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Re-hydrating the Earth in Arid Lands. Systems research on small groundwater retaining structures under local management in arid and semi-arid areas of East Africa

TRAINING ON EMPOWERMENT

KWS-AMBOSELI

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PART I: PREPARATORY DOCUMENT

1. INTRODUCTION

Justification

The REAL systems research on small groundwater retaining structures under local management is studying relations between local practices and theoretical approaches, on individual and communal level. The project focuses on design, management and performance of the small dams and aims to develop guidelines for a participatory design, construction and management.

Community participation and ownership are crucial elements that are studied and strengthened. IRC and PROTOS are giving inputs on these issues. IRC through assistance in analysing the SASOL community participation approach with the MPA methodology (in the Kitui region), PROTOS through collaboration with WCT and KWS in the Amboseli region, and the UDSM team and the Monduli District officials for the Kitenden area in Tanzania.

The PROTOS input has focused so far on an evaluation of existing community structures and ownership performances, stakeholder analysis and development of community participation plans. With the training on empowerment, PROTOS wants to strengthen the REAL partners and their field counterparts in guiding and coaching of local communities in such a way that the development actions are exploited to strengthen the actors, individually and as belonging to a group.

Objectives

- Present ASE (Accompanied Self Empowerment) which is a framework and a set of tools that enable to analyse and evaluate the performance of a group in order to stimulate the process of empowerment.
- Build capacity of the REAL partners and their field counterparts to apply the proposed and adapted methodology in the dam building experience.

Secondary objectives:

- Exchange between the different REAL partners and their counterparts: understand each others reality and specific elements, and how the ASE methodology can be translated to each situation

Programme

Day 1	Presentations (participants, institutions, REAL, programme) and intro Concepts: power, gender, diversity
Day 2	Empowerment, social learning, Introduction on ASE, review of participatory tools, analysis of the axes Action, Reflection
Day 3	Analysis of the axes Communication, Negotiation and Belonging to the group
Day 4	Practical work in the Amboseli area: preparation, field exercises, analysis and preparation of presentation
Day 5	Presentation of results of field exercises, Setting up an ASE process Conclusions; Evaluation

2. DAY 1

Presentations

Presentation of participants: interactive game learning each other's name, regrouping by institution, country, sex ... (15')

Presentation of institutions (preparation in groups, results on flip chart): mission, structure, type of activities and results, culture of the organisation (values), the heroes and the zeros, strategic themes, ... (30' prep + 4 * 15' presentation)

Presentation of work in relation with REAL: mandate, people involved, responsibility of each (4 * 10' presentation)

Expectations for the week: draw up on the board ideas that are expressed by the group.

Presentation of the objectives and work plan for the training, and the way of working (interactive method, building on existing knowledge of each of the participants, analysing different aspects of actual work in own institution, field work), decide on time to work, to rest, to eat, to play, ... (15')

Introduction on power

- Each group prepares a 5-10 minute role play on power issues (in a family, in a mixed group, in a dam committee, in a village)

Analysing each play, which power aspects have been focused on, which are dominant, what other types of power exist. (20' prep + 4 * 10' + 15' analysis)

POWER ON (domination, authority, manipulation, intimidation, pressure, subordination, financial dependence, individualism, punishment ...)

The power concept exists in limited quantity: more of it you have, less I have.

This conception of power is based on mutually excluding relationships of domination/ subordination; it is a power on someone. Less negative is the connotation of guiding others which is also an aspect of power on.

POWER TO

This is a power which creates and makes able to accomplish things, to solve a problem, to understand the functioning of something or to acquire new competencies. The concept is linked to intellectual capacities (knowledge and know-how) and economic (having); access and control of means of production and benefits and finally to be able to use means of production.

POWER WITH

Social and political power: solidarity, to organize for negotiating, for defending his rights, lobbying. In groups, people feel that they have power when they organize them together for a common objective or when they share the same vision.

INTERIOR POWER

The image of oneself, the self-confidence, the self-esteem, identity, the conviction (religious) and psychological power (know-being) are key elements. It is founded on the acceptance of oneself and respect to others.

Link to diversity

- What elements of diversity were observed in the role plays? (15')
- Group work (with 2): think for 2 minutes and tell your neighbour about a situation in which you have assisted or have been victim of discrimination. Presentation of some cases in the group (15')

List of discriminative elements:

- gender
- colour
- race
- economic power
- rural-urban
- mystic power
- religion
- ethnic group
- age
- matrimonial status
- experience
- social class
- know-how
- political party
- ...

One can be excluded or set apart because of being different. But differences can also contribute to richness. An empowering process within a group should take diversity factors into account as a group is never homogenous. If not, the risk exists that the most powerful are strengthened and that already existing differences are increased.

Introduction on gender (1 hr 30')

One element of diversity is gender: people do get discriminated because of gender. Man and women do not have the same power, the same chances in live, at work, the same access to the benefits of projects ...

In fact, the categorisation on power (power on, power to, power with, interior power) stems from the Gender and Development approach: G&D is not about strengthening women to dominate men but it is looking for synergy between the 2 sexes to reach something richer, and get better equitable situations.

- What inequalities do you observe in your work, in your projects?

Construction of a gender tree with the elements of the role plays, of the reflection on diversity and of the reflection on gender inequalities (branches, stem, and roots)

BRANCHES:

RESPONSIBILITY CAPACITIES ACCESS TO JOBS
ACCESS TO LIBERTY DECISION MAKING MOBILITY
ACCESS TO POWER ABUSE SOCIAL INSECURITY
OVERLOAD ACCESS TO GOODS
ACCESS TO EDUCATION ACCESS TO TIME
POSSIBILITIES ACCESS TO FREE TIME CONTROL
BEHAVIOUR CONSTRAINTS
TASK-DUTY CRIME ACCESS TO AFFECTION
ACCESS TO PROTECTION APPEARANCE
HAVING THE CHOICE LEADERSHIP STATUS VIOLENCE
ACCESS TO PROFESSIONS POVERTY ALPHABETISATION
ROLES PARTICIPATION IN DEVELOPMENT PROJECTS
ACCESS TO TRAINING ACCESS TO INFORMATION

STEM

FAMILY STATE
CHURCHES MEDIA
WOMEN'S MOVEMENT
NGO PEASANT MOVEMENTS
LEGISLATION SCHOOLS
FINANCIAL INSTITUTES

ROOTS:

STANDARDS VALUES RESPECT CONSIDERATION
ATTITUDE PERCEPTION TABOOS
STEREOTYPES FEAR PREJUDICES SELF
CONFIDENCE
TOLERANCE IDEOLOGIES

Society is guiding and judging behaviour. There are visible distinctions (in the branches), there are institutions that maintain the differences (stem), and there are invisible differences (in the roots).

Working on a better society (with fewer inequalities) implies to work on the different levels.

Distinction between sex and gender: Men and women do not have equal chances in life. Some differences stem from biological differences (invariable), most differences between men and women are products of a social construction (subject to change!).

SEX	GENDER
Biologically determined	Social construction
No change	A change is possible
Elements of diversity: only two groups : - males - females	Elements of diversity: many more et much more complex: - social class - level of education - region - culture - religion - ethnic - political regime - time There are no homogenous groups

- Who of the participants is familiar with gender theory and integrating gender elements in their work?? What tools are you familiar with?

Evaluation of the day (15')

How did it go?

How do you feel about participation: did you participate enough?

What did you learn?

What new insights did you get?

Why was it important to link gender to power?

3. DAY 2

Introduction on empowerment and the theory of social learning

- Reflection in small groups: what are characteristics for a solid group? (Or through a brainstorm session with the whole group) (20' + 4*5' presentation + 20' synthesis)

The elements are written on Meta plan cards and organised in the matrix.

A solid organisation is one:

- That has a mission, vision objectives. One needs to make choices,
- That executes what it has chosen for,
- That follows up what's being executed,
- That learns from its experiences and is able to conduct changes in politics or organisational structure.

Therefore, a solid organisation is needed in terms of:

- procedures
- human resources
- tools
- systems
- structure
- management style
- culture

Good strategies are the link between politic (vision, objectives), execution and organisation.

Belonging to the organisation is important individually but also for the group.

On the RESULT site, we are talking about:

- **Having:** Concrete benefits one can get from a certain position of power i.e: not only goods like land, tools, money, but also better health, time, some services etc. Also the possibility to access to some goods, services and resources like credit , a salary, information, training, health care, market etc.
- **Knowledge and know how:** increase of knowledge (technical, managerial, literacy, in communication, on leadership, on the socio-political situation (regional or international). Also applying of knowledge (know how) or in other words capacity to transform his knowledge into practice or resources (strengthening of capacities).
- **Power:** in the sense of to be able to practice, to take decisions, to assume his responsibility, to be free in his actions etc. Taking decision presents many aspects:
 - To be able to take decisions for himself
 - To be able to participate to decision-making- influence decisions
 - To be able to take decisions for others - to command (not in a negative sense but understanding that in some situations someone has to take the final decision)Taking decision can be considered at different levels: within the family, in the village, in school parent committees, in management committees of cooperatives, at the regional level in agricultural chambers, at the national level in parliament etc.

- **Wanting or Being:** The concept of “wanting or being” is made of two elements: the state of mind (willingness or “to be”) and the capacity to use it for others (commitment). The element “willingness” comprises itself many aspects: our values, our fears, confidence in our self and image of our self. It is a state of mind of the conception of someone (image of oneself) and the conception of oneself in the world, which means in different situations and viewed by others. Considerations of others play an important role in the development of such a spirit. The element “commitment” can be accessed as an impulse towards others and towards spiritual matter and even towards God.

Introduction on social learning

The theory of social learning states that an organisation learns and strengthens itself whilst working on 5 levels or axis: Action, Reflection, Communication, Negotiation and Belonging to the group.

When there is a good functioning of the group on all these levels, they achieve good results in terms of Having, Knowledge and know-how, Power and Wanting.

Links between elements of social learning and empowerment aspects

SOCIAL LEARNING (analysis of the functioning of a group)		EMPOWERMENT (analysis of results)	
ACTION	Participating in the activities Learning out of the action, situating yourself in the environment, self-assessment, building on the action to become a stronger actor	HAVING	Concrete projects, concrete activities Revenue, harvest Means (human, financial, material) Access to services Transparency Structure (roles and responsibilities, internal rules and regulations)
REFLECTION	Capacity to analyse Participating to reflection Participating in analysis of problems Discussions about mission, vision Transparency	KNOWLEDGE AND KNOW HOW	Experience Know how Intellectual level Gaining new knowledge Qualifications Record keeping Good circulation of information
COMMUNICATION	Information flow Records Transparency	POWER	Participating in decision making (searching for consensus) Defending collective rights
NEGOTIATION	Consensus in decision making Participation in decision making Discussion about issues before decision making Transparency Distribution of roles	POWER WANTING	Being representative Legitimacy Acceptation by the population Dynamic authority
BELONGING TO THE GROUP	Involvement Open to new people (women) Interaction within members Self confidence Appreciation	WANTING	Solidarity Gender Sharing a same interest Respect of values Vision, clear mission

The following table explains the direct links and relations of impact between the learning elements of a group and their results:

Social learning = analysis of the functioning of a group		Empowerment = analysis of results
ACTION	Direct link with Having Impact on all others	HAVING
REFLECTION	Direct link with having and knowledge Impact on the others	KNOWLEDGE KNOW-HOW
COMMUNICATION	Direct link with knowledge en power Impact on the others	
NEGOTIATION	Direct link with power and having Impact on the others	POWER
BELONGING TO THE GROUP	Direct link to wanting Impact on all the others	WANTING

Introduction on ASE “Accompanied self empowerment” (10’)

History of ASE

- ASE has been developed during a research-action conducted by ATOL in collaboration with South Research and some NGOs and community based organizations in Africa, India and Belgium: SAILD (Cameroon), PROTOS, CIRAPIP (Benin), ACT-SARA (Guinea) SERACOB (DRC), “De betrouwbare Bron”, Mo-Clean (Belgium), etc. The research-action was financed by the Belgian government i.e DGCI (General Direction of international co-operation) with the objective of facilitating the development of tools and methodologies for Belgian NGOs and their partners.
- The research theme was empowerment. The first step was to clarify the concept of empowerment by different internal reflections, literature analysis and external exchanges.
- The next step was the development of a tool which was named AOA (ADOA in French): Assisted Organizational Analysis. During the process, researchers have realized that it wasn’t important to insist on evaluation of situations (diagnosis) but to focus on the process of empowerment (of individuals and groups) taking place in a group and analyze how to strengthen it and monitor it. Then was born ASE (Accompanied self-empowerment) to specify that it is a tool to accompany the process of empowerment. The word “accompany” indicates that it is a process, which, in the first moments needs monitoring by animators trained in the area.

ASE: What and for what

- In development programs, NGOs attach importance to concrete activities of groups, economic and social activities like water supply, sanitary projects, improvement of

plant yields etc. Control and evaluation are focused on results achieved by the group. Donors are also very interested in concrete results of groups.

- ASE or Accompanied self empowerment is a tool oriented in an approach of analyzing and evaluating performances of a group in order to stimulate the process of strengthening of groups. The specificity of ASE is that it doesn't insist on performances and material realizations but focuses particularly on the learning process during actions and activities.
- Concretely, ASE is based on the theory of social learning which affirms that people learn not only by doing things together, but also from other aspects like reflection, communication and negotiation within the group and individually. Another aspect has been added: the simple belonging to the group as it is important to stress that an individual learns also in being simply a member of a group.
- The empowerment process is believed to influence the degree of ownership in development actions. We think it is therefore interesting in the REAL context to analyze this tool and to see how to adapt and adopt it within the project.
- An ASE process normally starts with the commitment of a group to enter in process of assisted analysis of its functioning, taking a concrete (important) activity as subject. 5 subsequent sessions are then organized to analyze one by one the different axis: Action, Reflection, Communication, Negotiation and Belonging to the group. An end session will draw conclusions and may come up with new objectives or a strategic plan for the group.

Power circles (30')

The objective of the power circles is to situate empowerment in a larger perspective: the process of empowerment doesn't deal only with *changes of situations of individuals and their associations*, i.e to be better capable of, more confident, happier, etc but empowerment wants them also to get out their restricted circle **in order to influence institutions and contribute to transformation of society.**

In order to visualize the changes at the level of individuals and groups on one hand and transformations at the level of society on the other hand, we present the process by a diagram we have called "the circles of empowerment". That diagram includes 3 circles, surrounded by "satellites" which represent institutions and organizations. That representation has two objectives:

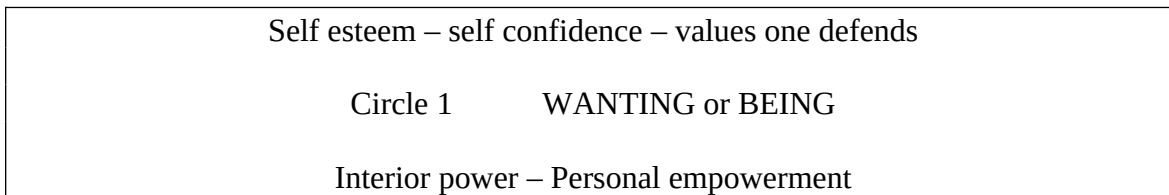
- To emphasize the complexity of the process
- To provide a frame in which different aspects of empowerment can be identified, arranged and linked internally (within the circles) and externally (with institutions and organizations)

Our starting point is that we have to distinguish the individual level (circles 1, partly 2) from the social one (partly circle 2 and circle 3). It is clear that there is a permanent interaction between the two.

CIRCLE 1: SELF-ESTEEM AND SELF CONFIDENCE

This internal circle represents precisely internal power which includes many elements which are much linked but also very different.

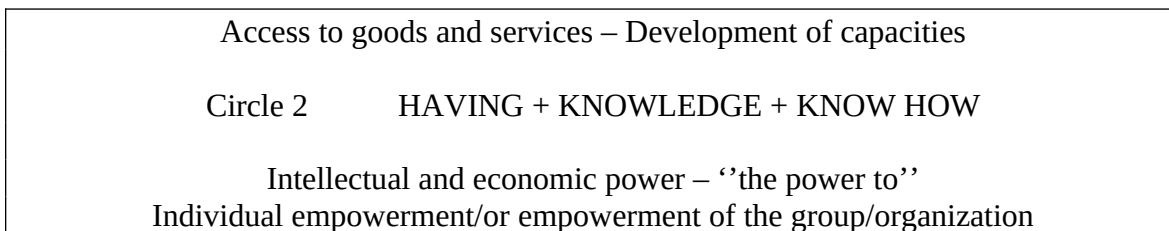
- **Self appreciation:** which refers to fundamental evaluation of one's personality, of the way one is positioned or like to position himself = one's own image. Another element which results from self appreciation is the identity every person gives himself.
- **Self confidence:** is strengthened by recognition, respect, confidence and sympathy to others. During that experiment, we wonder: what are my capacities, my expectations? How do others perceive me? What are responsibilities I can assume? What can I give to others?
- **Values one defends:** the internal power is founded on values one has adopted; the conviction with which one is ready to defend them can constitute an important internal force.



CIRCLE 2: ACCESS TO GOODS/SERVICES - CAPACITY DEVELOPMENT

- **Access to** production resources (time, funds, technology, knowledge, social relations or social capital etc.), access to services (public transports, health services, market etc.)
- **Competencies** : to learn and valorize capacities and competencies of people:
 - Professional competencies: to be able to read and write, to master the language of the community you work in, techniques, knowledge of materials, to be able to understand a task, to master a process, to be able to organize and execute.
 - Personal competencies having a general application: to be able to cooperate, time-management, to make an effort, to be able to work independently, to concentrate, to accept criticisms, to be able to formulate conclusions, etc.

Development of capacities can be done in group but is also an individual process.



CIRCLE 3: TO ORGANIZE FOR WORKING/ACTING TOGETHER: SOLIDARITY,

LOBBYING-TAKING DECISION

To organize doesn't depend only on capacities development in the sense of circle 2: Individuals organize them and set up networks also and first of all in order to reinforce them, to prove their mutual solidarity, to exert influence and participate to the process of taking decisions.

Solidarity intervenes at different levels: individuals can develop solidarity in the group; solidarity between groups can be reinforced. The influencing power is increased in organizing, not only within the group but also outside on institutions: state, enterprises, NGOs etc.

As a group we can't only influence taking decisions in institutions, but also participate to them in some cases. This gives other opportunities of participating to change (in the circle) and to transformation (outside the circle).

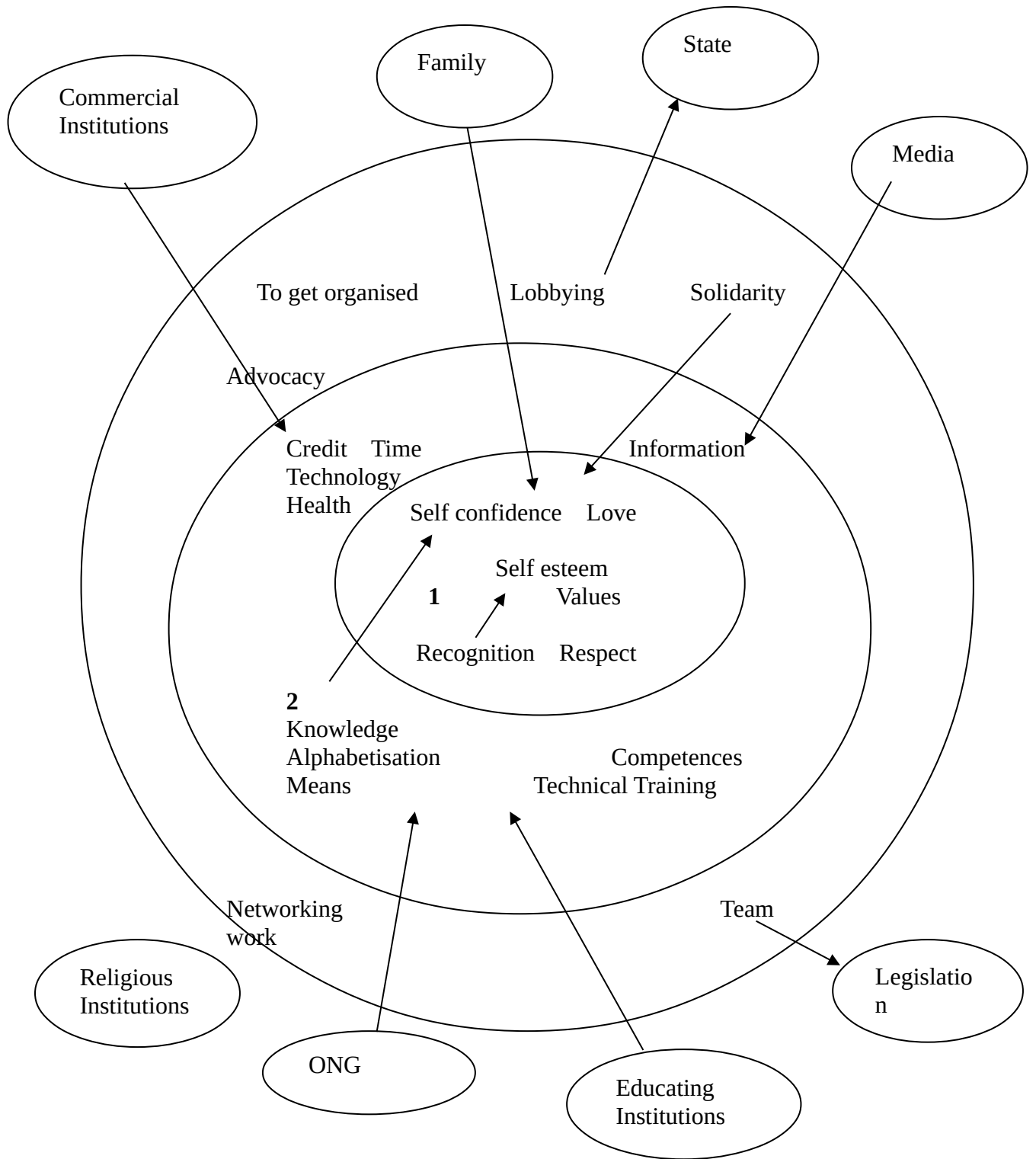
To organize for work: acting together: solidarity, lobbying, decision taking

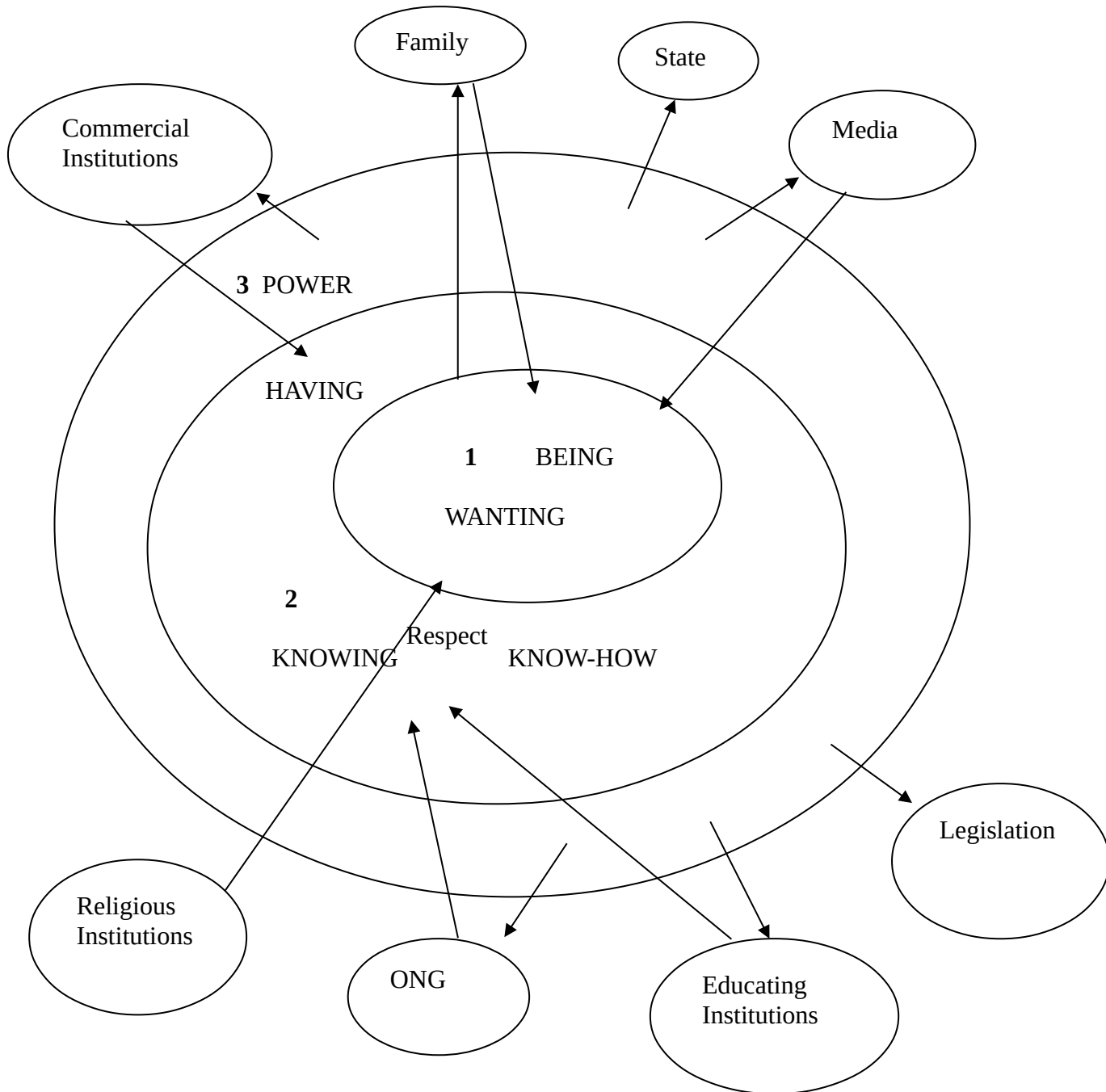
Circle 3 POWER

Social and political power
Strengthening of the organization/group
Networking

For all these presented elements at the level of the three circles, it is obvious that the different social groups (men and women, young and aged, ethnic or religious groups, valid or not, handicapped or not) have not the same opportunities to empower themselves. In order to avoid increasing the differences and even favor exclusion, it is indispensable to take consideration of all diversity elements present in the community.

THE POWER CIRCLES





Consider the lines of influence outside: we can influence the environment. Afterwards, indeed the environment does have influence on us.

Relation with the gender tree: the little circles outside correspond with the stem of the tree, the leaves (branches) are in the middle.

Review of participatory tools (30')

With the group, draw a list of participatory tools that they are used to work with. If not known by all, one participant explains to the others how the tools work.

- History profile
- Life Line
- Semi-structured interview
- Analytic games of classification (by preference, matrix classification)
- Role play
- Venn Diagram
- Gender Analysis Matrix
- Photo language
- Metaphor
- SWOT
- Positioning on a line between two extremes
- Meeting
- ...
- MPA tools: pocket voting, social mapping, village transect ...

Analysis of the different axis (10')

To start the analysis of an axis with a group, it is important to prepare a guide for the meeting. We will try to identify important elements to consider and tools to include when preparing a guide for the analysis of the different axis.

A typical guide for these analyses will focus on the following elements

- Explaining what happens in relation with the axis: taking conscience
- Methods (knowledge, know how, competences)
- Means (human, material and financial resources)
- Results
- Participation
- External dependency
- Adaptation
- Inspiration from others
- Using attainments

Detailed guides have been elaborated for each axis (see annex). The objective of these guides is to provide a checklist. The guides are no questionnaires that can be used mechanically but should be kept in mind by facilitator. They are neither limiting nor exhaustive.

A fictive case as an introductory story (5')

It may be a good idea that every group is developing a typical story for their region, reality in which the different axis become clear (pushed in extremes, clear school examples)

To save time: we can tell after each axis the story of a fictive case of Haiti

Analysis of the ACTION

Introduction (10')

- Through an action, members of the group increase their goods and their benefits. Meanwhile, if a group stops there it doesn't master its action. It is important to learn and increase competences:
 - learn how to mobilise resources (internal and external) to fulfil his objectives (knowledge or competences to master the action)
 - to understand the context and what's happening during the action (You can situate yourself, you can get to know other actors)
 - direct, judge and interpret his actions, judge other actions, events and experiences
 - give sense to activities during the action (solidarity within the group, common vision ...)
 - conceptualise new activities
- If we concentrate on the dam building experience in the REAL context, we want to concentrate on: Why did the group undertake the action and what did they learn from the action??

Testing a tool

- Do in small groups a SWOT analysis: for SASOL and KWS on dam building experiences, for Tanzania on a theoretical case. The analysis is done at 2 levels:
 - On the results of the action: what did it bring in terms of having, knowing, know how, power, wanting
 - On the learning points(30' + 4*10' pres+ 10' analysis)

Presentation of an alternative tool (20')

An alternative tool to the SWOT analysis: **GAM (Gender Analysis Matrix)**

The analysis matrix related to gender has been set up by Rani Parker, a freelance consultant in gender and development. The objective of this tool is to analyze the impact of actions (ex: revenue, time, access to information, etc.) on different actors like the individual level (women and men), households and community. It is a tool by excellence to take diversity elements into account because other aspects can be introduced to the element "gender".

Name of the action: construction of water retaining structure for household use				
Analysis Criteria Actors	Fetching water (time, work)	Revenues (vegetables, brick-making, ...)	Knowledge (technical, managerial...)	Culture (changes in work division, roles)
Women	+ Less work load + Gain in time	+ income out of vegetable garden	+ comprehension on water related disease, hygiene	+ participating in community project, in decision making, self confidence
Man	No change	+ income out of brick making	+ knowledge on construction of use for other jobs	...
Household	More harmony	+ increased revenues + better nutrition + less expenses on health
Community	Dam committee created	Water available for everybody	- a lot of meetings	Prestige for the community

In the actors, we can distinguish between ethnic groups, age groups, or other appropriate categories

Two poles (5')

On each of the axis, we will define two poles in between which equilibrium has to be sought. For the action it is:

NEEDS _____ COMPETENCES
OPPORTUNITIES

It is important that actions be guided by a set of needs and opportunities on one hand and competencies on the other. Too many actions are guided by needs or opportunities: we need something or there is an opportunity, then we undertake something. It is important to have necessary competencies in order to succeed in our actions. Sometimes the inverse is true; competencies are offered without a clear need, a procedure which is also to avoid.

The fictive case (5')

Tell the story of a fictive case of Haiti in relation with the axis ACTION

Analysis of the REFLECTION

Introduction (15')

- Brainstorm: what are the characteristics of a group that's strong in reflection?
 - Reflection on the short but also the long term
 - Questioning its own existence
 - Keep in mind the different rungs of the ladder
 - Reflecting with a good equilibrium between distance and emotion (2 poles)
 - Evaluation moments, system of follow up, external expertise in the reflection moments, structured (use of agenda)...
- In many cases, reflection in a group is not very developed and is mainly limited to analysis of results. But analysis can be done at different levels like:
 - on the action itself, if objectives are really reached, on relations between the actions and the context, on analysis of factors of success and failures;
 - on the importance of what is done and the questioning in a critical way of the long term objectives;
 - on the importance of the existence of the group, on internal aspect; the questioning of the group, which means how does the group function, relations between members of the group and feelings of everyone in the group etc. This internal reflection and sharing of reflections creates common comprehension, common references and common values between members and strengthens identification to creative symbols and rituals which are very important for the members of the group.
- Reflection and questioning (critical reflection) are essential components for strengthening. It is the core element. Danger exists when during this critical reflection, one stresses the responsibility of the others and the context and not enough on the responsibility of the group. It is from internal critical reflection that a group will learn better. ASE intends to focus on internal reflection, on its organization, on its responsibility, on its actions.

Two poles (5')

The two poles in between which equilibrium has to be sought are for the axis Reflection:

DISTANCE _____ EMOTION

If we are too much committed in an action or in functioning of the group in general, it is sometimes difficult to reflect critically or to question ourselves. On the other hand if we are not involved at all, the distance can be too important to bring helpful elements and enrich the reflection.

Testing a tool (30' + 4*10' + 5')

- Make a history profile of the different moments of reflection in the whole dam building process and indicate the learning points. How has the reflection strengthened the group (in terms of techniques, results, values, participation, adaptation, external dependency ...)? Why?

Presentation of an alternative tool (20')

Analytic games of classification

They consist in classification of different elements in function of expressed criteria. The analytic games help to determine rapidly preferences, choices and reasons for these choices done by an individual or a group of persons. There are:

1. Classification by order of preference and priority
2. Classification by pairs
3. Direct classification by matrix

1. Classification by preference or priority

It is a method which enables to determine principal preferences, problems and reasons to justify the choice of an individual or a group of persons.

- To ask each member to classify undertaken actions by the group by importance using quotations.
- To make the exercise with many interviewed
- To put answers in a table
- To make the sum of quotations given by each interviewed for each action
- To classify the actions by their importance
- To discuss the results

Reflection moments	Interviewed				Total	Rank
	A	B	C	D		
Weekly meetings	4	4	4	5	17	1 st
Training	5	3	5	4	17	1 st
Exchange visit	1	5	3	3	12	3 rd
Inauguration ceremony	3	1	2	2	8	4 th
Evaluation	2	2	1	1	6	5 th

2. Classification by pairs

This gives opportunity to members to judge many reflection moments in comparing them 2 by 2 and give reasons of their judgment. For this, a table is set up with two entries made of the same actions to compare.

Classification by pairs is better precise and significant when it deals with less than six options. Beyond six, comparison becomes difficult and even hazardous.

- To make comparison of each pair: 1-2, 1-3, 1-4
- To indicate with an arrow the preferred action
- To ask why this choice and register the reason
- To continue till pairs are exhausted
- To use reasons and choice criteria in the next exercise.

Reflection moments	1	2	3	4	5
1 = Weekly meetings		↑	←	←	←
2 = Training			←	←	←
3 = Exchange visit				↑	←
4 = Inauguration ceremony					←
5 = Evaluation					

3. Direct classification by matrix

This classification enables to classify many actions related to choice or judgment criteria identified before (exercise 2). The matrix has an entry made of objects we compare (actions in our case) and another of judgment criteria. At the intersection of the values of those 2 parameters is the quotation.

- The members of the group have classified the five actions related to each criterion.
- Then is done a global classification of the five actions without using the agreed criteria.
- In the example the group believes that the weekly meetings and the training were the most important reflection moments, the most important reasons being: the feeling of democracy and the skills acquired.

Reflection moments	CRITERIA					Global classification
	Democracy	Skills	Inspiration	Ownership	Quality	
1. Weekly meeting	5	3	1	1	2	1 st
2. Training	2	5	3	3	3	1 st
3. Exchange visit	3	4	5	4	4	3 rd
4. Inauguration Ceremony	4	1	4	5	1	4 th
5. Evaluation	1	2	2	2	5	5 th

The fictive case (5')

Tell the story of a fictive case of Haiti in relation with the axis REFLECTION

Evaluation of the day (15')

How did it go? How do you feel about participation: did you participate enough?

4. DAY 3

Analysis of the COMMUNICATION

Introduction (20')

- Give a message to the first person and pass it on from ear to mouth to get to the end.
Analyse what happens to the contents of the message.
- Brainstorm: what are the characteristics of a good communication in a group?
 - Contents (clear, precise, appropriate language...)
 - Means (technology, time, ...)
 - Organisation (Shared responsibilities in the group for transfer and follow-up, participation and attention for diversity, feedback, time...)
 - Knowledge, capacity (to express clearly, education, technology, understand the flow of communication and problems related such as information control, manipulation...)
 - Conditions (To want, to be capable and to dare to express ideas, feelings, attention for others, capable to listen,
- Communication means:
 - Transfer of messages or instructions (to share, to listen to);
 - Information research;
 - Management of information (to keep what is essential in a message, to say what is essential without omitting important data etc.).
- Communication is often limited to communication on activities undertaken by the group (transmission of messages or instructions), which is essentially characterized by a unilateral mechanism of direction, which means to communicate according to his own agenda. This type of communication leads to poor use of existing potentialities and capacities in the group. A true information exchange ought to go in both directions and valorizes better members.
- Social learning underlines importance of other aspects of communication like:
 - to learn how to listen to others and to be listened to;
 - to learn to share information;
 - to respect ones feelings and be able to discuss of values (his own values and those of others), to communicate on personal matter etc.;
 - to understand the channels of communication and judge problems on the communication point of view, manipulation, and information control etc.
- Talking about communication difficulties, groups often think it is due to a lack of means. But communication is first of all a state of mind and not a working tool. So if we intend to improve communication within the group, it is necessary to convince members of the fact that communication is essential and precious.

Two poles (5')

The two poles in between which equilibrium has to be sought for are:

VERTICAL _____
UNI-LATERAL

_____ HORIZONTAL
MULTI-LATERAL

Unilateral communication privileges members around direction and tends to exclude others. Horizontal or multilateral communication means to share all information with everybody. It is not always practical or possible to apply. So it is important to get a good equilibrium between vertical and horizontal communication, giving priority to the last one.

Testing a tool (50' + 4*10')

- Develop a guide for analysis of the internal and external communication that took place in the dam building process. (focussing on indicators)

Presentation of an alternative tool: (20')

Metaphor:

- Present an image (a metaphor) to visualize internal and external communication
- Explain- analyze why that image
- Draw lessons
- Eventually make the image again but in the perspective of the envisaged change
- Eventually formulate indicators of progress to support- illustrate the image.

The fictive case (5')

Tell the story of a fictive case of Haiti in relation with the axis COMMUNICATION

Analysis of the NEGOTIATION

Introduction (10')

- Brainstorm: what are the characteristics that make a group strong in negotiation?
- During an action, negotiations take place which are concluded or not by an agreement or a compromise. This means that we must be able to analyze, consider and respect the point of view of others and new challenges. One must be able to abandon his own perspectives and his own agenda. To give up stereotypes and use existing differences can lead to new creativity and strengthen negotiation learning.
- Negotiation doesn't deal only with external negotiation between a group and other development actors but also with internal negotiation between members. Given apart the conclusion of an agreement, negotiation concerns other social learning aspects like:
 - to understand his own interest;
 - to understand interest of others;
 - to be able to get a consensus, to learn to lose in order to gain later;
 - to analyze his own behavior and that of others. Feeling being too strong may be harmful to negotiation;
 - to be able to make the group accept the result of negotiation and then give up his own interests;
 - to be able to be innovative and creative;

- to be able to manage conflicts.

Two poles (5')

The two poles in between which equilibrium has to be sought for are:

CONSENSUS _____ IMPARITY
DISSIMILARITY

Consensus: means to be able to fight for common interest in the group, share benefits and manage conflicts in the group. "Dissensus": Imparity or Dissimilarity = one group or one person imposes his point of view and fights for his interests.

Practically it isn't always possible to do everything with the whole group but it is important to do the best possible for consensus.

Testing a tool (30' + 4*10' + 5')

- Select an important moment of negotiation in the dam building process and present in a Venn Diagram how the different actors and members of the community were concerned in the negotiation process.

The big circle represents an important moment of negotiation and decision making, the small circles represent members of the group: distance between the small circles and the big shows how the members were concerned or not by that negotiation: the degree of participation to negotiation and decision taking.

The analysis can be deepened with the help of the reflection guide for example on diversity elements: Who are those far from the circle? Which diversity elements are influencing it?

Presentation of an alternative tool (10')

Thesis

All the time:

- Ask participants their point of view on the following affirmations
- Then help them evaluate which is the real practice of the group
- Help formulate new improved practices.

Applied to the axis negotiation-collaboration

- In our group, we take care of the fact that no one feels injured by taken decisions.
- In our group decisions are taken by consensus.
- Our mixed group is always represented by not less than two members. The delegation is made of one man and one woman.
- Too much creativity is harmful to negotiations.
- In our group, it is obvious that profits of commune activity be shared according to efforts of everyone.
- When our group has to take an important decision or decide on a conflict case, we (always) ask an outside person to moderate.

- The person that knows the language of the other camp has always to take part in the negotiation team.

The fictive case (5')

Tell the story of a fictive case of Haiti in relation with the axis NEGOTIATION

Analysis of the BELONGING TO THE GROUP

Introduction (5')

- Brainstorm: what personnel capacities can be strengthened by belonging to a group?
- In being together and member of a group, individuals learn very important things like
 - to be confident in others;
 - to be confident in themselves;
 - to be able to take a rest and laugh;
 - to feel being accepted;
 - not to feel alone with his own problems;
 - not to feel alone with his own fears etc.
- Groups have potential capacities to strengthen personal capacities at the condition that they are flexible and not only motivated by actions. It is obvious that those aspects are also conditions to fulfill so that learning at the level of other axis can take place in a sustainable way within the group.

Two poles (5')

The two next poles have been defined:

TO BE A _____ BEING AMONGST
FOREIGNER FRIENDS

When we are not at ease in a group, when we are not accepted, when we are afraid of expressing ourselves, we feel rather like a “foreigner”. The other pole is when we are in group like friends. For a better functioning of the group and in order to create conditions of empowerment of all members, it is necessary to get a good equilibrium between the two poles: being welcoming and attentive so that everybody feels himself at ease, but not too “familiar” in order to keep a certain distance and discipline within the group.

Testing a tool (10' + 30')

- Photo language: Put +/- 50 photographs on the table and ask the participants to choose the one describing how they feel within the organization/institute where they work. Explain the reasons of the choice and release elements related to feelings on being a member of a group.

The following are results from an exercise done with NGO members in Haiti.

- We feel like being at school, to know others (on different views), to enrich knowledge
- We get support from other members of the group
- Self responsibility, independence in work, freedom in time management
- We work hard but we are not alone.
- We do reflect a lot and share in group
- To be a facilitator and still get support
- To feel being in family
- Permanent struggle to make accept his ideas
- Being happy to be in a group
- To bring something (to others)
- To take distance from.

Presentation of alternative tools (30')

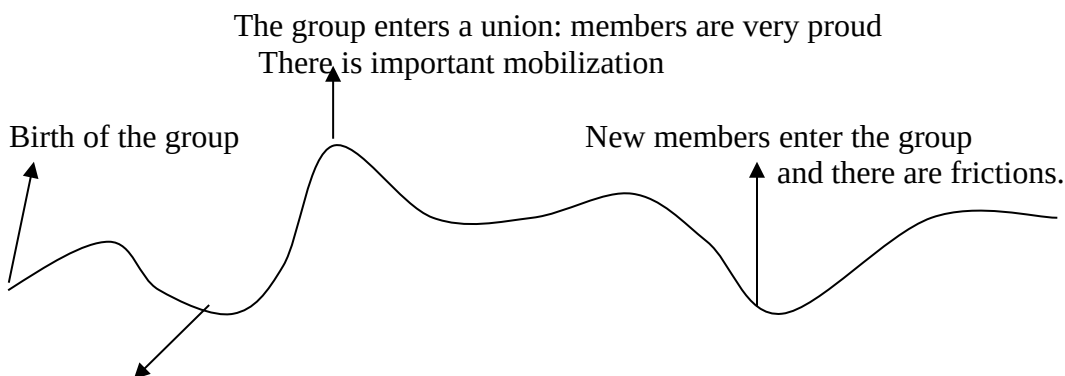
Opening questions:

- What does your organisation or institute do to stimulate the development of one's talents?
(training, informal moments, satisfying salary, family days, flexibility in office hours, reflection moments organised where everybody can express himself, social advantages such as car, housing..., internal promotion...)
- How would you describe the atmosphere, in your group, organisation, institute?
(Satisfactory, without hypocrisy, financial solidarity, team spirit, good personnel relations, no harassment, celebrating birthdays ...)
- What are the reasons to be proud of you belonging to your group, organisation, institute?
(Contribute to an NGO that is appreciated in its sector, contribute to human development, satisfaction of the target populations, to have the team spirit,,)

Life line:

- Draw the life line of the group with its success and failures
- Give comments related to the success periods and failure ones on aspects of human relations and belonging to the group
- Draw lessons from this.

Example:



The group has difficulties to develop activities: some founding members leave the group

The fictive case (5')

Tell the story of a fictive case of Haiti in relation with the axis BELONGING TO THE GROUP.

Synthesis on the application of tools for the different axis (15')

➤ Recap of the different tools apt for the different axis

ACTION	REFLECTION	COMMUNICA TION	NEGOTIATION	BELONGING TO THE GROUPE
SWOT GAM Preferential classification Fictive case Semi structured interview Life line Observation Role play History profile	SWOT Preferential classification Fictive case Semi structured interview Life line Role play History profile Venn Diagram	SWOT Fictive case Semi structured interview Life line Role play History profile Venn Diagram Metaphor	SWOT Fictive case Semi structured interview Life line Role play History profile Venn Diagram Metaphor Thesis	SWOT Fictive case Semi structured interview Life line Role play History profile Venn Diagram Metaphor Thesis Photo language

Evaluation of the day (15')

How did it go?

How do you feel about participation: did you participate enough?

What did you learn?

What new insights did you get?

5. DAY 4

Preparation of the field exercises (2 h)

- Work out a methodology to analyse the chosen axis: (if there is no possibility to make 5 groups, the following combinations are proposed):
 - action and belonging to the group
 - reflection
 - communication and negotiationDistribute responsibilities within the groups such as principal facilitator, assistant facilitator, reporter...

The objective of the meeting with the group is to help the group reflect on different aspects related to the axis. The meeting should consist in 3 steps:

- introduction: to explain that the group is invited in an exercise that probably may be of interest for them as well, to situate the subject: strengthening groups through a systematised reflection on action and processes around, clarification of the concept
- analysis of the axis: compose a guide for the analysis and select appropriate tools
- syntheses and conclusions

In the analysis, the understanding of how the group functions related to the axis is not enough. The foundation of the exercise is to help the group reflect, judge itself and understand better its behaviour, appreciate and criticises itself to discover what strengthens or weakens it.

In the synthesis: make a list of strengths and weaknesses, and draw conclusions and formulate recommendations.

Exercises (4 h)

The groups that will collaborate in the exercise have to be identified before or at the beginning of the workshop. It should be stated clearly that they will participate in an exercise, and that the exercise will hopefully also be of use to them too.

Groups may be small (we do not need to mobilise too many people: 4 to 5 per group)

Analysis of results and preparation of presentation (2 h)

Presentation of results of the exercise should be done from the point of view of lessons learned by applying the methodology, the tools, the elements that came up...

6. DAY 5

Presentations of the field exercises

1 hour per group

Preliminaries in setting up an ASE process

(See annex II for a detailed description)

An ASE is not a secondary punctual intervention but will engage a full dynamic of the group. It is necessary therefore to identify/discern *organizations* on which it is worth investing so that they got truly strengthened. The exercise being of high importance for the group, the choice of the *animator* will be carefully done. Particular attention will be focused on *time* management.

The reflected choice of the group

1. Some characteristics of an ideal group

- Brainstorm on criteria for an ideal group (10')
- The group must be aware of the importance of internal organizational and relational aspects and of the necessity to improve them. It has defined its own objectives by reference to the organizational strengthening and has consequently fixed a timetable (periods) and wants to mobilize its own resources (time or availability of everybody).
- A group already "rotten" will not be "recuperated" by this method. In case there is a serious external or internal conflict, a support in conflicts management is needed before an ASE can be envisaged.
- The group needs to have a history with the NGO accompanying the process. ASE is not a tool for first contact. Challenges are too important. It can only be successful when the two parties know themselves and have mutual confidence. Except the case the facilitator is contacted by a partner NGO looking for a resource person or an experimented consultant.
- The group must hold, as a group, a real experience shared by all members and in which everybody has invested and finds his interest. The group has realized common activities/actions. It should not be a mixture of sub groups without reasons to identify them to the group.
- The ideal group should not exceed 20 to 30 persons.

2. Proposed method to choose the group

- To take preliminary contacts to verify criteria above if not with the entire group, at least with the leader(s).

- Not to impose this exercise to a group, but rather try to obtain a voluntary application / adherence. The mutual interest of the exercise for the group and the animator must be explicit.
- Very few groups being aware of advantages and challenges of such exercise, it is important to take time to inform the group of advantages they can draw from such exercise in a preparatory workshop.

The strategic choice of the animator (w/m)

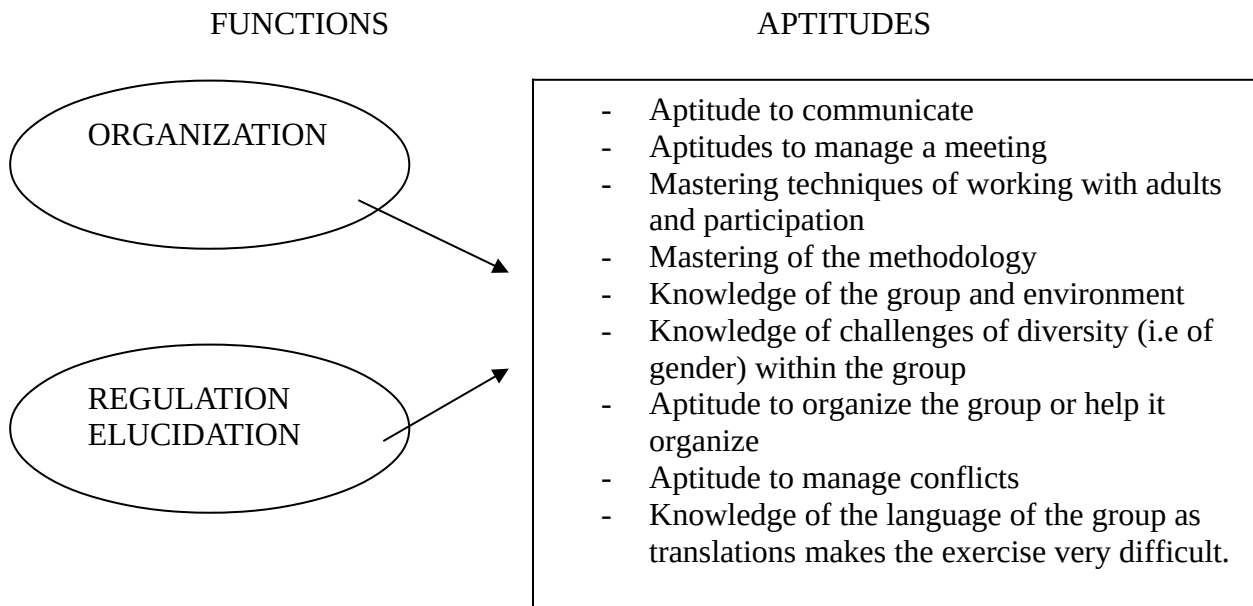
Before talking of characteristics of an ideal animator, it is important to state that the group has the right and the duty to choose its animator and never impose oneself as animator.

The profession of animator is very demanding. It needs not only professional knowledge (technical, scientific and economic) but also sensibility, culture and a sense of human relations.

- Imagine the World Bank is opening a project of organizational strengthening of groups and is recruiting staff, particularly the animators. Describe characteristics that have to figure in the job vacancies (experience, capacity, attitude...) (10' + 10')

1. Aptitudes

Aptitudes of an animator are related to his functions of organization, regulation/ elucidation



2. Attitude and behavior

On this matter we can talk of professional ethics of the animator as ethics is the art to direct his behavior. The next diagram gives an overview of some aspects of attitudes and behavior of the ASE facilitator (W/M)

Attitude	Behavior
Respect for others	Create a climate of confidence Keep listening to Observe Patience
An attitude of dignity and firmness	Create and entertain contacts Stay himself-herself
To believe in equity and equality of opportunities	Be sensitive to participation and valorization of all
To be creative and innovative	Take risks Accept errors
Commitment for the general purpose; idealism	A change agent Liaison person Cultivate a spirit of mutual aid and frank collaboration
Commitment to learn	Active collaboration to his own training

3. Attention points for the ASE facilitator (W/M)

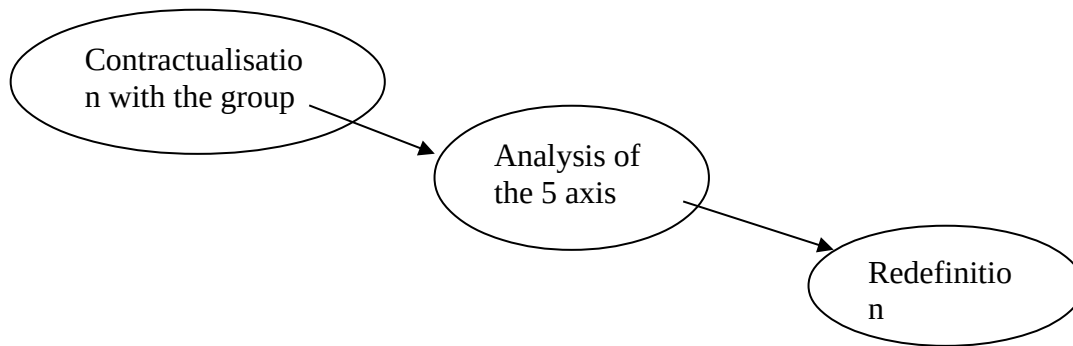
Above all qualities of every self promotion animator, the performances of the ASE facilitator have to add next characteristics:

- Must have (or be able to create) the confidence of the group that knows or acknowledges his maturity and his disinterestedness in reference to the control of the group.
- Feels and wants to be the accomplice (in the positive meaning of wanting the good) of the group.
- Is sufficiently familiar with the history and foundation of the group.
- Has enough recession and neutrality towards the group and is not personally implicated in relationships or actions of interpersonal interests.
- Is especially sensitive to elements of diversity. It is indispensable that the ASE facilitator plays a true role of “coach”: a person who gives all his support to the group but who doesn’t play at their paces. He has to be able to help people understand the challenges of the work they are beginning and have enthusiasm to invest themselves in.
- Above all it is clear that the facilitator (M/W) masters ASE and the different axis developed within social learning:
 - Ensure that reflection goes beyond analysis on if activities really lead to planned objectives. Deepened reflection at the level of the group leading to creation of symbols and rituals has to be strengthened.
 - Ensure that communication goes beyond useful matter. Normally, little time is invested on communication on feelings, personal emotions, values etc.

- Be able to take risks in the negotiations that are often manipulated so that a consensus is reached on matter familiar to the facilitators or which corresponds to their agenda.

The ASE Process:

Methodology of accompanied self empowerment is made of three important moments which are:



Contractualisation (see also annex III)

After having shared the necessary information and after a group has become interested in the process, a contract will be prepared in order to:

- explain briefly the 5 axis
- explain the challenge, commitment and the time needed to invest
- agree on the choice of animators
- agree on a calendar
- agree on practical organisation

Analysis of the 5 axis

Each analysis of axis will round up with some conclusions (strengths and weaknesses) and recommendations.

Redefinition

An end session will focus on:

- Definition of needs to strengthen the group (plan of accompaniment)
- Definition of new objectives and strategies
- Definition of new orientation

Empowerment in REAL

- Discuss how this training can be beneficial for the further REAL project progress. What are additional conditions as to integrate ASE elements in the REAL context? (20' + 4* 10')

Evaluation (30')

- Express your opinions on the training by indicating positive and negative points for the following items:
 1. Contents: appropriate? Made clear? Useful? What needs more time to be fully understood?
 2. Methodology: participation, balance theory-practice, support (hand-out, flip-charts, working material...), duration of the training, working time-leisure
 3. Logistics: food, housing, transport, other facilities (tel, e-mail,...)

7. ANNEXES

ANNEX I: Example to explain the content of the different axis

ANNEX II: Preliminaries in setting up an ASE

ANNEX III: The ASE Process

ANNEX IV: The fictive case– introductory stories

ANNEX V: Interview guide for the 5 axis

ANNEX VI: Analysis tools

Annex I: Example to explain the content of the different axis

THE ACTION AXIS

Example:

Basis data: Let's take a group of farmers in Cameroon made of men and women. Men plant coffee and organize group marketing and can offer themselves a revenue. Women plant maize and cassava, a part of each is used for self consumption and another one is sold on the market. The group has as main objective to increase family revenues by valorizing coffee.

Learning of farmers' member of a group can be done at different levels:

- From this action, men and women can learn how to avoid diseases thanks to exchanges of technical knowledge between members, access to external expertise, access to inputs etc.
- They can also learn how to increase yields of coffee, cassava and maize;
- The action can help them understand better price fluctuations: which factors increase or decrease the prices, how to influence them et why there is difference of benefits between men and women products?

THE REFLECTION AXIS

Example:

The farmers' group is meeting once a month and discusses on different aspects of its functioning:

- Production and marketing of coffee, maize and cassava: if group marketing of coffee has offered a better price, if everybody respected his commitments (for example, not to sell his coffee elsewhere) etc.;
- On the choice the group has made to invest essentially on the profitability of coffee; on the feasibility to orient also or even more on profitability of women stuff crops
- On solidarity within the group, on equality of opportunities offered in the group: for young and elders, men and women, the richest and poorest etc.

THE COMMUNICATION AXIS

Example:

- In the farmers group, communication can concern daily activities of the group like dates of meetings, price of marketed produce in group, technical information on managing agricultural products, inputs availability.
- Information can also deal with possibility to organize a study trip like: how many persons can take part to the trip, choice criteria, available budget etc.
- Members can also exchange on personal matter, combining their tasks in the group and their family responsibility, the behavior of the partner related to commitments in the group etc.
- Above all, learning can be done on the way of communicating itself: who talks more, who has difficulties to listen to others? Who has difficulties to explain his ideas? Who has information on precious matter like: financial means, trip possibilities, differences between men and women for information control etc.

THE NEGOTIATION AXIS

Example:

Learning which takes place in a farmers' group through the aspect of negotiation:

- During discussions on tasks and responsibilities division, on sharing of benefits on contributions, etc. women and men learn how to defend their point of views and interests.
- Women agree at a given period that investments in time and means be used only for contacts with coffee traders because men have lost a lot.
- Men agree to forget their interests (coffee) in order to invest in market searching for women produce = to accept to lose in order to gain later.
- Members learn to manage conflicts resulting from divergent interests of women and men.

BELONGING TO THE GROUP

Example:

Within the group we may particularly focus our attention to:

- New members: how to welcome them and introduce them to others
- Valorize competences of members: to give opportunity to farmers to present their technical know how in coffee processing; using capacity of members to manage conflicts, to organize mediation, to write articles in the union magazine etc.
- An equitable consideration of men and women; to break stereotypes of work division between men and women in group etc.
- Absences: why some members don't come or not regularly? Why is it difficult to get new members?

Annex II: Preliminaries in setting up an ASE

THE REFLECTED CHOICE OF THE GROUP

1. Characteristics of an ideal group

Surely the ideal group doesn't exist but if we want the exercise profitable, it is necessary to reflect and take into consideration characteristics of groups favorable to the ASE process.

- The group must be aware of the importance of internal organizational and relational aspects and of the necessity to improve them. It has defined its own objectives by reference to the organizational strengthening and has consequently fixed a timetable (periods) and wants to mobilize its own resources (time or availability of everybody).
- The group needs to have a history with the NGO accompanying the process. ASE is not a tool for first contact. Challenges are too important. It can only be successful when the two parties know themselves and have mutual confidence. Except the case the facilitator is contacted by a partner NGO looking for a resource person or an experimented consultant.
- The group must hold, as a group, a real experience shared by all members and in which everybody has invested and finds his interest. The group has realized common activities/actions. It should not be a mixture of sub groups without reasons to identify them to the group.
- Concerned are groups where members are physical individuals. In best cases there is no delegation (of expression, decision, power and control). They are "memberships organizations", interest groups and not support organizations. For basis organizations it is important to look for the presence of all members and try to understand reasons for absences. For bigger groups where participation of every body is impossible, it is important to use elements of diversity to choose participants.
- The ideal group should not exceed 20 to 30 persons. Meanwhile for excellent animators, it is better to work with a group which can have an impact on his environment and influence the community. The importance of the group has to play its role, the reference being 200 active members.
- For apex organizations, one has to work with delegates. The choice of them being of first importance, chosen persons must be in sufficient number to integrate all components/ tendencies of the organization. It is necessary to avoid that the same leaders present in all events be the one during the ASE exercise. It is necessary to include simple members and even "opponents" to ruling leaders. It is particularly important to ensure that all diversity aspects are included (gender, leader or not, religion etc.).
- Should not be in a sharp/serious external or internal conflict that would require rather a support in conflicts management before an ASE can be envisaged.

2. Proposed method to choose the group

- To take preliminary contacts to verify criteria above if not with the entire group, at least with the leader(s).
- Not to impose this exercise to a group, but rather try to obtain a voluntary application / adherence. The mutual interest of the exercise for the group and the animator must be explicit.
- Very few groups being aware of advantages and challenges of such exercise, it is important to take time to inform the group of advantages they can draw from such exercise in a preparatory workshop.

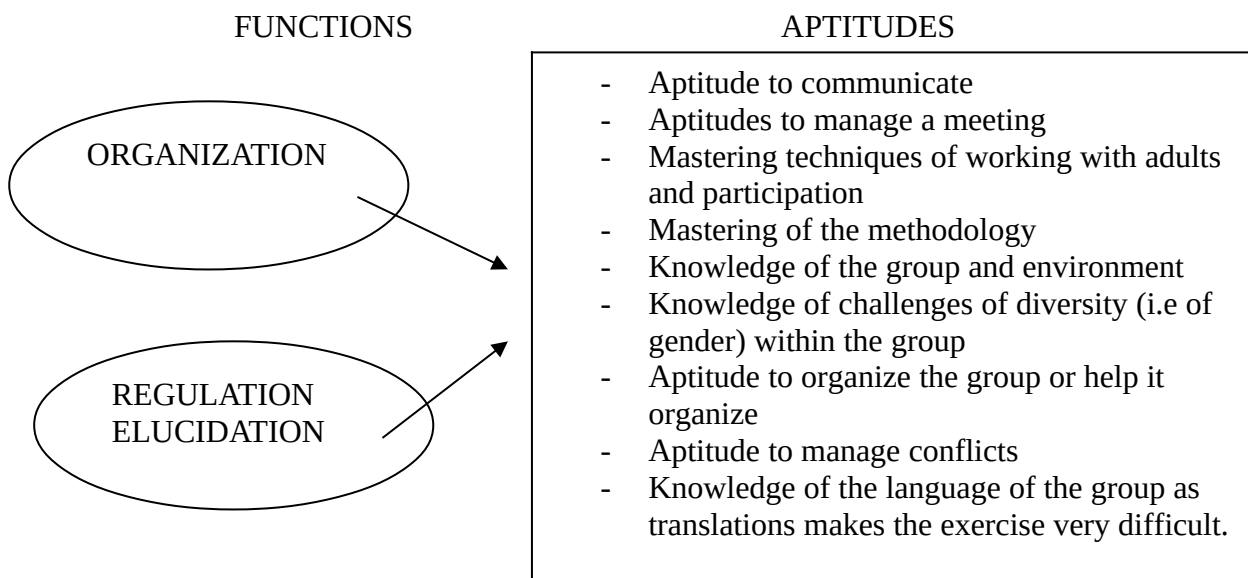
THE STRATEGIC CHOICE OF THE ANIMATOR (W/M)

Before talking of characteristics of an ideal animator, it is important to state that the group has the right and the duty to choose its animator and never impose oneself as animator. Let's not forget that the ideal animator doesn't exist.

The profession of animator is very demanding. It needs not only professional knowledge (technical, scientific and economic) but also sensibility, culture and a sense of human relations. An ASE animator will present minimal characteristics of every animator (W/M). In the first part, we present aptitudes and attitudes of an animator and focus on what he/she has to do and how. In the second part, we insist on the specific characteristics of an ASE facilitator (W/M).

1. Aptitudes

Aptitudes of an animator are related to his functions of organization, regulation/ elucidation



Organizational functions present the following aspects:

- To precise or make precise the objective of the exercise;
- To help the group choose the most urgent problems to address;

- To clarify the matter of discussion;
- To give information at the condition not to abuse of his position to impose his personal opinion;
- To structure the debate (time, modalities, appropriate procedures);
- To facilitate opinion exchanges and give to different point of views equal chances to be examined by the group;
- To channel and maintain the discussion on the matter, keeping in mind the objective;
- To reformulate, to precise and clarify the diverse meanings of interventions, to make the point (summarize and partial synthesis) along the discussion ;
- To make less dramatic and extract the intellectual content of the discussion from excessive passion and emotion;
- To set up an opinion, an advice from a permanent exchange, the most clear possible;
- To lead the group understand better its conclusions and look for acceptance of all - consensus on a possible conclusion.

The function of regulation and clarification is made of:

- To regulate exchanges (invite to talk, to ask for participation, limit overlapping);
- To feel what is happening in the group, at the level of climate, interpersonal relationships, emotions affective level;
- To be the mirror of the feelings of the group;
- To conciliate point of views and reduce tensions.

2. Attitude and behavior

On this matter we can talk of professional ethics of the animator as ethics is the art to direct his behavior. The next diagram gives an overview of some aspects of attitudes and behavior of the ASE facilitator (W/M)

Attitude	Behavior
Respect for others	Create a climate of confidence Keep listening to Observe Patience
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To believe in equity and equality of opportunities	Be sensitive to participation and valorization of all
To be creative and innovative	Take risks Accept errors
Commitment for the general purpose; idealism	A change agent Liaison person Cultivate a spirit of mutual aid and frank collaboration
Commitment to learn	Active collaboration to his own training

Respect for others

Create a climate of confidence

Particular attention will be paid on the “being” of the animator. Working in a particular environment and always different, the animator will be filled of deep respect, and even of admiration to farmers and FO leaders he has to collaborate with ; this not in a irresponsible submission, but with the expectation of having the same feelings of respect and admiration and then create confidence.

Keep listening to

Respect of others supposes that we keep a state of listening, knowing that it is necessary to explain our contributions and stay enough neutral at the level of the content (not directive). It is also necessary to underline the fact that as facilitator he oughtn’t to carry value judgments on opinions or on persons.

The animator will also keep in mind that it is necessary to listen before talking, that he has a lot of matter to learn from his partner, and that he has to stay humble.

Observe

The animator will increase facility to do his job if he develops a discrete sense of observation. This means the faculty to discern, to “guess “ through the behavior of persons and in his contacts and meetings where he has to work, what can be the cause of obstruction, jamming, refusing, inhibition, passive presence, success factors, enthusiasm, encouragement.

Patience

The animator will always remember that it isn’t good to go straight into the matter, but that he has to talk first of general matter like time, state of harvests, family, village, animals or current events. He reaches the goal smoothly taking profit of a sentence as if by accident.

An attitude of dignity and firmness

Create and entertain contacts

As animator it is important to radiate first by his “Being” and not by his “knowledge”. An attitude of dignity and firmness (not of vulgarity, because this mode can just produce a temporary admiration for a short time, but just produces a sense of being offended for long time) of the animator will give him necessary basis to begin acting because animation is a profession of contacts, i.e attitude, behavior, listening to, experience and aptitude to animate. The fact of being firm on procedures and form (to be directive) contributes to create a climate of confidence.

To stay himself-herself

The mission of the animator is to give support, to lighten farmers and group leaders in very diversified sectors (technical, economic, family, social and group life etc.) helping them discover psychologically their errors (for example an egoist attitude he takes and its possible consequences).

In all these required qualities, the essential is that the facilitator stays himself (and not loses his personality) facing those benefiting from his services. A person can not be divided.

Equity and equality of opportunities

An important value to develop as facilitators is “equality of opportunities” which means to believe in values of each individual and commitment to contribute to opportunity

equality for all (W/M). We want to talk of different aspects of diversity like age, gender, valid/not etc. and inequalities existing in empowerment. A good animator has the reflex of being sensitive to differences at the level of the group and gives special attention on measures to take in order to include everybody, and even take positive discrimination measures to reduce inequalities.

To be creative and innovative

The facilitator has to be creative and innovative on one hand but also assume the risks of this innovation in advice he gives. He/she oughtn't to be afraid of some tensions which can be signs of good health, but in a climate of respect and mutual confidence. Every crisis leads to changes. It is the responsibility of the animator to make it evolve in the good direction. Another aspect of creativity is to accept his errors (always possible) and critics.

Commitment for general purpose

A change agent

Change always needs meeting of many persons; in order to contribute actively to this change, the facilitator needs to be first of all a liaison person between many interested partners.

Liaison person

As organizer of meetings, the animator has to focus his fundamental activities on strategies of individual and group meetings.

The animator will never go ahead the people (W/M), but just follow them, let them talk, let them see. To support them discover their own best practices or improvements. A proposed improvement is not always spectacular.

Cultivate a spirit of mutual aid and frank collaboration

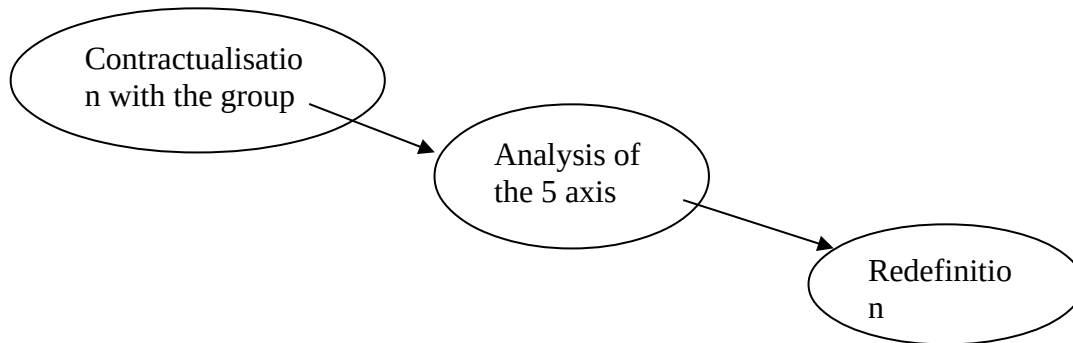
As a liaison person and organizer of meetings, the animator makes efforts to build up a spirit of mutual help and frank collaboration for himself and for others. This attitude is particularly important within the support team.

The commitment to learn

The profession of facilitator needs patience, modesty and an important hidden know how. In order to master his attitude, the active collaboration of the facilitator to his own training and improvement of his knowledge during years is indispensable. This being relates to a state of mind. The objective of these training efforts will not be limited to offer the best material solutions advice (progress) but precisely to develop the other capacities.

Annex III: The ASE process

Methodology of accompanied self empowerment is made of three important moments which are:



CONTRACTUALISATION WITH THE GROUP

1. Objective

The objective of this first step is to:

- ensure that the process will be a self analysis and will take a process character and not a punctual intervention ;
- ensure that the group has the required prerequisites;
- ensure ownership of the method by the organization which takes commitments in a responsible way;
- organize practical matter;
- let the group chose its animator (W/M);
- fix limits to the intervention.

2. Expected results

The organization:

- knows how to proceed, with which facilitator and which means;
- knows the challenges and final objectives;
- is aware of the process character of change and strengthening;
- is sensitized on the expected result;
- masters the methodology;
- has taken commitments to share tasks and resources;
- has chosen activities involving all of them and which will be used for analysis.

There are long-term commitments between the organization and the facilitator:

- contractual commitments not to abuse of the results without the agreement of the group;
- agreement to pursue the facilitation of the process set up;
- agreement on reporting : which type of report will be produced by who and which limits to its distribution ?

3. Different steps

For the contractualisation step, 2 or 3 animators visit the group. Work is done with the whole group or all delegates identified during preceding contacts.

Absences not motivated and not accepted by others make the exercise impossible and may oblige to postpone it.

The different steps are (see also pedagogical slip):

- Understanding the ASE method: The method and its tools are initiated by an illustrative fictitious case (see annex III). The fictitious case presented here gives opportunity:
 - to introduce also the 5 axis;
 - to understand the importance of ASE approach and its difference with a ordinary evaluation of the intervention;
 - to look for adhesion of the group.

- Exchanges on challenges and risks: Challenge: explain the self analysis character: i.e the group is going to heal itself and the animator is going to facilitate the process. People agree on the priority for internal aspects of the organization in comparison with the relationship with externals sponsors (They do not seek external scapegoat).

The cost aspect: It is an accompanied process which takes long time for the farmers (W/M) and for animators.

Risks: to explain to the group that it is like to lay the group bare – their problems-their strategies and theirs achievements.

It is then very important to answer next questions:

- What is the interest for the organization and why does it appeal to/trust such a NGO and not to another one for that?
- What does ASE represent for the support NGO and the animator (W/M) and why it is an important contribution?

- The question of accompaniment:

At this step explain to the group that it is their right and duty to choose the person (W/M) who is going to accompany the group

The support NGO has to:

- to present more than one candidate (W/M) trained and able to accompany the process;
- to guess the feelings at the level of the group.

- Agreement

It is the moment where we agree on challenges and conclusions of the exercise:

We go back through, formalize and adopt commitments taken during the first contacts:

- adapt methodology;
- agree on what has been agreed together;
- agree on the choice of animators (W/M) to accompany the process.

For this last point it is necessary to organize discussions in small groups without participation of the animator and present the results of the reflection afterwards.

- Organizational matter
 - The first question deals with the priorities of the group : which axis to start, the next one, etc. and then make a plan;
 - then it is the moment to introduce the idea of “structuring actions” in order to let the group prepare the choice for the first session;
 - to determine the timing, the places and dates and share out the roles between members and animators;
 - to agree on reporting : who is going to prepare the report/who is the owner of the report and to whom it may be sent ?
 - in case of delegates, it is necessary to be sure of their representativeness in function of diversity elements(W/M, young/old, castes etc.).

ANALYSIS OF AXIS

REDEFINITION

1. Motivations for redefinition

Beginning a process of empowerment of groups raises a lot of questions. It makes clear that life is complex and that it is not easy to take position.

Organizational diagnosis can also lead to discouragement and raises questions how to overcome it. In order to avoid discouragement of groups after diagnosis, in order to help them recover their pride, it is indispensable to look for alternatives by a redefinition of objectives and /or strategies. Redefinition deals not only with the five axes (action, reflection, communication, negotiation and personal blooming) but also with the whole process of empowerment. Redefinition will also influence the choice of the tool (diagnosis, follow up and evaluation) for the support NGO.

2. Redefinition objectives

Redefinition has the objective of helping the group take pertinent decisions on new orientations once the analysis has taken end. The group will use the offered opportunity to appreciate better its needs for empowerment and the necessity to go on using the ASE methodology. In fact the period for decision takes place at three levels:

- at the level of each axis
- at the level of the group
- when using ASE.

Decisions to be taken are on:

- methods and strategies
- means
- objectives
- group organization
- vision and values.

3. Methodology: How to redefine?

1. To go back to synthesis of each axis: summarize facts, judgments and appreciation.

After each axis (action, reflection, negotiation, blooming) the group will reflect on decisions (changes on how to manage the group) to take to strengthen the group.

Questions to answer here will be:

- what each member believes he has to do for himself to improve his mastering of the axis
- for what he needs help of other members
- what the group can do to master the collective mastering of the axis
- for what the group needs external support.

2. Global appreciation of the group and global judgment

At the end of the exercise it is important to give opportunity to the group to express a global judgment: Do the image and practices of our group still correspond to our mission and our main objectives?

Then all important decisions to be taken are recalled especially for the group. To ensure that all categories of the group take part to decision, the animator who will have identified during the exercise the principal components of diversity of the group will propose to analyze this question in sub-groups.

Sub-groups propositions will be debated in plenary session.

3. To reflect deeper on possible improvements. For this global judgment, next possibilities are available:

- If the situation is not too worrying: redefinition will deal only with methods and means.
- If the situation is more questioning, there is need for reflection on objectives, group organization and values and vision of the group.

4. Decision taking or in other words strategic choices; following judgments axis by axis and on the whole group, different decisions can be taken:

- To set up slight improvements (methods and means)
- To reorganize/reorient deeply the group (objectives/organization)
- To put end to the group (questions at the level of vision and values)

In order to make strategic choices, the method of prioritization of presented solutions can be used.

5. To dream on the group and its empowerment

Questions on this last step are:

- how should the group evolve in one, two or five years to become stronger?
- which indicators to monitor this evolution?

Planning again will be done later. It isn't in the ASE process.

Annex III b: Pedagogic slip of the step "contractualisation"

THEME	PHASE	HOW	DURATION	TOOLS
Sitting down Exchanges of Politeness	Disposition Greetings Introduction	In U shape The animator greets everybody	5 min.	
Comprehension of ASE	Presentation of the fictive case Reaction of participants Synthesis Explain each axis Clarifications Brief synthesis	The animator tells the story What does that story mean? Organize answers in 5 groups Brief presentation Questions/answers set By one participant		Story Case- study Maps Paper Etc.:
Explain challenges and risks	The process Self analysis Laying the group bare Conflicts	Presentation on seven sessions Questions Presentation Information Cheering to manage with them/to tell the truth/examples of success		
Choice of animator	A right and duty to present candidates Consulting together	Presentation Discussion in focus group Presentation of the result		
Acceptation	Agreed methodology Choice of the animator (W/M)	Formulate conclusions together To search agreement of all		
Organization	Sharing tasks Planning	Discussion on responsibilities Discussion on priorities of the group : to begin with which axis		

		Introduce the idea of structuring actions Set up a calendar		
Closing and departure				

Annex IV: The fictive case– introductory stories

Example 1 of a fictive case

In 1994 began the group "Thanks to God" at the... (quote a people different from that group) composed of 12 men and 7 women. Their chairperson had indeed explained that as union gives force, they could grow rich rapidly by cultivating together a field of plantain bananas (choose a crop adapted to the quoted region) like groups he had visited at the...(name of another people).

The group has immediately begun to work and has planted three hectares that have well grown the first months.

To the fifth month, leaves of the banana trees began to yellow and a woman of the group tells that she has seen the wizard Makake throw a tuft of herbs there.

During the follow-up of the group, the extension worker of NPAE (national program of agricultural extension work) meets the chairperson and two members of the group and asks them to organize a meeting to discuss the question. These latter transmit the information only to some members and just the previous day of the meeting. Only 11 members on 19 assist the meeting.

During debates members began quarrelling and some of them stated that this business which just put ahead money was just to valorize the chairman and his clan. Finally no compromises can be found between partisans of a spell casted and those of a disease.

The chairperson decides then with his own means to treat the field that becomes its individual property. Conflicts that follow in the village are still going on nowadays.... Identify all factors that have contributed to laminate the group "Thanks to God"

Example 2 of a fictive case (HAITI) Irrigation association in the Artibonite

After a famine struck the country (Haiti) in 1977, a few farmers in Gros Morne decided to create an association in order to organise themselves and to improve their living conditions. After a few meetings, they decided to get started with irrigation activities. In fact, in their region, ground water was present at limited depth and therefore, by drilling a hole and by installing a pump and generator, they would be able to bring water into their gardens.

The farmers did not have enough cash money and decided to present a project proposal for financial assistance to PROTOS. They convinced the PROTOS staff of the feasibility

of the project and PROTOS was ready to approve the proposal under condition of receiving the legal documents on the creation of the association and management structure. Therefore, the farmers invited their neighbours and urged them to subscribe to their organisation. Rapidly, statutes and roles were written and voted, and members were installed on different functions in several committees:

- management committee: with a president, treasurer and general secretary
- inputs committee: with a president (the son of the president of the management committee), treasurer (son in law of the treasurer of the management committee), 1 member
- steering committee: with a president, an responsible for operations, a canal inspector

The committees were installed to manage the perimeter for a period of 5 years

PROTOS approved the proposal and the infrastructure was installed in 1978. At the beginning of 1979, the farmers got their first harvest of shallots. The pumping station was irrigating 60 ha and serving 40 families, all members of the association. From the first year onwards, agricultural productions increased considerable. The economic situations of the 40 families improved and all members of the association were satisfied.

However, problems appeared later on: water distribution rules were not followed. It was enough to be the friend of the president to get privileges. Some farmers denounced these practices in the general assembly in 1980 but they were victim of informal punishments: fewer time to irrigate, changing in time schedule without previous notice...

In the third year, the treasurer declared in a meeting that he got attacked whilst he was under way to the bank to deposit money, and that the thief got away with 80% of their funds.

In the fourth year, the pump broke down. The committee contacted a mechanic. He remarks that the responsible for maintenance doesn't have a clue of what he is doing. In fact, the only qualified person of the village for this task was refused access to the post of responsible because his father is not really a friend of the president and therefore, the committee would not take the risk to vote this young guy, in spite of his qualifications and goodwill to serve the community.

The mechanic estimates the cost of reparation and there is not enough money. The committee organises a meeting and the president accuses the responsible for operations of incompetence. The committee decides further to organise a collect of money in order to get the necessary money for reparation of the pump. But the farmers do not respond; they lost their confidence in the committee.

In the meantime, the next shallots harvest is approaching. There isn't enough rain to save the campaign and big losses are registered.

A few farmers sit down and **reflect** on what is happening: what are the reasons for this disaster. Their opinion is that the president concentrates too much power, there is a duplication of roles, and the responsible person for the operations is incompetent and

unwilling to learn. There are too many members of one family involved in the management and therefore, the committee isn't functioning well.

They decide to widen the reflection and they invite other farmers **expressing their opinion** on the situation. When looking into the statutes, they find out that they can convoke an extraordinary assembly with the agreement of 20% of the farmers. They manage to convince 20% of the farmers and they write a letter to the committee for the convocation of the extraordinary assembly. This one is organised and during the meeting, the participants discuss how to repair the pump.

After a long debate on the causes of the malfunctioning of the pumping station, some people propose to look for external assistance to help them solve their problems. They think this is necessary because the group lacks confidence in the committee, and there is a duplication of roles. Others think this external assistance isn't necessary, it is important that people pay their debts and contribute, once again for the reparation of the pump. In the end, the proposal of external assistance is accepted; the focus of the assistance should be on the organisational aspects of the group.

The committee went to visit the development agent of their zone and this person accepted to help them. The facilitator proposed to dress the lifeline of the group and to reflect on the reasons that brought along strong and weak moments in the association's life. They identified the following elements:

- Strong moments: willingness and unity in the negotiation, willingness and unity in the installation of the infrastructure
- Weak moments: no reflection and no participation in the creation of the organisational structure, no reflection on representatives and skills within the organisation, no reflection on distribution of roles and responsibilities.

The development agent proposed to go and visit another association dealing with a pumping station and there, they were able to see clear their errors. This exchange visit was very important for the association. They were motivated to organise another collect to raise money and repair the pump. This time, everybody participated and the necessary funds were raised. **(Negotiation)**

The founders of the association were the first to propose another assembly to reorganise the structures and they asked again the assistance of the development agent. A plan to strengthen the organisation was dresses, focussing on the structures in relation to the objectives and the mission and vision of the association. This exercise developed a good **cohesion in the group** and at the assembly, new members showed interest. A new responsible for operations was chosen, roles and responsibilities were clearly stated and the agricultural production increased again.

Annex V: Interview guide for the 5 axis

INTERVIEW GUIDE FOR ACTION AXIS

1. TAKING CONSCIENCE OF

- Which are tasks conducted in structuring activities chosen for this analysis?
- Why did the group begin these activities?
- How are the different structuring activities organized?
- Which tasks are realized individually and in common?
- Which is your appreciation of the organization of the work?
- Are you ready and convinced as to go on with common actions?

2. TECHNICAL KNOWLEDGE

- Which technical knowledge is necessary/used to implement the structuring actions?
- Does everybody master them? How do you know it? From applications?
- What do you think? Are you satisfied? What do you plan to do?

3. RESOURCES

- Which human, material and financial means did you mobilize to implement the structuring actions?
- How did you do? (Quality, competencies, enough quantity?)
- What do you think of it? Are you satisfied? What do you plan to do?

4. RESULTS

- What did the activities bring in terms of profit (material, time, lightening of loads, prestige, mobility, knowledge etc?)
- Which new knowledge were you able to acquire and master in implementing these activities?
- Which better understanding of environment these actions did help you to get?
- Did these actions give birth to pride, commitment, and enthusiasm of every member? How is the group appreciated by the village? (Credibility and power) in what precisely?
- Which other lessons did you learn from this activity?
- Did sharing of roles and responsibilities evolve within the group?
- How do you appreciate results achieved compared to those expected? Why?
- How do you appreciate achieved results compared to efforts and means used? Why?
- Which new results do you expect in continuing the activity?
- Do you think the group could do better? In what?
- Where have you been stopped?

5. PARTICIPATION

- Which were members' contributions? How were these contributions shared out? Between the different groups (by age, sex, tribe etc.)?

- How are roles and responsibilities shared out? Did every member contribute as expected? Why?
- How are decisions taken? Who takes part (different groups: age, sex, tribe)?
- How did every one get profit? Was everyone satisfied? How are profits shared out?
- Is acquired knowledge shared by all? Is everyone able to apply them?

6. EXTERNAL DEPENDENCE

- Which are your own means (funding, labor, knowledge) of the group?
- Where do means (funds, labor, knowledge) to implement actions come from in your group?
- Do you have your own means, which ones?
- For which activity do you need external assistance? How much?
- Who (person, institutions, organizations) is helping you to implement your activities? At which moment?
- Which external assistance do you depend on to ensure good implementation of your activities?
- Do you always get this support on time? Why?
- What do you think of this external dependence?

7. ACTIVE SEARCH AND ADAPTATION

- Have you already thought of another way to implement your actions? (Working method, use of production means...)
- Do you think of different alternatives for your working way?
- Which changes did you bring to your initial plan? Why?
- Are you able to continue or begin the activity without the help of anyone? Why?

8. PROSPECT AND ANALYZE OTHERS

- Do you take profit of experience, knowledge and working methods of other groups? How?
- Have you tried to send members of your group to visit other groups in order to learn techniques, working methods, information and documentation? How were you enriched by the trip?

9. USING ATTAINMENTS

- Do you think the group can be useful for other activities?
- Which new activities can you develop thanks to knowledge got from the group?
- Which new difficulties can you better overcome now thanks to attitudes/acquired attitudes?
- Which are new opportunities (donors, research institutes, other groups, experts etc.) do you know now? How to take profit of them?

FAVORING ELEMENTS

Which factors did favor the implementation of actions within the group?

INTERVIEW GUIDE FOR THE REFLECTION AXIS

1. TAKING CONSCIENCE OF

- Which are periods for reflection in your group?
- How are these periods initiated? Who takes initiatives?

2. TECHNICAL KNOWLEDGE

- Which methods/procedures do you use to organize reflection?
- Which mechanisms do you use as a group when someone of you is involved? When he is a member of the group? When it is an individual or an external organization?
- What do you think of it? Are you satisfied?

3. RESOURCES

- Which are the human, material and financial means do you mobilize to organize reflection/meetings?
- Compared to results, are these means justified? Enough?

4. RESULTS

- Did common reflection help the group? Who? : men, women, young and other groups? In what? At the beginning? How did it evolve?
- Which are the main lessons you remember?
- Are you satisfied of application of these recommendations?
- Which are old actions questioned and new proposed from this reflection?
- How does reflection consolidate the group identity?
- How did ambitions/dreams of the group and each member evolve?
- How did objectives and strategies evolve? What do you think of it? Are you satisfied?
- When did reflection generate periods of crisis and tensions?
- Which values are debated within the group? Did they help to reformulate the group objectives?

5. PARTICIPATION

- Do all members participate to all reflection periods: preparation, debate, redefinition...?
- Who are absent? Regular? What do you think of it?
- Are there factors which favored participation?
- Which members' opinion is determinant? Which members' opinion is marginalized?
- Which persons have been able to propose matter of debate? What did favor it?
- Has everyone the same opportunities to propose matter of debate?
- Which persons have the capacity to moderate meetings? What do you do when they are absent?

6. EXTERNAL DEPENDENCE

- On which matter do you need an external moderator?
- Who is helping you to organize your meetings? To organize reflection periods?

- Do you have competent persons within the group to animate reflection periods?
- Which support have you got to organize reflection?
- Do you get this support when needed? Why?
- Which external assistance do you need to ensure success to your meetings/periods of reflection? What will happen to your group without this assistance?
- What do you think of that? Are you satisfied?

7. ACTIVE SEARCH AND ADAPTATION

- Did you adapt, improve, change the way to analyze your practice? How? Are you satisfied?
- Have you thought of another way to organize your reflection? (Moments, reflection?)
- Do you envisage alternatives?

8. PROSPECT AND ANALYZE OTHERS

- Do you take profit of experience and reflection of others? How?
- Have you tried to send members of your group to visit other groups to learn techniques of and methods of animation/managing reflection?
- How did you take profit of it?

9. USING ACQUIRED EXPERIENCE

- How did each member improve his way of analyzing, reflecting and questioning himself?
- Did you help others analyze better their situation? To reflect better?
- Are there differences comparing social groups? (Women, men, young, elders, tribes?)

FAVORING ELEMENTS

Which elements did strengthen reflection within the group?

INTERVIEW GUIDE FOR THE COMMUNICATION AXIS

1. TAKING CONSCIENCE OF

- How does information flow within the group?
- What does communication mean concretely in your group?
- When did communication become an important element of attention for your group?

2+3 METHODS AND MEANS (discussed together)

- How is information transmitted to members and to others?
- Do all members understand the system of communication? Is it used?
- Which is the reaction of members when there is lack of information?
- What does favor communication with the outside?
- Which are the sources of information?
- Is it easy to access to information and share it?
- Do you have a place to meet?

- What do you do with information you get?
 - Which is the cost of communication (in money and time)
 - Isn't there any possibility to communicate more efficiently?
4. FRUITS: information got, information given, lacking information
- Do you feel you have all information you need to participate fully to the group?
 - On which matter do you feel that you didn't get enough information or have got enough? Do you think this information is useful?
 - Which information helped you to progress? Which progress?
5. PARTICIPATION: in decision taking and implementation
- Who leads communication?
 - Are there social groups (women, men, young, elders, a certain tribe) who are participating in another way?
 - Are there members who have difficulties to access to information? Why?
 - Do you think all information reach all members?
 - Who takes the decision to transmit information?
 - Who are persons more/less informed?
 - Who uses which type of information?
 - Which type of information doesn't reach everybody?
 - In the case of the group "thanks to God", the lack of information lead to conflicts within the group. Did your group face similar problems?
6. EXTERNAL DEPENDENCE
- Where does information come from in your group?
 - How many times did you hold meetings without the help of an external animator and on which matter?
 - Who is helping you to communicate in the group and with others?
 - Which information do you have to search outside?
 - Are you always sure to get this information on time? Why?
 - On which external assistance do you depend to ensure good functioning of your communication system?
 - What have you done when you lack information?
 - Which information did you have to search on your own? Why? What have you done of it?
 - Which type of information have you searched in other groups? Are you satisfied of it?
7. ACTIVE SEARCH AND ADAPTATION
- Did you adapt, improve and change your system of communication?
 - Which adaptations, improvements and modifications did you bring to your communication system? Which one do you intend to bring?
 - Which new opportunities do you have to improve communication?
8. PROSPECT/analyze others
- Have you tried to understand the communication system of others?
 - How did you use this information?

- Do you take profit of experience and methods of communication of others? How?
- Have you tried to send members of your group to learn the methods/techniques of communication? How did this help you?
- What have you learnt about information exchange with other associations concerning your communication system? How did this improve your system?
- What would you like to learn?

9. USING ATTAINMENTS

- How did each group member improve his communication way?
- Are there differences related to social groups (women, men, young, elders, tribes,)? Which ones and why?

FAVORING ELEMENTS

Which factors strengthened communication within the group?

INTERVIEW GUIDE FOR THE NEGOTIATION AXIS

1. TAKING CONSCIENCE OF

- Present the periods (small and big) of internal and external negotiation
- At which moment did you feel necessity to negotiate within the group and outside?
- Which feelings did you get from the possibility to negotiate?
- Are you satisfied to have negotiated?

2. TECHNICAL KNOWLEDGE

- How are negotiations conducted?
- Which are the steps? Which astuteness?
- To what did you pay attention?
- Do you believe mastering the techniques of negotiation?
- Do you feel strong or weak in negotiation? What would you like to improve?

3. MEANS

- How are your relations with others?
- Which reputation do you have in the environment?
- Which resources do you have to negotiate with?
- What do you think of means you have to negotiate?
- What time do you use to negotiate in your group?
- Do you feel that this time is well used?

4. RESULTS

- Which benefits or consensus agreements have you got from internal or external negotiation?
- Are you satisfied with your negotiations? Why?
- Do you feel stronger in negotiations? How do you see it practically?
- Do you feel negotiations improve comprehension between members? How?

5. PARTICIPATION

- Who negotiates for the group? Who takes decision of negotiating (referring to diversity elements (men, women, young, tribes)?
- Who takes part to preparation of negotiation?
- How many persons are able to negotiate? Do you consider this number enough?
- Are you informed on progress and results of negotiation? How?
- How do members react to negotiations in case of defeat?
- Is everyone giving his point of view during internal discussions?
- How do you appreciate participation of members in internal discussions?
- How do different groups react? (Men and women, young and elders, tribes etc.)

6. EXTERNAL DEPENDENCE

- Which support do you need to negotiate?
- Do you have to negotiate sometimes without the help of this support?
- In case of internal conflicts do you look for an external referee or do you try to solve it at your own? Why?

7. ACTIVE SEARCH/ADAPTATION

- When did you begin to negotiate?
- What do you do in case of defeat or in case you are not satisfied?
- Have you tried to reorganize a negotiation round which failed or of which you were not satisfied?

8. TO TAKE PROFIT OF OTHERS

- Do you take profit of experience and method of others?
- Have you sent a member to take part to difficult negotiations? Why? How did you get profit of it?

9. USING ATTAINMENTS

- Were you able to help others thanks to acquired knowledge? How?
- Have you been able to solve your own problems thanks to acquired knowledge?
- Which differences for different social groups? (Women, men, young, elders, tribes etc.) Referring to usage of acquired knowledge? Why those differences?
- Have you been asked by others to help them negotiate? On what?
- How do you appreciate usage of acquired experience in negotiation?

FAVORING ELEMENTS

Which elements did strengthen negotiation within the group?

INTERVIEW GUIDE FOR THE AXIS “BELONGING TO THE GROUP”

1. TAKING CONSCIENCE OF

- How does the group favor the blossoming of members?
- How do you appreciate the climate in your group?

- At which moment did blossoming of members become important for the group?

2+3 METHODS/MEANS

- What do you do to promote the blossoming of group members?
- What do you do to have everyone at ease?
- Which behavior do you adopt to valorize members?
- Are members of the group liable? When? How?

4. RESULTS

- How did belonging to the group change the consideration of you?
- Are you satisfied? What can be improved? How?
- Do you feel to be responsible for the group?
- Are you satisfied of consideration you have in the group? How did interpersonal relations evolve in the group (fraternal, familiar, equality etc....)
- Which reasons do have to be proud of your group?
- At which occasions (other than group activities) do you present yourselves in group?

5. PARTICIPATION

- How do members feel liable to the group and at which moments?
- Which is the policy of the group to valorize members?
- How does each member try to create a climate to facilitate blossoming of others?

6. EXTERNAL DEPENDENCE:

7. ACTIVE SEARCH/adaptation

- In what did the group improve its policy of valorization of members?

8. PROSPECT

- How did exchanges with other groups permit to introduce new forms of valorization of members?

9. USING ACQUIRED EXPERIENCE

- Using your experience, have you been able to defend better your positions in the group? And elsewhere? (In the family, at other occasions?)
- Were you able to take more commitments without being afraid of failure? Which ones? To do what?

FAVORING FACTORS

Which factors did strengthen the belonging to the group?

Annex VI. Analysis tools

ANNEX VIa: History profile

The history profile is a diagram showing important events which took place in a group and help understand the present situation of the group. Next are examples of history profiles to facilitate comprehension of the utility of the tool for analyzing different aspects of learning in a group.

1. Application to analysis of the axis “reflection” of a farmer’s movement in Haiti:

Question: which important and less important periods of reflection did you have and which have been the learning elements?

Important moments of reflection	Year	Small periods of reflection
Congress for the 30 anniversary GA for women GA for the young Forum Porto Allègre Evaluation by Agriterra	2003	Different local assemblies of zones and the central Different monthly, quarterly and annual meetings Different group meetings
Evaluation of institutional strengthening.	2002	Annual evaluation Working session on ACP-UE agreements
	2001	Reflection meeting
Congress 25th anniversary Evaluation - capitalisation agroforestry program 1st national congress of MPP	2000	Participation to Protos congress on actors empowerment
	1998	
	1995	
	1987	

The following are learning and empowerment elements during these reflection moments within the farmer’s movement.

Congress 2003:

- Ratification of the five year plan by delegates of the movement: REFLECTION-STRATEGY.
- Repositioning of MPP related to the political, economical and social environment: REFLECTION-VISION
- Reaffirmation of solidarity with organizations and partners both national and international: REFLECTION- VALUES-VISION
- Space to denounce publicly neo liberal policy: COMMUNICATION-POWER
- The image of MPP strengthened
- Increase in motivation within the team: BELONGING TO THE GROUP -WANTING

WOMEN GA :

- Systematization of the history of the women’s movement
- Definition of priorities and program of women on five years: REFLECTION ACTIONS
- Election of a new women co-ordination committee: REFLECTION-MEANS
- Strengthening of links with other women organizations: REFLECTION-STRATEGIES

Porto Allegre:

- Reputation and sensitization of others on Haiti and the movement.

Annual Evaluation:

- Revision, correction of working plans: REFLECTION- ACTION
- Evaluation of higher staff: REELECTION- HUMAN MEANS

Numerous meeting and assemblies

- Monitoring, reflection-action, competencies, knowledge: REFLECTION KNOWLEDGE

2. Application to the analysis of the axis "Communication": A farmer group producing coffee in Cameroon:

In this example, the history profile is used to make appear moments where information has favored an activity or contrary the absence of information has caused prejudice.

Access to information- Positive effects			Absence of information - negative effects
<p>The information on the existence of a factory helped women to contact the director in order to get a market for big quantities of cassava.</p> <p>Publication in the union magazine of a study trip helped the young to negotiate participation of their members.</p>	<p>July 2001</p> <p>January 2002</p>	<p>January 2000</p> <p>may 2000</p>	<p>The lack of info on coffee prices (world level) did not help the group negotiate prices with traders.</p> <p>Failure to diffuse information on departure of a lorry to the town’s market conducted to the fact that some members could not take profit of it.</p>

After explanations on the history profile, an analysis can be done on causes of such situations, on consequences on drawn lessons. The reflection guide in annex IV can be used as illustration to animate discussions.

3. Application to analysis of the axis "Negotiation" of a women's group:

- To make appear small and big moments of negotiation and internal and external moments of negotiation
- To discuss on weaknesses and strengths of these moments- Why?
- Lessons to draw from

EXTERNAL

Beginning of the group; negotiation with
The elders to get a field plot
Organizing work

INTERNAL

vote of the chair
1998 -
1999 -
2000 - choice of a new chairman
conflict,
organising
work

Negotiation to enter in the Union

ANNEX VIb: Narration:

Application to the axis "actions"

The group tells its story

- One or some persons tell the story of the group
- Follow the logic of persons telling the story
- Eventually ask supplementary questions if some points are not clear enough: Who got the idea to begin- with which motivation- with who- with which objectives- with the help of who- means- organizational aspects- the development of the group.
- Group the elements got by axis
- Develop more the analysis of the axis "actions"

ANNEX VIc : Semi-structured interview

Semi structured interviews are interviews conducted on the basis of an interview guide. This contains subjects and important problems to discuss. They are called semi-structured because:

- Interviews and discussions are non formal: the person interviewed can take distance from the discussion theme or tell stories as the interview guide has not to be followed in a rigid way like for questionnaire.
- Questions are organized around a theme chosen in advance: the interview guide constitutes a check-list helping to guide discussions to the subject interesting the accompanying team.

The semi-structured interview is the most important tool in PRA. It is used with other tools like history profiles and preferential classification. Facilitators can interview

individual or groups. They can use different types of interviews according to their objectives:

- Individual interview,
- Interview with key informants,
- Interview with a target-group and
- Community and collective interview.

ANNEX VI d: Role Playing on the 5 Axis

The group ‘we are different’ has 15 members of which 9 men and 6 women. The group has two main activities since ten years: production/marketing of palm oil and a Njangi (a traditional saving and credit scheme). The group made good harvests and bought a community motored oil press since three years. In the credit scheme each member who wins the biggest loan must buy a barrel to stock palm oil and Electro-house equipment in order to make the difference with other village farmers.

The group has to face since six months progressive erosion of oil palm prices because of competition of others groups in the region, but the business is still profitable. Jealousy but also admiration exists for the group.

INSTRUCTIONS TO ANIMATORS

There is a principal animator and an assistant. The last one doesn’t take any initiative. His role is just to clarify some points but respects fully orientation given by the principal animator in his questions. The two prepare the intervention 15 minutes before.

INSTRUCTIONS TO FARMERS

The farmers have to identify them to the group. They agree together on more details of the situation. If one of them gives information on minor elements like price, quantities, selling days etc., the other will not contest it to avoid creating useless debate on formal matter.

But they have not to share always the comprehension of the situation. There is debate on the content and not on the form.

The common comprehension of the group is built up progressively together.

INSTRUCTIONS TO OBSERVERS

You just notice what is positive (well done) in the role playing on a paper in your notebook and what can be improved on another piece of paper.

Except eventual slight comments on the group, you are focused on animators and not on farmers.

Develop appreciation elements and predisposition of the group to empowerment like:

1. Communication within the group. Does information flow in an equitable way between all members or is monopolized by some persons of the group?
2. The quality of shared information;. Do members have enough confidence in others to share ‘delicate’ information which can make them vulnerable?
3. Delegation: Is leadership matter of one or some persons or is it enough democratic to ensure participation of all to decision taking (policy and strategic)?

4. Management of delicate matter. Are we afraid of conflicts or do we consider them like learning opportunities?
5. Learning through reflection: Reflection ends with drawn lessons and operational implications.
6. Consideration and valorization of everybody. Each member considers/and is considered as being able to bring valuable and equitable consideration.

Placing in a real situation

It is a role playing in which participants play the role of another person in order to deal with a precise matter.

Application to the axis "COMMUNICATION" – "NEGOTIATION"

The group receives a message like: you need to delegate two persons for an extraordinary meeting of the union the group belongs to and it is necessary to agree on points of view to defend in this meeting:

- One person acts like the president and the president becomes like an ordinary member
- Some members play the role of the management committee
- Members of the management committee act like ordinary members
- To agree on the agenda of the meeting
- To play the role during a convened period
- To analyze what has happened in role playing in terms of ‘communication’
- To draw lessons from this role playing.

Application to the axis NEGOTIATION

Analysis of internal negotiation to manage a loan the group has got.

- One person acts like the president and the president becomes like an ordinary member
- Some members play the role of the management committee
- Members of the management committee act like ordinary members
- To agree on the agenda of the meeting
- To play the role during a convened period
- To analyze what has happened in role playing in terms of ‘negotiation’
- To draw lessons from this role playing.

ANNEX VIe. Harvard Framework (modified)

Harvard and Moser did develop tools that allow understanding the distribution of roles and responsibilities between man and women. In the following (adapted) example, distinction is made between reproductive and productive activities and activities at a community level. Through questioning together with the group, a picture can be drawn on the workload and main occupation of the different sexes in the community.

- A sub distinction between man-boys and women-girls can be useful sometimes.
- Along with the questioning on who is doing what, considerations can be added on the workload and-or time invested (XXX for very heavy and time consuming; x for little involvement)
- The contents of the different types of activities will depend on the situation (agricultural tradition, livestock, other...)

	MAN		WOMEN	
	boys	adults	girls	adults
Reproductive activities <ul style="list-style-type: none"> - giving birth - take care of children - making food - fetching water - collecting firewood - cleaning house - repairing house - education of children 				
Productive activities <ol style="list-style-type: none"> 1. agricultural activities <ul style="list-style-type: none"> - preparing land - sowing, planting - irrigating - weeding - harvesting - transforming products - marketing - ... 				
Communal activities <ul style="list-style-type: none"> - village meetings - organise festivities, ceremonies - contact with donor agents 				

PART 2 RESULTS OF THE TRAINING

1. List of participants

Nr	Name	Institute-organisation	Function
1	Mathew I. Kitema	SASOL	Community Coordinator
2	Julius N. Munyao	SASOL	Technical manager
3	Isaack M. Kyusya	SASOL	Artisan
4	Charles M. Isaya	SASOL	Artisan
5	Stephen M. Mutisya	SASOL	Artisan
6	Elieho K. Shishira	UDSM	REAL researcher
7	Richard Kangalawe	UDSM	REAL researcher
8	Jacob Akyo	Monduli District	Veterinary Officer
9	Seraphin Mawandia	Monduli District	Wildlife officer
10	Twalib Mbasha	Monduli District	Community Development
11	Juma Kimaro	Monduli District	Water Technician
12	Emanuel Sitayo	Manyara Ranch	Community Liaison Officer
13	Elisabeth K. Ngereso	KWS	HRBAII
14	Job Sinbiyo **	KWS	Corporal
15	Kasaine Nkurupe **	KWS	Corporal
16	Benjamin Gchieng **	KWS	Fence technician
17	John Lorrapi **	KWS	Sergeant
18	Joseph Kavi **	KWS	Warden
19	Benjamin Minjil	Namelok Electric fence	Secretary
20	Sereu Lephinka ***	Olgulului Community	Game Scout
21	Jackson P. Kirruti **	ATGSA	Coordinator

ATGSA = Amboseli-Tsavo Game Scouts Association

** = did not participate in the whole programme

*** = non-English speaking participant

2. Detailed programme and time schedule

Day 1

Presentation of participants		15'
Presentation of institutions	$30' + 4*15' =$	1h 30'
Presentation of work in relation to REAL	$4*10' =$	40'
Expectations of the week		5'
Presentation of objectives and work plan		15'
		2h45
Introduction on power	$20' + 4*10' + 15' =$	1 h 15'
Link to diversity		15'

Group work on diversity		15'
Analysis		5'
Introduction on gender		1h 30'
Evaluation of the day		15'
		3h 35

Day 2

Review of day 1		30'
Intro on empowerment and social learning	20' + 4*5' + 20'	1 h
Intro on ASE		10'
Power circles		30'
Review of participatory tools		30'
Analysis of different axis		10'
Fictive case		5'
ACTION: Introduction		10'
		3h 05

Testing a tool (SWOT)	30' + 4*10' + 10'	1h 20'
Alternative tool (GAM)		20'
Two poles		5'
Fictive case		5'
REFLECTION: Introduction		15'
Two poles		5'
Testing a tool (History profile)	30' + 4*10' + 5'	1h 15'
Alternative tool (Matrix classification)		20'
Fictive case		5'
Evaluation of the day		15'
		3h 45

Day 3

Review of day 2		30'
COMMUNICATION: Intro		20'
Two poles		5'
Testing a tool (Guide for analysis)	50' + 4*10'	1h 30'
Alternative tool (Metaphor)		20'
Fictive case		5'
		2h 50'
NEGOTIATION: Intro		10'
Two poles		5'
Testing a tool (Venn diagram)	30' + 4*10' + 5'	1h 15'
Alternative tool (Thesis)		10'
Fictive case		5'
		1h 45'

BELONGING TO THE GROUP: Intro		5'
Two poles		5'
Testing a tool (Photo Language)	10' + 30'	40'
Alternative tools		30'
Fictive case		5'
Synthesis of tools		15'
Evaluation of the day		15'
		1h 55

Day 4

Preparation of the field exercises		2 h
Exercises		4 h
Analysis of results and preparation of presentation		2 h

Day 5

Presentations of the field exercises		3 h
Setting up an ASE process		1 h
ASE in REAL		1 h
Evaluation		30'
		5h 30

3. Presentation of institutions

1. SASOL

Mission

Provision of water to the community for domestic and production use

Structure

Board, field manager, administrative assistant, sector managers (construction, capacity building, research), artisans

Activities

1. Construction of sand dams
2. Construction of shallow and sand dam off take wells
3. Construction of water tanks
4. Community training
5. Research

Values – strategic themes

Equitable participation (planning, implementation, use, ownership)

Heroes

The one who secures funds for the projects, the one who identifies very good sites

Zeros

NA

2. KWS

Mission

Conservation of biodiversity systems and natural resources for the benefit of future generations

Structure

Board of Trustees, Director, Deputy Director, Assistant Director, Senior Warden, Warden I, Warden II, Assistant WI, Assistant WII, Sergeant Major, Senior Sgt, Sergeant, Corporal, Clerks, Rangers, Support staff

Activities

Work in collaboration with the communities in setting up projects:

1. Water supply
2. School bursaries
3. Outreach program
4. Tourist protection
5. Infrastructures
6. Game scouts training
7. anti-pouching
8. PAC
9. Protection conflict resolution committees

Values – strategic themes

1. National Parks and Reserves
2. Historical Cities
3. Income generation through Cultural Centres, KWS guest house, tourist visitation

Heroes

Resourceful personnel to the organisation e.g. time keeping performance

The one that can create and attract revenues

The ones taking risks

Zeros

Inactive personnel, incompetent

3. UDSM

Mission

To excel in knowledge creation through research, teaching and consultancy (provision of service to the community)

Structure

University Council, senate, Board, Director, Management committee, 5 divisions: social and policy analysis, agricultural systems, food security and poverty alleviation, Natural resources and environment, Population and environment, Information technology and remote sensing

Activities

Research, consultancy, teaching

Values – strategic themes

Heroes

Fulfilment of mission

Zeros

Non fulfilment of mission

4. Monduli District Council

Mission

To facilitate community development through provision of quality education and development of health facilities, and infrastructure, poverty reduction, attention for environment

Structure

Full council with 4 committees: finance and planning, Natural Resources and economics, Social services, HIV-AIDS

District executive director with 12 divisions: finances, education, health, water, planning, lands, natural resources, agriculture and livestock, community development, cooperatives,

Activities

Planning, budgeting and implementation

Provision of social services

Provision of technical expertise

Collection of revenues

Environmental protection conservation

Linking between communities and stakeholders

Values – strategic themes

Participation and involvement of the communities in planning and implementation of development activities with gender consideration

Heroes

Improvement of education

Improvement of environmental conservation and land use

Women involvement in development activities

Provision of services (clean water, health facilities, agriculture and livestock, extension)

Zeros

Taboos and culture
Climatically hazards (drought)
Inadequate resources.

5. Manyara Ranch

Mission

Integrating conservation with pastoralism of livelihood options for sustainable conservation

Structure

Ranch under trusteeship of Tanzanian Land Conservation Trust on behalf of 2 communities
Board of Trustees, Stakeholders represented, steering committee (community link with District Council), Ranch Management

Activities

Community involvement in conservation
Livestock quality improvement for communities
Livestock raising
Wildlife conservation maintenance
Development of options for community livelihoods (CBO establishment)
Development of appropriate infrastructure for ranch and communities (dams, land use plans...

Values – strategic themes

Community empowerment (awareness' raising, community organisation for development, gender and age group issues, Household livelihood improvement

Heroes

Community awareness raised and ongoing
Development of CBO
Livestock business strategy developed between community and ranch
Community livestock improvement: strategy underway

Zeros

Development of infrastructure
Water scarcity
Financial constraints and technical knowledge
Community conservatism (local politics)

6. PROTOS

Mission

Contribute to more equitable relations between North and South through strengthening partnership relations with local actors

Structure

Office in Belgium (with general assembly and board of directors, executive structure); 4 regional offices in Haiti, Ecuador, Central Africa and West Africa; partners (local NGO, peasant movements, local authorities)

Activities

Projects in integrated water management (drinking water, sanitation, irrigation, soil and water conservation)

Education, sensibilisation and advocacy in the North on water

Values – strategic themes

Participation

Equity

Sustainability

Heroes

Equilibrium between professional and private life (consideration for family situation)

Zeros

4. Presentation of work in relation to REAL

A brief outline has been given as to explain to all participants the different partners and work packages involved in REAL. In relation to this training, every participating institute or organisation presented briefly its position:

As REAL partners:

1. PROTOS

PROTOS took the initiative of this training to offer a framework and methodology for accompanying groups and strengthening them in their development activities.

Particularly in REAL context, ownership of the dam is meant to become higher through application of the ASE. Previously, PROTOS has given some input on participatory techniques and in the formulation of community participation plans. PROTOS works closely together with UDSM (WP4) but also with WCT-KWS (WP3).

2. UDSM

UDSM is the leader of work package 4 and its role is to coordinate the activities that lead to the construction of 1 or 2 dams in Kitenden River through implementation of a participatory approach, bringing together all elements of researching institutes. Actually, the timetable is stopped because of a delay in financing.

3. SASOL

SASOL is continuing with its dam building programme and will construct one dam specifically in REAL context. Technical aspects and participatory issues are meant to become better documented through REAL. They also collaborate in the testing on water quality and elaboration of land use maps.

As field counterparts:

4. Monduli District

Monduli Districts participates in REAL because dam construction will take place in their district. Close collaboration is set up with the Kilimanjaro Park Management, UDSM and the communities of Kitenden and Irkaswa. Putting in a watering point in the corridor will help to reduce human-wildlife conflicts.

5. Manyara Ranch

Manyara Ranch got first involved in REAL through visits of UDSM (information and exchange visits). Manyara Ranch was visited by all REAL partners during the August 03 workshop and they participated in the open day. In November 03, some REAL experts came up with some proposals to address the water scarcity problems at Manyara Ranch and they do hope that the REAL project can help them create a green belt.

6. KWS

Participants at the workshop could not explain involvement of KWS in REAL.

5. Expectations of the week

- enhance collaboration with development actors
- learn tools and techniques on the empowerment subject
- relevance of gender in community empowerment
- gain experiences on others activities, sharing ideas from each other
- capacity building on community development matters
- plan better, improve production in terms of activities, methodology
- knowledge on human-wildlife interaction and conservation matters
- Understand the word empowerment and the process involved.

6. Results of tools that were tested

Play on power

1. in a family situation (UDSM)

Contents: Family situation of father and 2 sons, the mother is not present that day. The father is very dominant and decides that his sons will not go to school now that the mother isn't there. They will instead go to herd the cattle, weed the maize, and chase the monkeys. The father will go and join his friends and have drinks. The younger brother tries to argue but there is no discussion possible.

Elements of power: COMMAND, AUTHORITY, NOT FLEXIBLE, POWER ON
Diversity elements: GENDER, AGE

2. in a mixed group (KWS)

Contents: A group of Maasai is being donated one million of shilling of the development of their boma. A meeting takes place to discuss the destination of the money:

- someone wants to use it to pay out salaries
- another wants to reserve it for the wife and co-wives of the chief, to strengthen their personal business
- a man that has already 2 wives, wants to get a third wife
- the coordinator says that the biggest share has to be reserved for him
- the illiterate is not listened to
- the young guy g=has no right to give his opinion

They argue and argue, and there is so much discussion that no compromise can be obtained. They lose the money because they are unable to reach an agreement.

NB the mixed group does not have women participating

Elements of power: INDIVIDUALISM, AUTHORITY, DOMINANCE, HIERARCHY, POWER ON

Diversity elements: EDUCATION LEVEL, AGE, GENDER, SOCIAL POSITION

3. in a dam committee (SASOL)

Contents: The dam committee members are meeting. They start the meeting with a prayer; they agree on the agenda and start discussions on practical arrangements for the dam that will be constructed. The elder of the village joins them and is informed of the ongoing plans. When he realises that the dam site has been chosen without his opinion, he objects strongly and insists that the site will be changed in order to fulfil his personal interests. He does not tolerate arguments and sticks to his opinion. The committee members try to convince him with arguments, respectful, but they do not succeed.

Elements of power: POWER WITH, RESPECT, POWER ON: AUTHORITY, DOMINANCE

Diversity elements: AGE, SOCIAL POSITION

4. in a community (Monduli District)

Contents: An Irkaswa Village Meeting opens to discuss just one point: the dam and how to guarantee the maintenance of the dam. The chairman opens the meeting and the different ideas come up. The members are polite and put up different ideas. However, a compromise seems difficult to obtain without having consulted more people. They decide to plan another meeting after having collected the ideas of the population.

Elements of power: RESPECT, AUTHORITY, SEEKING FOR COMPROMISE, DEMOCRACY

Diversity elements:

Results of group work on the ACTION Axe: SWOT

1. Community water supply sand dam in area around Manyara Ranch

STRENGTHS	WEAKNESSES
Dam constructed Communities involved Skills acquired by the communities Availability of water for people and livestock Pressure reduced for Manyara Ranch Solidarity created	Dam is too small, water is not adequate for 2 communities Not enough labour force
OPPORTUNITIES	THREATS
More dams to be built by communities More water harvesting Solidarity created can help to embark on other development projects Potential for reforestation- forestation Potential for irrigation Local management of dams Development of by-laws by the community	Wildlife attracted into community land Migration of other communities into areas with dam Over-exploitation of dam surroundings

2. KWS: community dam

STRENGTHS	WEAKNESSES
Water for cattle Water for humans Trees Rains Water for animals Reduction of soil erosion Reduced workload to fetch water Permanent settlements of people Attraction of wildlife Increase of human population	Promotion on hygiene is not given enough attention Increase of wildlife and livestock War
OPPORTUNITIES	THREATS
Permanent settlements Small scale farming Forestation Power source Civilisation Development orientation Unity Techniques (experience available)	Human-wildlife conflict Danger of humans drowning Diseases Theft

3. Kwa Kitonyi Sand Dam Cascade (SASOL)

STRENGTHS	WEAKNESSES
All members have access to water Participation and contribution by members Mobilisation of resources via SASOL Gok support Qualified artisans and supervisors locally trained Community and committee trained in management of projects, natural resources management, in PHAST Community conserved soil and water Growing of vegetables and trees Community created a society for marketing of vegetables and fruits Increased income from the sales	Some community members stopped being member
OPPORTUNITIES	THREATS
Rich leaders provided transportation of sand and hard core Another donor was impressed and provided alternative pumping and irrigation system GoK and development agencies find an already organised society when coming in.	Acute food scarcity (famine) Unpredicted rainfalls during constructions

Learning points:

- water potential can be created in a dry lands formation
- participation is a key to wealth for the community
- a group of poor people can compete with the able rich
- other activities can spring from a single activity: the dam construction led to vegetables and trees, dairy and poultry farming, merry go round

4. Leken Dam, Monduli District

STRENGTHS	WEAKNESSES
Water for domestic use, livestock and wildlife Permanent settlements, good houses and schools Initially, a reduction of the human-wildlife conflict Increase in production (meat, milk, GDP) Village water committee makes by-laws Reduces livestock mortality-starvation	No revenue collection: water is given for free to the users Overpopulation of humans, livestock and wildlife Water pollution through ignorance Not enough training given and therefore there is no competent village leadership No contracts and guidelines on daily management and rehabilitation for users Resistance of the communities to change (taboos and culture)

OPPORTUNITIES	THREATS
Policy and by-laws, legislation Extension service is available Interdisciplinary and departmental concern Central government support Good catchment	Climatically: droughts Predators Infectious diseases Heavy rains, then floods, then land degradation There should be funding to continue building dams in the district in order to face the overpopulation problems and conflicts

Results of group work on the REFLECTION axe: HISTORY PROFILE

1. SASOL: Mbusyani Sublocation sand dam project

REFLECTION MOMENT	ELEMENTS that made the group strong
Jan 2001	
Baseline Survey	Data Knowledge Skills METHODS
Participatory Planning	Definition of activities, objectives, reflection indicators, gender, competences, need for external assistance, timeframe METHODS, VALUES
Weekly meetings of committee	Decisions on venue, distribution of roles (organiser, secretary and reporter, conflict manager) Reports Changes of strategy
Training KAP	Acquired skills, knowledge Competences
Exchange visit	Learn to adapt from others Inspired by other groups
Meeting with donor	Adaptation of plan and budget Change strategy
Completion day (inauguration)	Solidarity with 13 dams completed: get together day and speeches VISION
2002	
1 year later	Water available, vegetables growing, bricks, dairy, ecosystem changed, strong committee

Results of group work on the axis BELONGING TO THE GROUP:

PHOTO LANGUAGE

A few participants choose a photo that expressed how they feel in their organisation:

- I can sing and dance a lot in my organisation
- I like the natural environment and my work allows me to work in and on environment
- In the rice field, I observe the unity I also experience in my work
- I feel in my job as in my family

A lot of people picked a photo that represented the institution or organisation they work for and that visualised their motivation in their work:

- enabling people to do agriculture and to learn fishing
- contributing to people getting water
- working on making knowledge available
- research on agricultural systems, land, water, forest, human resources being utilised
- I work on water, situations where water is missing do me feel bad
- I like children and I work for their well-being, their education
- I work on the conservation for wildlife, the elephant footprints represent that for me

OPENING QUESTIONS:

- 1) What does your organisation or institute do to stimulate the development of one's talents?

KWS: offer training both internal and external, workshops, organise seminars, staff appraisals, promotion, motivation

Manyara Ranch: practical work (exposure to situations), discussing results, identifying alternatives, opportunities to share with others, training opportunities

UDSM: training (theory and practice), exposure to challenge (case situations), motivation, promotion

SASOL: the organisation is rigid

MDC: training, motivations, exchange visits, shake hands ceremonies, promotion

- 2) How would you describe the atmosphere in your group, organisation or institute?

KWS: unity, knowing each other, feeling at ease, teamwork, networking

Manyara Ranch: hectic, material constraints, atmosphere of unity, hard working

UDSM: hierarchical structure, family oriented (in function), workload distributed amongst members

SASOL: target and task-oriented

MDC: little rewards, tough working conditions (environment), too much bureaucracy, limited working resources (inadequate funds), good link to outsiders-stakeholders

- 3) What are reasons to be proud of you belonging to your group, organisation or institute?

SASOL: satisfaction of the community benefiting
See Photo Language

7. Results of field exercises

1. OLMOTI/ONGATA RANGAI: borehole problem

1) Members on the team:

- Sitayo (Manyara Ranch) chairman, principal facilitator
- Jackson (KWS) interpreter
- Julius (SASOL) first secretary
- Mbasha (MDC) assistant secretary
- Mbusya (SASOL) supporter
- Elisabteh (KWS) supporter

2) The subject was Communication. The group met with 5 men, members of the Olmoth Borehole committee.

3) Preparation of the field work

The group choose the axe Communication because it is a key aspect in project success and strengthening groups. They choose to apply the tool SWOT because it helps to analyse the axe well.

4) Results of the meeting

- General impression: The group is united and has solidarity, is cooperative; they have prioritised their problem. The intra-group communications are perfect but the inter-group communications are very weak. There is no gender sensitivity in the group.
- Results on the interview guide:
 - TAKING CONSCIENCE: communication is done through subgroups within the main group: youth, women, men, issue based committees. They have an inherited way of communicating that is about passing and receiving information orally. This system is called the Runner system.
 - METHODS AND MEANS: Information is transmitted to members and to others by mouth, using words, also letters. All members do understand this system of communication. When members do not have information, they complain. Communication with the outside is mainly through radio and also TV (at Serena lodge, there is a TV). Also local leaders bring in information from outside. Local information is easily shared. We do have a place to meet and information is shared there. The information we get, we are used to discuss about the contents and adapt it in the way that we are taking the relevant parts. The cost of information is mainly in time taken by the runner system. More efficient means would be letter writing and phones.

- **FRUITS:** the group does not have all the necessary information to function well. Leadership is weak in that aspect. Especially, the information is not going from leaders to group and vice versa.
- **PARTICIPATION:** Communication is led by our group leaders. The different groups are participating each in their way: women, youth, elders, issue groups. Some members have difficulties to access information: the disabled. Information indeed does not reach all members, there are distortions. Decisions on information are taken by the elected leaders and we can consider adults more informed and children and disabled as less informed. Information is related to age sets, women, youth, elders,... The type of information that doesn't reach everybody is information from leaders and chiefs, councillors. Lack of information did cause problems but the village members united to handle their problems.
- **EXTERNAL DEPENDENCY:** external information comes from KWS, Serena Lodge, Namanga.. Most meetings are held without external assistance. The research of information from outside deals with technical advice and information on financial assistance. Often, this research takes a long time and does not arrive on time due to our weak communication systems. We complain if we lack information, and try to unite us to get to solutions. When the borehole broke down, we needed to search information and we contributed money to repair as water is a pressing need. We also saw an alternative at Barango, Borehole that is working on solar power. We think that is a good alternative.
- **ADAPTATION:** we did adapt our communication system, because we moved from words to letters, and we send our children to school to learn more techniques. We think cellular telephones would be a good thing for us to use to communicate; we can then easily know how our cattle are doing even at a distance.
- **PROSPECT:** We did try to understand the communication systems of KWS, the cellular telephones, the letters. But we lack technical know how to understand their functioning. We did not send yet members of our group to go and learn other techniques. We think exchange visits are a good way to learn
- **USING ATTAINMENTS:** we improve our communication system by sending our children to school
- One of the favouring elements is the water need that is felt by the community and that urges to unite.

- Results of the SWOT:

STRENGTHS	WEAKNESSES
Unity in the communication matters Same objectives shared on communication matters Common goals Respect in the way of communicating Have aspirations Strong intra-group networking	Communication breakdown between group and leaders No gender equity-balance Lack of development skills Poor school attendance

Ready to learn Peaceful flexible	
OPPORTUNITIES	THREATS
Clear leadership structure Group initiatives had success The boreholes that needs further development already exists Access to tourism industry Possibility to getting reliable communication through KWS, World Vision, ...	No communication of political leaders on animal-human conflicts Climatic changes and droughts will force people to move and communication will become more difficult Communication with Tanzania is not easy and hence, tree cutting over there is influencing their shared water catchments Cultural inheritance makes that little children often do not go to school to acquire more communication skills

5) Conclusions on the meeting

- participants agreed that communication is a very important aspect for achieving expected results
- they discovered that there is awareness in communication in the group, especially with outside agencies, groups, leaders
- they agreed on improving their communication within the group and their project
- they are open for any new positive ideas
- the group members had high expectations in relation to our visit, mainly material gains

6) Learning points for the villagers

- they realised their weaknesses in communication
- they realised that is not appropriated to be heavily dependent on the outside

7) Learning points of the team

- the methodology is a very good tool to evaluate a group situation
- it allows a lot of interactions
- it is a good tool to strengthen a group in planning, and helps in project planning
- it is a good tool to improve the sustainability of the group (also of a project)
- enough time has been invested by the principal chairman to introduce the meeting, and to set clearly the objectives; it also created an atmosphere of confidence
- The interview guide was a very good tool, you had though to apply it tactically and it was very exhaustive, but it gave a lot of useful information on the functioning of the group.
- As facilitators, we had to be aware that not the same person was talking all the time, and we had to discourage him and invite others actively to talk and participate

2. MAARBA SCHOOL

1) Members on the team:

- Seraphin (MDC) chairperson
- Prof Eli (UDSM) vice-chairperson
- Juma (MDC) secretary
- Isaac (SASOL) assistant secretary
- Sereu (KWS) translator
- Kasaine (KWS) driver

2) Subject was the Maarba School that is confronting a problem of poor school attendance. There were 5 people in the meeting, 2 elders and 3 younger men. No female participants.

3) Preparation of the field work

Before getting to the choice of the axe, they were informed by KWS on the situation: Maarba has modern primary school buildings in place that is even equipped with dormitories (required because of the wildlife). There is a borehole but it has broken down and needs rehabilitation, in terms of purchase of a new pump and a new engine. Technical assistance will be needed for the installation. So a lot of negotiation will be needed, both internally as externally to acquire the desired materials and services.

As a tool, the SWOT was chosen so as to analyse the strengths, weaknesses, opportunities and threats of the Maarba community negotiation process.

4) Results of the meeting

STRENGTHS	WEAKNESSES
<p>All school structures are in place except water</p> <p>The borehole is there, it only needs rehabilitation</p> <p>There is competent leadership capable of negotiation</p> <p>People are united by common needs and convinces of the necessity to negotiate</p> <p>People are willing to participate with their personnel resources for the common good</p> <p>They can potentially even raise a lot of money to contribute substantially towards the rehabilitation of the borehole</p> <p>They have already negotiated with AMREF and AWF and got financial assistance promised</p> <p>All decisions are made by all members: youth, elders, women</p> <p>They have the expertise to negotiate within the community</p>	<p>Slow in implementing decisions</p> <p>Contributions are in the form of cattle which are made available during the rainy season</p> <p>Lack of standing funds for maintenance</p>

They have good relations with their neighbours	
OPPORTUNITIES	THREATS
Resources to do the rehabilitation are available A lot of stakeholders to potentially support them: village support, KWS, AWF, AMREF, Elephant research...	The danger of elephant attraction by the availability of water may increase the difficulty of good negotiation result As well as the uncontrolled movements of livestock from neighbouring villages

5) Conclusions on the meeting

- Villagers should sustain the areas where they already have strengths
- Opportunities must be exploited
- Weaknesses must be addressed

6) Learning points for the villagers

- Villagers appreciated the “different” way in which the reflection was organised
- Villagers are aware that they accuse important delays in implementing decisions because they are waiting for external support.

7) Learning points of the team

- The fact that only 5 villagers were present, made the team very dependent on their answers, and they had no means of verifying the information given, e.g. do female really participate in the negotiation as indicated by the villagers
- The team was happy to apply the analysis of negotiation to this case which had a lot of negotiating elements.
- They did prepare the detailed questionnaire in Swahili but did not give full information on all the results obtained
- There were internal negotiations (on the villagers counterpart) and external negotiations (with the donor agencies)
- There was a language barrier
- There was a relaxed atmosphere due to good common introduction of the group having come to do an exercise.

3. KITENDEN VILLAGE: DAM

1) Members on the team:

- Mathew (SASOL) principal facilitator
- Akyoo (MDC) assistant facilitator
- Richard (UDSM) reporter
- Benjamin (KWS) interpreter
- Charles (SASOL) observer

2) Subject of the meeting was the Kitenden dam. There were only 2 persons from the community present: the chairman of the dam committee and a community village representative.

3) Preparation of the field work

The team chose to work on the reflection axe in order to identify the reflection moments the villagers on how to address the water problems.

As a tool, they chose the history profile to get the time perspective related to addressing water problems in Kitenden Village

4) Results of the meeting

- General impression: the meeting was not well attended, and there was dominance by the chairman in expressing the situation. Also the fact that no direct communication was possible and a translator needed caused some difficulty.
- Detailed results on the interview guide:
 - **TAKING CONSCIENCE:** the area is very dry and basically, a lot of reflection has been going on in relation with the 3 options to get water: from a borehole (broken since 8 years), from the national park water streams but they are available at 15 km distance, from the Kitenden earth dam where harvesting of rainwater is taking place. This dam was built in 1989 by KWS but washed away with the El Nino in 1997
 - **MEANS and METHODS:** mostly informal meetings and reflection moments have been going on, since there has not really been a formal structure in charge of the water problem in the community. In 2002, AMREF offered to install a diesel engine for the borehole, on condition that the community would raise 100,000 KSh. They only managed to collect 30,000 KSh and therefore, the diesel engine never came. In 2002, KWS and WCT did a scooping on the dam site, they dug trenches and constructed stone terraces to check and control the water flows and capture the sediments, slowing down the speed of run-off water. Unfortunately, the villagers were not really involved or informed on the planned intervention, and mostly only observed what was happening.
 - **RESULTS:** After the intervention in 2002, the Kitenden dam retains water from November to August, almost year-round. This has caused an influx of humans (increase in population from 184 to 292 people) and neighbours and wildlife coming to drink. So reflections had to be organised as how to handle this problem. Neighbours from Maarba and Olmuti are allowed to use the dam since even if they are not allowed, the elephants will come (and it is better then to have your neighbours as friends). Also Tanzanians from neighbouring boarder villages are allowed to use the dam. But they before using the water, they seek permission for route and settlements (temporary bomas). There was also reflection needed for wildlife polluting the water in the dam but no real solution was found.
 - **PARTICIPATION:** Villagers did not participate in the reflections on the construction of the dam. The scooping and installation of trenches was done by machines and paid labour was involved in laying the stones for the filtration. A dam committee was then established in 2002, with 10 villagers and 1 warden from the Park. The park community warden rejected the idea of putting in more terraces. The community was instructed to allow livestock to pass through specified passages only.
 - **EXTERNAL DEPENDENCY:**
 - **ADAPTATION:** no by-laws have been developed for management of the Kitenden dam

- **INSPIRATION:** villagers got some information on other dams although they did not have the opportunity to visit them (Olougulului). The chairman accidentally visited the Ibissil dam.
- **USE OF ACQUIRED SKILLS:** the group approached the HFB Trust to seek assistance in rehabilitating their borehole.

5) Conclusions on the meeting

6) Learning points for the villagers

- There is solidarity and unity on water issues
- There should be reflection beyond the dam option, because earth dam alone is not a security in case of seasons without rain
- Villagers are ready to participate in reflections on any water project for the area

7) Learning points of the team

- The historical profile was used to make a time transect on issues related to reflection moments on water problems.
- Time accorded for the meeting was OK
- The team, 5 in number, overwhelmed their participants that were only 2
- From the 2, it was mainly the chairman that spoke, it appears to be common practice that the most hierarchical person speaks, you have somehow to respect this.

Remark: the timeline has not been drawn which is a pity because it is a good way to visualise things.

8. ASE in REAL

The groups did work on the following 3 points

- How will the ASE training contribute to further REAL project progress?
- Which elements can-will be picked up to integrate in future activities and how?
- What additional conditions have to be fulfilled in order to integrate the ASE elements efficiently?

SASOL

The SASOL staff that participated in the training is not very well aware of the REAL project. However, they know that another dam construction is programmed in the REAL context, namely in the community of Ngunga-Kwako 2. The ASE trained facilitators will use their acquired skills to empower the management committee and the community during this project.

Apart from that, some elements will be particularly used in order to strengthen the concepts on strategic themes within SASOL:

- the insights in gender and diversity issues will lead to the writing of a concept paper on gender mainstreaming in sand dam construction, especially in the case of Ngunga-2

- the comprehension on the power circles will lead to a concept paper for the project phase-out, e.g. on the Kwa Kitonyi sand dam project and also for Ngunga-2

These concept papers will be shared with the other REAL partners.

Other specific elements that were appreciated and will be used to fill up certain gaps SASOL is experiencing are:

The Action axe SWOT + guide
 The Communication SWOT + guide
 The Negotiation Venn Diagram + guide

These tools will be integrated in the planning phase of the Ngunga-2 dam.

As additional conditions, SASOL staff thinks that a refresher course or a regional conference should be organised to share experiences, example in December 2004, June 2005.

The Tanzanian team worked as a one group and consisted of UDSM, Manyara Ranch and the Monduli District Officials

1. ASE will enhance participatory Resource Management and Implementation of ongoing REAL activities in Tanzania
2. The 5 axes can be picked up in future project progress:
 - Action: active participation, management committee, communal ownership
 - Reflection: review of various activities will be done, as well as record keeping, self evaluation will be enhanced
 - Communication: meetings will be held with villagers to discuss REAL project issues, so communication will be enhanced
 - Negotiation: will be enhanced through democratic decision making. Also formal leadership will be created and enhanced
 - Belonging to the group: will be enhanced. Similar goals to increase access to water for human, livestock and wildlife. Sensitivity to diversity will be enhanced.
3. Additional conditions
 - Timely availability of resources
 - Training visits-field tours to similar projects (Kitui, Kitenden in Kenya)
 - Regular ASE trainings at various levels (and in local language)
 - Expansion the target areas with similar water requirements (community-wildlife interactions) such as on Manyara Ranch

KWS in REAL

- REAL is not known to the participants of the training
- KWS sent a variety of participants:
 - Community representative (got a message on Sunday that he was expected on Monday in KWS for a workshop, did not know the subject, decided to stay because of interest in the subject)

- Amboseli-Tsavo Game Scout Association (came with his coordinator and a game scout that didn't understand English); they were also informed on Sunday that a workshop would start on Monday

These 2 participants thought they did learn interesting things that will be useful for their own work

- KWS staff: the person in charge of the workshop was ill and so, Elisabeth was told on Monday morning that she would be responsible and would participate in the training. The first day, there were a lot of KWS participants but they dropped out one by one, partly because the subject was too difficult, mostly because they were not getting any allowance.

In general, the arrangements on the training with KWS were not very clear to the members of the group.

Another aspect is that in the logistic budget, the KWS participants were not included. So strictly speaking, they should arrange their own meals and housing. The logistics available arranged that the extra people could share the meals with the group and somehow, they managed to find a bed somewhere.

It is recommended that these issues get clarified in order to keep on good collaboration terms for the REAL.

9. Evaluation of the training

Evaluation of day 1

- Logistics: information flow is not correct, not clear where the meeting room is, at what time food is served
- Good participation of all
- 2 facilitators would be better, it must be very tiring for just one facilitator
- Contents was interesting, it was a good start
- What did you learn? The argumentation to work on gender issues became very clear through the preliminary discussion on diversity.

Evaluation of day 2

- The day was very informative but heavy
- Too tired to give any other comments

Evaluation of day 3

- Today the different elements were streamlined, the different concepts became clearer. Especially the relation between social learning points and analysis of results became clear. It was lighter than yesterday but still too tired to give additional comments.

Final Evaluation

CONTENTS

- Contents of the course were judged very good, it was an appropriate subject both for work and for project objectives
- Most people got a very good understanding of the different axes, for a few participants however, this was not the case.

METHODOLOGY

- In general, opinions on the methodology were positive
- the balance between working time and leisure was OK
- the balance between theory and practice was OK for most of the people
- it was however a tight program, and time management wasn't very good (we worked always later than planned)
- The participation was very good
- most people thought the duration of the workshop was OK, some thought it was too short
- Support material was judged insufficient: indeed there were too few handouts available (copy problem on Sundays in Nairobi), and there were no various teaching aids used. Some people however thought the support was OK.
- The facilitation was OK for some people, but a majority thought that there should have been 2 facilitators for the course, because it is too much for one person to do everything.

LOGISTICS

- Food was appreciated very much by the almost entire group; it was judged excellent and a reason to be able to support the other rather basic or unsatisfactory conditions, such as sleeping for the ones in the second house that didn't have mosquito nets and bad sanitary facilities
- For the people in the guesthouse, sleeping was all right
- Meals were taken in basic conditions: not a table big enough for everybody, no chairs for everybody
- One negative comment on the food was on the use of pork meat in group food.
- Transport arrangements were good for people coming from Nairobi and Tanzania, the people from around KWS had bad arrangements (or none)
- Lack of other facilities such as telephone, internet access, absence of a game drive or other evening activities were regretted.

FINAL REMARK

Contents and methodology have been rated very well over all. On the logistical side, the facilities of KWS are not very appropriate to organise this type of work shop that acquires full attention and would benefit more when organised in better material conditions.