



# Climate-induced Migration and Displacement



## Module<sup>1</sup> for Facilitating **Participatory Research** on **Climate-induced Migration and Displacement** **[FOR FIELD TESTING]**

ActionAid, CANSA & PRAXIS  
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*Cover picture taken by Maryam Shabbir in Pakistan.*

### Introduction

“Climate change is having devastating impacts on communities’ lives, livelihoods and food security across South Asia. Its consequences are so severe that it is increasingly contributing to migration, and this incidence is likely to escalate much more in the years to come as climate change impacts become more serious.”<sup>2</sup> According to ICMD’s latest Global Report on Internal Displacement, 3.3 million new displacements occurred in Afghanistan, Bangladesh, India, Nepal and Afghanistan, triggered by seasonal and recurring weather-related extreme events in 2018.<sup>3</sup> There is a growing need to capture evidence of how climate change impacts like drought or sea-level rise are resulting in migration.

<sup>1</sup> Draft for discussion prepared by Anindo Banerjee of Praxis – Institute for Participatory Practices for CANSA

<sup>2</sup> Anderson, T., Shamsuddoha, Md. and Dixit, A., (2016) Climate Change Knows No Borders. ActionAid, CANSA and BftW.

<sup>3</sup> Global Report on Internal Displacement, p. 34 (2019) Internal Displacement Monitoring Centre and Norwegian Refugee Council.

To this end, ActionAid and CANSA are working with partners, with the support of Bread for the World and EU-ICMPD (International Centre for Migration Policy Development), to carry out qualitative, participatory research to identify the main drivers for climate-induced migration in Afghanistan, Bangladesh, India, Nepal, Pakistan and Sri Lanka.

## An Overview of the Module

This module has been developed to provide guidance of how to facilitate participatory research on the issue of climate-induced migration and displacement in South Asia. Part 1 outlines ways that research facilitators can prepare themselves for engagement with the community before initiating the research process. Part 2 explains the use of four participatory research methods that can assist in capturing information about climate-induced migration trends and impacts on vulnerable communities. Part 3 provides a template for recording case studies which can help illustrate issues or solutions. Part 4 suggests ways of recording the learnings from the participatory research, so that they can be processed and analysed in an effective manner. Part 5 presents a methodology for researchers to conduct interviews with experts on the subject matter.

The research is expected to contribute to the existing body of knowledge about the migration of vulnerable communities in south Asia, especially on account of adverse impacts of climate change in the region. An exploratory study is expected to generate deeper understanding of causes of migration and bring forth ideas for mitigation of hardships, from the perspective of disadvantaged people from various economic and social strata living in the region.

With the intent of keeping focus on the most relevant dimensions of the issue, a selection of relevant research questions (ref. Box 1) was shortlisted at a workshop held in New Delhi on July 15-16, 2019 that brought together CANSA members from Bangladesh, India, Nepal and Sri Lanka. For each shortlisted question, workshop participants identified a range of suitable participatory tools to use with communities that experience migration due to their increasing vulnerability to climate change. This module provides guidance on how to use these tools.

### Box 1 – Key questions identified for the research

Questions / dimensions of exploration	Tools to be used
1. What are the situations that force people to migrate? (with focus on climate related "push factors")	<i>Problem Tree</i>
2. Impacts of migration on vulnerable people, especially women, elderly people, person with disabilities and children, besides on men	<i>Problem Tree</i> (Impacts and consequences to be depicted along branches of the tree)
3. Where do people migrate, how often and for what durations (e.g. seasonal, temporary or permanent)?	<i>Mobility Mapping; Matrix Scoring</i>
4. How it is different from the past (with focus on climatic factors)?	<i>Problem Tree</i> (Entailing identification of 'causes / consequences' experienced in recent history)
5. What support do people need to improve their lives? (both at source as well as at destinations)	<i>Pair Wise Matrix</i> (Based on a reading of the contents of the 'Problem Tree' exercise and their implications)

Accordingly, this module proposes a methodological approach to connect with vulnerable communities living in various climate-affected situations across south Asia, for conducting discussions on various dimensions of their decision to migrate or relocate away from their natural habitats.

## Part 1 – Preparing for Participatory Research

This section of the document outlines essential preparations that will make the research process empowering and meaningful for the participating communities.

### A. Choosing Research Locations

#### 1. Identification of Research Locations (Migratory Hotspots)

First, identify a list of migratory hotspots as potential research locations where you can plan to facilitate the participatory research. See Annex 1 for a Proposed List of Criteria to help you identify migratory hotspots.

#### 2. Ensuring diversity within choice of research locations

Participatory research field visits need to be planned in such a way that a limited number of research locations bring together as much diversity as possible, in terms of background characteristics of locations. The field research team should have clarity regarding key types of situations or locations to be accommodated in the design of the research, for instance, different kinds of climatic adversities, varying geo-physical characteristics of a location, or demographic variations, among others. Attempts should be made to accommodate varying shades of each variable of interest in the choice of research locations, for which a check-list can be used, as illustrated in Diagram 1 below:

Diagram 1 – Check-list to assist in choosing diverse research locations

Sample locations ↓	Geo-physical type of location			Migration pattern			Type of destination				Any other...		
	Coastal	Hilly terrain	Plains	Daily, or up to several days	Seasonal – Multiple weeks or Months	Longer durations	Urban, informal sector	Agricultural fields	Industrial sites	Any other	.....	.....	.....
Location 1	✓				✓			✓					
Location 2			✓	✓			✓						
Location 3		✓				✓	✓						
Location 4		✓			✓				✓				
Location 5			✓	✓						✓			
Location 6	✓					✓		✓					

## **B. Principles of Engagement with the Community**

Before you begin participatory research, please keep in mind the following helpful principles of engagement with the community to build trust and confidence.

### *1. The importance of a reconnaissance visit to an identified location*

In some cases, a pre-visit to identified locations can be immensely helpful in setting up the research process. Consider if this is required, especially if there hasn't been any previous engagement with the communities living in the research location under consideration. It not only provides field researchers with a good understanding of the place and profile of the local community, but also makes it easier to mobilize people for the research process. Planning a reconnaissance visit or an 'immersion' before a research process can enable a facilitator to understand the sensitivities required to engage with unique demands of a situation, plan interactions suiting the convenience of local people and build a good rapport with them.

### *2. The importance of not raising expectations*

The field researchers must clearly explain the purpose of the research and its limitations to local communities so as not to raise any undue expectations. Initiating research processes without investing sufficient time in establishing a relationship of trust with local people can often be counter productive.

### *3. The importance of ensuring consent*

Before embarking upon any process of dialogue with communities, you must ensure that you have the consent of participants for using the learnings and outputs of any discussion for the purpose for research and dissemination of learnings. Please refer to Annex 2 for a standard template for recording consent of participants, copies of which could be shared with all the participants of any participatory research session after explaining the purpose of reaching out to them. Contents of the consent form should be read aloud in the presence of all participants, and they should be requested to indicate their consent for use of their name, information, photographs, quotes or the visual outputs of any exercise for the purposes of research by signing at the bottom of the form.

### *4. Ensuring inclusion of marginal voices*

The facilitators must keep an eye on the composition and relative participation of participants of any research exercise. It is important to be watchful of any probability of exclusion of any section of people from having a say in the discussions on account of their ethnic origin, age, sex, sexuality, socio-economic status, capabilities or any other reason. The choice of time and place of any exercise must bear in mind the opportunity cost and convenience of local people, especially the marginalized sections. If needed, a process should be repeated multiple times to ensure accessibility of the process by different sections of people within the same community. The discussions should be conducted at a suitable pace in a non-extractive manner. At times, people take time to open up and share their views, which should be respected.

A stepwise approach to facilitate a discussion has been illustrated below in Box 2.

## Box 2 – What a facilitator must bear in mind while conducting participatory processes

While conducting a discussion		While applying participatory tools	
1	Facilitator should introduce herself and explain the purpose of meeting people.	1	Be prepared with questions to be explored during a discussion and tools matching the same.
2	Ask the participants to introduce themselves to the group.	2	Apply suitable methods in a spontaneous way using locally available materials, after establishment of the need of a focused, comprehensive exploration of specific issues.
3	Explore if the choice of time and place for the discussion is suitable for the participants. Seek their consent to record the discussion, if needed.	3	Tools dealing with sensitive issues are best used within peer groups of people of similar profile, i.e. migrants from similar social or occupational group.
4	Help participants to remain focused on the agreed aims of the session.	4	Create an easy frame or structure (e.g. a comparison table) to accommodate views of participants. Enable them to place their ideas within the proposed structure.
5	Enable all participants to contribute to the discussion, by paying attention to the level of participation of different people.	5	Think of some easy questions to initiate discussions on the theme of focus and help participants to flow with their expressions.
6	Summarize key learnings from the discussion for people to validate the same and know what has been captured.	6	Apply the tools in a spontaneous manner by using local materials and encouraging people to work in their own ways.
7	Thank participants for their time and contributions and if required, agree on a time and place for follow-up discussion.	7	Apply tools creatively and adapt them to suit the needs of the process.

### 5. Use empathic listening to build trust and deepen understanding of arising issues

One of the key skills that facilitators of participatory methods must have is empathic listening. It is helpful for building mutual understanding and trust, which is the key to any community process. It calls for positive facial expressions, the right body language, and, most importantly, the need of staying ‘non-judgmental’ in the course of a conversation, which goes a long way in enhancing the interest, trust and confidence of participants during a process of listening. Box 3 presents a collection of ideas for facilitators, related to the skills of empathic listening and effective questioning.

### Box 3 – Ideas for empathic listening and effective questioning

Empathic listening		Effective questioning	
1	Have the right body language to convey keenness to listen, e.g. nodding head, maintaining eye contact, maintaining respectful facial expressions that show interest, etc.	1	Ask open ended questions, for instance, employing the six key ‘helpers’ i.e. why, what, when, where, who and how, among others.
2	Ensure that the sitting arrangements are comfortable for the participants, and do not imply a hierarchy or equal positions of power.	2	Ask probing questions to dig deep into views expressed by people.
3	Do not interrupt a speaker in the process of communication. Try to listen as much	3	Repeat a question multiple times, if required, to ensure that the participants have understood it

	as possible, without bombarding too many questions.		well. Encourage more and more participants to share their views.
4	Summarize or rephrase learnings from the process of listening from time to time, to ensure correct understanding of what has been expressed.	4	Include questions about personal points of view, e.g. 'how do you feel about it?', especially directing the same towards less vocal or active participants.

#### 6. Demonstrate transparency and accountability with the community

Always make the time to report your findings, analyses and conclusions back to the community, especially from informational interviews. Whenever possible, you might even want to take a community member along with you to informational interviews.

#### 7. Engage in a brief Learning Review at the end of each day

Processes of Participatory Learning and Action demand application of inclusive methods, attitudes and behaviours, and a team of facilitators can evaluate itself on some of the following yardsticks at the end of each day's work:

- How well did the team of facilitators introduce themselves and the purpose of their visit to the community?
- Did the process and the conduct of facilitators raise any undue expectations among members of the local community?
- Did the facilitators spend sufficient time in familiarizing themselves with the conditions prevalent in the local community, and in building relationships of trust and rapport?
- How joyful were the processes of interaction with members of local community? Would the participants of the exercise want to see the facilitators back in the village?
- To what extent did the processes ensure the convenience of participants of the local community, e.g. in matters of choice of time and venue for the exercises?
- How well-planned were the processes undertaken by the team of facilitators? To what extent was each exercise thought through thoroughly in advance? Was there clarity within the team of facilitators regarding division of labour?
- Did the facilitators spend sufficient time after each exercise to identify key learnings along with members of local community? Were the learnings presented back to local participants and validated?
- To what extent did the facilitators reach out to different sections of the local community? Was there any group that could not be reached?
- Did the processes of research generate any significant new learnings or realizations for the local community?
- How well have the learnings and outputs of various processes been preserved? Do all sections of the community have access to the same? Did the facilitators take the permission of local community before walking out with any output of the process (diagrams, photographs, audio-tapes etc.).

- Did the facilitators express their gratitude to members of the local community for sparing their time and knowledge in the processes? How tidily were the processes wrapped up?

## Part 2 – Applying Relevant Participatory Methods

This segment of the document discusses a selection of participatory methods that can be effectively applied in analysis of choices, experiences and aspirations of migrant populations in climatic hot-spots in south Asia. Each tool discussed in this section requires investment of sufficient time in the selected locations in building a strong rapport and relationship of trust with local communities, and a non-extractive, participatory process of research. Prerequisites of using the tools effectively have been discussed below in terms of specific recommended steps for each tool.

### Method 1 – Facilitating a **Problem Tree** analysis

<b>Purpose<sup>4</sup></b>	
This method can help in determining the root causes of a community's vulnerability to disasters and to identify the resulting actions taken, including leaving home and migration to faraway places in search of opportunities aspired by them, and to also diagnose the quality of life achieved as a consequence of migration.	
<b>Expected Time</b>	<b>Participants</b>
3 hours	Participants should be divided into small mixed groups of 10-20 people each with participation including elders, women, young people, farmers and other livelihood groups (fishing, pastoralists etc.)
<b>Key exploratory questions:</b>	
<ul style="list-style-type: none"> <li>• What kinds of situations compel people to migrate?</li> <li>• What impacts does migration have on different kinds of people, especially women, the elderly people, person with disabilities and children?</li> <li>• How does the phenomenon of migration today differ from that in the past?</li> </ul>	
<b>Materials needed</b>	
Flipcharts and coloured marker pens. Post-it notes or flash-cards and sticky tape can be helpful to place elements onto the paper for discussion and agreement, before starting the drawing process.	
Alternatively, some communities may feel more comfortable drawing directly onto the earth using a stick, and leaves or twigs. At the end of the process, remember to capture their final drawings somehow, using a camera, for example.	

The method entails identification of all the causes responsible for any phenomenon of interest – including direct causes as well as indirect causes – and the effects or consequences of the same. It has the potential to come into play as a versatile tool for engaging people in diagnosis of various causes and consequences of any phenomenon related to their life, choices or challenges of survival.

<sup>4</sup> Ibid

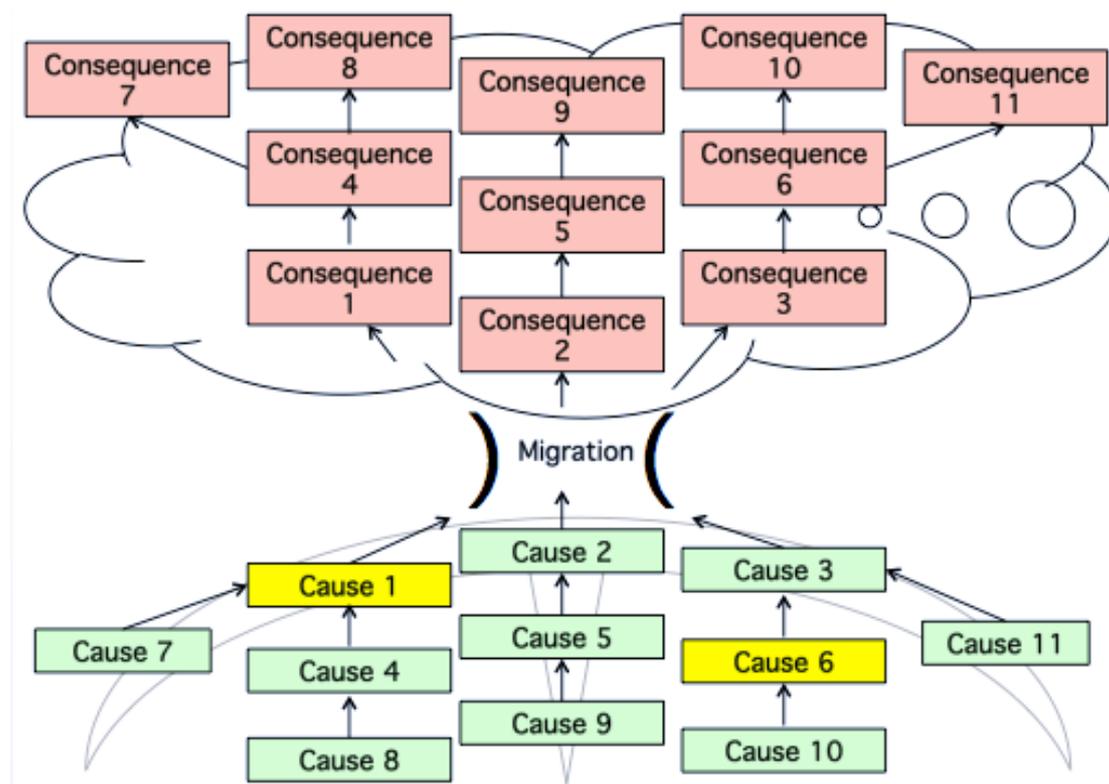
For conducting a meaningful 'Problem Tree' Analysis, the facilitator must first ensure an enabling environment. Triggering a spontaneous, informal discussion around any distressing aspect of the lives and struggles of migrant populations can be an effective way of bringing about an opportunity of initiating such an analysis. Broadly, the following steps can be followed towards generating a problem tree.

### **Facilitator's guide: Problem tree**

1. Establish a shared interest in exploring compulsions behind distress-induced migration comprehensively, and to do so in a structured, systematic manner. An informal discussion can be initiated on struggles facing migrants and the facilitator can thereafter propose to explore their compulsions and experiences in a structured manner.
2. Introduce an object of reference (or a flash card with a suitable illustration) symbolically representing the phenomenon of distress-induced migration, and place it on the ground.
3. Generate a discussion around specific situations that compel a person to migrate; mention each situation on a separate piece of flash card one by one and place below the object of reference mentioned in Step 2
4. Initiate a discussion on each of the situations identified in Step 3 and probe into underlying causes of each situation. Mention / illustrate each underlying cause on a separate flash card and place below the situation it is responsible for.
5. Keep tracing down each situation identified in Step 3 to additional layers of causes and sub-causes, till the point of identification of a significant, structural root cause (which could, for instance, be related to one's class, ethnic identity, quality of governance, effects of climatic variations, etc.). Given the special interest of the research in exploring links between distress-induced migration and climate change, causes stemming from climatic variations, if any, could be written on cards of a different colour.
6. Use of piece of chalk to draw connections within various pairs of phenomena discussed in the process: e.g. between distress-induced migration to each responsible situation, and subsequently between situations and underlying causes.
7. Initiate a discussion around the effects of migration on people's lives. Depict each effect identified in the process on a separate card (preferably of a different colour) and place above the object of reference mentioned in Step 2, showing the connection with a piece of chalk. This is likely to result in a tree-like appearance such as the visual presented in Diagram 2.
8. Identify subsequent impacts of each identified effect, and place them further higher, connecting each of them to the relevant effects.
9. Within the tree of causes and consequences, those identified to be relatively newer phenomena could be highlighted in a suitable way, e.g. by depicting them on cards of a different colour or by differentiating them with a identifier sign. Similarly, consequences faced by different sections of people, e.g. women, men, children, the elderly and persons with disability could be highlighted with use of different kinds of symbols.
10. From amongst the causes and effects identified along the 'roots' and 'branches' of the emerging problem tree respectively, those perceived to bear greater significance can be marked out by assigning them suitable scores on a scale, say a scale of ten, from the perspective of participants of the exercise.

11. At the end of the process, the facilitator should initiate a discussion on possibilities of mitigating the challenges faced by migrants by drawing their attention to the key causes and effects of migration identified in the process. Such possibilities might include specific programmes of social protection, transit facilities, support for climate-responsive farming, etc., among others. The facilitator should initiate a brainstorming session and collect the ideas generated from the participants for use in a subsequent phase (Method 4: ref. Page 9) of the process.

**Diagram 2 – Output of a Problem Tree Method**



12 – Before wrapping up the exercise, the facilitator should initiate a discussion on key findings or learnings drawn from the process and request participants to confirm if the conclusions drawn accurately represent the reality.

**Method 2 – Facilitating a Mobility Mapping Exercise**

<b>Purpose<sup>5</sup></b>	
Mobility mapping is a useful tool that enables analysis of experiences of accessing key needs of life by individuals as well as groups. It brings together the entire range of movements of any group of people or individuals, related to fulfillment of various essential needs of life.	
<b>Expected Time</b>	<b>Participants</b>
2 hours	Participants should be divided into small mixed groups of 10-20 people each with participation including elders, women, young people, farmers and other livelihood groups (fishing, pastoralists etc.)

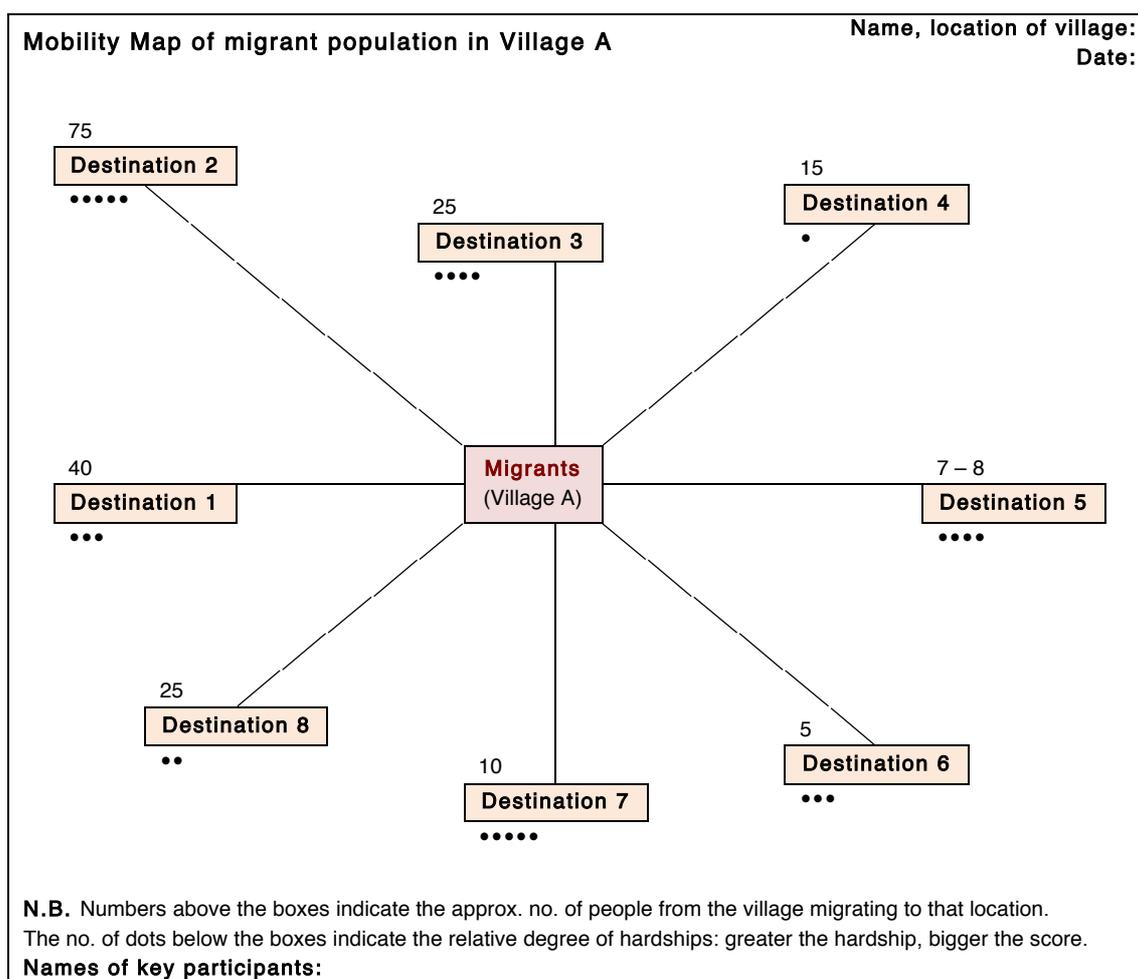
<sup>5</sup> Ibid

<b>Key exploratory questions:</b>	
<ul style="list-style-type: none"> <li>• How far / where do migrant people have to go, for fulfillment of various vital needs of life?</li> <li>• What hardships are faced by migrants in accessing vital needs or essential services?</li> <li>• How are various trajectories of migration different from each other?</li> </ul>	
<b>Materials needed</b>	
Flipcharts and coloured marker pens.	

### Facilitator's guide: Mobility map

1. Establish a shared interest in analysis of experiences of accessing various vital needs of life by different sections of migrant people in a structured, systematic manner. An informal discussion can be initiated on struggles facing migrants and the facilitator can thereafter propose to explore their experiences in a structured manner.
2. All the places visited by the reference group/ individuals for fulfilling vital needs of life can be illustrated on separate cards or depicted by suitable symbols and placed at suitable distances, and the cards can be placed on the floor at varying distances from a reference point that depicts the base of the participants – nearer the place, nearer the card . All the locations thus included in the exercise could be connected with the point of reference with a piece of chalk.
3. Additional layers of analysis can be accommodated in the exercise by using lines of different kinds or colors (e.g. thicker lines to indicate more frequent movements). The output of the process is likely to have an appearance similar to the visual presented in Diagram 3.

### Diagram 3 – Output of a Mobility Mapping Exercise



4. Once the entire range of movements of the reference group is depicted in the map, different layers of analysis could be introduced, e.g. identification of places that are relatively more unsafe, or places where the migrants face greater degree of hardships, etc. Such assessments could be indicated with suitable scale-based scores, e.g. on a scale of 10, and the underlying reasons must be recorded.
5. For generating a sense of direction of change in the quality of life of the reference group, retrospective mobility maps can be drawn depicting a time of interest from the past and compared with a map showing a current-day pattern of mobility.
6. For each trajectory of movement, the nature of migration (e.g. whether seasonal or permanent, or any other dimension of interest) can be discussed and recorded. For each destination, the approximate number of migrants can also be mentioned.
7. At the end of the process, the visual outputs exercise should be studied together along with participants to decipher any significant patterns or concerns that need to be addressed through a suitable intervention. Before wrapping up the exercise, the facilitator should initiate a discussion on key findings or learnings drawn from the process and request participants to confirm if the conclusions drawn accurately represent the reality.

## Method 3 – Facilitating a Matrix Scoring Exercise

<b>Purpose<sup>6</sup></b>	
Matrix Scoring is a useful method for assessing the quality of choices available to people and their preferences. For instance, choices of a migrant could range across various urban centres (or other livelihood sites), which could be evaluated in relative terms by assigning scores (say, on a scale of ten) against multiple preference criteria, e.g. availability of work around the year, suitability of living conditions, availability of social networks etc.	
<b>Expected Time</b>	<b>Participants</b>
3 hours	Participants should be divided into different group of 5 -15 people each, representing different perspectives, for example: <ul style="list-style-type: none"> <li>• Men</li> <li>• Women</li> <li>• Others</li> </ul>
<b>Key exploratory questions:</b>	
<ul style="list-style-type: none"> <li>• What are the drivers of preference for any specific destination of migration over the others, for migrant populations?</li> <li>• What destinations are more popular among migrants? Do preferences vary for different groups of migrants?</li> </ul>	
<b>Materials needed</b>	
Flipcharts and coloured marker pens.	

### Facilitator's guide: Matrix Scoring exercise

1. Draw a tabular structure on the flipchart, with rows and columns. Place the preferred migratory destinations that are to be compared with each other in one of the axes.
2. Generate suitable criteria for comparing various preferred migratory destinations in discussions with the participants, and place on the other axis. For instance, criteria for the assessment could include the following:
  - Availability of basic facilities, e.g. drinking water, bathing space, toilets, etc.;
  - Quality of shelter arrangements;
  - Availability of social relationships and networks;
  - Regularity of payments;
  - Protection from climatic adversities;
  - Any other...
3. Agree on a scale for scoring, e.g. 10, where 10 indicates the best or most desirable scenario, while 1 depicts the least preferred scenario.
4. Invite participants to score each option against each of the criteria, one at a time, using beans or pebbles. This is likely to result in a structure having an appearance similar to the following diagram:

<sup>6</sup> Ibid

**Diagram 4 – Output of a Matrix Scoring exercise**

Migration Destinations ↓	Preference Criterion 1	Preference Criterion 2	Preference Criterion 3	Preference Criterion - -	Preference Criterion n
Destination 1	••••	••••• ••	•••••	••	••••
Destination 2	•••••	••	••••	•	•••••
Destination 3	••••	•	••••• •••••	•••••	•••
Destination 4	••••• •••	•••••	••	••••• •	••
Destination --	••	••••	•	••	••••
Destination n	•	•••••	•••••	•	••

5. In the wake of any difference of opinion while according scores to various choices under evaluation, it is important not to force a consensus on the participants. The facilitator should probe into the reasons behind disagreements, and should properly record the same.
6. Discuss reasons for the scores assigned by participants.
7. Discuss the pattern emerging from the scores.
8. Before wrapping up the exercise, the facilitator should initiate a discussion on key findings or learnings drawn from the process and request participants to confirm if the conclusions drawn accurately represent the reality.

**Method 4 – Assessment of support sought by participating communities for mitigating their crises: Using a Paired-Comparison Matrix**

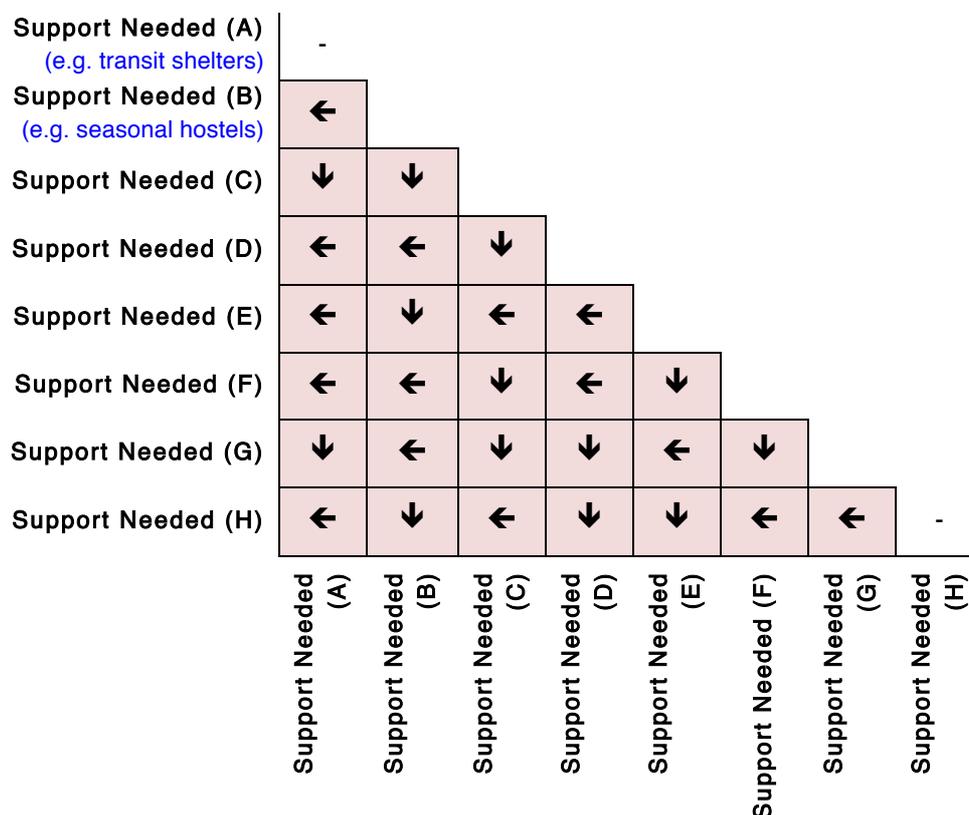
<b>Purpose<sup>7</sup></b>	
Paired-comparison Matrix method can be used to undertake prioritization of various forms of life-building support aspired by migrant people in a systematic manner.	
<b>Expected Time</b>	<b>Participants</b>
3 hours	Participants should be divided into different group of 5 -15 people each, representing different perspectives, for example: <ul style="list-style-type: none"> <li>• Men</li> <li>• Women</li> <li>• Others</li> </ul>
<b>Key exploratory questions:</b>	
<ul style="list-style-type: none"> <li>• What kinds of support aspired by migrant populations are perceived to be more important for them, which need to be taken up for advocacy?</li> </ul>	
<b>Materials needed</b>	
Flipcharts and coloured marker pens.	

<sup>7</sup> Ibid

## Facilitator's guide: Paired-comparison Matrix

In a paired-comparison Matrix, aspirations identified from various processes are listed on both axes of a matrix in the same order. Each box of the matrix, corresponding to a pair of aspirations could be used to indicate the preferred aspiration of the people out of the two corresponding alternatives. The following diagram presents an illustrative output of such an exercise:

**Diagram 5 – Output of a Paired-Comparison Matrix**



In case of a difference of opinion, each box could carry votes in favour as well as against any of the two options, and in the end, the alternative with the maximum number of votes could be identified to the most important need.

In the diagram presented in the previous page, the expected support that has the highest number of arrows pointed towards it (i.e. aspiration 'E' in the diagram, which has as many as 5 arrows pointing towards it) is the most aspired need of migrant people participating in the exercise. The facilitator should pick up only one item each from the horizontal and vertical axes for comparison at a time, and go across all the cells in the matrix to generate relative preferences within each pair of aspirations.

### Part 3 – Recording Illustrative Case Studies

Some of the important learnings from participatory research can be well substantiated with relevant examples of stories of people, communities and locations impacted by climate change. For instance, the hardships faced by a migrant labourer can be illustrated by producing narratives around how specific individuals had to overcome unusual challenges while transiting to or settling in big cities, with all the details of struggles and challenges faced.

Annex 3 presents an illustrative template for producing a ‘case study’ representing key issues of concern, e.g. hardships of climate-affected individuals, challenges of adverse situations or risks of vulnerable geographies. Do contextualise the template to suit the context and situation that you want to describe as is relevant to the community in question. Feel free to add additional questions when necessary to capture the unique essence of situations of interest. In terms of general guidance, try to develop a two to four page case study of relevant information that describes the context, past situation compared to present especially in relation to climate variability and its impacts and that particularly investigates and describes how communities are using migration (temporary or permanent) as a coping or survival mechanism. You will come across two types of case studies to develop:

- 1) Individual stories and experiences eg. how the life of a woman smallholder farmer named Hassna Begum is forever changed when intense, frequent rainfall waterlogs her vegetables fields for two consecutive years and she cannot feed her children anymore, so sends the oldest one to the city to work.
- 2) Case studies that capture a slightly bigger picture eg. looking at how the impacts of climate change on a village in Nepal have resulted in large-scale migration of fathers, husbands and sons to the Gulf states for work, leaving behind women to tend to existing farms leading a wide-spread phenomenon of ‘feminization of agriculture’ in Nepal.

Keep in mind that the more specific details you can capture in the case study, the more engaging it becomes by arousing and stimulating the reader’s curiosity and interest.

Key learnings or leads generated from application of various participatory methods could be followed up for deeper understanding of relevant issues occurring at a household level, using instruments such as an interview schedule. For instance, detailed quantitative estimates can be generated to evidence the probable inability of a migrant worker to invest sufficiently in meeting health care needs of a household. Box 4 presents an illustrative structure of an interview schedule for use in discussion with migrant workers, in generating insights complementary to learnings gained from a participatory research.

#### **Box 4 – Illustrative outline of an interview schedule for use with migrant persons**

- Name of the interviewee:
- Age:
- Sex:
- Social group:
- Educational level:
- Occupation(s):
- Address:
- Particulars of family members (age, sex, educational level and occupation of each member):
- Key causes of migration:
- Locations of migration in the last 3 years:
- Occupations pursued at each location of migration:
- Durations of stay at each location of migration:
- Rating of quality of basic services or facilities accessed at each location of migration:
- (a) Health care, (b) Water-supply, (c) Shelter (d) Sanitation, on a scale of 5: 5 indicating the best scenario, 1 the worst)
- Range of income per month at each location of migration:
- Overall savings from the stated duration of stay at each location of migration:
- Key heads of expenditure at each location of migration, and approx. percentage of expenditure on each head:
- Impacts of the choice of migration, on other members of household, especially children and women:
- Key sources of support availed of as a migrant:
- Specific instances of hardships faced as a migrant:
- Suggestions or aspirations towards mitigation of hardships faced:
- Overall rank-order of preference among various locations of migration, with reasons:
- Name of interviewer & Date of interview:

**Documentation of outputs of participatory methods**

In a process of the participatory research, each analysis produced by any group of primary stakeholders needs to be preserved well for use. Key elements that must be recorded while preserving any output include the following:

- Title of the exercise conducted
- Name and particulars of the locations of assessment
- Date of assessment
- Visual output generated from the assessment (e.g. a ‘Problem Tree’)
- Particulars of specific symbols or indicators used
- Names of key participants
- Any explanatory notes

Box 5 shows a typical frame used in capturing the outputs of any participatory exercise.

**Box 5 – Framework of visual documentation of outputs of participatory methods**

<p><b>Title of the exercise</b> (E.g. Assessment of various kinds of support aspired by migrants, using Matrix Scoring)</p>	<p>Name and location Date</p>								
<p>Space for reproducing visual output of the exercise:</p>									
<p>Names of key participants: Explanatory Notes, if any (e.g. profile of participants):</p>	<p>Legend / Symbols (if any)</p> <table border="1" style="width: 100%; height: 100px;"> <tr><td style="width: 10%;"></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> <tr><td></td><td></td></tr> </table>								

In addition to the outputs of any participatory process, additional notes that should be recorded for each exercise could relate to the following:

- Key learnings from discussions
- Specific pieces of data generated from the process
- Methodological innovations, if any
- Key learnings and conclusions
- Gaps in insights, if any
- Names of facilitators

Key learnings from the process should be captured in as disaggregated a manner as possible, from different perspectives. The structure outlined in Box 6 could be used to this effect:

**Box 6: Proposed structure for capturing site-specific learnings in a disaggregated way**

**Date of research:**

**Location of research:**

**Social / Economic / Occupational Profile of respondents:**

Variables	Key learnings from various perspectives (illustrative)							
	Migrant men	Migrant women	Non-migrant men	Non-migrant women	Persons with disability	Elderly persons	Children	Any other...
Key causes / push factors responsible for migration								
Climatic factors responsible for migration, if identified								
Effects / consequences of concern, stemming from the choice of migration								
Key drivers of preference, determining choice of locations for migration								
Key issues faced by migrants at locations of migration								
Interventions aspired, for mitigation of hardships at source								
Interventions aspired, for mitigation of hardships at destinations of migration								
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-----								

<b>Purpose<sup>8</sup></b>	
<p>Key Informant Interviews of experts and service providers are a source of expert knowledge and can help deepen one’s understanding of an issue or fill in information gaps. They can provide an additional layer of understanding to an issue and be used to strengthen analysis further. The interviewing process can also be used to sensitise the expert or service provider by bringing to their attention issues generated from the participatory research process.</p>	
<b>Expected Time</b>	<b>Participants</b>
1.5 hours each interview	<ul style="list-style-type: none"> <li>• Local or district government officials/heads</li> <li>• Local meteorological officer</li> <li>• Local agricultural officer</li> <li>• Local teachers or hospital staff</li> <li>• National government officials from various relevant ministries: Food security, Environment, Water, Land policy, Home Office etc.</li> <li>• Experts from academic or local institutes, universities etc.</li> </ul>
<b>Key exploratory questions:</b>	
<ul style="list-style-type: none"> <li>• What do they think is the impact of climate change on their locality/district/country?</li> <li>• How do they think climate change impacts their service provision eg. if speaking to the head of a hospital, ask them if they’ve seen any increase in skin rashes among women farmers due to saline intrusion of water in water-logged rice fields. If so, how does the hospital respond?</li> <li>• Do they see the impacts of climate change affecting women differently than men? If so, how? What about on children? The elderly? etc.</li> </ul>	
<b>Materials needed</b>	
<p>Notebook and pen, voice recorder with permission. Write-ups or a brief presentation of your participatory research findings to share with the expert or service provider.</p>	

**Facilitator’s guide: Informational Interviews<sup>9</sup>**

- Book an appointment with the relevant expert for 1.5 hours
- Consider having two people at the meeting: one to ask the questions and the other to take notes. If possible, a community representative could also attend.
- For a suggested list of interview questions, please see Annex 4. Contextualise the questions as required so that they’re relevant to the person you are interviewing eg. if interviewing a health official you might want to ask about increased incidences of illnesses in the community as well as their access to resources, government support etc.
- Prepare for the meeting by making copies of the information you’ve collected from the participatory research – perhaps prepare a 5-minute brief presentation of the findings from your engagement with the community

<sup>8</sup> Ibid

<sup>9</sup> Ibid

- Ask the expert for their views and reflections on your findings, whether they agree with them or whether this information is new to them
- Ask specific follow-up questions on issues related to livelihoods, access to resources and schemes etc.
- Record or take notes of the discussion, write up minutes of the meeting as a record that you can share with others including the community

## Conclusion

This module is designed to provide guidance on how to facilitate participatory research on the issue of climate-induced migration and displacement in South Asia. It outlines a process for engagement with communities who are the most vulnerable to the impacts of climate change and are migrating as a result. It includes suggestions for how to engage with other stakeholders in the issue, including policymakers, as well as a template for case study collection.

The qualitative evidence gathered as a result of the process outlined in this module will add to and deepen our collective understanding and knowledge about the migration of vulnerable communities in south Asia, due to climate change impacts in the region.

This Guidance for Facilitating Participatory Research has been produced by ActionAid, CANSA and PRAXIS with the support of Bread for the World and EU-ICMPD.

*(This publication has been produced with the assistance of the European Union. The contents of this publication are the sole responsibility of ActionAid, CANSA and PRAXIS and can in no way be taken to reflect the views of the European Union.)*

## Annex 1

### Proposed Criteria to determine migratory hotspots

1. Wherever examples such as areas or districts are mentioned, can we identify hotspots or specific villages in there, especially where partners have presence?
2. Is there a way to zero in on districts/villages that we can clearly link to climate-induced migration for the participatory research?
3. Maybe, we choose an area corresponding to each disaster-led migration. For example, drought, floods, GLOF (Glacial Lake Outburst Flood), sea level rise and river bank erosion.
4. If and wherever possible, can we identify hotspots that cover the areas of origin of climate-induced migration AND the host province/district - will help capture both the picture of why the community migrates and the vulnerable conditions they are facing in the host area that they move to.
5. Can we identify hotspots to do the participatory research, which cover the following 7 parameters/criteria:
  - Typology of disasters: Drought, Glacial Lake Outburst Floods (GLOF), flood, heat stress, sea-level rise, riverbank erosion, landslides, cyclone, etc.  
***[Extreme weather events and Slow onset events]***
  - Geo-climatic zones/Ecosystems
  - Occupation/Livelihood of communities, for example, fishing, agriculture, casual labour, small enterprise/shop etc.
  - Caste/Socio-economic profile – caste/ race / ethnicity, class/poverty levels
  - Presence of partners – already have a relationship with the communities so it's easier to carry out focus group discussions, use participatory tools with them etc.
  - Scale of displacement – areas with significant migration due to climate change
  - Urban and Rural spread

## Annex 2

### GENERAL CONSENT FORM

Template for recording consent of participants

#### CONSENT FORM

I, \_\_\_\_\_, understand the purpose of the research which is to understand the causes, effects, choices and aspirations related to migration of people living in locations affected by adverse climatic changes. I also understand that I can decline altogether or am free not to respond to any questions I don't wish to answer and am whole heartedly ready to take part in the research process. I am allowing ActionAid, CANSA and its partner organisations to use my name, photograph, videos, quotes and information in documents emerging from or related to the research by placing an affirmative tick mark in the following check-boxes, indicative of my consent for the same.

1. Use of my name and details
2. Use of my quotes and information shared
3. Taking photograph or video and using the same
4. Use of outputs of participatory discussions, such as diagrams, tables or maps

#### **Signature or Left-thumb impression of Participant:**

Name:

(Name and Signature of Parent or Guardian if subject is less than 18 years of age)

Date:

Age:

Sex:

Occupation:

Address:

Other relevant information, if any:

## Annex 3

### An illustrative template for recording a case study

**Date:**

**Title of case study:**

**Focus of case study:** Personal account of life  / Climate-affected location(s)  / Occupation(s)  / Climate-affected situations  – Tick ‘✓’ the applicable profile

**Name(s)** (of Person(s) / Climate-affected location(s) / Occupation(s) / Climate-induced situations being profiled):

**Overarching issue / argument being illustrated by the case**

(E.g. hardships faced by migrant women in transit):

**Descriptive details:**

*E.g. In case of individual:*

- Age
- Family particulars
- Sources of livelihood (small-holder farming, fishing etc.)
- Key issues or challenges affecting the person (what are the threats to their livelihood?)
- Key impacts of the issues / challenges (families starving, health issues...?)
- For how long has the individual been facing the impacts?
- Responses to the issues / challenges (their coping mechanisms? eg.do they sell assets? migrate?)
- Key sources of support (access to any government schemes? social protection programmes?)
- Aspirations for future
- Key conclusion

*In case of climate-affected location:*

- Geographical / administrative particulars of the location
- Manifestations of climatic variations (intense rainfall? flash floods? extreme heat?)
- Key impacts (on the individual, the community, their livelihood etc.)
- For how long has the location been facing the impacts?
- Known initiatives for mitigating adverse impacts: challenges (embankments to prevent flooding – worsens issues with water flow, rainwater harvesting in drought areas? etc.)
- Future possibilities of mitigation of adverse impacts
- Key conclusions

*In case of specific climatic-induced situations (e.g. submergence of agricultural land, saltwater intrusion in fields):*

- Description of situations of concern
- Relevant historical build-up, if any (context of situation before vs. situation now)
- Prevalence (i.e. how many people / how many acres of land are affected?)
- Key impacts of the emergent situation (how are they affected?)
- For how long have the impacts been around?
- Local responses to the situation (increasing soil moisture? kitchen gardening? organic farming?)
- Aspirations towards overcoming the situation
- Key conclusions

**Relevant first person quotes related to the subject:**

**Name of person(s) profiling the case study:**

## Annex 4

### Sample questionnaire for informational interviews with subject experts, policymakers and others about climate-induced migration

First describe the context of climate-induced migration, the project aims in brief and let the expert/policymaker know about the field research you are doing. Share research findings with them, if relevant and already carried out, and ask for their thoughts. Additionally, here are some questions to assist with the flow of conversation with the interviewee:

1. Which department/ministry has responsibility for 'climate change' and for 'migration' and how are they coordinating with other relevant departments/ministries (eg: those working on food security, agriculture, water, energy, labour etc)? Is climate-induced migration incorporated into your government's development planning and programming? If Yes, how? If no, is there any thinking towards this?
2. How does climate change and dealing with slow onset disasters like drought or sea-level rise, for example, fit into your government's disaster relief structures and processes?
3. What level of priority does reducing the impacts of climate change on vulnerable communities have within your government? For example, do people suffering from the impacts have access to any social protection schemes? Describe them? Are they easy to access?
4. Does the government have dedicated staff working on climate change issues within your government? Does the government train its staff regularly on how to recognise the impacts of climate change on communities and how to respond? At what level is this training – national? district? local?
5. What proportion of your government's total development budget is spent on reducing the impacts of climate change in your country? If not the development budget, which ministerial budget spends on reducing these impacts and what proportion of that budget is spent annually on this?
6. What is required to cause your government to allocate more resources to reducing the impacts of climate change on people and providing protection for those vulnerable people who migrate due to the impacts of climate change?
7. Please identify the challenges faced at a (local/district/national) governmental level in dealing with climate-induced migration in your country.
8. Please identify which policies are in place to protect people who migrate due to the impacts of climate change in your country. What is the level of effective implementation of these policies?
9. What role do you think donors and international financial institutions (eg. World Bank etc.) have to play in supporting national governments on climate-induced migration? What about international NGOs? Civil society organisations?
10. Do you have any other comments or observations to add (eg. trends, previous difficulties, future challenges etc.)?