

Tool Name: Entitlement Matrix	
What is it?	An entitlements matrix is a method of representing socially differentiated perceptions of rights and entitlements.
What can it be used for?	<ul style="list-style-type: none"> • understanding differences in the way rights and entitlements are applied to different groups of people (such as women and men, poorer households, or different ethnic groups) • identifying possible linkages between capacity and resources to claim rights and people's capacity to deal with risk and vulnerability
What does it tell you?	<ul style="list-style-type: none"> • local meaning(s) of "right" and "entitlement" • how "right" and "entitlement" are used and to what action or process they apply (such as health, education, justice, paid work, natural capital, or housing) • the potential impacts of policy change on rights and entitlements amongst different social groups
Complementary tools	Institutional maps/Venn diagrams, process maps, well-being ranking
Key elements	This participatory data generating process uses local perceptions of rights and entitlements.
Requirements	
Data/information	Good knowledge of local context regarding rights.
Time	1 to 1.5 hours
Skills	Good facilitation skill of participatory analysis of sensitive subjects
Supporting software	No software needed
Financial cost	This study will cost \$30,000 to \$100,000 when conducted as part of a participatory study, depending on the number of communities sampled and the geographical scope of the study.
Limitations	Rights and entitlements might be very sensitive subjects in some contexts, so some views might be hidden or not truly expressed.
References and applications	<p>Brocklesbury, M.A. 2002. <i>Chars Livelihoods Programme, Diversity and Livelihoods Assessment</i>. "Fieldwork Guide: Annex One: Outline of Methods." Swansea: Centre for Development Studies.</p> <p>Planning and Development Department, Government of Azad Jammu and Kashmir. 2004. "Between Hope and Despair" Pakistan Participatory Poverty Assessment–AJK report.</p>

Entitlement Matrix: Procedures and Examples

Time, Materials, and Skills Needed

Allow one to one-and-a-half hours to produce and analyze an entitlement matrix and to ensure that a full discussion occurs with local analysts.

Markers, differently colored cards, and large sheets of paper (such as a flipchart) are required. Notebooks/paper and pens will be needed to make a copy of the matrix and for the note-taker to record the discussion generated during the diagram development.

The discussion group will include a facilitator, observer/note-taker, and selected local analysts. The facilitator and observer/note-taker should be experienced in both the principles behind the use of participatory tools and methods as well as in their practical use.

Possible Approach

The following approach is a general example that can be adapted to suit the local context, views of local analysts, and the research objectives.

Step 1: Select Local Analysts. Identify the groups of people to talk to about their perceptions of rights and entitlements. These decisions will be based on the objectives and depth of information required for the research. For example, separate groups of men and women might be useful because women and men might use and prioritize different assets. However, it might also be necessary to break down the population into further categories (such as ethnicity, well-being category, or caste). Groups of five to ten local analysts should reflect any relevant and important social divisions.

It might also be worthwhile to hold some informal discussions with a small number of key informants from different population subgroups prior to group meetings to help frame the question areas.

Step 2: Provide Introductions and Explanations. When working with each group, the facilitator and observer/note-taker should begin by introducing themselves and explaining carefully and clearly the objectives of the discussion. Check that the local analysts understand and feel comfortable with what will be discussed.

Step 3: Produce an Entitlement Matrix. Ask the local analysts to explain the meaning of the word “right.” It might be useful to give an example of a right that is given to all people under the national constitution. Ask whether they have a range of words that cover rights and to explain the use of the different words. If there is more than one definition, ask which is more important or more commonly used and why. Explore whether there is any difference in perception regarding “right” (the legitimized claim) and “entitlement” (the capacity to access claims).

When the local analysts have agreed on the definition(s) of “right” that they use, ask them about the things to which they apply the word “right,” and why they are considered rights. Ask the analysts to give each right/entitlement a card of a different color (for example, a

green card for health, a yellow card for education, a blue card for access to land, and so on). Symbols can also be used on the cards to represent each right.

Ask the analysts to think about how they categorize people into different social categories. This examination might have been done using a well-being ranking tool, in which case the same categories could be used if the analysts agreed with them. Alternatively, other social categories might be demarcated along lines of gender, ethnicity, age, caste, religion, tribe, and so on. Ask which categories are most important to the analysts, or explain which are of particular interest in the research and if they can also be used.

When the local analysts have agreed which categories to use, ask them to write or use a symbol for each category on a separate card and then line them up in a horizontal row on the ground or on the flipchart paper. Then ask the analysts to put the right/entitlement cards in a vertical column on the left side of the category cards. Figure 1 shows a sample matrix and suggestions of possible rights/entitlements, although there might be a more diverse range of rights identified in practice.

Figure 1. Sample Entitlements Matrix

	Well-being group	Well-off	Medium	Weak	Very poor	Pitied poor
Rights and entitlements	Justice					
	Education					
	Health care					
	Political					
	Social					
	Labor and work					
	Gender					
	Child					
	Housing					
	Access to land and water resources					

Source: Brocklesbury 2002.

Ask the analysts to take each social category in turn and indicate to what degree the people in that category experience or claim the listed rights/entitlements. This could be done by using different numbers of symbols, for example, or if the matrix is on the ground, by using different numbers of stones. As they work through each social category, ask the analysts to explain the reasons behind their choices.

Step 4: Analyze an Entitlement Matrix. Use the completed matrix as a starting point for examining the differences between the social categories. A discussion guide might be useful; the areas to discuss with local analysts might include the following questions:

- What are the reasons for differences in rights and entitlements?
- Do some groups have greater capacity and resources to claim their rights, and, if so, what is the explanation?
- What are the most important resources and capacities for claiming rights and entitlements, and how do different groups access or develop these?

- What can different groups do if they feel discrimination?
- Which institutions or individuals are responsible for ensuring their rights?
- Are the terms for rights ever applied to publicly provided services? What minimum service standards could reasonably be claimed as rights?
- To what degree do these institutions or individuals fulfill their obligations?
- What impact might a policy or program have on the way different groups experience rights?
- Are there groups that might benefit or suffer more if a policy is implemented?
- Has the situation changed over time?
- What policies or programs do, or could, reduce or enhance discrimination against different social groups?

As with institutional mapping, a potential disadvantage of this tool is that it might provide a partial or perhaps an inaccurate view of reality, particularly where there are hidden power relationships that particular groups do not want revealed. It is important to make a systematic comparison of different social groups' views of reality and to look for inconsistencies or contradictions between different depictions of reality. It is therefore important to ensure that a range of matrices and opinions are obtained and analyzed. It might also, depending on the context, be useful to ask the different groups to present their matrices to others and ask where there are disagreements. However, this should only be done when appropriate and if local analysts wish to, because rights might be very sensitive issues.

Step 5: Conclude the Activity. Ensure that the matrix results have been recorded and that the local analysts have a copy if they wish. Check again that the local analysts know how the information they have discussed and provided will be used. Ask them to reflect on the advantages, disadvantages, and the analytical potential of the tool. Thank the local analysts for their time and effort.

Points to Remember

Good facilitation skills are key. The approach outlined above is a general guide; be flexible and adapt the tool and approach to local contexts and needs. Rights might be extremely sensitive issues; facilitators should ensure that they are familiar with the local context and are experienced at facilitating participatory analysis of sensitive subjects.

Case Study Example: Azad Jammu and Kashmir Participatory Poverty Assessment

Table 1 shows a rights and entitlement matrix produced by a group of female local analysts in Goi Medan, Kotli District, Azad Jammu and Kashmir. It uses social categories based on both *biradari* and gender. The matrix shows that the majority tribe is perceived to have more access to basic rights than other tribes. In all rights except religious freedom, women are perceived to have less access to rights than men, across all tribes. Religious freedom is considered the same across the board except for women of the Chaudhry/Gujar, Malik, and Raja groups. This was explained by local analysts to be a result of 1974 legislation that designated Ahmadis as non-Muslims and thus de-legitimized existing marriages between Ahmadi women and non-Ahmadi Muslim men. In these tribes, those Ahmadi women already

married to Muslims were allowed to remain married without having to convert to mainstream Islam, as long as they did not publicly practice their Ahmadi faith. In practice, this meant that Ahmadi women had to trade their freedom to attend prayers at the mosque for the right to remain in their marriages.

Table 1. Access to Basic Rights, by *Biradari* and Gender

<i>Rights</i> \ <i>Tribes</i>	Chaudhry/ Gujar (majority tribe)		Malik		Pathan		Khokar		Kumhar		Raja		Butt	
	<i>F</i>	<i>M</i>	<i>F</i>	<i>M</i>	<i>F</i>	<i>M</i>	<i>F</i>	<i>M</i>	<i>F</i>	<i>M</i>	<i>F</i>	<i>M</i>	<i>F</i>	<i>M</i>
Education	3	4	2	3	2	3	0	1	0	1	1	2	1	2
Health	3	4	1	2	3	3	1	1	1	1	2	3	2	3
Security	1	2	2	3	2	3	1	2	1	1	1	1	0	1
Decision making	2	3	1	3	1	3	1	2	0	2	2	2	1	1
Government jobs	3	4	1	3	0	1	0	1	0	1	1	2	0	1
Land ownership	1	3	1	3	0	3	0	2	0	1	1	1	0	1
Religious freedom	2	3	2	3	3	3	3	3	3	3	2	3	3	3

Source: Planning and Development Department, Government of Azad Jammu and Kashmir 2004.