



UGANDA BUREAU OF STATISTICS



ICBT QUALITATIVE STUDY

INSTRUCTION MANUAL

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1.0 Introduction

The survey will be conducted by administering a questionnaire to a sample of the households, conducting Focus Group Discussion (FGD) with selected community members and conducting Key Informant Interviews (KII) with key resource persons as indicated in the research questions.

This manual explains the concepts in the questionnaire, how to administer the questionnaire to the household, and how to conduct FGDs and KIIs.

Overall Objectives

The broad and immediate objective of the survey will be to provide qualitative information on ICBT activities. The study will document factors affecting the ICBT trading environment and constraints traders face.

Specific objectives

The specific objectives for the ICBT qualitative module include:

- (i) Determine the implications of ICBT activities on border households/communities in terms of food security, income generation and family stability
- (ii) Understand the factors that contribute to the continued ICBT activities at border posts
- (iii) Explore the gender aspect and minority groups like PWDs etc, and the challenges involved in informal trade transactions
- (iv) Understand the contribution of informal trade in poverty reduction among the border communities
- (v) Establish the constraints to informal trade in terms of tariff and non- tariff barriers under EAC Customs Union
- (vi) Recommend areas that need further research in ICBT

Methodology

The sampling of border posts have been purposively selected basing on volume of trade and organization of business, and regional representative. One border post has been chosen along the boundary between Uganda and her neighbours. The selected border posts are Mutukula (Uganda-Tanzania), Mirama (Uganda-Rwanda), Busia (Uganda-Kenya), Mpondwe (Uganda-DRC).

Definition of a Business Household

A business household is a household at that border post that owns a business. At most border posts the household also houses the business. In this survey a business household is defined as a group of people who have been living and eating their meals together for at least 6 of the 12 months preceding the survey.

The following categories of people are considered as household members even though they have lived in the household for less than 6 months in the past 12 months(i.e since June 2008):

1. Infants who are less than 6 months

2. The newly married who have been living together for less than 6 months
3. Students (in boarding schools) who have not been members of other households and seasonal workers who have not been living in the household continuously
4. Other persons living together for less than 6 months but who are expected to live together in the household permanently or for a long duration.

Other special cases include:

- A household consisting of a man and his wife/wives and children, father/mother and other relatives or non-relatives
- A household consisting of a single person, and
- A household consisting of a couple or several couples with or without children.

Sampling of business households

Business households are to be selected through listing and random sampling 10% of the total business households. Random tables will be provided. However systematic sampling may be applied in some cases.

Definition of a Head of Household

The **Head of the Household** is the one who manages the income earned and expenses incurred by the household, and who is most knowledgeable about the other members of the household. He/she will be the person named when you ask the question "Who is the head of this household?". This study will target household head (s) who own an ICBT business either solely, jointly or in partnership.

Operational guidelines and team dynamics

A team is a group with a shared goal in defined parameters. It is supposed to act together to accomplish a given task. Therefore they have to see how they lead each other internally to efficiently and effectively accomplish the task.

Conflict resolution tips

- Conflict preventions is more paramount
- Share all information available
- Define and clarify roles and responsibilities
- Set codes and set of basic roles of conduct to accomplish work (this is a point of reference to resolve the conflict)
- Learn to embrace errors
- Appreciate that we are different.

Operational guidelines

- All team member should reside at the same location
- Each team member should not take more than two activities/exercises per day
- There should be more than one record at community meetings
- Roles should be shared equitably

- Teams should prepare adequately before going to the field

Roles and Responsibilities

A team leader is the person who is:

- In charge of logistics and documentation;
- An authority over the work process;
- In-charge/top of the situation,
- Take initiatives to suggest solutions for efficiency,
- Make choices, mentor and coach and induction person, support/stop gap,
- Direct and motivate
- Ensure quality of product
- Moderating roles among the team
- Official spokesperson on the project matters
- He/she will also be an interviewer

The Interviewer will perform the following duties and roles:

- Attend all Training sessions
- Involve in the pre-test of the instruments and in the main study
- Collect information on all the Key informants, Business households and community members in the assigned border post, a facilitate or note-taker. **You must make every effort to obtain complete and accurate answers and to record them correctly.**
- Write exercise report and visuals per activity done
- Ensure that all the study materials/equipment are properly handled, used and returned to the Team Leader after the study.
- Participate in the analysis meeting
- Perform any other function which the supervisor may assign from time to time

2.0 PART A: HOUSEHOLD QUESTIONNAIRE

Section 1: Background information and Characteristics of the actors in ICBT by gender

This section is intended to generate information and characteristics of the actors in ICBT. These characteristics include; gender, location, age, household size, number of children and those in school, marital status and literacy levels of the actors, and reasons for engaging in ICBT.

Section 1: Background information and Characteristics of the actors in ICBT

1.0 Write your name (the person who is interviewing)

1a) Characteristics of Women and men in ICBT

1.1. Identification particulars

1.1.1. Write the name of the person you are interviewing

1.1.2. Write the name of the Border post and town where you are conducting the interview

1.1.3. Write the Date of interview, day/month/year

1.2. a) Tick response

b) If the respondent is not a resident of the border post, probe and write village where he/she resides, and indicate whether it's a rural or urban village

c) Write the country of origin of the respondent

1.3. Observe and Tick response

1.4. Tick response

1.5. Write the age of the respondent in the box provided in complete years

1.6. Tick response

1.7. Tick response

1.8. Tick response

1.9. Write the number of persons living in the household in the box provided

1.10. Write the number of children in the household in the box provided

1.11. Tick response (if no go to 1.14)

1.12. If yes (Qn 1.11), Tick response

1.13. If No (Qn.1.12), Tick those that apply (multiple) and specify others

1.14. Probe and Tick one choice given

1.15. Probe and Tick one choice given

1.16. Probe and Tick one choice given

1.17. Probe and Tick one choice given

1.18. Probe and write the number of rooms (excluding kitchen, stores and bathrooms)

1.19. Tick response

1.20. Tick response

1.21. Probe and write the **main (one)** employment where the respondent earns a living?

1.22. Tick those that apply (multiple) and specify others

1b) Participation of women and men in ICBT

1.23. Probe and fill the **Table 2** with write the **four main Export** commodities that people in the area trade under ICBT for the specific categories as out lined in table 2.

1.24. Probe and fill the **Table 3** with write the **four main Import** commodities that people in the area trade under ICBT for the specific categories as out lined in table 3.

- 1.25. Probe and fill the **Table 4** with write the **four main services** that people in the area offer under ICBT for the specific categories as out lined in table 3.
- 1.26. Probe and lists reasons to why women mostly participate in the ICBT commodities and services identified in **Table 2** and **Table 3**
- 1.27. Probe and lists reasons to why **men** mostly participate in the ICBT commodities and services identified in **Table 2** and **Table 3**
- 1.28. Probe and lists reasons to why **children** mostly participate in the ICBT commodities and services identified in **Table 2** and **Table 3**
- 1.29. Probe and lists reasons to why **women** mostly participate in the ICBT services identified in **Table 4**
- 1.30. Probe and lists reasons to why **men** mostly participate in the ICBT services identified in **Table 4**
- 1.31. Probe and lists reasons to why **children** mostly participate in the ICBT services identified in **Table 4**
- 1.32. Tick **one** response
- 1.33. Tick **one** response
- 1.34. Tick **one** response
- 1.35. Tick **one** response
- 1.36. Tick response
- 1.37. If yes for Qn. 1.32 Tick **one** response

Section 2: The economic and social position of persons engaged in ICBT

2a) The contribution of ICBT to business improvement and poverty reduction

- 2.1. Tick **one** response
- 2.2. Probe and indicate under each response the details of the goods or services that the respondent trade in under ICBT and specify others
- 2.3.1. In the table provided, probe and write the item(s) unit price (s) and volume(s) of the **four main export goods** that the respondent trade in a week. The Volume (s) will depend on the item; it can be in Kgs or the actual number of items e.g 5 cantons etc.
- 2.3.2. In the table provided, probe and write the unit and volume of the **four main import goods** that the respondent trade in a week. The Volume (s) will depend on the item, it can be in Kgs or the actual number of items e.g 5 cantons etc.
- 2.4. Tick those that apply (multiple)
- 2.5. Tick those that apply (multiple) and specify others

2b) Marketing Information: profits and income

- 2.6. Tick those that apply (multiple) and specify others
- 2.7. Tick those that apply (multiple) and specify others
- 2.8. Tick **one** response
- 2.8.1. Probe and list the reasons for the preferred schedule of time proffered in Qn. 2.7

- 2.9 Tick **one** response
- 2.10. Tick response
- 2.11. Tick **one** response
- 2.12 Tick **one** response on either side of men and women and specify others
- 2.13. Probe and indicate costs (amount of money) incurred on each item listed. Specify which taxes are met
- 2.14 Probe and write the **average amount of money** earned by the respondent from ICBT activities in the **last week**
- 2.15 Probe and write the **average figure of amount of money** ever earned by the respondent in one week
- 2.18 Probe and write the **average figure of amount of money of overall profit margin** earned by the respondent in one week
- 2.19 Tick those that apply (multiple) and specify others
- 2.20 Probe and list the **four main** services which the respondent requires to improve his/her business environment?

Section 3: Decision making and access to resources and services

3a) Decision making

- 3.1 Tick response
- 3.2 Tick response, *If No. skip to Qn.3.3*
- 3.3. If yes for Qn.3.1, Tick those that apply (multiple) and specify others, and skip to Qn.3.4
- 3.4 If No for Qn.3.1, 3.1), probe and write the person (s) who makes decisions about the ICBT business that the respondents engaged in

3b) Access to resources and services

- 3.5 Probe and list requirements that the responds **mostly** need in order to participate in ICBT
- 3.6. In the matrix provided, write the name of the institution and serviced offered by that institution as accessed by the respondent in his/her ICBT business
- 3.7. Tick response, *If No. skip to Qn.3.7*
- 3.7.1. If yes for Qn. 3.6 fill in the matrix provided, indicating the source of credit, the amount accessed, what was the money used for, the duration (months) in which the money was supposed to be paid back, the interest on the credit accessed and the respondent comments on payment (use codes provided)
- 3.8 Tick those that apply (multiple) and specify others
- 3.9 Probe and list ways in which women are harassed while participating in ICBT trade

Section 4: Implications and Impacts of ICBT Activities

4a) Impact on food security

- 4.1. In order of importance, list the **four most preferred** foods in the household, in the space provided
- 4.2. In order of importance, list the **four most preferred** sauces in the household, in the space provided
- 4.3. Tick one response
- 4.4. Tick those that apply (multiple) and specify others
- 4.5. Tick the appropriate box indicating the **Month during the year when there is abundance / Scarcity** of food in the area
- 4.6. Tick **two** responses that apply **most** response
- 4.7. Tick response
- 4.8. If yes for Qn 4.7 list the reasons to why ICBT has impacted on food availability in the area.

4b) Impact on children

- 4.9. Tick those that apply (multiple) and specify others
- 4.10. Tick response
- 4.11. If Good (Qn 4.9), probe and list the reasons
- 4.12. If bad (Qn 4.9), probe and list the reasons
- 4.13. Probe and list respondent's suggestions on how to reduce involvement of children in ICBT

4c) Impact on productive work and family relations

- 4.14. Record the average hours per day spent on ICBT activities
- 4.15. Tick response
- 4.16. If yes (Qn.4.14), probe and list ways in which ICBT has affected family relationship in this area

Section 5: Constraints Traders face while engaging in ICBT

- 5.1. Tick response
- 5.1.1. Probe and write the charges involved in ICBT
- 5.2. Tick those that apply (multiple) and specify others
- 5.3. Tick those that apply (multiple) and specify others
- 5.4. Tick those that apply (multiple) and specify others
- 5.5. Probe for the problem(s) mentioned in Qns 5.2 or 5.3 or 5.4 depending on the **category (men, women, children) of the respondent** and list the ways in which the problem(s) was handled or dealt with

Section 6: Coping mechanisms traders use to survive in Informal Cross Border Trade

- 6.1. Probe and list the survival coping mechanism in ICBT activities despite the problems identified in Qns 5.2 or 5.3 or 5.4
- 6.2. Tick those that apply (multiple) and specify others

- 6.3 Tick response
- 6.3.1 If yes (Qn6.3) probe and list strategies used by **women**
- 6.3.2 If yes (Qn6.3) probe and list strategies used by **men**
- 6.4 Probe and list the actions for **Government** to address the problems faced by **women** small-scale traders and their particular needs
- 6.5. Probe and list the actions for **Government** to address the problems faced by **men** small-scale traders and their particular needs
- 6.6. Probe and list the actions for the **Private sector** (such as companies) to address the problems faced by **women** small-scale traders and their particular needs
- 6.7. Probe and list the actions for the **Private sector** (such as companies) to address the problems faced by **women** small-scale traders and their particular needs

3.0 PART B: PARTICIPATOR LEARNING ACTION (PLA) TOOLS

What is PRA/PLA?

PLA stands for Participatory Learning and Action. It is a process of learning from, and with, community members, investigating, analyzing and evaluating constraints and opportunities and making informed decisions regarding development projects and programmes.

Participation is a relatively new concept in community development. It is sometimes defined as the voluntary involvement of people in self determined change or involvement in people's development themselves

In a number of instances PLA is used for:

- Needs assessments
- Feasibility studies
- Identifying priorities for development activities
- Implementing development activities where new information needs to be collected
- Monitoring and evaluating development activities

PLA principles

- Sensitivity, flexibility and impartiality of facilitators
- Appropriate conduct, including dressing, language etc.
- Participation of all stakeholders
- Adaptability to community situations
- Gender sensitivity and responsiveness
- Effective communication

Behaviour and attitudes

Researchers will need to closely watch their Behaviour and attitudes as these will affect the quality of information that they will obtain from communities. Personal behaviour and attitudes are fundamental for true participation. Behaviour and attitudes matter more than methods. At the personal level, practitioners have found out that the major problem in development is not “them” – the local people, the poor and marginalized, but “us” – the outsider professionals.

Again and again, we have rushed and dominated, imposed our reality, and denied that of the weak and vulnerable. For the poor to be empowered requires us to change, to interact in new ways to become not controllers, teachers but facilitators and supporters, enabling those who are weak and marginalized to express and analyze their realities. For this we have to behave differently. It is our attitudes that have to change. The following is a list of behaviour.

- Have critical self awareness
- Respect and trust the people
- Learn from the people
- Be honest and open
- Cross-check information.
- Be curious and observant
- Learn in an exploratory and interactive manner
- Be prepared to embrace errors
- Hand over the pen/stick (roles) to the community members
- Be able to recognize and offset biases.

Whatever methods you have used, PLA is not primarily about methods and methods are not an end unto themselves. They are only used to aid the process. That's why methods should always be accompanied by Discussions. Through discussions you get the reasons why and record the explanations. These are far more important than the methods themselves.

Note taking

Good detailed and comprehensive (truthful and exact) recording is essential for PLA. Record what is being said and what you see. Don't mix with your own interpretation. Use literal quotations in notes and reports. In situations where note taking is difficult or impossible, write down a few quick notes as a memory aid immediately following the interview or observation. Later in the evening of the same day, write up complete and detailed field note. Don't delay this as you will forget quickly. Finish all interviews politely and thank the interviewees.

Community Group Discussions

Discussions that bring together all members of the community, for example the village meeting, are called Community Group discussions. Interacting with a community group together provides access to knowledge of several people at once. There is also cross-checking from others in the groups. Most field work situations require that the first major meeting in a community should involve all that can attend from the village.

Such sessions are useful as a starting point; they can be used to introduce the purpose of the research process, to get a general understanding of the main characteristics of the site and to begin identifying themes and smaller groups that the team can work with in later meetings.

Research teams should know that community group discussions are not particularly good for revealing sensitive information. Researchers should proactively encourage alternate views and opinions in such discussions and encourage informal discussions afterwards from people who did not express their views during the community group discussions.

Focus Group Discussions (FGDs)

These are discussions held with a relatively small group of people (usually between 6-12), with specialist knowledge or interest in a particular topic. A facilitator is chosen to keep the discussion on or around the original topic, and to stop individuals dominating the discussion. It can bring together people who have a particular problem, those who cannot speak up at large meetings (such as women or minority groups), or those who are peripherally involved in a community, such as disabled people or ethnic minorities.

Focus Groups can also be used to clarify specific topics and can be used as working groups. In order to have a meaningful Focus Group Discussion, the following suggestions should be considered by all the teams:

- Hold the discussions in a comfortable place, with no interruptions, and where the community members are secure and relaxed;
- Create an atmosphere of informality, equality and trust between group participants and facilitators
- Ensure that there is understanding and agreement within the group about the purpose of the discussion;
- As you facilitate the discussion promote respect for the right of all participants to speak and be listened to
- Ensure that there is an agreed and open method of recording the discussion.

Key Informant Interviews (KIIs)

These are interviews focused on deriving information from Individuals who have a specialist knowledge or skill in a field or topic thus ICBT which we are investigating. Such interviewees, for example may be; Customs Officers, Local Leaders, Immigration Officers, Police Officers etc. Key informants should be able to answer question about the knowledge and behavior of others, and give a good overall view of the way things are related to ICBT work in the community.

Social map

A social/Resource map helps the PLA team to gain understanding of various social and economic features of the village. Social maps can be used to plot all the houses in the village, the heads of the households, members of the households and any other aspects of interest (e.g. Households

engaged in ICBT, route points, route barriers etc) on the same map can be plotted the natural resources of the village.

Objective of social and resource mapping:

- To establish dialogue with the groups of the local people
- To construct a picture of the local perceptions of the local environment
- To explore spatial patterns of resources
- To document access and control arrangements over resources
- To create baseline information for reference and for use in later discussions
- To empower groups to analyze and better understand their own conditions

Steps in drawing maps:

- 1) Explain the purpose of the exercise. Find out whether the informants know the village and the topic of the mapping exercise, and who are willing to share their knowledge
- 2) Choose a suitable place (ground, floor, paper) and medium (sticks, stones, seeds, pens, pencils etc) for the map.
- 3) Having a separate group of women may help to enhance their participation and you will be able to compare the men's and women's analyses.
- 4) Help the people to get started. Pass on the stick on one of the community members and let them draw the map themselves. It is their map. (Your role is to facilitate). Gradually the map will take shape and the boundaries of what the people consider 'their' community will be indicated.
- 5) Encourage active participation of all. Help the people who feel shy to participate. Use of local materials to represent the features on the map.
- 6) Do not put too much information on the map
- 7) Note all the useful information which cannot be presented on the map in a notebook. Remember to indicate the direction and to put the key for the symbols used.
- 8) Cross-check the information on the map by asking several people if the map is accurate
- 9) Transfer the map on the paper. Ask the community to select one of their members to copy the map from the ground onto a piece of paper.

Case studies

A case study allows for in-depth examination of one example or sample case of a broader issue. Case studies may range from psychological analyses of individual human subjects to political analyses of a nation or region. Although case studies often involve first-hand observation and/or interviews, for the purposes of this class, case studies are limited to subjects that may be studied through secondary sources.

Elements of the Case Study

There is a perceived need for a framework for telling the story. There is also a need for critical analysis; thus the outcome could be some combination of case study and case story. Emphasis should be on the process rather than the outcome. Elements would include the following:

- a) How did the process start?
- b) Who initiated the process?
- c) A discussion of the heuristic approach
- d) What resources (time, human, money, etc.) were made available? From whom?
- e) How has the initiative been received?
- f) Who participated? Who did not?
- g) Is the story known in the community?
- h) How has it been validated (formal and informal processes, i.e. change in mission statement, in catalogue, committees, coffee talks, etc.)?
- i) Analysis of validation
- j) Challenges: What roadblocks were encountered along the way? How were they overcome? What worked? What didn't work?
- k) Analysis of why the initiative succeeded and/or failed

These are issue based and not on individual experiences. An institution or event that typifies such experience is selected for in-depth analysis. It may not necessary be generated from a face-to-face interview but could arise from purely secondary sources. Same principle and observation as noted in the case of KII apply.

Livelihood analysis

Livelihood analysis is a method of detailed examination of the way that an individual, a household of a given community lives and survives. The analysis helps the community and the researchers to have a better understanding of how they cope and why they make certain decisions.

Steps in making a livelihood analysis:

- 1) Identify the individual, household or category of people that you want to undertake a livelihood analysis with
- 2) If a wealth ranking exercise has been done previously, it may be helpful in identifying particular categories for whom a livelihood analysis may be carried out.
- 3) Agree on the specific questions that you want to ask, who will visit which household, how the information will be recorded and who will give the feedback.
- 4) At the chosen household explain what the purpose of the livelihood analysis. This is to enable the community to understand how they are surviving, so that plans can be made together to alleviate their problems.
- 5) Draw a large circle to represent a household.
- 6) Ask the community or individual members to indicate the various 'things' on which they survive (use local materials).
- 7) Ask the respondents to explain in which way the indicated factors are related to their household and individual's survival

Food seasonal calendar

Seasonal calendars are often drawn with the months of one year (or another time period chosen by the community) laid out in a horizontal row. Remember that a seasonal calendar should reflect the

indigenous concepts of time and does not have to start with January. Be sure to ask community members how they would organize the calendar.

Steps to follow

- Explain purpose of the calendar and clarify the topic of the calendar (rainfall, etc)
- Draw a calendar on the ground consisting of 12 rows
- Community fills the parts of the calendar using symbols e.g. for driest month, wettest and facilitators guide the discussion
- As the discussion proceeds ask specific relevant questions on the calendar
- End with the main lessons from the calendar and action points possible
- Copy on paper and leave a copy with community

Trend analysis

The main objective of a trend analysis is to observe particular factors and see how these may be changing over time, including what impact the changes may be having on the community.

Steps in trend analysis:

- 1) Get together a group of community members who can remember back
- 2) Find a place which gives participants enough room on the ground
- 3) Identify a topic or topics whose trend you and the community members want to analyze. Only one topic should be analyzed at a time.
- 4) Facilitate the discussion on the chosen topic. What community members think about it, and how they understand its trends, may be useful to kick start the discussion
- 5) Ask one of the community members to draw a long line on the ground.
- 6) Take the chosen topic and ask participants to plot at the beginning of the line the 'magnitude' or 'intensity' of the factor they are analyzing. They may do this by putting a number of stones, circles, or other materials.
- 7) They should then proceed with the rest of the line, allocating the stones (against a named period or time) and in relation to their perceived magnitude of the changes over time
- 8) At all stages, community analysis should be sought on reasons why and on impact of changes
- 9) N.B. Remember not to go into complicated quantification. Use words such as 'more of' or 'less of'.

Venn Diagramming

A venn diagram is a PRA tool to help people to understand how organizations in their community are related to each other. Venn diagrams can be used to show the key institutions and individuals in the community and their relationship and importance to a particular group of people. Different circles indicate different institutions and individuals. When they touch, information passes between them. If they overlap a little, there is some cooperation in decision making. If they overlap a lot, there is considerable cooperation.

Steps in making a venn diagram

- 1) Discuss the purpose of making a venn diagram: to help the community and researchers to look at the local and outside community institutions and see how they do or how they don't work together to meet community needs
- 2) Assign roles to each member (facilitator, translator, recorder etc)
- 3) Agree with the community what specific topic or issue that you want to focus on, and develop a list of questions
- 4) Find out from the community which organization, in and outside the community are responsible for (for example supplying assistive devices, drugs etc.)
- 5) Establish which of these are "more important" or "less important" organization and why
- 6) Explain that a circle will represent each organization that they have mentioned. The more important the organization, the larger the circle should be
- 7) Ask "which is the most important organization? How important is it? Does this organization work with, report or communicate with the first one? A lot or a little? Remind the people that the size of the circle shows the how important the organization is. Explain that where organizations or people are related to each other, their respective circles should be shown touching; the more they co-operate in taking decision, the more their circles should overlap. If there is no communication or collaboration, the circles should not be shown touching each other.

Gender analysis

Gender simply refers to socially ascribed roles of men and women. In this study the researchers should endeavour to bring out the men and females socially ascribed roles, tasks, behaviours, problems and constraints and opportunities. Also bring out how these are related to poverty. Note that socially defined roles vary from culture to culture. However, in most cultures women and girls have lower positions and less power than men and boys.

There are number of tools for gender analysis. These include the Activity profiles, access and control profiles, the gender matrix etc. For this study however, we may not use all these. However, researchers should make every effort to mainstream gender issues for every thematic area using the available tool provided.

Observation

Observation however, needs to be done in a systematic way. Direct observation is a good way to cross-check people's answers to questions. In this study researchers will observe:

- 1) Objects: for example displayed written messages on signposts, posters, banners, leaflets on notice boards and in households about disability
- 2) Events: for example ICBT related activities
- 3) Processes: during meetings and pick relevant issues for the study
- 4) Relationships: for example nature of collaboration between institutions supporting ICBT
- 5) People's behaviour: for example how male respond to ICBT issues raised by female
 - During observation note down all useful information which you are not able to capture from other processes and tools
 - Cross check the information by asking several people to find out if the information is accurate

Transect walk

This is a walk across the community with partners to better understand the local environment, its problems and potential

Why transect walks

- Physical environment greatly influences community livelihoods
- Rapid way of collecting and discussing information on the physical environment

Steps to follow

- Explain the purpose of the transect walk and decide using a local map what route to follow
- Ask willing community members to lead the group on the walk
- Before walk clarify aspects to be noted e.g soil use, types of crops, housing etc
- Moving together stop regularly and engage in a discussion of the key issues and walk slowly as you observe
- Once the walk is over compile findings and draw a sketch of the walk on the ground
- Then transfer onto paper and leave copy with community

Key questions, tools and respondents

Thematic area	Objectives	Key questions	Methodology	Respondents
ICBT	<ul style="list-style-type: none"> • Identify ICBT activities on border communities • Understand the factors influencing/promoting informal trade activities • What are the key ICBT activities performed by men and women • What major factors facilitate or constrain ICBT for men and women 	<ul style="list-style-type: none"> • What are the key ICBT activities in this community • Why do people engage in ICBT • What categories of people mainly engage in ICBT • What major factors facilitates or constrains ICBT 	<ul style="list-style-type: none"> • Social map • KI 	<ul style="list-style-type: none"> • Community member • KI • FGD
Livelihoods	<ul style="list-style-type: none"> • To document different strategies of livelihood among men and women within the border communities. • To analyze the interaction between ICBT, poverty, and vulnerability among border communities • To establish the categories of wellbeing among men and women within the border communities and their different ways of coping with the economic challenges 	<ul style="list-style-type: none"> • What activities do people engage in for their livelihood in this community? (probe for different categories; men and women,, youth, PWDs etc) • What challenges do people face while engaging in these activities? (probe for men and women, youth, PWDs etc) • How has ICBT contributed to the improvement of well being of the community members (men and women) • Which categories of people have benefited most and those that have not benefited most in ICBT • What resources do people need to engage in ICBT (probe 	<ul style="list-style-type: none"> • FGDs • Case studies • Livelihood analysis, • Social map 	<ul style="list-style-type: none"> • Community members • Households • KI

Thematic area	Objectives	Key questions	Methodology	Respondents
		<p>for men and women)</p> <ul style="list-style-type: none"> Do people have access to, control and ownership of resources in the community? (Probe for productive resources eg. Land, bicycles etc. – probe for men and women) Are there any conflicts over resources in this community 		
Marketing	<ul style="list-style-type: none"> To identify ICBT marketing strategies (information, pricing etc) To analyze constraints to marketing 	<ul style="list-style-type: none"> How do people market their commodities in this community – probe for men and women How is ICBT organized in this community (probe for groups, cooperatives etc) How do people access marketing information – probe for men and women What guides pricing and costing in ICBT in this area 	<ul style="list-style-type: none"> FGDs KI 	<ul style="list-style-type: none"> Community members Households KI
Food security	<ul style="list-style-type: none"> To find out ICBT activities that impact on food security To find out who are the most vulnerable community members to food insecurity To identify coping mechanisms in case of food shortages 	<ul style="list-style-type: none"> What is the food security situation in the community How has ICBT impacted on availability of food (probe for trends) Who are the most affected community members to food insecurity What are the coping mechanisms used by men and women 	<ul style="list-style-type: none"> Food calendar KI FGD Trend analysis 	<ul style="list-style-type: none"> Community members Household KI
NTBs and EAC Custom issues	<ul style="list-style-type: none"> Find out the impact of NTBS on ICBT Find out the impact on EAC Customs Union on ICBT 	<ul style="list-style-type: none"> How has NTBS impacted on ICBT How has EA Customs Union impacted on ICBT Which elements in NTBS and EA Customs Union that hinders ICBT 	<ul style="list-style-type: none"> KI 	<ul style="list-style-type: none"> Custom officials URA Official from Ministry of Trade and Industry
Infrastructure	<ul style="list-style-type: none"> Find out how roads, telecommunication etc are facilitating ICBT To analyze infrastructure constraints to ICBT for men and women 	<ul style="list-style-type: none"> What are people's perception on the state of the roads, telecommunication services etc What infrastructure is required to facilitate ICBT How do roads, telecom services, etc facilitate or hinder men and women involved in ICBT activities? 	<ul style="list-style-type: none"> FGD KI Venn Diagramming Trends analysis Social map 	<ul style="list-style-type: none"> Community members KI
Financial services	<ul style="list-style-type: none"> To identify the available financial institutions and services in the community Find out financial services accessed 	<ul style="list-style-type: none"> What financial services are available in this community? (probe issues of accessibility, and types of services offered) 	<ul style="list-style-type: none"> FGD KI Venn Diagram 	<ul style="list-style-type: none"> Community members KI

Thematic area	Objectives	Key questions	Methodology	Respondents
	<p>in ICBT</p> <ul style="list-style-type: none"> To identify constraints in access financial services to facilitate ICBT for men and women 	<ul style="list-style-type: none"> What are type of financial services requires in ICBT How do traders finance ICBT activities What constraints are faced by men as opposed to women in accessing financial services to facilitate ICBT (probe for alternatives and their impact on trading) What Kind of Financial services are required by the communities? Do money chargers experience incidences of counterfeit How are money chargers organized How are money chargers funded 	<ul style="list-style-type: none"> ming Social map trends analysis 	
Gender and vulnerable groups	<ul style="list-style-type: none"> Find out the impact of gender roles and relations in ICBT To find out the impact of ICBT on the male youth Find out the impact of ICBT on vulnerable group e.g PWDs, children 	<ul style="list-style-type: none"> What key gender roles affect ICBT activities for men and women How has ICBT impacted on gender roles and relations What is the level of participation of women and men, children, PWDs, Youth etc in ICBT How has ICBT improved the welfare of women, men, children PWDs, youth etc How has ICBT impacted on family relationships (probe for gender and children violence, impact on children schooling etc) 	<ul style="list-style-type: none"> Gender analysis FGD KI 	<ul style="list-style-type: none"> Community members Household
Access to social services (Education, Health, Agricultural Advisory Services, Water and sanitation)	<p>To identify the available institutions and social services in border community</p> <p>To find out issues related to access and utilization of social services.</p>	<ul style="list-style-type: none"> What are the available social services in the community (probe for trends in social services) What major social services are crucial in participating in ICBT What are the constraints to accessing social services? (probe for gender, social and economic costs and other issues – for each of the services available in the community) For social services that are not available in the community, where do people seek access? 	<ul style="list-style-type: none"> KI, Venn Diagramming Trends analysis Observation/ transect walk social mapping FGDs 	<ul style="list-style-type: none"> Community members Household KIs (service providers)

Recording and reporting

Key Principle: Write up your results as soon as possible after field exercises.

When	Steps	Notes
During the Exercise	Record as much discussion as possible	<ul style="list-style-type: none"> You will probably need to make abbreviated notes All team members present should assist the information recorder in writing down discussions that they hear Be fast, be alert, be aware and LISTEN!
After the exercise	Getting your notes and memories together	<ul style="list-style-type: none"> All team members to consolidate their field notes or to write-up what they heard but could not record during the exercise Avoid your own thoughts and analysis
	Discussing the process and information generated.	<ul style="list-style-type: none"> Information recorder to read their notes to the team. Other team members to add missing information and discuss key points from the exercise. Discussion is key Discuss process and how this affected the information recorded. A team effort - Do this as soon as possible after the exercise
	First draft of exercise report produced	<ul style="list-style-type: none"> Information recorder to write up the exercise report
	Finalize exercise report into final version	<ul style="list-style-type: none"> Another team member should check the write-up of the exercise report

ICBT FIELD FGD/KII GUIDE

	Activity and Methodology	Respondents
Transect walk	<ul style="list-style-type: none"> • Observe and record livelihood activities • Observe and record social services and institutions available in the community (Education, Health, Agricultural Advisory Services, Water and sanitation) 	
Community meeting	Activity 1: Social map	20 – 30 community members
	<ul style="list-style-type: none"> • On the visual of the community map probe and locate the following: <ul style="list-style-type: none"> ○ Community resources: forests, swamps, rivers, lakes etc ○ Major roads <ul style="list-style-type: none"> ▪ What is the general state of the road (s) ▪ Who is responsible for maintaining these roads, ○ Water sources: communal taps, wells, areas benefiting from running water inside the houses, areas with open drainages, areas with covered drainages, sources of water contamination ○ Social services and Institutions: education, health, water, financial, etc ○ ICBT routes – why <ul style="list-style-type: none"> ▪ Informal routes ▪ Formal routes ○ Markets (physical structures) 	
	Activity 2: ICBT	
	<ul style="list-style-type: none"> • What are the key ICBT activities in this community <ul style="list-style-type: none"> ○ List all the activities on cards • Why do people engage in ICBT <ul style="list-style-type: none"> ○ Try to link these reasons to the activities engaged in (as listed on cards) • What categories of people mainly engage in ICBT <ul style="list-style-type: none"> ○ Use the list of card generated and probe activities carried out by different categories of people (men, women, children, PWDs, etc) • What major factors facilitate or constrain ICBT <ul style="list-style-type: none"> ○ Probe and document <u>all factors and how they facilitate ICBT</u> for men, women, children ○ Probe and document <u>all factors and how they constrain ICBT</u> for men, women, children 	
FGD-2	Activity 1: Livelihoods	6-12 community members
	<ul style="list-style-type: none"> • What activities do people engage in for their livelihood in this community? <ul style="list-style-type: none"> ○ List all the livelihood activities on cards and probe for different categories; men and women, youth, PWDs ○ Use a pie chart and probe the intensity of the activity • What challenges do people face while engaging in these activities? <ul style="list-style-type: none"> ○ Use the list of livelihood activities generated on cards, probe for the challenges of each for men, women, youth, PWDs • How has ICBT contributed to the improvement of well being of the community members (men and women) <ul style="list-style-type: none"> ○ Probe for the well being improvement for men and women 	

- Probe for evidence of the improvement
- From the evidence, identify a male and female **case study** for further investigations. Key issues: *These questions apply only to the case studies identified, not to be asked in the FGD*
 - Ask for all livelihood activities that he/she engages in
 - Ask for the ICBT activities engaged in
 - Why those activities not the others
 - How has his/her involvement in ICBT improved his/her well being (probe for the evidence)
 - Challenges faced in the activities engaged in relation to ICBT environment
 - Further opportunities seen in ICBT
 - Probe for changes in men and women's roles at household level
 - Suggestions for ICBT improvements

- Which categories of people have benefited more than the others in ICBT
 - How have they benefited than the others, probe for evidence
 - Probe for reasons why some categories have benefited more than others
- What do people need to engage in ICBT
 - List the general resources required for one to engage in ICBT (Probe for men and women. Note the differences and ask why)
 - What are the challenges in getting this resources
- What are productive resources in this community
 - List all the productive resources on cards
 - Do men and women in this community have:
 - Access to productive resources
 - Control over productive resources
 - Ownership over productive resources
 (Probe for productive resources eg. Land, bicycles etc. – probe for men and women)
 - How does the **access to, control and ownership** facilitate or hinder ICBT involvement
- Are there any conflicts over productive resources in this community
 - What kind of conflict(s) experienced and why. Probe for evidence
 - How has such conflicts impacted on ICBT activities
 - Probe for suggestions to avoid such conflicts

Activity 2: Food security

- What is the food security situation in this community
 - Ask and understand the general situation and why it is so
 - Use a food calendar to generate more information – illustration below. Note: communities may suggest more than two seasons

Item for probing	Calendar months											
	1	2	3	4	5	6	7	8	9	10	11	12
	First season						Second season					
Food crops												

	No.Meals Snacks Buying Selling		
	<ul style="list-style-type: none"> ○ Ask and divide the food calendar by number of seasons in the area ○ Probe and list the food crops grown in each season. Use local materials to represent them on the calendar ○ Probe for the number of meals eaten in each season and reasons why ○ Probe and use stones (1=less amount and 10=largest amount) to represent the amount of snacks eaten in each season - Why ○ Probe and use stones (1=less amount and 10=largest amount) to represent the amount of food sold in each season- Why ○ Probe and use stones (1=less amount and 10=largest amount) to represent the amount of food bought in each season - Why ● How has ICBT impacted on availability of food <ul style="list-style-type: none"> ○ <u>Use a time line</u> to investigate trends in food security for a period of ten years (1997-2007) ○ Probe for evidence of impact ● Which are most affected community members by food insecurity (probe why) ● What are the coping mechanisms used by men and women 		
FGD-3	Activity 1: Access to social services		6-12 community members
	<ul style="list-style-type: none"> ● What are the available social services in the community <ul style="list-style-type: none"> ○ List on card social services available in the community (differentiate between government , non-government and private facilities) <ul style="list-style-type: none"> ▪ Education ▪ Health ▪ Agricultural Advisory Services ▪ Water and sanitation ▪ Roads, ▪ Telecommunication ▪ Energy ▪ Warehouses ▪ Market structures ▪ Recreation centres ▪ etc ○ For social services that are not available in the community, where do people seek access ○ For each social service accessed within and outside the community, probe community's opinion about the services offered ● What major social services are crucial in participating in ICBT <ul style="list-style-type: none"> ○ Probe and list those which are crucial in participating in ICBT. ○ Use venn diagrammes and probe how crucial they are to participation in ICBT ○ For the crucial social services to ICBT, how do they <ul style="list-style-type: none"> ▪ facilitate <u>men</u>, <u>women</u>, <u>children</u> involved in ICBT activities? ▪ hinder <u>men</u>, <u>women</u>, <u>children</u> involved in ICBT activities 		
	<ul style="list-style-type: none"> ○ Select one institution that is identified as key in facilitating ICBT and 		

	<p>do a KII-1. These questions apply only to the KII identified, not to be asked in the FGD</p> <ul style="list-style-type: none"> ▪ What services are offered ▪ How do people access these services ▪ Who mostly access and why ▪ How have these services impacted on ICBT trading environment ▪ What are the factors hindering or promoting offering such services ▪ Recommendation for further improvement <ul style="list-style-type: none"> • What are the constraints to accessing social services? <ul style="list-style-type: none"> ○ Probe for <u>men and women</u>, <u>different classes of people</u> and <u>economic costs</u> – for each of the services available in the community 	
FGD-4	Activity 1: Financial services	6-12 community members
	<ul style="list-style-type: none"> • What financial services are available in this community? <ul style="list-style-type: none"> ○ List them on cards ○ Probe for the types of services offered ○ Probe for issues of accessibility • What are types of financial services required in ICBT <ul style="list-style-type: none"> ○ List them on cards ○ Use venn diagrammes and probe how are they important to ICBT activities <p>○ Identify one institution that is financing ICBT activities and do a KII-2. These questions apply only to the KII identified, not to be asked in the FGD</p> <ul style="list-style-type: none"> ▪ What services are offered ▪ How do people access these services ▪ Who mostly access and why ▪ How have these services impacted on ICBT trading environment ▪ What factors hinder or promote offering such services ▪ Recommendation for further improvement <ul style="list-style-type: none"> • How do traders finance ICBT activities <ul style="list-style-type: none"> ○ List sources of financing (Probe for men and women) • What constraints are faced by men as opposed to women in accessing financial services to facilitate ICBT <ul style="list-style-type: none"> ○ First probe for the general constraints in accessing financial services ○ Identify those that are mostly faced by men ○ Identify those that are mostly faced by women ○ Probe for alternatives ○ Probe for the impact on ICBT <p>Activity 2: Marketing</p>	
	<ul style="list-style-type: none"> • How do people market their commodities in this community <ul style="list-style-type: none"> ○ How do men market their commodities ○ How do women market their commodities ○ How do children market their commodities 	

	<ul style="list-style-type: none"> ○ Probe for groups, cooperatives, etc ○ Which commodities are <u>easy</u> or <u>difficult</u> to market and why ○ What are the constraints to marketing for <u>men</u>, <u>women</u> and <u>children</u> ● How do people access marketing information <ul style="list-style-type: none"> ○ List all the market information sources (Probe for sources of market information for <u>men</u>, <u>women</u> and <u>children</u>) ○ How easy or difficult is it to access marketing information ● What guides pricing and costing in ICBT commodities in this area <ul style="list-style-type: none"> ○ Probe for how commodities are priced ○ Probe for how services are costed 																																														
FGD-5	Activity 1: Gender and venerable groups (Two separate FGDs, one for men and other for women)	6-12 community members																																													
	<ul style="list-style-type: none"> ● What key gender roles affect ICBT activities for men, women and children ● How has ICBT impacted on gender roles and relations <ul style="list-style-type: none"> ○ Use a gender analysis tool (probe change in men, women and children roles at household and community level) <table border="1" style="margin-left: 40px;"> <thead> <tr> <th></th> <th></th> <th>Labour</th> <th>Time</th> <th>Resources access</th> <th>Resources control</th> <th>Culture</th> </tr> </thead> <tbody> <tr> <td rowspan="3">Household</td> <td>Men</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Women</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Children</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td rowspan="3">Community</td> <td>Men</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>Women</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>children</td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <ul style="list-style-type: none"> ○ Probe for trends in levels of participation of men, women, children and PWDs since 1997-2007 ● How has ICBT improved the welfare of women, men, children and PWDs (Probe for evidence for each category) ● How has ICBT impacted on family relationships <ul style="list-style-type: none"> ○ Probe for domestic violence (men, women and children) 			Labour	Time	Resources access	Resources control	Culture	Household	Men						Women						Children						Community	Men						Women						children						
		Labour	Time	Resources access	Resources control	Culture																																									
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KII-3	<ul style="list-style-type: none"> ● What is the general situation of ICBT in this area ● What are the major factors facilitating ICBT ● How have NTBs impacted on ICBT ● How has EA Customs Union impacted on ICBT ● Which elements in NTBs and EA Customs Union hinder ICBT ● Recommendations 	<ul style="list-style-type: none"> ● Custom officials ● <u>URA</u> 																																													
KII-4	<ul style="list-style-type: none"> ● What is the general situation of ICBT in this area ● What are the major factors facilitating ICBT ● Which social services have facilitated or hindered ICBT ● What is the food security situation in the community ● How has ICBT impacted on food security ● How has ICBT contributed to the improvement of well being of the community members (men and women) ● How has ICBT impacted on family relationships ● Recommendations 	<ul style="list-style-type: none"> ● Leaders <ul style="list-style-type: none"> ○ District level – CAO 																																													