rings inside the circle so that you have an 'archery target'. Ask them to identify 'actors' with whom they interact (in their economic, social or political activities). Explain that these actors could be physically present in the area or could be associated directly or indirectly (such as politicians) and could be individuals, groups or organisations/institutions. Ask the group to list the actors. Make sure that they include small,

informal groups or others that might be overlooked. 'Actors' listed might include, for instance: children, extended family, neighbours, Church, traditional leader, women's savings association, labour group, local radio station, government agency or cash benefit agency.

FIGURE A.4

Venn Diagramming with Male Non-beneficiaries, Ngoleni Sub-location, Kangundo District, Kenya
(NB seeds are used here only as weights to stop paper blowing away!)



Step 2. Next, introduce cards (rectangular or circular) in three sizes (small, medium and large) and ask the analysts to write the name of each 'actor' on a card, with the size of the card relating to the relative importance of that actor in their lives (i.e. large cards are most important, and small cards least important). Ensure that everyone participates in the discussion regarding the size of circle. Note also the basis for the analysts determining the relative importance.

Step 3. Ask the analysts to put the cards representing actors onto the large circle drawn earlier that represents the community. The placement of the cards in relation to the archery target rings provides a scale of 1–3 representing *social distance* factors such as accessibility and cooperation/contact. For example, actors that are felt to be very inaccessible should be placed farther away (on the outer ring or middle ring) than the actors that are felt to be very accessible (who would be placed on the inner ring). Emphasise that the distance of a paper disc from the circle that represents the village does not necessarily mean geographical distance.

The actors can be related to each other through overlaps where these exist, through incorporation where one institution lies entirely within another, and through separate locations where there is no overlap. For example, actors with no or very little contact or cooperation should be placed farther apart from each other than those with closer contact or cooperation, which should overlap to some degree.

The analysts should change the position of the paper discs if desired (for example, after a second round of discussion) until they are happy with the diagram. Check that the basic diagram is correct and ask the analysts to reproduce a clean version on another sheet of paper or to paste the discs onto the paper sheet.

Step 4. Analyse the institutional map. Many aspects of the relationships between actors and community members can be explored using the institutional map (for example, power and influence, flows of money or information, social or cultural bonds or constraints, legal or institutional mandate, fear, mutually beneficial collaboration, altruism). Ask questions to the whole group to encourage further analytical discussions around the research themes:

- Ask about the impact of the cash benefit on the relationship between the beneficiaries and non-beneficiaries: how has the cash benefit changed their access to social/economic networks? How has it affected their relationship with their extended family?
- Ask about the beneficiaries' sense of self-worth: has the cash benefit transfer enabled them to gain more status and worth in the community and in social networks?
- Ask about social networks and economic activity: has the cash benefit enabled beneficiaries to engage in contribution-based networks for economic activity such as rotating credit or savings associations?
- Ask about recommendations for the cash benefit programme: how might it be improved to have a better and more lasting impact on well-being in beneficiary households?
- Ask what the participants have learned from their analysis. Ask them what they themselves can do to change the situation in their household and community based on their analysis.

Step 8. Thank the group, distribute drinks/snacks and close the session.

ANNEX B
PROPOSED TRAINING SCHEDULE

This is a proposed possible training schedule based on experience in Ghana. While the overarching elements that need to be addressed are outlined in Section 0, the precise schedule may need to be adapted (as also explained in Section 0) based on local factors and training needs (i.e. this is not a schedule that has to be repeated in every country in exactly the same way).

DAY 1	Session	Topic
	Morning 1	• Introductions • Brief overview of training and fieldwork plan and logistics • Ground rules • Introduction to the cash transfer programme (if possible provided by speaker(s) from relevant donor or implementing agency) • Sharing experiences of qualitative research (including tools)
	BREAK	
	Morning 2	• Discussion around the theory of change
	LUNCH	
	Afternoon 1	• Introduction of study hypothesis • Identifying key research questions to test study hypothesis
	BREAK	
	Afternoon 2	• Overview of the research process in the community • Entry into district (meeting the cash transfer implementing officials and other sub-national government officials) • Entry into community • Understanding the community context • Understanding the cash transfer at the community level • Fieldwork protocol (personal conduct and general behaviour; ethical considerations; facilitating FGDs; questions we may receive)
DAY 2		
	Morning 1	• Recap of Day 1 and plan for Day 2 – any issues? • Introduce social mapping exercise • Social mapping exercise: break out and practise
	BREAK	
	Morning 2	• Social mapping exercise: analysis and feedback • Turning key research areas into practical questions in the field, focusing on social networks
	LUNCH	
	Afternoon 1	• Introduce institutional mapping/Venn diagrams • Institutional mapping and Venn diagrams: practice, analysis and feedback
	BREAK	

	Afternoon 2	• Turning key research areas into practical questions in the field, focusing on household economy • Introduce proportional piling: practice, analysis and feedback
DAY 3		
	Morning 1	• Turning key research areas into practical questions in the field, focusing on local economy • Guest speaker: cash transfer challenges – a donor's perspective
	BREAK	
	Morning 2	• Introduce livelihood scoring • Livelihood scoring: practice, analysis and feedback • Turning key research areas into practical questions in the field, focusing on the cash programme operations
	LUNCH	
	Afternoon 1	• Fieldwork road plan (including daily debrief and analysis plan) • Pilot day planning and objectives, roles and responsibilities
	BREAK	
	Afternoon 2	• FGD practice sessions • Feedback to practice session
DAY 4		
	Morning (early)	• Brief recap of pilot day plan (if needed/appropriate)
	Late morning	**PILOT EXERCISE**
	Afternoon	**CONTINUE PILOT EXERCISE**
DAY 5		
	Morning 1	• Reflection on the pilot exercise What went well? What were the key challenges? How do we address these in the field? • Analysis of data from pilot (follow structure of daily field debriefs) Can we answer some research questions? Based on analysis and field experiences, what revisions can be made?
	BREAK	
	Morning 2	• Continue data analysis session
	LUNCH	
	Afternoon 1	• Areas requiring revisions and practice and any outstanding issues
	BREAK	
	Afternoon 2	• Referring back to research guide • Revisions and translations • Final remarks on field research programme and logistics • Evaluation of the training

ABBREVIATIONS AND ACRONYMS

CT	Cash transfer
FAO	Food and Agriculture Organization
FGD	Focus group discussion
HIV/AIDS	Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome
KII	Key informant interview
OPM	Oxford Policy Management
OVC	Orphans and vulnerable children
PtoP	From Protection to Production

NOTES

1. The PtoP project is financed principally by the UK Department for International Development (DFID), with additional support from the European Union and the World Bank. The PtoP project is part of a larger effort, the Transfer Project, joint with UNICEF, Save the Children and the University of North Carolina, to support the implementation of impact evaluations of cash transfer programmes in sub-Saharan Africa (http://www.cpc.unc.edu/projects/transfer).

2. 'Ripple effects' is a term used to describe a situation where an effect from an initial state can be followed outwards incrementally. In this case, it refers to how beneficiaries' increased spending and changing habits may affect others in the community.

3. Note that here we refer to resilient networks – i.e. networks that are not eroded by the introduction of cash. This is not synonymous with the most 'useful' or 'positive' networks.

4. To be more sustainable, cash transfers need to be accepted by the community. While not all cash transfers are designed to be sustainable in the long term (see, for example, emergency cash transfers), some are designed to be or become part of an overall social protection strategy to provide a safety net for the poorest and most vulnerable population groups. In these cases longer-term sustainability is an important goal to be achieved.

5. Evidence shows that cash transfers aimed at specific population groups and declaring this in their title (for example, an Orphans and Vulnerable Children grant) – even when not explicitly conditioned on certain behaviour – still obtain conditioning effects on households (for example, spending money on education rather than business investment).

6. Other methods such as in-depth household case studies can also be discussed.

7. These five tools have been prioritised following the experience from our pilot case study country, Ghana. These five tools were found to most efficiently elicit the relevant information under the four research themes

8. Strictly speaking, these are not 'control' communities, which suggests that cash is being deliberately withheld for experimental purposes. A more accurate description is 'comparison' communities.

9. Although in some research this could be done continuously or regularly throughout the research period, given the limited time in each community in this case, at the end is most efficient and practical.

10. Note that here we refer to resilient networks – i.e. networks that are not eroded by the introduction of cash. This is not synonymous with the most 'useful' or 'positive' networks.

11. Risk here relates to the likelihood of events or shocks that threaten the livelihood.

12. Reliability here relates frequency and regularity of income source.

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