

PAI 705

McPeak

Lecture 10

Field Research / Qualitative research.

Alternation of induction and deduction.

It can provide a comprehensive perspective.

Study of attitudes and behaviors best understood in their natural setting. Experiments and surveys in contrast are artificial settings in which we observe and record.

Study of change over time rather than deconstructing after the fact; you see it and record it as it evolves without knowing for sure where it is going.

Babbie quotes Lofland et al. as what kinds of settings are good for this kind of approach.

- Practices; trying to observe people in their natural setting and record how they do things. How do they milk a goat; how do they tie a rope; what do the kids play with.

- Episodes; events that are –sort of – discrete in nature, illness, crime, march madness
- Encounters; a social interaction between or amongst people. Meeting, debate, interview,
- Roles and social types; the social order of a middle school, the behavior of incoming cohorts in orientation, a Maxwell Faculty meeting.
- Social and personal relationships; mother-son relationships, mentoring relationships, bridge playing groups
- Groups and cliques; athletic teams, goths,....
- Organizations; Hospitals, schools, churches
- Settlements and habitats; village, town, grazing area, fishing area, neighborhoods
- Social worlds; the 1%, the 99%, Wall Street
- Subcultures and lifestyles; the ruling class, mods, rockers.

Roles of the observer.

Participant observer.

- Complete (genuine) participant. Member of the motorcycle gang.

- Not a genuine participant but allowed access as an observer. Childhood friend of gang members who is allowed to hang around with them to write a dissertation.
- Pretend to be a genuine participant. Act as if you are trying to join the gang to learn information about the gang and the process of joining.

Ethics of deception are an issue here.

Why we might be deceptive?

Reactivity:

- They might throw you out.
- They might change behavior knowing you are observing and recording to present a different kind of behavior than their unguarded behavior.
- The social process you seek to observe will be radically changed if you are known to be researching it.

Why might we have problems researching while being a participant?

- We are a member of the social interaction, and by participating change it from what would have happened in our absence.
- You also are not 'objective' and have social connections with the people you are trying to observe as units of observation (or their interactions as your unit of observation).
- They are doing illegal stuff and you are part of it.

Roles as 'the Martian' and 'the Convert'.

Etic perspective, taking on the point of view of those being studied.

Etic perspective, maintaining a distance from the point of view being studied to maintain objectivity.

Can you fully understand behavior without seeing it from the point of view of the people – emic? Can you ever really understand the emic view being from a different culture and not from the community and context?

Witchcraft accusations and lightning strikes.

Case studies of sorcerers.

Another issue is that with this kind of research, you have intense prolonged social contact with people you may not really enjoy being around. Need to divide 'who I am researching' from 'who I want to be around' in a way that is not the case with survey research.

Qualitative Field Research Paradigms.

- Naturalism. Positivist assumption that the truth is out there to be observed and recorded. Chicago school – the sociology department at Chicago went out to observe and record local neighborhoods and communities.
 - Street Corner Society (1943). Study of an Italian American neighborhood. Find key informants and have them telling 'their' stories. Studs Terkel. StoryCorps.

- Related to the idea of an ethnography; a study that focuses on detailed and accurate description rather than explanation. Finely textured study in detail of how life is lived.
- Duneier warns against the 'ethnographic fallacy'. Overgeneralization and oversimplification of the patterns of living. There are patterns within groups, but there is also diversity. Need to be wary that what you see as the 'group practice' is actually only one way it is done out of many.

Ethnomethodology.

- Reality is socially constructed rather than out there to be discovered. Descriptions of the world are not of it as it is, but as they make sense of it.
- Trying to make sense of the perceptions of the world that shape the reports of your informants.

- One way as we talked about earlier in the class is to ‘break the rules’ to see how people react. ‘Breaching experiments’. Understanding methods through which understanding occurs by violating the rule.

Qualitative Data Analysis

- The nonnumerical examination and interpretation of observations for the purpose of discovering underlying meanings and patterns of relationships.
- A continuing interplay between data collection and theory.
- “Plausible relationships proposed among concepts and sets of concepts”
- Qualitative research can be descriptive; reporting in detail what is observed.
- It can also be explanatory, trying to identify causal mechanisms.
- Structure to investigate and identify patterns.

1) What is the **frequency** of the phenomena or phenomenon under investigation?

2) What is the **magnitude** of occurrences?

3) What are the different **types (structures)** of occurrences?

4) How do the different types relate to each other in an ordered **process**, or is there no recurring pattern?

5) What are the **causes** we can identify and are they related to patterns and heterogeneity in the population?

6) What are the **consequences** we can identify? Are there short run and long run differences? Do different types have different consequences?

- If you have different cases under consideration, you can think of one observation being a case. You can contrast them by conducting cross case analysis (more on cases next)

- Variable related cross case analysis. Look at the variables that go with each case, contrast the difference in outcomes across cases, and assess the extent to which variation in the variables might explain differences in outcomes. Here we are looking for generalizable lessons.
- Case oriented analysis more fully goes beyond the surface variables and thinks about the chronology and in depth history. This looks closely and in detail at an individual case without a focus on drawing out the generalizable implications.

- Grounded theory. Glaser and Strauss.
Sociology.

- An inductive approach to the study of social life that attempts to generate a theory from reviewing and refining the patterns seen in ongoing observations.

Guidelines:

- Think comparatively. Compare numerous incidents to avoid over interpreting initial observations.
- Obtain multiple viewpoints. Both in terms of different people on the same question but also using different approaches to observing the object in question.
- Periodically step back. Frame as data come in, but keep checking the frame as data come in to see if the frame needs revision based on the added information you now have.
- Maintain an attitude of skepticism. Your interpretations are best understood as

provisional not definitive. They are all open to revision or to be discarded.

- Follow the research procedures. Keep to the basic concepts which are sampling, asking questions, and making comparisons.
- Different from traditional research approaches where you initially review the literature to find out what is already known and what is to be discovered. They would argue against this approach. Concern over preconceptions and blinding yourself to new discoveries.
- Systematic coding is central to this approach.

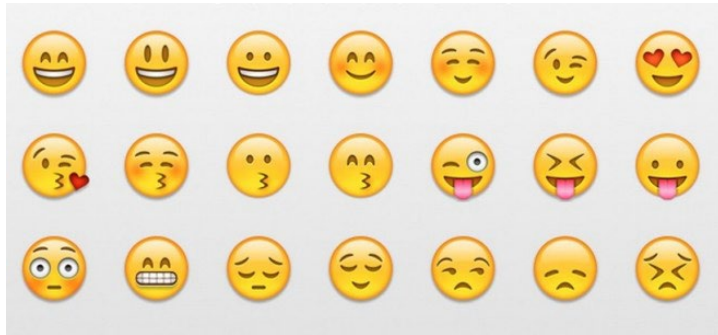
1) Comparing incidents applicable to each category. Trying to find concepts that recur in different cases you are considering. You are trying to specify the nature and dimensions of the concepts revealed by looking at the data in the cases.

2) Note relationships among the concepts.

3) Delimiting the theory; now that you have a better sense of the concepts and how they relate to each other, you can revisit your theory to reduce the number of concepts to the most important and make the theory simpler.

4) Now you have inductively investigated the data set and have arrived at a theory. The last step is to write it down and explain what you have discovered.

Semiotics. The science of signs.



Conversation analysis.

- Conversation is a socially constructed activity. As such, it has implicit rules. You are figuring out what those rules are, at times by breaking them and seeing what happens.
- A conversation has a context. The same words might mean different things in a different context. “thanks a lot”.
- Not just the words, but the pauses, the ‘ums’ and improper word use.
- Qualitative data processing.
- First step is coding; classifying your individual pieces of data. You need to do this with a recognition that you will need to have some kind of system of retrieval to recall and sift through your observations later. Color coded post-it notes here are one possible approach.
- What are we coding? What is the unit of analysis under consideration? Here we are coding by concept rather than by uniform unit. Uniform unit; mission statement. Uniform concept; mission.

- The physical act of coding. Moving the colored sticky post it notes into groups. Cutting up text and putting pieces in folders.
- Open coding; data are broken down into discrete parts, closely examined, and compared for similarities and differences. Trying to break things apart and reassemble them in terms of concepts.
- Axial coding is when we take the results of the open coding and looks for more analytic concepts. A regrouping of the data into a refined set of concepts.
- Selective coding identifies the central concept that organizes the other concepts that have been identified.
- Memoing is a technique where you write notes to yourself.
- Code notes identify the code labels and their meanings.
- Theoretical notes consider the relationships between concepts and the meaning of the concepts.
- Operational notes recall data collection specifics that help understand the context or

do things like indicate more follow up information is needed.

- Concept mapping. A model of how the concepts relate to each other in your theory with arrows of causality thought through as well as the interconnected nature of these relationships.

Case Studies and the Extended Case Method.

Focus on a single instance of some social phenomenon.

Often used to be descriptive.

Can be ideographic or nomothetic.

From the Lund article in Human Organization, it is important to spend time thinking about: of what is this a case?

He describes a case as follows. “A case is an edited chunk out of empirical reality where certain features are marked out, emphasized, and privileged while others recede into the background. As such, a case is not ‘natural’ but a mental, or analytical, construct aimed at organizing knowledge about reality in some manageable way.” (p. 224)

Think about contents of a case from the very specific to the very general.

Think about the contents of a case from the concrete to more abstract.

Specific: Limited. Particular. Singular.

General: Common. Pervasive. Widespread.

Concrete: Actual. Real. Tangible.

Abstract: Conceptual. Ideal. Intangible.

His specific illustration:

	Concrete	Abstract
Specific	Land Reform Event Land Conflict Event	Recognition of a property right. Institutional competition over jurisdiction
General	Post-colonial societies Re-invention of custom	State formation through rights and authority

Short case studies

Joseph Letikikon is an Il Chamus household head from Ngambo, Kenya. He is 33 years old and his wife, four small children, a niece, and his widowed mother all live with him. He has worked as a school teacher in the primary school in Ngambo for about six years. The cash income from teaching places him in the top 20 percent of cash income earners in our study and the revenue allows him not only to support his household members but also provide occasional cash and food gifts to other relatives. While his father depended heavily on livestock, Joseph now relies little on livestock. Livestock-based income accounts for less than 12 percent of his household's total income and per capita livestock holdings for the household are only 0.3 TLU. Joseph's wife, who also graduated from a teacher's training college and is qualified to teach, does not work outside the household but, instead, stays at home to take care of their young children and Joseph's elderly mother. Their household is now fully sedentary and rather than re-build and accumulate large numbers of livestock after the 2000 drought, he and his wife recently (2006) invested in rental properties in nearby Marigat town. They clearly represent a household that is "moving from" a livestock-based livelihood.

Waro Galgal resides near the small center of Wachille with its 12 basic retail stores and a few government offices. She was widowed about five years prior to the interview and became the head of her household. Four of her eight children reside outside her household: one young son lives with a

wealthier household which feeds and clothes him in return for herding sheep and goats; her 7-year-old daughter lives with a household who feeds and clothes her, but it is unclear if she does any work in return; a 17-year-old boy works as a hired herder for another household; and a 20-year-old daughter works in a nearby settlement as a petty trader. Both the trader and hired herder provide small amounts of money and food to Waro. In addition, she receives cash support from nearby relatives, but it is unclear if they are from her deceased husband's family or her own natal family. During some three-month periods in 2000–01, the cash that she received from relatives sometimes exceeded 50 percent of her total income. During 2001, Waro also was loaned a cow and a few goats to provide milk for her children. Her household's only other income was from food aid—which the household received intermittently during March 2000–December 2001. Both in terms of livestock and cash income, Waro's household clearly represents the very poorest, or the left out livelihood group.

(Based on quarterly interviews, March 2000–June 2002)

Institutional Ethnography.

Dorothy Smith (1978). Personal experiences of individuals are used to reveal power relationships and other characteristics of the institutions in which they operate.

Linking the micro-level of personal experiences with the macro-level of institutions.

Participatory Action Research.

The people being studied are being given power over the research agenda, and are using the research towards a purpose. The goal is not positivist, but is normative, or transformational.

Participatory Rural Appraisal

A description of some techniques

P?R?A?

- P is the participation, and build on what is called RRA, Rapid Rural Appraisal. The idea is that PRA is more focused on empowering communities, RRA is more focused on getting information.
 - The distinction is not hard and fast.
- R is rural, and most of the early work was rural but there is nothing necessarily rural about the methods.
- A is for appraisal, as there is some sense that it is a tool for information gathering and making decisions
 - RRA is more in line with gathering information for a development intervention and PRA is more about general community prioritizing.

Why do people do PRA?

- One reason is a reaction to ‘development tourism’, where you go out, ask questions, and use that to influence policy / programming.
- Another reason is that you can gather information that influences policy / programming at a lower cost than a random sample survey.
- Argument that the process is inherently empowering.

Local Time Line

- Lets you gather historical information that may be important.
- Gives you a way to express when things occurred / ask questions in a way that is more likely to be understood.
- Illustrates something about how life is experienced in the community by what is highlighted.
 - Lining up with our calendar may take systematic work
 - Seasons rather than months may be relevant
 - Lunar months / calendars present issues.

GROUP A
 WEDNESDAY
 21.4.93
 PRIMARY SCHOOL
 BROTENI

BROTENI: TIME LINE HISTORY.

COMMENTS

1887

Philamon Jwara born
 (oldest person)

25 MEN } YOUTH
 14 WOMEN } INCLUDED
 SCRIBE FROM GROUP

Lived here all his life.

1923

Mr. Radebe born
 (oldest person present)

1930

Tenant farmers moved
 to Stoffelton - evicted
 from Bulwer/Underberg.

Better to build black farms
 than be tenants on white farms.
 Few people were farming here
 before this.

1936

LAND ACT: no loans to
 buy land.

1940

HITLER WAR: food short,
 no more stock sales, credit,
 etc.

Suffering was great. Cost of
 living went up higher.

1946

WORST DROUGHT EVER -
 7 years.

Farmers still got credit from
 the Land Bank.

1953

FIRST RAINS: diseases -
 Kwashiorkor, eye disease, etc.
 GROUP AREAS ACT.

Crops better but disease was
 widespread

1960

TAXES, no services anymore,
 No assistance for schools.

Lack of transport to school
 Had missionary schools but
 short of desks, books, toilets - got
 some help (desks) from Kwazulu, but
 not allowed much help (by law).

1970

Till now had Underberg
 Farmer's Association -
 not allowed access from now.

Native Commissioner con-
 took over. Lots of problems
 got no assistance. Meeting with
 Underberg farmers.

1984

DROUGHT

1985

Met with Afra: Pretoria
 Commission/Kwazulu - NO HELP.

Afra helped to write a
 letter, to go to Pietermaritzburg
 meet with the Commissioner. He
 said that the State does not help
 them. Title deeds were given.

1987

FLOODS

Need clinics

1990

STARTED HIGH SCHOOL.

Problems with getting lead
 Community organised own.

1992

Drought

Youth: is a problem. In the
 fields they have nothing to do a
 No jobs. Go to town and pick
 up bad habits -> Crime. Tre-
 rear. lost to youth.

1993

→ FUTURE

Time Lines





YEAR	EVENT	EFFECT	COPPING STRATEGY
1963 ARBA TI UHURU	Kenya's Independence	- Scramble for land in Marsabit mountain by different tribes - Some Rendille leaders arrested and detained	Competition for land was so tough that Survival was only for the fittest
1964 KHAMIS TI ADI GUFANNE KHARADE	Outbreak of foot and mouth disease	Livestock mortality	Application of sheep's fat to affected animals
1965 GUMATI DEFGUDHO KHANDIATE	Circumcision of Defgudho age group	Many young boys were initiated to warriorhood (morans). Shortage of herders	Younger children recruited for herding
1966 SABDHI TI TURUGA LI IGIS	Death of a Rendille elder Turuga, killed in a raid by Boranto (Borans or Gabra or combined)	Turuga was a colonial chief	In revenge Rendille burnt killed many of Boran and burnt their huts and stopped only after intervention from the elders
1967 AHADH HI KAKURO LI IGIS	- Killing of a Turkana warrior called Kakuro at Hedad during raid by Turkana - Establishment of Kargi primary school	- The first enrolment of children in school	
1968 ALASMIN TI ILBORE TUNTE	Camel calves mortality	Loss of livestock	

Time Trends

- Use weighting to estimate trends over time.
- Can use stones or beans.
- Land use patterns are often discussed using this approach.
- My experience is that things rarely get 'better' with this approach.

Time Trends

Tsupaneng: Historical ~~Time~~ ~~Use~~ ~~Trend~~ - land use. 23.4.1993

DECADES	TREES 	CULTIVATED LAND 	FALLOW LAND 	GRAZING 	WASTE LAND	YIELD PRODUCT
1940	☺☺☺☺☺ ☺☺☺☺☺ 10	☺☺☺☺☺ ☺☺☺☺☺ 10	○	☺☺☺☺☺ ☺☺☺☺☺ 10	○	☺☺☺☺☺ ☺☺☺☺☺ 10
1950	☺☺☺☺☺ 10 ☺☺☺☺☺	☺☺☺☺☺ ☺☺☺☺☺ 10	○	☺☺☺☺ ☺☺☺☺ 8	○	☺☺☺☺☺ ☺☺☺☺☺ 10
1960	☺☺☺ 6 ☺☺☺	☺☺☺☺ ☺☺☺☺ 8	○	☺☺☺ 6 ☺☺☺	☺☺ 3	☺☺☺☺☺ ☺☺☺☺☺ 7
1970	☺☺☺ 5 ☺☺	☺☺☺ 5 ☺☺	○	☺☺☺ 5 ☺☺	☺☺ 5 ☺☺☺	☺☺☺ 6 ☺☺☺
1980	☺☺ 4 ☺☺	☺☺ 4 ☺☺	☺☺☺☺ ☺☺☺☺ 7	☺☺ 4 ☺☺	☺☺☺ 6 ☺☺☺☺	☺☺ 4 ☺☺
1990	☺☺ 3 ☺☺	☺ 1	☺☺☺☺☺ ☺☺☺☺☺ 9	☺ 1	☺☺☺☺☺ ☺☺☺☺☺ 8	☺ 1

PRA Group members: Jackie Leach, Tina von Moltke

Seasonal Calendar

- Good for identifying when is a good time / bad time for introducing something labor intense
- Can use to reveal sub-group (age / gender / ethnic/...) differences.

Seasonal Calendar

Tsupaneng : 21.4.93							Seasonality diagramme					
Other Incomes	All year sewing - crochet Sold on pension days										Little extra in some households from migrants	
Animals				Kidding Season	Lambing Season				Sheep shearing	Calving		
Busy/Slack periods	Busy			Slack					Busy			
Migrations Return				Easter		Men women short periods					Men Women Home	
Special Times						Marrages Traditional Festivals						
Women Labour Activity	Plant Beans Peas Hoeing	Hoeing					Cut Grass Plant Potatoes	Plant potatoes	Prepare fields	Plant maize		
Harvest Crops		Potatoes Cabbage Peaches	Mielies Pumpkin	Peas Beans	Mielies	Mielies					Potatoes	
Rain							SNOW 					
	J	F	M	A	M	J	J	A	S	O	N	D

PRA Team members: David Mayson, Jackie Leach, Leonard Mabaso

Daily Calendar by Gender / Season

WOMEN ACTIVITIES DURING RAINY SEASON

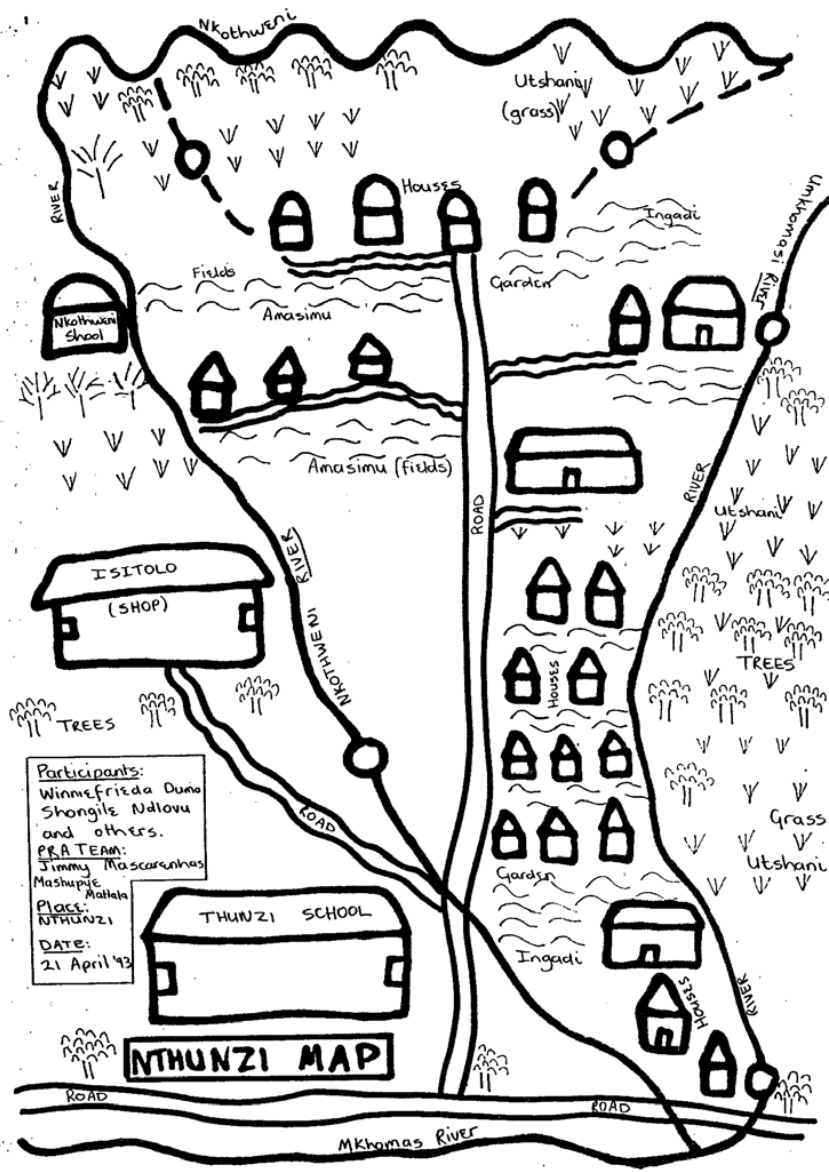
- 5.00A.M - wakes up
- 5.15A.M - lights fire and prepare breakfast
- 5.30A.M - prepares milking utensils
- 6.00A.M - wakes the children and prepare them for school
- 7.00A.M - milk goats and sheep
- 7:30A.M - Prepares herder's meal/pour the camel milk into the gourd
- 8:00A.M - Take kids, lambs and calves out for grazing
- 9.30A.M - fetches water
- 10.00A.M - cleans the house
- 10.30A.M - washes utensils/clothes
- 11.00A.M - sweeps the boma
- 11.30A.M - prepares lunch
- 1.00 P.M - serves lunch
- 2.30 P.M - cleans milking containers
- 3.00 P.M - cooks herders meal
- 4.00 P.M - Bring goat kids, lambs and calves home
- 6.00 P.M - milks smallstock
- 7.30 P.M - Feed the children and the herders
- 8.00 P.M - prepares children for bed
- 10.00 P.M - Serves the husband's supper
- 11.00P.M - Prepares her bed and goes to sleep

MEN DAILY ROUTINE DURING RAINY SEASON

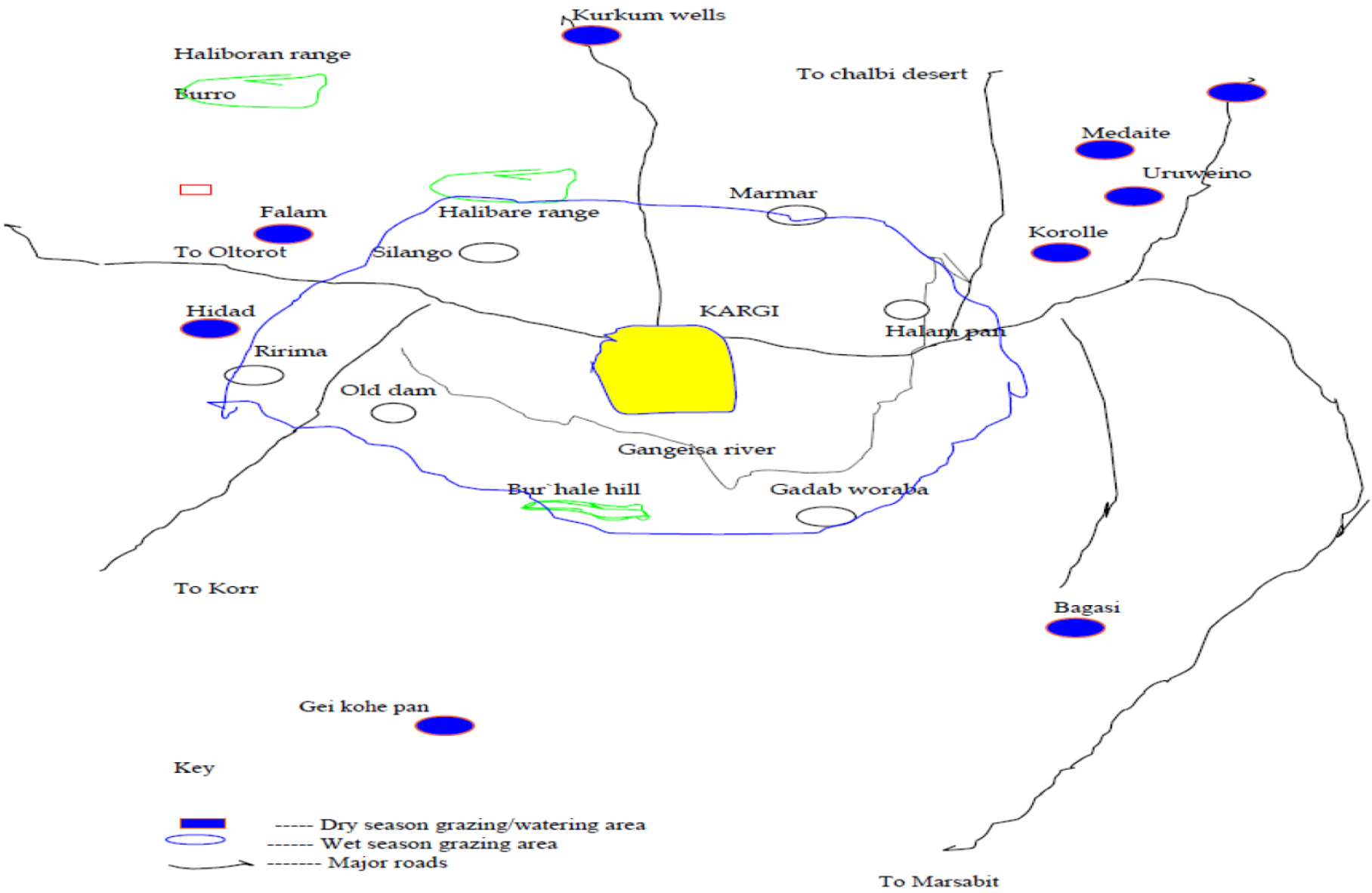
- 6.00A.M - wakes up
- 6.15A.M - goes to *boma* (livestock enclosure) and checks the livestock
- 6.30A.M - takes breakfast
- 7.00A.M - assist children to take smallstock for grazing
- 7.30A.M - milks camels
- 8.30A.M - assist herders to take camel for grazing
- 9.00A.M - goes to Naabo
- 9.30A.M - goes to play *bao* game (*bola*)
- 1.00P.M - takes a nap
- 4.00P.M - bring calves home
- 8.00P.M - bring camel home
- 8.30P.M - milks camels
- 9.00P.M - goes to Naabo for *ololoo*
- 9.30P.M - pour the sacred milk (libation)
- 9.45P.M - takes supper
- 10.00P.M - advises morans in the Naabo
- 10.30P.M - Goes to bed

Spatial Techniques

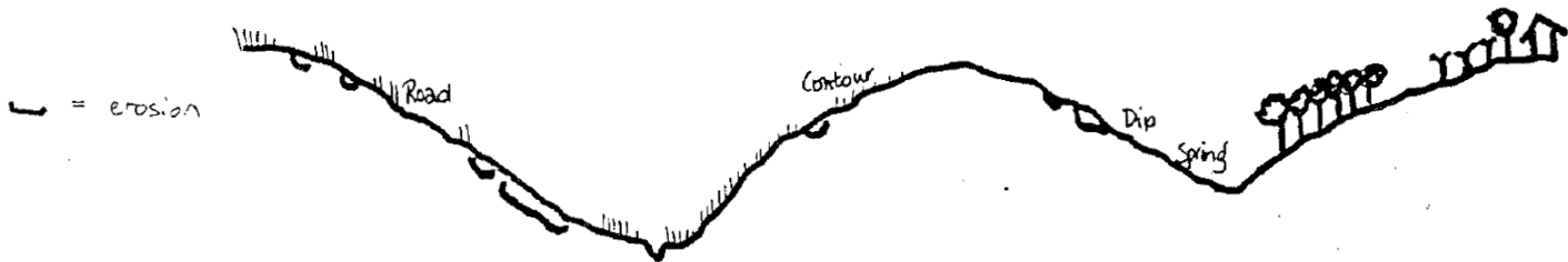
- Maps of the community.
- What do they draw and in what order?
- What is 'big' and what is 'small'?
- What is not drawn?



SKETCH OF THE LIVESTOCK MOVEMENT

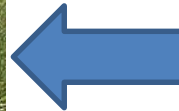


TRANSECT WALK TSUPANENG



	Upper slope	Lower slope	Valley floor	Lower slope	Upper slope	Slope	Donga floor	Wood lot	Homestead Garden
Soils	Loamy topsoil 40cm rock! Subsoil	50cm sand-loam .5-1.0m	Loam	Loam	Topsoil 50cm subsoil sand-loam	Loam Topsoil ± 45cm sandy subsoil .4-.6m	Rock	Loam Topsoil	Deep loam in good
Erosion	Sheet step	Sheet donga Severe! 1-2m deep	Donga advancing	Donga erosion starting	Some sheet, step + donga Also old plough damage. Not rehabilitated.	Banks eroded	None (but...)	None	
Cover	Thin! Patchy	Occasional Unpalatable grass	Thick sward species	Poor	Grasses on old plough land (unpalatable) Fallow: 5 years	None	Wattles In between; Cosmos Tagasaste Thatch grass	Peach trees intercropped pumpkins. Maize + sorghum (own seed)	
Problems	Highly erosive soils Severe degradation Chronic overgrazing		Donga 	+ no maintenance of contour bank	+ old plough damage	No stabilizing cover. Unprotected Spring	Poor regeneration Little cover under trees	Labour is limited. No irrigation source Poor fruit production	
Opportunities	Willow! Rotational grazing		Dam? Improved grazing	Value of Contour well appreciated	Existing, but neglected: dip fences	Willows?	Good example of protected area	→ Learning opportunities for outsiders!	

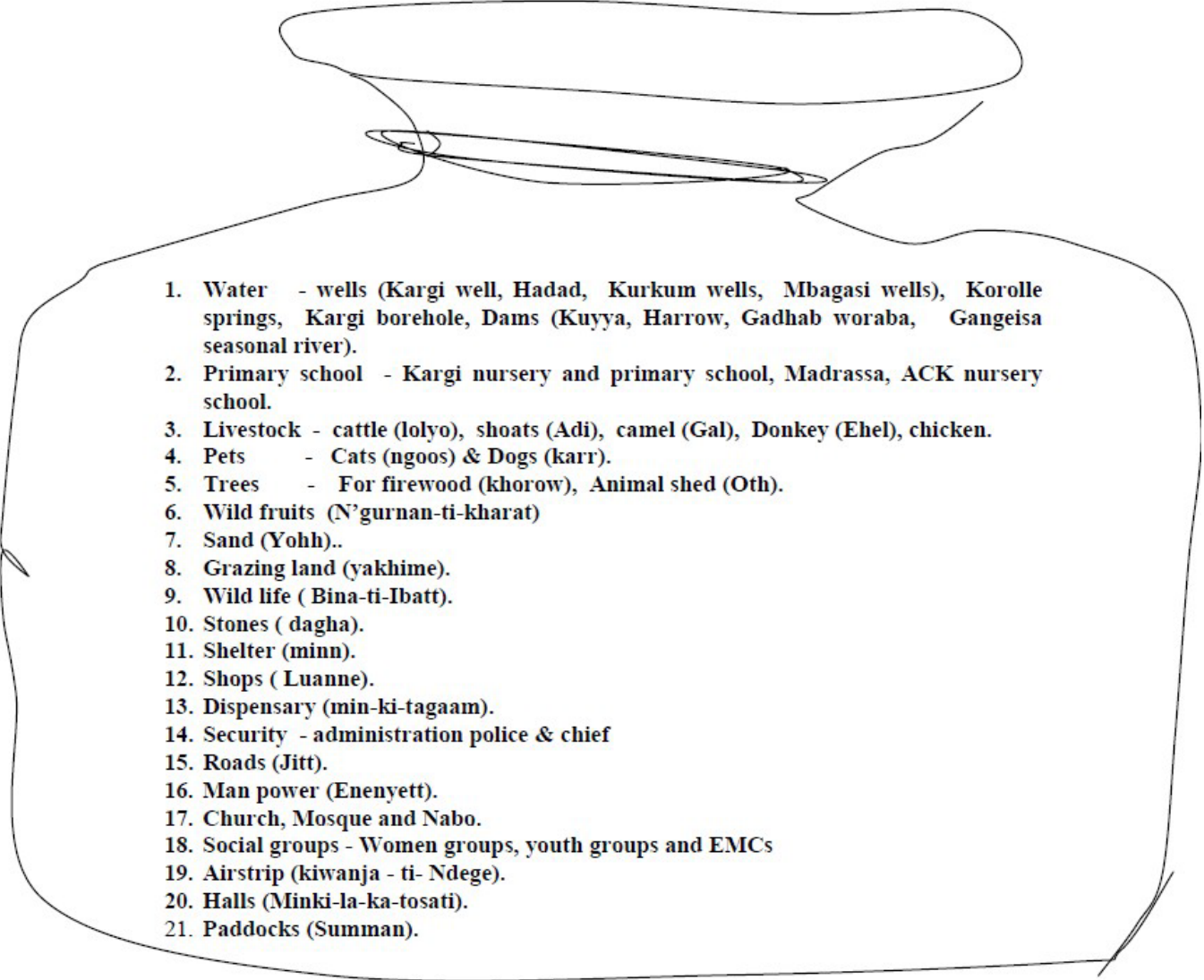
Story with a gap



Representative Family

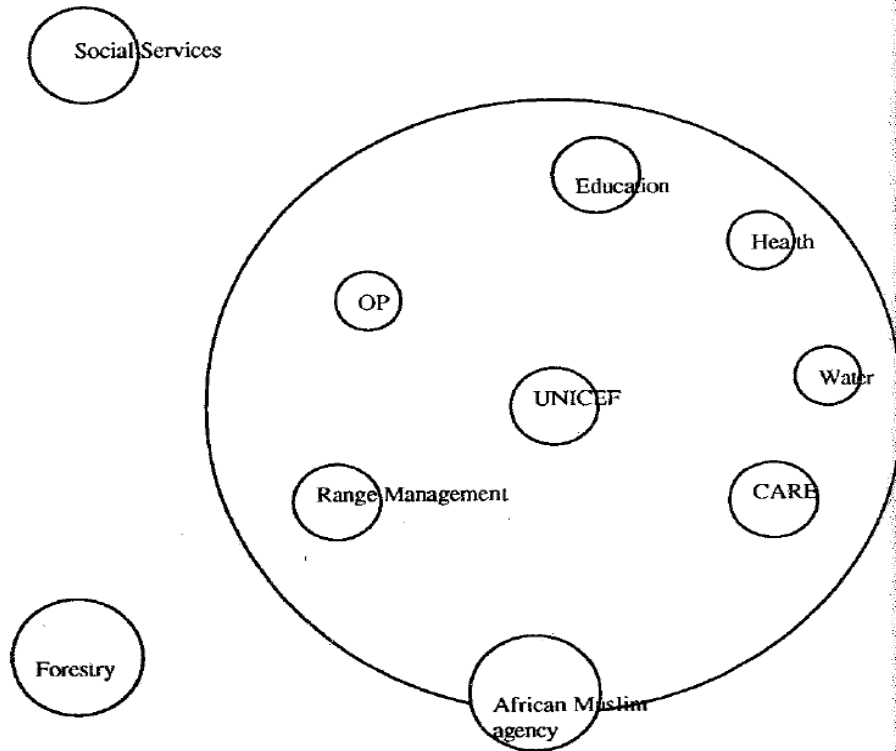
- Cutouts of babies, young children boys and girls, teenage boys and girls, adult males and females, elderly males and females.
- Build for me a poor / middle / wealthy family from this community.
 - How will the proposed intervention impact different people within this household
 - Will this impact be different if we modify the intervention?

Resource Bag

- 
1. Water - wells (Kargi well, Hadad, Kurkum wells, Mbagasi wells), Korolle springs, Kargi borehole, Dams (Kuyya, Harrow, Gadhab woraba, Gangeisa seasonal river).
 2. Primary school - Kargi nursery and primary school, Madrassa, ACK nursery school.
 3. Livestock - cattle (lolyo), shoats (Adi), camel (Gal), Donkey (Ehel), chicken.
 4. Pets - Cats (ngoods) & Dogs (karr).
 5. Trees - For firewood (khorow), Animal shed (Oth).
 6. Wild fruits (N'gurnan-ti-kharat)
 7. Sand (Yohh)..
 8. Grazing land (yakhime).
 9. Wild life (Bina-ti-Ibatt).
 10. Stones (dagha).
 11. Shelter (minn).
 12. Shops (Luanne).
 13. Dispensary (min-ki-tagaam).
 14. Security - administration police & chief
 15. Roads (Jitt).
 16. Man power (Enenyett).
 17. Church, Mosque and Nabo.
 18. Social groups - Women groups, youth groups and EMCs
 19. Airstrip (kiwanja - ti- Ndege).
 20. Halls (Minki-la-ka-tosati).
 21. Paddocks (Summan).

Venn Diagrams

Figure 14: Institutions serving the community as viewed by Alijugur villagers.



The agencies providing famine relief were said to be more closer to the people when compared to services such as social services and forestry.

Pairwise Ranking

PAIRWISE RANKING

PROBLEMS	W	LM	IL	HD	AD	HGP	IN	FS	PS	SH	PRE	UNP	GI	DS	GO	SCORE	RANK 1	RE-RANK 2
WATER (W)		W	W	W	W	W	W	W	W	W	W	W	W	W	W	14	1	1
LIVESTOCK MARKETING (LM)			IL	LM	LM	LM	LM	LM	PS	LM	LM	UNP	LM	LM	LM	10	4	4
ILLITERACY (IL)				HD	AD	HGP	IL	FS	IL	IL	IL	UNP	IL	DS	IL	7	9	9
HUMAN DISEASES (HD)					HD	HGP	HD	FS	HD	HD	HD	HD	HD	DS	GO	8	7	8
ANIMAL DISEASES (AD)						HGP	AD	FS	AD	AD	AD	UNP	HD	DS	GO	6	10	10
HIGH GOODS PRICES (HGP)							HGP	HGP	HGP	HGP	HPG	UNP	HGP	DS	GO	9	6	6
INSECURITY (IN)								FS	PS	SH	PRE	UNP	IN	DS	GO	1	13	13
FOOD SHORTAGE (FS)									FS	FS	FS	UNP	FS	DS	GO	8	7	7
PASTURE SCARCITY (PS)										PS	PS	UNP	PS	DS	GO	5	11	11
SHELTER (SH)											PRE	UNP	GI	DS	GO	1	13	14
PREDATORS (PRE)												UNP	PRE	DS	GO	3	12	12
UNEMPLOYMENT (UNP)													UNP	UNP	GO	11	2	3
GENDER INEQUALITY (GI)														DS	GO	1	13	15
DEPENDENCY SYNDROME (DS)															DS	11	2	2
GROUP ORGANIZATION (GO)																10	4	5

Plan to Act on Findings

Community Action Plan

Problem	Opportunity/Activity	Action/Materials needed	Resources/Budget		Responsibility	Time Frame	Remarks
			Internal	External			
SCARCITY OF WATER	<ul style="list-style-type: none"> - Dig new well 10 No. - Increase the depth of the 20 existing wells to reach reliable water table - Construct troughs for livestock watering - Rehabilitate the Borehole 	<ul style="list-style-type: none"> - Hammer, Crowbar - Cold chisel, Spade - Wheelbarrows, Rope, Buckets, - Unskilled labour - Funds - Cement, BRC wire - Skilled labour - Pipes - Spare parts 	<ul style="list-style-type: none"> - Unskilled labour - Sand - Stone - Gravel 	<ul style="list-style-type: none"> - Skilled labour - BRC wire - Food for work - Transport - Cement - Funds - jembes Spare parts 	<ul style="list-style-type: none"> - Water Users Committee - Ministry of Water - ITGD - ALRMP - MDP/GTZ - FHI - CEC 	Feb 2001 to April 2002	
	<ul style="list-style-type: none"> - Construct more surface pans at the following sites: <li style="padding-left: 20px;">Gei kohet 1No. <li style="padding-left: 20px;">Geyo worde 2No. <li style="padding-left: 20px;">Ririma 3No. <li style="padding-left: 20px;">Dakhane 4 No. <li style="padding-left: 20px;">Halibora 5 No. 	<ul style="list-style-type: none"> - Labour (unskilled) - Wheelbarrow - Fork jembe - Mattocks - Buckets - Funds - Spade 	Unskilled labour	<ul style="list-style-type: none"> - Food for work - Wheelbarrows - Fork jembe - Mattock - Bucket - Funds - Spade 	<ul style="list-style-type: none"> - WUA - Village Elders - Min. of water - GTZ - Mission - CEC/Action Aid 	June To Dec. 2001	After the PRA the community will meet to deliberate
	Sink new borehole	<ul style="list-style-type: none"> - New borehole site - Drilling rig - Water pipes - Skilled/Unskilled labour - Diesel - Gen set - Spare parts - Train on O and M 	<ul style="list-style-type: none"> - Unskilled labour - Sand - Gravel - 25% total cost - Diesel (half cost) 	<ul style="list-style-type: none"> - Skilled labour - Drilling rig - Diesel - Gen set - Spare part - Facilitator on O/M - Cement - Fund 75% 	<ul style="list-style-type: none"> - WUA - Community elders - Ministry of water - Dev. Agencies 		

References

- FAO (2009) Participatory Rural Appraisal Manual
<http://www.rlc.fao.org/en/publications/pr-manual/>
- Mwarasomba, L.I. (1995) Nomadic Pastoral Appraisal, Republic of Kenya.
- PARIMA, (2001) A PARTICIPATORY RURAL APPRAISAL REPORT OF THE RENDILLE COMMUNITY OF MARSABIT DISTRICT AT KARGI JANUARY 21ST – 27TH 2001
- PRA Training Workshop (1993). Toward Partnership in Development: A Handbook for PRA Practitioners.
- World Bank,
<http://blogs.worldbank.org/category/tags/participatory-rural-appraisal>

Qualitative Interviewing.

- BEFORE THE ENCOUNTER
 - Thematizing – what do you need to make sure you cover
 - Designing – what is the process to accomplish what you are trying to accomplish
- THE ENCOUNTER
 - Interviewing – actually sitting down in real time and talking to people with a purpose
- AFTER THE ENCOUNTER
 - Transcribing (and possibly translating) – turning verbal interactions into written scripts.
 - Analyzing – interrogating these scripts to draw our larger meanings and messages.
 - Verifying – making sure these interpretations are valid and reliable.
 - Reporting – Writing things up and summarizing to explain to people what you have found.

Focus Groups.

- Good Things:
 - It is socially oriented, so you get interactive discourse.
 - You get multiple points of view in one session.
 - You can get synergy in discussion that one person elaborates on what another brings up.
 - It is flexible so can elaborate on a topic that needs further explanation.

- It is valid in that it can self-correct and hone in.
- It is fast.
- It is cheap.
- It is like a process that leads to decisions in reality; discussion, deliberation, decisions.
- However:
 - It can spin out of control in a way responses to a survey can't.
 - The outcome is a mass of things people said rather than a bunch of 'yes – no' binary outcomes.
 - It actually takes skill to moderate (and potentially translate).
 - Groups have a life of their own that you need to account for in comparison.
 - People are problematic to get together and talk.
 - It is the illusion of discussion if dominated by one person.
 - There is all this background context that you might not know about that is playing out in front of you.
 - You need the right environment.

- Techniques:
 - Nominal group technique. Break into groups. Have them each brainstorm on a topic and prioritize. Report back.
 - DACUM (development of a curriculum). Have people doing a job get together and describe what their job consists of, and use this to design the training for future trainees for this job.
 - Critical Incident Technique. Identify important events. Describe these events as fully as possible. Could be selected by the group endogenously or could be selected from exogenous events.
 - SWOT. Strengths. Weaknesses. Opportunities. Threats.
 - Community resource inventory.
 - Brainstorming / Whiteboarding
 - Straw Polls.

- Pay attention to the recording aspect of these kinds of approaches. Often you want to divide up tasks to have one person concentrate on the facilitation and another concentrate on the recording.
- Pay attention to translating. Respect the eloquence of the people you have interviewed.

RANGELAND CONDITION AND WATER AVAILABILITY

Please tell me about the condition of rangelands in your dheda. (*e.g., erosion and gullying*).

- Has the condition of your rangeland improved or worsened in the past 5 years (availability, degradation, productivity)?
- Please describe the improvements and also the problems and how these affect different livestock species in your area (cattle, camels, sheep, and goats).
- Why do you think it has improved/worsened?
- Please describe the quality and availability of water for your livestock (ponds, wells and running water)

In our Rera we have a rangeland.

That we have is extremely busy because of large number of cattle.

So we don't have.

In the days of rainy season we make a rangeland in this side and in that side.

We make rangeland like this.

And for the farmland we reserve this loam soil.