The Power of Visioning: Developing Community Visions of Desired Future Conditions[1]

A Handbook for Community Development Facilitators

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CIAT
Centro Internacional de Agricultura Tropical
International Center for Tropical Agriculture

htspe NRSP MRAG DPU
DFID Natural Resources Systems Programme

AHI
African Highlands Ecoregional Programme

[1] This publication is an output from two projects (R7856 and R8400) funded by the UK Department for International Development (DFID) for the benefit of developing countries. The views expressed are not necessarily those of DFID.

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List of Abbreviations and Acronyms

AFRENA:	Agroforestry Research Network for East and Central Africa
AHI:	Africa Highlands Eco-regional Programme.
ASARECA:	Association for Strengthening Agricultural Research in Eastern and Central Africa.
CDF:	Community Development Facilitator.
CIAT:	International Centre for Tropical Agriculture.
DFID:	Department for International Development.
ICRAF:	International Centre for Research in Agroforestry.
NRM:	Natural Resources Management.
NRSP:	Natural Resources Systems Programme (of DFID).
R4D:	Research for Development.
CV:	Community Visioning
DFC:	Desired Future Conditions
PRA:	Participatory Rural Appraisal
FPR:	Farmer Participatory Research
PM&E:	Participatory Monitoring and Evaluation
PD:	Participatory Diagnosis
SARAR	Self-esteem: Associative strength: Resourcefulness: Action planning: Responsibility:
SWOT:	Strengths, Weaknesses, Opportunities and Threats
SLA:	Sustainable Livelihood Analysis
CAP:	Community Action Plan
FGD:	Focus Group Discussion
IMRAD:	Introduction, Materials and Methods, Results and Discussions
CBO:	Community-based Organisations
NGO:	Non Governmental organisations
ERI:	Enabling Rural Innovation
AAR:	After Action Review
AI:	Appreciative Inquiry
GSA:	Gender and Stakeholder Analysis
R4D:	Research for Development

1. INTRODUCTION

The purpose of this Handbook is to improve the practice and use of participatory approaches for engaging with rural communities and local stakeholders in defining their visions of desired future conditions, developing realistic action plans, and committing to action for achieving their visions of improved natural resources management and rural livelihoods.

The Handbook is based on results, experience and lessons learned with the implementation of two participatory action research projects: "Enabling Rural Innovation" and "Strengthening Social Capital". ERI is a multi-institutional that is pioneering innovative participatory approaches and methodologies for empowering rural communities to make informed decisions and creating their capacity to (i) identify market opportunities and develop profitable and sustainable enterprises, (ii) generate and access information, knowledge and technology in support of their productive activities, and (iii) strengthen their organisational capacity to better manage their resources (human, social, financial, natural) and offers them prospects of an upward spiral out of poverty. ERI is being implemented in 19 pilot learning sites in Malawi, Uganda and Tanzania

The purpose of the "Strengthening Social Capital project aimed at developing mechanisms and processes was for engaging small-scale farmers and rural communities directly in the articulation of their NRM policy needs and innovations, by supporting the integration of participatory approaches to policy decision-making and formulation and implementation of byelaws and local policies for accelerating wider-scale adoption and dissemination of NRM technologies in the southwestern highlands of Uganda.

This handbook proposes a different approach, a different way of thinking about the use of participatory rural appraisal (PRA) which traditionally focuses on extracting information from people to identify their problems and constraints. This novel approach termed Community Visioning (CV) is a highly interactive process for establishing dialogue and engaging with farmers to identify opportunities and facilitate community action planning. It is rather a vehicle for creating awareness and learning about change, and for facilitating communities or groups to develop their visions of desired future conditions and commitments to action. Community Visioning has the advantage of facilitating an internal drive for change, and helps farmers and rural communities to realize the potential for change, and the need to be cognizant and understand the forces that can facilitate or constrain change, and engage creative capacities in planning and defining workable strategies for seizing opportunities and dealing with potential challenges

1.1. What is Visioning? A Novel Approach to Participatory Diagnosis

Visioning is a capacity building process that identifies and builds collective capacity and competence of local communities through dialogue that creates positive images and leads to commitment to action. It helps identify and build on the strengths, opportunities and assets, rather than focusing on problems and constraints. It develops collaborative and collective competence through dialogues, and creates positive images or visions that leads to commitment to action. An important principle of this approach is that it starts with an analysis of strengths and opportunities, rather than problems and constraints, and build on these opportunities to develop community commitment to action.

Visioning is based on the principle of fostering and strengthening the five attributes of SARAR technique[2]:

- Self-esteem: a sense of self-worth as a community, group, organization or person as well as valuable resource for development
- Associative strength: the capacity to define and work toward a common vision through mutual respect, trust and collaborative effort
- Resourcefulness: the capacity to visualize new solutions to problems, and the willingness to take risks
- Action planning: combining critical thinking and creativity to come up with new, effective and reality-based plans in which each participant has a useful and fulfilling role
- Responsibility: for follow-through until the commitments made are fully discharged and the vision of benefits achieved.

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1.3. What is a Vision?

" A vision is our deepest expression of what we want. It is the preferred future, a desirable state, an expression of optimism. It expresses the spiritual and idealistic side of our nature. It is a dream created in our waking hours of how we would like our lives to be" [3].

- A vision is realistic, credible, attractive statement regarding the future
- It is an articulation of a destination toward which a community/organisation should aim
- A future that in important ways is better, more successful, more desirable than is the present.
- A vision is where tomorrow begins, for it expresses what you and others who share the vision will be working hard to create.

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[2] Rietbergen-McCracken, J and Narayan, D. 1998. Participation and Social Assessment. Tools and techniques. Washington DC,: The World Bank. ,

[3] Block, P 1988. The Empowered Manager

- It is a sign post pointing the way for all who need to understand what the community is and where it intends to go
- It is a wake up call to every one involved that fundamental change is needed and is on the way
- A vision inspires enthusiasm and commitment, clarify purpose and direction. Visions provide agendas that create focus and hold out hope of a better tomorrow.

1.3. Uses of the Handbook

The Handbook can be used in four different ways:

- As a field guide to systematize the practical aspects of Community Visioning (CV), ensuring participation and strengthen skills level in conducting CV;
- As a resource book and reference material to describe and illustrate basic methods and tools for facilitating CV with practical examples from participatory action research in east and southern Africa. It can help you select appropriate tools for data collection, recording analysis and reporting of CV.
- As a training guide that can be used in training workshops and courses on participatory approaches to familiarize participants with basic tools, skills and principle for designing and implementing a participatory process of community planning.
- As a self learning manual: it consists of a combination and sequencing of participatory methods and tools for enhancing a shared understanding and learning between local communities and the R&D team to enable rural communities and their development partners to identify their opportunities and constraints, and plan together appropriate interventions for enabling rural innovations.
- As a theoretical guide: The Handbook provides a better understanding of the key concepts, principles, tools, methodologies, and practical guidelines to rethink and systematise current approaches by integrating more innovative participatory approaches and process-oriented methodologies and for engaging with rural communities to plan agricultural and development projects.

This Handbook is primarily intended for research and community development professionals who work with rural communities to improve their livelihoods using participatory approaches. Although the handbook focuses on agricultural and natural resources management, it is designed to be relevant to most types or integrated rural development interventions.

This is by no means a blue print or standard way of conducting CV. You are rather encouraged to adapt this process to suit your needs, and also create your own process and tools.

The reminder of the Handbook is organized into three main parts. Part one, before you start, presents the theoretical base and guiding ideas for community visioning. Part two, Getting Started, describes methods and tools for visioning. Part three, "In the Field" describes in detail practical aspects of conducting community visioning. Part 4, After field work" suggests a framework for analysing and reporting results and outcomes of the CV process.

II. KEY PRINCIPLES AND THEORETICAL UNDERPINNINGS

The past two decades have seen increasing attention to participatory approaches as a means of engaging with local communities and other stakeholders to make development interventions more effective, create a sense of ownership and ensure equity and sustainability of development interventions. However, until recently most agricultural and rural development projects have routinely relied on participatory rural appraisal (PRA) exercise to identify problems and constraints in the farming system, and as an entry point into communities.

Recently, PRA has come under criticism for being superficial, extractive, transitory, unable to initiate change and to build local capacities[4] A frequent problem with PRA is the emphasis on the tools, resulting in the collection of a lot of information, but neglecting the importance of collective learning, analyzing and reflecting on the usefulness of the information for the local community. The lack of adequate follow up, and effective facilitation skills often compromise the importance of PRA to local communities. This section suggests a number of key principles underlying CV, and describes some theoretical frameworks that provide a conceptual basis for CV.

2.1. Key Principles of Community Visioning

Our view is that many projects have a lot of hands-on PRA tool-based know how but that they need to have more of a theoretical and conceptual basis for this, to be able to be more critical in their use of tools and to facilitate transformational PR as opposed to the good old toolbox. CV is s**ystematic in that the** use of multiple methods should not lead to duplication and confusion, or collection of incompatible data, but provide opportunities for cross-checking and complementing findings. CV should be based on a systematic and rigorous framework with clear understanding of the objectives and the expected outcomes.

Therefore visioning requires changes in basic orientation of PRA:

- From tool-box approach, to process-based, results-based approach
- from problem-focused to opportunity-asset based approach
- From "hits and runs" to long term view, long term partnership
- From functional-extractive participation to empowering and learning processes

Visioning is based on the three principles below:

- Every community or organisation seeks out the positive, life-giving forces and appreciate the "best of what is."

[4] Cook, B. and Kothari, U. 2001. *Participation: The New Tyranny*? London: Zed Books.

- Communities are capable of becoming more than they are, and they can learn how to guide their own evolution -- bold dreams of "what might be."
- Visions create a renewal of group energy, hope, motivation & commitment; and establish climate of continual learning & inquiry: "When you focus on what works and you dream of the possibilities, it's very inspiring to people,"

2.2. Frameworks for Community Visioning

The main thrust of visioning is that rural communities are endowed with resources and assets that establish their capabilities and can be turned into opportunities for improving their livelihoods. It is an innovative way of engaging with rural communities and creating their capacity and ability to go beyond familiar ways of thinking, challenge the *statu quo* and common assumptions and routines to focus on real possibilities on what the community or group has done well in the past and is doing well in the present; and allow members to experience the impact of their contribution toward a high purpose to transform systems.

Visioning is based on four interrelated bodies of literature and conceptual frameworks. These are:

1. The Sustainable livelihood approach
2. The New Professionalism
3. Appreciative Inquiry
4. Gender and stakeholder analysi

2. 3. The Sustainable Livelihood Approach (SLA)[5]

Visioning is an asset-based approach that helps local communities to define their desired livelihood outcomes, and identify opportunities and assets they can exploit and developing effective strategies for reducing or minimizing vulnerability. It helps communities renegotiating the roles of institutions and policies, and stakeholders and structures to forge structures and processes for transforming livelihood assets into benefits and reducing vulnerability.

Community visioning fits well with the sustainable livelihood framework which is increasingly been adopted by most agricultural and rural development programmes and interventions. The Sustainable Livelihoods Framework (SLF) presents the main factors that affect people's livelihoods, and typical relationships between these. It provides a way of thinking about rural community livelihoods that will stimulate analysis and reflection among the rural people. It attempts to gain a realistic understanding of what shapes people's livelihoods and how the various influencing factors can be adjusted so that,

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[5] For more information see
Carney, D (1998), Sustainable Rural Livelihoods: What Contribution Can We Make?, Department for International Development, London;

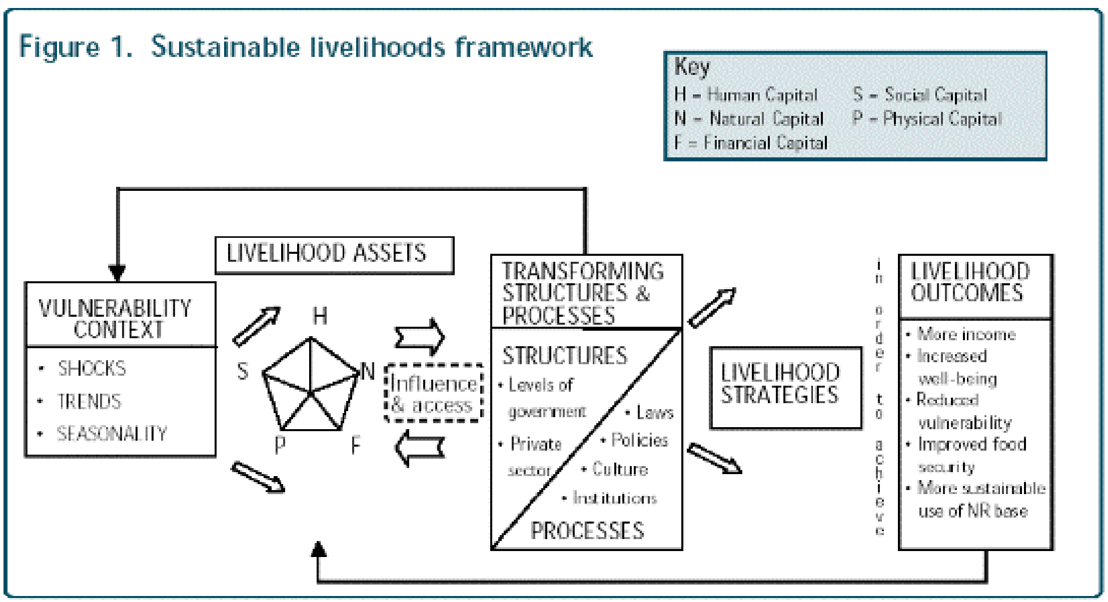
taken together, they produce more beneficial livelihood outcomes. A livelihood comprises the capabilities, assets (including both material and social resources) and activities required for a means of living[6].

The livelihoods approach attempts to identify the promising opportunities open to people and the most pressing constraints faced by them. It builds upon people's own definitions of opportunities and constraints, and it then supports people to address/realise them. Using an SL approach enables communities to define their desired livelihood outcomes and define strategies they can use to build their livelihood assets, and opportunities for achieving better livelihood outcomes.

Tool 1: The Sustainable Livelihood Framework

The sustainable livelihood approach is a useful framework that can help you plan and develop a checklist of issues for a better understanding of livelihood assets, opportunities and strategies for achieving better livelihood outcomes in rural communities.

Figure 1: The Sustainable Livelihood Framework



Source: Carney, D (1998),

Key elements of the SL framework include:

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- **Livelihood assets:** Include what people have and can use to survive and make a living. The asset pentagon that lies at the heart of livelihoods analysis shows resources which people use in their livelihood strategies. These are the basic building blocks upon which households and communities are able to engage in productive activities and social relations. Livelihood assets comprise five different types of capital:
  - Human capital - Skills, knowledge, ability to work, health - necessary to make use of any other types of capital.
  - Social capital - Social resources determined by relationships with others. Networks and connectedness, membership of groups, relationships of trust, reciprocity and exchange, cooperation, collective action and access to wider social institutions.
  - Natural capital: Quantity and quality of the natural resource base available to people - land, forests, livestock, water, rainfall, aquatic resources, biodiversity, air quality etc.
  - Physical capital: productive assets, such as housing, tools, infrastructure, water supplies, schools, social amenities whose ownership can contribute to improving livelihoods or income
  - Financial capital: consists of cash, savings, loans and gifts, remittances or other financial instruments.

- **Livelihood Strategies:** Refer to how people combine and use their assets to make a living. The SL approach seeks to develop an understanding of the factors behind people's choice of a livelihood strategy, to reinforce the positive aspects and to alleviate the constraints or negative influences. Diversity of strategies between individuals and households, different social groups, and communities should be recognized and explored.

- **Policies, institutions and processes**: These are both public (political, legislative, governmental etc.) and private (commercial, civil, NGOs etc.) organizations and institutions that exist in the community and can be used to transform processes, such as policies, in order to bring about change. It is through partnership with organizations and institutions, such as government, commercial or civil society institutions that rural communities can achieve and sustain better livelihoods.

- **Livelihood outcomes:** Are the results of livelihood strategies, and their effects on the different dimensions of poverty: wellbeing, vulnerability, food security, income, sustainable natural resources (NR) use, and other outcomes. It is important to explore people's livelihood goals and preferred outcomes, and understand the trade offs between immediate livelihood gains and longer-term benefits.

- **Vulnerability Context:** These are external factors that make people vulnerable by influencing levels of assets and how assets can be used. They include:

- Trends – demographic trends, migration, changes in the natural resource base, recusing seasonal changes resources, economic, governance, technology
- Shocks - illness, natural disaster, economic, conflict, crop / livestock pests & diseases
- Seasons – recurring seasonal changes, climate change, production, health, employment

Vulnerability is closely linked to capital assets as the capacity to deal with risks and, or to exploit opportunities to resist and recover from chocks and other negative aspects depends on the assets that a household or community can use.

2.4. Appreciative Inquiry

Visioning is based on the principle that every community or organisation seeks out the positive, life-giving forces and appreciate the "best of what is." Therefore a key principle is to start with the positive through an appreciative inquiry process. Appreciative inquiry provides key guiding ideas for community visioning. An important principle of this approach is that it starts with an analysis of strengths or opportunities, rather than needs, problems or constraints. It implies a recognition of community's inherent potential, whether this derives from their strong social networks, their access to physical resources and infrastructure, their ability to use these opportunities to achieve better livelihood outcomes – livelihood assets.

Appreciative inquiry is strategy for intentional change that identifies the best of "what is" to pursue dreams and possibilities of "what could be"; a cooperative search for the strengths, passions and life-giving forces that are found within every system and that hold potential for inspired, positive change. It is a process of collaborative inquiry, based on interviews and affirmative questioning, that collects and celebrates "good news stories" of an organization, community, or system; these stories serve to enhance cultural identity, spirit and vision. It is a positive approach to change that focuses on "the collective wisdom, knowledge, strategies, attitudes, skills, and capabilities of the organization at its best."

Tool 2: Appreciative Inquiry

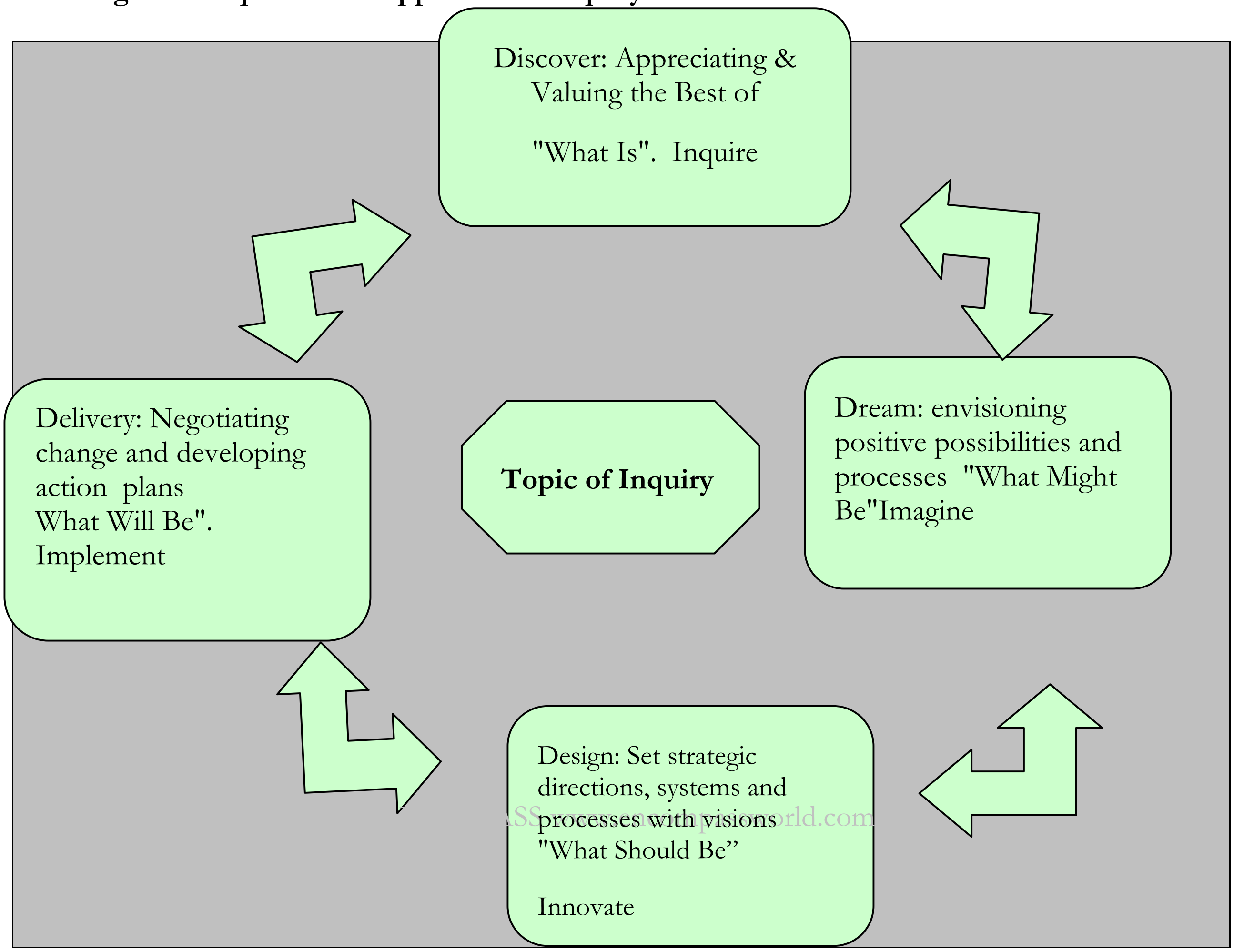
Appreciative inquiry uses a "4D"[7] model that guides members of a community through a cycle of activities with four major phases: :

- Discover: Appreciating & Valuing the Best of "What Is".
- Dream: envisioning positive possibilities and processes that would work perfectly all the time. Envisioning "What Might Be"

[7] Also known as "4 I" model (Inquire; Imagine ; Innovate –and Implement) --

- Design: creating the structures, processes and relationships that will support the dream and prioritizing the elements of perfect processes. Designing "What Should Be
- Delivery "what will be"— developing a plan for implementation of "What Will Be"

Figure: 4 D process of Appreciative Inquiry



2.5. The "New Professionalism": Reversals in Learning

However, to be effective appreciative inquiry needs different mind-sets, skills and attitudes for appreciating the positives rather than concentrating on the negatives, the problems and constraints. It needs a new professionalism, or what Chambers termed reversals in learning[8].

In addition to these methods and frameworks, Community Visioning is based on a deep cycle of learning process which requires that new skills and capabilities should be complemented by fundamental shifts of the individual and collective attitudes to ensure enduring change in rural communities. The quality of visioning process depends on the behaviour, skills and attitudes of the facilitator. It requires personal and social relationships building, a feeling of trust, confidence and mutual respect, and personal commitment of the facilitators, patience, and creativity. This requires a "new professionalism" or reversals in professional values, preferences and attitudes [9]

This is a reversal of the conventional approach of "teaching" farmers or extracting information with little learning taking place. Facilitation requires commitment and willingness to learn from and with farmers, discovering, seeing and experimenting, rather than instructing or teaching. Mastery of "soft skills" such as listening, question asking, probing, effective dialogue and systemic conceptualisation which are not typical components of academic training and do not come naturally to people need to be internalized and mastered by the Community Development Facilitators (CDF).

Facilitation is the conscious process of assisting a group to successfully achieve its task while functioning as a group (Braakman and Edwards, 2002:71). The concept of facilitation means that we can promote effective, interactive communication with others though the use of a variety of skills that you can learn or enhance in a relatively short time. Good communication is necessary to create a climate that will allow researchers and farmers to work together effectively. For example, farmers and others will rarely participate and contribute, or speak out, unless they feel comfortable and that their contributions are valued. Characteristics such as ability to surrender control, improved communication, transparency and trust, all need to be internalised.

Table 1. Facilitators' Effects on Learning

Counter to	**Supportive of**
Operates from a position of power	Operates from a position of helping
Closed and distant	Open and approachable
Emphasises what participants do wrong	Emphasises how participants can improve
Compares one participant with the "best" participants	Works with the participants as individuals
When participants complete a difficult task, immediately give them a tougher one without emphasizing achievement	When participants complete task, praise them well which allows them to opt difficult task

[8] Chambers (1997) *Whose reality counts?: Putting the last first*, London: Intermediate Technology Productions
[9]

Emphasises past failures	Emphasises current successes
Accepts complaints, but ignores their solution	Accepts complaint and helps find solutions
Offers excuses	Offers rationales
Places blame	Accepts blame
Treats facilitation as a "job"	Treats facilitation as a way of life
Demeans individual participants in front of the workshop or others	Counsels with participants in private
Makes fun of participants	Encourages all contributions
Not supportive of group work and creates dependency	Supports group work and explanations and expectations

2.6. Gender and Stakeholder Analysis (GSA)

In most developing countries, persistent rural poverty is rooted in the impoverishment of women, leading to what has been termed the "*feminization of poverty*" a trend that is driving rural women in particular to form an increasing proportion of the very poor. Recognition of this problem and action to address it is nothing new: for at least two decades a number of initiatives have been working steadily to document the worsening situation of rural women and to promote and disseminate technology designed to help poor rural women improve their access to technology, productive resources and income.

Although awareness over gender issues has significantly progressed, gender issues remain to be fully incorporated into agricultural research and development interventions. Even participatory approaches have lacked an awareness of gender and gender differences[10]. Several obstacles to participatory approaches addressing gender exist and include:

- PRA methods are in themselves largely gender neutral. This is in part due to PRA's tendency to look for consensus and agreement within the target group, based on the often mistaken idea that a certain level of cohesiveness and common interests will be found within a community.
- Participatory methodologies tended to focus on the 'communities' and yet communities are not homogenous entities with monolithic interests: "Gender was hidden [in participatory research] in seemingly inclusive terms: 'the people', 'the oppressed', 'the *campesinos*', or simply 'the community'. It was only when comparing … projects that it became clear that 'the community' was all too often the male community [11]

[10] Cornwall, A. 2003. Whose Voices? Whose choices? Reflections Okali, C., J. Sumberg, and J. Farrington. (1994). *Farmer Participatory Research: Rhetoric and Reality*. London: Intermediate Technology Publications

[11] Akerkar, Supriya (2001) 'Gender and Participation, Overview Report, Institute of Development Studies,

- Some gender approaches assume that women share a set of interests, which differ from a set of interests shared among men.
- In many cases, development professionals are often mainly men, who were not generally exposed to gender analysis, making communication with women culturally difficult in many areas.
- The association with a western feminist agenda which portray women as victim of men's oppression and exploitation, and therefore focus on conflicts rather than cooperation has exacerbated the unpopularity of tackling structural change in gender relations.

Despite growing interests in gender, the tendency has been to only count the number of women compared to men, to describe the roles of men and women, or to desegregate data by sex of farmers. The Handbook argues that gender analysis should therefore move beyond head-counting or sex segregation of populations and data, towards a more systematic social analysis of the roles, responsibilities, constraints and opportunities as well as relationships between men and women, and between different categories of women, in relation to agricultural production. Gender analysis offers a systematic way of understanding the different interests, skills and needs of women and men farmers, and to take these differences into account so that both men and women can benefit from agricultural research and from the knowledge and technology generated by it.

In order to be realistic, CV process must ensure that the distinct needs, labour constraints, knowledge and decision-making roles of men and women are analysed and addressed.Three sets of questions are central to gender analysis, namely:

i. *Who does what, when and where?* This covers crop-specific tasks and operations, farm enterprises and off-farm, non-farm and household maintenance activities that compete for, or complement, the management of in-crop and post-harvest seed, roots and tubers.
ii. *Who has access to or control over resources?* Access means that resources may be available, but without choice related to the timing or amount of use, or with some conditionality attached. Control means having decision-making authority concerning a resource.
iii. *Who benefits from each crop enterprise?* What are the incentives and disincentives for managing crops and resources? For making changes? The question of who benefits is closely related to roles and responsibilities, as well as to issues of access and control.

It is important to note that initiating gender sensitive changes would need reversals in learning, innovative skills, tools, and methodologies, which would allow differing and even conflicting articulations of social reality within the communities and promote local engagement on these different understandings to bring about gender issues.

The following questions from Chambers's Fun with 21, can help you address gender issues:

- What are the significant 'axes of difference' in the community or group? Gender? Age? Wealth? Social, ethnic or religious group? Education? Or what? How do these combine?
- Who are the uppers? Males? Older people? The relatively wealthy? Those of high social, ethnic or religious status? The educated?
- Who are the lowers? Women? Children? The very old? The poor? Those of low social, ethnic or religious status? The disabled? The uneducated?
- Who are the stakeholders - the people affected or who might be affected, well or badly, by the process? Who are the likely gainers? Who are the potential losers?
- What am I seeing and not seeing? Where am I going and not going? What am I being shown and not shown?
- What am I being told and not told? How does the person I am and how I am seen affect what people tell me? Do they think I could bring benefits or penalties? Does this affect what they show and tell? Are people being polite, prudent, deferential…?

3. Basic Methods for Community Visioning

The methods for conducting CV fall under three major methods: interviews, observations and visual methods

2.4.1 Group Interviews and Focus Group Discussions

The interview method is the favourite method for CV. The interview is a conversation, the art of asking questions and listening. However, asking questions and getting answers is a much harder task that it may seem at first. Interviews can take different forms. Group interview is the systematic interview of several individuals simultaneously in formal and informal setting. To conduct group interviews you need to master good communication and effective facilitation skills (see module on communication and facilitation skills) and knowledge of group dynamics (see module on group dynamics). A more specific type of group interview is the Focus Group Discussion (FGD).

Tool 3: Focus Group Discussion

Focus Group Discussion (FGD)[12] is a more specific type of group interview. The popularity of FGD has led to a certain amount of confusion and abuse of the term. Most people will call group interviews FGD, even though there is a considerable difference between the two. Too often any efforts to talk to people in groups are called FGDs. Just gathering people together does not guarantee that a meaningful, focused discussion will occur to gather qualitative data in a systematic way.

[12] Morgan, David L. 1998. The Focus Group Guidebook. Focus Group Kit, Volume 1 SAGE Publications. Thousand Oaks, California

A FGD is not a group interview where the investigator asks the group questions and participants individually provide answers. It is a group discussion where participants are able to talk to each other about the topic of interest. FGDs are fundamentally a way of listening to people and learning from them, through effective communication between the facilitator and the participants as well as among the participants themselves - creating a process of sharing and collective learning. The group is facilitated by a moderator or facilitator who introduces topics and helps the group to participate in a lively discussion amongst themselves.

FGDs are more complicated than group interviews. You need to make a number of decisions about who the participants will be; you need to think about who will really be able to talk about the topic to be discussed in ways that will be useful to the group and the team. You need to think about what kinds of questions to ask, and how to make them interesting for the participants. You need to make sense of whatever data you get from the group discussion.

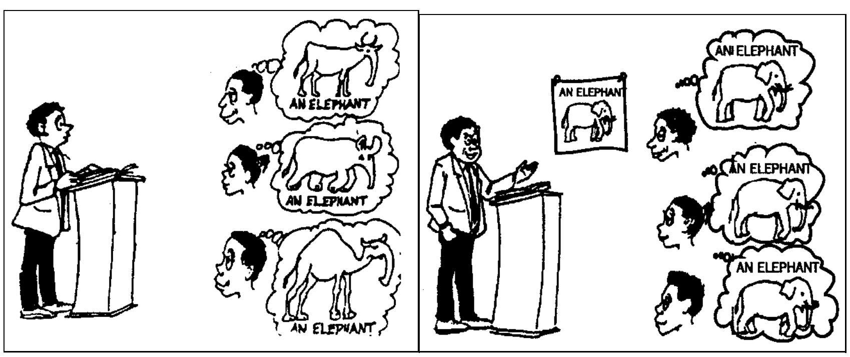
TEN things to consider when planning FGDs:

2. Get to know the community before you begin your FGD. Try to develop a dictionary of local terms related to your topic
3. Selection of Farmers: People talk more openly when they are in group of people with similar background. Select the farmers who you think will provide you with the best of information. Don't rely on your ideas about a problem. Ask the community and key informants to help you. Contacting local leaders and key informants first, and providing an explanation about the activity is important.
4. How many participants do we select? Group dynamic studies recommend that FGDs work well with around 8-15 people, but in many cases we have worked with groups of 15-25 farmers. Large groups are difficult to manage, smaller groups may not provide a variety of views. When the group is too large, it is better to divide into sub-groups, and then share the results of discussion. Depending on your objectives, it may be necessary to conduct separate FGDs with men and women.
5. Make sure the questions are easily understood by the respondents (simple language, keep questions short, do not have several parts in one question). Avoid questions that will give you a YES/NO answer.
6. Use effective facilitation skills assking open-ended questions using the Six Helpers (Why? What? Where? When? Who? How?). However, try to avoid using too many WHY questions; they give people the impression that there should be a sensible response. WHY questions may sound like an interrogation. Use a range of effective facilitation techniques (encouraging, probing, prompting, paraphrasing, listening, etc)

7. Listen and learn; judge responses (facts, opinions, attitudes, rumors). Verify information trough triangulation of methods, source of information and research team
8. Avoid using so many questions: FGDs usually last for 2 hours, depending on the success of the discussion.
9. Prepare a seating arrangement for interactive communication/discussion. Be sensitive and respectful to everyone involved. Use visualization methods to enhance participation and dialogue
10. Take detailed notes not only of the discussions, but also the behavior of participants (cassette/video recording)

2.4.2. Visual Methods

Visioning combines group interviews with visual methods such diagrams, sketches, maps These are becoming popular as a means for enhancing a shared understanding and collective learning, facilitating collective memory and documentation, and also for collecting information on complex issues and processes.



With visual aids, words acquire a more concrete meaning.

Visual methods are important strategies and resources for CV because they:

- Provide focus for attention while discussing an issue
- Stimulate discussion by both literate and non-literate people
- Can represent complex issues or processes simply
- Provide a means for crosschecking and therefore provoke effective group work
- Evoke creative associations
- Stimulate people memory about their past and present situations
- Reinforce the written and spoken word
- Assist in decision-making and can be used in monitoring

Table 1: Comparing the verbal (interview) and visual tools

Issues	**Verbal tools**	**Visuals**
Researcher and Development Agent roles and modes	Probing investigator	Facilitator and Catalyst
Farmers and local people	Reactive Respondent	Creative analyst and presenter
Aim	Extraction of Information	Generating local analysis
Local people awareness of investigators	High	Low
Degree of eye contact	High	Low
Information flow	Sequential	Cumulative
Accessibility of information to others	Low and transient	High and semi-permanent
Responsibility for Cross-checking with	Team members	Local people and team members
Ownership of information	Appropriated by investigators	Shared: can be owned by local people

2.4.3 Observation methods

Observation is considered the archetypical method of scientific research. However, people often forget this simplest and basic of all scientific methods. Observation can be defined as the act of noting a phenomenon, often with instruments, and recording for scientific and other purposes (Moris, 1973 in Adler and Adler 1994: 378). The main advantage of observation is its directness, it enables the team to collect information first hand by simply watching as individuals or groups behave, act and react.

Observations generate the kind of common sense that lies at the base of all knowledge, from that amassed by the layperson, the farmers; to that conducted by the scientists and the experimental researchers. What differentiates observations during a CV process from everyday observations is their systematic and purposive nature. In CV observations are systematic because they are carried out with reference to four critical issues: what to observe, where and when to observe, how to carry out observation, and how much to infer when recording observations. You can make your observations more effective and valid by structuring its use.

Tool 4: Direct Observations

When doing CV, observation should evolve through a series of different activities in three different stages. "Initial" observations are primarily descriptive, unfocused and general in scope. They are based on broad livelihood issues. As you build rapport with communities, the CV team becomes more familiar with their setting, groups and activities and may begin to distinguish some important features that are interesting. At this point, CV should shift to more "focused" observations, directing their attention to deeper and narrower questions, behaviours, group dynamics and social processes. Livelihood questions may emerge that start to shape observations, and begin to formulate typologies. This stage of focused observations is followed by "selected" observations whereby CV focuses on establishing and refining the characteristics of and relations among elements. Specific questions arise that must provide answers in constructing models about the categories within and between settings, groups and phenomena.

There are two potential problems with observations: validity and reliability, i.e. to what extent observations rely more on observer perceptions than real facts; to what extent the observations are real and not merely the effects of chance. To enhance the validity and reliability of observations, you need to ensure the following:

- Observations are conducted systematically and repeatedly over varying conditions in order to ensure the widest range of observational consistency.
- Agree on a conceptual framework to decide what needs to be observed and the information required.
- Use multiple observers or team to crosscheck findings and eliminate bias and inaccurate interpretations. Choose an appropriate observer for the group, usually the note-taker or other team members who are not facilitating discussions.
- Use an analytical inductive methodology by testing emergent propositions in the search of negative and deviant cases
- In presenting the data, ensure a high degree of coherence, plausibility and correspondence to what stakeholders recognize as their own experience, giving a sense of resemblance and authenticity
- Crosscheck and confirm observations and enrich them with quotes, narratives and verbatim from the stakeholders to lend credence to the data.
- Researchers and the participatory monitoring and evaluation committee need to be trained on how and what to observe
- All observation notational records should contain explicit references to participants, settings, interactions, temporal elements, routines, rituals and interpretations.
- Record observations as you are making them, and discuss the recorded observations with farmers and other team members to confirm.

Recording of observations should be done on the spot, during the event. When the CV team cannot fully document their observations immediately, the possibility of distortions and unintentional misrepresentation increases. The longer you wait to record observations, the greater the possibility for flawed recalls. It is helpful to note down key words that will help to remember the observations of events as they occurred so that they can be documented at the earliest possible occasion, preferably before you leave the field.

Chapter 3: Facilitating Community Visioning of Desired Future Conditions

4.1. The Community Visioning Process

While you can find an abundant literature on PRA methods and tools that you can use, their sequence, combination and appropriate use in a field situation is not always explicit in many books and manuals. In this section, we draw from our experience in conducting CV with rural communities to describe the process, tools and methods we have, and where possible we include visual presentations of the outcomes of the tools.

Our CV process has four major phases. Each of these phases has several different steps and uses a combination and sequencing of 16 different tools and methods (Table 4). In each of these phases, you must make effective use of facilitation skills and principles. The success will depend on your effective use of facilitation skills and tools for engaging with rural communities.

Table 2: Phases, Steps, Methods and Tools for Community Visioning

Phases	Steps/Activities	Tools and Methods	Page
1. Before You Start			
Building Partnerships and selecting communities			
Entering the community			
Mobilizing the community			
Seeking commitment			
2. Getting Started			
Team Planning with local partners			
▪ Building Common Knowledge base			
▪ Making Plans, Working Plans			
▪			

3. Conducting CV: In the Field			
▪ Establishing dialogue			
▪ Stimulating awareness of change			
▪ Stimulating Collective learning and analysis			
▪ Facilitating Community action planning			
▪			
4. After Field Work			
Reflection and feedback)			
Reporting			
Next Steps			

Building Partnerships and Selecting communities

Partnership can simply be defined as two or more organizations with complementary areas of expertise committing resources and working together to achieve a mutually beneficial outcome that would have been difficult for each to reach alone[13]. It implies positive, purposive relationship among organizations that retain autonomy, integrity and distinct identity, and thus the potential to withdraw from the relationship. It is the ability to achieve something together that no organization could have produced on its own, and the ability of each organization, through collaboration, to achieve its own objectives better than it could alone.

<u>Tool 14: Stakeholder analysis matrix</u>

[13] Gormley, W. 2001. *Selecting partners: Practical considerations for forming partnerships*. Tips and Tools Series: Collaborative alliances. The organizational Change Programme for the CGIAR Centres. Washington DC: TRG Inc.

Stakeholder analysis is a methodology for identifying and analysing the key stakeholders in a project and planning for their participation. It is an "approach or procedure for gaining an understanding of a system by means of identifying key actors or stakeholders in the system and assessing their respective interests, and ways in which these interests (stakes) affect preferences, relationships or outcomes.

Stakeholder analysis can help in determining who the key players might be. A stakeholder analysis can contribute to better understanding of the community social and institutional context. The results should be used during the community action plan development to identify appropriate forms of involvement for the different stakeholder groups based on analysis of their interests, influence and importance to the community.

A stakeholder analysis can be facilitated through brainstorming to make an institutional inventory in order to:

- Identify the institutions and organizations working in the community, whether formal or informal; modern or traditional
- Discuss and understand the role of these organizations in the community, their functions, strengths and weaknesses
- Identify the relationships and interactions between these institutions and how they overlap with local organizations, and how they work in the community.

To facilitate a stakeholder analysis matrix, the facilitator needs to return to the river code and remind farmers that among the assets that the community has to cross the river, there are local organizations, and other external organizations that have been helping them, or can help them to cross the river.

Table 3: Stakeholder Analysis Matrix

Name of organizations and groups	Major activities	Ranking of groups and organizations in order of importance	Number of people/beneficiaries	Number of years in the community

3.2.1. Criteria for selecting suitable partners

To select an effective partner, you will need to gather information on the potential partners, on the following questions:

i. Do we have common goals and values with this organization?
ii. How compatible are our work practices, culture, and approaches?
iii. Does this partner overlap with our primary work?
iv. What are the weaknesses and strengths this partner may bring to the partnership?
v. What do we know about this partner's previous experiences with partnerships? Did the organization meet its commitments?
vi. Does this partner possess the resources (human, financial, technological, material etc) necessary to contribute to the partnership?
vii. Will this organization be willing and able to collaborate, share control, and work toward mutual benefits?
viii. Will this organization be willing and able to devote the resources required for successful implementation? Will the organization deliver what it promises?
ix. Does the organization senior management support the partnership and collaboration? Will they give the partnership efforts it requires?

You will need to engage in discussions and conversations with potential partners at different levels to assess the organization readiness and fitness for partnership. These discussions require time, personal face-to-face contacts and visits to field activities.

3.2.2. Identifying and selecting pilot communities

The partners you select are likely to have a geographical area where they are working already or intend to work. In other situations, the choice of areas and communities to work with may still be open. Even when the partners have a set geographic area where they are working, they will probably be working in several communities. You may not be able to work in all the communities. You need to select a few communities to with.

To select a community to work with, you and your partners will need to:

- Get a list of potential communities from your partners and select a number of communities to visit, based on advice from your partners
- Visit all the potential communities and assess their potential for ERI
- Review existing documentation (PRA reports, maps) on potential communities
- Contact key informants, local leaders, government structures, other organizations
- Organize community meetings
- Walk through communities to make direct observations and informal interviews
- Identify existing groups and local organizations
- Set criteria for selection of communities
- Decide on communities to select

3.2.3. Criteria for selecting communities

The following questions can help you decide which communities to work with:

- Is there a real potential for working in this community? (agro-ecological and socio-economic conditions)
- Do farmers see a good opportunity to invest time and resources to resolve their problems?
- Are there issues that farmers consider important enough to commit their time and resources?
- Are there many farmers in the community and nearby villages who face the same issues?
- Is there a good potential for scaling out to nearby villages?
- Are there farmers already trying out to find solutions to their problems or farmers who are willing to commit time and resources to find solutions?
- Are there potential options and technologies that you can offer to farmers and which may provide substantial benefits?
- Are there active groups or local social organizations or farmers working together to try and find solutions to problems?
- Are there development organizations working in the community or willing to work in the community and which can commit resources (human, financial, physical)?
- Is there an active extension or development worker with sufficient motivation and skills to be a CDF? or willing to learn new skills and tools?
- Is there potential for empowering women and promote gender equity?
- Is there demand that has been expressed by farmers or partners?
- What are your research interests? What technologies can you offer? What are the research issues?
- What is the past history of communities' work with organizations and external institutions?

Other criteria for selecting communities may include:

- Accessibility of the village i.e. the road to the village to be passable at all seasons
- Availability of basic development work – already existing agriculture activities taking place in the area to intensify farmers' interest and willingness to do development work.
- Motivation of extension worker responsible for the area i.e. should have hard working spirit and good relations with the farmers
- Willingness of the partner in having an input in the development work i.e. should be able to meet some of the expenses within the project.
- Use your own judgement.

3.3 Entering the Community Mobilizing Communities and Groups

After the first exploratory visits, and selection of communities or groups to work with, you will need to return to the selected communities to initiate a process of social mobilization and rapport building. Social mobilization is a key initial activity. It starts the process of entering the community and building trust. You will need to arrange for informal meetings with local leaders, social organizations or groups you intend to involve in the process to check for real motivation, enthusiasm and commitment; and to identify people and local institutions which can take the lead in catalysing the development process within the community.

	Advantages	Disadvantages
Entire Community		
Existing Group		
New Groups		

There is no bullet magic or blueprint. You need to assess the context and find the most appropriate way of entering the community and mobilizing farmers.

3.3.1. The First Meeting

This first meeting helps you to raise awareness in the community and to gather additional information. You should present it as a follow up to the first exploratory meeting and as a feedback to the community of the outcomes of the exploratory visits and your decision to start working there with them.

You will need to better understand how the community or group is organized, the activities they are involved in, how the group functions, etc. You can also spend some time visiting farms and other group projects, interacting as much as possible with farmers who will attend the meeting. This allows you to start developing a feel of personal relationships and building trust with the group or community.

A good starting point for any CV is to review existing literature and documentation on the area and the subject matter. This will help you to focus your CV and identify key issues needing to be addressed during the CV. You will need to identify all possible sources of existing information (partner documentation, organization reports, government records, university studies and dissertation, newspaper, geographic maps etc). This is usually the responsibility of the team members before planning for the CV. This is important in a situation where many organizations have worked and are likely to have collected significant amount of information on the area of subject of interest.

However, in many cases you may be limited with the type of information available and its accessibility. You need to find out how the information was collected, by whom, the quality and trustworthiness of the information before you could decide how to use it. You will identify information gaps and contradictions that need to be clarified. Develop a list of questions and themes on information gaps that you need to fill.

3.3.2. Seeking commitment

You will have to explain to the leaders and groups the approach and motivate them to participate in the learning process. You need to explain the whole process of visioning and ask for commitment to the process. Farmers should clearly understand that the process will take about 3 days and should commit to participate. Discuss issues of the venue for the meeting, when the meeting will start and expected finishing time, expected number of participants, and other logistic issues.

Timing and venue of the meeting are important determinants of participation. Agree on an appropriate time where most members of the community can participate. Find out a suitable time for women. If possible, try to avoid market days, and other days of important community activities. Select neutral venues such as schools, churches or public buildings, or community meeting place. As much as possible avoid conducting meetings in people's homes as this may limit participation, or rotate meetings places to avoid one person hosting the group for the three or four days.

When working through partners, it is important to find out how to handle the logistics, to conform to local practices. You need to discuss how to handle meals. Partners may have different practices.

- Some will provide refreshment (soft drink and snack) any time they meet with farmers.
- Some will make arrangements to cook meals in the community, if the meeting will last for more than four hours.
- Some organisations "compensate" farmers for attending meetings, or pay "transport refunds" or meeting allowances.
- In some cases, farmers will make their own arrangements (usually contributing money) to provide snacks or meals.
- It is also possible to make arrangements with farmers for the team to contribute towards the cost of the meals, for example by offering to buy "sauce" while farmers will cook "food".

There is no blue print on this. What is important is to avoid creating an attitude of dependence and the impression that meals and other forms of compensation are more important than the discussion that will take place.

This process of social mobilization should be done at least a week before the actual CV is conducted.

III. GETTING STARTED:

3.3.3. Plan Your Work, and Work Your Plan

CV is best conducted by a multi-disciplinary and multi-institutional team. Prior to conducting CV you need to spend some time (4-8 hours) for planning with your team and partners to:

- Develop an agenda and plan for the CV, discuss both the process and the content
- Make sure you all understand why the CV is needed, and how it will be conducted.
- Check the desired outcomes; make sure they are specific rather than vague.
- Make sure you are all clear about the questions you wish to answer, and what type of information you need to collect and analyze.
- Evaluate and review existing information, and detect gaps in the existing literature or documentation.
- Discuss in more details the different tools that will be used, their purpose and how best they can be used in the field to allow discussions, collective learning and reflection.
- Agree on roles and responsibilities; who will do what, how, when? What questions to ask, what tools to use and how?
- Make sure all the materials needed for field work are ready, and other logistic issues resolved.
- Make sure that farmers are well informed, and that the appropriate people are coming, the venue is clear and time for the meeting has been negotiated with farmers.

The size of the CV team should be decided taking into consideration the number of farmers who will participate. If the group is too large, and you would be required to have small focus group discussions, then you need at least one facilitator for each FGD.
At the minimum, the CV team should be composed of:

- A lead facilitator
- Co-facilitators
- Note taker(s)
- Local village extension agent or CDF

3.3.4. Creating a Common Knowledge Base

There is a wide literature on PRA tools, and many team members may have good knowledge of a number of PRA tools, or may have used some of them in different context and situations. It may be more useful to first assess team' knowledge of PRA tools to come to a common understanding of the details of the different tools that will be used, their purpose and how best they can be used in the field to allow discussions, collective learning and reflection. Team planning should be seen as an opportunity for learning, sharing and training. Team members need to develop a common understanding of the process, methods and tools that they will use during the CV process.

One way of doing this is to do an experiential learning activity for sharing knowledge of tools and methods. The objective of this learning activity is to assess participants' knowledge and experience in the use of PRA tools. You can either do this through brainstorming in plenary to generate a list of tools participants are familiar with, or divide participants in working groups to discuss these tools in more detail. In the later case, you may divide participants in small working groups (5-8 people) to discuss the following:

- Participatory tools and methods you have used in the past or are familiar with
- What are the advantages and limitations of each of these tools?
- What information can you collect with these tools?
- How can you use these tools? What materials do you need?

This should take an hour and one will need flip charts, markers and rooms for working group. The results are then presented (possible format Table 1) and discussed in a 10 – 15 minute plenary.

Table 4: Participants' knowledge of PRA tools and methods

PRA Tools	**Description of the tool (purpose, how to use it, what information is collected)**	**Advantages**	**Limitations**

Table 5: Summary of PRA tools

Interview Methods	- Individual interview - Household interviews - Key informants interview - Brainstorming - Focus group discussion - Community meetings
Visual Methods	- Village resource map - Social map

	- Resource flows maps - Market chain analysis - Venn Diagram - Role Plays and drama - Seasonal calendars - Daily activity routines charts - Preference ranking and scoring
Observation methods	- Direct observations - Indirect observations - Participant observations

3.3.5. Selecting Appropriate Tools and Methods

All the tools have their own advantages and limitations. The choice of tools depends on a number of considerations including:

- Type of information needed
- Degree of participation of stakeholders in the collection and analysis of data and findings
- Who will use the data, and for what purpose; relevance of information to different groups
- Level of data accuracy and reliability of findings, type and scale of analysis required (Some aspects and indicators may need more accurate scientific results and thus more complex data collection methods. In this case, scientists and researchers are encouraged to apply the more rigorous scientific methods).
- Ease of application and prerequisites for implementation: does the tool require some training, equipment, and special expertise?
- Scale of application/area coverage (plots, farms, farmer/households, groups, communities, micro-watershed
- Cost-effectiveness (logistics, materials, equipment
- Feedback: necessity to provide quick feedback to stakeholders

3.3.6. Sequencing and Combining Tools and Methods

Because each tool and method has limitations, CV requires a creative combination of alternative methods and sources of information to achieve the multiple objectives of CV; and to ensure the participation of local stakeholders and to crosscheck and validate information collected. This combination and sequencing of tools, methods and sources of information is referred to as triangulation and is in fact one of the guiding principles of CV and other participatory approaches.

Careful sequencing of tools and methods is important to ensure good quality results. Some techniques are particularly effective at the beginning of the CV as they provide the team with an orientation to the community and encourage an atmosphere of active participation and shared learning. Other tools work better at a latter stage once the research team has developed a degree of rapport with farmers, enabling open discussion of sensitive topics.

It is particularly important to stress the importance of direct observation in CV as it provides a basis for crosschecking information received through individual interviews and/or group discussions. Similarly, direct observations must be crosschecked with other information, and exploring the contradictions to reveal more information. Timing and sequencing of methods is important. There is need to combine tools in a strategic sequence to apply best practice to all methods used.

Some relevant questions to be asked in deciding methods might include:
- Which collection method can provide the needed data in the allotted time?
- Will the adoption of more than one method provide the opportunity for crosschecking findings or only result in conflicting and incompatible data?
- What are the skills of those who will conduct the study in the field?
- What budget and logistical support can be supplied to the field operations
- You should prioritize those that are most likely to provide useful information in a cost and time efficient manner.

3.3.7. Getting Familiar with the Tools: Simulating the use of the tools

Tool 5: Simulations
After selecting the important tools that will be used in the field, and the sequence of their use, it is important to perform a simulation of the use of these tools. This is important to make sure you all understand how the CV will be conducted, and that the tools are specific rather than vague, and how best they can be used in the field to allow discussions, collective learning and reflection. This is also important to practice effective facilitation skills in an experiential learning process where participants are able to:
- Experience a reality (an object, event, information, scene, etc.)
- Voluntarily involve themselves actively, fully, openly and without bias in new experiences.
- Reflect on the experience. Carefully reflect on experiences from several perspectives, and based on past experiences. Relate it to past experiences.
- Create some ideas from the experience in relation to past experiences that can make sense when applied to real life situations **(Learning).**
- Apply the formed ideas to generate a real life experience in solving a problem, taking a decision, etc. (Simulation)

What would you do IF:

Learning Activity: What would you do if…..

1. You arrive in the community for participatory diagnosis based on your project objectives , but the farmers bring up other demands and issues which are more important than the work your institution is focusing on?
2. In group discussions/interviews, the farmers are very silent, unresponsive and reluctant to answer your questions?
3. Part way in small group interviews, some farmers say they must leave to attend to other matters?
4. A group of farmers (women) come late to the meeting, after you have finished with brainstorming
5. You planned to have separate groups of men and women, but farmers want to remain in big mixed group?
6. At the end of group discussion/interview new information arises that contradicts an earlier key finding
7. In the planning meeting with farmers, the local leader (village chief) tries to control the choice of research priorities?
8. During group discussion, the most articulate and better-educated farmers dominate the discussion about farming practices.
9. One farmer is drunk and keeps interrupting others; or one farmer is overtly distracting the meeting, insisting on a specific point
10. In front of a group of farmers, one member of your team contradicts what one of the farmers has just said?
11. You realize midway your discussion that the majority of women are not talking?
12. A very senior member of your institution decides to attend the field work to observe participatory diagnosis, but as she knows little of skills and attitudes for good participation, she is simply lecturing farmers?
13. The Extension agent who is introducing you or translating misrepresents the purpose of the participatory diagnosis to the community.
14. A team member is over enthusiastic and keeps interrupting the farmers when they are speaking?
15. One team member is taking a patronizing attitude towards the farmers and tend to lecture them.
16. The information you collect during the participatory diagnostic seems to contradict your secondary data

3.3.8. Developing a Plan for Field Work

When planning a CV process, it is important to list the issues that need to be investigated and then develop a planning matrix (Table 5) showing the sequence of tools and techniques that can be used to investigate each issue. This matrix can then be used to guide your decision on the types of methods of tools that can help you fill the gaps and contradictions.

Tool 6: The "Six Helpers"

Tool 22: the SIX Helpers for planning

WHAT: Purpose and objectives for the facilitation

WHEN: Time frame, duration of session. Facilitation schedule duration of sessions, adequacy of time for content to be covered,

WHAT NEXT: The three most important questions you think the participants will want answered in the session you will facilitate, taking into consideration the thematic content of the activity

HOW: General content to be included to help answer the above 3 questions-- Content and sequence for developing and building of capacity of communities to meet objectives, based on the present knowledge and experiences of the community. What methods are you using for the community to learn and achieve the objectives.

HOW LONG General allocation of time for each topic

WHO: Team member of farmers roles, tasks /jobs, needs, etc., who should what?

Table 6: Planning Matrix for CV

What activity?	**Why? (objectives)**	**When (Time)**	**How? (What tools to use)**	**Who will do what? (Roles)**	**How? (Process)**

You need to develop a clear plan for CV, with a clear but flexible sequence of activities tools, and roles (who does what, when, how, what questions to ask). This plan should reflect the five basic principles of participation, systematic, flexibility, optimal ignorance, process and content; and team work.

IV: "IN THE FIELD": CONDUCTING COMMUNITY VISIONING

4.1. Introduction

The actual practice of CV process has the following five main steps

1. Establishing dialogue and setting social contract
2. Stimulating collective learning and livelihood analysis (Discover or Inquire)
3. Facilitating community visioning (Dream or Imagine)
4. Action planning (Design or Innovate),
5. Refining action plans and deciding on first steps (Deliver and Implement)

These steps usually take four to five consecutive days, or more depending on a number of factors. The first day to establish dialogue and set a social contract. In our experience in many communities, you should plan for sufficient time. The meeting is likely to start late as farmers will not arrive at the agreed time for the first day. You can use this time while waiting for farmers conducting informal interviews and making other direct observations (on cropping patterns, social interactions, group dynamics) or reviewing your plan. Depending on when the meeting will actually start, it may last 4-5 hours. Avoid "**sausaging"** the first day.

The second day will focus on facilitating collective understanding and analysis of community livelihood assets and strategies. You will need to use appropriate tools to gather the information you need for a better understanding of community current situation. Depending on your objectives and type of information you need as well as the level of interest and participation of farmers, this process may take one or two days. If your objective is to gather more information, you may need more than one day. But if your objective is to stimulate collective reflection to set the pace for community planning, one day may be enough.

The third (or fourth) day will focus on developing community visions of desired future conditions and community action plans for implementing their visions. The fourth (or fifth) day is usually reserved for a team meeting to reflect on the process and the content, discuss the implications of the CV and CAP, as well as next steps. During this team meeting, you need to develop an outline of the report and agree on the next steps. The team may meet several days to write up the report, and plan feedback to their organizations and to communities.

4.2. Establishing dialogue and setting social contract

This may be your first meeting with the community (or second meeting after the initial social mobilization and exploratory visits to select communities). For many farmers as well as team members, it may be the first time they attend a CV process. They may be expecting a typical conventional meeting dominated by the R&D team and some local leaders. You will need to use effective facilitation skills (see Module on facilitation) for managing group dynamics (see module on group dynamics--managing meeting energy) and encouraging active participation.

4.2.1.Sitting arrangement

There are different sitting arrangements and they all have different implications for participation, learning and sharing. Avoid classroom type or conventional seating arrangements whereby the visitors are given the "high table" while farmers are seated in rows, with men usually seated in front rows and women on the floor. Suggest a more interactive seating arrangement (circle, semi circle), with other team members should try as much as possible not to be put at the front of the meeting.

Sitting arrangements –Get from Facilitation Guide

4.2.2.Introductions: Who are we? Where do we come from? What do we do?

The local partner or CDF greets the farmers and thanks them for their time and for coming to the meeting. Observe usual protocols. S/he should avoid giving the objectives of the visit at this stage. It is sufficient just to say that s/he has brought visitors who are keen to discuss with farmers and that s/he will give them time to explain why they are here. The CDF then invites the team to introduce themselves stating their names, where they come from, and what they do.

Introduce your self in a relaxed way and try to break the ice as much as possible. Each team member should mention his or her background (names, where you come from, who you are and what you do). Avoid intimidating titles such as Doctors, Director, Coordinator, Officer, Head, Specialist, etc). Say who you are, where you come from (your roots), and what you do (not I am a Researcher or Coordinator, Specialist in…BUT I work with farmers on…in ….). Try one of two local language words, even imperfectly, it relaxes. Mention what you hope to gain from the meeting.

The CDF then asks farmers if they wish to introduce themselves, simply mentioning their their names and positions/roles in the group or community. The team should pay attention to group dynamics (positions, roles and languages) and retain as many names as possible you may use later to encourage participation.

4.2.3.Clarifying Expectations

One team member, the lead facilitator or the team member who made the first visits for identifying and selecting the community should recap with the farmers the most important points they discussed with the group during the first visit. Ask farmers what they thought of your visit and if they discussed it after you have left. Allow four to five responses before summarizing the main points in relation to the objectives of the project.

When meeting with communities, it is likely that people would be asking themselves some of the following questions:

1. Why am I here? What is in it for others? What is in it for me?
2. Why here and not somewhere else? Why this community or group not another? Why these people and not others?
3. Why do people think I or we are here?
4. What are their expectations?
5. Who is participating in whose activity, programme, project? Who owns it? Who feels its theirs? Are 'they' participating in 'ours? Or are we participating in 'theirs'?

Alternatively, you may brainstorm by asking farmers what their expectations of the meeting are i.e. why they came to the meeting, and what do they expect from the meeting. Remember to also ask your team members their expectations. This will allow you to introduce some points that farmers may not mention, and to merge your expectations with theirs.

One team member can summarize the expectations expressed by farmers and the team and ask whether the summary reflects farmers' expectations. From the list of expectations, the facilitator or one team member should identify the expectations that can be addressed by the CV process, and those that the project will not be able to address. Be clear as much as possible and constantly check whether farmers are also clear about the objectives of the project.

Explain the objectives of the meeting and the process. Clarify expectations; be careful not to raise expectations about benefits that may not materialize. Even if you know that you intend to work in this community, avoid raising undue expectations

Reintroduce your team members and explain their roles in the meeting. Share the desired outcomes of the CV and allow for any input from farmers.

4.2.4. Contract Setting: How shall we spend our time together?

Explain the content of CV and the programme for the 3 days: what you will be doing with farmers during the 3 days, and how you will do it.

Get agreements from farmers on the programme; time to start and to finish. Allow farmers to reach consensus by explicitly encouraging different opinions. Once the consensus has been reached, make sure you respect the time to start and time to end meeting. You should also discuss logistic issues and get agreement on how to deal with issues of meals in the future.

Who am I/are we meeting, and who am I/are we not meeting? Who is being left out? Who is not here? Why not? Where are they? What are they doing? Would it be good to approach them and involve them? Are we meeting uppers or lowers? Those who are well, not the sick? The children in school, not those who do not come? The women and children who go to the clinic, not those who do not? The men not the women? The boys, not the girls? Those who are not working, not those who are? Those who have been able to, or had to, stay, not those who have migrated?

What are a good time and a place for us to meet? When and where is convenient for them? Can we suit their convenience, not ours?

Would you prefer to meet on your own? Have you things you need to discuss and work out on your own? How long would you like for that? Would you like us to go now, and come back later? And if so, when would suit you?

TIP
You may use this opportunity to change sitting arrangements to encourage active participation. Ask farmers to propose a more appropriate sitting arrangement and then justify why a circle is more effective for learning and sharing. Observe group dynamics, especially gender dynamics, whether women are moving closer and sitting with men, sitting on chairs or mats, etc…However, be cautious and do not try to impose or push to much, especially pushing women to sit with or close to men against local practices. The team should find innovative ways of changing sitting arrangements without alienating local practices.

The note taker, co-facilitator and observer should draw a sketch of sitting arrangements with names, sex, and position of different farmers. This is helpful to develop a sociogramme of the group, indicating who is talking, asking questions, and for encouraging people to participate

4.1.5 Directing Meeting Energy: From Facilitator Guide

Tool 7: Managing Meeting Energy

4.3. Getting Started:

4.3.1. Discover-Inquire:

It is important to start the discussion with more general questions, using brainstorming techniques. Begin with more general questions to break the ice and create rapport. Avoid questions such as "What are your problems in this village?" For example you may discuss the history or characteristics of the group or the community:

- What are the objectives of the group? How did the group start? When?

- How many members started the group? How many are you now? How many women? How many men?
- Have there been some drop-outs? How many? Why?
- Why did you remain in the group? Why did you join the group? Why others did not join the group?
- What are the activities of the group?
- What do you consider as your main achievements and strengths of the group?
- What do you think are the weaknesses of the group?
- What are your future plans?

Tool 8: Brainstorming

Brainstorming is a method for generating ideas in a non-judgmental and non-directive way by inviting participants to freely share their ideas and thoughts about a specific issue or question. Brainstorming helps you to collect ideas from the group quickly with less discussion. It is a first step in a group discussion which is usually followed up with other methods. For example, it is useful to use brainstorming when starting a resource map, seasonal activity calendar, preference ranking, or stakeholder analysis.

A key rule of brainstorming is that "**Nobody knows nothing and nobody knows everything"**

- All ideas and thoughts are welcome
- No criticism of others' ideas is allowed
- The more ideas the better

To do a brainstorming, you need to:

- Formulate a question of issue for brainstorming
- Ask the group to think about as many ideas as possible about the topic and each will be given a chance to give one or more ideas
- Go around the group asking each person to contribute ideas briefly
- Do not let people start discussing or debating ideas at this stage
- The facilitator or recorder need to recognize and record everyone's ideas, even if they are repetitive, until when people have exhausted new ideas, or most people have contributed ideas
- The facilitator should then try and combine ideas, eliminating duplication and improving upon those already put forward, until the participants feel that a reasonable list of thoughts have been reached
- Once all ideas have been noted on a flip chart visible to everyone, the emerging issues, topics, questions can be highlighted and analyzed by the group

TIP : The role of the facilitator is to stimulate new ideas, to encourage people to participate and to summarize the discussion. A brainstorming session should not take very long, as it is only meant to get topics, questions, issues or ideas that will be discussed in more details by other tools and methods.

- Beware of those who dominate the process, and those who remain on the margin
- Remember you are a facilitator not a passive observer: Use prompting questions when people appear at loss as what to do next. Make effective use of your facilitation skills
- Provide appropriate positive feedback for genuine accomplishment
- Never promise anything before you are sure you can keep it. Always keep your promises

    - Exhibit genuine interest in the discussions and what the participants are saying. The facilitator needs to be really engaged to make the discussion more effective..
    - Use effective facilitation skills for paraphrasing, encouraging and summarizing
    - Use humor in a variety of ways to relieve tension, to move the meeting on, and simply to have fun. Ask unusual questions from time to time to challenge basic assumptions, ask people who normally don't get involved in particular issue to get involved somehow in the discussion.
    - Use good intuitive sense on when there is enough agreement to move the meeting to the next item, to make decision or to settle an argument.
    - Provide positive feedback for genuine accomplishments during the meeting.
    - Lead the group appropriately, between creative, expansive efforts, focused discussions and decisions

4.3.2. Using Flip Chart More Effectively

Flipchart is an important facilitator tool for brainstorming and recording relevant information as it is generated. The points on the flipchart serve to focus the group's attention, and assist the group and the facilitator in keeping their discussions focused and organized.

Keep the flipchart displayed as they are developed throughout the discussion so that participants can refer to them as needed. The most important advantage of a flipchart is that it facilitates group memory. The concept of group memory involves two elements:

i. Retention and reference: When participants are able to see key points of the discussion listed on a flipchart, and they have visual access to it throughout the discussion, the repeated exposure ensures greater retention of the information.

ii. Visual records of outcomes: When the facilitator of a group member records ideas and suggestions on a flipchart as they are generated, participants have a visual memory of key points as the discussion progresses. At the end of the session, participants have a collective memory of key points and outcomes, ideas and decisions.

▪

4.3.3. Stimulating self-awareness

To make the CV more effective, you need some actions that help people to relax, break the ice and encourage participation.
A good way to start establishing dialogue and stimulating self-awareness is to use a tool that is more participatory and relaxing, but educative.

We have used the "River code" play successfully.

Tool 9: The "River Code" role play

Role-plays or drama encourage people to enact scenes concerning perceptions, behaviors, issues and problems that need to be discussed in the group. You need to select a topic for role-play and prepare participants to perform the drama or role-play. The group then discusses the issues emerging form the drama or role-play, and lessons or conclusions that can be drawn, as well as the implications to the project. The river code is a role-play for discussing participation, social change and approaches to development. It can also be used for illustrating the sustainable livelihood framework. It can be used in different ways depending on your objectives.

Figure 2: Role-play: performing the river code

Preparations:

Explain to farmers that to start discussion, sharing and learning, you are going to perform a play in which farmers will move from their sitting arrangements, and watch the play in a more relaxed mode. Allow for a 10 – 15 minutes break while preparing for this.

Select 3-4 people who will perform the play, and take them aside for coaching.
Draw a river on the ground or floor using local materials (charcoal, sticks, *pangas*, chalk or ropes). Two lines fairly drawn apart represent the banks of a river. In the river, draw circles to represent stepping-stones, and an island in the middle of the river.
Briefly show them how the play is performed, and ask them to try it two to three times before you call other participants to watch the play.

The play (This is a mime or a play without words):

Two persons come to the river and look for a place to cross and are discussing how to cross. The current is very strong. A third person comes along and sees their difficulty. She/He leads them up the river and shows them the stepping-stones. She/he encourages them to step on them but they both are afraid, so s/he agrees to take one on her/his back. By the time s/he gets to the middle of the river, the person on his/her back seems very heavy and s/he becomes very tired, so s/he puts the person on the little island. The third person goes back to fetch the second, who also wants to climb on her/his back. But the third woman/man refuses. Instead s/he takes her/his hand and encourages him/her to step on the same stones her/himself. Halfway across the second woman/man starts to manage alone. They both cross the river. When they get to the other side of the river. They are both extremely pleased with themselves and they walk off together, completely forgetting about the first woman/man, sitting alone on the island. He tries to get their attention, but they do not notice his frantic gestures for help.
(You may also add a fourth person who refuses to cross the river altogether)

When the play is performed, return to your seats and discuss the play.

4.3.4. Processing The River Code

Guiding questions for discussion

- What did you see happening in the play?
- What different approaches were used to help the two people across?
- What does each side of the river represent?

- What could each person represent in real life?
- Why are some people left in the middle of the river?
- In what ways does development and research leave people stranded?
- Are there some real life examples of people being "carried and dumped" in this community?
- What are the advantages and disadvantages of the two methods (carrying and leading) for crossing the rive?
- What methods would you prefer for this community? Why?

The processing of the river code play usually generates a lively discussion that farmers may want to continue. After the discussion of the play, the facilitator needs to summarize the key outputs and activities set for the project. Use this opportunity to further explain the approach of the project and the role of participation emphasis mutual learning and spirit of self-reliance and confidence, creativity and collaboration. Find local tales and proverbs or local vocabulary for "being carried" and "being led", and emphasis the choice made by the community and its advantages. It is important to also emphasis that it long process and the immediate benefits are not always material but learning together how to improve things.

The facilitator needs to tie the discussion to the larger picture of sustainable rural livelihoods. That creates a sense that even the most trivial of pursuits is related to moving the overall agenda forward. It can create a sense of importance for the meeting, which in turn can be motivating.

- One side of the river: represents current livelihood conditions, with livelihood assets, vulnerability context, policies and institutions. ("where we are now");
- The other side of the river indicates the same situation that has been improved at some time in the future ("where we want to be");
- The stepping stones used to cross the river are (the "critical path") represent the milestones or what we need to achieve to get to the desired conditions
- The direction of movement, crossing the river, is from the "current situation" to an improved "after" scenario.
- The three persons in the play represent human and social capital, and different ways of approaching a problem.

4.4. Dream-Imagine: Setting the long-term goals - 'The Community's Vision of Success'

Vision refers to a picture of the future (the other side of the river) with some explicit discussion on why people should strive to create that future. In a change process a good vision serves three important purposes: clarifying the general direction of change, motivating people to take action in the right direction, and helping to coordinate actions of different people in a fast and efficient way.

Key characteristics of an effective vision:

- Imaginable: the vision conveys the picture of what the future will look like
- Desirable: An effective vision appeals to the long term interests of community members, and others who have stake in the community
- Feasible: A good vision comprises realistic, attainable goals
- Focused: A desirable vision is clear enough to provide guidance in decision-making and action planning
- Flexible: An achievable vision is general enough to allow individual initiative and alternative responses in light of changing conditions
- Communicable: a useful vision is easy to communicate, it can be successfully explained in five minutes.

This is the "Dream" or "Imagine" stage of the Appreciative Inquiry, or the vision of Livelihood outcomes in the sustainable livelihood framework, or the other side of the river in the River Code. The process involves a visioning exercise, i.e. take the community members to the end of the project, the other side of the river. Get them to think about the kinds of things they would hope to see in the future if they are successful. Before crossing the river, it is important to know what they expect to find at the other side, what is attracting them from the other side of the river. The other side of the river represents the future conditions, improvements in the livelihoods, improvements from the current conditions.

Tool 10: Most Significant Changes: T-graph

Start by asking people to describe how they would like things to be in future. The future time needs to be specified beforehand. Five years? Ten years? However, note that the longer term you use for the visioning exercise, the more it will be come like dreamlike. It is important to use a realistic timeframe for the dream or vision to resemble to be achievable, realistic, within the reach of the community.

The following questions can be used in a brainstorming mode.

> *What would you like to achieve in the next 5 years? What changes would you like to see in the next five years? What would like the other side of the river look like?* "What would be different in this village, group or your households if you are really successful?

Brainstorm and make sure all participants have expressed their vision, including facilitators and team members. You need to probe to be a specific as possible to avoid responses such as improved livelihoods, better living conditions…Record each response on a flipchart.

At the end of the meeting, meet with co-facilitators and team members to compare and compile notes on both the content and the process of the meeting, how you think the meeting went and the information which you have learnt from the meeting. Tie things to larger picture, a grand scheme of the project, and to rural livelihoods. That creates a sense that even the most trivial of pursuits is related to moving the overall agenda forward. It can create a sense of importance for the meeting, which in turn can be motivating.

4.4. Stimulating Collective Analysis of Community Livelihoods: Present Conditions

The second day will focus on facilitating collective understanding and analysis of community livelihood assets and strategies. You will need to use appropriate tools to gather the information you need for a better understanding of community current situation. Depending on your objectives and type of information you need as well as the level of interest and participation of farmers, this process may take one or two days.

The day should start with 10-20 minutes reflection on the previous day, linking the river code to the project objectives and approaches. You may want to pick on some individual to facilitate this reflection, asking their fellow participants what touched them most, or asking them to explain to the newcomers (if any) on what happened the previous day. One participant can draw the river code and explain what it means to the new comers, and the lessons they have learned in the process.

4.4.1. Practical tools for Understanding community resources and livelihood assets:

Revisit the river code by drawing it on a flipchart showing the two banks of the river. One bank is where we are now, and the other ban is where we want to be in future. In order to cross the river, it is important to know what assets we have, i.e. what things we have that we can use to cross the river. These are the community livelihood assets in the current conditions.

Lead a brainstorming session on the community key assets, i.e. what is currently available for a few minutes. These include land, crops, trees, animals, people, income, farm implements, buildings, etc…

After this brainstorming, you can then introduce the different tools that farmers can use to represent their assets and resources. Some of the tools should include village resource map, social map, crop calendars, venn diagrammes, institutional analysis, etc. Give examples of some of these tools and check whether farmers have used them before.

Depending on the number of people attending, it is necessary to divide farmers into focus groups and assign tasks to each group. The number of people in each group should be between 6-12 to allow maximum participation, sharing and learning. Each focus group should be facilitate by a team member, who will have to introduce the tool to use and guide the first steps without dominating the discussion, and then "hand over the stick", and encourage participation of group members.

Group 1: to draw a village resource map showing all the major features of the village including crops, houses, livestock, social infrastructure such as schools, churches, health centers, markets, water points, forests, etc. In some cases, it may be important to have separate groups of men and women, and youth to draw their separate maps.

Group 2: to draw a more detailed village social map showing all the households, their socio-economic characteristics, wealth categories, membership of groups, crops and livestock, etc.

Group 3: to make a crop and activity calendar, listing and detailing the major crops and ranking them in order of importance for food security and income; showing the season activities for each crop, gender division of roles and control of resources, rainfall patters, vulnerability periods (hungry periods, sickness, no money, etc).

Group 4: to do an institutional inventory and Venn diagram to identify the local organizations and institutions active in the community; their roles and activities - ranking them in order of their importance. .

Group 5: to do a gender daily activity calendar to discuss the division of roles and responsibilities between men and women; identify activities performed by men and women and time taken to perform specific activities.

Tool 11: Village Resources Mapping

Mapping is a visual representation of information in a particular geographic location (village, community) based on people's knowledge and perceptions of their resources or issues at hand. It represents the key features of the community, its key assets and opportunities.

To facilitate a village resource mapping, you need to:

- Explain the purpose and process of mapping; Why you need a map/diagram
- Ask if farmers have done it before and how they did it. If some farmers have done mapping before, ask them to explain to others how they did it, and what type of information was included. Check how many people were involved. If many people were involved, it may be necessary to ask for a copy of the map, update it rather than drawing a new map.

- Explain what should be represented on the map (village boundaries, social infrastructures, crops, livestock, households, water points, paths, etc) using the livelihood assets framework
- It may be easier to start with the community or village boundaries then major infrastructure
- Ensure that the "symbols of power" (stick, markers, pencils) during diagramming are handed over to those that are not inclined to participate
- Ensure that someone is taking notes on the various discussions that occur around the mapping exercise
- Beware of those who dominate the process, and those who remain on the margin. Make effective use of your facilitation skills to encourage participation
- Remember you are a facilitator not a passive observer; use prompting questions when people appear at loss as what to do next. Interview the map: What is represented? Ask probing questions to explore details omitted.
- Remember to hand over the stick to farmers after showing an example on how to fill the matrix. This often enhances participation. They may be interesting gender differences for example that you need to capture and reflect on. You need to make sure you record differences in opinions expressed by different categories of farmers.

- Don't assume that all those present understand all the symbols, particularly if people are joining during the process. Try to clarify symbols with those who put them on the diagram.
- Be sure that the farmers include direction indicators on the map (North, south, east and west) and that the village borders are clearly marked.
- At the end of mapping/diagramming, review the maps/diagrams by

asking farmers/groups to display, present and explain their map in plenary where other farmers can ask questions, make comments or give additional information.

- Analyze what the process has thrown up, identifying ambiguous and unclear issues. Ask people to correct and complete the map
- Crosscheck if everyone thought the exercise was useful and productive. If not explore ways to make it better next time
- Provide appropriate positive feedback for genuine accomplishment. After the discussion, ask people how useful the mapping was, and what they have learned through the process., and what uses they can make of the map. Then summarize the main uses of the map, and the importance of mapping present conditions before planning for the future.
- Ensure that a copy of the diagram is returned to the community

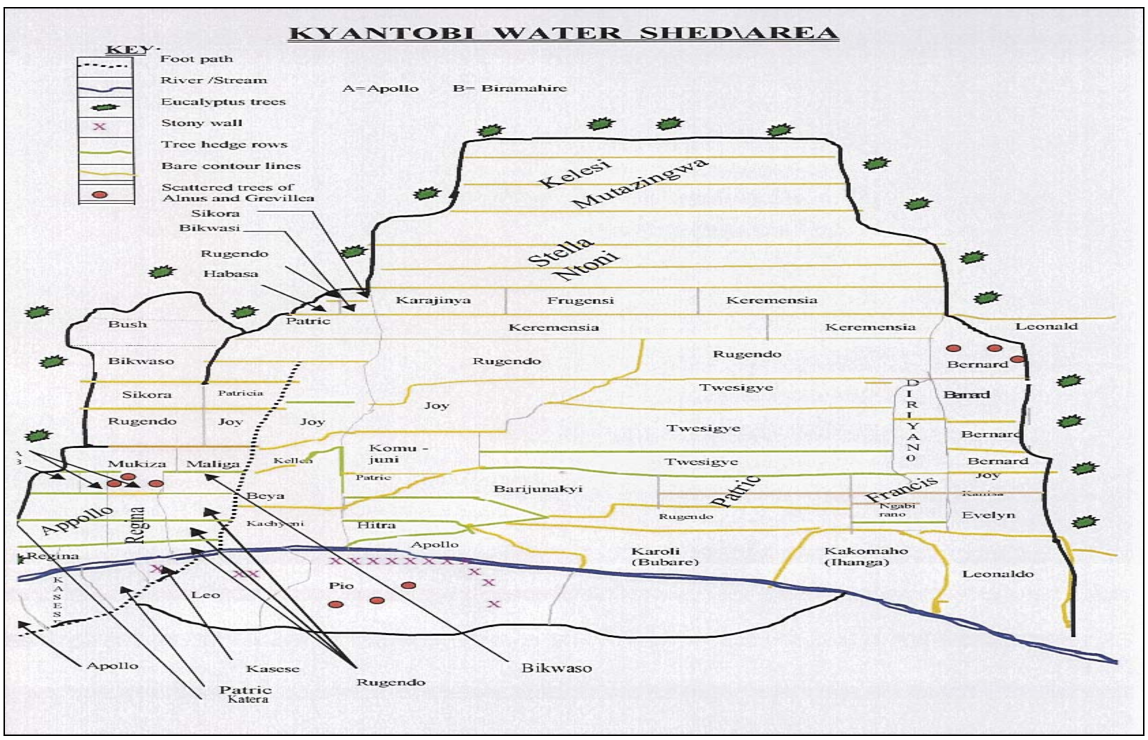
Figure 3 (a) and **(b):** Village resource/community social mapping

TIP

Recent developments in GIS (Geographic information system) make it possible to complement and digitalize maps drawn by farmers in a participatory process, permitting the validation of location of the various components (topography, soils types, vegetation, altitude, geographic locations, ect…)

Participatory Land Degradation Assessment If you are interested in NRM, you need to prepare a check list of questions you would ask, including: • What are the key natural resources you use in this village? • What are the main uses of natural resources? Who are the users? • Are there some resources outside your village that you access and are using? • How are these managed? What are the rules for access, constraints and • Are there some "hot points" of erosion, soil degradation • Are there some resources shared by many members of the community? How access to and use of these resources is regulated? • Are there problems in access, use and control of natural resources? • Byelaws and policy analysis

Figure 4 Map of Kyantombi watershed



Source: AFRENA, Kabale

Tool 12: Community social mapping

The community social map is a participatory and visual tool that can be used to learn about the village organizational structure, and how differences among community members are defined. It can particularly be useful in locating and differentiating households, indicating their assets, community social positions such as membership to groups, wealth status and household status (female-headed households, the elderly, absentee husbands, etc).

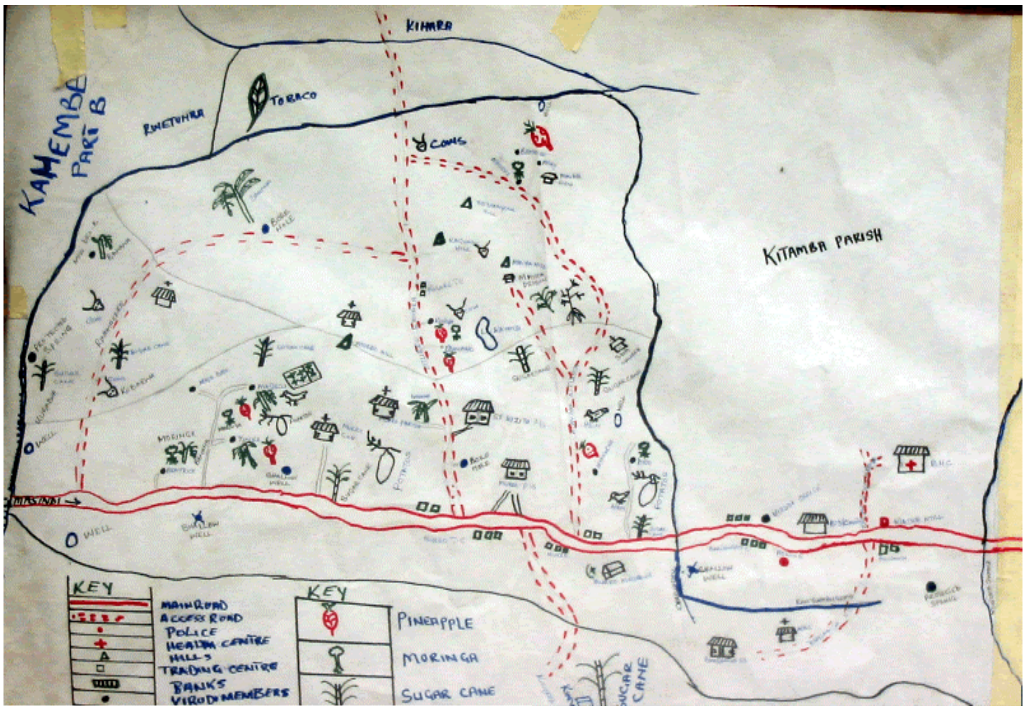


Figure 5: A village map

For relatively small communities, you can gather a lot more detailed information by asking the farmers to represent and locate each household on the map. For big villages, this may be cumbersome, but the map can still provide information about the key social differentiation factors in the village. You can use a number of questions to probe more about the socio-economic differences between households based on the characteristics you are looking for.

Social maps may illustrate the individual households that make up the community and different symbols can be used to show particular household socioeconomic characteristics such as relative wealth, membership to group, farm type, female headed household, etc. The social map can give you indication on the number of households in the village and their principal activities, the social structure or family organization, the settlement pattern, ownership of resources, land tenure status, etc.

A social map can also help you to estimate the approximate number of households, and identify important wealth categories, and indicators of wellbeing, as well as to learn about local definitions of poverty.

Tool 16 : Gender Resource Mapping: Access to and Control of resources

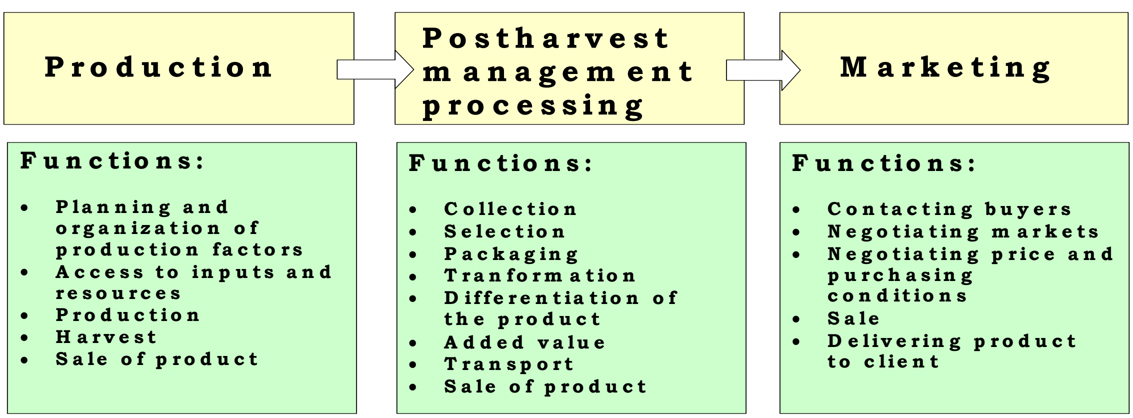
Men and women make different use of resources. It may be essential for your CV to understand gender division of labor and access to and control of resources. In this case you may have separate groups of men and women to draw their maps separately and indicate who controls or who has access to the resources, who provides most of the labor, etc. You can also use a village resource map in which men and women represent their intra-household division of labor, and control and access to resources represented on the map. You will need to agree on the different symbols to represent men and women.

Tool 13: Market Chain Analysis

Given the significant interest in linking farmers to markets, a practical starting point in developing a marketing strategy is to assist farmers to visualize their market chain from beginning to end, from the resources and activities on farm and the production of basic goods, to where produce is sold.

The market chain analysis mapping process needs to include all the stages of production, post harvest management, processing, selling up to retailing. There are three main components of a marketing chain with their links and their functions.

Figure 6. Components of a market chain.



Source:

A market chain analysis map is useful as it permits a more complete vision of the market chain and the roles that different actors play within a business framework, and facilitates the identification and analysis of critical points impeding the development of a market chain, and where improved and or alternative interventions can be applied so that investment in a particular market chain can be most effective.

In mapping market chain, the group of farmers will draw (using symbols, figures and arrows) the production-to-consumption route of a selected product. The map or route should include the different chain links, plus the actors and main functions in each chain link. If the group has sufficient information, price formation along the chain can also be mapped.

The final output of the market chain analysis map provides an initial market option portfolio by identifying:

- products with a high market demand
- products in scarce supply
- traditional products being grown by farmers
- substitute products being imported into the territory
- products in which the territory of interest enjoys a competitive advantage.
- specific commodity groups, such as soft fruits, or highly perishable vegetables.
- products associated with the conservation of natural resources

After the crop ranking and scoring, the group may want to select 2-5 products that meet the following criteria:-

- products that provide income to the farming community rather than being a food security product. (List income products and prioritise through group ranking)
- products that provide most income to the largest number of farmers in the target group. (Combine product income rank with numbers of group members involved in producing and selling this product, i.e., seek a common product which involves most group members)
- products that are considered to be price stable within the income groups (use this method for those groups which are more risk adverse, i.e., the poorer members of a community)
- products that are higher risk, but grown locally and know to be in increasing demand. (this approach may be most appropriate for farmers with more assets and are more risk prone)

Market Chain Analysis: Checklist of Questions
Production characterization
Where is the commodity produced?
☑How much product is being produced, monthly or annually?
☑How much is sold, monthly or annually?
☑What is the seasonality of supply during the year?
☑How efficient is the chain? (e.g., yields, post harvest losses, conversion factors)
Market characteristics
☑What are the characteristics of the product (variety, size)?
☑Where do we sell what we produce? (market outlets and distance, means of transport)
☑What is the form of payment at each stage of the chain?
☑What are the quality requirements?
☑What is the frequency of purchase?
The Actors
☑Who are the buyers? Where do they come from?
☑ How many farmers are involved in production and marketing?
☑Who offers support services to the production chain – both formal and informal?
☑How has the enterprise evolved over the years?
☑How strong is the enterprise as a business?
☑What are the main constraints in the chain?

Market Chain analysis (Current situation)

What needs to be changed to meet the market demands?

Tool 15:* *Venn Diagram

If necessary, and if time permits, you can facilitate a Venn diagram to represent the relationships between institutions and relative importance to the community. Venn diagram is a participatory tool used to identify institutions and organizations and their linkages. Its aims to illustrate the extent to which individuals, organizations, institutions interact or overlap with each other, the relative importance of each, and their efforts and contributions to an intervention or issue being discussed.

The use of Venn diagrams is appropriate in the following situations:

- In assessing linkages and relationships between the primary stakeholders and other local and external stakeholders and organizations.
- In mapping relationships and relative importance and influence or proximity of different stakeholders
- In identifying hidden local and external stakeholders who may be potentially linked to primary stakeholders.
- In assessing changes in relationships and linkages, and in identifying levels of pressure points to promote changes in future.

- To facilitate a Venn diagramming:

- List individuals, organizations, institutions or projects in and outside the village that have influence on or interest in the project or intervention. These are potential stakeholders.
- The community, group, intervention or issue to be evaluated or discussed is represented by a big circle in the centre.
- Each entity is represented by a circle. The size of the circle is determined by the importance of the institutions or organizations. The importance of the interaction or linkages is represented by the size and the distance of the circle. Large circles represent powerful or important individuals, institutions or organization.
- The larger the circle, the more important or powerful the stakeholders.
- The closer the circle, the more interactions or linkages stakeholders have with the intervention or issues.
- A small circle within a larger circle represents a component of the stakeholders or organizations.

- Arrows can be used to indicate the direction and nature of linkages or interactions between stakeholders. Intersections or overlaps between circles can also be used to indicate such interactions.

Further discussions may tackle issues such as stakeholders' capacity and influence in the intervention. However, in some situations Venn diagram may appear too abstract to farmers. Make sure you check what it represents to farmers and explain what it means.

An alternative is to use a stakeholder analysis matrix (see tool…), focusing on interactions and interests in the community.

- ***Tool 17:* *Seasonal Crop Activity Calendar and gender division of labour***

A first step is to do a preference ranking of the most important crops for income generation and food security, and the main uses of natural resources. In preference raking, you will start with brainstorming to identify and list different items (crops) that you wish to rank or score. The brainstorming will generate a long list of crops, livestock and other important community enterprises. Each individual item (crop) is ranked directly in order of its importance from the most important to the least important. You may decide to select five most important crops, livestock enterprises or natural resources you are interested in.

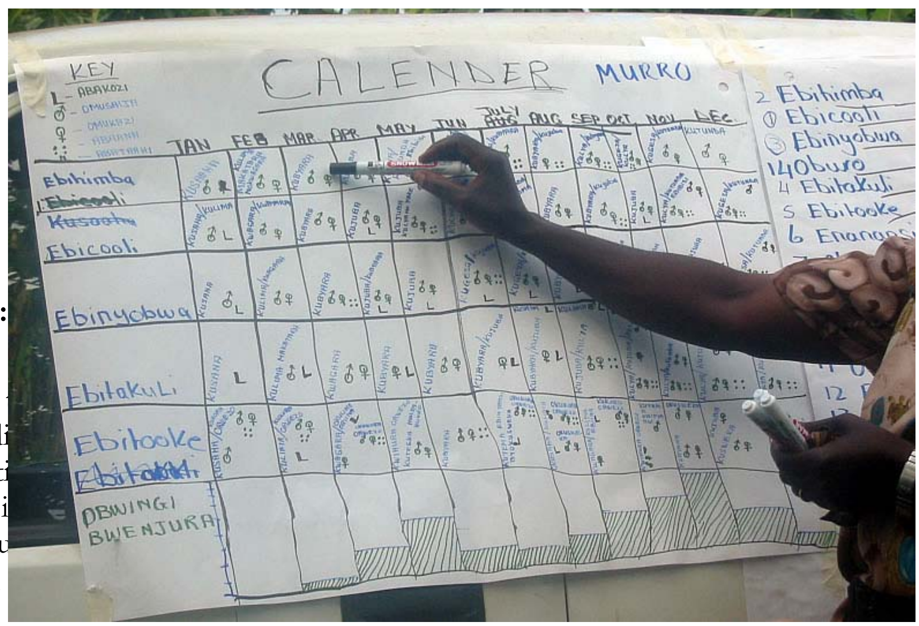


Figure 6:

The next step is
can reveal how di
the different acti
provide insight i
periods of particu
division of labor,

To facilitate a seasonal crop activity calendar, you need to:

- Brainstorm on the most important crops or enterprises.

- Make a priority list of most important crops, livestock or natural resources. Limit this list to a manageable size. The list of crops and enterprises could form the rows of the table. It may be useful to use drawing of selected crops or livestock, rather than writing.
- Agree on which month to start with (current month, beginning of the cropping season, or beginning of the year, whichever farmers find easy to start with). The months of the year could form the columns.
- With the crops/enterprises in rows and months in columns, you will have a matrix.
- Take one crop (row) and ask which activity is performed in the first month (column), by who (men, women, or both; hired labor, children, etc.). Agree on symbols to represent men, women, children and hired labor). Focus the discussion on who does what, when and why?
- After completing all the rows and columns, you will have a calendar with a key to the symbols.
- The calendar should then be presented in plenary for confirmation and to check for different opinions.
- You may then ask the plenary to identify periods of vulnerability (hunger, diseases, financial crisis, etc.) or rainfall patterns, period of food or income scarcity, etc. These could be represented in bar graphs or line.

Tool 18: Daily activity routine

This tool helps to depict daily routines or patterns of activity of different groups of people, men and women, looking at how the majority of men and women spend their time in a typical day. It is useful not only for making assessment of daily tasks performed by men and women, but as an entry point for discussing intra-household gender issues. It shows the busiest time of the day, and can therefore be useful in helping plan the timing of project-related activities. For example, the chart can show the most appropriate time of the day for organizing meetings with women.

The daily activity routine chart is best done by a small group of people, preferably in separate groups of men and women. When presenting the chart, the representatives of each group should explain their diagram. At the end of the presentations, discuss the reasons for any differences, and what strategies can be used to reduce apparent gender imbalance.

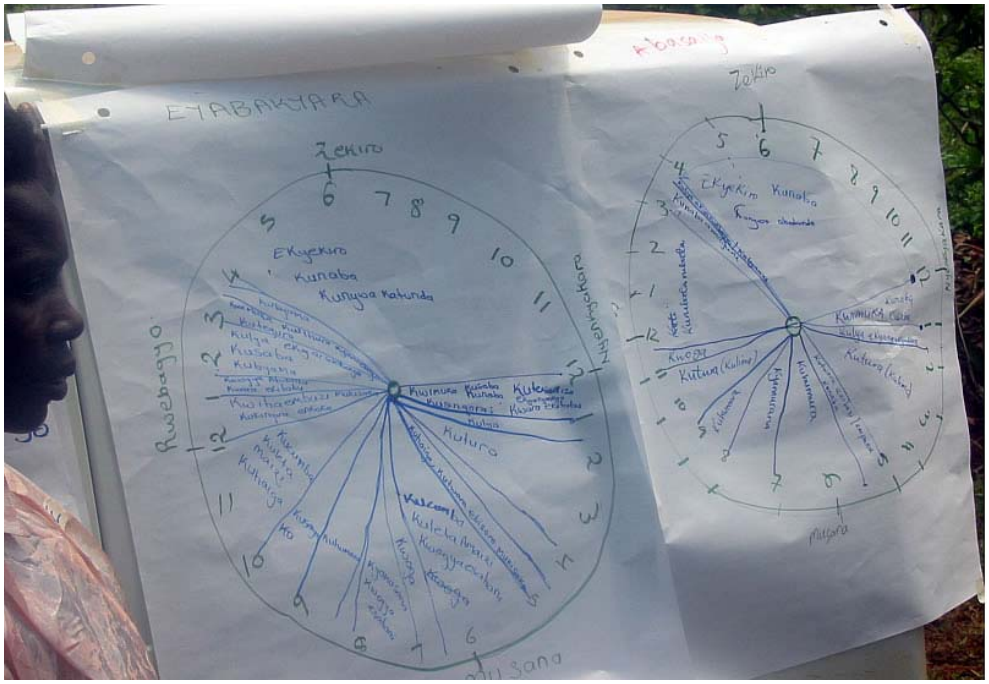


Figure 7: Gender daily activity chart

To facilitate a daily activity routine chart:

- Brainstorm on routine activities and timing in a typical normal day of a specific season. List these activities and their time on a flipchart
- Draw a 24-hour clock (using local time system) and ask participants to fill in their activities. You may show an example and then hand over the stick to participants to facilitate the process.
- Use effective facilitation skills to facilitate consensus and check for different opinions
- In the plenary compare men's and women's daily routine and invite comments
- Facilitate plenary discussion in a "non-activist' feminist manner, but do not avoid conflicting and sensitive issues. Instead, facilitate an open discussion (see module on dealing with conflicts)
- At the end of the discussion, ask what the implications are and what can be done or needs to be done about gender issues. This is an opportunity to single out gender as a special area of intervention, and for visioning.

4.4.3. Facilitating Collective Analysis and Reflection

Representatives of the working groups should present their reports to the plenary, reporting both process and content. The order should be logical, starting from community resource maps and social maps, followed by seasonal crop/resources calendar, gender daily activity chart, and finally stakeholder matrix or venn diagramme.

- Use effective facilitation skills for moderating plenary discussions, asking group members to contribute and make additions if any before asking other participants to comment and ask questions.
- Make sure the most vocal and educated members of the group do not dominate the presentations. Encourage participation of women and others who may not be given the opportunity to present.
- Ask prompting questions to check for omissions and make suggestions for improvement.
- Give positive feedback to the group, and reflect on what has been learned: Why are we doing this? What does it tell us? What shall we do?
- Make sure you take notes of presentations and discussions, as well as farmers' behaviour and your observations.

- Arrange to leave or return copies of the different group tasks to the group.

REACHING THE LONG-TERM GOALS – DEFINING EXPECTED RESULTS

Visioning provides a good basis for planning as it builds upon people's own dreams. Working from a vision helps to open up people's minds to other ways of overcoming problems and realizing opportunities. Visioning helps people to think in terms of long term vision, beyond the immediacy of daily problems. However, the longer term you choose for the visioning exercise, the more it will become general and dreamlike or a kind of wish list. If you use a time frame of 5 years, then the vision will most likely resemble an achievable output. It is important to be realistic about what the project could achieve in a specific time period.

The objectives of the session is to stimulate farmers to work towards meeting some, or all of the long-term objectives by deciding what needs to be done to meet them. These will form the development results, or the outcomes and outputs of the project.

Developmental results are actual changes in the livelihoods of people, institutions or society that are the logical consequence of a project or an intervention (e.g. improved capacity to manage resources, increase in the number of women in farmer research groups). Result statements should describe changes associated with the project or intervention. Result statements should start with adjectives that indicate the desired change and not verbs that denote activities (-ing). Some examples (Improvement of, increased capacity, decrease in, strengthened, increased, changes in behaviour, attitudes, practices.

Impacts are long term developmental results at the societal level linked to the goal or vision. They are long-term changes in society, people or institutions that are the logical consequence of achieving a combination of outputs and outcomes, but are not the direct results of a single project or program. Impacts describe overall changes, which occur within the community, to which the FPR project is one of the many contributing factors. Impact is often used to refer to the highest-level achievement of a project such as improved food security, increased nutrition, empowering farmers, which normally takes several years to emerge.

Outcomes are medium term, end of project developmental results benefiting an identified target population that are achievable within the time frame of the project and are the logical consequence of achieving a specified combination of outputs. Outcomes usually involve change in the behaviours of people or organisations as a result of the project.

Throughout this process it is critical to use probing and open-ended questions to get expected outputs, outcomes and impacts. Some key guiding questions for developing outcomes with communities include:

- What would be different in 3-5 years if you were successful?
- What achievements can you realistically expect in 3-5 year time
- What changes would you like to see in 3-5 years?
- What would contribute to the success?

Tool 19: Mapping Community Visions of Desired Future Conditions

This is similar to resources mapping done by farmers in the previous day. However, the focus here is to look into the future, to dream about their desired future conditions. Based on the village resource and social maps, the facilitator can ask participants to consider what the ideal future condition would be regarding farmer and farmer group behaviour – if research were successful.

If the project were really successful and had a broad impact,

1. *What would farmers do / do differently then?*
2. *What would farmer organizations do / do differently then?*
3. *What would researchers or project partners do differently?*

Crossing the River: the Stepping Stones (Outputs)

Outputs are the short term, immediate, visible and concrete and tangible developmental results produced by or for the benefits of project stakeholders that are the immediate consequences of project inputs and activities. They are also the direct products or services delivered by the project, and are the first signs of impacts (IFAD…). Outputs describe the concrete and tangible consequences of the project inputs and activities.

To define Outputs (1-2 Years): you can ask:

- What would be different in 1 –2 years if you are successful?
- What achievements can you realistically expect in a year time?
- What changes would you like to see in 6 month-1 Year years?
  What would contribute to the success?
  Guiding questions will include:
  - What changes do you want to try to bring about?
  - What would be different in 3-5 years if the program were successful?
  - How can the project best contribute to this vision?
  - How can the project contribute to the success?

Tool 20: Force Field Analysis

Force field analysis can be used as a visual technique based on "now" or before and after scenarios. It is a way of generating a shared vision of a future livelihood outcomes and an agreed strategy for achieving the livelihood outcomes. You can facilitate the group to analyze these fields of forces in order to set the stage for determining what strategies and

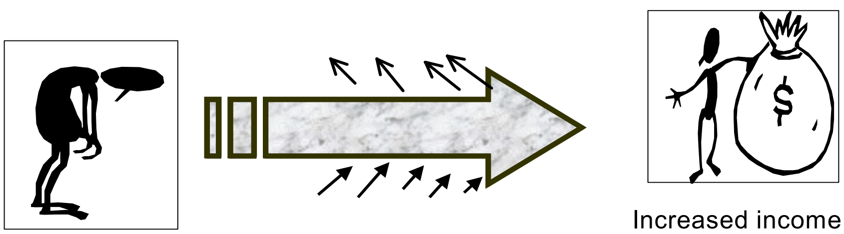
actions are needed in order to increase the number or power of the driving forces and reduce the restraining forces to achieve planned livelihood outcomes.
The basic premise of the force field analysis is that any complex situation can be defined as a "field" in which multiple forces interact, some of which complement each other, while others operate in opposition. That is, there are both **driving** forces and **restraining** forces operating in any field or situation. They exist in virtually all aspects of live and many levels of human and organizational interaction.

- Driving forces create pressure that pushes in the direction of some preferred conditions or desired state, which is in support of change. These are **opportunities**.
- Restraining forces also generate pressure that work in support of maintaining the status quo or present condition, that is against change or interfere with the progress or achievement of progress. These are **constraints**

2. What is our current situation for the objective identified?

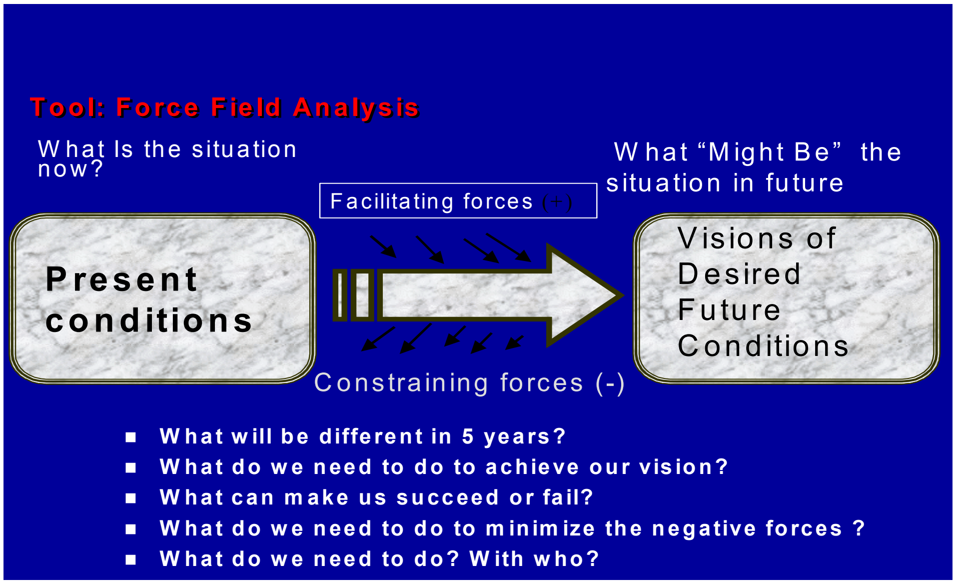
Current Situation:
Where are we now?

Desired Future Situation:
Where do we want to be?



Low prices for our Beans

Increased income from better market prices for the early maturing bean varieties



A more popular use of Force Field Analysis is SWOT (strengths, weaknesses, opportunities and threats) analysis as a qualitative participatory tool for identifying strengths, weaknesses, opportunities and threats in relation to a project or group.

i. **S**trengths are those things that are working well in a project or situation, these aspects people are proud to talk about.
ii. **W**eaknesses are those things that have not worked so well.
iii. **O**pportunities are ideas to overcome weaknesses and build on strengths.
iv. **T**hreats are the things that constrain or threaten the range of opportunities for change.

As a participatory technique for planning SWOT analysis encourages partners to take failures or weaknesses and transform them into constructive learning processes.

Force field analysis can be used as a visual technique based on "now" or "before" and "after" scenarios. It is a way of generating a shared vision of a future livelihood outcomes and an agreed strategy for achieving the livelihood outcomes.

You can facilitate the group to analyse these fields of forces in order to set the stage for determining what strategies and actions are needed in order to increase the number or power of the driving forces and reduce the restraining forces to achieve planned livelihood outcomes.

In force field analysis:

- Ask one participant to draw the river as in the river code
- Explain that one side of the river is the current situation (where we are now) as shown on the maps, seasonal calendars, daily routines, Venn diagrams

- The other side of the river represents a better situation sometime in the future (where we want to be)
- The stepping-stones in the river represent the forces that can assist us in moving forward to cross to the other side of the river (driving forces)
- The courant in the river represent constraints or restraining forces that are in the way of achieving desired goals

BASIC PRINCIPLES FOR INITIATING CHANGE IN GROUPS

Effective Change formula:
SCE = D x Vx S$_{fs}$ xB
Where:
SCE= Success of a Change Effort
D=Dissatisfaction with current condition
V=Vision of Desired future condition
S=Steps and fs=First steps
B=Belief in the Success of the effort

1. Change takes time
2. Change is a process, not a decision
3. Change requires experience and practice in the new way of doing things.

- Make one or two changes at a time. Do not attempt to tackle everything at one
- Allow time for change to take place. Change is never easy, and people need time to learn new ways of working together
- Keep the goal in mind. Accomplish something frequently toward the goal.
- Do not let time go by without moving the desired direction
- Use planning and regular evaluation of progress as tools to move toward the goal.
- Have patience with people. Change is difficult and even threatening for some. People resist change, even when it is for the better.
- Do not play God. Be realistic but positive about what you can accomplish, acknowledging constraints, and plan accordingly.

Developing Community Action Plans

Explain the objectives of the session by linking it to previous sessions. This is the last session to make plans, agreements and commitments on things we would like to start working on.

Refer to the River Code and highlight the stepping stones, and what farmers need to do to reach the different stepping stones. These are activities.

Activities are the resources or preconditions for achieving results. Inputs are the human, physical, material, financial and organizational or operational resources contributed directly or indirectly by the different stakeholders of a project. Activities are the transformation processes and other related tasks organized and executed by the project stakeholders to implement the project.

Tool 21: Preference ranking or scoring

Preference ranking is a method in which farmers rank a range of options in order of their preference, and then discusses the reasons for the ranking with the farmer. It is useful to obtain a clear picture (a) of farmer's preferences, and (b) the reasons or criteria used to form these preferences, and to explore differences amongst farmers in their preferences (gender)

Tips for conducting Preference Ranking

- Assist the farmer to rank the items,
- Ask the farmers to "think aloud" while making their rankings.
- Give the farmers an opportunity to physically sort, to order and re-order.
- Ask the farmer to clarify the reasons for a given ranking. This avoids the risk of making a simplistic ordering of treatments, which does not reflect the farmer's complex set of decision-making criteria.
  e.g.Why is this one better than the one you placed below it?
  Why is this one not as good as the one you placed above it?
- Equally important to an evaluation is understanding why the farmer rejects certain options.

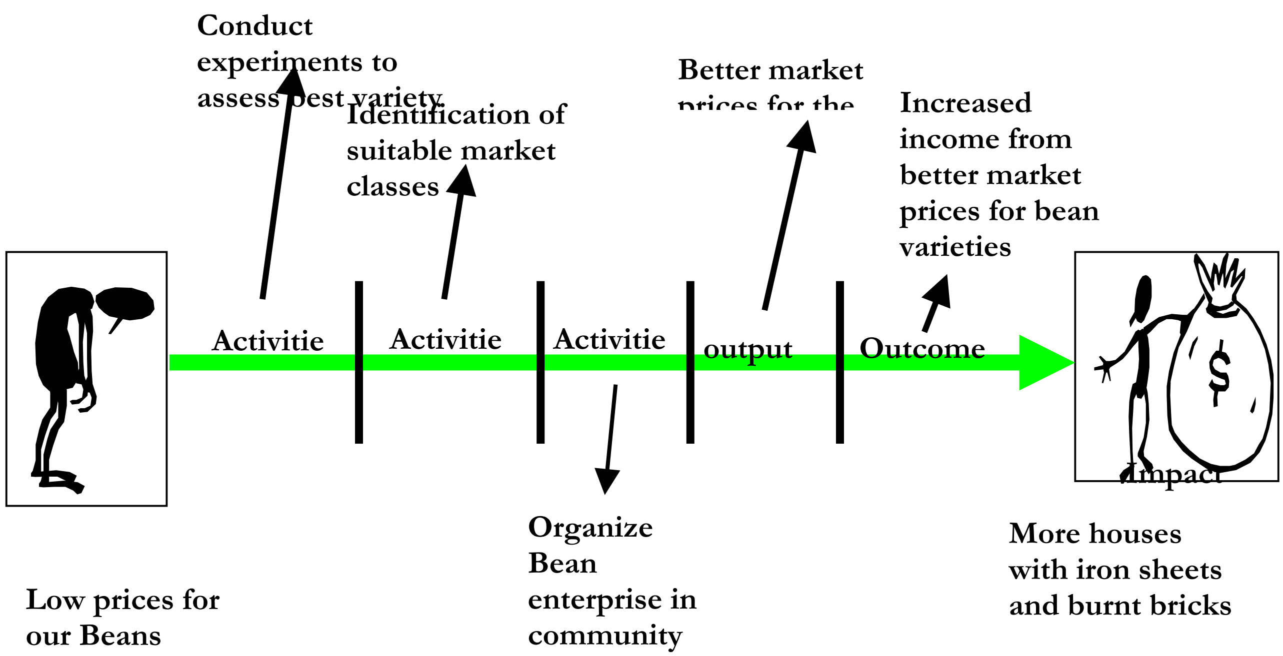
You can also use Matrix ranking and scoring To make a relative comparison between different technology or enterprises options, and to make a detailed analysis of how much and why people prefer one option above the other. Matrix scoring shows how well options meet predefined criteria. This method can be used to understand people's opinions on, for example, different service providers, on different technologies .

Priority options	Order of Preference By gender		Reasons for Preference

i. Once the priorities are ranked and decided by the farmers, explain the five questions for developing action plans
   - What should be our priorities for crops and livestock?
   - For each priority, what problems do we want to solve?
   - How can we solve these problems? What can we do to solve these problems?
   - Who can help us to address these problems? What do we need from them?
   - When do we want to start?

ii. Make sure farmers understand this by asking one of them to summarize and explain to others, before dividing farmers into groups.

What changes do we expect?



iii. Depending on the number of participants, you can divide farmers into 3-4 groups:
   - Men's group
   - Women's group
   - Mixed group
   - Youth group

iv. Each group is to develop a community action plan of priority things they would like to be addressed, i.e. crops, livestock, markets and strengthening social capital (community empowerment and group development). A matrix of such an exercise is given in Table 9 below. You also can use the change formula below to develop community action plans.

Table 7: Community Action Planning Matrix

What do we want to work on?	What do we want to achieve? (*V*)	What is the situation now? (*D*)	What can we do to improve (*S*)	What are the chances of success? (*B*)	What do we need to do first? When (fs)	Who should be responsible?
Existing options						
1						
2						
3						
New opportunities						
1						
2						
3						
Markets						
1						
2						
3						
Group development						
1						
2						
3						
Gender						

v. Group discussions can take up to one hour or more. Reconvene in Plenary for presentations and discussions. Facilitate consensus on major crops/livestock identified as priorities, but also note differing opinions and new ideas.

Explain that these are still preliminary plans that both farmers and the R&D team need to reflect on. You need to harmonize these plans with your plans. Make a plan for follow up and developing more realistic plans. At this stage, we are missing market information to evaluate the different enterprise options.

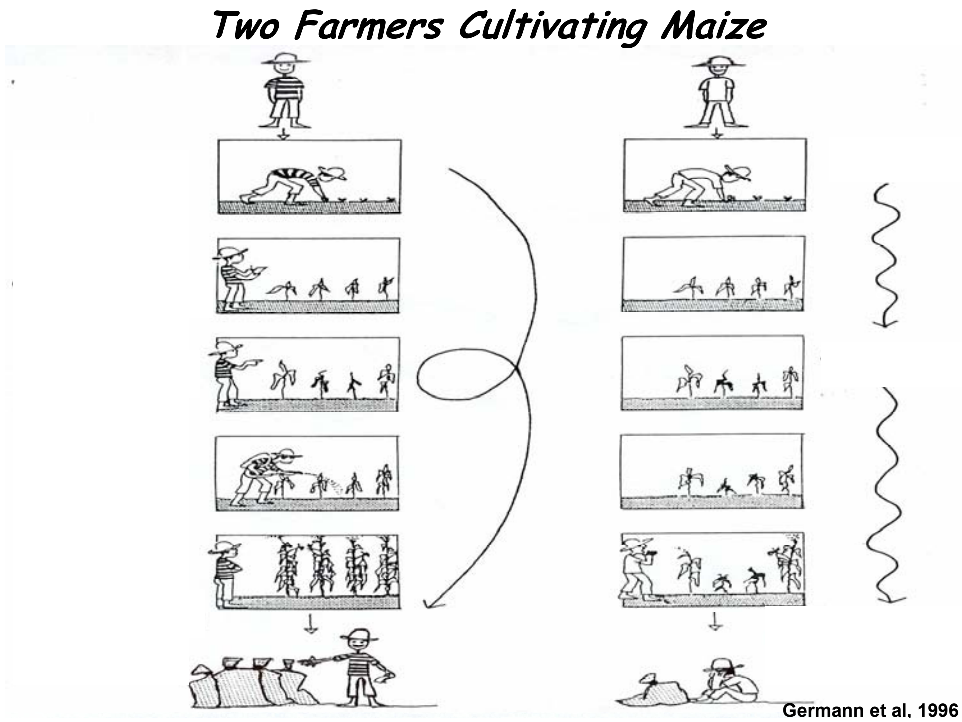
Introducing PM&E Concepts

It is important to set up from the beginning an effective system for monitoring and evaluation of the community action plans. You will need to find simple ways of introducing PM&E concepts to farmers. One approach we have found particularly effective form of communication for knowledge transmission is the use of graphics and drawings. By using graphics the concepts can be quickly and clearly reaffirmed, regardless of the participants' level of schooling.

Instructions for the facilitator

1. The facilitator displays in a visible place the drawing below (or nay other) and asks farmers to observe:

Tool 23: PM&E Graphics



2. The facilitator asks some farmers to describe and explain the graphics:
   - What do you observe in the graphics?
   - What is the farmer doing?
   - What is the difference between the two graphics?
   - Explain what you are observing?
   - Why is there a difference between the two graphics?

4. It is important to identify the local vocabularies for the terms participatory, monitoring and evaluation. It is important to use examples from local people's daily life to facilitate understanding of concepts.
5. The facilitator can lead a discussion about the importance of PM&E based on the discussion generated by the graphic

The Seven Key Monitoring and Evaluation Questions

1. WHY undertake monitoring and evaluation?
2. WHAT do you want to monitor and evaluate?
3. For WHOM and for WHAT USE is monitoring and evaluation done?

4. WHO is going to carry out monitoring and evaluation?
5. WHEN is monitoring and evaluation going to be done?
6. HOW will monitoring and evaluation be conducted?
7. WHO will be involved and when?

Selecting Committees to get things done

When do we need Committees?

- When the group is too large. You need to break big groups into small sub-groups or committees to accomplish specific tasks:
- When there is too much work and dividing the work will increase efficiency
- When you want to encourage certain persons to work together, to give everyone chance to work closely with everyone else
- When the task requires special expertise and all not all the members in the community have that expertise
- When you want to give people a chance to choose which part of the project they want to work on.
- When you want different groups to work on the same task, perhaps to foster more creativity, to generate several viable alternatives, or to increase everyone's learning and involvement.

Committees have the following advantages:

- They foster leadership development in the committee
- They facilitate division of labor
- They allow for the CDF to delegate tasks
- They facilitate rapid response to emergency needs
- The foster feedback to groups and community members

How many committees? How many committee members

Let people form their own committees or subgroups, making certain that they understand the objectives and their roles, and have criteria for selecting members

Keep the number of committees to the minimum to avoid creating too many sub-groups. Based on the action plans and the type of activities selected by the farmers, there could be :

1. An overall committee in charge of coordination, monitoring and evaluation, and overall leadership of the group
2. An NRM committee or experimenting committee
3. A market research committee
4. A PM&E committee, if the responsibilities of the overall committee do not include PM&E

Keep the larger group intact, and regularly bring the subgroups together frequently for discussions and sharing, review and decision-making. If you don't you may end up with several smaller teams instead of one large team.

An odd number is better than an even number (3-5-7)

Criteria for selecting committee members

Committees are made up of community members who either volunteer or are voted to be committee members. A common activity across the sites is the formation of criteria by group and community members on the basis of which a member is voted into the committee. Farmers are voted into the committee based on their areas of expertise and their potential to perform as leaders. The criteria for members of the monitoring committee could include:

- Gender distribution, representation of both men and women
- Ability to read and write (not always required)
- Patient, hardworking, active Keen learner
- Willing to share ideas, findings with members Ability to feedback, "unselfish"
- Willing to try new things and be a risk taker Inquisitive fellow,
- Should not be a drunkard
- Should not be involved in more than two development committees
- Commodity expertise

Agreeing on the next steps and way forward

Explain that these are still preliminary plans that both farmers and the R&D team need to reflect on. You need to harmonize these plans with your own plans. Farmers also need to further reflect on the plans before they are finalized.

You can make commitments for some options which were selected for food security, and if possible discuss the dates for designing and planning experiments[14] and activities on food security experiments or demonstrations.

At this stage, we are missing market information to evaluate the different enterprise options. You will need to make plans for participatory market research

[14] Waterrs-Bayer………Planning experiments with farmers

to identify market opportunities and select enterprises options. You can however explain the process of market opportunity identification[15].

Express gratitude for the time spent together. Mention things you have learned throughout the CV. Each team member should tank the farmers for their participation.

Invite comments and questions. Respond to questions honestly. Don't try to answer all questions. Don't promise what you cannot deliver. For some questions, you may refer farmers to the river code, and get other questions responded to by other farmers.

Observe protocols for closing the meeting. Spend some time chatting with individual farmers (perhaps the less active ones) on your way out of the community.

CHAPTER 5: ANALYZING AND REPORTING RESULTS AND OUTCOMES OF CV PROCESS

5.1. Team Review and Evaluation

Remember to organize a team meeting the last day to reflect and review the entire process and make plans to discuss the next steps.

The agenda of the meeting should include:

i. Reflections on the process
   - Review the steps in the process:
     - How we went about it?
     - What went well? What did not go so well? How can we improve?
     - What have we learnt?

ii. Review the content:
   - What tools were used in the field
   - What information was collected
   - What gaps that need to be filled are
   - What the emerging issues are
   - Discuss plan for report writing (outline, roles and responsibilities, timing)

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[15] For details, see Ostertag Galvez, C.F. 1999. *Identifying and assessing market opportunities for small rural producers.* Tools for decision-making in NRM. Cali, CO. International Centre for Tropical Agriculture, CIAT

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iii. Next steps: issues to discuss may include plans for
- Refining and finalizing the community action plans
- Preparing for feedback to communities
- Facilitating selection of committees

iv. Discuss outline of the report, including roles, and responsibilities and timeframes.

Tool 23: AFTER ACTION REVIEW (AAR)

You can use the AFTER ACTION REVIEW (AAR) tool to facilitate farmers' discussion. AAR's main purpose is learning by talking and thinking about a completed activity. Its goal is simply to state lessons learned, rather than to solve problems or criticize. The exercise aims to capture the lessons before they are forgotten.

Basic rules for AAR**:**
- Focus on constructive feedback.
- Recognize positive contributions.
- Give all participants the chance to share their ideas and to be heard. AAR focuses on process, not individual performance. Participants must thus ask themselves what other farmers could benefit.

Allow people to realize what they have learned by thinking about the questions below:
- What was supposed to happen? Why?
- What actually happened? Why?
- What is the difference? Why?
- What went well? Why?
- What could have gone better? Why?
- What lessons can we learn?
- What can we do next time to improve? How ?

You can also use some of Robert Chambers' Fun with 21s to generate questions for reflection. These include:
1. How did I/we behave? How should I/we behave when we visit you? What should we do and not do?
2. What am I/are we now going to do? What actions are needed? What are people now expecting? What commitments have I/we entered into? How can I/we fulfil these?
3. What will happen after I/we leave? What sort of process is likely to go on in the community? Is anyone liable to be penalised?
4. What did I/we leave undone? What did we miss, leave out? What remains to be done?
5. What questions would 'you' (local people) like to ask 'us'? What other questions should we be asking ourselves?

6. What lessons can I/we learn from this experience? What would we do differently, knowing what we now know? What advice would we now give to others?

5.2. Preparing Reports of CV

The CV scientific or technical report "as the project would like to report it". The format is not prescribed but should broadly follow the usual IMRAD format: Introduction (Why did we do the work?), Method (What did we do?), Results (What did we find?) and Discussion and Conclusions (What do the results mean? What needs to be done now?).

The report should also include an executive summary that provides a brief summary of the purpose of the project, the research activities and the extent to which the objectives of the CV were achieved. The contribution of the CV towards attainment of the project purpose should also be assessed, as well as the implications for R4D. (Up to 500 words).

Tool 24: IMRAD

The outline for reporting CV results may follow the IMRAD format (Introduction, Materials and Methods; Results and Discussion) which can be adapted to include any other information:

1. **Introduction:** should cover a description of the goal to which the project sought to contribute by addressing a researchable constraint or opportunity. Explain also how the research builds on previous work to derive 'new knowledge' and how the demand for the project was identified. Describe the purpose and objectives of the project and what changes it was intended to achieve.

2. Materials and Methods

This section should include descriptions of the methodology, process, tools and activities conducted during the CV. A brief description of the community (geographic and administrative location, population)

This should also describe any facilities, expertise and special resources used to implement the CV. Highlight any special activity achievements (e.g. involvement of policy-makers; or numbers of NGOs etc).

3. Results

Describe the results and findings that the CV achieved. Comment on whether all the anticipated outputs were achieved and, if not, what were the reasons they were not? Suggest what else needs to be done to take the research findings forward.

Research results and findings should be presented comprehensively but concisely using tables, graphs or sketches as far as possible rather than lengthy text.

You can use the SLA framework to organize your report:

- Community assets and opportunities
  - Social
  - Human
  - Financial including market issues
  - Natural resources,
  - Physical: hospitals, schools, markets
- Vulnerability context
- Institutions Policies and structures including social structures, venn diagrammes and gender issues.
- Livelihood strategies
  - Production activities
    - Food security based
    - Income generation based (on farm and off farm)
  - Well being analysis and livelihood options for different social groups
  - Desired future situation-Visioning
  - Community action plans

4. Discussions and Conclusions

Explain how the CV outputs will contribute towards your organization or project's purpose. Critically assess the achievements of the CV and what benefits it could engender. How might the project's achievements impact on people's lives, stating which people (men, women, which group or groups of the poor)?

Assess the impact of the CV process by making a robust assessment of the extent to which the CV created awareness of change and development process,

Highlight the emerging issues, potential entry points, and implications for research and development The report should explain what options were identified and their implications for R4D partners and communities, and suggest what follow up actions might be considered regarding the community action plan

What else needs to be done to promote the experience, and/or learning and/or understanding of the CV including suggestions for further refining and promotion of CV? .

5. Appendices The report may have a number of Appendices (i.e. a collection of supplementary material appended at the end of a report but not essential to the completeness of the report) may include maps and figures, tables, list of participants and any other materials

Further reading:

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Ostertag Galvez, C.F. 1999. *Identifying and assessing market opportunities for small rural producers.* Tools for decision-making in NRM. Cali, CO. International Centre for Tropical Agriculture, CIAT