

## Urban WIDE 1: Research Instruments

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Secondary sources of Data

Direct Observation

Semi-Structured interviews And Focus Group Discussion

Diagramming Mapping And Modeling

- Maps and Models
- Transect diagrams
- Venn (institutional) diagrams
- Flow diagrams: Trend and change diagrams

Ranking And Scoring

- Pie charts and proportional pilling
- pair wise ranking
- matrix ranking
- matrix scoring
- wealth ranking (well-being analysis)
- Economic relationship charts
- Kinship charts
- Mini-surveys

Calendarical Analysis

- ◆ Seasonality analysis (seasonal calendars)
- ◆ Historical analysis (historical calendars)
  - Time lines
  - Local Histories and critical incidents
  - Cases studies
  - Activity profiles and daily routines
  - inventory of traditional practices and beliefs
  - Analysis of possible future options ..... etc. etc.
- ◆ Production flow charts
- ◆ Impact flow chart

Problem and Best-Bet Analysis

- ◆ Problems
  - Identification & substantiating, prioritization
  - Causal chain analysis (problem tree)
- ◆ Solutions(best-bets)
  - Identification; prioritization, evaluation

### Overview of the Techniques

- ♣ Transects, physical and social maps are all used to explore the spatial dimensions of the world in which villagers move; showing the relationship between different aspects of their physical environment and the human activities which take place within

- ♣ Wealth ranking and mini-surveys help to classify people for different purposes. Social mapping may also be used for this purpose.
- ♣ Venn diagrams, economic relationship and kinship charts, throw light on the different types of relationship between people.
- ♣ Daily time use charts and seasonal calendars, capture cyclical variations in activities; while historical diagrams and time lines can be used to represent non-repetitive or linear changes taking place through time.
- ♣ Together with production flow charts, impact flow charts, problem trees and time lines can also help us to understand inter-related flow and sequences of events and activities.
- ♣ Matrix ranking and scoring, which bear a strong resemblance to wealth ranking, daily time use charts, seasonal calendars, and certain types of historical diagram, provides a means of comparing the properties of people, activities and objects of various kinds.

Most of these tools will, in turn, be discussed next (In “Session III: PRA Tools and Approaches” of this training programme). Participants are, however, advised to be aware that there are no absolutely right and wrong ways (and steps) of carrying them out, it will often be inappropriate to stick rigidly to what is described as many variations on the approaches indicated may be possible.

Also to be emphasized is the fact that both RRA and PRA can not be absorbed simply by attending training courses or reading about them. Real learning can only take place through direct field experience.

- ◆ Crop Production in the Study area
  - Crops cultivated [types of main crops, cropping pattern & calendars, etc.]
  - Agronomic (farming) practices [Land preparations, planting, weeding, etc.: mode of operations, calendars, crop rotation, intercropping, etc.]
  - Labor [division, calendars, etc.]
  - Soil fertility [type, status, maintenance, etc.]
  - Sources of seeds/planting materials [selection criteria, etc.]
  - Agricultural inputs
  - Farm implements [including grain stores]
  - Weeds, insects, pests and diseases: types, calendars, control methods, etc [including storage pests]
  - Marketing of agricultural products
  - Coping strategies for drought and other shocks and stresses
  - Research and extension activities
  - Casual chain analysis with specific reference to crop production issue
- ◆ Livestock Production in the study are
  - Herd composition [including size and changes through time, etc]
  - Average holding and purposes of keeping livestock [including preferences to different animals]
  - Livestock housing
  - Water sources for livestock
  - Livestock diseases [types, calendars, control methods, etc.]
  - Marketing of livestock and livestock products [including cost-benefit issues, demand, supply, etc.]
  - Patterns of consumption
  - Coping strategies in case of stress and shocks
  - Casual chain analysis with specific reference to livestock issue

- ◆ Agricultural technology development and transfer
- ◆ Water resources of the study area
- ◆ Forest resources of the study area [species, preferences, uses, etc.]
- ◆ Identification, specification and prioritization of agricultural problems and best bets

**Note:** The team should aim to finish the PRA field exercise with a checklist of major problems in the study site, and possible solutions.

### **Preparation**

- € Prepare checklist of questions and topics of interviews/observation
- € Draw list of maps to be drawn
- € Design and make copies of blank forms for diagrammatic analysis
- € Choose sites and possible key informants
- € Prepare a schedule or programme for the field trip
- € Assign tasks to different members of the PRA study team
- € Selecting tools: After agreeing on a number of issues and sub-topics, select appropriate tools for each. [For example; Seasonal Calendars might be chosen to know best about: rainfall-cropping pattern-labor demand, etc.]
- € Prepare direct observation checklist (including those to be used while walking transects), list of key questions, interview and diagramming guides
- € Make copies of each tool with corresponding tasks for all members of the team.

See “Guidelines for PRA Fieldwork” (next) for further assistance in carrying out the field exercise.

### Guidelines for PRA Fieldwork

#### **Organizing the PRA team**

- ♥ Choose a team leader. This person is responsible for guiding the daily work ??? facilitating discussions among members, fixing daily appointments with respondents??? ing/facilitating feed-back meetings and others as team members feel necessary????
- ♥ Meet as team to- prepare schedule; discuss issues/sub-topics; select tools; ?????? checklists, interview guides and forms; diagrams or charts to summaries finding review???? work and any other field activities.
- ♥ Structure research time to allow for team interaction, changing the agenda???? (unplanned) time. Schedule time for writing field notes.
- ♥ Make a plan for every of the fieldwork, based on an analysis of collected?????. Don't continue collecting data without a clear plan.
- ♥ Review fieldwork daily with the team, going all over notes and evaluating?? work and the methods.
  - ◆ Discuss about-mistakes made, lessons learned, and what needs to?????
  - ◆ Revise key questions and tools;
  - ◆ Avoid the danger that team members learn wrong behavior ?????? wrong ways of using tools;
  - ◆ Team leaders are expected to note frequent mistakes made ?????, and remind the team (or member) to avoid them.
- ♥ Adapt to unpredictable situations and turn constraints into opportunities ?????? large group of people gathers during an interview, turn it into a group discussion).

#### **Starting up the PRA fieldwork**

- ♠ At the site of the fieldwork, discuss the objectives of the PRA with community leaders, key community members, and other involved in the PRA, and make arrangements for interview(s).
- ♠ Start the fieldwork by obtaining broad background information, which will form a basis of knowledge for further inquiries.
- ♠ Start with something simple and non-controversial issues (eg; direct mapping, non-complex mapping, key informants interview, etc.. asking about main crops, etc) approaching more complex issues and more sophisticated methods.
- ♠ Make use of the six helpers (who, what, where, when, why, and how)
- ♠ Make the best uses of the first moments (few hours, probably days) to identify and carefully select key informants
  - ◆ Choose informants based on variations and differences (eg; successful and less successful farmers to identify effective farm management strategies; compare sick and healthy children to understand child rearing practices);
  - ◆ Choose informants based on their characteristics, their knowledge, their experience, not randomly as the purpose is to select key informants;
  - ◆ The size of the sample depends on the homogeneity and size of the community and the topic.

### **Considerations about which PRA tools are appropriate**

- ♥ Improve the quality of information by combining interviews and direct observation; in general, by combining different tools. The context of the data is as important as the data itself.
- ♥ Conduct interviews with community members and key informants (individually and in groups). Do direct observation. Divide the team in sub-groups for interviews.
- ♥ Improve the quality of direct observation by using key indicators and checklists.
- ♥ Use key indicators as shortcuts (eg; monthly household cash expenses as an indicator for household cash income, or market prices as indicators for harvest situation).
- ♥ Keep checklists to remind team members of important issues which need further inquiry.
- ♥ Make use of the six helpers (who, what, where, when, why, and how)
- ♥ Only ask questions whose answers will provide information you need
- ♥ Present your (and community's) analyses to key informants to confirm and cross-check your findings and conclusions.
- ♥ Don't take information at face value.
- ♥ Weight the relative importance of the gathered information.
- ♥ Have second and third meetings with the same people to get a deeper understanding.
- ♥ Continuously narrow down the focus of the PRA, dig deeper, cross-check and probe.
- ♥ Look, listen, Question, Learn, Respect, Mix, Adapt and don't impose!!!
  - ◆ Don't lecture, Look, listen and learn!
  - ◆ Don't hide mistakes. Share them and learn from them.
  - ◆ Be self-critical
  - ◆ Ask yourself:
    - “Whom do we meet and hear?” “What do we see?” “Whom don't we meet and hear?” “What don't we see?”
  - ◆ Show interest in learning from the people
  - ◆ Respect the community members and their knowledge
  - ◆ Ask for their advice and be sensitive
  - ◆ Mix with members of the community and join in their tasks to create a sense of equality
  - ◆ Adapt to the community members' pace

- ◆ Don't impose your schedule. Meet them when it suits them.
- ♥ Include women and children; don't concentrate on only one segment of the population
- ♥ Think about how, and in what from the results will be used.

### **Summary: Guidelines Towards Good/Effective Communication**

People who are good at communication:

- ◆ Have the ability to listen by
  - Making people feel important
  - Avoiding creation of wrong impression
  - Asking one question at a time.
  - Not rushing the interview; allowing the respondent to answer, clarify and expand
- ◆ Have the ability to express themselves adequately by
  - Carefully choosing proper words/phrases, express feelings and uses correct timing while speaking with different people in different situation (eg different age, sex, culture, etc.. during peak working period, holidays, nights, etc.)
  - Not asking leading questions.
  - Not asking ambiguous, vague and insensitive questions
  - Probing responses for more information, exploring in depth; and stimulating free expression of opinion: Follows polite and systematic way of seeking for further answer by further questioning and asking for some clarification.
  - Expanding opinion; checking understanding and consistency.
  - Carefully choosing proper non-verbal symbols. [Aware of the fact that action speak louder than words and are more likely to be understood"]

### **Report Compilation**

The PUA report should be written immediately after the field work is completed and should center around the records (flip charts diagrams) with appended descriptions. It should be concise and to the point and use all the information gathered during the PUA field work.

The following issues should be addressed before writing the report:

- Who will use the report?
- What is the report for?
- How should it be presented?
- What are the responsibilities of different team members regarding the writing of the report?
- When and how often the team should meet to discuss progress?
- What it should contain?
- What is the structure to be followed?
- (by theme, day to day, by tools etc.)

Sources used to compile the workshop material

- CIDE (1991), participatory Rural Appraisal Handbook: Conducting PRAs in Kenya.
- FAO (1995), Guidelines for integrating gender issues in participatory rural appraisal and analysis. Addis Ababa.
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- Robert Chambers, (1996), “History and Development of PRA worldwide”. Proceedings of the National Conference on PRA Farm Africa, Addis Ababa.
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