

RURAL DEVELOPMENT TOURISM (RDT)

Lightly edited notes from the walls of the IDS
Workshop on 10 March 1977

(Preliminary Draft)

A PURPOSES OF RDT

- Project identification - with local officials
- Local official's visits
- Familiarisation and exploratory visits
- Ex post evaluation
- Monitoring & supervision
- Survey Research
- Researchers' visits, including scientists
- Media visits

B PREPARATION AND PLANNING

1. Write down your preconceptions and hypotheses
2. Keep careful notes, and index them
3. Allow time to write up notes in the evening
4. Use a dictaphone for notes?
5. Formulate questions in advance:
 - technical
 - administration/institutional
 - political
 - distributional
6. Cross-check answers to questions
7. Learn greetings and a few words
8. Plan longer field visits
9. Visit researchers, e.g. social anthropologists, if they don't mind
10. See people such as researchers who have recently returned from the field
11. Plan to make "unscheduled" visits (e.g. on Sundays) or to arrive early
12. Have a woman on the team
13. Bring your own interpreter (hire car, use driver)
(Female interpreter for women)
14. Use public transport
15. Dress - informal, avoid upsetting, avoid "immoral" dress, becoming an exhibit.

C DURING A VISIT

1. Stop at random
2. Divide up and go in different directions
3. Walk around. Walk to the village, and in the fields
4. Meet lower level people (less culturally influenced).
Go right down but beware of their fright.
5. Explain yourself
6. Ask questions about what you see
7. Be sceptical about what you are told
8. Be extrovert with reserve
9. Facial expressions - non-verbals, smiling
10. Meals, eating with people
11. Pick up, or do not pick up, babies
12. Talks in the evening

D SOME QUESTIONS (compiled from participants' 20 questions they would ask)

1. Resource endowment and economy

- a) What are the major food and cash crops?
- b) What is the balance between subsistence and surplus in farming?
- c) What is the seasonal rhythm in agriculture?
- d) What are the levels of skills/technology and intensity of resource use?
- e) Immigration and emigration (why? who?, annual rate), seasonal rate?)
- f) What market facilities are within reach; do prices vary seasonally?
- g) Is there any wastage of
 - i) animals
 - ii) crops (pre harvest)
 - iii) crops (in storage)
- h) What is the rate of population growth and are there attempts to control it? if so by whom (groupwise) and by what means?

2. Environmental conditions

- a) How does the area compare with other parts of the country?
- b) Is there any evidence of past and/or present processes of environmental depletion or degradation?
- c) How frequent are what disasters?

3. Range and distribution of living standards

- a) What is the distribution of land?
- b) What proportion of population is
 - i) landless
 - ii) capital less
 - iii) cattle less
 - iv) toolless
 - v) labourless
- c) What is the nutritional status of people, particularly children?
- d) What do people eat during the leanest periods in the year (by strata)
- e) How does the decision making process operate within families of different socio-economic strata regarding to
 - i) productive problems and
 - ii) household expenditure?
 - iii) division of household income (food) between members? (who eats first and who eats last?, is there any surplus food thrown away or given away?)

4. Socio-political organisation

- a) What is the caste or hierarchical system? (leadership, patrons, factions?)
- b) Are traditional positions achieved or ascribed?
- c) Are elected leaders the same as the traditional ascribed ones?
- d) Are there patron-client relationships? If so are these hereditary and what are their economic and non-economic attributes?

- e) In times of acute distress, who helps?
implicit or explicit? and at what price?

5. Organisation of labour

- a) How are labourers hired and rewarded and for what period in agriculture and outside agriculture?
- b) Is the possession of livestock an asset in securing employment?
- c) Are there seasonal shortages of labour? if so, how are they overcome?
- d) What are the family labour resources? (e.g. do children work and if so at what age do they start to do what?)

6. The importance of the private sector

- a) What is the comparative importance and advantage, if any, of the private sector?
- b) Is there local entrepreneurship?
- c) Are there local moneylenders? and whose and what financial needs do they meet and how?

7. Local people's perceptions of their problems

- a) What do people perceive as their problems and how do they see solutions?
- b) How do people perceive the usefulness of development programmes?
- c) What is the perception by a) wealthier villagers
b) the local poor
of what help the poor officially get and what they actually receive
- d) What incentives are favoured, and perceived to be effective?

- e) What do people (by groups) find most laborious?
- f) Do people perceive population pressure as a problem and if so, what do they suggest doing about it?
- g) How do people themselves identify the poorer people? can poor people be separated out from the rich?
- h) Do the people themselves (by strata) perceive the need for poverty- focussed programmes and if so how would they suggest organising them?

8. The operation and administration of Development Programmes

- a) What development projects have been working so far?
- b) How are these perceived by
 - i) people
 - ii) officials
- c) How do people view officials and how do officials view people
- d) Who has benefitted from particular development programmes?
- e) What is the administrative structure of ongoing development projects?
- f) Who has access to schools, health services, water, credit etc. etc; what is the literacy rate by age group and strata?
- g) What is the relationship between local and central government officials? (including financial arrangements and comparative salaries?)
- h) What is the experience and educational level of local officials and how long do they remain in one position? (what is the continuity?)
- i) What, if any, links exist between ongoing research and ongoing research and planned or ongoing development programmes? is there a feedback?

- j) Are there any technologies which are known and not used?
if so, why are they not used?
- k) Why do people do what and why they do it?
- l) Could local leaders and/or school teachers help in
poverty focussed programmes?
- m) Is there any Regional Planning?

9. The Involvement of women in development programmes

- a) Are women 'visible' or invisible' in the community?
- b) Are women given specific attention in the design of
development programmes? i.e. what effect is the
programme likely to have on women?
- c) Are women eligible for
 - a) credit
 - b) land titles etc. etc.
- d) What extension services are offered to women?
Do they include advice on productive activities in general
and income earning ones in particular? (particularly
important in sex segregated societies!)
- e) Are there different daily wage rates for men and women,
and if so, why?
- f) If there exists an Agricultural Labour Union, are women
also members? If so, is there a special women's branch?
- g) Are there any female members of the Village Council?
If so, do they occupy reserved seats? Do they attend
regularly? Do they participate in deliberations?
- h) How do village women (of the different socio-economic strata)
perceive their own postions and what are their aspirations?

	WHAT	HOW	WHY	WHERE	WHO	WHEN
Environment	Land Crop Livestock Labour					
Problem	General Narrow					
Objectives	Broad Narrow					
Constraints	Technical Financial Economic Social Political					
Opportunities	'n'					
Resource Requirements	Land Labour Capital Water Management					
Approx Cost/ Benefit						
Conclusion + Recommendation						

Search for objectively verifiable indicators e.g. Fertiliser/ha
Length of lactation