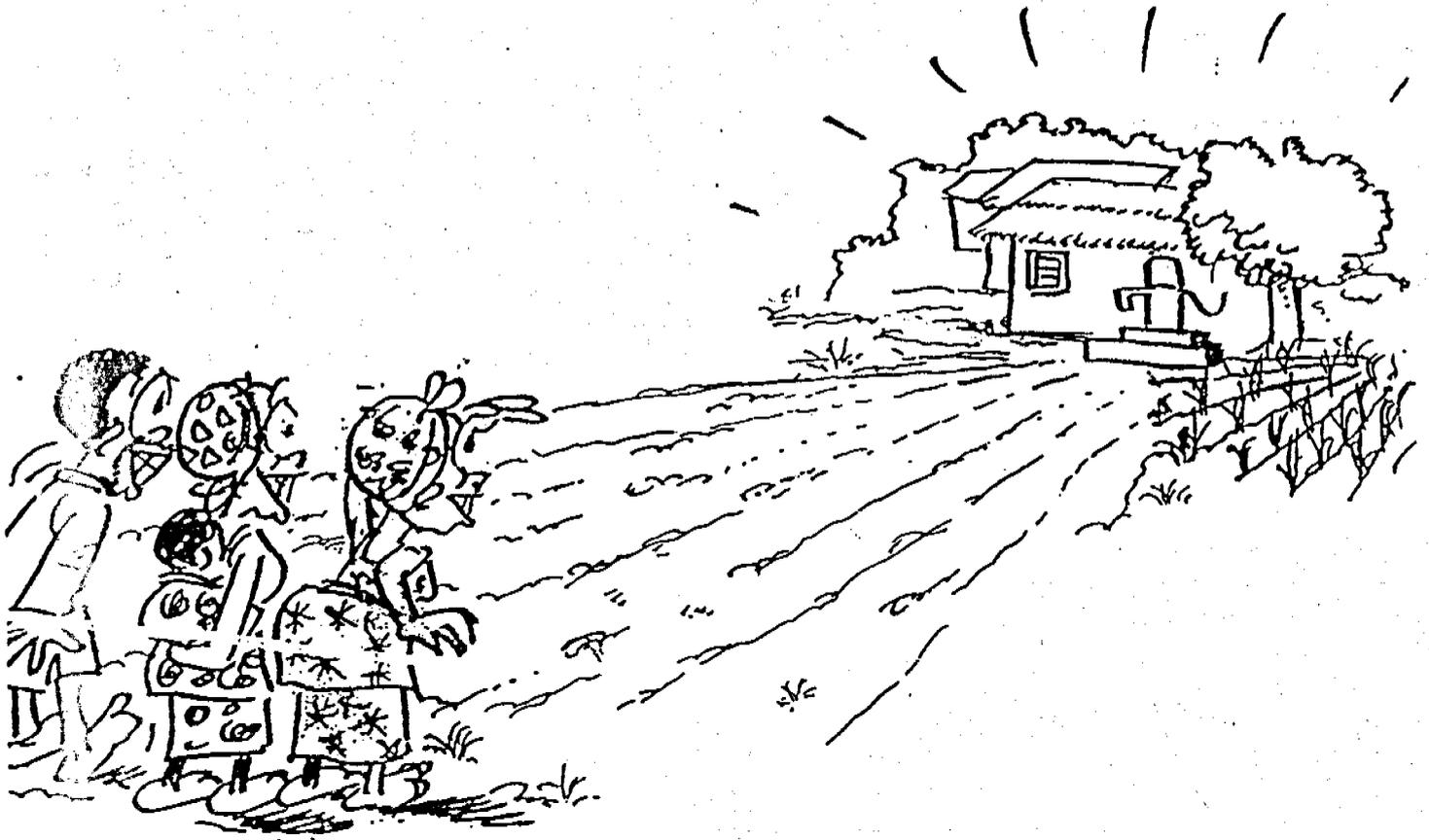


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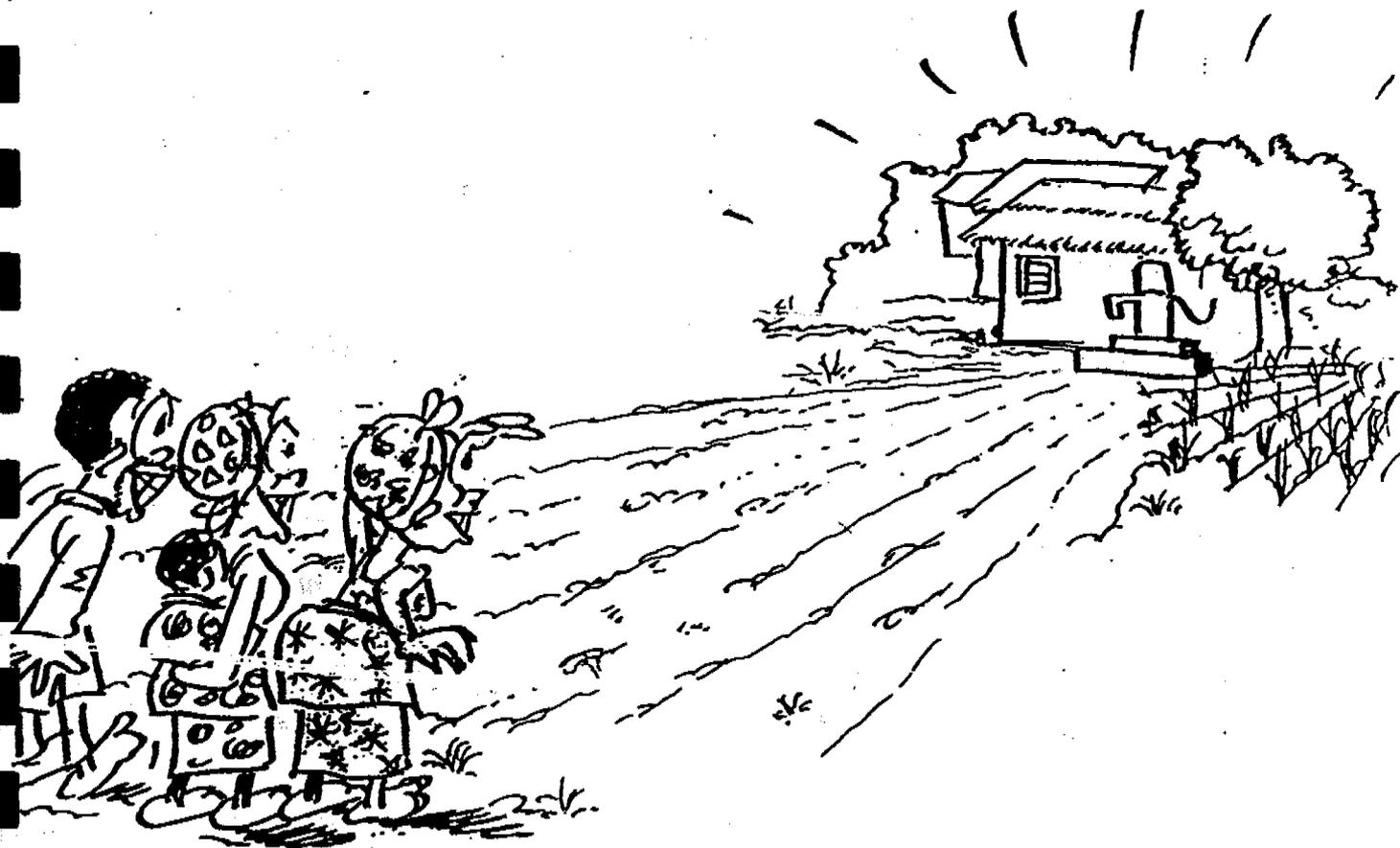
## WOMEN AND ENVIRONMENT

METHODS AND TOOLS FOR A SUSTAINABLE DEVELOPMENT

AFRICAN DEVELOPMENT  
BANK

PROWESS / AFRICA  
FEBRUARY 1992

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# WOMEN AND ENVIRONMENT

METHODS AND TOOLS FOR A SUSTAINABLE DEVELOPMENT

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AFRICAN DEVELOPMENT  
BANK

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FEBRUARY 1992

WOMEN AND ENVIRONMENT

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AFRICAN DEVELOPMENT BANK

PROWESS/AFRICA

FORWARD

This draft manual is the upshot of the ADB/PROWWESS/Africa Regional Workshop held in Abidjan (Côte d'Ivoire) in October 1991 on the topic "Women and Environment: methods and tools for sustainable development." It is the translation of the will of several development agencies and financing institutions to capitalize on the results of various methods of approach of women and their societies, to integrate them and utilize them effectively in order to attain by the 90s, the goal of lasting development.

The study is far from being thorough: several other methods and techniques which could not be addressed during the Abidjan Workshop will find a place in the wake of the exchange of views and consultations which this study will give rise to. I am referring more particularly to traditional and popular form of expression like the theater which is currently being used in many countries with rather satisfactory results. I also have in mind the considerable potential of modern communication techniques, when expediently used and rendered accessible to all, be they men, women or youth.

This draft handbook proposes a course centred not around specific lines on natural resource management and environmental protection, but rather on laying the groundwork for seeds that will germinate into knowledge and know-how on water resources, sanitation, agro-forestry, health and national health.

The African Development Bank and PROWWESS/Africa wish to thank all those who took part in the Abidjan Workshop, for their contribution and count on their availability to pursue this work which is at once stimulating and indispensable. They wish to thank in particular, the cartoonists who after so many PROWWESS Workshops in Africa are becoming familiar with the participatory approach. A special mention must be made of the young and talented Ivoirian humorist Jess-Sahbi, who is so clever in expressing in pictures, joys and mishaps which unfortunately, development experts tend to overlook.

TRAORE AMINATA  
Regional Coordinator  
PROWWESS/Africa

## INTRODUCTION

In the years to come, Africa will need all its human resources to take up a number of challenges overlooked during the last three decades and to stifle the environmental crisis, an insult added to the under-development injury.

In line with these circumstances, this manual is the by-product of an effort to explore and to put together various ways and techniques which could lead to a more effective participation of societies, especially of women, in efforts towards Africa's economic recovery and sustainable development. The initiative was taken by PROWESS/Africa's regional office, indeed, the office had noticed that methods and techniques which motivate and mobilize communities especially women in development actions, are still few and far between. The initiative was made concrete thanks to the African Development Bank's concern and financial assistance.

This manual aims precisely at:

- promoting a common stance and approach of the participation of african women and their societies in the management of natural resources and environmental protection,
- promoting the policy and dissemination of available and operational participatory techniques,
- contributing to the development of an african expertise in the area of participation of women and their societies in development.

The first version was prepared on the basis of the findings of the Regional Workshop held at the African Development Bank (in Abidjan, Côte d'Ivoire), from 14 to 18 October 1991, which brought together specialists in grass roots participation, research workers, project managers and representatives of donors. It was finalized by PROWESS/Africa's regional coordinator.

The methods and techniques proposed in this document are used in the context of several projects. However, the consultations and viewpoints which will ensue and the systematic monitoring of results steaming from these methods and techniques will with time help improve on this version.

THE PARTICIPATORY APPROACH: PRINCIPLES AND METHODS



- EXCHANGING VIEWPOINTS
- DISCOVERING
- IRONING OUT

ONE-WAY COMMUNICATION

CONVEYING A MESSAGE



# THE PARTICIPATORY APPROACH

## 2.1. PRINCIPLES

African languages abound in expressions which mirror the strength of hanging heads and of joining hands, according to a Bambara saying each hand, needs the other to wash it. Participatory development consists of harnessing this strength and fostering it. Its methods stimulate and develop group and individual capacities to analyze their own status, to take decisions, to make them materialize and to manage them.

Participatory methods lay emphasis on the individual(s) being focussed and the common target, not on the researcher (trainer, project manager or any other authority) and his knowledge.

In the context at UNESCO's population education programmes, UNESCO proposes an interpretation of classical methods and of active methods which when adapted to our concerns the following table:

METHODS	METHODS BASED ON THE TRAINER OR ANY OTHER AUTHORITY	METHODS BASED ON A PERSON OR GROUP OF PERSONS BEING FOCUSED
FUNDAMENTALS	Facts and existing or pre-established information	Requirements expressed by women and their societies
PROCESS	Conveying messages	Discovering clarifying and explaining links between cause and effects by community members
CONTEXT	Formal, well-structured (seats for participants, in rows facing the trainer)	Informal, haphazard and changeable seating disposition
TECHNIQUES	Printed matter, prepared in advance dealing with the subject to be taught	Various and varied techniques and aids: objects adapted to local realities: natural or locally manufactured objects, three dimension teaching aids, audio visual material
RESULTS	No outward reaction to messages	Sense of criticism of in the best of creativity and independent- minded cases and in most cases authority- dependent. Fragile results.

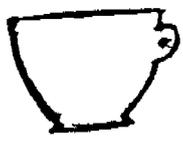
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Various SARAR activities including the cup exercise which helps participants to see clearly the difference between directive and non-directive approaches.

Though this method trainers should be able to arrange the following instructions in an order which indicates differences in degrees of direction or control starting with the most directive and ending with the most open.



FILL THE CUP TO THE BRIM WITH HOT COFFEE



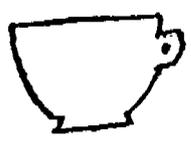
PUT SOMETHING INTO THE CUP



PUT SOME LIQUID INTO THE CUP



DO WHAT YOU LIKE WITH THE CUP



FILL THE CUP WITH HOT COFFEE

PUT SOME LIQUID INTO THE CUP



FILL THE CUP WITH SOME LIQUID

THE CUP EXERCISE

## 2.2 METHODS

### 2.2.1. GRAAP METHODOLOGY

#### (RESEARCH AND SUPPORT GROUP FOR RURAL DEVELOPMENT)

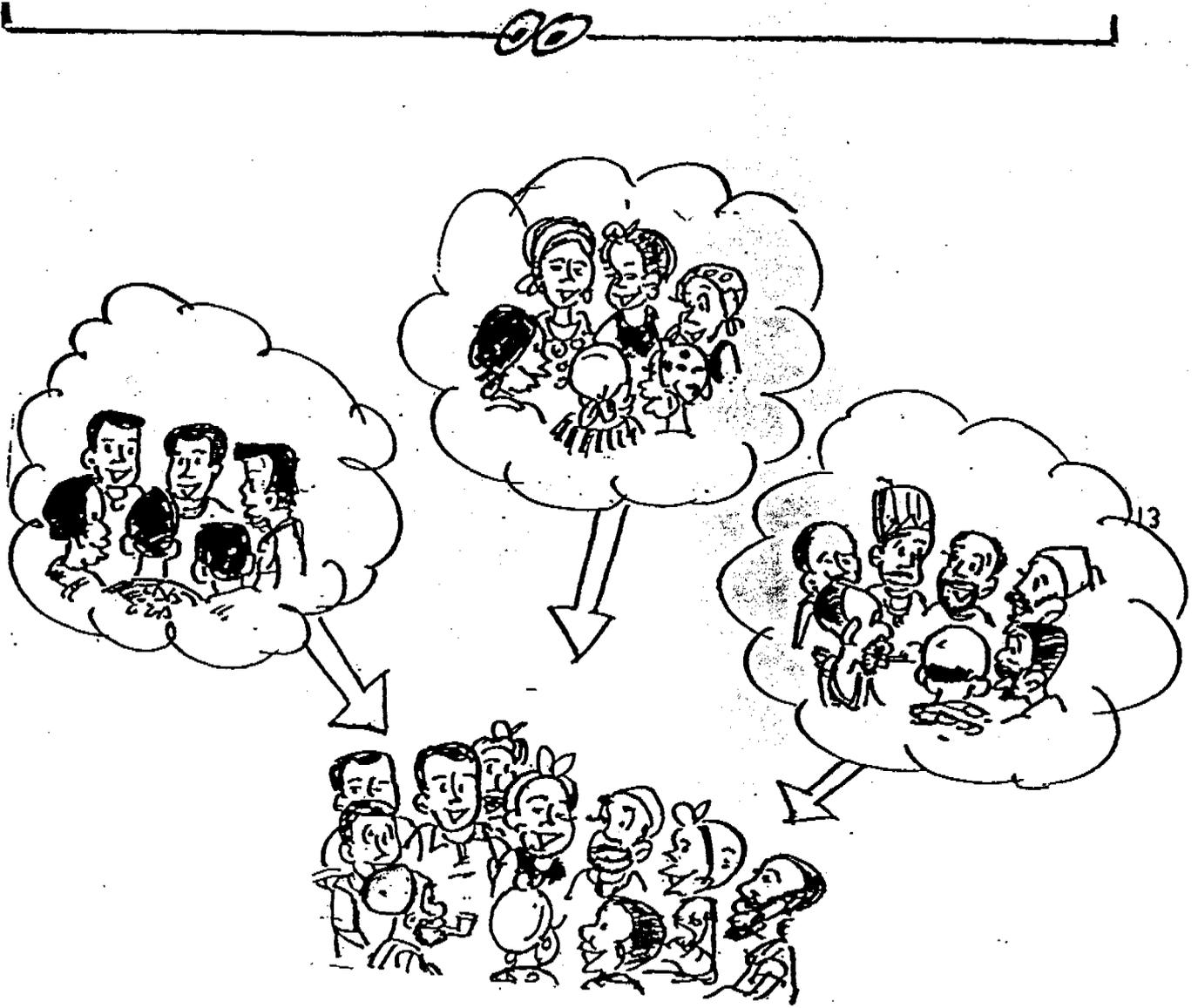
Most trainers and extension workers in West Africa are familiar with the GRAAP method which aims at self-development for rural communities.

In order to help trainers establish dialogue with the villagers, GRAAP formulated various educative series dealing with diverse development problems. The educative series usually make use of three items: the educational chart, drawings and an album or poster. The pictures are food for thought, they stimulate and accompany speech.

1. The starting point of the GRAAP method is giving free rein to speech: it is a privileged means of expression and communication in traditional african societies. Across social barriers, men, women, the young, the old, foreigners express themselves within homogenous and small groups addressing issues raised on a questionnaire. These issues start off spontaneous discussions among members of the sub-group on the situation to be analyzed.
  2. The second stage is arriving at a common stance vis-a-vis the situation, which is for as much as possible, real. Participants who expressed their views in the small groups may now air their points of views to the gathering. the situation so described is comparable to situations which were prevalent in the past and which exist in other villages or towns. the drawings help to illustrate these situations.
  3. The third step of the GRAAP method is an examination in concert, of previously illustrated situations with a view to laying bare causes and consequences. The inter-relation which the community establishes between the consequences and their causes orientate the decisions taken and the courses of action to be followed. Reflection is maintained by displaced images.
  4. The next step is basic training: this enables the community to understand the causes of the phenomena and corrections between them. This training is based on what the community already knows and this knowledge is widened by further scientific knowledge.
  5. Step five is the action phase: the community makes enquiries about possible environmental actions, by contacting other communities or technicians. They plan short, medium and long term actions and define priorities.
- At this stage pictures help the community to see and grasp realities which are too small, too big, out of reach or hidden.
6. The next step is technical training which might be necessary for some community designated persons and which is given either by holders of traditional know-how or modern technicians.
  7. the seventh and last step is organizing action at village, inter-village regional and national levels.

Madame Maddy Annick who introduced GRAAP to Workshop participants makes use of the method in an Abidjan health project (in Marcory's Attiekoube and Anomabo districts) and she arrived at a very high level of participation of illiterates, including women.

In the context of a PROWESS/Africa assessment of the adult training methods used in Senegal, Aminata M'Bengue mentions the GRAAP technique among the educative techniques used in the ACOPAN project. She gives a very brief introduction of the series "living in a green environment."



Example: Living in a green environment - The GRAAP method "living in a green environment" is based on a comparison between the environment of yesteryears, that of today and that which will emerge. On analyzing the consequences and causes of changes that have occurred, it has been possible through research to highlight the influence of human activities on the environment and to identify actions which may be conducted to improve the situation.

We need trees in our lives

Another study catalogued all the uses of trees and in that way, defined the important role they play in the people's daily lives and in protecting the environment. For each forest species, problems relating to availability are examined in relation to the villager's requirements; the aim is to plan activities which will guarantee their regeneration, protection and will ensure a rational use of the various species.

Mastering our environment

This study should help villagers understand their environment through a combination of actions which should lead to a wise use of their land.

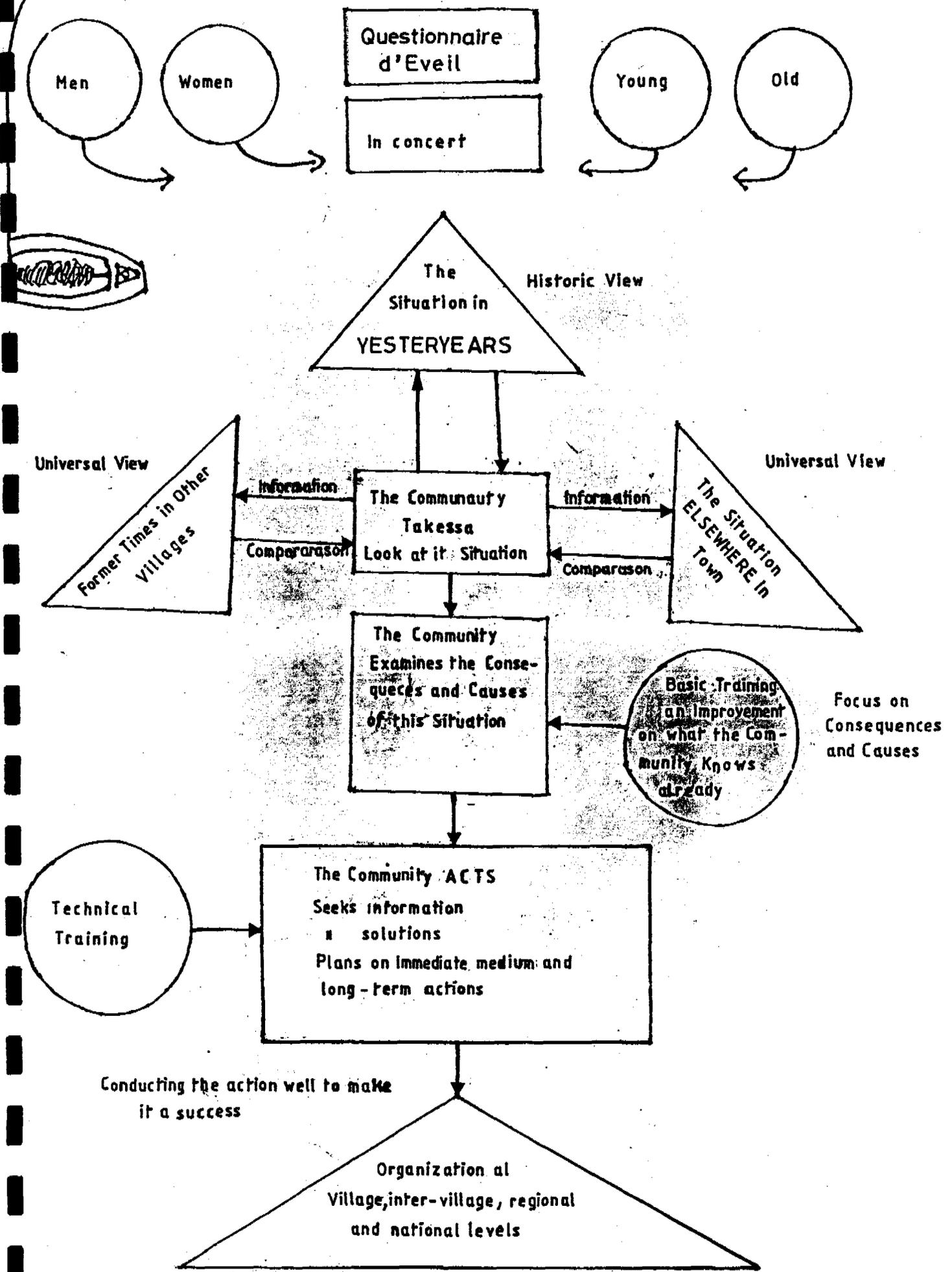
These actions include not only agricultural activities but also pastoral and forestry activities which may be implemented in family plantations.

Each of these studies gives rise to two or three village meetings, the first study is put into action during the first year, the second during the second year and so on, depending on the reactions of the people to the topics addressed.

Other than these studies, the extension programme make use of charts with basic information which should enable villages to understand better the environmental phenomena: the tree's cycle, the earth's cycle, retaining water and earth. A series entitled "A better utilization of firewood" has been formulated for the use of improved stoves.

In her manual entitled "Tools for community participation : a manual for the training of trainers in participatory techniques", Lyra Srinivasan shows how through the SARAR, trainers can arouse creativity, and cultivate self-confidence among learners.

GIVING FREE REIN TO SPEECH  
AWARENESS QUESTIONNAIRE



Extract from the chart "CHEMINEMENT PEDAGOGIQUE" GRAAF Bobo Dioulasso



# SARAR ACTIVITY ANALYSIS GRID

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ACTIVITIES	EMPHASIS							MATERIEL	
	Centred on the Message	Development	Creative	Investigatory	Analytic	Planning	Informatory		Yes
Story with a gap		•			◐	◐			
Flexis		•	○	◐	◐	◐		☐	
Three Pile sorting Cards		•			○			☐	
Health Game	•				◐		○	☐	
Resistance to Change	•				◐		○	☐	
Figurines ( GRAAP )		•	◐	◐	○	◐		☐	
Johar's Window	•			○	○			☐	
Womens Role in the DIEPA		•		◐	○			☐	
Picture Boy	•				◐		○	☐	
Case Study		•			○	◐			

FORMALATED DURING THE REGIONAL TRAINING WORKSHOP

HELD IN OUAGADOUGOU ( BURKINA FASO )

2.3 THE ECOLE NATIONALE D'ECONOMIE APPLIQUEE (ENEA)  
(The National School for Applied Economics) Approach

The ENEA approach arouses our interest in so far as it mirrors the will of a national training institution with a regional calling, to call to question educational programme and to establish the easiest possible relations with grass root communities. PROWESS/Africa has besides been commissioned to identify and back such efforts.

The ENEA in Senegal was established in 1963 and is made up of six colleges that train planning and statistics engineers, development and extension officers, cooperation supervisors, educational mediators.

ENEA has a department of applied research responsible for formulating communication methods and techniques together with grass root organizations, local groups and rural enterprises.

In 1980, ENEA acknowledge the limitations of the directive and technocratic approaches and undertook to redefine learning skills which advocate a rural centred development process. This gives trainers the opportunity to actually participate in field development activities and to contribute through applied research, to the improvement of methods and techniques to be implemented in rural areas.

Teaching trainers how to communicate and negotiate with rural inhabitants is the objective of these educational methods. First year training is devoted to establishing a dialogue between ENEA, the people, and the extension workers so as to put forward a concerted diagnosis. Emphasis is laid especially on listening to rural dwellers.

The wealth of information collected is processed and translated into pictures on well-built portable screens. the screens make it possible to organize during year two, a read-out of stored data to all local development sectors. This is an opportunity to converse with the people and establish a two-way communication pattern, on realities.

Rural dwellers can then assert, invalidate, supplement or modify the pre-diagnosis which was submitted to them. A local development plan on which all give their opinion is then defined.

During the third year, in concert with the populations and the village extension workers, the trainers craft economic development projects based on rural life logic. Cheick Ba illustrates this course in the chapter on local planning.

## REMARKS

Discovering and analyzing participatory methods and techniques to be promoted in the national resource management and environmental protection project cycle was preceded by a socio-ecologic and economic analysis of the context in which they should be used.

In that perspective, PROWESS/Africa's Regional Coordinator in her workshop speech underpinned the dangers facing african ecosystems and national resources, including water. She then underscored the advisability to develop from PROWESS teachings, an approach and techniques applicable to other sectors especially agriculture, forestry, primary health care and she concluded her paper by laying emphasis on the relationship between notions of durability, human development, a judicious management of natural resources, environmental protection and the urgency to interpret them in the light of african realities presented in a ground work document to this manual.

The Water and Sanitation Group for West Africa made two types of contributions. Its Director Alain Locussol pointed out the institutional and financial constraints which limited the effects of the United Nations Decade on Water and Sanitation and which should be lifted in the 90s to make drinking water accessible to all and to foster healthier surroundings.

Robert Roche underlined the urgent need to develop methods which could vouchsafe the durability of the results obtained and their replicability in the context of national programmes. He also stated that the UNDP/World Bank programs attach particular importance to the establishment of a network of african specialists in participatory methods and techniques for grass root management of AEPA systems. He finally suggested that the workshop address more specifically, methods and tools which seem operational in the following areas:

- collecting together with communities basic data on priority requirements;
- establishing dialogue with communities especially in the assessment of their requirements and in an effort to improve AEPA systems;
- planning and decision taking; and
- assisting the communities equipment to use and management.

The arrangement of the ensuing sections replies to the concern to provide appropriate methodological answers that can be mastered by participants of different levels.

HOW TO APPROACH WOMEN IN A CULTURALLY APPROPRIATE WAY

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## 2. APPROACHING THE COMMUNITY AND COMING CLOSE TO ENVIRONMENTAL REALITIES

### OBJECTIVES

Establishing dialogue in a culturally appropriate way, with the community in general and women in particular.

### RESULTS

Excellent or at least good communication and relationship in preparation of the various stages of the participation of women and their communities in projects implementation.

### PROGRESS

- lending a ready ear to the requirements of the community; these can be transmitted either by local officers, non-governmental organizations (NGOs), development agents, or managers of regional departments, etc;
- informing administrative authorities and local officers, of your visit and agreeing on a date for meeting community workers;
- meeting the community at the scheduled time and venue, properly attired (especially if the agent is a woman);
- seeking the support of a credit-worthy person belonging to the area and speaking the local language in so far as it possible;
- avoiding to demand the presence of women in the preliminary meetings if they are not present; with permission from village officers, meeting them where they are and where they feel at ease; and
- spending several days with the community, if possible.

### TECHNIQUES

Participatory remarks and participation in activities and current events are advisable during the initial meetings.

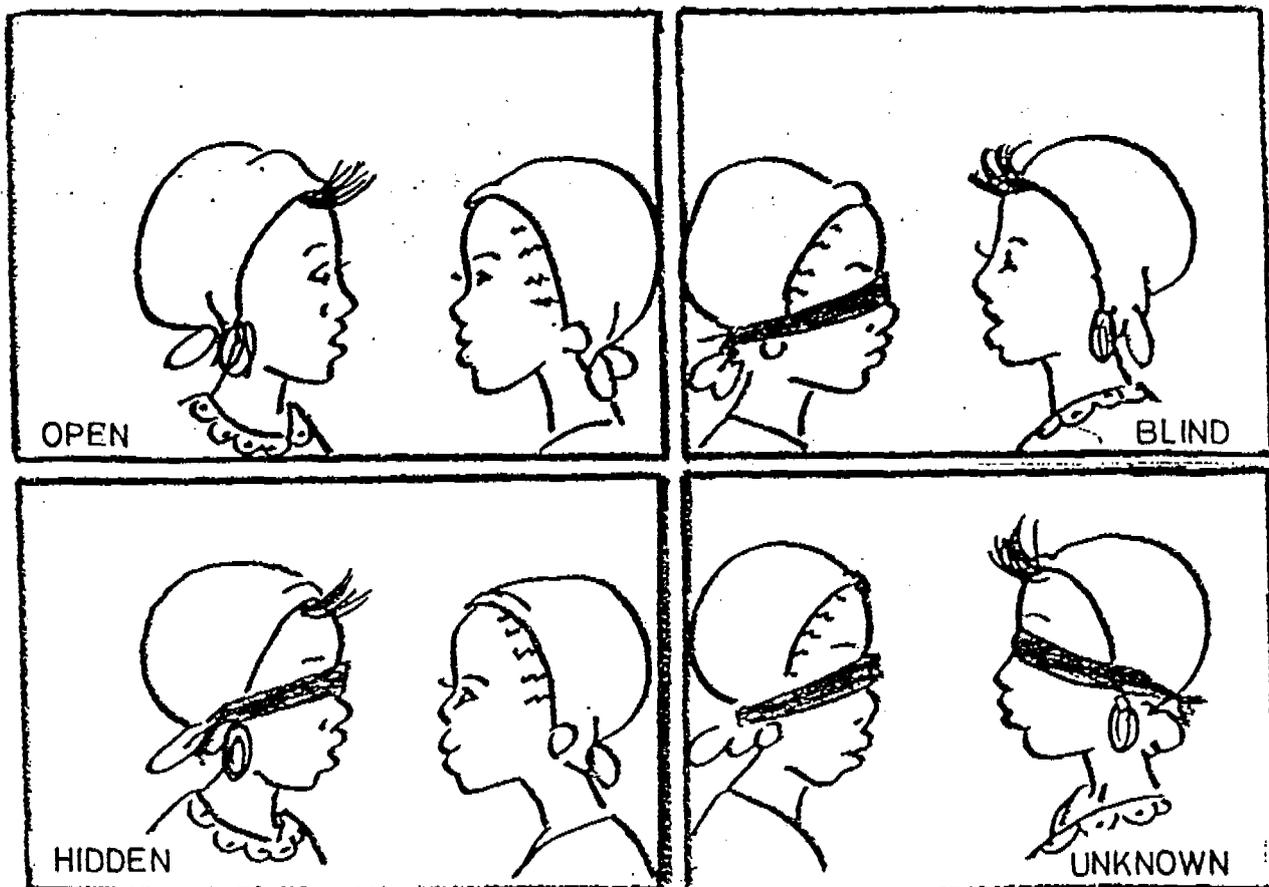
2.1 APPROACHING THE COMMUNITY AND ENVIRONMENTAL REALITIES

2.1.1 PRINCIPLES

In practice, most trainers are disconcerted when they decide to establish initial links and dialogue with a community. All the other stages of a project or program depend on how relations are established and on the quality of these trainer-community relations which need to be positive.

Johari's window is a SARAR training activity designed for trainers to facilitate communication between field workers and community members by creating greater awareness of the varying degrees of inter-personal communication.

JOHARI'S WINDOW



Taken the time necessary to establish relations of confidence with the community by spending several days with it if possible:

- wearing appropriate clothes. For instance, a lady extension worker who goes to some village in Mali or Senegal in trousers will be given less respect than one dressed in the traditional gown. Likewise, the traditional gown may be too formal in a village in Burkina Faso, in which case a cloth wrapper and a simple top will be more suitable;
- being punctual;
- involving oneself if any current event and inquiring about any current problems; and
- knowing how to put community members at ease without giving away too much information and without raising expectations.

In most communities it may not be easy to meet women and it is difficult to request their participation in these preliminary exchanges.

According to the experiences of participants to the Abidjan Workshop it is advisable to request their participation through the men, especially the head of the family who know when to ask. When the extension worker is a lady, working with women is much easier.

If circumstances allow for communication with women, it is better to meet them where they are and where they feel at home: in their compounds, at the plantations, around taps and in the markets.

Men may sometimes ask to take part in women's meetings. It is advisable to leave them the choice by asking them as skillfully as possible to allow the women to express themselves. In Mali (certain villages), Burkina Faso, and in Senegal, women's groups ask for male representatives in their organizations. These men are jokingly known as "men-women" and act as a bridge between the women and the men or the administration.

Some "experts" do not take kindly to these forms of organizations where men are asked to participate or get involved at the request of the women themselves, in actions which theoretically should concern women only.

COLLECTING BASIC

## DATA COLLECTION

Data collection and the identification of priority requirements of the community and of women.

## PURPOSE

- Grasping the community situation and that of homogenous groups in order to highlight community requirements and those specific to women.
- Getting the community especially women involved in the collection of data and in the analysis of problems relative to their environment.
- Identifying priority requirements which will uphold the community's motivation to manage natural resources and protect the environment.

## RESULTS

- Awareness of environmental realities and sharing information on them with the community.
- Knowing more about the views and sensibilities of the populations and on points for action.

## PROGRESS

- Collecting and processing data falls in line with the mutual recognition process emphasized in the previous chapter.

- preliminary encounters will have made it possible for trainers to familiarize themselves with the most appropriate way of approaching men and women and involving them in participatory research.

## TECHNIQUES

- participatory probing
- individual and or group interviews
- village map
- Sarar's pocket charts

2.2. COLLECTING BASIC DATA WITH WOMEN AND THEIR COMMUNITIES AND IDENTIFYING PRIORITY REQUIREMENTS

The community's awareness of the realities of their locale is a decisive step in any participatory development process. It is a step which the extension worker or any other trainer and the community should take. As soon as the requirements and real life experiences of the community become a focus, defining methods and tools which can be of use to its members and which they will master, is a necessity.

Collecting and processing data, which are the first step of community participation, is pursued throughout project implementation and it then becomes a follow-up and assessment tool.

How can the people become involved in the collection and analysis of data relating to the physical, human and socio-economic atmosphere?

2.2.2. THE PROCESS

Participatory probing should not necessarily involve the entire community. However, the community should be kept informed of the presence of trainers in their locality and of the type of the work that will be done.

In most communities there are holders of information who speak on behalf of all, while others can supplement their points of view. In practice, the latter can face the rest of the community and encourage them to express themselves. Some topics are taboo in public and not all members of every social strata can freely air their views in plenary sessions. Other meetings with homogenous groups make it possible to cross-check information and analyze them. For instance, in their homes, where they work, (farms, markets, public taps) or in their usual meeting places (in someone's compound, or during social ceremonies) women may express their views to someone who inspires confidence. These are appropriate moments to listen to details on family structures, the roles of the sexes, access to resources (land, water, credit, equipment, resource management, child education, health, etc.).

In the process, the worker's role is basically to facilitate and arouse reflection by using if necessary, appropriate aids and materials.

### 2.2.3. TECHNIQUES

It is possible or even desirable to combine various methods and techniques. Several factors should be taken into consideration in the choice of these methods and techniques:

- the area of action (rural, urban, peri-urban, areas with sedentary or nomadic populations)
- socio-cultural and religious realities (visual aids for example may capture the attention of populations in certain environment but may seem childish to others;
- the age and literacy level of community members;
- the experience and competence of the extension workers.

The various methods which were addressed during the Abidjan workshop use various techniques and tools in the area of data collection with the participation of women and their communities.

### THE VILLAGE MAP

The village map makes it possible for community members to draw a map representing their environment using three dimensional objects. Houses, forests, grazing land, water courses, cropped areas, infrastructure and equipment, roadways and human activities are illustrated in the map.

In milieux where women can sit with men, the map reflects the viewpoints of the entire community. Women may create a map which when compared to that drawn by men gives more overall picture of the situation. Generally the map-makers discuss, agree on representations and on the constituents of their environment. The extension worker's role consists of observing and taking note of comments and explanations which accompany the map-making process.

THE FLEXI-FLANS

The members of the community can themselves recreate their environment with the help of paper cut-outs of human figures of flexi flans, placed on a flannel-covered board.

This SARAR activity is a powerful means of expression especially when working with a group of illiterates as they can express themselves by using a wide range of flexi-flans.

Traditionally, the same type of information can be obtained through survey charts known as village charts which are useful for the trainer but not necessarily so for the populations whose participation is limited to answering questions asked by the researchers.

THE RAPID RURAL APPRAISAL METHOD (RRAM)

ENEA research workers like those of the RUSAFIYA project used the RRAM in their environmental study.

The RRAM is based on a profound research worker/population interaction and on pluridisciplinarity rural situation are so complex that the demand a multidisciplinary approach. Tools as well as basic assumptions are forever being reactualized in the light of problems encountered in the field.

SOME TOOLS AND TECHNIQUES OF THE RRAM SURVEY

The RRAM comprehends reality in different perspectives and with different tools:

- semi-structured individual or group interviews of resource persons;
- participatory observation;
- village maps;
- the Venn Diagram;
- seasonal calendars to be used by labor force; and
- classification techniques.

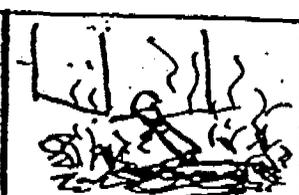
### IDENTIFYING PRIORITY REQUIREMENTS

Some of SARAR's techniques may help to improve on the data collected and define priorities; the pocket chart is one of them; it enables members of the community to vote for options and to count the votes themselves.

### POCKET CHART

As the term indicates, this tool consists of rows of pockets, usually four to six horizontally and six to ten vertically. A set of pictures is attached to the top row of pockets. These pictures represent areas on which data is needed, such as different sources of domestic water supply (river, pond, uncovered well, pump, etc.). If desired, pictures can also be attached down the left hand side to indicate other variables, such as different population groups of men, women, children, who use the options. When using the pocket chart with villagers in a group meeting, six to ten volunteers may each be given a voting or some substitute item to be placed in pockets in the top row to indicate which options the volunteer's family normally uses.

ILLUSTRATION OF POCKET CHARTS

			
Head of family 			
Tenant's 			
Housewife 			
SERVANT 			

LOCAL LEVEL PLANNING OF NATURAL RESOURCE MANAGEMENT  
AND ENVIRONMENTAL PROTECTION

PURPOSE:

- identifying solutions and planning with various social categories (Women, men, the young, the old, craftsmen) who also assess the material and financial resources to be mobilized.

RESULTS:

- solutions arrived at by and with the populations especially the women and a work program which is a reply to their requirements and which is adapted to their capacity to finance and maintain equipment.

PROGRESS:

- identification of solutions by women and their communities
- harmonization of regional and national objectives in the area of natural resources and environmental protection
- assessment of local and external resources to be mobilized and constraints to be lifted.

METHOD AND TOOLS

- village or area map
- story with a gap
- field forces analysis
- GRAAP
- sequences of change (Enea)
- group discussions

## 2.3 LOCAL LEVEL PLANNING

### 2.3.1 THE PRINCIPLES

The integration of participatory research data into the total planning process is a decisive phase in the evolution of development projects and programmes. Collecting and analyzing data makes it possible for community members to put facts in perspective and sometimes to establish links between them. Planning makes it possible for them to participate in the search for solutions and in planning these solutions.

### 2.3.2.

Like participatory research, local level planning should not necessarily involve the entire community. When the community is not divided by a serious clashing of interests, there are usually representatives designated to take decisions and later to inform the rest of the community of these decisions; One can generally assess the needs of the community through these spokesmen, village heads or extension workers. They know how to explain these needs to NGO's, administrative departments and donor representatives.

Extension workers and village spokespersons are not always of the female sex though specifically feminine requirements are increasingly being taken into account: mill decorticators, taps, etc.

During local level planning, techniques which allow for a confirmation of interest in the chosen solutions, for participation in the choice of sites to be equipped and in the evaluation of resources to be mobilized, should be introduced.

Depending on realities, local planning can be carried out by groups of men and women, commissioned by the community or according to sex or age. In this latter case, pooling and comparing results highlights the common or specific nature of actions to be undertaken.

### 2.3.3 TECHNIQUES

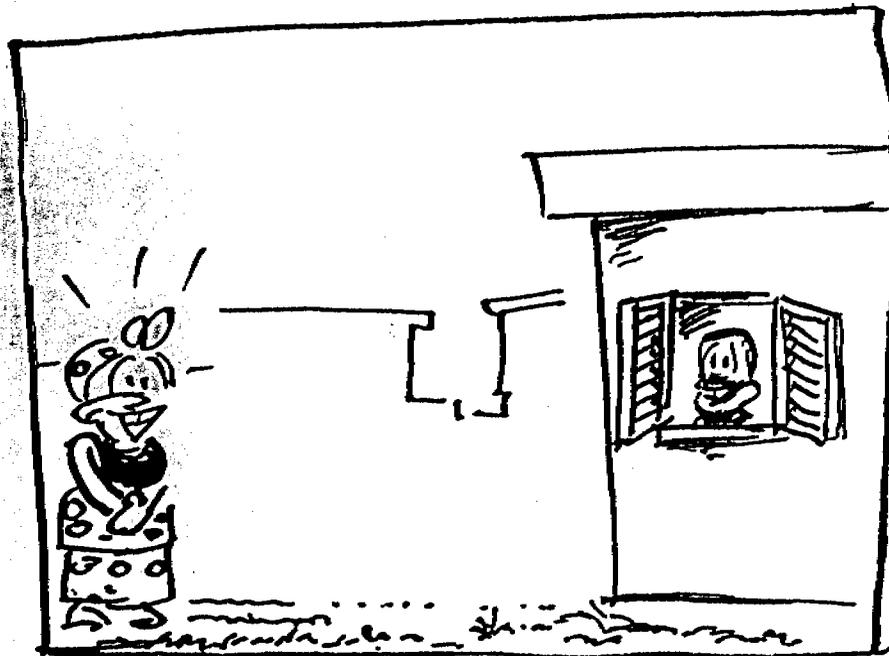
Various tools based on a comparison between the past, the present and the future are used in this area. Pictures which illustrate situations are shown to community members who notice the differences and think of solutions and means which should help them create the best situation.

- The GRAAP pictures are placed on a flannel-covered board can be moved around and in the process provide community members with food for thought.
- SARAR's flexi-flans can also be used in visualization of situations to be analyzed and improved.
- The most common tool used by PROWESS/Africa not only in training workshops but also on the field is the story with a gap which gives excellent results. Two large posters, one which shows a "before" scene (a problem situation) and the other an "after" scene (a greatly improved situation). These pictures drawn by local artists represent environmental data recognizable by the community. The community analyzes all the elements of the "before" situation and seek solutions with the aid of smaller pictures showing some of the steps which could be taken in moving from problem to solution (see drawing on next page).

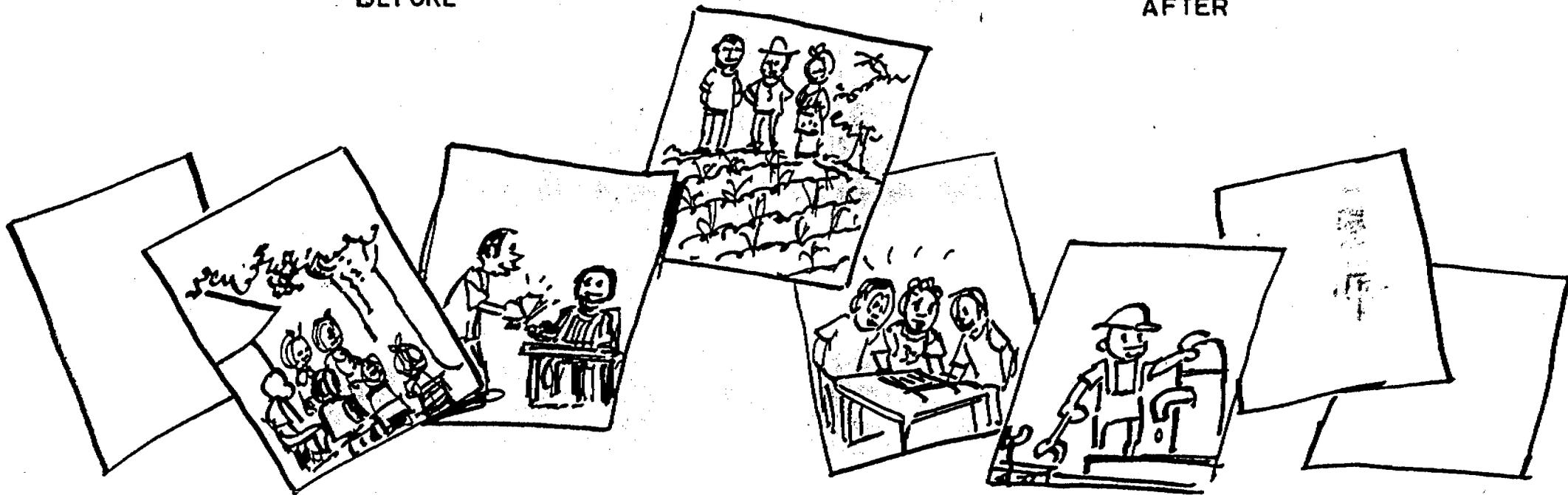
# STORY NITH A GAP



BEFORE



AFTER



There are three main challenges to take up in the area of community participation: women, planning and development actions.

- How can one create a link between locally found solutions and regional and national development plans?
- How can one ensure that specific requirements especially those of women are taken into account in higher spheres?
- How can one encourage popular participation in the mobilization of material and financial resources which any change requires?

Answers to these questions will not only be found through methods and techniques, no matter how good they are. Answers depend on the will of national policy-makers and the willingness of donors to support grass root solutions. Consequently, initiating policy-makers and national departmental heads and their bilateral and multilateral partners into the participatory methods seem indispensable.

#### 2.3.4. A LOCAL-LEVEL PLANNING EXPERIENCE WITH ENEA

Concerned about a better management of their land, two members of a village organization contacted ENEA. An enquiry carried out among various social groups (men, women and the young) made it possible to assess the attitude of the entire community to a project for change.

Village extension workers, chosen by the community, participated in the analysis of constraints, in the definition of objectives to be set and in the identification of existing support structures.

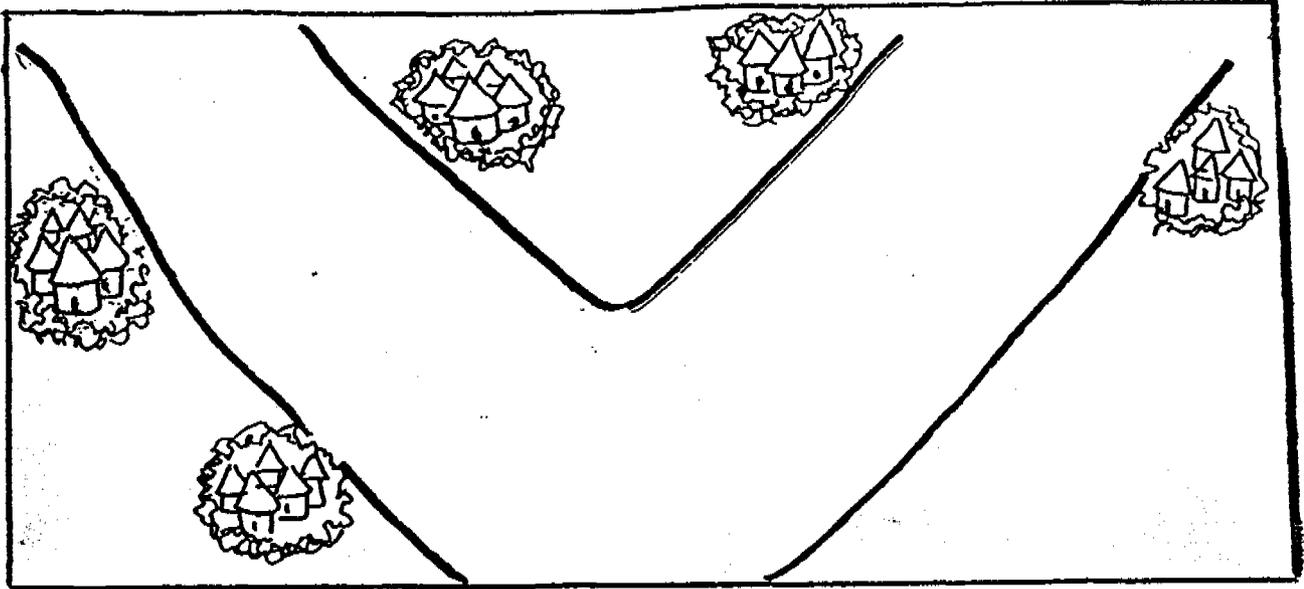
#### METHODOLOGY AND PREPARING AIDS

Data collected by extension workers is illustrated with the help of pictures and is presented in a way that focuses the entire process which led to the current situation. Extension workers conduct meetings which help the populations to identify and display on the boards:

- the "before" situations
- the current situation (problems and causes); and
- the trends.

This leads to a serialization of the situation and a factual sequence. The illustrators who belong to the milieu draw pictures following the recommendations of the population and they can be strict about their recommendations "if you draw something we have not suggested, we'll never be able to use these display boards".

BEFORE SITUATION



VILLAGE LOCATION



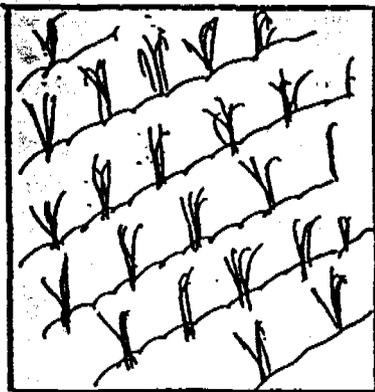
ABUNDANT RAINS



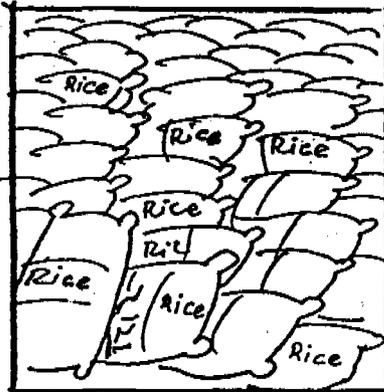
DENSE VEGETATION



ENOUGH WOOD



RIDGING



RICE IN ABONDANCE



GOOD CATCH

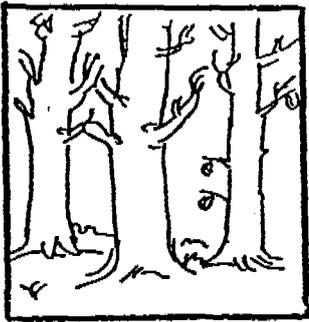


STAYING IN THE VILLAGE



PEOPLE ARE WELL

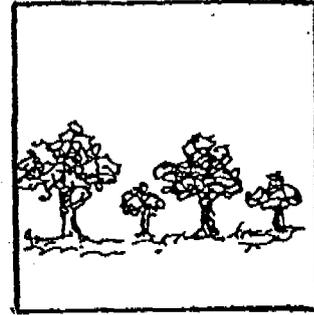
CURRENT SITUATION



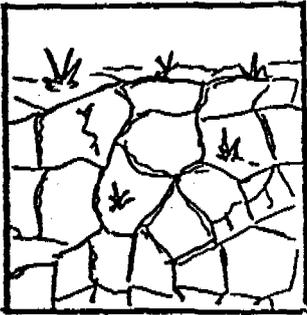
RAINS ARE SCARCE



DEFORESTATION GOES ON



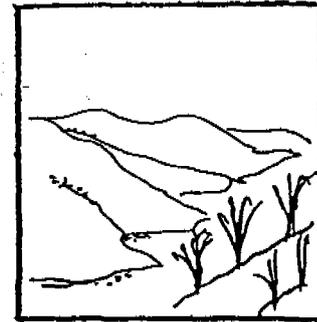
SPARSE VEGETATION



THE SOIL IS CRACKING UP



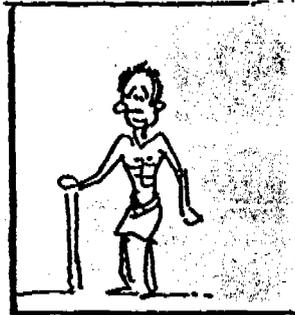
SANDL GAINING GROUND



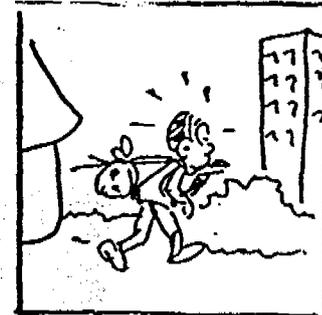
Salinisation



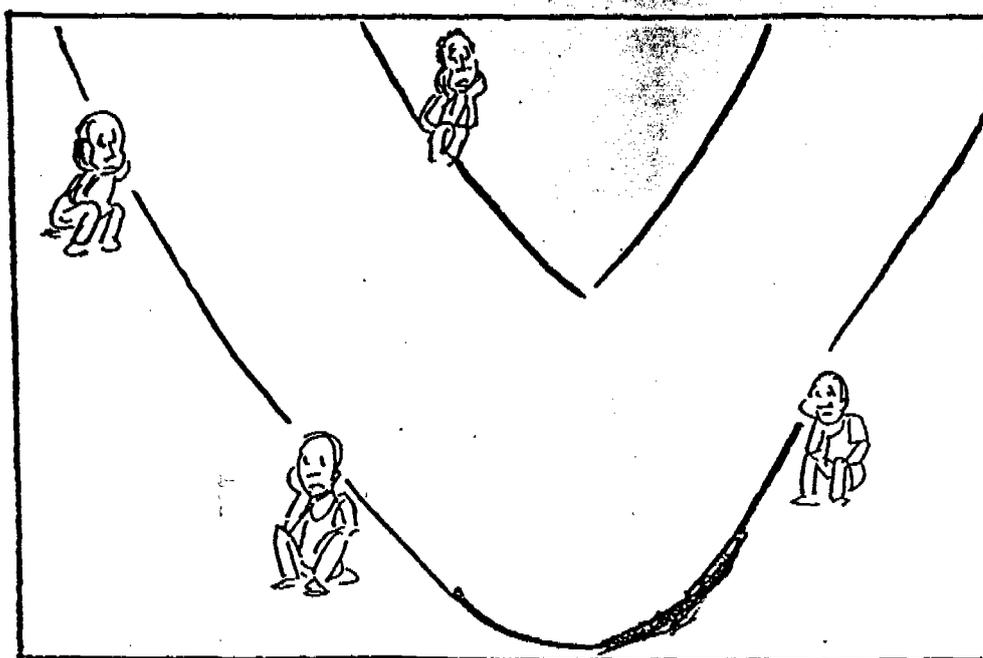
DECREASE IN PRODUCTION



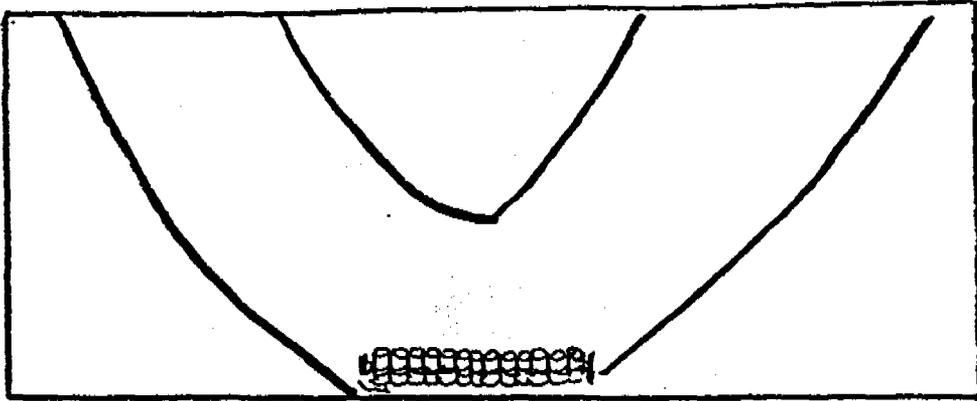
MALNUTRITION AN DISEASES



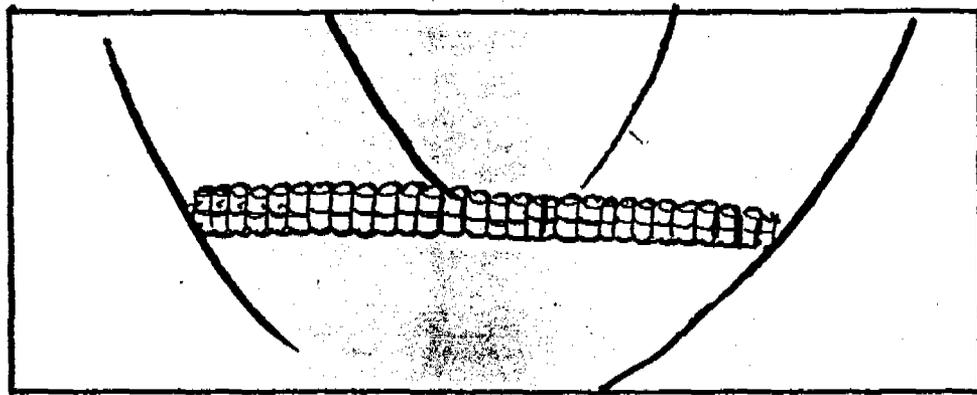
OUT-MIGRATION



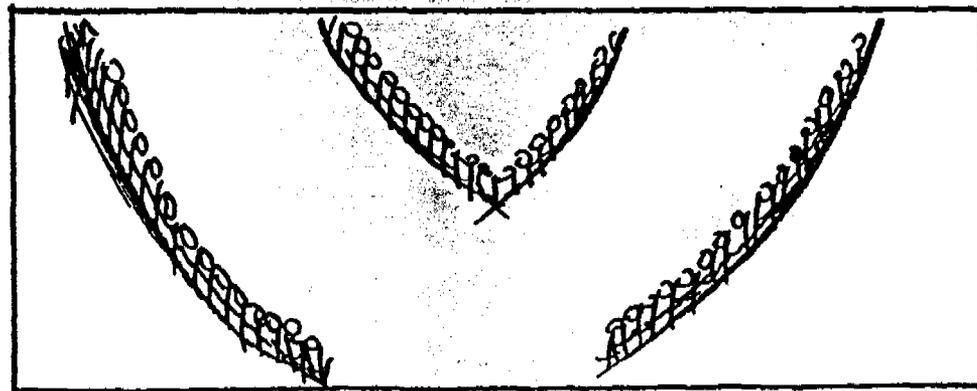
WHAT DOES ONE DO DOWN HERE IN THE VALLEY ?



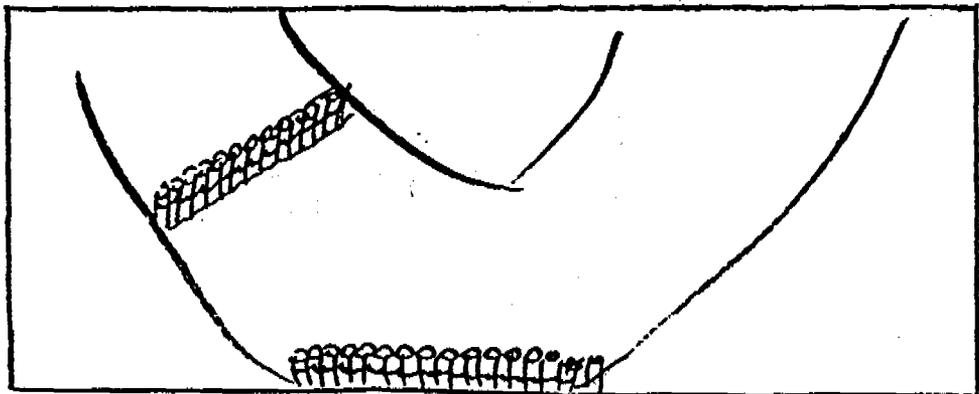
FIRST DAM



SECOND DAM

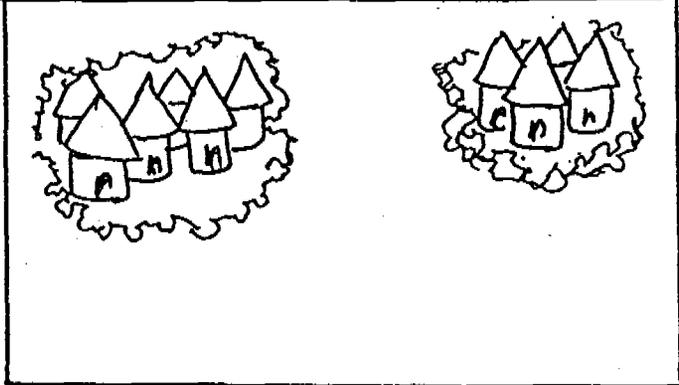
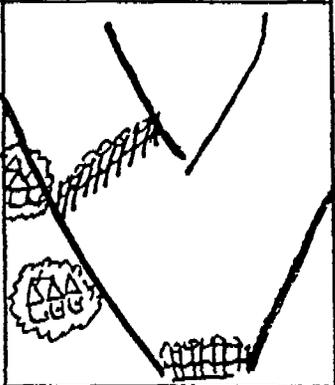
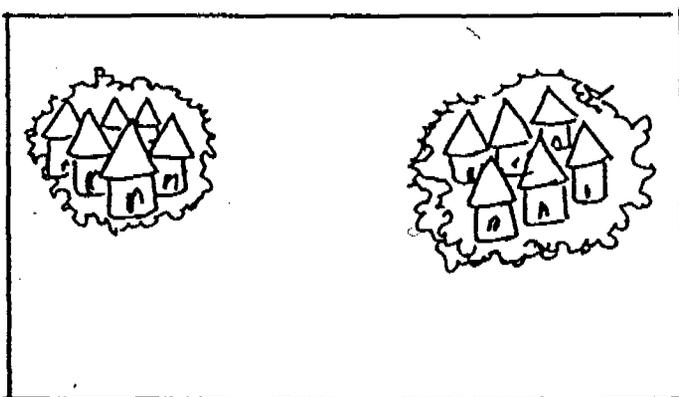
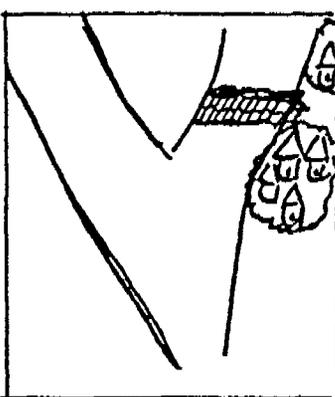
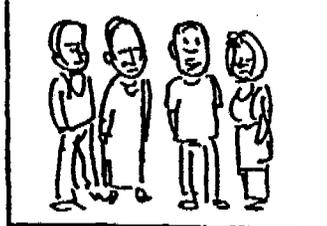
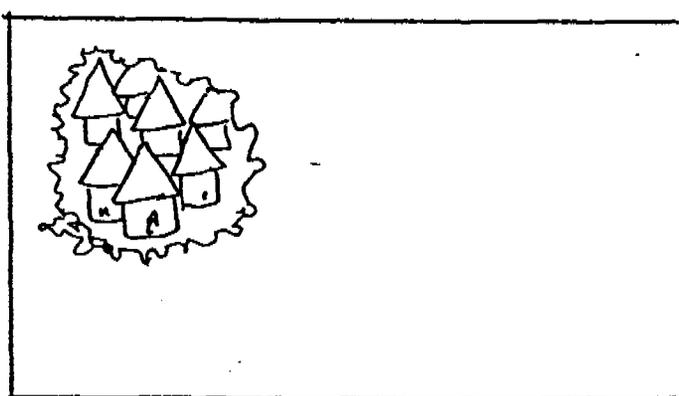
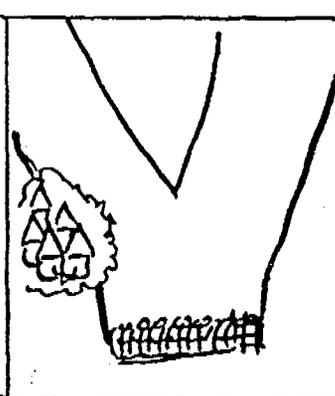
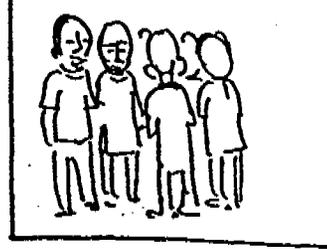
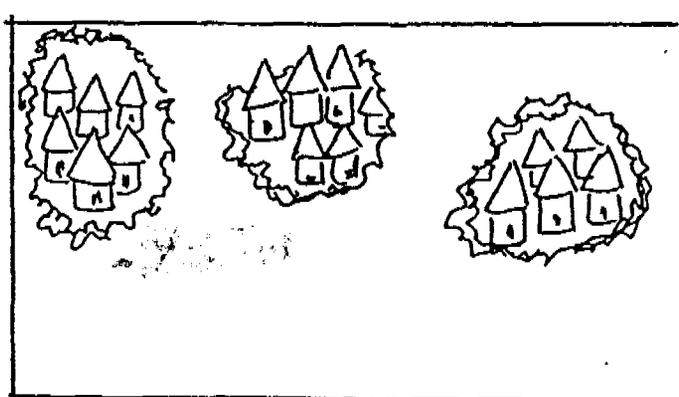
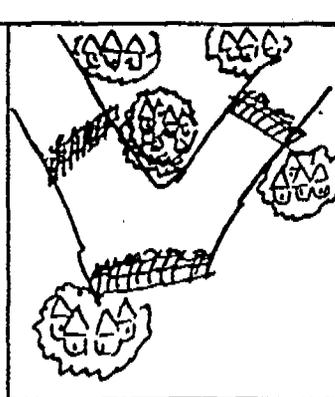


EROSION CONTROL DEVICE



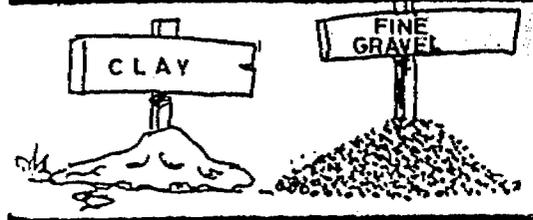
THIRD DAM

# MANAGEMENT COMMITTEES

MANAGEMENT COMMITTEES	VILLAGES	SITUATION
		
		
		
		

ACTORS

ACTIONS



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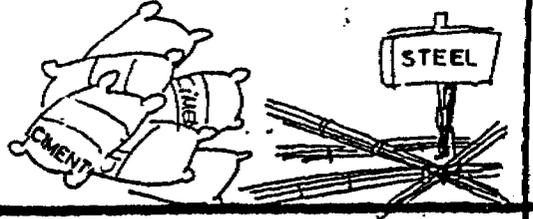
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				x	
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			x	x	x
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				x	x
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**PROJECT IMPLEMENTATION**

## 2.4 PROJECT IMPLEMENTATION

### PURPOSE

Strengthening the capacities of extension workers, institutions, community members, especially women.

- Changing the populations attitudes and behaviour, teaching them new techniques.
- Implementing infrastructure and acquiring basic equipment, which are in conformity with the people's requirements and their capacity to manage and maintain them.
- Maintaining and replacing infrastructure of equipment and environmental protection.

### RESULTS

Mastering of the mechanisms of the participation of women and their communities in natural resources and equipment management, by extension workers.

- Meeting the drinking water, food, wood and primary health care, etc. requirements.
- Improving the socio-economic and health situation with the participation of the community especially that of women.

### PROGRESS

- Creating or giving impetus to local participation structures
- Training and retraining field workers and villager extension workers
- Training of technicians in the participatory approach and in the formulation of programmes comprising social components as well as the technical components of actions to be conducted
- Mobilizing of financial resources or any other form of community contribution according to its means
- Technical and financial support in consistence with the water, food and wood etc. requirements
- Construction and various forms of development: sites, water taps, forests etc.
- Community participation in equipment maintenance.

### TECHNIQUES

These are as diversified as the projects and programmes to be implemented and depend on the set objectives.

- Production and use of educative, visual and audio-visual aids in accordance with the specific needs of the trainers or village extension workers and community members.
- Extension and educative activities for small groups, households and individuals according to the best suited terms.
- Visiting similar projects and exchanges with other communities.

## 2.4 PROJECT IMPLEMENTATION

### 2.4.2 PRINCIPLES

The project implementation phase is the culmination of previous efforts and the phase during which assumptions and methods are confirmed or invalidated. There are as many types of results as there are requirements to be satisfied. In the perspective of human development, the most appropriate success criterium is satisfying the needs expressed by community members, including women who should participate, according to terms defined with them.

There are two main types of projects/programmes which are or should be closely related:

- actions of a social nature known as "software", with a human development target: training, education, community, health and material health, which have not always been given the required attention;
- actions of a technical nature known as "hardware" which aim at the implementation and maintenance of infrastructure and equipment that still require considerable human and financial means.

### 2.4.2 THE PROCESS

#### 2.4.2.1 STRENGTHENING CAPACITIES

The participation of the entire community in local development actions, especially in the management of natural resources and environmental protection demands review and further knowledge in all areas. This indispensable plurality demands in the project implementation phase training and retraining of various categories:

- donors: if they are to comprehend fully the demands of community participation and its implications at the financial, human and logistic levels;
- engineers, technicians, local craftsmen; in view of their involvement in the design, realization and maintenance of appropriate technologies that community members are in position to finance manage and maintain;
- national policy makers and heads of central and decentralized departments: so that they can provide extension workers and NGOs with the necessary technical and logistic support;
- field workers and NGOs: so that they can control better the principles and mechanisms of adult education, especially that of the female population and work in close collaboration with it;

- village extension workers: in view of a better understanding of their role of facilitator and a mastering of the techniques which will make it possible for them to foster the participation of all community members and
- local artists and comedians: so that they can participate in the preparation of educative and culturally appropriate aids.

#### 2.4.2.2 CONSTRUCTION DEVELOPMENT AND MAINTENANCE OF INFRASTRUCTURE AND EQUIPMENT

The philosophy which underlines the low cost technology policy gives community members including women the opportunity to participate in their financing, their creation and maintenance. Efforts exerted in the past in this area have rarely had satisfactory results. It would long and tedious to mention all the errors which hindered low cost technologies from reaching their targets, but mention should be made of the participation of women and their communities in the promotion of these technologies.

The specific requirements expressed by community members during data collection and the technical solutions examined with them should in this case give rise to the production of visual and audio-visual aids which gives them an overview of the whole range of technologies available in various areas and accessible to them: taps, bore-holes, latrines, trees, small dams, dykes etc.

There is in fact in this area numerous aids which were exhibited during the Abidjan workshop.

Setting up village committees seems to be the most appropriate formula for the implementation, follow-up evaluation and assessment of projects. but the proper running of these structures have often been impeded by the system of planning which prevails, in the choice of its members and in the terms of their participation which is supposed to be free of charge.

The Abidjan workshop participants suggested these bearings:

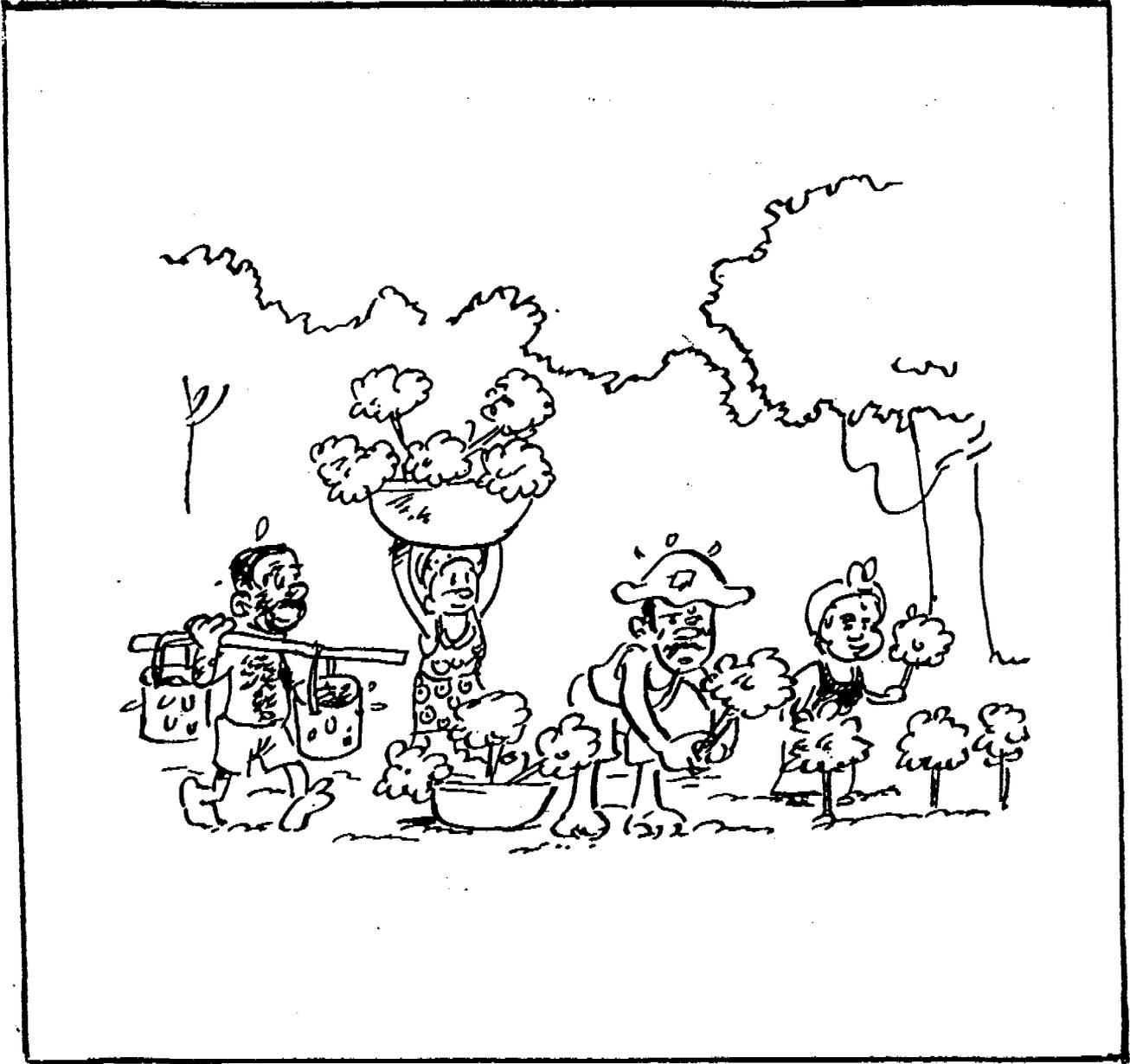
- promoting local structures and mechanisms for participation is they are operational and integrating devices which reply to the technological requirements, bearing in mind its financing, design and maintenance
- setting up committees which reply to these same demands and whose officers are elected by the entire community if possible, or with its consent. The payment or non-payment of these officers will also be subject to the community's agreement.
- the participation of women and of the entire community in kind or in cash, in the construction and maintenance should be organized by members of village committees who will have been trained in the participatory approach and in the use of the learning aids mentioned above at local level.

2.4.3 EXAMPLE OF PROJECTS IMPLEMENTED WITH COMMUNITY MEMBER PARTICIPATION

According to Hilda Kiwasila, Tanzania village communities participated actively in the HESAWA (Health Through Sanitation and Water Supply) project. The project was jointly financed by the Swedish and Tanzania Governments and comprised the sinking of wells, the cultivation of vegetable gardens, the improvement of the nutritional situation and how to save firewood (in the mara, Mwaza and kagera towards Lake Victoria, regions).

The method used consists involving field workers perfectly aware of village realities, in creating training material. These aids make it possible for villagers to analyze their problems (in the same strains as the story with a gap but starting with the "after" situation), plan solutions, apply them, monitor and evaluate the results.

It is fitting to underscore that the high rate of adult literacy in Swahili, in Tanzania facilitates greatly communication with rural communities. However, Hilda Kiwasila emphasizes the fact that although the aids used (mobile sheets, cassettes, tools, pictures) are particularly attractive, combining them with other participatory techniques increases their impact.



MONITORING-EVALUATION AND ASSESSMENT

MONITORING-EVALUATION AND ASSESMENT

2.5 MONTIORING-EVALUATION

- Monitoring the process of strengthening the capacity to rehabilitate or implement, service and manage natural resources, infrastrucute and eco-systems with the participation of women and their communities.
- Assess the impact of actions being implemented and suggest modifications when necessary.

RESULTS

Better knowledge of the status of actions and improvement of the quality of services.

• PROCESS

- Periodic visits and exchange of viewpoints between field workers and community members and assessing conformity of actions with solutions.
- Preparing periodic reports with development officers on the basis of the opinions of women and their communities.

METHODS AND TOOLS

- Observation
- Non-directive conversation with individuals, or with homogenous or mixed groups
- Flexi-flans
- Story with a gap
- Role Games
- Village or area map
- Field visits
- Photos, slides, videos

## MONITORING-EVALUATION

Monitoring would be the systematic and regular checking of the status of the programme by the project team, in accordance with an established work schedule; whereas monitoring-evaluation consists in analyzing with the community the most obvious indicators of the projects success.

### 2.5.1 PRINCIPLES

The monitoring-evaluation process which is carried out with women and their communities makes it possible to take into account not only the quantitative indicators but also the qualitative indicators which are easy to fathom thanks to the judgement of community members. Often, to illustrate the advantages of a millet mill which replaces pounding for instance, women show softer hands or show their feet which are free from scratches of the thorns which line the way to the water taps. Rarely do standard monitoring methods, based on questions drawn beforehand and usually centred around management and maintenance, portray these details which for women are proof of the well-being brought about by reliable and well-managed equipment.

### 2.5.2 THE PROCESS

In addition to the non-directional conversations which lead to quantitative results, participatory observation reveals other indicators which many not appear in the opinions and comments of women and their communities. For instance, in some villages in Nigeria's Kwara State, where remarkable progress was recorded in the context of the UNICEF-financed project involving the control of the Guinea worm, villagers carry drinking water in cans to the fields or to the market, when they are not sure drinking water will be available.

### 2.5.3 TECHNIQUES

Group discussions on non-directional lines and through participatory observation enable women and their communities to keep tabs on progress made. Participants came to the conclusion that in future, and in the context of monitoring evaluation visual aids (pictures, photos, slides) showing views of women by women (their hands, feet and general condition) and self confidence they have gained through well implemented participatory projects, should be prepared.

The flexi-flans, story with a gap, village map, role games are all techniques which make it possible to measure the progress of project activities with women and their communities.



CONCLUSION

## CONCLUSION

The Abidjan workshop was an opportunity for various training specialists to contribute to the search for a common and concerted stance of the methods and techniques which enable the participation of women and their communities in sustainable development. Although this draft manual does not sufficiently address the . . . an analysis of the GRAAP teaching method shows that it is different in that it highlights the difference between the specific requirements and interests of social groups (men, women, the young, the old) and seeks the consensus of the entire community via the village gatherings.

Furthermore, the GRAAP method focusses oral expression supported by visual aids. This method involves the community by way of several specific topics each with its advantages:

- it is particularly advisable to give the various categories and social groups the opportunity to express themselves separately and then to come to an understanding prior to making known their feelings, opinions and viewpoints to the whole community.
- it has been noticed that ENEA trows a similar line whcih nurtures self-confidence among groups (women and the youn in particular) who are not always involved in village level decision-taking.
- african languages aboun in expressions and proverbs which have a considerable pedagogical impact; it would be wise to make the most of suchf a resource in combination with visual aids.

However, formulating educative topics on specific issues which have been submitted to the community through the awareness questionnaires has the formidable advantage of gaining time and the disadvantage of limiting requirements into specific areas. Here lies one of the basic differences between the SARAR and the GRAAP methods. The SARAR method introduces activities which stimulate creativity, self-confidence and an expression of requirements which are not necessarily relatd to any specific area of development operation. The "open-address" and flexibility of this method makes it rich and complex. Compared to the other methods, SARAR's material is rahter diversified and fulfills various functions; creative, investigative, analytic, planning and informative.

We are of the opinion that at phase one of this scale where the reaction is indifference, steps must be taken to clarify the underlying reasons for such an attitude. At phases two, three and four, tehcniques that arouse interest and discussions can be introduced. Training and sharing information becomes indispensable when community membrs feel and express the need to know and learn; these reactions appear at phases five and six.

It is in a reply to this type of request that development officers should of necessity maste specific skills in addition to participatory methods: role games, group activities and field visits are of great use in this context.

Phase seven features the attitude of community members whose support helps bring about necessary changes.

The necessary skills should be acquired in an active and participatory way. Although it was fundamental to compare the various methods with a view to determining similarities and differences, participants could not familiarize themselves with all the techniques mentioned in the manual.

Consequently, the findings of this workshop can be monitored in the following way:

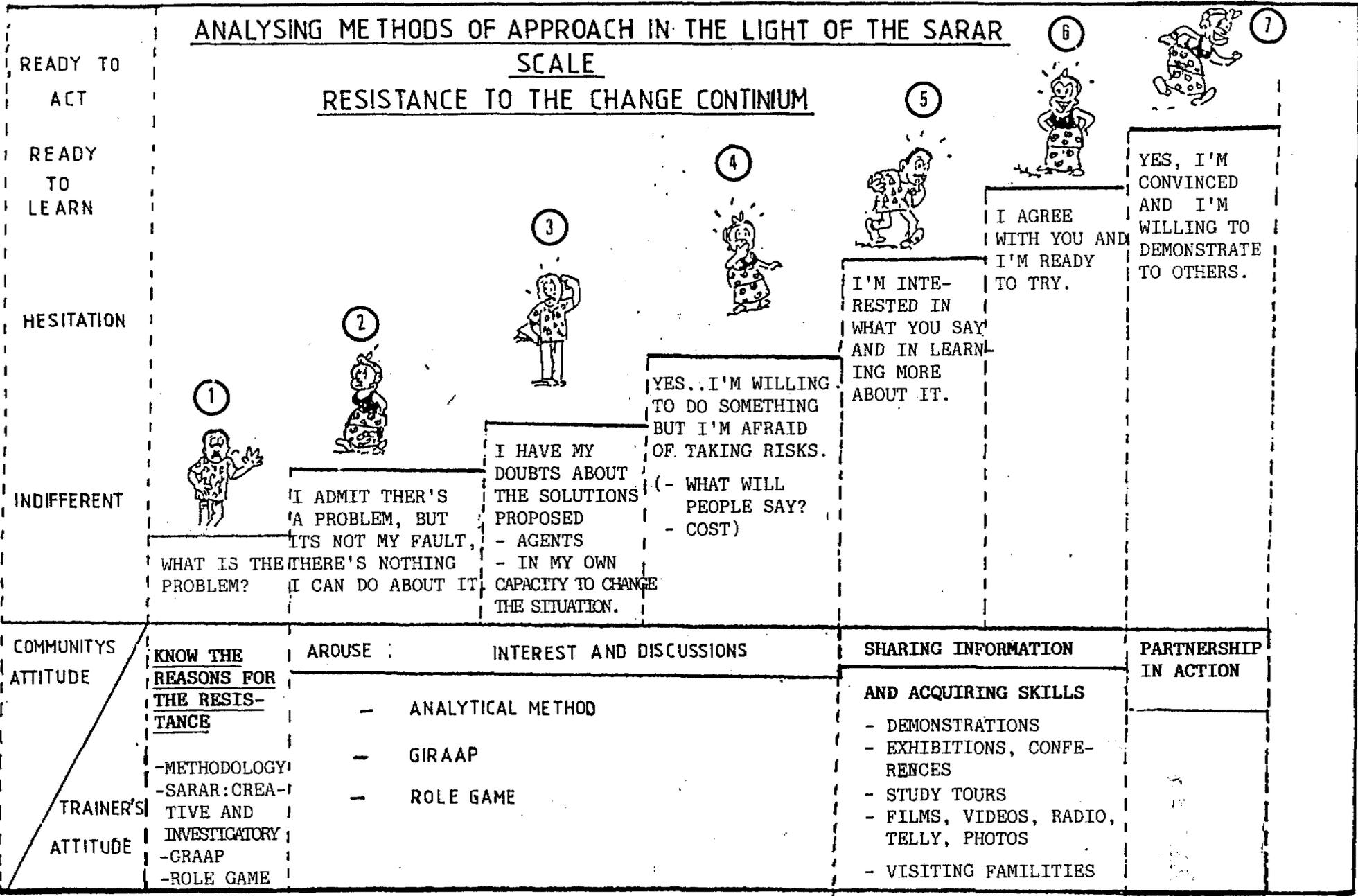
- by organizing a specialization workshop in participatory methods for the benefit of research workers, trainers, field workers and project managers with a view to a thorough study of the techniques briefly mentioned in this report.
- by organizing training workshops on specific topic covering various areas of natural resources and environmental management, indispensable for development workers who should be able to exchange views at the appropriate time with the population, especially the women.
- by identifying draft prommes in which the methods and technique study will be applied and systematically monitored in order to determine their impact.
- by holding consultations and exchanging views which will enrich and update this document.

PROWESS/Africa's regional office would like to receive comments and suggestions from the Abidjan Workshop participants.

It is interesting to note that the GRAAP, SARAR, and ENEA methods entail investigatory, analytic and planning activities based on the principle of comparing "before" and "after" yesterday and today, today and tomorrow.

ENEA also has a method for producing visual aids whereby artists create them at the exact time when community members are expressing themselves. They later recognize themselves and ask for the pictures which illustrate their thoughts. These same pictures are ultimately used as a monitoring and evaluation tool by the population.

The resistance to change scale is a theoretic training tool devised by SARAR. In order to better determine the complimentarity between the various methods and techniques we have resorted to this tool which enables trainers to grasp the reluctance and the degrees of awareness of a given community vis-à-vis the problem in question (no latrines, drinking water, deforestation etc.). The training methods to be lected became clearly apparent after an analysis of the reactions at various levels.



Annexes

## DOCUMENTS TO BE CONSULTED FOR FURTHER INFORMATION

## PNUD/PROWESS

- Tools for Community Participation: A manual for training teachers in participatory techniques by Lira Srinivasan - 1990
- Video Regional Training Workshop in Tanzania, 1988 (English), March 1989 (French) - Describes the process of a workshop for personal from National Institutions in anglophone African Countries, methods used, results.
- Video-cassette on Tools for Community Participation. Training of Trainers in participatory techniques, produced by PROWESS, 1990
- Video-cassette on Women, Water Supply and Sanitation: A multi-modular training package reflecting the work of UN/DTCD, UN/INSTRAW and ILO/Training Center, founded by UN/DTCD and produced by UN/Instraw, June 1991
- "Building on what is there": Human resources Programme Manager PROWESS/PNUD at the collaborative Council Global Forum, Oslo, 18-29 Sept. 1991
- Goals and indicators for Integrated Water Supply and Sanitation Projects, by Deepa Narayan Parker, 1989 (English/French) pp.16. Emphasis on design of indicators for planning and evaluation.
- Community Participation - A Challenge for Trainers, by Lyra Srinivasan, planned for Fall 1989, (English/French) A Tool for Trainers in field projects. Particular emphasis on SARAR methodologies, experiences in application in PROWESS/UNDP activities.
- Video-cassette - Women's Cooperative for Education Family Health and Sanitation
- Report on the National Workshop on Training in the Data Collection Participatory Techniques
- Report of the Regional Workshop on the improvement of knowledge on participatory methods in Water Supply and Sanitation

PNUD

- A forward - looking assessment of PROWESS - report of an Independent Team - October 1991
- Water, Gardens and Health. A guide for community Educators, Stephen Minkin
- PEGESUS, by Deepa Narayan Parker, 1989 (English) - Analytical framework for designing and assessing projects and programs, concentrating on goals and management tasks
- Informal notes on PROWESS Master trainer's workshop, Islamabad, Pakistan, 12-22 November 1991
- Report: Regional workshop for the strengthening of the capacity of African Consultants in the design and implementation of projects involving communities and women in water supply and sanitation, Abidjan, Côte d'Ivoire, 26 June - 03 July 1989
- National Workshop for training trainers of the project, "Women, Health and Employment"
- Regional Workshop for training trainers of French and Portuguese - speaking countries - "Women, Water and Sanitation" Think and Act with rural communities - Ouagadougou, April 1989

MINISTRY OF FOREIGN AFFAIRS, The Netherlands

- Women and health, March 1989
- Women, Energy, Forestry and Environment. March 90

DANIDA

- Developing a pictural language: An experience of field testing in rural Orissa. A guide for communicators by Indi Rana - 1990

CRDI/EXPLORE

- Pesticides and Freedom, Volume 18 N° 3 July 1989
- Thirsty Cities, Volume 18 N° 4 October 1990

UNEP

- New Africa, UNEP, Regional Office for Africa N° 2, 1989

AFRICAN DEVELOPMENT BANK

- Report on Development in Africa, 1991
- Africa in the economic World

WHO

- Minimum Evaluation Procedure (MEP) for Water Supply and Sanitation projects - ETS/83.1 - CDD/OPR/83.1, February 1983
- Manual for field workers, produced by UNICEF/UNFPA, Nepal, published January 1985

RUSAFIYA

- Training Manual N° 1: Orientation in Participatory Techniques
- Training Manual N° 2: Modules for Community Hygiene Education Federal Ministry of Health Jos, Nigeria, 1987

WASH

- A Decade of Water Supply and Sanitation Programs in Developing countries - Lessons learnt from the WASH program - April 1990

INSTRAW

- Women, Water Supply and Sanitation - Multi-media modular training package - June 1991

UNESCO

- Nutrition Education Series - Issue 10 - Easy to make teaching aids for nutrition teaching - learning - Ellen J. Barclay. M Sc Susan Van der Vynckt, Ph.D. Paris 1984

WOMEN AND ENVIRONMENT  
METHODS AND TOOLS FOR SUSTAINABLE DEVELOPMENT  
(Abidjan, 14 - 18 October 1991)

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