



# Session 6.2

## Qualitative Research Methods and Participatory Approaches

- 1 Observation
- 2 Semi-structured checklist interviews
- 3 Introduction to participatory approaches
- 4 Core concepts and principles
- 5 Transect walk
- 6 Diagramming techniques
- 7 Ranking and scoring techniques
- 8 Lessons for undertaking participatory approaches

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## 1. Observation

- First entry point into a community is observing the people, resources, indicators of wealth/poverty, daily processes
- Useful to carry a notepad and camera to capture observations – use with caution!
- Observation involves the eyes and ears but can also involve asking questions
- A Transect Walk can be used to capture specific observations

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## 2. Semi-structured checklist interviews

- Discussions based on a checklist of topics either with individuals or groups within a community
- Only the topics and some key questions are predetermined – flexibility is key!
- Use of a checklist, not a questionnaire
- Use of open-ended questions – What? Why? When? Who? How? Where?
- Key informant interviews for expert knowledge
- Focus group discussions for interest groups

## Features and benefits of checklist interviews

- Expert knowledge obtained from key informants
  - Councillors/administrators
  - Health workers
  - Teachers
  - Transport operators
  - Traders
  - Outreach workers (agriculture, health)
- Interviews with individual community members are valuable
- Recommended length of interview:
  - Individuals: 1 hour
  - Groups: 2 hours

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## 3. Introduction to Participatory Approaches

- Rapid Rural Appraisal (RRA)
- Participatory Rural Appraisal (PRA)
- Participatory Learning and Action (PLA)
- Participatory Urban Analysis (PUA)
- Participatory Appraisal (PA)

“...a growing family of approaches, methods, attitudes and behaviours that enable people to express and analyse the realities of their lives and conditions, to plan themselves what action to take, and to monitor and evaluate the results and reflect.” (Chambers, 2003).

## What is participatory appraisal?

- Semi-structured learning experience
- Involves local people in the selection, design, planning and implementation of projects and programmes that will affect them
- Prioritises transport needs of the poor and vulnerable
- Method of in-depth data collection to complement quantitative baseline data

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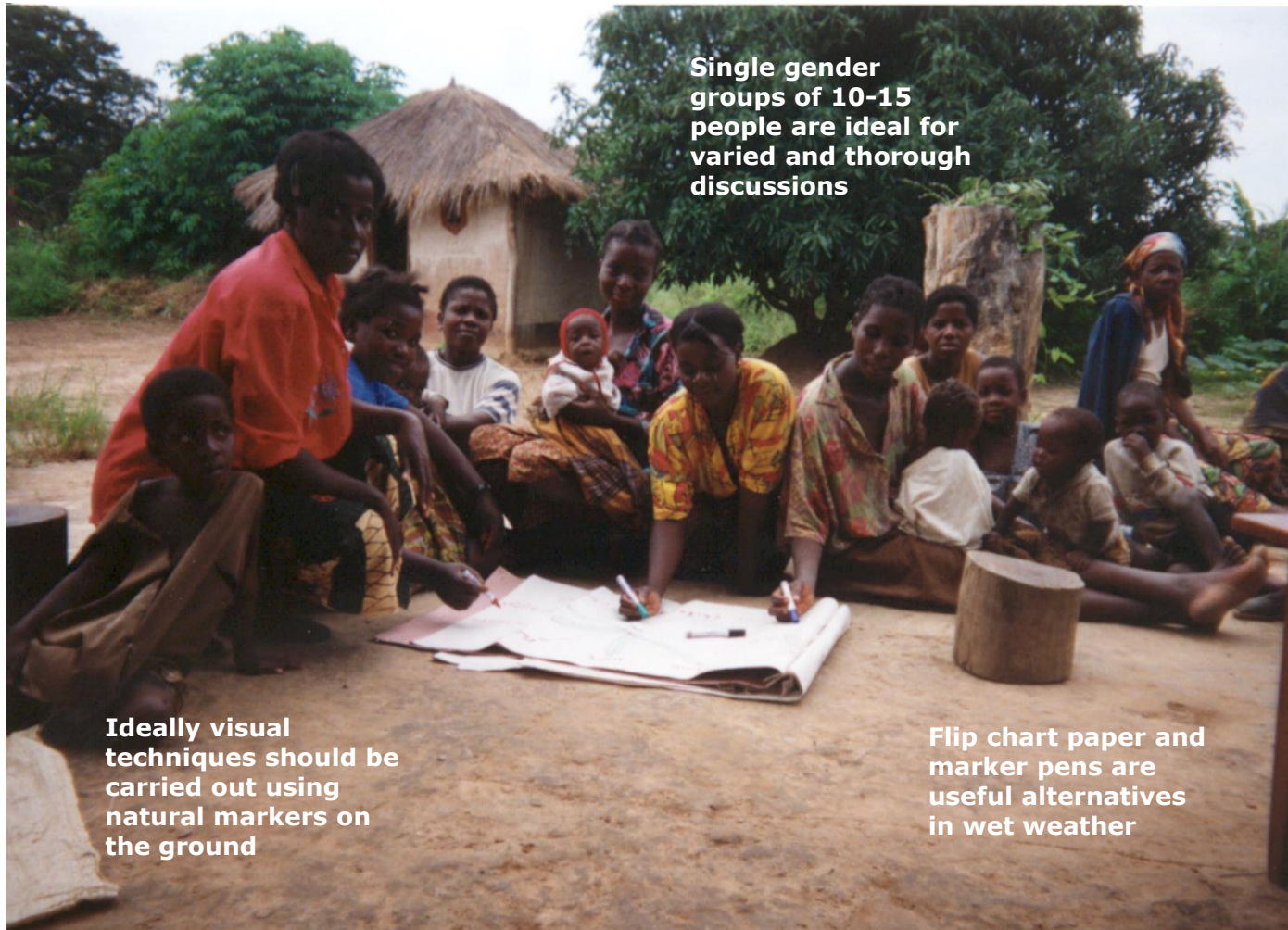
## 4. Core concepts and principles

- Preparation, observation, facilitation, participation
- Respect for community members
- Interest in what local people say, show and do
- Patience, not rushing and interrupting
- Listening not lecturing
- Trust
- Humility
- Triangulation

- Prepare! Find out about the people and the place you are to study before you arrive
- Provide at least 2 facilitators fluent in the language of the ethnic group under study
- Spend time getting to know the community – stay overnight, interact and socialise
- Apply ethical practice at all times
- Ensure you have sufficient equipment



- PA team should comprise two facilitators:
  - To facilitate
  - To make detailed notes
- Up to 12 participants is recommended group size
- Disaggregate by age and gender where appropriate
- Visual exercises can be undertaken using natural materials on the ground (wood, stones, leaves)
- Alternatively flip chart paper and marker pens



Single gender groups of 10-15 people are ideal for varied and thorough discussions

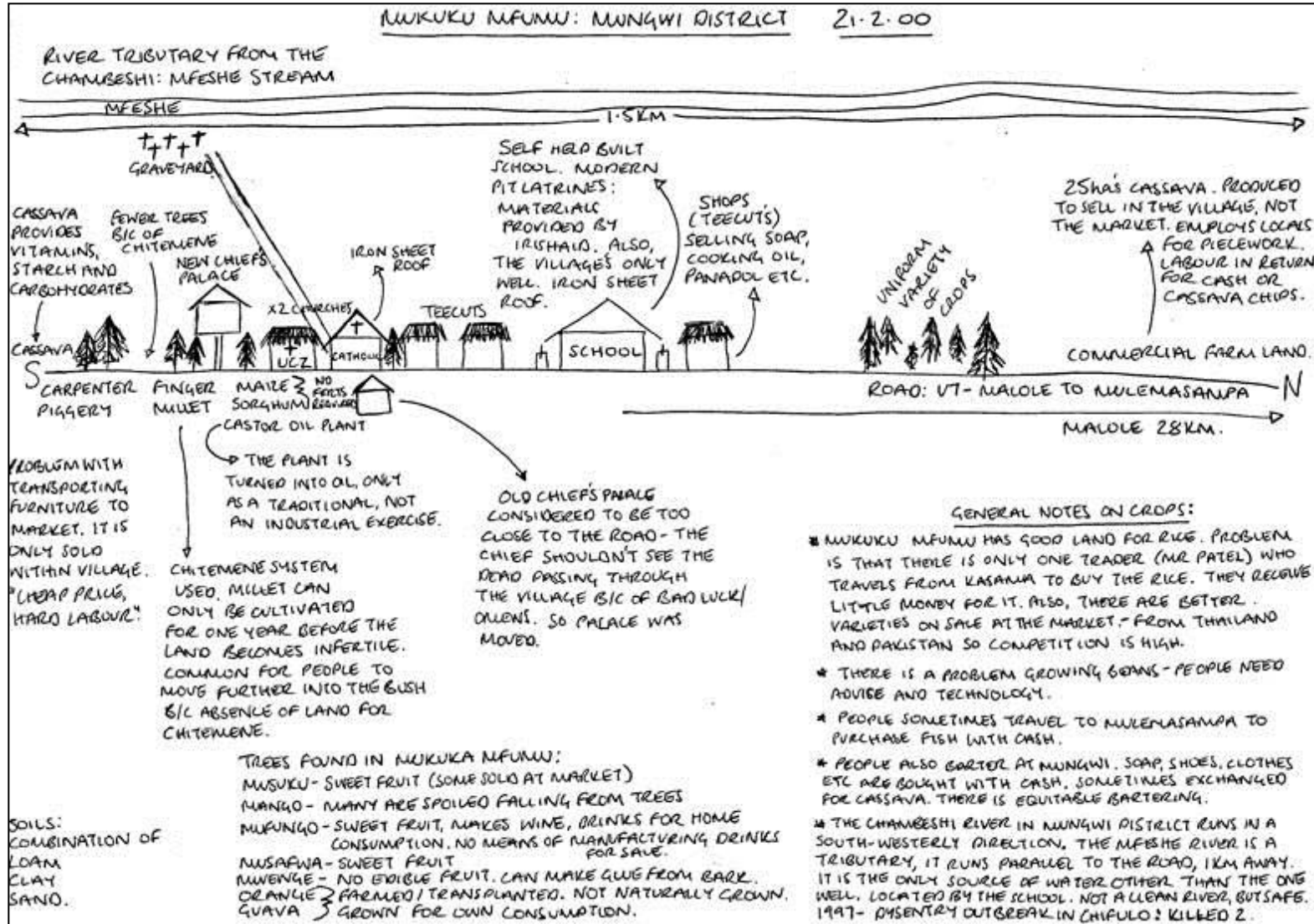
Ideally visual techniques should be carried out using natural markers on the ground

Flip chart paper and marker pens are useful alternatives in wet weather



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- Observatory walks through a community
- Researchers and informants walk along a transect discussing key characteristics
- The facilitator sketches the route and indicates prominent features:
  - Landscape and land use
  - Vegetation
  - Infrastructure
  - Socio-economic issues



Source: Davis (2005)



ZONE	RESIDENCE	ARABLE LAND	DEPRESSION	COMMUNICA-TION (ROAD)	GARDENS	ARABLE LAND	RESIDENCE
SOIL TYPE	Sandy loam	Sandy loam	clay loam	Lignite	Sandy loam	Sandy loam	Sandy loam
LAND USE	Backyard crops such as mangoes	Agricultural production like vegetables, yardlong, okra and brinjars. Reproduction of small scale	Small scale rice production due to inadequate rainfall for the past 10 years. Used to be a potential area for rice. Cultivation of a large scale		Vegetable production. Brinjars, yardlong, pepper, okra, brinjars etc.	Groundnut production. Early mat, Sangha late mat	Backyard crops such as mango, pumpkins and cassava
TREE SPECIES	Mango, Orange, Neon	Kajri, Cashew, lime, Guava and other trees used for medicinal purposes and Shiro Kadiyo 'Yabo'	Shiro Kadiyo, other medicinal trees, Shiro Kadiyo, mango, guava, papaya, brinjars, etc.	Mangoes, Vegetables, Shiro Kadiyo etc.	Mangoes, Cashew, lime, mangoes, brinjars, papaya, etc.	Pineapple, Shiro Kadiyo, other trees used for medicinal purposes and Shiro Kadiyo	
INTERVENTIONS	EGC WELL			Serigne Government	A.P.C. (Agricultural Project Company)	Department of Agricultural Services Sangha Campaign team	
PROBLEMS	Storage facility. Missing machine. Farming implements. drought animals and cars	Pest and diseases like fruit trees. No pesticides	Inadequate rainfall for the past ten years	Transport available only on 10-15 days (Saturdays)	Marketing outlets limited. Roadside farming. Water table get lower as the dry season proceeds	Striga	

Source: ActionAid (1992)

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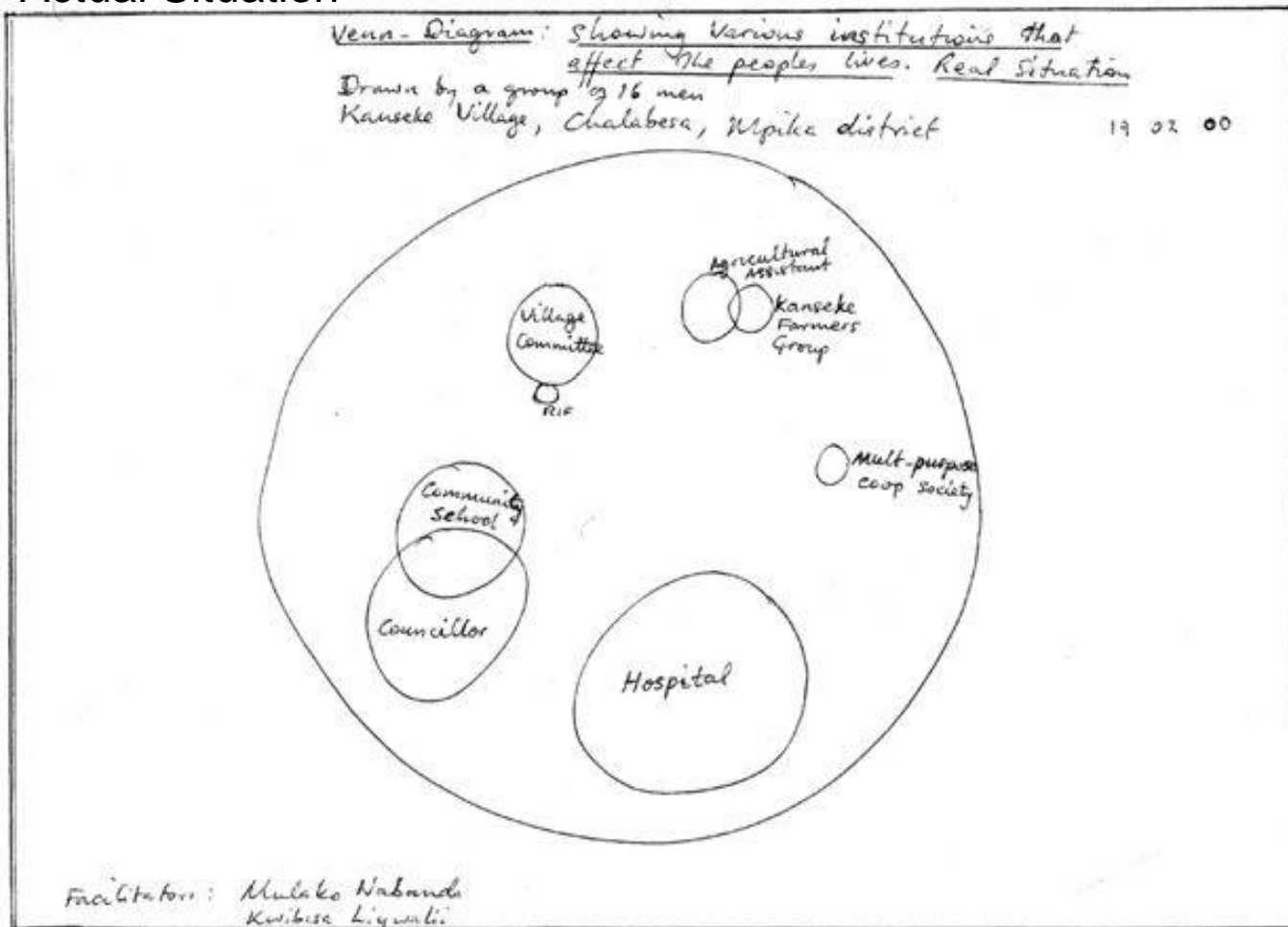
# AFCAP 6. Diagramming techniques

- Diagramming techniques include:
  - Mapping
  - Modelling
  - Venn diagrams
  - Causal impact analysis
  - Mobility charts
- Use a flip chart and marker pens or natural markers on the ground to draw the diagrams



- Depict key institutions, organisations and individuals and their interaction with the community
- Represents both internal (local) and external institutions
- Each institution is represented as a circle:
  - Size of the circle represents importance and significance
  - Degree of overlap between circles represents level of interaction

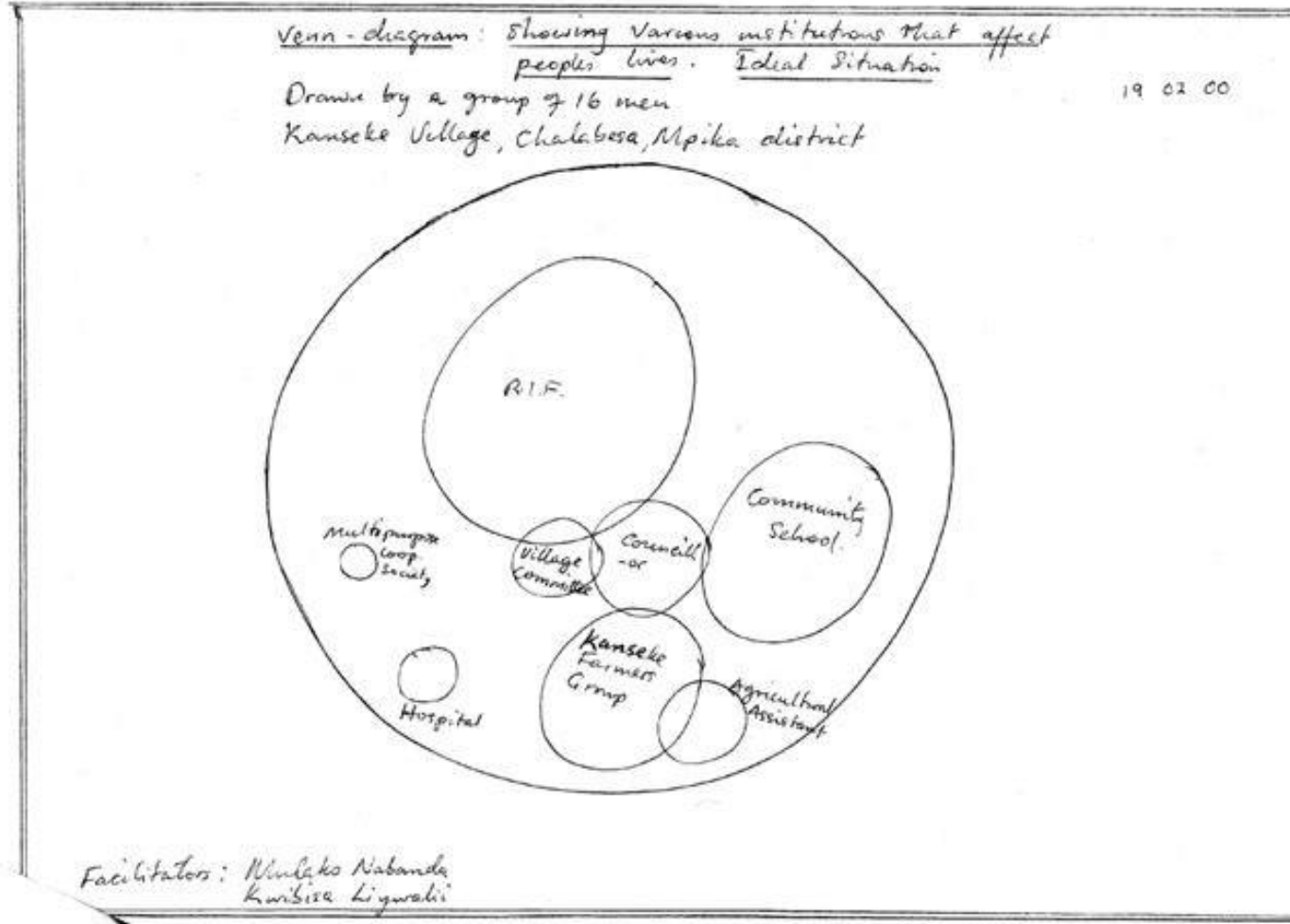
## Actual Situation



Men's group, Northern Province, Zambia

Source: Davis (2005)

## Ideal Situation



Men's group, Northern Province, Zambia

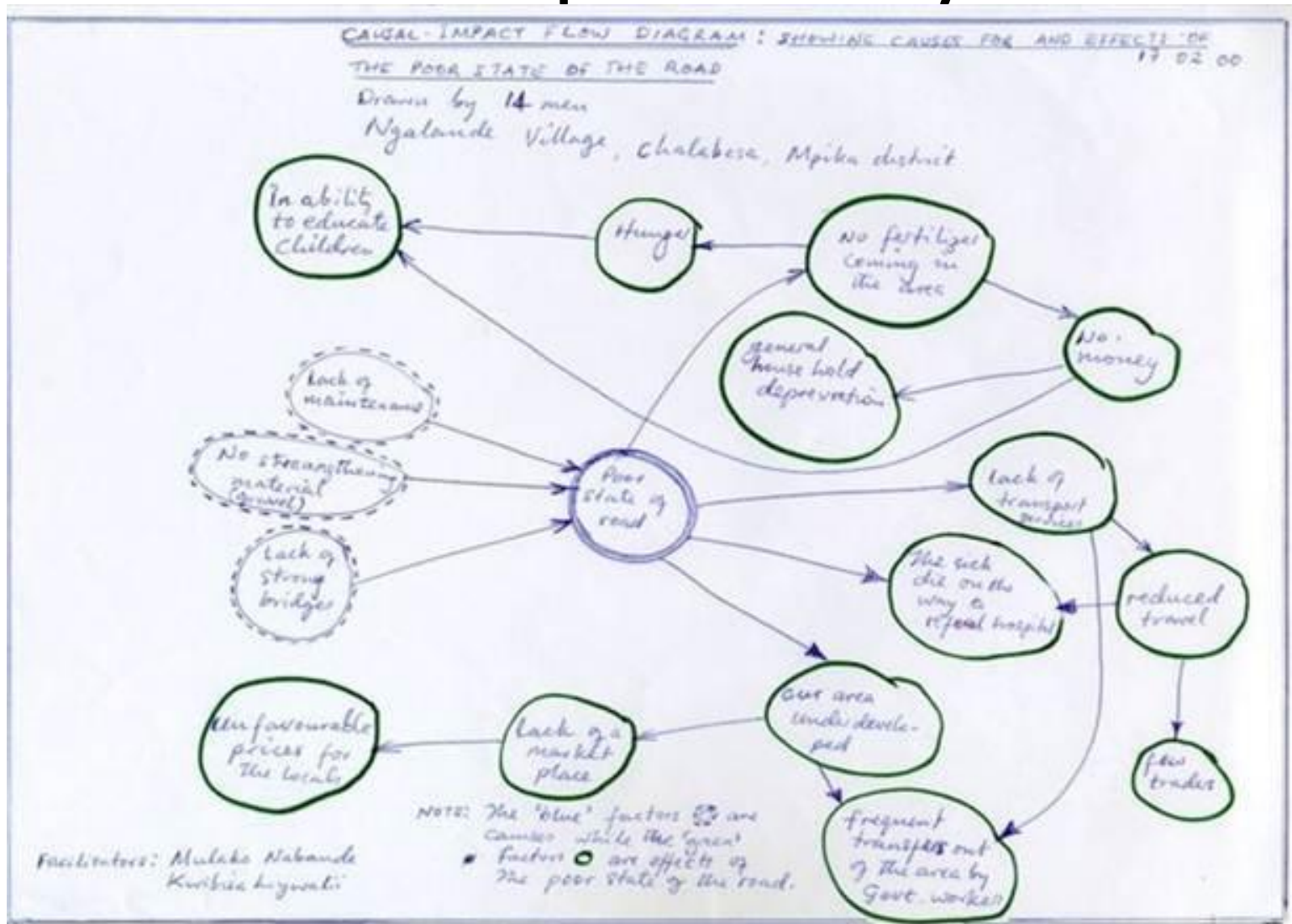
Source: Davis (2005)

# AFCAP Causal Impact Analysis 1



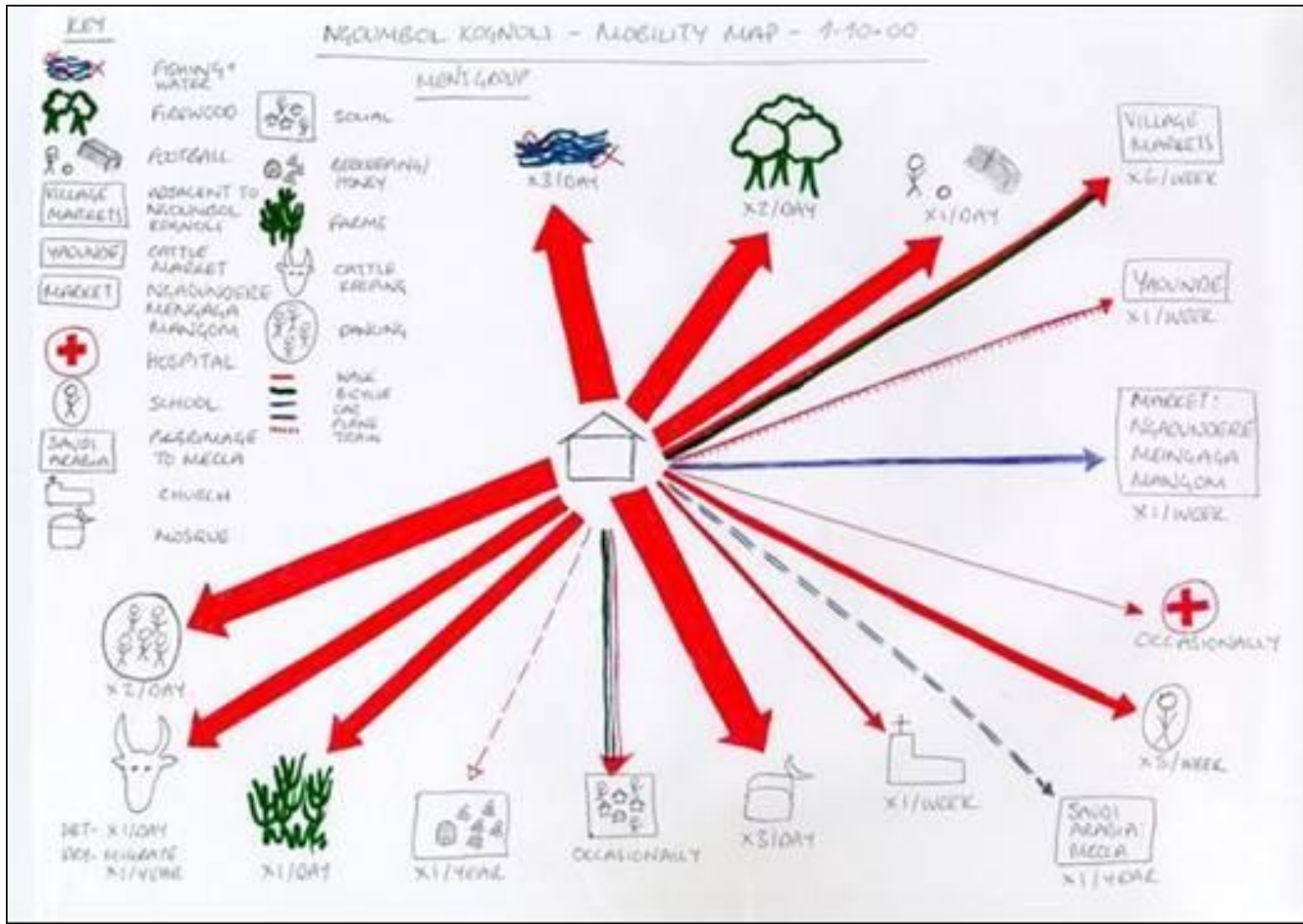
- Investigates the cause and effect of particularly acute problems faced by communities
- Explores strategy for reducing the impact of these problems
- Prioritises areas that require external intervention
- Causal impact analysis can be carried out using a flow diagram or table.

# AFCAP Causal Impact Analysis 2



Source: Davis (2005)

- Chart that represents:
  - Trip distance
  - Destination
  - Frequency
  - Modal choice
- Typically drawn as a spider diagram with arrows of varying thickness and colour to denote trip frequency and mode emanating from the centre



Source: Davis (2005)

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## 7. Ranking and scoring techniques

- Used to find out people's preferences and priorities
- Ranking is placing things in order relative to one another
- Scoring is giving things a number based on a criterion scale
  - Matrix ranking
  - Pairwise ranking
  - Wealth ranking
  - Preference ranking
  - Card sorting



## Matrix Ranking

	Headloading	Bicycle	Motorcycle taxi	Ox-cart	Bus	Car
<b>Cost</b>		II	IIII	II	III	IIIII
<b>Frequency</b>	IIIII	III	IIII	I	III	
<b>Availability</b>	IIIII	IIII	III	II	III	I
<b>Energy consumption</b>	III	II	IIII	I	IIII	IIIII
<b>Trip duration</b>	IIIII	IIII	I	III	II	I
<b>Comfort</b>		I	III	II	IIII	IIIII
<b>Safety</b>	II	II	I	III	III	IIII
<b>Security</b>	I	III	II	II	I	IIIII

## Pairwise Ranking

Walking (Preference 1)	Bicycle (Preference 2)	Ox-cart (Preference 3)	Bus (Preference 4)	Car (Preference 5)	ITEM	SCORE	RANK
	Bicycle	Ox-cart	Bus	Car	<b>Walking</b> (Preference 1)	<b>0</b>	<b>E</b>
		Ox-cart	Bicycle	Car	<b>Bicycle</b> (Preference 2)	<b>2</b>	<b>C</b>
			Ox-cart	Car	<b>Ox-cart</b> (Preference 3)	<b>3</b>	<b>B</b>
				Car	<b>Bus</b> (Preference 4)	<b>1</b>	<b>D</b>
					<b>Car</b> (Preference 5)	<b>4</b>	<b>A</b>



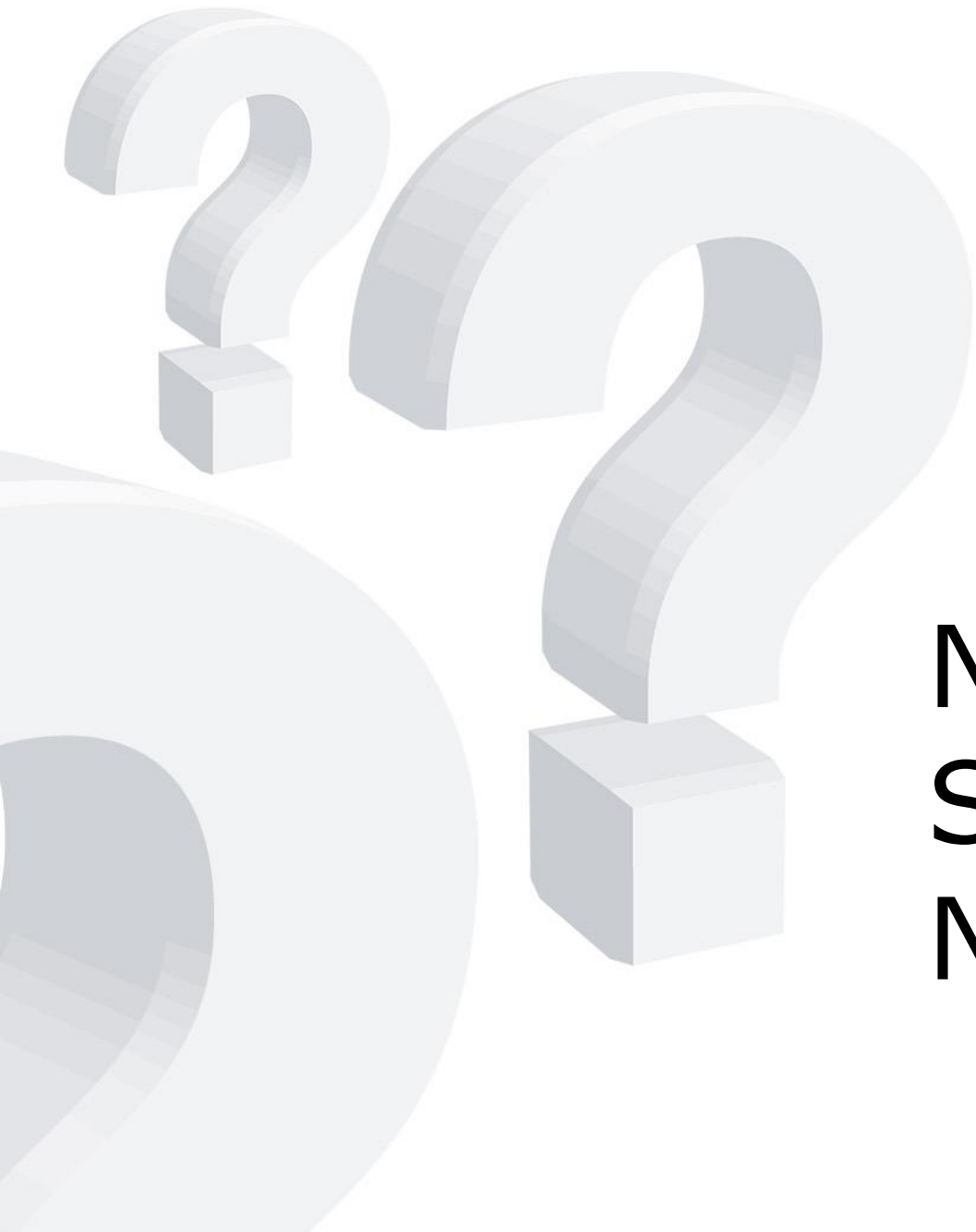


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# AFCAP 8. Lessons for undertaking participatory appraisal

- PA should not be prescriptive
- It is a learning experience for facilitator and respondent – do not raise expectations!
- Gatekeepers can be used as an entry point
- Feed back information to the community and decision makers – dissemination is key!
- Reflect on the data collected with the PA facilitators at the end of each day
- Budget appropriately

- Triangulate the information collected by using several participatory techniques
- Methods triangulation
- Triangulation of sources
- Triangulation through multiple analysis
- Theory triangulation
- Respondent triangulation
- Can also incorporate quantitative research



Now read  
Session 6.2  
Notes!