|  |  |
| --- | --- |
| **Research Terms of Reference**  **Community Mapping Pilot for the Afghanistan Sustained Rural Development Programme (SRDP IV)**  **AFG1803e**  **Afghanistan** | |
| **Release date: 11/04/2021**  **V1** |  |

# Executive Summary

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Country of intervention** | Afghanistan | | | | | | | |
| **Type of Emergency** | x | Natural disaster | x | Conflict | | | □ | Other *(specify)* | |
| **Type of Crisis** | □ | Sudden onset | □ | Slow onset | | | x | Protracted | |
| **Mandating Body/ Agency** | Norwegian Ministry of Foreign Affairs | | | | | | | |
| **IMPACT Project Code** | 02iAHT 3Z5 | | | | | | | |
| **Overall Research Timeframe** *(from research design to final outputs / M&E)* | 01/03/2021 to 27/05/2021 | | | | | | | |
| **Research Timeframe**  *Add planned deadlines (for first cycle if more than 1)* | 1. Pilot/ training: 07/04/2021 & 08/04/2021 | | | | 6. Preliminary presentation: 17/05/2021 | | | |
| 2. Start collect data: 11/04/2021 | | | | 7. Outputs sent for validation: 18/05/2021 | | | |
| 3. Data collected: 18/04/2021 | | | | 8. Outputs published: 02/06/2021 | | | |
| 4. Data analysed: 09/05/2021 | | | | 9. Final presentation: None | | | |
| 5. Data sent for validation: 10/05/2021 | | | |
| **Number of assessments** | x | Single assessment (one cycle) | | | | | | |
| □ | Multi assessment (more than one cycle)  *[Describe here the frequency of the cycle]* | | | | | | |
| **Humanitarian milestones**  *Specify* ***what*** *will the assessment inform and* ***when***  *e.g. The shelter cluster will use this data to draft its Revised Flash Appeal;* | **Milestone** | | | | **Deadline** | | | |
| □ | Donor plan/strategy | | | \_ \_/\_ \_/\_ \_ \_ \_ | | | |
| □ | Inter-cluster plan/strategy | | | \_ \_/\_ \_/\_ \_ \_ \_ | | | |
| □ | Cluster plan/strategy | | | \_ \_/\_ \_/\_ \_ \_ \_ | | | |
| x | NGO platform plan/strategy | | | 12/05/2021 | | | |
| □ | Other (Specify): | | | \_ \_/\_ \_/\_ \_ \_ \_ | | | |
| **Audience Type & Dissemination** *Specify* ***who*** *will the assessment inform and* ***how*** *you will disseminate to inform the audience* | **Audience type** | | | | **Dissemination** | | | |
| **□** Strategic  x Programmatic  x Operational  □ [Other, Specify] | | | | **□** General Product Mailing (e.g. mail to NGO consortium; HCT participants; Donors)  □ Cluster Mailing (Education, Shelter and WASH) and presentation of findings at next cluster meeting  **□** Presentation of findings (e.g. at HCT meeting; Cluster meeting)  x Website Dissemination (Relief Web & REACH Resource Centre)  □ [Other, Specify] | | | |
| **Detailed dissemination plan required** | □ | Yes | | | x | No | | |
| **General Objective** | Understand how natural resource management and how societal roles, statuses, customs, social organisations and social networks shape community cohesion in Balkh, Afghanistan by identifying their respective geographical boundaries in three northern districts of Balkh Province (Khulm, Balkh and Nahr-i-Shahi districts). This will enable us to accurately identify the region’s Manteqas and pilot the methodology that will later be used by ACTED in a community-level development programme. | | | | | | | |
| **Specific Objective(s)** | 1. Understand how geographical features shape the traditional Afghan manteqa to inform the conceptual development of ‘comprehensive community’ in the form of ‘manteqas’ in Afghanistan 2. Understand which natural resources are governed by social practices at the manteqa level 3. Explore the relationships between people in the areas, their respective leadership and which social practices, other than natural resource management, may influence community cohesion at the manteqa level 4. Explore whether non-traditional resources, such as infrastructure and social services, play a role in shaping the manteqa | | | | | | | |
| **Research Questions** | 1. What are the major geographic features that define manteqas? 2. Which natural resources and associated infrastructure are owned, used, and managed at village level and which are owned, used and managed at Manteqa level? 3. What are the shared social and cultural practices in Balkh and who participates in these?    1. What infrastructure is collectively owned and managed by communities?    2. Why is it considered a part of the manteqa, rather than the district, village, or qarya? | | | | | | | |
| **Geographic Coverage** | Nahr-i-Shahi, Khulm and Balkh districts in Balkh Province, Afghanistan | | | | | | | |
| **Secondary data sources** | Geographic Focus   * [Balkh Socio-Demographic and Economic Survey, Central Statistics Organization of Afghanistan, 2016](https://afghanistan.unfpa.org/en/publications/balkh-socio-demographic-and-economic-survey#:~:text=Balkh%20Socio%2DDemographic%20and%20Economic%20Survey,-Share&text=The%20Socio%2DDemographic%20and%20Economic%20Survey%20is%20the%20largest%20survey,data%20gap%20in%20the%20country.) * [Balkh’s Economy in Transition, Afghanistan Research and Evaluation Unit, 2013](https://www.loc.gov/item/2013359521/) * [Social Water Management in Faryab: A Manteqas Case Study, ACTED, 2016](https://reliefweb.int/sites/reliefweb.int/files/resources/1803a_Manteqa_Profile_Jawzjan.pdf) * Interface between State and Sovereignty in Afghanistan, 2005 * Roussel, Frédéric & Caley, Marie-Pierre 1994 : Les " Manteqas " : le puzzle souterrain de l'Afghanistan. Peshawar. Unpublished paper Local Shura, Security and Development in Afghanistan, 2006 * Roussel, Frédéric; “Contraintes et perspectives dans le contexte actuel pour l’élaboration d’une stratégie de réhabilitation immédiate des zones rurales afghans”, UNORSA, Peshawar, Juin 1993. * [Subnational State-Building in Afghanistan, 2008](https://www.refworld.org/pdfid/481043672.pdf) * [War and Boundaries in Afghanistan: Significant and Relativity of Local and Social Boundaries, 2001](https://www.researchgate.net/publication/249598764_War_and_Boundaries_in_Afghanistan_Significance_and_Relativity_of_Local_and_Social_Boundaries) * [“Where is the Village?” Local Perceptions and Development Approaches in Kunduz Province, 2007](https://www.researchgate.net/publication/237242404_Where_Is_the_Village_Local_Perceptions_and_Development_Approaches_in_Kunduz_Province) * [Kandiwal, Wali Mohammad. "Beyond kinship and tribe: New forms of solidarity and interest representation in Nangarhar province, Afghanistan." (2016)](https://bonndoc.ulb.uni-bonn.de/xmlui/handle/20.500.11811/528) * [Afghanistan Central Statistics Organization, Afghanistan Living Conditions Survey, 2016/2017](https://reliefweb.int/report/afghanistan/afghanistan-living-conditions-survey-2016-17) * [ACTED, Annual Report 2018, July 2019](https://www.acted.org/en/about-us/annual-report/) * [UNOCHA, 2019 Afghanistan Humanitarian Needs Overview, December 2018](https://reliefweb.int/report/afghanistan/2019-afghanistan-humanitarian-needs-overview) * AGORA, Water System Mapping Pilot for the Afghanistan Sustained Rural Development Programme (SRDP IV), December 2020   Methodological Approach   * Settlements Approach Guidance Note, 2020, Global Shelter Cluster * Community Mapping, a tool for community organising, 2005, WaterAid: Available at: <https://washmatters.wateraid.org/publications> * [Humanitarian response to urban crises: A review of area-based approaches, 2015](https://pubs.iied.org/10742iied) * Sanderson, D. (2017). Implementing area-based approaches (ABAs) in urban post-disaster contexts. Environment and Urbanization, 29(2), 349–364. <https://doi.org/10.1177/0956247817717422> * [Community Mapping, Coghlan, David, and Mary Brydon-Miller, The SAGE encyclopedia of action research.2014.](https://methods.sagepub.com/reference/encyclopedia-of-action-research) | | | | | | | |
| **Population(s)** | □ | IDPs in camp | | | □ | IDPs in informal sites | | |
| *Select all that apply* | □ | IDPs in host communities | | | □ | IDPs [Other, Specify] | | |
| □ | Refugees in camp | | | □ | Refugees in informal sites | | |
| □ | Refugees in host communities | | | □ | Refugees [Other, Specify] | | |
| x | Host communities | | | □ | [Other, Specify] | | |
| **Stratification**  *Select type(s) and enter number of strata* | □ | Geographical #:1 Nahr-i-Shahi, Khulm and Balkh District, Community Leaders from 20-25 village clusters  Population size per strata is known? x Yes □ No | □ |  | | |  |  |
| **Data collection tool(s)** | x | Structured (Quantitative) | | | **x** | Semi-structured (Qualitative) | | |
|  | **Sampling method** | | | | **Data collection method** | | | |
| **Semi-structured data collection tool (s) # 1**  *Select sampling and data collection method and specify target # interviews* | x Purposive  □ Snowballing  □ [Other, Specify] | | | | □ Key informant interview (Target #):\_ \_ \_ \_ \_  □ Individual interview (Target #):\_ \_ \_ \_ \_  □ Focus group discussion (Target #):\_ \_ \_ \_ \_  X Participatory Mapping Activities (Target #): 20-25 | | | |
| **Data management platform(s)** | x | IMPACT | | | □ | UNHCR | | |
| □ | [Other, Specify] | | | | | | |
| **Expected ouput type(s)** | □ | Situation overview #: \_ \_ | □ | Report #: \_ \_ | | | x | Profile #: 03 |
| x | Presentation (Preliminary findings) #: 1 | □ | Presentation (Final) #: 0\_ | | | □ | Factsheet #: \_ \_ |
| □ | Interactive dashboard #:\_ | □ | Webmap #: \_ \_ | | | x | Map #: approximately 20 - 25 |
| □ | [Other, Specify] #: \_ \_ | | | | | | |
| **Access** | x | Public (available on IMPACT website and other humanitarian platforms) | | | | | | |
| □ | Restricted (bilateral dissemination only upon agreed dissemination list, no publication on IMPACT or other platforms) | | | | | | |
| **Visibility** *Specify which* ***logos*** *should be on outputs* | ***AGORA*** | | | | | | | |
| ***Donor:*** *Norwegian Ministry of Foreign Affairs* | | | | | | | |
| ***Coordination Framework:*** *Sustained Rural Development Programme (SRDP) IV Stakeholders* | | | | | | | |
| ***Partners:*** *IMPACT, ACTED* | | | | | | | |

# Rationale

* 1. Background

For approximately 40 years, the people of Afghanistan have been affected by conflict, drought, flooding, and other natural disasters. This protracted conflict has devastated many communities and their livelihoods across the country. Scarcity of community resources is one of the many drivers of societal conflict. In response to this, the Norwegian Ministry of Foreign Affairs (NMoFA) supports the SRDP IV Project. This aims to strengthen community development initiatives, economic opportunities, resource management and accessibility. The SRDP IV project works to address this root causes of instability in Balkh, Faryab, Jawzjan, and Samangan provinces by working with existing community-led governance structures to improve basic service delivery and livelihood security.

Manteqas are often described as a rural cluster of villages which share resources and social systems, and have been proposed as a more suitable entry point for working with communities in Afghanistan, rather than working from administrative boundaries that don’t always reflect the social and cultural boundaries. From 2018 to 2019, AGORA assessed and mapped 64 manteqas, their community cohesion and resources in Faryab, Jawzjan, Balkh and Samangan. This was the first study conducted by AGORA to explore and understand how land, natural resources and social, cultural, political structures influence manteqa boundaries. This research provided an insight into what resources are available and how they are managed at the community level. It found that manteqa boundaries are influenced by infrastructure such as roads, water systems, and land, yet it is unlikely that their boundaries are influenced by social services (such as healthcare and education) as access to these services were found to differ across villages in the cluster.

Key questions remain on the conclusion of this AGORA research project on manteqas and their structure, including:

1. What are the key objective characteristics that might be used to define a manteqa?
2. Can the manteqa act as a primary unit for community solidarity in rural Afghanistan beyond the joint management of shared economic resources? [[1]](#footnote-1)

In December 2020, research was conducted on water systems management at a manteqa level, as a means to explore the proposition that manteqa boundaries tend to be based around shared water resources. [[2]](#footnote-2) This pilot proposes to develop these findings and tools from this water system management study to better understand manteqa boundaries in a holistic way, both how social structures and resources are managed at this social level. By doing so, AGORA will ascertain a deeper understanding of the manteqas relationship with resources, residents and their land, how they function, and more broadly, how key resources are managed at a community level and how this is related to the broader relationship with the manteqa.

* 1. Intended impact

The intended impact of this research is twofold. Firstly, the communities, or manteqas, can be strengthened. One strength of this form of participatory research is that the findings stem from both the research process and the product (maps and profiles), and both have the capacity to empower the community. SAGE Encyclopaedia of Action Research identifies that the process of participatory community mapping alone can advance community development and learning as it facilitates communities identifying their resources and values.[[3]](#footnote-3) Each community, or manteqa, will receive the final product, a copy of their co-created manteqa map and profile. This methodological approach can improve local governance as it enables communities to identify gaps in resources to take action to address them independently of external partner facilitation, such as non-governmental organisations (NGOs). Residents will have their assets and needs mapped spatially on the map which they can present to external stakeholders who approach the community for future programming; this will strengthen their negotiation and representation.[[4]](#footnote-4)

Secondly, this participatory mapping project has the potential to improve programmes for ACTED and other NGOs. For instance, this will directly inform and strengthen ACTED’s community development projects in this area. ACTED will catalogue the maps and the profiles of manteqas, including the mapped resources and stakeholders, and use these to guide their site selection for future community-led projects. Identifying and working with appropriate partners for project implementation is crucial to community development and learning. Identifying and mapping these stakeholders, resources and social structures requires a detailed understanding of the geographical boundaries of the areas, or manteqas. This research hopes to determine these boundaries, to understand which stakeholders and resources serve which areas in order to improve future working partnerships. Furthermore, these findings will provide an insight into how the social structures, the various stakeholders, land, and its resources are managed, and the area’s assets and needs to improve the effectiveness and relevancy of ACTED’s development programmes working with these communities as it will enable more effective and relevant partnership working.

# Methodology and Design

3.1. Methodology overview

Research Methodology

This pilot study aims to examine the feasibility and suitability of a revised participatory action methodological approach and test the research methods for validity and reliability before applying to the larger study in Autumn 2021. The methodology for this project builds on the methods and findings from previously conducted community and resource mapping exercises in districts under the SRDP IV Programme.[[5]](#footnote-5) This research provided an overview of the manteqas’ geographical boundaries, yet development actors need further detailed information to understand how the land, its resources and social and cultural structures combine to shape these geographical boundaries to ensure effective programming. For this reason, this project will use participatory mapping, a form of ‘Participatory Action Research’, which is a crucial tool in community development and learning and actively works to empower participants. This approach moves away from people as research subjects utilised by organisations to achieve their goals and allows participants to be in control of the research process and work with the researchers to achieve the objective. Participatory action research has been explained as “you get people affected by a problem together, figure out what is going on as a group, and then do something about it”.[[6]](#footnote-6) This methodological approach is suited to capture the resources, communities, and social boundaries of the community in a holistic way as the residents know these elements intimately and are best placed to guide this mapping.

The ‘participatory’ aspect of this methodological approach is crucial to the validity and reliability of this research, as the residents of the manteqas are best placed to identify the geographical boundaries, explain the sociocultural realities which influence resource availability and accessibility and provide appropriate, relevant guidance for stakeholder engagement. The core tenant of participatory action research is that research conducted without collaborating with key stakeholders is likely to be incompetent, as it does not value or utilise the complex knowledge people have of their everyday lives. [[7]](#footnote-7) The ‘action’ element is crucial to gather practical, actionable knowledge in a democratic way, visually mapping key stakeholders and resources to better inform aid provison, which ACTED can use to inform their programmes. The output of a geographical map is both practical and accessible as it functions across languages. This methodological approach meets the criteria of validity testing as the knowledge and findings are tested in action and those who do the testing, the participants, have a vested interest as the findings relate to a personal problem. Bias will be mitigated through member checking, whereby different manteqas and facilitators will review completed maps and profiles to provide feedback on their reliability and validity.

This research is further informed by the settlements approach, coined by the Urban Settlements Working Group, which encompasses a place-based, community-based, multisector approach to understanding humanitairian circumstances. [[8]](#footnote-8) This socio-spatial approach identifies the geographical and socio-cultural boundaries of an area while working with multiple sectors and stakeholders to create a holistic approach when mapping the needs and assets of an area’s entire population. Applying this methodology will support this mapping exercise in recognising and incorporating local leadership, resource management and the multifaceted needs of the entire manteqa and understand the social and geographical boundaries. This output of both a geographic map and manteqa profile, will strengthen ACTED’s capacity to create relevant and effective programmes as it will shed light into sociological in-group/out-group dynamics which form community cohesion, which is critical to understand in community development practice.[[9]](#footnote-9) This participatory method will work with participants to understand what data on community cohesion (including resources & residents, community groups, government workers, business owners and neighborhood leaders) is available, how it can be co-created and organised to inform future engagement for ACTED’s development projects in the region.

Research Design

Setting and Timeline

The participatory mapping exercise will take place in the three districts of Balkh, Nahr-i Shari and Khulm in Balkh Province, North Afghanistan. These three districts selected for this pilot project were purposely chosen for convenience. They are located close to the Mazar-i-Sharif office, enabling successful logistics and close monitoring and evaluation of the pilot. The SRDP IV programme works in these districts, and has established ACTED staff, offices, and other infrastructure in the region to facilitate this research. As a result, all staff are familiar with the region, including its resources and the sociocultural structures, which strengthens the relevance and suitability of the research methodology and design. The research will be conducted in community centres in Nari-Shahi and Khulm and where possible, the primary IMPACT office in Mazar-i Sharif for the research conducted in Balkh district. Two mapping exercises will occur each day over a seven-day period, from 11th April to 18th April. There will be three research teams, one for each district, comprised of four people: one supervisor, two scribes (one morning shift and one afternoon shift), and one discussion facilitator.

Table 1: Unit of Analysis and Number of Participants

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| No | District Name | Approximate Number of Village Clusters: Unit of Analysis | Days Needed for Data Collection | Number of Participants per Mapping Exercise |
| 1 | Nahr-i-Shahi | 9 | 5 | 6 |
| 2 | Khulm | 5 | 3 | 6 |
| 3 | Balkh | 9 | 5 | 6 |
|  |  |  |  |  |
|  |  | Approximate # Mapping Exercises = 23 | Total # of Days needed= 7 (Two Slack Days) | Approximate # Participants = 138 |

Case Selection, Measurement and Analysis

The unit of measurement of this design are the 20-25 cases chosen, namely, the village clusters or ‘manteqas’ which AGORA will assess. The case selection in this research project is drawn from the successful design used when mapping 'Basic Service Units' for the Hard to Reach Programme.[[10]](#footnote-10) AGORA has examined maps of the districts in detail and identified where villages tend to cluster.This research uses a descriptive collective case, or multisite, study design[[11]](#footnote-11). The cases chosen in this study are typical, or exemplifying cases.[[12]](#footnote-12) This case type allows the researcher to capture the structures which govern the everyday life and are suitable for exemplifying other cases which are similar. These cases, which we identified to be 23 cases in the form of village clusters based on proximity of villages to one another, are suitable for a pilot as they allow the development of the contextual knowledge needed before beginning the full study. A thematic analysis in the form of a structured template analysis will be conducted on the research findings to allow for a ‘bottom-up’ inductive approach to qualitative data analysis. Table 1 above illustrates the number of village clusters, or possible manteqas, in each of the three proposed districts that will be assessed.

* 1. Population of interest [One paragraph]

Research Participants

AGORA will work in partnership with ACTED’s programme teams involved with the SRDP IV project, who will reach out and invite six community leaders from each respective village cluster in the three districts to participate in the study. This approach is based on a nonprobability quota sampling technique, allowing for a purposive sample of community leaders, participating as key informants, to opt into and be selected for this research. These six community leaders from each village cluster (possible manteqa), for instance, mirabs, arbabs, and qarya dars,[[13]](#footnote-13) will be selected to participate in this participatory community mapping exercise of their village cluster and its surrounding area. These participants are respected well-known community representatives and are familiar with research processes, rendering them suitable participants for this mapping exercise. One limitation arising from this design is that we may be working with the ‘usual suspects’. It is likely that these community leaders, participating as key informants, have been frequently consulted about their perspective of the communities’ strengths and needs, and that through this design we exclude often-unheard voices in the community. This is a limitation to bear in mind when interpreting the findings of this study and one to consider in the design of future projects”

* 1. Secondary data review

A secondary data review on the research conducted to date was conducted to inform this research methodology and design. This data review will continue to be collected and used to inform this research throughout the entire research cycle. This research review focused on community cohesion, livelihoods, resource management and settlement-based approaches in Afghanistan.

To begin, a review of the debate and understanding of manteqas in Afghanistan was conducted to develop a contextual understanding and to identify information maps. In summary, traditionally Afghanistan’s leadership secured their positioning through lineage or conquest. Barfield (2010) explains that Afghanistan historically avoided political or state collapse as power and state control was rarely contested.[[14]](#footnote-14) Yet after Soviet invasion the social and political structures across the country collapsed. The boundaries of provinces, districts and villages were redrawn in 2003/2004 which separated and reshaped social, cultural, and political power structures.[[15]](#footnote-15) The Constitutional Loya Jirga did not clearly define these geographical boundaries and particularly in rural areas they remain ambiguous and open to interpretation. Moreover, maps have been found to contradict one another.[[16]](#footnote-16)For these reasons, the concept of the traditional manteqa – the community ‘area’, remains relevant in rural areas today. This is imperative for ACTED’s programmes, specifically SRDP, which works solely in rural areas. Most Afghans often identify themselves as being part of a larger historical, social, and territorial unit known as a manteqa.[[17]](#footnote-17) Manteqa is often translated to mean ‘area’ [[18]](#footnote-18) however, strong social, historical, cultural, and political meanings have become associated with this concept. An inherent social structure has been developed in rural Afghanistan’s manteqas[[19]](#footnote-19) and the geographical territory is understood to lie between the village and district level.[[20]](#footnote-20) Manteqas are communal in nature and are usually composed of a cluster of villages based around shared resources, particularly water sources, markets, and pasture land.[[21]](#footnote-21) These scholarly debates have been collated and synthesised to inform the contextual understanding of rural Afghanistan, its resources and social structures to ensure an appropriate and relevant research design was drawn. To gain a holistic and comprehensive understanding of an area’s assets and needs, it is imperative to explore the feasibility of assessing at this Manteqa level. R, Favre (2005) asserts that mapping of manteqas across Afghanistan would ensure fair representation of all population groups, which is considered a key factor in emergency and humanitarian programming.[[22]](#footnote-22)

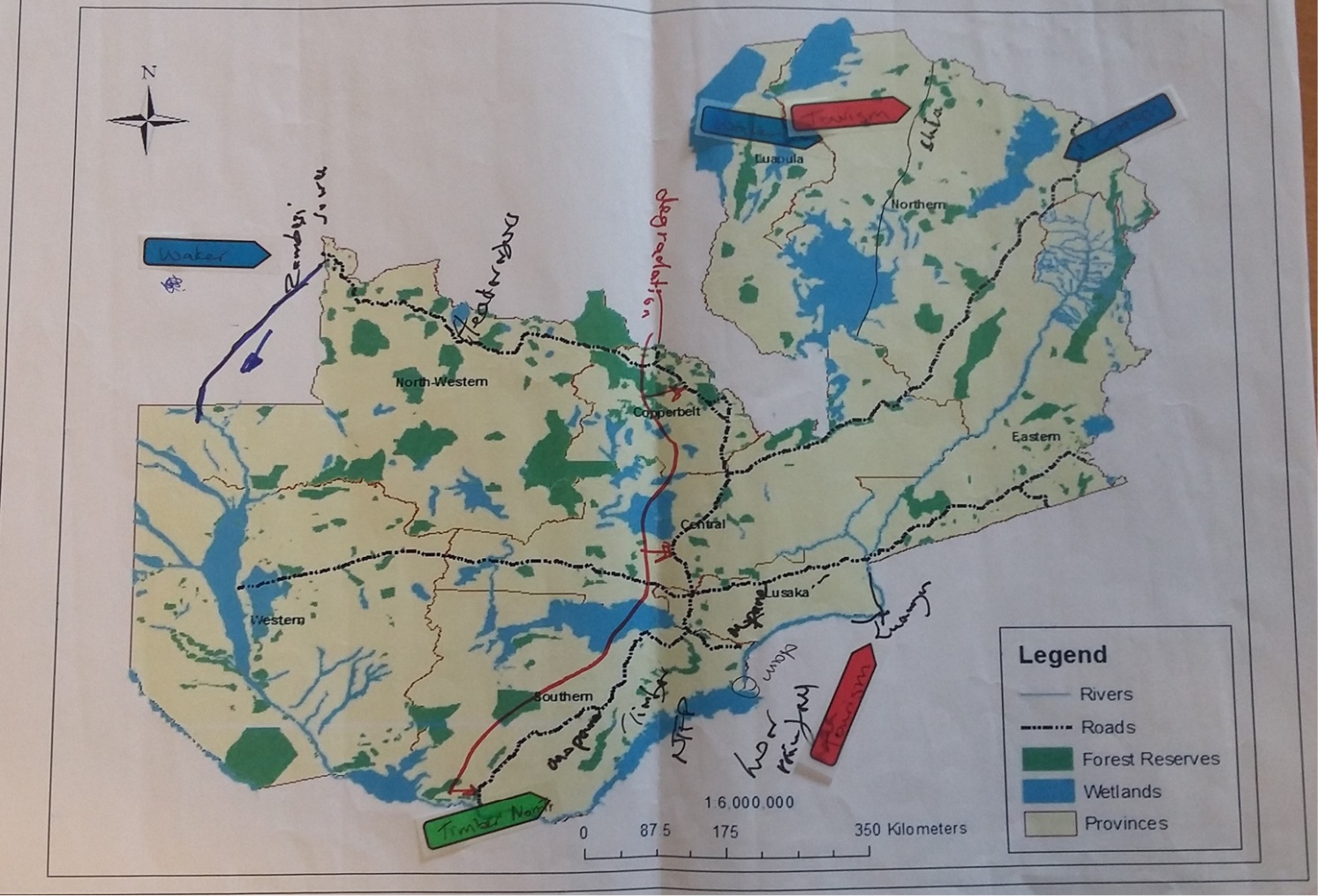
The secondary data collection then narrowed its focus to published research conducted on resource management in rural Afghanistan, including information from reports and assessments from previous AGORA assessments including the *AGORA, SRDP IV Executive Summary, December 2019*;[[23]](#footnote-23) *AGORA, Manteqa Development Plans, December 2019*;[[24]](#footnote-24) *Social Water Management in Faryab: A Manteqas Case Study, ACTED, 2016*; the most recent *Water Systems Management, December 2020* research and the recently commissioned ‘*Manteqa: From Theory to Practice’* research paper. The findings of this research shaped the research methodology and design and played a fundamental role in shaping the participatory mapping topic guide, data collection sites, and participant recruitment. In conclusion of AGORA’s research which explored manteqa’s structure and geographical boundaries, key questions remain, including (1) *What are the key objective characteristics that might be used to define a manteqa? (*2) *Can the manteqa act as a primary unit for community solidarity in rural Afghanistan beyond the joint management of shared economic resources?* Using this knowledge gap as a starting point, AGORA designed four key topics, asked in order of importance for answering the research question, with questions under each topic heading moving from general to the specific as advised by Litosseliti (2003, pg. 59) [[25]](#footnote-25) to frame the topic guide:

1. Geographical Boundaries
2. Natural Resource Access and Management
3. Community Cohesion
4. Social Services Access and Management
   1. Primary Data Collection

Method

Each of the three districts will have one designated research team. Each team will have four staff members: a team leader, a discussion facilitator and two transcribers. This allows the team to learn from their practice and apply the findings they documented in each proceeding mapping exercise. This will improve data validity and reliability. There will be two mapping exercises run a day, morning and afternoon respectfully, each lasting approximately 90 minutes including one 15-minute health break, introductions, and conclusion. One transcriber will take notes in the morning and the other in the afternoon, at each exercise, switching shifts to have enough time to transcribe within a 24-hour period to ensure high data quality. As IMPACT specialises in quantitative data collection, this method may be new to many staff members. The team leader will be there to support the facilitators and transcribers in this participatory method, drawing on the training they receive as part of this research cycle. The materials needed for this research include a large printed map of the cluster of villages and its surrounding areas, pens for marking on the map, a printed topic guide to guide the discussion, and pens and paper for note taking. After documenting demographic data and discussing and noting informed consent, the facilitator will begin by familiarising the participants with the map. The facilitator will then proceed to work through the topic guide and the associated probes, following the allocated time for each section while allowing the conversation to be led by the participants, to explore, understand, map and mark the number and description of the various resources and social structures initiated by the participants socio-spatially. This quantitative and qualitative data will be recorded both on the map and in the mapping exercise transcript.

Image 1: Example of an output from a participatory mapping exercise with rural communities



Source: Willemen, L., Crossman, N. D., Quatrini, S., Egoh, B., Kalaba, F. K., Mbilinyi, B., & de Groot, R. (2018). Identifying ecosystem service hotspots for targeting land degradation neutrality investments in south-eastern Africa. *Journal of arid environments*, *159*, 75-86.

During the research, the transcribers will take careful notes, documenting descriptions and definitions the group initiate verbatim (first person using the same words that were used originally). Alongside this, the transcribers will document the dynamics between the participants, nothing when participants agree and disagree on definitions of boundaries, resource management and community cohesion. The notes of what transcribers saw and heard will be documented in the transcript and the debrief from will capture how they interpreted this.

Participant Recruitment

As detailed above, leaders of the village clusters will be invited by ACTED’s SRDP programme team to participate. A total of five or six people will be accepted to attend, using the criterion of a ‘community leader’, meaning a person with a social positioning who has specialist, in-depth first-hand knowledge of what is going on in the area they reside that is more detailed or privileged than ordinary residents.[[26]](#footnote-26) On arrival, participants will receive a participant information sheet detailing what data will be collected, how it will be stored, how it will be used, and how to contact ACTED’s feedback and complaints mechanism if they have any concerns or would like to withdraw retrospectively. Each facilitator will begin by explaining the purpose of the study, that the study is voluntary, confidential and that all data will be de-identified. Participants will be given the option to share demographic data if they agree to take part. The reasons why this personal information is helpful to the study will be explained. The facilitator will explain to participants that they have three options to participate 1) they can choose a pseudonym, 2) they can choose to speak in their own name if they would like, or 3) we can choose a pseudonym for them.[[27]](#footnote-27) It is important for both ethical and logistical reasons that a pseudonym is chosen: referencing the findings using a pseudonym retains a person-centred approach to the participatory design, furthermore, a key-informant e.g. village leader may be more comfortable speaking in their own name and it is not ethically sound to silence a person if they would rather speak in their own name.[[28]](#footnote-28) Finally, for logistical reasons, a pseudonym is needed for auto-coding on NVIVO 64. After having an opportunity to ask questions and discuss the study, participants will be asked if they are willing to participate, and if so, whether they are comfortable to have oral consent documented and witnessed.

Topic Guide: Tools

The topic guide’s was co-created with an Afghan research consultant, strengthening the suitability and relevance as they have intimate knowledge of regional practices and extensive experience working with the district’s communities. The knowledge gap identified in the previous mapping exercise frames the topic guide:

1. Natural Resource Access and Management
2. Geographical Boundaries
3. Community Cohesion
4. Social Services Access and Management

The topic guide was created as a series of questions under these four topics in order of importance for answering the research question; the sequence was purposively created as it starts at the general (‘tell me about’ or ‘where and how many’ questions) and moves to specific (‘what do you think of’ questions) and then move onto the next topic. It does not have a question & answer format.[[29]](#footnote-29) Simple, broad, and factual questions are at the beginning to allow participants to relax and get involved in the discussion.[[30]](#footnote-30) The probes were created with guidance from research consultants and senior staff working across the country to ensure that the research tools are relevant and culturally appropriate.

Triangulation & briefing and debriefing of enumerators

Before the research begins, the team leaders, facilitators, transcribers, and senior field officers will receive a training by the Assessment Officer and Research Manager. The training will be co-designed with Senior Field Officers to ensure its relevance and suitability. The Database Officers will receive a briefing on the words used in the topic guide and their meaning to prevent data being lost in translation.

The transcribers will split their days between notetaking in the exercises and transcribing notes. The Database Officers will translate the transcriptions daily and send these for review by the Assessment Officer on a rolling basis. The Assessment Officer and Research Manager will check these translated transcriptions and debriefing forms as they arrive to ensure they uphold a high standard of data reliability and validity, alongside ensuring the research is being conducted with integrity and ethics, so that the right of the research participants is being protected. This data monitoring will also check the quality of documentation and translation to ensure that the data collected and translation is at the quality needed. Transcriptions will be checked to ensure that the facilitators are not only following a linear Q&A format but will allow discussion to deviate from the topic guide. This allows participants to have ownership in the research process and will enable the participatory action research objective. If consistent findings emerge in the transcripts, the Assessment Officer will incorporate these into the topic guide for the facilitator to raise in the form of probes, for instance ‘other participants have suggested that X is important in shaping community cohesion, what do you think about this?’. This is a form of member checking, an important form of triangulation in qualitative research.

If a research team’s work is not at the expected standards then the Senior Field Officers will communicate and explain the procedure to the research team and ensure that it is being explained well, they understand, and that they have the support they need to carry out the work. Community mapping facilitators and transcribers will be requested to complete the debrief form after each mapping exercise (See Annex 2). This form will collect their perception of the participant’s experience, including whether the participants understood the questions, group dynamics and consensus. This is also a space for describing nonverbal communication, interpreting and explaining social dynamics, and any ‘taken for granted assumptions’ that the Assessment Officer may need to know to understand the social structure of the mapping exercise. Furthermore, this debrief form asks questions about question order, structure, and timing. All of this information will be used to improve the topic guide for the pilot and further studies.

3.5.Data Processing & Analysis

**Data Entry**

The qualitative data will be in the form of text in approximately 23 Microsoft Word documents, one for each case and unit of analysis. The Assessment Officer (AO) will upload these word documents into NVIVO 64 and create a case for each transcript. The values of facilitator and location will be added for each case. The AO will begin to code with the a priori, or predefined, codes found in Annex 3, with more codes being added as the analysis progresses. The GIS officer will digitize the maps by taking a high-resolution photograph and uploading this to the GIS mapping software. The GIS officer will trace the markings and names of the locations added by the participants using the GIS software. All quantitative data found in the transcripts data will be entered into a Microsoft Excel spreadsheet. The word documents, the Excel spreadsheet, and digitized images will all be added to NVIVO 64 for analysis and storage.

**Analysis**

The cases for analysis, or units of measurement in this research are manteqas. A debriefing session will be held with all research staff to ensure that the data is analysed at a manteqa level, rather than at a village cluster level. We do not expect all village clusters to be manteqas, it may be explained in the mapping exercises that some village clusters are two separate manteqas. To figure this out, the Database Officers will collate all 20-25 maps and digitize these into the three district maps. Then, a paid debriefing session will be held in the Mazar-i-Sharif office in the second week of April, whereby all research staff members who collected data will review the manteqa boundaries proposed in the data and discuss, negotiate and resolve any discrepancies in the boundaries, profiles and their associated resources. This is a form of member checking which will improve data reliability and validity. All 23 maps and their raw data in the form of transcripts will be present for staff to revise and confer with as a memory aid.

Once the manteqa boundaries are established, a template analysis will be used by the Assessment Officer in this research. Template analysis works particularly well when the aim is to compare the perspectives of different groups of people within a specific context.[[31]](#footnote-31) It incorporates a high degree of structure when analysing data yet leaves room for some flexibility to adapt it if required. Template Analysis is typically best suited to working with 20 to 30 cases.[[32]](#footnote-32) The template of a priori (predefined) codes that will be used for analysis in NVIVO 64 and the Data Saturation and Analysis Grid can be found in Annex 3. The AO will modify the template in light of ongoing analysis as it moves from descriptive to interpretive analysis to summarising themes in the data. All research analysis will be guided by the IMPACT Minimum Standards Checklist for Semi-Structured (Qualitative) Data Processing and Analysis[[33]](#footnote-33) The Assessment Officer will use the auto-code function in NVIVO 64 for each speaker (pseudo)name. Parallel coding will be permitted, whereby a piece of text can be coded multiple times. The Assessment Officer will classify the cases by their different attributes to enable cross-case analysis. Attributes will include demographic data, location and its resources, and the geographical and social boundaries described by the participants. This template and its codes will be revised in the following instances: deletion, insertion of new codes, changing the higher order of importance merges or changing the scope of the code. Alongside the word documents, the AO will upload the maps and excel spreadsheets into NVIVO 64, to allow multiple data sources to be linked using functions such as memos. The three forms of data will be separated under file classifications.

Outputs

The outputs from this research are expected to be approximately 20 to 25 manteqa maps and profiles. These outputs will map the key participant-identified social and cultural structures, natural resources and stakeholders of each manteqa. ACTED will use this catalogue of manteqas to inform their entry-point when establishing new development projects to ensure relevancy and effectiveness. These maps and profiles will be published and hosted on the relevant IMPACT websites for other development actors to use to inform their approach to community partnership. Finally, each manteqa will receive the final product, a copy of their co-created manteqa map and profile, which they can present to external stakeholders who approach the community for future programming; this will strengthen their negotiation and representation

# Key ethical considerations and related risks

*\*\*For detailed guidance on how to complete this section, see also Step 5 of the IMPACT Research Design Guidelines\*\**

The proposed research design meets / does not meet the following criteria:

|  |  |  |
| --- | --- | --- |
| ***The proposed research design…*** | ***Yes/ No*** | ***Details if no (including mitigation)*** |
| … Has been coordinated with relevant stakeholders to **avoid unnecessary duplication** of data collection efforts? | yes |  |
| … **Respects respondents, their rights and dignity** (*specifically by: seeking informed consent, designing length of survey/ discussion while being considerate of participants’ time, ensuring accurate reporting of information provided*)? | yes |  |
| … Does not **expose data collectors to any risks as a direct result** of participation in data collection? | yes |  |
| … Does not **expose respondents / their communities to any risks as a direct result** of participation in data collection? | no | The risk of COVID-19 contraction may increase in through participation. To mitigate this risk, all participants will be asked to wear a mask where possible, and hand sanitiser will be provided. Facilitators will be trained to lead participants in physical distancing to mitigate risk where possible. |
| … Does not involve **collecting information on specific topics which may be stressful and/ or re-traumatising** for research participants (both respondents and data collectors)? | Yes |  |
| … Does not involve **data collection with minors** i.e. anyone less than 18 years old? | Yes |  |
| … Does not involve **data collection with other vulnerable groups** e.g. persons with disabilities, victims/ survivors of protection incidents, etc.? | Yes |  |
| … Follows IMPACT SOPs for management of **personally identifiable information**? | Yes |  |

# Roles and responsibilities

Table 2: Description of roles and responsibilities

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Task Description** | **Responsible** | **Accountable** | **Consulted** | **Informed** |
| Research design | *Assessment Officer / Research Consultant* | *Assessment Officer* | *Database Officer*  GVA Research Development and Design Unit (RDDU) | *ACTED*  Country Coordinator |
| Supervising data collection | *Research Consultant* | Assessment Officer | Research Manager | ACTED, Country Coordinator |
| Data processing (checking, cleaning) | *Assessment Officer*  *GIS Officer* | *Assessment Officer* | Research Manager | Senior Field Offiers  ACTED, Country Coordinator |
| Data analysis | *Assessment Officer*  *GIS Officer* | *Assessment Officer* | Research Manager | Senior Field Offiers  ACTED, Country Coordinator |
| Output production | *Assessment Officer*  *GIS Officer* | *Assessment Officer* | Assessment officer and GVA RRU (Research Review Unit) | ACTED, Country Coordinator |
| Dissemination | *Assessment Officer* | *Research Manager* | ACTED, Country Coordinator | ACTED Global  GVA RRU (Research Review Unit |
| Monitoring & Evaluation | *Assessment Officer* | *Research Manager* | Country Coordinator | Impact HQ, ACTED |
| Lessons learned | *Assessment Officer*  *Research Consultant* | *Assessment Officer* | Research Manager,  GIS Officer | GVA Research Development and Design Unit (RDDU)  ACTED Global |

***Responsible:*** *the person(s) who executes the task*

***Accountable:*** *the person who validates the completion of the task and is accountable of the final output or milestone*

***Consulted:*** *the person(s) who must be consulted when the task is implemented*

***Informed:*** *the person(s) who need to be informed when the task is completed*

***NB: Only one person can be Accountable; the only scenario when the same person is listed twice for a task is when the same person is both Responsible and Accountable.***

# Data Analysis Plan

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **RQ** | **SUBQ#** | **Data collection method** | **Sub-research question group** | **Sub-research Question** | **Topic Guide QUESTION** | **Sub Questions** | **Key disaggregation’s** |
| *Opening Questions* | ***A*** | *Community Mapping* | *Geography & Sociocultural community cohesion* | *N/A: Opening Warm-up Question* | *Find and mark your village on the map* | *Mark the most important rivers* | *village clusters aggregated to manteqa* |
| *Mark the most important roads* |
| *25 Minutes. RQ2: Which natural resources are owned and managed at community level and how do they influence community cohesion?* | ***1.a*** | *Community Mapping* | Natural Resources | *Community natural resource ownership and management* | *What do you consider to be the main natural resources in this area? (name of the resource and mark on the map* *)* | *How do these natural resources influence where people live?* | *village clusters aggregated to manteqa* |
| ***1.b*** | *Community Mapping* | *Water Sources* | *Community natural resource ownership and management?* | *Can you name and mark all of the water sources, such as rivers, canals and springs, in the area (total number, name and mark on the map)* | 1. *Identify the most important water sources in the community.* 2. *Where does the water travel through?* 3. *What is the water used for (name of water source and mark on the map)* | *village clusters aggregated to manteqa* |
| ***1.c*** | *Community Mapping* | *Water Sources* | *Community natural resource ownership and management* | *Who uses these water sources in the area?* | *Which villages do the people who use this water source they come from? (name of village and mark on the map) If people from other areas use it, how do you feel about that?* | *village clusters aggregated to manteqa* |
| ***1.d*** | *Community Mapping* | *Water Sources* | *Community natural resource ownership and management* | *Who manages these canals and rivers? (total number of people, their title and position, name and mark on the map)* | *Can you explain the role of each person in the water management system? Can you explain which system you prefer for water management: A traditional (mirab system) or modern (Water User Associations) system?* | *village clusters aggregated to manteqa* |
| ***1.e*** | *Community Mapping* | *Communal Land* | *Community natural resource ownership and management* | *Where do people in the villages go when they need to use land for grazing or pasture? (total number of areas identified, name them and mark on the map)* | *Is there anyone who lives in this area who doesn't use this land for grazing/pasture? Do people in this village use land outside of the area? (name of area they are from and mark on the map)* | *village clusters aggregated to manteqa* |
| ***1.f*** | *Community Mapping* | *Communal Land* | *Community natural resource ownership and management* | *Can you explain how the pastureland is divided among the people who live in these villages? (total number of areas identified , name of the land and mark on the map)* | *None* | *village clusters aggregated to manteqa* |
| ***1.g*** | *Community Mapping* | *Communal Land* | *Community natural resource ownership and management* | *Where are the agricultural lands rain-fed*  *(total number of land(s) identified, name and mark on the map)* | *None* | *village clusters aggregated to manteqa* |
| ***1.h.i*** | *Community Mapping* | *Communal Land* | *Community natural resource ownership and management* | *How is this agricultural rain-fed land owned? Is it common or privately owned by different families in the area? (total number of land(s) identified, name and mark on the map)* | *If there is, how it it managed?* | *village clusters aggregated to manteqa* |
| ***1.h.ii*** | *Community Mapping* | *Communal Land* | *Community natural resource ownership and management* | *How is this irrigated land owned? Is it common or privately owned by different families in the area? (total number of land(s) identified, name and mark on the map)* | *a. Is there anyone who lives in this area who doesn't use this land for grazing/pasture? b. Do people in this village use land outside of the area? (name of area they are from and mark on the map)* | *village clusters aggregated to manteqa* |
| ***1.i*** | *Community Mapping* | *Communal Land* | *Community natural resource ownership and management* | *Is there a forest in the area? Who owns this land? (total number* of forests*, name and mark on the map)* | *Could you give me an example of how the forest is used?* | *village clusters aggregated to manteqa* |
| ***1.j*** | *Community Mapping* | *Communal Land* | *Community natural resource ownership and management* | *What do you think about people from other areas using the land in your villages?* | *If anyone from villages far away tries to use it, would you stop them? Who is responsible to stop them? How would you, or others, stop them from using this land?* | *village clusters aggregated to manteqa* |
| ***1.k*** | *Community Mapping* | *Road* | *Community natural resource ownership and management* | *Can you tell me about the roads in the area? (total number, name and mark on the map)* | *Which are the most important (total number, name and mark on the map)? Can you explain what makes these important?* | *village clusters aggregated to manteqa* |
| ***1.l*** | *Community Mapping* | *Road* | *Community natural resource ownership and management* | *Who uses these roads?* | *if people from other areas use these roads, how do you feel about that?* | *village clusters aggregated to manteqa* |
| ***1.m*** | *Community Mapping* | *Road* | *Community natural resource ownership and management* | *How are the main road/s managed and maintained?* | *Who is responsible for the maintenance?* | *village clusters aggregated to manteqa* |
| *25 Minutes. RQ1: What geographic features are perceived as defining community boundaries?* | **2.a** | Community Mapping | *Geography* | 1. Physical boundaries | *What do you consider to be the main geographic features in this community? Examples could be rivers, roads, hills, mountains, deserts (number of main features identified, name and mark on the map)* | *Can you give an example? E.g. Seelboord (watershed), Abriza (flood), hills, mountains, rivers, deserts (name and mark on the map)* | *village clusters aggregated to manteqa* |
|
|
| **2.b** | Community Mapping | *Geography* | 1. Physical boundaries | *In what ways do you think the geography (for example maps/rivers/roads) divides your area from others?* | *Prompt: Tell me more about this?* | *village clusters aggregated to manteqa* |
| **2.c.i** | Community Mapping | *Geography* | 2. Socio-Physical boundaries | *What are the main activities you see that distinguishes the area you live in from others? (number of activities identified, name them and mark where they occur on the map)* | *1) For example collecting of bushes, plants, use of water and canals or other natural resources. 2) Where do you see people collecting bushes, plants like heng? (number of activities identified, name them and mark where they occur on the map)* | *village clusters aggregated to manteqa* |
| **2.c.ii** | Community Mapping | *Geography* | 2. Socio-Physical boundaries | *Where do you see these activities happening the most? (mark where they occur on the map)* | *Can you give a recent example of an activity like this?* | *village clusters aggregated to manteqa* |
| **2.d** | Community Mapping | *Geography* | 2. Socio-Physical boundaries | *Where on the map would everyday people from faraway villages who don’t live in your areanot be allowed to go? (total number of locations, name and mark on the map)* | *What do you think is important about this? Can you give me an example?* | *village clusters aggregated to manteqa* |
| *15 Minutes. RQ.3: What are the main social and cultural practices that shape this community?* | ***3.a*** | *Community Mapping* | *Community Cohesion* | *Social cohesion at the manteqa level; In Community [Anthro]* | *Can you describe the cultural and social practices shared in the area of villages you live in?* | *Examples:*  Traditional or everyday practices that you think bonds the people who live in the area: examples can be religious, art, culinary practices, natural resource management, power relationships or housing and construction.  *Where do they take place? (total number of activities identified, name and mark on the map) Which practices do you think are the most important? Who might disagree?* | *village clusters aggregated to manteqa* |
| ***3.b*** | *Community Mapping* | *Community Cohesion* | *Social cohesion at the manteqa level; In Community [Anthro]* | *Tell me about different events in the area of villages where you live? Who goes to these? (total number, name and mark on the map)* | *What about Nowruz, weddings, funerals? where do these take place? (total number, name and mark on the map)* | *village clusters aggregated to manteqa* |
| ***3.c*** | *Community Mapping* | *Community Cohesion* | *Social cohesion at the manteqa level; In Community [Anthro]* | *What ethnicities/qawms are present in this area? (total number of mentioned ethnicities/qawms, name and mark the areas where they live on the map)* | *None* | *village clusters aggregated to manteqa* |
| ***3.d*** | *Community Mapping* | *Community Cohesion* | *Social cohesion at the manteqa level; In Community [Anthro]* | *What languages do you hear in this area? Where are they spoken? (total number, name and mark on the map)* | *None* | *village clusters aggregated to manteqa* |
| ***3.e*** | *Community Mapping* | *Community Cohesion* | *Social cohesion at the manteqa level: Between Community [Socio]* | *What do you think this area of villages is best known for? (total number of suggestions, name and mark where they can be found on the map)* | *None* | *village clusters aggregated to manteqa* |
| *15 Minutes. RQ. 4: What infrastructure is the most important for the communities? Why is it considered to be a part of the community, rather than the district or village/qarya?* | ***4.a.i*** | *Community Mapping* | *Community Infrastructure* | *Which services are most important in shaping the manteqa* | *Where do you go when you need healthcare? (total number of healthcare providers mentioned - name and mark on the map)* | *What type/how many are these? (total number of healthcare providers mentioned, name and mark on the map) Who uses these clinics? Do you hear about other people from outside these villages using this clinic - how do you feel when this happens?* | *village clusters aggregated to manteqa* |
| ***4.a.ii*** | *Community Mapping* | *Community Infrastructure* | *Which services are most important in shaping the manteqa* | *Can you describe the schools available for this community? (total number of schools, name and mark on the map)* | *What type of schools are they? Who goes to these schools, people inside and outside the village clusters? (name and mark where the people live on the map {if possible})* | *village clusters aggregated to manteqa* |
| ***4.a.iii*** | *Community Mapping* | *Community Infrastructure* | *Which services are most important in shaping the manteqa* | *Tell me about the cemeteries available for this community? (total number of cemeteries mentioned, name and mark on the map)* | *Who is buried and visits the cemeteries?*  *What do you think about people from other areas going to these cemeteries?* | *village clusters aggregated to manteqa* |
| ***4.a.iv*** | *Community Mapping* | *Community Infrastructure* | *Which services are most important in shaping the manteqa* | *Can you tell about the different markets/bazaars people living in these villages go to? (total number of markets listed, name and mark on the map)* | *What do you think about people from different areas going to your local market? How often do you hear of this happening?* | *village clusters aggregated to manteqa* |
| ***4.b*** | *Community Mapping* | *Community Infrastructure: Healthcare* | *Which services are most important in shaping the manteqa* | *Tell me what you think are the most important services (such as healthcare, education or markets) in this area? (total number of services mentioned, name and mark on the map)* | *Can you explain what makes these important?* | *village clusters aggregated to manteqa* |
| *Closing Questions* | ***5.a*** | *Community Mapping* | *Reflection* |  | *Is there anything you were hoping to talk about, or something you think I should know about your area that we haven’t covered?* | *Examples could include a natural resource or social practice that is important for the people who live in this area* | *village clusters aggregated to manteqa* |
| ***5.b*** | *Community Mapping* | *Reflection* |  | *Out of everything we discussed today,* maybe a particular natural resource or social practice,  *what do you think is most important for you and the people who live in your surrounding villages?* | *None* | *village clusters aggregated to manteqa* |

# Monitoring & Evaluation Plan

* *Please complete the M&E Plan column in the table and use the corresponding Tools in the Monitoring & Evaluation matrix to implement the plan during the research cycle.*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **IMPACT Objective** | **External M&E Indicator** | **Internal M&E Indicator** | **Focal point** | **Tool** | **Will indicator be tracked?** |
| **Humanitarian stakeholders are accessing IMPACT products** | Number of humanitarian organisations accessing IMPACT services/products  Number of individuals accessing IMPACT services/products | # of downloads of x product from Resource Center | Country request to HQ | User\_log | x Yes |
| # of downloads of x product from Relief Web | Country request to HQ | x Yes |
| # of downloads of x product from Country level platforms | Country team | □ Yes |
| # of page clicks on x product from REACH global newsletter | Country request to HQ | □ Yes |
| # of page clicks on x product from country newsletter, sendingBlue, bit.ly | Country team | □ Yes |
| # of visits to x webmap/x dashboard | Country request to HQ | □ Yes |
| **IMPACT activities contribute to better program implementation and coordination of the humanitarian response** | Number of humanitarian organisations utilizing IMPACT services/products | # references in HPC documents (HNO, SRP, Flash appeals, Cluster/sector strategies) | Country : team | Reference\_log | *N/A Only Pilot* |
| # references in single agency documents | *N/A Only Pilot* |
| **Humanitarian stakeholders are using IMPACT products** | Humanitarian actors use IMPACT evidence/products as a basis for decision making, aid planning and delivery  Number of humanitarian documents (HNO, HRP, cluster/agency strategic plans, etc.) directly informed by IMPACT products | Perceived relevance of IMPACT country-programs | Country team | Usage\_Feedback *and* Usage\_Survey template |  |
| Perceived usefulness and influence of IMPACT outputs | *Yes* |
| Recommendations to strengthen IMPACT programs |
| Perceived capacity of IMPACT staff | ***No*** |
| Perceived quality of outputs/programs |
| Recommendations to strengthen IMPACT programs |
| **Humanitarian stakeholders are engaged in IMPACT programs throughout the research cycle** | Number and/or percentage of humanitarian organizations directly contributing to IMPACT programs *(providing resources, participating to presentations, etc.)* | # of organisations providing resources (i.e.staff, vehicles, meeting space, budget, etc.) for activity implementation | Country team | Engagement\_log | x Yes |
| # of organisations/clusters inputting in research design and joint analysis | x Yes |
| # of organisations/clusters attending briefings on findings; | x Yes |

#### Annex 1: Participatory Mapping Topic Guide

###### Participant Information Sheet

This document will be read by participants on arrival. It can be read through with IMPACT staff if a participant would like.

**Invitation:**

You are being invited to take part in a research study. Before you decide it is important for you to understand why the research is being done and what it will involve. Please take time to read/listen to the following information carefully and discuss it with others if you wish. Ask me if there is anything that is not clear or if you would like more information.

**What’s the purpose of the research study?**

This study forms part of ACTED’s sustainable development programme research project. The main purpose of this study is to explore the interactions and relationships of communities across Northern Afghanistan, the people who live in them and how they manage the resources they own. We also want to understand how communities can work with development projects to improve humanitarian aid and development projects.

**Do I have to participate?**

Your participation in this study is entirely voluntary. If you choose to participate, you have the right to withdraw at any time without providing a reason. In the event that you decide to withdraw, discussions will be held with you on how, if at all, any existing data will be used

**What’s involved if I participate?**

I hope that you will not only be involved in providing data for this study but will also help shape the research study design and activities during the community mapping exercise. This will mean that your knowledge and expertise will help strengthen the design and customise it to suit you.

During our conversation, if I hear anything which makes me worried that you, or someone you know, might be in danger of harm, I will share the AWAAZ number with you so you can reach out for support you might need.

**Community Mapping Exercise**

You will participate in a community mapping exercise. I will ask you a series of questions about your community and its resources and geography. You will be encouraged to answer in as much detail as you want, and you’ll be free to introduce new topics too.  This will take about an hour and a half.

**Will my participation be de-identifiable and confidential?**

Your participation will only be known to me, the transcriber, the Assessment Officer and my supervisors. We will take notes from these mapping exccercises, but these notes will only be read by me, the translator and my supervisors.  When we transcribe the interviews, if you would like, your real names will be replaced with the pseudonym you choose (or we choose if you’d rather that) and at the end of the research study, the document linking your name to the pseudonym will be destroyed making it deidentifiable.  All other documents with any of our personal details will be destroyed at the end of the study.

In any publications coming from this research, AGORA will refer to you by using this pseudonym.

**What will happen to the data collected?**

Throughout the data collection and analysis process, all paperwork will be stored in a locked office. Any electronic data will be stored securely on an encrypted laptop. Only I will be able to access it and I will only share it with my supervisors.

As a participant you will be able to withdraw your personal data (name, contact details until 3rd April 2021. The de-identifiable information (i.e., transcriptions and notes without names or other identifiers) will be stored in the IMPACT repository indefinitely and will be available for for the public to download.

**What will happen to the findings of this study?**

Data that is created in this research will be used to improve ACTED’s programmes. Outputs are expected to be in the form of a report.The name you choose today will be used in the report. This report will be on the IMPACT website in English and can be read by anyone online.

**What should I do if I have concerns about this study?**

This research study has been approved by IMPACT Initiatives. However, if you have any concerns about how this research is being carried out or would like to withdraw from the study, please contact the Complains and Feedback mechanism for ACTED Afghanistan at 0785 90 20 35. You are free to withdraw from this study until 8th May.

###### Demographic Information Form:

This information will help us organise the different mapping excersises for analysis. Writing down a name is important for allowing the research to keep a person-centered approach, less importantly, it is needed for ‘auto-coding’ in the analysis software. The other information will help us understand your positionality[[34]](#footnote-34) in the community, which is important when analysing the answers you give when you represent your community. As always, all questions are optional.

Write or circle for the below:

* Name; either your own or you can choose a pseudonym if you would rather remain unidentifiable: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I’d rather not say

* Age: 18 – 29; 30 – 39; 40 – 49; 50; 59; 60+

I’d rather not say

* Gender: Male or Female
* I’d rather not say
* How would you describe your position in the community? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

I’d rather not say

**AFG1803e AGORA Manteqa Mapping Pilot**

**Participatory Mapping Discussion**

|  |  |  |  |
| --- | --- | --- | --- |
| **Date:** | **Province:** | **District:** | **Village:** |
| **Mapping Facilitator Name & ID:** | | | |
| **Note-taker Name & ID:** | | | |
| **Team Leader** | | | |

**INTRODUCTION**

1. **Facilitator’s welcome, introduction and instructions to participants [5 minutes]**

*Facilitator asks each participant to complete a Participant Form, recording age, sex, size of household, shelter type, and number of years lived in current shelter type.*

* Welcome and thank you for volunteering to take part in this discussion. You have been asked to participate as your point of view is important. We appreciate your time.
* Our names are [[moderator’s name]] and [[transcriber’s name]] and we work for ACTED. Today we are conducting an assessment for AGORA, a collaboration between ACTED and IMPACT Initiatives. It focuses on the use and management of local resources like water canals, roads, markets, land, and other common things that are owned, managed, and maintained at the community level in Khulm, Nahr-i Shahi, and Balkh Districts, Afghanistan. We’re also hoping to hear about the shared social and cultural practices in your area to learn about how where you live in might be the same of different from other areas. You’ll be asked 30 questions about the area where you live, with some follow up questions. This is an open discussion so we are hoping you will introduce topics that you think are important too. You’ll be asked to mark and name different resources that are important to your community on the map and talk about who uses, manages, and maintains them and what makes them important. The information from this assessment will be used to help with ACTED's development programming in these three districts, where ACTED is supporting local governance, economic development, and educational opportunities. We cannot promise that there will be any benefits to your participation and this community mapping exercise will take about an hour of your time. Please note that if you do not want to answer any questions, or would like to end the interview early, this is ok. Taking part is completely voluntary. Do you have any questions?

1. **Ground rules [5 minutes]**

* The most important rule is that only **one person speaks at a time**. There may be a temptation to jump in when someone is talking but please wait until they have finished.
* There are no right or wrong answers.
* You do not have to speak in any particular order.
* When you do have something to say, please do so. There are many of you in the group and it is important that I hear from everyone equally.
* You do not have to agree with the views of other people in the group.
* Does anyone have any questions? (*answers*)
* OK, let’s begin.
* Let’s start by familiarising ourselves with the map lets figure out which way is north.

**Question Route**

|  |
| --- |
| Metadata (Enumerator observation) |
| How many participants are there? |
| What is the date (day/month/year)? |
| In what region is the FGD taking place? |
| In which province is the FGD taking place? |
| In which district is the FGD taking place? |
| In which village is the FGD taking place? |
| Enter the Code of the Interview (district –exercise number - date) |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Transcriber Notes  10 Minutes. Opening Questions  Just under 5 minutes – keep an eye on the time.  *To begin the interaction and allow participants to relax, get involved in the discussion and become familiar with the map.*  Question 1: a) Find and mark your village on the map.  Sub Questions could include: |
| a. Mark the most important rivers  b. Mark the most important roads |

|  |
| --- |
| 25 Minutes. RQ2: Which natural resources are owned and managed at community level and how do they influence community cohesion?  2 minutes a Q – keep an eye on the time. Only use probes and subquestions if you have the time!  Question 1a: What do you consider to be the main natural resources in this area? (name of the resource and mark on the map)  Sub-questions could include: |
| How do these natural resources influence where people live? |
| Communal Water Sources  Question 1b: *Can you name and mark all of the water sources, such as rivers, canals and springs, in the area (total number, name and mark on the map)*  Sub-questions could include |
| a. Identify the most important water sources in the community. |
| b. Where does the water travel through? |
| c. What is the water used for (name of water source and mark on the map) |
| Question 1.c: *Who uses these water sources in the area?*  Probes could include: |
| a. Which villages do the people who use this water source they come from? (name of village and mark on the map) |
| b. If people from other areas use it, how do you feel about that? |
| Question 1.d: *Who manages these canals and rivers? (total number of people, their title and position, name and mark on the map)*  Probes could include: |
| a. Can you explain the role of each person in the water management system? |
| b. Can you explain which system you prefer for water management: A traditional (mirab system) or modern (Water User Associations) system? |
| Communal Land  Question 1.e: *Where do people in the villages go when they need to use land for grazing or pasture? (total number of areas identified, name them and mark on the map)*  Sub-questions could include: |
| a. Is there anyone who lives in this area who doesn't use this land for grazing/pasture? |
| b. Do people in this village use land outside of the area? (name of area they are from and mark on the map) |
| Question 1.f: *Can you explain how the pastureland is divided among the people who live in these villages? (total number of areas identified, name of the land and mark land on the map)* |
| Question 1.g *Where are the agricultural lands rain-fed  (total number of land(s) identified, name and mark on the map)* |
| Question 1.h.i: *How is this agricultural rain-fed land owned, is it common or privately owned by different families in the area? (total number of land(s) identified, name and mark on the map)*  Sub-questions could include: |
| a. How is it manged? |
| Question 1.h.ii: *How is irrigated land owned? Is it common or privately owned by different families in the area? (total number of land(s) identified, name and mark on the map)*  Sub-questions could include: |
| a. Is there anyone who lives in this area who doesn't use this land for grazing/pasture? |
| b. Do people in this village use land outside of the area? (name of area they are from and mark on the map) |
| Question 1.I: *Is there a forest in the area? Who owns this land? (total number of forests, name and mark on the map)*  Sub-questions could include: |
| Could you give me an example of how the forest is used? |
| Question 1.j: *What do you think about people from other areas using the land in your villages?*  Sub-questions could include: |
| a. If anyone from villages far away tries to use it, would you stop them? |
| b. Who is responsible to stop them? |
| c. How would you, or others, stop them from using this land? |
| Roads  Question 1.k: *Can you tell me about the roads in the area? (total number, name and mark on the map)*  Sub-questions could include: |
| a. Which are the most important (total number, name and mark on the map)? |
| b. Can you explain what makes these important? |
| Question 1.l: *Who uses these roads?* (total number, name and mark on the map)  Sub-questions could include: |
| a. if people from other areas use these roads, how do you feel about that? |
| Question 1.m: *How are the main road/s managed and maintained?*  Sub-questions could include: |
| a. Who is responsible for the maintenance? |
| Question 1.k: *Can you tell me about the roads in the area? (total number, name and mark on the map)*  Sub-questions could include: |
| a. Which are the most important (total number, name and mark on the map)? |
| b. Can you explain what makes these important? |
| 25 Minutes. 25 Minutes. RQ1: What geographic features are perceived as defining community boundaries?  5 minutes a Q – keep an eye on the time. Only use probes and sub-qs if you have the time!  Topic 1: Community natural resource ownership and management  Question 2.a: What do you consider to be the main geographic features in this community? Examples could be rivers, roads, hills, mountains, deserts (number of main features identified, name and mark on the map) |
| *Question 2.b:* In what ways do you think the geography (for example maps/rivers/roads) divides your area from others?  Prompt:  a. Tell me more about this? |
| *Question 2.c.i:* What are the main activities you see that distinguishes the area you live in from others? (number of activities identified, name them and mark where they occur on the map)  Sub-questions could include: |
| a. For example collecting of bushes, plants, use of water and canals or other natural resources. |
| b. Where do you see people collecting bushes, plants like heng? (number of activities identified, name them and mark where they occur on the map) |
| *Question 2.c.ii:* Where do you see these activities happening the most? (mark where they occur on the map)  Sub-questions could include: |
| a. Can you give a recent example of an activity like this?  Sub-questions could include: |
| *Question 2.d:* Where on the map would everyday people from faraway villages who don’t live in your area not be allowed to go? (total number of locations, name and mark on the map)  Sub-questions could include: |
| a. What do you think is important about this? |
| b. Can you give me an example? |
| 10 Minute Health Break  20 Minutes. RQ.3: What are the main social and cultural practices that shape this community?  5minutes a Q – keep an eye on the time. Only use probes if you have the time!  Topic 3. Understanding how Social cohesion shapes the manteqa  Question 3.a: Can you describe the cultural and social practices shared in the area of villages you live in?  *Examples: Traditional or everyday practices that you think bonds the people who live in the area: examples can be religious, art, culinary practices, natural resource management, power relationships or housing and construction.*  Probes and sub-qs could include: |
| a. Where do they take place? (total number of activities identified, name and mark on the map) |
| b. Which practices do you think are the most important? |
| c. Who might disagree? |
| Question 3.b: Tell me about different events in the area of villages where you live? Who goes to these? (total number, name and mark on the map)  Probes could include:  a. What about Nowruz, weddings, funerals? where do these take place? (total number, name and mark on the map) |
| Question 3.c: What ethnicities/qawms are present in this area? (total number of mentioned ethnicities/qawms, name and mark the areas where they live on the map) |
| Question 3.d: What languages do you hear in this area? Where are they spoken? *? (total number, name and mark on the map)* |
| Question 3.e: What do you think this area of villages is best known for? (total number of suggestions, name and mark where they can be found on the map) |
| 20 Minutes. RQ. 4: What infrastructure is most important for communities? Why is it considered to be a part of the community, rather than the district or village/qarya?  Just under 5 minutes a Q – keep an eye on the time. Only use probes if you have the time!  Topic 4. Exploring how infrastructure shapes the manteqa  Question 4.a.i: Where do you go when you need healthcare? (total number of healthcare providers mentioned - name and mark on the map)  Sub-questions could include: |
| a. What type of healthcare is available in this area? (total number of healthcare providers mentioned, name and mark on the map) |
| *b. How many healthcare services are there? (total number of healthcare providers mentioned, name and mark on the map* |
| c. Who uses these clinics? (total number, name and mark on the map) |
| d. Do you hear about other people from outside these villages using this clinic - how do you feel when this happens? |
| Question 4.a.ii: Can you describe the schools available for this community? (total number, name and mark on the map)  Sub-questions could include: |
| a. What type of schools are in this area? (total number of schools, name and mark on the map) |
| b. Who goes to these schools? Both people inside and outside the village clusters? (name and mark where the people live on the map {if possible}) |
| Question 4.a.iii: Tell me about the cemeteries available for this community? (total number of cemeteries mentioned, name and mark on the map)  Sub-questions could include: |
| a. Who is buried or visits the cemeteries?? (total number, name and mark on the map) |
| b. What do you think about people from other areas using these cemeteries? |
| Question 4.a.iv: Can you tell about the different markets/bazaars people living in these villages go to? (total number of markets listed, name and mark on the map)  Sub-questions could include: |
| a. What do you think about people from different areas going to your local market? |
| b. How often do you hear of this happening? |
| Question 4.b: Tell me what you think is the most important services (such as healthcare, education or markets) in this area (total number of services mentioned, name and mark on the map)  Sub-questions could include: |
| a. Can you explain what makes these important? |
| 10 Minutes: Closing Questions:  Just under 5 minutes a Q – keep an eye on the time.  Topic 5. Reflection & Analysis  Question 5.a: Is there anything you were hoping to talk about today, or something you think I should know about your area, that we haven’t covered?  Probe could include: |
| a. Examples could include a natural resource or social practice that is important for the people who live in this area |
| Question 5.b: Out of everything we discussed today, maybe a particular natural resource or social practice, what do you think is most important for you and the people who live in your surrounding villages? |

|  |
| --- |
| **Conclusion** [5 minutes]   * We have now come to the end of our discussion. Thank you for participating. We hope you found it interesting. * Is there anything else you would like to add or discuss, that has not been mentioned yet? * This has been a very successful discussion. Your opinions will be a valuable asset to the study. * I would like to remind you that any comments featured in the final report will be anonymous and the information you shared with us will be treated in a confidential way. * Before you leave, please ensure you have completed the personal details questionnaire. |

|  |
| --- |
| **Moderator notes** |
|  |

#### Annex 2: Debrief Form

#### A. Participatory Mapping Excerise information

|  |  |
| --- | --- |
| **Enter facilitator name** | Answer here |
| **Enter transcriber name** | Answer here |
| **location (Municipality name, venue details)** | Answer here |
| **Date of exercise** | Answer here |
| **Start and end time of exercise** | Answer here |
| **Participants (local community, youth, refugees)** | Answer here |
| **Gender of participants** | Answer here |
| **No. of participants** | Answer here |
| **Debrief completed by** | Answer here |

**b. Methodology**

|  |  |
| --- | --- |
| In general, how do you think the discussion went? | Answer here |
| Were the participants able to provide answers to all the sections of the questionnaire? If not, what is missing? | Answer here |
| Were there any topics or questions that participants felt uncomfortable talking about? If so, which ones? | Answer here |
| Did the topic guide cover all relevant information or is something missing? | Answer here |
| Did you encounter any problems? (e.g. logistical issues, problems during the discussion- behaviour of participants, confusing questions etc.) | Answer here |
| Do you think the timing of each section was appropriate? Do you think any section needs be shortened? Lengthened? What about the overall length time? | Answer here |
| Do you have any suggestions or reflections on the phrasing of the questions or prompts? What worked well? What could be improved? | Answer here |
| Do you think the format of the questions is working well? Would you suggest changing the order? Explain | Answer here |

**C. Moderator and scribe perspectives**

***Part 1 PERCEPTIONS OF GROUP DYNAMICS BETWEEN THE PARTICIPANTS***

When did participants agree and disagree on topics, e.g. geographical boundaries? Explain what you saw and heard and how you interpreted this. For instance, who dominated the discussion?

***Part 2 WHAT SURPRISED YOU?***

Explain anything surprising that came up during the interview. Anything that goes against your expectations?

***Part 3 PERCEPTIONS OF NON-VERBAL COMMUNICATION***

Describe participant’s non-verbal communication? Did they seem comfortable with AGORA staff? With each other? Why do you think this is? Did their behaviour change? Laughter? Silence?

***PART 5. EXPLAIN TAKEN FOR GRANTED ASSUMPTIONS***

What assumptions were made that you think should be explained to help someone unfamiliar to the area understand? (Comments like ‘well that’s how things are’ or local practises that haven’t been explained)

***CONCLUDING REMARKS***

Is there any other information about the FGD you would like to add which we haven’t already discussed? Answer here

#### Annex 3: Data Anaysis Plan: Coding Template for Anaysis

##### Template for Analysis[[35]](#footnote-35)

Coding Template; Tentative A Priori Themes for Coding

* Important Community Spaces
* Community Assets
* Boundaries
  + Geographic
  + Social
* Community Cohesion
  + Values
  + Recreation and Beliefs
* Resources: Meeting Basic Physical Needs
* Relationships Between People
  + Positive
  + Negative
* Relationships Between Communities
* Community Decision-Making Processes and Structures
  + Inequalities
* Resource Management and Ownership
  + Governance
  + Water
    - Streams
    - Rivers
    - Canals
  + Land
    - Irrigated
    - Rain-fed
  + Markets
  + Roads
  + Services
    - School
    - Cemetery
    - Health Centre

##### Case Classifications: Attributes

[To create a matrix table for analysis]

* Demographic Data: Person
  + Gender
  + Age group
  + Position in Community (For instance: mirabs, arbabs, and qarya dars)
* Location
  + Village name X,Y,Z
  + Community X, Y, Z
  + Resources described (a, b, c)
  + Opinion: Geographical boundaries perceived as A, B, C

##### 

1. AGORA, Sustained Rural Development Programme IV. Manteqa Profiles. Findings from Key Informant Interviews in Northern Afghanistan, August 2019. [↑](#footnote-ref-1)
2. Roussel, “Constraints and perspectives in the present context for the elaboration of an immediate rehabilitation strategy of the Afghan rural areas,” UNORSA, June 1993. [↑](#footnote-ref-2)
3. Coghlan, D., & Brydon-Miller, M. (Eds.). (2014). The SAGE encyclopaedia of action research. Sage. [↑](#footnote-ref-3)
4. Community Mapping, Coghlan, David, and Mary Brydon-Miller, The SAGE encyclopaedia of action research.2014. [↑](#footnote-ref-4)
5. AGORA, Sustained Rural Development Programme IV. Manteqa Profiles. Findings from Key Informant Interviews in Northern Afghanistan, August 2019. [↑](#footnote-ref-5)
6. Kidd, S. A., & Kral, M. J. (2005). Practicing participatory action research. Journal of counselling psychology, 52(2), pg. 187. [↑](#footnote-ref-6)
7. Brydon-Miller, M., Greenwood, D., & Maguire, P. (2003). Why action research? Pg. 25. [↑](#footnote-ref-7)
8. Settlements Approach Guidance Note, 2020, Global Shelter Cluster [↑](#footnote-ref-8)
9. Kidd, S. A., & Kral, M. J. (2005). Practicing participatory action research. Journal of counselling psychology, 52(2), pg. 187. [↑](#footnote-ref-9)
10. REACH (2020) Assessment of Hard to Reach Districts. Available at: <https://www.impact-repository.org/document/reach/becd4197/REACH_AFG_HTR_districts-service-maps_Feb2020-N-NE.pdf> [↑](#footnote-ref-10)
11. Mills, A. J., Durepos, G., & Wiebe, E. (2010). Encyclopaedia of case study research (Vols. 1-0). Thousand Oaks, CA: SAGE Publications, Inc. doi: 10.4135/9781412957397 [↑](#footnote-ref-11)
12. Bryman, A. (2016). Social research methods. Oxford university press. Pg. 70 [↑](#footnote-ref-12)
13. Mirab is a person who controls the use of farming water. Arbab and qarya dar are a form of village elders. [↑](#footnote-ref-13)
14. Barfield, T. J., & ProQuest (Firm). (2010). Afghanistan: A cultural and political history. Princeton University Press. [↑](#footnote-ref-14)
15. Favre, Interface between State and Society in Afghanistan: Discussion on Key Social Features affecting Governance, Reconciliation and Reconstruction, February 2005. [↑](#footnote-ref-15)
16. Mielke and Schetter, "Where Is the Village?" Local Perceptions and Development Approaches in Kunduz Province, ASIEN 104, 71-87, July 2007. [↑](#footnote-ref-16)
17. Ibid [↑](#footnote-ref-17)
18. Favre, Interface between State and Society in Afghanistan: Discussion on Key Social Features affecting Governance, Reconciliation and Reconstruction, February 2005. [↑](#footnote-ref-18)
19. Ibid [↑](#footnote-ref-19)
20. AGORA, Sustained Rural Development Programme IV. Manteqa Profiles. Findings from Key Informant Interviews in Northern Afghanistan, August 2019. [↑](#footnote-ref-20)
21. Ibid [↑](#footnote-ref-21)
22. Favre, Interface between State and Society in Afghanistan: Discussion on Key Social Features affecting Governance, Reconciliation and Reconstruction, February 2005. [↑](#footnote-ref-22)
23. [AGORA, SRDP IV Executive Summary, December 2019](https://www.impact-repository.org/document/impact/e9fe41a6/AGORA_AFG_Executive_Summary_1803a_December2019-2.pdf) [↑](#footnote-ref-23)
24. [AGORA, Manteqa Development Plans, December 2019](https://www.impact-repository.org/document/impact/2551c4b5/AGORA_AFG_Factsheet_MDP_1803b_December2019.pdf) [↑](#footnote-ref-24)
25. Litosseliti, Lia. Using focus groups in research. A&C Black, 2003. [↑](#footnote-ref-25)
26. Payne, G. & Payne, J. (2004). Key informants. In Key concepts in social research (pp. 135-138). SAGE Publications, Ltd, https://www.doi.org/10.4135/9781849209397 [↑](#footnote-ref-26)
27. Allen, R. E., & Wiles, J. L. (2016). A rose by any other name: Participants choosing research pseudonyms. Qualitative Research in Psychology, 13(2), 149-165. [↑](#footnote-ref-27)
28. Allen, R. E., & Wiles, J. L. (2016). A rose by any other name: Participants choosing research pseudonyms. Qualitative Research in Psychology, 13(2), 149-165. [↑](#footnote-ref-28)
29. Litosseliti, L. (2003). Using focus groups in research. A&C Black. [↑](#footnote-ref-29)
30. Litosseliti, L. (2003). Using focus groups in research. A&C Black. [↑](#footnote-ref-30)
31. King, N. (2004). Using templates in the thematic analysis of text. In C. Cassell & G. Symon (Eds.), Essential guide to qualitative methods in organizational research (pp. 256-270): SAGE Publications Ltd. [↑](#footnote-ref-31)
32. King, N. (2004). Using templates in the thematic analysis of text. In C. Cassell & G. Symon (Eds.), Essential guide to qualitative methods in organizational research (pp. 256-270): SAGE Publications Ltd. [↑](#footnote-ref-32)
33. IMPACT Minimum Standards Checklist for Semi-Structured (Qualitative) Data Processing and Analysis. Available at: https://www.impact-repository.org/wp-content/uploads/2020/10/IMPACT\_Guidance\_Qualitative-Data-Analysis-Checklist\_October2020\_FINAL.pdf [↑](#footnote-ref-33)
34. Positionality = the social and political context that creates your identity, which influences your outlook on the world. [↑](#footnote-ref-34)
35. King, N. (2004). Using templates in the thematic analysis of text. In C. Cassell & G. Symon (Eds.), Essential guide to qualitative methods in organizational research (pp. 256-270): SAGE Publications Ltd. [↑](#footnote-ref-35)