

**PARTICIPATORY ACTION  
RESEARCH (PAR)  
FOR THE DEVELOPMENT  
OF A NATIONAL  
AVIAN INFLUENZA  
COMMUNICATION STRATEGY:**

**A FIELD GUIDE**



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# ABBREVIATIONS

<b>AI</b>	Avian Influenza
<b>APC</b>	Action Plan Committee
<b>C4D</b>	Communication for Development
<b>CAP</b>	Community Action Plan
<b>CDA</b>	Community Development Association
<b>FG</b>	Focus Group
<b>FGD</b>	Focus Group Discussion
<b>H5N1</b>	Highly Pathogenic Avian influenza Virus of Type A of Subtype H5N1
<b>HH</b>	Household
<b>IDI</b>	In-Depth Interview
<b>IPC</b>	Interpersonal Communication
<b>KAB</b>	Knowledge, Attitudes, Beliefs
<b>KII</b>	Key Informant Interview
<b>LGA</b>	Local Government Authority
<b>PAR</b>	Participatory Action Research
<b>TV</b>	Television

# INTRODUCTION

## EXPLANATION OF PARTICIPATORY ACTION RESEARCH (PAR)

### Definition – Principles – Processes

Participatory action research is a type of qualitative research that allows the researchers and community members to work together to improve some aspect of community life or solve an area of local concern. Action research involves repeatedly and systematically planning an activity, conducting the activity, observing the activity, evaluating the activity, and critically reflecting on the activity. The evaluation of, and reflection on the activity influences the direction of the next activity (O'Brien, 2001; McNiff, 2002). "At its core, action research is a way to increase understanding of how change in one's actions or practices can mutually benefit a community of practitioners." (McNiff, 2002; Reason & Bradburym, 2001; Carr & Kremmis 1986; Masters, 1995)

Unlike most quantitative research methods, PAR is an approach that allows community members to participate, learn from each other, and effectively address issues that threaten their livelihoods, health, and life. PAR requires that program managers, stakeholders or donors work jointly with community members, thus allowing cultural, geographical and economical factors to be included in the analyses. Because PAR methods require researchers and stakeholders to work closely with community members, communities establish and build partnerships that empower them to tackle their problems, and decide on feasible solutions.

Advantages to the research process include:

- Using inexpensive and culturally relevant tools. PAR uses a combination of tools that are adapted to address a specific concern of a community. The tools used by the community are tools that they create themselves. They are done often with local goods, such as rocks, branches, stones, beans etc. or created by drawings

made on the ground. Often these tools are used to represent not an exact interval measurement, but are used for ranking, or to express priorities. For example a big pile of rocks can represent a large family income and a small pile can represent the income of a poor family. Examples of common PAR tools are explained later in the document.

- The ability to triangulate data. Normally, qualitative research is done with small samples, thus allowing the validity of the results to be questioned. Using multiple tools to collect similar data (triangulation), allows for the data to be validated. In PAR, information is only considered valid if the same results are found using several PAR tools.
- Rapid collection of data. This manual proposes a method of designing and conducting PAR that takes about four weeks – so that agencies can use it at the outset of a disease outbreak or health problem. The first week involves recruiting, mobilizing and training community members who become the core researchers of the PAR. Data collection occurs during the second week. Data is analyzed during the third week. Finally during the fourth week, an action plan and national communication strategy are designed.
- PAR is an iterative process, not a one time event. This allows those involved to determine whether positive changes are occurring and what else needs to happen for positive changes to take place. PAR can thus be used to monitor and evaluate an intervention.

Advantages to the community members include:

- Community members can exchange ideas and discuss courses of actions. PAR emphasizes collective and individual actions and guides communities to identify practical interventions.
- Learning skills that are transferable to other health and development issues. By participating in the PAR process, communities gain and practice new skills required for community mobilization that they can be applied to other health or development issues. Once a PAR team has been constituted and has conducted a PAR, the local team can be quickly and easily mobilized again to explore another issue.

Advantages to stakeholders include:

- Bringing a realistic work plan to the stakeholders and/or donors. By including stakeholders in the research and analysis, the PAR process allows stakeholders to help identify the research question and objectives. This allows the stakeholders, local counterparts and/or donors to focus on specific doable actions, linked to concrete budget lines and a realistic timetable. This is more likely to lead to solutions that are sustainable over time.

- Information can be used to inform policies on a larger scale. PAR data from multiple sites can be shared and analyzed to inform policy decisions or planning on a larger, even national scale.

## Using PAR to Inform a Communication Strategy

Not only does a PAR allow one to develop a community action plan and make policy decisions regarding a specific community problem, PAR can also be used to inform the development of a communication strategy, making use of channels such as community radio or inter-personal dialogue through social networks such as religious leaders or teachers.

In order to design an effective regional or national communication plan, one must understand the culture, social practices, and livelihoods of the intended audience so that information and dialogue can be tailored accordingly. In addition, it is imperative to understand the most widely used and widely trusted communication sources (who is saying the message) and channels (the medium used to spread the message). For example, if a community does not have access to a television (channel), one would not design televised public service announcements to communicate a message. Additionally, in the United States, doctors are often seen as a trusted and reliable source for health related communications. This is not necessarily true in other countries, where a village leader might be the most trusted and reliable source of information. PAR gives a voice to the community to inform on the preferred and credible channels of communication. It is therefore important to glean as much information that can be used to inform a relevant communication strategy as possible, while conducting the PAR.

The purpose of PAR is to ensure that communication strategies encourage people to change their behavior in a way that is consistent with their culture, livelihood strategies, gender division of labor, etc. both to respect their human rights and to ensure that change actually happens.

In other words, the purpose of using

PAR to help design a communication strategy is to ensure that the strategy (a) is consistent with the local culture; (b) uses sources of information that the community trusts; (c) utilizes channels of communication that the community uses on a daily basis; (d) combines and coordinates different channels of communication, such as interpersonal discussion with community radio; (e) transmits information and makes recommendations that come from similar communities and that community members themselves say can be accomplished.

## Purpose of This Guide

The purpose of this guide is to teach the user how to design and implement a “rapid” PAR – lasting about one month at the onset of a disease outbreak or other event for which a rapid response is required. The primary outcome of the PAR is to inform a national communication strategy. The PAR team should always have this in mind in the design, implementation and analysis of the information generated during the PAR.

For the sake of this manual, we will be using Avian influenza as the community problem that needs to be addressed. Our examples will come from PARs that have been conducted in Nigeria and Burkina Faso. It should be noted however, that this PAR process can also be used to target other emerging diseases or community crises.

Since this manual will be most useful if you understand the issue of Avian influenza, the next section will discuss the nature of this problem. The rest of this document will then explain the activities that must be performed each week of the month long PAR. Finally, the document will conclude with a section that explains how to use PAR to monitor and evaluate your communication strategy.

For additional information on PAR, refer to the reference material in the footnotes.<sup>1</sup>

<sup>1</sup> *Everyday Evaluation on the Run*, Yoland Wadsworth, (2nd Edition), Allen and Unwin, Australia, 1997.

<sup>1</sup> *The Action Research Planner*, Stephen Kemmis and Robin McTaggart (Eds), 3rd Edition, Deakin University, Victoria, Australia, 1988. (Continued at the bottom of the next page.)

## BACKGROUND INFORMATION ON AVIAN INFLUENZA (H5N1)

Influenza A (H5N1) virus – also called “H5N1 virus” – is an influenza A virus subtype that occurs mainly in birds, is highly contagious among birds, and can be deadly to them. H5N1 virus does not usually infect people, but infections with this viruses have occurred in humans. Most of these cases have resulted from people having direct or close contact with H5N1-infected poultry or H5N1-contaminated surfaces.

Of all of the avian influenza viruses that have crossed the species barrier to infect humans, H5N1 has caused the largest number of detected cases of severe disease and death in humans. Of the human cases associated with the ongoing H5N1 outbreaks in poultry and wild birds more than half of those people have died. Most cases have occurred in previously healthy children and young adults and have resulted from direct or close contact with H5N1-infected poultry or H5N1-contaminated surfaces. In general, H5N1 remains a very rare disease in people. The H5N1 virus does not infect humans easily, and if a person is infected, it is very difficult for the virus to spread to another person. Nonetheless, because all influenza viruses have the ability to mutate, scientists are concerned that H5N1 virus will one day be able to easily infect humans and easily spread from one person to another. Because these viruses do not commonly infect humans, there is little or no immune protection against them in the human population.

Actions that countries can take to prevent and control AI depend on the progression of the disease in the country. There are three stages where countries can be regarding AI. Because it is important to use easy and accessible language to communicate these stages to community

members involved in PAR activities, a simplified language for each of the three stages is described below.

**KEEPING AI OUT** A country has not had any reported cases of AI. The main objective for these countries is to implement prevention measures in order to keep AI out.

**KICKING OUT** The country has had at least one outbreak of AI in poultry and perhaps in humans. These countries are implementing interventions to fight AI and kick it out.

**SICKNESSES AND DEATH** If in a country, the H5N1 virus were to gain the capacity to spread easily from person to person, an influenza pandemic (worldwide outbreak of disease) could begin. This will become an emergency to be addressed. The major emphasis will be on stopping the pandemic and treating the sick people.

Throughout the manual, keeping AI out, kicking out, and sickness and death will refer to the stage where the countries can be, in regards to AI. The type of data to be gathered to inform the development of AI communication strategy will vary according to the stage of AI as described in Table 1 on the following page.

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<sup>1</sup> Whyte, William Foote (Ed.) (1991) *Participatory Action Research*, Sage Publications, Newbury Park, California

<sup>1</sup> **Handbook of Action Research**, Participative Inquiry and Practice, By Peter Reason, Hilary Bradbury Published 2001 SAGE

**TABLE 1. STAGES OF AVIAN INFLUENZA PREVENTION**

KEEPING AI OUT	KICKING AI OUT	SICKNESS AND DEATH
<ul style="list-style-type: none"> <li>• Knowledge, attitudes and perception of AI</li> <li>• Livelihood and role of poultry</li> <li>• Nutrition: value of poultry</li> <li>• Flexibility for change</li> <li>• Credible and trusted source of information</li> </ul>	<ul style="list-style-type: none"> <li>• Culling/compensation/disposal</li> <li>• Community surveillance</li> <li>• Monitoring progress &amp; report</li> <li>• Bio-security measures</li> <li>• Separation of poultry species transport/movement</li> <li>• Credible and trusted source of information</li> </ul>	<ul style="list-style-type: none"> <li>• New measures to cope with illness</li> <li>• Acceptability of distancing measures- What are the alternatives?</li> <li>• Follow the measures: feasibility</li> <li>• Reactions to news and rumors</li> <li>• Stigma</li> <li>• Trusted source on information</li> </ul>

For more information regarding avian influenza please visit the following website [HTTP://WWW.CDC.GOV/FLU/AVIAN/GEN-INFO/FACTS.HTM](http://www.cdc.gov/flu/avian/gen-info/facts.htm)

# PAR DESIGN

## GETTING READY

This manual describes how to use a PAR to empower a community to keep AI from infecting households, eliminating it if it does, and dealing with sickness and death due to AI if that should occur. PAR includes an on-going participatory and systematic analysis process that allows rapid results leading to action. This manual also includes how the PAR data that is collected and the resulting findings can be used by decision makers, especially in designing a Communication strategy that has been guided by the community PAR approach.

Like any other analysis of qualitative data, the effectiveness of PAR analysis depends entirely on the researchers' skills and experience, having a systematic way of working, and collecting the data in a serious manner. PAR analysis is an on-going process. The analysis is not done after collecting the data, but is part of the entire process. PAR is done using several different tools to elicit findings and obtain results. Even though PAR is

a qualitative approach, the tools use numbers, put in matrices, tables, etc. These numbers are always approximate, and indicate a magnitude; they help in interpreting the level of precision that the team needs in order to make comments or decisions. Numbers are not to characterize an interval quantity, such as a percentage.

The goal in conducting a PAR analysis is to focus on a specific objective or set of objectives and directly related concerns at the planning stage. A lot of information can be gathered rapidly and used in the short time period of the PAR. The PAR analysis takes place in the field, while collecting the data. Many of PAR techniques promote an analytic dialogue with the community. During PAR exercises, discussions among the community members participating in the exercises help the team gain insights and an understanding of the community's perceptions, attitudes, and practices. This should be reflected in the daily analysis. The final stage of the analysis (conclusion), takes the form of a list of issues that could be pursued further, or "next steps," rather than recommendations per se.

## OVERVIEW OF THE FOUR-WEEK PAR

This manual describes a four-week PAR that includes the design/preparation of the PAR, the implementation of the PAR, analysis of results, the presentation of a community-based action plan, and development of a communication strategy for the region or the country. Refer to **Figure 1**.

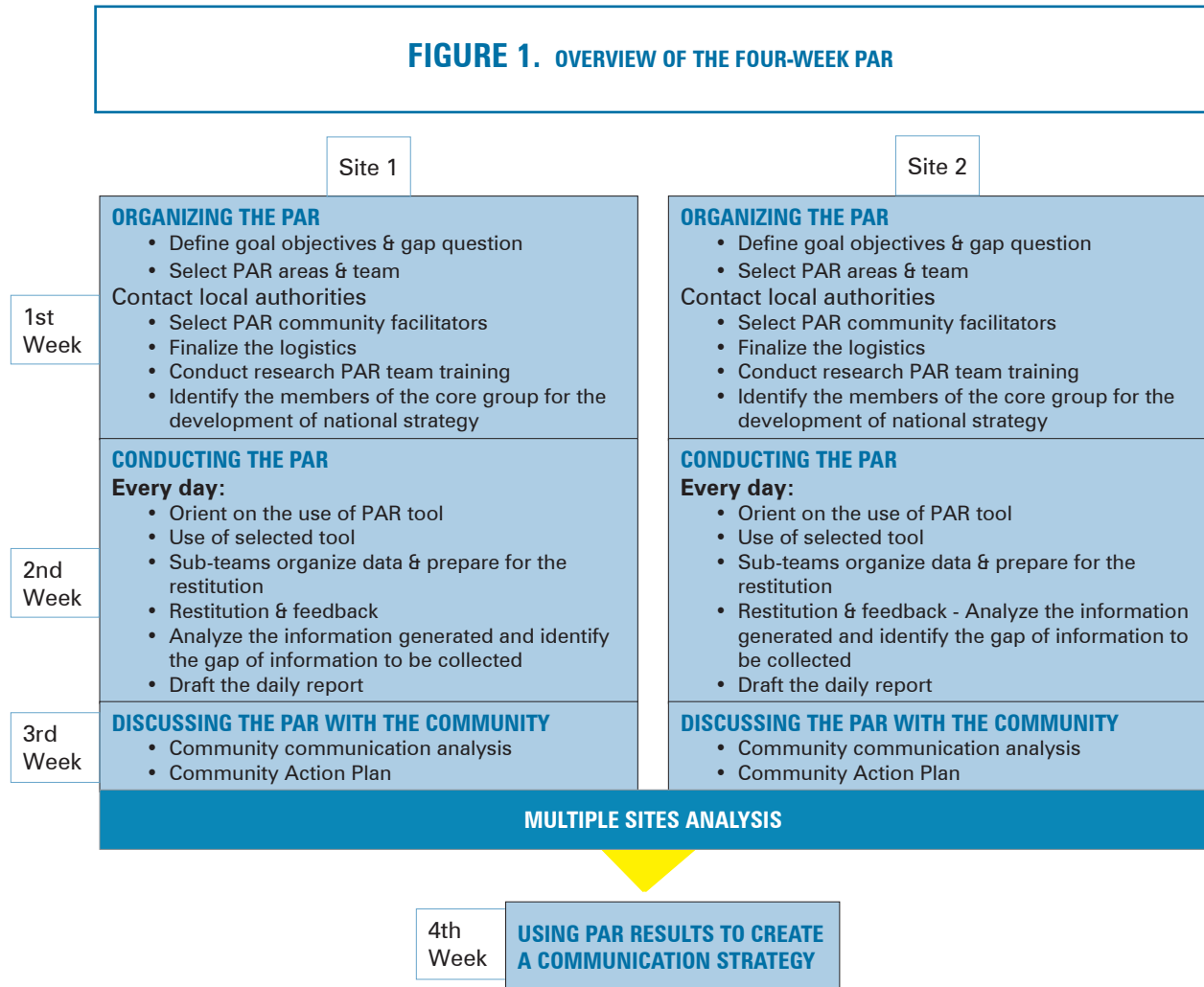
The goals of the first week are to organize the PAR, finalize the PAR design, and select and train the team members to carry out the PAR. The second week is dedicated to conducting the PAR field exercises with daily restitution, and analysis of the information collected. On the third week, the team holds discussion/dialogue with the community. The PAR team presents the findings to the

community for feedback and proceeds to community communication analysis. The outcome is the community action plan to address the issue.

The fourth week takes place at the regional or national level and is dedicated to the development of a communication strategy based on the rapid PAR analysis. This requires data of at least two sites that were chosen to represent the region or the country. Selected members from the PAR team from each site and partners and decision makers will work together to analyze the information collected to help articulate the Communication strategy. Information on the target audiences, messages, and channels of communi-

cation will be analyzed and will constitute the key elements for the development of the communication strategy for the region or the country. This process allows quick, reliable, and genuine results that lead to strong strategic action.

The activities to be carried out each week are detailed in the following sections.



# WEEK ONE: ORGANIZING THE PAR

After the research question has been identified by the organizers of the PAR, the next step is to involve the community in the design and preparation for the PAR field exercise. The organizers of the PAR should decide on the sites where PAR will be conducted. Once the locations are selected, professional coordinators and facilitators are chosen. Once these individuals are chosen, stakeholders are contacted and their buy-in requested. Finally after stakeholders commit to cooperating, community facilitators and teams are selected.

## PAR COMMUNITY SELECTION

Multiple sites need to be included in the PAR. Sites are selected that ensure the diversity of location type. Locations should represent different:

- geography (i.e. rural vs. urban)
- languages (i.e. French, English, or local)
- ecologies, (i.e. coastal vs. inland)
- ethnicities
- religions

The following elements should also be considered:

- Whether the site has been affected by the recent outbreak of AI (Only use communities that have)
- Presence of various categories of poultry raisers (i.e. backyard farmers vs. commercial farmers, chickens vs. ducks, broilers vs. layers)
- Accessibility of community and community members
- Interest and availability of local authorities to participate in the research and presentation of findings.

**Table 2** shows the PAR sites used in Nigeria.

**TABLE 2. PAR SITES IN NIGERIA**

	ECOLOGY	TYPE	LGA	PAR SITES
<b>KANO STATE</b>	Savannah	Urban	Tarauni	Limawa
	Savannah	Rural	Gezawa	Jogona
<b>LAGO STATE</b>	Coastal	Urban	Ojo	Iba
	Coastal	Rural	Badagry	Ajara Topa

**TABLE 3. PROFILE AND RESPONSIBILITIES OF THE TEAM COORDINATOR**

PROFILE	RESPONSIBILITIES
<ul style="list-style-type: none"> <li>• Experience in agriculture, community development, or social science</li> <li>• Strong experience working with communities</li> <li>• Experience in PAR at community level</li> <li>• Experience in managing a team</li> <li>• Good interpersonal skills</li> <li>• Strong analytical skills</li> <li>• Writing skills</li> </ul>	<ul style="list-style-type: none"> <li>• Make contact with local authorities</li> <li>• Co-train PAR professional and community facilitators</li> <li>• Coordinate the logistics of PAR</li> <li>• Lead the selection of community PAR facilitators</li> <li>• Coordinate the implementation of PAR in the field, including supervision of the organization of pre-analysis and daily descriptive analysis of data findings</li> <li>• Chair the daily restitution meetings</li> <li>• Coordinate the discussion dialogue with the community</li> <li>• Write the PAR report for the state</li> </ul>

## PAR TEAM FORMATION

### Selecting the PAR Team

The PAR team consists of a professional team coordinator who oversees the professional facilitators. The professional facilitators in turn work with the community facilitators. **Figure 2** shows the structure/composition of the PAR team used in one state in Nigeria.

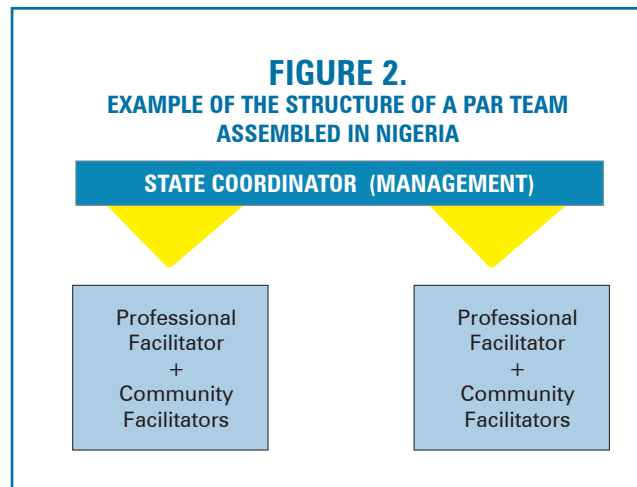
Team members should be selected after the locations are selected. Professional PAR coordinators and facilitators are recruited to be in charge of carrying out the PAR with community

facilitators in each site. All PAR coordinators and facilitators should preferably be native to the state or province where the PAR will take place. Examples of the profile and responsibilities of the team coordinator are listed in **Table 3** on the previous page

Qualities of the professional facilitators include:

- Both genders
- Strong experience in working with communities in the regions

The responsibilities of the professional facilitators are the same as the community facilitators and will be described in the section on the responsibilities of community facilitators.



### Contacting Local Authorities

Once the professional team is selected, local authorities need to be contacted and their support requested. The team coordinator will contact local authorities to:

- Present the purpose and objectives of the research
- Get approval for conducting the PAR in the area
- Present the criteria for the selection of the PAR sites and get the guidance/suggestions from local authorities on the site selection
- Present criteria for the selection of the PAR community team members and get guidance/suggestion for the selection of PAR community team members
- Present the planning of the PAR and ask local authorities to reserve a room and invite community members for the discussion/dialogue with the community at the beginning of the following week

### **FIGURE 3. ACTIVITIES AND STEPS FOLLOWED BY THE TEAM COORDINATOR IN NIGERIA TO GET LOCAL AUTHORITIES' SUPPORT FOR THE ACTIVITY**

The team coordinator launched the PAR in his/her area with an advocacy visit to the state authorities. During the visit, the purpose and objectives of the research were presented and the support of the state authorities was sought. State authorities were asked to make suggestions as to what local government areas (LGAs) the research should be conducted.

After the support of the state authorities was secured, the team coordinator initiated contact with the LGA chairman in the chosen areas. The team coordinator also presented the purpose and objectives of the research to the LGA chairman. After the LGA chairman expressed interest in participating in the research, the team coordinator made the following requests:

- To have permission granted to the surveillance disease officer of the LGA to take part in the research
- To select community facilitators based on the criteria given by the team coordinator
- For the LGA chairman and other community members to participate in in-depth interviews and in a meeting at the end of the research during which findings from the PAR will be presented to the community

The team coordinator also solicited the LGA's chairman's suggestions on PAR sites in his LGA.

**Figure 3** (on the previous page) describes the activities and steps followed by the team coordinator in Nigeria to get the buy in and the support of local authorities.

### Selecting the PAR Community Facilitators

Community facilitators participate as co-researchers on the research team. Community facilitators are to be selected in each site/locality where the PAR will be carried out.

- The first community facilitator to be selected is the officer in charge of AI in the locality. As the person responsible for combating AI in the community, it is important for the AI officer to be part of the PAR team. The AI officer should be instructed by local authorities to join the PAR team.

The AI officer will work closely with the PAR coordinator and professional facilitators to select the additional PAR community facilitators. The criteria to guide the selection of the community facilitators are listed in the **Figure 4** below.

Ideally the community facilitator team should include a mix of genders and ages, so that each one can work directly with community members of similar ages and same gender during the PAR. For example, a young community facilitator will team up with the young professional facilitator and will work with young people in the community. A female community facilitator will work with the female professional facilitator and will reach out to women during the PAR. The mature male professional facilitator will work with the mature male community facilitator and will reach out to adult men within the community.

Once the community facilitators have been identified, the team coordinator should meet with

each one of them to make sure they are interested in and available to participate in the PAR activities. The team coordinator should present to the community facilitator with the schedule of the PAR to ensure they will be available for all activities. Once the team is formed, the professional and community facilitators will work together as one team.

### Preparing for the Development of a National Communication Strategy

During the first week of the PAR, while preparing for field work, the organizers of the PAR should start identifying the stakeholders who will participate in the development of the National Communication Strategy that will result from the PAR. Although the development of the National Communication Strategy will take place in the fourth week, the formation of the group that will carry out this task should start during the first week, as it may take some time to form the complete group.

We recommend that the team working on the Communication Strategy be as intersectoral as possible, looking for Communication for Development (C4D) specialists within the different sectors/ministries. The working core group should represent the different ministries. This group should not be too large (fewer than twelve people), and be made up of individuals who will be available to work an entire week (fourth week) of the PAR process. The goal is to have a draft of a Communication strategy by the end of the PAR process. Attributes of the communication core group are detailed in **Figure 5**.

#### FIGURE 4. CRITERIA TO GUIDE THE SELECTION OF PAR COMMUNITY FACILITATORS

- Be from and reside in the specific community
- Be a credible and respected person in the community
- Be selected by the community
- Be available for two weeks
- Be able to work as part of a team
- Be interested in participating in the PAR

#### FIGURE 5. CRITERIA TO BE A MEMBER OF THE CORE GROUP THAT DESIGNS THE NATIONAL COMMUNICATION STRATEGY

- Be a stakeholder interested in communication for community-based interventions
- Be available at least for one week PAR (fourth week)
- Able to work in multi-sectoral team

## PAR PREPARATION

Each site should think through the logistics, such as transportation, accommodation, resources, etc. Although PAR requires very little material and office supplies, the PAR budget should make provisions for the materials required. The materials required for PAR is listed in **Figure 6** below.

Additional materials include locally available items such as beans that can easily be found in the area. These items will be delineated in each data collection instrument description.

## TEAM TRAINING AND ORIENTATION

The team comprised of professional and community facilitators will work together to:

- Come to a consensus on the research question and the key themes and sub-themes to explore
- Become familiar with the different PAR tools that they will use while collecting the data in their communities.

Therefore the training should equip the team with the knowledge, attitudes, and skills to effectively carry out the PAR. **Figure 7** provides an overview of the training of the PAR team.

## Using PAR Tools

During the training, the trainer should present an overview of the tools to be used and the sequence in which to use each tool.

### BRIEF DESCRIPTION OF THE TOOLS

For each activity in the field, the PAR field team will fill out a cover sheet. The information to be

#### FIGURE 6. MATERIALS REQUIRED FOR PAR

- Notebooks
- Pencils and pens
- Flipchart
- Markers of various colors
- Masking tape

provided includes the date, name of the location, type of the location (rural or urban), ethnic/religious group, persons interviewed if that's the case, activity/procedure, number of participants, type of participants (women, men, and young people), and the comments on the session/activity. (The cover sheet can be found in Appendix B).

The most common PAR tools number about a dozen. All of them are simple, flexible and adaptable to the local environment. In addition, they are easy to use even by community members that are illiterate. The detailed information regarding the tools including the purpose, who to involve, when to carry out the activity, the materials needed, and the procedure to follow when using the tool are described in the appendices. **Table 4** (on the following pages) gives a brief description of each tool, including the purpose, advantage, constraint and use.

Information to be collected with each tool, analysis and triangulation

While describing the tools, the trainer also indicates the types of information that should be collected using each tool. In addition, the trainer should demonstrate how comparing the information collected through multiples sources is used to validate the findings.

#### FIGURE 7. TOPICS COVERED DURING THE TRAINING OF THE PAR TEAM

- PAR & AI
  - What is PAR?
  - What is AI?
  - Why PAR for AI?
- PAR tools
  - Brief description
  - Information to be collected with each tool, analysis and triangulation
  - Order in which to use the tools
- PAR field activity
  - Daily routine
  - Analysis of the first week activity and gathering the findings

<sup>2</sup> The trainer can be a consultant or the team coordinator

**TABLE 4. BRIEF DESCRIPTION OF TOOLS USED IN A PAR**

PAR METHOD	PURPOSE	ADVANTAGE	CONSTRaing	USE
<b>COMMUNITY MAPPING</b>	<ul style="list-style-type: none"> <li>To identify activities related to poultry</li> <li>To show geographical infrastructures, landmarks and where resources are</li> </ul>	<ul style="list-style-type: none"> <li>Establishes rapport with community</li> <li>Done easily with the community</li> <li>Is often unbiased</li> </ul>	<ul style="list-style-type: none"> <li>Involves only a few community members</li> </ul>	<ul style="list-style-type: none"> <li>To gain a general situation of the community/site</li> </ul>
<b>TRANSECT WALK</b>	<ul style="list-style-type: none"> <li>To show the level of interaction between people &amp; poultry, hygiene practices, and uses of poultry</li> <li>To show when poultry transactions occur most</li> </ul>	<ul style="list-style-type: none"> <li>Gives genuine information because conducted by ~ two people (facilitator &amp; note taker) who visit, observe and ask questions</li> </ul>	<ul style="list-style-type: none"> <li>Can be a problem if geographical distance is large</li> </ul>	<ul style="list-style-type: none"> <li>To understand a general sense of the situation of the community/site</li> </ul>
<b>OBSERVATION</b>	<ul style="list-style-type: none"> <li>To get a general sense or better understanding of the situation, (interaction between people &amp; poultry; hygiene practices) without much explanation</li> </ul>	<ul style="list-style-type: none"> <li>Is not biased by any community members</li> <li>Can be systematic, especially if accompanied by an observation list/sheet</li> </ul>	<ul style="list-style-type: none"> <li>Researchers can give biased information;</li> <li>Researchers might annoy community members being observed,</li> <li>People may act differently when being observed</li> </ul>	<ul style="list-style-type: none"> <li>To supplement other data collection methods</li> </ul>
<b>SEASONAL CALENDAR</b>	<ul style="list-style-type: none"> <li>To understand seasonal variations in the care, use &amp; livelihoods of poultry</li> </ul>	<ul style="list-style-type: none"> <li>Understood by villagers who can easily explain the variation and months of each season</li> </ul>	<ul style="list-style-type: none"> <li>Needs to be done separately for men, women, &amp;/or young people</li> </ul>	<ul style="list-style-type: none"> <li>To show direct link between time of the year, needs and resources</li> </ul>
<b>FOCUS GROUP DISCUSSION</b>	<ul style="list-style-type: none"> <li>To gain a better understanding of AI knowledge, practices, attitudes and perceptions</li> </ul>	<ul style="list-style-type: none"> <li>Requires facilitator used to conducting FG and good note takers</li> <li>Requires facilitator with good IPC skills to put at ease interviewees</li> </ul>	<ul style="list-style-type: none"> <li>Is quite structured in its procedure</li> <li>Qualities of participants are homogenous because selected based on specific criteria</li> </ul>	<ul style="list-style-type: none"> <li>To get detailed information; all answers are good</li> </ul>
<b>CAUSAL FLOW DIAGRAM</b>	<ul style="list-style-type: none"> <li>To explore community's knowledge &amp; perceptions of causes, consequences &amp; actions to be undertaken to prevent AI, or to mitigate its impact</li> </ul>	<ul style="list-style-type: none"> <li>Can be used simultaneously for different situations: e.g., where AI outbreak is contained; where AI is widespread, and where AI has reached pandemic levels</li> </ul>	<ul style="list-style-type: none"> <li>Needs two "expert" facilitators to carry out the causal flow diagram</li> </ul>	<ul style="list-style-type: none"> <li>To prioritize specific hygiene actions/ categories: e.g., hand washing; sweeping the cage every day</li> </ul>

**TABLE 4. BRIEF DESCRIPTION OF TOOLS USED IN A PAR [CONTINUED]**

PAR METHOD	PURPOSE	ADVANTAGE	CONSTRaing	USE
<b>VENN DIAGRAM</b>	<ul style="list-style-type: none"> <li>To identify a credible source of information and a place of gathering in community.</li> <li>To gain a better understanding of care given to poultry in HH</li> </ul>	<ul style="list-style-type: none"> <li>Shows interactions between community members, individuals, and institutions</li> </ul>	<ul style="list-style-type: none"> <li>Requires that a separate Venn diagram be conducted with (a) men; (b) women; (c) young people</li> </ul>	<ul style="list-style-type: none"> <li>e.g., to show types of care given to poultry in the HH; who gives the care and how often it is given</li> </ul>
<b>BEAN QUANTIFICATION</b>	<ul style="list-style-type: none"> <li>To gain a better understanding of use and importance of poultry in HH</li> </ul>	<ul style="list-style-type: none"> <li>Noting community member comments (direct quotes if possible) as they repartition beans allows one to record understand the community and community members</li> </ul>	<ul style="list-style-type: none"> <li>Requires that the groups of people must be homogenous (Men, women, young people, farmers, semi-commercial /vendors/owners</li> </ul>	<ul style="list-style-type: none"> <li>To estimate the relative importance of the uses of poultry in the household</li> <li>To learn what proportion of income from poultry is used for different purposes</li> </ul>
<b>MATRIX RANKING &amp; SCORING</b>	<ul style="list-style-type: none"> <li>To prioritize groups/categories of actions identified for situation of controlled and contained AI</li> </ul>	<ul style="list-style-type: none"> <li>Has 2 steps: (a) preference ranking (b) matrix ranking &amp; scoring</li> </ul>	<ul style="list-style-type: none"> <li>Need to be very familiar with the situation or resources in the community to be able to list them all before they are ranked</li> </ul>	<ul style="list-style-type: none"> <li>To help decide who (whose role) is more important in the community;</li> <li>focus of specific action addressed directly to group/category</li> </ul>
<b>STORYTELLING</b>	<ul style="list-style-type: none"> <li>To learn how community members live and perceive an issue via storytelling</li> </ul>	<ul style="list-style-type: none"> <li>Encourages genuine, natural information to come from participants</li> </ul>	<ul style="list-style-type: none"> <li>Is time consuming; not structured; can deviate from interest of interviewer</li> </ul>	<ul style="list-style-type: none"> <li>To receive insight into the real causes of problems, or solutions that are consistent with the environment</li> </ul>
<b>FORCE FIELD ANALYSIS</b>	<ul style="list-style-type: none"> <li>To identify resources and constraints to implementation of AI action in community</li> </ul>	<ul style="list-style-type: none"> <li>Helps community members to find solutions to the problems they identified</li> </ul>	<ul style="list-style-type: none"> <li>Is often difficult to summarize, as people may have differing opinions</li> </ul>	<ul style="list-style-type: none"> <li>To take the environment into consideration</li> </ul>
<b>INDIVIDUAL INTERVIEW</b>	<ul style="list-style-type: none"> <li>To gain a better understanding of AI knowledge, practices, attitudes and perceptions</li> </ul>	<ul style="list-style-type: none"> <li>Requires facilitator with good IPC skills to put interviewee at ease</li> </ul>	<ul style="list-style-type: none"> <li>Takes significant amount of time</li> <li>Requires that interviewer ask for sensitive information, or information from a specific person, such a leader</li> </ul>	<ul style="list-style-type: none"> <li>To get in-depth information; all answers are good</li> </ul>

The various tools during PAR exercises will help the team and community discover:

- The community's knowledge about the outbreak or occurrence
- The community's capacity to respond to it
- The community's livelihood strategies and how they might be affected by the outbreak
- The community's social norms and how they might be affected by the outbreak or occurrence.
- The community's own ideas about the best way to respond to the outbreak or occurrence
- The Communication channels that the community uses and trusts

### SEQUENCE IN THE USE OF THE TOOLS

The data collected moves from a broad to a narrow focus. **Figure 8** illustrates the sequence in the use of the tools for the PAR in Nigeria. It should be noted however that this sequence is an example, and tools can be used in a different order. In addition, other PAR tools may be added or substituted including time lines, daily schedules, pie charts, Chapati diagrams, and card sorting activities.<sup>3</sup>

### Analyzing the First Week's Activities and Gathering the Data/Findings – Steps and Tips

When planning for the field work the PAR team has to think in terms of the subsequent analyses and include concrete criteria for results. These will be based on previously organized meeting of partners, stakeholders and community members and the priority research gap question(s) that resulted from it.

#### STEP 1

During the first week, a two-day training takes place with the PAR research team (professional and community facilitators). The community facilitators should first identify the people in the community that can provide the necessary

information. The PAR research team plans the analysis in concordance with the PAR gap question(s) that is identified. The PAR team adds different topics/themes that may help them gather information related to the gap question and enhance the analysis.

- It is recommended that each sub-team uses 2 notebooks for the field collection: One notebook is to gather the raw data; the second notebook is for the analysis and extended revised notes and graphics.

#### STEP 2

After reviewing several of the PAR tools (mapping, observation, seasonal calendar, FGD/ IDI, causal flow diagram, Venn diagram, Bean quantification, matrix ranking & scoring, etc.), the PAR team decides on which PAR approaches, techniques or tools to use to collect the data in the fastest and most appropriate manner.<sup>4</sup> This is also the time to weigh the pros and cons of each tool and reflect on what type of information the PAR tool will provide. The choice of PAR tools should take into consideration the need to triangulate the data.

#### STEP 3

The results of the different data collection methods will be compared to triangulate the data; therefore, it is important to use PAR techniques that are complementary and look at the situation from different angles.

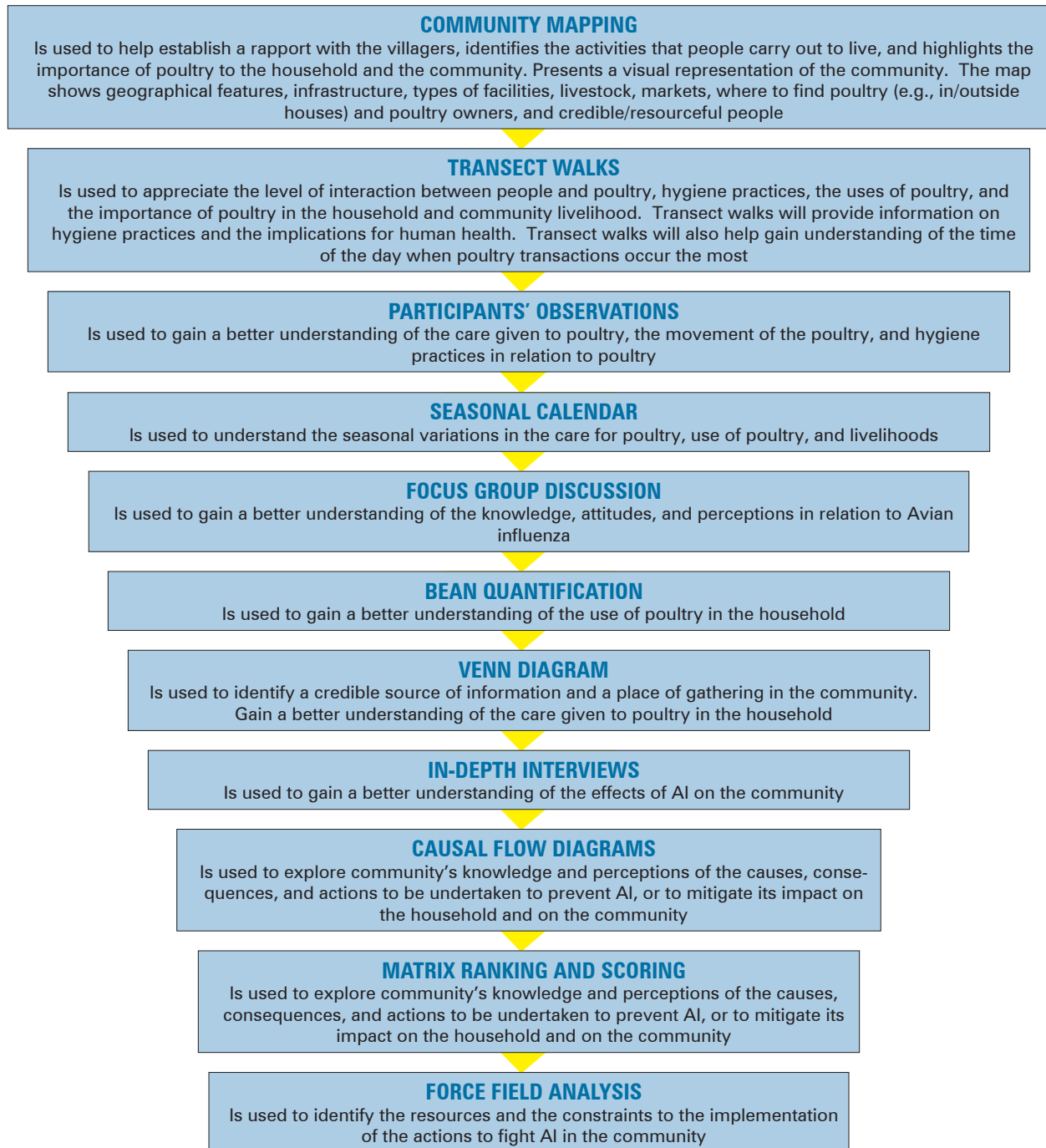
- We recommend therefore that, before filling in step 2 in table 1, the team looks at the advantages, constraints and uses of each of the PAR techniques to decide which ones to use to give the broadest possible findings. This might be the time where the co-facilitators revise the different PAR methods to use.

**Tables 5** and **6** can be used to complement each step of the preparation for analysis. They will give an overall idea as to what the research team will accomplish and focus on during the 3 weeks of work. We recommend strongly that the table be used as a guide, and with flexibility.

<sup>3</sup> For more information on these tools, please refer to de Negri, B., Thomas, E., Ilinigumugabo, A., Muvandi, I., and Lewis, G. Empowering communities: Participatory Techniques for Community-Based Programme Development. Volume 1(2): Trainer's Manual (Participant's Handbook). Nairobi: The Centre for African Family Studies (CAFS), in collaboration with the Johns Hopkins University Center for Communication Programs and the Academy for Educational Development. [http://www.globalhealthcommunication.org/tool\\_docs/36/volume\\_1\\_full\\_text.pdf](http://www.globalhealthcommunication.org/tool_docs/36/volume_1_full_text.pdf)

<sup>4</sup> Note that when each team is at its geographical location, on day one (second week, in the field) step 2 can be "tuned", e.g. decide which PAR tool to use, based on the local needs and situation.

**FIGURE 8. ILLUSTRATION OF THE PAR TOOL SEQUENCE USED IN NIGERIA**



After practicing and reviewing the different PAR tools, the trainees should practice using matrices to help them visualize the validity of the research themes analyzed. “Next steps” or recommendations for future action can be done at this time. **Table 9** on page 27 shows how to elicit information using different PAR techniques (Community mapping, transect walks, observation, seasonal calendar, FGD/IDIs). This triangulation of data provides further details and therefore allows one to have more confidence in interpreting how people at the household level use poultry. This will be explained in greater detail during week 2, in the section entitled “Triangulation of Data.”

The training is highly participative and includes practice in the field if possible (one afternoon).

**IN BRIEF, THE TRAINING WILL REVIEW HOW TO:**

- Use each PAR tool as per the instructions of the PAR coordinator
- Work in pairs or sub-teams to draft the report of each daily activity:
  - Organize the data collected, putting together the different PAR approaches used to describe the data
  - Practice how to organize in a matrix, the data collected by PAR tool
  - Practice how to describe data collected, using words used by the community or quoting phrases said by community
  - Add any comments based on additional observation or event that happened and was not taken into account. (i.e.: Children were crying a lot, disturbing the audience; or a house in the village got into fire; everybody got distracted)
- Discuss PAR findings with the PAR team every day
  - On AI aspects and on Communication resources, use, and interaction within the community
- Include the feedback in finalizing the daily report

Templates and notes on systematic ways to proceed are presented in the following section labeled “Second week.”

**TABLE 5. DATA PREPARATION GUIDE**

STEP 1		STEP 2			STEP 3
RESEARCH GAP QUESTION/ SET OF OBJECTIVES	RESEARCH THEMES/TOPICS	TOPICS/THEMES AND PAR METHOD USED & ADVANTAGES - GUIDE FOR FGD/IDIS			ANALYSIS USING TRIANGULATION OF METHODS – MANAGEMENT OF RESEARCH PROCESS
<i>GAP Question</i>		Theme/ Topic	PAR tool/ Guide	Purposes (thinking in triangulation)	

**TABLE 6. EXAMPLE: CONTROLLING AI AT THE COMMUNITY LEVEL - INCLUDING THE ANALYSIS IN THE PROCESS**

STEP 1		STEP 2			STEP 3
RESEARCH GAP QUESTION/ SET OF OBJECTIVES	RESEARCH THEMES/TOPICS	TOPICS/THEMES AND PAR METHOD USED & ADVANTAGES - GUIDE FOR FGD/IDIS			ANALYSIS USING TRIANGULATION OF METHODS – MANAGEMENT OF RESEARCH PROCESS
		Theme/ Topic	PAR tool/ Guide	Purposes (thinking in triangulation)	
<i>What would motivate people to create and use trade corners in their community to sell their poultry?</i>	(a) Use of poultry in HH.	a) Poultry in HH	a) Observation transect walk, mapping; seasonal calendar	a) Get a sense of context	(a) Use of poultry
	(b) Importance, role of poultry in HH as income, security etc...	(b) Role of poultry	b) Bean quantification, seasonal calendar I/ FG	(b) Give order by Priority	b) Role of poultry
	(c) Transaction of poultry done by HH to sell	(c) Transaction of poultry	(c) Observation, mapping, etc.	(c) Confirm actual practice	(c) Transaction to sell poultry
	(d) Middle man 's role	(d & e) Middle man vs. Trade corners (advantages)	( d & e) Credible source of information through FGD or IDI Ranking	(d & e) Give additional (sensitive) detailed information	(d & e) Middle man Trade corners Benefits vs. constraints
	(e) Perceived benefits/constraints of creating trade corners				
	(f) Channels of communication commonly used in the community	(f) Preferred Channels of comm. (middle man; IPC, group com.)	(f) Ranking, IDIs/FGDs	(f) Help to decide which communication channels to use	(f) Budget lines to consider while deciding which communication channels to use, to strengthen, or to initiate

# WEEK TWO: CONDUCTING THE PAR

## WEEK TWO OVERVIEW

During the PAR, the coordinator explains the sub-team composition and presents the daily routine. As alluded to previously, each sub-team is comprised of two people from the same sex and the same age group (professional and community facilitator).

The three sub-teams in Nigeria were comprised of the following people: 1) young people, 2) men, and 3) women. Each sub-team includes a professional and a community PAR facilitator.

Every day, at the end the field PAR activity, the PAR sub-team compiles, reviews, and analyzes the data collected and presents their report to the PAR team for feedback. The presentation includes the procedure used to collect the data, who participated in the exercise, the interaction/dynamics among participants during the exercise, the discussions among the participants during the exercise, and the outcomes of the exercise. It is important to determine whether the objectives set when starting the exercise were met and if all the data needed to be collected were indeed effectively collected. If not, the team should highlight the gap, and collect the missing data during a subsequent exercise.

After each sub-team makes their presentation, all data generated are reviewed and analyzed to look at the similarities and the differences between the target groups (young people, women, and men). The team highlights any information that will later on be used for (i) the development of the community action plan at the regional or national levels (ii) for the development of the communication strategy.

## WEEK TWO DAILY ROUTINES

The following section provides an overview of five to six days of PAR field work.

### THE DAY BEFORE EACH FIELD EXERCISE

- Review how the data collection will flow the following day
- Obtain the needed tools and materials needed for data collection
- Make sure the logistics and transportation are arranged

### ON A DAILY BASIS

- Prepare the findings of the day in a simplified way that the community will grasp easily. Charts, tables, and drawings work well.
- Prepare specific questions to be used to solicit feedback when the PAR team presents the findings to the community at the beginning of the following week. Preparing this will also elucidate any gaps in the data, and will allow you to fill the gaps in subsequent data collection activities.

The daily routine of the second week is described in **Figure 9**.

### FIGURE 9. DAILY ROUTINE DURING PAR FIELD ACTIVITY

The following are the key elements of each field day:

- Sub-team orientation and logistics
- Revisions of the tools that will be used based on the findings and comments from the previous day
- PAR field activities
- Preparing for the restitution – data organization and analysis
- Restitution
- Team feedback
- Identifying gaps to be addressed or information to be collected during the next day PAR activity
- Compiling the daily report and filling out the forms.

Before starting a new day, each sub-team should revise what PAR tools and approaches will be used. Table 7 below shows which tools are best suited for the different types of information that needs to be collected.

The tools used at the beginning of the week collect more general information. Throughout the week the information collected become progressively narrower in focus.

- General guideline – for every one hour of data collection, allow 3 hours for organization, analyzing data, making sense of findings, and preparing for feedback discussion with the community.

## Conducting Day One

### DAY 1 MORNING

Conduct Orientation – Orientation consists of:

- Team building
- Strengthening the team on AI Communications and PAR,

Planning the daily activities based on the possibilities and constraints of the area.<sup>5</sup>

- The community facilitators explain to the teams where to find the various target groups (young people, and mature men and women)
- Each person agreeing to their unique role within the team. It should be noted that the same person can have different roles throughout the week.
- The sub-team reaches a consensus on where the activity of each sub-team will be carried out.
- Teaching the activity – It should be noted that when two tools are to be used in one day, the sub-team

completes one activity before starting the second.

Field activity –

- Community mapping – Refer to Appendix C for the description and use of the activity
- The team of young facilitators will carry out the mapping with young people in the community
- The adult female facilitators will carry out the exercise with women
- The adult male facilitators will work with men.

### DAY 1 AFTERNOON

Conduct Orientation – Orientation consists of:

- Team building
- Strengthening the team on AI Communications and PAR
- Planning the daily activities based on the possibilities and constraints of the area
- The community facilitators explain to the team where to find the various target groups (young people, and mature men and women)
- Each person agreeing to their unique role within the team. It should be noted that the same person can have different roles throughout the week
- The sub-team reaches a consensus on where the activity of each sub-team will be carried out
- Teaching the activity – It should be noted that when two tools are to be used in one day, the sub-team completes one activity before starting the second.

Field activity –

- Transect walks - Refer to Appendix D for the description and use of the activity
- Each team will be assigned a different location
- Based on the map created in community mapping.

**TABLE 7. PROFILE AND RESPONSIBILITIES OF THE TEAM COORDINATOR**

TYPE OF INFORMATION	RESPONSIBILITIES
<ul style="list-style-type: none"> <li>• physical aspects of a community</li> </ul>	<ul style="list-style-type: none"> <li>• Mapping of the village territory</li> <li>• Transect</li> <li>• Observation</li> </ul>
<ul style="list-style-type: none"> <li>• use of resources</li> </ul>	<ul style="list-style-type: none"> <li>• Wealth/preference ranking</li> <li>• Seasonal calendar</li> <li>• Ranking (preference ranking; matrix ranking and scoring)</li> <li>• Bean quantification</li> </ul>
<ul style="list-style-type: none"> <li>• management of resources</li> </ul>	<ul style="list-style-type: none"> <li>• Venn diagram</li> <li>• Causal flow diagram</li> <li>• Focus group discussions</li> <li>• Individual interviews</li> </ul>

## DAY 1 EVENING

### Restitution –

#### During the restitution, each sub-team

- Presents the description of what happened without making any interpretation, judgment or conclusion about the findings
- Presents the map drawn by each target group
- Presents the highlights of the day
- Presents the messages from the participants.

After each presentation, other sub-teams ask questions and sometimes provide additional information.

### First level analysis

- First-level analysis (the description of what happened that day without making any interpretation, judgment or conclusion) is done daily.
- If a team has worked with two different groups of participants in the day, the best is to start to organize/analyze the data collected from the last group, as what happened is still fresh in the mind of the researchers.

Each sub-team prepares a presentation. **Figure**

**10** below highlights the points to be reported.

In addition to the map drawn by the community, the sub-team will also:

- Present the data/information listed in the box
- Reflect on the amount and the quality of data that was collected using each tool. The data collected will be captured on a flip chart to help visualization the data during the presentation.

After the presentation from the sub-teams, the coordinator proceeds to a systematic review of data and findings.

For example, for the mapping, the coordinator asks each sub-team to put their flip charts of the community mappings on the wall. With the facilitators, the coordinator extracts data using the template below:

The data that are similar for men, women, and young people will be regrouped. Data/findings that are specific for each group will be kept separate. For example, all the groups may have listed the same market place where poultry

### FIGURE 10. FIELD WORK REPORTING (TO FILL IN DAILY)

At the end of each day of collecting information, each sub team reports on the activities of the day. This includes some reflections at the end of the day of

- Impressions/description of the community
- Available resources in the community
- What happened during the assessment that day?
- What problems may be of importance?

At the end of the day, the team may prepare a “checklist” with the points to be addressed, and decide which PAR tools to use the following day.

*Refer to proposed forms to use in Appendix N & O*

**TABLE 8. TEMPLATE FOR THE SYSTEMATIC REVIEW OF DATA AND FINDINGS**

	MEN'S REPORTS	WOMEN'S REPORTS	YOUNG PEOPLE'S REPORTS
Poultry owners: backyard poultry, backyard semi-commercial poultry, and industrial farms			
Market where poultry is sold			
Livelihood: activities generating income for the household			
Community leaders			
Meeting places			

is sold. However, the meeting place and the livelihood may differ from one group to another and may reflect their perception. This data will be triangulated and validated after the use of other tools.

- The PAR team will proceed the same way for the transect walks
- The data from transect walks should be triangulated with the data from the community mapping. Compare the data from the 2 methods and note what findings are similar. If the team identifies a trend, this trend should be looked for via other subsequent data methods.

#### Define next day's research agenda

- The team should reflect on the amount and the quality of the data that was collected using the two tools
- If there are any knowledge gaps, the team should decide either to repeat the exercise or to collect the information using other tools
- The team should define the next day's agenda.

#### Daily Report Writing

- Notes should be taken during the restitution and analyses. Select 1-2 note takers
- The report should contain
  - Results of restitution (use notes taken)
  - Results from analyses (use notes taken)
  - Actual, or copies of actual tools used during the daily activity (i.e., map drawn, transect walk route, pictures drawn, etc)
  - Examples of actual quotes or results.

## Conducting Day Two

### DAY 2 MORNING

Conduct Orientation – Same as day one

#### Field Activity -

- Participant observation. Refer to Appendix E for the description and use of the activity. Each sub-team will:
  - Observe 2-3 chickens. Observe the following:
- All types of interactions between the chicken and community members
- The care given to poultry (who gives the care, describe the care given)
- Hygiene practices.
  - Observe and interview 2-3 poultry raisers.
- Observe the tasks/activities carried out by each poultry raiser
- Note all the interactions between the poultry raiser and the poultry
- Observe hygiene practices
- Record the reasons that the poultry raiser has for carrying out each of the tasks (interview).

### DAY 2 AFTERNOON

Conduct Orientation – Same as day one

#### Field Activity -

- Seasonal calendars - Refer to Appendix F for the description and use of the activity.
  - Carried out with men, women, and young people
  - Information to be gathered is:
- When poultry comes into the house

**TABLE 9. PAR METHODS BY RESEARCH THEME/TOPIC - TRIANGULATION OF "THE USE OF POULTRY AT THE HOUSEHOLD LEVEL"**

RESEARCH THEMES	COMMUNITY MAPPING	TRANSECT WALKS	PARTICIPATORY OBSERVATION:	SEASONAL CALENDARS	FGD	BEAN QUANTIFICATION	VENN DIAGRAM	INDIVIDUAL INTERVIEWS	MATRIX RANKING
Use of Poultry the household	X	X	X	X	X			X	
Importance of poultry in the household		X	X	X	X	X	X	X	X
Transaction of poultry done at HH	X		X	X	X			X	
Middle man's role vs. trade corner (adv.)					X	X		X	X
Communication assessment	X		X		X			X	X

- When poultry is cared for
- How poultry is used at different times (consumption, rituals, selling, buying, and gifts)
- Children's health
- Nutrition (seasonal variations in staples, food most commonly consumed, hierarchy)
- Livelihoods (seasonal variations in activities).

## DAY 2 EVENING

Restitution – Same as day one

First Level analysis – Same as day one

Daily Report Writing – Same as day one

Define next day's research agenda – Same as day one

## Conducting Day Three

### DAY 3 MORNING AND AFTERNOON

Conduct Orientation – Same as day one

Field visit –

- Focus Group Discussion – Refer to Appendix G for the description and use of the activity. Each sub-group will gather the following information:
  - Knowledge, attitudes, and beliefs of people regarding AI
  - Knowledge about poultry management and use
  - Importance of poultry in community members' lives
  - The impact of AI on the livelihood of the household and community life
  - Community perceptions of the risks associated with AI
  - Community perceptions of the appropriateness of measures taken during recent AI outbreaks, including communications materials and other support materials provided

### DAY 3 EVENING

Restitution – Same as day one

First Level analysis – Same as day one

Daily Report Writing – Same as day one

Define next day's research agenda – Same as day one

## Conducting Day Four

### DAY 4 MORNING

Conduct Orientation – Same as day one

Field Activity –

- Key Informant, In-depth Interview (KII) – Refer to Appendix H for the description and use of the activity
  - Key informants include (but are not limited to):
- A male and female village leader
- The village chief
- A poultry seller
- A poultry farmer
- A veterinarian
  - Allow you to gain a better understanding of the effects of AI on the community
  - Provides an opportunity to gain a better understanding of issues that need clarification
  - Some data generated during the three first days could be contradictory. Use the KII to request clarification.

### DAY 4 AFTERNOON

Conduct Orientation – Same as day one

Field Activity 1 –

- Bean quantification – Refer to Appendix I for the description and use of the activity.
  - Helps you to gain a better understanding of the uses and importance of poultry in the household.

Field Activity 2 –

- Venn Diagram – Refer to Appendix J for the description and use of the activity
  - Helps identify credible sources of information
  - Helps identify gathering places within the community

### DAY 4 EVENING

Restitution – Same as day one

First Level analysis – Same as day one

Daily Report Writing – Same as day one

Define next day's research agenda – Same as day one

<sup>5</sup> The content of this first day will also depend on what happens during the first week, such as the possibility to gather all the members of the research to receive a common training or not. If this is the case, Figure 7 (Topics covered during the training of the PAR team) might not be necessary; although taking the time to go over important mechanisms or practicing the tools is never a luxury.

## Conducting Day Five

### DAY 5 MORNING AND AFTERNOON

Conduct Orientation – Same as day one

Field Activities –

- Flow Diagram – Refer to Appendix J for the description and use of the activity. The purpose is to:
  - Explore the community's knowledge and perceptions of the causes, consequences of AI
  - Explore community's knowledge and perceptions of the actions that need to be taken to prevent AI or to mitigate its effects on the household and on the community
- Preference Ranking – Refer to Appendix K for the description and use of the activity. The purpose is to:
  - Prioritize the groups/categories of actions mentioned in the flow diagram
- Matrix and score ranking - Refer to Appendix L for the description and use of the activity. This activity helps prioritize:
  - The groups/categories of actions identified in flow diagram
  - The actions in each group/category mentioned in the flow diagram.
- Force Field Analysis – Refer to Appendix M for the description and use of the activity. Activity is used to identify:
  - The resources available to implement the actions to fight AI in the community
  - The constraints that might be encountered when implementing the actions identified to fight AI in the community.

\*Note – These activities are done one right after the other for each group.

### DAY 5 EVENING

Restitution – Same as day one

First Level analysis – Same as day one

Daily Report Writing – Same as day one

Define next day's research agenda – Same as day one

### BEING ORGANIZED

- Each team should develop an organization plan that is comfortable for them within the aforementioned guidelines
- We recommend that any additional information be written in each sub-team's analysis notebook and shared with the team leader who will be compiling and interpreting results
- See Appendix N for activity report forms.

### TRIANGULATING THE DATA

At the end of the second week, after each sub-team has conducted the PAR assessment, triangulation of data and the secondary data analysis should occur. This analysis consists of comparing the data collected from each method.

#### TRIANGULATION EXAMPLE 1

##### *"Use of poultry in the household"*

- The very first thing to do is to look at all possible sources of information that you have by theme. For example:
  - In the first entry in the research themes column, poultry was reported to be in the household during the community map drawing exercise, the transect walk, the community observation, the development of the seasonal calendar, and the FGDs and individual interviews
  - This triangulation of PAR methods gives us more certainty that indeed poultry is part of the household; it gives more confidence and details on how and when people at the household level use poultry
  - In addition, go back to the notes, or discuss with the sub-team what really happened when the community drew the map; what was observed? Was everybody in the group participating? If not, why? What happened? Were the community participants assertive in the drawings, or hesitating? What additional information/details did the FGDs provide? All the nuances and observation are aspects to take into consideration when writing down the analysis.

#### TRIANGULATION EXAMPLE 2

##### *"Communication assessment"*

- The community mapping, observation, FGDs, Venn Diagram, Individual interviews and matrix ranking are all methods that give us diverse information on communication channels, how they are used (observation, FGD, IDIs), and where they are located (mapping)
- As mentioned earlier, what is also important while triangulating the data is to recall the dynamics between the villagers that took place while conducting the PAR.

## Conducting the Second Level Analysis

After the data have been collected, the team takes at least a day to compile and organize the information into a format that can be easily understood by the community members (e.g. large charts, bars, tables, maps, time lines, matrices, etc). The information is organized and presented according to problems identified; level of decision maker and rule systems...possible solutions are then discussed with the community (see **Figure 11**).

- Venn Diagram – Refer to Appendix J for the description and use of the activity
  - Helps identify credible sources of information
  - Helps identify gathering places within the community

**FIGURE 11. EXAMPLE OF RESOURCE MANAGEMENT DECISION GRID**

		RESOURCE			
		POULTRY/DUCKS IN BACKYARD	FOR COMMERCIAL	ACCESS TO SALE PATTERNS	OTHER
LEVEL OF DECISION	INDIVIDUAL	Choice of poultry/ duck	If yes, at the backyard	By middle man	
	FAMILY UNIT	Based on income	Family's decision	By middle man or trade corner if organized	
	CHIEF OF VILLAGE			Trade corner organized in village	Helps mechanism to happen/ Advocacy needed
	ELDER OF THE TERRITORY			Gives opinion for the villagers what to do	Elder receives information to take better decision/give advice
	THE REGIONAL OR NATIONAL LEVEL				Laws/policy supporting community decision

# WEEK THREE: DISCUSSION/DIALOGUE WITH THE COMMUNITY

The restitution to the community is discussed in this section along with the restitution at other levels.

## DAY ONE: MEETING WITH THE COMMUNITY

### Restituting the AI Communications Data Collected with Feedback/Inputs from the Community

The PAR team presents the different community members with the following outputs of the activity:

- Objectives
- The data collection methods
- The data collected
- The main problems that occurred and possible causes and effects of these problems
- The PAR team then facilitates sorting and ranking exercises with community members to help them prioritize the problems.

Once the most important problems have been identified, the sorting and ranking process is repeated for the possible solutions. The PAR team helps the community members reach a consensus about which solutions to implement and which indicators to use to measure the

progress of each solution (this will be discussed more in the monitoring and evaluation section). The community, together with the research team discusses some causes and effects, or aspects that may be considered for further action. The team listens carefully to the community interaction and comments, as this information helps one decide whether more data need to be collected and how to work with the community to design a work plan. More importantly, this is the time when the community gives feedback to the findings, and searches for solutions.

## DAYS TWO THROUGH SIX

### Implementing Households' and Communities' Initiatives to Fight AI

When communities are facing a problem like AI, they take initiatives/actions to mitigate the impacts on people, their households, and their communities. Before addressing what to do with a community to strengthen the fight against AI, it is crucial to find out what the community has already done and start from there.

#### FIGURE 12. ACTION TAKEN BY COMMUNITIES TO FIGHT AI IN ONE COMMUNITY IN NIGERIA

- Individual households sounded warnings to their family members not to buy or eat eggs/birds
- Communities said they created awareness within themselves, in the landlord association
- Dead birds were buried
- Instructions were given not to eat dead birds.

#### *Sensitization on:*

- Always wash hands with soap and water after touching any fowls, chicken, eggs or birds
- Not slaughter, eat or use sick or already dead fowls or birds
- Report cases of sick or dead fowls or birds to the nearest authorities in your community
- Not to use fowls or birds droppings for manure
- Seek immediate medical treatment if you fall sick after contact with dead or sick fowls or birds.

**Figure 12** on the previous page shows the actions that were taken at various levels in a community in Nigeria to mitigate the impacts of AI. This information was collected during focus group discussion and in-depth interviews.

### Getting the Solutions from the Community

A causal flow diagram will help to explore the community's knowledge and perceptions of causes, consequences and actions to be undertaken to prevent AI, or to mitigate its impact. This third week can be conducted according to the availability of the community members. This third week can be conducted differently, based on the interaction with the community and the research team, as well as where the research team will be writing the report. What is important is that the community continues to take the lead, looks at the causes and effects discussed previously, analyzes the findings and decides on the work plan action.

**Figure 13** shows the actions/strategies the groups of young people, men, and women proposed to fight AI.

### Writing the Report

During the third week, the research team compiles all the data received, and writes a report that will be presented to the community. The daily reports that were written during week 2 should be incorporated into this report. The team and community must decide upon:

- Where to present the report
- When to present the report (community members must be available to attend).

## COMMUNITY ACTION PLAN CREATION

After the report has been presented to the community and consensus has been reached on which solutions to implement, the PAR team coordinator asks the community to select an action plan committee (APC), which will be responsible for writing the community action plan (CAP). The members of the committee:

- Should represent all segments of the community
- Should have at least one person who is literate and can write.

Once a committee is chosen, members of the PAR team may choose to leave the community for several days so that the APC can develop the CAP, in order to have complete ownership of it.

Once the CAP is finished, the APC presents it to the PAR team and the rest of the community. The PAR team and the community give feedback on the feasibility of the CAP and identify activities that would need support. Based on the feedback from the community and the PAR team, the development committee revises the CAP as needed. The PAR team then works with the committee to discuss the next steps for working with the sponsoring agency. We recommend that one or two members of the research PAR team be designated to follow up on the implementation of the CAP.

### FIGURE 13. ACTIONS TO FIGHT AI

There was a consensus among the group of young people, men, and women in Nigeria on the following actions to implement to fight AI:

- **COMMUNITY MOBILIZATION:** holding meetings at different group levels to create awareness throughout the community on proper hygiene practices both at the poultry and at the household level
- **ENVIRONMENTAL SANITATION:** gathering resources like spades, head-pans, brooms, rakes, etc. to clean their community, which they believe will guarantee a healthy environment which will engender good health
- **COMMUNITY SURVEILLANCE:** An informed community will serve as each other's brothers' keeper.
- **PROPER CARE AND FEEDING OF BIRDS**
- **BURY DEAD BIRDS**
- **SEPARATE LAND FOR POULTRY FARMING FROM RESIDENTIAL AREAS AGAIN.**
- **PRAYERS**

### FIGURE 14. TRUSTED AND RELIABLE SOURCES OF INFORMATION AND MEETING PLACES IN NIGERIA

In Nigeria, the focus group discussions and the in-depth interviews helped community members list the trusted and reliable sources of information in regards to poultry education. The following were listed:

- The king and his chiefs can disseminate information through the various media in the community to sensitize people
- Trained health officers
- Community Development Association (CDA) leaders
- Head of poultry farmer association
- Youth leaders.

The following were identified as places for meeting:

- Town hall
- The King's palace
- The school field near the King's palace.

## Creating a Community-based AI Communication Action Plan

### COMMUNITY-BASED AI COMMUNICATION INPUT

If indeed the community wants to communicate AI Call for Action, a community assessment of the preferred ways a communication must be undertaken in parallel with the other topics of the PAR. It is indeed of primary importance to grasp how the community likes to receive information and what channels are the most commonly used and trusted.

While conducting the PAR assessment, the PAR team together with the community, should assess:

- The influential people in the community that would be trusted and reliable sources of information
- The preferred channels of communication
- The most useful channels of communication

This information should be incorporated into the action plan. **Figure 14** shows an example of the trusted and reliable source of information listed by the community in Nigeria.

### REGARDING THE USE OF MASS MEDIA SUCH AS RADIO AND TELEVISION

PAR helps explore the preference of the

community for the types and channels of communication. The PAR in Nigeria revealed that communities valued information from the mass media. However, the use of mass media should come after interpersonal communication with community leaders. Community-based communication will be strengthened by a later National Communication Strategy and subsequent policies enacted.

**Figure 15** describes the lessons learned from Nigeria.

While developing the Community AI Action Plan, the community can further discuss the communication objectives, taking into consideration their current practices and key influencing factors that affect/favor these behaviors. A simple way to work with the community is by using the type of matrix offered in Appendix Q. Another way to do this is to use the "Behave framework," also provided in Appendix R.

The process should involve the communities as much as possible; therefore, once the combined analysis is undertaken, results, or "next steps/recommendations" need to be shared with the communities for feedback and clarification. When presenting the combined findings to the authorities, we recommend inviting community leaders to represent the communities.

**Table 10** on the following page, illustrates an example of an overview of the third week of a PAR that took place in Nigeria, including the restitution. Apart from days 1, 6, and 7, all of the other days include the same routine.

### FIGURE 15. LESSONS LEARNED FROM THE USE OF MASS MEDIA IN NIGERIA

People became very suspicious in Nigeria at the early stage of the fight against AI when the government used only radio and television to disseminate messages without informing and involving the local traditional and religious authorities. This created a lot of suspicion and distrust from the communities. The use of interpersonal communication should have come first and the mass media should have been used to reinforce the messages disseminated through the interpersonal communication.

**TABLE 10. EXAMPLE OF AN OVERVIEW OF “WEEK 3” OF A PAR IN NIGERIA**

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5	DAY 6	DAY 7
<p>Team building</p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Objectives of the PAR</li> <li>• Presentation on AI</li> <li>• What is PAR</li> </ul>	<p>Orient the team on community mapping</p> <p>Carry out Community mapping with men, women, and young people</p>	<p>Orient the team on how to carry out participants observations</p> <p>Carry out Participants’ observations of 2-3 chickens and 2-3 poultry raisers</p>	<p>Orient the team on how to carry out focus group discussions</p> <p>Carry out focus group discussions with men, women, and young people</p>	<p>Orient the team on how to carry out in- depth Interviews</p> <p>Story</p> <p>Carry out in-depth interviews with a man and a woman leader, the village chief, a poultry seller, a poultry farmer, and a veterinary</p>	<p>Orient the team on how to carry out flow diagram, preference ranking, matrix ranking, storytelling, and force field analysis</p> <p>Carry out flow diagram, preference ranking, matrix ranking, story telling, and force field analysis with men, women, and young people</p>	<p>Meeting with the community</p> <ul style="list-style-type: none"> <li>• Presentation of the PAR findings by community facilitators</li> <li>• Questions and answers</li> <li>• Closing remarks</li> </ul>
<ul style="list-style-type: none"> <li>• Facilitate discussion and exercise on the use of the PAR tools with communities: role play</li> <li>• PAR daily planning</li> </ul>	<p>Orient the team on the use of transect walks and carry out transect walks in the community</p>	<p>Orient the team on seasonal calendars and carry out exercise on seasonal calendars with men, women, and young people</p>		<p>Orient the team on bean quantification and Venn diagram.</p> <p>Carry out exercise on bean quantification and Venn diagram with men, women, and young people</p>		
	<p>Plenary session</p> <ul style="list-style-type: none"> <li>• Feedback on interactions with communities</li> <li>• Review data collected and findings</li> </ul>	<p>Plenary session</p> <ul style="list-style-type: none"> <li>• Feedback on interactions with communities</li> <li>• Review data collected and findings</li> </ul>	<p>Plenary session</p> <ul style="list-style-type: none"> <li>• Feedback on interactions with communities</li> <li>• Review data collected and findings</li> </ul>	<p>Plenary session</p> <ul style="list-style-type: none"> <li>• Feedback on interactions with communities</li> <li>• Review data collected and findings</li> </ul>	<p>Plenary sessions</p> <ul style="list-style-type: none"> <li>• Review data collected and findings</li> <li>• Prepare for meeting with the community</li> </ul>	

**TABLE 11. RANKING OF COMMUNICATION CHANNELS**

PREFERRED RANKING – COMMUNICATION CHANNELS TO RESPOND TO AI OUTBREAK						
	Radio	Community Theater	Community Group Meeting	Household Visit	TV	Flyers/ Newspapers (written)
Radio		Radio	Group Meeting	Radio	Radio	Flyers, Newspapers
Community Theatre			Group Meeting	HH Visit	Community Theatre	Flyers, Newspapers
Community Group Meeting				Group Meeting	Group Meeting	Flyers, Newspapers
Household Visit					HH visit	HH Visit
TV						Flyers, Newspapers
Written News						
TOTAL	3 (Radio)	1 (Community Theatre)	4 (Community Group Meeting)	3 (HH Visit)	0 (TV)	4 (Flyers, Newsletter)

### Analyzing the PAR and Making Recommendations for a Communication Strategy

The following hypothetical table (**Table 11**) shows how preferred communication channels by a community for specific interventions can be easily interpreted and used for the development of a communication strategy. In this case, we used a preference ranking matrix, looking at use of different channels for AI outbreak information at the community and district levels (hypothetical).

# WEEK FOUR: DEVELOPING A NATIONAL COMMUNICATION STRATEGY

This manual provides guidance for the implementation of PAR conducted to develop a National Communication Strategy to address an issue such as AI. As stated before, the PAR should therefore be carried out in at least in two different sites representing the ecological/geographical or cultural diversity of the country.

- The fourth week will take place at the regional level or in the capital
- Professional AND community representatives from all locations should attend
- These data will be reviewed by a core group and selected members of the communities where the PAR was implemented
- This group will review and analyze the data gathered in all the sites
- Prior to the analysis at regional or national level, the stakeholders will review existing secondary data and the lessons learned from communication on the topic.

## PAR FINDINGS FROM MULTIPLE SITES — DATA COMBINATION

Data from “multiple sites” will be analyzed. This information combined from all of the PAR locations, will be a valuable tool for policy-makers and stakeholders. Providing policy-makers results from multiple sites gives them the diverse information they need to make decisions that will benefit the majority of the country. In other words, results from diverse communities afford one the tools to develop a Communication Strategy at the national level.

- It should be noted that the PAR analysis can also be used to inform national and district-level social and policy decisions

### FIGURE 16. QUESTIONS TO GUIDE THE DEVELOPMENT OF A NATIONAL COMMUNICATION STRATEGY

- During data analysis ask
  - What have we learned from the community about social norms and livelihood strategies that could be affected by an AI outbreak?
  - What are the best actions to propose to similar communities in a communication strategy to help them prepare for (or respond to) an AI outbreak?
  - What are the most effective communication channels, materials and sources to use in a communication strategy?
- When designing the communication strategy decide on:
  - The information to be transmitted
  - Key discussion points for communities to focus on regarding changes that might be required in their livelihood strategies, customs, and social norms
  - The most effective way to organize interpersonal discussions on AI
  - The most effective way to organize the community and mass media
  - Key recommendations for the development of materials such as posters
  - Trusted sources of information
  - How to coordinate and synchronize the communication strategy to ensure that interpersonal communication and mass media work together

The questions listed in **Figure 16** will help the group review the data from the sites and pull out the elements of the development of a National Communication Strategy.

- By the end of the fourth week, the PAR core group while designing the communication strategy can organize a two day workshop with local artists and communication professionals to facilitate community dialogue and produce programs on community radio.

### Acknowledging Challenges to Using a Multiple Site Community-based PAR Sources of Information and Channels of Communication

The purposes of developing a National Communication Strategy based on the PAR multiple site findings are:

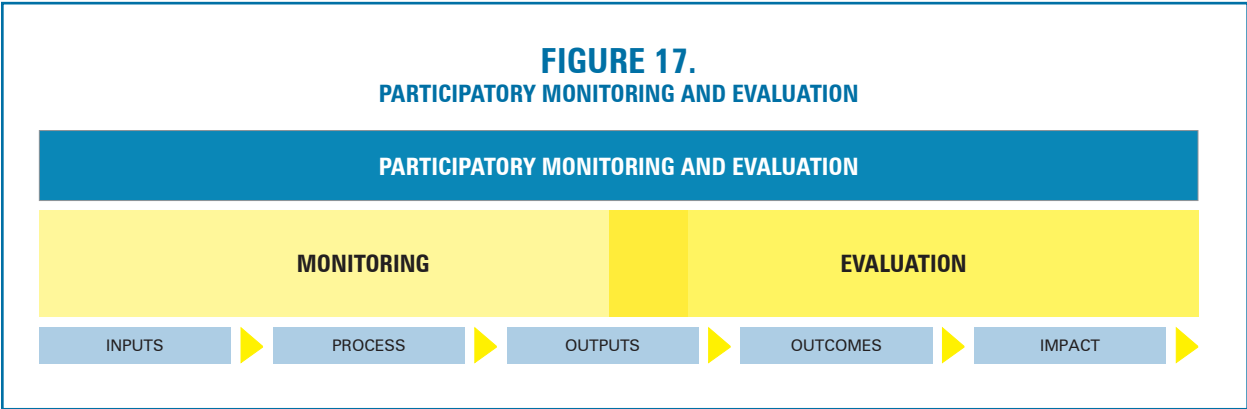
- To find the most effective channels for the specific situation of AI (i.e. mass media might be the most effective communication channel during an outbreak, but interpersonal communications might be the most effective channel to inform the community or methods to prevent an outbreak);
- To adapt and combine different communication channels geographically, or by socio-cultural factors.

#### Communication Strategy rules of thumb:

- Use mass media communication or group communication to inform non-sensitive issues, preferably the way the community is used to. This can be through rural radio, large group meetings, or written media when appropriate.
- Interpersonal communication, including small group communication is often used when you want to communicate more personal and sensitive issues; it complements and reinforces mass media communication. Interpersonal communication can be done while conducting home visits or community meetings, or at any occasion that groups a few people, such as during walks going to church, going to the market, or fetching water...
- Try to strengthen the communication using C4D support materials. These materials are developed through a scientific process, including audience research and pre-testing of the materials before its production. For more on the process of developing C4D materials, visit [www.jhuccp.org](http://www.jhuccp.org) (or refer to other sources).

See Appendix P for a matrix of mass media and large group communication interventions and C4D materials.

# USING PAR FOR MONITORING AND EVALUATION



The primary outcome of the PAR is to develop a communication strategy, and the purpose of a communication strategy is to encourage community members to adopt behaviors to help either prevent AI, kick AI out, or mitigate sickness and death from AI. Monitoring and evaluating the interventions of the community strategy are crucial to see whether the communication strategy is being implemented as planned and to determine whether the promoted behaviors are being practiced/adopted.

Monitoring is the systematic collection and analysis of information aimed at improving the efficiency and effectiveness of the intervention. It is based on targets set and activities planned during the planning phases of work. It helps to keep the work on track, and can let management know when things are going wrong. Evaluation determines whether you have met goals that were set at the beginning of the PAR. You can evaluate the PAR process, the PAR outcomes, and the PAR impact. PAR can also be used to evaluate the effectiveness of the communication activities.

## MONITORING AND EVALUATION AS AN INTEGRAL PART OF THE PAR

Participatory monitoring and evaluation are embedded in the PAR. The community and the members of the action plan committee are involved in monitoring and evaluating the actions/interventions that will be promoted in the AI communication strategy that results from the PAR.

During the development of the community action plan, the members of the action plan committee should prioritize the actions to be undertaken on the basis of the urgency, effectiveness, and the availability of resources. In the community action plan, the members of the action plan committee will set objectives. For each objective, indicators will be defined to help measure the attainment of each objective.

The members of the action plan committee should also define how often the data will be collected, what tools will be used, and who will collect these data. **Table 4** (pages 18 and 19) provides the list of data that can be collected with each tool. These data will be easy to collect because the community facilitators who have been part of the initial PAR have acquired the skills to use the tools. The monitoring plan

will be presented, discussed and approved by the community members during the presentation of the action plan.

During the periodic meetings (every three or six months) of the members of the action plan committee, members will review the data collected, look at the trends and see if they are on track toward the attainment of the set objectives, and make the adjustments if necessary. These data will also be presented and reviewed with the members of the community. This helps keep the community updated and informed on the progress made in the fight against AI. When significant achievements or objectives have been met, the community members will celebrate.

Let's illustrate the participatory monitoring and evaluation embedded in the PAR with the hypothetical example in **Figure 18** below.

As shown in **Table 12** (on page 41), the members of the action plan committee will present and discuss the following with the community:

- Inputs: resources needed (and who will contribute to this)
- Process: activities to be carried out
- Outputs: activities effectively carried out and number of people reached
- Outcomes: number of people who adopted/implemented the recommended practices (building a fence for the fowl)

During the meeting, the decision should be made on who will collect each data and how often. For example, the community mobilizers will keep track of the number of households visited, the number of meetings held by the chairman, the number of people participating in meetings, and the number

of flyers distributed. The community development officer will keep track of the availability of local materials, and of the flyers. Two community facilitators will carry out transect walks at the end of every month to record the additional number news fences built.

## Monitoring

At their monthly meeting, the members of the action plan committee will look at the data gathered and will answer the following questions:

- How well are we doing?
- Are we doing the right things?
- What difference are we making?

The data collected will also enable the members of the action plan committee to determine whether the resources available are sufficient and are being well used, whether the capacity is sufficient and appropriate, and whether they are doing what they planned to do.

The data collected on the inputs, process, outputs, and outcomes will provide an indication of the trend and help determine whether the positive changes are occurring or what else needs to happen for positive changes to take place (45 fences to be built within three months).

## Evaluation

After three months, the members of the action plan committee will meet and determine if 45 additional poultry owners have built a fence for their fowl.

### FIGURE 18. EXAMPLE TO HELP ILLUSTRATE PARTICIPATORY MONITORING AND EVALUATION

Village x is still experiencing outbreaks of AI. Poultry farmers have been greatly affected and have lost a good number of their fowl. Backyard farmers have also experienced some losses.

One of the objectives in their community action plan is the following:

- In three months all the poultry owners should have built a fence to keep their fowl

The indicator is: Poultry owner (poultry farmers and backyard farmers) with a fence to keep fowl

The target is the total number of poultry owner in the community: 65

When the community action plan was developed only 15 poultry owners had fenced their fowl. When the action plan was presented to the community, most of the poultry owners agreed to build a fence for their fowl within three months. Five poultry owners said they will drop poultry farming. The new target is 45 additional fences to be built.

When the set objective is met, the members of the action plan committee will re-embark in another planning cycle and will plan relevant activities that were listed and not prioritized in the first round. These members will also review the situation of AI in the village and may add additional activities as appropriate.

## PAR AND THE MONITORING AND EVALUATION OF THE COMMUNICATION STRATEGY

The participatory monitoring and evaluation process embedded in the PAR is similar to any classical monitoring and evaluation process. The main difference resides in the tools used and the qualitative nature of the data collected. PAR can be used for monitoring and evaluating a program, but certain things should be kept in mind.

The PAR is specific to a community. The participatory monitoring and evaluation which is part of the PAR empowers a specific community and helps them keep track of their progress in the attainment of their objectives. This also helps reinforce the ownership by the community. PAR is therefore a powerful approach for monitoring and evaluating AI activities by the community. This may not necessarily be the case for the communication strategy that covers many more communities.

The communication strategy is developed using the PAR data from a few selected sites representing the program area. The monitoring and evaluation of the communication strategy should help track the progress and success of the implementation of the communication strategy in the program area. Stakeholders and donors supporting the fight against AI in the program area should assist in the development of a monitoring plan for the communication strategy. The monitoring and evaluation plan should be developed with representatives from the program area. The input, process, output, and outcome indicators should be discussed and defined. The level of these indicators differs from the indicators in the PAR as shown in **Table 13**.

Discussions should be held regarding who should collect what data and how often the data should be collected. When data are collected, they should be reviewed, and if necessary, used to adjust the objectives or the methods used to obtain a given objective. This participatory monitoring which is specific to a few communities in the program areas could shed the light on the types of promising solutions or constraints that may occur. This lesson can enlighten the program manager on the type of adjustments to be made in other communities.

**TABLE 12. EXAMPLES OF INPUT, PROCESS, OUTCOME AND IMPACT INDICATORS**

INPUTS	PROCESS	OUTPUTS	OUTCOMES	IMPACT
<ul style="list-style-type: none"> <li>• Time for meetings &amp; training community mobilizers.</li> <li>• Printing of 500 flyers</li> <li>• Local materials to construct fence</li> </ul>	<ul style="list-style-type: none"> <li>• Training of 10 community mobilizers</li> <li>• Community mobilizers visiting X number of households with poultry and demonstrating the construction of an affordable poultry fence</li> <li>• X number of meetings held by the chief regarding the # of flyers to be distributed on how to construct an affordable fence</li> </ul>	<ul style="list-style-type: none"> <li>• # of community mobilizers trained</li> <li>• # of households with poultry visited and shown how to construct affordable fence</li> <li>• # of meetings held by the chief regarding flyers distributed on how to construct affordable fence</li> </ul>	# of new poultry fences constructed in the community	Reduction in AI outbreak

**TABLE 13. EXAMPLES OF INPUT, PROCESS, OUTCOME AND IMPACT INDICATORS**

INPUTS	PROCESS	OUTPUTS	OUTCOMES	IMPACT
Detailed resources expected from each partner for the activities (related to the specific objective)	# of activities to carry out in the program area to help reach the objective	<ul style="list-style-type: none"> <li>• % of activities (training, meetings,..) carried out.</li> <li>• % of people reached</li> </ul>	<ul style="list-style-type: none"> <li>• % of people with positive change in attitudes</li> <li>• % of people practicing the promoted behavior</li> </ul>	Reduction in AI outbreak

# APPENDICES

## APPENDIX A. OVERVIEW OF THE USE OF PAR TOOLS

RESEARCH THEMES	A. Com. Mapping with men, women, & young people	B. Trans Walks throughout the village	C. Particip. Observation: • watch 2-3 chicken • observe 3 poultry raisers	D. Seas. Calendars with men, women, & young people	E. Focus Group Discussion with men, women, & young people	F. Bean Quantification (uses of poultry) with men, women, & young people
Poultry coming into the household	x	x	x	x	x	x
Care for poultry in the household		x	x	x	x	
Seasonal variations and AI in food-insecure & HIV affected households		x		x	x	
Use of the poultry	x			x	x	
Human health, especially the health of children				x	x	x
Communication assessment	x				x	
Hygiene	x	x	x			
Human nutrition				x	x	x
Livelihoods	x	x		x	x	x

<b>RESEARCH THEMES</b>	<b>G. Venn diagram with men, women, &amp; young people</b>	<b>H. In-depth Interviews with men &amp; women leaders, poultry farmers &amp; raisers, vet, &amp; chief</b>	<b>I. Causal flow diagrams with men, women, &amp; young people</b>	<b>J. Matrix ranking with men, women, &amp; young people</b>	<b>K. Story with men, women, &amp; young people</b>	<b>L. Force field analysis with men, women, &amp; young people</b>
Poultry coming into the household		x	x	x		
Care for poultry in the household	x	x		x	x	x
Seasonal variations and AI in food-insecure & HIV affected households		x	x		x	x
Use of the poultry		x			x	x
Human health, especially the health of children		x		x	x	x
Communication assessment	x	x	x	x	x	x
Hygiene				x		x
Human nutrition		x		x	x	x
Livelihoods		x	x	x	x	x

## APPENDIX B. COVER SHEET FOR GROUP PROCEDURES

1. Date: \_\_\_\_\_

2. Name of the location: \_\_\_\_\_

3. Type: \_\_\_\_\_ Urban \_\_\_\_\_ Rural

4. Ethnic/Religious group: \_\_\_\_\_

### 5. Interviewers:

1. \_\_\_\_\_

2. \_\_\_\_\_

### 6. Procedure:

\_\_\_\_\_ A: Community mapping with men, women, and young people

\_\_\_\_\_ B: Transect walks

\_\_\_\_\_ C: Participants observation: a) 2-3 chicken; b) 2-3 poultry raisers

\_\_\_\_\_ D: Seasonal calendars with men, women, and young people

\_\_\_\_\_ E: Focus group discussions with men, women, and young people

\_\_\_\_\_ F: Bean quantification with men, women, and young people on poultry use

\_\_\_\_\_ G: Venn diagram with men, women, and young people on community resource people and leaders (most accepted and credible people)

\_\_\_\_\_ H: In depth interviews with leaders (male and female), a poultry raiser (male and female, veterinary, a poultry seller, and the village chief

\_\_\_\_\_ I: Causal flow diagram with men, women, and young people

\_\_\_\_\_ J: Preference ranking, matrix ranking and scoring men, women, and young people

\_\_\_\_\_ K: Story

\_\_\_\_\_ L: Force field analysis with men, women, and young people

7. Number of participants: \_\_\_\_\_

### 8. Type of participants:

\_\_\_\_\_ Women

\_\_\_\_\_ Men

\_\_\_\_\_ Young people

Comments on the session (Debates, disagreements):

## APPENDIX C. COMMUNITY MAPPING

**PURPOSE:** The purpose is to establish a rapport with the villagers, to identify the activities that people carry out for living, and to highlight the importance of poultry for the household and the community. The community mapping provides a visual representation of the community. The map shows geographical features, infrastructure, types of facilities, livestock, markets, where to find poultry owners, where poultry is found (e.g., in/outside houses), and where the credible/resource people can be found in the community.

**WHO:** This will be done by 2 interviewers with a group of men, women, and young people (6-8 people in each). The participants should not be too old or too young.

**MATERIALS:** Flip chart and a marker to draw the maps

**PROCEDURE:** Have the group sit or stand near an open area. Try to keep the number of spectators to a minimum. One interviewer will facilitate the group while the other interviewer takes notes.

The facilitator explains the purpose of the exercise.

Ask the participants to draw the map of their community and to show important landmarks.

Once the outline of the community has been drawn up, ask them to mark the following using specific signs/legends:

- Poultry owners: backyard poultry (sector 4), backyard semi-commercial poultry (sector 3, 50 -100), and industrial farms
- Market where poultry is sold
- Livelihood: activities generating income for the household
- Community leaders
- Meeting place

The note taker observes and notes the interactions between the participants and records all the discussions occurring during the community mapping exercise. After the exercise, the pair (facilitator and note taker) should fill out the cover page sheet and transcribe all the information collected on A4 paper.

## APPENDIX D. TRANSECT WALK

**PURPOSE:** To appreciate the level of interaction between people and poultry, hygiene practices, the uses of poultry, and the importance of poultry in the household and community livelihood. Transect walks will provide information on hygiene practices and the implications for human health. Transect walks will also help gain understanding of the time of the day when poultry transactions occur the most.

**WHO:** This will be done by 2 interviewers/observers. Referring to the community map drawn in the previous exercise, each pair will make transect walks from one end of the village to the other.

**WHEN:** Each pair of interviewers will carry out transect walks throughout the day.

**MATERIALS:** Transcript form, notebook and pen

**PROCEDURE:** Walk in the community, **OBSERVE** activities related to poultry, and **POSE** questions to community members involved to gain a better understanding of the practices.

The items to observe include, but are not limited to, the following:

- Places where poultry is found in the community
- Movement of poultry in the community
- How poultry is transported
- Care of poultry: who is involved, care practices
- Market where poultry is sold
- Interactions of the traders and the poultry
- Place where poultry is kept in the market

Explore with people the following:

- Reactions during AI outbreak (the individuals and the people involved in caring for or trading poultry)
- Impact of AI on household consumption of chickens and on livelihood
- Support during outbreak – type of support, institutions providing support (including IEC materials), feedback on the support received
- Perception of AI in the specific community

The note taker observes and notes any non-verbal communication and records all the answers of the interviewees. After the exercise, the pair (facilitator and note taker) should fill out the cover page sheet and transcribe all the information collected on A4 paper.

## APPENDIX E. PARTICIPANT OBSERVATIONS

**PURPOSE:** Gain a better understanding of the care given to poultry, the movement of the poultry, and hygiene practices in relation to poultry.

**WHO:** Two members of the team will observe a) a chicken and b) a poultry raiser during the day.

**PROCEDURE:** Two types of observation will take place during this exercise.

**a) Observe a chicken for 3-4 hours**

Two interviewers will follow a chicken through the morning and will record the interactions of the chicken with community members.

Observe and write down the following:

- All types of interactions of the chicken with community members.
- Care given to poultry (who gives the care, describe the care given).
- Hygiene practices.

Observe 2-3 chickens.

The note taker observes and records all the types of interactions of the chicken with community members, care given to poultry (who gives the care, describe the care given), and hygiene practice in relation to poultry. After the exercise, the pair (facilitator and note taker) should fill out the cover page sheet and transcribe all the information collected on an A4 paper.

**b) Observe a poultry raiser**

Two interviewers will visit a poultry raiser in the community. The team will ask the poultry raiser to train them on how to raise chickens.

The interviewers will:

- Observe and write down all the tasks/activities carried out by the poultry raiser.
- Ask the poultry raiser the reasons for carrying out each of the tasks.
- Note all the interactions of the poultry raiser with poultry and hygiene practices.

Each team will observe one poultry raiser.

The note taker observes and records the tasks/activities carried out by the poultry raiser, the reasons for carrying out each of the tasks, and the interactions of the poultry raiser with poultry and hygiene practices. After the exercise, the pair (facilitator and note taker) should fill out the cover page sheet and transcribe all the information collected on A4 paper.

**MATERIALS:** Notebook and pen

## APPENDIX F. SEASONAL CALENDAR

**PURPOSE:** To understand the seasonal variations in the care for poultry, use of poultry, and livelihoods.

**WHO:** This will be done by 2 interviewers with 6 groups of people (6-8 people in each). The participants should not be too old or too young.

Carry out seasonal calendar with:

- 1 group of women
- 1 group of men
- 1 group of young people

**MATERIALS:** Flip chart and markers (different colors)

**PROCEDURE:** Have the group sit in circle, near an open area. Try to keep the number of spectators at a minimum. One interviewer will facilitate the group and the other interviewer will encourage the community members to participate in the exercise and will take note.

The facilitator will explain the purpose of the exercise.

Begin with the local names of the months and seasons. Ask the group members to divide up the calendar year.

Ask the participants to fill the boxes according to the **intensity of the event/indicator**.<sup>6</sup>

The seasonal variations to be studied include the following:

- Poultry coming into the house
- Care for poultry
- Use of poultry (consumption, rituals, selling, buying, and gifts)
- Children's health
- Nutrition (staples, food most commonly consumed, hierarchy) – meat/vegetables
- Livelihoods (seasonal variations in activities)

If one flip chart is not enough, attach a second flip chart and continue the exercise. When all of the seasonal calendars have been drawn, ask the participants to comment on the trends observed in the seasonal calendars. The second interviewer should write down the explanations provided by the group.

The note taker observes and notes all the interactions and records all the discussion that occurs during the seasonal calendar exercise. After the exercise, the pair (facilitator and note taker) should fill out the cover page sheet and transcribe all the information collected on A4 paper.

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<sup>6</sup> The facilitators should ask the group members to specify the intensity of the event by using x. The events that are very intense/frequent will be marked xxx and the events with normal intensity/frequency will be marked x.

## APPENDIX G. FOCUS GROUP DISCUSSION

**PURPOSE:** Gain a better understanding of the knowledge, attitudes, and perceptions in relation to avian influenza.

**WHO:** This will be done by 2 interviewers with 3 groups of people (6-8 people in each). The focus group discussion will be carried out with one group of men, woman, and young people. The participants should not be too old or too young.

**MATERIALS:** Tape recorder, notebook, and pens

**PROCEDURE:** Have the group sit in a circle, near an open area. Try to keep the number of spectators to a minimum. One member of the team will be the facilitator and the second will be the note taker. The facilitator will explain the purpose of the exercise.

The facilitator will ask questions<sup>8</sup> using the focus group discussion guide. The facilitator will also ensure that all the members of the group participate in the discussion. At the end of the focus group discussion, the facilitator will thank the group for their time and their participation.

The note taker will take notes on the focus discussion group form. S/he will also write down the meaningful **QUOTES** from the participants. The note taker will write down any non-verbal communication that occurs during the discussion.

A focus group discussion should not last more than an hour.

The note taker observes and notes all the interactions and records all the discussion that occurs during the focus group discussion. After the focus group discussion, the pair (facilitator and note taker) should fill out the cover page sheet and transcribe all the information collected on A4 paper.

### FOCUS DISCUSSION GROUP GUIDE

**GOAL:** Gain a better understanding of: 1) the knowledge, attitudes, and perceptions of people regarding AI; 2) the relative importance of poultry and impact of AI on community livelihood, health, food security, and nutrition; and 3) the actions taken by the authorities during an AI outbreak and the community's perceptions of these actions.

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<sup>7</sup> The facilitator will read the focus group discussion guide and demonstrate how to probe for each question (why, why, why, and why). The facilitator will also demonstrate how to take notes during the FGD.

## APPENDIX G. FOCUS GROUP DISCUSSION

### **SPECIFIC OBJECTIVES:**

Explore the following:

- Knowledge, attitudes, and perception of people regarding AI
- Knowledge about poultry management and use
- Importance of poultry and the impact of AI on household livelihood and community life
- Community perceptions of risks associated with AI and appropriateness of measures taken during recent outbreak, including IEC materials and other support materials provided

**TARGET GROUPS:** Focus group with men, women, and young people

### **THEMES**

#### **1. Knowledge, attitudes, and perception of AI**

- 1.1 What is AI?
- 1.2 What causes AI?
- 1.3 What did you do when you heard about AI, and why?
- 1.4 Are you afraid of AI, and why?
- 1.5 At what stage of AI do you think your community is at? (Gone, present, will come again)

#### **2. Care of poultry management and use in the community**

- 2.1 Who owns poultry?
- 2.2 Who makes decision about the use of poultry in the household (selling, making gift)? Why?
- 2.3 Who cares care for the poultry in the household? Why?
- 2.4 What are the different uses of poultry in the household?
- 2.5 What do you do with dead birds? Who handles them, and why?

#### **3. Perceptions of importance of poultry as regards household and community livelihoods, and the impact of AI**

- 3.1 Who are the people who own poultry in this community? How do you categorize them, and why?
- 3.2 How were the households with poultry affected by AI? How did each group cope with the situation? (Explore prevention and mitigation)
- 3.3 How were food insecure people affected by AI? How did they cope with the situation?
- 3.4 How were the communities affected by AI? How did they cope with the situation? (Explore prevention and mitigation)

#### **4. Perceptions of problems and risks associated with bird-related diseases (AI in particular)**

- 4.1 What are the risks associated with birds and chickens?
- 4.2 What are the problems that occur when there is an outbreak of AI?
- 4.3 Who is the most vulnerable to AI and other bird-related diseases, and why?
- 4.4 Do you think people who do not have any chickens can be affected by AI? How?

## APPENDIX G. FOCUS GROUP DISCUSSION

### 5. Measures taken during recent outbreak

- 5.1 What did you, as an individual, do during the recent outbreak of AI to cope with the situation, and why?
- 5.2 What did your community do during the recent outbreak of AI to cope with the outbreak, and why? What were the results?
- 5.3 What did the backyard poultry owners (sector 4, 1-40 chickens) do during the recent AI outbreak, and why?
- 5.4 What did the backyard semi-industrial poultry owners (sector 3) do during the recent AI outbreak, and why?
- 5.5 What support did you receive from local authorities during the outbreak (education, IEC materials, compensation, and other types of support)?
- 5.6 What do you think of each type of support (were they appropriate and relevant to the situation)?
- 5.7 In this community, do people eat dead chickens or birds, and why?
- 5.8 For those who eat dead birds or chickens, what would convince them not to eat them?

### 6. Information/Communication

- 6.1 Who are the trusted people in this community who provide education related to poultry, and why? Who are those reaching out to women, men, or young people?
- 6.2 Where do most people meet to discuss community issues?

## FOCUS GROUP DISCUSSION GUIDE FOR THE NOTE TAKER

### THEMES

#### 1. Knowledge, attitudes, and perception of AI

- 1.1 What is AI?
- 1.2 What causes AI?
- 1.3 What did you do when you heard about AI, and why?
- 1.4 Are you afraid of AI, and why?
- 1.5 At what stage of AI do you think your community is at? (Gone, present, will come again)

#### 2. Care of poultry management and use in the community

- 2.1 Who owns poultry?
- 2.2 Who makes decisions about the use of poultry in the household (selling, making gift...)? Why?
- 2.3 Who cares care for the poultry in the household? Why?
- 2.4 What are the different uses of poultry in the household?
- 2.5 What do you do with dead birds? Who handles them and why?

## APPENDIX G. FOCUS GROUP DISCUSSION7

### **3. Perceptions of importance of poultry as regards household and community livelihoods, and the impact of AI**

3.1 Who owns poultry in this community? How do you categorize them and why?

3.2 How were households with poultry affected by AI? How did each group cope with the situation? (Explore prevention and mitigation)

3.3 How were food insecure people affected by AI? How did they cope with situation?

3.4 How were communities affected by AI? How did they cope with the situation? (Explore prevention and mitigation)

### **4. Perceptions of problems and risks associated with bird-related diseases (AI in particular)**

4.1 What are the risks associated with birds and chickens?

4.2 What problems occur when there is an outbreak of AI?

4.3 Who is the most vulnerable to AI and other bird-related diseases, and why?

4.4 Do you think people who do not have any chickens can be affected by AI? How?

### **5. Measures taken during recent outbreak**

5.1 What did you do during the recent outbreak of AI to cope with the situation, and why?

5.2 What did your community do during the recent outbreak of AI to cope with the situation, and why? What were the results?

5.3 What did the backyard poultry owners (sector 4, 1- 40 chickens) do during the recent AI outbreak, and why?

5.4 What did the backyard semi-industrial poultry owners (sector 3) do during the recent AI outbreak, and why?

5.5 What support did you receive from local authorities during the outbreak (education, IEC materials, compensation, and other types of support)?

5.6 What do you think of each type of support (were they appropriate and relevant to the situation)?

5.7 In this community, do people eat dead chickens or birds, and why?

5.8 For those who eat dead birds or chickens, what would convince them not to eat them?

### **6. Information/Communication**

6.1 Who are the trusted people in this community who provide education related to poultry, and why? Who are those reaching out to women, men, or young people?

6.2 Where do most people meet to discuss community issues?

## APPENDIX H. IN-DEPTH INTERVIEWS

**PURPOSE:** Gain a better understanding of the effects of AI on the community.

**WHO:** Two interviewers will carry out an in-depth interview with the following people in the community: a male leader, a female leader, the agriculture extensionist, the vet working with that community, a community volunteer, a poultry trader, the chief of the village, and the LGA chairman. The first interviewer will be the facilitator and the second interviewer will be the note taker.

The following people will be interviewed:

- Male leader
- Female leader
- Agriculture extensionist
- Vet
- Community volunteer
- Poultry trader
- Chief of the village
- LGA chairman

**MATERIALS:** Flip chart and markers (different colors)

**PROCEDURE:** Sit with the person in a quiet place where you will not be disturbed. Try to keep the spectators out. The facilitator will explain the purpose of the exercise. The facilitator should ask questions in the following order:

1. AI contained and controlled
2. Widespread AI
3. Pandemic AI

For widespread AI and pandemic AI, the facilitator will ask the participant to recall a similar situation that has happened in the past, or s/he will tell the facilitator a story about widespread AI or pandemic AI to help them come up with responses to the questions asked. The purpose of **SECTION 2** and **3** is to help key informants be proactive and to anticipate solutions for a problem that has not yet occurred.

The in-depth interview should not last more than an hour per person.

The note taker observes and notes any non-verbal communication and records all the answers of the interviewee. After the exercise, the pair (facilitator and note taker) should fill out the cover page sheet and transcribe all the information collected on A4 paper.

## APPENDIX H. IN-DEPTH INTERVIEWS

### IN-DEPTH INTERVIEW GUIDE

#### SECTION 1: CONTROLLED AND CONTAINED OUTBREAK

### IN-DEPTH INTERVIEW GUIDE

#### 1) Animals in the community and how people relate to animals

- Types of animals in the community and who raises each type
- Uses of animal
- Domestic birds
- Type of facilities used to keep birds
- # of varieties of chicken and uses
- Importance of chicken for families
- Who gives advice when chicken is sick?

#### 2) Livelihoods

- Who owns chickens?
- Who raises poultry (e.g., professional farmers, families, market sellers, local producers), and why?
- Who sells chickens, and how often?
- How are different types of poultry used (e.g., chickens, ducks, guinea fowl)?
- Amount and uses of income generated from poultry
- Importance of poultry in life (e.g., financial, other reasons)
- Decision on the use of chicken
- Poultry farming procedures
- Community safety nets for people who lose their poultry to disease, theft, accident
- Ritual or religious exchanges
- How frequently chickens are given away, to whom, and under what circumstances?

#### 3) Care for poultry in the household

- Hygiene
  - Hand washing practices (e.g., with soap, ash) before and after handling chickens, before food preparation and consumption
  - How people handle chicken droppings
  - Perceptions (“dirty” or “natural”) and uses of chicken droppings (e.g., fertilizer)
  - How do they transport poultry for sale
  - How frequently chicken “enclosures” are cleaned
- Gender relations and gender/age division of labor
  - Gender and age conventions and practices regarding poultry husbandry (e.g., who, traditionally, cares for feed, collects eggs, catches, sells slaughters, plucks, prepares food, cleans different types of poultry, specific roles of elderly, children)
  - How division of labor varies with the type of poultry
- Poultry health
  - What people do to keep birds healthy and to prevent illness
  - Previous experiences of massive deaths of poultry in the past: what measures were taken
  - How people handle sick poultry, and who takes care of it
  - Home remedies
  - What do people do with dead chickens, and why?
  - What might motivate people not to eat dead chicken?
  - Use of poultry manure
  - How do people deal with dead birds?

## APPENDIX H. IN-DEPTH INTERVIEWS

### 4) Use of the poultry

- Food security and nutrition
  - Who eats poultry and eggs, how often, and in what circumstances are poultry and eggs consumed
  - Knowledge about nutritional value of poultry and eggs
  - Conditions/situations prohibiting poultry and eggs (e.g., pregnancy in some cultures)
  - Preparation, handling, and cooking of poultry and eggs
- Religious, social, and cultural traditions related to poultry (e.g., brides bringing chickens to groom's house)
- Seasonal variations in caring (kept under cover/enclosed) and using poultry (selling)
- Other uses of poultry (rituals, gifts, games, pets)

### 5) Poultry diseases

- Recall previous epidemic and outbreak of bird diseases - Effects and actions taken, people's reactions
- Outbreak of AI in the community - When, people affected, evolution
- Impacts of AI (livelihood...)
- What do people fear most?
- Awareness of possibility of contamination from animals to humans
- Potential sources of introduction of disease/ How to prevent them?
- Attitude towards animal diseases/mortality
- Attitude/perception of government: control measures

### 6) Communication with communities

- Source of information about poultry and human health
- Who are the trusted/authoritative voices specifically on AI-related issues (e.g., what social networks can be used for communication)?
- Where do people gather?

### 7) Actions taken to contain AI outbreak

- List of actions
- Time lapsed before official measures are taken
- What information was given to people in the communities?
- What IEC materials were distributed to communities? What is useful, or not, and why?
- Receptivity of people to these actions and factors that play a role in their receptivity
- What were the motivations and barriers for people to implement the actions?
- What rumors were spread about AI?
- Who was involved in reporting outbreak?
- Community reactions and suggestions about specific AI prevention interventions (e.g., keeping new birds separate from existing ones)

### 8) Knowledge, attitude, and perception

#### a) Knowledge, attitude, and perception

- Perception of risk and vulnerability
- Difference between seasonal flu and AI
- Why is it so difficult to get people to implement the recommended hygiene messages?
- Communities' attitudes towards compensation
- What will stop community members from eating a sick bird?
- Attitude towards community surveillance
- What does chicken represent as a percentage of the family income?

#### b) Livelihood

- Food value/money value
- System of production, how much contact between chickens and people?
- Role of chicken
- Hygiene practices in production system
- Role of poultry within farming systems/household economics
- Acceptation of culling
- Mapping of trading practices

## APPENDIX H. IN-DEPTH INTERVIEWS

- Role of family members (women)

### **c) Nutrition: Values of poultry**

- Variety of uses of chicken (internal consumption, trade to get other foods, and understanding socio-economics)
- Are sick chickens consumed?
- What substitutes, in term of proteins, are used to replace loss of chicken?
- Meals in daily meals/eggs (women and children)

### **d) Flexibility for change**

- Alternatives to chicken: rabbit?
- Cultural/religious role of chicken
- Level of wealth/poverty
- Socio-cultural distribution of roles
- Importance of knowledge and/or resources
- Triggers
- Response/thinking re: government measures – role of compensation
- Reporting AI – what would stimulate reporting?
- Changes in husbandry practices
- How to stimulate change?
- What messages?
- Which channels would be more effective?
- How to mitigate loss of chicken?

### **9) Relationship between communities and authorities**

- As regard birds and education
- Positive and negative experiences and reasons
- Suggestions about steps to follow to help community work with authorities

## **SECTION 2. IF WIDESPREAD AVIAN FLU**

### **10) If widespread avian flu**

1. What would be your suggestions?

1.1 Culling/compensation/disposal

1.2 Community surveillance

1.3 Monitoring progress & report

1.4 Biosecurity measures

1.5 Separation of poultry species

1.6 Transportation/movement

2. What credible and trusted sources of information in this community reach out to people if there is an outbreak?

## APPENDIX H. IN-DEPTH INTERVIEWS

### SECTION 3. IF PANDEMIC AVIAN FLU

#### 11) If pandemic Avian flu

1. What are the new coping measures?
2. How do you think people will react to distancing measures? What are the alternatives?
3. What is the feasibility of following the measures?
4. What are people's reactions to news and rumors when there is a problem of that magnitude?
5. Do you think poultry owners will be stigmatized?
6. What trusted sources of information in this community help educate and sensitize in such a context?

#### TABULATION FOR THE IN-DEPTH INTERVIEWS

KEY INFORMANTS	QUESTIONS FOR THE IN-DEPTH INTERVIEW
LGA chairman	4, 5, 6, 7, 8, 9, 10, 11
Chief of the village	2, 4, 5, 6, 7, 8, 9, 10, 11
Vet, agriculture extensionist, community volunteer	3, 5, 6, 7, 8, 10, 11
Poultry trader	1, 2, 3, 5, 7, 8, 10, 11
Female leader	1, 2, 4, 5, 7, 9, 10, 11
Male leader	1, 2, 3, 4, 7, 9, 10, 11

## APPENDIX I. BEAN QUANTIFICATION

**PURPOSE:** Gain a better understanding of the use of poultry in the household.

**WHO:** This will be done by 2 interviewers with 5 groups of people (2-4 people in each). The participants should not be too old or too young.

Bean quantification will be carried out with:

- One group of women
- One group of men
- One group of young people
- One group of backyard poultry farmers (sector 4)
- One group of village semi-commercial backyard poultry owners (sector 3)

**MATERIALS:** Beans, gravel, notebook, pen

**PROCEDURE:** Have the group sit in circle, near an open area. Try to keep the number of spectators to a minimum. One interviewer will facilitate the group and the other interviewer will take notes. The facilitator will explain the purpose of the exercise.

Explain what the beans or gravel represent. Give participants 100 beans or some gravel and ask them to illustrate the use of poultry in the household using these items. The facilitator will ask the members of the group to explain the distribution/repartition of the beans that they have come out with.

The note taker will take note of the discussion that occurs during the repartition of beans. The note taker will also write down the quotes.

The exercise should not last more than an hour with a group.

The note taker observes and notes all the interactions and records all the discussion that occurs during the bean quantification exercise. After the exercise, the pair (facilitator and note taker) should fill out the cover page sheet and transcribe all the information collected on an A4 paper.

## APPENDIX J. VENN DIAGRAM

**PURPOSE:** Identify a credible source of information and a place of gathering in the community. Gain a better understanding of the care given to poultry in the household.

**WHO:** Two interviewers will carry out a Venn diagram exercise with a group of men, women, and young people. The first interviewer will be the facilitator and the second interviewer will be the note taker.

The Venn diagram will be carried out in each site with:

- One group of men
- One group of women
- One group of young people

With each group, the interviewers will carry out two Venn diagram exercises:

- 1) The individuals and institutions providing care and advice to people about poultry**
- 2) The type of care given to poultry in the household, who gives the care, and how often the care is given**

**MATERIALS:** Flipchart and markers (different colors)

**PROCEDURE:** Have the group sit in a circle near an open area. Try to keep the number of spectators to a minimum. One interviewer will be the facilitator and the second will be the note taker. The facilitator will explain the purpose of the exercise. The note taker will take notes on the discussion that occurs during the Venn diagram exercise and on the quotes.

**a)** The facilitator will ask participants to draw on the flipchart:

- The individuals and institutions providing care and advice to people about poultry

The facilitator will ask participants to specify how often individuals and institutions interact with communities.

**b)** The facilitator will ask participants to draw on the flipchart:

- The types of care given to poultry in the household, who gives the care, and how often the care is given.

The note taker observes and notes all the interactions and records all the discussion that occurs during the Venn diagram exercise. After each exercise, the team will fill out the cover page sheet and transcribe the Venn diagram and the information collected on A4 paper.

## APPENDIX K. CAUSAL FLOW DIAGRAMS

**PURPOSE:** Explore community's knowledge and perceptions of the causes, consequences, and actions to be undertaken to prevent AI, or to mitigate its impact on the household and on the community.

**WHO:** Two interviewers will carry out a causal flow diagram exercise with a group of men, women, and young people. The first interviewer will be the facilitator and the second interviewer will be the note taker.

The causal flow diagrams will be carried out in each site with:

- One group of men
- One group of women
- One group of young people

**MATERIALS:** Flipchart, markers, beans, and gravels

**PROCEDURE:** Have the group sit in circle, near an open area. Try to keep the number of spectators to a minimum. The facilitator will explain the purpose of the exercise. The note taker will take notes on the discussion that occurs during the causal flow diagramming exercise.

The facilitator will explore 3 situations with the group:

1. AI outbreak is contained
2. Widespread AI
3. Pandemic AI

For each situation, the facilitator:

1. Explores with the participants the causes of AI, the consequences of AI, and the actions to be undertaken. The actions to be undertaken include a) the actions led and implemented by the community with some or no assistance from the government and b) the actions led by the government and implemented in the community. The facilitator should probe a bit to help the participants be very specific when they list the causes, consequences, and actions to be undertaken. For example, if a participant mentions poor of hygiene as one of the causes of AI, the facilitator should probe by asking the participant to specify the exact behavior/practice he is referring to. Then, the participant might want to add "no hand washing after handling poultry, no sweeping the cage every day," etc.

2. The facilitator will help the participants regroup the actions listed in main groups/categories. The facilitator will explain that the community cannot implement the actions in all the groups/categories at the same time; therefore, the group will have to prioritize the groups/categories and the actions in each category.

The note taker observes and notes all the interactions and records the discussion that takes place during the causal flow diagram exercise. After the exercise, the pair (facilitator and note taker) should fill out the cover page sheet and transcribe all the information collected on A4 paper.

## APPENDIX L. MATRIX RANKING AND SCORING

**PURPOSE:** Prioritize the groups/categories of actions identified and the actions in each group/ category **FOR THE SITUATION OF CONTROLLED AND CONTAINED AI.**

**WHO:** The same participants and facilitators from the previous exercise (causal flow diagramming).

**PROCEDURE:**

This exercise is divided into two parts:

- a) Preference ranking
- b) Matrix ranking and scoring

Preference ranking

The purpose is to prioritize the group/category of actions.

1. The facilitator draws a matrix of the group categories across the top and on the left side. For example, if the groups or categories of actions identified are community mobilization (CM), group education (GE), training in the community (TC), pre-service training (PST), and support to affected households (SAH), the facilitator will draw a matrix similar to the one below.

	CM	GE	TC	PST	SAH
CM					
GE					
TC					
PST					
SAH					

2. The facilitator will explain that the participants should compare each group/category to another group/category by the asking the following question: “ Which of these two would you like to implement first, and why?”

	CM	GE	TC	PST	SAH
CM	CM	CM	CM	CM	CM
GE	CM	GE	TC	GE	SAH
TC	CM	TC	TC	TC	SAH
PST	CM	GE	TC	PST	SAH
SAH	CM	SAH	SAH	SAH	SAH

## APPENDIX L. MATRIX RANKING AND SCORING

3. The facilitator will ask the participants to count the number of times a group/category has been listed.

### Ranking

1. Community mobilization
2. Support to affected households
3. Training community volunteers
4. Education
5. Pre-service training

The note taker observes and notes all the interactions and records all the discussions that occur during the preference ranking.

### Matrix ranking and scoring

The purpose is to rank and score the activities in each group/category.

1. The facilitator reads the activities listed in each category and explain that it would be difficult for the community and the government to carry out all the actions listed in the group/category at the same time. Therefore, the participants should prioritize the actions in each group or category.
2. The facilitator helps the participants prioritize the actions in one category first, second, third, and so on.
3. For the first category of actions to be undertaken, the facilitator asks the participants to suggest criteria to help them prioritize the actions to be undertaken. After listing the criteria, the facilitator draws a matrix with the criteria across the top and the actions on the left side.
4. For each action, the facilitator gives 10 beans or gravel to the participants and asks them to distribute the beans in the box corresponding to each criterion according to the ability of that action to meet that criterion.
5. The facilitator gives 10 beans or gravel for the second action and the participants distribute the number of beans or gravel in each criterion and so on. When all the actions have been ranked and scored, the facilitator asks the participants to identify the actions with the most beans in each category in that group.

The note taker observes and notes all the interactions and records the discussions that occur during the matrix ranking and scoring.

After each exercise, the pair should fill out the cover page sheet and transcribe all the information collected on A4 paper.

## APPENDIX M. VENN DIAGRAM

**PURPOSE:** Identify the resources and the constraints to the implementation of the actions to fight AI in the community.

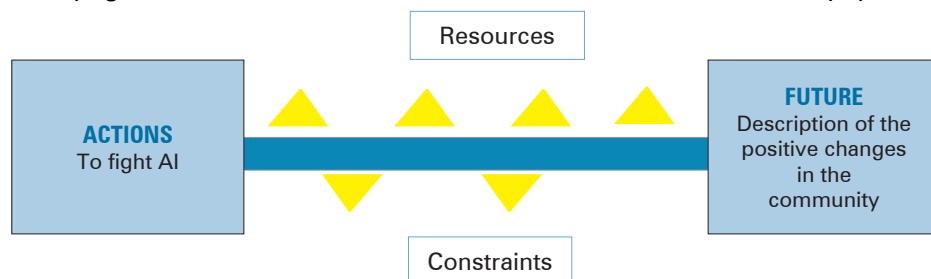
**WHO:** The same participants, facilitator, and note taker from the causal flow diagramming and matrix ranking and scoring exercises.

**MATERIALS:** Flipchart and markers

### PROCEDURE:

1. The facilitator reads the groups/categories and actions identified to fight AI in the community.
2. The facilitator places a blank flip chart with the title “Future” in front of the flip chart with the actions.
3. The facilitator asks the participants to describe the changes in the village when each of the actions listed will be implemented. The facilitator records each change on the “Future” flip chart.
4. The facilitator asks the participants to identify and list the resources already available in the community. This list will be used for the implementation of the actions identified. The resources include human, financial, and material resources. The facilitator asks participants to be very specific when they list the resources available in the community. For example, if a participant says “we have human resources to implement a specific action,” the facilitator should ask whom the participant is referring to. Does this person already have the knowledge and skills to contribute to the fight against AI? When the facilitator probes, the participant might answer: “The community already has two trained community volunteers to carry out group education”. After listing the resources, the facilitator points out the fact that the community already has a good amount of resources to fight AI.
5. The facilitator asks the participants to identify the constraints that may prevent or slow down the implementation of the actions identified. For each constraint identified, the facilitator asks the participants to suggest how they are planning to address it. The constraints identified reflect the support the community will need for implementation of the identified actions.

The note taker observes and notes all the interactions and records all the discussions that occur during the force field analysis exercise. After the exercise, the pair (facilitator and note taker) should fill out the cover page sheet and transcribe all the information collected on A4 paper.



## APPENDIX N. ACTIVITY REPORT FORM <sup>8</sup>

### ACTIVITY REPORT FORM - FIELD NOTES

**CATEGORY: AI:** \_\_\_\_\_ **COMMUNICATION:** \_\_\_\_\_

Date and Place Conducted: \_\_\_\_\_  
Name of Community: \_\_\_\_\_  
Contact Person: \_\_\_\_\_  
Name of Activity: \_\_\_\_\_  
Facilitator(s): \_\_\_\_\_

PAR Tools Used:

\_\_\_\_\_  
\_\_\_\_\_

Process:

\_\_\_\_\_  
\_\_\_\_\_

Key Findings:

\_\_\_\_\_  
\_\_\_\_\_

#### **ADDITIONAL COMMENTS:**

Description and first impressions of the community:

Comments on what happened today:

Constraints that might be important:

Resources not to neglect:

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<sup>8</sup> Adapted from Pretty, J. et al. 1993. Participatory Learning and Action: A Trainer's Guide. London: International Institute for Environment and Development.

## APPENDIX O. DAILY SUMMARY MATRIX <sup>9</sup>

Below is a sample of a daily matrix, which summarizes the results of activities conducted by the field sub-teams. The PAR team coordinator can draw the matrix and have the sub-teams fill it out at the end of every day in addition to the activity summary sheets. The information captured in the matrix can be adapted to the team's needs.

Sub-Field:	Date: _____ Team: _____ AI: _____	Team Leader: _____ Communication: _____	Location: _____	
Issue addressed	Sub-Team A Mapping (resource: Men)	Sub-Team A Mapping (resource: Women)	Sub-Team A Ranking (resource: Community Leaders)	Conclusions

<sup>9</sup> Adapted from Schubert et al. 1994. Facilitating the Introduction of a Participatory and Integrated Development Approach (PIDA) in Kilifi District, Kenya. VOI. II: From Concept to Action. A Manual for Trainers and Users of PIDA. Humboldt-Universität zu Berlin.

## APPENDIX P. COMMUNICATION CHANNELS – MONITORING AND EVALUATION

TYPE	HEARING/SITE	QUALITY	COMPRE- HENSION	COVERAGE	INFLUENCE
Radio; TV; Video & films	Will the broadcast be listened to?	Is the message audible?	Is the content said/written in a clear way?	Estimated percent of who will hear the message?	If the radio program proposed to begin changing attitudes, will the objective be accomplished?
Popular/ traditional theatre; songs	Is the broadcast ready to be listened to/ played?	Is it well performed? (type of actors)	Is the content said/written in a clear way? Who will be explaining main messages?	Estimated percent of who will see the group performing? Percent of who will hear the song?	If the theater/ song proposed to begin changing attitudes, will the objective be accomplished?
Seasonal variations and AI in food-insecure & HIV affected households	Did we plan how to distribute the posters / the fliers?	How clear is the message? (action oriented? Quality of paper? Colors?...	Did you pretest the (Poster) content? Who can explain main messages?  How many (targeted audience) are able to explain correctly the pamphlet?	Estimated percent of who will see the poster? % of who receive the fliers? What may they do with it? (e.g., for Pamphlets/fliers How many of (target audience) are using the pamphlet /flier?	Check if the poster/flyer proposed to begin changing attitudes, will the objective be accomplished?
Posters & fliers	Where are the calendars located?	How attractive is the calendar? How cost-effective is it? Is it easy to replicate (following year?)	Who can tell what each page of the calendar means?	Estimated % of who will receive the calendars (Profile of person, #, sites, use) Estimated % of who will recall having seen the calendar?	Check if the calendar proposes to change an attitude, knowledge or behaviors, and if so, will the objective be accomplished?
Calendars	Where are the calendars located?	How attractive is the calendar? How cost-effective is it? Is it easy to replicate (following year?)	Who can tell what each page of the calendar means?	Estimated % of who will receive the calendars (Profile of person, #, sites, use) Estimated % of who will recall having seen the calendar?	Check if the calendar proposes to change an attitude, knowledge or behaviors, and if so, will the objective be accomplished?

## APPENDIX P. COMMUNICATION CHANNELS – MONITORING AND EVALUATION

T-shirts & caps		How attractive are the T-shirts/caps? Is the writing easy to read?	Estimated # of people who can tell what the message means (on Tshirt, cap)	Estimated % of who will receive the T-shirts & caps (Profile of person, #, sites, use) Who wears these items?	Who wears these items? How is it perceived by others?
Water bottle & mugs		How attractive are the bottles & mugs?	Can people explain the meaning of the message?	Estimated % of who will get them (# of people receiving these; profile of people receiving these items)	Who wears these items? How is it perceived by others?

## APPENDIX Q. MATRIX 1

BEHAVIORAL OBJECTIVES, CURRENT PRACTICES, KEY INFLUENCING FACTORS			
BEHAVIORAL OBJECTIVE	CURRENT KNOWLEDGE & PRACTICES		KEY INFLUENCING FACTORS
	QUALITATIVE SOURCES	QUANTITATIVE SOURCES	
<b>KEEPING AI OUT</b>			
	•	•	•
	•	•	•
<b>KICKING AI OUT</b>			
	•	•	•
	•	•	•
	•	•	•
	•	•	•
<b>SICKNESS &amp; DEATHS</b>			
	•	•	•
	•	•	•
	•	•	•
	•	•	•
	•	•	•
<b>SOLUTIONS FROM THE COMMUNITY</b>			
	•	•	•
	•	•	•
	•	•	•
	•	•	•
	•	•	•
	•	•	•
<b>CHANNELS OF COMMUNICATION</b>			
Check first preferred/appropriate media for communication within community (from secondary data)			
	•	•	•
	•	•	•
	•	•	•
	•	•	•







