

# Field Level Handbook

# SEAGA

Socio-Economic and Gender Analysis Programme



Food and Agriculture Organization  
of the United Nations

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Prepared by Vicki Wilde in collaboration with the Socio-economic and Gender Analysis (SEAGA) Programme, Gender and Development Service

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# 1 INTRODUCTION

## 1.1 Handbook Purpose

This SEAGA Field Handbook is written for development agents who work directly with local communities in developing countries. It is intended for outsiders such as extensionists, government and non-government field workers, and private- and public-sector development consultants, and for insiders such as community organisers and leaders of local groups and institutions.

The purpose of this Handbook is to support participatory development planning at the community level. Using the tools provided in this Handbook will help outsiders and insiders to work together to:

- Identify key development patterns,**
- Understand the livelihood strategies of different people, and**
- Build consensus about development priorities and action plans.**

This SEAGA Field Handbook incorporates ideas and methods from people of all regions of the world who share a commitment to participatory development. It is based on actual experiences in agriculture, forestry and fisheries, but can be used by those working in all sectors of rural development. While building on earlier learnings, there are three things that are different about this Handbook.

First, explicit attention is given to the linkages among economic, environmental, social and institutional patterns that together constitute the development context. Both opportunities and constraints for development are identified.

Second, understanding gender, wealth, ethnicity, caste and other social differences in communities is considered fundamental to understanding livelihood strategies and development priorities. The poor and marginalised are ensured a voice.

And third, this Handbook provides toolkits specifically designed to support a participatory process that first, focuses on an analysis of the current situation, and second, focuses on planning for the future. The toolkits consist of a number of rapid rural and participatory rural appraisal tools, but include also a series of SEAGA Questions to facilitate and deepen analysis.

This SEAGA Field Handbook is written in recognition that those of us who work directly with village women and men have a great responsibility. As outsiders who enjoy a certain degree of power, privilege and security, we must remember that many insiders do not. Indeed, many villagers walk a thin line between poverty and destitution. This is especially true for those who lack access to key resources because of their gender, ethnicity or caste. The only sure way to avoid mistakes, or negative impacts, is through a participatory process in which rural women and men clarify their needs and resources, constraints and opportunities. But for development efforts to be truly beneficial in the long run, people's needs and priorities must also be considered in light of the total development context, many factors of which stem from outside the community. And this is where you come in -- as the bridge.

### **Box 1. The SEAGA Package**

This Field Handbook is just one piece of the complete SEAGA Package. Two other Handbooks are also available. The *Intermediate Handbook* is for those who work in institutions and organisations that link macro-level policies to the field level, including government ministries, trade associations, educational and research institutions. The *Macro Handbook* is for planners and policy-makers to apply SEAGA to economic and social policies and programmes, at both national and international levels. All three Handbooks draw upon the concepts and linkages described in detail in the *SEAGA Framework and Users Reference*. Additional materials include the *SEAGA Learning Materials*, a notebook of training modules and case studies designed to facilitate learning the SEAGA approach during training workshops; the *SEAGA Hypertext*, a self-help interactive computer programme, and the *SEAGA Sector or Issue Guides* which address application of SEAGA to specific sectors or issues such as irrigation or food security.

All SEAGA materials are available from:  
Gender and Development Service, Gender and Population Division, Sustainable Development Department, Food and Agriculture Organization, Viale delle Terme di Caracalla, 00100 Rome, Italy. Phone: 39-6-57055102, Fax: 39-6-57052004, E-mail: SEAGA@fao.org

## **1.2 The SEAGA Approach**

SEAGA stands for Socio-economic and Gender Analysis. It is an approach to development based on an analysis of socio-economic patterns and participatory identification of women's and men's priorities. The objective of the SEAGA approach is to close the gaps between what people need and what development delivers.

### **Box 2. SEAGA Definitions**

#### Socio-economic Analysis

the study of the environmental, economic, social and institutional patterns, and their linkages, that make-up the context for development.

#### Gender Analysis

the study of the different roles of women and men to understand what they do, what resources they have and what their needs and priorities are.

#### Participation

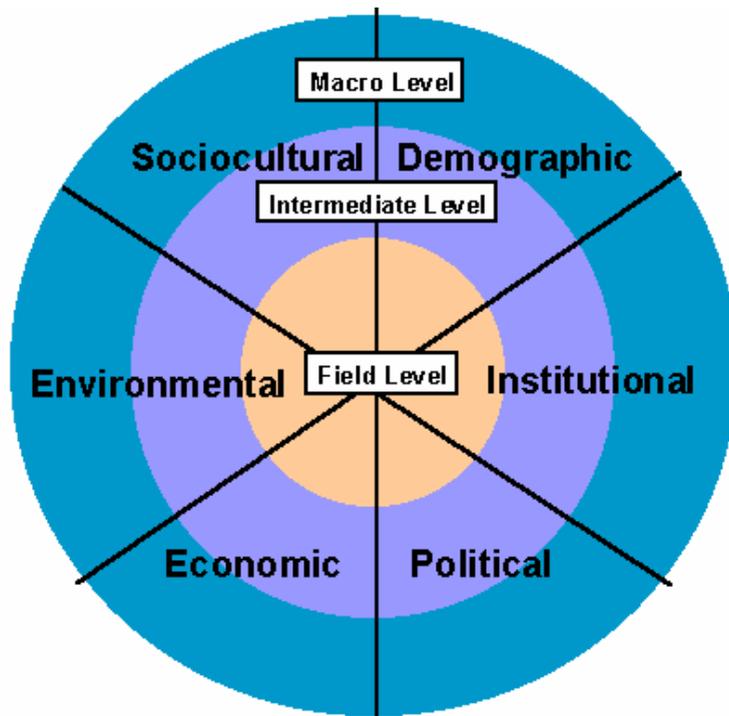
a process of communication among local people and development agents during which local people take the leading role to analyse the current situation and to plan, implement and evaluate development activities.

By putting socio-economic analysis and gender analysis together, SEAGA helps us to learn about community dynamics, including the linkages among social, economic and environmental patterns. It clarifies the division of labour within a community, including divisions by gender and other social characteristics, and it facilitates

understanding of resource use and control, and participation in community institutions.

### 1.2.1 An Analytical Approach

In the SEAGA approach it is recognised that development is complicated. There are no simple answers! SEAGA helps us to take a realistic look at the development challenge -- looking at socio-economic patterns at different levels and for different people.



For any one development problem, a number of different socio-economic patterns play a role.<sup>1</sup> For example, the lack of food security in a village may stem from environmental problems such as drought, as well as economic problems such as the lack of wage labour opportunities, or institutional problems such as inadequate extension training on food conservation methods and social problems such as discrimination against women. There are important linkages between these patterns too. Discrimination against women, for example, can result in women's lack of access to credit, in turn limiting women's ability to purchase inputs. The end result is that overall crop productivity is lower than it could be. In areas where women have a major responsibility to produce food crops, these linkages are an important part of the food security equation.

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<sup>1</sup> The other SEAGA materials refer to the six socio-economic categories, namely: socio-cultural, demographic, institutional, political, economic and environmental. For the sake of simplicity appropriate for the field-level, only four types of socio economic categories are named in the Field Handbook: economic, environmental, institutional (including political issues), and social (including demographic issues).

Development problems also stem from different levels. The lack of food security in a village, for example, may result not only from crop and animal production problems at the household or community level, but also from barriers to district-level markets, as well as national pricing policies and international terms of trade. In other words, there are important linkages between field-level problems and intermediate- and macro-level institutions, programmes and policies.

### **Box 3. SEAGA's Three Levels**

#### Field-level

Focuses on people, including women and men as individuals, socio-economic differences among households, and communities as a whole.

#### Intermediate-level

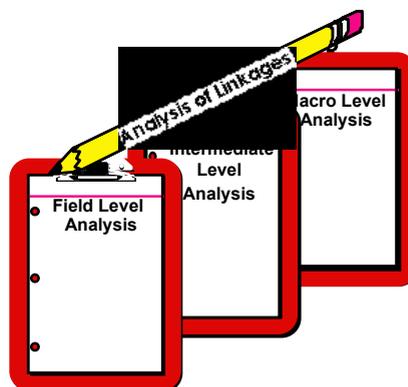
Focuses on structures, such as institutions and services, that function to operationalise the links between the macro and field levels, including communications and transportation systems, credit institutions, markets and extension, health and education services.

#### Macro-level

Focuses on policies and plans, both international and national, economic and social, including trade and finance policies and national development plans.

Note: an analysis of the economic, environmental, social and institutional patterns, and the interactions among them, is included at all three levels.

In the SEAGA Field Handbook the focus is on the field level, but includes an analysis of the linkages between field-level and intermediate- and macro-level patterns and institutions.



In SEAGA it is also recognised that different people have different development needs and constraints. Rich people, for example, have fewer food security problems than poor people because they can afford to purchase additional foodstuffs. Female heads of household may suffer the greatest shortages of food because of their lack of access to resources and their resulting poverty. People from an ethnic group with a pastoralist tradition may be able to cope with a long drought with fewer food and nutrition problems than members of an ethnic group with an agrarian tradition.

Using gender analysis helps us to understand the needs and priorities of different people, clarifying the relevance of gender in conjunction with age, wealth, caste, race, ethnicity, religion, and so on. In gender analysis the focus is on both women and men.

## 1.2.2 An Ideological Approach

SEAGA is not only an analytical approach that pulls together patterns, levels and people; it is also an ideological approach based on three guiding principles:

- ❑ **Gender roles are key,**
- ❑ **Disadvantaged people are priority; and**
- ❑ **Participation is essential.**

### **Box 4. Gender Roles Are**

Socially constructed

Learned

Dynamic - they change over time

Multi-faceted - they differ within and between cultures

Influenced - by class, age, caste, ethnicity and religion

Gender roles are key because gender shapes the opportunities and constraints that women and men face in securing their livelihoods across all cultural, political, economic and environmental settings. Gender influences the roles and relationships of people throughout all their activities, including their labour and decision-making roles. It is also important for understanding the position of both women and men vis-à-vis the institutions that determine access to land and other resources, and to the wider economy.

### **Box 5. Key Questions**

*'It is imperative to ask, Development for whom? With input from whom? Failing to ask these questions is a failure in the fundamental purpose of development itself. If women in subsistence economies are the major suppliers of food, fuel and water for their families and yet their access to productive resources is declining, then more people will suffer from hunger, malnutrition, illness, and loss of productivity.'*

Source: Jacobson (1993)

There is overwhelming evidence that development must address the needs and priorities of both women and men in order to be successful. It is recognised that across all socio-economic groups, women are disadvantaged vis-à-vis men. This must be taken into consideration because development efforts in which women are marginalised are destined to fail!

In SEAGA the focus is on establishing an environment in which women and men can both prosper. Women are seen as integral to any community, not as an isolated group. Because women and men have different tasks and responsibilities, and different livelihood strategies and constraints, they must each be listened to.

Disadvantaged people are priority because discrimination due to gender, ethnicity, caste, race or other social characteristics operates to make women and men poor. Poor people lack access to resources – and lack of access to resources keeps people poor.

Because communities are composed of a number of different groups – some more powerful than the rest, some particularly disadvantaged, and some that may be in direct conflict with each other – there is room for many differences of opinion and widely varying needs. Even within one household decisions are more often based on compromises between different members' priorities rather than on total agreement.

### **Box 6. How Project Resources can be diverted to the Better Off**

In Ghusel village, Nepal, the Small Farmers' Development Programme (SFDP) provided credit to poor households for the purchase of milk buffalo. A few years later two new dairy co-operatives were formed to help farmers market their milk. The SFDP brought considerable financial benefits to at least a third of the households in the village, bridged ethnic and caste differences in democratically run dairy co-operatives, and had positive effects on crop production because more manure was available.

But the project also had negative effects: (1) on women whose labour for collecting fodder and caring for the milk buffalo increased greatly but were not compensated by their husbands who controlled the income from milk sales, (2) on income distribution between socio-economic and ethnic groups (Tamang and Brahmin) which widened because the better off Brahmins received credit even though it should have gone only to landless or near landless farmers, and (3) on the access of poorer households to community land and state forests for gathering fodder and fuelwood due to the rapid depletion of these natural resources as the livestock population grew.

If women had been consulted during the planning stage of the project, two additional provisions would have been included: (1) community action to manage and improve fodder resources in state forests, (2) provisions to include women as members of the dairy co-operatives and to assist them in purchasing their own buffalo.

Further, if socio-economic and caste differences in the community had been analysed in a participatory way, the need to plan strategies to reach the poorer Tamang households would have been recognised. This may have prevented the diversion of credit to the wealthier Brahmin households.

*Source:* Bhatt, Shrestha, Thomas-Slayter and Koirala (1994)

But it is those individuals and households who lack control over resources essential for survival and development that are most constrained in their efforts to meet basic needs, resulting in suffering and a waste of human resources. SEAGA is an approach based on the assumption that focusing on the needs of the most disadvantaged is the starting point for development.

While gender roles and poverty are given priority in SEAGA, participation is essential to hold the whole approach together.

Development organisations and local communities have seen many development activities fail. Many now recognise that development activities designed by outsiders only, which ignore the capacities, priorities and needs of local women, men and children, are a key source of such failures. Even in cases where local people were asked for information, most development programmes were planned outside the community without involving them in the planning process.

Participation requires that local women and men speak for themselves. After all, it is only the local people who know the details about the local ecology, and of the linkages among their family members' activities in food and cash crop production with livestock, forestry, fisheries and artisanal activities, and how these are managed and by whom, and under what constraints. The knowledge and practices of local people need to be recognised by development agents and built upon in development activities.

## **Box 7. The 100-to-1 Cow Project**

### Part 1

The farmers in a small village in the Indonesian province of Irian Jaya in western New Guinea, had rarely, if ever, seen a cow before government representatives announced that a boatload of cattle would soon arrive.

The village had about 300 households most of whom depended on subsistence farming supplemented by raising a pig and a few chickens, and by hunting. Apart from government officials and the occasional trader, the village had little contact with the outside world.

Government development planners were anxious to introduce beef cattle to the region in order to provide a new source of meat for the country's rapidly growing urban centres. As the people of the village had migrated to the coast from upland areas known for breeding pigs, the planners assumed that these people would adapt easily to the challenges of expanded livestock-raising.

The visiting officials convened a one-day training programme and then, 100 beef cattle arrived. Almost at once, the animals began wreaking havoc. Knee-high fences designed to keep pigs from entering the village centre were no barrier to the animals; they trampled gardens, damaged homes, broke tools, and fouled fresh water sources. When the cows were shooed away, many wandered into the bush and disappeared.

Deciding to hunt them down before they did any more damage, the villagers armed themselves with bows and arrows and one-by-one they killed the cows until there was only a single animal left alive. Satisfied that the danger was passed, they spared the lone survivor, a living memorial to the danger that government officials had called "development".

*Source:* Connell (1993)

## **Why is Participation Important?**

A participatory approach aims to support local people to carry out their own development using the expertise of outsiders to help them achieve their development goals. While local women and men are the experts on local constraints and opportunities, they do not know everything. Small farmers, for example, are usually disadvantaged in their lack of knowledge about the options that development programmes can offer, including improved methods and technologies, and may not receive information about markets, inputs and new government policies. Therefore, while development agencies need greater access to local knowledge in order to play a more effective role, farmers need increased access to information about the wider context in which they live in order to make informed decisions about their development.

## **But is Participation Enough?**

## **Box 8. The 100-to-1 Cow Project**

### Part 2

A few years after the 100-to-1 cow incident, development agents visited the same village to make an assessment of community needs. The team convened a village assembly and told the people that this time things would be different. They asked villagers to tell them what they needed.

Villagers asked to delay their decision until they could consider it more deeply. The team agreed and left. When they returned a few days later, they convened another assembly, where village leaders announced that they had come to a decision – they wanted cows!

Now it was the development agents' turn to be shocked, for they knew the 100-to-1 cow story. They asked: how could the farmers risk another disaster? Why cows, and not pigs or poultry? Why not agricultural extension assistance with their gardens? Why not food storage facilities? What about health care, literacy or income generation?

Once they began asking questions, they learned that the answer was simple: cows were what the people knew of development. Since outsiders brought cows, the question for villagers, as they saw it, was did they or did they not want more cows? In the end, said most villagers, the animals could be something to sell to passing traders. Better to take them than not.

*Source: Connell (1993)*

SEAGA helps us to frame appropriate questions about development. The ability to frame appropriate questions is key to three related outcomes:

- Enhanced capacities of rural women and men to direct their own development,**
- Closer co-operation between development agents and local people, and**
- Successful development programmes and policies.**

### **Box 9. SEAGA Helps us to Plan Successful Development**

Successful development enhances:

*Sustainability* -- supporting the security and regeneration of resources

*Equality* -- providing equal opportunities for all women and men to participate and benefit

*Efficiency* -- achieving objectives without wasting time and resources

## **1.3 Summary of the SEAGA Toolkits**

### **Box 10. The Three Toolkits**

#### *The Development Context Toolkit*

for learning about the economic, environmental, social and institutional patterns that pose supports or constraints for development.

#### *Livelihood Analysis Toolkit*

for learning about the flow of activities and resources through which different people make their living.

#### *Stakeholders' Priorities for Development Toolkit*

for planning development activities based on women's and men's priorities.

The tools in this SEAGA Field Handbook are simple visual, oral or written methods for learning about life in rural communities.<sup>2</sup> Each toolkit consists of a number of tools that have been selected and organised for specific learning purposes.

This SEAGA Field Handbook offers three toolkits. The first two focus on learning about the current situation ("what is"), while the third focuses on planning for the future ("what should be"). Each toolkit is designed to answer important questions. In Chapter Nine several additional tools are provided to facilitate adaptation of these toolkits, as needed.

### **1.3.1 Development context toolkit**

In any particular community, there are a number of socio-economic patterns that influence how people make a living and their options for development. Looking at the Development Context helps us to understand these patterns. Key questions include:

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<sup>2</sup> Many of these tools have been used successfully in urban settings as well, but the SEAGA questions that accompany the tools in the SEAGA Field Handbook would require adaptation for learning about urban-based development issues.

- ✓ What are the important environmental, economic, institutional and social patterns in the village?
- ✓ What are the links between the field-level patterns and those at the intermediate- and macro-levels?
- ✓ What is getting better? What is getting worse?
- ✓ What are the supports for development? the constraints?

**The development context tools are:**

- ❑ **Village Resources Map:** for learning about the environmental, economic and social resources in the community.
- ❑ **Transects:** for learning about the community's natural resource base, land forms, and land use, location and size of farms or homesteads, and location and availability of infrastructure and services, and economic activities.
- ❑ **Village Social Map:** for learning about the community's population, local poverty indicators, and number and location of households by type (ethnicity, caste, female-headed, wealthy, poor, etc.)
- ❑ **Trend lines:** for learning about environmental trends (deforestation, water supply); economic trends (jobs, wages, costs of living), population trends (birth-rates, out-migration, in-migration), and other trends of importance to the community.
- ❑ **Venn Diagrams:** for learning about local groups and institutions, and their linkages with outside organisations and agencies.
- ❑ **Institutional Profiles:** for learning about the goals, achievements and needs of local groups and institutions.

### 1.3.2 Livelihood analysis toolkit

Livelihood Analysis focuses on how individuals, households and groups of households make their living and their access to resources to do so. It reveals the activities people undertake to meet basic needs and to generate income. Gender and socio-economic group differences are shown with respect to labour and decision-making patterns. Key questions include:

- ✓ How do people make their living? How do the livelihood systems of women and men compare? of different socio-economic groups?
- ✓ Are there households or individuals unable to meet their basic needs?
- ✓ How diversified are people's livelihood activities? Do certain groups have livelihoods vulnerable to problems revealed in the Development Context?
- ✓ What are the patterns for use and control of key resources? by gender? by socio-economic group?
- ✓ What are the most important sources of income? expenditures?

**The livelihood analysis tools are:**

- ❑ **Farming Systems Diagram:** for learning about household members' on-farm, off-farm and non-farm activities and resources.

- ❑ **Benefits Analysis Flow Chart:** for learning about benefits use and distribution by gender.
- ❑ **Daily Activity Clocks:** for learning about the division of labour and labour intensity by gender and socio-economic group.
- ❑ **Seasonal Calendars:** for learning about the seasonality of women's and men's labour, and seasonality of food and water availability and income and expenditure patterns, and other seasonal issues of importance to the community.
- ❑ **Resources Picture Cards:** for learning about use and control of resources by gender and socio-economic group.
- ❑ **Income & Expenditures Matrices:** for learning about sources of income, sources of expenditures and the crisis coping strategies of different socio-economic groups.

### 1.3.3 Stakeholders' priorities for development toolkit

Stakeholders are all the different people and institutions, both insider and outsider, who stand to gain or lose, given a particular development activity. With this toolkit the focus is on learning about people's priority problems and the development opportunities for addressing them. But for every development activity proposed, the different stakeholders are also identified, revealing where there is conflict or partnership. Key questions include:

- ✓ What are the priority problems in the community? for women ? men? for different socio-economic groups?
- ✓ What development activities do different people propose?
- ✓ For each proposed development activity, who are the stakeholders? how big is their stake?
- ✓ Is there conflict between stakeholders? partnership?
- ✓ Given resource constraints and stakeholder conflicts, which proposed development activities can realistically be implemented?
- ✓ Which development activities most support the SEAGA goal of establishing an environment in which both women and men can prosper?
- ✓ Which development activities most support the SEAGA principle of giving priority to the disadvantaged?

**The stakeholders' priorities for development tools are:**

- ❑ **Pairwise Ranking Matrix:** for learning about priority problems of women and men, and of different socio-economic groups.
- ❑ **Flow Diagram:** for learning about the causes and effects of priority problems.
- ❑ **Problem Analysis Chart:** for bringing together the priority problems of all the different groups in the community, to explore local coping strategies and to identify opportunities to address the problems.
- ❑ **Preliminary Community Action Plan:** for planning possible development activities, including resources needed, insider and outsider groups to be involved and timing.

- ❑ **Venn Diagram of Stakeholders:** for learning about the insider and outsider stakeholders for each action proposed in the Preliminary Community Action Plan, and the size of their stake.
- ❑ **Stakeholders Conflict & Partnership Matrix:** for learning about conflicts of interests and common interests between stakeholders.
- ❑ **Best Bets Action Plans:** for finalisation of action plans for development activities meeting priority needs as identified by women and men of each socio-economic group

## 2 PREPARING FOR PARTICIPATION

The tools presented in this SEAGA Field Handbook belong to a family of methods called Rapid Appraisal (RA). They are designed to obtain detailed and practical information on development issues in local communities in a relatively short period of time.

It is important to recognise the difference between Rapid Rural Appraisal (RRA) and Participatory Rural Appraisal (PRA). The key difference lies in who leads the research. If the learning process is mostly managed by outsiders, such as development field workers, it is called RRA. If, on the other hand, it is a continuous research and action process managed by the local community, it is called PRA.

In practice however, there is a middle ground between RRA and PRA in which outsiders may initiate the process, but then through training and practice, local community members take more control of the process. In SEAGA, a highly participatory approach to RA is a must!

### 2.1 Bringing Insiders and Outsiders Together

#### **Box 11. The Role of the Outsider**

*"An outsider who comes with ready-made solutions is worse than useless. He (sic) must first understand from us what our questions are and help us articulate the questions better, and then help us find solutions. He (sic) alone is a friend who helps us think about our problems on our own."*

Source: Tilakaratna (1987)

More important than the RA tools is the process for which they are used - a two-way process of exploration, questioning, analysis and learning. Many traditional methods of research and development planning place the outsider in a privileged position as question-asker, solution-provider and all round expert. Local people, or insiders, are assumed to need the advice and direction of outsiders. The information exchanges are one-way: either in terms of answers to questions set by the outsider or in terms of directions given by extensionists. Establishing a basis for dialogue through which information is shared and in which there is an explicit recognition that outsiders need to learn as much as, if not more than, the insiders, is a fundamental step in participatory RA.

One of the strengths of RA tools is that they facilitate learning by both insiders and outsiders. RA tools are simple to use, relying mostly on oral and visual techniques, such as discussion groups and mapping and diagramming. Even in communities where literacy rates are low, RA tools can be used by everyone, including children. But being simple to use does not mean that little can be learned from them. On the contrary; RA tools can be used to reveal a great deal of information and to support detailed analysis and planning processes.

While working with RA tools, outsiders have the role of listeners and facilitators, rather than teachers and experts. They become catalysts and providers of occasions

for local people to analyse their own problems. This requires a more respectful stance which generally leads to improved rapport with local people, making both insiders and outsiders better collaborators for development. Then the knowledge of both insiders and outsiders can be brought together to find the best solutions overall.

## **2.2 Characteristics of Rapid Appraisal**

### **2.2.1 Attitude**

The most important characteristic for getting good information through RA tools is attitude. In order to build a positive relationship with local women and men, outsiders must have an attitude of respect, humility and patience, and a willingness to learn from villagers. They must be supportive of using methods and tools that empower villagers to express and analyse their knowledge and to design their own development action plans.

### **2.2.2 Focused learning**

The focus is not on learning everything, but on learning what is necessary for deciding on future actions for development. This SEAGA Handbook proposes certain tools for collecting certain kinds of information known to be important for most development efforts.

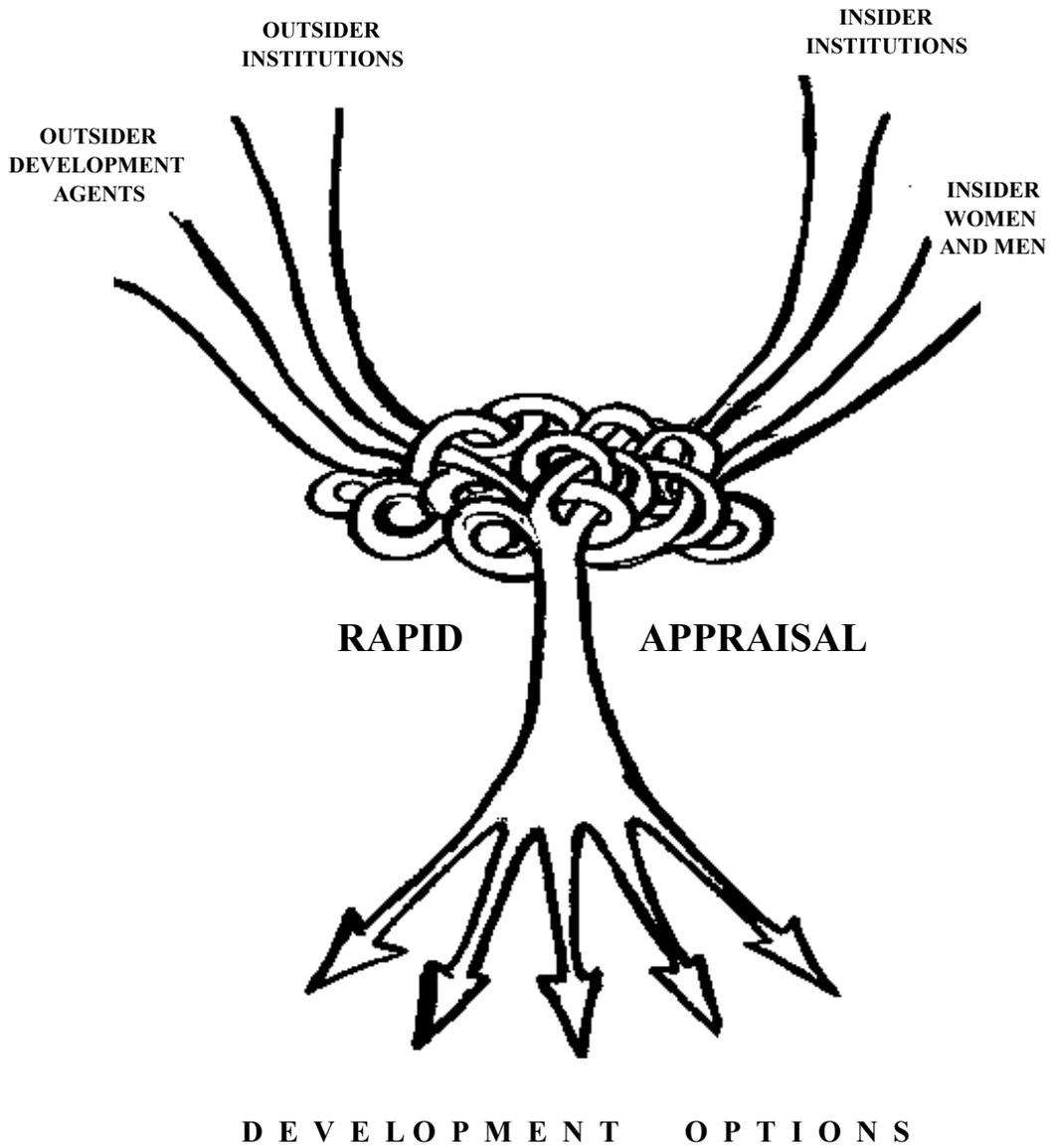
### **2.2.3 Speed**

In comparison to traditional research methods, RA is relatively quick because it does not attempt to collect a statistically valid sample. Instead, the advantage of RA tools is that a lot of information is quickly revealed. But the total amount of time needed depends on many factors, including the size of the community, complexity of the social structure and the overall purpose of the RA. A number of short visits over a long period of time may be necessary. For best results, it is important not to rush.

### **2.2.4 Learning from local people**

RA facilitates making full use of local knowledge and experience, limiting the imposition of outsiders' preconceptions on local conditions. Local people are given the opportunity to describe how they do things, what they know and what they want.

**RAPID APPRAISAL  
AS INTERACTIONS BETWEEN  
OUTSIDERS AND INSIDERS**



Adapted from : Townsley, P. Training of Rapid Appraisal Teams  
notes for trainers. FAO 1993.

### **Box 12. Participatory Modelling in Ethiopia**

When the PRA team gathered together villagers in North Omo, Ethiopia to make a model to represent their area, they found that although about thirty people clustered around in interest, only a handful defined the features to be represented. That handful was all adult and all male. Women silently looked on and children were shooed away if they got too near. The model produced represented a particular point of view.

The team then asked the women and children to make their own models on spaces of ground next to the men's model. The children quickly gathered sticks, leaves and stones and, under the direction of a ten-year old boy, built an extensive model which included features the men had left out. For example, the men's model showed the whole area as a patchwork of farm lands and discussions centred on the lack of grazing areas. Unaware of their elders' agenda, the children drew in the grazing areas. The team later learned that every farmer allocates part of his or her land for grazing in addition to making use of communal areas.

The women gathered many branches and twigs in order to create a detailed model of the rivers, their tributaries, crossing points and ponds. The issue of water availability, which the men had not brought up, became an apparent concern. The women also marked out the exact number of houses, discussing the number of inhabitants and the spaces between the houses. This led to discussions about social issues.

*Source: Jonfa, et al. (1991)*

## **2.2.5 Learning from many points of view**

### **Box 13. Who Do We Listen To?**

It is a mistake to assume that rural communities are fairly homogeneous groups of people. Within each community there are differences of gender and age, and these combine with differences of wealth, ethnic background, caste, race and so on. Each of these different groups has different experiences, perspectives, interests and needs. For instance, poorer people have different needs from richer people, women have different needs from men, and the young often have ambitions that differ from those of their elders.

At the same time we must recognise that poverty, age or gender differences cannot be considered entirely in isolation from each other. The needs of a poor woman are different from those of a rich woman. The needs of a youth of a pastoralist ethnic group are different from the needs of a youth of an ethnic group with an agrarian tradition.

The answer to "who do we listen to" is rarely straightforward. But what is clear is that it is important to hear a variety of opinions. With the SEAGA toolkits, we always listen to both women and men, including the poorest and most marginalised. It also is important to reach all the different ethnic groups, castes, races, etc. in a community. We must remember that each group has its own story to tell, that often these stories are partly conflicting, but that each is important to helping us understand the development situation.

RA offers many different tools so that complex development issues and local conditions can be looked at from many different angles. In the SEAGA Handbook including the points of view of people from different socio-economic groups is a must.

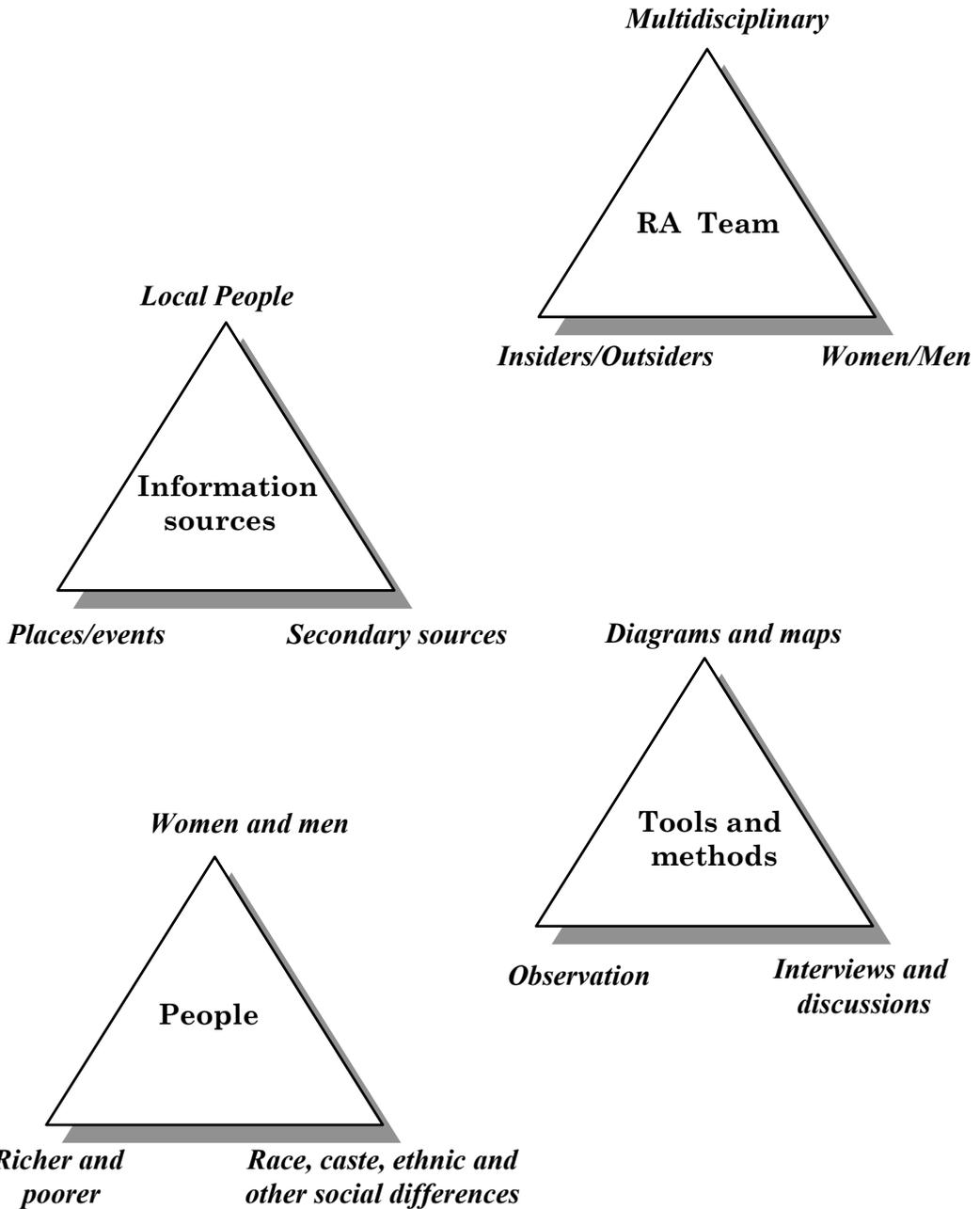
## **2.2.6 Multi-disciplinary teams**

RA teams are composed of members with different backgrounds and skills to provide deeper insights and understanding into the information gathered. Members of the community offer specific skills and knowledge and are counted as part of the team.

## **2.2.7 Triangulation**

This is a way to cross-check information for accuracy. It means looking at any problem from as many perspectives as possible, but at least three. Triangulation is achieved by using different tools to gather information on the same issue (e.g. maps, transects, and trend lines to examine environmental changes); and by listening to different people with different points of view about the same topic (e.g. women/men, young/old, wealthy/poor about food production). Triangulation is built into the SEAGA Field Handbook toolkits.

# TRIANGULATION



Adapted from Theis, J. and Grady, H.M. Participatory Rapid Appraisal for Community Development A Training Manual based on experiences in the Middle East and North Africa. IIED/Save the Children, 1991

## 2.2.8 On-the-spot analysis

Because RA tools depend on schematic pictures, maps and diagrams, information is immediately available for analysis. On-the-spot analysis allows for gaps to be filled and inconsistencies to be checked on a regular basis. This means that information can be reviewed, analysed and added to continually throughout the process, allowing team members to modify questions and review the focus of the study, as needed.

## 2.3 Preparation for Rapid Appraisal

**Table 1: Preparation for Rapid Appraisal**

<b><u>A Rapid Appraisal</u></b>	<b><u>One Day in a Rapid Appraisal</u></b>
<b><u>(several days or weeks)</u></b>	
<u>Preparation</u>	Use Workplan and Activity Sheets to organise team members and participants
Identify purpose Select site(s) Select timing and frequency Set objectives Select team Review secondary information Preparatory workshop Contact village and authorities Make logistical arrangements	Information Collection using SEAGA tools  Preliminary Analyses  Daily Review: Workplan, information, teamwork, participation, logistics  Prepare for next day
<u>Field Work</u>	
Introductions Identify participants Collect information using SEAGA Toolkits and other field methods	
<u>Analysis</u>	
Identify who analyses Identify what is analysed Decide when it is analysed	
<u>Presentations</u>	
Identify who the results are for Decide on how to present the results	

It is important to be well-organised and prepared before going to the field. While you want to listen to, learn from and work with rural women and men, you do not want to waste their time, nor yours! Both careful planning and flexibility are needed to ensure fruitful field work. All of the following steps are required to prepare for RA field work:

### **2.3.1 Identify RA purpose**

The first question to ask is "what is expected from the RA?" There are at least four kinds of RAs:

- a) an exploratory RA is done when there is not much information about an area and a general overview of the situation is needed. This kind of RA helps to identify issues that are important and may warrant more detailed study.
- b) a topical RA looks at a particular subject and tries to get more in-depth information. This kind of RA often results in recommendations for actions needed to solve a specific problem.
- c) a monitoring and evaluation RA is carried out when development actions have already been started. This kind of RA is done to see whether the development activities are being effective and to see if any changes are necessary.
- d) a participatory planning RA leads to the design and implementation of a detailed development plan together with the local women and men. This SEAGA Field Handbook is designed to facilitate participatory planning but the individual tools can be used for the other kinds of RAs as well.

### **2.3.2 Select sites**

The question of how many sites to include in an RA depends on:

- a) the purpose of the study (see directly above),
- b) the size and complexity of the area to be covered, and
- c) the available time and resources.

If the purpose of the RA is to gather information to inform programme or policy decisions, studies will need to be carried out at several sites. The more variation there is in an area, by ethnicity, farming systems and environmental conditions for example, the more numerous the sites will have to be in order to understand the range of situations. However, if the purpose of the RA is to support participatory planning of development action plans, then the number of sites will depend on the number of development plans needed.

### **2.3.3 Select timing and frequency**

If the purpose of the RA is exploratory, then a single study in a single village may suffice. This is the simplest kind of RA, though not the most effective because of the lack of follow-up. If the RA is topical or for monitoring and evaluation then a series of sessions in one village may be necessary to get information at different times of the year or at different points in the programme cycle (see Section VIII). For participatory planning, a series of working sessions over a period of months may be necessary, first to participate in planning the study and setting the objectives for the RA, second to participate in the community's collection and analysis of information, and third to design an action plan. Follow-up visits may then be needed to monitor actions, evaluate progress and to plan new activities as new problems arise. All visits must be scheduled at times that are convenient for the local community. Extra consideration may be needed to ensure that the research sessions will be held during time periods when women also can participate.

### 2.3.4 Set objectives

#### **Box 14. SEAGA Field Study Objectives**

- a) to identify supports and constraints for development in an area through an analysis of environmental, economic, social and institutional patterns;
- b) to understand the livelihood strategies of different members of the community, and their related needs and constraints; and
- c) to build consensus about development priorities and action plans.

Using SEAGA means that some broadly defined objectives are already built into the learning process (see box). In addition, the sponsoring organisation or agency may have specific objectives to add, such as to identify priorities for extension training or to investigate family planning needs. For a PRA, the local community is actively involved in setting the objectives for the field study. Objective setting then becomes the first step in the field work. All objectives should be specific, time-bound, and measurable. The more concrete they are the easier it will be to prepare.

### 2.3.5 Select team

Team members should be selected according to certain criteria including:

- a) familiarity with RA tools and principles of participation;
- b) technical expertise in an area anticipated to be important to the study, e.g. agronomy or micro-economics;
- c) sensitivity to gender issues; and
- d) willingness to spend time in villages.

Because many rural women are uncomfortable with male interviewers it is important to include female team members, preferably in equal proportion to male team members. All in all, team members should number no less than 3, for triangulation of perspectives, but no more than 6 persons. If teams are too large they become difficult to manage and may be overwhelming or threatening to the community. If the technical experts do not have experience or training in social issues in rural communities, then at least one social scientist should be included on the team.

### 2.3.6 Review secondary information

Once the purpose of an RA has been decided, one of the first things to be done is to review all existing sources of information about the area, community or topic which is going to be the subject of the study. Sources of information usually include:

- a) statistics and reports from government departments and ministries,
- b) programme and project documents from agencies and NGOs,
- c) studies and surveys from universities and research institutions, and
- d) documentation from service organisations in the local area.

### **Box 15. Team Contract**

The team contract is a list of rules and norms that the whole team has discussed and agreed upon for team behaviour and for dealing with crises during their fieldwork. During the preparatory workshop ask the participants to:

- a) brainstorm on possible problems that may occur in the field and list them, e.g. conflicts, accidents, death.

Sample questions: *What do we do if.....*

.....a member of the team is late again for the morning session?

.....a member of the team is over-enthusiastic and keeps interrupting the farmers when they are speaking?

.....in a review meeting with farmers, the local leader tries to control the choice of research priorities?

.....part way through a small group interview some farmers say they must leave to attend to other matters?

- b) discuss and reach consensus about solutions or behavioural norms expected of the team members for each possible problem
- c) decide on a strategy for dealing with unforeseen circumstances and elect responsible team members
- d) write up and duplicate the team contract ensuring that everyone has a copy.

Visits with individuals familiar with the area or topic are also very valuable. The discussions and documents together can help you to formulate the objectives of the RA, to decide on who should participate on the team, and to draft questions for the study. Be aware however that most secondary sources lack gender-disaggregated information and therefore must be reviewed with the realisation that they may be biased or inadequate.

### **2.3.7 Hold preparatory workshop**

Just before going to the field it is important that all team members get together for a preparatory workshop. The purposes of the workshop include:

- a) to clarify the roles of each team member and get them functioning as a team, including agreement on a team contract (see box above),
- b) to familiarise the team members with the SEAGA approach, including gender sensitisation, if necessary,
- c) to train the team members in each of the RA tools, and
- d) to prepare the RA Workplan (see box following page). The workshop may last several days, depending on the scope of the study and the familiarity of the team members with the tools.

### **Box 16. RA Workplan**

The SEAGA toolkits provide a logical framework that can guide the overall RA process. But the details of implementation must be specific to each situation, and adjustments to the toolkits may be needed in order to meet community needs. For this reason, it is important for every RA team to prepare their own Rapid Appraisal Workplan during the preparatory workshop. The Workplan includes a description of objectives, expectations, process and an overall action plan (see below).

The Workplan is accompanied by a series of Activity Sheets -- one for each and every step in the RA process indicating the issues, tools, facilitators, recorders and materials needed (see below).

By completing these two types of worksheets, everyone knows what they are doing and why.

### **2.3.8 Contact local authorities**

In many cases permission from local authorities (provincial-, district- and village-level) is necessary before an RA can take place. And because any follow-up to the RAs, especially development action plans, will have to be cleared by local authorities, it is essential that they be involved from the beginning. They should be contacted in ample time before the RA is scheduled to take place. Upon arrival in the area, visits with the local authorities are not only important as a matter of courtesy, but also as sources of information.

### **2.3.9 Make logistical arrangements**

An initial visit to the selected village(s) is necessary to explain the purpose and methods of the RA and to find out whether people are interested. Then logistical arrangements can be discussed. The RA team should strive to integrate as fully as possible into the life of the villagers but not impose on them. This might mean asking someone to prepare local foods for the team but contributing foodstuffs sufficient to amply cover the needs of the team and people who may join it for its meals. To create a friendly and open atmosphere conducive to participatory planning, and to facilitate efficient time-use during the fieldwork, it is best if the team stays overnight in the village for the duration of the RA. Camping equipment may be needed.

### **Box 17. And Don't Forget...**

#### RA Equipment:

maps  
flip chart paper  
geometry set  
scissors  
paper clips  
plain paper  
A3 cards  
files to keep drawings in  
video camera and film  
note books  
pens, markers  
tape  
string  
rulers  
coloured sticky paper  
camera and film  
tape recorder and cassettes  
spare batteries

#### Field Equipment:

tents  
sleeping bags or bedding  
mosquito nets  
flashlights and batteries  
kerosene  
food supplies  
water supplies, if necessary  
cooking stoves and utensils  
washing utensils and soap

#### And:

personal effects  
medications against malaria, diarrhoea, etc.  
as necessary  
copy of Team Contract  
copy of RA Workplan  
copy of RA Activity Sheets

## **Rapid appraisal workplan**

### **1. Objectives**

Why is this RA being carried out? Include the objectives of the community as well as those of the RA team or sponsoring agency. Make sure the objectives are specific, time-bound and measurable.

### **2. Expectations**

Who is the RA for? What will happen to the information collected and analysed? How will it be used and by whom?

### **3. Process**

Decide what information needs to be collected. Review the three SEAGA toolkits and decide which tools are needed at each stage in the process.

### **4. Action Plan**

Design a tentative time table of events. Which activities can be done at the same time, which have to be done in sequence? Identify the possible participants for each activity, e.g. women/men, young/old, rich/poor, etc.

## **Attach accompanying Activity Sheets for each tool.**

### **RAPID APPRAISAL ACTIVITY SHEET**

**Activity Sheet #**\_\_\_\_\_

**Date:**

**Village:**

**Place:**

**Time:**

**Facilitator:** *(responsible for leading the discussion with the participants, asking questions, introducing the tools, etc.)*

**Recorder:** *(responsible for taking notes about what is said and drawing pictures of what is designed, mapped, or modelled)*

**Translator:** *(if needed)*

**Step:** *(development context, livelihood analysis, stakeholders priorities for development)*

**Tool:** *(trend lines, village map, seasonal calendar, etc.)*

**Participants:** *(by gender, age, wealth, ethnicity, etc. )*

**Triangulation with:**

activity #\_\_

activity #\_\_

participants:

**Process:** *(a step-by-step description of what will happen)*

**Materials:** *(materials needed to be prepared, taken with you or found when you get there)*

## **2.4 Risks of rapid appraisal**

While participatory RA has many advantages, it is not without risks. Some of these risks can be prevented and some can be mitigated if they arise, but others can be quite serious and difficult. In all cases, it is best to be aware of them. Examples of some of the more common risks follow.

### **2.4.1 Raising expectations**

The intense involvement of local people in the RA process tends to generate much enthusiasm and anticipation about the development actions that they have identified. It thus builds momentum for change. Although this is a positive aspect, it can cause problems if supports for implementation are not forthcoming.

It is essential that the RA team be honest and clear, from the beginning and throughout the process, about whether or not resources from outside development institutions will be made available. If outside resources will not be available, the focus must be on development activities that can be implemented with local resources only. If resources will be forthcoming, then it is important to give realistic estimates of when they will be available, say in a month, 6 months or a year.

If the co-operating agency is unable to meet local priorities because those identified lie outside its mandate and expertise, this issue should be discussed frankly with the community and other solutions sought. This might involve collaborating with another agency that can respond to local concerns or passing on the request to the appropriate government agency.

### **2.4.2 Agency domination**

Relinquishing control, and leaving people the space to decide for themselves, means that we must be open to the unpredictable outcomes that can result. Unfortunately, many development agencies (both national and international) are reluctant to relinquish control in determining project activities. If a donor agency has planned to deliver, say two tube wells, it may be unwilling to support improved veterinary care though the latter was identified as the villagers' top priority. In such a case, the RA team may find itself in a difficult position of facilitating a process in which the villagers express and prioritise their concerns. If the agency ignores the priority issues raised by the village and addresses only those already on its agenda, then from the villagers' perspective, the most important results of the RA process are being neglected.

If the participatory process is constrained by agency expectations it is important to either:

- a) educate the agency by inviting some of its key people to participate in an RA so that they can understand the importance of the process and its implications for sustainable, equitable and effective development; or
- b) avoid using participatory RA so as to avoid falsely raising local people's expectations.

### **2.4.3 Revealing failure or need for change**

When the RA is carried out where development activities are already being implemented, the findings may reveal negative impacts, failure or needs for improvement. In such cases, the RA team has two responsibilities:

- a) to communicate the bad news to the supporting institutions, and
- b) to explore together with the community various options for solutions and improvements.

But this can put the team members in the difficult position of trying to persuade others to change a programme to make it more responsive to local needs. Depending on the attitudes and flexibility of the project staff and supporting institutions, this may be a contentious issue or it may lead to an exciting process of adaptation through increased communication with local women and men.

### **2.4.4 Learning about illegal activities**

It is not uncommon for RA findings to reveal activities that are against national laws. For example, in one African village it was learned that hungry season coping mechanisms included panning for gold in a restricted area. In a village in Nepal, it was learned that women were climbing over the walls around a protected forest, at night, in order to collect fuelwood and fodder. The right way to handle such information depends on the openness and responsiveness of the government. In no case should such information be used in any way that might result in serious sanctions on the village that participated in the RA. If the government is responsive to local concerns, however, the information may provide an opportunity to open a dialogue on the merits of the law, its impact on rural communities and possible alternatives. In the forestry area in Nepal discussed above, for example, the project was adjusted to meet women's needs, including introduction of community-managed wood-lots.

### **2.4.5 Stirring up conflicts**

It is not always the case that the participatory RA process leads to consensus; indeed it may expose deep differences and conflict among various groups. The process can also be seen as a challenge and threat by the more powerful groups because of its emphasis on ensuring that women and disadvantaged groups participate fully. When such conflicts become apparent, or are very likely to occur, the RA team has only two options, either:

- a) to stop the RA, or
- b) to use negotiation and conflict resolution methods to explicitly acknowledge and work with the conflicts.

The second option requires highly specialised skills and expertise and should never be attempted by inexperienced facilitators. It also requires a much longer time frame. In any case, issues of conflict must be handled very carefully as they can lead to violence.

### **Box 18: Participation Leading to Violence**

Devalia in Surendranagar District of Gujarat, India is a highly caste stratified village. Rajputs have traditionally owned the large fields and control most common property resources. Gadvis, with their small land holdings form the lowest rung of the local caste hierarchy. The Rajputs control most surface water resources in an area characterised by low rainfall and cyclical droughts. The Gadvis, who have no access to irrigation, must rely on one rainfed crop annually, and end up working as labourers for the Rajputs at very low wages.

During a participatory mapping exercise, facilitated by an NGO, the Rajputs explained that improving water resources was a priority for them and indicated the need to dig new wells on their lands. The Gadvis prepared their own village map and showed where they wanted to construct a community well.

A complex process of negotiation and bargaining lasting about three weeks took place between the community groups and the NGO. The Gadvis were the first to organise, and given the equity concerns of the NGO, it was felt appropriate to start with supporting them because they were the most disadvantaged group in the village.

The Gadvis started constructing their community well and struck water within 10 days. They developed a land use plan and map and started preparations for cultivating in the winter season. But the Rajputs became annoyed and angry. They had lost their cheap labourers from the Gadvi community who were no longer dependent on the Rajputs for employment. One afternoon, the group of Gadvis working on their well was ambushed and brutally beaten by a group of Rajputs. Two of the Gadvis died on the spot and others sustained serious injuries.

The NGO facilitators felt horrified about having initiated the participatory process without realising its implications. It took some time for the NGO and Gadvi leaders to restart a dialogue. However the Gadvi leaders felt that the deaths should not stop the NGO from carrying out similar activities. Today, before supporting programme activities, the NGO spends much more time facilitating negotiations between the different community groups.

*Source:* Shah and Shah (1995)

## **3 WORKING IN THE FIELD**

During the field work itself the team lives in the selected village(s) and uses the SEAGA toolkits and RA Workplan and Activity Sheets to guide its work. On a daily basis the team uses the RA tools to collect and analyse information. Also on a daily basis the team gets together to review how things are going in terms of interactions with local women and men, team work, logistical problems, and so on. The team also spends time each day on a preliminary discussion of the information gathered to see if adjustments to the Workplan are needed.

It is important to recognise that carrying out the field work requires skills and methods not found in the SEAGA Field Handbook toolkits. The tools cannot stand alone. In all cases they must be accompanied by skilled facilitation, and in many cases, additional field methods, such as semi-structured interviews, will be needed to further explore and verify the learning gained from using the RA tools.

### **3.1 How to be a good facilitator**

#### **3.1.1 Be an active listener**

Good facilitators show interest in what people have to say. They listen closely enough to summarise or paraphrase what is said, to pick up on the direction of discussions and to detect underlying attitudes or judgements. Active listening is key to all facilitation skills.

#### **3.1.2 Be observant**

Good facilitators notice group dynamics, including who is speaking and who is not, and how various groups of people interact, e.g. women and men or different ethnic groups. They use observation to understand how and when different methods must be used to ensure that everyone has the opportunity to participate.

#### **3.1.3 Ask questions**

Good facilitators use questions to start, focus and deepen the learning of the participants. A simple "Why?" is often enough to move a discussion to a deeper level. Who? What? When? Where? and How? are all good questions for bringing out details.

#### **3.1.4 Be flexible**

Good facilitators respond to the needs of the participants and are willing to adapt or change methods, tools and questions in order to do so.

#### **3.1.5 Be organised**

Good facilitators are well organised. All necessary materials and logistics are prepared so that people do not lose time and become frustrated. The facilitator keeps the overall RA objectives in mind throughout the entire process.

### 3.1.6 Be knowledgeable but clear

Good facilitators are knowledgeable about development, but they are also able to communicate in simple statements and to ask focused questions. Good facilitators speak in plain language and do not use fancy words or jargon.

### 3.1.7 Be assertive but not controlling

#### **Box 19. What is Your Role?**

For every tool or method, and for every group of participants, at least two Team Members must work together, one as the facilitator and one as the recorder:

Facilitators-

- a) introduce purpose of tool,
- b) organise/divide groups of participants,
- c) ensure active participation by all groups, and
- d) listen and ask questions.

Recorders-

- a) make a copy of the maps, graphs, calendars, etc. in a notebook for future reference (photographs or a videotape may be desirable too),
- b) take detailed notes on the issues presented and discussed by the participants,
- c) make notes about group dynamics (including who is participating and who is not), and the comments people make while participating or observing.

Good facilitators know when to intervene during discussions and when to stay quiet. Facilitators focus on mobilising the knowledge of the participants and provide guidance when the tasks are unclear or when the discussions start to lose focus.

## 3.2 How to encourage participation

It is important to ensure that the participatory process includes both women and men, younger and older, richer and poorer, and powerful and disadvantaged. All too easily the process is dominated by a few individuals, usually the most powerful, most vocal, most wealthy - all of whom are usually men. Contributions from members of disadvantaged groups may need to be especially sought. Some possible methods to encourage their participation follow:

- Choose a place that is accessible to everybody. For women who suffer mobility constraints, it may be best if the RA takes place fairly close to home. For disadvantaged socio-economic groups, it is important to avoid places that are restricted to them, such as the holy site of the predominant religious group, or the grounds around the water point of a high caste group. Public places enjoyed by everyone, such as the school or sports field, may be best.
- Schedule the RA activities for when people have time to participate. This means avoiding both the seasonal and daily periods of peak labour demands, such as times of harvest and meal preparation. It may even be necessary, for example, to work with men in the morning and women in the afternoon, or with market vendors at mid-day and landless labourers in the evening.

- Ensure that every group has a chance to present their own views. One way to do this is to form separate focus groups by gender, socio-economic group, age, etc. to make their own maps or diagrams or charts (see box on page 75). If the groups choose to further divide or to organise themselves differently, mixing by institutional membership for example, they should be supported in their decision. The findings of the different groups can be contrasted to provide useful information about each group's perceptions and priorities.
- Make it a point to involve the quiet observers. If there are persons hanging back, not saying anything, give them a stick or other object and ask them to indicate something they would like to see on the map or diagram, or discreetly ask them whether or not they think the placement of a particular feature is accurate. If they disagree with the placement, invite them to indicate its proper position.
- Ask a particularly dominant participant specific questions about the community. By engaging this person in conversation away from the group, his or her influence over the process can be lessened.

### **3.3 How to Use Additional Field Methods**

#### **3.3.1 Direct observation**

There is nothing like seeing something first-hand. Observation is a key method for learning. During an RA, it is important to look carefully at the places, people, resources and conditions described by the participants. Direct observations help to support and cross-check the findings from other methods, and can reveal new details and raise new questions. For every observation made, remember to write down two things:

- a) what was observed, and
- b) your interpretation of what it means. It is important to cross-check your interpretations with the findings from other methods and with other participants.

The list of conditions that can be observed first-hand is endless. Observable indicators of poverty, for example, could include:

- X variations in housing types (including walls, floors, roofing)
- X variations in dress
- X signs of under/malnutrition among children
- X types, quantity and variety of food for sale in the market
- X numbers and types of radios, TVs, bicycles, motorbikes and utensils
- X age and proportion of girls in school
- X distance to water and fuel sources

#### **3.3.2 Semi-structured interviews**

The semi-structured interview is a method that can be used at any time in an RA. It is useful to probe key questions and follow up on topics raised by other tools. Semi-structured interviews can be done with individuals or with groups.

### **Box 20. Knowledge and Poverty**

Whether one is rich or poor can make a big difference to whether or not local knowledge is used. In Kenya, for instance, a total of 75 possible ways of coping with drought were elicited from over 600 farm interviews up and down the side of Mt. Kenya. However, the poorest 16 percent of farmers had access to the means to practice only 42 of the possible 75 coping mechanisms. The richest one percent of farmers, on the other hand, were able to practice all but two. The poor farmers knew as much as the wealthy farmers, but the poor lacked the means to put that knowledge into practice.

*Source: Wisner (1995)*

Unlike formal interviews which consist of pre-established questions, the semi-structured interview starts off with a checklist of issues the interviewer wants to learn about. Some people prefer to have detailed checklists so that they do not forget what they want to ask, while others feel comfortable with only a broad outline. In either case, the interview should be as relaxed and friendly as possible. How the questions are asked depends on what the participants have to say. This allows the conversation to be more natural and free-flowing. It also allows the persons being interviewed the opportunity to bring up new issues not anticipated by the interviewer.

### **3.3.3 Key informant interviews**

It is often the case during an RA, that holes in the information, or the need for more precise information, will become apparent. This is where a semi-structured interview with carefully selected people who have a particular knowledge of the topic of discussion can be very useful. Such interviews are called key informant interviews.

For example, to learn more about resource use, key informants who may prove particularly useful may include:

- X an old person who knows about the history of resource use in the village
- X a headman who has decision-making power about land and water allocations
- X a poor person who depends on tree products during the hungry season
- X a woman who participates in the new livestock project

## Box 21. Examples of Bad and Good Questions

These are bad questions for finding the causes of child malnutrition:	These are good questions for finding the causes of child malnutrition:
<p>Do people raise small animals?</p> <p>What foods are usually given to little children?</p> <p>At what age do children stop getting their mothers' milk?</p> <p>What does your family usually eat?</p>	<p>How many chickens does your family have this year? How many goats? How many rabbits?</p> <p>What foods do you give to your child?</p> <p>At what age did your child stop getting your milk? (If she doesn't know, ask more questions. Did the child have any teeth then? Could he walk then?)</p> <p>What did you eat since this hour yesterday? What did your husband eat? What did your little children eat? What did your older children eat?</p>

Source: Feuerstein (1986)

### 3.3.4 Informal group discussions

Unexpected learning opportunities often arise during an RA, and informal group discussions is a good method for responding to such opportunities. It requires only a keen interest in listening to people, and some flexibility.

Informal group discussions may be used spontaneously; there is no pre-prepared list of questions or issues. If a group of herders is encountered while on a transect walk, for example, time is taken to talk to the herders about the findings from the transect thus far and to ask about issues important to them. Similarly, a chance meeting with a group of women at the water point can become an opportunity not only to learn about water distribution issues but also, depending on what other issues the women raise, to learn about health problems or horticulture activities and so forth.

### 3.3.5 Brainstorming

It can happen during an RA that an impasse is reached; in other words, there may arise problems for which solutions are not clear. Brainstorming is a method for generating ideas in a non-judgmental way. It can be used at anytime, both for dealing with problems encountered by the RA team, and as a problem-solving method to share with all participants.

The first step to brainstorming is to name the problem; the second is to invite everyone, one after the other with no reference to status or roles, to contribute their ideas about possible solutions. It is very important that everyone understand the rules of brainstorming:

- a) all ideas are welcome;
- b) no criticism of ideas is allowed, and
- c) the more ideas the better.

When the participants have completely run out of ideas, they concentrate on combining ideas, eliminating duplications and improving upon those already put forward, until they feel that a reasonable list of solutions has been reached.

### **3.3.6 A note on formal surveys & questionnaires**

Formal surveys and questionnaires are not compatible with the approach promoted in the SEAGA Field Handbook because these methods are extractive, taking the information away from local communities for use by outsiders only. But the reality is that these methods still have a role to play. In areas of high population density over a large land area, for example, a survey may be the only realistic way to obtain the necessary information, for example, for planning health or education services.

The integrated approach to understanding development issues and the focus on gender and socio-economic differences, as put forward in SEAGA, can be incorporated into the design of formal surveys and questionnaires fairly easily. Of particular use are the SEAGA questions, both those that accompany each toolkit, as well as those that accompany each and every tool. By working with the SEAGA questions, information about the development context, people's livelihood strategies and priorities for development, can be gained. But it is critical to use a stratified sampling strategy so as to ensure that both women and men, representative of all socio-economic groups, including richer and poorer, are reached.

## **3.4 How to start well**

Even with well-organised and prepared plans for the RA, getting things off to a good start upon arrival in the participating community can be a delicate matter. Here are some tips:

- ✓ If you can, have at least one team member who is familiar with the area.
- ✓ If you can, ask a well-respected local authority or trusted outsider, e.g. pastor, NGO or extension worker, to introduce the team to the community.
- ✓ Find out ahead of time what the protocol is for introductions. What is expected by the headman or village leader? By the elders? Where will everyone meet? What is the best time of day?
- ✓ Be prepared to join in songs or prayers as part of the introductions, or to contribute some of your own.
- ✓ Prepare a clear and simple introduction about why you are there and an overview of the goals and methods of the RA. Be careful not to raise expectations about benefits, either in the form of development activities or otherwise, that may not materialise.
- ✓ Give a clear and simple explanation about the importance of having both women and men participate, representing both young and old, rich and poor, of different ethnic groups, etc., as appropriate. Ask the community members presently gathered whether all the different socio-economic groups in the community are represented, or if efforts need to be made to find and include them.
- ✓ Allow time for the community members to ask questions. Answer them as clearly as possible.

## **Box 22. Entering the Community**

*'When you come into the home of someone you do not know for the first time, you have to make sure that your entry is well planned and you will be welcomed. You cannot just walk straight into my yard, walk everywhere including over my sacred places, step on my chickens, and then tell me that you have come to help me solve my problems. You have to come in nicely.'* Mr. S. Masara of Ward 21, Chivi District, Zimbabwe'

Source: Intermediate Technology Zimbabwe (1996)

- ✓ Most community members are not accustomed to being asked by outsiders for their expertise and opinions. A good way to start the process is with a non-sensitive visual method in which nearly everyone can participate, such as mapping the village using local materials.

Use simple starting questions like, "I do not know this area very well. I see the tree we are sitting under and the road in the distance, but can you show me what the rest of the community looks like?" You're off to a good start!

## **4 USING FIELD INFORMATION**

In a good RA, the information gathered is used in a way that will improve the well-being of the local community. This is most likely to happen if the community itself participates maximally in both the collection and analysis of information. The more people involved in the whole process and the greater access afforded to the information that is generated, the more likely it is that ways will be found to use the information for the benefit of local women and men.

A frequent problem encountered by RA Teams, is that of getting carried away with the use of the tools (they are fun and interesting) resulting in the collection of excess information, while neglecting the importance of analysis and presentation. Information collected should be information used. In order to achieve change, analysis and presentation are crucial steps, but ones which many people neglect to deal with adequately.

### **4.1 Analysis**

Analysis is the process of making sense of the collected information. Analysis means examining information (sorting it out, adding it up, comparing it) in order to understand the 'parts' in relationship to the 'whole'.

There are three questions about analysis that require attention:

- a) who analyses?
- b) what is analysed? and
- c) when is it analysed?

#### **4.1.1 Who analyses?**

If the RA process has more of a Rapid Rural Appraisal (RRA) approach, that emphasises local information more than the process of participation, analysis is carried out by the RA Team. In a Participatory Rural Appraisal (PRA) however, the emphasis is on building up the process of discussion, analysis and planning in the community. Thus the RA Team focuses on stimulating local analysis. The team members must remember that participatory field work is not just about fact-finding, but is about facilitating learning and analysis by local women and men.

A middle approach is to have the RA Team start the analysis, and then present their partially analysed results to the larger group of participants for discussion and completion. The benefits of partial analysis are:

- X time efficiency
- X larger groups of participants have the opportunity to contribute to the analysis
- X the results are validated by more people and will be more reliable
- X the analysis process is understood by more people.

## 4.1.2 What is analysed?

Two kinds of RA products must be analysed: the information and the process.

### **Analyse the information:**

The first step is to review the questions asked in the course of the RA. Review the SEAGA questions. Review the questions added along the way. It is important to look back and renew your understanding of the central issues and key purposes, and to ask, 'why was this information necessary?' 'what kinds of decisions are to be made based on this information?'

The second step is to organise and analyse the information. The mechanics of organising information will vary according to the thinking processes of different people. But there is a certain logic that can be followed:

1. Gather together all relevant information that has been collected.
2. Sort the information into key categories which belong together, especially
  - a) key Development Context findings,
  - b) key Livelihood Analysis findings, and
  - c) key Stakeholders' Priorities for Development findings.
3. Within each of the three key categories for analysis, take note of
  - a) similarities
  - b) contrasts, and
  - c) relationships and linkages.
4. Further sort the information into sub-categories which belong together, including
  - a) environmental issues
  - b) economic issues
  - c) social issues
  - d) institutional issues
  - e) major issues for women
  - f) major issues for men and
  - g) major issues for each socio-economic group.
5. Across the sub-categories for analysis, take note of
  - a) similarities
  - b) contrasts, and
  - c) relationships and linkages, including those to intermediate- and macro-level structures and patterns.
6. Be sure to highlight the pieces of information that, when put together, will answer the SEAGA questions.
7. Put the analysed pieces together in a way that tells a complete story. Build up the case for the Best Bets Action Plans.
8. Add concrete recommendations for follow-up.

## **Analyse the process:**

Many make the mistake of focusing only on the 'data', rather than reflecting also on the RA process as a whole. The process of discussion, selecting priorities and making decisions is just as important in the development of an action plan as the information itself. It must be recognised that empowerment will not emerge from the information or 'data', but from the process around the generation and analysis of the information. Critical reflection on the process, therefore, allows for an understanding of whether local knowledge and capacities were enhanced. The extent of community participation, the behaviour of the RA Team and the strengths and weaknesses of the selected tools are only some of the process issues important to reflect upon.

- Participation: What percentage of the community's total population participated in the RA? How many were women? men? What was the break-down for each of the socio-economic groups (e.g. richer, poorer, high caste, low caste)? What strategies or methods were used to reach as many different groups as possible? What worked best? What did not work? Were certain groups under-represented? If so, why?
- RA Team: How did the participants respond to the RA Team? Were there any problems with rapport? Were Team members respectful, patient and interested? Was the RA well organised? Was the Team flexible enough to meet new needs as they became apparent? Was enough time allowed? What were Team members best at? What could Team members improve next time?
- Tools: How did the participants respond to each tool? Did they actively participate? Did some contribute more than others? Who? Why? Did the tools elicit useful information? What sort? What were the drawbacks or limitations of the tools? How the tools or SEAGA questions could be improved?

### **4.1.3 When is it analysed?**

In participatory fieldwork, analysis is a continuous process of reviewing the information as it is collected, verifying it and drawing conclusions. It should not be left until all the RA tools have been used. It is recommended here that analysis take place during at least three different points of the RA process:

- X upon completion of each individual tool,
- X upon completion of all the selected tools from each toolkit; and
- X upon completion of all three SEAGA toolkits.

### **Box 23. Validation**

Validation is a process to ensure that both the participants and the facilitators have understood each other fully and that the analysis of local conditions and development opportunities is correct and has been represented accurately. Validation should occur at the end of every discussion of every tool with every group. The facilitator simply summarises the key points raised by the participants and asks

- a) if what s/he says is correct and
- b) if the participants have anything to add.

Validation is also achieved by comparing the learnings from the different groups. Where information about the same issues differs greatly, further exploration is needed using other field methods.

## **4.2 Presentation**

In an RA, the job is not done until the results are shared among all the participants, presented to the intended audiences and decisions made. It is important that both insiders and outsiders get the relevant information.

Too often, valid, reliable and vitally important RA findings are not used. This is not only a waste of resources it also means that important decisions are made without adequate information.

### **4.2.1 Who are the results for?**

There are many potential users of RA information. Together with the participating women and men, decisions must be made about who will receive the information. Whenever results leave the community, this should be done with respect for the 'owners' of the information, and their input should be acknowledged. Interested users may include:

- Community participants*: individuals or groups in the community who have participated directly in the RA.
- Local institutions*: the local women's group, farmers' organisation, water users' association, credit club and other local institutions may be very interested in hearing the RA findings, especially those relevant to their tasks and priorities.
- Other community members*: community members who have not directly participated or who may not directly benefit from activities planned, but who may be very interested in knowing how things are going.
- Other communities*: communities nearby the place of the RA, and others within the country, can benefit from the lessons and experiences of an RA, or of a series of different RAs.
- Government services staff*: staff responsible for the delivery of certain services, say agriculture extension or health care, will be interested in knowing, collectively or individually, about how the services are doing in a particular area.

- *Development programme staff and donors:* planners, policy-makers, field staff, programme administrators and country directors from government agencies, non-government organisations (NGOs), development and donor agencies will be interested in learning about the needs and priorities of the participating community, and the impacts of the development activities they support.
- *Research organisations:* researchers within or outside the country will be interested in results that help to focus their attention on relevant research.

(See the *SEAGA Intermediate Handbook* for more details about users of field information.)

## 4.2.2 How to present the results?

The presentation of field information will vary according to the 'users'. There are three main ways to present RA results: written, oral and visual.

### Written methods:

RA results may be written up in various forms, depending on the needs of the users. A written report, a case study and a village profile are only some of the options. All forms of written results should be brief and easily readable. Quotes from the participants as well as illustrations from the RA graphics help to realistically portray the situation and to keep written documents interesting.

A written report is produced when a document is required by national or international development agencies. Each agency usually has a standardised format that must be followed fairly closely. At a minimum, a written report must describe:

- X background to the RA (criteria for selection of site, selection of RA Team, and selection of objectives, tools, participants and issues),
- X description of the RA process,
- X summary of the key findings,
- X implications of the findings for the community;
- X implications of the findings for the agency; and
- X recommendations for follow-up.

A case study is written to tell a story with a particular focus. If one issue arose as the most pressing and important in the community, say deforestation, then the case study should be written to give the details and implications relevant to the impacts of deforestation. A case study does not provide solutions or answers. It is used to provide the facts necessary for discussions about solutions by both insiders and outsiders.

A village profile is a brief description of many different aspects of village life: its physical features, farming systems, socio-economic structures, gender and labour patterns, and women's and men's needs and priorities. The purpose of the village profile is to help outsiders who have never visited the village to understand the constraints and opportunities that are there. The reader should be able to picture in his or her mind what the village is like, as well as the specific problems and issues

needing to be addressed. The following is an outline for writing a village profile. You can adapt the outline as needed.

### **Box 24. Outline for a Village Profile**

Name of village:

Township or district:

Date:

Prepared by:

#### **1. Village History**

#### **2. Development Context**

- Environmental patterns
- Economic patterns
- social patterns
- institutional patterns
- key inter-linkages among the patterns
- key constraints for development
- key supports for development

#### **3. Livelihood Strategies**

- Occupations (by gender, by socio-economic group)
- labour patterns for meeting basic needs (by gender, by socio-economic group)
- use and control of resources and benefits (by gender; by socio-economic group)
- income and expenditure patterns (by gender, by socio-economic group)

#### **4. Development Priorities**

- key problems (by gender, by socio-economic group)
- proposed development activities (by gender; by socio-economic group)
- implications for stakeholders (both insiders and outsiders)
- Best Bets Action Plans (by gender; by socio-economic group)

**Visual methods:**

Visuals can be used to present many results clearly and concisely. They can be used on their own, or more frequently, they can be integrated into written reports. Visuals help show information quickly, make written reports more interesting, enhance important points in a report and present the total picture in a small space. A number of visual presentations of results are possible: maps, diagrams, charts, graphs, photographs, videos and cartoons. Remember that each visual presented must have:

- X a full title
- X the date
- X list of information sources or participants
- X labels for all items in the visual
- X a key to explain all symbols used.

**Oral methods:**

Drama, puppet theatre, story-telling, songs and meetings can all be used to present information in an interesting and understandable way. In a community with low literacy or with a strong tradition of story-telling, oral presentation may be the most appropriate method of sharing RA information. Oral presentations can be enhanced by combining them with visuals. For example, a puppet theatre may have characters explaining information in a Village Resources Map. Oral presentations can be tape-recorded or photographed. In this way results can be presented to other communities or to other interested groups. Video presentations that combine both oral and visual methods are very effective for presenting results to a wider audience.

## 5 INTRODUCTION TO THE SEAGA TOOLKITS

This SEAGA Field Handbook offers a series of toolkits to support participatory development planning. They are organised around three steps of analysis: the Development Context, Livelihood Analysis and Stakeholders' Priorities for Development. The toolkits, and the tools within them, are presented in an order that:

- a) supports a semi-structured process of learning that is consistent with SEAGA's three steps of analysis, and
- b) supports a learning process that is logical and easy to follow, with the learning from the latter tools building upon the learning from the earlier tools.

Taken as a whole, the three SEAGA toolkits provide one basic model for participatory planning; but one model does not fit all! In order to respond to emerging needs and interests, the tools can also be used independently or in an order that differs from that presented here. It may also be the case that some tools need not be used at all while others need to be used more than once. Several additional tools are provided in Chapter Nine. These, and other tools and field methods, can be integrated into the RA process, as needed.

A set of SEAGA questions accompanies each of the toolkits as well as each of the individual tools. The purpose of the SEAGA questions is to:

- a) support detailed analysis of the information gained, and

### **Box 25. Make it Relevant**

It must be remembered that for insiders, participation in an RA requires not only their contribution of knowledge, but also their time and energy.

Every effort must be made to ensure that the RA is useful and relevant. There are no guarantees, but there are at least three ways to increase the chances that participation in an RA will be worthwhile to people:

- a) Make sure that the objectives of the RA are directly relevant to the interests and needs of the community;
- b) Make sure that everyone has a voice during the RA process, including opportunities to select priorities and plan development activities; and
- c) Make sure that the information revealed during the RA is shared with both insider and outsider institutions committed to development.

- b) ensure that the SEAGA approach and principles are incorporated throughout the RA process. But these questions must be viewed as a starting point only; additional and more specific questions will emerge during the RA.

The toolkits in the SEAGA Field Handbook are designed to explore issues that are key to development planning in general. Where the focus of the RA is already somewhat determined, by the objectives of a development agency for example, or where specific technical needs are expressed by the community, then the SEAGA Field Handbook should be used in conjunction with the appropriate SEAGA Sector or

Issue Guide, i.e. on food security or irrigation, as well as relevant guidelines for the technical aspects of the planning process.

This SEAGA Field Handbook is not a blue-print! While the tools described here have been field-tested (in many countries and with many different communities and organisations), they must be combined with the ideas and needs of each community in order to produce results of direct value. In any given situation, some of the suggestions given here may not be relevant or may not work. Even those which do seem useful will have to be adapted to the particular needs of the community. You are encouraged to be resourceful and flexible.

## **5.1 Structure of each Toolkit**

### **5.1.1 What**

An introduction to the importance of the information and a summary of the key issues.

### **5.1.2 How**

A table that summarises:

- a) the Tools, a recommended set of RA tools and, for each tool,
- b) the Participants, a recommended group of informants (by gender, socio-economic group, etc.),
- c) the Focus, a list of key issues, and
- d) the Linkages, a list of other tools with which the learning is linked.

### **5.1.3 Seaga questions for analysis & summary**

A set of key SEAGA Questions to analyse and summarise the information learned.

## **Box 26. Reaching Everybody**

Making sure that both women and men of every socio-economic group in a community have the opportunity to participate in the RA process is not as difficult as it sounds. The toolkits are designed to reach a variety of different groups so as to ensure that everyone, including the most disadvantaged, can contribute to the process. They are also designed to ensure a triangulation of view points. The following types of groups of participants are included at various points in the SEAGA toolkits:

Community: the entire community, women and men, children and elderly, rich and poor.

Gender focus groups: separate groups of women and men (including a mix of socio-economic groups).

Socio-economic focus groups: separate groups of people from different socio-economic categories, e.g. by wealth, ethnicity, caste or other differences, as defined by the participants in the Village Social Map (including both women and men).

Age focus groups: separate groups of elderly and young (including both female and male).

Households: all households members, women and men, children and elderly (at least two households from each socio-economic category).

Note 1: In situations where it is not culturally appropriate to work with women and men in the same groups, separate groups must be formed and the results compared and discussed.

Note 2: Focus groups should have about 3 to 10 people. If a focus group is too large, divide it into two groups. Upon completing their analyses, have them present their findings to one another for comparison and discussion.

## **5.2 Structure of each Tool**

### **5.2.1 Purpose**

A brief explanation of the kinds of information the tool can be used to learn about.

### **5.2.2 Process**

A step-by-step description of how to introduce the tool and facilitate its use.

### **5.2.3 Materials**

A list of materials needed.

### **5.2.4 Notes to the RA team**

A set of key SEAGA Questions and some important reminders.

### **5.2.5 Example**

An application of the tool

## 6 THE DEVELOPMENT CONTEXT TOOLKIT

### 6.1 What?

We use the Development Context Toolkit to learn about the different patterns that influence rural people's livelihoods and development options. These patterns are:

- ❑ **environmental**, including erosion, water supply, forest cover
- ❑ **economic**, including work opportunities, income, costs of living
- ❑ **social**, including culture, education, health, numbers of people
- ❑ **institutional**, including farmers' organisations, women's groups, political leadership

The focus is on understanding these patterns within a particular community, and how they interact with the intermediate- and macro-level patterns. The Development Context Toolkit answers the questions, What are the supports for development? and What are the constraints?

Rural life does not stand still. Environmental crises such as drought, deforestation, desertification and floods force farmers to adjust their activities. Economic trends such as deepening poverty, widening gaps between rich and poor, the introduction of lucrative enterprises and the opening of new markets create or eliminate opportunities. Social patterns, including population growth and access to health care and education, function to influence people's needs and aspirations. Institutional changes too, including new government policies and programmes, influence rural development opportunities. In other words, rural people must work not only within a framework of seasonal changes, but must also adjust to, cope with, and survive many environmental, economic, social and institutional changes.

Learning about the Development Context of a community, as the first step in a participatory planning process, enhances the probability that development activities will be sustainable, equitable and efficient.

## 6.2 How?

**Table 2. Development Context Toolkit. The Development Context**

<b>Tools</b>	<b>Participants</b>	<b>Focus</b>	<b>Linkages</b>
1. Village Resources Map	All Community Members (both women and men, young and old)	Environmental, economic and social resources in the community	Transect Social Map Trend Lines
2. Transects	Mixed or separate focus groups of women and men, young and old	Natural resource base Land forms, land use Location, size of farms Location of infrastructure, services, economic activities	Resources Map Social Map Trend Lines
3. Village Social Map	One focus group of key informants (both women and men)  Or separate focus groups of women and men	Population trends Number and location of households by type (ethnic, caste, female-headed, etc.)  Poverty indicators	Resources Map Transect Trend Lines
4. Trend Lines	Separate focus groups of older women and older men	Environmental, economic and population trends	Resources Map Transects Social Map
5. Venn Diagrams	Separate focus groups of women and men, including mix of socio-economic groups identified in Social Map	Local groups and institutions  Linkages with outside organisations and agencies	Social Map Institutional Profiles
6. Institutional Profile	Same as above	Goals, achievements and needs of local groups and institutions	Venn Diagrams

## 6.3 SEAGA questions for analysis & summary

- ✓ What are the environmental supports and constraints for development in the community?
- ✓ What are the economic supports and constraints?
- ✓ What are the social supports and constraints?
- ✓ Does the community have a fairly homogeneous population, or consist of distinctly different socio-economic groups, e.g. by wealth, ethnicity, caste?
- ✓ What are the institutional supports and constraints?
- ✓ What are the linkages among the environmental, economic, institutional and social patterns?
- ✓ What are the linkages to intermediate- and macro-level patterns or institutions?
- ✓ What is the influence of culture on the environmental, economic, social and institutional patterns?
- ✓ Are there other key issues or patterns important for understanding the development context?

## 6.4 Development Context Tool 1: Village Resources Maps

### 6.4.1 Purpose

The Village Resources Map is a tool that helps us to learn about a community and its resource-base. The primary concern is not with cartographic precision, but with getting useful information about local perceptions of resources. Participants should determine the contents of the map focusing on what is important to them. Maps may include:

- X infrastructure (roads, houses, buildings)
- X water sites and sources
- X agricultural lands (crop varieties and location)
- X agro-ecological zones (soils, slopes, elevations)
- X forest lands
- X grazing areas
- X shops, markets
- X health clinics, schools and religious facilities
- X special use places (bus stops, cemeteries, shrines)

### 6.4.2 Process

Plan and organise a meeting for the entire community. Make sure that it is scheduled for a time when both women and men can attend and that all socio-economic groups have been invited.

The Village Resources Map is a good tool to begin with because it is an easy exercise that initiates dialogue among the community members and RA team members.

A large open space should be found and the ground cleared. It is easiest to start by placing a rock or leaf to represent a central and important landmark. Participants are then asked to draw other things on the map that are important in the village. Participants should not be interrupted unless they stop drawing, in which case questions can be asked such as whether there is anything else of importance that should be added. Use the SEAGA Questions to deepen the discussion.

When the map is completed, facilitators should ask the participants to describe it and to discuss the features represented. Ask questions about anything that is unclear.

Finally, the facilitator may want to ask participants to indicate some things they would like to see in their village that are not currently on the map -- in other words to draw a picture of what they would like the future to look like. This allows for some preliminary planning ideas and encourages people to begin contributing their thoughts at an early stage in the participatory process.

### **6.4.3 Materials**

Sticks, pebbles, leaves, sawdust, flour, dung or any other local material. Flip chart paper and markers also may be used.

### **6.4.4 Notes to the RA team**

All RA team members need to observe the mapping exercise because,

- a) it provides an overall orientation to the spatial features of the community and its key resources and
- b) it is the first RA exercise and therefore the first opportunity for everyone to join the participatory process.

Be sure that the final map includes direction indicators (North, South, East, West) and an outline of the village borders.

## Development Context Tool 1: Village Resources Map

### Some SEAGA Questions to Ask While Facilitating

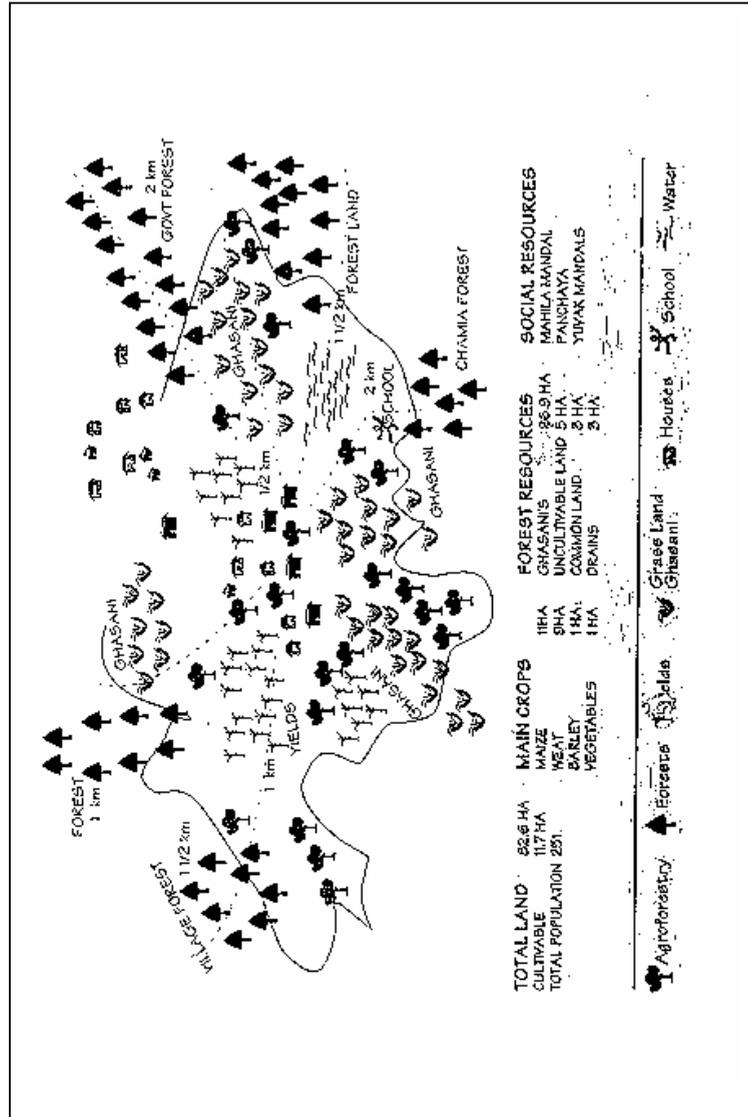
- Where is the original part of the village? In which direction has the village expanded?
- What resources are in ample supply, which ones are in shortage? What resources are used? unused? Which are degrading or improving?
- Who makes decisions about who can use land? water? other important resources?
- Does the village have land that is held in common? Who decides how common resources will be used?
- Where do people go for water, firewood and grazing? How long does it take? How long did it take 5 years ago?
- Are the rights of access different for women and men, or for people from different ethnic or other socio-economic groups?
- Which of the indicated resources are the most problematic? Why?

### 6.4.5 Example

The map produced by the villagers of Khajret-Uperli Gaunguri in Himachal Pradesh, India, shows the type and location of major crops, and forest and common land resources. In this village there is a distinct division in use of the land-based resources: the men concentrate on producing cereals and collecting timber, while women are responsible for producing the other crops and for collecting fuelwood and fodder. Both women and men complain that the natural resource base is deteriorating resulting in diminished crop and animal production.

**Development context Tool  
1-Village resources Map**

Example:  
Village Map of Khajret - Uperli  
Guanguri, Himachal Pradesh, India



Source:  
Wilde and Vainio-Mattila, (1995) Gender Analysis and Forestry International Training Package, FAO

## **6.5 Development Context Tool 2: Transects**

### **6.5.1 Purpose**

The transect is a tool that directly builds upon the Village Resources Map to help us learn more details about the environmental, economic and social resources in a community. A transect is a sort of one-dimensional map of a line cut through a village. It depicts a cross-section of an area along which a number of issues are recorded. The purpose of a transect is to organise and refine spatial information and to summarise local conditions in the area. The information is gathered from direct observation while walking a straight line through the community.

### **6.5.2 Process**

Organise 2 or 4 groups with a mix of participants such as women and men, young and old. Either the different participants can be asked to take different RA team members for separate transect walks, showing the areas of most importance to them, or, each group can have responsibility for a different topic while they all walk together. For example, one group may focus on soils, land use and cultivation, a second on trees, vegetation and water resources, and a third, on infrastructure, housing and services. Afterwards the groups share the information from their walks to construct the transect diagram(s) together.

Using the Village Resources Map, and the advice of the participants, choose a more-or-less straight line through the area. The line chosen should take in as many of the different physical zones, types of vegetation, land-use areas and sections of the community as possible. It is often a good idea to start from the highest point in the area. Depending on the size of the area to be covered and the nature of the terrain, a transect can be done on foot, animal, cart or motor vehicle. But the slower modes are preferable because they allow for greater observation.

### **6.5.3 Materials**

Notebooks, pens, flip chart paper and markers.

### **6.5.4 Notes to the RA team**

While on the transect, ask questions about each zone. Everything noted is written down as the transect proceeds. During the transect walk (or ride or drive) take time for brief and informal interviews with women and men met along the way. During these interviews, discuss the critical issues already identified by the RA team and ask whether there are other issues as well. One of the advantages of doing a transect is that often people are more willing to discuss sensitive issues such as land ownership patterns when they are away from the village. Allow sufficient time for the transect. It may take several hours.

## **Development Context Tool 2: Transects**

### **Some SEAGA Questions to Ask While Facilitating**

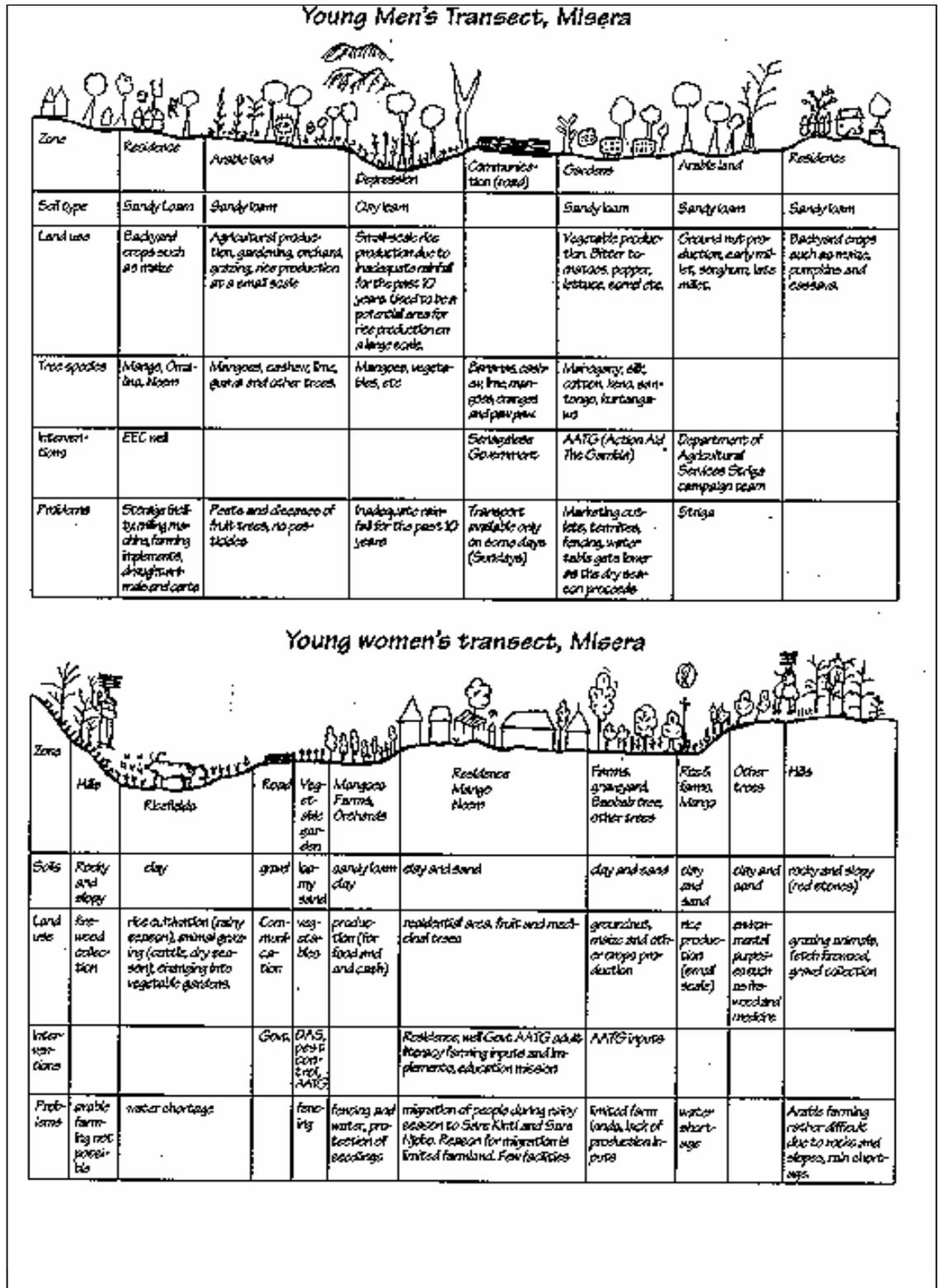
- What are the major activities carried out in each zone of the community? by whom?
- What services and infrastructure are available in each zone?
- What are the natural resources available in each zone? Who uses them and for what purposes?
- What economic opportunities are available in each zone?
- Are the rights of access in each zone different for women and men, or for people from different ethnic or other socio-economic groups?
- What are the principle problems?
- What interventions for improvement have been made?

### **6.5.5 Example**

In the Gambia, transects were produced on separate walks with young men, old men, young women and old women so that priorities by both gender and age could be understood. Shown in Figure Development Context Tool 2 are the transects by young men and young women, both giving attention to soil types, land use, interventions and problems. Differences in the two transects reflect gender-based differences in activities and access to resources. For example, the women's transect emphasises the rice fields because rice production is traditionally the responsibility of women, for both food and income.

## Development Context Tool 2 Transects

Example: Young Men and Women's Transects, Misera, The Gambia



Source: AA/IIED, (1992) From Input to Impact, PRA for Action Aid, The Gambia, IIED

## **6.6 Development Context Tool 3: Village Social Maps**

### **6.6.1 Purpose**

Village Social Maps are a tool that help us to learn about the social structure of a community and how differences among households are defined. It is particularly useful for learning about local definitions of "poor" and "rich", and about population changes (birth rates, in-migration, out-migration).

Because this type of map shows all the household types in a community (by wealth, ethnicity, caste, religion, etc.), and their locations, it helps to ensure that people from all the different socio-economic groups are reached during the RA. It is also useful as an introduction to discussing inequities, social problems, coping strategies and solutions.

### **6.6.2 Process**

Organise a focus group of participants who are most likely to know all of the households in the community. Make sure that both women and men participate, or organise separate focus groups if necessary.

As with the construction of the Village Resources Map, the Village Social Map is made on the ground using local materials (or drawn on flip chart paper).

Ask the participants to start by showing the location of all households.

Once all the households are shown, a group discussion follows on what constitutes wealth and well-being until agreement is reached on the main criteria. These criteria may include such things as type of house, number of livestock, cash remittances and food supply, as well as access to education and health care. Let them decide.

Next, each household is assessed using these well-being criteria, for which symbols are placed on the map. Pebbles, leaves or colours can be used. In this way, a visual map of socio-economic differences is created with group consensus.

Finally, use the SEAGA Questions to further probe about other household characteristics and differences, and population trends.

### **6.6.3 Materials**

Sticks, pebbles, leaves, sawdust, flour, dung or any other local material. Flip chart paper and markers also may be used.

### **6.6.4 Notes to the RA team**

If the RA team members are not already familiar with the social structure of the community before the start of the RA, it is a good idea to review secondary materials on this aspect before beginning the field study. Additional information can be obtained from informal discussions during meals and so on.

Be sure that the final map include direction indicators (North, South, East, West) and an outline of the village borders.

### **Development Context Tool 3: Village Social Maps**

#### **Some SEAGA Questions to Ask While Facilitating**

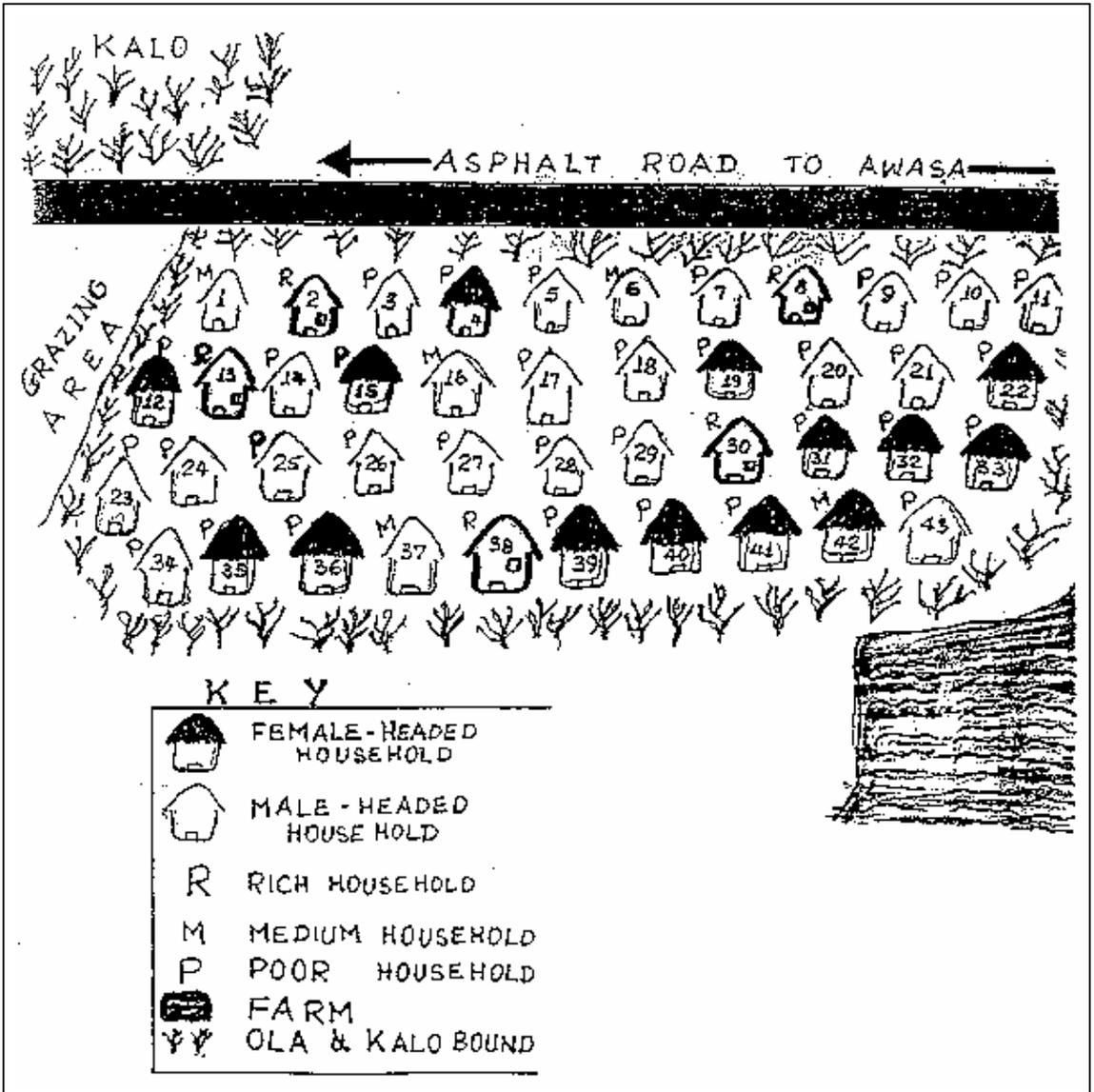
- How many households are there? Size of the households? What is the total number of people?
- Is the village growing or shrinking? Why? (birth-rates, out-migration, in-migration)
- Are families polygamous or monogamous? Are living arrangements by nuclear family or extended family? How are these defined?
- If the village has more than one ethnic group, caste or religion, are they found mostly in certain areas?
- Is there some part of the village where poorer people or landless people are concentrated?
- What are the local definitions for "rich" and "poor"? Which households are rich? Poor? Medium?
- How many households are female-headed? Is the number growing? If so, why?

#### **6.6.5 Example**

The Social Map produced by women and men in Ola Ilman Galgalo Guyo, Ethiopia shows the numbers and locations of male- and female-headed households and whether they are considered rich, medium or poor. The criteria for determining wealth included numbers of oxen and cattle, land ownership and numbers of wives and children.

### Development Context Tool 3 Village Social Maps

Example: Village Social Map from Ola Illman Galgalo Guyo, Ethiopia  
(Wealth Ranking on the social map)

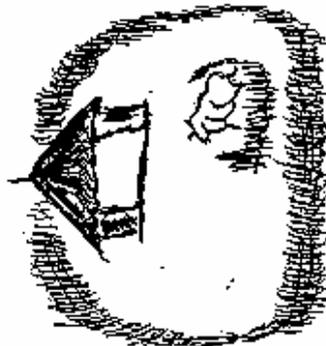
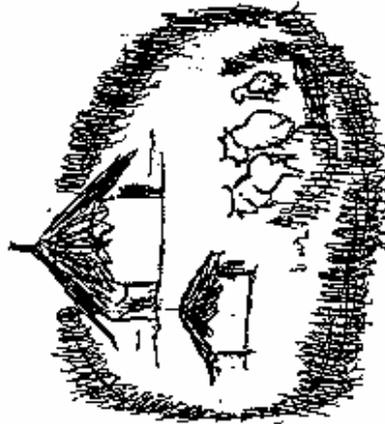


**Development  
Context Tool  
3 continued**

**Village  
Social Maps**

Example:  
Village Social  
Map from Ola  
Illman  
Galgalo  
Guyo,  
Ethopia  
(Wealth  
Ranking on  
the social  
map)

Source:  
FAO/IED,  
(Forthcoming)  
Exploring  
Gender  
Issues in  
Agriculture:  
Key Issues  
and  
Participatory  
Methods



## **6.7 Development Context Tool 4: Trend Lines**

### **6.7.1 Purpose**

Trend lines are tools that help us to learn about community perceptions of change in the local environmental, economic, social or institutional patterns. It is a tool for looking at what is getting better and what is getting worse. A trend line is a simple graph depicting change over time.

### **6.7.2 Process**

Organise separate focus groups of older women and older men. Involving the elderly in developing the trend lines is essential because they know more about past events.

Ask the participants about important changes in the community, for better and worse. Use the SEAGA Questions to probe about changes in natural resources, population and economic opportunities. Ask about what other changes are important to them.

Draw a large blank graph on paper for each trend to be explored. Explain how the far left of the horizontal axis represents the past and the far right represents the present. Ask what intervals (years, events in history, etc) should be used along the bottom axis, e.g. 1950, 1960, 1970. Explain how the estimates of increase and decrease are to be shown on the vertical axis.

Ask the participants to produce a trend line for each issue. If the trend lines are placed directly above one another it will be easier to facilitate discussions about interactions and linkages among the different trends. Look also for intermediate- and macro-level causes for the trends.

### **6.7.3 Materials**

Flip chart paper and coloured markers or chalkboard and chalk.

### **6.7.4 Notes to the RA team**

Encourage a discussion on the reasons for the trends that have emerged. This will help learning about key problems. Discuss what solutions have been tried in the past and how effective they were. Ask what might ease the situation.

Probe to see if there is a relationship between two or more of the trends, e.g. decrease in forest resources parallels increase in population of people and/or increase in population of livestock. Time permitting, the trend lines can be expanded upon to include the future. Ask the participants to show what they would like the future to look like for each issue. Discuss what changes would be necessary to achieve them.

## Development Context Tool 4: Trend Lines

### Some SEAGA Questions to Ask While Facilitating

- What are the most important environmental trends? e.g. drought, deforestation, erosion.
- What are the most important economic trends? e.g. jobs, wages, prices, costs of living, crop yields, livestock population.
- What are the most important demographic trends? e.g. birth-rates, infant mortality, in-migration, out-migration, increases in female-headed households.
- What other trends are important?
- What are the linkages between the trends?
- Are there linkages or causes stemming from the intermediate- or macro-levels?
- What is getting better? What is getting worse?
- What trends impact women and men differently?
- What trends impact the poor more so than the rich?
- Are there differences by ethnicity, caste, etc.?

### 6.7.5 Example

Trend lines from Jeded Village in Somalia were produced by women, men and young people. Each group was asked to discuss what they thought was important among recent trends and changes. By far the most important and most frequently discussed were the trends in population and education. The population was of interest because of the large influx of new families (fleeing the troubles prevalent in the urban areas). Education was a persistent problem in the absence of a government. A fledgling school collapsed in 1980 and was yet to be replaced. The Koranic school began in 1990 and gained in strength, but girls were not included.

## Development Context Tool 4 Trend Lines

Example: Trend Lines in Jeded Village, Somalia

### A. Population



**OBSERVATIONS:**

1975-1980 - Sharp drop in population due to the 1974 "Long Tail (Dabadheer) Drought  
1980-1994 - Gradual increase in population, with a special rise in early 1990s because of disruptions and displaced persons from the present Somali civil wars

### B. Employment



**OBSERVATIONS:**

1970-1975 - Good employment because of construction of water reservoirs  
1975-1980 - Dabadheer Drought reduced jobs  
1980-1985 - House and reservoir construction brought jobs  
1985-1994 - Many displaced (unemployed) people have come from the South due to civil wars

### C. Livestock



**OBSERVATIONS:**

1975-1980 - Animal population increasing due to good rains, following the 1973-74 drought  
1980-1985 - Many animals died due to drought  
1985-1990 - More animal deaths due to continued drought  
1990-1994 - Good rains increase animal numbers

**Development Context Tool 4 continued**  
**Example: Trend Lines in Jeded Village, Somalia**

**D. Vegetation**



**OBSERVATIONS:**

1975-1994 - Establishment of the village, new water sources, and overgrazing have greatly reduced vegetation in Jeded and its surrounding area, leading to strong seasonal winds and dust

**E. Education**



**OBSERVATIONS:**

1970-1975 - Government literacy campaign had helped some people learn to read  
 1979-1980 - Primary school opened and closed during the same year  
 1990-1994 - Koranic School has opened

**F. Human Health**



**OBSERVATIONS:**

1970-1975 - Good rains and no epidemics contributed to overall good health  
 1975-1980 - Dabadheer drought caused ill health and mortality  
 1980-1994 - Outbreaks of malaria due to heavy rains; infant mortality due to influx of displaced people from South; otherwise improving health due to PHC programme (MCH) and better nutrition

Source: Ford, Adam, Abubaker, Farad and Barre, (1994) PRA with Somali Pastoralists: Building Community Institutions for Africa's Twenty-First Century, Clark Univeristy/ GTZ/Gardo

## **6.8 Development Context Tool 5: Venn Diagrams**

### **6.8.1 Purpose**

The Venn Diagram is a tool that helps us to learn about the importance of local groups and institutions. This can be useful for clarifying decision-making roles and identifying potential conflicts between different socio-economic groups. It is also helpful for identifying linkages between local institutions and those at the intermediate- and macro-levels.

### **6.8.2 Process**

Organise separate focus groups of women and men, including a mix of socio-economic groups. Be sure that the poorest and most disadvantaged (by ethnicity or caste etc.) are included, or have their own groups, as appropriate.

The Venn Diagram can be traced on the ground, but it is especially clear (and fun!) if coloured sticky paper circles are used on a large sheet of flip chart paper. It is helpful to cut out circles in different sizes and colours ahead of time.

Start by asking the participants to list the local groups and organisations, as well as outside institutions, that are most important to them. Then, ask the participants to decide whether each organisation deserves a small, medium or large circle (to represent its relative importance). The name (or symbol) of each organisation should be indicated on each circle. (Make sure each organisation has a different colour, if possible.)

Ask which institutions work together or have overlapping memberships. The circles should be placed as follows:

- X separate circles = no contact
- X touching circles = information passes between institutions
- X small overlap = some co-operation in decision making
- X large overlap = a lot of co-operation in decision making

Discuss as many institutions as possible and ask the participants to position them in relation to each other. There may be a lot of debate and repositioning of the circles until consensus is reached.

### **6.8.3 Materials**

Flip chart paper, markers, sticky paper (in several colours) and scissors.

### **6.8.4 Notes to the RA team**

In general it is important to understand in what ways the different participants are satisfied or dissatisfied with the groups or institutions available to them. It is also important to understand if certain kinds of people, e.g. women, poor or a certain ethnic group, are excluded from participation in certain institutions. Use the SEAGA Questions to deepen the discussions.

## Development Context Tool 5: Venn Diagrams

### Some SEAGA Questions to Ask While Facilitating

- Are there local groups organised around environmental issues? e.g. forest users group, water users group.
- Are there local groups organised around economic issues? e.g. credit, agriculture production.
- Are there local groups organised around social issues? e.g. health, literacy, religion.
- Are there groups from which women are excluded? Which ones? Why? What do the women lose due to their lack of participation?
- Are there groups exclusively for women? If so, what is the focus of these groups? What do women gain from them?
- Are the poor excluded from any of the local groups? Which ones? Why? What do the poor lose due to their lack of participation?
- What are the links between local groups or organisations and outside institutions? e.g. NGOs, political parties, government institutions.

Finally, be sure to discuss and compare the Venn Diagrams produced by the different groups of participants. If one group has given a certain institution a large circle and another has given it a small circle, find out why. How is that institution relating differently to different members of the village? Note also whether one group has included fewer organisations in its diagram.

### 6.8.5 Example

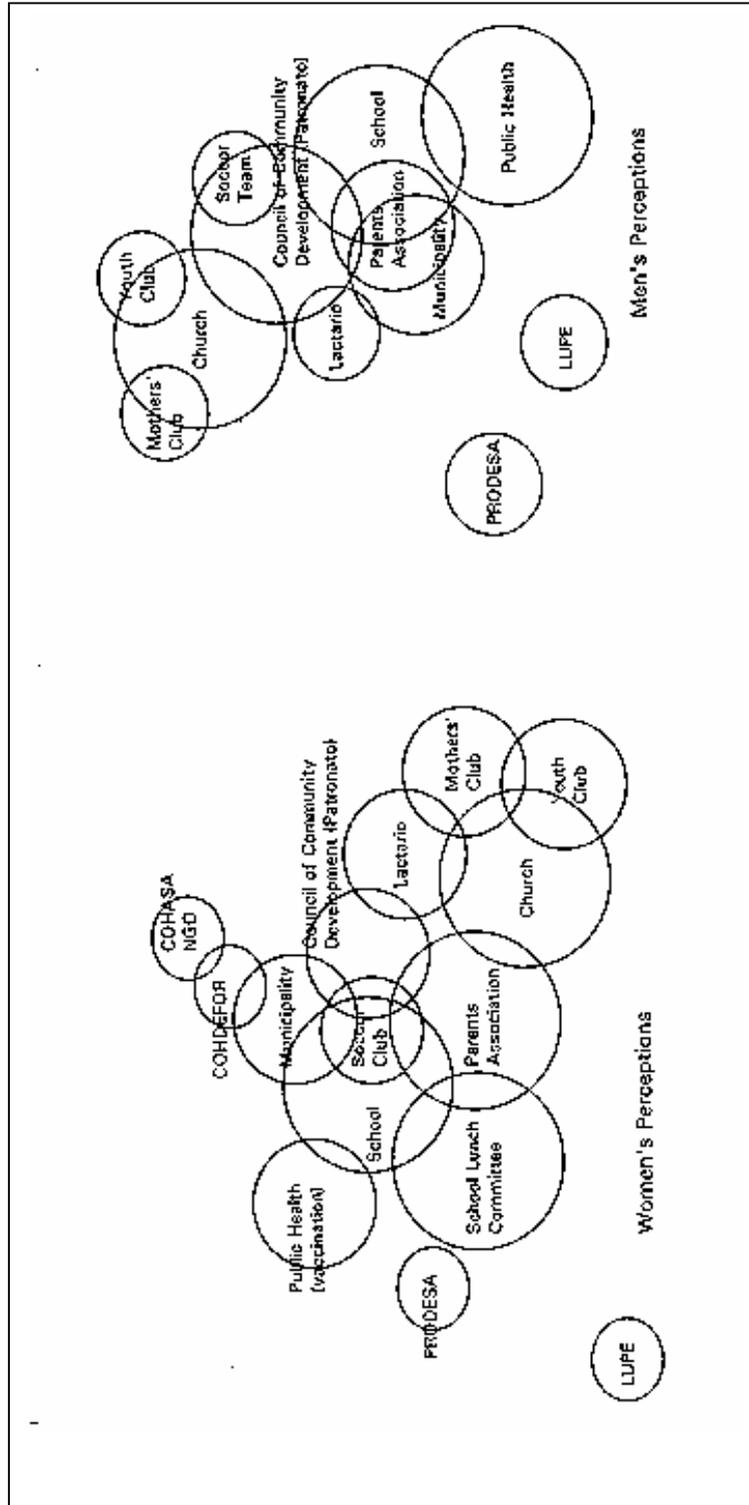
Development Context Tool 5 shows the importance of gathering information from both women and men about institutions. Focus group discussions in El Zapote, Honduras showed that women and men ranked the relevance of community groups for local welfare very differently. This example focused on gender differences. Further differentiation is possible across socio-economic lines.

**Development  
Context Tool**

**5**

**Venn  
Diagrams**

Example:  
Women's and  
Men's  
Perceptions  
of Institutions  
in El Zapote,  
Honduras



Source:  
Urban and  
Rojas,  
(1993)  
Shifting  
Boundaries:  
Gender,  
Migration  
and  
Community  
Resources  
in the  
Foothills of  
Choluteca,  
Honduras,  
An  
ECOGEN  
Case  
Study,  
Worcester,  
MA: Clark  
University

## 6.9 Development Context Tool 6: Institutional Profiles

### 6.9.1 Purpose

Institutional Profiles are tools that help us to learn more about the nature of the institutions identified in the Venn Diagrams. An analytical chart is created for each institution in the community to examine what they have accomplished and what they need to foster development work. If local communities are to implement development activities which they can sustain, explicit attention must be paid to their capacities.

### 6.9.2 Process

Work with the same groups of participants that produced the Venn Diagrams.

For each local group or institution identified in the Venn Diagrams, discuss at least four kinds of information: founding and goals, management, achievements and needs.

Pre-prepare a chart on flip chart paper for each institution (see example). Use the SEAGA Questions to deepen the discussion. Be sure to ask about leadership, membership, activities, decision-making processes, and interactions or conflicts with other groups or institutions, including those from the intermediate- and macro-levels.

### 6.9.3 Materials

Venn Diagrams, flip chart paper and markers.

### 6.9.4 Notes to the RA team

#### Development Context Tool 6: Institutional Profiles

##### Some SEAGA Questions to Ask While Facilitating

- How many local groups or institutions are there? Who participates in them? e.g. elders, women, farmers. What are their purposes?
- Are leadership positions dominated by a particular social group, (e.g. high caste wealthy elderly men)?
- Do women occupy leadership positions in any of the local institutions? If so, which women? Which institutions?
- Which institutions have achievements related to meeting community development needs?
- Which local institutions have links with outside institutions? For what purposes?

Whereas the Venn Diagrams reveal the importance of local institutions and the degree of interaction between them, the Institutional Profiles show details about how these institutions function and for what purposes. Together these tools facilitate learning about the local institutional context. This information will be very important when the community is planning development activities.

### 6.9.5 Example

In the case of Jeded Village in Somalia there were only three community groups/institutions: elders, women and youth. Institutional Profiles for each are shown in Figure A6. Discussions revealed that Jeded's Council of Elders was by far the most important and that it worked closely with the other groups in the village. Later, when designing their Community Action Plan it was decided that the Council of Elders would retain a leading role, but a Steering Committee also would be formed consisting of three members from each group. Further, responsibility for certain development priorities was assigned to the different groups: education and soil erosion to the Youth Committee, human health and income generation to the Women's Organisations, and animal health and jobs to the Council of Elders. Water issues would be overseen by both the elders and women.

#### Development Context Tool 6 Institutional Profiles

Example: Institutional Profiles of Jeded Village, Somalia

#### Council of Elders

Group	Foundation and Goals	Management	Achievements	Needs
Council of Elders	<p>Founded in 1954</p> <p>Goals:..to solve community problems</p> <p>..to manage water and other community affairs</p> <p>..to develop a water schedule for nomads</p> <p>..to adjudicate disputes</p>	<p>The Council elects a Chair for a flexible term; Criteria for membership on the council include age, wisdom, and significant experience</p>	<p>..Maintaining peace in the village</p> <p>..Borehole water management</p> <p>..Sanitation</p> <p>..Education</p>	<p>..Office equipment and stationary</p> <p>..Training</p> <p>..Transport</p> <p>..Petty Cash</p>

**Development Context Tool 6 continued  
Institutional Profiles**

Example: Institutional Profiles of Jeded Village, Somalia

**Women's Organization**

<b>Group</b>	<b>Foundation and Goals</b>	<b>Management</b>	<b>Achievements</b>	<b>Need</b>
Women's Organization	<p>Founded in 1991</p> <p>Goals:..solve Women's problems</p> <p>..advocate rights of women and children</p> <p>..participate in implementation of development projects</p> <p>..solve problems among themselves</p> <p>..serve as link between women of Jeded and aid organizations</p> <p>..initiate income generating projects</p> <p>..care for displaced families</p>	<p>Chairwoman elected in a Congress of women of Jeded</p> <p>Annual elections for Chair and other leaders</p> <p>Any women 20 years or older may be a member</p> <p>Membership fee is 1000 Somali Shillings</p> <p>Meets once a month</p> <p>Links with women's groups in other villages</p>	<p>Helped to resettle families coming from the Civil War in the South</p> <p>Sanitation activities</p> <p>Created income generating projects such as weaving mats</p> <p>Fund raising for business activities</p>	<p>Training</p> <p>Space and equipment</p> <p>Income generating activities</p>

**Development Context Tool 6 continued  
Institutional Profiles**

Example: Institutional Profiles of Jeded Village, Somalia

**Youth Organization**

<b>Group</b>	<b>Foundation and Goals</b>	<b>Management</b>	<b>Achievements</b>	<b>Needs</b>
<p>Youth Organization</p>	<p>Founded on 19 June 1991</p> <p>Objectives include maintaining security; solving routine problems; encouraging community cooperation and income generation</p> <p>Founded by educated young people in the village</p>	<p>Chair</p> <p>Vice Chair</p> <p>Central Committee</p> <p>Sub-Committees;</p> <p>Security</p> <p>Justice Relief and Rehabilitation</p> <p>Sports, Health, Education Water Livestock</p> <p>Displaced Persons</p> <p>Agriculture</p> <p>Range and Forestry</p> <p>Chair selected by the Central Committee according to ability and knowledge; elections held every four years</p>	<p>Security</p> <p>School construction</p> <p>Volunteer teachers</p> <p>Help with health post</p> <p>Resettlement of displaced people</p> <p>Planting and conservation of soil</p> <p>Road maintenance</p> <p>Repairing borehole</p> <p>Sports</p>	<p>Training</p> <p>Meeting room and office</p> <p>Stationery and operational tools</p> <p>Communication and transport</p>

## 7 LIVELIHOOD ANALYSIS TOOLKIT

### 7.1 What?

Livelihoods are composed of activities and resources. People engage in activities such as agriculture and livestock production, marketing and wage labour, to secure their basic needs and to earn income; but these activities depend greatly on access to resources such as land, water, forest products and technology. Within any given culture, access to resources varies by gender, age, wealth, caste and ethnicity, and therefore so do livelihoods.

Farmers, entrepreneurs and wage labourers make their livings in ways that are influenced by the environmental, economic, social and institutional patterns revealed in the Development Context. But livelihood responsibilities and opportunities also vary within households, by gender, age and household position (head, husband, first wife, sister). For this reason, in livelihood analysis, we start with the individual -- we first learn about the roles and responsibilities of each family member.

Different household members have different levels of access to resources. For example, a wife who manages her own enterprise does not automatically have access to the resources controlled by her husband. She may have to make a bargain with her husband in which she gets access to additional land in exchange for her help with a crop that he fully controls. To start a food trading enterprise, a woman may have to get a loan from her husband or brother, repaying with interest.

Livelihood analysis reveals not only where women and men have separate interests and responsibilities, but also where they overlap. A wife's vegetable growing enterprise, a husband's cash crop enterprise and a daughter's beer brewing enterprise, may be linked to one another through exchanges of labour, shared access to resources and pooled income. The analysis of links among household activities may show that they are all controlled by the same person, or that women and men each have responsibilities to decide about what to produce, how to produce and how to allocate the benefits.

We also look at households and groups of households as a whole in livelihood analysis to increase our understanding of poverty and economic vulnerability. A fundamental aspect of well-being is the proportion of activities and resources devoted solely to meeting basic needs: food, water, shelter, clothing, health care and education. There is little hope for development where basic needs remain a daily struggle.

Economic vulnerability can be understood by looking at whether activities and resources are concentrated or diversified. For example, those who depend only on cattle production have livelihoods that are vulnerable to environmental degradation and to animal disease. On the other hand, those who depend on cattle in addition to poultry, vegetables and waged labour are in a less vulnerable position.

In Livelihood Analysis we also compare households of various socio-economic groups. Certain ethnic groups, for example, have long traditions of making their livings from certain activities such as blacksmithing or herding. It is important to understand this in order to understand people's skills, knowledge and priorities; it is

also important to learn if such activities are threatened by Development Context trends. Many differences in economic opportunities can be understood only by learning how control of key resources is exercised not only by the wealthy, but also by certain religious, racial or caste groups.

When we understand differences within households, as well as among households, we will be in a much better position to understand how development activities can result in vastly different outcomes for different groups of people.

Livelihood Analysis answers the questions, Who does what? Who uses what? and Who controls what? In other words, Livelihood Analysis helps us to learn about the activities of different people and their relative access to resources, both for basic needs and income. We also learn about decision-making roles for the use of resources and the distribution of benefits, with a strong focus on differences by gender and social group.

## 7.2 How?

**Table 3. Livelihood Analysis Toolkit. Livelihood Analysis**

<b>Tools</b>	<b>Participants</b>	<b>Focus</b>	<b>Linkages</b>
Farming Systems Diagram  Benefits Analysis Flow Chart	All Household members (together)  Select two households from each socio-economic group identified in Social Map	Household members' on-farm and non-farm activities and resources  Benefits use and distribution by gender	Village Social Map  Village Resources Map  Transects  Trend Lines
Daily Activity Clocks    Seasonal Calendars    Resources Picture Cards	Women and men in separate focus groups	Division of labour within households  Labour intensity  Seasonality of labour  Seasonality of food and water availability  Seasonality of income and expenditures  Access to resources by gender  Control of resources by gender	Farming Systems Diagram  Village Resources Map  Transects  Trend lines  Benefits Analysis Flow chart
Income & Expenditure Matrices	Each socio-economic group identified in Social Map in separate focus groups (including both women and men)	Sources of income  Sources of expenditures  Crisis coping strategies	Village Social Map  Resources Picture Cards  Benefits Analysis Flow Chart

## 7.3 SEAGA Questions for Analysis & Summary

- ✓ Summarise the livelihood activities of women that contribute to meeting the basic needs of their families: food, water, shelter, clothing, health care and education. Summarise those of men. How do they compare?
- ✓ Are there households or individuals unable to meet their basic needs? Which ones?
- ✓ How diversified are the livelihood activities of households from the different socio-economic groups? Do certain groups or individuals have highly vulnerable livelihoods e.g. depend on only one kind of activity or resource?
- ✓ Summarise the daily and seasonal activity patterns of men. How do they compare to the activities of women? Are the activities of women and men separate or do they overlap? How do activity patterns of the different socio-economic groups compare?
- ✓ Summarise women's use and control of resources and benefits. How do they compare to men's? Do women and men both have access to valuable resources, or only men? Do women and men share decision-making about resources and benefits, or only men? How do resource patterns from the different socio-economic groups compare?
- ✓ Summarise the most important sources of income for men. How do they compare to women's? How do sources of income of the different socio-economic groups compare?
- ✓ Summarise the expenditure patterns of women. What proportion goes to meeting basic needs? How do the expenditure patterns of women compare to men's? How do expenditure patterns of the different socio-economic groups compare?
- ✓ After meeting their basic needs do people have money left for savings or livelihood investments? e.g. animal vaccines, fertiliser, technology.
- ✓ Which livelihood issues are linked to issues raised in the Development Context toolkit?
- ✓ Which local-level livelihood issues are linked to intermediate- and macro-level institutions, programmes or policies?
- ✓ What other questions or issues were raised?

## 7.4 Livelihood Analysis Tool 1: Farming Systems Diagram

### 7.4.1 Purpose

The Farming Systems Diagram helps us to understand how rural household livelihoods are assembled. It is a diagram designed to highlight the farming system, including on-farm activities such as crop production, off-farm activities such as fuel collection, and non-farm activities such as marketing. The diagram also shows the flow of resources to and from the household and who is involved, by gender.

Having household members make a diagram of their farming system helps to capture the full range of household activities showing the complexity of the livelihood system.

They also often show how livelihoods may depend on many different types of agro-ecosystems many of which may be common property resources such as forests, grazing lands, rivers and streams.

Farming systems diagrams can also illustrate that women and men each have specialised knowledge about particular crops, animals or tree products - knowledge that can be built upon for development.

### **7.4.2 Process**

Select two households from each of the socio-economic groups identified in the Social Map. Visit each household individually.

After courteous introductions tell the family that you want to learn about their farming activities (no need to mention mapping at this point). Ask the women and men in the household to walk with you through their farm. This helps people feel at ease as it allows household members to show their knowledge. Do not forget to cover the housing area and common property areas. As you walk along ask questions about the activities and resources you see. Do not forget to ask about what happens in other seasons and in places too far to visit.

After about 30 to 40 minutes walking, gather together as many household members as possible - men, women, children - for discussions about what you have seen and talked about. Then stop and suggest to the family that the information they are providing is too much to keep in your head and is better recorded by drawing the information on a piece of paper. Continue the discussion but ask those present to help you make the drawing. As soon as you can let the family take over the drawing. Soon you will just be asking questions and listening.

### **7.4.3 Materials**

Paper, coloured pencils or pens.

### **7.4.4 Notes to the RA team**

The concept of a farming system is often easier to express in a diagram rather than in words. The diagram should include activities that take place in any season and in any location but they should not attempt to document all the details. With this tool, you just want to learn the typical or the general circumstance. Concentrate on getting an overview of the whole system.

As the household members progress with the drawing, use the SEAGA questions to explore the labour and resource flows in the farming system. Be sure that the diagram shows roles and responsibilities by gender, and also age and household position (head, husband, first wife, sister), if appropriate.

## **Livelihood Analysis Tool 1: Farming Systems Diagram**

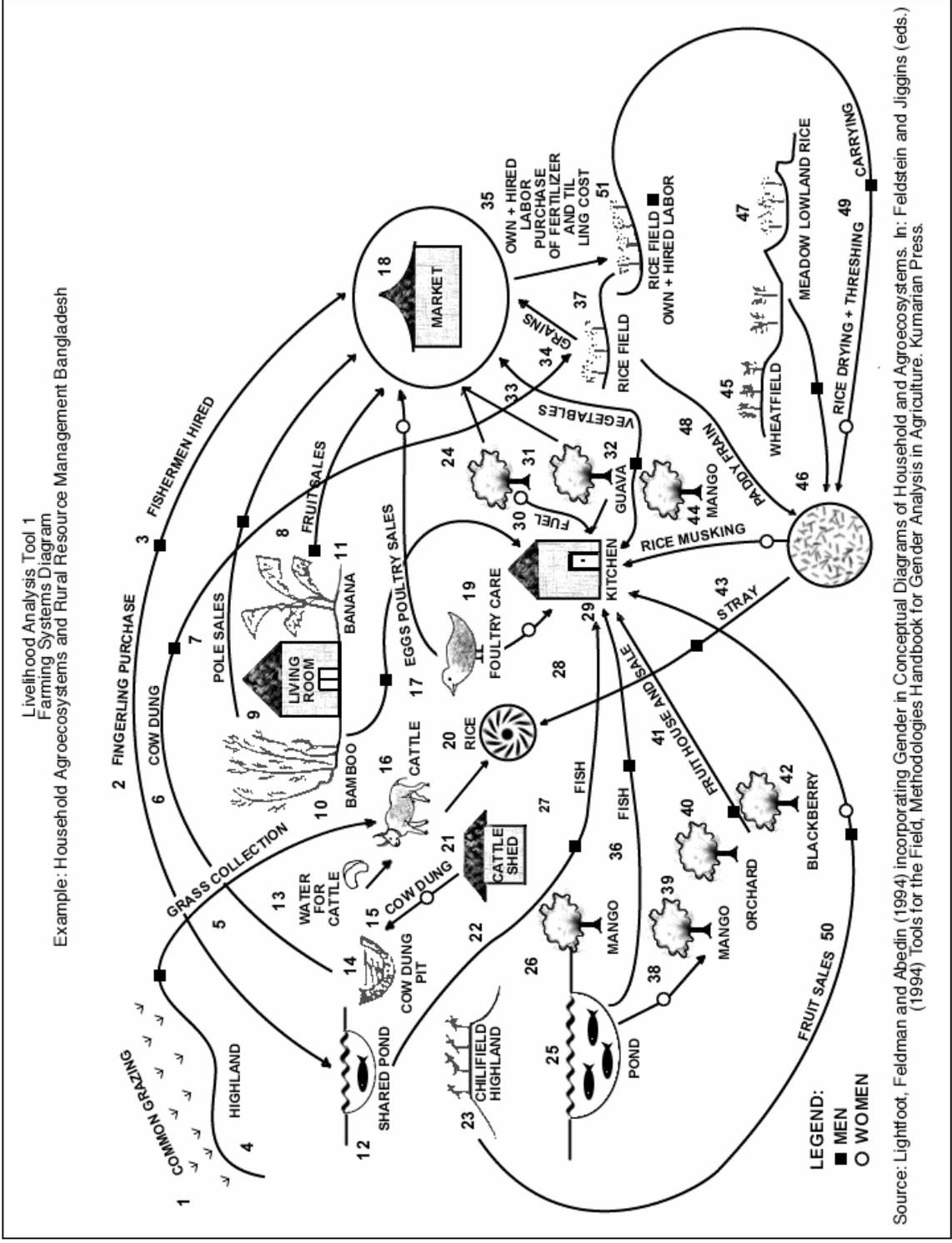
### **Some SEAGA Questions to Ask While Facilitating**

- What are the major on-farm activities? crop production? livestock production? poultry production? fruit and vegetable production? Who has responsibility for each, women, men or both?
- What are the major off-farm activities? fuel collection? water collection? fishing? Who has responsibility for each?
- What are the major non-farm activities? marketing? waged labour?
- Who has responsibility for each?
- Which activities and resources contribute most to meeting the basic needs of the household?
- How do the diagrams from the different socio-economic groups compare? Which households have problems meeting their basic needs? why?
- Which households have the most diversified livelihoods? Which are the most vulnerable, depending on only one or two activities or resources?
- Identify the key linkages between the different kinds of activities and resources, e.g. between forest products and livestock production.

### **7.4.5 Example**

The Farming Systems Diagram shown in Livelihood Analysis Tool 1 shows the gender-based division of labour and resources for a household in Bangladesh. The diagram clearly shows how the family's livelihood consists of a number of activities and resources that depend on different agro-ecosystems. It also shows that women and men have both overlapping interests, e.g. rice production, and distinctly separate interests, e.g. women's poultry production.

# Livelihood Analysis Tool 1 - Farming Systems Diagram



## **7.5 Livelihood Analysis Tool 2: Benefits Analysis Flow Chart**

### **7.5.1 Purpose**

The Benefits Analysis Flow Chart is a tool that helps us to understand what the "fruits" of people's livelihood activities are, and who enjoys them. It is a tool that builds upon the information learned in the Farming Systems Maps.

Livelihood activities and resources generally result in products and by-products -- what we call benefits. For example, the benefits of growing a tree may include fruit, fodder, fuelwood, lumber, bark and poles. The benefits resulting from growing maize may include food, oil, fuel, fencing and animal feed. The Benefits Analysis Flow Chart shows who uses each of these products, who decides how it is used and who controls the money if sold.

### **7.5.2 Process**

Make a return visit to each of the families that produced the Farming Systems Diagram (scheduled at a convenient time discussed at the end of your first visit). Arrive with a set of index cards (a different set for each family) already prepared based on the information about resources revealed during discussions of the Farming Systems Diagram.

Each card should represent a resource or a product or by-product (benefit) of the family's various livelihood activities. For example, poultry production may result not only in eggs and meat for consumption, but also eggs for sale, meat for sale, feathers, fertiliser and gifts for special occasions. Each of these would be shown on a separate card. Bring along a number of blank cards as well as the Farming Systems Diagram.

Deal out a few of the prepared cards at a time to the adult family members. They pass the cards around taking turns looking at them. Ask them to describe who in the family uses the products, how it is used, who decides how it should be used and who controls the money if sold. If a family member does not know much about a particular product, he or she passes the card to the person who does. Additional information is sought from other household members.

Use the blank cards for adding additional products and by-products as they come up in the discussion. Make reference back to the Farming Systems Diagram as needed.

### **7.5.3 Materials**

Blank index cards, coloured pencils or pens, notepaper with several blank Benefits Analysis Flow Charts for recording the discussions, and the Farming Systems Map produced by each family.

## 7.5.4 Notes to the RA team

### Livelihood Analysis Tool 2: Benefits Analysis Flow Chart

#### Some SEAGA Questions to Ask While Facilitating

- What are the major benefits resulting from on-farm activities such as crop production, livestock production, poultry production, fruit and vegetable production?
- How are they used?
- Who decides on their use? Who does it?
- If sold, how is the cash used? Who decides on cash use?
- What are the major benefits resulting from off-farm activities e.g. wood collection, water collection, fishing?
- How are they used?
- Who decides on their use? Who does it?
- If sold, how is the cash used? Who decides on cash use?
- What are the major benefits resulting from non-farm activities e.g. marketing, waged labour?
- How are they used?
- Who decides on their use? Who does it?
- If sold, how is the cash used? Who decides on cash use?
- Overall, which benefits are consumed by the household? which are sold for income?
- Which contribute most to meeting the basic needs of the household?
- Which are controlled by men? by women?
- How do the different socio-economic groups compare?

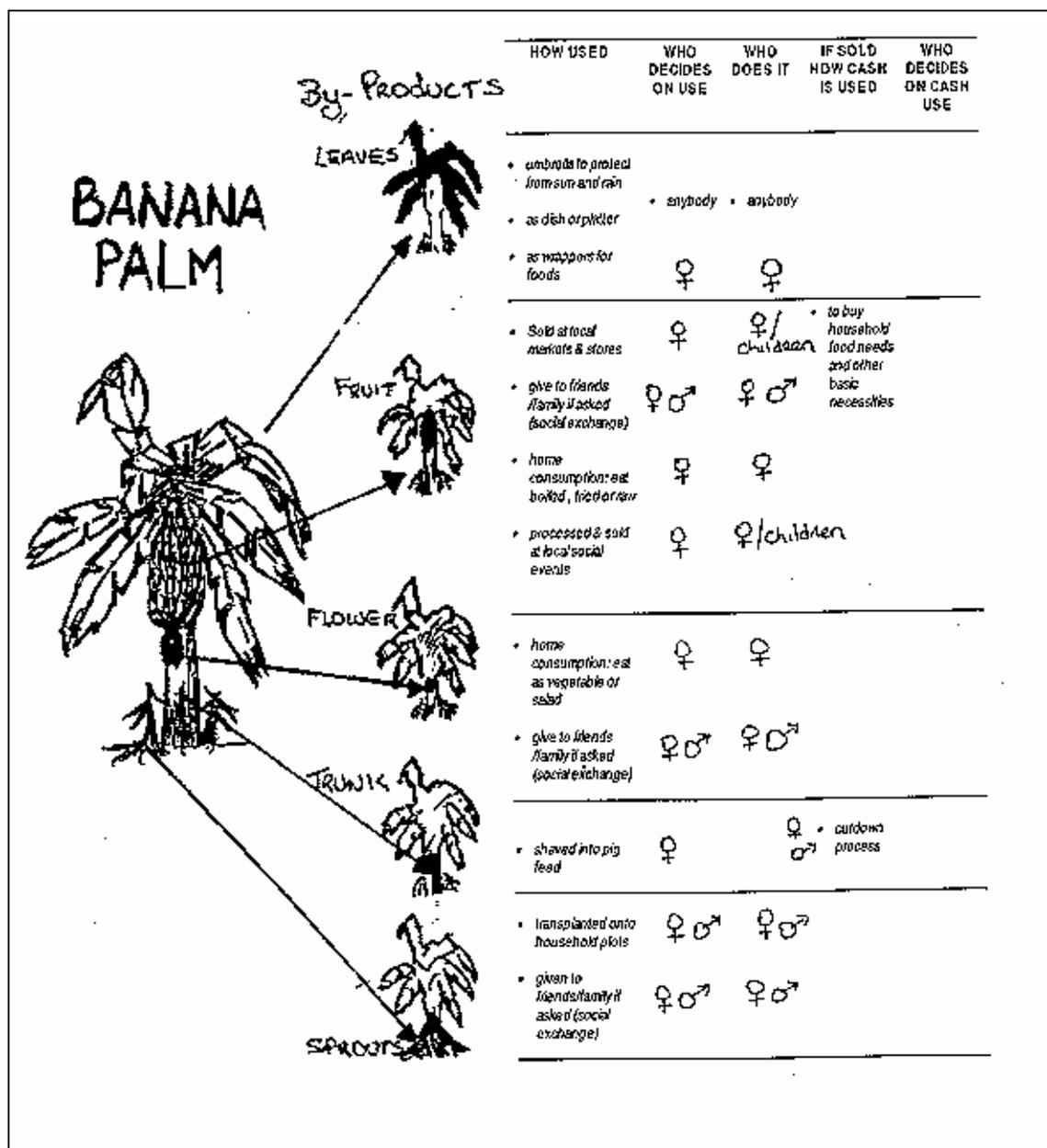
This tool is an opportunity to explore in a lively yet detailed manner the fundamental economic issues of livelihoods. Issues that arise can be explored further through direct observation and semi-structured interviews.

### 7.5.5 Example

The Benefits Analysis Flow Chart from Agbanga, Leyte, The Philippines shows the many benefits or by-products reaped from banana palm, and the major uses for each. It also shows that women make most of the decisions about how each by-product will be used, e.g. whether for family consumption or for sale at the local market. Women also decide on how the cash earned from the sale of fruits will be used.

## Livelihood Analysis Tool 2 Benefits Analysis Flow Chart

Example: Agbanga Leyte, The Philippines



Source: Buenavista and Flora, (1993) Surviving Natural Resource Decline: Explaining Intersections of Class, Gender and Social Networks in Agbanga, Leyte, Philippines. An ECOGEN Case Study, Blacksburg, VA: VPI & SU.

## **7.6 Livelihood Analysis Tool 3: Daily Activity Clocks**

### **7.6.1 Purpose**

Daily Activity Clocks illustrate all the different kinds of activities carried out in one day. They are particularly useful for looking at relative work-loads between different groups of people in the community, e.g. women, men, rich, poor, young and old. Comparisons between Daily Activity Clocks show who works the longest hours, who concentrates on a small number of activities and who must divide their time for a multitude of activities, and who has the most leisure time and sleep. They can also illustrate seasonal variations.

### **7.6.2 Process**

Organise separate focus groups of women and men. Be sure that each group includes people from the different socio-economic groups. Explain that you would like to learn about what they do in a typical day. Ask the groups of women and men each to produce their own clocks. They should first focus on the activities of the previous day, building up a picture of all the activities carried out at different times of day and how long they took. Plot each activity on a circular pie chart (to look like a clock). Activities that are carried out simultaneously, such as child care and gardening, can be noted within the same spaces.

When the clocks are completed ask questions about the activities shown. Ask whether or not yesterday was typical for the time of year. Note the present season, e.g. wet, and then ask the same participants to produce new clocks to represent a typical day in the other season, e.g. dry. Compare.

### **7.6.3 Materials**

Flip chart paper, coloured markers and a ruler.

### **7.6.4 Notes to the RA team**

One of the best (and often entertaining) ways to introduce the Daily Activity Clock tool is to start by showing what your own day looks like. Draw a big circle on paper and indicate what time you wake up, what time you go to work, when you care for your children, and so forth. (No need to go into great detail, but it is important to illustrate that all kinds of activities are included such as agriculture work, wage labour, child care, cooking, sleep, etc.)

### **Livelihood Analysis Tool 3: Daily Activity Clocks**

#### **Some SEAGA Questions to Ask While Facilitating**

- For each person, how is their time divided? how much time is devoted to productive activities? domestic activities? community activities? leisure? sleep? How do they vary by season?
- For each person, is time fragmented among several different kinds of activities, or concentrated on a few ?
- How do the women's and men's clocks compare?
- How do the clocks from the different socio-economic groups compare?
- Of all the clocks, whose is the busiest?

#### **7.6.5 Example**

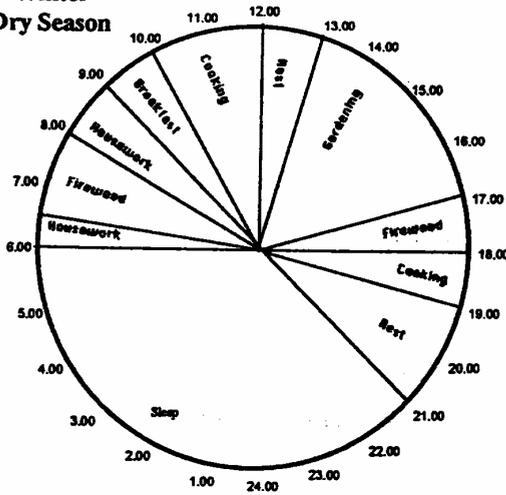
Livelihood Analysis Tool 3 shows Daily Activity Clocks for women and men in Ozinavene, Chivi District, Zimbabwe in the dry and wet seasons. They show that both women and men work long hours in the fields during the wet season, but during the dry season men enjoy a great deal of leisure time while women carry out a multitude of activities, including gardening.

### Livelihood Analysis Tool 3 Daily Activity Clocks

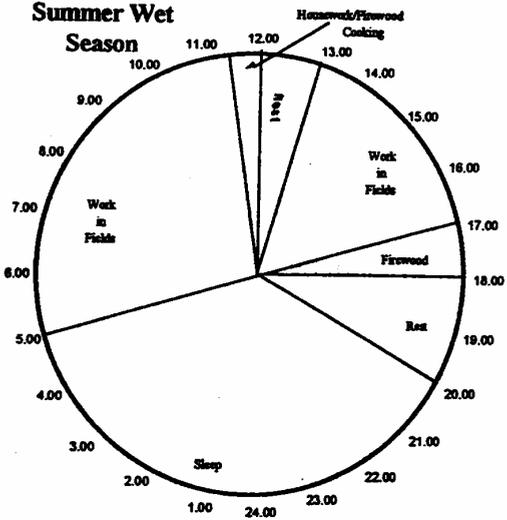
Example: Seasonal Daily activities of women and men in Dzinavene, Chivi District, Zimbabwe

#### Women

Winter  
Dry Season

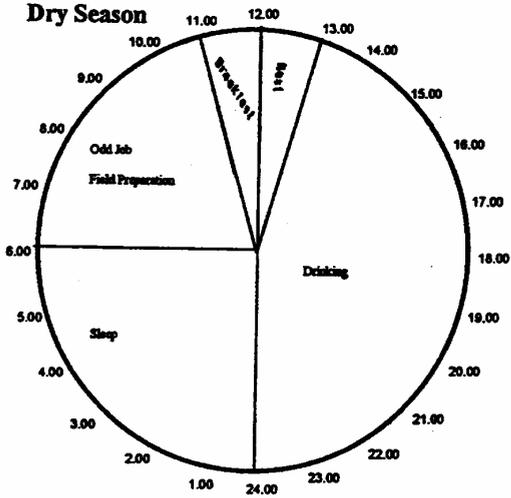


Summer Wet  
Season

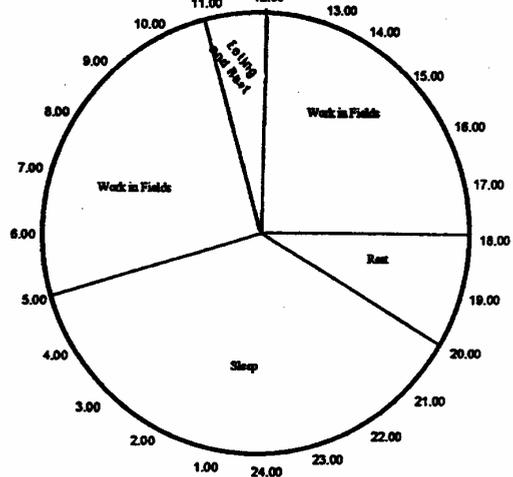


#### Men

Winter  
Dry Season



Summer Wet  
Season



Source: Townsley, (1993) Training of Rapid Appraisal Teams. Notes for Trainers, FAO.

## **7.7 Livelihood Analysis Tool 4: Seasonal Calendars**

### **7.7.1 Purpose**

Seasonal Calendars are tools that help us to explore changes in livelihood systems taking place over the period of a year. They can be useful in counteracting time biases because they are used to find out what happens in different seasons. Otherwise there is a tendency to discuss only what is happening during the time the RA is taking place.

Calendars can be used to study many things such as how much work people have at different times of year or how their incomes change in different periods. It can also be used to show the seasonality of other important aspects of livelihoods such as food and water availability.

### **7.7.2 Process**

Work with the same focus groups of women and men that produced the Daily Activity Clocks. Explain that this time you want to learn about what people do in a year.

Find a large open space for each group. Calendars can be drawn on a large paper or can be traced in the sand or on a dirt floor using stones or leaves for quantification.

Draw a line all the way across the top of the cleared space (or paper). Explain that the line represents a year -- and ask how people divide up the year, i.e. months, seasons, etc. The scale to use is the one that makes the most sense to the participants. Ask the participants to mark the seasonal divisions along the top of the line.

It is usually easiest to start the calendar by asking about rainfall patterns. Ask the participants to put stones under each month (or other division) of the calendar to represent relative amounts of rainfall (where more stones equal more rain).

Once the rainfall calendar is finished, you can draw another line under it and ask them to make another calendar, this time showing their labour for agriculture (putting more stones over the time periods of high labour intensity). Make sure the labour calendar, and all subsequent calendars, is perfectly aligned with the rainfall calendar.

This process is repeated, one calendar under another, until all the seasonal issues of interest are covered. Be sure that calendars include those for food availability, water availability, income sources and expenditures. Ask the participants to put a symbol or sign next to each calendar to indicate the topic. As much as possible ask the participants also to describe the sources of food and income, etc.

### **7.7.3 Materials**

Sticks, pebbles, leaves, dung or any other local materials may be used. Paper and markers also may be used.

## 7.7.4 Notes to the RA team

### Livelihood Analysis Tool 4: Seasonal Calendars

#### Some SEAGA Questions to Ask While Facilitating

- Are the overall livelihood systems fairly stable or with great seasonal variations?
- How do women's calendars compare with men's? What are the busiest periods for women? for men? Are there labour bottlenecks?
- How does food availability vary over the year? Are there periods of hunger?
- How does income vary over the year? Are there periods of no income?
- How do expenditures vary over the year? Are there periods of great expense, e.g. school fees, food purchases?
- What are the key linkages among the different calendars? e.g. income and food supply or rainfall and labour.

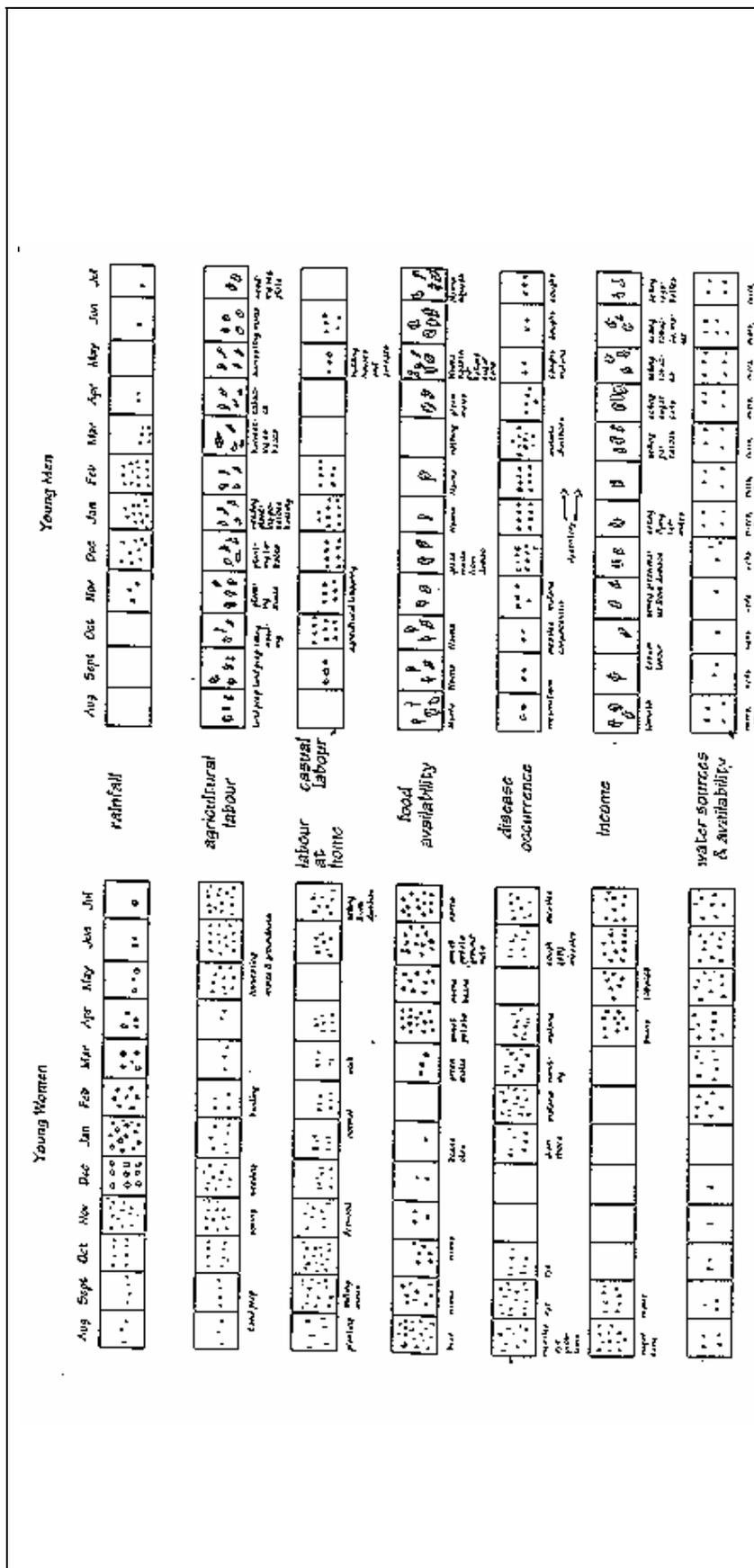
Additional issues for Seasonal Calendars may be added according to the needs and interests of the participants, such as animal diseases, fodder collection, fishing seasons, marketing opportunities, health problems and so on.

### 7.7.5 Example

Groups of young women, young men, old women and old men, each produced their own seasonal calendars during PRA exercises held in Pemba Village, Malawi. Shown here are those for young women and young men. This example illustrates how Seasonal Calendars can be used to look at the linkages among several different patterns: rainfall, agriculture labour, other labour, food availability, disease, income and water availability. (An expenditures calendar needs to be added here.) These calendars can also show important differences between the women's and men's work and resources, in this case labour and income patterns.

**Livelihood Analysis Tool 4 Seasonal Calendars**

Example: Seasonal Calendars for Pemna Village, Malawi



Source: Wellbourne, (1992) PRA materials on Gender, IIED.

## **7.8 Livelihood Analysis Tool 5: Resources Picture Cards**

### **7.8.1 Purpose**

The Resources Picture Cards help us to learn about the gender-based use and control of resources within the household. Variation among the different socio-economic groups is included.

Gender roles are a key aspect of how resources are managed and decisions made. Who in a household has access to resources such as land, livestock and food? Who makes decisions about the use of resources? Understanding the answers to these questions helps us to understand who is likely to lose and who is likely to gain because of a particular development activity.

The Resources Picture Cards tool is particularly useful for facilitating frank discussions about a sensitive issue in a fun and non-threatening way. In a visually clear manner the resource base of both women and men is shown, fostering discussions about priorities and resource needs for development action plans.

### **7.8.2 Process**

Work with the same focus groups of women and men that produced the Daily Activity Clocks and Seasonal Calendars. Explain that this time you want to learn about resource use and control.

Place the three large drawings, one of a man, one of a woman, and one of a man and woman together, on the ground in a row with adequate room between them. (Alternatively they can be taped up on a wall.) Underneath these drawings scatter the 20 or so smaller cards, each picturing a different resource, at random. Include some blank cards so that participants can add resources.

Ask the participants to sort the cards by placing them under the three large drawings, depending on who uses the resource, whether women, men or both.

Facilitate the discussion among the participants about why they made the choices they did.

Then put the second set of drawings and cards on the ground, close by to the first set. Repeat the exercise but this time focus on who has control, ownership or decision-making power concerning each resource.

Again, facilitate the discussion among the participants about why they made the choices they did.

Ask the participants to compare the way they have arranged the two sets of Resources Picture Cards.

Repeat with other groups, as necessary, and compare.

### 7.8.3 Materials

Two sets of Resources Picture Cards, small stones to hold them in place if the exercise is carried out outdoors, or masking tape if using a wall.

### 7.8.4 Notes to the RA team

This tool quickly generates a lot of discussion as people try to decide where to place a resource picture, whether under the drawing for women, men or both. Specify that only the resources used or controlled 50-50% by women and men are put under the drawing of both; otherwise they should put the pictures under either the woman or the man to indicate who has majority use or control.

#### **Livelihood Analysis Tool 5: Resources Picture Cards**

##### **Some SEAGA Questions to Ask While Facilitating**

- Which resources do men use? women? both?
- Is it women, men or both who use the resources of high value such as land, livestock and technology?
- Which resources do women have control over? men? both?
- Is it women, men or both who make the decisions about high value resources?
- Among the women and men of different socio-economic groups, who are the resource-rich? who are the resource-poor?
- What are the links between women's labour and their use and control of resources?  
What are the links between men's labour and their use and control of resources?

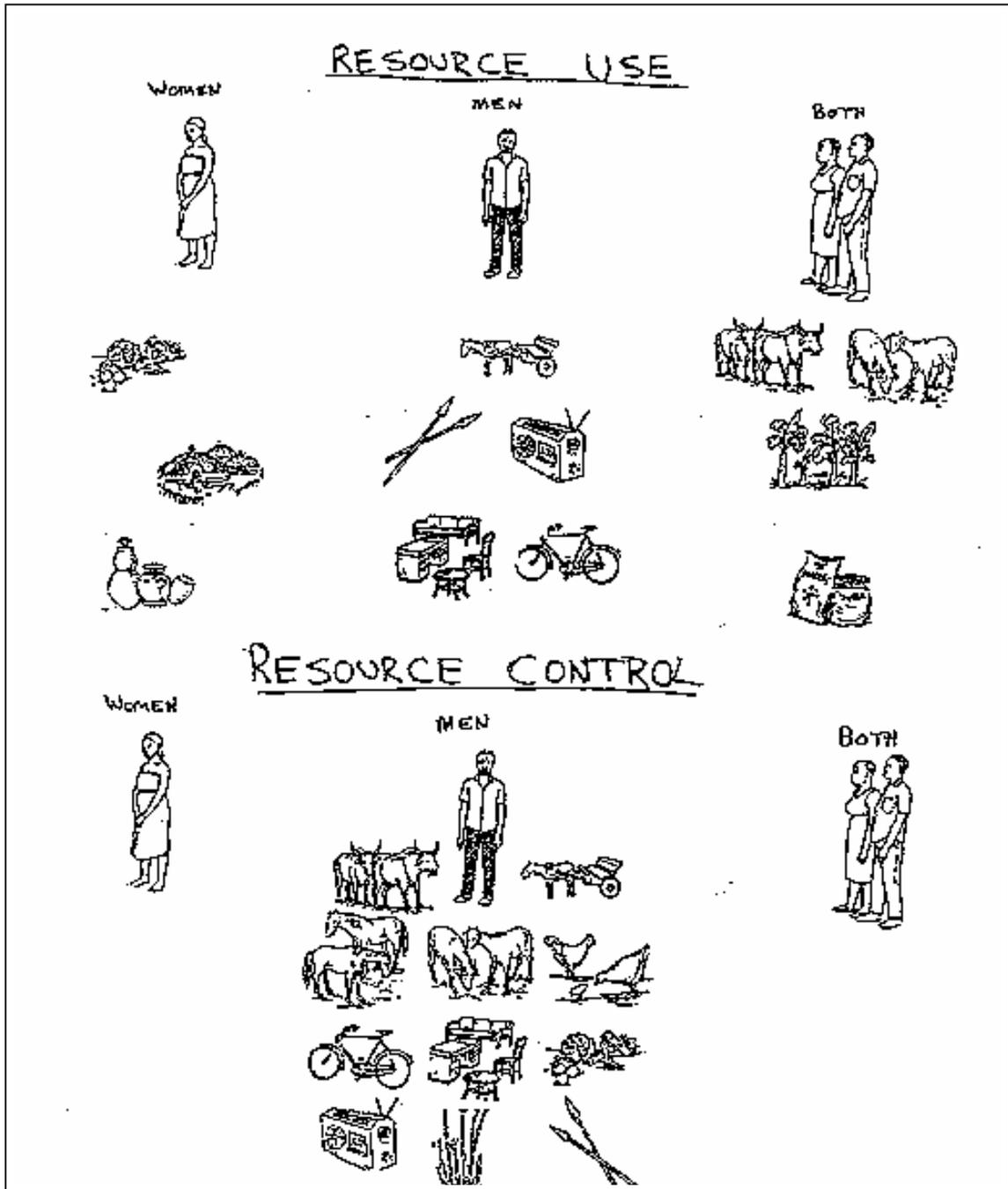
In their discussions the participants will reach consensus about what each picture card stands for. For example, they may decide that the picture of baskets represents baskets for sale or baskets of stored grain. Pictures of resources that are not relevant should be tossed out. The blank cards should be used to add relevant resources not already shown. There will be some variation among the different socio-economic groups and these should be noted.

### 7.8.5 Example

In the Okahitua Village of the Otjizundjupa Region of Namibia, livestock production is the primary source of livelihood. Despite the myth that women have little to do with cattle production, the reality revealed during PRA exercises is that women are responsible for calving, feeding and milking, and that women and men together are responsible for grazing, castration, deworming and vaccinations. In fact, the only livestock production activity women are truly excluded from is that of marketing. Nevertheless, the exercise with the Resource Picture Cards revealed that while men and women share access to the large stock and small stock animals, only men have control and decision-making power concerning the animals. In fact, women have no control over any resources whatsoever.

**Livelihood Analysis Tool 5  
Resources Picture Cards**

Example: Okahitua Village, Otijundjupa Region, Namibia



Source: Adapted by Wilde and Byram during mission to Namibia (May-June 1996) from Narayan and Srinivasan. (1994) Participatory development Tool Kit. Training materials for Agencies and Communities. The World Bank.

## **7.9 Livelihood Analysis Tool Tool 6: Income & Expenditures Matrices**

### **7.9.1 Purpose**

Income & Expenditure Matrices are produced to help us understand a very important aspect of people's livelihoods -- sources of income and sources of expenditures. This tool can also reveal changes in expenditures in times of crisis.

By quantifying the relative importance of different sources of income for different people, including both women and men from each social group, we can understand the security or vulnerability of different people's livelihoods.

By quantifying the relative importance of different sources of expenditures for different people, we can understand their priorities and limitations. In the Expenditures Matrix it is important to see if all, most or only some of their total income is spent to meet basic needs -- food, water, clothing, shelter, health care and education. After meeting their basic needs, do people have any money left for savings or to invest in their livelihoods, such as animal vaccines or fertiliser?

### **7.9.2 Process**

Organise two or three new focus groups, this time mixing up socio-economic groups, men and women, young and old, etc. Work with each group separately. Explain that you want to learn about from where they make money and on what they spend it.

Begin by asking the group to list their sources of income. Start drawing the matrix on the ground, or on a large piece of paper, by indicating each source of income across the horizontal axis. The group may want to select pictures or symbols to represent each category.

Collect 50 stones (ask the children for help). Explain that these stones represent the total income for the whole community for the year. Ask the participants to divide the stones according to their wealth/income, with one person representing each socio-economic group having a proportion of the 50 stones, as discussed and agreed upon by the group as a whole.

The representative for each socio-economic group is asked to stand along the vertical axis with his or her proportion of stones. In other words, the vertical axis may include a representative for rich women, poor women, rich men, poor men, etc. Each in turn is asked to distribute their stones in the matrix to indicate their sources of income -- putting a lot of stones under major sources of income, few stones under minor sources of income, and no stones at all if they make no money from that particular source. This is carried out, in discussion with their fellow participants, until all the stones are distributed.

Record the matrix - counting all the stones for each source of income for each socio-economic group.

Now ask the participants to list all their expenditures, including savings. Change the horizontal axis of the matrix to represent each category of expense. Again pictures or symbols may be desirable.

Ask the representatives for each socio-economic group to collect back all their stones (the same number each used for the income matrix) and to distribute them to show how they spend their money.

Record the matrix - counting all the stones for each expenditure for each socio-economic group.

Finally, create a relevant crisis (army worm, drought) and ask each representative to remove several stones from the matrix to show where they would find the money to cope. Discuss the impact of crisis and the coping strategies of the different participants.

Record from where the stones were taken to cope with crisis. From school fees? clothing? food?

### **7.9.3 Materials**

Local materials including 50 stones (or leaves or sticks), or paper and pens.

### **7.9.4 Notes to the RA team**

Discussing incomes and expenditures can be highly sensitive. People in general are not comfortable discussing these issues in a public forum. But this tool tends to work well because amounts are not discussed, only sources. Fixing the total annual income of the community to 100 stones helps too. The only sensitive moment is when you ask them to agree on how many stones each representative for each socio-economic group should have. But this too usually goes well because individual incomes are not revealed -- just relative amounts between one group and another.

## Livelihood Analysis Tool 6: Income & Expenditures Matrices

### Some SEAGA Questions to Ask While Facilitating

#### Income Matrix

- Are there many or few sources of income in the community? Which are the most important?
- How vulnerable are these sources of income to crisis, e.g. drought or disease?
- Do certain socio-economic groups have more vulnerable livelihoods than others? In other words, do certain people depend on only one or two sources of income, while others have diversified sources?
- Are there sources of income available to certain groups, e.g. older men, richer, high caste groups, that are not available to others, e.g. young women, poorer, low caste groups?
- How do women's income sources compare with men's?

#### Expenditures Matrix

- Are expenditures few and concentrated or spread out over several kinds of expenses?
- Which expenditures are common to nearly everyone?
- For each social group, what proportion of income goes to meeting basic needs, e.g. food, water, shelter, clothing, health care and education?
- For each social group, what proportion of income goes to savings? For productive investments, e.g. inputs, equipment, livestock?
- How do women's expenditures compare with men's?
- To cope with crisis, on what would people spend less? leisure activities? clothing? school fees? food? What are the implications for the future?

### 7.9.5 Example

In Yabrang Village in eastern Bhutan, income and expenditure matrices were produced by two focus groups, one focusing on differences by gender and the other focusing on differences by wealth. The first revealed that women and men in Yabrang have completely different sources of income. For women, poultry and vegetables are most important, whereas men get most of their income from large stock and cereal crops. Spending responsibilities, on the other hand, overlap a great deal; the greatest expenditure for both women and men is school fees.

The matrices focused on wealth differences revealed that the development activities that have functioned best to diversify the incomes of the poorest households are those that require little land and limited inputs, namely pigs, poultry, fruits and vegetables.

**Tool:** *Income & Expenditure Matrices by Gender*  
**Location:** *Yabrang Village, Phongmey Gewog, Trashigang*  
**Participants:** *8 women, 2 men*  
**Date:** *16 November 1996*

Sources of Income	Women	Men
Buckwheat		6
Rice		6
Maize		6
Potatoes	7	
Sugar cane	7	
Vegetables	9	
Bananas	4	
Cattle		11
Horses		7
Pigs		6
Poultry	14	
Cloth sales	9	
Road Construction		8

Note: Women and men were each given 50 sticks to represent their total annual income. After selecting picture cards of relevant resources and activities, they allocated their sticks accordingly.

<b>Sources of Expenditure</b>	<b>Women</b>	<b>Men</b>
Religious Expenses	7	4
Basics (soap, salt)	5	8
School fees	14	11
Clothing	5	6
Jewellery	3	
Seeds & Inputs	2	1
Cattle	3	3
Horses	3	5
Pigs	4	3
Poultry	3	1
Butter & Cheese	1	
Farm implements		3
Radio and watch		5

**Tool:** *Income & Expenditure Matrices by Wealth*  
**Location:** *Yabrang Village, Phongmey Gewog, Trashigang*  
**Participants:** *3 women, 5 men*  
**Date:** *16 November 1996*

Sources of Income	Rich	Average	Poor
Maize	5	1	
Wheat	1	1	
Sugar Cane	1	2	
Fruits	1	1	1
Oranges	1	1	
Vegetables	1	2	1
Bulls	5	1	
Horses	5	1	
Pigs	3	1	1
Eggs	2	1	1
Butter	5	2	
Waged Labour		1	1

Note: 50 large leaves represented the total annual income of the community. The participants chose to divide the leaves as follows: 30 leaves = annual income of the "rich"; 15 leaves = annual income of the "average"; and 5 leaves = annual income of the "poor". The same proportions were used also for discussing expenditures.

Sources of Expenditure	Rich	Average	Poor
House	4	2	1
Religious	3	1	
School uniforms	1	1	1
Basics (oil, salt, dry fish)	2	2	1
Clothing	2	1	
Cattle	2	1	
Bulls	2	1	
Horses	2	1	
Piggery	1	1	
Poultry	1		
Seeds, seedlings & tools	3	2	1
Fertiliser	1	1	
Savings	3		
Misc.	3	1	1

Source: Wilde (1996).

## 8 STAKEHOLDERS' PRIORITIES FOR DEVELOPMENT TOOLKIT

### 8.1 What?

With the previous two toolkits we learned about the development context, consisting of the environmental, economic, social and institutional patterns, and we analysed the livelihoods of different people, including their means for meeting basic needs. In other words we gained a detailed understanding of the current situation.

#### **Box 27. Field-level Participatory Development Planning Requires:**

- motivation of local people to address existing problems
- identification by local people of priority problems
- identification of opportunities to address problems
- identification of local and external resources, and the stakeholders for each
- matching of resources to problems
- establishment of mechanisms among stakeholders for managing development activities.

With this third toolkit, participants move from looking at "what is" to deciding "what should be". The Stakeholder's Priorities for Development Toolkit not only helps us to identify the priority problems that stem from the current situation, but also to use the RA information to focus on the future, with tools designed specifically for development planning.

One of the challenges at this stage is that different people have different priorities and therefore desire different development activities. For this reason, stakeholder analysis is needed before plans for development activities can be finalised.

Stakeholders are those who affect and/or are affected by development policies, programmes and activities. They can be women or men, communities, socio-economic groups or institutions of any size and from any level of society. A community may include small-scale and large-scale farmers, pastoral groups, forest dwellers, traders, female heads of household, landless labourers and others. Each of these groups has particular needs and resources -- therefore each must be represented in the process of deciding upon development activities. Among other things, this ensures that decision-making is not effectively taken over by one particular economic or political group.

But stakeholders also include people or groups outside of the community, including those from the intermediate and macro-levels. These include policy-makers, planners and other government and non-governmental staff, and those who may have commercial or ideological interests in the success or failure of certain development activities.

Disagreement among different stakeholders is not unusual. Conflicts of interest often arise from competition for access to resources. They may also arise due to competing development goals. For example, the goal of a conservationist group may be to protect elephants while the goal of the local people is to protect their crops from elephant damage in order to grow enough to feed themselves.

**Box 28. Types of Stakeholders**

- Those who have or need a resource
- Those who are affected by use of a resource by others
- Those who influence decisions about resources

Stakeholders include both those who stand to gain and those who stand to lose, given a particular development activity. The easiest way to identify who they are is to focus on the resources needed to implement the activity, including land, water, trees, training, inputs and decision-making power.

Identifying stakeholders helps us to make sure that development action plans are realistic. Proposed activities that depend on resources that are not available or on goals that are deeply contentious are bound to fail. On the other hand, identifying existing partnerships and networks, or creating new partnerships between stakeholders who share common interests, is a good starting point for development planning. By identifying both partnerships and possible conflicts using the participatory process outlined in this toolkit, we may also be able to identify ways to resolve conflict, reach consensus and build commitment.

## 8.2 How?

**Table 4. Stakeholders' Priorities for Development Toolkit**

Tools	Participants	Focus	Linkages
<p>Pairwise Ranking Matrix</p> <p>Flow Diagram</p>	<p>Separate focus groups of women and men (representing all socio-economic groups) and</p> <p>Separate focus groups of different socio-economic groups (including both women and men, young and old)</p>	<p>Priority problems of women and men</p> <p>Priority problems of different socio-economic groups</p> <p>Causes &amp; effects of priority problems</p>	<p>Village Resources Map</p> <p>Transect</p> <p>Social Map</p> <p>Trend Lines</p> <p>Venn Diagram</p> <p>Farming Systems Map</p> <p>Seasonal Calendar</p> <p>Resources Picture Cards</p> <p>Benefits Analysis</p> <p>Income &amp; Expenditures Matrix</p>
<p>Problem Analysis Chart</p> <p>Preliminary Community Action Plan</p>	<p>All Community Members (representing all socio-economic groups, both women and men) plus Technical Experts from relevant organisations or agencies</p>	<p>Priority problems of all groups causes of problems</p> <p>Local coping strategies</p> <p>Local people's and outside experts'</p> <p>Identification of opportunities to address problems</p> <p>Planning of possible development activities, including resources needed, groups to be involved and timing</p>	<p>Pairwise Ranking</p> <p>Flow Diagram</p> <p>Problem Analysis Chart</p> <p>Venn Diagram</p> <p>Institutional Profiles</p> <p>Seasonal Calendars</p>
<p>Venn Diagram of Stakeholders</p> <p>Stakeholders Conflict &amp; Partnership Matrix</p>	<p>All Community Members (representing all socio-economic groups, both women and men) plus Technical Experts from relevant organisations or agencies</p>	<p>Identification of local and external Stakeholders for each action proposed in Preliminary Community Action Plan</p> <p>identification of conflicts of interests between Stakeholders</p> <p>identification of common interests and partnerships between stakeholders</p> <p>Final action plans for development activities including priorities of women, men and each socio-economic group</p>	<p>Preliminary Community Action Plan</p> <p>Venn Diagram</p> <p>Institutional Profiles</p>
<p>Best Bets Action Plans</p>	<p>Focus groups consisting of those who share priorities for development action</p>		<p>Preliminary Community Action Plan</p> <p>Venn Diagram of Stakeholders</p> <p>Stakeholders Conflict &amp; Partnership Matrix</p>

## 8.3 SEAGA Questions for Analysis & Summary

- ✓ What are the priority problems in the community? How do they differ for the different groups, including women and men? Which groups share priorities? Which have opposing priorities?
- ✓ To address their priority problems, what development activities do different people propose?
- ✓ For each proposed development activity, who are the stakeholders? How big is their stake? Who stands to win and who stands to lose?
- ✓ Is there conflict among the stakeholders? Are there existing partnerships between stakeholders?
- ✓ Given resource constraints, and potential conflicts among stakeholders, which proposed development activities can realistically be implemented?
- ✓ Which of the proposed development activities most support the SEAGA goal of establishing an environment in which both women and men can prosper?
- ✓ Which of the proposed development activities most support the SEAGA principle of giving priority to the most disadvantaged?

## 8.4 Stakeholder's Priorities for Development Tool 1: Pairwise Ranking

### 8.4.1 Purpose

Pairwise Ranking is a tool that helps us to learn about the most important problems of different community members. It also allows for easy comparison of different people's priorities.

Many people's priority problems are those related to the day-to-day struggle to meet basic needs, while others stem from hopes for the future. Some problems are related specifically to gender issues, such as women's lack of control over key resources or the gender-based division of labour. Pairwise Ranking highlights how the priority problems of women and men differ, and where they overlap. Similarly, the priority needs of members of different socio-economic groups are revealed.

### 8.4.2 Process

### **Box 29. A Classic Battle between the Old and the Young**

In a village in Sierra Leone, village elders, young men and women were asked to come to a meeting to hear about proposed PRA exercises. They were asked about what concerned them and some old men began to reply. As the old men spoke, the young men suddenly got up and walked off, complaining as they went.

When asked what was the matter, the young men replied: "These old men never represent us or our needs. They forget about us. What's the point in our staying?" When the young men were promised that their views would also be heard, they agreed to stay and the meeting resumed.

The old men talked about needing a new bridge to cross the river to the agriculture land, and needing a new mosque. The young men talked about needing a school and football goal posts.

*Source:* Wellbourne (1992)

Organise two separate focus groups: one of women and one of men. Make sure that a mix of socio-economic groups (as identified in the Social Map) is included in each.

Ask the participants to think about their "problems", making reference to the key issues learned from the Development Context and Livelihood Analysis tools. In discussion among themselves, ask them to list the 6 problems (in any order) that are most important to them.

Write the list of 6 problems on both the vertical and horizontal axis of the prepared blank Pairwise Ranking Matrix (see example). Also write each of the 6 problems onto separate cards. Present a pair of cards (showing two different problems) to the group. Ask them to choose the more important one. Record their choice on the prepared matrix. Ask them also to explain the reasons for their choice.

Repeat until all combinations of cards have been presented and decided upon.

Looking at the completed Pairwise Ranking Matrix, count up the number of times each problem was selected and rank them. The three problems selected the highest number of times are the priority problems of the group.

Organise a second set of focus groups - this time according to socio-economic group. Make sure that both women and men are in each. Repeat the exercise.

Compare the learning's from the two sets of focus groups.

### **8.4.3 Materials**

Prepared blank Pairwise Ranking Matrix on flip chart paper, an easel or wall, masking tape, markers and A3 cards.

### **8.4.4 Notes to the RA team**

## **Tool 1: Stakeholder's Priorities for Development: Pairwise Ranking Matrix**

### **Some SEAGA Questions to Ask While Facilitating**

- What are the different problems identified by women and men? Which problems result from the gender-based division of labour or from inequitable access to resources? Which problems are shared by both?
- What are the different problems identified by the different socio-economic groups? Which problems result from poverty or discrimination? Which problems are shared by all groups?
- Which problems relate to the Development Context issues? Which problems relate to the Livelihood Analysis issues? Both?
- Are the problems related to one another?
- Was there consensus or disagreement about the ranking of problems in order of importance?

Discussing problems can encourage people to identify a wish list of needs, rather than issues that are appropriate for development activities. It is important to refer to the learnings from the Development Context and Livelihood Analysis tools.

### **8.4.5 Example**

The Pairwise Ranking Matrix from Kenya shows that the participants selected "lack of inputs", "climate" and "lack of land" as their priority problems.

**Stakeholders' Priority for Development Tool 1**  
**Pairwise Ranking Matrix**  
 Example: Kenya

<b>Problems</b>	<b>Climate</b>	<b>Pests</b>	<b>Weeds</b>	<b>Costs of Inputs</b>	<b>Lack of Land</b>	<b>Lack of Irrigation</b>	<b>Lack of Tech. K.</b>
<b>Climate</b>		<b>Climate</b>	<b>Climate</b>	<b>Costs of Inputs</b>	<b>Climate</b>	<b>Climate</b>	<b>Climate</b>
<b>Pests</b>			<b>Pests</b>	<b>Cost of Inputs</b>	<b>Lack of Land</b>	<b>Lack of Irrigation</b>	<b>Pests</b>
<b>Weeds</b>				<b>Cost of Inputs</b>	<b>Lack of Land</b>	<b>Lack of Irrigation</b>	<b>Weeds</b>
<b>Costs of Inputs</b>					<b>Cost of Inputs</b>	<b>Cost of Inputs</b>	<b>Cost of Inputs</b>
<b>Lack of Land</b>						<b>Lack of Land</b>	<b>Lack of Land</b>
<b>Lack of Irrigation</b>							<b>Lack of Irrigation</b>
<b>Lack of Tech. K.</b>							

<b>Problems</b>	<b>Number of Times Preferred</b>	<b>Rank</b>
<b>Climate</b>	5.....	<b>2</b>
<b>Pests</b>	2.....	<b>5</b>
<b>Weeds</b>	1.....	<b>6</b>
<b>Costs of Inputs</b>	6.....	<b>1</b>
<b>Lack of Land</b>	4.....	<b>3</b>
<b>Lack of Irrigation</b>	3.....	<b>4</b>
<b>Lack of Technical Knowledge</b>	0.....	<b>7</b>

*Source:* National Environmental Secretariat, Government of Kenya; Clark University; Egerton University and the Center for International Development and Environment of the World Resources Institute, (February 1990) Participatory Rural Appraisal Handbook

## **8.5 Stakeholder's Priorities for Development Tool 2: Flow Diagram**

### **8.5.1 Purpose**

The Flow Diagram is a tool that builds upon the learning from the Pairwise Ranking Matrix. It helps us to learn about people's understanding of the causes of their problems as well as the effects resulting from their problems. It can also be used to identify possible solutions.

The Flow Diagram deepens analysis of the main problems in the community by revealing how problems, cause, effect and solutions are linked. It can also show which problems have solutions that can be implemented by the community, which problems require external assistance to resolve, and which seem to have no solution at all, such as natural disasters.

### **8.5.2 Process**

Work with the same focus groups that participated for the Pairwise Ranking Matrix.

Take only one priority problem (as identified in the Pairwise Ranking Matrix) at a time.

Put the name (or symbol) of the problem in the centre of the flip chart paper and draw a circle around it.

First, ask about the causes of the problem. As each cause is named write it on a separate card. Discuss and probe until there are no more causes identified.

Ask the participants which causes are related to one another. Ask assistance from participants in placing the causes cards on the flip chart in correct relationship to the problem. When everyone agrees on their placement draw arrows from the causes to the problem.

Second, ask about the effects that result from the problem. As each effect is named write it on a separate card. Discuss and probe until there are no more effects identified.

Ask assistance from participants in placing the effects cards on the flip chart in the correct places. When everyone agrees on their placement draw arrows to and from the effects and problem.

Third, ask about solutions. As each solution is named write it on a separate card. Discuss and probe until there are no more solutions identified.

Ask assistance from participants in placing the solutions cards on the flip chart in the correct places. When everyone agrees on their placement draw double lines between the solutions and the problem.

Repeat for each priority problem for each group.

### 8.5.3 Materials

Flip chart paper, an easel or wall, masking tape, markers, and A3 cards (in 3 colours).

### 8.5.4 Notes to the RA team

It is important to make sure that everyone understands the difference between causes, effects and solutions. For this reason it is important to discuss them only one at a time, as described above.

#### **Stakeholder's Priorities for Development Tool 2: Flow Diagram**

##### **Some SEAGA Questions to Ask While Facilitating**

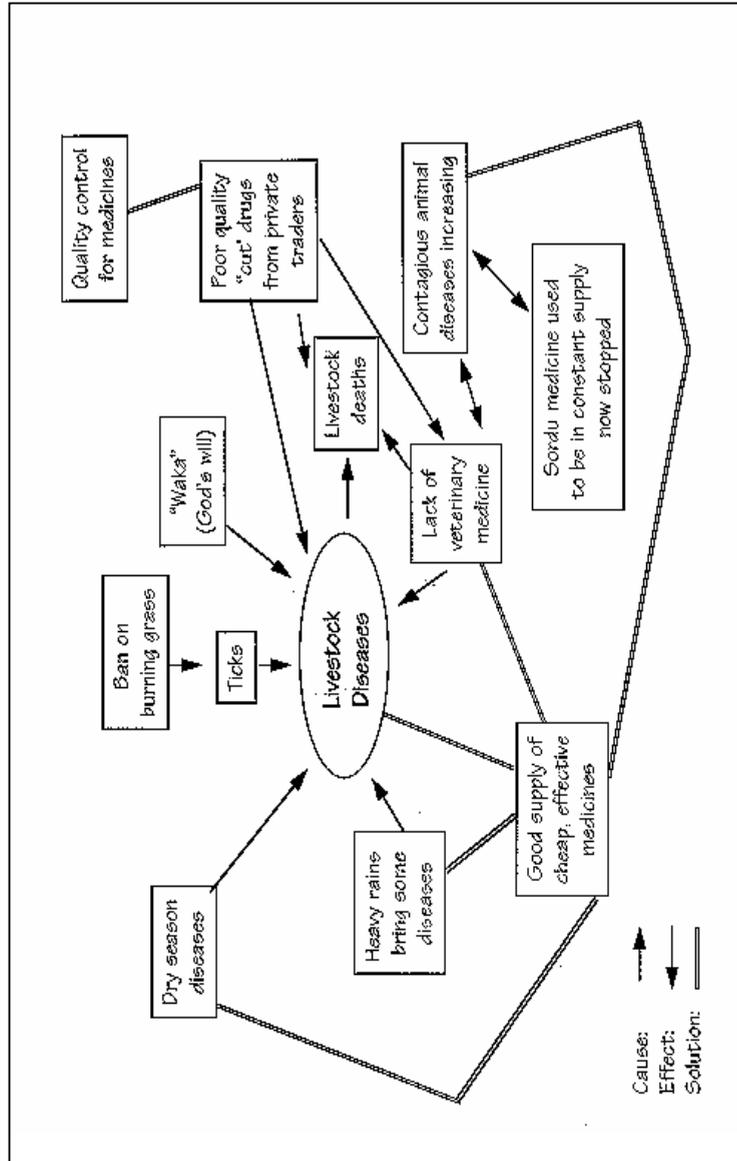
- What are the causes of the problem? Which are related to the Development Context findings e.g. which are environmental, economic, social or institutional? Which are related to the Livelihood Analysis findings? Which are related to gender issues?
- What are the effects of the problem? Which are related to the Development Context findings e.g. which are environmental, economic, social or institutional? Which are related to the Livelihood Analysis findings? Which are related to gender issues?
- What are the solutions proposed? Which can be implemented by the local community? Which require external assistance? Are there problems for which no solutions were identified?
- Is there any overlap of causes, effects or solutions for the three priority problems of each group? Among the different groups?

For example, in the Flow Diagram from Ethiopia shown below, the men's group selected "livestock diseases" as one of their priority problems. They identified lack of veterinary medicine, ticks, dry season diseases and "God's will" as causes of livestock diseases; increases in contagious animal diseases and livestock deaths as effects, and a good supply of cheap effective medicines as a solution.

### 8.5.5 Example

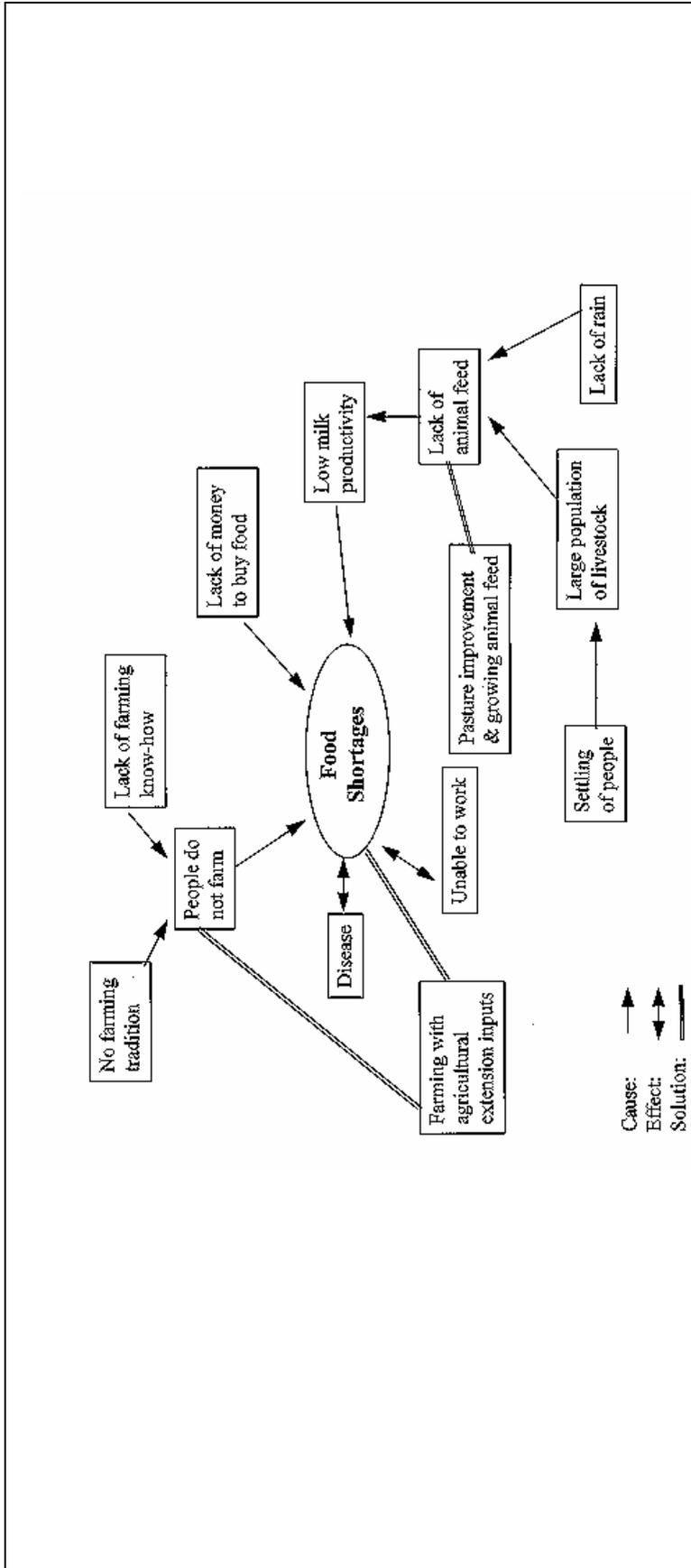
The two Flow Diagrams shown below are from PRA exercises in Ethiopia. They show causes, effects and solutions identified by the men's group for livestock diseases and by the women's group for food shortages.

**Stakeholders  
' Priority for  
Development  
Tool 2a  
Flow  
Diagram**  
Example:  
Flow Chart for  
Livestock  
diseases  
(men), Village  
in Ethiopia



Source:  
FAO/IIED  
(Forthcoming)  
, Explaining  
Gender  
Issues in  
Agriculture:  
Key Issues  
and  
Participatory  
Methods

**Stakeholders  
' Priority for  
Development  
Tool 2b  
Flow  
Diagram  
Example:  
Flow Chart for  
Food  
Shortages  
(women)  
Village in  
Ethiopia**



Source:  
FAO/IIED  
(Forthcoming)  
, Explaining  
Gender  
Issues in  
Agriculture:  
Key Issues  
and  
Participatory  
Methods.

## **8.6 Stakeholder's Priorities for Development Tool 3: Problem Analysis Chart**

### **8.6.1 Purpose**

Once the priority problems of all the different groups in a community are identified, it is time to bring everyone together for further analysis. This is the purpose of the Problem Analysis Chart. With this tool all the different problems are presented and discussed with the community as a whole, showing where different people's priorities overlap and where they differ. It also allows for an expanded discussion of the causes of the problems, as well as current coping strategies. Coping strategies are important to learn about because they may be strategies that can be built upon for development. We can also learn if efforts to address a particular problem have already been made, and have failed or have not addressed the problem completely.

The Problem Analysis Chart also looks at opportunities for development. For this reason it is important that technical "experts" from outside agencies and organisations, such as extension officers and NGO workers, be invited to participate as well. While local people may have very good ideas about what they need, they may lack information about the options that development programmes can offer. It is very important at this stage in the analysis that the local people get appropriate information so that they can make informed decisions about their development.

### **8.6.2 Process**

Plan and organise a meeting for the entire community. Make sure that it is scheduled for a time when both women and men can attend, including a mix of socio-economic groups.

Ahead of time you must also invite at least two or three technical experts from outside agencies and organisations. Make sure that the outsiders invited are experts in topics directly relevant to the problems identified by the community members.

The meeting should begin with a presentation of the learning's thus far, beginning with a summary of the Development Context findings, followed by a summary of the Livelihood Analysis findings, and concluding with the priority problems (and their causes and effects) of women and men, and the different socio-economic groups. This provides the entire community with a complete overview (as many will have participated in only some of the rural appraisal activities). It also provides an excellent opportunity for the outside experts to learn about the local situation.

The presentation should be accompanied by the various maps, diagrams and charts produced by the participants. It is best if these are posted around so that participants can circulate and look at each one. It is also appropriate to ask different members of the community who were involved in the particular exercise to stay by the posted graphics to answer people's questions. Depending on the size of the community, allow at least a couple of hours.

Prepare the Problem Analysis Chart listing down the far left column the three priority problems identified by each of the different groups in the Pairwise Ranking Matrix. Where a problem has been identified by more than one group, list the problem only

once. In the second column, list the causes of the problems as identified in the Flow Charts.

Present the Problem Analysis Chart to the entire meeting. Explain which groups identified which problems and point out where priorities overlap.

For each problem, present also the causes identified and ask if anyone, including the outside experts, has anything to add.

Then ask people to explain what they currently do to cope with their problems. List the coping strategies in the third column.

Finally, with specific reference to each problem, discuss opportunities for development asking both the local community members and outside experts to contribute their ideas. Build upon the solutions identified in the Flow Diagrams. List the solutions in the fourth column.

### **8.6.3 Materials**

A copy of all previous tools, flip chart paper, easels or walls or fences to hang up the maps, diagrams and charts, masking tape or tacks, markers and a prepared Problem Analysis Chart.

### **8.6.4 Notes to the RA team**

To keep the presentation of all the rapid appraisal learnings from being too detailed and taking too long, use the SEAGA Questions for Summary & Analysis that accompany each toolkit to keep the presentation focused. People can learn the details by looking at the graphics and discussing them with other members of the community.

The Problem Analysis Chart is also an opportunity to narrow down the number of priority problems to be analysed in detail. Use the following criteria to shorten the list of problems: (a) when a problem has been identified by more than one group, list it only once; (b) when two or more problems are very closely related (sharing causes, effects and solutions), name them as one problem; and (c) when a problem has no solution, e.g. climate, eliminate it from the list of problems (but do keep it as an important part of the Development Context).

### **Stakeholder's Priorities for Development Tool 3: Problem Analysis Chart**

#### **Some SEAGA Questions to Ask While Facilitating**

- Which priority problems were shared by different groups? Which priority problems are related? Is there consensus or disagreement about which problems are the most important for the community as a whole?
- Did the outside experts identify additional causes of the problems? What are they?
- What are the current coping strategies? What are the gender implications? e.g. women go further and further to fetch water.
- What are the opportunities to solve the problems? What opportunities were suggested by the community members? by the technical experts? Which can be implemented locally? Which require external assistance?

#### **8.6.5 Example**

The Problem Analysis Chart produced by the people of Jeded Village in Gardo District, Northeastern Somalia shows eleven important problems and the causes, current coping strategies and development opportunities for each.

### Stakeholder's Priorities for Development Tool 3 Problem Analysis Chart

Example: Problem analysis chart from Jeded Village, Gardo District, North-eastern Somalia

Problem	Causes	Coping Strategies	Opportunities
Health and Sanitation	Water scarcity; poor water sanitation; absence of pit latrines; dirty wind and water volleys; lack of medical facilities; malnutrition; garbage accumulation; exposure to wind-rain-sun; poor housing	..traditional medicine ..faith healing ..bush fencing for the berkedes (water reservoirs)	..supply of medical facilities ..training ..vaccination ..MCH ..curative and preventative medicine
Animal Health	Droughts, over-stocking; endo-parasites; ecto-parasites; bacteria; virus	Dipping; faith-healing; tick hand-picking; burning; veterinary drugs	Dipping post; supply of veterinary medicines; drugs; training, mass treatment vaccinations
Education	Lack of school, teachers and educational facilities	Koranic teachings	School; teachers; provision facilities
Erosion	Floods (gully and sheet erosion) wind erosion, over-stocking; deforestation	None at present	Increase ground cover in the form of tree and grass planting; check dams, tug diversion, embankments
Water	Lack of water pipelines; lack of maintenance diesel shortage; droughts	Fetch water from long distances; contribute funds for engine maintenance; migrate to where water is available; water reservoirs (berkedes)	..water pipelines ..diesel for pump engine ..construction of water tank
Drought	Geographical location; low rainfall; intensity of rain when it comes; irregular rainfall; deforestation	None at present	..range of discipline ..environmental protection
Energy	Lack of cooking stoves; shortage of kerosene; cost of kerosene	Fuelwood; diesel for lamps	..introduction of cooking stoves ..cheaper kerosene
Unemployment and low income	Lack of government; low economic activities; lack of skills; isolation of village	..dependency on family kin; ..disguised unemployment	..income generating programs ..vocational training ..all weather road to main towns
Female headed households	Death of bread winner; divorce; out migration for work	Outdoor work; manages the household; family/kin dependence; child labour; early marriage	..income generating activities; ..sewing machines; ..vocational training
Markets and marketing	Inadequate knowledge of both local and international markets; poor transport; poor location of the village; absence of business organizations; underpopulation	..barter system of transactions ..small businesses	..establish trading organization; ..improve transport system; ..improve markets and marketing
Housing	Displaced people from the Civil War; poor living residences caused by financial limitations	..living with family or kin groups; ..routine cleaning by female members of the family	..build low cost housing ..low rent and low cost housing

Source: Ford, Adam, Abubaker, Farad and Barre, (1994) PRA with Somali Pastoralists: Building Community Institutions for Africa's Twenty-first Century, Clark University/GRZ/Gardo

## **8.7 Stakeholder's Priorities for Development Tool 4: Preliminary Community Action Plan**

### **8.7.1 Purpose**

The Preliminary Community Action Plan is a tool that directly builds upon the Problem Analysis Chart. This tool starts with the opportunities for development identified in the last column of the Problem Analysis Chart and helps us to think about the resources required for implementation, the groups (both local and external) that would be involved, and when implementation could start.

Producing the Preliminary Community Action Plan helps people to take realistic and concrete steps toward participatory development planning. By bringing everyone together to think about resources and group involvement, this tool increases awareness about the skills and resources already available in the community.

### **8.7.2 Process**

Again organise a meeting for the entire community preferably on the same day as the meeting held to produce the Problem Analysis Chart (perhaps after a long lunch shared by all participants). Make sure both women and men can attend, including a mix of socio-economic groups. Also invite the technical experts from outside agencies and organisations to attend this meeting.

On flip chart paper prepare an outline of the Preliminary Community Action Plan ahead of time (see example below). For each priority problem, fill in the first column, Activities, based on each of the opportunities for development revealed in the Problem Analysis Chart.

In discussion with the community members and technical experts, ask about the resources required for implementation of each activity. Be sure that all of the resources needed are listed in the second column, including land, water, labour, inputs, training, etc. Ask which resources are already available in the community and which must come from outside.

In the third column, list the groups that would be involved in implementation of each activity. Here it is important to look back at the Venn Diagram and Institutional Profiles produced as part of the Development Context analysis. What are the local groups and organisations that can assist? What are the external organisations and agencies that can assist? Where external agencies are identified try also to identify a local group: it is an opportunity to form partnerships!

For the last column, ask the participants to roughly estimate when the work for each specific development activity could start. Make sure that seasonal patterns of climate and labour are taken into consideration (see Seasonal Calendars).

### **8.7.3 Materials**

Flip Chart paper, markers, masking tape, pre-prepared Preliminary Community Action Plan, and copies of the Venn Diagram, Institutional Analysis, Seasonal Calendars and Problem Analysis Chart.

## 8.7.4 Notes to the RA team

### **Stakeholder's Priorities for Development Tool 4: Preliminary Community Action Plan**

#### **Some SEAGA Questions to Ask While Facilitating**

- What resources are needed for implementation of the proposed development activities? Looking at the Development Context findings, which are available in the community? which are problematic? which are available only from outside sources?
- What are the gender implications for each of the resources listed? e.g. water is required for horticulture activities and it is women who fetch water.
- What groups need to be involved for implementation of the proposed development activities? Looking at the Venn Diagram and Institutional Analysis, which community groups could support which activities? What agencies or organisations from outside the community are needed?
- Do the groups selected to support the development activities include women? other marginal groups? Would women be in a position to make decisions about their priority development activities? other marginal groups?

Be sure that everyone understands that the Preliminary Community Action Plan is not the final plan for development activities. It is a preliminary plan. Decisions about what is actually feasible to implement will be made using the tools that follow.

## 8.7.5 Example

The Preliminary Community Action Plan produced by the people of Jeded Village in Gardo District, North-eastern Somalia is based on priority problems shown in the Problem Analysis Chart above (Stakeholder's Priorities for Development Tool 3). For example, one of the opportunities identified in the Problem Analysis Chart for addressing the problem of animal health is a dipping post. A dipping post became a proposed development activity listed in the first column. The resources required for a dipping post include labour to dig a hole, cement, building stones and sand. The community groups that would be involved are the Elders Group and the Youth Group, previously learned about in the Venn Diagram and Institutional Analysis. The external agencies that would be involved are GTZ and Africa 70, both of which already support development activities in the area.

**Stakeholder's Priorities for Development Tool 4**  
**Preliminary Community Action Plan**  
 Example: Preliminary Community Action Plan from Jeded Village,  
 Gardo District, North-eastern Somalialia

**Education**

Activities	Resources	Groups Involved	Time
Jeded Primary School	School Furniture Teacher Training School Teacher Incentives	GTZ UNICEF WFP	Early September 1994
Vocational Training	Sewing and Handcraft	UNICEF WFP	July 1995

**Animal Health**

Activities	Resources	Groups Involved	Time
Dipping Post Near Water Point	Labour to dig hole Cement; Building Stone; Sand	Elders and Youth GTZ; Africa 70	Deir season, 1994
Low cost Medicine and Drugs	Medicine and Drugs	GTZ; Africa 70; Private Companies	Deir, 1994
Vaccination	Vaccine; Vaccination Materials; Refrigeration	GTZ; UNICEF	Gu' season, 1995
Training	Training Paravets	GTZ; Youth	Deir season, 1994
Animal Watering Point	Labour Cement; Pipes; Other construction materials	Elders and Youth GTZ/UNDP	Gu' season, 1995
Veterinary Equipment	Vet Kits	GTZ; UNDP	January, 995

## Preliminary Community Action Plan continued

### Unemployment and Income Generation (Men)

Activities	Resources	Groups Involved	Time
Fishing Training and  Fishing Materials	Run business  Repay credit  Financing;  Provision for Training and Materials	Private Cooperatives   UNDP; GTZ	Deir season, 1994
Training and Employment for Paravets	Payment for services from Paravets;  Training and Training Materials	Community  GTZ	Deir season 1994
Small Scale Tannery Industry	Elders - space  Youth - labour   Repay credit   Materials; initial running costs; food for work; credit	Community    Private Cooperatives   UNDP; GTZ; WFP	Gu' season, 1995
Water Catchment for Subsistence Farming	Elders - space  Youth - labor   Preparation of catchment and canals   Provision of seeds and tools	Community     AfriCare; CARE International	December, 1994

## Preliminary Community Action Plan - continued

### Unemployment and Income Generation (Women)

Activities	Resources	Groups Involved	Time
Handcrafts; Teacher Training, Equipment, Teaching Kits, Building (with kitchen and toilet)	Elders - space Youth - labour Women - management Materials for handcrafts	Community  WFP/UNICEF; GTZ	September 1994
Loans	Women-management Funds	Community  UNDP	September, 1994
Poultry	Wise distribution of the poultry Financing	Community  GTZ;AICF	September, 1994

### Soil Erosion

Activities	Resources	Groups Involved	Time
Check Dams	Labor  Machinery, materials	Community  AfriCare; GTZ	Dry season, 1994
Diversion Canals	Labor  Machinery, materials	Community  UNDP	Dry season, 1994
Tree Planting	Labor  Technical and Financial Support	Community  GTZ; AICF	Rainy season, 1994

## Preliminary Community Action Plan - continued

### Human Health

Activities	Resources	Groups Involved	Time
Vaccination	Vaccination teams for BCG; DTP; Polio; Measles	UNICEF	All seasons
Training of Traditional Midwives	Train one midwife	AICF; UNICEF	Deir season, 1994
Construction of Health post	Elders - space Youth - labor Construction materials Food for work	Community  UNDP; Africa 70; WFP	Gu' season, 1995
Construction of Garbage Pits	Elders - space Youth - labor Construction materials Food for work	Community  UNICEF; WFP	Deir season, 1994

### Water

Activities	Resources	Groups Involved	Time
Water Turbidity	Technical and Material	GTZ; AfriCare	December, 1994
Village Watering Point	Labor Technical and Construction Material	Elders and Youth GTZ; AfriCare	March, 1995
Spare Parts for Pump	Spare Parts	GTZ; Africa 70; UNDP AfriCare	Gu' season, 1995
Water Treatment	Chlorine	UNICEF	September, 1994

*Source:* Adapted from Ford, Adam, Abubaker, Farad and Barre, (1994) PRA with Somali Pastoralists: Building Community Institutions for Africa's Twenty-first Century, Clark University/GTZ/Gardo

## 8.8 Stakeholder's Priorities for Development Tool 5: Venn Diagram of Stakeholders

### 8.8.1 Purpose

The Venn Diagram of Stakeholders is a tool that helps us to understand who will be affected by proposed development activities. Stakeholders from within the community as well as outside have resources to invest in development activities. They will seek to invest those resources to minimise risk and maximise benefits. For this reason it is important to know who they are and where they stand before development action plans can be finalised.

A stakeholder is anyone who has interests in or is affected by a development activity. For example, a farmer is a stakeholder in relation to allocations of irrigation water from a common source or decisions about grazing rights on common land. The term can also be applied to groups, as when different groups have different interests in a certain resource, such as when trees are used by women for fruit, nuts and fodder, and by men for fuel and construction materials.

The extent of a stakeholder's interest in an activity is determined by the size of the "stake" which she or he has in it; in other words the extent to which that stakeholder will be affected by the decision.

#### **Box 30. Resisting "Development" in Colombia**

Women in the Cauca Valley of Colombia have resisted a government strategy for rural development since the early 1970s. The strategy was based on monocropping for the market, whereas the women preferred intercropping for meeting both subsistence and cash needs. In particular the government plan called for removing fruit trees to allow mechanised cultivation of fields. At stake is not simply a conflict in two knowledge systems -- the women's and the government's -- but a deeper conflict over the definition of "development" and control over resources.

*Source: Wisner (1995)*

Those most directly affected are the people whose livelihoods depend directly on the resource in question. Then there are those whose livelihoods may be affected through use of the resource by others, and finally those who, for various reasons, have strong views on the subject which they feel should be heard.

### 8.8.2 Process

Again, plan and organise a meeting for the entire community. Make sure that it is scheduled for a time when both women and men can attend, including a mix of socio-economic groups. Also invite two or three technical experts from relevant outside agencies and organisations (preferably the same persons who participated in producing the Problem Analysis Chart and the Preliminary Community Action Plan).

Review the proposed development activities (first column of the Preliminary Community Action Plan) that were discussed earlier by the community members and outside experts.

Take one problem and its related set of proposed development activities at a time. Write these at the top of a flip chart paper. Then draw a large circle in the centre of the paper. Explain that the circle represents the community.

Ask the participants to name all the different stakeholders for those particular development activities. To help identify all the different stakeholders it is useful to look at the groups involved as identified in the Preliminary Community Action Plan but also to look at the resources needed, discussing who would gain or lose by increased use of those particular resources.

For example, if the activity is a dipping post, the stakeholders may include the wealthy headman who owns 200 head of cattle, the poor men who each own 5 to 15 head of cattle, as well as the female-heads of household who own 1 to 3 head of cattle. Local stakeholders may also include the owner of the land where the dipping post will be located. Stakeholders from outside the community may include the veterinary extension service and meat marketing board, and neighbouring villagers that may be impacted negatively by an increase in the livestock population dependent on common grazing areas.

Then ask the participants to decide the size of the stake of each, in other words how much they stand to gain or lose. In discussion, they must select whether each stakeholder should have a big, medium or small circle of sticky paper (the larger their stake, the larger the circle.) Be sure that one colour of sticky paper is used to represent those who will gain -- and another colour of sticky paper to represent those who will lose.

Place the sticky paper representing local stakeholders inside the circle in the centre of the flip chart paper.. The sticky paper representing outside stakeholders belong outside the circle. If interests are shared among stakeholders the circles should overlap. Use the SEAGA Questions to facilitate the discussions.

Produce a different Venn Diagram of Stakeholders for each of the development problems in the Preliminary Community Action Plan.

### 8.8.3 Materials

#### **Stakeholder's Priorities for Development Tool 5: Venn Diagram of Stakeholders**

##### **Some SEAGA Questions to Ask While Facilitating**

For each Diagram:

- Who are the local stakeholders? Do they include women, men or both? Do they include different socio-economic groups?
- Who are the external stakeholders?
- Who stands to gain from each development activity? to lose?
- What can be done to adjust development activities to lessen the negative impacts?

Compare the different Venn Diagrams of Stakeholders produced for all development problems:

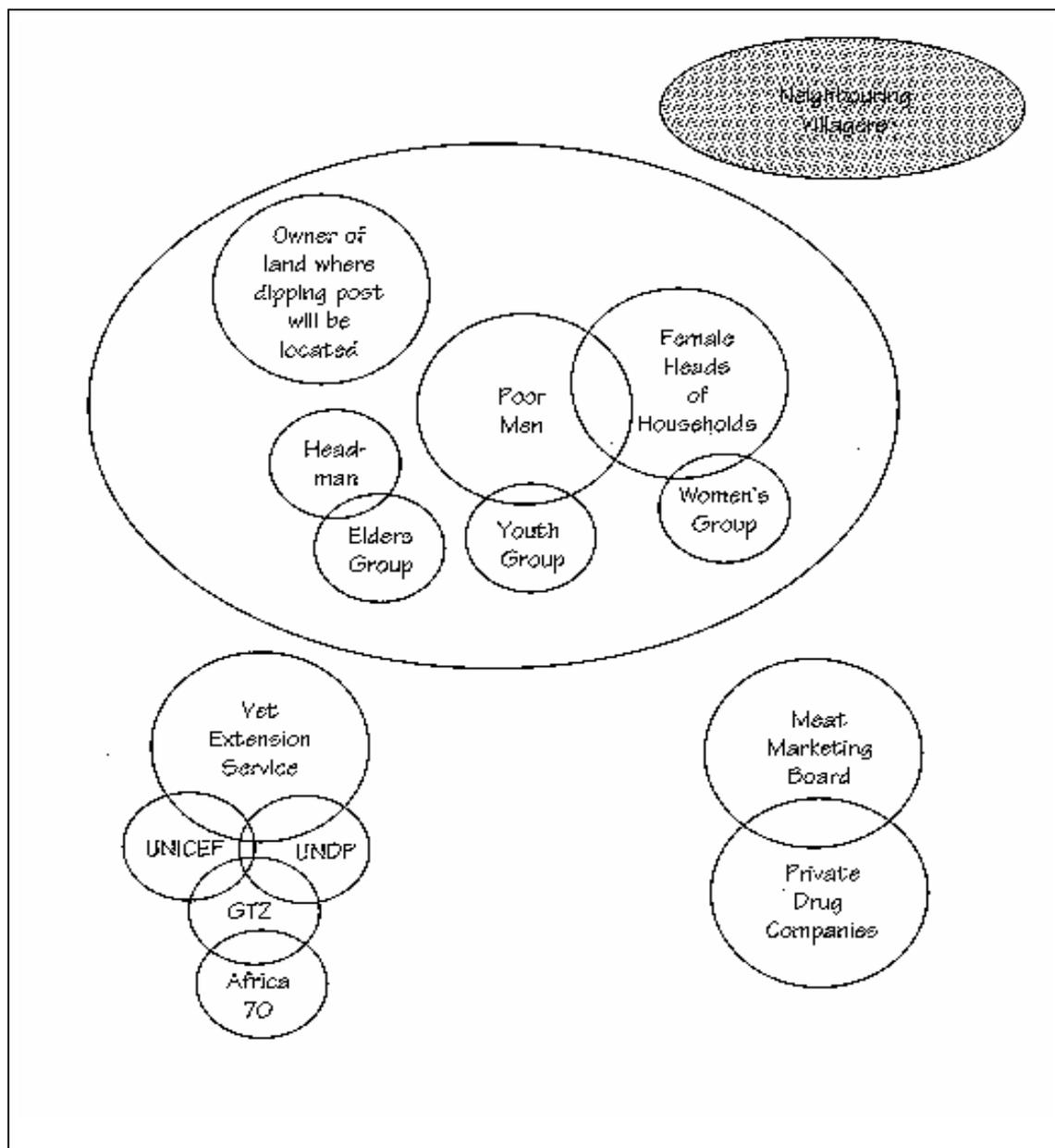
- Are there certain groups that stand to gain more so than others? men or women? rich or poor?
- Are there certain groups that stand to lose more so than others? men or women? rich or poor?

### **8.8.5 Example**

The Venn Diagram of Stakeholders below shows the stakeholders involved in the proposed development activities for addressing the animal health problem. Female-heads of households, followed by poor men are the local stakeholders identified as those who stand to gain the most. Though female heads of household tend to have only a few animals, they gain the most because the animals are essential to meeting their basic needs. They are the households hurt most by the current situation of high incidence of animal disease. The external stakeholders who stand to gain include the private drug companies (through increased sales of vaccinations and medicines) and the meat marketing board (through increased supply of livestock). The only losers identified are the neighbouring villagers. Because grazing areas are shared among nearby villages, an increased number of livestock puts the common areas at risk of deterioration. Having identified this problem it is important to discuss ways to avoid it, e.g. add range management or fodder production to the list of proposed development activities.

**Stakeholder's Priorities for Development Tool 5**  
**Venn Diagram of Stakeholders**  
Example: Animal Health

**Activities: Dipping Post, Medicine, Vaccination, Training, Water Point, Vet Equipment**



## **8.9 Stakeholder's Priorities for Development Tool 6: Stakeholders Conflict & Partnership Matrix**

### **8.9.1 Purpose**

The Stakeholders Conflict & Partnership Matrix is a tool that helps us to understand where there is conflict and where there is partnership between different stakeholders, and whether the extent of conflict or partnership is small or large in nature.

Conflict is a fact of life. Conflicts of interest arise due to competition for use or control of resources or because of differences in goals. Examples of this are when expansion of cultivated land encroaches on land traditionally used for grazing, or when people are denied access to forest products necessary for their livelihoods within their traditional production system, or when there is competition for water for livestock or irrigation.

The participatory planning process itself, by allowing everyone to share information and air their views, often creates a supportive environment for resolving conflicts and reaching consensus. But this is not always the case; sometimes conflicts are very strong and long-standing. It is important to recognise where such conflicts may doom specific development activities to certain failure.

Partnerships often exist between different stakeholders. Existing networks of groups of individuals or institutions that share a common interest may be strengthened in the development process. The identification of such partnerships can promote more efficient ways of getting information and show where there is existing expertise to address a particular development problem. New partnerships too may be formed around specific development goals, especially among those who have a stake. Working with existing partnerships, and forming new ones, is a great way to ensure successful implementation of development activities.

### **8.9.2 Process**

Continue to work with the community members and technical experts who produced the Venn Diagram of Stakeholders. Make sure that it is scheduled for a time when both women and men can attend, including a mix of socio-economic groups.

Focusing on one development problem at a time (as identified in the Preliminary Community Action Plan), list all the stakeholders identified in the Venn Diagram of Stakeholders for that specific set of development activities on both the vertical and horizontal axis of the pre-prepared flip chart paper for Stakeholders Conflict & Partnership Matrix (see example). Also write the names (or symbols) of the stakeholders groups on two sets of A3 cards.

Pre-prepare small, medium and large circles of sticky paper in one colour, and small, medium and large squares of sticky paper in another colour.

Present one pair of cards at a time, showing two different stakeholder groups, and ask whether there is conflict, partnership or neither, between them.

If the participants say conflict, for example, show the sticky paper circles and ask whether the conflict is small, medium or large. If they say partnership, show the sticky

paper squares and ask them to choose small, medium or large. (If they say neither, proceed to the next set of cards.) Probe to discover the reasons for their selection. Then put the selected size circle or square in the appropriate box on the flip chart paper matrix.

Repeat until all combinations of cards have been presented and decided upon.

Looking at the completed Stakeholders Conflict & Partnership Matrix ask the participants to explain reasons for conflict and histories of partnership. Use the SEAGA Questions to deepen the analysis.

Repeat for each proposed development activity.

### **8.9.3 Materials**

Copy of the Preliminary Community Action Plan and Venn Diagram of Stakeholders, flip chart paper, an easel or wall, masking tape, markers, A3 cards and sticky paper (in 2 colours).

### **8.9.4 Notes to the RA team**

#### **Stakeholder's Priorities for Development Tool 6: Stakeholders Conflict & Partnership Matrix**

##### **Some SEAGA Questions to Ask While Facilitating**

- Which stakeholder groups have common interests with respect to the development activities in question?
- Are there existing partnerships (or histories of support and collaboration or networking) between some of the stakeholder groups? Around which activities, issues or ideals were these partnerships formed? Are there partnerships linked to gender or other group attributes?
- Could the existing partnerships be built upon for implementation of specific development activities? Or, could new partnerships be formed?
- Which stakeholder groups have conflicting interests with respect to the development activities in question? Is there a history of conflict between these groups? Are there conflicts linked to gender or other group attributes? How have past conflicts been resolved?
- Are there conflicts so deep and long-standing that certain proposed development activities are doomed to fail? What are the implications for women? for other marginalised groups?
- Given areas of conflict and partnership, which of the proposed development activities are most likely to succeed?

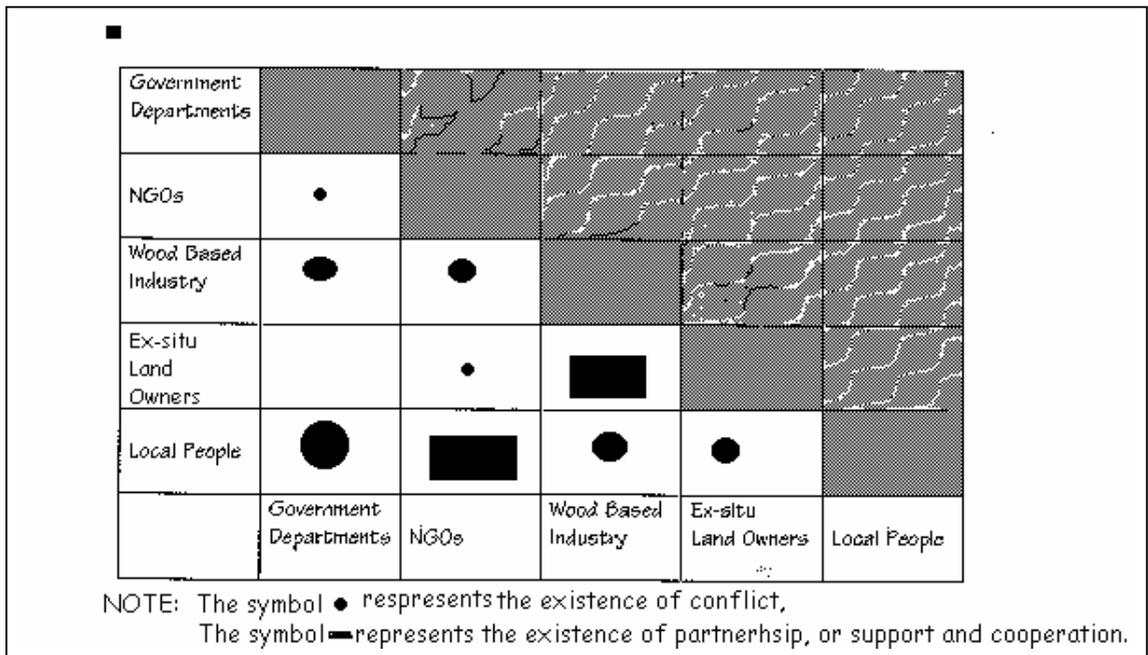
Be sure that the conflicts discussed have a focus relevant to stakeholders' interests and development activities. Personal animosities are to be avoided.

### 8.9.5 Example

The Stakeholders Conflict & Partnership Matrix shown below focuses on the local, intermediate and macro-level stakeholders for tree resources in Northern Thailand. (For the SEAGA approach, the local stakeholders category needs to be further disaggregated to include women, men and other group differences, as there may be conflicts or partnerships among these local groups.) The matrix shows that there is a conflict of interests between the local people and government departments but strong partnership between the local people and NGOs.

#### Stakeholder's Priorities for Development Tool 6 Stakeholders Conflict and Partnership Matrix

Example: Matrix showing Conflicts and Partnership Between Stakeholders in Tree Resources, Northern Thailand



Source: Adapted from Grimble, Chan, Aglionby and Quan (1995), Trees and Trade-offs: A Stakeholder Approach to Natural Resource Management, IIED, Gatekeepers Series No. 52.

## 8.10 Stakeholder's Priorities for Development Tool 7: Best Bets Action Plan

### 8.10.1 Purpose

The Best Bets Action Plan is a tool that helps us to make concrete and realistic plans for implementation of priority development activities. It is the final tool in the participatory planning process as outlined here, building directly upon the learning from the Preliminary Community Action Plan, but focusing on the development activities most likely to succeed, due to consensus and availability of resources as identified through the Venn Diagram of Stakeholders and Stakeholders Conflict & Partnership Matrix.

At this stage it is important to recognise that all community members have had equal opportunity to benefit from the learnings gained from the Development Context and Livelihood Analysis tools, and all have had the opportunity to identify and analyse their own priority problems as well as to benefit from the discussions and suggestions of other community members and outside technical experts. Throughout this process, both women and men and all socio-economic groups have contributed. And through a process of working as separate groups, as well as a community as a whole, both shared and different priorities have surely emerged.

#### **Box 31. Giving Voice to the Voiceless**

Shortly after PRA exercises were completed in one village in Morocco, local authorities visited. As was customary at such meetings, the men were seated at the front of the room and the women gathered at the rear. On this occasion, the representative of the local people was quite vocal in expressing the community's desire for the installation of tube wells (in locations situated conveniently near his own home).

Suddenly a woman at the rear stood up and voiced her objection to this request. During the PRA exercises, along with other women, she had worked through a cost/benefit analysis which showed that a tube well would only benefit a few. She then put forth her own suggestion for a collective oven which she argued would benefit many more of the families in the village. She received support in this from many other village women, who then also felt encouraged to speak. These women had gained strength from having done their own analysis and examining the pros and cons of various options. The consensus they had built around these priorities during group discussions and focus groups gave them the power to speak and the knowledge to defend their choices.

*Source: World Bank (1994)*

To produce the Best Bets Action Plans, partnerships between different stakeholders who share common interests is encouraged, but where interests are not shared, each group has the opportunity to produce their own plans nonetheless.

### 8.10.2 Process

Organise all community participants into focus groups based on shared priorities. For example, where women and men share a development priority, e.g. water shortage, they will produce a Best Bets Action Plan together to address that problem -- but

where they have different priorities, e.g. women want fruit trees and men want cotton, they will each produce their own plans. The same applies for the different socio-economic groups.

Explain that the purpose of the Best Bets Action Plan is to refine and finalise their ideas from the Preliminary Community Action Plan, incorporating the learnings from the stakeholder analysis. The idea is to produce plans that are as realistic and detailed as possible.

For each group, pre-prepare a Best Bets chart on flip chart paper. In the first column is the group's priority problem.

For the second column, Solutions, ask the group to review the solutions previously identified and to add to the list, as necessary.

For the third column, Activities, ask the participants to review the activities identified in the Preliminary Community Action Plan. Do they have additions or details to add? Are there activities that must be changed or eliminated because of problems revealed in the Venn Diagram of Stakeholders or the Stakeholders Conflict & Partnership Matrix?

For the fourth column, Who will do it?, ask the participants to review the "groups involved" column of the Preliminary Community Action Plan. Given the learnings from the Venn Diagram of Stakeholders and the Stakeholders Conflict & Partnership Matrix, are there groups that should be added here? opportunities for partnership? previously identified groups that cannot realistically be expected to participate?

For the fifth column, Costs, ask the participants first, to identify local contributions, and second, to identify where external resources may be required.

For the final two columns, How long will it take? and When can it start?, ask the participants to estimate time required and the best time to start.

### **8.10.3 Materials**

A copy of the Preliminary Community Action Plan, flip chart paper, an easel or wall, masking tape and markers.

### **8.10.4 Notes to the RA team**

It is very important that participants be encouraged to be as realistic, concrete and detailed as possible for this tool. The more realistic the action plans are the more likely they are to be implemented. On the other hand, you must also be very clear about the probabilities of outside assistance for implementation. Are there development agencies or organisations ready to provide assistance to activities identified by the community members? Or not?

## Stakeholder's Priorities Tool 7: Best Bets Action Plans

### Some SEAGA Questions to Ask While Facilitating

- Are there development activities that must be changed or eliminated because of problems revealed in the Venn Diagram of Stakeholders or the Stakeholders Conflict & Partnership Matrix?
- Given the learning's from the Venn Diagram of Stakeholders and the Stakeholders Conflict & Partnership Matrix, are there groups that should be added for implementation of certain development activities? Opportunities for partnership? Previously identified groups that cannot realistically be expected to participate?
- Which Best Bets Action Plans include development activities that will directly benefit women? men?
- Which Best Bets Action Plans include development activities that will directly benefit the most disadvantaged groups in the community?
- Which Best Bets Action Plans include development activities that will benefit most or all of the community?

### 8.10.5 Example

The Best Bets Action Plan produced by a woman's group in Ethiopia shows their planning of development activities to address their priority problems of food shortage, lack of water and animal diseases.

<b>Stakeholder's Priorities for Development Tool 7 Best Bets Action Plan</b> Example: Men's Group Best Bets, Ethiopia	<b>When can it start</b>	Immediately	Small ponds can be dug in the rainy season. Government can dig throughout the year. Start as soon as possible	Immediately
	<b>How long it will take</b>		Small ponds take 5 months to dig. Government will set time table for digging wells and reservoirs	

<b>Costs</b>	Local	Community needs funds to buy tools for digging. Government to supply costs for wells and reservoirs	
<b>Who will do it</b>	Men in the community	Small ponds can be dug by community. Wells and reservoirs can be dug by government	Government enforce quality control and fines. Government subsidise livestock drugs and do distribution
<b>What will be done</b>	Learn to farm by observing those who farm. Make own tools. Borrow oxen from relatives. Training facilities	Dig wells, ponds and reservoirs	Quality control for medicines sold by local traders. Government should supply cheap and effective drugs
<b>Solution</b>	Adopt agriculture	Create constant water supplies	Supply of effective and cheap medicines
<b>Problem</b>	Food Shortage	Water Shortage	Animal Diseases

Example:  
Men's  
Group  
Best  
Bets,  
Ethiopia

When can it start	Now	Now	Now
How long it will take			
Costs	Local: labour and willingness to work External: Technical and financial help to be decided by government	Local labour and willingness to work External: technical and financial help	Technical and financial help from outside and local labour
Who will do it	The community members who are able to work, both men and women. Professional experts	Local people will supply labour. Professionals will supply expertise	Local people and professionals
What will be done	Government: agricultural extension services and training, agricultural inputs (seed, tools) Growing animal feed and training on preservation/ Government assigns experts, allocate money and provide food	Digging wells and ponds and installing pipelines. Training for local people on how to maintain the water pipe and water management	Government and Donors should provide medicines, give treatments and arrange facilities for treatments. Extension services should train local people how to give medication

Source:  
FAO/IIED  
(Forthcoming),  
Explaining  
Gender Issues  
in Agriculture:  
Key Issues  
and  
Participatory  
Methods

Solution	Start farming Prepare animal feed Pasture improvement	Digging ground water for human consumption. Collecting rain water in ponds for animals. Providing pipe water for humans	Available medication for animals either through governments or local traders. Extension programme
Problem	Food Shortage	Lack of Water	Animal Diseases

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# SEAGA

Socio-Economic and Gender Analysis Programme

**Gender and Development Service  
Gender and Population Division  
Sustainable Development Department**

**Food and Agriculture Organization  
of the United Nations**

Viale delle Terme di Caracalla  
00100 Rome, Italy

Tel.: (+39) 06 5705 6751

Fax: (+39) 06 5705 2004

E-mail: [SEAGA@fao.org](mailto:SEAGA@fao.org)

Web site: <http://www.fao.org/sd/SEAGA>