



# Characterising rural societies: methodologies and frameworks

- Lecture -

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**Understanding Urban and Rural Societies**

BA (Hons) Sociology  
BSc Geography

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# Main Contents

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Overview of the presentation

- 1 Recap
- 2 Introduction
- 3 The FMD Epidemic
- 4 Paradigm
- 5 Conceptual Frameworks
- 6 Data: collection and analysis
- 7 Conclusion

# Specificities of the rural

Recap ► Introduction ► FMD ► Paradigm ► Frameworks ► Data ► Conclusion

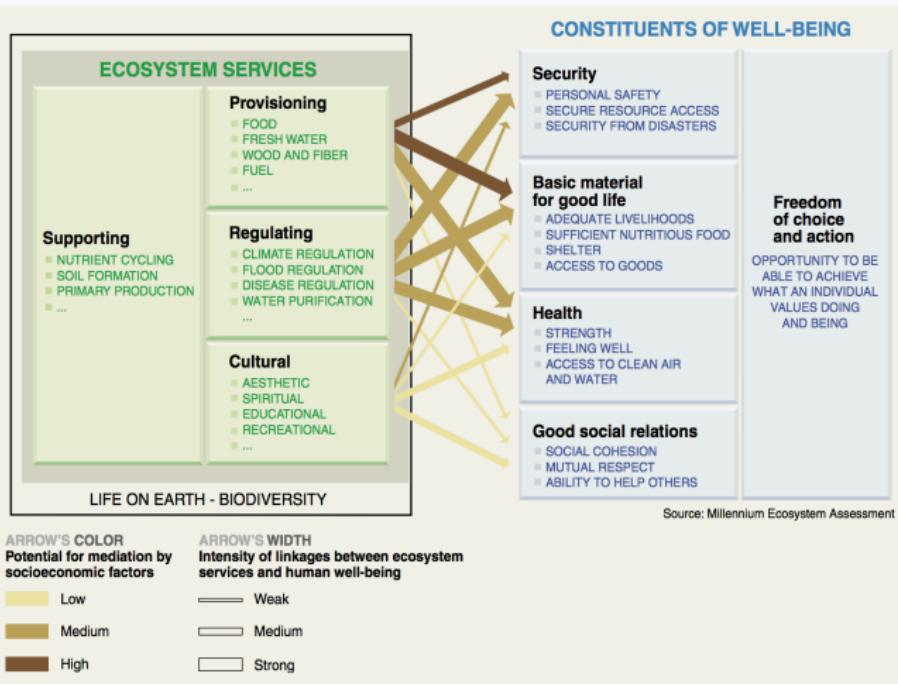
## Rurality and development



# Specificities of the rural

Recap ► Introduction ► FMD ► Paradigm ► Frameworks ► Data ► Conclusion

## Ecosystem Services



# Specificities of the rural

Recap ► Introduction ► FMD ► Paradigm ► Frameworks ► Data ► Conclusion

## Common-pool resources

	Excludable	Non-Excludable
Rivalrous	<b>Private Goods</b> food, clothing, cars, personal electronics	<b>Common Goods</b> fish stocks, timber, coal
Non-Rivalrous	<b>Club Goods</b> cinemas, private parks, satellite tv	<b>Public Goods</b> air, national defense

# Key thinkers and their ideas

Key thinkers and their ideas ► Introduction ► FMD ► Paradigm ► Frameworks ► Data ► Conclusion

## Tönnies

- **Discipline:** early founder of emerging field of sociology
- **Context:** late XIX<sup>th</sup> century, early industrial
- **Theory:** macro impact upon the micro, forms of human association
- **Themes:** impact of the industrial revolution
- **Methodology:** armchair theorising
- **Treatment of the rural:** nostalgic, continuum

# Key thinkers and their ideas

Key thinkers and their ideas ► Introduction ► FMD ► Paradigm ► Frameworks ► Data ► Conclusion

## Tönnies

### Community studies

- **Discipline:** borders of sociology and anthropology
- **Context:** 1960s
- **Theory:** structural functionalism
- **Themes:** consensus
- **Methodology:** large case study, multi method, longitudinal
- **Treatment of the rural:** nostalgia

# Key thinkers and their ideas

Key thinkers and their ideas ► Introduction ► FMD ► Paradigm ► Frameworks ► Data ► Conclusion

## Tönnies

## Community studies

## Pahl

- **Discipline:** sociology, urban studies
- **Context:** mid-1960s, highly complex industrial society
- **Theory:** social class related to capacity for choice/freedom
- **Themes:** intra-class conflict, urbanisation
- **Methodology:** case study
- **Treatment of the rural:** rejection of the sociological worth of the rural

# Key thinkers and their ideas

Key thinkers and their ideas ► Introduction ► FMD ► Paradigm ► Frameworks ► Data ► Conclusion

## Community studies

### Pahl

### Newby

- **Discipline:** sociology
- **Context:** 1970s - 1980s
- **Theory:** deferential thesis
- **Themes:** class conflict, paternalism, property and power
- **Methodology:** qualitative and quantitative, longitudinal
- **Treatment of the rural:** sceptical

# Key thinkers and their ideas

Key thinkers and their ideas ► Introduction ► FMD ► Paradigm ► Frameworks ► Data ► Conclusion

Pahl

Newby

Marsden

- **Discipline:** sociology/geography
- **Context:** mid-1980s+
- **Theory:** neo-Marxist, political-economy emphasis
- **Themes:** class relations, regionalism
- **Methodology:** quantitative
- **Treatment of the rural:** important contribution to rural policy

# Key thinkers and their ideas

Key thinkers and their ideas ► Introduction ► FMD ► Paradigm ► Frameworks ► Data ► Conclusion

## Newby

## Marsden

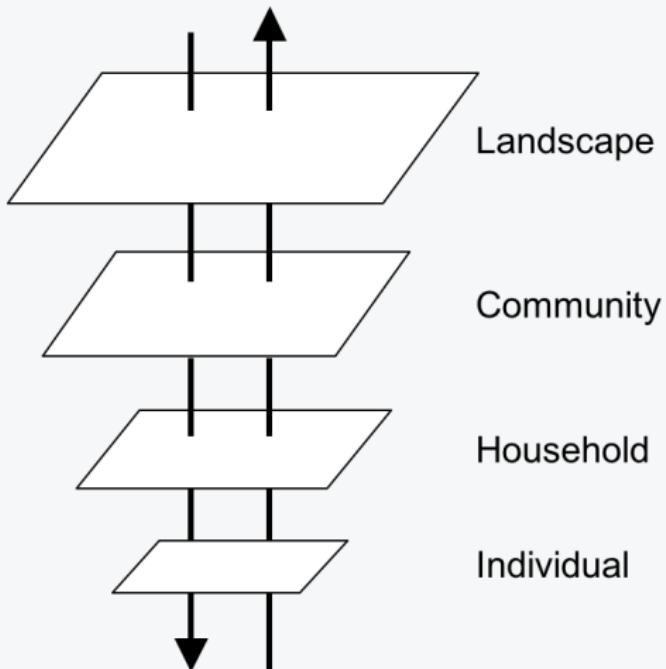
## Cloke

- **Discipline:** human geography
- **Context:** mid-1980s+, global society
- **Theory:** neo-Marxist, synthesis of the micro and macro
- **Themes:** sociocultural, power, intraclass “fractions”, gender, race, disability, age
- **Methodology:** ethnography
- **Treatment of the rural:** salient, advocates for regional analysis

# Landscapes

Recap ► Introduction ► FMD ► Paradigm ► Frameworks ► Data ► Conclusion

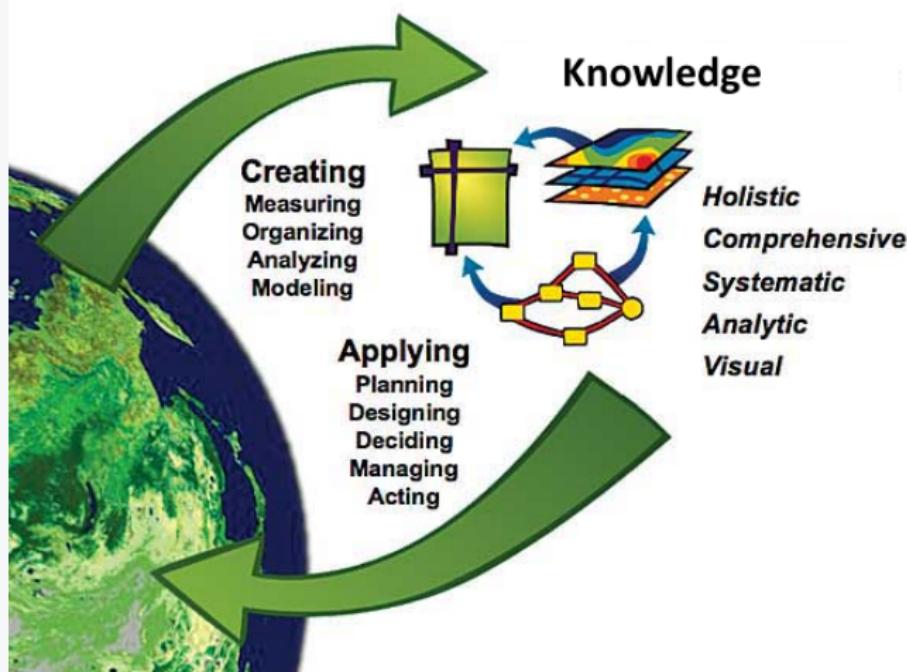
## Scales



# Landscapes

Recap ► Introduction ► FMD ► Paradigm ► Frameworks ► Data ► Conclusion

## Landscape analysis



# Landscapes

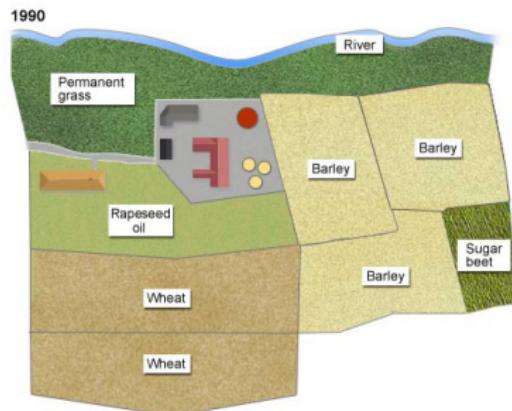
Recap ► Introduction ► FMD ► Paradigm ► Frameworks ► Data ► Conclusion

## Landscape changes



- Farm house
- Holiday homes
- Cow shed
- Machinery sheds
- Pesticide store
- Grain silos

- 50 dairy cows
- 100 sheep
- 100 hens
- 6 farmworkers
- 1 tractor
- 2 horses

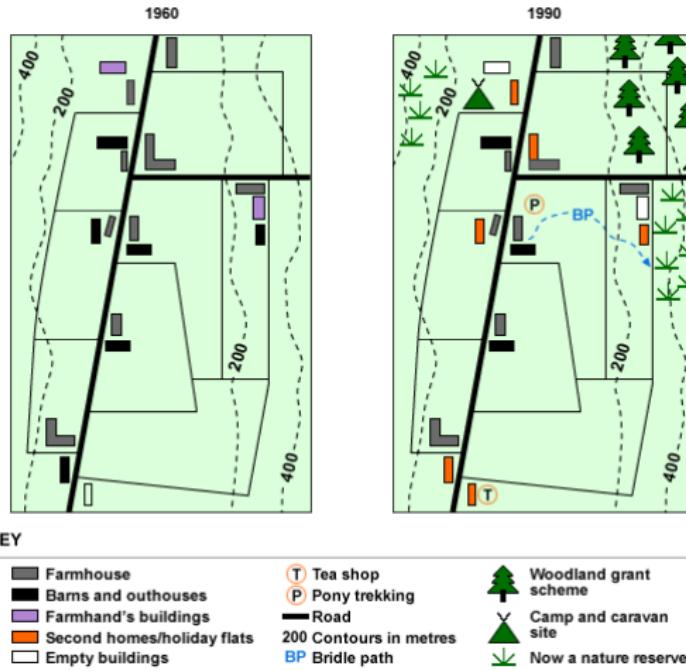


- Farm house
- Holiday homes
- Cow shed
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- Grain silos

# Landscapes

Recap ► Introduction ► FMD ► Paradigm ► Frameworks ► Data ► Conclusion

## Landscape changes



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# Introduction

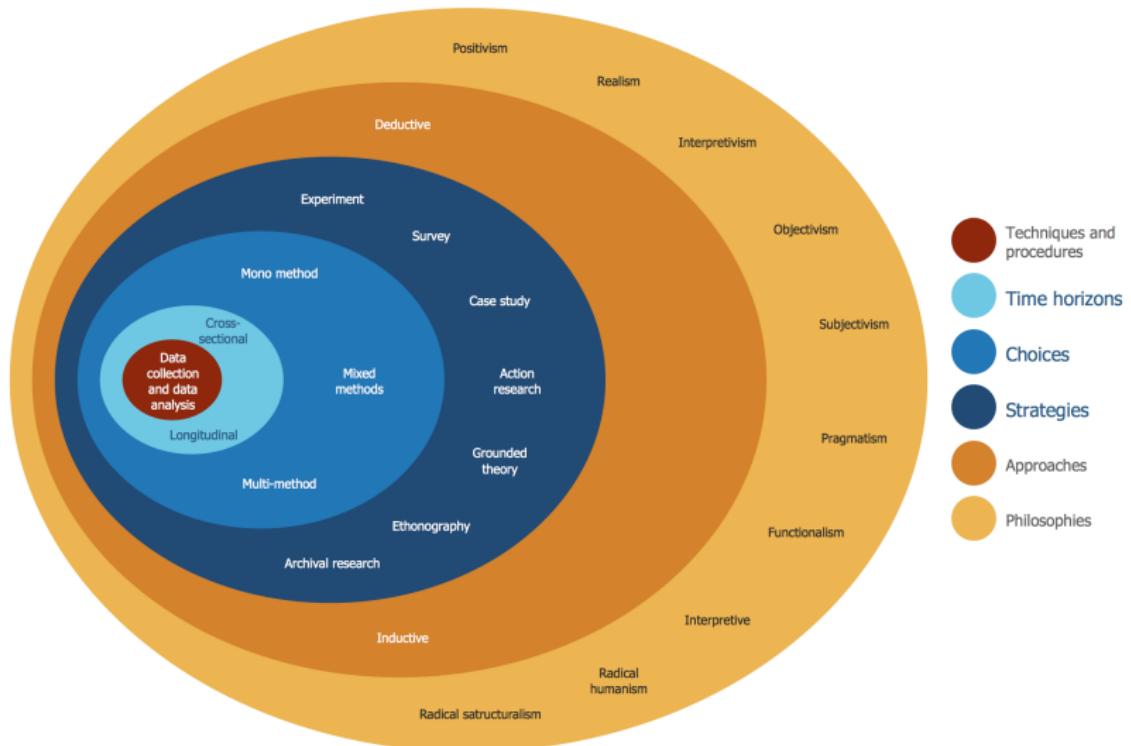
Recap ► **Introduction** ► FMD ► Paradigm ► Frameworks ► Data ► Conclusion

## Research Steps

1. Research Problem
2. Paradigm
3. Aims and Objectives
4. Literature Review
5. Research Questions
6. Data Collection and Analysis
7. Interpretation of the Results
8. Evaluation of the Research

# The Research Onion

Recap ► **Introduction** ► FMD ► Paradigm ► Frameworks ► Data ► Conclusion



# Goals and objectives

Recap ► **Introduction** ► FMD ► Paradigm ► Frameworks ► Data ► Conclusion

## Research methodology

- Define the key terms ontology, epistemology and explain their relevance to rural studies
- Explain the relevance of philosophical stances and research approaches
- Distinguish between main research strategies and explain their specificities

# Goals and objectives

Recap ► **Introduction** ► FMD ► Paradigm ► Frameworks ► Data ► Conclusion

## Research methodology

### Conceptualisation

- Explain the role of a conceptual framework
- Identify stakeholders' own conceptual framework
- Analyse data using different conceptual frameworks

### Data

- Distinguish between main data collection methods
- Define reflexivity
- Explain the relevance of different data analysis methods

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# Overview of FMD in 2001

Recap ► Introduction ► FMD ► Paradigm ► Frameworks ► Data ► Conclusion

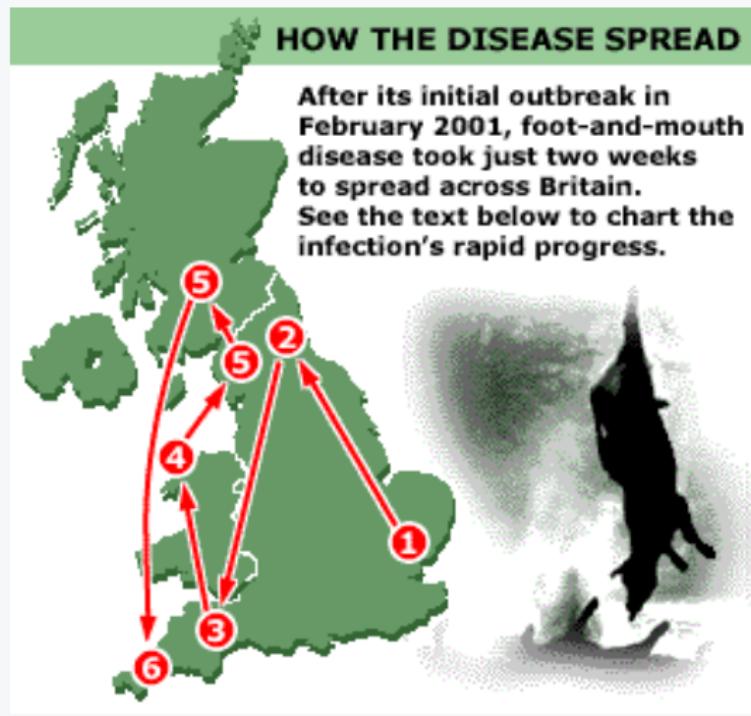
## Introduction

- A useful case study
  - ▶ Exposes problems facing British agriculture (XXI<sup>st</sup> century)
  - ▶ Shows how social aspects of rural issues have been neglected
  - ▶ Demonstrates the role of sociology
- Description of the disease
  - ▶ Infectious viral disease manifested in a fever and lesions
  - ▶ Affects cloven-hoofed farm animals (except horses)

# Overview of FMD in 2001

Recap ▶ Introduction ▶ FMD ▶ Paradigm ▶ Frameworks ▶ Data ▶ Conclusion

## UK Outbreak

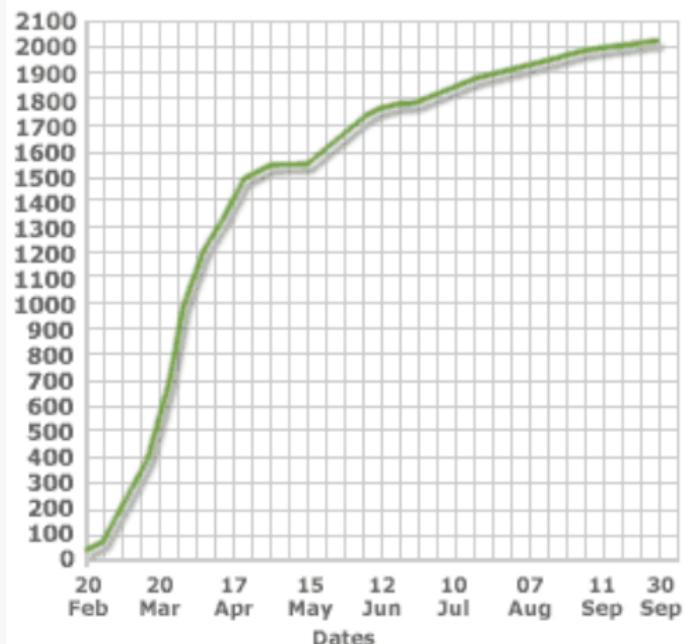


# Overview of FMD in 2001

Recap ▶ Introduction ▶ FMD ▶ Paradigm ▶ Frameworks ▶ Data ▶ Conclusion

## UK Outbreak

Total cases in UK

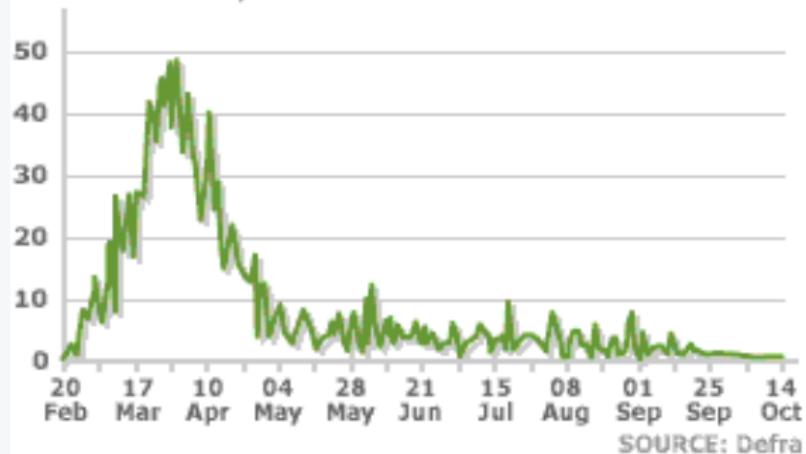


# Overview of FMD in 2001

Recap ▶ Introduction ▶ FMD ▶ Paradigm ▶ Frameworks ▶ Data ▶ Conclusion

## UK Outbreak

Foot-and-Mouth in Great Britain  
Confirmed daily case incidence



# Overview of FMD in 2001

Recap ► Introduction ► FMD ► Paradigm ► Frameworks ► Data ► Conclusion

## UK Outbreak

- Disease out of control
  - ▶ Infected animals remained alive for days and contribute to further spread
- Ministry of Agriculture, Fisheries and Food (MAFF)
  - ▶ Traced its spread
  - ▶ Traditional methods: slaughter and livestock movement restriction
- Ban of British exports by disease-free importing nations

# Overview of FMD in 2001

Recap ► Introduction ► FMD ► Paradigm ► Frameworks ► Data ► Conclusion

## UK Outbreak

### Scope of its impact

- Treatment
  - ▶ No “all-purpose” vaccine for the disease yet available
  - ▶ No internationally recognised test available to distinguish between infected and vaccinated animals
- Comparison with 1967 FMD outbreak
  - ▶ Shifts inside rural societies and in the place of the rural within society's cultural imagination
  - ▶ More movement in the country, different cattle management
  - ▶ After bovine spongiform encephalopathy (BSE) crisis (mad cow): farmers begun to be associated less with a profession that was feeding the nation and more one that was reliant upon state subsidies
  - ▶ Rural village no longer occupational community
  - ▶ Role of the EU for policies

# Overview of FMD in 2001

Recap ► Introduction ► **FMD** ► Paradigm ► Frameworks ► Data ► Conclusion

## Scope of its impact

### Media coverage



# Overview of FMD in 2001

Recap ► Introduction ► **FMD** ► Paradigm ► Frameworks ► Data ► Conclusion

## Scope of its impact

### Media coverage



# Overview of FMD in 2001

Recap ► Introduction ► **FMD** ► Paradigm ► Frameworks ► Data ► Conclusion

## Scope of its impact

### Media coverage



# An “Economic Disease”

Recap ► Introduction ► FMD ► Paradigm ► Frameworks ► Data ► Conclusion

## Vaccination

- Prohibitive cost
- Vaccination would not eradicate the disease (risk of vaccinated animals continuing to carry the virus without showing clinical signs)

## Impact of the disease

- 95% of FMD-infected animals recover within two weeks with little or no treatment
- No risk to human health
- Permanent reduction in meat and milk productivity in animals that had had the disease

# An “Economic Disease”

Recap ► Introduction ► FMD ► Paradigm ► Frameworks ► Data ► Conclusion

## An “Economic Disease”

- *Disease controlled for economic and financial reasons rather than purely animal health or welfare concerns*
- Vaccination questions subjugated by economic concerns

## FMD-free countries according to IOE

- Disease-free for 12 months
- Used no vaccination for at least 12 months
- Not imported vaccinated animals since the cessation of vaccination

# Social and Cultural impact

Recap ► Introduction ► FMD ► Paradigm ► Frameworks ► Data ► Conclusion

## Models chosen for policy design

- Epidemiologists computer models
- Advocated for a **contiguous cull** of all livestock within the 3km zone surrounding an infected farm
- Reactions to the contiguous cull
  - ▶ Against the perception of animals in purely economic terms, arguing that animals "*are sentient beings and not just another commodity, to be destroyed at will to achieve a political or financial advantage*"
  - ▶ Government failed to appreciate the value of the farming profession and to understand their way of life

# Social and Cultural impact

Recap ► Introduction ► FMD ► Paradigm ► Frameworks ► Data ► Conclusion

## Abigail Woods (2002)

- Century-old preference for a policy of compulsory-slaughter:  
*cheapest and most effective means of eliminating FMD*
- FMD => low mortality rate BUT inflicts permanent problems (lameness & infertility) => huge financial losses
- Relationships b/n perception of disease and measures thought necessary to control it
- Until mid 19th century
  - ▶ Popular belief: due to unhygienic conditions, nothing can be done to prevent it
  - ▶ Not harmful
- 1865-7 cattle plague
  - ▶ Extremely and fatal disease that vets failed to cure
  - ▶ Slaughter policy and movement restrictions: success
- **Deep-rooted faith in the slaughter policy**

# Social and Cultural impact

Recap ► Introduction ► FMD ► Paradigm ► Frameworks ► Data ► Conclusion

## Oates (2002)

- Used WWW to analyse the reaction of farming communities to the epidemic
- Factual information, often financial
- Very little content about *psychological support* with the loss of animals and businesses and the distressing scenes

# Social and Cultural impact

Recap ► Introduction ► FMD ► Paradigm ► Frameworks ► Data ► Conclusion

## Balke et al. (2002)

- Computable general equilibrium model to analyse the effect of the epidemic on the UK economy
- How the government handled the epidemic "*has much larger adverse effects on tourism than on agriculture*"
  1. imposition of "restricted areas"
  2. closure of the countryside
  3. cancelled sports and public events
  4. imagery of mass slaughtering, burning and burying animal
- Recommendations
  - ▶ Re-examination of vaccination
  - ▶ Advocacy of an early warning system
  - ▶ Call for the improvement of animal identification and movement monitoring
  - ▶ Self-financing insurance mechanism for the farming industry to cover future outbreak costs

# Social and Cultural impact

Recap ► Introduction ► FMD ► Paradigm ► Frameworks ► Data ► Conclusion

## Mort et al. (2004) and Convery et al. (2005)

- Action research
- Importance of understanding lay knowledge and local responses to an understanding of FMD inside a community profoundly affected
- “A disaster” - “substantial and enduring source of distress and disruption”
- “The enduring and complex nature of events taking place in often scattered communities may have prevented statutory agencies from ‘seeing’ the FMD as a human disaster”
- Complexities of relationships b/n farmers and their livestock
- Concept of **lifescape**: “The environment enters actively into the constitutions of persons, there is a mutually constitutive interrelationship b/n persons and environment.”
- Death in the wrong place, at the wrong time and on the wrong scale

# Social and Cultural impact

Recap ► Introduction ► FMD ► Paradigm ► Frameworks ► Data ► Conclusion

## Nerlich *et al.* (2002)

- Linguistic analysis of the representation of the disease in the UK media
- Impact on children and poetry to analyse respondents
- Metaphors of war and plague and government with a nostalgic, normative view of how the rural should be

# Conclusion

Recap ► Introduction ► FMD ► Paradigm ► Frameworks ► Data ► Conclusion

## Impact of FMS

- Interconnections between the rural economy and the government and its agencies had become somewhat detached, both culturally and practically, from the contemporary countryside
- Led to shifts in the government to reform MAFF
- FMD reinvigorated the methodological challenge to capture the complexities of the rural

## Themes to be seen

- Political (policy)
- Economic (key driver)
- Social impact (upon ways of life and notions of community and belonging)

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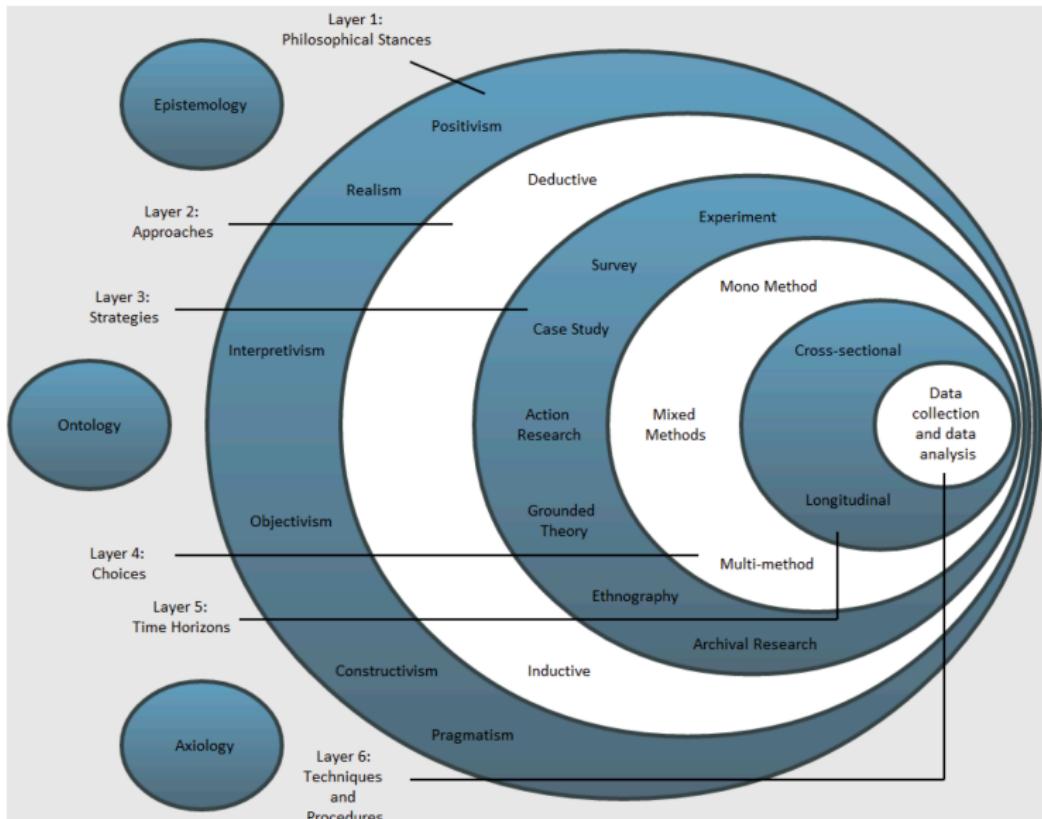
## Background

“Both qualitative and quantitative methods may be used appropriately with any research paradigm. Questions of method are secondary to questions of paradigm, which we define as the **basic belief system** or **world view** that guides the investigation, not only in choices of method but in ontologically and epistemologically fundamental ways.”

Guba and Lincoln, 1994

# Paradigm

Recap ▶ Introduction ▶ FMD ▶ Paradigm ▶ Frameworks ▶ Data ▶ Conclusion



# Research Philosophy

Recap ► Introduction ► FMD ► **Paradigm** ► Frameworks ► Data ► Conclusion

## Definition

“Research philosophy is an **overarching** term relating to the development of knowledge and the nature of that knowledge.”

Saunders *et al.*, 2009

# Research Philosophy

Recap ► Introduction ► FMD ► **Paradigm** ► Frameworks ► Data ► Conclusion

## Definition

### Ontology

- “*Science or study of being*” - “*Claims about what exists, what it looks like, what units make it up and how these units interact with each other*” Blaikie, 1993
- **View on the nature of reality:** objective or subjective
  - ▶ Differences between reality, our perception of reality and how this influences people's behaviour
  - ▶ Researchers ask themselves **how they think** the world operates, how society is constructed and how this influences everything around us
- Philosophical positions
  - ▶ Objectivism
  - ▶ Constructivism
  - ▶ Pragmatism

## Ontology

## Epistemology

- “*Science of the method or grounds of knowledge*” Blaikie, 1993
- “*Knowing how you can know*” Hatch and Cunliffe, 2006
- Most appropriate **ways of enquiring** into the nature of the world
  - ▶ What **constitutes acceptable knowledge** in a field of study
  - ▶ Set of claims or assumptions about the ways in which it is possible to gain knowledge of reality
  - ▶ How is knowledge generated and what criteria must be satisfied in order to be described as knowledge
- Philosophical positions
  - ▶ Positivism
  - ▶ Critical realism
  - ▶ Interpretivism

# Research Philosophy

Recap ► Introduction ► FMD ► **Paradigm** ► Frameworks ► Data ► Conclusion

## Ontology

## Epistemology

## Axiology

- *"Our values are the guiding reason of all human action"* Heron, 1996
- Judgments about **value**
  - ▶ Allows the researcher to understand and recognise the role their values and opinion play in the collection and analysis of the research
  - ▶ How people think and how their beliefs and values can influence research

# Philosophical Stances

Recap ▶ Introduction ▶ FMD ▶ **Paradigm** ▶ Frameworks ▶ Data ▶ Conclusion

## Objectivism

- Social phenomena and their meanings exist separately to social actors
  - ▶ Determined by the nature of reality
  - ▶ Not created by the thoughts that one has
- Human knowledge and values are objective

*How a law (the social phenomenon) impacts  
on a group of people (social actors)*

# Philosophical Stances

Recap ▶ Introduction ▶ FMD ▶ **Paradigm** ▶ Frameworks ▶ Data ▶ Conclusion

## Objectivism

## Constructivism

- Social phenomena are actually constructed by social actors
  - ▶ How bodies of knowledge come to be
  - ▶ How ideas are constructed by human interactions and decisions
- Opposite of objectivism

*A new law is the product of the behaviour of the group of people it now has an impact on*

# Philosophical Stances

Recap ▶ Introduction ▶ FMD ▶ **Paradigm** ▶ Frameworks ▶ Data ▶ Conclusion

## Objectivism

## Constructivism

## Pragmatism

- Influence or role of social actor
  - ▶ Pragmatism argues that both constructivism and objectivism are valid ways to approach research
  - ▶ Linking of theory and practice
- Practical approach to research

*Used to find solutions to problems*

## Positivism

- Scientific knowledge is the true knowledge of the world
- Generates hypotheses that can be tested
- Can be replicated by other researchers and generate the same results
- Emphasis on quantifiable results that lend themselves to statistical analysis

## Positivism

### Realism

- Social reality and the researcher are independent of each other
- Scientific methods are not perfect and all theory can be revised
- Use several types of research methods to triangulate results for more reliable outcomes

# Philosophical Stances

Recap ► Introduction ► FMD ► **Paradigm** ► Frameworks ► Data ► Conclusion

## Positivism

## Realism

## Interpretivism

- Meaningful nature of people's participation in social and cultural life
- Produce an end-result from collected data
- Researcher makes sense of and interprets the collected data

## Deduction - *Testing a theory*

◎ Robson, 2002

1. Deducing a hypothesis
2. Expressing the hypothesis operationally
3. Testing the operational hypothesis
4. Examining the specific outcome of the enquiry
5. Modifying the theory (if necessary)

## Deduction - *Testing a theory*

◎ Robson, 2002

- Explaining causal relationships between variables
- Establishing controls for testing hypotheses
- Independence of the researcher
- Concepts operationalised for quantitative measurement
- Generalisation

# Research Approaches

Recap ► Introduction ► FMD ► **Paradigm** ► Frameworks ► Data ► Conclusion

## Deduction - *Testing a theory*

◎ Robson, 2002

## Induction - *Building a theory*

◎ Easterby-Smith et al., 2008

- Understanding the way humans build their world
- Alternative explanations
- Concerned with the context of events
- Variety of data collection methods

# Research Approaches

Recap ► Introduction ► FMD ► **Paradigm** ► Frameworks ► Data ► Conclusion

Deduction - *Testing a theory*

⌚ Robson, 2002

Induction - *Building a theory*

⌚ Easterby-Smith *et al.*, 2008

## Abduction

- Collecting data to explore a phenomenon
- Generate a new or modify an existing theory
- Subsequent testing through additional data collection

## Experiment

- Gaining data that relates to cause and effect
- Rigid structure to enable its replication

*Tests the causal effects of phenomena on a group compared to a control group who are not subjected to any phenomena*

## Experiment

## Survey

- Asking questions to a large number of people
- Collecting large amounts of data
- Associated with a **deductive** approach

*Addresses the who, what, where, when and how of any given topic*

# Research Strategies

Recap ► Introduction ► FMD ► **Paradigm** ► Frameworks ► Data ► Conclusion

Experiment

Survey

Case Study

- Extensive study of one or more individuals or cases in a real life context
- Aspects of their behaviour or of the setting, interviews with participants and record searching

*Unique example of real people in real situations*

# Research Strategies

Recap ► Introduction ► FMD ► **Paradigm** ► Frameworks ► Data ► Conclusion

Survey

Case Study

## Action Research

- Addressing issues to find and implement solutions
- Specific problem in a specific situation
- Researcher as part of the case study that requires the solution

*The process of Action Research moves from a clear objective to diagnosis of the problem and generation of a list of actions to solve the problem*

# Research Strategies

Recap ► Introduction ► FMD ► **Paradigm** ► Frameworks ► Data ► Conclusion

## Case Study

## Action Research

## Grounded Theory

- Uses inductive methods to predict and explain behaviour to build theory
- Collecting data to evolve theory

*Strategy grounded by existing theory and literature on the topic  
and using observation as data collection*

# Research Strategies

Recap ► Introduction ► FMD ► **Paradigm** ► Frameworks ► Data ► Conclusion

## Action Research

## Grounded Theory

## Ethnography

- Studies people in natural surroundings
- Develop theory around behaviour and culture

*Requires the researcher to be a part of the community  
or situation they are researching*

# Research Strategies

Recap ► Introduction ► FMD ► **Paradigm** ► Frameworks ► Data ► Conclusion

## Grounded Theory

## Ethnography

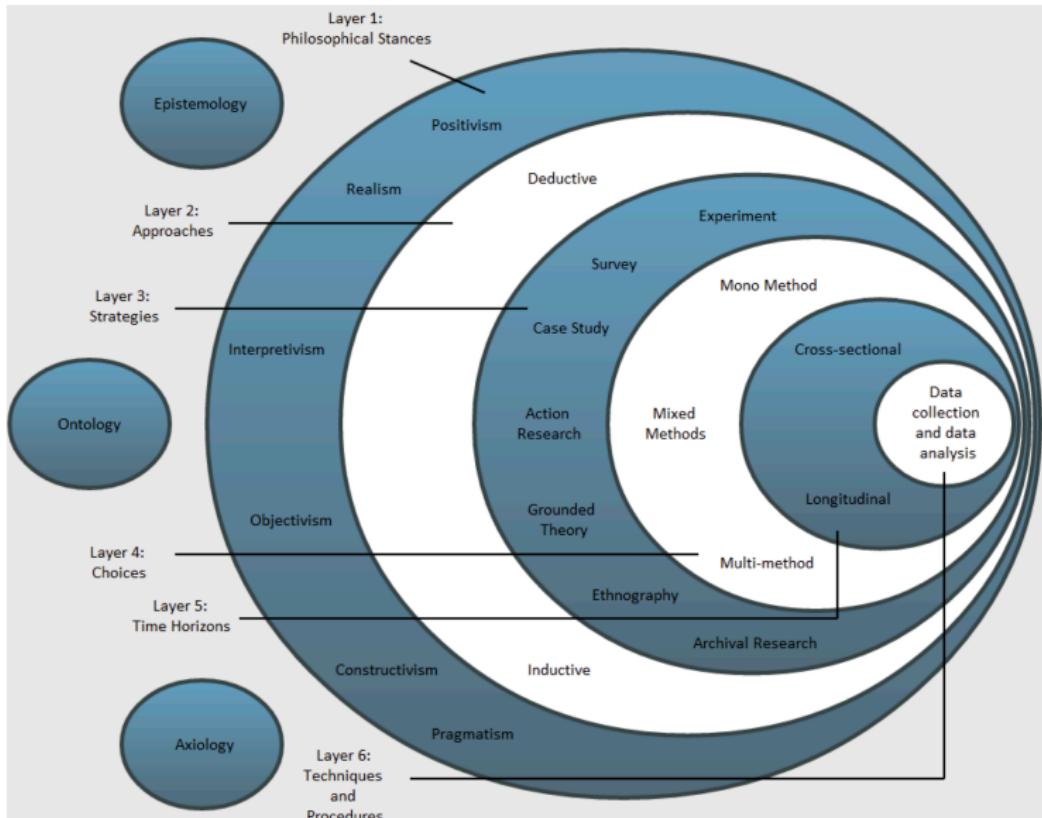
## Archival Research

- Centres its data collection on existing data sets or archive documents
- Secondary data

*Exploratory, explanatory or descriptive analysis of changes  
tracked over a long period of time*

# Summary

Recap ▶ Introduction ▶ FMD ▶ **Paradigm** ▶ Frameworks ▶ Data ▶ Conclusion



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# Conceptual Framework

Recap ▶ Introduction ▶ FMD ▶ Paradigm ▶ **Frameworks** ▶ Data ▶ Conclusion

## Definition

A written or visual presentation that:

- “either graphically, or in narrative form, the main things to be studied the key factors, concepts or variables
- and the presumed relationship among them.”

Miles and Huberman, 1994

# Conceptual Framework

Recap ► Introduction ► FMD ► Paradigm ► **Frameworks** ► Data ► Conclusion

## Definition

## Position

1. Research Problem
2. Paradigm
3. Aims and Objectives
4. Literature Review
5. **Conceptual Framework (quant)**
6. Research Questions
7. Data Collection and Analysis
8. Interpretation of the Results - **Conceptual Framework (qual)**
9. Evaluation of the Research

# Conceptual Framework

Recap ► Introduction ► FMD ► Paradigm ► **Frameworks** ► Data ► Conclusion

## Definition

## Position

## Inputs

1. Identify the **key words** used in the subject area of your study
2. Draw out the **key things** within something you have already written about the subject area - literature review
3. Take one **key concept, idea or term** at a time and **brainstorm** all the other things that might be related and then go back and select those that seem most relevant

# Conceptual Framework

Recap ► Introduction ► FMD ► Paradigm ► **Frameworks** ► Data ► Conclusion

Definition

Position

Inputs

Presentation

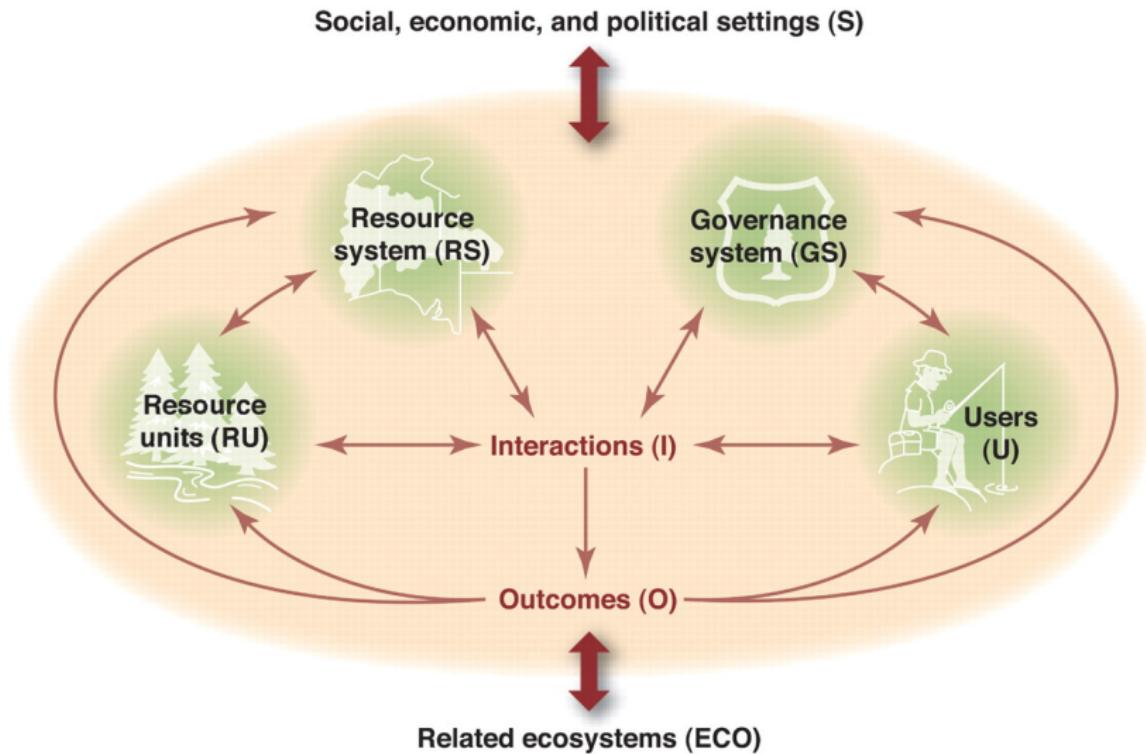
- **Process** - *how?*
- **Content** - *why?*
- Examples: flow charts, trees, shape-based diagrams, mind maps

## Emergence

- Damages to many natural resources (fisheries, lakes, forests)
- Major reductions in biodiversity, threat of massive climatic change
- Used resources are embedded in complex socio-ecological systems
- Ecological and social sciences have developed independently and do not combine easily

# Socio-Ecological Systems

Recap ▶ Introduction ▶ FMD ▶ Paradigm ▶ **Frameworks** ▶ Data ▶ Conclusion

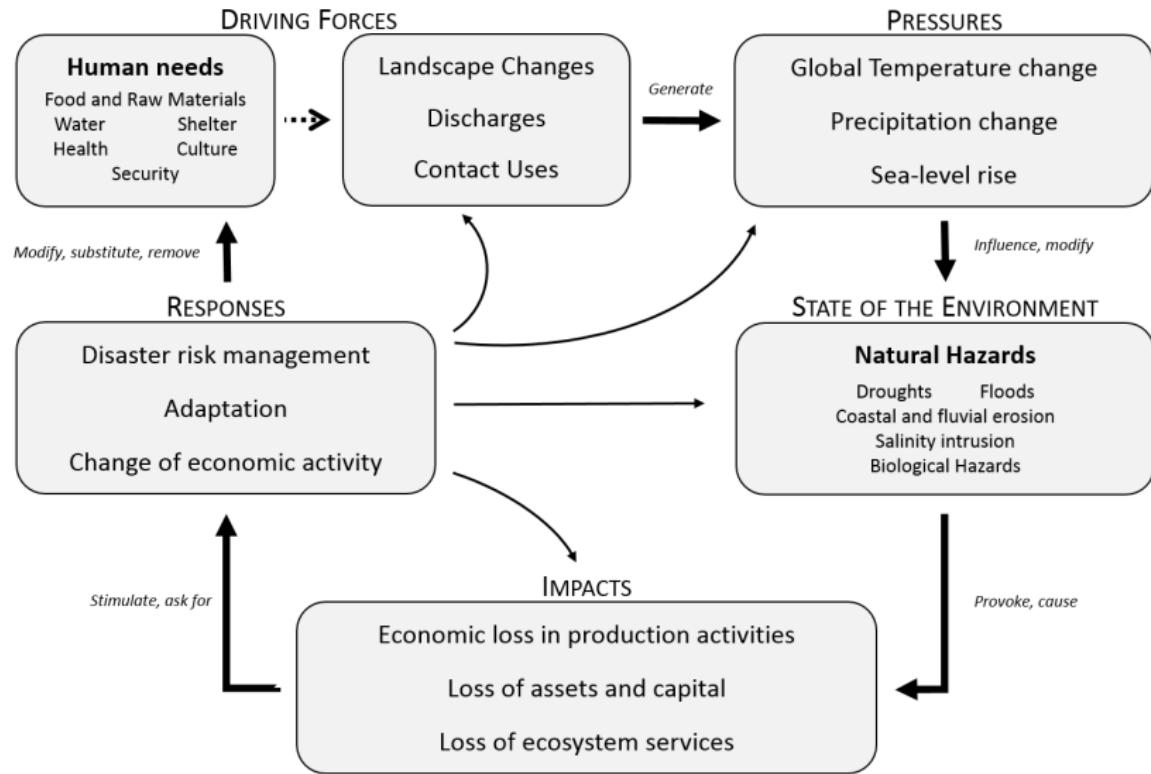


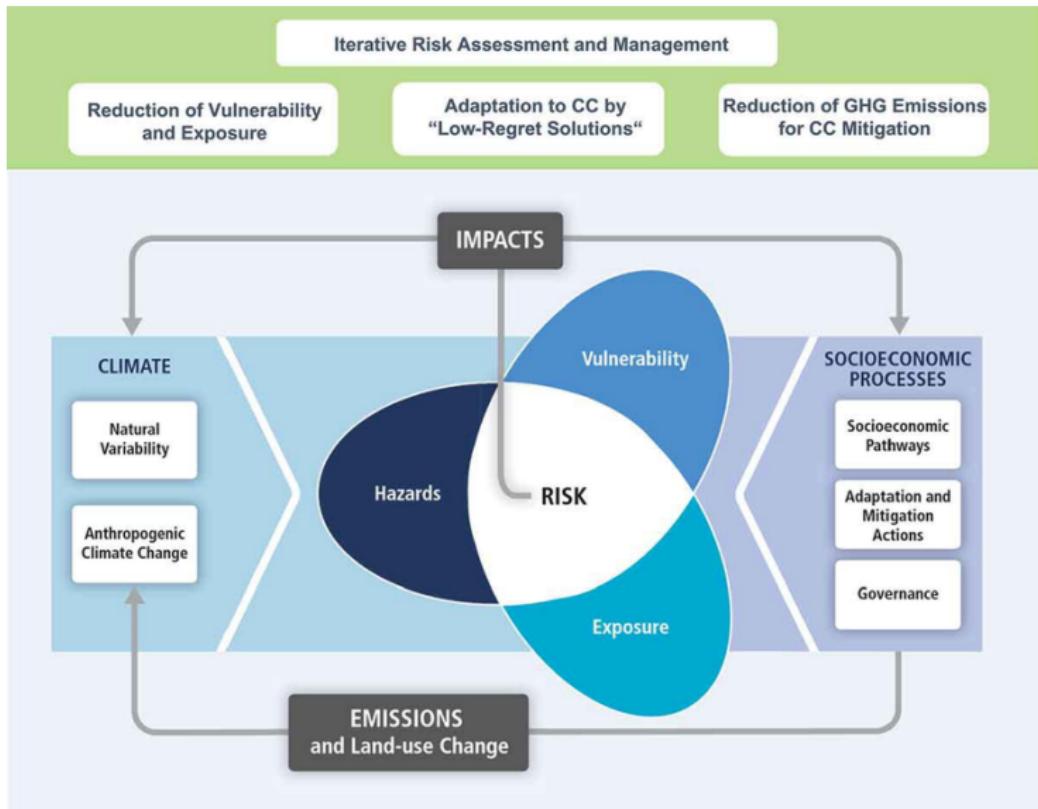
## Emergence

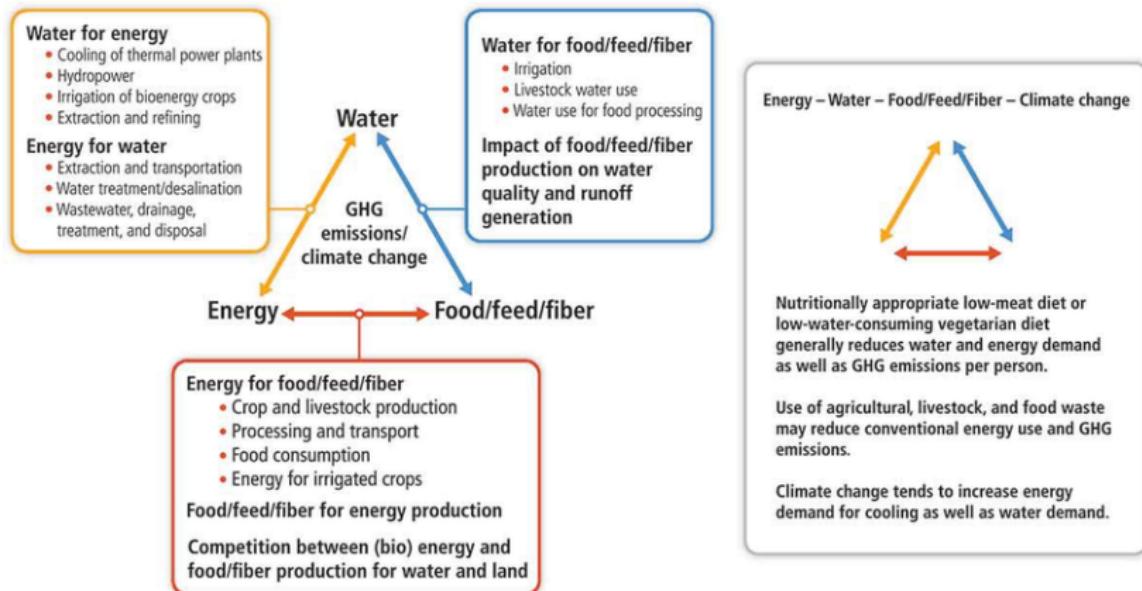
- Developed by the European Environmental Agency (EEA)
- Designed for decision-making
- Environmental issues such as natural resources management, climate change mitigation or sustainable development

# DPSIR Framework

Recap ▶ Introduction ▶ FMD ▶ Paradigm ▶ **Frameworks** ▶ Data ▶ Conclusion







# Millenium Ecosystem Assessment Framework

Recap ► Introduction ► FMD ► Paradigm ► **Frameworks** ► Data ► Conclusion

## Emergence

- Identification of linkages between ecosystem services and human wellbeing
- Objective of influencing policy
- Focus on peoples priority and perspectives
- Positive connotation that reflects the complexity of peoples lives

## Definition

"A state of being with others, where human needs are met, where one can act meaningfully to pursue ones goals, and where one enjoys a satisfactory quality of life."

Gough and McGregor, 2007

# Millenium Ecosystem Assessment Framework

Recap ► Introduction ► FMD ► Paradigm ► **Frameworks** ► Data ► Conclusion

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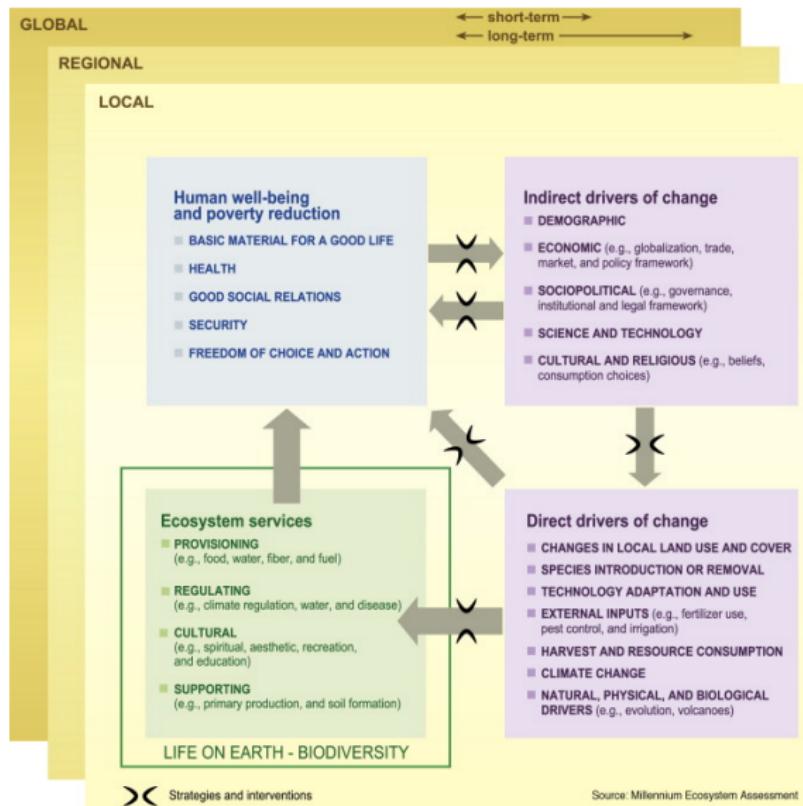
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# Sustainable Livelihoods Framework

Recap ▶ Introduction ▶ FMD ▶ Paradigm ▶ **Frameworks** ▶ Data ▶ Conclusion

## Emergence

- Mid 80's †Chambers (1983), Chambers & Conway (1991), Scoones (1998)
- Top-down approach of poverty in development discourses
- Rural dwellers rely on a multitude of activities for their income

## Definition

"System that gathers capabilities, assets and activities of one household in order to achieve its means of living."

Chambers and Conway, 1991

## Household as the reference unit for decision-making

- Shared residence and meals
- Joint decisions over resource allocation and income pooling

# Sustainable Livelihoods Framework

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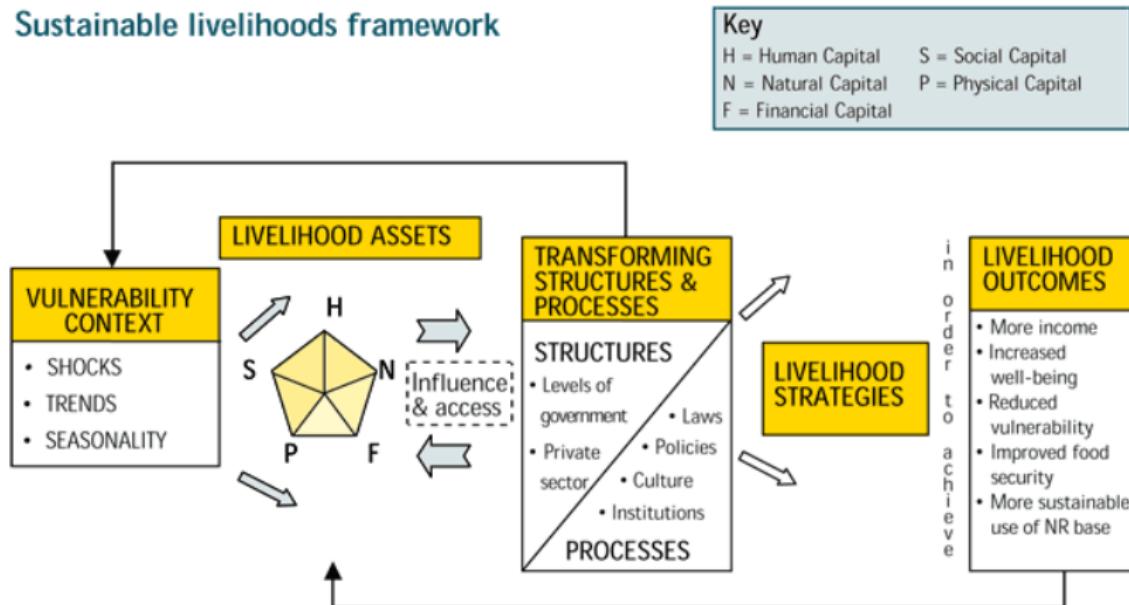
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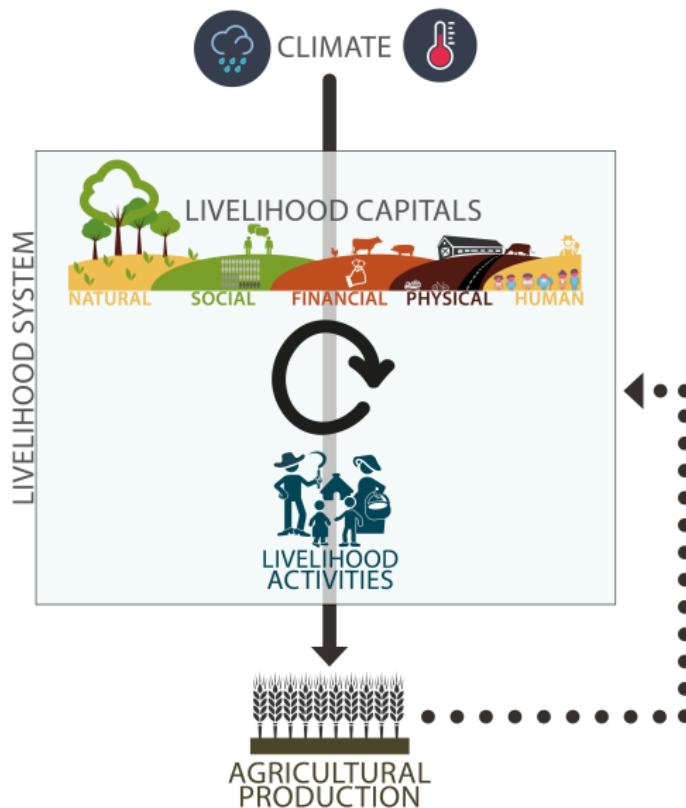
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## Sustainable livelihoods framework



# Sustainable Livelihoods Framework

Recap ▶ Introduction ▶ FMD ▶ Paradigm ▶ **Frameworks** ▶ Data ▶ Conclusion



# Sustainable Livelihoods Framework

Recap ► Introduction ► FMD ► Paradigm ► **Frameworks** ► Data ► Conclusion

## Student Activity

- Natural capital refers to the physical environment and to the natural resources accessible to the household that can be used to expand or enhance their livelihoods
- Human capital refers to the knowledge and capabilities possessed by the individuals who live in one household
- Physical capital refers to the economic infrastructures and assets that enable one household to pursue its livelihood
- Financial capital refers to the financial resources of the household
- Social capital refers to any social network connection of the household and its quality, that is to say its reciprocity and trust or its quality to do resource-sharing

# Sustainable Livelihoods Framework

Recap ▶ Introduction ▶ FMD ▶ Paradigm ▶ **Frameworks** ▶ Data ▶ Conclusion

## Natural capital

- Agricultural land
  - ▶ Size of land per household
  - ▶ Ownership status
  - ▶ Characteristics
  - ▶ Irrigation
- Open-water resources
- Forest resources

## Physical capital

- Road connectivity
- Proximity to an outlet
- Access to productive assets

## Financial capital

- Protective assets
- Access to financial services

## Human capital

- Male workforce availability
- Skills of household members
- Access to health facilities

## Social capital

- Social networks
- Castes ratio

# Conclusion

Recap ► Introduction ► FMD ► Paradigm ► **Frameworks** ► Data ► Conclusion

## Conceptual frameworks provide:

- Ability to **move beyond** descriptions of what to **explanations** of why and how
- Means of setting out an **explanation set** that might be used to define and make sense of the data that flow from the research question
- **Filtering tool** for selecting appropriate research questions and related data collection methods
- **Reference point/structure** for the discussion of the literature, methodology and results
- **Boundaries** of the work

# Conclusion

Recap ► Introduction ► FMD ► Paradigm ► **Frameworks** ► Data ► Conclusion

Conceptual frameworks provide:

## Limitations

- Influenced by the experience and knowledge of the individual - **initial bias**
- Will influence the researchers thinking and may result in some things being given prominence and others being ignored - **ongoing bias**

# Conclusion

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Conceptual frameworks provide:

Limitations

Solution

- To revisit the conceptual framework, particularly at the end when evaluating your work

# Main Contents

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- 2 Introduction
- 3 The FMD Epidemic
- 4 Paradigm
- 5 Conceptual Frameworks
- 6 Data: collection and analysis
- 7 Conclusion

# Data Collection

Recap ► Introduction ► FMD ► Paradigm ► Frameworks ► **Data** ► Conclusion

## Interviews

- Structured interview

- ▶ Questionnaire
- ▶ Interviewer asks questions
- ▶ Looking for answers
- ▶ Speak and record answers
- ▶ Evaluate, knowledge transfer, advice

- Unstructured interview

- ▶ Interview guide
- ▶ Interviewer lets the interviewee speak
- ▶ Looking for questions the interviewee asks himself
- ▶ Active listening that leads to discussion
- ▶ Support to find solutions to problems

## Participatory approaches

- Values and rests upon peoples experiences and concepts
- “A family of approaches and methods to enable rural people to share, enhance and analyse their knowledge of life and conditions, to plan and to act”  
Mukherjee, 2005
- Pay attention to both men and women's experiences
- Activities
  - 1. Resource mapping
  - 2. Social mapping
  - 3. Seasonal calendar
  - 4. Wealth ranking
  - 5. Impact chain of external shocks and stresses

# Data Collection

Recap ► Introduction ► FMD ► Paradigm ► Frameworks ► Data ► Conclusion

## Participatory approaches

Livelihood group	Characteristics	Wealth status	Proportion
Large land owners with livestock	20-80 acres own land, 15-20 cows, 50-70 goats hire share croppers, involved in shop keeping	Better off	10%
Medium land owners with livestock	5-20 acres own land, 3 cows, 20-50 goats daily wage labour, some seasonal migration	Middle	40%
Small land owners some small livestock	3-5 shared land, 2 goats seasonal migration, 50% hh wage labour	Poor	30%
Landless poor	2-3 shared goats, wood cutting, widows	Very poor	20%

Activities	J	F	M	A	M	J	J	A	S	O	N	D
Pre-season loans		X	X									
Crop cultivation						X	X	X				
Loan for food									X	X		
Harvest											X	X
Labour migration	X	X	X									

## Reflexivity

- Writing “with” rather than writing “about”
- Ethical research practices. Modes of participation
  - ▶ Functional (objects)
  - ▶ Instrumental (instruments)
  - ▶ Consultative (actors)
  - ▶ Transformative (agents)
- Comprehension of cultural and socio-economical inequalities

# Data Analysis

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Recap ► Introduction ► FMD ► Paradigm ► Frameworks ► **Data** ► Conclusion

- Discourse analysis
- Image analysis
- Visual sociology
- Political-economy
- Use of conceptual framework
- Typologies

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# Conclusion

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