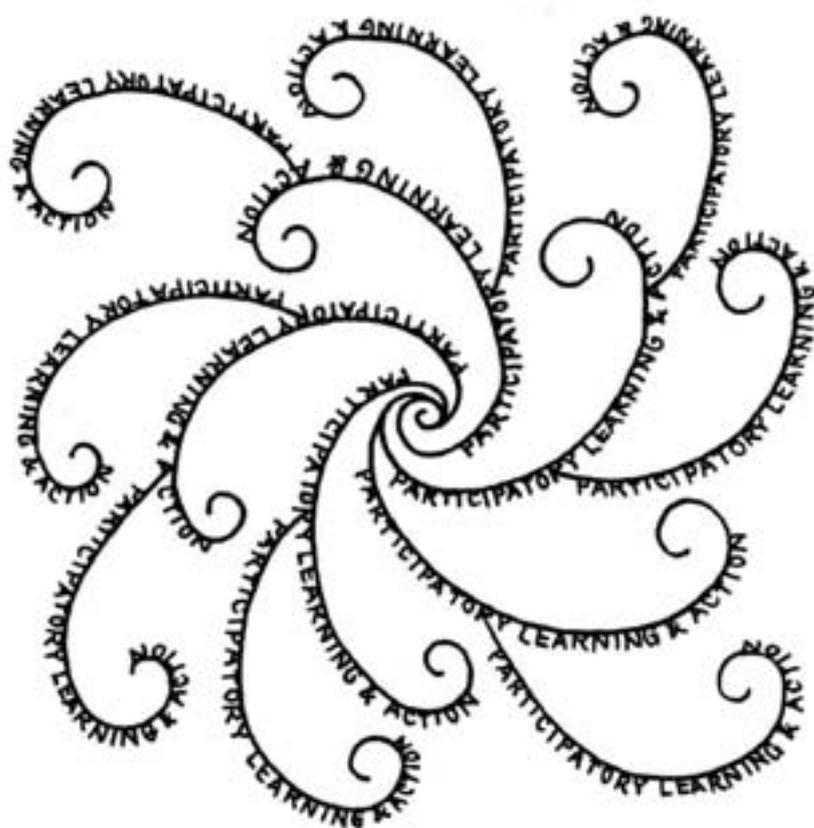


52
52

participatory learning and action

General issue



August 2005

52

iiied

International
Institute for
Environment and
Development

participatory learning and action

Participatory Learning and Action, (formerly *PLA Notes* and *RRA Notes*), is published three times a year in April, August, and December. Established in 1988 by the SARL, now the Sustainable Agriculture, Biodiversity and Livelihoods (SABL) Programme of the International Institute for Environment and Development (IIED), *Participatory Learning and Action* enables practitioners of participatory methodologies from around the world to share their field experiences, conceptual reflections, and methodological innovations. The series is informal and seeks to publish frank accounts, address issues of practical and immediate value, encourage innovation, and act as a 'voice from the field'.

We are grateful to the Swedish International Development Cooperation Agency (Sida) and the UK Department for International Development (DFID) for their financial support. The views expressed in the publication do not necessarily reflect those of the funding organisations. We welcome members of the Participation Group at IDS onto our Editorial Advisory Board.

Editors: Nicole Kenton, Angela Milligan
Assistant Editor: Holly Ashley

Editorial Advisory Board: Ivan Bond, Andrea Cornwall, Nazneen Kanji, Angela Milligan, Samuel Musyoki, Jethro Pettit, Michel Pimbert and Cecilia Tacoli

Cover illustration: Regina Faul-Doyle

Design and layout: Smith+Bell

Printed by: Russell Press, Nottingham, UK

There is no copyright on this material and recipients are encouraged to use it freely for not-for-profit purposes only. Please credit the authors and the *Participatory Learning and Action* series.

Contributing to the series

We welcome contributions to *Participatory Learning and Action*. These may be articles, feedback, tips for trainers, or items for the In Touch section. A summary of our guidelines for contributors is printed on the inside back cover. For a full set of guidelines, visit our website www.planotes.org, or contact the editor at the address on the back cover, or email pla.notes@iied.org

Subscribing to *Participatory Learning and Action*

To subscribe, please complete the subscriptions form at the back of this issue or contact: Research Information Ltd. (RIL), Grenville Court, Britwell Road, Burnham, Buckinghamshire SL1 8DF, UK. Tel: +44 1628 600499; Fax: +44 1628 600488; Email: info@researchinformation.co.uk Website: www.researchinformation.co.uk

Back issues

Back issues 1-49 in PDF format are now available to download free of charge online. To purchase back issues of *Participatory Learning and Action* please see the green order form at the end of this issue. All IIED publications, including *Participatory Learning and Action* back issues, are available through:

Earthprint Limited, Orders Department, PO Box 119, Stevenage, Hertfordshire SG1 4TP, UK.

Tel: +44 1438 748111

Fax: +44 1438 748844

Email: orders@earthprint.co.uk

Website: www.earthprint.com

We regret that we are unable to supply, or respond to, requests for free hard copies of back issues.



IIED is committed to promoting social justice and the empowerment of the poor and marginalised. It also supports democracy and full participation

in decision-making and governance. We strive to reflect these values in *Participatory Learning and Action*. For further information about IIED and the Sustainable Agriculture, Biodiversity and Livelihoods (SABL) Programme, contact IIED, 3 Endsleigh Street, London WC1H 0DD, UK.

Tel: +44 20 7388 2117

Fax: +44 20 7388 2826

Email: sustag@iied.org

Website: www.iied.org

Participatory development

Participatory Learning and Action (PLA) is an umbrella term for a wide range of similar approaches and methodologies,

including Participatory Rural Appraisal (PRA), Rapid Rural Appraisal (RRA), Participatory Learning Methods (PALM), Participatory Action Research (PAR), Farming Systems Research (FSR), Méthode Active de Recherche et de Planification Participative (MARP), and many others. The common theme to all these approaches is the full **participation** of people in the processes of **learning** about their needs and opportunities, and in the **action** required to address them.

Participatory approaches offer a creative way of investigating issues of concern to poor people, and planning, implementing, and evaluating development activities. They challenge prevailing biases and preconceptions about people's knowledge.

The methods used range from visualisation, to interviewing and group work. The common theme is the promotion of interactive learning, shared knowledge, and flexible, yet structured analysis. These methods have proven valuable for understanding local perceptions of the functional value of resources, processes of agricultural intervention, and social and institutional relations. Participatory approaches can also bring together different disciplines, such as agriculture, health, and community development, to enable an integrated vision of livelihoods and well-being. They offer opportunities for mobilising local people for joint action.

In recent years, there has been a number of shifts in the scope and focus of participation:

- emphasis on sub-national, national and international decision-making, not just local decision-making;
- move from projects to policy processes and institutionalisation;
- greater recognition of issues of difference and power; and,
- emphasis on assessing the quality and understanding the impact of participation, rather than simply promoting participation.

Recent issues of *Participatory Learning and Action* have reflected, and will continue to reflect, these developments and shifts. We particularly recognise the importance of analysing and overcoming power differentials which work to exclude the already poor and marginalised.

participatory learning and action

Number 52
August 2005

CONTENTS

GENERAL SECTION

1. Working towards inclusion: experiences with disability and PRA
Alice Morris, Geeta Sharma, and Deepa Sonpal 5
2. Paralegal extension in North-West Cameroon
Nuhu Salihu and Sam Hickey 12
3. Transformations
Robert Chambers 19
4. Participatory management in public extension services
Miguel Loureiro 21
5. Participatory photography: children's voices in municipal planning
Fahriye Sancar 27
6. Behaviour and attitudes of teachers, trainers, and facilitators
Robert Chambers 37
7. Promoting renewable energy in Tibet
Narayan Dhital 39
8. Land reform and participation in South Africa
Alastair Bradstock 45
9. Activities for ABC
Robert Chambers 53
10. 'We have seen a light': participatory activities to explore HIV/AIDS vulnerability
V. Corey Wright 55
11. Space and time for critical reflection and change
Robert Chambers 61
12. Cowley Road Matters: community transport and road design
Clare Symonds 63
13. In search of deeper training, learning, and change
Robert Chambers 71

REGULARS

- Editorial** 3
- Tips for Trainers**
- 'Other Oxford': participatory photography with homeless people in Oxford
Josh Brewer and Matthew Wimpenny 73
- Reflect training: numeracy
Reflect 80
- In Touch** 82
- RCPLA Network** 88

editorial

Welcome to issue 52 of *Participatory Learning and Action*. This time we have produced a general issue. For those of you who were expecting a special issue on rights-based approaches, this issue has been delayed – but all is not lost. We would like to thank guest-editors Andrea Cornwall and Sammy Musyoki at the Institute of Development Studies who are working hard on the rights-based issue, which will be published next year instead. So for this issue, we bring you a selection of articles, extracts and training tips from practitioners around the world.

We are also very pleased to welcome back Editor Angela Milligan. Angela has just returned from maternity leave to rejoin the *Participatory Learning and Action* team, bringing along her enthusiasm and a fresh outlook on the series.

We will also be announcing in the December 2005 issue the names of members of the newly created *Participatory Learning and Action* Editorial Advisory Board. So far, over 30 practitioners and academics from around the world have accepted an invitation to join us, and we look forward to working with them in the future, to develop and expand the scope of the series, and to encourage new authors to send in their own contributions.

General articles

Our first article, by **Alice Morris, Geeta Sharma, and Deepa Sonpal**, highlights the extent of the exclusion experienced by persons with disabilities in India. In a collaborative participatory rural appraisal carried out by two NGOs and 13 grassroots organisations, special tools and approaches were developed to

include the perspectives of persons with disabilities. The PRA provided a rare opportunity for persons with disabilities to interact with the community on an equal basis. It created an understanding and awareness of the perceptions and attitudes of both disabled and non-disabled persons, highlighted the reasons why disabled people are excluded, and suggested strategies for promoting inclusion.

Next, **Nuhu Salihu and Sam Hickey's** article presents experiences to date with a paralegal extension programme in North West Cameroon. The programme works with the Mbororo people in the region, a minority pastoralist group whose livelihoods and rights have been threatened and undermined by the State. As the authors state, 'It is not just that [the Mbororo] lack access to justice, but that their interactions with the State and the justice system are mostly as victims'. The article looks at the strategies pursued to raise awareness of their rights as citizens amongst the Mbororo people (raising their legal and political literacy) and to help them overcome injustices, such as the taking of their land and cattle by powerful individuals, and wrongful imprisonment and detention. The lessons from the programme are feeding into work with other marginalised groups in Cameroon.

Miguel Loureiro describes the way in which greater participation by farmers and extension staff, has helped to make government agricultural extension services in Ohangwena, Namibia more demand-driven and efficient. Miguel analyses the qualities of the management and technician team in the region which make it particularly effective, including their youth and openness to

new approaches. He then gives a detailed account of management innovations in planning and budgeting, monitoring and evaluation, staff performance assessment, internal communications, interaction with stakeholders, and publicising activities. He includes examples of tools used, such as an annual activities and events calendar, a quick questionnaire for monitoring the performance of staff, and participatory training needs assessment. Many of these managerial innovations will be applicable to other governmental service delivery organisations, such as water supply, sanitation, health, and education. As Miguel says, 'There are no copyrights on any of these innovations, please experiment, adapt, and improve them'.

Fahriye Sancar writes about involving children in municipal planning in Yali, an area of the Bodum peninsula in Turkey. Children are seldom consulted in planning exercises, yet the results of the planning will have long-term effects on their environment and the future, in which they have the major stake. The children were asked to take photographs of their favourite places using disposable cameras. The photos were then developed and pasted on boards, and the children were asked to write down why they decided to take the pictures that they took. The pictures provided many examples of the children's environment, reflecting what they valued in it and the use they made of it. These were invaluable in the planning that followed. They were particularly useful in indicating places that are highly valued by the children but are most likely to disappear as Yali grows and develops as a tourist

destination, for example, wild places, streets, old trees, and junk. The article highlights the need to balance economic growth with preserving a sense of place.

V. Corey Wright describes how a gender matrix activity was used with Maasai communities in Northern Tanzania to raise awareness of the vulnerability of women and girls to HIV/AIDS. The HIV/AIDS epidemic is disproportionately affecting women and girls in sub-Saharan Africa, and the Joint United Nations Programme on HIV/AIDS has referred to this trend as 'the feminisation of the epidemic'. Corey gives details of how the matrix is developed with different community groups, including children, and gives tips on how to facilitate the process. As well as raising awareness and generating a comprehensive mutual understanding of women's and girls' status, the activities also encouraged participants to reflect on the cultural values, customs, and other factors that compromise women and girls' human rights and contribute to their vulnerability. Participants, including the men, began to recognise their contribution to the problem and their responsibility to make individual change as well as promote social change. This is reflected in the implementation by communities of some of the strategies for change identified during the process.

Narayan Dhital's article looks at a conservation programme in the Qomolangma National Nature Preserve in Tibet which supports village-level projects that are participatory, conservation friendly, and which improve the livelihoods of local people. The author describes how village conservation and development projects are selected by

the local communities, by using various PRA tools to look at the strengths of their village and to envision its future. Local support can be attained only if livelihood improvement programmes complement conservation initiatives. Renewable energy projects, which provide access to electricity, are a priority for the conservation programme, as well as for local villagers.

Alastair Bradstock describes a participatory land use process developed by FARM-Africa with land reform groups in South Africa to devise appropriate land-use plans for farming. After decades of alienation from the land, black farmers' groups are using these processes to gain technical and organisational knowledge, support and skills to help optimise their farming management planning.

Next, **Clare Symonds** provides an account of using participatory approaches with a local community to design a road improvement scheme in the UK. A local group called East Oxford Action used participatory video, mapping and scale models of the road, and a local drop in centre to successfully involve over 2,000 local residents and road users in the consultation for the scheme design – a process which has been described as 'unique' in the UK.

Throughout this general issue, we also present a series of extracts from a recent book called 'Ideas for Development' by **Robert Chambers**. Here, Chambers reviews some of his previous written work, and then presents some key evolving 'ideas for development', finding new potentials for participation and participatory approaches. The first extract, on transformations, is taken from part

two of Chapter Four: Review, reflections and future. The next set of extracts are taken from part two of Chapter Six: Behaviour, attitudes and beyond. Each extract presents the case that behaviour and attitudes are a key point of entry for doing better in development, and explores wider implications for norms and practices for all development professionals.

Tips for trainers

In this issue we have two tips for trainers. Continuing the Oxford theme, **Josh Brewer** and **Matthew Winpenny** describe their experiences of using participatory photography with homeless people in Oxford. Working with people from Steppin' Stones, a support centre for the homeless based near the Cowley Road in East Oxford, the authors present a guide to running a series of participatory photography workshops, and how the final images can be used in advocacy work with disadvantaged groups.

The second piece is an extract from **Reflect's** *Communication and Power* manual, with additional comments taken from a recent document on Reflect training. This extract describes the Reflect approach to numeracy and training: how to demystify maths; how to make it more accessible to people; and how to root mathematics in practical, everyday uses.

Regular features

Our usual In Touch section is packed with book reviews, details of forthcoming events and training, website reviews and other online resources. You can also read about activities in the Resource Centres for Participatory Learning and Action (RCPLA) Network.

Next issue

The next issue, *Participatory Learning and Action* 53 (December 2005) will be a special issue on *Tools for Marginalised People*, drawing on work carried out by the Forestry and Land Use Programme at IIED with its partners. These tools are for opening up space for marginalised people to participate in policy making.

Spiral of participation

You may have noticed that the cover for this issue is different to our usual illustration. Without wanting to say too

much about it, the spiral idea was inspired by recent conversations with participatory practitioners in the UK, including the PEANuT team (Participatory Evaluation and Approaches at Northumbria University) and Charlotte Flower at Oxfam GB, and this conversation can also be traced back also to recent workshops with the Reflect network, Oxfam GB and others.

The spiral of participation represents different things to these people. It will mean many different things to other people as well. Some people may not like the idea of a spiral

to represent participation. So we would like to invite you to send us your own short reflections on what the spiral might (or might not) mean to you in your own work and experiences. We will then publish a selection of these reflections in the next issue.

Contribute to *Participatory Learning and Action!*

Please continue to send feedback, general articles, tips for trainers, book reviews and details of workshops and events!



Working towards inclusion: experiences with disability and PRA

by ALICE MORRIS, GEETA SHARMA, and DEEPA SONPAL

Introduction

In India, persons with disabilities, especially those who are poor, suffer from profound social exclusion. This limits their participation in all spheres of life – social, cultural, and political – resulting in denial of their rights. Yet, data provides a limited picture of the extent of exclusion that persons with disabilities experience. They rarely get opportunities to share their perspectives with the community, remaining hidden and excluded from the mainstream activities of society. There is very little understanding of their abilities, skills, and potential. This, in turn, contributes to society's ignorance and lack of interest in taking steps to include them.

This paper describes the processes, outcomes, and learning from collaborative participatory action research facilitated by UNNATI–Organisation for Development Education and Handicap International (HI)¹, in partnership with thirteen grassroots organisations. The study was part of an overall effort to promote civil society participation in mainstreaming persons with disabilities. Its aim was to develop awareness and a collective understanding of the needs, potential, rights, and aspirations of persons with disabilities, and of the prevail-

ing attitudes, beliefs, and behaviour of the community towards them. Including persons with disabilities in this process, and listening to their views and perspectives, was the special focus.

The study represents the voices of 1154 persons with disabilities in 55 villages and eight urban slums across four districts in Gujarat – Ahmedabad, Sabarkantha, Patan, and Vadodara.

Methodology

Using selected participatory rural appraisal (PRA) tools and techniques, a pilot study was first conducted in a few villages of Dholka *taluka*². This allowed the facilitators to arrive at a common understanding of how to use PRA tools for addressing disability issues. Tools included: transect walks; social mapping; mobility mapping; Venn diagrams; stakeholders' meetings; and focus group discussions. This was followed by the PRA itself, in collaboration with 13 grassroots organisations. The process helped persons with disabilities and the community to explore perceptions of disability, which are often rooted in ignorance and lack of interaction.

¹ UNNATI – Organisation for Development Education works towards the social inclusion and empowerment of vulnerable parts of society, mainly the *dalits* and persons with disabilities, in Gujarat and Rajasthan.

² An intermediate administrative division between village *panchayat* and district *panchayat*.

“... non-disabled people were not insensitive to the issues faced by persons with disabilities, but largely ignorant about them... With greater awareness ... came a greater willingness to encourage those with disabilities to participate in society. Building trust and positive attitudes is key...”

A questionnaire-based survey and detailed interviews with persons with disabilities were also conducted. A format was developed for recording village- and family-level information generated during these interactions. After the completion of the PRAs, a two-day workshop was organised in which all the partner organisations shared their observations.

Summary of findings

Profound exclusion

Overall, the study revealed that, for reasons of lack of access, stigma, and poverty, persons with disabilities were forced to spend their lives in seclusion and isolation. Their needs, aspirations, and potential were hidden because they lacked the opportunity to interact with the larger community, who in turn said that they lacked information about how to relate to/interact with persons with disabilities.

Mobility, access, and social participation

Mobility was restricted for all persons with disabilities due to barriers in the physical environment and dependence on friends and relatives, who were not always around to assist them. They also experienced social restrictions on their mobility. For example, persons with disabilities were barred from attending social functions such as marriages, although they were allowed to attend religious functions. Women with disabilities (and their families) reported feeling highly insecure about moving outside on their own, which doubly restricted their mobility.

Family life

More men with disabilities were married, and many had non-disabled partners. Women with disabilities, on the other hand, were more often single or married to another person with disability.

Rehabilitation needs and services

The study reveals that the general needs of persons with disabilities are similar to those of non-disabled persons. For example, their experience of poverty is the same as that of non-disabled persons and they seek to reduce their poverty in a similar manner. In addition, however, they have special rehabilitation needs, such as aids and appliances, to overcome the limiting effects of their impairment. This places a double burden on them.

Public health services

Inadequate primary healthcare services increase health risks for persons with disabilities. The study reveals that 27% of disabilities were due to the poor medical services provided, especially at the village level. Medical professionals were perceived as being inadequately trained in early identification and treatment of disabilities, especially mental illness and mental retardation. Access to other basic services, such as transport, proper roads, and telephone booths, were also limited, making it almost impossible to reach the nearest town to seek medical help.

Access to rights

Overall, awareness of rights was fairly low amongst persons with disabilities in the areas surveyed. About 30% did not even own a disability certificate, the precondition for obtaining benefits and services from the State. They reported physical barriers and cumbersome procedures as obstacles to accessing these services.

Livelihoods

The study reveals that, in the peak earning age group (between 18 and 45 years of age), 93% of persons with disabilities had not received any income generation or vocational training. Even if they had the stereotypical skills of basket making, weaving, and embroidery they were not able to meet their financial needs. More women with disabilities (84%) were found to be engaged in household chores, agriculture or tailoring compared to men with disabilities.

Education

Communities reported a high drop out rate of children with disabilities from schools. Girls with disabilities dropped out more frequently than boys for several reasons, including vulnerability to abuse and exploitation, lack of accessible toilets, and the prevailing social belief that it is not worth investing in education for girls.

Mapping the village and households of persons with disabilities



Photo: UNNATI PRA Team

Mainstreaming persons with disabilities

The study found that the attitudes and behaviour of others – family, friends, and society – can become a barrier to the participation of persons with disabilities in society. Equally important is the way that persons with disabilities perceive themselves. A positive attitude on both sides can create a sense of confidence and generate the support provided/received, improving the quality of life of society as a whole.

The study clearly revealed that non-disabled people were not insensitive to the issues faced by persons with disabilities, but largely ignorant about them. This in turn affected their ability to respond appropriately. With greater awareness about these issues came a greater willingness to encourage those with disabilities to participate in society. Building trust and positive attitudes is therefore the key starting point for any mainstreaming initiative.

Methodological issues – some learnings

Communicating the objective of the exercise clearly to the community

The teams would go in the evening on the day before the PRA to the village with the purpose of building rapport with various stakeholders and creating an enabling environment for the PRA. In Sangma village of Vadodara District, this did not have the intended impact and, the following day, a large group of disabled persons gathered in anticipation that a team of doctors would visit and provide them with medical advice and aids. It took almost two hours to communicate the actual purpose of the PRA and ensure that other members of the community participated. Initially, they were very reluctant to even talk. At first, time was spent listening to their problems and then the purpose of the exercise was clearly explained.

We learnt that it is very important to communicate the

“In most villages, before this exercise, community leaders estimated that between five and ten persons per village had disabilities. In all the villages, the actual number was at least five or six times this...”

objective of the exercise to the community and to some local institutions prior to conducting the PRA, so as to avoid creating unrealistic expectations. This also helps in sharing responsibility for enabling persons with disabilities to participate in the PRA. It is also important to reiterate periodically the objective of the exercise, to keep the focus during the discussion.

Social mapping as an entry point for awareness

Social maps help in developing a comprehensive understanding of the economic, social, and physical aspects of the village. For our specific focus, we modified the mapping. Instead of documenting information on all households, the group indicated only those houses where persons with disabilities lived.

This was a critical entry point for developing a collective understanding of who the community considered to be disabled and why. In most villages, before this exercise, community leaders estimated that between five and ten persons per village had disabilities. In all the villages, the actual number was at least five or six times this, as shown by the mapping.

This difference existed because of variations in the definitions of disability used. Most often, physically disabled persons were included while those who were visually impaired, had low vision or impaired speech and hearing, were deaf-blind, had multiple disabilities, or were mentally retarded or mentally ill were left out. This was partly due to the fact that, in the vernacular language, the word for ‘disabled’ literally means ‘one without limbs’. During the discussions with the community, it was the disabled persons themselves and their families who participated in arriving at a common definition of disability. In most communities, a disabled person was defined as a person who, because of a physical or mental condition, was unable to look after herself/himself and required special support. Those who could support themselves financially were not counted as disabled, despite having an impairment.

Mapping helped generate some baseline data for the

village as a starting point for community-led interventions. It initiated a process whereby the community started reflecting upon the situation of persons with disabilities in their area. Many persons who were excluded because of their disability, albeit unintentionally, were acknowledged as needing support from the community.

Special efforts were also made to include representatives of all sections of the village. However, in some cases, exceptions had to be made. Factors like a conflict or differences between two groups on the basis of caste or religious differences meant that separate social maps had to be prepared for each group.

Seeing beyond the visible

To understand the mobility pattern of persons with disabilities, we used a ‘services and opportunities map’. This helped us to understand the services available inside and outside the village, and the frequency with which these were accessed. While doing this, we realised that access to a service for the disabled depends to a large extent on the availability of someone to escort them. Hence, in mapping mobility patterns, it was important to go beyond the mapping exercise and to explore and understand the role of ‘significant others’ in facilitating the mobility of those with disabilities.

Overcoming barriers to participation

Most communities are not used to listening to what persons with disabilities have to say, as they do not acknowledge their presence and abilities. Hence, one can expect both direct and subtle resistance in the community.

To quote just one instance, prior to our visit to Hunj village in Prantij *taluka*, Sabarkantha district, we contacted the *Sarpanch*³, who was very helpful in gathering community members and helping to explain the objectives of the PRA. Persons with disabilities were especially encouraged to participate in making the services and opportunities map. Jalaben⁴, a disabled woman with a hearing and speech impairment, showed a special interest and wanted to participate in the preparation of the map. However, after a while, when the group was engrossed, we noticed that Jalaben had left. Later, we learnt that the *Sarpanch* had signalled to her to leave, probably because he was embarrassed at the sounds she was making in her attempts to communicate.

Perceptions and attitudes are not easy to change. The teams needed to be very aware of these subtle coercive

³ Elected leader of the village-level governing body.

⁴ ‘Ben’ is used at the end of a woman’s name in the local language as a word of respect.

Prioritising services based on importance and accessibility



Photo: UNNATI PRA Team

forces and handle them appropriately so as to include and sustain the participation of persons with disabilities, while retaining the interest of other group members.

Different realities and priorities

The Venn diagram was used to identify institutions existing at the village level and also in developing an understanding of the community's perceptions and expectations of these institutions. It helped to understand the importance of each institution in the life of persons with disabilities, and their relationship with these institutions.

The response of different groups was quite varied. For instance, for women, drinking water facilities, health centres, and *mahila mandals* (women's groups) were more significant. For men, institutions like cooperatives, public transport, communication facilities, and water for irrigation were more important. For the youth, educational facilities, recreational centres, and youth groups were of higher importance. Persons with physical disabilities were more responsive as compared to those with mental retardation. Even among the physically disabled, most of them had not stepped outside the village and hence they were able to rank only those services available within the village, but they were able to mention those that were important but not available within the village.

As different sections of the community had different sets

of priorities, it was important that everybody's views in the groups were noted and analysed separately. The exercise can also be done separately with small groups, and the responses consolidated.

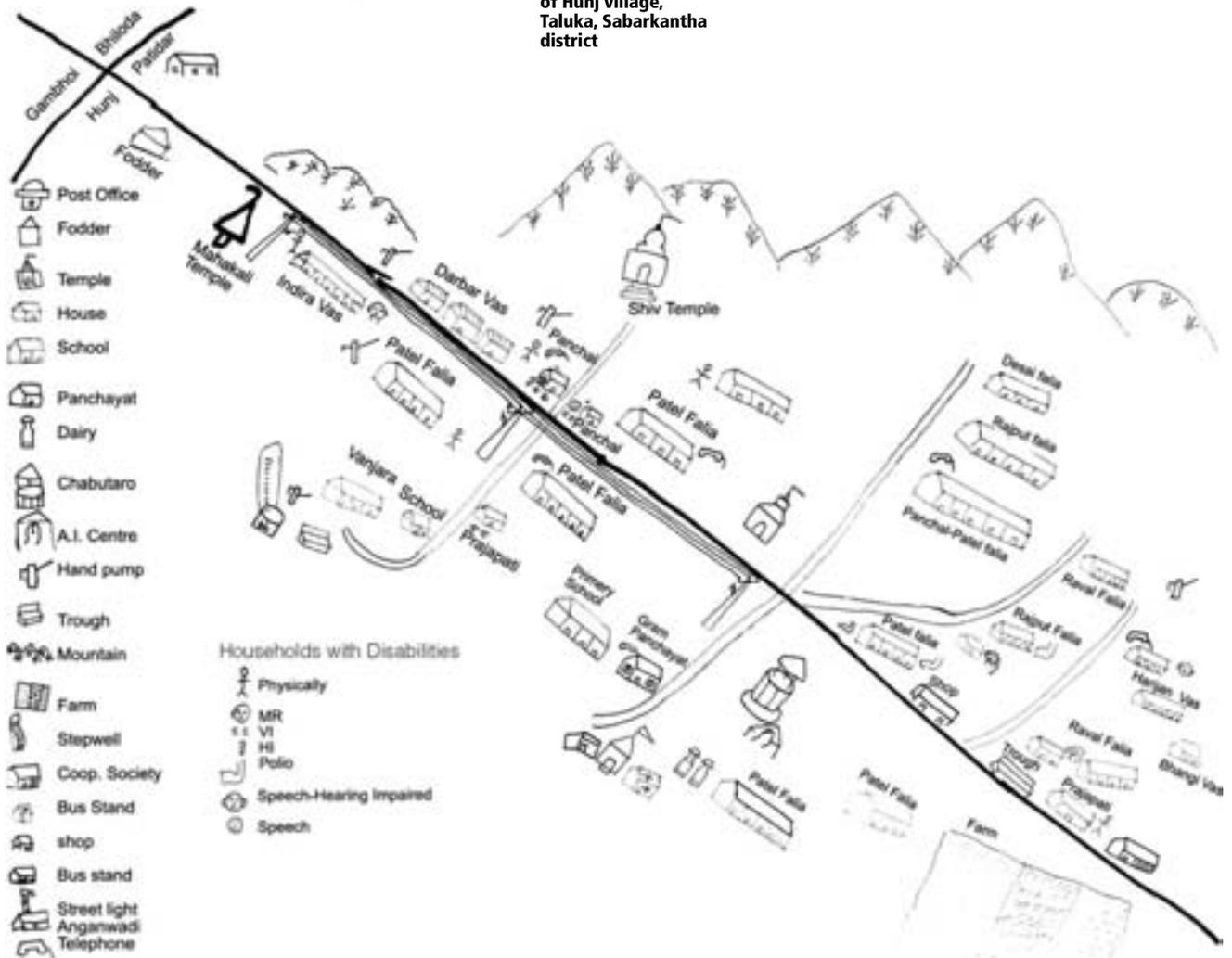
People's priorities versus our priorities

In Gandhi Kotar, one of the slum areas of Vadodara district, the team was unable to enlist the cooperation of the local residents. Informal interactions revealed that the slum had been shifted recently and people did not have access to basic facilities. Many of the residents had died due to cholera, as the only water available to them for drinking was from the gutter-cum-stream running along the side of the slum. In view of this, we had to postpone our priorities and discuss with the partner organisation how they could address the immediate needs of the people. After some time, the team revisited the slum to conduct the PRA and this time it was possible to elicit the community's participation.

Sensitivity towards all stakeholders

In Hasanpura village, Sabarkantha district, the villagers were initially resistant to participate. When the purpose of the exercise was explained to the community during the transect walk, a few people joined the mapping exercise. At one point, some youths interrupted us as they seemed to have doubts about the purpose of our visit. We spent consider-

Figure 1: Social map of Hunj village, Taluka, Sabarkantha district



able time convincing them, and even showed a few social maps prepared in other villages. Slowly, they began to take an interest in the mapping exercise.

The following day, we met the *Sarpanch*, who had not been present for the above exercise. He told us that the day the PRA exercise was conducted was exactly a year after serious riots, involving violence against Muslims, had taken place in the State. This was much on people's minds, and also led to tension between the Hindu and Muslim sections of the village.

A high level of sensitivity towards different sections of the community, and community priorities, is crucial in any effort to seek their participation. Also, we need to look at the situation while making a choice of location, or else adequately equip the team with prior information.

PRA as a starting point for community interventions

One of the main objectives of this exercise was to understand the nature and degree of interest shown by different stakeholders in the community towards including persons with disabilities in their ongoing activities. In addition to individual discussion with some stakeholders, group discussions involving multiple stakeholders were also facilitated. This enabled all stakeholders to examine their attitudes, and share their viewpoints and efforts. Persons with disabilities were included in this process, providing a platform for sharing their experiences and expectations. Stakeholders came up with many ideas on the roles they could play. For instance, one *Sarpanch* shared her willingness to include this in the agenda of the village and *taluka panchayat* meetings.

Understanding disability issues from women's perspectives

Women with disabilities suffer double discrimination, both on grounds of gender and impairment. They face the difficulties imposed by the impairment, as well as being more socially excluded than men. Very few studies focus on the experiences of women with disabilities and a better understanding of disability issues from women's perspective is needed.

In this study, men participated more than women in larger groups, so separate focus group discussions were facilitated by women field workers with the disabled women. Women who had a disabled spouse or disabled member in their family were also included in this group. The need for maintaining the confidentiality of the discussions was stressed, and discussions were steered from the general to specific experiences and needs. The facilitators used audio-visual aids, such as flash cards and short films, to begin the discussion, and this encouraged people to

share their views, needs, and specific problems openly. As most participants had similar experiences, sharing by one helped the others to open up. This proved to be a cathartic experience for the women. It provided a supportive platform where the women could share their problems, were heard, and felt a sense of bonding with the other group members.

Way ahead

The PRA provided a rare opportunity for persons with disabilities to interact with the community on an equal basis. It created an understanding and awareness of perceptions, attitudes, and initiatives, as well as gaps in inclusion. It helped provide directions for working towards developing an accurate database (qualitative and quantitative), improved access to rehabilitation services and information, creating a barrier-free environment, supporting networks of persons with disabilities, and articulating and facilitating the involvement of civil society in inclusion.

CONTACT DETAILS

Alice Morris, Geeta Sharma, and Deepa Sonpal
UNNATI
Organisation for Development Education
G-1/200, Azad Society, Ahmedabad
Gujarat – 380 015
INDIA
Tel: +91 79 26746145, 26733296
Fax: +91 79 26743752
Email: unnatiad1@sancharnet.in
Website: www.unnati.org

ACKNOWLEDGEMENTS

This paper would not have been possible without the support of the other team members: Shankharupa A. Damle; Archana Shrivastava; Arindam Mitra; Swati Sinha; and Hitendra Chauhan. They were involved in facilitating the PRA and/or provided inputs and suggestions for the paper. We also would like to thank the 13 grassroot NGOs who were our partners in the programme, without whose involvement and cooperation this initiative would not have generated the present learning and outcomes.

We also sincerely appreciate the time and energy invested by the people from the

selected villages in the study, who were instrumental in facilitating the learning process. Several stakeholders, including the *Talati, Sarpanch*, health workers, and school teachers, helped enrich our learning about community attitudes, perceptions, and support systems that exist or can be created to promote the inclusion of persons with disabilities.

In the social map, in the Key given on the left, we have said 'visually impaired' or 'hearing impaired' etc. This refers to houses of people with the respective disabilities. We hope that this is clear, if not, please feel free to change it to make it clearer.

2

Paralegal extension in North-West Cameroon

by NUHU SALIHU and SAM HICKEY

Context

The most pressing problems of development in Cameroon arise from its politics rather than its economy or natural resource base. Processes of democratisation have stalled over the past decade, with the state alternately repressing and coopting civil society initiatives and organisations as they emerge. Human rights abuses are commonplace, often perpetrated by the forces of law and order and by certain 'big men' who use the politics of patronage to secure coercive control over client groups at the local level. The judiciary has been unable to attain autonomy from the executive arm of government, and, along with the bureaucracy, experiences high levels of corruption. The government manages the school through which all magistrates pass, and students are trained to owe complete allegiance to the Head of State and State institutions. There is no security of tenure of office and the Minister of Justice wields substantial influence over the promotion of magistrates and judges.

Despite the fact that the national constitution officially recognises the rights of minority groups, members of several ethnic groups are treated as second-class citizens, particularly those that lack a strong attachment to the land, such as forest and mountain dwellers, and pastoralists. One such group are the Mbororo-Fulani, largely sedentary pastoralists

"It is not just that the Mbororo lack access to justice but also that their interactions with the State and the justice system are mostly as victims"

who constitute around 10% of the population in Cameroon's North-West Province. The Mbororo have systematically been exploited in conflicts with neighbouring farmers, partly due to their lack of land rights and low levels of political literacy, and partly because of their visible cattle wealth and readiness to 'pay up' in the face of victimisation. It is not just that they lack access to justice but also that their interactions with the State and the justice system are mostly as victims. Exploitative 'middlemen' seek to represent the Mbororo with the administration on a range of issues, often conniving with corrupt officials for financial gain.

The Mbororo Social and Cultural Development Association (MBOSCUDA) was created by educated Mbororo in 1992, partly as a reaction to increasing levels of land evictions, cattle confiscation, human rights abuses and repression, and co-option and imprisonment of Mbororo leaders. In 1998, as issues of 'rights' and 'exclusion' were increasingly gaining the attention of NGOs, a UK-based NGO, Village AiD, formed a partnership with MBOSCUDA and

**Mbororo man
Ahmadou Hassan,
robbed of land
and liberty**



Photo: Nuhu Salihu

three other local NGOs. The aim of this partnership was to build the capacity of both MBOSCUA and Mbororo communities to challenge and transform negative practices, attitudes, and perceptions which reinforce their vulnerability, and to take positive action towards claiming their full citizenship and defending their rights.

The paralegal extension programme

MBOSCUA aims to protect the rights and promote the culture of all Mbororo people in Cameroon, and this early focus on rights and promoting a minority soon drew them into conflict with particular interests within the state. The programme initially adopted a fairly cautious approach, but within this were elements of a more politically engaged response, such as partnerships with human rights organisa-

tions and the adoption of the REFLECT¹ approach to socio-political literacy, which incorporates an explicitly political challenge towards 'structures of oppression'.² Socio-political literacy uses PRA tools, social drama and REFLECT frameworks to support communities and individuals to explore their lives, problems, and aspirations, as a means of transforming their situation.

Since 2001, **paralegal extension** and **legal literacy** work have formed key elements of the programme, each developing in close relation to the programme's participatory

¹ REFLECT: Regenerated Freirian Literacy through Empowering Community Techniques.

² 'Structures of oppression' in this context refers to the power relations between the Mbororo, their better educated and more organised farming neighbours, and state institutions, especially the judiciary, police, and administration.

Box 1: Using social drama in the programme

Social drama is about people opening things up for themselves, confronting and questioning, helping others to see the contradictions in their own circumstances. It enables issues to be drawn out and exposed.

Using programme staff, literacy facilitators, community paralegals, and members of REFLECT learning groups, social drama 'plays' are organised within villages during workshops or public events. Some of the participants are trained in the art of generating skits (plays on specific themes) and role plays at short notice. Usually only the key elements of any scene are discussed and practised, and 'actors' have the freedom to bring the issues to life in their own words and actions. Several skits are developed for different situations and audiences, to enable social dramas to be performed at short notice. Social drama was used to raise the issues of corruption and conflicts with neighbouring farmers over land, as well as forced marriages, teenage pregnancy, and HIV/AIDS.



Drawing: Charles Tah

Paralegals preparing a training workshop



Photo: Nuhu Salihu

GENERAL SECTION

approach to adult literacy. Legal literacy is a process of acquiring critical awareness about rights and the law, the ability to assert rights, and the capacity to mobilise for change. Paralegal extension is about using community-based volunteers to extend legal advice and services to members of the public. Both processes have necessitated an understanding of basic laws and administrative procedures amongst clients. The REFLECT approach to adult literacy has been used as the primary means of acquiring this knowledge, and has also informed the approach to handling cases in terms of raising issues through dialogical processes, provoking a change in attitudes, and building the confidence of victims and communities to stand up for their rights.

The paralegal extension scheme started as a pilot in just one division in North-West Cameroon. Through various

extension approaches and processes the paralegal extension model provokes communities to discuss the substantive laws of the State, build their capacities to challenge violations of their rights, and challenge those elements of their social practice that run contrary to the wider pursuit of citizenship rights and obligations.

There are presently seven paralegal (community legal advice and assistance) offices, one in each of the seven divisions of North-West Province. Each office is managed by a trained community-based paralegal who is a member of the community he or she serves and is employed by MBOSCUDA. They are expected to have a day-to-day engagement with community members, and to carry out community education, legal advice and assistance, and counselling. The programme's legal consultant offers professional

support to the paralegals and takes cases of human rights abuses to court when required. Each paralegal office handles around 40 cases annually, while the legal consultant handles around 30 court cases annually, usually involving protecting clients from unscrupulous government and law enforcement officials.

Key strategies

In contrast to Village AiD's work elsewhere (Ghana and The Gambia), the tendency in Cameroon has been towards a confrontational approach. Workshops on human rights issues and direct legal action, in the form of written complaints and seminal court cases, have proven to be most effective.

The letter of the law

The most common strategy used is for paralegal officers to write to the relevant authorities setting out the precise legal grounds on which an injustice is being challenged and also the action that will be taken if the authorities fail to act lawfully. The most common complaints are about officials who use their position to deny individuals' rights and exploit the Mbororo, and about wealthy individuals using State institutions to grab land and cattle. The use of phrases like 'the matter will be pursued to a logical end', including hints at court action, are often enough to bring about action. As noted by one claimant, 'As soon as the letter was delivered to the Divisional Officer the matter died a natural death'. Where no action is forthcoming, the complaint is forwarded to the next official in the State hierarchy, noting that the lower official has failed to resolve the issue and attaching copies of the earlier complaint.

This form of exposure has proved strikingly effective. It uses the often disempowering norms of the bureaucracy in Cameroon – which is heavily centralised, top-down and patronage-based – to the advantage of citizens.

Public embarrassment: workshops and court cases

The programme initially sought to engage with the administration through a series of workshops and conferences. In one workshop, programme staff devised a series of social drama performances that reflected on the 'legal' process experienced by crop farmers and cattle herders over land conflicts. As the level of bribery and corruption was depicted, nervous laughter ran through the audience and the local police commissioner hid his face in shame as his staff were shown demanding bribes for statutory services. The Divisional Delegate for Livestock referred to this meeting

Box 2: Prosecution of officials and spread of good practice

A particularly notorious case involved a prominent gendarme police officer who operated with his company commander in targeting and arresting Mbororo people at random, extorting significant sums of money in the process. Mbororo people arrested in one sub-division were transferred to another sub-division, detained, and asked to pay over money before being released. These incidences were reported by the paralegal officer to the Anti-Corruption Unit (ACU) of the Prime Minister's Office. The officer was taken to the Court of First Instance of Donga Mantung and ordered to pay the sum of 3 million CFA (UK£3,000) to a Mbororo man for unlawful arrest and detention, and malicious process. The investigation of the ACU led to the suspension of the company commander's imminent promotion. Both were immediately transferred out of the Province, to the great relief of the local Mbororo community. In another case, the first in which a senior gendarmerie officer was taken to court by the programme, the officer was also transferred from the area. In his new post, he refused the orders of his superior to detain an Mbororo grazier, informing his superior that, given the new respect for human rights in Cameroon, citizens cannot be detained on the instruction of an administrator. Although the frequency of this effect needs closer monitoring, this suggests that staff movement is resulting in the spread of good practice rather than the simple displacement of bad practice to

as 'a landmark because a lot of the bad practices employed by the administration were exposed to those in the judiciary as wrong in law'. However, such workshops and capacity-building measures soon exceeded the programme's budget and a strategic decision was made to pursue the same ends through high-profile cases that would prosecute offending officials and act as a deterrent to others (see Box 2).

Assessing the impact so far

The programme is just three years old but the outcomes of the programme to date are promising. A key judicial official stated that, 'There has been a remarkable change in the relationship between the Mbororo and the administration in Donga Mantung Division over the past two years', and the Divisional Delegate for Livestock agreed that, 'The Mbororo people now see themselves more as citizens'. Those Mbororo associated with the programme similarly draw a comparison with the past, claiming that unlike the past, 'Now we have a say in any matter we have'. One Mbororo woman whose son was wrongfully accused of cattle-theft states that, 'I am vigilant now and anything that I see is not satisfactory for me I will go to the paralegal for advice and redress. Now we are no longer in the dark...we have "eyes" and as such these people now know that they cannot treat us like in the past'.

The ability of social movements like MBOSCUDA to transcend the local suggests the benefits for NGOs of working

**Barrister
Robert Fon
taking a break
during training**



Photo: Nuhu Salihu

with associations. Just as important, the success of the programme can be closely linked with the movement's political character, both in terms of its early linkages to human rights NGOs and the activism of some of its key members. Both in this case, and more generally with paralegal work, the success of cases against local government officials – and even whether they are taken up – has been found to be strongly linked to the paralegal's personal experience of political activism.

Learning

- This programme has revealed that persecution and exploitation of the Mbororo works mainly because they feel unable to stand up for and defend their rights. Corrupt officials exploit people's ignorance of their rights, the law, how the justice system works, and the prohibi-

tive cost of accessing justice. On the other hand, despite corruption within the legal services, the courts (and some judges) do apply the law, bringing corrupt civil servants to account.

- Proper application of the law is part of the solution but not the whole answer. This programme has established that the law courts can effectively be used to challenge the exploitation of the Mbororo and enable them to defend their rights. However, the key learning here was also that this is 'reactive' – addressing or solving problems as they occur. The 'proactive' side of this work is about preventing these problems through awareness creation and confidence-building (political and legal literacy), citizenship (enabling Mbororo people to assert their rights), and positive engagement with government services, legislation, and policy frameworks.

“Corrupt officials exploit people’s ignorance of their rights, the law, how the justice system works, and the prohibitive cost of accessing justice. On the other hand, the courts (and some judges) do apply the law, bringing corrupt civil servants to account”

- In several cases, the mere presence of a lawyer committed to the Mbororo seems to have had an immediate impact, ensuring that due process is followed, and offsetting the generally superior capacity of the farmers to represent themselves in conflicts with the Mbororo. The threat of being taken to court has led several officials to contact local paralegal officers to plead that if an issue arises concerning them, then all efforts should be made to resolve the problem informally. The programme has not fully succeeded in ending exploitation of the Mbororo, but it has reduced the degree, frequency, and manner in which this happens, making it more difficult for corrupt officials and exploitative middlemen to operate.

- A number of Mbororo have reported that, following their involvement with the paralegal programme, there have been fewer instances of conflicts with farmers and attempts at exploitation by officials. On the face of it, this is surprising as a more legalistic culture is often associated with higher levels of conflict. However, in this case, improper use of the legal system was itself a large part of the problem. Proper use of legal channels has led to a reduction in conflicts as there are fewer opportunities for enrichment and wielding of relations of domination.

The future

Village AiD has secured a five-year grant from the UK Department for International Development to work with other marginalised groups in Cameroon, as well as Mbororo in other Provinces. The project will provide an opportunity to further explore and develop the approaches piloted in North-West Province, and adapt them to different socio-political contexts. Using existing networks and links, the project will create a platform for these groups, their organisations, and partners to share learning, experiences, and strategies for scaling up the use of REFLECT and paralegal extension approaches within Cameroon, as well as engaging in local, national, and international level lobbying and advocacy.

CONTACT DETAILS

Nuhu Saliyu
Village AiD
Lumford Mill, Riverside Business Park
Buxton Road, Bakewell
Derbyshire, DE45 1GJ, UK.
Tel: +44 1629 814434
Fax: +44 1629 812272
Email: villageaid@gn.apc.org
Website: www.villageaid.org

Dr Sam Hickey
Lecturer in Social Development/CPRC
Institute for Development Policy and
Management (IDPM)
School of Environment and Development
University of Manchester
Harold Hankins Building
Oxford Road
Manchester, M13 9PL, UK.
Tel: +44 161 275 2806
Fax: +44 161 273 8829
Email: Sam.Hickey@manchester.ac.uk
Website: www.sed.manchester.ac.uk/idpm/index.htm

3

Transformations

by **ROBERT CHAMBERS**

Power relations

Power is a latecomer to the development agenda. Participation is about power relations. It is about much else, as well; but power relations are pervasive: they are always there, and they affect the quality of process and experience. *Transforming Power* (ActionAid, 2001) is the synthesis of a workshop held in Bangladesh in 2001. Since the workshop was billed as the ActionAid Participatory Methodologies Forum, most of the 40-odd participants, including myself, went expecting to share experiences with participatory methodologies. In the event, we never did that. Instead, we found ourselves engaged with power and power relations.

We observed and reflected critically on how we were behaving and relating to one another. One group monitored this and reported back daily. The planning team of eight individuals was itself a workshop within a workshop, and at the end presented diagrams to show its own internal power dynamics and conflicts. At times I felt frustrated, at times threatened, and often inhibited. I came out finally recognising more of my own power (white, male, educated, older, with English as my native language, a trustee of ActionAid, etc.) and my tendency to dominate. The experience was traumatic because I did not want to see myself as I was. It

was inhibiting because I felt I had to hold back and not speak when I wanted to, sometimes when I was bursting with something to say. Three years later, after prolonged convalescence, I recognise the experience as seminal. I have come to see more than ever the central significance of power and power relations in development practice. As one participant put it:

Only with a deep awareness of power at all times and at all levels can we use participatory processes effectively.

The stream for the future is to develop and spread good ways of understanding and managing power relations. 'Good' is critical. To be good, such methodologies should enable people to:

- Acknowledge their own power. 'If we deny our power, it does not go away. We must recognise it if we are to transform it positively.'
- Be aware of how they (often habitually) disempower others.
- Learn to use power to empower those with less power.
- Avoid being harmfully inhibited by the learning.

It is possible to be too participatory. There are times for leadership, for decisiveness and even for dominance, especially in crisis. Nevertheless, the scope for better development practice through levelling and reversing power relations is immense. This applies in all hierarchies. And the bottom line is empowering those who are marginalised, powerless and poor.

Innovation as a way of being

A more obvious heading might have been 'participation as a way of being'. For some, that may be right. For some, participation is more of an end than a means, something of an ideology. For myself, it is only by chance that I have stumbled on participation. For me, it deserves a place among other words and ideals, recognising that too much of it can become a tyranny, as in 'You will participate'; 'You did not participate'; 'Where were you?'; 'What were you doing?'; 'Why are you not participating?'

Participation can result from social pressures. It can take excessive time. It can be tedious, as well as exhilarating. It has to involve other people, and too much of it can negate the basic human right, for those who wish, to spend time on their own. Participation has wonderful power and potential. But it is not the whole of life. It is something to optimise, not maximise. Participation is always something new. It is continuously improvised and invented through interactions and relationships. Past experience and known methods and approaches contribute; but if made routine and repeated like rote, they become rigid, wooden and disempowering. Good participation is co-produced, a collective improvisation. Irene Guijt's striking phrase 'seeking surprise' (Guijt, forthcoming) expresses the intention of exploration, excitement and learning. As Heraclitus famously said: 'You cannot step twice into the same river, for other waters are continually flowing on'¹. The river may be channelled between banks; but the currents, eddies, whirlpools and flows are constantly changing and never repeated. Different every time, participation is, of its nature, always innovative. Innovation as a way of being is saying something different from participation as a way of being. Participatory or not, in a sense we innovate all the time. Every moment we are doing something new: every moment, every situation, every encounter is unique. It has never happened before and will never happen again; and

we respond and, at the same time, influence and fashion what happens. Innovation is a way of being because it is part of welcoming and enjoying uncertainty. Good participatory processes are unpredictable. So those who facilitate them must be at ease with not knowing what will happen and then able and willing to help it happen. They may channel processes and use controls, but lightly. The spirit of this is captured in Salil Shetty's (2000) introduction to the ALPS (Accountability, Learning and Planning System) when he describes

...fostering a culture where staff and partners do not have the comfort of relying on rules and procedures, but have to use their own initiative to achieve our common mission.

Innovation, initiative, taking responsibility and participation go together. Trying new ways of doing things, exploring new relationships, improvising and inventing with others – these are all part of good participation.

For the future

The lessons from the past are positive: to continue to evolve and improve participatory practices; and to make innovation and learning a way of life. The flip side of bad practice is the opportunity to do better. So much remains to be learnt, discovered and achieved. The conclusion to draw from experience is not to give up and look for something else. It is, instead, to engage; to commit; to persist (exploring, inventing, taking risks, learning by doing and often failing forwards); to deepen and intensify self-critical reflection on practice, learning from experience and critiques; and to seek congruence through internalising participation personally, professionally and institutionally and at all levels. It is to accept participation as an enduring opportunity to form good relationships and to confront and transform over-centralised power. Thus, above all, it is to meet the overarching challenge: to enable and empower those who are marginalised, powerless and poor to gain for themselves the better life that is their right.

¹ This is the translation in Wheelwright (1959, p29).

CONTACT DETAILS

Robert Chambers
Participation Group
Institute for Development Studies
University of Sussex
Brighton, BN1 9RE
UK.

NOTES

This extract taken from 'Behaviour, Attitude and Beyond', Chapter Six of Robert Chamber's book *Ideas for Development*, and is reproduced with kind permission from Robert Chambers and Earthscan Publications. See *In Touch* for ordering details.

REFERENCES

- ActionAid (2001) *Transforming Power*. Participatory Methodologies Forum, February 2001, ActionAid: London
- Guijt, I. (forthcoming) *Seeking Surprise: The Role of Monitoring to Trigger Learning in Collective Rural Resource Management*. PhD thesis, Wageningen University and Research Centre, Wageningen.
- Shetty, S. (2000) 'Why ALPS?' in ActionAid (2000) *ALPS: Accountability, Learning and Planning System*. ActionAid: London. Available online: www.actionaid.org/resources/pdfs/alps.pdf

4

Participatory management in public extension services

by MIGUEL LOUREIRO

Introduction

National Agricultural Extension Services (NAES) are usually criticised for not doing enough, not doing what they do well enough, and not being relevant enough to clients/farmers. This criticism applies to many public service delivery organisations worldwide. Participatory approaches can improve them by making them more demand-driven and accountable. In this article I will describe how management and field staff of Ohangwena, a region of Namibia, have improved the efficiency and responsiveness of the services they offer by making them more participatory (see also Loureiro, 2002).

I wrote this article with middle-level managers in NAES in mind. These professionals occupy the top positions at regional and divisional level. They are usually in the front line when implementing new approaches, due to their accurate knowledge of their organisations' existing structures and problems (Thompson, 1995). Also, they are closer to the end receivers (clients/farmers) than higher level officials, and tend to be younger and therefore more willing to experiment with different approaches. This article may also be useful to middle-level managers of other governmental service delivery organisations where settings tend to be similar (e.g. water supply, sanitation, health, education), since the innovations this article discusses are primarily managerial rather than agricultural.

"This process involves farmers/clients in the planning stage, giving them a sense of ownership and catering to their real needs, as opposed to the needs perceived by the government. It also makes the budgeting exercise more cost-effective"

Ohangwena's organisational culture

The Department of Extension and Engineering Services (DEES) of the Namibian Ministry of Agriculture, Water, and Rural Development (MAWRD) is divided into four divisions (South, North-East, North-Central, and North-West) and thirteen regions.

Since the mid-1990s MAWRD has used a Farming Systems Research and Extension (FSRE) approach. This involves farmers, extension workers, and researchers working as partners in participatory and collaborative research and extension, and takes a 'farm as a system' perspective. FSRE replaced the previously dominant transfer of technology (ToT) strategy. After initial apathy and uncertainty about how to implement the new approach, MAWRD organised a series of workshops between 1997 and 1999,

Figure 1: Farming season and DEES activities in Ohangwena

	August	September	October	November	December	January	February	March	April	May	June	July
Rainfall	Good season											
	Bad season											
Farming			Sowing				Pest and weed management			Harvest		
Annual workplan and budget										Village	Region	Nation
Participatory monitoring & evaluation										Feed-back		
Performance needs assessment												
Workshop												
Fairs & shows			Fair								Show	
Event & activities calendar												

initially for middle managers and later on for technicians, to help DEES staff internalise FSRE.¹ At the end of these workshops I felt that younger staff, both managers and technicians, were more willing to adapt the more participatory approach of FSRE, while older staff preferred the more top-down ToT. There were a number of factors that contributed to this:

- Firstly, younger staff had been working for MAWRD on average since the early 1990s², and therefore had little contact with ToT, while older staff members were used to ToT, making it harder to adapt to a new approach.
- Secondly, older staff had been working at MAWRD before Independence, when the bureaucracy was under the South African Apartheid regime. This tended to be highly top-down and discouraged staff from offering feedback and criticism, considering it even disrespectful at times.
- Thirdly, while the level of education was the same for younger and older staff, the quality was different, with younger staff having learnt 'newer' farming practices and methods to engage with farmers.

- Fourthly, younger staff are more able to admit they do not know everything and consequently have no problems asking for assistance from other staff, increasing horizontal participation.³

Ohangwena region not only has a large majority of younger staff at field level (nine out of 13 technicians), but also has the youngest Chief Officer and Extension Officer of any region. The two Chief Technicians are also supportive: one is an older staff member who knows all the 'tricks' of the bureaucratic system. The other is an ex-freedom fighter belonging to the former royal household of the Kwanyama, the main tribe of Ohangwena which makes up about 90% of the region's inhabitants, and commands a lot of respect for that reason. All four managers live in government houses in the same street, despite coming from different towns and villages (and ethnic groups), and have grown to like each other and developed a strong friendship.

Technicians live in their posts full time and hence are in close contact with the farmers of their area 24 hours a day. Management and technicians work as one solid unit, willing to experiment with different methods and techniques if they feel they will benefit their work and 'their' farmers.

¹ Throughout the text, I use 'management' for the middle-level officers (one Chief Officer, two Chief Technicians, and one Extension Officer), and 'technicians' for field staff.

² Namibia gained Independence in 1990.

³ I am, of course, generalising, as there are a few examples of older staff behaving in a 'young' way.

Figure 2: Example of questions used with farmers during PM&E (adapted)

What did you learn from the technician? Does he/she know about this?
How easy/difficult is it for you to contact him/her/us?
Did you teach him/her anything?
What were your problems before his/her/our intervention?
What are the main problems that you face now?
What other improvements have you noticed (not agriculture-related)?
If the technician stopped coming here, would you still work together? How? Why?
How can we improve our services?

Ohangwena’s procedures and practices

In this section, I will describe management innovations in planning and budgeting, monitoring and evaluation, staff performance assessment, internal communication, interaction with stakeholders, and publicising activities. Figure 1 shows when each of these activities takes place in the year.

Planning and budgeting (all for plan and plan for all)

Each year, each region has to submit its annual workplan and budget (AW&B) to its division. These are then compiled into a national annual workplan and budget. Usually, the management in each region devises its AW&B, sometimes consulting technicians. In Ohangwena, management felt that since they were planning for the farmers, the farmers themselves should have a say in the process.

So, during the month of May, each technician meets with his/her farmer groups and assists them in brainstorming activities they want to carry out with DEES assistance. Later, the heads of each group meet at constituency level and prepare an annual workplan for the constituency (also known as Annual Assessment and Planning). In the final week of June all technicians and management conduct a three-day joint workshop where the region’s annual workplan and budget are drafted, taking into consideration farmer groups’ annual plans and following the DEES’s logframe. Management then submits its workplan and budget to the division for comments, and the final workplan and budget are finalised by mid-July. During the same month, the technicians give feedback to each farmer group during a series of meetings, followed by active discussion.

This process involves farmers/clients in the planning stage, giving them a sense of ownership and catering to their real needs, as opposed to the needs perceived by the government. It also makes the budgeting exercise more cost-effective.

Figure 3: Shortened version of questionnaire used with field staff during PM&E

Activity	Number	%	Attendance		Achievements
			male	female	
Demonstrations					
Exposure Visits					
Farmer training					
Field days					
Stakeholders					
Private sector					
Surveys					
Ad-hoc					

Monitoring and Evaluation (listen, but do not judge)

Until recently, each region was directed to use the month of March to monitor the stage of crops, pastures, and livestock. In 2001, Ohangwena management decided that, since MAWRD now had access to satellite imagery, this exercise was a waste of time. So they decided to monitor **themselves** instead.

Each day in early March, the management team visits, interviews, and discusses its performance with one technician and a selected farmer group working with that technician. In the morning, management holds a question and answer session with the farmer group (Figure 2). In the afternoon, the technicians and management discuss individual performances using an easy-to-fill-in questionnaire (Figure 3), with technicians drawing on their notes and monthly workplans. Both activities (with farmers and technicians) are done in an informal way (the motto is ‘listen, but do not judge’).

Coming back to the office, the management team prepares a report of the main findings, making use of monthly and quarterly regional reports to cross-check data (see Embundile et al., 2001). This report is later distributed to all field staff for discussion with farmer groups and the outcomes are fed back to management. It is also distributed among DEES and main stakeholders, and later used as a planning tool during the AW&B.

Since its inception, PM&E has also involved farmers, technicians, and management from other regions in the planning and implementation stages. It has helped management to see what really happens in the field, both successes and failures. Technicians realised that their performance is crucial and that someone above (management) and below (farmers) is paying attention to it. Farmers feel that their opinions matter. Summing up, this exercise has helped to improve the responsiveness of the extension services and empower farmers.

Figure 4: Shortened version of PNA done in Ohangwena

DEES Job Activities for the North-Central Division	Factors for effective performance of job activities			
	Management support	Collaboration/ partners	Training	Resources & logistics
Identify farmers' agricultural technology needs				
Collect information on existing technologies (ITK)				
Distribute information materials				
Coordinate farmers' training programme				
Other activities				

SCORING METHOD:

- ✓ Rank each box 1,2,3, or 4 (1 the most important factor to perform the activity and 4 being the least important)
- ✓ Write in each box why you gave that ranking to that particular factor (what specifically do you need to perform that activity?)
- ✓ Each row (activity) should have only one 1, one 2, one 3 and one 4
- ✓ This exercise is to be done individually, as some activities are particular to certain staff

Training (TNA vs PNA)

These days almost every organisation has a Training Needs Assessment exercise, but training is not the only answer to improving performance. In 1999, Dr Ipaye, head of a UNDP programme (Ohangwena Pilot Poverty Reduction Programme), and Mrs Nesongano from the University of Namibia developed the Performance Needs Assessment (PNA). PNA works as an assessment tool to determine what staff need in order to increase performance (not only training, but also management support, co-operation from colleagues and stakeholders, and resources). It was tried in Ohangwena that year and institutionalised in the following years (see Figure 4). This exercise is done by all staff during the month of June (at the same time as the AW&B) and compiled and analysed by management shortly after. During the next monthly meeting, management and technicians discuss the results, try to improve managerial support, and linkages with stakeholders, and prioritise training needs. The resources and logistics criterion is dealt through the AW&B.

To meet training needs, management organises a 'pre-season' workshop during September. The workshop is mainly technical, lasts for approximately one week, and is attended by all staff. As far as possible, local staff are invited to be trainers/facilitators. This helps reduce training costs and empowers local staff.

Monthly meetings (informal chats)

Every month, usually during the second week, all staff meet for half a day at a regional meeting. A number of techniques used at these meetings have improved the efficiency of the organisation.

- Working on attitudes is a must: an informal, relaxed environment puts all staff at ease and helps them to discuss even the most sensitive topic.

- Planning: the pre-determination of meeting dates for the entire year allows all staff to know well beforehand when the meetings are happening.
- Rotating responsibilities: the monthly rotation of the chair, as well as the notetaker, among all staff is something that enhances empowerment, equity, and self-esteem. It also releases management from constant chairing, giving them a chance to participate rather than facilitate.
- One-on-one: at the end of the meeting, supervisors meet individually with each technician to address any additional issues and to arrange probable dates for supervisory visits. Generally, management meets informally every Monday morning, so feedback on any topic/problem is given to the technicians within days by their supervisors.
- Involving all: stakeholders (mainly from other directorates within MAWRD and operating in the region) are actively invited to attend these monthly meetings, strengthening ties between stakeholders and encouraging a multi-disciplinary approach.

Stakeholder cooperation (the more the merrier)

The contact and cooperation of technicians and other stakeholders are the main components of the FSRE approach, making sure that a holistic view of farming systems is taken (Embundile *et al.*, 2001). Technicians meet with stakeholders within MAWRD, other ministries, farmer organisations, business people, NGOs, and other members of civil society. Because technicians are in close contact with farmers they understand that there are other issues beyond farming which affect farmers. Although they cannot deal with these issues themselves, they feel responsible for helping 'their' farmers. Contact details for main stakeholders are compiled in a Subject Matter Specialist (SMS) list (Figure 5). What makes Ohangwena excel is not only the extraordinary effort

Figure 5: SMS list (adapted)

Region:		Constituency:	
ARDC:		AET:	
Subject	Organisation	Contact person	Phone/ Fax/Address
Animal health	Dept veterinary services	Dr. Amuthenya	
Cultivators	Private – Viva Cuca Shop	Mrs. Nembia	
Ploughing services	Private	Mr. Ambondo	

Figure 6: Events and activities calendar (adapted)

 REPUBLIC OF NAMIBIA MINISTRY OF AGRICULTURE, WATER AND RURAL DEVELOPMENT	
Tel: (065) 263015 (065) 263098 Fax: (065) 263099 Email: extohsec@iway.na extohang@iway.na	
Department of Agriculture and Rural Development Directorate of Extension & Engineering Services North Central Division – Ohangwena Region Private Bag x 5556 Oshakati	
ANNUAL EXTENSION EVENTS	PERIOD
<ul style="list-style-type: none"> • Evaluation of agricultural extension activities • Annual Assessment and Planning of Extension activities with farmer groups • V Ohangwena Agricultural Show • Annual Programme Review, Planning and Budgeting • Staff Performance Appraisal and Performance Needs Assessment • Pre-season training for extension staff • VI Ohangwena Seed Fair • World Food Day 	1–12 March 23–27 May 9 June 21– 23 June 24 June 5–9 September 6 October 16 October
ANNUAL EXTENSION TRAINING ACTIVITIES	PERIOD
<ul style="list-style-type: none"> • Farmer groups development • Farmer training on draught animal power technology • Crop production and diversification • Livestock production and range management • Natural resources conservation • Hide and skin technology • Agricultural marketing and linkage with private sector • Farmer exposure tours and farmer-to-farmer exchange visits • Cooperative group formation • Production of print and audio media 	Activities are undertaken continually throughout the year. Information about the period of implementation of any of the listed activities may be sought from the Chief Agricultural Extension Officer.
Our mission is in line with the national policy on agricultural development: <ul style="list-style-type: none"> • To provide agricultural extension services in the form of communication, advisory, and training services aimed at empowering farmers and promoting adoption of improved agricultural technologies and practices. • Commitment to provide quality services to our farmers through capacity-building for staff, information and experience sharing, as well as collaboration with all stakeholders in agricultural development in both the private and the public sectors within and outside Ohangwena Region. 	

made by some technicians to work with as many stakeholders as possible, but also the active role management plays in staying informed about what is happening in the region. As a result, looking at regional quarterly reports, Ohangwena links with three times more types of stakeholders than other regions (Loureiro, 2002).

Promotion of events and activities (show it off)

After the AW&B, an events and activities calendar is compiled, and distributed by the end of July. This is an inexpensive way of publicising the main events, activities, and services provided by DEES. Since this was started, all stakeholders and higher dignitaries know what activity is taking place when, and ad-hoc demands on staff time have been reduced. Since stakeholders have advance notice of activities, they also have the opportunity to organise collaboration.

Fairs, shows, and media

In Ohangwena region, management is very supportive of additional extension activities, such as shows and fairs.

- This is the only region that organises seed fairs and agricultural shows regionally and at constituency level. The seed fair enhances active linkages between farmers from all over the region, national researchers, and seed suppliers. It is held before the beginning of the rainy season, and seeds are shown, given, sold, and exchanged. The agricultural show is organised at the end of the cropping season by a rotating committee composed of one Chief

Technician, two technicians, and relevant stakeholders (e.g. cooperatives). At both these events, farmers compete for prizes (e.g. a cultivator, fertiliser, seeds). The 'best' technicians have more farmers winning prizes, and technicians compete among themselves to have the most farmers with prizes.

- It is one of the few regions with a technician in charge of mass media extension. The mass media technician assists in the creation of leaflets, pamphlets, posters, and newsletters. They are also in charge of interviewing the main agricultural actors for a national weekly radio programme, as well as telling listeners about DEES activities and farming calendars.
- It is the only region with nurseries at every agricultural centre, which have the dual purpose of being used for demonstration of new crops/varieties and technologies, and producing food for the technician's consumption.

Conclusion

NAES and governmental service providers overall tend to be seen as highly bureaucratic and inefficient organisations, with low levels of responsiveness towards their clients/citizens. DEES in Ohangwena shows us that governmental institutions can make innovations in their managerial style, making it more participatory, flexible, effective, and responsive. These, in its turn, have the potential to empower farmers and assist rural communities in sustaining their livelihoods. There are no copyrights on any of these innovations, please experiment, adapt, and improve them.

CONTACT DETAILS

Miguel Loureiro
Teaching Fellow
Lahore University of Management Sciences
Opposite Sector U, DHA, Lahore, Pakistan
Email: miguel@lums.edu.pk

ABOUT THE AUTHOR

The author was a Participatory Extension Methods Specialist working under the European Union's Research and Extension Management Programme in MAWRD from 1999 to 2003.

REFERENCES

- Embundile, M. *et al.* (2001) 'Evaluation of agricultural extension activities.' MAWRD, Eenhana: Namibia
- Loureiro, M. (2002) 'Developing successful extension services: organisational culture and the case of the Ohangwena region, Namibia.' MA thesis, Institute of Development Studies, Sussex, UK.
- Thompson, J. (1995) 'Participatory approaches in government bureaucracies: facilitating the process of institutional change.' *World Development*, (23) 9, 1521-54.

5

Participatory photography: children's voices in municipal planning

by FAHRIYE SANCAR

Children's participation in place making

With a few exceptions, children are routinely excluded from municipal planning. In fact, they are not seen as real citizens with the right or voice to participate in shaping policies. Representing the interests and fulfilling the needs of various users is one reason for enabling their participation. However, children are often overlooked in this regard even though adults cannot adequately represent their needs. Moreover, an important outcome of participatory planning is the process of collective learning that takes place through the dialogue. People learn about each other, their environment, and self-governance. The earlier they are engaged in this process, the better citizens they become. Planners, even those who are committed to meaningful participation of the public, often ignore the fact that children are part of the public and need to be reminded of the compelling reasons for involving children in municipal decision-making.

Involving children in the place making function of the municipal government is especially important because places (and active engagement with places) perform an important role in the healthy development of children into well-adjusted adults and responsible citizens. Being rooted in a place, calling a place 'home', translates into caring for that place, not only for oneself but for generations to come.



Figure 1.
Children
of Yali

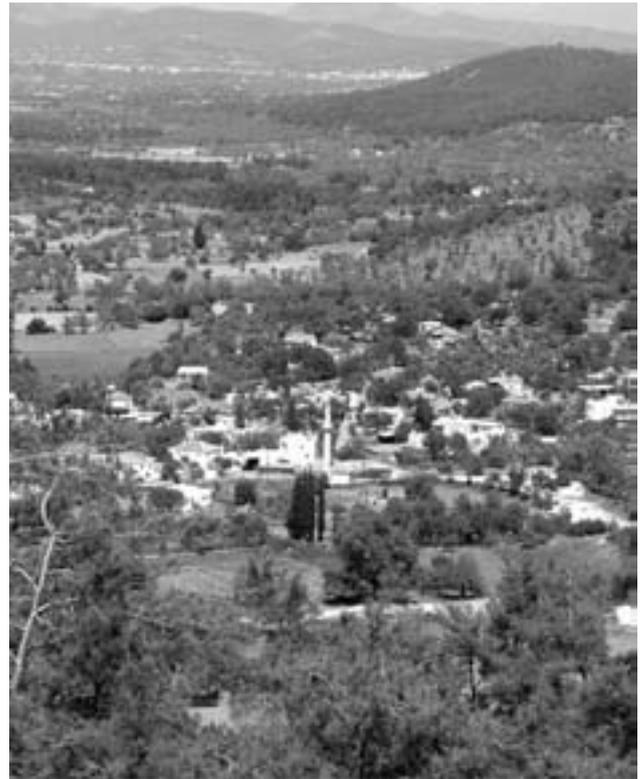
Planning is an effort to shape the future. Children, who clearly have the largest stake in the future, should therefore have the right to participate in planning it. Adult attitudes towards place reflect immediate (largely short term) concerns and motivations. Children's perceptions are free of adult concerns. In this regard, children are much more objective in their assessment of what matters. Furthermore, adults' perceptions and evaluations of place depend on the instrumental value of place; place is often a commodity, a resource to be exploited. For children, place is valuable in itself. This is why favourite places are often those that are remembered from childhood. And also why children ought to have a voice in municipal planning.

Planning context: Yali Municipality, Bodrum, Turkey

This paper reports a participatory planning case involving the children in municipal master planning in a fast-growing tourism region of South-Western Turkey, the Bodrum Peninsula (Figure 1). For the past seven years we have been working with various municipalities on projects of their choosing in the context of an urban planning course. The course is taught as part of a summer study abroad programme organised by the University of Colorado, College of Architecture and Planning. In 2004, we worked in Yali Municipality. Our study group included 13 undergraduate and graduate students from the University of Colorado whose interests range from architecture and landscape architecture to urban and regional planning. Yali Municipality encompasses a large and as yet undeveloped area of the Bodrum Peninsula (Figure 2). The newly formed municipality was poised to draft a master plan and the Mayor asked us to develop proposals to incorporate in the upcoming planning process.

As always, we began our study in collaboration with local officials and experts, including the Mayor, the Director of Planning and Development, and the city council. It soon became clear that when a place is experiencing a high rate of growth due to its attractiveness, the planning public often puts a higher value on the benefits of development compared to the costs of losing the sense of place that attracts development in the first place. Once all is said and done, the place in question does not resemble what it had been for its original inhabitants, especially the children who have little if any role in making these choices themselves. While these decisions are made in the name of job creation and betterment of standard of living for the younger generation, the cost of losing those values that make a place special are rarely considered. We decided to involve the chil-

Figure 2.
Typical
Landscape
of Yali



children in identifying those attributes that make a place special, and therefore loved and cared for, in order to build a basis for making plans. Also by involving them in the initial phase of planning, we initiated a conversation whereby sharing their perceptions, knowledge, and values, the children reminded all of us what matters, while they themselves became conscious of the uniqueness of their environment. At the end of our study we presented our proposals in a public forum held in the centre of Yali at the municipal cafe. Here I will describe 'participatory photography' which is the technique we used to involve children, the results we obtained, and then conclude with a critical discussion of the process.

Participatory photography

When discussing place-related issues, visual media offers obvious advantages compared to using verbal descriptions. There is a long tradition in environmental psychology of using photographs to study people's preferences for places and discover what makes certain places more desirable than others. Likewise, designers and planners often show photographs of good and bad examples of development to engage the participants in the planning process. However, in both

Figure 3. Middle school students writing about favorite places
Figure 4. Elementary school students writing about favorite places (bottom)



cases, 'experts' (i.e., researchers or planners) choose the photographs and 'participants' react to them. Also, the images represent generic examples rather than photographs of places that the participants are intimately familiar with. 'Participatory photography' refers to a technique for participatory/collaborative research and planning in which participants are actively engaged by taking the photographs themselves. These images then provide locally relevant, concrete, and vivid information for discussing and making places.

Generally, the technique involves three stages.

- First, the participants are given disposable cameras and simple instructions to take pictures of places they like (and dislike).
- Once the pictures are developed and displayed on boards, participants write a short explanation of why they took each picture.
- The third stage involves discovering as a group significant places and themes by putting similar pictures/comments into categories. Each theme is then described by the most representative image(s) together with comments.

The outcome is a public display of the themes, which the participants can interpret and use to develop arguments for plans, policies, and actions.

Participatory photography has the additional advantage of facilitating children's participation by helping them articulate their points of view without having to rely on verbal and/or graphic skills exclusively. But, most importantly, taking pictures is an empowering act. Children begin to see their environments in more detail and different ways, are more willing and able to talk about them, and are proud of what they are able to produce.

Discovering children's places and values

When I approached the Municipality with my desire to involve children in our study, they were enthusiastic and supportive. The planner contacted the headmasters of the two schools and arranged a time for us to meet with the students. The headmasters of the schools selected 12 elementary students from Kizilagac and 12 middle-school students from Ciftlik, the two main settlements in Yali (Figures 3, 4). In the first meeting, we distributed disposable cameras and asked them to take pictures of their favourite places. They went on their photographic expeditions in groups of three. Working in groups makes the experience more fun and children benefit from each other's experiences. After a day of taking pictures, the photos were developed, pasted on boards and brought back to the students. In our

Figures 5 and 6.
Natural Landscapes



second meeting, we asked them to write down why they decided to take the pictures that they took. Again they worked in groups and discussed each picture and what to write about it as a group. One difference between the two groups was a larger diversity of photographs taken by middle-school students. This can be accounted for by the fact that they were older and were able to cover more terrain.

Ideally, place categories and themes should have been identified in a third meeting with the children. However we were able to schedule only two meetings during the last week of the school year. Therefore, we put the pictures into place categories ourselves. We displayed the following categories along with representative pictures and children's comments, organised by the number of pictures in them (most to the least):

- **Places of natural aesthetic value:** in both villages, most of the pictures were of natural aesthetic features such as mountains, shorelines, gardens, valleys, and orchards (Figures 5, 6).

Figures 7 and 8.
Houses; new and old



Figure 9. A
cistern

Figure 10.
A pond



Figure 11. Public area outside
of the health centre



Figure 12.

- **Villages and homes:** children were proud of their villages and their homes, and took panoramic photos of the villages, stone architecture, and pictures that showed the combination of the old and the new (Figures 7, 8).
- **Water features:** similar to children everywhere, places with access to water, such as cisterns, ponds, fountains, and creeks, were included in the photographs (Figures 9, 10). Children also expressed concern about losing some of the

ponds (and the ducks that go with them), because they felt they were drying up (possibly due to all the efforts to 'improve' drainage ditches).

- **Public realm:** a significant number of pictures showed children's presence in and appreciation of the public realm, such as public gathering places and public buildings. This was especially true for the Ciftlik children who were able to go to the public beach on the Yali coastline (Figures 11, 12).

Figure 13. A favourite play space



Figure 14. Impromptu soccer field



Figure 15. Carpet making



Figure 16. Saddle making

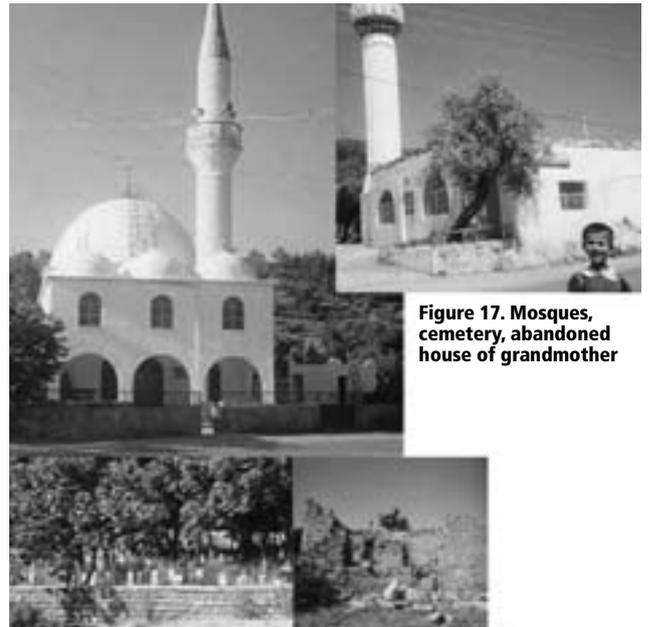


Figure 17. Mosques, cemetery, abandoned house of grandmother

- **Play places:** children had a high regard for the places where they played. Play places included formalised playgrounds, streets where they would ride their bikes, and mountains and woods (Figures 13, 14).
- **Workplaces:** children were able to make the connection regarding the significance of the working environments contained within their respective villages. Many photos were taken of working environments such as olive groves, agricultural fields, places where local crafts are made, and other workplaces (Figures 15, 16).

Other places of significance included areas that contained old abandoned structures, historic sites and mosques (Figure 17).

Figure 18.
Undeveloped shore



Figure 19.
Cave on the hill



Endangered places: the children's list

During our presentation to the public and in our final report to the Municipality, we made the point that the adverse impacts of economic growth on children are significant, yet receive little attention by planners and policy makers. Pictures that children took reveal that Yali is close to an ideal environment where children enjoy freedom of movement and can take part in many of the everyday activities of their villages. Below are the places that children photographed which are most likely to disappear as Yali grows and develops as a tourist destination, together with a discussion of the consequences for Yali's future.

- **Wild places:** access to nature is perhaps the most valued aspect of child-friendly environments. Children in Yali have access to a rich and diverse natural environment that they value. The natural encounters that children enjoy today that are most endangered include: enjoying nature on the undeveloped shoreline; having unrestricted access to the shore; and an easy walk into the forest in search of adventure (Figures 18, 19).
- **Cultivating the earth:** raising one's own food forges a connection to earth that children in urbanised and developed areas do not have. As agriculture becomes more mechanised, large-scale, and intensive, the quality of agricultural products declines. What is perhaps more important is the loss of know-how as more families give up farming in favour of service jobs that require much less skill. Among the pictures that children took were gardens, fields and orchards that can provide basic subsistence, and raising animals such as a cow and chickens for household consumption (Figures 20, 21, 22).
- **Sharing the public realm for play:** development often means that roads are for automobiles not for children's play. Eventually, children are segregated from daily life in the name of safety. Now, children in Yali can play soccer on the

Figure 20.
Orchards



Figure 21.
Gardens



Figure 22.
Raising animals



Figure 23. Biking on the street



Figure 24. Ruins



Figure 25. Old car



Figure 26. Heap of junk



Figure 27. Pomegranate tree



Figure 28. Grand old tree



Figure 29. Old mulberry tree with lots of fruit



square adjacent to the playground, and they can ride their bikes on streets. Examples of places that may be lost to children are streets and other public right of ways where children are riding their bikes and squares off main roads where ball games are played (Figure 23).

- **Adventure in junk:** heaps of junk in obscure places has enormous appeal to children. These places provide opportunity for creative expression as well as socialisation. If the place also has running water, all the better. As we expected, children of Yali were quick to show us some examples that will disappear as the area is sanitised for mass tourism: examples include old cars, discarded furniture and metal items, and abandoned old stone houses. (Figures 24, 25, 26).
- **Grand trees:** people never forget a special tree from childhood. Will the children of Yali be able to offer the joy of befriending a grand old tree to their own children? Mature trees that otherwise don't have a historical or ecological

value are often very significant for children. Here are some examples: a pomegranate tree, a mulberry tree 'with lots of fruit all the time', and what they named the 'grand tree' (Figures 27, 28, 29).

Guiding principles and acceptance by the community

We displayed children's photographs and stories as well as our own analyses, regional and local land use recommendations, and economic development policies at a gathering of residents, local professionals, the mayor, and city council members.

It was clear that no amount of new parks, playing fields, and Internet cafes can provide the same joy and satisfaction that wild places, cultivating the earth, having a piece of the public realm, great trees, and messing with junk can, when one is a child. We emphasised that the same principles that guide sustainable development also ensure that the future generations will enjoy what Yali offers to its children today. We were able to give concrete meaning to three basic principles:

- growth management;
- economic diversification; and
- protecting the overall landscape character of Yali.

We linked our policy, planning, and regulatory proposals to these principles and to the places and characteristics children showed in their pictures.

Public discussion that followed our presentation focused a great deal on the children's values (Figure 30). Children's portrayal of Yali through the lenses of disposable cameras



Figure 30. Presentation at the Cafe

showed great sensitivity and artistic appreciation, and this did not escape the audience. People did not add or subtract from the range of places and values children chose to show, which leads me to believe that the children we worked with were quite representative of their peers. Because children worked in groups when taking the pictures and writing about them, they were able to include themselves, which enhanced the emotional quality of the pictures. In many instances, they also took the pictures while performing within the places to illustrate their use value (Figure 31). The photographs had explicit and concrete reference to specific places, structures, and landscapes that helped the audience to make connections and understand our proposals. And, most importantly, children's photographs became the greatest and most effective advocates for our proposals.

Epilogue

In this instance we used participatory photography as a technique to include children's voices as part of our analysis that informed planning and policy proposals. The short (three-week) period in Yali, coupled with the language barrier between the students and the children, did not allow us to explore the potential of the technique as a catalyst for more active participation of the children in the development and implementation of proposals. On the other hand, the straightforward simplicity and briefness of the technique were perhaps the primary reasons for the Municipality's support and the willingness of the school administrations to provide us with access to the children.

Figure 31.
Children of Yali.



CONTACT DETAILS

Fahriye Sancar
Professor and Chair
Master of Urban and Regional Planning
Department of Planning and Design
College of Architecture and Planning
University of Colorado
USA
Email: Sancar@colorado.edu

ACKNOWLEDGEMENTS

Many thanks to the two headmasters of the Elementary School of Kizilagac and the Middle School of Ciftlik for making it possible for us to get together with the children, and to Ryan Stubbs who accompanied me on the workshops to represent the rest of the study group. My greatest appreciation goes to the children of Kizilagac and Ciftlik, who shared with us their unbiased perceptions and feelings. They include Bilge, Arzu, Emrah, Yigit, Bahadir, Fatmagul, Bediha, Aydan, Vedat, Savas, Arif, Nihat, Mert, Ozge, Dilan, Pelin, Sedat, Aysegul, Nese, Dilek, Bahtinur, Bilge and Ismail, whose names I was able to record during our intensive workshop. I apologise if I have missed naming any other participants.

NOTES

1. All the photographs in this article, except Figures 2, 3, 4, and 30, were taken by 12 elementary students from Kizilagac and 12 middle-school students from Ciftlik, the two main settlements in Yali.
2. A version of this paper is also a chapter in the report that includes our analyses and proposals. We sent a Turkish translation of the report to the Mayor and the City Planning Department for their use during the master planning process.

6

Behaviour and attitudes of teachers, trainers, and facilitators

by **ROBERT CHAMBERS**

The question of attitudes, behaviour, and values is fundamental to the successful growth of participatory approaches in all fields (Bardolf Paul, 2003).

Attitudes and behaviour are not one-time events. They are lived day by day as we ask ourselves, how did I behave today? (Rajendra Prasad, 2003).

The 'best' PRA experiences for me have invariably been when the practitioners are able to leave their various 'hats' at home and behave simply as concerned human beings (Tilly Sellers, 1995).

...without changing attitudes and behaviour in our institutions, and without putting our own interests last, participation will be a dream (Mwajuma Saiddy Masaiganah, 2003).

When observing a field school, it should be difficult to identify the fieldworker except that he/she should be the first one into the mud and the last one to talk (Dilts and Hate, 1996).

The top-down transfer of knowledge is embedded in most education systems and establishments. It is even fixed in the infrastructure of amphitheatres, lecture halls, seating arrange-

ments, and seminar rooms, and in the setting and facilities of flip charts, blackboards, whiteboards, screens, overhead projectors, slide projectors, videos, and now, Power Point. Perhaps more important, however, is the socialisation and expectations of teachers, trainers, and facilitators, who expect to transfer knowledge, and of students, trainees, and participants, who expect to receive it. Those who are turned out as finished proto-professionals by traditional top-down teaching systems are then conditioned to behave likewise in the bureaucracies that they join and in their relationships with clients. The top-down cultures, behaviours, and attitudes of normal teaching and normal bureaucracy are congruent and mutually reinforcing. All this is well enough known.

The scope for more participatory approaches, and for substituting learning for teaching, is both vast and exhilarating. The literature on participatory learning goes back decades and is continuously being augmented.¹ Unfortunately, much PRA training, especially but not only early on in government institutions, has been in the traditional didactic mode, neglecting behaviour and attitudes. I have seen a syllabus for a ten-day training in PRA at an extension education centre in which behaviour and attitudes were not even mentioned. I have also seen a sequence of six videos of a PRA training that appeared

¹ See e.g. Chambers (2002) for an annotated list (updated in a 2003 reprint) of 21 sources for ideas and activities for participatory workshops and how to obtain them, and Peter Taylor and Jude Fransman (2003, 2004) for numerous recent sources on learning and teaching participation in higher education institutes.

to consist of nothing but a lecturer lecturing about participation. As self-awareness increases, though, such practices should become less common.

One hopeful tendency is the evolution of individual practice. Many, perhaps most, of those who introduce others to PRA have experienced a transition of style and practice from teaching and training to facilitating, and from treating people as students and trainees to recognising them not just as participants who take part, but as colleagues, contributors, and co-learners. In part, this is through a progressive use of 'ask them' and recognition that 'they can do it'. It used to take me 20 minutes to 'teach' the method of matrix scoring; but I have now found that three or four minutes is better, with minimum basics giving space for learning through practice and creativity, 'using your own best judgement'. Box 1 illustrates how far this can go: participants are not taught theory, but theorise from their own practice.

Ideally, then, a trainer or facilitator models the behaviour and attitudes that are appropriate. Most obviously, this can be through providing participants with experiences that act as opportunities to express and analyse their own realities and experience and come to their own conclusions. Going further, a starting point can be making space for participants 'to negotiate what the training will be about, how it will proceed, and what it can accomplish' (Norrish, 1994). Curriculum development can then itself be participatory with 'students' defining what they want and can offer (Taylor, 2003). The Asian Health Institute, an NGO in Japan, starts its five-week courses with blank sheets of paper on which participants plan the programme. They say what they hope for and would like. Faculty members say what is on offer and what they can do. The blank sheets are then gradually filled up. Their principles are:

- each is responsible for own learning;

CONTACT DETAILS

Robert Chambers
Participation Group
Institute for Development Studies
University of Sussex
Brighton, BN1 9RE
UK.

NOTES

This extract is taken from 'Behaviour, Attitude, and Beyond', Chapter Six of Robert Chamber's book *Ideas for Development*, and is reproduced with the kind permission of Robert Chambers and Earthscan Publications. See *In Touch* for ordering details.

REFERENCES

- Chambers, R. (2002) *Participatory Workshops: a source book of 21 sets of ideas and activities*. London: Earthscan.
- Dilts, R. and Hate, S. (1996) 'IPM Farmer Field Schools: changing paradigms and scaling up.' *Agricultural Research and Extension Network Paper* 596. London: Overseas Development Institute.
- Masaiganah, M.S. (2003) 'Reflecting on the past: my journey to participation.' In (Eds) A. Cornwall and G. Pratt, *Pathways to Participation: reflections on PRA*. London: Intermediate Technology Publications.
- Paul, B. (2003) 'PRA values: how to become a true believer.' In (Eds) A. Cornwall and G. Pratt, *Pathways to Participation: reflections on PRA*. London: Intermediate Technology Publications.
- Prasad, R. (2003) 'PRA as learning and empowerment – for children too.' In (Eds) A. Cornwall and G. Pratt, *Pathways to Participation:*

Box 1: A case study about 'teaching' PRA techniques

Until a year ago, while conducting a PRA training we used to give a long background of PRA to the participants before they go to practice in the field. We would also describe the key features of each PRA technique and tell them the steps for using them. There used to be temptations from both sides ... especially in TOT training of trainers to 'clarify' everything about the techniques first, only then go to practice in the field.

In a Reflect training (training of local facilitators) conducted in El Salvador in January 1998, just after the introduction of participants and facilitators we directly started mapping the area. The participants had never done mapping and had not read anything about it. They produced a beautiful community map within two hours and also shared experiences and observations about various aspects of the village life.

Later we asked the participants to reflect ... in small buzz groups, how exactly they could produce such a good map. They then wrote down one or two pages about the steps and process of their work, as well as copied the map from ground to paper. We as trainers benefited more from this experience. We could learn how we can learn by doing and why it is not necessary to give theory first. Participants can theorise from their own practice.

Source: Bimal Phnuyal (*pers comm.*, 1998)

- process becomes content;
- learning is thinking, feeling, acting; and
- equal responsibilities.

A participatory training methodology developed in India is also dynamic: 'whilst participants themselves work towards solutions, they are also continuously helping the facilitators [trainers] to evolve the training design' (Saxena and Pradhan, 2002). A course or workshop becomes a co-production with co-learning.

These are far cries, indeed, from traditional top-down, 'we know best' course planning, lecturing or, for that matter, intrusive evangelism.

reflections on PRA. London: Intermediate Technology Publications.

Saxena, R.S. and Pradhan, S.K (2002) 'In search of a meaningful participatory training methodology.' *PLA Notes* 44. London: IIED.

Available online:

www.iied.org/docs/pla/plan_04415.pdf

Sellers, T. (1995) *Participatory Appraisal Workshop Proceedings*. Department of Public Health Medicine, University of Hull and East Riding, Hull: UK.

Taylor, P. and Fransman, J. (2003) 'Learning and teaching participation in institutes of higher learning: overview.' *PLA Notes* 48. London: IIED. Available online: www.iied.org/docs/pla/plan_04801.pdf.

Taylor, P. and Fransman, J. (2004) 'Learning and teaching participation in higher education.' *IDS Working Paper*. Brighton: Institute of Development Studies. Available online at www.ids.ac.uk



Promoting renewable energy in Tibet

by NARAYAN DHITAL

Introduction

Qomolangma National Nature Preserve (QNNP)

The QNNP was formally established in 1989 by the government of the Tibet Autonomous Region (TAR), with the technical support of The Mountain Institute (TMI)¹, and subsequently elevated in status by the Chinese national government to a national nature reserve. It encompasses 34,480 square kilometres in Xigatse prefecture and covers four southern counties of the prefecture bordering Nepal: Kyirong, Nyalam, Tingkey, and Dingri. This change in status provides support from county, prefecture, regional, and national level government budgets. Approximately 90,000 ethnic Tibetans live in the core and buffer zones of the nature reserve, which are remote and, until now, have been excluded from the mainstream development of Tibet.

Qomolangma Conservation Programme (QCP)

QCP is designed to enhance the capacity to conserve the Mount Everest ecosystem, improve the livelihoods of the people residing in and around the nature reserve, and conserve cultural heritages within the QNNP. The project aims

“Experience has shown that the success of any conservation initiative depends largely on the support of local communities. Local support can be attained only if livelihood improvement programmes complement conservation initiatives”

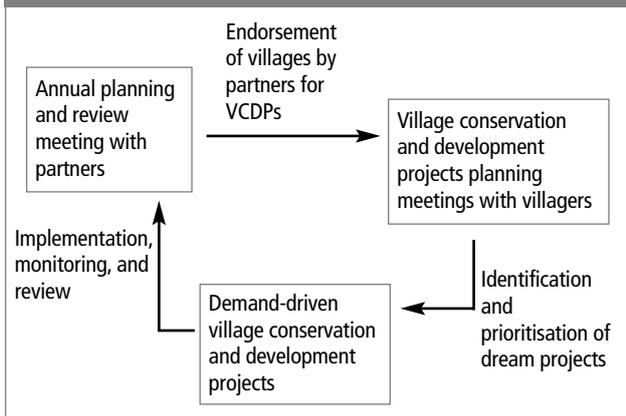
to conserve biodiversity of global and local significance in the reserve, and address the livelihood needs of all the counties QNNP encompasses. The project is funded by the Royal Netherlands Government and is carried out by TMI in collaboration with the QNNP management bureau (MB), together with QNNP MB branch offices (BO), and county governments. The headquarters of the project is in Xegar, Dingri County.

Village Conservation and Development Projects (VCDP)

Experience has shown that the success of any conservation initiative depends largely on the support of local communi-

¹ A Washington DC-based international non-profit organisation

Figure 1: QCP project planning cycle



ties. Local support can be attained only if livelihood improvement programmes complement conservation initiatives. Therefore, QCP supports village-level projects that are participatory, conservation friendly, and which improve the livelihoods of local people. These projects – village conservation and development projects (VCDPs) – are identified and selected by the local community on the basis of ecological, economic, and social soundness, and are linked to conservation. Renewable energy projects, which provide access to electricity, are a priority for QCP, as well as for local villagers.

Project planning approach

Figure 1 illustrates the QCP planning cycle. This begins with identifying villages with which QCP will work. QCP then spends time in the selected villages, identifying and planning priority projects with villagers. Detailed planning and implementation is carried out in partnership with a village committee, and projects are monitored and evaluated, and lessons fed into future projects.

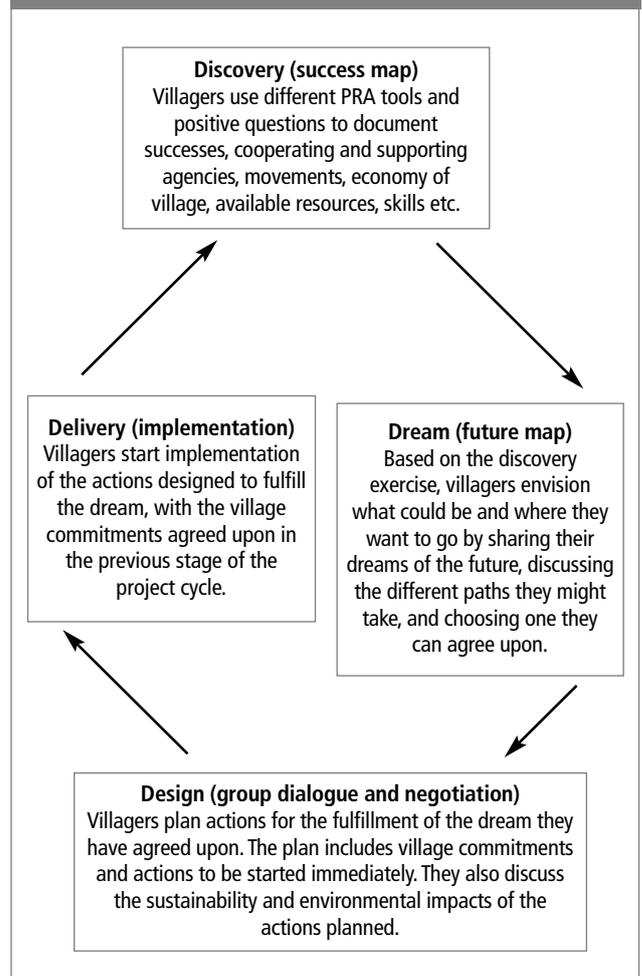
Identifying villages

As the first step of project planning, QCP organises a meeting with QNNP management, county governments within QCP, and the Tibet Forest Bureau. In this meeting, partners suggest villages to work with in the coming fiscal year. Sometimes, partners also suggest VCDPs to be carried out in the villages they propose, but QCP does not normally agree those projects right away.

VCDP planning

TMI has developed an innovative approach to grassroots village planning and mobilisation called Appreciative Planning and Action (APA). This approach has been tested and

Figure 2: 4D model of project cycle



piloted in Peru, Nepal, India (Sikkim), Tibet, and the USA. It empowers rural communities to take positive action for their own development. APA is a modified version of the Appreciative Inquiry (AI) approach. It seeks the root cause of success and identifies existing resources and skills. The whole process is a 4D model of the project cycle: Discovery, Dream, Design, and Delivery. Figure 2 describes the model.

After the meeting with partners to identify villages, QCP goes to the villages suggested and organises public consultation meetings (usually two to three days in length). Local people and leaders know about the planning meeting and venue beforehand. The basic condition of the meeting is that there is participation from each village household.

The meeting starts with introductions by facilitators and participants. Facilitators provide a brief introduction of QNP,

Box 1: 'Good things' in Chakchak Village, Dingri County

- River as a permanent source of water
- Well-established canal for irrigation
- Clean water for drinking
- East-sloping landscape
- A lot of labour force
- Fertile land for agriculture
- A lot of livestock
- A lot of stone
- School in village
- Firewood

Source: Chakchak VCDP report, 2004.

QCP, VCDP and the objectives of the meeting. Facilitators encourage the participants to express their views and ideas, and to take an active part in the discussions.

Facilitators then brief participants on the PRA tools to be adopted in the meeting. These include: resource mapping, seasonal calendars, mobility maps, Venn diagrams, and listing the things they are proud of in the village. Participants are divided into different groups and each group uses a tool. They then present their findings to the whole group, and other participants add their input. Facilitators make notes of the presentations, incorporating all the inputs. To ensure that the voices of women and marginalised people are included, facilitators visit each household during household surveys, and make notes of the issues raised, which are then discussed during the public meetings.

Discussions focus on the strengths of villages and villagers, and projects are planned based on those strengths. Box 1 shows a list of 'good things' in Chakchak Village, where a mini-hydro project was implemented.

After discussing the present situation, facilitators create an environment where participants envision the future. Facilitators remind the participants about the strengths they mentioned previously. Based on those strengths, participants express their dreams regarding village development over the next couple of years. Everybody is encouraged to take part actively to yield a list of dreams. Experience shows that women articulate their dream projects particularly well. Participants then discuss a common vision that could be realised by them for a better future. Based on the common vision, dream projects are chosen.

The projects are then analysed and prioritised using pairwise ranking tools (Table 1). Participants are also encouraged to look at the suitability of high-priority projects – their environmental impacts, benefits, and sustainability strategies – together with what the local community can

Table 1: Pairwise ranking table, Labug village, 2002

SN	Activities	1.Irrigation canal	2.Sheep corral	3.Hydro-power	4.Fencing cropland	Score
1	Irrigation Canal	X		3	1	1
2	Sheep corral		X	3	2	2
3	Hydropower			X	3	3
4	Fencing cropland				X	0
Score						

Source: Labug VCDP report, 2002.

contribute. Finally, participants prepare detailed project descriptions. A village representative committee is chosen to facilitate implementation of the projects and act as a point of contact.

The procedure described above is followed in each village in the QNP where VCDPs are implemented. The VCDP with the highest priority among villagers during the planning meetings is included in the work plan of the project for the following year. Project and nature reserve staff contact the representative committee to work out in detail the implementation of the project. Villagers make a contribution to the project as agreed in the planning meetings (usually local materials and labour). The project provides materials and equipment, as well as technical backstopping, and skilled manpower, if it is not available in the village. In this way, the project is implemented with the active participation of local people who are the real beneficiaries. Generally, local people contribute not less than 25% of the project cost in-kind. In the case of power projects, QCP also trains local people to operate and maintain the plant and distribution systems.

An example of a renewable energy project

Renewable energy projects are a particular priority for QCP. They have a direct role in improving the livelihoods of the rural population and improving health by promoting clean energy. The electricity they provide allows people to work later at night, and increases the efficiency of women who are engaged in the knitting and weaving business. There is also potential for establishing grinder and oil extractor machines, which reduce drudgery, save time, and provide business opportunities to the villagers.

The home study time of children also increases, and people are more aware of national and international events as they can watch television, and listen to the radio, as well as watching movies. The number of radio and television sets has significantly increased in one of the villages after the implementation of an energy project.



Labug Village

Labug village

Labug village is one of the most isolated villages in Pondrong Shang, Nyalam County, situated at 4700 metres above mean sea level, on the eastern shore of the Paikutsu or Lamtso-Simtso, Tibet's 13th largest natural lake. Due to its situation it has its own microclimate, which is warm and pleasant compared to the cold temperatures in other areas at similar altitudes.

The total population of Labug is 240 (121 male and 119 female), comprised of 32 households. Livelihood means and strategies are based on a mixed farming system: herding of livestock and some agricultural activities. With the exception of a few households, most people also depend on income from seasonal labour in the nearby townships of Nyalam and Zhangmu.

Micro-hydropower plant

In a planning meeting with partners in 2002, Labug village was proposed for a VCDP in 2003. After endorsement, a team from QCP and partner agencies visited the village for a planning meeting. A two-day meeting was organised in the village using the APA approach.

During the APA exercise, the hydropower project scored the highest of the dream projects (see Table 1). This project was then included in the QCP work plan. In early 2003, a team from QCP visited the project site for a feasibility study. This team produced its survey report, including the potential power output, capacity of the generator to be purchased, and head of the plant and flow of the water, together with estimates for all the work to be done to produce the power. Based on this report, responsibility was shared between the project and the villagers. The villagers

Voltage of the power produced



Photo: Narayan Dhital

transported raw materials (stone, sand, soil, etc) from the road head to the project site, collecting all necessary materials available in the village, and providing labour for this activity. The project provided supplies, skilled labour, and technical support. There was electricity in the village by the end of August 2003.

Costs and contributions

QCP supplied mini-hydroplant equipment (3 KWH), commissioned it, and trained people in its maintenance and operation. The project spent US\$7500 and the community contributed US\$2500 in-kind. Thus, the total estimated cost of the plant was US\$10,000.

Management of the plant and output

A project implementation committee was formed in the village after the completion of the feasibility study. This committee, headed by the village leader, is primarily responsible for the management of the power plant and output of the project. Three people, including the village leader, have been trained in the maintenance and operation of the power plant. A connection has been made between the county electricity bureau and the committee to solve any technical problems. Villagers have so far been able to maintain and operate the power plant themselves.

Each household uses two bulbs of 40 watts each for light. In addition, five bulbs of the same power are lit in the monastery, three in the school, and two in the community building. Villagers receive electricity free of charge, but in the project team's last monitoring visit villagers wanted to introduce a tariff system (0.5 Chinese Yuan² per bulb per

² 1US\$ = 8.265 Yuan

**Village leader
in happy
mood after
the coming of
electricity**



Photo: Narayan Dhital

month or 1 Yuan per household per month) to raise some funds for the maintenance of the plant.

Monitoring and evaluation of the project

The QCP project team monitored the project in 2004 and in 2005. A thorough inspection was made of all the components of the power plant. Villagers have been able to use the electricity continuously without major hindrances and have been able to solve smaller problems themselves. Because of severe cold this winter, they failed to stop the water from freezing and the increased volume of the frozen

“Renewable energy projects are a particular priority for QCP. They have a direct role in improving the livelihoods of the rural population and improving health by promoting clean energy”

water tank caused some damage. This problem seems to be common with this kind of initiative at similar altitudes. Villagers expressed their satisfaction with the performance of the plant so far and mentioned that they are using their electricity for domestic uses. County government officials and QNP branch office officials also monitor the plant quite often.

A small conflict among villagers in the use of water during the last monitoring visit was observed. The power plant is multipurpose as it produces power, and water also goes directly to farmland for irrigation. But there is some farmland behind the power plant which cannot be irrigated if the water is used to produce electricity. The villagers were advised by the project team to irrigate the farmland behind the power plant during the day and below the power plant at night, and this was agreed.

Lessons learnt

A major lesson learnt from this project is that if villagers are involved in planning, and if their priority needs are addressed, projects are successful. Moreover, if villagers are given the responsibility for implementing the project they have chosen themselves, the quality of the work and output of the initiative seems to be better.

What makes this initiative special?

The plant at Labug has some features which make it quite unique:

- it is a renewable energy initiative which is in keeping with the environmental conservation codes of conduct that QCP promotes;
- it is a demand-driven product of a consultative process using APA;
- its operation and maintenance responsibility was handed over to the community as soon as the plant was complete and Labug was lit up;
- it is based on very simple technology and local people learnt easily to operate and maintain the plant;
- it was technically feasible due to the existence of a peren-

- nial source of water with the required volume of water;
- it is easily replicable wherever circumstances of water availability, slope, and temperature are similar;
 - thanks to this renewable energy initiative, every household that participated in the building of the plant continues to receive light (two 40 Watt bulbs each) in their homes.

Conclusions

The Labug power project is a successful project of the QCP and this success can be attributed to the project planning and implementation approach that QCP has been following. As this is a successful project, replication of such success is worthwhile in order to improve the livelihoods of people using locally available resources.

CONTACT DETAILS

Narayan Dhital
Community Development Specialist
The Mountain Institute
Qomolangma Conservation Project
Xegar Township, Qomolangma Road 1
Dingri County, Xigatse Prefecture
Tibet Autonomous Region of the People's
Republic of China
Email: ndhital@mountain.org

8

Land reform and participation in South Africa

by ALASTAIR BRADSTOCK

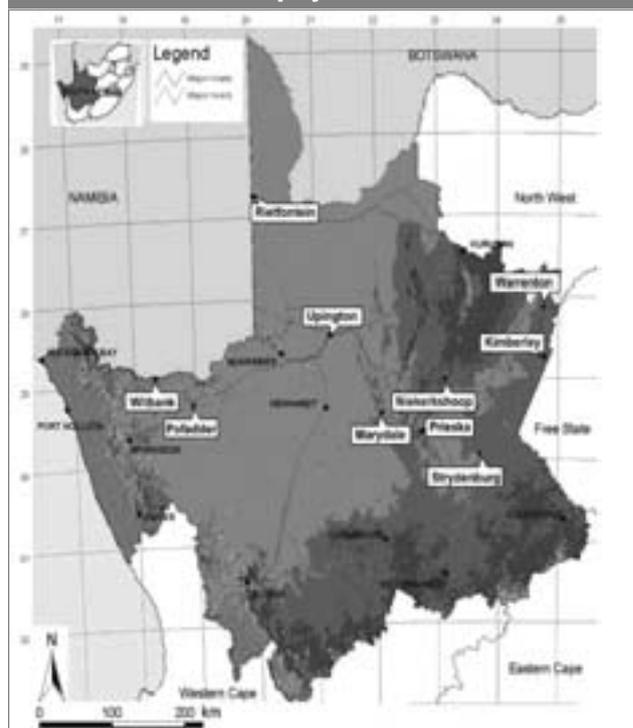
Introduction

Shortly after coming to power in 1994, the African National Congress (ANC) in South Africa launched an ambitious land reform programme. It aimed not only to reduce poverty but also to remove discriminatory legislation that, over many decades, had alienated black people from their land. This land reform programme has three elements:

- land tenure reform – to develop new systems of land holding, land rights, and forms of ownership, focusing in particular on the former homelands;
- land restitution – to restore land to those people who were displaced as a consequence of discriminatory land legislation; and
- land redistribution – to redistribute land to the landless poor, labour tenants, farm workers, and emerging farmers for residential and productive uses, to improve their livelihoods.

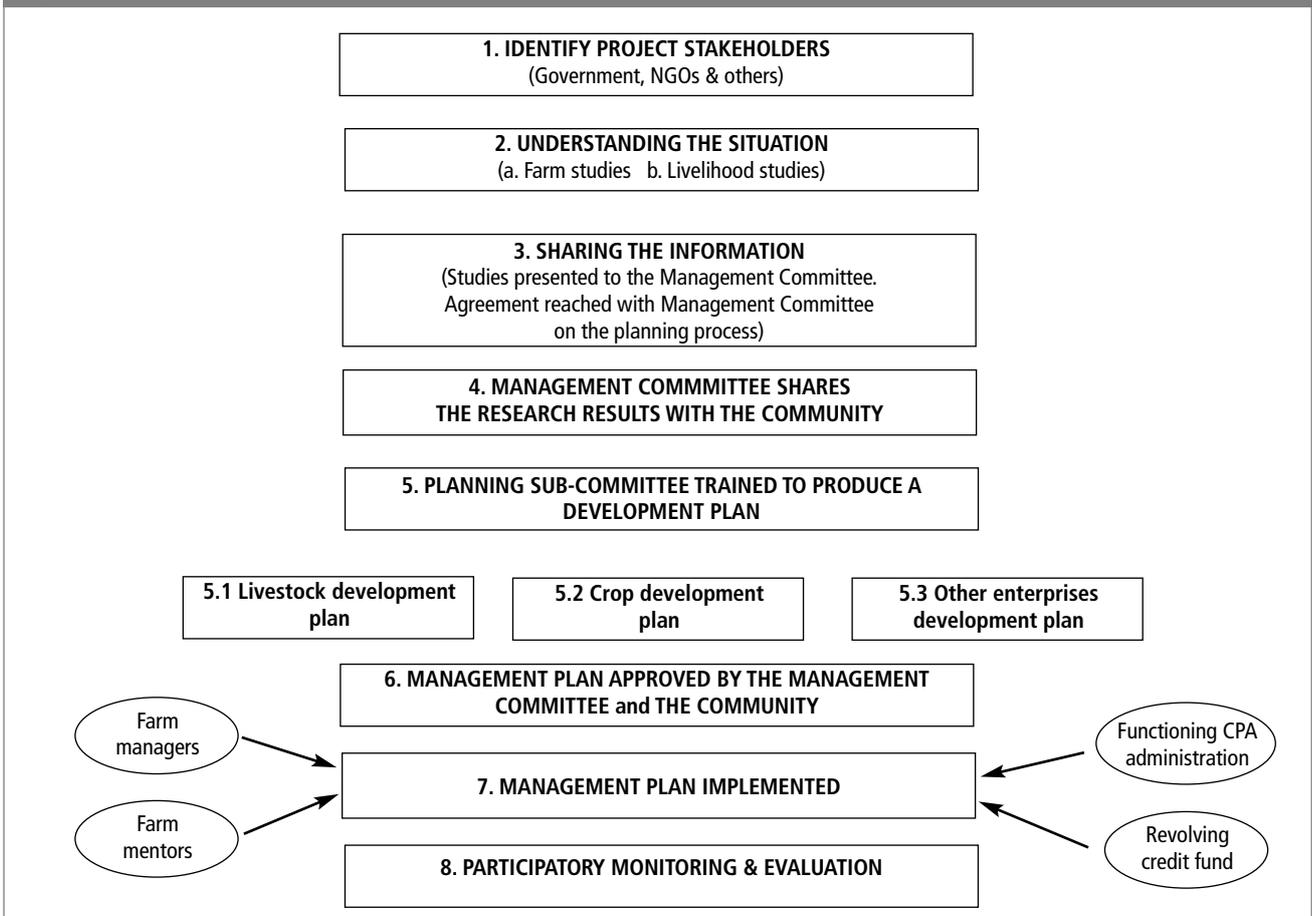
The government is transferring land from white to black ownership, albeit at a slow pace, but the Department of Agriculture (DoA) has no methodology for supporting land reform groups in the process of developing and implementing land management plans. To address this, FARM-Africa developed a participatory land use planning methodology which it piloted over a two-year period in the Northern Cape

Figure 1: Map of the Northern Cape Province showing FARM-Africa's project locations



Source: Department of Environmental Affairs and Tourism, South Africa, 2004.

Figure 2: The PLUP process



Province of South Africa.¹ The project worked with eight land reform beneficiary groups (also known as CPAs – Community Property Associations) – Witbank, Pofadder, Khomani San, Marydale, Prieska, Niekerkshoop, Strydenberg, and Warrenton (see Figure 1). This paper describes the experiences of implementing this new approach with the land reform groups, many of which had little experience of farming.²

Developing a participatory land use plan

Figure 2 shows the participatory land use planning process (PLUP). The figure is a simplification of a much more complex multi-dimensional process, and emphasises the key elements in developing a plan.

The main entry point into most land reform groups is through a management committee. This committee is democratically elected by the membership prior to the transfer of their farm. It manages the group’s land according to its constitution and has the power to delegate specific tasks to sub-committees. Before engaging in the PLUP, the process should be discussed with them and approval sought to implement it jointly.

Step one: identify project stakeholders

Few land reform groups know which organisations can support them in developing their farms. This is inefficient and

¹ The project was called ‘Capacity Building in Community Natural Resource Management’, funded by DFID, EU, Comic Relief, and a Dutch NGO called CORDAID. The purpose of the project was to strengthen the ability of land reform beneficiaries to manage their natural resources.

² Such a situation is unique in Africa where the majority of rural people have an intimate understanding of agriculture (Ellis and Mdoe, 2003; Bradstock, 2005). The reason black people (mostly men) lost their farming skills was because of discriminatory land legislation enacted in the early twentieth century which alienated them from their land and forced them to work in the mines (Bundy, 1985).

Box 1: Generating an organisational map with the Dirisanang group, Warrenton**The Process**

- The management committee selected five of its members to participate in the exercise.
- The group started by drawing a circle in the middle of an A1 sheet of paper that represented their group. It then added additional circles that represented other organisations that had either a direct or an indirect influence over them. The distance between the organisations and the Dirisanang group circle indicated the strength of the relationship: the closer the two organisations, the stronger the relationship. The size of the circle indicated the potential influence that the organisation had or might have over the way in which the group managed its farm.
- Facilitators should have an in-depth knowledge of the local area thus making the

exercise a learning process.

- Five participants is deal. Larger groups tended to split with a resulting loss of focus.

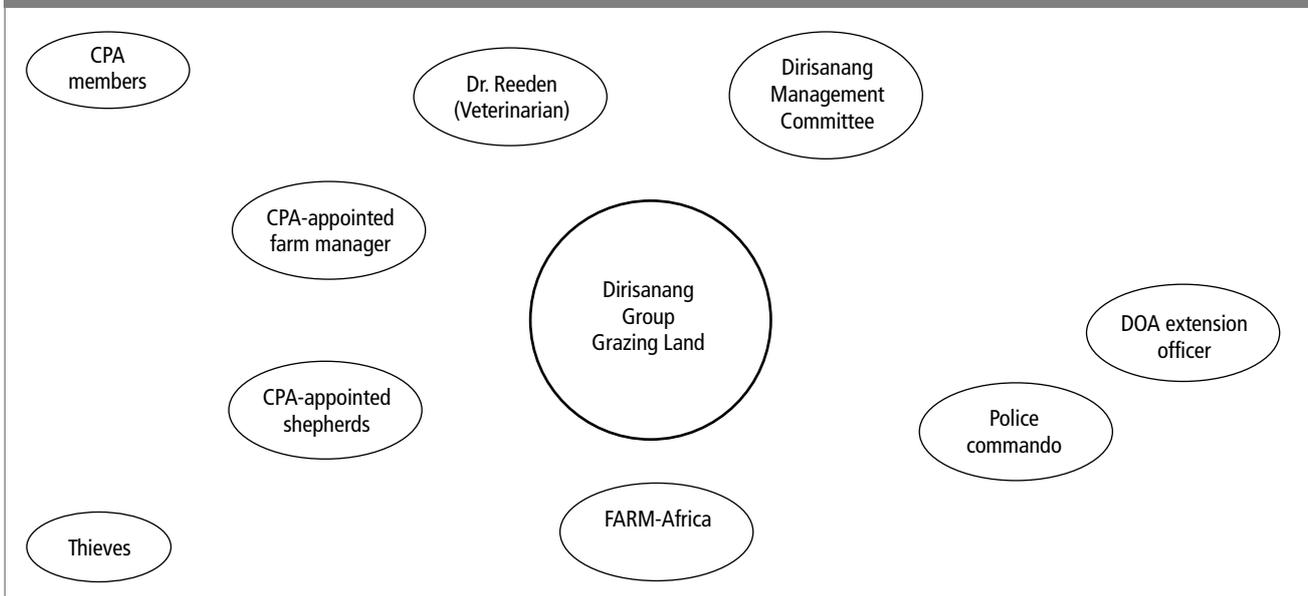
Findings

- The exercise emphasised the poor understanding that the group had of the local economy, and of organisations that could provide support to them. The omission of the Department of Land Affairs (responsible for the land reform programme) was surprising, as was the failure to include the local municipality and the agricultural cooperative.
- Another surprising result was the position and size of the Department of Agriculture's extension officer. The DoA is responsible for supporting land reform groups after they have received land and is therefore a central player

in the land reform process, but it did not appear as a key organisation on the map.

Impact

- Considering the low levels of understanding that management committee members had of key stakeholders, the most tangible benefit was to start to build this knowledge.
- By the end of the exercise, the group had developed a resource list of organisations that could be approached and drawn upon for technical and managerial support. One important outcome was the group's decision to engage with the Department of Water Affairs and Forestry, to negotiate the rescheduling of their water debt. In addition, the group approached the Land Bank and started to negotiate a production loan.

Figure 3: Dirisanang's organisational map

can lead to financial losses, especially if crops are planted late or not at all. So the first step is to help the group identify the key stakeholders who can provide them with agricultural and managerial advice, using an organisational map (Box 1 and Figure 3). The map illustrates the failure of some key state actors to engage with the Dirisanang group. Some months after this exercise the local municipality, which had not appeared on the map, made contact with the group and is now providing technical support.

Step two: understanding the situation**What information is needed?**

Before planning, it is important to have a better understanding of the following areas.

Objectives of land reform group members

It is unlikely that all group members will share one common objective for how the farm should be developed. The land

A rural family
in Witbank



Photo: Pieter Roos

reform programme offers only small grants for land purchase, often forcing the founding group members to recruit more individuals to secure additional funds to buy land. Groups therefore often consist of two types of members:

- a minority core group who want to make agriculture a more important component of their livelihood, and will have initiated the land purchase process; and
- a larger group of people who are less interested in farming but expect to receive cash benefits from their investment.

To avoid conflict, group objective(s) must be discussed and agreed.

Asset holdings of members

An understanding of the asset holdings and technical skills of members is essential so that when land-use options are developed it is possible to identify any training needed to implement the plan.

Productive potential of the land

It is very important to explore the productive potential of the farm, the condition of its infrastructure, and capital assets. Because black people were alienated from agriculture for decades, and due to problems in accessing their farms, it can be difficult to get members to engage effectively in this part of the process.³ Government rarely commissions these types of studies, but missing this step deprives the group of fundamental technical agricultural information which they must have if they are to plan their activities sustainably.

Gathering information: the research process

FARM-Africa provided training for individuals, mainly management committee members, in a range of participatory tech-

³ The majority of the groups that FARM-Africa works with live at least 20 kilometres from their land, thus effectively excluding the poor who cannot afford to pay for transport to their farm.

niques. These included: wealth ranking; seasonal calendars; timelines; pairwise ranking; pie charts; semi-structured interviews; key informant interviews; and household surveys. It was very important for the management committee to play a key part in the research, increasing the chances of the outcomes being owned and used by the group.

The information developed during these workshops was always presented to the whole group in a plenary session that took place at the end of the workshop, and usually lasted for a day. While these discussions sometimes revealed that groups had described an ideal situation that they hoped to achieve in the future rather than outlining the status quo, the workshops had a positive effect on group strength.

A second workshop was held immediately afterwards to explore factors that both hindered and helped groups to use their land. FARM-Africa used semi-structured interviews to try to gain a better understanding of issues such as:

- why agricultural services were not being delivered effectively;
- what factors had prevented members from accessing their land; and
- what had constrained members from making agriculture a more central part of their livelihood.

Steps three and four: sharing and making use of the information

The next step is to discuss the research findings with the management committee and continue the process of ensuring they 'own' the information. The committee is expected to synthesise the findings and distribute a written summary to members approximately two weeks before presenting them to the whole group at a public meeting. While most management committee members are literate, FARM-Africa had to provide support for this activity as most had not attempted a task like this before.

It is not uncommon for members of land reform groups to become alienated from the development of the farm because management committees operate in isolation. By running activities of this kind, the committee can demonstrate its intention to be more inclusive and transparent in its decision-making processes. At one of the Dirisanang group's public meetings in 2001, the management committee presented the group's accounts for the first time since it formed three years previously. Similar achievements were recorded at other FARM-Africa groups.

Steps five and six: training the planning sub-committee and approving the plan

The final task of the 'sharing information' meeting is for the

Box 2: Strydenberg's planning sub-committee training sessions

In **session one**, the facilitator introduced the roles and responsibilities of the PSC and described what training inputs were needed to produce a plan. Research findings were discussed, providing the PSC with an overview of the different factors affecting the development of their farm. The different objectives expressed by group members were discussed and agreed.

Session two introduced the concepts of natural and physical capital.⁴ The PSC grouped its farm assets accordingly. A strengths, weaknesses, opportunities, and threats (SWOT) matrix was used to analyse these two sets of assets.

Session three focused on identifying and quantifying the financial capital of the group. The culmination of this step was an inventory of the group's financial assets.

Session four explored the skills that existed within the group that could help develop the farm. These are not restricted to academic achievement but include practical skills (for example, driving a tractor, vaccinating animals, how and when to irrigate a crop, etc.). The steps determining how members apply for the right to use their land were also defined, as well as how much they would have to pay for that right. The management committee is responsible for agreeing these rates, which will differ for grazing and irrigable land.

In **session five**, the PSC used the information from the other four sessions to develop options to achieve the group's stated objectives. The facilitator introduced the concept of implementation plans and each option was translated into a plan. This included a narrative description of the activities, outputs, outcomes, and a budget.

As a result of the planning, the group successfully secured a loan from the Land Bank to purchase ostriches that it planned to fatten and export to Europe.

group to elect a planning sub-committee (PSC). FARM-Africa's experience of sub-committees is that, if members are not paid for their services, they are usually ineffective. This is to be expected as most land reform beneficiaries are poor and cannot afford to work for free, and farms do not produce immediate benefits.

Once the PSC has been elected, its members receive practical training in a variety of planning tools, according to need (see Box 2 for an example). Once the management plan is completed, it is presented to the management committee for their comments and approval. The final draft is then taken to a general meeting where the management committee presents it for approval.

⁴ Natural capital comprises renewable natural resources such as land, trees, water, fisheries, and non-renewable resources such as oil and coal that people use to generate a means of survival. Physical capital is produced. Examples include roads, machinery, irrigation channels, power lines, water supplies, dams, and tools.

Box 3: How revolving funds operate

The idea behind revolving credit facilities is that poor people who cannot access the formal credit market access money from their own fund and are expected to repay the capital sum and interest over a given period of time.

FARM-Africa established revolving credit facilities that were funded by the project's donors. All groups converted a substantial part of their fund into livestock, creating 'livestock banks'. Small livestock are acquired by the bank with the aim of increasing numbers as quickly as possible before making loans to individual members. On joining the scheme each member is given eight ewes. After a period of 27 months they are expected to return 10 ewes to the bank. The additional two ewes represent interest on the initial loan of eight animals. Every group member contributes 90 Rand (approximately UK£9) on joining the scheme, and then 23 Rand (approximately UK £2.30) per month for the following 27 months.

The scheme is still in its early stages, but the most successful group almost doubled its livestock in two years.

Steps seven and eight: implementing the management plan**Accessing credit**

A common constraining factor in implementation is a group's inability to access credit. Due to the size of the farms being transferred, the working capital requirements are usually beyond the ability of the group to meet through community-based saving schemes. Most formal financial institutions are unwilling to lend to Communal Property Associations, as the political costs of foreclosing on a loan are judged to be too high. FARM-Africa helped groups to overcome this by introducing revolving credit funds (Box 3).

Accessing agricultural advice

The lack of good quality, agricultural extension advice is another problem for land reform beneficiaries when implementing their plans. The lengthy process of transforming the Department of Agriculture so that it addresses the needs of black rather than white farmers has created a service delivery vacuum.

An initiative that FARM-Africa has piloted is to hire white farmers to supply agricultural advice to groups. This has proved successful in the short-term and most groups have managed to make use of this service, improving the way in which they manage their farms. For example, at Khomani San the ex-owner provided extensive day-to-day farm management mentoring to the management committee.

However, there are concerns about whether such an initiative can be scaled-up. Few groups have sufficient funds to pay for this type of advice. There are also concerns that the support is too narrowly focused on commercial agriculture and not subsistence agriculture. Also, few white farmers have experience of working with groups of black farmers, and their input can be 'top down' unless they are given training in participatory techniques.

Other constraints

Groups also face other physical or institutional difficulties that made adopting outside technical inputs difficult. For example, the Dirisanang group was constrained by its management committee, which showed low levels of commitment to the development process. The Khomani San group was constrained by the distance many members had to travel to access their land, coupled with low levels of literacy.

Witbank was the most successful group, raising agricultural productivity and income. A number of factors made the project successful:

- the group lived on their land;
- key members of the management committee demonstrated high levels of commitment to the farm and this created a favourable environment for the uptake and application of inputs;
- the group benefited from technical advice from the Department of Agriculture and they received a substantial gift of agricultural equipment from an overseas donor in the 1990s, which gave them the means to develop their irrigable land.

Conclusion

A fundamental shortcoming of South Africa's land reform programme is that black people are being given land without any plan to help them manage and develop their farms. FARM-Africa's experience has shown that a participatory planning process can help to address this, resulting in the development of land use plans which can be implemented by the groups.

A participatory process offers management committee members the chance to learn new skills to improve how they manage their group and farm. It also provides them with a chance to learn about the institutional and organisational environment in which they operate. They can learn what resources they are entitled to draw upon, especially agricultural advice from the Department of

**Sheep grazing
in the Kalahari**



Photo: Pieter Roos

Agriculture, and how best they can access complimentary resources.

Participatory tools also help improve the way a group works on a day-to-day basis, for example, by improving communications between the management committee and ordinary members.

While participatory tools are a key part of the planning process, their effectiveness in exploring natural resource issues is limited when group members do not have much agricultural knowledge. As this kind of information is key to the planning process, it must be collected in other ways, but in an inclusive manner, offering groups the opportunity to learn about their

farm's natural resources.

A clear lesson from FARM-Africa's experience is that this planning method should be initiated much earlier in the land reform process. If it were to occur before a farm is transferred, the group would be better prepared to cope with the inevitable challenges that arise from managing a farm. A key factor, however, in determining its success is the ability of the group to be able to access a high quality facilitator. Outside agencies (government departments, NGOs, and private sector organisations) need to work closely with the groups to build their understanding and capacity to use new participatory tools and processes.

“A clear lesson from FARM-Africa’s experience is that this planning method should be initiated much earlier in the land reform process. If it were to occur before a farm is transferred, the group would be better prepared to cope ...”

FARM-Africa is working with partners towards institutionalisation of the PLUP in the Departments of Agriculture, Local Government, and Housing, enabling agricultural extension officers and development officers to work more effectively with land reform beneficiaries. If these departments can apply the PLUP, especially in the pre-designation phase of the process, this should lead to more empowered groups, better able to make informed decisions about their farms. Agriculture may then become a more central part of their livelihoods.

CONTACT DETAILS

Alastair Bradstock
Director of Policy and Research
Farm Africa
9–10 Southampton Place
London
WC1A 2EA
UK
Tel: +44 20 7430 0440
Fax: +44 20 7430 0460
Email: alastairb@farmafrica.org.uk

ACKNOWLEDGEMENTS

Thanks to Herman Festus, Project Coordinator, for his input into this article. Herman can be contacted at: PO Box 2410, Kimberley, 8300, South Africa. Tel: +27 53 831 8330; Fax: +27 53 831 8333; Email: herman@farmn-cape.co.za.

REFERENCES

Bradstock, A. (2005) *Key Experiences of Land Reform in the Northern Cape Province of South Africa*. FARM-Africa: London
Bundy, C. (1985) *The Rise and Fall of the South African Peasantry*. David Phillips: Cape Town.
Ellis, F. and Mdoe, N. (2003) ‘Livelihoods and Rural Poverty Reduction in Tanzania.’ *World Development*, 31, pp. 1367–1384.

9

Activities for ABC

by ROBERT CHAMBERS

There are many games, exercises and activities for Attitude and Behavioural Change (ABC) that can be used in workshops.¹ These have many labels and styles. What the numerous sources show is that there are many ways of helping one another learn and change. If there is a gap, it concerns reflection: how one thinks critically about an experience and internalises whatever there may be to learn and change. In PRA experience, the most effective experiences are not in workshops, but in the field with members of communities. Four examples can illustrate:

- The first is where 'uppers' are taught by 'lowers', sometimes known as LAST (lowers as teachers). This reverses relationships and is often fun. Uppers tend to be clumsy. They learn respect for lowers' skills and lowers gain in confidence.
- The second is awareness and correction of behaviour in field situations. One approach is a contract drawn up together by a team, with dos and don'ts, and with a code of (usually non-verbal) signs to give positive or negative feedback between team members. Another, evolved by Anil Shah in India, is 'shoulder-tapping' (see Box 1).
- A third activity is taking a video of participants (and facil-

Box 1: Shoulder-tapping

Anil Shah gave this account of a village visit by a group of district officers in India. He explained that the purpose of a transect was to observe. His account continues:

*We do not **advise**, but **ask** – ask open-ended questions without implied advice. I told the officers that it was very difficult for educated people, more so for those in authority, **not** to give advice. Therefore, when I hear anyone giving advice or asking questions with implicit advice, I tap his shoulder and, if necessary, offer my services to rephrase the advice or query to turn it into an open-ended question.*

Shah described this exchange concerning earth bunds. One of the visiting officers said to Dudhabai (a villager):

'You should not collect earth.' 'Sir, you are advising', I said. 'What is it you want to say?' I intervened in English.

'Earth should be collected from the upward slope of a bund so that the levelling process is speeded up', he explained.

I then asked on his behalf: 'Why do you collect earth from both sides for constructing a bund?'

Dudhabai was ready with his explanation. 'Bunding work should result in minimum loss of cultivable land. By taking earth from both sides, the depression formed is shallow and we are able to raise a crop very close to the bund.'

Shah concludes that:

Even if it starts mechanically and artificially, a PRA exercise can, perhaps, contribute to the opening of mind, more so if someone is around to tap the shoulder when one starts to advise instead of listening and learning.

Source: Shah (1991).

¹ See Chambers (2002) for some ABC exercises.

itators!). This works well if participants are helping villagers or slum dwellers in their daily tasks. The videos are later played back to participants and also to the local people. The effects can be variously painful and hilarious, leading to levelling and learning, as well as laughter.²

² A video that showed me messing up with an overhead projector, trying and failing to find a transparency, was so embarrassing that I could not bring myself to see it again. But the memory is there, and the lesson indelibly etched.

- A fourth approach is to reverse roles. Sam Joseph (1995) has described what he calls Win–Win Trainings in which villagers are co-trainers and facilitators for outsiders. Agreement is negotiated that villagers will host and manage a field experience in which outsiders stay overnight in the village and the village is paid for the service provided.

CONTACT DETAILS

Robert Chambers
Participation Group
Institute for Development Studies
University of Sussex
Brighton, BN1 9RE
UK.

NOTES

This extract is taken from 'Behaviour, Attitude and Beyond', Chapter Six of Robert Chamber's book *Ideas for Development*, and is reproduced with kind permission from Robert Chambers and Earthscan Publications. See *In Touch* for ordering details.

REFERENCES

- Chambers, R. (2002) *Participatory Workshops: a source book of 21 sets of ideas and activities*. Earthscan: London
- Joseph, S. (1995) 'Win-Win trainings' and 'Three-way Win-Win.' In *Participation in Action* 5, ActionAid: India
- Shah, A.C. (1991) 'Shoulder tapping: a technique for training in participatory rural appraisal.' *Forests, Trees and People Newsletter* 14. Also in Iyengar and Hirway (2001) *In the Hands of the People*.

10

'We have seen a light': participatory activities to explore HIV/AIDS vulnerability

by V. COREY WRIGHT

Introduction

The HIV/AIDS epidemic in sub-Saharan Africa is disproportionately affecting and infecting women and girls. The Joint United Nations Program on HIV/AIDS (UNAIDS) has referred to this trend as the 'feminisation of the epidemic': 57% of adults infected in sub-Saharan Africa are women, and 75% of infected young people are women and girls (UNAIDS, 2004). Women and girls face a host of cultural, social, economic, and political factors that, often inadvertently, obstruct the realisation of women's and girls' rights, fostering their risk and vulnerability to HIV/AIDS (Human Rights Watch, 2005).

This article discusses two participatory learning and action methodologies that were used in a participatory action and research project entitled, 'A Gender Issue: Reducing the Vulnerability of Girls to HIV/AIDS', working with Maasai communities in Northern Tanzania. In collaboration with the Canadian International Development Agency (CIDA) and World Vision Tanzania, the project had the objectives of collectively exploring the factors contributing to women's and girls' vulnerability to HIV/AIDS, facilitating discussions to create a mutual understanding about vulnerability within the community, and identifying potential strategies for reducing risk and vulnerability.

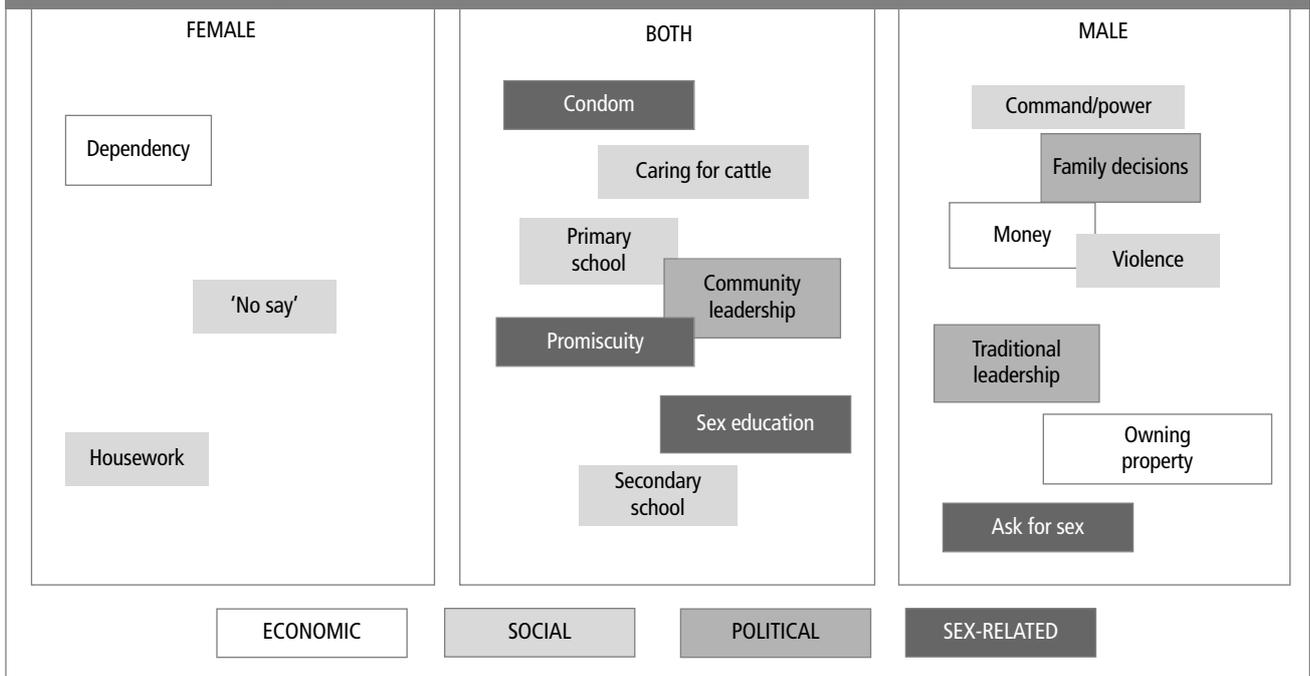
"The activity was carried out with adolescent and adult groups that were gender-segregated and organised according to the male and female age-class system, in accordance with the power dynamics that pervade the Maasai community"

In the initial sections of this article, I will describe the gender matrix activity and drawing activities that were employed in the project. I will then discuss their contribution to the project and to promoting women's and girls' rights.

The gender matrix activity

The gender matrix activity was adapted from a 'gender cards activity' described in the American Peace Corps' Life Skills Manual (2001). It consists of a simple matrix with three columns headed 'male', 'female' and 'both female and male' (Figure 1). We also used a selection of large, visible, gender cards representing different gender related behaviours, activities, roles, and attitudes, as shown in Figure 1. These were identified through extensive engagements with community members and a children's advisory committee prior to the discussions with the wider community. The cards represent

Figure 1: Figure of a completed gender matrix



the following pertinent issues:

- power within male-female relationships;
- gender roles, issues, and norms relating to sexual behaviour;
- access to education;
- ownership and access to economic resources;
- decision-making authority; and
- political participation.

As indicated by the different shading on the cards in Figure 1, each card was colour-coded according to whether it was associated with social, sexual, economic, or political dimensions of women's and girls' vulnerability. During discussions, colour-coding the gender cards served to raise awareness of the multiple layers of risk and vulnerability. For example, participants recognised that women were excluded from economic issues, such as owning property and access to money, and were identified with economic dependency.

The activity was carried out with adolescent and adult groups that were gender-segregated and organised according to the male and female age-class system, in accordance with the power dynamics that pervades the Maasai community. It was also important that the group facilitators shared similar age and gender characteristics to those of the group participants.

Steps for conducting a gender matrix activity

1. Hang three large, blank sheets of paper on the wall, writing the category headings – male, female, both – at the top of each sheet of paper.
2. Distribute gender cards to participants, and confirm with each participant that they understand what is written on their card.
3. Instruct the participants to place their gender card under the matrix category they consider most suitable for their card. Encourage the participants to consult each other during this step.
4. Facilitate an in-depth discussion about each card, exploring the participants' reasons for placing the cards in their respective categories. For example, in Figure 1, the facilitator may ask, 'Why is the "housework" card placed under the female category?'
5. Repeat the above steps – distributing the cards, asking participants to place cards, and discussing their placing – for each dimension of vulnerability, social, economic, political, and sex-related.
6. After completing the gender matrix, facilitate discussion about the completed matrix. Challenge participants to consider the social, sexual, economic, and political inequalities illustrated in the gender matrix.

The youth groups prepare a gender matrix



Photo: V. Corey Wright

Facilitating the matrix

In **step 2**, it was very important that the facilitators ensured each participant understood the different gender categories displayed on the matrix. Facilitators found it useful to facilitate some discussion to distinguish clearly the gender categories, providing examples when necessary. After distributing the gender cards in step 2, it was also important to ensure that each participant understood what was written on the cards, especially those who were not literate.

In **step 3**, facilitators encouraged participants to consult each other while distributing their cards on the matrix. This created a positive group atmosphere and encouraged good interaction and involvement, and plenty of laughter and talking. This was particularly important for generating good, in-depth discussions in the following steps.

The discussions in **step 4** were semi-structured. For each gender card, the facilitator explored the actual practice/behaviour that exists in the community, the perceived

reasons for it, relevant attitudes/perceptions, and perceived impact. In reference to the 'owning property' gender card in the Figure 1 example, some of the questions that the facilitator asked included: 'Why was this card placed under the male category?' 'Is ownership of property exclusively associated with men?' 'Are there exceptions?' 'What are the conditions or factors that determine exceptional cases?' 'What property may women own?' 'Why are women generally excluded from owning property?' 'Is this a positive or negative norm?' 'Why?' 'Does this impact or negatively affect women?' 'How?'

As indicated in **step 5**, each dimension of vulnerability – social, economic, political, sex-related – was discussed separately. For example, participants would place the cards related to the social dimension of vulnerability on the matrix, discuss these cards, then go on to the economic related cards and place and discuss them. This served two purposes. First, it helped to break up the sometimes-lengthy discussions and

Children prepare a gender matrix



Photo: V. Corey Wright

kept participants energised, maintaining good participation throughout the entire activity. Second, it helped to further highlight the different dimensions of vulnerability and encouraged participants to recognise the many factors that increase women's and girls' vulnerability.

Step 6 of the activity proved very effective and was a good way of initiating discussions about strategies to reduce vulnerability. The completed matrix, with its colour-coded cards, provided a dramatic illustration of the inequality that women and girls face. It challenged participants to reflect on the difficult experiences of women and girls, and the impact these have on their ability to protect themselves from HIV/AIDS. This provoked participants to evaluate critically some of the attitudes, behaviour, and practices illustrated on the matrix.

Good facilitation skills, especially in-depth questioning, proved to be very important for adequately exploring the complexity of the gender relations shown by the gender matrix. The simple, categorical nature of the gender matrix

activity tended to generate simple, popular perceptions of gender, often neglecting the diversity and complexity of gender relations. For example, although the 'owning property' gender card was commonly placed under the male category, after exploring this phenomenon in more depth, the discussions often conveyed that 'owning property' is not exclusively associated with males. Contrary to popular perceptions, in certain contexts and at certain periods of their life, women and girls exercise some ownership and control of certain property items.

Adapting the gender matrix activity for children

With pre-adolescent children, the gender matrix activity was facilitated differently. The pre-adolescent groups included girls and boys, and followed the steps below:

1. The participants were divided into gender-segregated small groups – one boys' group and one girls' group. The groups were positioned on the floor in opposite sections of the room.

2. After youth facilitators explained the process, the children worked by themselves in small groups, organising the gender cards on the matrix. In contrast to the intimidating environment of a large group, providing small group formats where the children could work amongst themselves fostered higher levels of interaction and participation.
3. The boys and girls then reconvened into a larger gender-integrated group. The matrices prepared by each group were posted on the wall as visual aids for the discussion.
4. The facilitator adopted a contrast and compare approach to explore the similarities and differences illustrated on the girls' and boys' matrices. This generated a lot of debate, particularly in cases of contrasting perspectives. It generated excellent interaction and constructive dialogue between male and female children, and encouraged the children to question and reflect on the differing situations of women and men, and girls and boys.

Drawing activities with children

The focus groups involving pre-adolescent children also included drawing activities to complement the gender matrix activity. These involved the following steps:

1. The youth facilitators created an informal and relaxed group environment by playing games, singing songs, and sharing locally understood riddles.
2. After distributing the drawing materials, the children were asked to spread themselves around the room, so they could work by themselves, without distraction or influence from other group members.
3. The group facilitator then presented the children with a topic or question, and directed the children to illustrate their thoughts or responses to the question through a drawing. For example, in one group, the facilitator asked, 'What are the most significant challenges or problems that you think women and girls face in your family or community?'
4. After giving the children adequate time to complete their drawings, trained youth assistants spent time with each child, reviewing the images conveyed in their drawings. They used unstructured questioning to explore and record the children's perspectives and experiences.

Facilitators found that children seemed more comfortable discussing the issues illustrated in their pictures, as compared to a more typical interview style. It was an effective way to hear their experiences and perceptions. Issues identified and discussed included gender-based violence, impact of alcohol

Figure 2: Child's perception of the impact of alcohol consumption on men's behaviour



Drawing: Moses Kelenbu (male, age 10)

consumption on behaviour, women's and girls' limited influence on decision-making, and the impact of the unequal distribution of labour on women and girls. Figure 3 shows one of the children's drawings, depicting a man abusing a woman. The child explained that the man was holding a bottle of alcohol, and that his alcohol consumption contributed to his mistreatment of women.

Findings

Although a thorough discussion of the findings exceeds the limitations of this paper, the following list highlights the broad categories that were identified within the activities and discussions, and provides a few specific examples of the different factors that participants identified as contributing to vulnerability:

- *Cultural values concerning masculinity and femininity.* Discussions indicated that females are often seen as inferior to males, which participants identified as negatively affecting their ability to influence relationships with men and boys, and contributed to the discrimination they often faced in the community. One participant explained that, 'Women are children compared to men and they cannot respond back to men'.

- *Cultural customs and institutions.* The custom of marriage exchange and bride price was frequently identified as affecting girls' access to education, which contributes to their vulnerability. One participant stated that, 'The Maasai prefer to admit the boys more than girls. This is because they are used to send the girls to the husband so they get dowry: some cows, some goats. So they prefer to admit boys more than girls'.
- *Unequal distribution of social, sexual, economic, and political power.* Women and girls most often have very little influence on their male counterparts. In all of the gender matrices, the 'no say' gender card was associated with females. Participants said that women and girls are often not listened to, and that, 'A man's advice or idea is given priority'. Sexually speaking, participants recognised that cultural expectations often prevent girls from determining and influencing their sexual relationships: 'She has no control over her body'. Participants said males usually assume control of all the economic resources within a household, even when women own a certain resource. One participant explained her frustration with this norm in the following comment: 'What does she really own if she only owns something by name? They call something yours and use your name in reference to it but, in fact, it is not yours'.

Discussion: effectiveness of the gender matrix and drawing activities

The activities generated a comprehensive mutual understanding of women's and girls' status and vulnerability. More importantly, they encouraged participants to reflect on the cultural values, customs, and other factors that compromise women and girls' human rights and contribute to their vulnerability. Participants began to recognise their contribution to the problem and their responsibility to make individual change as well as promote social change. When asked the question, 'Who is responsible for women and girls' vulnerability?', men commonly identified themselves as the responsible party. One

man expressed his experience and feeling of responsibility in the following comment:

In my opinion, I thank you very much, because this discussion has been very good, especially because it is those affected who are the ones discussing it...we are very thankful because we have seen something bad, and we have seen something good because we are the ones who are involving ourselves. We have seen a light and we know now what is bad and what is good.

The critical reflection and mutual understanding that emerged from the activities seemed to empower participants, and facilitate a sense of individual and collective responsibility. Some of the strategies identified have already been implemented. These include:

- building special accommodation for male visitors so as to protect women's and girls' sexual rights and autonomy;
- traditional leaders helping change harmful customs, such as the sexual practices and relations between adolescent males and young girls;
- traditional leaders acting as key educators and custodians, educating men about the implications of their behaviour;
- using the strong peer networks associated with the age-class system to provide education, encourage behaviour that reduces girls' vulnerability, and distribute condoms.

A traditional leader made the following comment after his participation in one of the discussions. It is a remarkable comment that highlights the awareness, sense of responsibility, and the mobilisation that seemed to have been generated through the project:

Normally, when you see a lion coming running to you and you do not have any weapon, what you can do, you need to make a lot of noise to call other people to help you, make a loud noise to call other people. This AIDS is like a lion, which is running to us, and we don't have weapons, there is no cure, you can never go to the hospital and get treated, that is life, you don't have a weapon. But to make noises, it is to call people and to try to make solutions to make our strategies to overcome that disease.

CONTACT DETAILS

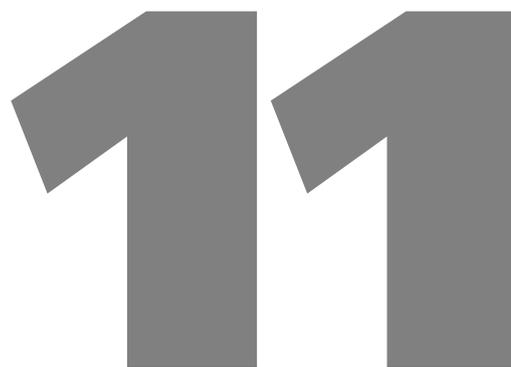
V. Corey Wright
PO Box 12950
Arusha, Tanzania
Email: wohconsulting@yahoo.ca

ACKNOWLEDGEMENTS

The accomplishments of this project must be attributed to the youth who guided the development of the above methodologies and facilitated the implementation: Elizabeth Lesitei, Beatrice Lendii, Edward Ole Lekaita, Ezekiel Elisante, Ruth Arega, and Godson Athuman.

REFERENCES

Human Rights Watch (2005). *A dose of reality: women's rights in the fight against HIV/AIDS*. Online at: <http://hrw.org/english/docs/2005/03/21/africa10357.htm>.
Office of the United Nations Commissioner for Human Rights (OHCHR) (1996). *Human Rights in Development*. Online at: www.unhcr.ch/development/approaches-04.html.
Peace Corps (2001). *Life Skills Manual*. Online at: www.peacecorps.gov/library/pdf/M0063_lifeskillscomplete.pdf.



Space and time for critical reflection and change

by **ROBERT CHAMBERS**

One of the most pervasive weaknesses of development agencies is the failure to provide staff with opportunities for experiential learning and time for reflection. Many are caught up in a culture of over-commitment, long hours, and intensive work. This is particularly acute in NGOs. Those who are taken as role models work into the night, and start again as soon as they wake up. For them, continuous work is an addictive drug. Staff who go home 'on time' feel guilty. Families suffer, as does personal learning and change. They see no need for courses. What matters is to get on with the urgent jobs to hand. There are many manifestations of this systemic pathology across development agencies. Though bilaterals and multilaterals often have both funds and opportunities to send their staff for field learning experiences, most of them seem to take them up quite rarely. Of over 700 participants in the seven annual PRA Thematic International Workshops organised in India by PRAXIS (the Institute for Participatory Practices), one could count on two hands the number of individuals who have come from multilateral or bilateral aid agencies.¹ And one bilateral donor staff member had to take leave to come.

Yet, time is needed, without pressures and without rush, to ask the 'big' questions, and to understand others' world-views, and tacit and explicit ideas (Dyck et al., 2000). Many organisations convene annual workshops and retreats, but often with overloaded agendas, too much show and tell, too many meetings on the side, and too little time for reflection. Any time allocated is invaded by other sessions that run on, and by contributors who complain that they have been excluded. Parkinson's Law has a corollary: that retreat workshop presentations prolong and proliferate to overflow the time available.²

There is, however, a discernible trend. In writing, more and more authors are prepared to struggle to be honest about their feelings, failures, and learning. Tony Vaux in *The Selfish Altruist* (2001) reflects critically and with disarming honesty on his experiences in relief work in famine and war; and several authors describe their experiences as facilitators in *The Art of Facilitating Participation* (White, 1999). Be it noted that the self-critical reflection we are discussing is a far cry from public confessions in totalitarian countries, or declarations of sinfulness in evangelical meetings. It is, rather, a quiet willingness to be reflexive, to share and learn from reflection and to treat mistakes as opportunities for mutual learning.

¹ CARE is the closest to a bilateral or multilateral agency that has sent a number of staff.

² Parkinson's Law, proposed by C. Northcote Parkinson in a book of that name, is that work expands to fill the time available for its completion.

It is none too soon that the word **reflection** is re-entering the vocabulary of development. The *Pathways to Participation* project (Cornwall and Pratt, 2003) found that PRA practitioners valued critical reflection. PRA itself illustrates the shift. For most of the 1990s, its first decade, it retained its original meaning of 'participatory rural appraisal'. During the later 1990s, the Pakistan PRA network redefined it as 'participation, reflection, and action', and this meaning has spread.³ The Community Development Resource Association in South Africa, in its report *Measuring Development* (CDRA, 2001) has this to say:

There is a peculiar form of self-abasement amongst development workers – donors and practitioners alike. It begins with the fairly righteous stance that we may not spend money intended for the poor on our own development. So we tend not to make time to learn. Yet, this lack of respect for ourselves as our most important 'instruments' in the development project results very quickly in a lack of respect-in-practice for those we claim to serve ... we value action over learning, often doing things to the poor that are inappropriate, even destructive. The benign and laudable claim that resources should go to those they are intended for quickly becomes a more harmful refusal to learn from experience.

³ 'Participation, action, and reflection' would have been better; but the acronym PAR already stood for 'participatory action research', and confusion would have resulted. Reflection and action interact; but reflection is best when grounded in the experience of action.

Mahila Samatha sets aside one tenth of staff time for personal development.⁴ I know of no other organisation that does so. Responsible management in development organisations, one would have thought, would insist on reflective retreats, whether individual or collective, for its staff. Self-critical reflection and respecting the self are still blind spots in development, even though they are a starting point for transforming practice and performance.

There is a danger, though. Things can go too far the other way. Too much time can be taken. Groups themselves can then become addictive, narcissistic, and overly inward-looking. Facilitators can become institutions, like psychoanalysts with their patients. Diminishing returns can set in. After a year of an organisational change process, one DFID field office reportedly declared that it had had enough and wanted to be free to get on with the job. Critical reflection, retreats, and renewal are to be optimised, not maximised. The Sida participation group that met once a month for a year and a half called itself *Lagom*, which means 'not too much, not too little – just enough' in Swedish, a term reflecting the group's desire to engage optimally with the process, and not spend too much, or too little, time and energy on it (Cornwall, Pratt, and Scott-Villiers, 2004).

⁴ Organisations with dangerous tasks and plenty of time in between them, such as fire fighters, may spend quite a lot of time training, but that is not the same as action-reflection and critical self-awareness.

CONTACT DETAILS

Robert Chambers
Participation Group
Institute for Development Studies
University of Sussex
Brighton, BN1 9RE
UK.

NOTE

This extract is taken from 'Behaviour, Attitude, and Beyond', Chapter Six of Robert Chamber's book *Ideas for Development*, and is reproduced with the kind permission of Robert Chambers and Earthscan Publications. See *In Touch* for ordering details.

REFERENCES

- Dyck, B., Buckland, J., Harder, H., and Wiens, D. (2000) 'Community development as organizational learning: the importance of agent-client reciprocity', *Canada Journal of Development Studies* 21, special issue: Participatory Development.
CDRA (2001) *Measuring Development – holding infinity*. Annual Report 2000/2001, CDRA: South Africa.
Cornwall, A. and Pratt, G. (2003) *Pathways to Participation: reflections on PRA*. London: Intermediate Technology Publications.
Cornwall, A., Pratt G., and Scott-Villiers, P. (2004) 'Participatory Learning Groups in an Aid Bureaucracy.' *Lessons for Change* 12. Brighton: Institute of Development Studies.
Vaux, T. (2001) *The Selfish Altruist: relief work in famine and war*. London: Earthscan Publications.
White, S. (Ed) (1999) *The Art of Facilitating Participation: releasing the power of grassroots communication*. New Delhi, Thousand Oaks, CA and London: Sage Publications.

12

Cowley Road Matters: community transport and road design

by CLARE SYMONDS

Introduction

Cowley Road Matters is an innovative, and possibly even unique, UK public consultation project. In January 2003, Oxfordshire County Council received funding of up to £1 million from the Government to improve the safety and environment of the Cowley Road, a busy arterial route through the heart of East Oxford in the south of the UK. It is a densely populated residential area and has an extremely varied mix of mainly small local shops, pubs and restaurants. East Oxford Action (EOA), a social enterprise and community consultancy, was asked to carry out the consultation and community participation aspects of the project.

Over the course of a year in 2003-2004, East Oxford Action engaged a very large proportion of the local urban community in designing and implementing a major road improvement scheme for this busy, diverse part of Oxford. EOA grew out of a successful Single Regeneration Budget Programme in the East Oxford area.¹ Underpinning EOA's work is the conviction that communities hold the answers and that regeneration should be rigorous and **should** promote cooperation and knowledge sharing. EOA also

carried out Mapping Matters – a consultation process in East Oxford that aimed to find out what local people thought about the area and what it needed – and which helped to secure the bid for Cowley Road Matters.

Background

The Cowley Road is what is known as a mixed priority route. This means that there are a lot of people who use it, including buses, cyclists, car drivers and pedestrians, all jostling for space. It is a narrow, busy street with many competing interests. Cowley Road has one of the highest frequencies of bus services in the city, with many cyclists, and has one of the highest road accident rates in the county of Oxfordshire. Local businesses need parking space to load and unload their goods. Car drivers want smooth passage through the road, and bus drivers need space to drive safely. Pedestrians want to have space to walk – in particular, the nature of the Cowley Road is that people stop and chat and want space to socialise.

The aim of the project was to involve and engage the users of the Cowley Road in redesigning it to suit their needs. East Oxford Action decided from the outset that the community's views would be heard and its priorities met wherever possible. If it were not possible, the reasons why would be made clear. The project involved a number of stages, giving people several opportunities to learn about the process, contribute their own knowledge, explore a range of options, and be involved in the final design. At every stage, genuine

¹ UK Government funded programmes that aim to improve the quality of life for people living in areas of need.



community involvement was a priority. All of this was intended to foster a sense of ownership amongst the local community: to help them feel that this was their project.

The process

Initial consultation

The Cowley Road Matters process involved several stages. A team of local people was created and trained in consultation methods. They were people from different walks of life known by East Oxford Action, who had been working in the area for five years. The team included an Asian woman, a refugee, someone who had been homeless and someone who was disabled. The team consulted widely among users of the Cowley Road, seeking out their views on the state of the Cowley Road and its environment.

This stage took more than three months. During this time, information was obtained about how people used the Cowley Road, what was working well, and people's perceptions of problems with the road. Businesses were made aware of the project in the regular East Oxford Action Business Newsletter before being approached by the consultation team. A website was also set up for people to find information online.

The team used different methods to talk to different people, including questionnaires and interviews. Interviews were carried out with groups such as taxi drivers and bus passengers. During streetwork, interviews were captured on video with people in cafés and who were literally 'on the street'.

Workshops were also held with various groups, employing a range of techniques including drawing on maps, arranging models of the Cowley Road, and participatory

video.² The groups included Asian women's groups, mental health groups, refugees and asylum seekers, as well as people with learning difficulties. Also two workshops were held with church groups who worshipped at churches on the Cowley Road and some with the police and local traffic wardens.

The shop as a drop in centre

A shop on the Cowley Road was transformed into a drop in centre where people could come in on specific days and write down or discuss their views about the Cowley Road. Originally this had not been part of the project, but we asked the owner of an empty shop if he would mind us using it and he agreed.

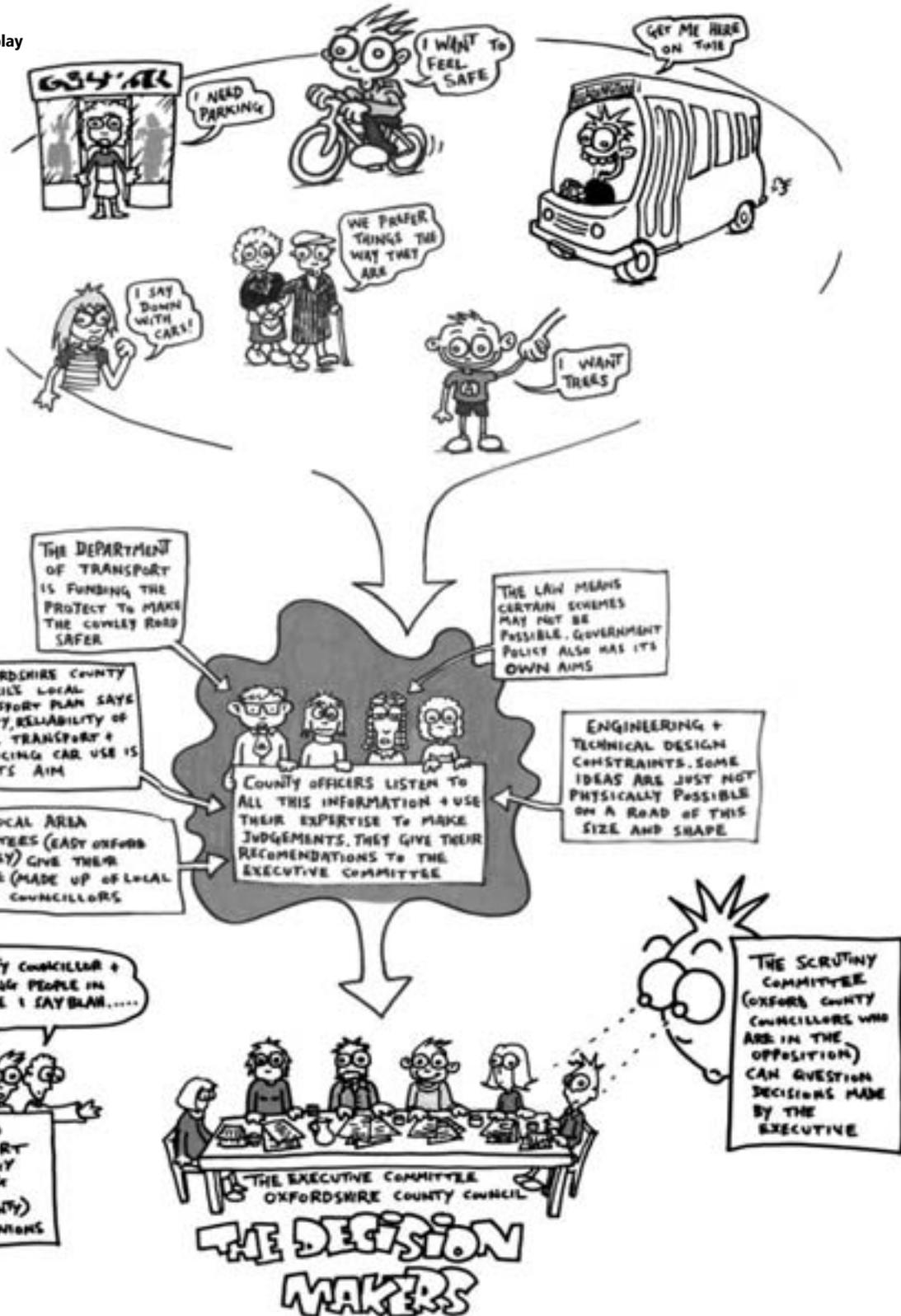
We could not miss an opportunity like this. Situated in the heart of the Cowley Road, it acted as both somewhere to display ongoing information as well as a place to drop in and talk to experts, local authority officers and community representatives. It was December and the weather was cold and damp, so we offered tea and mince pies to entice people in, as well as children's activities, a sofa to sit on, and a toilet!

During the consultation days, an average of four members of the consultation team, either in the shop and on the street outside, encouraged passers by to come into the shop, to learn about the road scheme, and to give their views. Team members explained the consultation process and why it was taking place, using prepared guidelines and showing people the decision-making cartoon, and using the questionnaire as a basis for discussion.

² Participants are trained in video techniques, so that they can interview each other using the video to record each other's opinions and views. The participants are usually more relaxed and at ease when being interviewed by peers. Participants then edit the video to ensure they have control over the process.

HOW THE DECISIONS ARE MADE

The decision-making process cartoon, on display in the shop.



GENERAL SECTION

Cartoon: Steve Brenig

A close-up of the Cowley Road model. Models created by Charles Parrack, Oxford Brookes University, UK



Photo: Al Cane

Maps and models

The team also utilised large-scale maps, using photos of the premises down the road, on which road users were able to draw out their most frequently used routes. The model was laminated so people could draw on it and blocks of wood made to scale were used to represent different modes of transport. Other large-scale maps of the Cowley Road were hand drawn with landmarks to orientate people. These were used in workshops and at the shop to show people's travel movements and to depict either in writing, symbols or drawing what people wanted. People were asked to write their comments on post-it notes and stick them in the appropriate place on the maps. These were regularly transferred to large notice boards where they were clustered into themes.

Design days

We then held two design days, during which the community and road designers took the findings from the consultation and used them to inform a basic initial design. The day involved several activities, including watching the participatory video of different people's opinions and looking at the results of the initial consultation. This meant that people could still be represented even if they didn't want to attend the workshop, which was a long day with detailed discussions, that not everyone had time for.

Afterwards participants were divided into groups and were each given specific questions to try to answer, regarding issues for different modes of transport on the road. Each group then met with each of the other groups, to consider

which elements of their design would be good for both of them, and on which areas they disagreed. A chart was drawn up with the results, which the design consultants took away with them.

At the second design day the design consultants showed how they had taken the design briefs from the first design day and turned them into one road design. The participants asked questions and discussed the designs and made their comments using post-it notes. The design team took away the comments and made changes to it.

From community scrutiny to finalising the design

The latest design was then shown at a 'community scrutiny' exhibition, held at the shop. Over 1,000 people attended it. The shop was open for a total of 21 hours over 6 days. People were able to drop in and examine the proposals that had been developed further by the design consultants, as a result of the comments made at the last design day.

On display was an explanation of the consultation process, a summary of the initial consultation results, a summary of the thinking behind the proposals and a five-metre long map of the Cowley Road with a detailed explanation of what was being done and why. It showed every aspect of the new road design and explained every decision. One person said having the model was 'like having the Cowley Road in the room with you' and made it much easier to think and talk about the issues. The different sections of the display were colour coded to enable people to navigate around the exhibition. Comments, suggestions and criticisms of the design received during the exhibition were then used to amend the plan.

The final basic plan was then exhibited widely at a local community carnival. This is an annual event run by East Oxford Action attended by 20,000 people. Further detailed design workshops were held to inform the detailed plan, which included features such as furniture and cycle racks, as well as the materials to be used. Local artists attended these workshops and also people who had come to the previous events and who had expressed an interest in the detailed design workshops. The County Council's executive committee then approved the final design in January 2005, and work started on the final agreed scheme in April 2005.

What was successful about CRM?

An indication of how well informed the community had been was the level of interest in the public scrutiny of the plans for the road, which were viewed in the shop by over 1000 people over four days. The evaluation report describes this

The model helped participants to visualise the design of the road. Models created by Charles Parrack, Oxford Brookes University, UK



Photo: Al Cane

level of interest as 'unprecedented'. Participants also noted the unusual level of interest:

The Cowley Road community is buzzing with this scheme, their interest and enthusiasm has to be seen to be believed.

This was partly because the consultation process was multistage and took place over a long period of time. People were able to get involved at different levels and in different ways. Some people filled in a questionnaire on the website, others took part in workshops, some people were interviewed as they journeyed on the bus while others spent two days working with the design team to work out the basic design.

Transparency in decision-making

It was clear that not everyone's ideas, priorities and desires could be included in the one scheme, but we had to tell people why theirs had or had not been included. This meant making sure that the decision-making process was clear and

The shop was particularly successful in getting people involved. Models created by Charles Parrack, Oxford Brookes University, UK



Photo: Al Cane

justifiable. The way we did this was to draw up a list of guidelines, which were displayed at every consultation event. They enabled people to understand what parameters the County Council were working within, and made it easier to explain why some ideas could not be taken forward if they did not fit in with the guidelines. Participants were shown these guidelines and asked to specify their own and these were added to the list.

One of the most successful aspects of the project was the decision-making cartoon. This showed who was making the decisions and what affected their choices. Together with the guidelines that were established at the beginning of the consultation this helped the consultation team to better manage the expectations of participants, which helped to contribute to transparency. Participants were clear about the scope of their involvement. It seemed that by being transparent about the process of decision-making, people were more ready to accept difficult decisions, which needed to be explained.

Designs have been based on the results of previous consultation and rationale have been explained well.

Excellent consultation process, great that everyone can be involved in the decisions and understand the difficulties due to conflicting priorities of people using/ working in the area.

I can see how hard it is to reconcile users' needs.

Time and space to stop and think: the success of the shop

One of the most successful means of informing the community was using the empty shop. An evaluation report prepared by the Oxford Brookes University Planning Department notes that many participants thought that this aspect of the consultation process was extremely successful (Brownhill, 2004). The shop was a neutral space where many people felt comfortable. In fact, during the drop in sessions many people came in out of curiosity thinking it was a new shop. Some of these people would not have come to a consultation exhibition had it been held in a community centre or Council building.

For example, a homeless man came in to the shop for warmth and a cup of tea. He got involved with the project and spent many hours outside handing out leaflets out and telling people what was happening inside. He managed to attract a different kind of person into the shop than we did, people that perhaps would not have come in if he hadn't been there. We don't know exactly what he gained from being involved but he felt comfortable enough to stay with us for a number of days and volunteer. This was the type of atmosphere we tried to promote in the shop to make people feel comfortable about coming inside and talking. This is what one participant thought:

Advertising and having a shop front has meant people

Cartoon : Steve Brenig



have had time and space (designated area) to stop and think. It has shown its fruition in the plans.

Using participatory video

Using participatory video was not only a successful way of engaging people but also a powerful way of showing others what they thought and felt. Combined with the use of maps and models it made the complex and rather dry topic of road safety come alive.

After the initial consultation and design days when the plans for the road were being shown at the community scrutiny exhibition, the groups we had worked with using participatory video came to the shop to look at the plans and see how their views had been listened to. First, we watched the video to remind them of what they had said then we looked at the plans. This had an immensely powerful effect and was commented on by one group leader³:

They have really gained in confidence and self esteem, speaking up about things that are important in their own lives. Seeing that their views have been heard helped them to feel safer and more a part of their own community. They felt empowered.

³ Comment made by the coordinator of a group of people with learning difficulties from ethnic minorities. The group participated in two video workshops for the consultation.

“The shop was a neutral space where many people felt comfortable... Some of these people would not have come to a consultation exhibition had it been held in a community centre or Council building”

Lessons learnt

The assessment of the project's success was confirmed by the independent evaluation, which showed that people had been more deeply involved in the consultation process, and had a greater input into the final design, than would have been achieved by more conventional approaches. In doing so, the project helped to rejuvenate both the area and the workings of local democracy.

But despite the good feedback there were still others we had to convince. One trader on the Cowley Road commented that, despite having been involved in the consultation process from the start and having attended all events apart from the design days, she felt she had not been consulted enough. When probed as to how the process could have been improved, she responded, ‘you didn't tell me how important it was’.

This was an important learning point. Unless members of the community feel that the subject of the consultation is relevant to them, they may not become fully engaged. A matter that is high priority for a local authority may not at first seem relevant to a local resident. It may take some time before an issue becomes personally resonant – hence the need for sufficient time to engage the community fully.

In addition, often the term ‘hard to reach’ is used to describe certain sectors of the local community who do not traditionally get involved with consultation. However we feel that using this term may guarantee that they become just that. The consultation process for the Cowley Road scheme demonstrated that with clear planning, flexible thinking, and the use of appropriate and innovative consultation techniques, sectors of the community that are traditionally labelled as ‘hard to reach’ can become accessible, and their voices heard. Perhaps ‘different’ rather than the implied ‘difficult’ to reach would be a more useful definition. Perhaps the definition should be turned on its head, and consultation processes should be labelled as being ‘hard to engage with’ if they do not involve all sectors of a community.

What we would do differently

Hindsight is a marvellous thing and there are aspects of the

project we would do better. One issue that we thought about a lot afterwards was that of recording people's ethnic backgrounds. Recording ethnicity of participants is a sensitive issue. EOA used the census data classification system to identify the different ethnic groups. However discussions with participants raised awareness that this classification system may not be satisfactory (e.g., 'Asian' groups were identified according to country of origin, whereas 'white' groups were merely described as 'other'). Some participants did not wish to be classified in terms of their ethnicity, and some felt it difficult to decide, particularly those of mixed race.

When carrying out any project that involves participants from a variety of ethnic backgrounds, is important to give full consideration to how useful it would be to collect information on ethnic origin, rather than to collect this information as a matter of course. If it is deemed useful, then it must be collected with considerable sensitivity.

Conclusions

We believe that the project was successful for a number of reasons:

- The number of people involved exceeded expectations: over 2000 local people were engaged in designing the

scheme – a far greater number than is often achieved in any consultation.

- Sectors of the community whose voices usually go unheard were consulted and engaged.
- The overwhelming majority of those involved felt positive about the project. As a result, pride and engagement in the local area has been boosted.
- The project raised the profile of the area and provided employment for 20 local people.
- The project improved the relationship between the public and the local authority. Many residents felt it was the first time that attention had been paid to their views.

The benefits of engaging the community to such an extent have been broad and varied. It is clear that the process has had a significant impact on the final road safety scheme and helped its implementation, but has also resulted in greater community cohesion, better relations with local authorities and raising the profile of the Cowley Road. In addition, the sense of community ownership of the road that has increased as a result of the consultation may lead to safer behaviour on the road, and the understanding of other people's needs and difficulties may reduce conflict, and ultimately reduce accidents.

CONTACTS DETAILS

Clare Symonds
East Oxford Action
SS Mary and John Church Hall
Cowley Road
Oxford
OX4 1UR
UK
Tel: +44 1865 791 372/203367
Email: cowleyroad@eastOxford.com

REFERENCES

Brownhill, S. (2004) 'Evaluation of the public consultation for the Cowley Road Safety Demonstration Project.' Interim report, September 2004. Oxford Brookes University: UK

NOTES

For more information on the project or any of the issues raised please get in touch.



Details of the project can be found on our website, there is also a video available in DVD or VHS form and a 70 page report on the process available as a portable document file (PDF).

EOA also offers training and advice in consultation and community participation. For more details please see our website www.eastOxford.com

13

In search of deeper training, learning, and change

by **ROBERT CHAMBERS**

My horror of evangelism, and of being 'got at' to change, has held me back from facilitation that opens up deeper questions.¹ The reader may not endorse my preference to start with behaviour rather than attitudes, values, or beliefs. It is a personal thing. For whatever reasons, I have preferred to play it safe on the surface with a focus on fun (see, for example, Chambers, 2002). This weakness need not be imitated by others. One great frontier is to evolve and spread approaches that can help oneself and others to change profound attitudes, as well as behaviours. On this subject there is a mass of experience and literature from psychotherapy, including group psychotherapy. In participatory development, one effective ideology has been Training for Transformation, also known as DELTA (Development Education and Leadership Teams in Action) (Hope and Timmel, 1984), with repeated reflective training in Freirian and Christian traditions.² Another approach has been that of the CDRA (Community Development Resource Association) in Cape Town, its inspiring annual reports, and Allan Kaplan's

Development Practitioners and Social Process: artists of the invisible (Kaplan, 2002), most chapters of which conclude with a reflective exercise.³

In India, R. S. Saxena and S. K. Pradhan (2002) have been, as they put it, 'in search of a meaningful participatory training methodology'. They find the top-down attitudes of officials are reinforced by caste, class, and the belief that suffering and poverty in this life are punishments for the ill deeds of the previous incarnation. A complete role reversal is required; but with conventional training they found that attitudes did not change. So they have evolved a participatory workshop process with reflection on attitudes for attaining success, on personal strengths and weaknesses, and on building positive attitudes. Participants construct a personal self-image profile with two columns ('I am' and 'I need to be') for personal attitudes and characteristics, with 'excellent' and 'needs improvement' listed below for behaviours. Fieldwork with communities is stressed, as are win-win situations in which participants, communities, and

¹ A horror of evangelism is itself an attitude. I recognise some of its origin in myself in the boarding school experience of being asked repeatedly by one of the masters whether I had yet 'taken the step' of 'bringing Jesus into my life'. I was damned if I was going to take the step. I am damned still, and still abhor missionary intrusiveness.

² In Shinyanga region in Tanzania, in 1998, there was a one-week workshop for district-level staff from eight districts. Those from one district stood out from the rest for their attitudes and behaviour: sitting down, showing respect, listening, facilitating, not dominating. I asked them what made them different. They said they had had PRA training a few years earlier. I was surprised and impressed. But when I probed, they revealed that before the PRA they had had three DELTA trainings. Almost certainly, I concluded, the DELTA, not the PRA, training would explain most of the difference.

³ The CDRA annual reports are really annual reflections. I warmly recommend them. They can be accessed at www.cdra.org.za.

the overall project all gain. A participant commented on coming to understand what Gandhi meant when he said, 'You must be the change you wish to see in the world'.

Some of the best experiential learning enables a person to feel what it is like to be another. The learning may not be immediate; rather, it may work itself through over time. An example was a ten-day workshop in Bangladesh of ActionAid staff from around the world, held in 2001. It was billed as a Participatory Methodologies Forum. I was one of those who went expecting to share ideas and methods. A planning team that convened days before the workshop evolved different ideas and facilitated a workshop that was about power (for an excellent account, see *Transforming Power*, ActionAid, 2001). The disappointed expectations and deep

frustration some of us felt were themselves a source of learning about how others experience our behaviour. As participants put it:

The planning team denied that it had an agenda. We do that all the time in communities – starting apparently open-ended participatory processes when really we do have an agenda all the time. We have objectives and strategies which may be out of synch with communities. How can we become more open and transparent?

Now we know what it is like to be 'participated at'. Participatory processes can disempower people. They risk wasting the time of people who have less time to waste than us. We got impatient with the planning team, and communities get impatient with us.

CONTACT DETAILS

Robert Chambers
Participation Group
Institute for Development Studies
University of Sussex
Brighton, BN1 9RE
UK.

NOTE

This extract is taken from 'Behaviour, Attitude, and Beyond', Chapter Six of Robert Chamber's book *Ideas for Development*, and is reproduced with the kind permission of Robert Chambers and Earthscan Publications. See *In Touch* for ordering details.

REFERENCES

- ActionAid (2001) *Transforming Power. Participatory Methodologies Forum*, February 2001. London: ActionAid.
- Chambers, R. (2002) *Participatory Workshops: a source book of 21 sets of ideas and activities*. London: Earthscan.
- Hope, A. and Timmel, S. (1984) *Training for transformation: a handbook for community workers*. Set of three books. Gweru, Harare: Mambo Press. Republished by IT Publications: London, 1996.
- Kaplan, A. (2002) *Development Practitioners and Social Process: artists of the invisible*. London: Pluto Press.
- Saxena, R.S. and Pradhan, S.K (2002) 'In search of a meaningful participatory training methodology.' *PLA Notes* 44. London: IIED.

Tips for trainers

'Other Oxford': participatory community photograph workshops

This photo was taken by E, who told us: 'I didn't realise this bench was designed to stop people sleeping on it until after this photo was taken'

by JOSH BREWER and MATTHEW WINPENNY

Introduction

This tips for trainers article provides information on how to run a participatory community photographic project with vulnerable groups. It is based upon our own participatory photographic project called 'Other Oxford' working with homeless individuals from the Steppin' Stones centre near the Cowley Road in East Oxford, in the UK.¹ We hope it will be a useful resource for anyone thinking of setting up a community photographic project. It includes:

- resource requirements and sample budget;
- general workshop outlines/plans;
- sample photographs and meanings (from the Asylum Welcome Project);
- photos from the 'Other Oxford' project; and
- general project guidelines.²

We chose to work with a group of



people affected by homelessness because we felt that they were a part of the population that often went unheard in wider society. We felt that a photographic project would be the best way to get their voice heard in the community. We especially felt that an exhibition could be used as a way of getting messages across to key advocacy targets such as local media and town councillors.

We found the value of this approach is that it should allow any group to use the process to come up with a set of messages in a participatory way and in a form that is easy to communicate.

We would recommend that you

try and get a photographer to help on this project as they are useful when analysing peoples' photos and giving advice on framing and setting. Our approach also used digital and Single Lens Reflex (SLR) cameras, and we also edited photos using a computer, although if you do not have access to this type of equipment, you can adapt the methods to suit the equipment that is available to you.³ The next section gives you a brief outline of what would be needed to do this project.

³ A Single Lens Reflex (SLR) camera allows you to use interchangeable lenses, control over aperture and shutter speeds, and a choice between manual focus and autofocus cameras.

¹ The Steppin' Stone Centre is run by the Porch charity, based in Oxford, UK. The centre provides day-long support for homeless and vulnerably housed people wanting to move forward in their lives, away from street-life and addiction. See www.theporch.org.uk for more details.

² The 'Oxford through my eyes' participatory photography project was run by a local organisation called Asylum Welcome in Oxford, UK, which used photos to portray Oxford through the eyes of young asylum-seekers. See www.asylum-welcome.supanet.com/eyes.html for more information

Resource requirements and sample budget	
Equipment	You will need two disposable cameras per participant at a cost of £3 each. If possible, it might be useful to use one digital/ Single Lens Reflex (SLR) camera per participant. Access to a computer would also be required if digital format is chosen.
Transport	You may need to arrange transport for participants if they chose to take photographs further a field.
People	
Photographer	He/she will need to commit roughly 20 hours of his/her time, including attendance at five workshops. If you are having trouble finding a photographer try contacting e.g. your local photographic society, this is where we found ours.
Project worker	You will need at least two project workers in order for this to be successful. They will need to commit approximately 30 hours each.
Dissemination	
Printing Costs	These are variable and will depend on the size of prints and what equipment is available to you. We would suggest finding out these costs before you start the project, as you may need to raise funds. If you have more available in your budget you might want to look at getting better quality prints e.g. for an exhibition.

This photo was taken by K. The caption is: 'I took this photo of a lock because I like to hide the real me from other people'.



General workshop outlines for photographic project

Based on our experience, we recommend that the project takes the form of six workshops, held over five weeks. Each workshop will take roughly between two and three hours. The end point of the project could take the form of an exhibition. When getting the group to choose a location for any exhibition, try to emphasise the importance of choosing a location that is as relevant as possible to the group.

These outlines were adapted from the McAlinden Outline and are a basic guide, which can be adapted and altered to individual needs (Chambers, 2002).

Workshop One

What you will need

- Paper
- Pens

- Sample photographs from other projects
- Disposable cameras
- Bluetac

Aim

This workshop is the basic introduction to the project. The main purpose of this part is to outline the project and to develop a set of participants who wish to join in. You may want to perform an icebreaker near the start. Do not worry about trying to find out exactly what they are interested in taking photos of as many will not know fully. They will develop this as the workshops proceed.

We would suggest the following activities to be used in this workshop:

Sample exercise one: disposable camera pictures

The aim of this exercise is to get

people to participate in the project, think about ideas of what they may wish to take photos of and to break the ice.

These disposable cameras will provide the material that will be looked at in the second workshop. They are given out so that people can take them away and take photos of any theme that they want. You will need to set a hand in date of when to return the cameras so that they are able to be developed in time for the next workshop. We also advise showing these to the photographer working on the project before the second workshop and asking him to select one or two to say what is good about them.

After you have introduced the project, give out disposable cameras and ask participants to ask the person sitting next to them to take a photo



of them using their camera. It may also get some discussion going about photography. It is also a good source of knowing whose camera is whose.

Then explain that they can take these away, take some photos and they will be developed for free and returned at the next workshop. Don't go into too much detail on what you want them to take photos of here, save that till the later workshops.

Sample exercise two: previous project's photos

The aim of this exercise is to give participants an idea of what has been done before and to get discussion going about various themes.

These are used so that participants can see what has been done before. You will want to try and find the reasons why people think these have been taken and what

Table 1: Outline Of Workshop One	
Plan	
Short term objectives	<ul style="list-style-type: none"> • Get people to take part in the project • Form workgroups
Long term objectives	<ul style="list-style-type: none"> • People to participate in the complete project • To empower individuals • To find issues that affect them and that they feel passionate about getting across to a wider audience
Organise	
Opening	
Purpose	<ul style="list-style-type: none"> • What is this project? • Why are we doing it? • Why is it important? • What do we hope to achieve?
What's in it for them?	<ul style="list-style-type: none"> • Educate the public on issue of their choice • Influence local policy and decision-making • Enjoyable • Training on photography by a professional photographer • Something to keep at the end of the project
Body	
Idea 1	Sample Exercise 1: Photographic Exercise
Idea 2	Sample Exercise 2: Previous Projects Photo's
Idea 3	Gather information on what they might like to educate public about
Close	
Purpose	Plan for next workshop and organise dates
Action steps	<ul style="list-style-type: none"> • Set deadline for cameras to be handed in • Organise next meeting • Ask participants to think about what and where they would like to photograph • Think about exhibition space

they think they are about. The best way to do this is to give each person a photograph and ask them to comment on what it is about. Then ask others what they think.

Workshop Two

What you will need

- Two or three of your own photographs
- Participants' developed photographs
- Post-it notes
- Pens
- Bluetac

Aim

The purpose of this workshop is to introduce the photographer to the group, to go through photos taken on the disposable cameras, develop some themes to be looked at and to arrange the first trip out.

We would suggest that the photographer spends about 15 minutes talking to people about their photographs and showing some examples of what s/he thought were good photos and why. If there are none available from the participants then ask the photographer to bring in

Table 2: Outline of Workshop Two	
Plan	
Short term objectives	<ul style="list-style-type: none"> • Look through photos • Introduce the photographer • Develop themes to look at • Arrange first trip
Long term objectives	<ul style="list-style-type: none"> • People to participate in the complete project • To empower individuals • To find issues that affect them and that they feel passionate about getting across to a wider audience
Organise	
Opening	
Purpose	<ul style="list-style-type: none"> • Recap on last week • To give photos back and go through them • To introduce photographer to group and for her/him to give a talk on basic photography skills • To arrange first trip out
What's in it for them?	<ul style="list-style-type: none"> • Returned photos • Training
Body	
Idea 1	Return photos and spend time looking at them
Idea 2	Sample Exercise One
Idea 3	Photographer to discuss photos
Idea 4	Discuss first outdoor session and exhibition ideas
Close	
Purpose	Confirm dates for next workshop
Action steps	<ul style="list-style-type: none"> • Set dates for next workshop and how this will be run • Ask them to think about what they would like to cover • Think about exhibition space • Think about questions to ask photographer

a few of her/his own.

After the photographer has talked about the participants' photos it is recommended that you ask the photographer to talk about photographic techniques that can be used e.g. framing, flash etc. These should be explained in simple terms and consist of five to six points. More than that could be confusing.

We would suggest the following activity to be used in this workshop:

Sample exercise two: photographic discussion

The aim of this exercise is to generate discussion on participant photos and to try and find out the reasons as to why they chose to take these photos. It is also a useful exercise, as it will allow you see if there are general themes that are being brought up.

The best way to start this is to bring in two or three of your own photographs (pick photos that mean something to you), pin these up on a board of some sort or pass them

This photo was taken by J. The caption they chose was: 'This shop is in keeping with the rest of the Cowley Road.' The Steppin' Stone centre is just around the corner from the Cowley Road.



round. Then ask people to write down what they think the photograph is about. Collect all of the paper and read each one out and ask the group to comment about what they think of that idea. After you have gone through each photograph, tell the group what they are about and what they mean to you and why they were taken.

Then ask the participants to go through their photos and pick the five photos that have the most meaning to them. You could suggest that they are only able to keep five photographs from the ones that were developed and that they have to pick. After they have picked, collect the photos and stick them up. Ask people to write on post-it notes what they think the photographs are about and to come and stick up their answers next to the photograph. Go through these answers and then ask the person whose photo it is to explain why they took it. This should produce some interesting information for the project.



Workshop Three

What you will need

- Transport
- Digital/SLR cameras, or disposable cameras, one for each person

Aims

To get the participants taking photographs and also to use the photographer to help in anyway that s/he can. Themes from previous workshop should start to develop here.

This workshop will take the form of an outdoor shoot. The participants will go out with the photographer and project organisers to various locations and take photographs. It may be easier to base this around where the project is based, but if you have access to transport you can go further afield.

The idea of this workshop is that the participants chose where they would like to go and what they would like to photograph. But if they are not sure, decide some places

Table 3: Outline of Workshop Three

Plan	
Short term objectives	<ul style="list-style-type: none"> • Trip out to take photographs • Develop themes
Long term objectives	<ul style="list-style-type: none"> • People to participate in the complete project • To empower individuals • To find issues that affect them and that they feel passionate about getting across to a wider audience
Organise	
Opening	
Purpose	<ul style="list-style-type: none"> • Introduction to the workshop • Discuss sites that people want to visit/themes they may want to take photographs of
What's in it for them?	<ul style="list-style-type: none"> • Training and advice on photography • Fun and something different to do • Taking photos as a group
Body	
Idea 1	Go to sites and take photographs
Idea 2	Whilst there, ask individuals what they are taking photos of and why
Close	
Purpose	Arrange meeting for next workshop
Action steps	<ul style="list-style-type: none"> • Ask them to think about themes of photos and how this may be documented • Ask them to think about exhibition space • Arrange time to deliver the photos to participants

between the organisers before this workshop starts. You may also need to consider alternative indoor places, as the weather may not be suitable to work outside.

It would be useful to have at least one staff member for every two participants as it might be that people want to take photographs of different things and you may need to split up.

Workshops Four and Five

What you need

- SLR/digital cameras or disposable cameras – one per person
- Paper
- Transport

Aim

These workshops take a similar form

and are basically the same. The aims are to look at photographs produced last time and to go out for another shoot. Also to develop themes produced from previous workshop.

In these workshops you should find that certain themes should start to develop regarding themes that people want to take photographs of.

At the end of Workshop Five you will need to give people disposable cameras to take away so that they are able to take extra photos they may want to add to the project. The reason for this is that people may want to take photographs of something that cannot be covered in a group.

It is advisable to split these two workshops into two parts. Part one will look at the photos produced in

Table 4: Outline of Workshops Four and Five

Plan	
Short term objectives	To look at photos from previous week and to go on another shoot
Long term objectives	<ul style="list-style-type: none"> • People to participate in the complete project • To empower individuals • To find issues that affect them and that they feel passionate about getting across to a wider audience
Organise	
Opening	
Purpose	<ul style="list-style-type: none"> • Introduction to the workshop
What's in it for them?	<ul style="list-style-type: none"> • Training and advice on photography • Fun and something different to do • Taking photos as a group
Body	
Idea 1	Look at photos from last week and discuss themes. Exercise One of Workshop Two can be used again here.
Idea 2	Go out on photo shoot
Close	
Purpose	<ul style="list-style-type: none"> • Organise next workshop and ask people to come to decision about exhibition space • Workshop Five: Hand out cameras and arrange for collection date
Action steps	<ul style="list-style-type: none"> • Plan date • Ask for exhibition place to be decided

the previous sessions and part two will involve going out on the shoot. For part two, you could offer the chance for people to go off on their own to take photos if they have certain subjects that they want to cover that no-one else does.

Workshop Six

Aim

To make final decision on photographs to exhibit, to decide exhibition space and to find out why each one was taken.

In this workshop you will be trying to reach a conclusion on what photographs are going to be chosen for the exhibition and where this will take place. You will also want to gain information on why each of these

photographs was chosen so that this can be exhibited with the work.

General project guidelines: the Ten Commandments of a photographic project

This section covers our ten generic 'commandments' that we think are essential when it comes to participatory project work.

'Copy, steal and adapt'

When starting on any project work it is useful to look for other projects that have been produced on similar themes. This will allow you to gain scope on whether the project was successful, what went wrong/right and also provide a point of reference in case you need any advice. It may also provide you with exer-

cises and materials that can be adapted to suit your purpose.

'Get involved'

From our experience, don't go into too much detail with the planning process as things will definitely change as you form relationships with the groups involved. Instead get involved as soon as possible. This will give you a good idea about if your project is feasible and if people are actually interested in what you are doing. It will also provide you with a great insight into the issues that you want to deal with and help shape the overall outputs.

'A bit of preparation goes a long way'

When it comes to workshops preparation is everything. You need to look at developing a set structure which can be adapted if something is not working. It is important that you engage the whole audience and get their inputs into this, as this is where you will find a lot of the information needed.

'We are boring...doing stuff is fun'

We are boring, we all know that. Imagine listening to yourself speak for half an hour if you weren't really that interested in what you were being told? Wouldn't that make you turn off and not pay attention? So how do you prevent that from happening and keep people engaged for the whole duration of the project/workshop? We recommend 'doing stuff' and it really works. Having practical exercises that you can use to split up the talking parts of any workshop will allow you to build relationships with the participants and also get them to engage on the issues that you are looking at.

'Simplify, simplify, simplify'

Keep things as simple as possible, you do not know who you are dealing with and what they will understand. The simpler

The photographer from the Asylum Welcome Project said 'This was interesting. There were all sorts of things in the cart – a gold tin, a chair, even some jewels. The man was quite old and the cart very heavy. I guess he was taking it to the university.'



it is the easier it will be to explain what you are trying to achieve.

'Don't change what's not yours!!'

It is easy to put your own interpretation onto other peoples' work. This is usually unbeneficial and should be avoided. In a participatory project you have to give the participants the final say and allow them to contribute and control the way in which the project will proceed. If this is not done it may make the participants feel that they don't have anything to offer and therefore undermine the entire project.

'Invest small to accumulate big'

Start small and scale up. Don't jump into something that you can't handle. The smaller the project the easier it will be to get feasible outputs. Remember that the biggest tree came from a small acorn. Also if you start small you can develop a pilot project, which can be used as part of a project proposal for funding when/if you decide to scale up.

'Keep techies on a leash'

In some projects technical people (techies) are needed in order to make the project work. This can sometimes be unproductive to the overall project as they might have a different agenda to you and may try and change the emphasis for a participatory project to a technical one.

We found that in our Oxford

Table 5: Outline of Workshop Six

Plan	
Short term objectives	<ul style="list-style-type: none"> • To decided photos to exhibit • To put text to these photos • To confirm exhibition space
Long term objectives	<ul style="list-style-type: none"> • People to participate in the complete project • To empower individuals • To find issues that affect them and that they feel passionate about getting across to a wider audience
Organise	
Opening	
Purpose	• Introduction to the workshop
What's in it for them?	Completion point
Body	
Idea 1	Give back disposable camera pictures
Idea 2	Go through photos from all weeks
Idea 3	Pick photos for exhibition
Idea 4	Apply text to photos
Idea 5	Decide exhibition space
Close	
Purpose	Close of project
Action steps	<ul style="list-style-type: none"> • Thank everyone for taking part • Debriefing/feedback from participants

project, as the photographer involved tried to change the photos to make them look better. We had to explain to him that this was not the purpose of the project.

Remember that they are working for you, not the other way around.

'Things might not be as you think they are'

We all go into any project with some fixed ideas of how it is going to proceed and an area that we would like to look at. But you always need to consider that these might not be the issues that the participants want to look at. It should always be about what the participants want to say, not what we think they want to say.

'It's who you know, not what you know'

You can have all the knowledge in the

world but its no good if you've got no where to use it. To conduct any participatory project with vulnerable people you need to be able to get access to that group. This can be very frustrating and difficult. The best way to do this is to develop a network of people who may be able to help you. Using your existing networks is an efficient and effective way of doing this.

CONTACT DETAILS

Josh Brewer and Matthew Winpenny, c/o Professor Nabeel Hamdi, CENDEP, School of the Built Environment, Oxford Brookes University, Headington Campus, Gypsy Lane, Oxford, OX3 0BP, UK.
 Josh Brewer, email: josh_a_brewer@hotmail.com
 Matthew Winpenny, email: matthew_winpenny@hotmail.com

REFERENCES

Chambers, R. (2002) *Participatory workshops: a sourcebook of 21 sets of ideas and activities*. Earthscan: London

Numeracy skills in Reflect

Understanding training in Reflect

There has been a lot of discussion among Reflect practitioners about the notion of training, and various practitioners have challenged the use of the word.¹ Traditionally training is a top-down process, with the trainer giving the inputs, and the participants learning from the 'expert'. This is contradictory to the very ideas and principles of Reflect, in which valuing existing knowledge and experience is key. Therefore, Reflect has re-conceptualised training, emphasising the importance of both the trainer and participants learning and contributing to the overall learning environment, and emphasising that both are able to create new knowledge.

This tips for trainers section explains some of the key elements of numeracy as understood in Reflect, and indicates how training approaches are developed based on this understanding. It draws on the Action Aid publication *Communication and Power* (Archer and Newman, 2003), which is available online (see references and resources at the end of this article).

¹ Reflect is an approach to learning and social change, conceived by ActionAid and piloted in El Salvador, Uganda, and Bangladesh in 1993–95 (see also *PLA Notes 32* and *Participatory Learning and Action 50*). It fuses the theory of Paulo Freire, a Brazilian educator, with the methodologies of participatory rural appraisal (PRA). Reflect is now being used by over 350 organisations in more than 60 countries, and is continually being adapted and innovated. Creating a space where people feel comfortable to meet and discuss issues relevant to them and their lives is central to the approach.

Broadening understandings of 'numeracy'

Numeracy is sidelined in many traditional learning processes, and when it is introduced it is usually in the abstract, reduced to basic arithmetic. Facilitators (and trainers and coordinators) have frequently had negative experiences in their own mathematics learning, and this impacts on their ability and interest to work with the subject. As the Reflect approach to numeracy is so different from most school-based education, a large part of any training experience focuses on 'unlearning' numeracy definitions. Numeracy training focuses on 'unlearning' mathematics, and broadening the facilitators' conception of what mathematics is, and how it relates to everyday life.

In a Reflect process, numeracy is understood broadly: it is about solving problems, analysing issues, and expressing information clearly and concisely; and it is usually a mixture of written, oral, and mental methods. The idea of graphic construction and visual representation, which is so central to Reflect, is intrinsically mathematical. In fact many of the graphics, such as matrices, pie charts, bar charts, and calendars, use mathematics explicitly for analysis.

Work on numbers in Reflect includes a critical reading of existing 'texts' and the active construction of alternatives. Thus a key element of number work is to highlight and

strengthen the mathematical skills that participants already have, challenging traditional understandings of mathematics. Another important focus is on using these skills explicitly within a process of analysis, challenging the power of written mathematical texts and constructing alternatives.

The starting point for number work is to demystify mathematics and analyse the links between the uses of numeracy and the practice of power.

Approaches to numeracy training

• Mathematics in context

Numeracy must only be introduced in context. It should not be taught mechanically, but focus on real use. Work with numbers should only take place if it is relevant to the particular topic being discussed. Calculations should be used to solve real problems and contribute to a process of analysis.

• Previous knowledge

Participants should be supported in discovering, using, and strengthening the mathematical skills they already possess. This implies working with oral and mental mathematical processes. Problems encountered by adults joining a learning process are often due to formal written processes clashing with their mental way of calculating. Conversely, using participants' prior skills helps to build confidence as participants recognise their own power and knowledge, while simultaneously enhancing their skills and understanding.

• Challenging written mathematics

This does not mean that mathematics should never be written down, as it is crucially important for participants to be able to read and write numbers. But it is important to analyse and challenge the power of written

mathematics. It is only through taking part in this analysis that participants will be able to make informed decisions about what mathematical knowledge they need. The written process can be used to show how the same mathematical processes are employed in different contexts – crucial if they are to use mathematics to expand their opportunities.

- Calculators

Where appropriate, Reflect practitioners are encouraged to use calculators. This can be used to simplify the mathematical process, so that participants can focus on the underlying issues. Calculators are also useful for checking mental calculations, and illustrate how the same process can be used in different situations.

- Micro-macro links

Mathematics is a useful tool to enable people to bridge the gap between their own micro-level experiences and macro-level realities. By introducing external information – such as budgets, statistics, and prices – people will be able to place their reality in a wider context.

Dealing with previous experiences of mathematics

There are various methods that can be used to enable people to reflect on their understanding of, and relationship with, mathematics. To begin either of the two processes outlined below, participants need to spend some quiet time thinking about their very first experience of mathematics and any positive or negative experiences they have had with it since.

Using a mathematical tool

One way is to use a mathematical tool to enable people to illustrate how their

relationship with mathematics has developed over the course of their lives. The advantage of this method is that participants will realise they have the power and ability to construct mathematical texts, and to interpret those of others.

Following personal reflections on their experience with mathematics, each person can draw their own maths history in the form of a line graph. They could plot age along one axis and use the other to represent their knowledge or enjoyment of maths.

- Sharing experiences through graphs

After the individual graphs have been plotted these can be used to stimulate group discussion, focusing on why the graphs look the way they do. Group analysis of similarities and differences in the graphs might show that there are common ages where relationships with maths deteriorate or improve, or in other cases that specific events have affected individuals' feelings about the subject. This forms the basis for discussion on where the feelings about mathematics come from, and what impact these feelings have on our lives.

- Changing attitudes

Once the group have analysed and discussed their graphs, you may wish to encourage discussion on how the graphs, and the relationships they represent, can be changed, perhaps focusing on the reasons behind more positive experiences depicted in the graphs. It may be that mathematics needs to be redefined in order for more positive experiences to come to light. Or it may be that graphs can be redrawn focusing on the use of mathematics through a single aspect of people's lives, which could be their work inside or outside the house, market trading, or any other activity. Participants could also look at how we learn maths, and its relevance to our lives.

A powerful experience with mathematics

A different way to look at people's impressions of mathematics would be to ask them to choose one particularly strong memory they have of mathematics. This could be anything, from playing as a child to filling in an insurance claim form. Participants should then choose a 'creative' way of illustrating this experience – whether using a picture, a sketch, or a tableau. These illustrations should be used to generate discussion and debate on people's feelings towards, and understandings of, mathematics.

CONTACT DETAILS

International Reflect Circle secretariat (CIRAC)
 c/o Pamoja (the African Reflect Network)
 PO Box 10150
 Kampala
 Uganda.
 Tel: +256 4123 1311 or +256 3126 3755
 Email: Pamoja@infocom.co.ug

Kate Newman
 Team leader
 International Reflect Team
 ActionAid
 Hamlyn House
 Macdonald Road
 London N19 5PG
 UK.
 Tel: +44 20 7561 7644
 Fax: +44 20 7272 0899
 Email: kate.newman@actionaid.org
 Website: www.reflect-action.org

REFERENCES AND RESOURCES

Archer D., and Cottingham, S. (1996) *REFLECT Mother Manual*. London: ActionAid.
 Phnyal, B., Archer D., and Cottingham, S. (1998) *PLA Notes 32: Participation, Literacy and Empowerment*: London: ILED.
 Archer D., and Newman, K. (2003) *Communication and Power*. London: ActionAid. The section on numeracy is available online at: <http://217.206.205.24/compower/pdfversion/cpnumbers/introtonumbers.pdf>
 More material is available online from the International Reflect Circle secretariat at www.reflect-action.org or email pamoja@infocom.co.ug

in touch



Welcome to the In Touch section of *Participatory Learning and Action*. Through these pages we hope to create a more participatory resource for the *Participatory Learning and Action* audience, to put you, as a reader, in touch with other readers. We want this section to be a key source of up-to-date information on training, publications, and networks. Your help is vital in keeping us all in touch about:

- **Networks.** Do you have links with recognised local, national or international networks for practitioners of participatory learning? If so, what does this network provide – training? newsletters? resource material/library? a forum for sharing experiences? Please tell us about the network and provide contact details for other readers.
- **Training.** Do you know of any forthcoming training events or courses in participatory methodologies? Are you a trainer yourself? Are you aware of any key

training materials that you would like to share with other trainers?

- **Publications.** Do you know of any key publications on participatory methodologies and their use? Have you (or has your organisation) produced any books, reports, or videos that you would like other readers to know about?
- **Electronic information.** Do you know of any electronic conferences or pages on the Internet which exchange or provide information on participatory methodologies?
- **Other information.** Perhaps you have ideas about other types of information that would be useful for this section. If so, please let us know.

Please send your responses to:
Participatory Learning and Action,
IIED, 3 Endsleigh Street, London
WC1H 0DD, UK.
Fax: + 44 20 7388 2826;
Email: pla.notes@iied.org
Participatory Learning and Action is published in April, August, and December. Please submit material two months before the publication date.

Book reviews



Ideas for Development

● Robert Chambers
Earthscan Publications,
London, UK

Originally intended as a compendium of sorts, in this book Robert Chambers reflects on his past written work about participatory development. As he explains in his introduction, 'I soon found that I had to reflect and comment in the light of what had happened since the time of writing, and then think about the future'. The themes (from words into action; administrative capacity; institutional change; creative applications; going to scale; attitudes and behaviour; and responsible well-being) have been selected as having particular relevance still for development today.

Each chapter first provides a review of his previous work. From this, Chambers then presents his evolving 'ideas for development', finding new potentials for participation and participatory approaches, and inviting the reader to adapt and take their own ideas forward in their work and practice. Rather than tackling specific development issues – such as agriculture or climate change – it focuses on ideas for action, reflection, and learning – and how these are key to creating 'good change'.

■ Available from: Earthscan, 8-12 Camden High Street, London, NW1 0JH, UK. Tel: +44 20 7387 8558; Fax: +44 20 7387 8998 or order online at www.earthscan.co.uk/ where there is a special 10% discount on all books (correct at time of going to press). Available in hardback (price £35.00), ISBN 1844070875; or paperback (price £8.99), ISBN 1844070883.



**Global Citizens:
social movements
and the challenge of
globalization**

● Marjorie Mayo
Zed Books, 2005
ISBN: 1 84277 138 8 HB;
184277 139 6 Pb

The emergence of global citizen action has been widely recognised as having become key to the discourse and practice of democratic politics and social change. This book sets out to explore the context for anti-globalisation movements and their potential implications for active global citizenship, for social justice, human rights and social transformation based upon new forms of solidarity between North and South. The book explores differing definitions and perspectives of globalisation and takes up themes of governance and the changing role of civil society. It looks at differing approaches to the study of social movements, locally as well as globally. The book draws upon interviews with activists, advocates, campaigners, policy makers, professionals and academics as well as policy researchers from a range of groups, organisations and movements and includes case studies of particular networks, movements and campaigns where the causes of social inequality and social injustice are explored and more transformatory approaches are developed.

■ Available from: Zed Books, 7 Cynthia Street, London N1 9JF, UK. Website www.zedbooks.co.uk

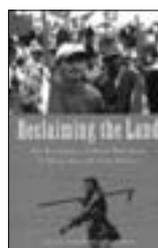
Reclaiming the Land: the resurgence of rural movements in Africa, Asia and Latin America

● Edited by Sam Moyo & Paris Yeros
Zed Books, 2005

ISBN 1 84277 424 7 Hb;
1 84277 425 5 Pb

Rural movements have emerged to become some of the most important social forces in opposition to neoliberalism. The book brings together country studies from three continents and looks at their social composition, strategies, tactics and ideologies to assess their relations with other social actors and to examine their most common tactic, the land occupation, its origins, pace and patterns as well as the responses of governments and landowners. The book looks at new land tenure arrangements and new land uses linked to global markets and how these have undermined the social reproduction of the rural labour force and created the conditions for popular resistance. It demonstrates the longer-term potential impact of these movements to tackle land redistribution and reorganisation of production on a more efficient and socially responsible basis.

Available from Zed Books, 7 Cynthia Street, London N1 9JF, UK. Website: www.zedbooks.co.uk



**Participatory
evaluation and
budgetary processes**

● Bara Guèye
Drylands Issue Paper No.
135, IIED, 2005
Published in English and

French ISBN English: 1 84369 564 2 ISBN
French: 1 84369 567 7

To be effective participation needs to ensure that citizens play a meaningful role in decentralisation programmes. A genuinely participatory democracy must include continuous dialogue

among stakeholders underpinned by a joint analysis and identification of priorities. The promotion of local governance recognises that participation can have a significant effect on the impact of decentralisation. As a result, various approaches and methods are being tried out and disseminated by multi-lateral and bi-lateral development agencies and NGOs to facilitate this process. These include gender-sensitive approaches, citizen juries and forums for public debate, as well as tools for tracking public expenditure, the national budget, participatory budgeting, participatory monitoring of public programme performance etc. While the ultimate aim remains the same, these mechanisms offer a wide range of entry points. This paper draws on experience using participatory budgeting in Fissel and Ndiagianiao, two rural municipalities in Senegal, West Africa.

■ Available from www.earthprint.com or downloadable from www.iied.org/drylands/pubs/issuepapers.html



Training package on Participatory Agricultural Extension Methodology (PAEM)

This training package, developed in Vietnam and which includes a CD Rom, offers a multi-layer training package for training of trainers and

training of field level extension staff. It focuses on the improvement of facilitation skills necessary for participatory agricultural extension and provides technical modules on sustainable (upland) cultivation techniques and how to transfer them to farmers.

■ For more information on PAEM contact one of the following organisations:
 SFDP Song Da, No 1A Nguyen Cong Tru, Hanoi, Vietnam. Email: gtzsfdp@hn.vnn.vn
 SNV Vietnam, 105-112 Van Phuc Diplomatic Compound – Kim Ma, Hanoi, Vietnam. Email: snvvn@snv.org.vn Website: www.snv.org.vn
 Son La – Lai Chau Rural Development Project, No 101, Street 14, Tan Thanh Ward – Dien Bien Phu City, Vietnam. Email: eulaichau@hn.vnn.vn



Understanding Organizational Sustainability through African Proverbs: insights for leaders and facilitators

● Chiku Malunga with

Charles Banda
 ISBN: 1-888753-36-6
 Impact Alliance Press, 2004

When cobwebs unite, they can tie up a lion. This and other proverbs are used throughout the book to discuss what organisations are, how they function, how they grow and develop and what makes them effective. The book discusses the following topics:

- The role of African proverbs in understanding and improving organisational effectiveness
- Organisational culture

- Leadership and vision
- Strategic planning and management
- Roles, responsibilities and relationships in organisations
- Organisational and financial sustainability
- Self-development for organisational consultants
- Assessing organisations and individuals using proverbs based tools

The book upholds a strong belief that an enhanced understanding of organisations and what makes them work will greatly improve their performance. The use of African proverbs gives a ‘new language’ that the readers will use to understand and communicate organisational issues. The book finishes with two innovative rated proverbs based assessment tools.

■ Available to order from Pact Publications www.pactpublications.org or from Impact Alliance – write to Smriti Lakhey, email books@pacthq.org. Price US\$18.95.



Bt Cotton in Andhra Pradesh: a three year fraud.....

● Community Media Trust

This 30 minute video compact disc (VCD) complements the report of the three year assessment of Bt cotton in Andhra Pradesh, which was published in 2002. The film shows vivid accounts narrated by farmers of the terrible pain, loss and anger which led to violence and death following the introduction of Bt cotton to Warangal District.

This was made by women filmmakers from Community Media Trust, who are small and marginal farmers themselves, and who have sensitively captured the images and voices of the farmers.

■ Available from Community Media Trust, Pastapur Vilage, Zahrabad, Andhra Pradesh. Email: ddsrural@sanchamet.in



Power Tools: Resource Box and Website

● Sonja Vermeulen *et al.* IIED, 2005
 ISBN: 1 84369 541 3

The management of natural resources is routine for many people, but the majority do not have the opportunity to contribute to the policies and institutions that govern their use. The Power Tools initiative aims to close this gap. Coordinated by IIED in partnership with NGOs and policy researchers in Africa, Latin America and Asia, the initiative develops and shares tools, tactics and approaches to ensure policy influence for change. The resource box contains *Power Tools: Handbook to tools and resources for policy influence in natural resource management*, as well as 26 tool summary cards. The resource box is available in English, French, Portuguese and Spanish. For more information visit www.policy-powertools.org

■ Available from www.earthprint.com
 Stock number: 9513IIED
 Price: USD 40.00 Free for non-oecd.

Events and training

Evaluation by design: how do they know they know?

**Global Learning Partners, Canada
Toronto: 17th – 19th November 2005**

This two and a half day workshop explores how to document the impact of any learning programme. Its very practical approach to conducting quantitative and qualitative evaluations will help you verify the impact that the training has in the learner's work place or in the community. Please see www.globalearning.com/EBD.htm for more details.

**The GLP Teacher Certification Course
Global Learning Partners, Canada
Toronto: 21st – 25th November 2005**

This course helps experienced practitioners of dialogue education to master the principles and practices of dialogue education, and become certified to teach the Learning to Listen, Learning to Teach course on behalf of Global Learning Partners. Please see www.globalearning.com/TC.htm for details.

**Advanced Learning Design
Global Learning Partners, Canada
Toronto: 10th – 13th January 2006**

Advanced Learning Design builds on the foundation of Learning to Listen, Learning to Teach with a focus on design principles. Each participant revises a course design from her/his workplace based on peer and instructor feedback. To learn more, please visit www.globalearning.com/ALD.htm

Please also visit the website to find alternative course dates in the USA. You can contact Global Learning

Partners for a quotation for a customised, in-house course on dialogue education. Global Learning Partners are happy to send facilitators anywhere in the world. They also offer workshops on Results-Based Management and other consulting and facilitation services.

■ For more information, please contact: Dwayne Hodgson, GLP Canadian and International Programmes Director. Email: dhodgson@globalearning.com; Tel: +1 866 284 4572 (toll free); Fax: +613 598 0094

**Participation in Extension: Farmer-led Approaches
19th September – 7th October, 2005
International Institute of Rural Reconstruction
Y.C. James Yen Center, Silang, Cavite, Philippines**

Designed for rural development extension staff, officers, and specialists, this course helps extension professionals to develop new capacities for planning, managing and evaluating participatory approaches to agricultural extension programmes. The design of the course carefully considers opportunities for interaction between participants, farmers, extension officers from NGOs and the government (the Department of Agriculture in the Philippines) through a field exercise in a Philippine village. The course also features case study experiences that focus on transitions in extension approaches within organisations. It also provides opportunity for participants to reflect on their learning and plan for the application of these learnings when they return back to their organisations.

■ For more information or to receive a course application form, please contact: Training Associate, International Course on Participation in Extension: Farmer-led Approaches, Regional Center for Asia,

International Institute of Rural Reconstruction, Y.C. James Yen Center, Silang 4118, Cavite, Philippines
Tel: +63 46 414 2417 local 521; Fax: +63 46 414 2417 local 2
Email: Education&Training@iirr.org
Website: www.iirr.org

**The Deep Dynamics of Stakeholder Relationships
An International Training Event
8th – 11th November 2005
Noordwijk, The Netherlands
The International Institute for Facilitation and Consensus**

In the life of a project or an organisation there are often dynamics below the surface that can hinder the project from developing its full potential. They are felt by nearly everyone, yet are not part of the stated mission and seldom the topic of any formal reflection. If left unaddressed, these forces can:

- reduce collaboration and trust among key stakeholders
- stifle innovation and creativity
- distort accountability
- prevent implementation of ideas and decisions
- waste valuable resources

The course methodology is interdisciplinary, and weaves together methods and approaches from Appreciative Inquiry, Applied Social Complexity, NLP, Dialogue and Social Psychology.

This is an experiential training. The participants will receive thorough theoretical grounding and will be able to test their skills through applying the learning to their own real life situations.

Participation is limited to 24 people and we encourage colleagues or small teams to attend together to maximise the impact on their projects or organisations.

■ Bookings and Information:
 Email: info@cohesiveid.com
 Website: www.ultimoround.com/workshops/

**Participation Works!
 ICA:UK's ToP course schedule to
 December 2005**

The Technology of Participation has been developed and refined by ICA in over 30 years of working with communities and organisations around the world. Today, the ToP methodology is applied by a wide variety of groups and organisations in the public, private and voluntary sectors.

Facilitators enable groups to work together more effectively. Around the world management and leadership styles are changing. The need for authentic participation in planning, problem solving and decision-making has never been clearer.

In a series of one and two-day training courses, ICA presents its Technology of Participation (ToP), a system of practical methods that will enable you, as a facilitator, to:

- actively involve all members of a group in decision-making
- maximise individuals' commitment and engagement
- build a team spirit that lasts
- achieve consensus
- articulate a shared vision
- make plans that really happen

The Foundation Course for ToP facilitation
Group facilitation methods
7th-8th September, 2005 - Manchester
13th-14th September, 2005 - London
27th-28th September, 2005 - Derry City
4th-5th October, 2005 - Bristol
2nd-3rd November, 2005, 2005 - London
8th-9th November, 2005 - Manchester

A structured introduction to the basic ToP Focused Conversation and Consensus Workshop methods. Presents the foundations of the ToP methodology in a practical and participatory way, demonstrating, discussing and practicing each method.

Explore the role and skills of the facilitator

Group facilitation skills
15th September, 2005 - London
6th October, 2005 - Bristol
10th November, 2005 - Manchester

Facilitating participatory processes goes beyond being able to design events and knowing which methods to use. There is a whole range of skills that a facilitator needs to bring into play both before, during and after the event itself in order to ensure that the process and the methods employed are effective. This one-day course is scheduled back-to-back with Group Facilitation Methods to allow from one to three days of training.

Build on the skills you have learned
Applied group facilitation methods
22nd-23rd November, 2005 - London

Group facilitation methods is a pre-requisite for this course and prior experience of applying ToP methods is recommended. Introduces a powerful, complex application of the basic Focused Conversation and Consensus Workshop methods, the ToP Action Planning Method, and enables participants to more effectively apply ToP methods in their own situations.

Action Planning Method

- Enable participants to visualise the completed task
- Assist participants to analyse the current situation
- Maximise involvement
- Develop an action timeline

A process to enable the successful

implementation of a project.

Participants learn to focus the group to clarify its direction in order to align its resources with its task. They also learn to define what they want to achieve, to evaluate their situation, determine implementing actions, build a timeline, and designate leadership roles. The method is excellent for planning short term projects or completing projects that have stalled.

ToP Applications Design

- Examines the wider context in which the methods can be used
 - Introduces a framework for the design of participatory events
 - Explores the role of the facilitator
- An opportunity to work in small teams with ToP trainers assisting you in designing facilitation solutions, strengthening your facilitation skills, and fostering your capacity to design and facilitate events.

Lead diversity into action
Participatory strategic planning
19th-20th October, 2005 - Manchester

Group Facilitation Methods is a pre-requisite for this course. Presents a structured long-range planning process which incorporates the Consensus Workshop method for building consensus, the Focused Conversation method for effective group communication and an implementation process for turning ideas into productive action and concrete accomplishments.

Additional courses may be scheduled during the year. For details, and on-line bookings, please visit www.ica-uk.org.uk

■ For further details and bookings for all courses, please contact: Humey Saeed or Martin Gilbraith, ICA:UK
 Tel: +44 161 232 8444
 Email: top@ica-uk.org.uk
 Website: www.ica-uk.org.uk



e-participation

ODI's Africa Web Portal

www.odi.org.uk/Africa_Portal/

This has been updated and restructured. Links now follow the chapter headings of the Commission for Africa Report:

1. Governance and capacity building
2. Peace and security
3. Investing in people
4. Growth and poverty reduction
5. Trade
6. Resources
7. Making it happen.

These links lead directly to ODI material on Africa: ODI research reports, Briefing Papers, Opinion pieces and meeting reports on these themes, together with reports of work carried out directly for the Commission, including the results of e-consultations in Africa.

Oxfam UKPP Social Inclusion Directory

www.oxfamgb.org/ukpp/sid/index.htm

The Oxfam UK Poverty Programme (UKPP) has recently launched its Social Inclusion Directory (SID). SID is an online database of resources and information about organisations and individuals working in the areas of gender, participation and social inclusion at a UK-wide level and in Scotland, Wales and the North of England. It also contains details of resources, both UK-produced and international, which are relevant to work in these areas.

The Directory allows you to search for resources by topic, and includes

links to these resources online. From the Oxfam UK Poverty Programme home page, follow the link to the SID Directory, and then click on 'Search for resources'. Here you can search by subject area (e.g. gender, participatory budgeting), geographical area (international, UK-wide, England-London etc.), and also by your level of interest (e.g. background information to training materials etc.).

MSP Resource Portal

www.iac.wur.nl/msp/home.php

The Multi-Stakeholder Processes and Social Learning (MSP) portal is an online resource hosted by the International Agricultural Centre (IAC), The Netherlands. Multi-stakeholder processes and social learning are about setting up and facilitating long-term processes that bring different groups into constructive engagement, dialogue and decision-making.

The site includes an introduction to the concepts, principles and background of MSPs, as well as online, detailed information about tools and methodologies, including participatory learning tools, planning and analysis. It will also include a section on facilitation skills (not available at the time of going to print).

There are also numerous resources available free to read and download online, in Word format, as well as case studies, a glossary, news and events and links.

PPM&E Resource Portal

www.iac.wur.nl/ppme/index.php

In addition to the MSP Resource Portal, IAC also host a Participatory Planning, Monitoring and Evaluation (PPM&E) resource portal for managing and learning for impact in rural development. The site includes sections on theory and background, including some useful diagrams e.g. of PPM&E in projects and programme cycles. It has information about methodologies and approaches, tools and methods, and a large range of online links to resources which are free to download. It also includes links to other organisations doing related work.

UNCDF Local Development

www.uncdf.org

The United Nations Capital Development Fund (UNCDF) Local Development website regularly publishes a wide range of reports on issues related to decentralisation, local governance, and pro-poor infrastructure and service delivery. The website includes thematic reports and papers online on areas such as poverty and local governments; fiscal decentralisation; natural resource management; and participatory development planning. The site also includes project reports from Bangladesh, Madagascar, Senegal, Nicaragua, Nepal, Mozambique, Malawi and Eritrea.

RCPLA Network

In this section, we aim to update readers on activities of the **Resource Centres for Participatory Learning and Action Network (RCPLA) Network** (www.rcpla.org) and its members. RCPLA is a diverse, international network of 17 national-level organisations which brings together development practitioners from around the globe. It was formally established in 1997 to promote the use of participatory approaches to development. The network is dedicated to capturing and disseminating development perspectives from the South. For more information please contact the RCPLA Network Steering Group:

RCPLA Coordination: Tom Thomas (Network Coordinator), Director, Institute for Participatory Practices (Praxis), S-75 South Extension, Part II, New Delhi, India 110 049. Tel/Fax: +91 11 5164 2348 to 51; Email: tomt@praxisindia.org or catherinek@praxisindia.org

Liz Carlile, Director of Communications, Institute for Environment & Development (IIED), 3 Endsleigh Street, London WC1H 0DD, UK. Tel: +44 20 7388 2117; Email: Liz.Carlile@iied.org; Website: www.iied.org

Asian Region: Jayatissa Samaranayake, Institute for Participatory Interaction in Development (IPID), 591 Havelock Road, Colombo 06, Sri Lanka. Tel: +94 1 555521; Tel/Fax: +94 1 587361; Email: ipidc@panlanka.net

West Africa Region: Awa Faly Ba, IIED Programme Sahel, Point E, Rue 6 X A, B.P. 5579, Dakar, Sénégal. Tel: +221 824 4417; Fax: +221 824 4413; Email: awafba@sentoo.sn

European Region: Jane Stevens, Participation Group, Institute of Development Studies (IDS), University of Sussex, Brighton BN1 9RE, UK. Tel: + 44 1273 678690; Fax: + 44 1273 21202; Email: participation@ids.ac.uk; Participation group website: www.ids.ac.uk/ids/particip

Latin American Region: Jordi Surkin Beneria, Grupo Nacional de Trabajo para la Participacion, Calle Padre Musani #40, Santa Cruz, Bolivia. Tel/fax: +591 3 337 607; Email: jbeneria@cotas.com.bo; Website: www.gntparticipa.org

North Africa & Middle East Region: Ali Mokhtar, Center for Development Services (CDS), 4 Ahmed Pasha Street, Citibank Building, Garden City, Cairo, Egypt. Tel: +20 2 795 7558; Fax: +20 2 794 7278; Email: cds.lrc@neareast.org; Website: www.neareast.org/explore/cds/index.htm

Southern and Eastern Africa Region: Eliud Wakwabubi, Participatory Methodologies Forum of Kenya (PAMFORK), Jabavu Road, PCEA Jitegemea Flats, Flat No. D3, P.O. Box 2645, KNH Post Office, Nairobi, Kenya. Tel/Fax: +254 2 716609; Email: pamfork@nbnet.co.ke

News from the RCPLA coordinator

Over the past few months, RCPLA members have been busy organising writeshops, and working to expand the membership of the network.

Writeshops were held in Bolivia and Kenya (see news from PAMFORK), and participants explored themes of citizen participation in governance in both writeshops in great depth. This series of writeshops is a critical component of RCPLA's efforts to bring the voices of Southern practitioners to the forefront of the development dialogue. In both Bolivia and Kenya, rich field experiences have been captured, which provide a fresh lens for how we conceive of bringing effective citizen participation into governance initiatives. Through

these events RCPLA was able to network with a number of organisations in Peru, Ecuador, Brazil, Uganda, and Zambia, in an effort to further strengthen RCPLA's scope and relevance.

In parallel with this, RCPLA has been busy strategising about the network's Communication for Change (C4C) initiative. In order to explore the theoretical backdrop of C4C, RCPLA organised a consultation on 'Media Democratisation and Governance' in India. Through this consultation we sought to underscore the importance of communication, especially community communication, in social change.

Access to information has been universally acknowledged as a vital

ingredient for social change. However, in the current climate of globalisation, access has proved to be a double-edged sword. While globalisation affords several opportunities for enhancing communication and information-based channels, many of these channels remain outside the realm of access for the 'common person'. Experience has demonstrated that conduits and channels do not drive social change by themselves; they are at best tools or instruments. Change is driven and sustained by communities.

Through the consultation, we brought together a number of leading activists and media personnel in India, to explore both citizenry-led movements and forms and

mechanisms of community communication. We specifically explored the significance of the Indian Right to Information and Disclosure campaign as a vital catalyst in accelerating the pace of governance and social change. Underlying many of these efforts is the increasing significance of communication. Communities – especially poor communities – who are producers of information need to communicate it in a manner they deem appropriate.

Throughout the consultation we sought to utilise the expertise of our participants to understand how the synergy between information and communication contributes to accelerating social change.

We concluded that the information age has not as yet brought about the democratisation of media in India. The Indian media landscape reflects two traditions of media – public and private. The third tier of the media – community media – unfortunately, has not kept pace. We focused on specific community media initiatives and showcased the work of communities who, despite a non-level playing field, have developed and driven community media initiatives for their empowerment. Sometimes, as in the case of community radio, the issue of legitimacy needs to be addressed. Despite other examples of community-based media – primarily in the form of NGO initiatives – this third tier remains to find an equitable place in the sun. Ironically, its need today is greater than ever before. Notwithstanding the vertical growth of mainstream media, both public and private, its horizontal spread and impact are still to yield desired dividends in terms of development

and governance. Community media can and does plug this gap.

The consultation's focus on both the macro and micro allowed the group to formulate an agenda of action for the future. The participants became a critical network for RCPLA, as we seek to expand the scope of community media and strengthen its legitimacy throughout the region.

These insights from our consultation have played a significant role in fine-tuning our approach to Communication for Change. As this issue of *Participatory Learning and Action* goes to press, the network is busy preparing for the international launch of the initiative, and more specifically the resource kit. This is scheduled to take place in early August 2005 in Colombo, Sri Lanka, after a RCPLA Steering Group meeting.

News from PAMFORK

Sustainable human development aims to eliminate poverty, promote human dignity and rights, and provide equitable opportunities for all through good governance, thereby promoting the realisation of all human rights – economic, social, cultural, civil, and political rights (UNDP 1998: 6). It is against this backdrop that PAMFORK initiated a process of strengthening the capacities of practitioners and researchers to take advantage of new spaces opened for citizen participation in policy-making, implementation, and monitoring processes.

PAMFORK recognises that documentation of best practices is an essential component for empowerment of practitioners and researchers, and thereafter wider dissemination and replication of such

practices elsewhere. PAMFORK identified various practitioners and researchers who were requested to write case studies on the theme of 'rights-based approaches and citizen participation'. With the support of RCPLA, PAMFORK then organised a writeshop on this theme, which was held on 15th-18th February, 2005 in Nairobi, Kenya. The writeshop brought together the authors of the case studies to share their experiences and enhance their documentation skills. Participants were drawn from NGOs in Kenya, Uganda, and Zimbabwe which are implementing rights-based approaches. Fifteen case studies were presented and discussed, covering a range of areas, from HIV/AIDS, to famine and refugees, service delivery, education and justice. The case studies will be published by PAMFORK in the near future. For further information about the writeshop outcomes, contact Eliud Wakwabubi at PAMFORK.

News from the Institute of Development Studies

The Participation Group at Institute of Development Studies (IDS) recently hosted an international writeshop called 'Creating and Evolving Participatory Methodologies'. Its aim was to explore the ways in which participatory ways of finding out have been developed, applied, and scaled-up. Eighteen practitioners from seven countries came together to explore the creative processes of evolving and adapting participatory methodologies, an area that has been relatively neglected in much description and analysis. Participants shared lessons from their own experiences of using participatory methodologies in their work. This included the context,

genealogy, and history of the methodologies they were developing, key insights from their own practice, as well as personal reflections. Some important questions emerged around themes such as:

- enabling and disabling conditions for creativity
- phases in evolving participatory methodologies and their opportunities, vulnerabilities and challenges
- tensions and trade-offs
- creative diversity
- innovators and practitioners

- what we have learnt
- what we still need to learn

Participants spent much of the time writing case studies or thematic papers based on their experiences. These papers will be edited and published in some form. For more information please contact participation@ids.ac.uk.

News from IIED

In April this year, the Sustainable Agriculture and Livelihoods (SARL) programme, where *Participatory Learning and Action* is edited,

merged with the Biodiversity and Livelihoods group (BLG) to become the Sustainable Agriculture, Biodiversity and Livelihoods (SABL) programme, under the umbrella of the Natural Resources Group at IIED. SABL seeks to promote sustainable agri-food systems based on local diversity and participatory democracy and, in doing so, find ways to yield more sustainable livelihood opportunities out of biodiversity for the poor. The new merger will enable common themes to be brought together more effectively.



participatory learning and action

subscriptions order form

Return to: *Participatory Learning and Action*, Research Information Ltd., Grenville Court, Britwell Road, Burnham, Buckinghamshire SL1 8DF, UK. Tel: +44 1628 600499; Fax: +44 1628 600488
Email: info@researchinformation.co.uk Website: www.researchinformation.co.uk

Participatory Learning and Action is published three times a year, and is available free of charge to non-OECD organisations and individuals based in non-OECD countries and to OECD community/voluntary groups. ‡

Prices:

OECD† individual	One year £30 or \$54	Two years £50 or \$90	Three years £70 or \$126
OECD† Institutional	One year £80 or \$144	Two years £140 or \$252	Three years £200 or \$360
OECD† Institutional 50% bulk discount	One year £40 or \$72	Two years £70 or \$126	Three years £100 or \$180

Please note that all free subscribers will be contacted every two years/six issues to renew their free subscription. We request that where possible, organisations share a free subscription or ask their organisation's library or resource centre to subscribe.

First Name: _____ Surname: _____

Organisation: _____

Address: _____

Postal Code/PO Box: _____ Country: _____

Tel: _____ Fax: _____ Email: _____

† OECD countries are: Australia, Austria, Belgium, Canada, Denmark, Finland, France, Germany, Greece, Iceland, Ireland, Italy, Japan, Luxembourg, Mexico, The Netherlands, New Zealand, Norway, Portugal, Spain, Sweden, Switzerland, Turkey, UK, USA.

‡ Excludes OECD organisations based in non-OECD countries, and non-OECD subscribers in OECD organisations. Free OECD subscriptions apply to e.g. locally based community/voluntary organisations with limited or no funding for resources. Please ask if you need clarification about your free subscription entitlement.

Quantity	Price at individual/institutional/bulk discount rate*	Total Price
----------	---	-------------

*Individual subscriptions are those paid from individual's own pockets and not reimbursed by an institution.

Our new 50% discount applies to orders of 5 or more institutional subscriptions sent to one address – save up to £100/\$180 compared to single institutional subscriptions!

Payment information

- I would like a free subscription‡
- I enclose an international money order or US\$ cheque drawn on a US bank account to the value of:
- I enclose a UK cheque to the value of: Cheques should be made payable to IIED
- Please debit my credit card to the value of: VISA Mastercard

Credit Card Number: _____ Expiry Date: _____

Holder's Name: _____ Signature: _____

Card Address (if different from above): _____

Please send my institution an invoice

Please indicate what type of organisation you work for: _____

Please indicate what your area of work/interests are: _____



participatory learning and action

order form

			Order no:		Quantity required
Issue 52:	Aug 2005	US\$22.50	9346 IIED	General issue	■
Issue 51:	Apr 2005	US\$22.50	9526 IIED	Civil society and poverty reduction	■
Issue 50:	Oct 2004	US\$22.50	9440 IIED	Critical reflections, future directions	■
Issue 49:	Apr 2004	US\$22.50	9312 IIED	Decentralisation and community-based planning	■
Issue 48:	Dec 2003	US\$22.50	9284 IIED	Learning and teaching participation	■
Issue 47:	Aug 2003	US\$22.50	9260 IIED	General issue (Mini-theme: parti-numbers)	■
Issue 46:	Feb 2003	US\$22.50	9224 IIED	Participatory processes for policy change	■
Issue 45:	Oct 2002	US\$22.50	9218 IIED	Community-based animal health care	■
Issue 44:	Jun 2002	US\$22.50	9216 IIED	Local government and participation	■
Issue 43:	Feb 2002	US\$22.50	9133 IIED	Advocacy and citizen participation	■
Issue 42:	Oct 2001	US\$22.50	9113 IIED	Children's participation – evaluating effectiveness	■
Issue 41:	June 2001	US\$22.50	9034 IIED	General issue	■
Issue 40:	Feb 2001	US\$22.50	6345 IIED	Deliberative democracy and citizen empowerment	■
Issue 39:	Oct 2000	US\$18.00	6344 IIED	Popular communications	■
Issue 38:	Jun 2000	US\$18.00	6341 IIED	Participatory processes in the North	■
Issue 37:	Feb 2000	US\$18.00	6335 IIED	Sexual and reproductive health	■
Issue 36:	Oct 1999	US\$18.00	6334 IIED	General issue	■
Issue 35:	Jun 1999	US\$18.00	6154 IIED	Community water management	■
Issue 34:	Feb 1999	US\$18.00	6150 IIED	Learning from analysis	■
Issue 33:	Oct 1998	US\$18.00	6143 IIED	Understanding market opportunities	■
Issue 32:	Jun 1998	US\$18.00	6137 IIED	Participation, literacy and empowerment	■
Issue 31:	Feb 1998	US\$18.00	6131 IIED	Participatory monitoring and evaluation	■
Issue 30:	Oct 1997	US\$18.00	6129 IIED	Participation and fishing communities	■
Issue 29:	Jun 1997	US\$18.00	6123 IIED	Performance and participation	■
Issue 28:	Feb 1997	US\$18.00	6115 IIED	Methodological complementarity	■
Issue 27:	Oct 1996	US\$18.00	6114 IIED	Participation, policy and institutionalisation	■
Issue 26:	June 1996	US\$18.00	6095 IIED	General issue	■
Issue 25:	Feb 1996	US\$18.00	6099 IIED	Children's participation	■
Issue 24:	Oct 1995	US\$18.00	6093 IIED	Critical reflections from practice	■
Issue 23:	Jun 1995	US\$18.00	6092 IIED	Participatory approaches to HIV/AIDs programmes	■
Issue 22:	Feb 1995	US\$18.00	6091 IIED	General issue	■
RRA Notes 21:	Nov 1994	US\$18.00	6090 IIED	Participatory tools and methods in urban areas	■
RRA Notes 20:	Apr 1994	US\$18.00	6089 IIED	Livestock	■
RRA Notes 19:	Feb 1994	US\$18.00	6088 IIED	Training	■
RRA Notes 18:	June 1993	US\$18.00	6087 IIED	General issue	■
RRA Notes 17:	Mar 1993	US\$18.00	6086 IIED	General issue	■
RRA Notes 16:	July 1992	US\$18.00	6085 IIED	Applications for health	■
RRA Notes 15:	May 1992	US\$18.00	6084 IIED	Wealth ranking	■

Please also visit our website www.planotes.org or contact Earthprint Ltd

Return to: Earthprint Ltd. P.O. Box 119, Stevenage, Hertfordshire SG1 4TP, UK. Tel: +44 1438 748111; Fax: +44 1438 748844; Email: orders@earthprint.com; Website: www.planotes.org or www.earthprint.com

First Name: _____ Surname: _____

Organisation: _____

Address: _____

Postal Code/PO Box: _____ Country: _____

Tel: _____ Fax: _____ Email: _____

NEW! Save 30% by ordering a full set of back copies from issues 1-52. Price: \$696

Please note that due to cost restrictions we are unable to supply, or respond to requests for, free copies of back issues.

Shipping charges: UK US\$5 for the first item; US\$2.50 for each additional item; Europe US\$6 for the first item; US\$3 for each additional item Rest of the world US\$10 for the first item; US\$5 for each additional item.

PAYMENT INFORMATION

I enclose an international money order or US\$ cheque drawn on a US bank account to the value of:

I enclose a UK cheque to the value of (use an exchange rate of US\$1.80 to £1):

Cheques should be made payable to Earthprint Limited

Please debit my credit card to the value of: VISA Mastercard American Express

Credit Card Number: _____ Expiry Date: _____

Holder's Name: _____ Signature: _____

Card Address (if different from above): _____

Please send my institution an invoice

Do you wish your details to be disclosed to others? Yes/No _____

participatory learning and action

Guidelines for contributors

For a full set of guidelines, visit our website www.planotes.org or contact us at the address below.

Types of material accepted

- **Articles:** max. 2500 words plus illustrations – see below for guidelines.
- **Feedback:** letters to the editor, or longer pieces (max. 1500 words) which respond in more detail to articles.
- **Tips for trainers:** training exercises, tips on running workshops, reflections on behaviour and attitudes in training, etc., max. 1000 words.
- **In Touch:** short pieces on forthcoming workshops and events, publications, and online resources.

We welcome accounts of recent experiences in the field (or in workshops) and current thinking around participation, and particularly encourage contributions from practitioners in the South. Articles should be co-authored by all those engaged in the research, project, or programme.

In an era in which participatory approaches have often been viewed as a panacea to development problems or where acquiring funds for projects has depended on the use of such methodologies, it is vital to pay attention to the quality of the methods and process of participation. Whilst we will continue to publish experiences of innovation in the field, we would like to emphasise the need to analyse the limitations as well as the successes of participation. *Participatory Learning and Action* is still a series whose focus is methodological, but it is important to give more importance to issues of power in the process and to the impact of participation, asking ourselves who sets the agenda for participatory practice. It is only with critical analysis that we can further develop our thinking around participatory learning and action.

We particularly favour articles which contain one or more of the following elements:

- an **innovative** angle to the concepts of participatory approaches or their application;
- **critical reflections** on the lessons learnt from the author's experiences;
- an attempt to develop **new methods**, or innovative adaptations of existing ones;
- consideration of **the processes** involved in participatory approaches;
- an assessment of the **impacts** of a participatory process;

- potentials and limitations of **scaling up and institutionalising participatory approaches**; and,
- potentials and limitations of **participatory policy-making processes**.

Language and style

Please try to keep contributions clear and accessible. Sentences should be short and simple. Avoid jargon, theoretical terminology, and overly academic language. Explain any specialist terms that you do use and spell out acronyms in full.

Abstracts

Please include a brief abstract with your article (circa. 150-200 words).

References

If references are mentioned, please include details. *Participatory Learning and Action* is intended to be informal, rather than academic, so references should be kept to a minimum.

Photographs and drawings

These should have captions and the name(s) of the author(s)/photographer clearly written on the back. If you are sending electronic files, please make sure that the photos/drawings are scanned at a high enough resolution for print (300 dpi) and include a short caption and credit(s).

Format

We accept handwritten articles but please write legibly. Typed articles should be double-spaced. Please keep formatting as simple as possible. Avoid embedded codes (e.g. footnotes/endnotes, page justification, page numbering).

Submitting your contribution

Contributions can be sent on paper, by email, or on disk. We use Word 6 for Windows, but can read most other word processing packages. If you are sending a disk, please include a hard copy of the article as well. Contributions should be sent to: **The Editor, *Participatory Learning and Action*, IIED, 3 Endsleigh Street, London WC1 0DD, UK.** Fax: +44 20 7388 2826
Email: pla.notes@iied.org
Website: www.planotes.org

Resource Centres for Participatory Learning and Action (RCPLA) Network

Since June 2002, the IIED Resource Centre for Participatory Learning and Action has now relocated to the Institute of Develop-

ment Studies, UK. Practical information and support on participation in development is also available from the various members of the RCPLA Network.

This initiative is a global network of resource centres for participatory learning and action, which brings together 15 organisations from Africa, Asia, South America, and Europe. The RCPLA Network is committed to information sharing and networking on participatory approaches.

Each member is itself at the centre of a regional or national network. Members share information about activities in their respective countries, such as training programmes, workshops and key events, as well as providing PLA information focused on the particular fields in which they operate.

As part of the devolution process, Tom Thomas, of Praxis, India has been appointed as network coordinator by the RCPLA steering committee. More information, including regular updates on RCPLA activities, can be found in the In Touch section of *Participatory Learning and Action*, or by visiting www.rcpla.org, or contacting:

Praxis, Delhi Office, C-75 South Extension, Part II, New Delhi, 110 049, India. Tel/fax: +91 11 5164 2348-51; Email: tom@praxisindia.org or catherinek@praxisindia.org

Participation at IDS

Participatory approaches and methodologies are also a focus for the Participation Group at the Institute of Development Studies, University of Sussex, UK. This group of researchers and practitioners are involved in sharing knowledge, in strengthening capacity to support quality participatory approaches, and in deepening understanding of participatory methods, principles, and ethics. It focuses on South-South sharing, exchange visits, information exchange, action research projects, writing, and training. Services include a Participation Resource Centre (open weekdays) with an online database detailing materials held. The Group also produces a newsletter and operates an email distribution list.

For further information please contact: Jane Stevens, IDS, University of Sussex, Brighton BN1 9RE, UK. Tel: +44 1273 678690; Fax: +44 1273 621202; Email: J.Stevens@ids.ac.uk Website: www.ids.ac.uk



Sida

DFID

Department for
International
Development



52
52
52
52
52
52
52
52
52
52

Participatory Learning and Action is the world's leading informal journal on participatory approaches and methods. It draws on the expertise of guest editors to provide up-to-the minute accounts of the development and use of participatory methods in specific fields. Since its first issue in 1987, *Participatory Learning and Action* has provided a forum for those engaged in participatory work – community workers, activists, and researchers – to share their experiences, conceptual reflections and methodological innovations with others, providing a genuine 'voice from the field'. It is a vital resource for those working to enhance the participation of ordinary people in local, regional, national, and international decision making, in both South and North.

ISSN: 1357-938X
ISBN: 1 84369 575 8

**International Institute
for Environment
and Development**
3 Endsleigh Street
London WC1H 0DD, UK

Tel: +44 20 7388 2117
Fax: +44 20 7388 2826
Email: pla.notes@iied.org
Participatory Learning and Action website: www.planotes.org
IIED website: www.iied.org