

H i C N Households in Conflict Network

The Institute of Development Studies - at the University of Sussex - Falmer - Brighton - BN1 9RE

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Design of Surveys in Conflict- Affected Areas

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Two short tasks before the course

- Design the hh roster for the second wave of a panel data study
- Where would you undertake qualitative in-depth work when you have the first wave of a panel in a quantitative study of welfare and violence ?

Start with theory

- Inside one discipline or multi-discipline, in particular for Phd students
- Is your theory a formal model or is it a framework/an approach
- How strong do you feel?
- Where is your main contribution?
- I refer to the presentations by Stathis and Patricia

Making the step to data

- What are the key research questions that you want to address?
- Where does this topic fit in the literature ? Are you the only person working on it? What are the main results coming out of the literature?
- What are the shortcomings from the existing literature, in particular on the methodological level. Does the method used by some authors stand up to scrutiny? Can you trust the results they achieved ? Why not?
- Is your approach feasible/realistic in terms of time, budget and in particular security?

How to start with data?

- What is available out there?
You will be surprised to find how much data is collected, but has never been used in academic research, even when data collection costs are very high
- From the wealth of data: what do you need?
A request to receive ‘all the data on Rwanda’ is unrealistic. This namely includes several large scale surveys, each with hundreds of variables.
- From the data that you need: can you get access to them?
If you have a clearly defined research question you will probably get access to the data you need.

Collecting your own data I

- Use theory/model/conceptual framework as key reference
- *think qualitatively, act quantitatively*
Meaning *think* in terms of the local livelihood strategies, opportunities and constraints, *but* make sure that you translate these local insights into a data collection effort that yields quantitative data on a relatively large scale.
(in some projects, only qualitative data will be/can be obtained)
- You have to understand the local institutions: what are the incentives and constraints in which people live and your research design should capture that.

Collecting your own data II

- Even researchers who only work with quantitative data need to become country/area experts, meaning that they have to read the political and antropological literature before they go to the field
- You need to collect data on shocks to know what has happend to the household members. In qualitative work these are the 'events' in life histories. Distinguish violent from non-violent shocks.
- However:is violence best captured as a shock ?

Collecting your own data III

- Surveys not the right instrument to study victim and perpetrator profiles if both are not widely distributed in the population. Eg a local massacre, which you will probably miss in a large scale survey
- In such case it may be possible to do a census of all victims and perpetrators. The latter is even done on a national scale, but usually without the inclusion of economic information. Eg Bosnia, Guatemala, South-Africa, Rwanda (see publications by Patrick Ball, Ewa Tabeau).

Combining methods I

- Standard household survey is very important and feasible in conflict affected countries
-> Most valuable book for this work written by Angus Deaton (The Analysis of Household Surveys, 1997)

two crucial elements that need more attention in conflict affected surveys :

- the household roster
- the changing household composition over time (eg because of migration).

Why so important:

(a) often a direct impact of conflict on the lives, the abilities and the welfare of hh members. So you need to know where they live and what happened to them during the conflict. Household members are also actors of conflict.

(b) the coding in the questionnaire starts with the hh roster but will continue throughout the questionnaire. So, mistakes on the first few pages are detrimental.

If the questionnaire is not well designed, you will miss these crucial elements and the survey will be useless

Combining methods II

Introducing a 'subjective' measure of welfare at the hh level:

The Ladder of Life

changing of welfare over time according to the respondent
reference group/person must be LOCAL and OVER TIME

See example

Combining Methods III

- Community Level Survey, Timeline of Events and Key informant discussions

sensitivity to gender issues, political bias, facts vs opinions

The example of the Burundi Priority Survey – Panel 2007

- Panel
- Local Partner
- Follow the design of the first wave 1998
- Special attention to split-offs
and to the attrition problem via tracing
and via Fitzgerald/Gottschalk/Moffit method
(*Journal of Human Resources*, 1998)
- Solve the two tasks given at the start

Answer to the first short task

Current composition of the hh

1. Nom et Prénom	2. Sexe	3. Date de naissance	4. Age	5. Lien avec le C.M.	6. Statut de résidence	7. Situation matrimoniale	8. Est-ce que cette personne était déjà membre du ménage en 1998 ?	9. Ecrit ici le code dans l'enquete 1998	10. Pourquoi est-ce que cette personne n'était pas membre du ménage en 1998 ?
	1. Masculin 2. Féminin	Jour : mois : année Si date connue ⇒ 5	En année	1. C.M. 2. Conjoint 3. Fils/Fille 4. Père/Mère 5. Autre parent 6. Domestique 7. Dispersé de moins de 6 mois 8. Dispersé de plus de 6 mois 9. Autre sans lien	1. Présent 2. Absent 3. Visiteur	1. Célibataire 2. Marié 3. Divorcé 4. Séparé 5. Veuf	1. Oui ⇒ Pers. Suiv. 2. Non ⇒ 9. non-applic (split-of)	Le controleur fait cela le spir apres l'interview	1. Ménage n'était pas encore constitué en 1998 2. Il/elle est trop jeune 3. Mari/femme du fille/fils qui n'a pas encore constitué son/sa propre ménage 4. Fille/fils qui est retourné au ménage après divorce, mort ou séparation du mari/de la femme 5. Enfant adopté 6. Enfant résident dans le ménage pour raisons éducatives ou sociales 7. Autre 9. non-applic
	1	3*2	2	1	1	1	1	2	1

Thus, pay attention to:

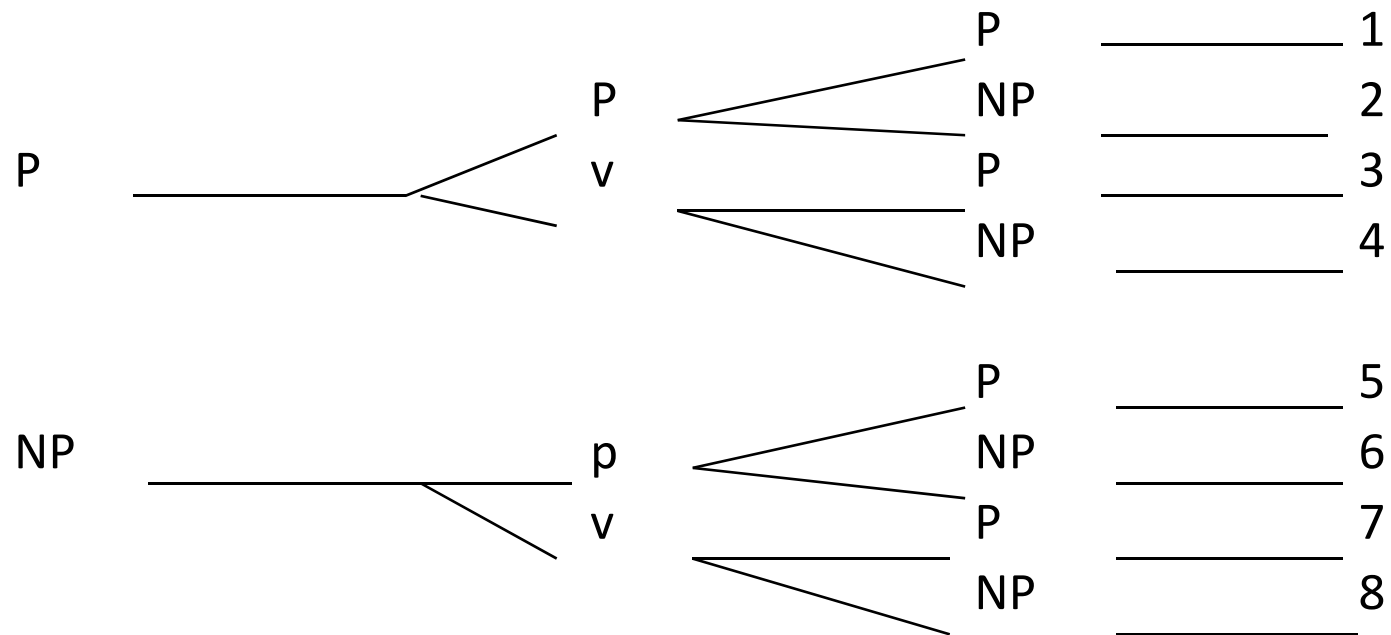
- The names (not for identification but for control and checking and to avoid forgery)
- The changes since the last visit
- The codes of the first wave
- The 'other' option
- The cause of death
- The reason of leaving
- The place of residence

Answer to second short task

- Rank communities/clusters according to welfare/poverty indicators in year t
- Rank clusters according to intensity of violence in time $t+j$, eg number of deaths
- Select one or more clusters in each of the four groups to do your qualitative work: poor with peace; poor with violence; non-poor with peace; non-poor with violence
- If you can wait with the qualitative work till after the second round in year $t+x$ (with $x>j$) of the quantitative work, you can even distinguish eight kinds of clusters from which to choose one or more for qualitative work
- The key is to have variation over welfare and violence levels

Sample design for mixed methods

Welfare Violence Welfare sample for
 t t+j t+x (x>j) qualitative work
 (large N)



Mixed methods continued

- This design allows you to combine the **strengths of quantitative work** (precision, large N, ind and hh level, shocks, income and expenditure data, antropometric and agricultural data) **with the strengths of qualitative work** (how do local institutions work, life histories, community level patterns, mechanisms of power and politics)

In one and the same research undertaking. Need a multi-disciplinary team.

Overview of data collection instruments (source: World Bank, Moving out of poverty)

- At the individual/hh level

<i>Instrument</i>	<i>purpose</i>	<i>who?</i>
Ladder of life	identify factors affecting dynamics of welfare	adult men & women
Life histories	to understand factors that shape trajectories of welfare, asset depletion/accumulation and violence	selected hh
hh questionnaire	quantify welfare and shocks	all hh

Techniques II

- At the community level

Instruments

community
timeline

purpose
chronology
of events

leaders

who?
elders

group
welfare
ranking

own perceptions
of poverty

whole
village

Focus
group discussion

factors of power
and privilege,
frustrations, collectivity

adult
men &
women

community profile

infrastructure

elders

Managing your survey team

- International researchers (often phd students)
often the first time that they do field work. Technically well-trained, but not necessarily good managers.
Do not underestimate living in group for a lengthy period of time. Language skills essential.
- Directors of local research institutes
very important, without their approval it will not work. Will not be involved in day-to-day work. Often political appointments.
- Local interviewers
combination of money, interest in the work and chance to travel and work in a group of people. Take in people who like to work, who have done this work before and who engage and discuss with you. In Burundi we did a one week training followed by an exam. We only had people >age 30 and with a university degree. Be fair and pay a decent wage. Make sure the local partner pays the wage in time.
- Ethics: see separate class on Friday

Advice from Chris Blattman at a Yale workshop of the OCV Program (and I agree with him)

- Find a strong local partner
- Find and train good research assistants
- Large survey teams can lead to bad data
- Make things miserable (not for the money)
- Hold community meetings
- Do pilot-tests
- think of the model beforehand
- Think about econometric identification beforehand
- Engage yourself for a longer time
(iterative field visits, also recommended in a paper by Chris Udry on institutions in Ghana).