Unit 31

FIELDWORK PRACTICUM in inventorying

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Lesson plan

Duration:

2 days

Objective(s):

Participants will gain first-hand experience with inventorying including practical experience with using a camera and audio recorder. Furthermore, they will gain experience on key aspects such as free, prior and informed consent essential to inventorying and be able to identify, through experience, points to consider for debriefing.

Description:

The purpose of this unit is to allow participants to gain first-hand experience with inventorying and to put into practice some of what they have learned during the workshop, whether this be building rapport with the community, obtaining free, prior and informed consent, practising a certain method, generating questions or information for the inventorying framework, or testing the framework developed. The inventorying activities of the practicum will depend on the context and current state of inventorying. Participants will receive ongoing feedback from facilitators during the practicum.

Proposed sequence:

* Preparation of material/equipment
* Travel to site
* Fieldwork commences on site
* Interviews
* Brief review of process by instructor in between households
* Fieldwork continues
* Back to base
* Debrief before fieldwork the next day

Notes and suggestions

This unit includes a ‘Sample two-day field practicum’ schedule, provided as an example that may be reworked to meet the objectives of the practicum or inventorying activity, in line with the plan discussed in the previous unit. The first day can be a nervous day for most participants, as well as respondents. Prior experiences have shown that it is important that the facilitators do their best to create a relaxed atmosphere, so as to ensure that young participants do not hide behind older ones. One way to ensure this is to rotate interview roles during the day, for example, by household. More broadly, the facilitator should explain that it is okay to make mistakes. The debriefing session usually provides an outlet where most people laugh about their mistakes and become comfortable with them the following day. Finally, it is important to mix personalities that balance each other rather than those that dominate, so as to enable participation by all members of the group during fieldwork.

The facilitator may also wish to review with participants some of the following guidelines, as appropriate:

* Locate in advance (assisted by local participants) a spot in the community where the group can meet before dispersing to households or locations.
* Having selected the group guide, enter a household as one group, not scattered around.
* Build rapport with community members. Emphasize the importance of this by suggesting that respondents that are busy should be left alone, and re-visited when appropriate.
* One individual can make the greetings and introduction while others wait a distance away, so as to make the respondent(s) more comfortable.
* Once welcomed, sit in a manner that mimics your host so as to make them comfortable.
* The sitting arrangement should be such that everyone else is visible to all, thus enabling face-to-face conversations.
* Try and reduce the amount of visible notebooks as this can be intimidating. One person can record, another ask questions, while others follow up. Relaxed body language cues tell the respondent that you are paying attention to what he or she is saying.
* Gauge a suitable time to take a photograph. Just because permission to photograph has been given does not mean that the photographer can move about and shoot at every minute of the interview. This is distracting to the respondents and can be overwhelming.
* Ensure that records are taken care of as soon as possible to achieve an orderly catalogue.

Unit 31

Facilitator’s narrative

Sample two-day field practicum

#### Day 1

|  |  |  |  |
| --- | --- | --- | --- |
| Time | Content (what) | Instructor activity (how) | Participant activity |
| Morning | ***Introduction:***  • Preparation of material/equipment  • Travel to site  • Fieldwork commences at site 1 | • Assign local hosts to administer the logistics of fieldwork  • Provide guidance  • Move across groups and locations in a village/site | • Prepare materials (e.g. inventory framework, equipment)  • Start to generate information through photos, audio, written observations, etc. |
| Afternoon | ***Presentation:***  Interviews continue | • Participate briefly in interviews  • Observe and record participants’ conduct for evaluation later on  • Leave participants alone to give them space | Use equipment and skills from the workshop to collect information from various sources |
| Late Afternoon | ***Summary:***  • Brief review of process by instructor in between households  • Fieldwork continues  • Back to base | Ask participants how practice is commencing. Assist where necessary | Continue using skills acquired from the workshop to conduct interviews |
| Early evening (after dinner) | ***Homework:***  Debrief before fieldwork the next day | • Facilitate debriefing by producing photos and videos of process for evaluation by group members  • Remind participants to organize collected information | • Engage in peer review and general observation  • Charge cameras and audio recording equipement  • Catalogue interview responses |

#### Day 2

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Time | | Content (what) | Instructor activity (how) | Participant activity |
| Morning | ***Introduction:***  • Quick reminder of points raised at yesterday’s debriefing session  • Fieldwork at site 2 | | Local hosts continue to take charge of fieldwork logistics | Prepare materials for recording |
| Afternoon | ***Presentation:***  Same as day 1 | | Same as day 1 | Same as day 1 |
| Late afternoon | ***Summary:***  Same as day 1 | | Same as day 1 | Same as day 1 |
| Early evening | ***Homework:***  None | |  |  |