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Participatory Monitoring and Evaluation Methods

SRRA Field Monitors Workshop
7 February 1997

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UNICEF OPERATION LIFELINE SUDAN (OLS)

SRRA FIELD MONITORS WORKSHOP

ON

**PARTICIPATORY MONITORING & EVALUATION
METHODS**

NEW CUSH, SOUTHERN SUDAN

FROM

1 - 7 FEBRUARY 1997

EXECUTIVE SUMMARY

The report focussed on participatory Monitoring methods with emphasis on food security as the last resort. The latter is secured through database field monitors engaged by SRRA/UNICEF-OLS. During the workshop the monitors reviewed the applicability of Participatory Rural Appraisal (PRA) learnt in the last workshop held in August last year, in their own setting.

The new skills acquired were on data collection methods, report and report writing skills, what is Monitoring and Evaluation, and which basic principles are applicable in conducting them. Also emphasized were, leadership styles, working with people, working with groups. Project planning cycle took a practical direction since database monitors are to assist the community in planning, food security, relief and rehabilitation projects.

The participants rated highly the impact of this workshop on their participation and acquired knowledge. Their evaluation comments are contained in pages 35-37. However, they expressed further need for training in leadership skills, planning, community organization, simulation games and food security. It is desirable that UNICEF/OLS provides a chance that these needs are met in order to enhance their capacity in fulfilling their roles.

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INTRODUCTION

This report provides insights and experiences shared by the Field Monitors of SRRA during the Participatory Monitoring and Evaluation (PM&E) Workshop. Co-facilitators were Luka Biong of SRRA, Jared W. Onyango of UN/WFP. Grace Ogallo of UNICEF/OLS - took minutes.

The workshop heavily focussed on the relevance and use of participatory methods in monitoring the unusual changes in population, crop performance, market prices etc. in their areas of work. The major contents of the workshop were drawn from the participants. The process used in facilitation was highly participatory. Difficult words realised during the workshop are explained in the glossary in chronological order. Daily time-table, and list of participants are annexed.

DAY ONE

CLIMATE SETTING

The workshop was opened with a word of prayer by one of the participants and welcome by the SRRA Data-Base Monitoring Officer Luka Bioing.

The facilitator took the introduction process and asked each to mention, their name, the County they represented and what they like about their work, as data-base field monitors. Some likings emerged as follows:

- Better understanding of the community
- Known to apply data collection methods e.g PRA.
- Skilled how to approach authority e.g Chiefs
- Known how to write field reports
- Build confidence in approaching the community
- What information is relevant particularly the abnormal situation.
- Known what advice to give to the Community in the face of a particular problem.

With these responses the participant opened up this enabled the facilitator to appreciate the extent to which the participants appreciate their work.

SETTING TIME FRAME AND DIVISION OF RESPONSIBILITIES

The timetable was prepared in a participatory manner. This was followed by sharing of responsibilities among the participants. Various roles such as Team Leader, Time-Keeper, Rapporteur, Entertainer at Meals and Health were defined. The participants then volunteered for these roles. This was the beginning of using participatory methods to enhance participation.

COMMUNICATION SKILL : VERBAL + WRITTEN MESSAGES

The facilitator gave instructions that a message will be passed. The person passing the message (SENDER) must speak ONLY ONCE and then write down the message passed. The person listening (Receiver) must not ask any question and must pass on the message he/she heard and then write down the message passed.

Message: Participatory Monitoring and Evaluation is a very important exercise. It yields interesting results.

After message was passed through the participants it went as follows:

1. PM&E is very important exercise, it yields very good results.
2. PM&E is very important exercise and it gives very good results.
3. PM&E is important and we need a good result
4. PM&E is a good result
5. PM&E is very good
6. Participatory and wondering is very good
7. Participatory and wondering
8. Situation wondering.

There are two types of communication used in this exercise:- verbal and written.

After the exercise the participants were asked to mention some causes of poor communication/distortion¹ of messages.

The causes of poor communication/ distortion of messages were presented as follows:

- Passing message through many people
- Not listening properly to the message
- Misunderstanding/mispelling of words
- Distance to be covered is long
- Distraction from outside and within e.g. noise.
- Anxiety to communicate
- Fear to ask for clarification.

What to do to improve relaying messages within this workshop, and hence communicate better.

Answer:

- Speak loudly for all to hear and understand
- Be short, clear and precise in your message
- Listen to what is being said
- Ask for clarification of what you don't understand
- Use simple and understandable language
- Respect each others views
- Use humour², jokes, gestures³, illustrations to reinforce understanding.

It was explained that the purpose of communication is to establish common understanding between the sender and receiver of the message. It is the transfer of information/message which is correctly understood by the receiver.

1 The Sender

What must the sender do?

- Think through your message.
Is it clear? Are you really saying what you want to say? Will the receiver understand what you want to say?
- Must choose the means to send the message, e.g. verbal, written, radio, telephone or drums and make sure you get a response.

2. The Receiver

What must the receiver do?

- To understand the message, listen to the complete message.
- Do not be afraid to ask questions. Ask as soon as you dont understand - RESPOND.
- Express clearly what you understand (FEEDBACK) Communication is a two-way process.

Learning Needs Assessment.

In groups of 4's the participants were asked what they expected to learn during the Workshop. Responses were as follows:

- Report writing
- New approach in collecting data
- How to improve communication skills in data collection
- New skills to improve Monitoring + Evaluation
- Approaches to Parcitipating Monitoring + Evaluation
- Problem ranking and prioritisation
- Appreciation of Parcitipating Monitoring + Evaluation
- Using data to plan a project cycle
- Food Economy Approach
- Methodology in data collection
- Early warning systems to plan for the future
- Group dynamics and team work

TRAINING OBJECTIVES

After their responses the facilitator presented the **overall Goal** of the workshop mainly to enable:

- Participants to critically assess and sharpen their Monitoring and Data gathering skills in order to have a reliable data base for planning and implementing rehabilitation and relief programmes and projects.

FIELD REPORTS PRESENTATION + CRITIQUING

Representatives from various Counties were asked to go and compile their reports highlighting major activities undertaken, area covered, population, successes and constraints covering the period under review. The reports were presented and yielded valuable information on situations prevailing in the counties represented by the participants. To help the participants critique their field reports, the following questions were asked to be answered in groups.

- a) Which aspects of the field reports did you find useful?
1. Useful sources of information such as Local Authority, community, elders, chiefs, SRRA.

Methods of gathering information: Cross checking information by personal visits and contacts with those concerned.
 2. Market prices/Exchange rates: Fixed prices or exchange rates are not useful aspects because they do not indicate any change in any situation trends.

In report writing, we should always use qualitative/quantifiable methods which are easily understood.
 3. Information gathering on resident population, returnees and displaced.

Report on diseases outbreak (based on cases identified, reported and treated). Information on births and deaths.
- b) Which aspects were not useful?

1. Market Prices: Most monitors have applied method of trends as a useful emphasis to indicate sufficiency and scarcity of food sources e.g. in September/October prices of bulls are as low as S\$2,500 but in November/December it goes up to S\$5,000.
 2. Use of trends to indicate changes in situation/prices
- c) What did you learn as a result of data-base monitoring in the field?
1. In crop production quantification is one of the useful aspects applied to indicate the difference of harvest in good or bad year
 2. Use of PRA as a useful tool in collecting data.
 3. Rainfalls, mentioned by figures where there are no rain gauges.

It was surprising that from all the Counties' Field reports, ONLY one County reported the use of PRA- as a source of gathering data!! To probe the group further they were asked why they need to gather data; and why PRA- is being emphasized. Some of their responses were:

- To identify the problems and the needs of the community/county
- To understand/know and analyse changes in situations
- Analyse and plan changes to improve the situation
- To help identify tactics needed to achieve goals
- To be informed and make timely decisions
- To be used by others for planning and intervention
- To help rank the weight of the problem
- To know to what extent the people are affected by the problem
- To know the seasonal activity of the people
- Serves as an early warning for the community in order to take certain measures
- To change community's attitude to cope with changes
- To train the community in monitoring and to initiate relief and rehabilitation
- To help in project initiation and planning
- To use for evaluation

The importance of having data for making informed choices was emphasised.

DATA COLLECTION METHODS

The participants were asked to mention some of the methods they used in data collection so far. Below are the outcome.

- Personal contact by asking questions
- Direct observation
- Group discussions
- Formal/informal meetings
- Documents: statistics and report
- Field visits
- PRA
- Interviews
- Focused group discussions
- Mass-media
- Questionnaire/structured questions

One participant indicated that PRA method was confusing and therefore not a useful tool for data collection.

The group singled out the most difficult and misused method in Data-Collection - OBSERVATION - for a special analysis:-

OBSERVATION defined:

It means watching people or activities and keeping a record of what is being done. When observation is done it must not disturb the persons who are observed. The group was divided into 2 to discuss the advantages and disadvantages of "Direct Observation", and "Participant Observation". Direct observation was explained as involving of watching carefully and taking note, without being involved in a discussion with other people. Participant Observation consists of the observer living with the community, thereby sharing and being involved in their daily activities.

Advantages and disadvantages of some data collection methods

1. Direct Observation

Advantages

- Less interruption
- One man, one judgement
- No argument/complications
- Judgement simple and short
- Planning becomes easy

Disadvantages

- Less contribution/Biased judgement
- Less coverage/limited judgement
- Judgement is easily influenced by personal relations and opinion

2. Participant Observation

Advantages

- Group result is always varied but almost correct or accurate
- Easy to notice/find mistakes or biases
- It involves everyone in planning and sharing activities
- Is key factor to PRA
- Fair judgement and collective decision making

Disadvantages

- Disagreement
- Time consuming

What to record when conducting observation:

1. When was the observation made?

- The date and day of the week
- The time of the day
- The length of the observation

2. The place and conditions in which the observation was made; eg

- Was it a market day?
- Was the place crowded or half empty?
- What was the weather like?

3. Was it direct or participant observation?

4. Was there special problem the observer faced while doing the observation.

Observation requires that:

- What is observed is written down
- Observation trains us to use our eyes, because what we see may be more revealing than what we hear. We are asked to Look, Listen and Learn.

WHAT IS PRA?

Participants were asked what they understand by PRA. The response was as follows:

- A state of sitting together, identifying problems in a collective way, planning and implementing;
- Going to the rural people, discuss with them, identify, rank their problem and seek solution for their problems;
- Participatory approach of involving the rural people, talk with them, identify their problems ranking them and then implementing;
- A way of giving power to the people/community to identify their problems;
- Is a package of methodologies that promotes the involvement of the rural people in identifying, analysing, prioritising and planning;

PRA - defined.

PRA is a package of tools (methodologies) which assists the villagers to present and analyse their own situation, determine their preferences and priorities and initiate a process towards sustainable development. The villagers/residents are the main actors.

SUPREMACY OF PRA- OVER OTHER METHODS.

Advantages of PRA as a method in doing rural appraisal:

1. It is participatory. It involves the community.
2. PRA empowers the community - it makes the community articulate its rights
3. It encourages sharing of ideas and experiences
4. Promotes easy planning
5. It promotes awareness
6. It is an easy way of building relationship and confidence.
7. It is reliable in providing data
8. It is simple and easy to apply
9. It helps in quick development of the area

10. It is lightly-structured and sustainable method
11. It is adaptable, flexible, explorable, inventive, repeatable, creative, and challenging method.

Methods used in PRA to gather primary data: The participants mentioned the following:-

- Community mapping and modeling
- Asking leading and semi-structured questions
- Transect walk
- Trend analysis: seasonal calendar
- Problem ranking/matrix and scoring
- Seasonal analysis
- Proportional piling
- Wealth ranking
- Institutional diagramming

The responses to the above questions indicated that the participants understood PRA.

REPORTS AND REPORT WRITING

Why do we need reports?

- To help us to know what activities are going on in a particular place
- To use for reference
- Serves as feedback for a particular assignment
- To helps other people learn about institutions and what others do.
- To account for what has happened/occurred over a certain period of time.
- May also be an expression of an opinion or recommendation after an evaluation or a research has been done.

It was explained that a report is an account of event that have happened over a certain period of time. It may also be an expression of an opinion and recommendation after an evaluation or a research has been done.

How to present a report:

Reporting format should include:

- Terms of Reference
- Specific subject; e.g. crop production e.g. type - eg, maize
- Period
- Area covered eg, Rumbek
- Highlight major positive results, difficulties experienced
- Recommendations/suggestion for improvement

Reporting Tips⁴: Highlights in report writing

1. Know your Audience
 - Keep your audience in mind when preparing a report.
 - Focus on what they need or want to know
 - Help your audience interpret the finding
2. Do not overload
 - Focus on the most critical points
 - Do not provide the audience with too much data especially on non-essential information
 - Short and to the point is almost always to be preferred to long and formal
3. Relate the information to action which can be taken
 - organize information to answer specific questions/issues.
 - Show how information can be used to inform or future courses of action
4. Start with the most important information
 - Most readers will not read the entire report
 - Place the summary at the beginning
 - Highlight major findings
 - Start each section with the most important points.
5. Highlight important point
 - Help the reader identify key pieces of information
 - Use descriptive sections or headings
6. Make the report interesting
 - Use visuals to present information
 - Keep graph and tables simple

- 7 Use precise and understandable words
- Keep the reader in mind. Avoid jargon and misleading words
 - Be simple.

It took a great length of time explaining tips on report writing and led to Data-base officer giving a specific format for the units future report on;

Report Format

1. 1st page. Should include
 - County
 - period of reporting
 - Title of report
 - Name of writer.
2. 2nd page: Summary of 1½ page should include eg:
 - Population data
 - Food security
 - Social services
3. Main Body should include e.g.
 - Population
 - Food security
 - Crop
 - Rainfall
4. Conclusion: Discussion on what normal and abnormal harvest is like and should be presented in a graph. All result must be compared to the normal situation

PARTICIPATION DEFINED

Participants were asked what they understand by the word 'participation'. The responses were as follows:

- Is the act of making people do things together;
- Act of involving people to work together;
- Process of making people share experiences and skills in order to benefit from each other;
- Solve a common problem or plan a particular project/programme together.

It was clarified that it is a process of mobilizing people energies, talents, skills, abilities, potentials in order to find a solution to common problems. It presumes that every member has the potential to find a solution to the problem at hand.

Methods used in mobilizing for participation:

- Group discussions
- Asking questions
- Focussed discussions
- Self reflection and sharing
- Role play or drama
- Using interest groups
- Random group discussion
- Buzz⁵ groups
- Brain storming in the plenary
- Team reports and presentation
- Simulation - Games

PARTICIPATION AS A NECESSARY STEP IN SOLVING A PROBLEM.

The first step in participation is to make the community/people discuss by helping them to state their:

1. **Felt problem:** By asking which problem prevail in the community.
2. **Definition of the problem:** What is the nature of the problem?
3. **Problem analysis:** What is the reason for the problem?
4. **Proposed solution:** How could the problem be solved?
5. **Checking viability⁶:** What can be done?
6. **Checking own potential:** What can we do?
7. **Assessing own resources:** which resources do we have?
8. **Budgeting resources:** Which are available and missing?
9. **Seeking assistance:** How and where can we obtain resources not available in the community?
10. **Formulation of solution to the problem:** How do we eradicate the problem?

By using participation, it is possible to help the community move from identifying felt to real needs. Real needs are those which the community can be mobilized to find permanent solution to. For example increasing food production by starting an irrigation scheme or identifying a constant source of water supply. Participation would sustain peoples' effort in meeting their real needs.

DAY THREE

MONITORING

The following questions were posed to the participants grouped in 5s:

1. What is monitoring?
2. What do you monitor?
3. How do you monitor?
4. Why do you monitor?

The responses were as follows:

What is monitoring?

- It is a follow-up of what stage, situation or process the project is at
- It is a method of collecting data of a situation e.g. food, security, weather and health, in order to change course or replan.
- Is a constant systematic and analytical process carried out on a daily basis or routinely to ascertain that the planned inputs are well utilized and activities are realised as scheduled. If there are difficulties, then they can be corrected immediately.

What do you monitor?

- We monitor the situation and changes related the baseline information e.g. project or crop performance, rainfall pattern, market prices, population etc;
- We monitor Progress of projects;
- We monitor changes in population movement eg, returnees and displaced;
- We monitor project and food security;
- Utilization of inputs in project implementation;
- Realization of the intended goal.

How do you monitor?

- We monitor using calendars, bar-charts;
- By listing of activities to be done and following up to see whether they are done;
- By personal observation and recording .

- By recording events that are taking place routinely (i.e. daily, weekly, hourly etc.

Why do you monitor?

- We monitor in order to identify the progress of the project;
- To see changes - whether good or bad ;
- To plan further improvement on the current situation;
- To ward off any future threats - through early warning system and plan accordingly eg, food shortage;
- To avail data to the NGOs for possible intervention;
- To enable NGOs plan their strategy and program better;
- We monitor in order to see if there is change in a certain situation;
- Monitoring is like an early warning system.

After the reports had been presented it came out clearly that monitoring is part of evaluation.

EVALUATION

The following questions were also posed to the participants:

Q. What is evaluation?

A It is method of reviewing/re-assessing the results of a given programme in a given period of time. Or it is a process of auditing

Q What do you evaluate?

A We evaluate the plans, inputs, resources and implementation over a certain period of time.

Q How do you evaluate?

A

- Reviewing your objectives of start-up of a project
- Looks at validity and reliability of methods and strategies used.
- Bar-charts

Q Why do you evaluate?

A To measure to what extent we have failed or succeeded in achieving our original goals and objectives.

From the responses, it was clear that most participants did not quite understand what evaluation is.

It was explained that:

- Evaluation is a method or process of reviewing, justifying, improving performance against set goals and objectives.
- We evaluate our plans, programmes, projects, objectives, our activities and goals.
- We evaluate to find out our failures and success, to make judgement, to plan, to assess implementation process, justify, and to make recommendation for improvements.

Evaluation is a method of reviewing whether the results of a programme in a given period is worth the inputs previously spent. It is about measuring the worth; does the cost justify the benefits or vice-versa. It can be done, before during and after the completion of a programme.

It was explained that there are three types of evaluations:

1. **Pre-evaluation:** This type is like looking for baseline information e.g. a feasibility studies.
2. **Formative⁷ evaluation:** This is done after the implementation has started. It is used to look for areas of improvement during the implementation.
3. **Summative⁸ evaluation:** You summarize because you want to end. Assessing the final impact of the project.

Evaluation as part of the planning cycle

The Data-base Officer - Luka Biong explained at length evaluation as a planning cycle based on CIPP - ie, content, inputs, process and products. Evaluation, he emphasized must start with pre-evaluation or feasibility studies - then planning, monitoring as a continuous process, followed by implementation. Lessons learnt in an evaluation can be applied elsewhere depending on the socio-cultural setting.

APPROACHES AND KEY PRINCIPLES IN APPLYING PARTICIPATORY MONITORING AND EVALUATION (PM&E)

Key Principles:

To apply PM&E the monitor must break apathy⁹ and create confidence in the community, that the community have the self-determination to change their lives, shape their community and environment for the better. In doing this the monitor must apply the following principles

1. **Nobody is totally ignorant:** Nobody has all the answers; No type of education is ever neutral. It is either for liberation or oppression.
2. **Relevance:** Any learning process must be based on the issue that the community has raised concern about, what they are fearful, excited and angry about. Issues they are willing to do something about - generative theme.
3. **Problem posing Vs banking approach:** Making the community participate in the process of finding a solution to their problem. This will help them in creative thinking and solution finding to their own problems.

Banking Approach Versus

- Teacher has all the knowledge
- Pupils seen as empty vessel to be filled
- Teacher talks, pupil listens

Problem Posing

- Animator provides a framework for thinking, creative, active participant to consider a common problem
- Animator raises questions, why, how, who?
- Participants are active describing, analysing, suggesting, deciding, planning

4. Dialogue is the basis of all the answers. Solutions to problems are found through dialogue and discussion.
5. Reflection and action: The community to reflect and act on the problem they have identified, through a continuous process of planning and acting together.

6. Radical¹⁰ transformation - peoples' lives will have improved. The community needs thorough change to improve the quality of other lives.

CRITIQUING THE PRINCIPLES

Participants were asked to indicate how the principles are applicable in their community, if applicable, explain how if not say why. Below are the responses.

- **Nobody is totally ignorant:** is applicable because every person has different abilities according to the talents given to him naturally. If given the chances would contribute the best knowledge.
- **Nobody has all the answers:** Because thinking vary from one person to another.
- **No type of education is neutral:** Yes it is applicable. Education in general terms is to make a person aware of what is taking place around him/her and make him responsible of what is happening around him.
- **Relevance:** Yes it is applicable. Learning process be based on issues that people have raised. Communities are usually very critical during movements/meetings. They want things done in their favour as they see: Otherwise they leave you alone.
- **Reflection and action:** Yes, it is applicable - In community development activities, we stop for a while to review or evaluate our activities whether we are going in the right direction or not. This is done by group discussion and asking question before we continue with the activity.
- **Dialogue and Discussion:** Yes, it is applicable because it involves all community members from different institutions with different backgrounds.
- **Problem Posing:** Can be applied for discussion in a situation where the community looks for possible solution to a problem (s).

Input:

It was emphasized¹¹ that development/data-base monitoring officers must involve the whole community with its relevant organs, local authority leaders and NGOs on the ground. This is when we can bring a desirable change in the community and work as a team.

SIMULATION GAMES - MIRRORING EXERCISE.

This game was to introduce leadership styles.

1. **Moving hands barely touching each other showed:** This describes an elusive leader, non-leader who does not care; does not get in touch with his people, is not with the people. A care-free leader (Laissez-faire) or a liberal leader
2. **Moving hands clasped together:** A forward leader, a leader with confidence and can be confided in, an enabling leader, a democratic leader.
3. **Hands clasped and pushing one another:** A dictator, an oppressive leader.

DAY 4

LEADERSHIP STYLE:

The participants looked at the advantages and disadvantages of the types of leaders that come out of the simulation games the previous day.

Liberal Leader:

a) Advantages:

- Freedom of expression
- Do as you like
- No anarchy
- No bothering others
- Carefree way of life.

b) Disadvantages:

- Irresponsible
- Weak administration
- No results
- Little confidence
- His rule cannot last long

Democratic Leader

a) Advantages:

- He makes people to realise their economic potentiality in the county;
- He is confident of his leadership and people trust him and offer possible moral support.
- He makes sure all the resources of the county are used to elevate the social life of the people
- Man of the people
- Deep sense of participation and empowerment
- Always flexible in listening to the needs of the people
- Very accommodative.
- Admits and corrects mistakes

B) Disadvantages:

- Takes long to make decision
- He offers too much freedom to the people in criticising government policies
- Wrong elements seize opportunity to find ways of overthrowing the government.

Dictatorial Leader

a) Advantages:

- Feared by all
- Can have his plans implemented on time
- Administratively strong

b) Disadvantages:

- Selfish and stingy
- Has very few supporters
- Always suspicious of others and has poor relations with others
- Such a leader will never share ideas or knowledge with his people or create awareness to improve their lives, their environment and community at large.
- Community cannot built relationship or confidence in such a leader. He too will not confide in his community
- Community will always stay in fear of intimidation from such a leader,
- Will never accept criticism
- Will not participate fully with the community in any development project/programmes
- Will not allow the community to express their rights according to their own will and therefore development will not take place.

Leadership means the art or science, skill or knowledge that the leader uses to influence¹² the behaviour of those he leads, to behave the way he wants to behave but also how they perceive (look/see) him/her. The people may see you as a dictator, partisan, gender-biased etc. In leadership, you do not lead yourself but you lead others.

Leadership Style: Is the style the leader uses to achieve his/her objective.

It was emphasized that not one style is superior to the rest. All styles are good depending on circumstances and situations and the time of application, and one must be very sensitive on how and when to apply whatever style.

WORKING WITH THE PEOPLE

Participants were asked to list down the problem they face when working with the people within/outside of their communities.

Responses:

Problem faced within the community:

- People assume that you are asking what you already know and therefore not taking you seriously - They lose interest in you.
- Knowledge of the situation within the community can influence biased judgement being a member of the community
- Reluctance in responding over the same questions
- Non assistance by the community
- Past experiences on failed programmes
- Failure to meet the expectation of the community

Working away from your own community (Without):

- Language problem
- Little knowledge of culture and behaviour of the community
- Doubts on the usage of information makes them to be reserved.
- Time consuming in cross-checking information
- Looked upon as strangers or spies.

How to overcome some of the difficulties:

- Look for a translator who will also help you know about the community's culture and behaviour;
- Respect and appreciate the community and their way of life;
- Explain to the translator in detail the purpose of the meeting;
- Use a check-list;
- Adapt some of the helpful behaviours of the community so as not to be taken as a stranger;
- Give clear explanation of your mission - using meetings, Chiefs, Civil Authority or even translators.

SET CLEAR GOALS

In order to minimise some of the problems mentioned above the importance of Involving people in setting clear goals was emphasized. When you set clear goals it makes those involved clarify and have a broader understanding of where they are trying to reach.

- It incites people to get involved
- It incites people to work together
- It sustains commitment to maintain involvement.

In the training as data-base monitors, the main purpose is to help you acquire techniques/skills to enable you bring about development in your communities.

The two main factors in development: PEOPLE and THINGS people need. The main goal of development is to enable people:- "to be more..." and "have more..."

"To be more" is the acquisition of skills to help you improve you situation/income so that you can have.

Three ways of working with the people:

1. Formulation of Goals

In order to make the community work well, you must help them formulate their own goals by doing some of the following:

- Call a meeting with all those people you think are concerned.
- Introduce the importance of having a goal
- Ask them to describe the kind of life they expect e.g in community where children have access to good education.
- Ask the group to share, analyse and draw significant factors
- Describe their goal in development

2. Through participation

- You get lasting results
- Increase commitment
- Activate responses
- Trust is forged.

3. Through training: Why train?

- To increase their technical capacity
- Help the participants to “become more” so as to “have more”
- Increase sustainability

Participants were given three most common types of human characteristics and were asked to show how best they can be accommodated and worked with.

1. **Extroverts:** These are outspoken, quick to respond, open-minded persons:

- Delegate them responsibilities
- Control and demand accountability from them
- Involve them in planning
- Assure them of their strength but also urge them to consider others in participation.

2. **Introverts**¹³: These are often shy people, slow to respond, conscious of mistakes, hesitant and quiet.

- Be patient and take time to listen to their responses
- Encourage him/her to speak
- Learn their hobbies and interests
- Build on their knowledge
- Involve them in community work where necessary
- Give them responsibility in handling affairs.

3. **Ambivalent**¹⁴: These are often indifferent, passive people with no interest:

- They are to be accommodated in whatever task the community is to undertake
- They are to be informed of plans and decisions reached.
- They have to participate in the community activities physically.

The trainer must look out for these people and make the best use of them for better performance.

WORKING IN GROUPS - GROUP DYNAMICS

What is a group?

- A group is a number of individuals with common interests/tasks/goal/ideas
- A group acts as one individual or as one unit.

What is needed for a group to exist.

All groups have certain characteristics in common

Group bond - how united is the group? This is always a factor of commitment to goals and values of the group.

Communication pattern - how does communication flow between everyone?

Structure - a group may have a formal structure but it will also have an informal one. There may be natural sub-groups inside a larger group.

Rules, Guidelines, Constitutions - the group will adopt "ways of doing things" for itself. The members will know where to meet, at what time to come ...

Goals - The more the members accept the goals of the group the more effective the group will be.

Destructive behaviour - when people join a group they stop being isolated individuals, they become a new reality called a group. They do not stop being themselves but they are now part of a unit that will effect their behaviour.

Blocking - preventing the group from moving ahead by repeating the same ideas or returning to items already finished.

Aggression - criticism of persons or motives rather than ideas.

Recognition seeking - calling attention to one's self by excessive talking.

Withdrawing - acting bored and indifferent, whispering to a friend, not participating.

Dominating - interrupting acting authoritatively.

The common factor in each case is a person seeking to satisfy his needs at the expense of the group. The behaviour is just a symptom that the person who behaves so negatively has a deeper problem. Seek to understand and try to deal with the problem positively.

DAY FIVE

MID-WEEK EVALUATION

1. What we have found useful so far
2. Where we need improvement
3. Check any difficult words used for clarification

Participants were asked to answer the above questions in groups and what came out clearly is that they needed more emphasis on report writing and methods of data collection. The rest of the responses will be tackled at the end of the workshop

Response from Q.1:

- Types of leadership
- Project cycle
- Working in groups
- Destructive behaviour
- M&E and its purposes
- Collection of data using PRA methods
- Report writing
- Approaches to PM&E
- Human characteristics
- Communication skills

The whole morning session was spent on clarifying difficult words which are now explained in the glossary (See Annex 1). Participants were urged to make use of their dictionaries whenever they encountered difficult words

PLANNING

What is planning?

- A continuous thinking process about what you intend to do.
- Deciding to do what you want to do before you do it
- A layout of what you want to do.
- Planning is futuristic in nature
- Putting in order activities to be done within a certain period.

What do you plan?

- Activities
- Programmes
- Projects.

How do you plan?

- Use of time e.g. timetable
- Use of calendar
- Bar-chart - show progress being made towards achieving your objectives
- Activity chart.

Why do we plan?

- To decide which direction to take
- To achieve desired results
- So as to succeed
- To fulfil the goals/objectives
- To make use of resources effectively and efficiently

Types of Planning

1. **Strategic planning:** defines overall goal of where you want to reach. To provide income/services in the community
2. **Start-up Planning:** Deciding on all the items/resources needed to reach your strategy
3. **Operational planning:** Steps taken to implement the strategy, execution of plan; putting into action what was planned.

After the above, participants were asked to draw up a plan on how they would introduce data collection as a plan within the community

How to plan a meeting with the community:

1. **Strategy:** To build health centre in order to improve health status of the community to provide adequate health services.
2. **Start-up Planning:** Involve local authority, community leaders, chief to pass the message to the community. After feed-back schedule the place of the meeting, time and date.

Purpose/ aim	When Day/ Date	Venue	Time	Persons required	Material required	Bookings: meal/ accomm	Div. of responsi- bility	Checking outcome	Action plan

PLANNING CYCLE

It was explained that planning cycle must begin with Needs identification, Prioritization, Planning Implementation, Monitoring and Evaluation. The participants were given the task to go and use the knowledge gained to plan a poultry project for presentation the following day.

DAY SIX

The first session till the tea-break was spent clarifying issues raised on:-

- Report and report writing
- Types of evaluation
- Use of data
- Other methods of data collection
- Communication

The remaining issues of responses from Mid-week evaluation will need to be addressed during the next workshop:

1. More on leadership skill types
2. Understanding the community
3. More use of simulation games
4. Review of approaches to PM&E
5. Follow-up methods.

PROJECT CYCLE

The three groups presented their plan in establishing a poultry project. The facilitator helped them to incorporate the three types of planning, strategic, start-up and operational.

Strategy: Training of local people in poultry keeping.

Reduce poverty and hope that by the time the project ends, the whole area will be fully developed by increasing income, improving nutrition and training local people in keeping poultry.

START-UP

What do you need in order to initiate a poultry project?

Manpower, personnel, labour force, market

- Site - location which must be accessible
- Material required for the construction of the poultry house
- Then budget the cost of the materials, transport, personnel

Operational Plan

- Construction starts.
- Know when the construction will end so as to order the chicken on time. Purchase drugs, food, water containers, food-trays, paraffine and lamps.
- Then form the management committee which involves a lot of people e.g. technical staff, management, vet. personnel, book-keeper, sales personnel
- Next you confirm market process to know delivery point, shops either whole-salers or retailers
- Then have the trays and containers - the means of delivering them to the market and various points.
- Issue receipts + invoices - keep your records.
- From there on income is generated.
- Open bank account and bank the money.

Question:

Is a project an activity? No it is a number of activities defined.

- A carefully planned series of inter-related activities within a community in order to improve people's standard of living within a specific period. A project can be for generating income e.g. poultry project, or for providing a service eg. Health centre or school.

POULTRY PROJECT PLANNING - 1997

AIM OR GOAL	WHEN TO START	LOCATION OF PROJECT	MATERIAL REQUIRED	LABOUR FORCE	MANAGMENT OF PROJECT	SUPPORTING AGENCY	SUSTAINA-BILITY	USE OF FUND GENERATED
To establish poultry project in order to supplement food, diet and provide income generating fund for the camp	01-03-1997	Kakuma Refugee Camp	1. 20 poles x 10 each = .200 2. 5 bundles bamboo x 15 = 75 3. 30 bundles of grass x 50 = 1500 4. 7 Rolls ropes x 5 = 35 TOTAL: = 1800	Community self-help project	1. Manager 2. Salesmen 3. Poultry attendant	UNICEF/OLS to provide 20 hens and 5 cocks	Community	To purchase 2 sewing machines and looking forward to establish a small tailoring project by the year 1999.

As an acronym, P-A-R-T-I-C-I-P-A-T-O-R-Y was explained to mean:

- P - People's
- A - Activated to
- R - Reflect/Review and
- T - Think about their
- I - Initiatives and to
- C - Challenge them to
- I - Initiate
- P - Programmes/projects and
- A - Activities which lead to
- T - Training
- O - Organized in a
- R - Realistic manner for better
- Y - Yields (results).

The group learnt and sung this song

- It is I who make community x3
- It is you who make community x3
- It is we who make community x3
- Activities within a certain season
- Creating awareness in the community
- Increasing understanding of the area
- Used by others for intervention
- Gives re-enlightenment of self
- Initiate projects and programmes
- Know the existing population and existing resources

DAY SEVEN

MONITORING CROP PRODUCTION FROM THE GROUND

WHAT TO KEEP IN MIND IN MONITORING CROP PRODUCTION

MAIN STAGES OF CROP PERFORMANCE	MAIN FACTORS TO BE MONITORED IN EACH STAGE	METHODS TO BE USED IN MONITORING
1. Before cropping season	<ol style="list-style-type: none"> 1. Farmer decision related to available resources 2. NGOs/Agencies/Agriculture sector intentions/policies 3. Unusual movement of displaced/returnees 4. Formulate early judgement of area to be cultivated 	<ol style="list-style-type: none"> 1. PRA/Observation/field visits 2. Documents
2. Land Clearance	<ol style="list-style-type: none"> 1. Labour force 2. Availability of tools 3. Land cleared 4. Timing 5. Knowing previous year's rainfall 	<ol style="list-style-type: none"> 1. PRA/Observation/Field visit 2. Seasonal calender 3. Rainfall records
3. Sowing	<ol style="list-style-type: none"> 1. Rainfall 2. Labour force 3. Area sowed 4. Quantity and quality of seeds/tools 5. Soil moisture/high temperature 6. Timing 7. Pest/birds attacks 	<ol style="list-style-type: none"> 1. PRA/Observation/Field visit 2. Rainfall records 3. Documents 4. Seasonal calender
4. Weeding	<ol style="list-style-type: none"> 1. Rainfall 2. Labour force 3. Timing 4. Number of weeding 5. Pests/wild animals 6. Availability of appropriate tools 7. Area covered and area sowed 8. Floods/droughts 	<ol style="list-style-type: none"> 1. PRA/Observation/Field visit 2. Rainfall records 3. Documents 4. Seasonal calender 5. Agriculture records

5. Flowering and filling of grain	<ol style="list-style-type: none"> 1. Drought/high temperature 2. Rainfall 3. Humidity 4. Insects/diseases 5. Timing 6. Floods 7. Sun shine 	<ol style="list-style-type: none"> 1. PRA/Observation/Field visits 2. Seasonal calender 3. Rainfall records
6. Harvest	<ol style="list-style-type: none"> 1. Rainfall 2. Water logging 3. Labour 4. Floods 5. Area harvested/amount harvested 6. Amount eaten green 7. Pest/diseases 8. Timing 	<ol style="list-style-type: none"> 1. PRA/Observation/Field visits 2. Rainfall records 3. Proportional piling 4. Seasonal calender

CONCLUSION:

On the basis of participants evaluation, it was decided by the data-base monitoring officer, that the next workshop be held either in the last weak of April or beginning May 1997.

**SUDAN RELIEF AND REHABILITATION ASSOCIATION (SRRA)
TRAINING PROGRAMME
DATABASE AND MONITORING WORKSHOP
1ST - 7TH FEBRUARY 1997**

EVALUATION SHEET

1. Did the workshop objectives meet your expectations?
Not at all:
Partly met: 4
Completely met: 12

2. Was the workshop well organized?
Yes: 16
No: 1
If no why:

3. Was the workshop satisfactorily facilitated?
Yes: 16
No: 1
If no why:

4. Were the topics satisfactorily covered in organized way?
Yes: 17
No:
If no why:

5. How much do you think you would be able to apply the knowledge and skills gained in this workshop?
Not much: 7
Much: 2
Very much: 8

6. Which topics did you find most useful
- | | |
|----------------------------------|---|
| a) Planning | 9 |
| b) Methods of improving | 7 |
| c) Leadership | 6 |
| d) Methods of data collection | 6 |
| e) Report writing | 4 |
| f) Communication | 4 |
| g) Working with people | 2 |
| h) Participation | 1 |
| i) PRA | 1 |
| j) Human characteristics | 1 |
| k) Presentation of Field Reports | 1 |
7. Which topics did you find useful?
- | | |
|--------------------|---|
| a) Planning | 9 |
| b) Leadership | 6 |
| c) Economic System | 6 |
8. Show other areas you need further training
- | | |
|-----------------------------------|---|
| a) PRA | 4 |
| b) Evaluation/Monitoring | 4 |
| c) Food Economy approach/security | 4 |
| d) Project Cycle | 3 |
| e) Planning | 3 |
| f) Community development | 2 |
| g) Management | 2 |
| h) Community profile | 1 |
| i) Project proposal | 1 |
| j) Reporting System | 1 |
| k) Communication | 1 |
9. Did you have enough chances for questions and discussions during the workshop?
- | | |
|---------|----|
| a) Yes: | 14 |
| b) No: | 1 |

10. How would you rate your level of participation during the workshop?

- | | |
|----------|----|
| a) Poor: | - |
| b) Fair: | 11 |
| c) Good: | 5 |

11. How would you rate your level of services in the Guest House?

- | | |
|----------|----|
| a) Poor: | 2 |
| b) Fair: | 13 |
| c) Good: | 2 |

12. How would you rate the performance (work) of the facilitator of this workshop compared to the previous one?

- | | |
|----------|----|
| a) Poor: | - |
| b) Fair: | 1 |
| c) Good: | 16 |

13. What other comments would you like to make about the workshop?

- | | |
|---|---|
| - Present facilitator for next workshop | 6 |
| - More time for workshop | 5 |
| - More group work/presentation | 1 |
| - Improve services | 1 |
| - Appreciation of facilitation | 3 |
| - Practical field work | 1 |
| - Simulation games | 1 |

FACILITATOR'S COMMENTS ON THE WORKSHOP
POSITIVE

1. Materials for the workshop adequately available.
2. Briefing at the venue by the host on the ground was very revealing.
3. The venue - New-Cush - very productive and conducive for participation - No distraction.
4. The participants showed an interest in learning!! - willingness to learn and actively participating.
5. The friendly hospitable atmosphere by the host.

NEEDED IMPROVEMENT

- * Let all the participants arrive on the same day - This will avoid repeating what have been covered.
- * Keep the same participants for consistency purpose - To enable us monitor progress.
- * Give prior early (at least one month) on information expected topics to be covered to allow adequate preparation on the part of facilitator. This will allow for the following:-
 - i) Choosing which exercise (simulation game) to apply to enhance participatory learning.
 - ii) Which materials to bring along
 - iii) Which technical words require simple explanation
 - iv) Spreading out of content.
 - vi) To avoid under/over planning.

It proposed that the next workshop will be at the end of April/beginning of May 1997.

BLOCK TIME-TABLE

TIME BLOCK	SATURDAY 1ST FEB	SUNDAY 2ND FEB	MONDAY 3RD FEB	TUESDAY 4TH FEB	WEDNESDAY 5TH FEB	THURSDAY 6TH FEB	FRIADAY 7TH FEB
7.30-8.45AM		PRAYER	PRAYER	PRAYER	PRAYER	PRAYER	PRAYER
7.45-8.00AM			REVIEWING OF THE PREVIOUS DAY ACTIVITIES	REVIEWING OF THE PREVIOUS DAY ACTIVITIES	REVIEWING OF THE PREVIOUS DAY ACTIVITIES	REVIEWING OF THE PREVIOUS DAY ACTIVITIES	REVIEWING OF THE PREVIOUS DAY ACTIVITIES
8.00-9.00AM	BASIC PLANNING AND BACKGROUND INFORMATION	DATA COLLECTION METHODS	MONITORING	LEADERSHIP STYLE	MID-WEEK EVALUATION REPORT & RESPONSES	RESPONSE TO MID WEAK EVALUATION	MONITORING CROP- PERFORMANCE
9.00-10.00AM	SETTING LEARNING CLIMATE INTRODUCTION, SHARING RESPONSIBILITIES	SUPREMACY OF PRA	EVALUATION	WORKING WITH PEOPLE	PLANNING	RESPONSE	GOAL & PURPOSE OF COLLECTING MARKET PRICES
10.00-030AM	T E A B R E A K						
10.30- 12.30PM	COMMUNICATION SKILLS, PARCITIPANTS LEARNING NEEDS, TRAINING OBJECTIVES	REPORT AND REPORTING	APPROACHES + PRINCIPLES OF PM&E	WORKING WITH PEOPLE	PLANNING AND PLANNING CYCLE	PROJECT CYCLE PRESENTATION	SELECTIONS OF PRODUCTS AND MARKET PRICE COLLECTION METHODS
12.00-2.00PM	L U N C H B E A K						
2.00-4.00PM	COMPILATION OF FIELD WORK REPORTS	PARTICIPATION	CRITIQUING OF THE PRINCIPLE	WORKING IN GROUPS	PROJECT CYCLE	MONITORING CROP PERFORMANCE	PREPARING FOR DATA COLLECT-MARKET DATA
4.00-4.30PM							
4.30-5.30PM	PRESENTATION OF FIELD WORK REPORTS	METHODS OF PARTICIPATION	SIMULATION GAME	MID-WEEK EVALUATION	GROUP WORK ON PROJEC CYCLE	MONOTORING CROP PERFORMANCE	HANDLING MARKET DATA AT THE OFFICE

LIST OF PARTICIPANTS

1. Angelo Ugo Bassa
2. Tong Deng Anei
3. Moses M. Ngong
4. Geoffrey Beaton Arowa
5. Bior Abednego Majok
6. Clement Logoro Lemi
7. William Deng Aleu
8. Adet Mabil Gurke
9. Osman Philip Kugu
10. Gaetano Erib Felix
11. Achor Modesto Okello
12. Madio Kumliek Nyang
13. Ruben Wai Mac
14. John C. Kulang
15. Simon Jankok Leju
16. Thomas Nawii Lokkwatamoi

FACILITATORS

- | | |
|--------------------|--------------------------------|
| 17. Vincent Awiti | - Consultant/Facilitator |
| 18. Luka Biong | - SRRA Data-base Officer |
| 19. Gerald Onyango | - WFP - Lokichogio |
| 20. Grace Ogallo | - Secretary UNICEF/OLS Nairobi |

GLOSSARY

	WORDS	MEANING
1.	DISTORTION:	Not original, twisted, out of shape, incorrect.
2.	HUMOUR:	Funny, jokes, making people laugh
3.	GESTURE:	Sign language, using the parts of the body
4.	TIPS:	Helpful suggestion, helpful pieces of inside information
5.	BUZZ:	Sharing discussions/talking in two's, - but in low tones/voices
6.	VIABILITY:	Can go through, can succeed in operation
7.	FORMATIVE:	Give room for, improvement, correction for the better
8.	SUMMATIVE:	End, final
9.	APATHY:	Inability or unwillingness to act on something. State of helplessness. No strong feelings to take action.
10.	RADICAL:	Thorough change
11.	EMPHASIZE:	To stress, to insist on
12.	INFLUENCE:	Ability to have followers effect on
13.	INTROVERTS:	Low in response, within self, in feeling
14.	AMBIVALENT:	Two conflicting emotions at the sametime. Undecided