Direct Matrix Ranking

Objective Identify lists of criteria for a certain object/product — this allows us to understand the reasons for local preferences, for example, tree species or crop varieties.

Material Sample products, papers, pens, and flip charts

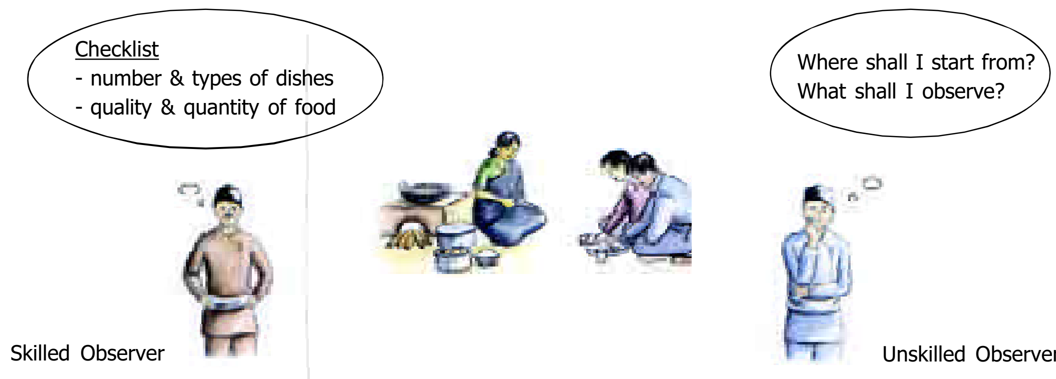
Time One hour

Process

1. Ask people to choose objects that are important to them (for example, cooking oil).
2. List the most important items (three to eight items). Ask the participants to list the different items. If too many items are chosen then the exercise becomes too lengthy so ask them to choose a maximum of six to seven items.
3. Draw out criteria by asking the following.
   - What is good/bad about each item? What else?
   - Continue asking until there is no reply.
4. List the criteria.
5. Turn the negative into positive by using the opposite (for example, bad cooking oil, cheaper cooking oil).
6. Draw up a matrix.
7. Ask for each criterion which object: which is the best, then the next best? Which is the worst, then the next worst? Of the two remaining ask: which is better?
8. Ask: which criteria or factor is most important?
9. Force a choice: 'if you could only have one of these, which one would you choose?'

Comments and Application

- The real value of the exercise does not lie in the absolute ranking, but rather in the opportunity that arises for a discussion of choices. Such an exercise provides a useful insight into the nature of local preferences.
- Adapt the exercise to local conditions and choose exercises that are relevant to the participants, for example, instead of food processing, household animals.
- To make this exercise more flexible, a scoring technique can be used.
- At the end of the exercise, it is useful to focus the debriefing on the following comments and questions.
  * Note that the criteria and preference lists varied greatly between participants, why was this so?
  * How could we use this exercise to make it relevant for your programme or project?



Direct Observation

Objective To introduce the practice of using direct observation

Material Record sheets, pens, and chart paper

Time One hour (over two days)

Process

1. Introduce the direct observation technique.
2. Identify indicators that can be assessed through direct observation.
3. Make a checklist from these indicators.
4. Give a homework task (tables 1 and 2).
5. Split the participants into two groups who observe activity/persons/discussions.
6. Develop a checklist before performing direct observation.
7. Compare and discuss the findings of both groups.

Comments and Application

- Direct observation deserves much attention and should be part of any PLA.
- The unskilled observer and people not familiar with the area may seriously misinterpret what they see.
- Prepare and use an observation checklist to ensure that observation is done systematically.
- Use all your senses while observing: smell, hearing, touch, and taste, participate/share in the activities in the community.

Table 1: Homework Task

You are part of a PLA team doing a study of eating habits in your community. You must use the direct observation method to assess the eating habits of one household — the household where you will eat dinner tonight. Observe the following: - number and types of dishes; - number, age, and gender of people sharing the meal; - quality and quantity of food; and - way of eating (hands, utensils, sharing of dish, etc.) Add as many additional observations as you feel that will improve the quality of the participatory appraisal. Present the findings tomorrow during the warm-up.

Table 2: Direct Observation Tabulation Sheet

Name of observer	Number & types of dishes	Number, age, and gender of people sharing the meal	Quality & quantity of food	Way of eating

Factogramme

Objective To identify and classify external factors which are of influence to the field of analysis (for example, enterprise development) — it helps to answer the following questions.

- Which relevant factors (positive and negative) are influencing it?
- What is the importance of those factors?
- What is the degree of power over each factor (ability to influence)?
- What can be done to address the factors?
- What partners can be used to influence the factors?

Material Papers, meta-cards, pens, markers, and flip charts

Time Half-day

Process

1. Define your field of analysis.
2. List all (external) factors influencing your field of analysis:
   - political/legal, physical, infrastructural, technological, psychological, sociocultural, economical, etc.
3. Identify if the factor has a positive or negative impact on your field of analysis:
   - positive: green card; or
   - negative: red card.
4. Identify if the factor is likely to happen:
   - if not, leave the factor out.
5. Identify if you can influence the factors directly or not. Classify the factors as related to:
   - policies/rules/regulations;
   - supply/inputs of the project/organisation;
   - demand/outputs of the organisation; and
   - competition/cooperation.
6. Mark the factors that have the highest impact on your field of analysis with (*)
   - maximum five positive factors (opportunities) and five negative factors (threats).
7. Analyse the factogramme.
   - What are the major positive factors (opportunities)?
   - What are the major negative factors (threats)?
   - Which ones can you influence directly and which not?
   - How could you address those factors that you can not influence directly (through which other actors)?

Focus Group Discussion

Objectives
- To discuss specific topics in detail
- To cover a maximum range of relevant topics
- To provide specific information so as to direct the discussion toward concrete and detailed accounts of the participants' experiences
- To foster interaction that explores the participants' feelings and opinions in some depth
- To take into account the personal context that participants use in generating responses

Material Paper, markers, prepared questions, cassette recorder, or video camera

Time Depends upon the given situation

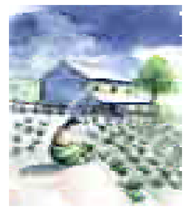
Process

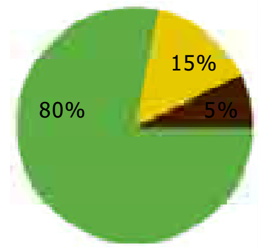
1. Plan and write questions before the discussion.
2. For an unstructured discussion, two broadly-stated topic questions will usually do.
3. For a structured discussion, use four or five topic questions with more specific points under each major topic.
4. In some focus groups, each participant makes an individual, uninterrupted statement about herself or himself at the start of the session.
5. Invite a small group of people (six to 12) to participate in the focus group discussion who are knowledgeable and are interested in the topic.
6. Make all participants interested to participate and talk.
7. Be careful that the discussion does not diverge too far from the original topic and no participants dominate the discussion.
8. End session with final summary statements from participants.

Comments and Application

- Division still exists within single gender focus groups (by class, religion, age, race, and ethnicity).
- Avoid closed questions.
- Begin the structured discussion with a general question not intending to get a full answer.
- Hold off comments that do not quite fit in a particular stage of discussion, but can be reintroduced as a logical point later.
- Focus group can be single or mixed gender.

Data for Livelihood Analysis





Livelihood Analysis

Objective To introduce the practice of using livelihood analysis diagrams

Material Squared papers and information sheet with data for diagrams or secondary sources containing appropriate data

Time Two hours

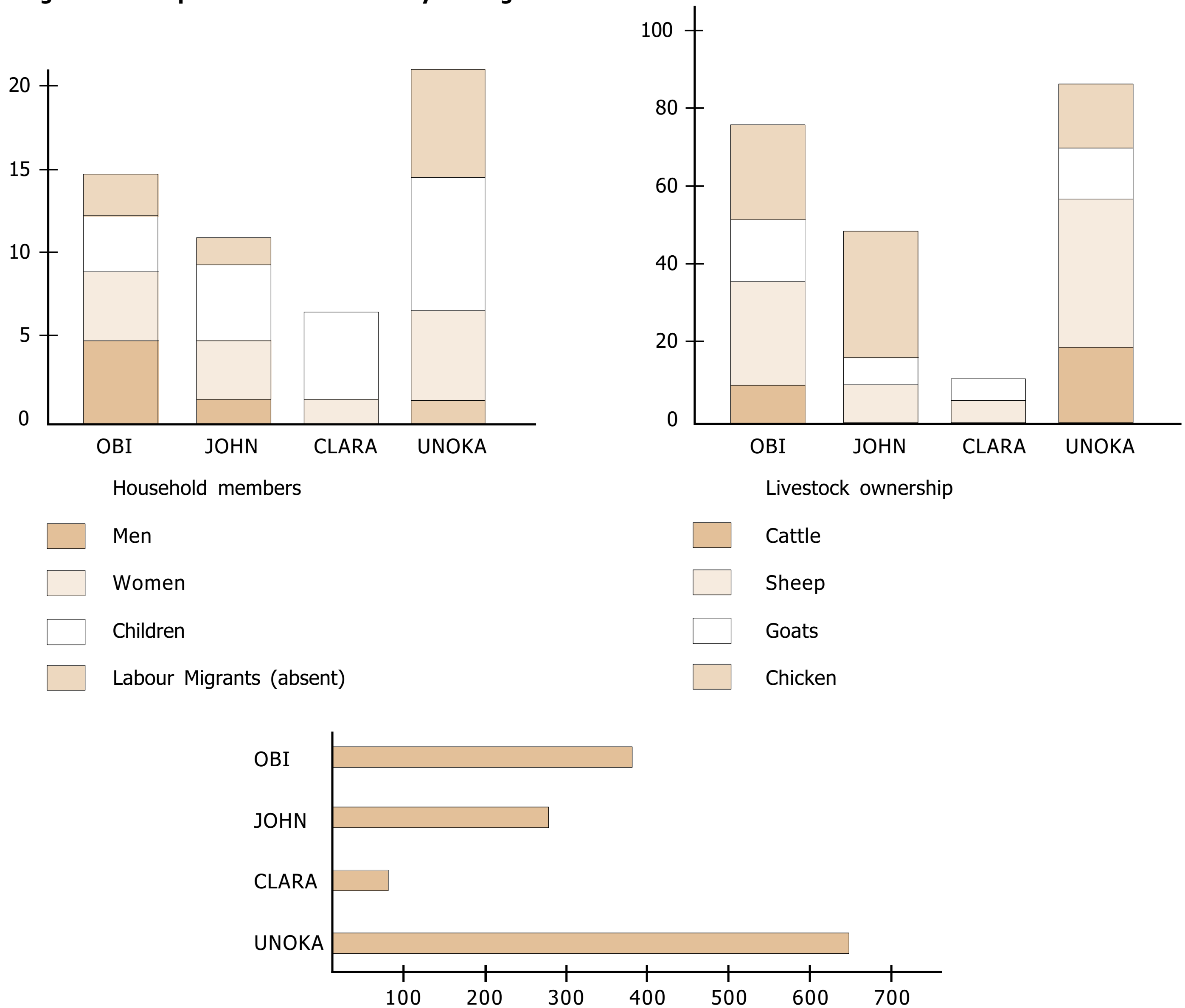
Process

1. Introduce the livelihood analysis diagram (figure 1).
2. Distribute handouts of the diagram and data table for livelihood analysis (table 1).
3. Ask participants to draw the livelihood analysis diagram based on the information provided on the data table.
4. Make a draft on a small sheet.
5. Use flip chart paper and markers.
6. The sub-group will present the diagram to the large group.
7. Discuss the result of the diagram and methods of drawing livelihood analysis diagrams.

Comments and Application

- Choose examples that relate directly to the work of the participants.
- Households included in the livelihood analysis could be selected through wealth ranking.
- Make sure that the handouts are prepared carefully and are not confusing.

Figure 1: Example of a Livelihood Analysis Diagram



MONTHLY CASH EXPENSES (DINARS)

Table 1: Example of a Data Table for Livelihood Analysis

	Households			
	Obi	John	Clara	Unoka
Household members				
Men (number in household)	3	1	0	1
Women	4	2	1	4
Children	5	6	4	10
Labour migrants	2	1	0	3
Animals owned				
Cattle	5	0	0	16
Sheep	24	8	1	56
Goats	15	7	3	16
Chicken	18	23	4	17
Sources of income				
Agriculture	25%	23%	66%	25%
Livestock	17%	8%	17%	21%
Trade & crafts	41%	54%	17%	21%
Remittances	17%	15%	0%	21%
Consumption				
Monthly cash expenses (Dinars)	380	265	85	650

Mobility Map

Objective To help understand the spatial relationship between locations, resources and their use, and time taken — for example, to identify where local people travel, purpose of their mobility, distance travelled, and time taken.

Material Pens, flip charts, and local materials

Time One hour

Process

1. Introduce the session to the participants stating that the mobility of the local people will be traced to find out for what purposes they go out of the village, how far they go, and how long it takes them to do different activities.
2. On the chart paper or on the ground, a circle representing the village community can be drawn to give the location of the focal point.
3. From the village community, the movement of people to different directions for different activities can be traced with help from key informants.
4. On the mobility chart, the relative distance of different places mentioned for the specific activity is marked.
5. While collecting information, deal with only one topic at a time; then go to the next set of activities only after completion of the first topic.
6. Having completed the mobility chart, discuss the opportunities and constraints the people face around their area.

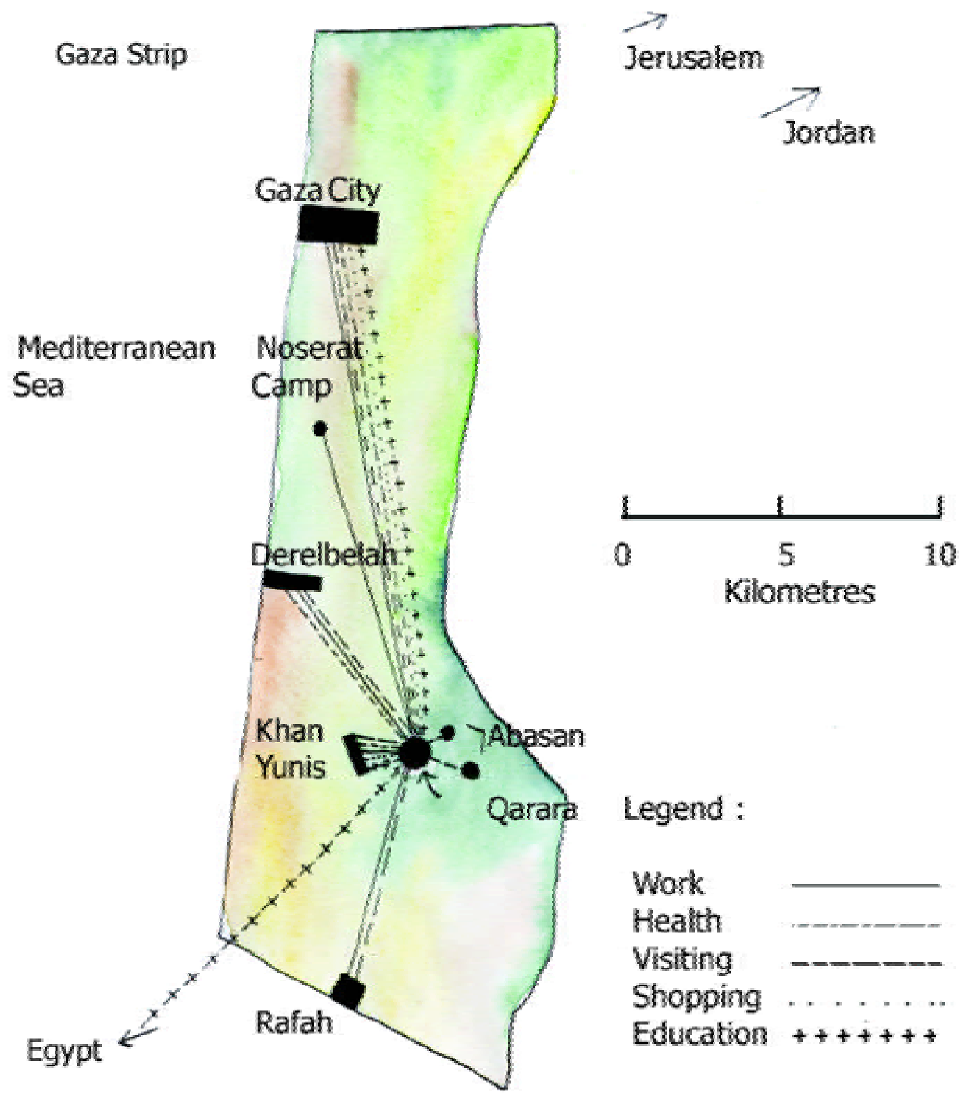
Questions to Ask

- Where have they been going and why?
- How long have they been going there, how often do they go? Who goes (men or women) for what activities?
- What are the special features of the sites they go to?
- How have the patterns of movement changed and why?

Comments and Application

- To generate discussion about the various activities the village people do, a balanced participation of men and women is helpful.
- Sometimes it is better to conduct the exercise with focused groups of men and women separately, as perceptions may vary.
- By tracing the movements of local people, the participants reflect upon their economic status as some may travel to distant places for education and medical treatment depending upon their affordability. The mobility of different class groups would vary according to their socioeconomic condition and other factors prevalent in the community.
- The intensity of their movement to areas around their village gives an idea of the pressures and threats to natural resource extraction. The time taken for different activities should be recorded, as it tells how much time they give for which particular activity and why it is important to them.
- The information can be useful in planning, since it helps field workers to meet people in time to implement development activities.

Mobility Map of Women from Qarara Area, Gaza



Pairwise and Matrix Ranking

Objectives - To describe the basic procedure of pairwise or preference ranking
- To highlight how criteria for choices are made by participants
- To highlight the importance of exploring the existence of key differences
- In preferences between participants

Material Papers, pens, and flip charts

Time One hour

Process

1. Assign roles of interviewer, recorder, and observer among team members.
2. Ask the participants to list the different items that are to be discussed and ranked; for example, trees, fodder, fruit, or enterprise benefiting most from tourism.
3. Ask them to choose a maximum of six to seven items for ranking depending upon the investigation. If too many items are chosen, then the exercise becomes too lengthy.
4. Ask the participants to draw up a recording matrix, where the different items to be ranked are written on both the axes.
5. Begin the exercise by asking the participants pair by pair to nominate their preference. The participants should be asked why s/he has made the choice. The probing of the choice continues until no further questions arise. The question that forces the participants to make the choices is important. Once the choice is made, it can be recorded in the matrix.
6. Repeat until all possible combinations have been considered, i.e., all boxes of the matrix have been filled. The recorder should record all the reasons that the participants gave about why the choices were made.
7. Adding up the number of times each item is mentioned in the matrix, the participant can develop an idea of the most preferred. The frequency of occurrence of each item indicates the rank, i.e., highest frequency for most preferred.

Comments and Application

- The real value of the exercise does not lie in the absolute ranking, but rather in the opportunity that arises for a discussion of choices. Such an exercise provides a useful insight into the nature of local preferences.
- The pairwise ranking tool can be used to look at issues like education of girls and boys, enterprises benefiting from tourism, sharing of tourism benefits, causes for lack of women’s participation, reasons for food scarcity, etc.

- At the end of the exercise, it is useful to focus the debriefing on the following comments and questions.
  * Note that the criteria and preference lists varied greatly between participants. Why was this so?
  * How could we use this exercise to make it relevant for your programme or project?
  * The tool has been found to be particularly useful in monitoring and evaluation, especially of activities in plans.
  * Why were some activities considered successful? This offers great insight into the value and design of project activities.

Example: Pairwise and Matrix Ranking of Problems for Girls Not Attending School in a Village

Problems	Lack of facilities	Pregnancy	School fees	Losing traditional values	Distance from home	Early marriage
Lack of facilities	X	*Pregnancy*	*Lack of facilities*	*Lack of facilities*	*Lack of facilities*	*Early marriage*
Pregnancy	X	X	*Pregnancy*	*Pregnancy*	*Pregnancy*	*Pregnancy*
School fees	X	X	X	X	*School fees*	*School fees*
Losing traditional values	X	X	X	X	*Distance from home*	*Early marriage*
Distance from home	X	X	X	X	X	*Early marriage*
Early marriage	X	X	X	X	X	*Early marriage*

Problems	No. of Times	Rank
Pregnancy	5	1
Early marriage	4	2
Lack of facilities	3	3
School fees	2	4
Distance from home	1	5
Losing traditional values	0	6

Participatory Mapping

Objective To help understand the relationship between topics or objectives, such as natural resources or social class, their use, etc.; for example, to identify where resources are growing, who is using/harvesting them, where are they traded/ sold, what is the distance between the resources and selling point, etc.

Material Objects, pens, flip charts, and local materials

Time One hour

Process

1. Introduce the session to the participants stating the objectives. Find out for what purposes they go to the resources, how far they go, and how long does it take them to do different activities.
2. On the chart paper or on the ground, a circle representing the source of the natural resource can be drawn to give the location of the focal point.
3. From the community, the activities (harvesting, transporting, and selling) can be traced with help from key informants.
4. On the mobility chart, the relative distance of different places mentioned for the specific activity is marked.
5. While collecting information, deal with only one topic at a time; then go to the next set of activities only after completion of the first topic.
6. Having completed the mobility chart, discuss the opportunities and constraints the people face around their area.

Questions to Ask

- Where did you go and what products did you gather?
- Where have they been going and why?
- How long have they been going there, how often do they go, who goes (men or women) for what activities?
- What are the special features of the sites they go to?
- What is the best season to go there?

Comments and Application

Refer to mobility map (comments and application)

Drawing Maps

Maps can be drawn for many topics: demography, social and residential stratification (wealth, religion, ethnicity), natural resources, fields and land use, water, soils and mobility, etc.

- Before visiting the field, obtain maps and/or photographs of the area.
- Prepare simple outline maps showing key features and landmarks.
- Mark in roads, rivers, canals, religious sites, governmental offices, and vantage points (water tank, hill).
- Obtain local place names.
- Revise the maps and add more detail throughout the fieldwork based on new information.

Partner Selection

Objective The partner selection tool assists in selecting a partner based on a rapid institutional assessment in which several components are analysed.

Material Papers, meta-cards, pens, markers, and flip charts

Time Half-day

Process

1. Select potential partner organisations (selection can be based on the analysis of the institutional setting with support of the actogramme, factogramme, and coverage matrix).
2. Define criteria for selection of partners.
3. Analyse strengths and weaknesses for each of the criteria.
4. Draw conclusions.

Comments and Application

- The selection of criteria will strongly depend on the character of the partnership.
- To make sure that everybody has the same understanding of the criteria, these need to be clearly defined.
- It is possible to score different criteria on a scale of one to four, after which different organisations can be compared by adding up the scores.
    * No applicability
    * Minimal applicability
    * Average applicability
    * Strong applicability

Example of a Partner Selection Matrix

Name of organisation	Strengths	Weaknesses
* External aspects		
Impact		
Mission		
External relations/actors		
* Internal aspects: management/organisation		
Primary process		
Human resources		
Culture		
Financial viability		
* Internal aspects: technical experience		
Gender		
Capacity-building		
Knowledge management		
Programme management		

Problem-Solving Tree

Objectives - To identify issues of concern and their causes
- To prioritise these concerns and identify solutions
- To ensure that the problems of less powerful groups are discussed and acted upon

Material Paper of different colours, markers, large sheets of paper, tape, and cassette recorder

Time One day or shorter time periods spread over several days

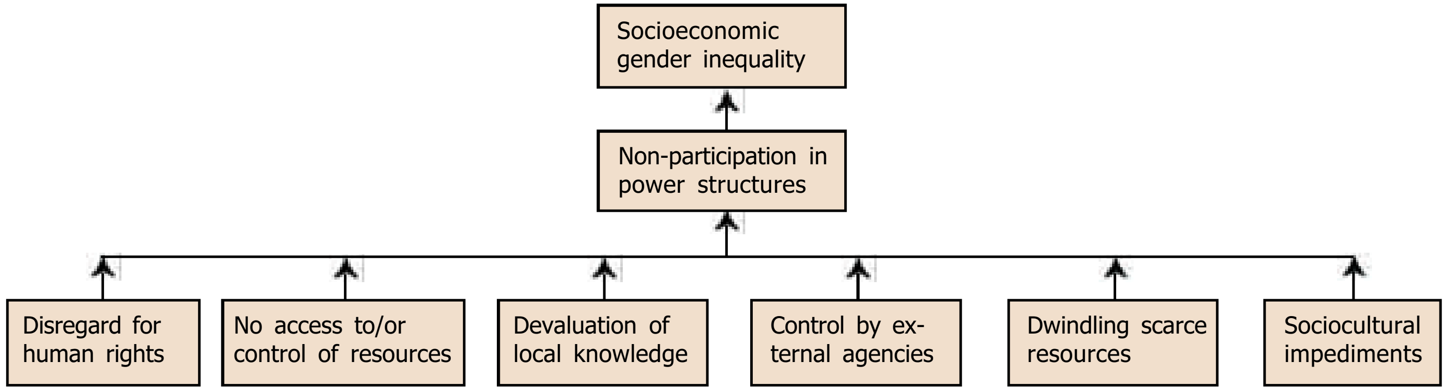
Process

1. Identify the topics of concern by way of focus group discussion, household or focus group decision.
2. Divide participants by relevant category (for example, gender, poor-better-off).
3. Discuss the topics of concern and ask the group to list the problems common to all. To find out the root causes, ask probing questions: why is this the case? Was it always like this? Etc.
4. Ask participants to draw a problem-solving tree: the trunk represents the problems, the roots are the causes, and the branches are the consequences (see the figure on page 170).
5. Write the problems (using colours or symbols) on coloured pieces of paper and attach them to the tree according to root, problem, and consequences.
6. Repeat the tree exercise until the group has a list of five to 10 primary issues of concern.
7. Ask the group to choose one or two people of the group to make the presentation on the results to the larger group.
8. Return to the small groups to discuss the following:
   - identification of selection criteria;
   - prioritisation of problems; and
   - identification of the root causes of the three most pressing problems in small groups.
9. Use the analysis to formulate an objective tree suggesting ways of redressing the conditions.

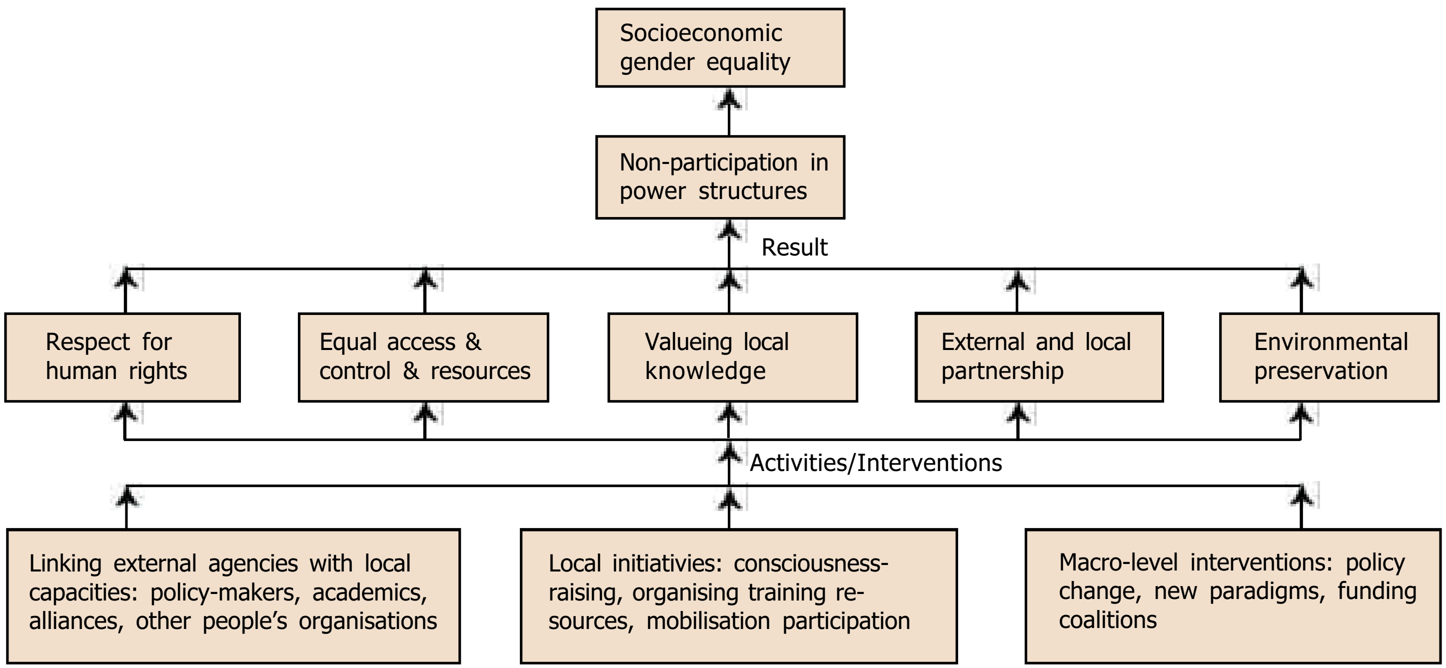
Comments and Application

- There may not be a concern common to the entire community.
- The priorities and solutions may differ according to category (for example, gender, class, ethnicity, age, and race) and context (ecological, political, economic, and historical).

Sample of a Problem-Solving Tree on Inequitable and Unsustainable Development



Sample of an Objective Tree on Equitable and Sustainable Development



Resource Mapping

Objective Resource mapping assists the community in the following tasks:

- to understand how women and men see their resources and how these differ from outsiders' views (perceptions, reports, formal surveys, etc.);
- to draw up a map of the perceived 'resource' situation of the community;
- to analyse the steps/process in utilising available natural resources; and
- to analyse the problems and (market) opportunities on natural resources.

Material Large sheets of wallpaper and coloured markers

Time Two to three hours

Process

1. Collect the data/information for drawing maps and sketches by way of key informants, household interviews, and focus group discussions.
2. List and label the major classes of vegetation, land use, and tenure that describe the conditions of local residents.
3. Identify the land-user groups. The groups may be men or women, or a combination of male/female and child/adult/elder.
4. List and label the users' group.
5. Sketch the distribution of the land-cover/land-use types in the local landscape on a separate sheet.
6. Note down who uses and who controls these land-cover/land-use types.

Comments and Application

- One can opt to include and identify gender differences in resource use and control used at different scales (household, community, regional, and national).
- The land-cover categories may vary from place to place depending upon the type of cover and the range of land uses.
- It is useful in research, development, environmental planning, land tenure reform, and land-use change, or community organisation contexts.

Analysis of Natural Resource

Opportunity	Problem
Accessibility to water source	Flooding

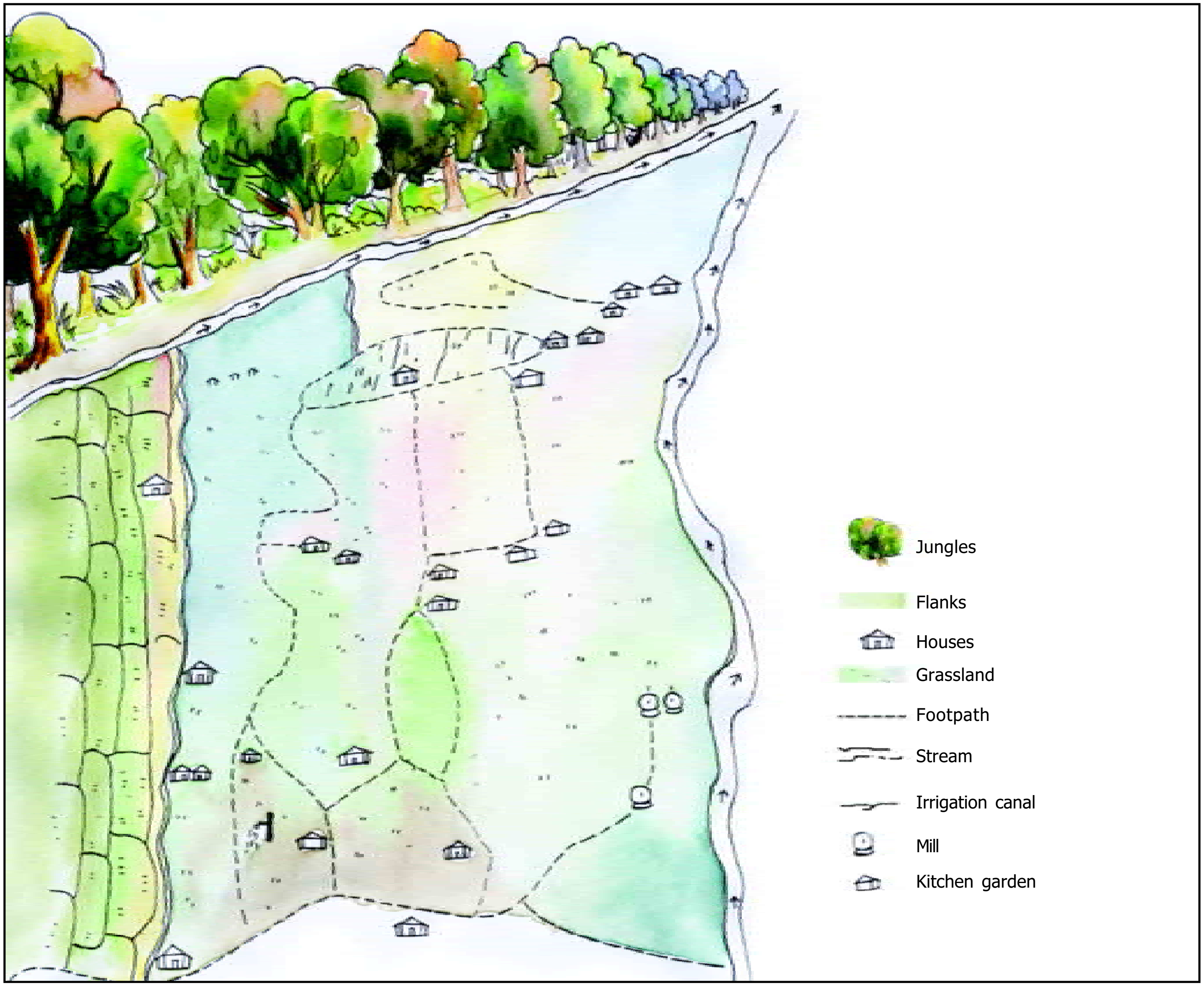
Subdivision of Land-User Group

Land-users by activity	- Producers (gatherers, hunters, herders, farmers, farm workers) - Processors - Market vendors - Consumers
Land-users by rights to access and ownership (applies to trees or land)	- Owner (state, group, individual) - Tenant (rent paid) - User by permission or exchange agreement - Squatters, 'poachers' (illegal users, occupants)
Land-users by management unit/unit of analysis	- Individuals or household sub-groups (women, men, children, age group members) - Households (managed by men, women; small, large; young, old; rich, poor) - Communities and community groups (families, self-help groups, clans) - Companies and cooperatives - Administrative units (states, districts, villages, neighbourhoods, etc.)

Example List of Land-Use and Land-Cover Categories to Include in a Landscape Sketch

Land-use categories	Land-coverage categories
Forest	Conservation reserves
Woodland	Gathering/collecting areas
Savannah (trees over grassland)	Grazing and browsing lands
Open grassland	Croplands
Perennial crops	Gardens
Annual crops	Homesteads
Fallows	Fences
Bare soil	Property boundaries
River banks	Public markets and meeting places
Canals	Water holes
Roads and paths	Gullies

Example of a Resource Map



Review of Secondary Sources

Objective To introduce the importance and usefulness of reviewing secondary sources before beginning to collect new information

Material Chart papers and board markers

Time 30 minutes

Process

1. Select a relevant topic for the group/community.
2. Ask the participants: 'what according to you are the secondary sources?'
3. List down the sources received.
4. Discuss ways of summarising these sources.
5. Prepare data of these sources in the form of the following items:
   - diagrams;
   - tables and lists;
   - brief summary paragraphs; and
   - copies of maps and photographs for easy access during the field visits.

Comments and Application

- Do not spend time on the review of secondary sources, if it could be better spent in the field.
- Look out for what has been missed.
- If the participants do not share a common background on the topic, secondary sources can be used to familiarise the team with the topic.
- The secondary sources are the following items: books, articles, maps, photos, films, videos, reports, statistics, etc.
- During the review of secondary sources, there is no need to practice the same.

Example: Review of Secondary Sources

1. Which secondary sources are available?
2. What information can we get from these sources?
3. How can we summarise these sources?

Seasonal Calendar

Objectives - To demonstrate ways to explore the changes during the year
- To generate information about seasonal trends within a community and identify periods of particular stress and vulnerability

Material Locally available materials (stones, bricks, seeds, chalks, pen, paper, etc.) — we can also use a large sheet of paper (flip chart paper) or make sketches on the ground depending upon where the exercise is being conducted.

Time One hour

Process

1. Using a group forming exercise, divide the participants into small groups of three to five people depending upon the number of participants.
2. Ask the groups to collect the materials required to make the seasonal calendar.
3. Choose one or two key informants who can be interviewed about the theme you are assigned to work on. Although it is not essential, these informants may be interviewed about some special knowledge they have of the local area or a particular subject. Then the informants are asked to make diagrams to illustrate trends and changes in those activities or features spread over different periods — a week, a year (whatever applicable).
4. Be sure to ask why months and seasons differ, what are the reasons for change.

Comments and Application

- Ask the participants to mark out the year using their local calendar — this may be different from the western calendars.
- Use whatever material is available locally to show the trends. Coloured chalk can be used to draw line graphs and different sized piles of seeds, stones, or beans can be used to show seasonal variations.
- Combine all seasonal patterns into one diagram to show correlation between variables and identify periods of particular stress. Trends need to be shown as rough qualitative ones, quantification is rarely necessary for the learning exercise.
- Cross-check and refine the seasonal calendar throughout the fieldwork.
- Upon completion of the seasonal calendar, ask each group to present its findings to others and encourage them to concentrate their presentations on the process they went through, not just on the final product.

- Trends in food scarcity, local employment, disease outbreak, etc. give us a better understanding for including appropriate interventions that may be beneficial for marginalised communities.
- Seasonal trends tell us which sections of the community are more vulnerable and when, for example, men, women, children, and elderly people during a particular period.

Relevant Variables for a Seasonal Calendar Exercise

Weather, festivals, crop sequence, availability of fruit and vegetables, outmigration of local people, busy months of the year, wildlife viewing, flowering times, natural hazards, scarcity of food, busy months for men and women, incidence of human diseases, availability of paid employment, expenditure levels, and begging activity.

Sample of a Seasonal Calendar on Poverty Issues

Variables	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Light meals	***	***	*	*	-	-	-	-	-	-	-	**
Begging	******	******	**	-	-	-	-	-	-	-	**	*****
Migration	******	******	**	*	*	**	-	-	-	-	-	-
Unemployment	******	******	**	-	-	-	*	***	***	***	-	*
Income	-	-	*	****	****	****	******	******	*****	****	****	**
Disease	-	-	*	****	****	***	**	***	**			
Rainfall	-	-	****	****	-	-	-	*	*	***	***	**

The asterisk mark (*) in the table represents stones used by the participants to indicate the degree of change by month. Thus, three (***) asterisks in the January column of 'light meals' indicates that the light meals are three times more likely that month than they are in March or April.

EXAMPLE OF A SEASONAL CALENDAR

Particulars	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Remarks

Planting cycle
- Potatoes
- Corn
- Oats
- Mustard
- Wheat
- Millet

Months with low fodder availability

Seasonal diseases affect domestic animals

Vomiting and diarrhoea

Colds and coughs

Fever

Intestinal parasites

Festivals

Lack of fuelwood

Seasonal changes
- Monsoon
- Summer
- Winter

Prices of food grains (State price per kg.)
- Corn
- Millet
- Potatoes
- Wheat
- Oats

Time to take loans

Remarks

Lack of local knowledge regarding remedies

Disease can occur at any season.

Hot water is used to ease suffering.

Herbs are prepared to reduce fever.

Medication is taken from the hospital.

Chettri, Sherpa, and Kami communities celebrate.

Some months have high precipitation, some have low.

Prices are high before harvesting and they fall after harvest.

People go to cities to earn so that they can pay off their loans.

Semi-Structured Interviewing (SSI)

Objectives - To introduce SSI
- To do role plays using SSI

Material SSI guidelines

Time Two hours

Process

1. Introduce SSI to the participants.
2. Distribute handouts on SSI guidelines (table 1).
3. Give participants 20 minutes to read the document.
4. Discuss for another 20 minutes to clarify questions.
5. Split the group into four or five sub-groups.
6. Ask each group to conduct an SSI on a different topic.
7. Assign roles to each member of the sub-group.
8. Divide sub-groups with two to three interviewers, one interviewee, and one observer/note-taker.
9. Give five minutes to interviewers to identify interview questions.
10. Observe, practice SSI and note the participants' behaviours for later discussion.
11. Discuss the results of the interviews in the large group after role play.
12. The observers report their observation and the whole group discusses the way in which the interviews were conducted, what mistakes were made, and how to overcome them in the future.

Points for Discussion

- What were the main results?
- Did the interviewers follow the guidelines?
- Which guidelines were ignored?

Comments and Application

- Remember to use SSI guidelines.
- Avoid discussing the contents of the results of the SSI exercise.
- Discuss the process and method.

Example of an SSI Guide

Topic: how do people in this area cope with contaminated water?

Key Issues and Questions
- What are the problems causing contamination?
- What are the overall coping strategies?
- What are the coping strategies for each problem?

Table 1: SSI Guidelines

- The interviewing team consists of two to four people of different disciplines.
- Begin with the traditional greeting and state that the interview team is here to learn.
- Begin the questioning by referring to someone or something visible.
- Conduct the interview informally and mix questions with discussion.
- Be open minded and objective.
- Let each team member finish their line of questioning (don't interrupt).
- Carefully lead up to sensitive questions.
- Assign one note-taker (but rotate).
- Be aware of non–verbal signals.
- Avoid leading questions and value judgments.
- Avoid questions which can be answered with 'yes' or 'no'.
- Individual interviews should be no longer than 45 minutes.
- Group interviews should be no longer than two hours.
- Each interviewer should have a list of topics and key questions written down in her/his notebook.