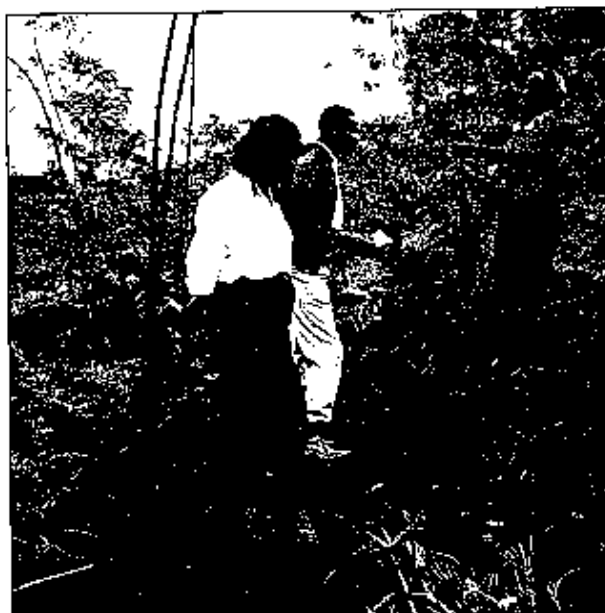


PERSPECTIVES ON PARTICIPATION: Views from Africa



An Inventory of Rural Development Institutions and Their Uses of Participatory Methods

Compiled and coordinated by

Irene Guijt
Sustainable Agriculture Programme

IIED
INTERNATIONAL
INSTITUTE FOR
ENVIRONMENT AND
DEVELOPMENT



PERSPECTIVES ON PARTICIPATION:

Views from Africa



An Inventory of Rural Development Institutions and Their Uses of Participatory Methods

Compiled and coordinated by

**Irene Guijt
Sustainable Agriculture Programme**

IIED
INTERNATIONAL
INSTITUTE FOR
ENVIRONMENT AND
DEVELOPMENT



PERSPECTIVES ON PARTICIPATION:

Views from Africa

**An Inventory of Rural Development Institutions
and Their Uses of Participatory Methods**

Compiled and coordinated by

**Irene Guijt
Sustainable Agriculture Programme
International Institute for Environment and Development
London**

October 1991

EXECUTIVE SUMMARY

To develop more appropriate support for the use of participatory methods in rural research and development in Africa, IIED and FTTP sent more than 1000 questionnaires in three languages to institutions in 50 countries. More than 230 respondents provided valuable information about how local people are involved in their work. The response rate was highest from Southern, Central and East Africa, and lower from the Horn of Africa, parts of West and North Africa, and from the island states. About half the respondents are non-government organisations, local or foreign. About 75% of the organisations have training experience, although virtually none of the organisations considers itself a training institute. Most training courses are technical skills training, with far less training done in communication and management skills.

Most of the organisations work in agriculture, forestry and/or livestock development. Rarely is there only one type of involvement by the local community, and rarely are there more than five types. Of the participatory methods used, group discussions and community meetings are most commonly used, with games and stories at the bottom end of the range of given options. However, answers indicate that such methods are not always used in a participatory context.

Local community participation in the problems assessment and analysis phase is fairly common practice. This is substantially less so for the monitoring and evaluation phase. When looking at the use of multiple ways to involve the local population, the picture remains surprisingly uniform, although there are fewer ways used for local participation in monitoring and evaluation.

There is very limited complete financial control given to the local community in all four phases of the work. Although more than half the respondents produce printed and/or audiovisual materials, extremely little of this is about participatory methods. In their answers, respondents tend to refer to general work rather than to that concerning participatory methods.

The appendices provide further details about specific institutions to facilitate the exchange of experiences about using participatory methods in rural development and research.

RESUME EXECUTIF

Pour développer un soutien plus adéquat à l'usage des méthodes participatives en recherche et développement rural en Afrique, l'IIED et le FTTP ont expédié plus de 1000 questionnaires en trois langues aux institutions de 50 pays. Plus de 230 répondants ont fourni des informations de grande valeur sur la façon dont les populations locales participent à leur travail. Le taux de réponse fut le plus élevé en Afrique australe, centrale et orientale, le plus faible se trouvant dans la corne de l'Afrique, dans certaines parties de l'Afrique occidentale et d'Afrique du nord, et dans les états insulaires. La moitié des répondants, approximativement, ont été des organisations non-gouvernementales, locales ou étrangères. Presque 75% d'entre elles bénéficiaient d'une expérience de formation, encore que pratiquement aucune ne se considère comme une institution de formation. La plupart des cours de formation ont pour objet des compétences techniques, et on forme beaucoup moins aux compétences de communication et de gestion.

La plupart des organisations travaillent dans les domaines agricole, forestier et/ou dans le développement de l'élevage. On ne rencontre que rarement un seul type d'engagement de la communauté locale, et rarement plus de cinq types. Parmi les méthodes de participation utilisées, les discussions de groupe et les réunions communautaires sont les plus communes, les jeux et les histoires occupant, en matière d'utilisation, le bas du tableau des options disponibles. Les réponses indiquent, cependant, que ces méthodes ne sont pas toujours utilisées dans un contexte participatif.

La participation de la communauté locale à la phase d'évaluation et d'analyse de problème est une pratique assez courante. C'est bien moins le cas lorsqu'il s'agit de la phase de contrôle et d'évaluation. Quand on observe l'usage qui est fait des moyens multiples d'impliquer la population locale, le tableau qui se dégage demeure étonnamment uniforme, bien qu'on dispose d'un moindre nombre de façons de promouvoir la participation locale au contrôle et à l'évaluation.

Au cours des quatre phases du travail, le contrôle financier n'est donné à la communauté locale que de manière très limitée. Bien que plus de la moitié des répondants produisent des documents imprimés et/ou audiovisuels, une très maigre part de

ce corpus porte sur les méthodes participatives. Tout au long du questionnaire, les répondants ont eu tendance à faire référence au travail d'ensemble plutôt qu'à celui portant sur les méthodes participatives.

Les annexes ("Appendices") fournissent de plus amples détails au sujet d'institutions spécifiques devant rendre plus facile le partage d'expériences en utilisation de méthodes participatives en recherche et développement rural.

ACKNOWLEDGEMENTS

We are extremely grateful for the time respondents spent on the questionnaires and for the detailed responses received. What has clearly emerged is a willingness to share experiences with others involved in participatory methods. For this, our sincere thanks to all respondents. Our thanks also to the Forests, Trees and People Programme for funding the work and the publication of the results. It is hoped that these findings can contribute to improving the quality of development initiatives by strengthening the human resources available in Africa, and by increasing awareness of the benefits of using local expertise in implementing participation.

CONTENTS

Executive Summary

Resume Executif

Acknowledgements

1.	Introduction	1
2.	Profile of Respondents	3
3.	Use of Participatory Methods	7
4.	Involving the Local Community: From Analysis to Evaluation	10
5.	Staff Skills and Training Experience	18
6.	Concluding Comments	22

Appendices

	How to Use the Appendices	24
	Comment Se Servir des Annexes	27
1.	Questionnaire (English, French, Portuguese)	30
2.	Address list of respondents	42
3.	Profile of respondents	48
4.	The use of participatory methods	58
5.	Participation in assessment of needs and analysis of problems	65
6.	Participation in planning of activities	72
7.	Participation in implementation, operation and maintenance of activities	79
8.	Participation in monitoring and evaluation	86
9.	Staff skills and experience	92
10.	Training courses	106
11.	Material produced	116
12.	Participatory Rural Appraisal: Summary of methods and recent development in India	128
13.	Free sources of material on Participatory Rural Appraisal (PRA) or Rapid Rural Appraisal (RRA)	131

1. INTRODUCTION

In 1990, a collaborative initiative between IIED¹, London, and the FAO/SIDA² Forests, Trees and People Programme (FTPP) was established to gain insight into the use of participatory methods in Africa. This report summarises the key findings, based on questionnaires returned before August 15, 1991.

This initiative was intended to develop an inventory of organisations and individuals in Africa, presently or potentially involved with participatory methods in rural research and extension activities within forestry, agriculture and rural development. The two aims were:

- * supporting the networking of people involved with participatory methods, within and between countries in Africa;
- * assisting FTPP to identify potential partners around which support could be focused to develop local training capacity and encourage the use of participatory methods in community forestry.

During the course of 1990, a questionnaire was developed and tested. The final mailing (in English, French, and Portuguese) in January 1991 was to over 1000 addresses (see Table 1). About 23% have responded, with very detailed and valuable answers.

This report is a compilation of about 200 pages of raw data and information provided by the questionnaires returned before August 15, 1991. After a summary of the responses, the respondents' information is presented in Appendices 2 - 11, listed per country.

The IIED/FTPP initiative intends neither to judge the quality of work carried out by the respondents, nor to present a comprehensive list of all those involved with participatory methods in Africa. Instead, it should be seen as an effort to encourage the exchange of valuable experiences in rural development activities, from which we hope new and innovative partnerships will grow.

The Questionnaire Procedure

In some ways, the questionnaire process adopted for this study has raised more issues than provided answers. Participation is a difficult concept to define, nowhere more so than when

¹International Institute for Environment and Development

²FAO: Food and Agriculture Organization of the United Nations; SIDA: Swedish International Development Authority.

explaining on paper how it is implemented. Some respondents indicated discomfort with the form and limited space in which they were asked to explain their views on and experience with participation. As one respondent put it:

"How can the participatory approach be built into a fixed grid?"

Attempting to understand the complexities of field situations from a written description presents serious problems as the quality of participation is best conveyed by discussions and observations of activities. Therefore, the findings as summarised here are not intended to pass judgement on the effectiveness or quality of the work that is carried out by the respondents. Any attempt at that would require long visits and lengthy talks with local experts and local people.

During the consultative phase, IIED and FTTP discussed how best to capture the key ideas of participation in a comprehensive and manageable form. Besides basic information about where and how organisations work, it was necessary to establish how the respondents implement participation. A compromise was made between asking for lengthy, detailed accounts on the degree and depth of participation, and standardising answers for easier comparison. We therefore chose a mixture of multiple choice questions and open questions, thus accepting a simplification of the reality of respondents' work. A test run of the draft questionnaire was carried out, providing suggestions for improving the final form.

Some comments are justified here about the final version of the questionnaire. Certain limitations remain in the questions which determine the accuracy and validity of the answers, and which should be borne in mind when evaluating the answers.

Accuracy

It seems likely that many answers pertain to general working procedure rather than to the work with participatory methods. For example, the answers to Question 8 (see Appendix 1) can be seen in this light. After being asked if training was given in participatory methods, many answers indicated general subject areas rather than specific methods.

Ambiguity

Two types of ambiguity appeared, because of a combination of differing perceptions of the respondents and the process of translation. Although translation into three main working languages ensured the questionnaire was more accessible to non-English speaking countries, for many respondents, English, French, or Portuguese is probably not a first language. It is likely that certain words will have been interpreted differently, both by the respondents on reading the questions, and by IIED/FTTP on reading the answers. This has been the case, for example, with the word "multidisciplinary" (see Section 5).

In particular, some ambiguities arose during translation into French. For example, in question 6 about staff skills, when asked how many people were involved with participatory methods, the question remained unclear whether this still referred to staff or to the local population.

Selection of Respondents

One further difficulty not completely avoided was that many respondents are working at the field level in more than one capacity. This led to some confusion as to which organisation the information pertained to. For example, a volunteer for an international NGO might also be involved with a local NGO with a different name. Where answers were clearly ambiguous, the response was considered invalid.

Even within institutions, different individuals give different responses to the same questions. This appeared in some cases where more than one person within the organisation received the questionnaire and responded. One example from a Kenyan organisation illustrates how an assistant education officer and a chief executive indicated different participatory methods and different levels of involvement of the local community, as well as different sectors of activity.

Regarding the self-selection of respondents, it would be interesting to know who did not respond to the questionnaire and why not. Although roughly a quarter returned, the remaining 75% of the questionnaires are still in Africa. Would those who have not yet responded have replied very differently? And how many with relevant experiences were not approached at all?

Due to these queries about the ambiguity and validity of questionnaires, applicable to all similar exercises, a certain amount of caution is required when interpreting the answers.

After an initial phase of identifying possible organisations and individuals to include in the inventory, and a trial run, the questionnaire was produced in 3 languages (English, French, and Portuguese) to ensure as many countries as possible could be included in the inventory. The final version comprised 10 questions (see Appendix 1).

2. PROFILE OF RESPONDENTS

A total of 1040 questionnaires were sent out in January 1991 to 50 countries in Africa. About 22% were returned within 6 months, including a few from the USA and countries in Europe, to where they were apparently forwarded. All returned questionnaires received a numerical code to facilitate compilation of the database. The respondents with codes, addresses and key persons can be found in Appendix 2. Besides these, a number of unanswered questionnaires were returned: 8 from anglophone and

Table 1 Responses per language zone

Language zone	Number sent	Number returned*	Proportion returned (%)
Anglophone	729	162	22
Francophone	283	65	23
Lusophone	28	5	18
Total*	1040	232	22

(* with answers)

3 from francophone countries.

The response rate per country roughly follows the relative number sent out. However, no questionnaires were received from the following countries (to which a total of 71 questionnaires were sent):

Central African Republic	Comoros
Djibouti	Equatorial Guinea
Guinea Bissau	Ivory Coast*
Liberia*	Mauritania
Namibia	Seychelles
	Comoros
	Gabon
	Lesotho*
	Mauritius*
	Somalia.

(* more than 10 questionnaires sent to these countries)

Countries with a lower than average (<15%) but positive response were: Egypt, Malawi, Morocco, Mozambique, Niger, Sierra Leone, Swaziland, Togo.

A relatively high response (>30%) came from the following countries:

Angola	Algeria	Benin
Botswana	Burundi	South Africa
Tunisia	Uganda	Zimbabwe.

Type of Organisation

The following is a preliminary overview of the type of organisation within which the respondents work (see Question 1 of the questionnaire). Of the 232 respondents, 2 organisations sent in multiple forms (total 3), therefore the following pertains to 229 valid answers (see Table 2).

These figures are based on the respondents indicating one answer only. About 7% indicated they are a combination of government

 Table 2 Type of Organisation

Type of Organisation	% of respondents (n=229) (% including multiple answers)
Local NGO	35 (38)
Foreign NGO	15 (17)
Government	12 (14)
Research institute	7 (11)
University/college	7 (8)
Bilateral agency	5 (5)
Private consultant	2 (3)
Training institute	2 (7)
Multilateral agency	1 (3)
Others	7
Combined answers	10

and training centre, local NGO and research institute, a multilateral research institute, etc. It is interesting to note that about half the respondents are non-government organisations, local or foreign. Those organisations indicating 'other' include church organisations, regional coordination bodies, self-help groups and individuals.

Of the 16 respondents that indicated having a training function, only four are purely training institutes. The others with a training component are also involved with research or development activities. When comparing this response with question 8 about training courses and experience, about 75% indicated conducting training courses (either in participatory methods or special skills). Therefore, although most respondents are involved with training, they do not consider it to be a major characteristic of their organisation.

Sector of Activity

The majority of organisations (78%) are working in more than one sector. The overview in Table 3 shows in which sector work is being carried out. Of the 22% of respondents indicating single sector work, 17 are agricultural projects, 16 are forestry projects, 11 indicated different sectors, 3 work only in education and 1 only with rural enterprises.

Examples of the other areas in which the organisations work include:

- * community resource management and environmental issues (7%)
- * rural development (5%)

Table 3 Sectors of activity

Sector of work	% of respondents (n=229)
Agriculture	73
Forestry	57
Livestock	46
Water and sanitation	37
Education	34
Health	32
Nutrition	31
Rural enterprises	26
Others	44

- * agroforestry and social forestry (5%)
- * women's programmes (5%)
- * education (3%)
- * soil and water conservation (2%)
- * energy conservation (2%)
- * urban/shelter (1%).

Fewer mentions are made of others such as: food security, animation, financing, fisheries, road improvement, extension, village level planning, and commercial utilisation of indigenous plant resources.

Scope of Organisations' Activities

The information received relates to over 5100 project activities, which is the total number of projects (varying from 1 to 650 per answer) indicated by the respondents. Of these, over 3300 are classified by the respondents themselves as being 'participatory projects'. This would make well over half the projects (66%) 'participatory'. There are different interpretations of the term participation, and what respondents mean is considered in the following two sections on the use of participatory methods and the role of local communities in the work.

Not all respondents are clear on the number of projects in which work is undertaken. More than 20% gave no number or simply said 'many' (shown as 0 in Appendix 3). Therefore it is likely that the information within this inventory refers to more than 5100 projects.

The largest group of organisations (44%) work at a regional level, with another 38% working at a national level. A further 19% extend their work beyond national boundaries, with only 6%

limiting the scope of their work to the village level. Only a minority of the respondents (9%) indicate different levels at which they work.

3. USE OF PARTICIPATORY METHODS

When designing the questionnaire, the intention was to elicit ideas and information about how local people's ideas and interests are involved, not just their labour. It is worthwhile asking what makes a method participatory. For example, communal labour, when accompanied by heavy imposed sanctions, is not the type of participation conducive to sustained community building. Courses or seminars, though listed by some under "Other methods", are essentially educative and do not necessarily, but may, contain elements of community participation.

More difficult to evaluate is the true participatory nature of, for example, group discussions or the use of slides. This depends entirely on how local people are encouraged to express their views. Are the agendas of outside organisations fixed before the local community is asked? If so, is then a workshop for extension of agroforestry techniques of a participatory nature, ie for shared learning and analysis? Who is involved in decision-making and managing funds? Who is not involved? Although the respondents were asked to list the participatory methods they use in their work, it is probable the answers more accurately reflect general working methods, and should therefore not be called 'participatory' without obtaining further information about their implementation.

Of the 223 who answered some or all of this question, 93% responded at length in supplementary comments, explaining how and in which sector various methods are used. The key points of the more than 40 pages of information this produced are summarised below, following details of the use of participatory methods.

The vast majority of these organisations (97%) use more than one method in their work (see Table 4). About 14% use only one or two methods. Of the six organisations that use only one method, three use "group discussions", two hold "workshops" and one informal interviews" and "workshops". A further 11% use a combination of 2 methods in which group discussions are clearly favoured most (88%), others being community meetings (52%), followed by informal interviews (32%), and workshops (20%).

The majority of respondents use between 2 and 7 of the methods listed in the questionnaire. Between 4 and 7 methods are used by over 50% of the organisations, while 20% venture into an even more extensive range of methods.

When ranked from most to least used participatory methods, group discussions and community meetings score high, with games and stories at the bottom end of the range of given options. Less

Table 4 Range of Methods Used

Number of methods used	% of respondents (n=223)
1	3
2	11
3	13
4	16
5	11
6	14
7	11
8	8
9	3
10	4
11	3
12	0
13	1
14	1

often used methods are part of the "other" option, to which more than a quarter responded. The methods most often mentioned are 'look and learn' tours (5%), farmers' participatory research (3%) and trainings/seminars (2%). A total of 30 additional methods are listed, ranging from on-farm trials to action research; the GRAAP approach, group treks, communal labour, farmer evaluations, competitions, and formal surveys.

It is interesting to note that the use of drama, ranking exercises, and games is considerably less widespread, which could therefore be considered more innovative methods. The standard group discussions, community meetings and interviews dominate in the working approach of most respondents. This is also the case for respondents using only 1 or 2 methods. It would be worthwhile to pursue the notion of 'sequencing' with the adoption of participatory working methods. Once community meetings and informal interviews have become standard working practice, and as more methods are used when working with local communities, organisations seem to take on board more innovative and creative techniques. It would appear that organisations are unlikely to start with role-plays and games in the early stages of their involvement, and might therefore be supported in doing so.

Summary of Supplementary Information

The methods indicated are used across all sectors of work, at all stages, and for all purposes. The information supports the conclusion that respondents are probably not referring to the participatory use of these methods, but rather for more general educative purposes. The use in training, extension, and education is most frequently mentioned, by more than 170

Table 5 Use of Participatory Methods

Method used	% of respondents use (n=223)
Group discussions	94
Community meetings	76
Workshops	67
Informal interviews	60
Slides	40
Diagramming	37
Record-keeping by community	31
Films	25
Video recordings	25
Drama	22
Tape recordings	17
Games	15
Ranking exercises	15
Story telling	13
Others	27

respondents; notably through audiovisuals, workshops, groups discussions, community meetings and diagrams. These methods are much less frequently mentioned as ways to exchange information, and to achieve shared learning and analysis. Using such methods for community building, to provoke discussion, to exchange experiences, and generate initial involvement, is mentioned by just over 70 respondents.

There is little distinction between the needs assessment and planning of activities phases. The use of the methods in planning and for needs assessment is mentioned most often, by about 150 respondents. Group discussions, community meetings, informal interviews and workshops are most commonly used for planning purposes. Specific use for needs assessment and problem identification are mentioned in some 45 cases. These methods are certainly not much used as part of an implementation strategy; this is mentioned only about 15 times. Use during monitoring and evaluation is mentioned slightly more often than for the needs assessment stage, in just over 60 answers.

When looking at the methods individually, ranking exercises, games, and community/farmer record-keeping are mentioned least often. There appears to be a considerable difference of opinions about what farmer record-keeping is. In the questionnaire it was intended to be seen as a participatory way of monitoring implementation of activities. Many respondents assumed it to mean a necessary skill for farmers that they must be taught, or saw it as records kept by outsiders of the farmers' activities. Informal interviews and group discussions are mainly mentioned as a planning tool. The audiovisuals, workshops, community meetings, diagrams and posters, and drama are mainly used for

extension purposes and to motivate local participation.

4. INVOLVING THE LOCAL COMMUNITY: FROM ANALYSIS TO EVALUATION

The survey produced details of the degree to which local groups are involved, together with information on the control of funding and the key problems and successes. Tables 6 to 8 give an indication of the process of participation through four phases of work, from problems analysis to monitoring and evaluation, as asked for in the questionnaire. Following the details of involvement in different stages of the work, a summary of the 40 pages of answers to the open questions is presented.

In general, the response to questions 5.1 to 5.4 was lower than with other questions (206 of 232 respondents). Some respondents expressed difficulty with limiting the answers to the options given, and indeed used the open question to clarify their answers. Several organisations skipped this question as they are not involved with implementation of projects. Such organisations include regional coordination programmes, international funding agencies, and training schools. Several answers were composite answers, and could therefore not be included in the analysis of those questions where only one option was asked for.

Table 6 Involvement of Local Community per Phase

People involved	Phase 1 (n=211)	Phase 2 (n=211)	Phase 3 (n=205)	Phase 4 (n=207)
Mixed local and outside group	84%	79%	74%	66%
Large group of local community	4%	4%	13%	1%
Small group of local community	5%	3%	6%	3%
Outside organisation only	8%	14%	7%	30%

Table 7 Financial Need and Responsibility

Type of funding control	Phase 1 (n=210)	Phase 2 (n=207)	Phase 3 (n=206)	Phase 4 (n=205)
No funds involved	24%	19%	4%	14%
Joint control	32%	33%	51%	32%
Only organisations' control	41%	41%	36%	51%
Only local control	2%	7%	9%	2%

Table 8 Type of Local Involvement

Type of involvement	Phase 1 (n=210)	Phase 2 (n=201)	Phase 3 (n=204)	Phase 4 (n=196)
Local community receives information	40%(5)	42%(4)	40%(5)	35%(4)
Provide information	61%(2)	56%(3)	50%(4)	65%(2)
Have discussions	78%(1)	77%(1)	66%(1)	68%(1)
Make decisions	54%(3)	62%(2)	58%(3)	50%(3)
Provide labour	45%(4)	41%(5)	59%(2)	33%(5)
Other contributions	22%(6)	26%(6)	34%(6)	15%(6)
Paid labour	-*	-*	21%(7)	12%(7)
Other	6%(7)	3%(7)	5%(8)	5%(8)

(% of respondents; number indicates overall rank per phase)
 (* not asked for in Phases 1 and 2)

Table 9 Range of Involvement

Number of types of involvement	Phase 1	Phase 2	Phase 3	Phase 4
0	10%	13%	12%	15%
1	17%	18%	15%	21%
2	22%	18%	18%	21%
3	19%	18%	15%	18%
4	14%	15%	16%	10%
5	13%	11%	14%	7%
6	5%	7%	7%	6%
7	-*	-*	3%	2%

(* not asked for in Phases 1 and 2)

Phase 1: Assessment of Needs and Problem Analysis

Those responsible for carrying out this initial phase of activities is, in 84% of the cases, a mixed group of the local community and the organisation involved. In 8% of the cases only the respondents' organisation is involved. In only 9% of the cases, is it completely in the hands of either a large or a small group of local community members (see Table 6).

Funding for this phase is required in 76% of the cases. Most external organisations (41%) keep financial control at this stage, with 32% controlling finances in a collaborative effort with local community members. In only five cases are the community actually fully controlling the funds for the problems analysis phase (see Table 7 for an overview of funding control).

The type of involvement (see Table 8) in the first phase is mainly in the form of discussions (78%), and with the community providing information to the organisation (61%). Decisions are made with the local community just over half (54%) of the situations. Voluntary labour is important during this stage for 45% of the respondents. Local community members receive information from 40% of the organisation. A less common form of involvement seems to be contributions in kind or money (22%). Several other types of involvement indicated by 6% of the respondents include "collaboration in trials" and "marketing products", although these would seem more applicable for the implementation phase.

Rarely is there only one type of involvement by the local community in the assessment of needs, and rarely are there more than five types (see Table 9). Most of the organisations (81%) involve local communities members in more than one way. The majority of respondents (65%) use between one and three methods.

Phase 2: Planning of Activities

During the planning phase, local people participate less often than during Phase 1. However, over three-quarters of the work involves a combination of local community members and the organisation. A complete lack of local involvement is more common during planning than in Phase 1 (14%), with complete local control over planning activities being rare, in about 7% of the situations (either large or small local groups).

The need for funding is slightly more important in this phase than during needs assessment, with 19% not requiring funds (as compared to 24%). Funding is controlled by the respondents' organisations in 41% of the cases, and is a joint effort in a further third of the cases. Funding under local community responsibility, though more common than during assessment, is mentioned in only 7% of the answers.

The extent to which the local community is involved is summarised in Table 8, and broadly follows the same distribution as in Phase 1. There is slightly more local involvement in decision-making at this stage, and a greater need for contributions in cash or kind, while information is provided less frequently by the community. When the local community is involved in only one way, this is usually in providing or receiving information (24% in each case), or by having discussions (26%).

Phase 3: Implementation, Operation and Maintenance

Implementation of activities is carried out by a combination of community members and organisation in 74% of the cases. More often than in other phases, a large group of local community members is mobilised (13%). Yet in about 7% of cases, the outside organisation implements with no local involvement. This is about the same occurrence as when the local community acts alone (6%).

Logically, funding is almost always needed at this moment of collaboration between the local community and the outside organisation. Nevertheless, 4% do not require funding. When funding is necessary, it is a collaboration between local and outside partners in just over half the instances. Despite such collaborative efforts, financial control still remains with the organisation in a third of the cases (36%). Complete local financial control is only indicated in 9% of answers.

Discussions continue to be a way in which the local community remains involved with the activities (66% of cases). The provision of free labour figures very prominently in well over half the answers. Communal decision-making is slightly less than during implementation, and local community member continue to provide information (50%) to the respondents' organisation. For other comparisons see Table 8. If only one way of involving the

local population is used, it is most likely to be in the provision of free labour, which does not mean local needs and priorities are necessarily being addressed. This is obviously dependent on the process during the previous phases.

Phase 4: Monitoring and Evaluation

During this phase, outside organisations rely much less on the participation of rural people. Again, collaboration between the local community and the organisation is predominant (66%). But there is a notable increase in the sole involvement of the outside organisation (29%). In only two cases is the larger community completely responsible for monitoring and evaluation, with smaller local groups having responsibility in another 7 cases.

Monitoring and evaluation is under complete financial control of the outside organisations in over half the situations. In just under one third of the cases, there is a joint effort between the local community and the organisation to manage funds. No funding is needed for monitoring and evaluation in 14% of the cases, while in a mere 2% of cases is there full local control of the money needed for monitoring and evaluation.

As far as type of involvement is concerned, discussions (68%) and the provision of information (65%) to the organisation are most common. Community decision-making occurs in almost half of the cases. The provision of labour (either paid or voluntary) is only half as common as in the implementation phase. When a single type of local involvement occurs, it is most likely to be as providers of information (42%) or in having discussions (30%).

Summary of Open Answers

Extra information is provided by about 90% of the respondents, with considerably varying details which makes summary difficult. The points highlighted below are those mentioned most often, and are illustrated with quotes from the answers.

Process versus product?

There are two significantly different ways of describing problems and successes. Answers tend to be equally distributed between descriptions either in terms of physical resources and tangible successes, or in terms of a need for and changes in improved communication. Overall, there are twice as many and as lengthy references to problems as to successes. Most common are respondents who refer to success as increased local empowerment, but perceive problems arising due to a lack of resources, such as:

"The success is that the initiative for projects comes from the local farmer level. But the large problem is financial and material support."

Those describing problems related to limited resources also tend to describe successes in terms of "thousands of trees planted", "increased income", or "bigger harvests without environmental degradation":

"Major problems are funds and necessary materials."

"Successes are relatively low, due to lack of means, technical equipment and the need for technical and social support."

Successful participation is also then described in material terms:

"Thorough people's mobilisation is when people are willing in providing their labour free."

Those describing problems as a lack of dialogue discuss success as being improved communication and awareness of both project staff and local people:

"People have developed an inquisitive nature."

"Groups can continue on their own even when we pull out."

"Successes: project sustainability, people empowered, sense of accountability, promote community cohesiveness."

"Success are measured by how local people...have been able to articulate their skills training needs better."

In some cases the shift from a conventional to a participatory approach is seen as slow and problematic, and hindered by the lack of skilled implementers and trained leaders:

"People seem to be unfamiliar with participatory methods and get uneasy as they are not certain about our intentions. When they catch up, it is very popular."

"Leadership in most groups is a major constraint ... Strengthening of local institutions to manage the projects is a slow process."

"Problems...include a lack of good training materials."

"The problems:...lack of trained development agents, lack of seminars...to present new ideas. One has to work with trial and error...researchers are not trained in communicating with rural people."

Prominent is an almost complete lack of reference to the phasing out of the organisations' involvement. Most of the organisations do not yet seem to be considering this element of development as

part of their local involvement.

Problematic Farmers or Institutions?

There seemed to be different perceptions of the cause of the problems. Most see problems as arising out of local people's attitudes, or "apathy":

"Key problems are getting everybody to cooperate and participate effectively."

"The process takes a long time to accomplish required understanding by community members. General feeling by community members that things should be done for them just like the government attempts to."

"The problem...is that most of them (farmers) do not understand most of what they are being taught."

Despite the prevalence of the 'problematic farmers' view, several others say problems are essentially due to their own organisation's limitations:

"Key problem is process of facilitation by external advisers ...to encourage open discussion from locals...to reach a consensus can be difficult for advisers who like to decide ...particularly with technical specialists."

"I often think we respond to those that shout loudest, or people we admire or the project we like."

"One major problem is that though our staff are professionals in their disciplines, most lack training in participatory work which limits their effectiveness."

A small number of respondents recognise that other outside institutions have a conflicting role at times:

"Development of community researcher groups is hindered by local authorities who see farmers as "recipients of advice" rather than as active, collaborative partners in research"

"There is a reluctance of government departments to release control to local level."

Group Work versus Individual Focus?

It is interesting to note that several respondents make a comparison between working with group-based technologies and individuals. Despite seeming to be part of most organisations' working approach, group organisation is more often seen as problematic than as beneficial:

"Group-based technologies (have a) high rate of rejection ... because of the amount of organisation and motivation

required in group operations and dynamics."

"The problem has been in organising the farmers...each seems to work individually."

However, the reverse is also true for some:

"We found that an approach to the community rather than individuals separately might be an important element for such projects to be successful."

Flagging Interest

Many mention the disappearance of initial enthusiasm, but do not reflect on the reasons for this much, other than to signal a certain impatience of the farmers to get quick benefits:

"Though many of the people show interest some do not turn up for implementation."

"Participation is lower due to lack of short term incentives. Sometimes it is difficult to show people that methods with no immediate rewards will have long term lasting effects."

Especially in forestry projects, there is some frustration at the dilemma between farmers wanting quick, visible benefits, and their not accepting the time lag needed.

Besides these reflections on the perceived problems and successes, information pertaining to the mode of working is given. Many respondents describe their first contacts with the community, either on request from them, or as initiated by the outside organisation. Often local authorities are the first contacts made, and sometimes this is where the decision-making power concerning the organisation's involvement remains:

"We use the social hierarchical system existing... the heads of the community are the contact and focal point..."

Working with individual contacts and farmer representatives also appeared a common approach, while there is little mention of field-workers living in the communities:

"Farmer representatives (elected by peers) are the link between farmers and agricultural service institutions."

Summary and Recommendations

When comparing the degree to which the different actors are involved, a significant shift appears to occur in the monitoring and evaluation phase (see Table 6). It seems that local community participation in the problems assessment and analysis

of needs phase is fairly common practice. This is substantially less so in monitoring and evaluation. There could simply be limited use of existing ideas and participatory methods by institutions. In India, recent initiatives in this area could possibly provide for an inspiring South-South exchange of experiences (see Appendix 12). Encouragement for and support in developing ideas to improve participation in monitoring and evaluation appears to merit further efforts in the future.

Discussions continually score high as a way to involve the local community, as does using local people as providers of information. As can be expected, making decisions is important in the planning phase, and contributing with manual labour in the implementation phase. Labour is less important in monitoring and evaluation work.

When looking at the use of multiple ways to involve the local population, the picture remains surprisingly uniform. For all phases, about 90% of the organisations involve local people in one to five different manners. Only in the last phase, is there a marked difference, with fewer ways used for local participation in monitoring and evaluation (66% use less than four ways).

Although there seems to be a fair amount of joint control of funding, the answers do not clarify which way the balance swings: towards local financial control or towards control by the organisation. One of the interesting findings of this particular question is the very limited complete financial control given to the local community in all four phases of the work. Money is of course often synonymous to power. Despite the use of participatory methods, empowering the local community does not seem to include complete local financial responsibility for most organisations. Respondents also indicate being constricted to some extent by the demands of donors. Developing systems for and implementation of local financial control and accountability would seem to deserve more attention.

5. STAFF SKILLS AND TRAINING EXPERIENCE

The information in the 232 questionnaires concerns well over 30,000 staff members, of which about two-thirds are men and one third women. Several respondents did not answer this question (see Question 6, Appendix 1) but simply indicated 'many'. During translation into French, an ambiguity crept into the questioning making it difficult for the respondent to know whether it concerned staff members working with participatory methods or beneficiaries of the activities. Several answers were invalidated because of obvious misinterpretation of the question.

Most of the organisations have several years experience. It is likely that a fair number of responses refer to general working experience rather than to the use of participatory methods, as this was also a common tendency for other questions. The number

of years experience of the respondents' organisations (n=217) is:

<1 years	1-4 years	4-10 years	>10 years
6%	35%	33%	26%

There is a wide range of skills amongst staff members of the respondents' organisations, with expertise ranging from standard agriculture to eco-development, group dynamics and bee-keeping. Answers focused on specific natural and human science expertise, as well as on phases of work. General disciplines mentioned include community forestry, agriculture, primary health care, home economics, and soil and water conservation. More specific skill areas are, for example, the use of fertilisers and pesticides, black-smithing, bone carving, soap making, eco-tourism, food processing and storage. Working methods and project skills are also listed, including: knowledge of local cultures and thinking patterns, group interaction, leadership, community development, interviewing, project management, project planning and evaluation, simple record-keeping, and training design. A full listing can be found in Appendix 9.

The majority of organisations work with multidisciplinary groups (67%). Only a few explicitly mention which disciplines are involved. Three examples are from:

1. a university Department of Agriculture: sociology, extension, agronomy, land use planners, horticulture, animal science;
2. an energy programme of a bilateral organisation: home economics, social work, local administration, local women leadership;
3. a government Soil Conservation Section: forestry, soil conservation, animal husbandry, agronomy.

Only 13% of the organisations' staff members work mainly alone, while one fifth indicate a combination of individual and multidisciplinary work. For them, the choice between multidisciplinary or individual work depends on the type of activity and on the stage of work. Several describe their work as initially a team effort, but that further implementation and follow-up is carried out singly. A large number of answers were unclear, possibly due to misunderstandings about the term 'multidisciplinary', indicating work is done in pairs but not specifying the disciplines. Some assumed the question to refer to working with local communities, while others seemed to refer to a particular stage of the work only.

Training Experience

As mentioned above, there was some difficulty in interpreting this question, especially in the French translation. It is likely that respondents indicated training of general skills rather than of participatory communication skills. Nevertheless,

considerable information can be gleaned from the responses on the general training experience of the organisations.

Of the 232 respondents, 68% indicate that they give training in response to the question on training of participatory methods. A further 16 indicate special skills and methods which they offer training in, although they do not mention training in participatory methods. (See Question 8 in Appendix 1 for clarification of the structure of this question). This implies that 75% of the organisations have training experience, although virtually none of the organisations considers itself a training institute. A large number of the 173 organisations (79%) with training experience permit outsiders to take part in the courses they give.

The skills and methods offered in training are very diverse, with about 70 different kinds which roughly fit into the following categories:

- * technical skills or disciplines
- * management/administration skills
- * communication skills.

About 270 training initiatives are related to over 40 different technical skill areas, such as agriculture, renewable energy, rural workshop development, nutrition, marketing, family planning, and even psychology. Most respondents indicate multiple technical areas in which training is given, totalling 64% of the courses listed. Forestry (including agroforestry and social forestry), and agriculture are mentioned most often (about 50 times each), followed by other general areas as rangeland management, water and sanitation, and health (about 25 times each). Rural industries and soil conservation are indicated about 10 times each. Other skills training includes such specific areas as entomology, land tenure, bee-keeping, and food processing.

Training in communication skills is mentioned about one third as frequently as specific disciplines (24% of the courses listed). About 20 different areas are indicated, which range from general extension methods and community development approaches, to participatory planning, group motivation skills, and how to involve women. Training in general extension methods is most often mentioned, in one third of the cases. Of special interest to the inventory are a limited number of organisations which have conducted or organised training in Rapid Rural Appraisal (7 cases), and participatory planning and research methods (12 cases). Technical specialists tend not to be trained in communication skills, which some respondents feel is a problem (see Section 4).

Training rarely focuses on management and administrative skills (total 12% of courses mentioned). These include fund raising and cash saving, bookkeeping, and project or business management. General project and business management receive more attention than other such skills. Only two respondents mention training in evaluation skills, with four providing skills in project identification and needs assessment.

Of the 161 responses, training is provided to a wide range of people (35 different categories), but in most cases (58%) these are extension workers or community development workers. Villagers and more specifically farmers are included in 43% of the training situations, and future trainers are the focus of training in 28% of the cases. Other groups of people often targeted for training are women leaders or farmers (26%), students (17%), general project staff (11%), government officials (9%), teachers (7%), and youth groups (6%). Incidental training is provided for others, such as, beekeepers, carpenters, builders, social workers and entrepreneurs.

Production of Material on Participatory Work

There are 155 respondents affirming the production of material about the organisation's work, totalling 314 entries, as many organisations produce more than one type of material. Only a very few of these are about participatory methods - 16 in total. Thirty five different languages are mentioned, with almost half of the material appearing in English. French (18%) and Kiswahili (10%) are most often mentioned, with several references to material produced in Arabic, Shona, Wollof, Ndebele, and Portuguese.

In many cases, the answers are general, such as "reports, articles, slides, posters". However, a considerable number of organisations seem to have produced specific training and research material. Generally speaking, the written word is most popular. Of the over 300 references to different types of material produced, 75% are articles, brochures, (hand)books, posters, newsletters. Of this about half is extension material for local use (handbooks, textbooks, teaching aids, etc). About 20% of the material produced is project documentation, usually in the form of activity reports or evaluation reports. Audiovisuals (slides, films, videos) accounts for almost 25% of the material produced.

It is not relevant to summarise the material produced further, especially as many respondents do not indicate a specific topic. Written material dominates over audiovisual material, and little seems to be about training methodology. However, much valuable training material may be hidden under the general heading of "reports" or "course notes", and a follow-up study would be necessary to provide more practical information on existing training material.

6. CONCLUDING COMMENTS

As mentioned in the introduction, the IIED/FTPP initiative is only a partial inventory of organisations and individuals working with participatory methods in Africa. Following a preliminary search for addresses, over 1000 organisations were approached, of which these results reflect the views of 232 respondents on the working practice of their organisations. Care must be taken in interpreting the findings of the inventory, which give a general impression of how the different organisations implement participation. Many potentially interesting partners, who could provide new and interesting insights on this topic, will not have been contacted via the questionnaire.

For two reasons the inventory has a limited scope. First, a limited amount of human and financial resources were involved with the work. Secondly, there are great limitations imposed by the form of the inventory: a mailing regarding the topic 'participation'. Although the questionnaire was translated in three languages, linguistic difficulties and ambiguities in the questions remain. This was compounded as many respondents do not have English, French or Portuguese as their first language. Other problems relate to personal interpretation of words, to multiple functions of respondents, and to the confusion of general working practice with that pertaining to participatory methods.

Nonetheless, some critical patterns have emerged, relating particularly to monitoring and evaluation, financial control of local community members, and the use of participatory methods.

The lusophone countries appear to be isolated from contacts with francophone and anglophone networks. It was difficult to identify potentially relevant organisations for the Portuguese mailing, and response from them was low. Only one seemed involved with participatory methods. More effort should be directed at those countries to whom few questionnaires were able to be sent and from whom response was low. Translation of material on participatory methods into languages other than English or French would greatly facilitate breaking the isolation of those conversant in other languages.

Allowing local communities to have financial responsibility over activities in which they are already involved in other ways appears to be an area in which few organisations have experience. Finding ways to extend local participation and develop satisfactory systems of accountability deserves further attention.

Although local participation in the problems analysis and planning stages is no longer a rare phenomenon, the next step is fuller participation in the monitoring and evaluation stages. Organisations still tend to take over these aspects of rural development, which implies communities will not receive full responsibility for the activities which affect their lives. Significantly, few organisations mentioned a need to withdraw

from communities once effective local initiatives had been built up.

Group discussions and community meetings are the most commonly used participatory methods. To complement the common discussion methods, use of more dramatic and pictorial methods of communication in participatory approaches to rural development and research could be encouraged by supporting relevant local experiences. Such efforts could be carried out by capable local trainers familiar with the use of innovative participatory methods. As less than 25% of the respondents appear to include communication skills and work methodology in training, strengthening local training capacity in a wide range of participatory methods should be stressed. At a workshop on Participatory Rural Appraisal held recently in Bangalore³, participants produced a list of more than 30 different methods they used (Appendix 12). Exchanging experiences between, for example, India and countries in Africa, could prove very inspiring for all involved. Serious thought should be given to providing funds for such a South-South exchange.

Answers to question 5 are of special value as they clarify how respondents see participation. As many pointed out, participation is a slow process and initiatives to support local training capacity should be seen in that light. There definitely seems to be a need for training support in participatory methods. Although there appears to be considerable involvement of local communities during problem diagnosis and planning, it does not always focus on jointly formulating local people's needs and strengths in rural development. Answers tend to reflect attitudes in which local community members are not seen as specialists or teachers, but as needing to be taught skills.

The idea of devolving responsibility to the community level, both for finances and for monitoring and evaluation, is prominently absent in most responses. Therefore, developing training modules and material in ways to encourage devolving power by adopting a participatory learning approach could strengthen the initiatives with participatory methods already present amongst many organisations in Africa. As one respondent summarised the benefits of adopting a participatory working approach:

"Thus far, a major success relates to the learning effects on both scientists and farmers as a result of intensive interactions in the field."

³Participatory Rural Appraisal: Proceedings of the February 1991 Bangalore PRA Trainers Workshop. Ed. by Mascarenhas J. et al, RRA Notes Number 13, August 1991, IIED.

HOW TO USE THE APPENDICES

The information in these appendices is provided to encourage a South-South exchange of experiences. The information as presented was compiled using D-Base 3+. Therefore, there are certain limitations in the presentation of data.

Code refers to the code allocated solely for the purpose of data compilation. The code and name list can be found in Appendix 2. Once you know the code of the organisation you are interested in, it can be found in each appendix. Data is presented per country, which are arranged alphabetically. The one exception is USA, which appears before Uganda in some appendices.

Where a .T. appears this indicates the answer is TRUE. Where there is no symbol the answer is either FALSE or the respondents did not answer.

Where numbers are given, for example number of staff working with participatory skills, a 0 does not always mean none, but can also mean that no answer was given.

Below are explanations of the abbreviations used in the appendices. Additional information can be found in Appendix 1.

Appendix 2 Address list of respondents

COUNTRY	country
NAME	name of organisation
ADDRESS	address of organisation
KEYPERS	key person to contact

Appendix 3 Profile of respondents

Gov org	government organisation		
Uni	university or college		
Res ins	research institute		
Loc NGO	local NGO		
For NGO	foreign NGO		
Pri con	private consultancy		
Bil org	bilateral organisation		
Mul org	multilateral organisation		
Tra cen	training centre		
Agr	agriculture	For	forestry
Liv	livestock	Nut	nutrition
Hea	health	Wat	water & sanitation
Rur ind	rural industry	Edu gen	general education
Oth	other type of activity		
Prj tot	total number of projects		
Part proj	total number of participatory projects		

Vil lev	working at village level
Reg lev	working at regional level
Nat lev	working at national level
Int lev	working at international level
Countries	countries working in

Appendix 4 The use of participatory methods

Group discuss	group discussion
Informal interview	informal interview
Games	games
Workshops	workshops
Drama/r.play	drama or role plays
Story telling	telling stories
Diagram drawing	drawing diagrams
Tape record	tape recording
Video record	video recording
Slides	slides
Films	films
Commun meeting	community meeting
Record keeping	farmer/community record-keeping
Ranking exercise	exercise to determine preferences
Other methods	other methods used
Describe further?	These respondents have provided extra information about their work.

- Appendix 5 Participation in assessment of needs and analysis of problems
- Appendix 6 Participation in planning of activities
- Appendix 7 Participation in implementation, operation and maintenance of activities
- Appendix 8 Participation in monitoring and evaluation

First four columns after CODE indicates who carries out this phase of activity.

Large commu	large group of community members
Small commu	small group of community members
Mixed group	mixed group of community and organisation
Org only	only the organisation

The next four columns are about who controls the funds.

Local only	only local community
Org only	only the organisation
Both	both the community and the organisation
No funds	no funds required

The final columns indicate how local people are involved.

Receive info	receive information from the organisation
Provide info	provide information to the organisation
Have discuss	have discussions
Make decisio	make decisions
Provide labour	provide manual labour
Provide other	provide other contribution
Paid for labour	are paid for labour provided
Other involvement	are involved in other ways

Appendix 9 Staff skills and experience

Total staff	total number of staff members
Women	number of women staff members using participatory methods
Men	number of men staff members using participatory methods

Staff skills and expertise areas of staff skills/expertise

Work in multidisciplinary teams or individually
work in multidisciplinary teams or individually

<1y	less than one years experience
1-4y	between one and four years experience
4-10y	four to ten years experience
>10y	more than 10 years experience

Appendix 10 Training courses

Offer training whether or not offer training courses

Course participants type of participants attending courses

Skills and special methods trained
skills and special methods offered training in

Open to others training courses are open to those from other organisations

Appendix 11 Material produced

Although at times the data mentions "see list attached/provided" it was not possible to include these in the database. Organisations should be contacted for further information.

Material 1-5	type and/or title of material produced
Language 1-3	language in which material is produced

COMMENT SE SERVIR DES ANNEXES
 ("Appendices")

Les informations contenues en ces annexes sont présentées pour encourager le partage sud-sud des expériences. L'assemblage des données a été réalisé à l'aide du logiciel DBase 3+, ce qui implique donc certaines limites de présentation.

Code fait référence au code attribué dans le seul but de la compilation des données. On peut trouver à l'Annexe 2 la liste des codes et des noms. Quand vous aurez trouvé le code de l'organisation qui vous intéresse, vous pourrez le retrouver dans chaque annexe. Les données sont présentées par pays, en ordre alphabétique (avec pour seule exception les USA, qui figurent parfois avant l'Ouganda - Uganda en anglais - dans certaines annexes).

Lorsqu'apparaît le symbole .T., cela indique que la réponse est VRAIE. L'absence de symbole signifie, soit que la réponse est FAUSSE, soit que le questionnaire n'a pas répondu.

Quand on indique des chiffres, par exemple celui des employés ayant des compétences en participation, un 0 ne veut pas toujours dire aucun, mais peut aussi signifier qu'aucune réponse n'a été donnée.

Voici, ci-dessous, les explications des abréviations utilisées dans les annexes. On trouvera des informations supplémentaires à l'Annexe 1.

Annexe 2. Liste des adresses des répondants.

COUNTRY	pays
NAME	nom de l'organisation
ADDRESS	adresse de l'organisation
KEYPERS	personne-clé à contacter

Annexe 3. Profil des répondants

Gov org	organisation gouvernementale
Uni	université ou faculté
Res ins	institut de recherche
Loc NGO	ONG locale
For NGO	ONG étrangère
Pri con	cabinet de consultants privé
Bil org	organisation bilatérale
Mul org	organisation multilatérale
Tra cen	centre de formation

Agr	agriculture	For	foresterie
Liv	élevage	Nut	nutrition
Hea	santé	Wat	eau et assainissement
Rur	industrie rurale	Edu	éducation générale
Oth	autre type d'activité		

Prj tot	Nombre total de projets
Part proj	Nombre total de projets participatifs
Vil lev	travail au niveau du village
Reg lev	travail au niveau régional
Nat lev	travail au niveau national
Int lev	travail au niveau international
Countries	pays où on travaille

Annexe 4. Usage des méthodes participatives

Group discuss	discussion de groupe
Informal interview	interviews informels
Games	jeux
Workshops	ateliers
Drama/r. play	théâtre ou jeu de rôles
Story telling	raconter des histoires
Diagram drawing	tracer des graphiques
Tape record	enregistrement sonore
Video record	enregistrement vidéo
Slides	diapositives
Films	cinéma
Commun meeting	réunion communautaire
Record keeping	élaboration de dossiers de paysans/communauté
Ranking exercise	exercice de détermination des préférences
Other methods	autres méthodes utilisées
Describe further	ces répondants ont fourni des informations supplémentaires au sujet de leur travail

Annexe 5. Participation à l'estimation des besoins et à l'analyse des problèmes.

Annexe 6. Participation à la planification des activités

Annexe 7. Participation à la mise en application, au fonctionnement et à l'entretien des activités

Annexe 8. Participation au contrôle et à l'évaluation

Les quatre premières colonnes après le CODE indiquent qui effectue cette phase de l'activité.

Large commu	grand groupe de membres de la communauté
Small commu	petit groupe de membres de la communauté
Mixed group	groupe mixte: communauté et organisation
Org only	l'organisation seulement

Les quatre colonnes suivantes indiquent qui contrôle les fonds.

Local only	seulement la communauté locale
Org only	seulement l'organisation
Both	à la fois la communauté et l'organisation
No funds	pas de fonds requis

La dernière colonne indique le degré de participation des autochtones.

Receive info	reçoivent les informations de l'organisation
Provide info	fournissent des informations à l'organisation

Have discuss	ont des discussions
Make decisio	prennent des décisions
Provide labour	fournissent de la main d'oeuvre manuelle
Provide other	fournissent une autre contribution
Paid for labour	sont payés pour le travail fourni
Other involvement	participent d'autres manières

Annexe 9. Compétences et expérience du personnel

Total staff	nombre total des employés
Women	nombres des personnels féminins utilisant les méthodes participatives
Men	nombres des personnels masculins utilisant les méthodes participatives
Staff skills and expertises	domaines de compétence/ expertise des employés
Work in multidisciplinary teams or individually	travail en équipes multidisciplinaires ou individuellement
<1y	moins d'un an d'expérience
1-4y	entre une et quatre années d'expérience
4-10y	de quatre à 10 ans d'expérience
>10y	plus de 10 ans d'expérience

Annexe 10. Cours de formation

Offer training	offre ou non des cours de formation
Course participants	types de participants aux cours
Skills and special methods trained	compétences et méthodes spéciales pour lesquelles une formation est offerte
Open to others	cours de formation ouverts aux personnes d'autres organisations

Annexe 11. Documents produits

Bien que parfois les données mentionnent "see list attached/provided" (voir liste ci-jointe/fournie), il n'a pas été possible de les inclure dans la base de données. Pour de plus amples informations, contacter les organisations.

Material 1-5	type et/ou titre des documents produits
Language 1-3	langage de production des documents

**Datasheet for Inclusion in Inventory of
Individuals and Organisations using
Participatory Methods in Rural Research,
Extension and Development in Africa**



Please complete this form by ticking one or more of the options in each section. Feel free to provide any other relevant information on your organisation, either in response to specific questions or as documents, brochures, reports which you have produced.

Please return the completed questionnaire as soon as possible to:

*Irene Guijt
The Sustainable Agriculture Programme
International Institute for Environment and Development
3 Endsleigh Street, London WC1H 0DD
United Kingdom*

Name, address and key contact person(s) of your organisation:

1. What type of organisation are you?

- | | |
|--|---|
| <input type="checkbox"/> Government agency | <input type="checkbox"/> Private firm/consultancy |
| <input type="checkbox"/> University or college | <input type="checkbox"/> Bilateral development agency |
| <input type="checkbox"/> Research institute | <input type="checkbox"/> Multilateral agency |
| <input type="checkbox"/> Local non-government development agency | <input type="checkbox"/> Training centre |
| <input type="checkbox"/> Foreign non-government development agency | <input type="checkbox"/> Other (please specify) _____ |

2. What areas of work is your organisation involved in?

- | | |
|--------------------------------------|--|
| <input type="checkbox"/> Agriculture | <input type="checkbox"/> Water and sanitation |
| <input type="checkbox"/> Forestry | <input type="checkbox"/> Rural industries/business enterprises |
| <input type="checkbox"/> Livestock | <input type="checkbox"/> (general) Education |
| <input type="checkbox"/> Nutrition | <input type="checkbox"/> Other (please specify) _____ |
| <input type="checkbox"/> Health | |

3. What geographical area does the work of your organisation cover? [Please specify the type and size of the area, eg one catchment area, three villages, two ethnic groups, nationwide, five countries (please name the countries)].

How many projects does your organisation work with? projects

Of these projects, how many use participatory methods? projects using participatory methods.

4. What participatory methods does your organisation use?

- | | |
|--|--|
| <input type="checkbox"/> Group discussions | <input type="checkbox"/> Video recordings |
| <input type="checkbox"/> Informal interviews | <input type="checkbox"/> Slides |
| <input type="checkbox"/> Games | <input type="checkbox"/> Films |
| <input type="checkbox"/> Workshops | <input type="checkbox"/> Community meetings |
| <input type="checkbox"/> Drama/role play | <input type="checkbox"/> Farmer/community record-keeping |
| <input type="checkbox"/> Story-telling | <input type="checkbox"/> Ranking exercises |
| <input type="checkbox"/> Diagrams and drawing (maps, posters etc.) | <input type="checkbox"/> Other (please specify) _____ |
| <input type="checkbox"/> Tape recordings | _____ |

For each of the participatory methods ticked above, describe briefly in which aspect of work (planning, community-building, extension etc.) and in which sector (agriculture, forestry, health etc.) they are used. _____

5. In the application of your participatory methods, how and at what stage are the local people involved? (Please answer each question for each phase which is appropriate for your work.

Although the procedure for your participatory work might vary, please choose the option that best fits your most common practice).

5.1 ASSESSMENT OF NEEDS AND ANALYSIS OF PROBLEMS

* Who carries this out? (Tick one option only)

- Large group of local community members only
- Small group of representatives of the local community only
- Mixed group of local community and your organisation
- Your organisation only

* Who controls and manages funds for this stage? (Tick one option only)

- Local community only
- Your organisation only
- Both local community and your organisation
- No funds involved

* If local people are involved, how are they involved? (Tick one or more options)

- Are informed by your organisation
- Provide information/knowledge to your organisation
- Have discussions
- Make decisions
- Provide labour
- Provide cash/kind
- Other (please specify) _____

5.2 PLANNING OF ACTIVITIES

* Who carries this out? (Tick one option only)

- Large group of local community members only
- Small group of representatives of the local community only
- Mixed group of local community and your organisation
- Your organisation only

* Who controls and manages funds for this stage? (Tick one option only)

- Local community only
- Your organisation only
- Both local community and you organisation
- No funds involved

* If local people are involve, how are they involved? (Tick one or more options)

- Are informed by your organisation
- Provide information/knowledge to your organisation
- Have discussions
- Make decisions
- Provide labour
- Provide cash/kind
- Other (please specify) _____

5.3 IMPLEMENTATION, OPERATION AND MAINTENANCE OF ACTIVITIES

* Who carries this out? (Tick one option only)

- Large group of local community members only
- Small group of representatives of the local community only
- Mixed group of local community and your organisation
- Your organisation only

* Who controls and manages funds for this stage? (Tick one option only)

- Local community only
- Your organisation only
- Both local community and your organisation
- No funds involved

* If local people are involve, how are they involved? (Tick one or more options)

- Are informed by your organisation
- Provide information/knowledge to your organisation
- Have discussions
- Make decisions
- Provide free labour
- Provide cash/kind
- Are paid for labour
- Other (please specify) _____

5.4 MONITORING AND EVALUATION

* Who carries this out? (Tick one option only)

- Large group of local community members only
- Small group of representatives of the local community only
- Mixed group of local community and your organisation
- Your organisation only

* Who controls and manages funds for this stage? (Tick one option only)

- Local community only
- Your organisation only
- Both local community and your organisation
- No funds involved

* If local people are involved, how are they involved? (Tick one or more options)

- Are informed by your organisation
- Provide information/knowledge to your organisation
- Have discussions
- Make decisions
- Provide free labour
- Are paid for labour
- Provide cash/kind
- Other (please specify) _____

To supplement the above information, please describe, in your own words, how the process of involving local people in your participatory work is carried out, and the key problems and successes.

6. How many staff members does your organisation have in total? total

How many of the total staff work with participatory methods?women men

Please indicate the range of skills and expertise those working with participatory methods have (eg interviewing, project management, agroforestry, fertiliser use, primary health care training etc).

When working in the project area(s) with participatory methods, do your staff members work in multidisciplinary teams or singly? *(Please describe briefly).* _____

How long has your organisation worked with participatory methods?

- less than 1 year 1-4 years 4-10 years more than 10 years

7. Please list the material (eg. report, slides, article, video) your organisation has produced about participatory methods/activities. *(Please include cost if available to others).*

TYPE OF MATERIAL AND TITLE	PRICE
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

In what language(s) is it available? _____

8. Does your organisation organise or conduct training courses in its participatory methods? yes no

If yes, whom do you train? *(Please specify: future trainers, women farmers, village men, agricultural extension officers, forestry students etc.)* _____

What skills and special methods does your organisation give training in? *(Please refer to questions 2 and 4 for possible options).* _____

Are these courses open to others outside your organisation? yes no

9. What contacts does your organisation have with other organisations or individuals involved with participatory methods? *(Please give names and addresses).*

10. Does your organisation have any objections to being contacted by others for information/visits etc? yes no

WE ARE VERY GRATEFUL FOR YOUR COOPERATION

Questionnaire Pour l'Inventaire de Groupes et Organisations Utilisant des Methodes Participatives en Recherche, Formation et Developpement Rurale en Afrique



Nous vous prions de compléter ce formulaire en pointant les réponses appropriées . N'hésitez pas d'y ajouter d'autres informations importantes pour votre organisation, en réponse à des questions spécifiques, ou des documents, rapports, brochures que vous avez produits.

Prière retourner ce questionnaire rempli dès que possible à:

*Irene Gulft
Sustainable Agriculture Programme
International Institute for Environment and Development
3 Endsleigh Street, London WC1H 0DD
United Kingdom*

Nom, adresse et personne à contacter de votre organisation:

1. Quel type d'organisation êtes-vous?

- | | |
|---|--|
| <input type="checkbox"/> Agence gouvernementale | <input type="checkbox"/> Compagnie privée/agence de consultant |
| <input type="checkbox"/> Université ou collège | <input type="checkbox"/> Agence de développement bilatérale |
| <input type="checkbox"/> Organisation nationale non gouvernementale de développement | <input type="checkbox"/> Agence de développement multilatérale |
| <input type="checkbox"/> Organisation internationale non gouvernementale de développement | <input type="checkbox"/> Centre de formation |
| | <input type="checkbox"/> Autres (prière spécifier) _____ |

2. Dans quels secteurs d'activité votre organisation est-elle impliquée?

- | | |
|--|---|
| <input type="checkbox"/> L'agriculture | <input type="checkbox"/> L'eau et l'assainissement |
| <input type="checkbox"/> La sylviculture | <input type="checkbox"/> Les industries rurales/entreprises privées |
| <input type="checkbox"/> L'élevage | <input type="checkbox"/> L'éducation (générale) |
| <input type="checkbox"/> La nutrition | <input type="checkbox"/> Autres (prière spécifier) _____ |
| <input type="checkbox"/> La santé | |

3. Quelle est la région géographique couverte par le travail de votre organisation? [Prière spécifier le type et la dimension de la zone, par exemple: 1 captage, 3 villages, 2 groupes ethniques, échelle nationale, 5 pays (prière spécifier les pays)].

Votre organisation s'occupe de combien de projets? projets

Parmi ces projets, combien utilisent les méthodes participatives? nombre de projets utilisant les méthodes participatives

4. Quelles méthodes participatives utilise votre organisation dans son travail?

- | | |
|--|---|
| <input type="checkbox"/> Discussion en groupe | <input type="checkbox"/> Enregistrements/vision de cassettes vidéos |
| <input type="checkbox"/> Entrevues irrégulières | <input type="checkbox"/> Diapositives |
| <input type="checkbox"/> Jeux | <input type="checkbox"/> Films |
| <input type="checkbox"/> Ateliers | <input type="checkbox"/> Réunions de communauté |
| <input type="checkbox"/> Théâtre | <input type="checkbox"/> Entretien enregistrés par les paysans/ la communauté |
| <input type="checkbox"/> Raconter des histoires | <input type="checkbox"/> Exercices de priorisation |
| <input type="checkbox"/> Diagrammes (cartes, posters etc) | <input type="checkbox"/> Autres (prière spécifier) _____ |
| <input type="checkbox"/> Enregistrements/audition de cassettes | |

Pour chacun des méthodes participatives pointées ci-dessus, décrivez brièvement dans quel aspect du travail (planification, formation, etc) et dans quel secteur (agriculture, sylviculture, etc) elles sont utilisées. _____

5. Dans l'application de vos méthodes participatives, comment et à quelle étape les populations locales sont elles impliquées? (Prière répondre à chaque question, pour chaque étape se rapportant à votre travail. Même si le procédure de votre travail participative peut varier, prière choisir l'option qui convient le mieux à votre pratique courante).

5.1 IDENTIFICATION DES BESOINS ET ANALYSE DES PROBLEMES

* Qui exécute ce travail? (Pointer une seule option)

- Seulement un group élargi des membres de la communauté locale
- Seulement un petit groupe de représentants de la communauté locale
- Un mélange de membres de la communauté locale et de votre organisation
- Seulement votre organisation

* Qui controle et gère les fonds à cette étape? (Pointer une seul option)

- Seulement la communauté locale
- Seulement votre organisation
- Communauté locale et votre organisation ensemble
- ne nécessite pas de fonds

* Si les populations locales sont impliquées, comment le sont-elles? (Pointer une ou plusieurs options)

- Etre informées par votre organisation
- Porter des informations à la connaissance de votre organisation
- Avoir des discussions
- Prendre des décisions
- Fournir du travail volontaire
- Donner de l'argent ou une autre contribution
- Autres (prière spécifier) _____

5.2 PLANIFICATION DES ACTIVITES

* Qui exécute ce travail? (Pointer une seul option)

- Seulement un groupe élargi des membres de la communauté locale
- Seulement un petit groupe de représentants de la communauté locale
- Un mélange de membres de la communauté locale et de votre organisation
- Seulement votre organisation

* Qui controle et gère les fonds à cette étape? (Pointer une seule option)

- Seulement la communauté locale
- Seulement votre organisation
- Communauté locale et votre organisation ensemble
- ne nécessite pas de fonds

* Si les populations locales sont impliquées, comment le sont-elles? (Pointer une ou plusieurs options)

- Etre informées par votre organisation
- Porter des informations à la connaissance de votre organisation
- Avoir des discussions
- Prendre des décisions
- Fournir du travail volontaire
- Donner de l'argent ou une autre contribution
- Autre (prière spécifier) _____

5.3 EXECUTION, OPERATION ET MAINTENANCE DES ACTIVITES

* Qui exécute ce travail? (Pointer une seule option)

- Seulement un group élargi des membres de la communauté locale
- Seulement un petit groupe de représentants de la communauté locale
- Un mélange de membres de la communauté locale et de votre organisation
- Seulement votre organisation

* Qui controle et gère les fonds à cette étape? (Pointer une seule option)

- Seulement la communauté locale
- Seulement votre organisation
- Communauté locale et votre organisation ensemble
- Ne nécessite pas de fonds

* Si les populations locales sont impliquées, comment le sont-elles? (Pointer une ou plusieurs options)

- Etre informées par votre organisation
- Porter des informations à la connaissance de votre organisation
- Avoir des discussions
- Prendre des décisions
- Fournir du travail volontaire
- Sont rémunérés pour le travail
- Donner de l'argent ou une autre contribution
- Autres (prière spécifier) _____

5.4 MONITORING ET EVALUATION

* Qui exécute ce travail? (Pointer une seule option)

- Seulement un group élargi des membres de la communauté locale
- Seulement un petit groupe de représentants de la communauté locale
- Un mélange de membres de la communauté locale et de votre organisation
- Seulement votre organisation

* Qui controle et gère les fonds à cette étape? (Pointer une seule option)

- Seulement la communauté locale
- Seulement votre organisation
- Communauté locale et votre organisation ensemble
- Ne nécessite pas de fonds

* Si les populations locales sont impliquées, comment le sont-elles? (Pointer une ou plusieurs options)

- Etre informées par votre organisation
- Porter des informations à la connaissance de votre organisation
- Avoir des discussions
- Prendre des décisions
- Fournir du travail volontaire
- Sont rémunérés pour le travail
- Donner de l'argent ou une autre contribution
- Autres (prière spécifier) _____

Pour compléter ces informations ci-dessus, prière décrire dans vos propres termes, comment s'effectue le processus d'implication des populations locales dans votre travail participatif, et quoi sont les principaux problèmes et succès?

6. Au total combien de personnes travaillent pour votre organisation?

..... personnes

Au total combien de personnes travaillent avec les méthodes participatives?

.....femmeshommes

Prière indiquer les domaines de compétence et d'expertise que votre personnel représentant (ex: interviewer, projet d'exploitation, sylviculture, utilisation de fertilisants, formation en soins de santé primaire etc).

Quand vous travaillez dans les zones de projet avec les méthodes participatives, les membres de votre personnel travaillent-ils dans des équipes pluridisciplinaires ou individuellement? (Prière décrire brièvement) _____

Depuis combien de temps votre organisation travaille avec les méthodes participatives? moins de l'année 1-4 années 4-10 années plus de 10 années

7. Prière dresser la liste du matériel (rapports, articles, diapositives, etc) que votre organisation a produit sur les méthodes ou activités participatives? (Prière inclure si possible leur prix)

TYPE DE MATERIEL ET TITRE	PRIX
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Dans quelle langue ce matériel est-il disponible? _____

8. Est-ce que votre organisation donne des cours de formation sur les méthodes participatives? oui non

Si oui, qui est-ce que vous formez? (Prière spécifier, ex: des futurs formateurs, des fermières, des hommes du village, des formateurs agricoles, des étudiants en sylviculture)

Quelles sont les thèmes de formation que votre organisation donne? (Prière résumer aux options des questions 2 et 4)

Est-ce que les cours sont ouverts à des personnes extérieures à votre organisation?
 oui non

9. Avez vous des contacts avec d'autres organisations ou individus travaillant avec les méthodes participatives? (Prière donner leurs noms et adresses.)

10. Votre organisation a-t-elle des objections à être contactée par d'autres personnes pour informations ou visites, etc? oui non

NOUS VOUS REMERCIONS SINCEREMENT DE VOTRE COOPERATION

Questionário para o inventário das organizações e indivíduos utilizando métodos participativos em pesquisa, extensão e desenvolvimento rural em Africa



Por favor, preencha este questionário, marcando as opções apropriadas em cada seção. Não hesite em dar informações complementares sobre a sua organização, seja em resposta às questões específicas, ou enviando em anexo documentos, relatórios ou apostilas que você tenha produzido.

Solicitamos devolver o questionário logo que possível a:

Irene Guijt
Sustainable Agriculture Programme
International Institute for Environment and Development
3 Endsleigh Street, London WC1H 0DD
United Kingdom

Nome, endereço e pessoa a contatar em sua organização:

1. Que tipo de organização é a sua?

- | | |
|--|--|
| <input type="checkbox"/> uma agência governamental | <input type="checkbox"/> uma empresa de consultoria ou uma outra empresa privada |
| <input type="checkbox"/> uma universidade ou colégio | <input type="checkbox"/> uma organização bilateral de desenvolvimento |
| <input type="checkbox"/> um instituto de pesquisa | <input type="checkbox"/> uma organização multilateral de desenvolvimento |
| <input type="checkbox"/> uma organização nacional não-governamental | <input type="checkbox"/> outro (especifique por favor) _____ |
| <input type="checkbox"/> uma organização estrangeira não-governamental | |
| <input type="checkbox"/> um centro de formação | |

2. Qual é(são) a(s) área(s) de trabalho da sua organização?

- | | |
|---------------------------------------|--|
| <input type="checkbox"/> agricultura | <input type="checkbox"/> água e saneamento |
| <input type="checkbox"/> silvicultura | <input type="checkbox"/> indústrias/empresas rurais |
| <input type="checkbox"/> gado | <input type="checkbox"/> educação (geral) |
| <input type="checkbox"/> nutrição | <input type="checkbox"/> outro (especifique por favor) _____ |
| <input type="checkbox"/> saúde | |

3. Qual é a área geográfica abrangida pelas suas atividades? [especifique o tipo e o tamanho da área, por exemplo: 1 bacia, 3 aldeias, 2 grupos étnicos, todo o país, 5 países – se possível, faça uma lista dos países]. _____

A sua organização trabalha com quantos projetos? projetos

De todos os projetos, quantos utilizam métodos participativos? projetos utilizam métodos participativos

4. Que tipo de métodos participativos são utilizados no trabalho da sua organização?

- | | |
|---|---|
| <input type="checkbox"/> discussões em grupos | <input type="checkbox"/> diapositivos |
| <input type="checkbox"/> entrevistas não-formais | <input type="checkbox"/> filmes |
| <input type="checkbox"/> jogos | <input type="checkbox"/> reuniões da comunidade |
| <input type="checkbox"/> workshops | <input type="checkbox"/> exercícios de ordenar ("ranking") |
| <input type="checkbox"/> teatro | <input type="checkbox"/> registros das atividades da comunidade ou dos camponeses |
| <input type="checkbox"/> contar histórias | <input type="checkbox"/> outro (especifique por favor) _____ |
| <input type="checkbox"/> desenhos e diagramas (cartas, cartazes, etc) | _____ |
| <input type="checkbox"/> gravações em fitas cassetes | _____ |
| <input type="checkbox"/> gravações em vídeo | _____ |

Para cada um dos métodos que você indicou acima, descreva brevemente em qual fase do trabalho o mesmo é usado (planeamento, estruturação comunitária, extensão, etc), e em qual setor (agricultura, silvicultura, etc). _____

5. Na aplicação dos métodos participativos, como, e em qual fase do trabalho a população local participa? (Por favor responda cada questão para cada fase do trabalho. Mesmo que a sua maneira de trabalhar participativamente varie, escolha a opção que mais se aproxime da sua prática usual).

5.1 Avaliação de necessidades e análise dos problemas

* Quem faz isto (Marque somente uma opção)

- apenas um grupo grande da população local
- apenas um grupo pequeno de representantes da população local
- apenas a sua organização
- um grupo com representantes da sua organização e da população local

* Quem controla e maneja os fundos para essa fase? (Marque somente uma opção)

- apenas a população local
- apenas a sua organização
- ambos: a população local e a sua organização
- não há fundos

* Se a população local participa, como é esta participação? (Marque uma ou mais opções)

- a população recebe informação da sua organização
- a população dá informação à sua organização
- a população tem discussões
- a população toma decisões
- a população fornece mão-de-obra
- a população contribui com dinheiro ou de alguma outra forma
- outro _____

5.2 Planeamento das atividades

* Quem faz isto (Marque somente uma opção)

- apenas um grupo grande da população local
- apenas um grupo pequeno de representantes da população local
- apenas a sua organização
- um grupo com representantes da sua organização e da população local

* Quem controla e maneja os fundos para essa fase? (Marque somente uma opção)

- apenas a população local
- apenas a sua organização
- ambos: a população local e a sua organização
- não há fundos

* Se a população local participa, como é esta participação? (Marque uma ou mais opções)

- a população recebe informação da sua organização
- a população dá informação à sua organização
- a população tem discussões
- a população toma decisões
- a população fornece mão-de-obra
- a população contribui com dinheiro ou de alguma outra forma
- outro _____

5.3 Implementação, gestão e manutenção das atividades

* Quem faz isto? (Marque somente uma opção?)

- apenas um grupo grande da população local
 apenas um grupo pequeno de representantes da população local
 apenas a sua organização
 um grupo com representantes da sua organização e da população local

* Quem controla e maneja os fundos para essa fase? (Marque somente uma opção)

- apenas a população local
 apenas a sua organização
 ambos: a população local e a sua organização
 não há fundos

*Se a população local participa, como é esta participação? (Marque uma ou mais opções)

- a população recebe informação da sua organização
 a população dá informação à sua organização
 a população tem discussões
 a população toma decisões
 a população fornece mão-de-obra
 a população contribui com dinheiro ou de alguma outra forma
 outro _____

5.4 Controle e avaliação das atividades

* Quem faz isto? (Marque somente uma opção)

- apenas um grupo grande da população local
 apenas um grupo pequeno de representantes da população local
 apenas a sua organização
 um grupo com representantes da sua organização e da população local

* Quem controla e maneja os fundos para essa fase? (Marque somente uma opção)

- apenas a população local
 apenas a sua organização
 ambos: a população local e a sua organização
 não há fundos

*Se a população local participa, como é esta participação? (Marque uma ou mais opções)

- a população recebe informação da sua organização
 a população dá informação à sua organização
 a população tem discussões
 a população toma decisões
 a população fornece mão-de-obra
 a população contribui com dinheiro ou de alguma outra forma
 outro _____

Para complementar esta informação, por favor descreva o processo de participação da população no trabalho da sua organização, e os problemas e sucessos mais importantes.

6. Quantas pessoas trabalham na sua organização? pessoas

Quantas pessoas trabalham com métodos participativos? mulheres homens

Por favor, liste os conhecimentos e especializações do pessoal que trabalha com métodos participativos (por exemplo: entrevistar, gestão de projetos, agrosilvicultura, uso de fertilizantes, treinamento em saúde, etc).

No trabalho com métodos participativos, o seu pessoal trabalha em equipes multidisciplinares ou individualmente? *(Por favor, descreva brevemente).* _____

Durante quantos anos a sua organização vem trabalhando com métodos participativos? menos de um ano 1-4 anos 4-10 anos mais de 10 anos

7. Por favor, faça uma lista do material que sua organização tem produzido sobre os seus métodos e atividades participativos. *(Se disponível, indique o preço)*

TIPO DE MATERIAL E TITULO	PREÇO
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

O material está escrito em quais línguas? _____

8. A sua organização organiza cursos de treinamento sobre os métodos participativos?
 sim não

Se sim, para quem é o treinamento? *(por favor especifique: futuros treinadores/professores, camponesas, homens da vila, encarregados de extensão na agricultura, estudantes de silvicultura, etc).* _____

Os cursos de treinamento são sobre quais conhecimentos e métodos participativos? *(Você pode usar as opções das questões 2 e 4).* _____

Estes cursos de treinamento são abertos a pessoas de fora da sua organização?
 sim não

9. Quais contatos a sua organização tem com outras organizações e indivíduos que trabalham com métodos participativos? *(Se possível, dê os nomes e endereços).*

10. Sua organização faz objeção em ser contatada por outras para mais informações, visitas, etc? sim não

FIGAMOS MUITO AGRADECIDOS PELA SUA AJUDA

Appendix 2 Address list of respondents

COURT COUNTRY	NAME	ADDRESS	POSTCODES
722 Algeria	Association Nationale Ibn Al Jazir	BP 17 11300 Ksar Chellala	Hadj Bouhissa Saïf
903 Angola	(not given)	Luanda	P G Augusto Vicente
902 Angola	Faculdade de Ciências Agrárias	Bimbo	Castro P Camarada
904 Angola	Instituto de Desenvolvimento Florestal	Luanda	Luisa H dos Anjos
740 Benin	Bureau Diocésain du Borgou pour le Développement	Parakou	P S Raux
751 Benin	CHARITAS-Benin	Natitingou	Mr H Kouyogon
753 Benin	ENIA	Cotonou	Assan B Fallé
725 Benin	Peace Corps USA	Cotonou	D L Robertson
737 Benin	WILHO (Programme Spécial de Recherche SFB 308)	c/o IIPA-Benin BP 08 0932 Cotonou	Anna Floquet
13 Botswana	49 Youth Movement	Ministry of Agriculture PB 003	Alphonsa Beala
110 Botswana	Botswana Natural Resources Management Project	PO Box 131	Nicholas Miner
92 Botswana	COMOP/Cooperation for Research Development and Education	PO Box 1895	Gavin Anderson
54 Botswana	Dept. of Agricultural Research	Box 10275	Dr G H Heinrich
91 Botswana	Forestry Association of Botswana	PO Box 2088	A Koolban
7 Botswana	Forestry Division, Ministry of Agriculture	PB 003	John Valenta
44 Botswana	Palabari Conservation Society	PO Box 659	
101 Botswana	Evening Rural Development Association	Forestry Unit Private Bag 7	
18 Botswana	Rural Industries Innovation Centre	PB 11	Anne Lavik
30 Botswana	SACCAR/Southern African Cen for Coop in Agr Res & Training	PB 09106	Tsedzani Moko jnr
31 Botswana	SADC Land and Water Management Research Programme	P Bag 00108	Director
1 Botswana	Wild Products Research	PO Box 2020	Kdan Pain
59 Britain	Actonville	Enalya Bussa Airway	Frank W. Taylor
707 Burkina Faso	AMB/Action Micro-Barrages	London PL9	Colin Williams
733 Burkina Faso	ANR/Association Nationale d'Action Barale	Koudougou	Ouedraogo Marcouza
734 Burkina Faso	Assistance Ecologique	Ouagadougou 01	Abdou Ouedraogo
735 Burkina Faso	Association Vive le Paysan	Bobo-Dioulasso 01	Marin Terrible
714 Burkina Faso	COM/Comité pour le Développement de la Région de Yako	Ouagadougou 05	Andre-Eugene Imboude
715 Burkina Faso	Belvédère (Association pour le Développement)	Yako	Compaore Saidou
750 Burkina Faso	COM/Offices de Développement des Eglises Evangéliques	Ouagadougou 02	René Sissao
752 Burkina Faso	Sabel Solidarité	Ouagadougou 01 BP 108	Pacteur S Yaneogo
727 Burundi	301/87/AVP	BP 371	Ouedraogo R Blaize
712 Burundi	CAOTC	c/o WOA BP 1250 BP 386	Jean Prosper Noye
751 Burundi	IASP/Projet Forestiere	Bujumbura	Ir. Sadi-Klongo
713 Cameroon	ACM/Amis de la Nature Clubs	Bujumbura	Bernadette Ngora
164 Cameroon	COMOC/Centre d'Etude de l'Environ. & Developp. au Cameroun	Buea	Plus Nian Ngeany
709 Cameroon	Debec Associates	Maroua	P E Youzestra
748 Cameroon	IPD/Institut Panafricain pour le Développement	Buea SW Province	Dr. C.Ivo Abang
700 Cameroon	Juades Formation	Douala	O Cardaire
719 Cameroon	PAID-NA SAID	Maroua	Abdou Hamid Diallo
900 Cape Verde	SAROP-MOR	Yamoude	Bernard Njonga
701 Congo	Institut de Développement Rural	Sainto Antao	Jojo Neves Almeida
103 Egypt	Horticulture Research Institute	Brazzaville	Prof. Robert Ntandjo
39 Ethiopia	CIAR/Centro Internacional de Agricultura Tropical	PO Box 12619 Oran-Giza	Dr I Ahmed Bahaud
		Debra Zelt	Dr Roger Kirby

CODE COUNTRY	NAME	ADDRESS	KEYPERS
142 Ethiopia	CSMA/Christian Relief & Development Association	PO Box 5674	Augustine O'Keefe
51 Ethiopia	PAO Project EHV/85/016	PO Box 5580	Atto Regnessi Akela
124 Ethiopia	Farm Africa	P.O.Box 5746	Stephen Sandford
132 Ethiopia	Self Help Development	PO Box 1204	Dr Awote Meja
130 Ethiopia	South Wollo Agricultural Development Department	PO Box 80, CSBUD	Asmare Ayale
162 Ethiopia	UNCC-UPP/Upper Mille-Cheleka Catchments Disaster Preparedness Proj	PO Box 248	Mamo Tesfaye
741 France	CIERAC	275 Av de Frielet	J Berthome
61 Germany	GRZ	Postfach 5180	Kr Keller
161 Ghana	AMINA/African Network for Development of Ecological Agriculture	PO Box 16785	Godsway MacBright
146 Ghana	Crops Research Institute	PO Box 1785	B A Addison
40 Ghana	Environmental Protection Association of Ghana	PO Box 1242	P Adobochi Jantuah
49 Ghana	Tamale Institute of Cross Cultural Studies	PO Box 42	Dr Jen P Kirby
57 Ghana	Women Farmers Extension Division	Min of Agriculture PO Box K-37	Rosetta Ferbo
718 Guinea	Baines-Ecologie	BP 3266	Abdel Kader Bangoura
11 Kenya	Aga Khan Primary Health Care Service	PO Box 81013	Dr Hilar Verjee
32 Kenya	CAHR International in Kenya	PO Box 43864	Country Director
149 Kenya	Christian Children's Fund	PO Box 14038	
74 Kenya	Bioscience of Maseno West	Box 791	Lucas O Wadenya
157 Kenya	ERIC Kenya Consultants (with ERAP)	PO Box 47919	Boaz Shuma
35 Kenya	Edmond Barrow (ICRAF)	PO Box 58	
52 Kenya	GE3 Special Energy Programme	Women & Energy Proj PO Box 41607	Mrs Roel Chavangi
70 Kenya	Glitero Women Group	PO Box 65	Anne W Kimani
87 Kenya	ICRAF	On-Farm Research Proj Box 30677	Dr Marcelino Nella
155 Kenya	ICRAF/NERI/RAI	Agroforestry Research Centre Maseno PO Box 25199, Kisumu	Eva Ohlsson
23 Kenya	International Potato Centre	PO Box 25171	Kr Peter F Neill
156 Kenya	IPAP/Kenya Woodfuel Agroforestry Programme	PO Box 1080	Mosa Enyola
131 Kenya	Kenya Freedom from Hunger Council	PO Box 30762	Moses G Mwangi
83 Kenya	Kenya Institute of Organic Farming	PO Box 34972	John Nanyau R'Moroge
25 Kenya	Kenya National Farmers' Union	PO Box 43148	Nathan Nuhoro
67 Kenya	Kenya National Farmers' Union	PO Box 43148	The Chief Executive
126 Kenya	Kenya/Japan Social Forestry Training Unit	c/o JILA PO Box 50572	H. Okabe
10 Kenya	Kitui Social Forestry Project	PO Box 692	Mr Willy Onan
150 Kenya	Kisumu Free Farmers Club	PO Box 20	Raphael A Oduro
80 Kenya	National Environment Secretariat	Box 67839	Director
121 Kenya	Kisumu Women Group	228 8th Parish PO Box 1170	
29 Kenya	Kyatinjira Gikiri Women Group	PO Box 89 Kaburu	
89 Kenya	Orian (Kenya)	Box 40680	
125 Kenya	Regional Soil Conservation Unit	SIDA P.O.Box 10600	
111 Kenya	Social Science Interface Research Unit	ICIPK Box 30772	
67 Kenya	The Ford Foundation	PO Box 41081	
35 Kenya	The Kenya Scouts Association	PO Box 41422	
158 Kenya	Toboto Home Industries	PO Box 82275	
102 Kenya	UNESCO WREN	Box 349	
19 Kenya	VI Planterar Trad/77 Tree Planting Project	PO Box 2006	
100 Kenya	Wildlife Clubs of Kenya	PO Box 40658	

CODE COUNTRY	NAME	ADDRESS	NAME	ADDRESS
99 Kenya	World Neighbours (Kenya)	PO Box 14728	Nairobi	Daniel Mayaya
64 Kenya	World Vision International	PO Box 50816	Nairobi	
759 Madagascar	Centre Fahlala	BP 5236	101 Antananarivo	Clet Ramamonjisoa
705 Madagascar	Mission IREI a Madagascar	BP 4151	Antananarivo	V. Balasurananian
141 Malawi	Forestry Training Programme/SARC 609 Project	PO Box 30458	Lilongwe 3	Hans von Scholtz
20 Malawi	Malawi College of Forestry	PB 6	Bedza	Mr P Reddi
756 Mali	KCO/Action Coopération & Développement	BP 605	Bamako	Tatiana Kossa
724 Mali	Care International Mali	BP 1766	Bamako	Katalena Willford
706 Mali	FAO (unspecified project)	BP 2498	Bamako	Bab Boubaçar-Becis
747 Mali	GRAT	BP 2502	Bamako	Tecouba Tangara
726 Mali	ICPP/Institut de Productivité et de Gestion Prévisionnelle	BP 2300	Bamako	Sidiki Traore
729 Mali	Save the Children Fund (UK)	BP 166	Kopti	Rachel Lambert
739 Morocco	Institut Agronomique & Vétérinaire Hassan II	BP 6002	Rabat-Instituts	Dr. J.G. Bell
901 Mozambique	Caritas Mozambique	Av. Armando Tivane 1761	Maputo	
711 Niger	Innovations et Recherche pour le Développement	BP 14675	Niamey	Boutary Ikonoussi
147 Nigeria	(not given)	Box 10180, Kad	Kano City	Ayeas Elizabeth Igho
152 Nigeria	(not given)	PO Box 12, Igbaja	Kwara State	J Oluola Aiyedun
119 Nigeria	Agricultural Research & Motech. Development Centre	83 Eka Avenue	Payge Omlaba	Dr A Mandi Mbamefo
68 Nigeria	Chisoba Agro-services	Vallejo.	Owerri	Abuchi Nwalu
150 Nigeria	Dept of Agricultural Extension Services	University of Ibadan	Ibadan	Prof J A Ekpere
115 Nigeria	Dept of Biological Sciences	University of Maiduguri PNB 1069	Maiduguri	Dr I Ferimunde
48 Nigeria	Dept of Farm Management and Agricultural Extension	Federal University of Technology	PNB 704, Akure	Dr Segun Folorunjo
42 Nigeria	Development Data Exchange	PO Box 78	Archi	Dr Osokeogie Mkar
24 Nigeria	Earth Search	GPO Box 1210	Onitsha	Luke O Oyeakayeh
105 Nigeria	Faith and Para-rural Development Programme	Church of Christ in Nigeria	Enugu	Andrew Gwaiwamhin
82 Nigeria	Federal Soil Conservation School	PNB 2015	Jos	R A Olovalafe
106 Nigeria	ENO AOP	PO Box 1977	Owerri - Izo State	C Osoyope
93 Nigeria	IFAD Co-operative Society	5 Oki-Iralo St	Asaba	Etiaka Mposi
84 Nigeria	International Livestock Centre for Africa	World Bank Programme PNB 5320	Ibadan	Dr N A Jahbar
114 Nigeria	Jos Plateau Environmental Resources Development	Dept of Geography University of Jos PNB 2084	Jos	Dr Phillips-Howard
60 Nigeria	Nigerian Environmental Study/Action Team	PNB 5287	Ibadan	Kolawole Ayanran
65 Nigeria	Voluntary Work Corps Association of Nigeria	PO Box 2189	Marina Lagos	Bannah S Odot
53 Nigeria	Women's Wing of National Consumers Nigeria	PO Box 651	Calabar	Joseph Eziyibwami
703 Rwanda	Associa de Recherche et d'Appui en Aménagement de Territoire BP 3888		Kigali	Dr. Louise Sperling
716 Rwanda	CRS/Int Center for Tropical Agriculture(Great Lakes Region)	BP 259	Butare	
740 Rwanda	Care-International Rwanda	BP 550	Kigali	
755 Rwanda	CRS/PAP	BP 70	Kyabwinda	Mhoney Eulade
749 Senegal	Inis de la Nature		Siguirchor	I S Kane
717 Senegal	Associates in Research & Education for Development	BP 5270	Dakar-Fann	Dr. Fagerberg-Giallo
742 Senegal	Association Sénégalaise p/l Promotion de l'Agricu Biologique	BP 412	Thies	Chelkh Yidiiane Drane
721 Senegal	Association des Jeunes de Bresso	BP 8	Kaolack	Kidjou Fall
743 Senegal	Association des Jeunes pour l'Education et le Développement	BP 12035	Dakar Colobane	Taya Mliaye
750 Senegal	EMBA	BP 5084	Dakar	Kanadou Sara Gueye
736 Senegal	FOVAD	BP 12085	Dakar	Edu Kokuraven
731 Senegal	CCP/SRN/027/7118 (Projet de Reboisements Commanditaires)	BP 154	Dakar	Charfi

CODE COUNTRY	NAME	ADDRESS	KEYPERSON
165 Senegal	IDRC/International Development Research Centre	Post-production Systems BP 11007 CD Amesse Dakar	Andy Jay
746 Senegal	PNDC/Asso Pan Africaine pour le Developpement Communautaire BP 3624	Dakar	Cheick Ibrays
710 Senegal	Projet Progre (PAC)	BP 386 St. Louis	Mansour Fall
718 Senegal	World Vision International	BP 325 Louga	
3 Sierra Leone	Conservation Society of Sierra Leone	10 Whiteforce street Freetown	Dr. Sam S. Barya
104 Sierra Leone	CRS/CIW	46 Wellington St PO Box 1295 Freetown	Sulay S Kamara
5 South Africa	Agricultural & Rural Development Research Institute (ARDFI)	Univ. of Port Harare, PB 11114 Alice, Ciskei	Prof. A.O. de Lange
58 South Africa	Centre for Low Input Agricultural Research & Development	P/Bag X1001 KwaDlangezwa 3486	Den Taylor
145 South Africa	Institute of Natural Resources	PO Box 375, University of Natal Pietermaritzburg 3200	Raymond Averbach
86 South Africa	Institute of Social & Economic Research	Grahamstown 6140	Dr P A McAllister
73 South Africa	TRIP	POBox 35171 Northway 4065	Molly Bailey
144 Sudan	CIWIP-International Sudan	PO Box 2702 Khartoum	Rudy Ramp
76 Sudan	CIA 090/520/011/MSO	c/o PAO Box 117 Khartoum	
45 Sudan	Dept of Rural Economy, Faculty of Agriculture	University of Khartoum Khartoum	Dr S el Tayeb Numeer
94 Sudan	Forests National Corporation	PO Box 658 Khartoum	Prof F O Abdel Raz
37 Sudan	SNCS (Sudanesse Environment Conservation Society)	PO Box 16 Elmdoda Omdurman	Dr M B Mhair
131 Sudan	Save the Children/US	Box 3896 Khartoum	Justin Ogburn
43 Sudan	Yed Elmeira Society	PO Box 144 Khartoum	Naval Hassan Osman
14 Swaziland	Manama Agricultural Management Centre	Box 20 Mhlomo	Dr R P Marungu
97 Tanzania	Agricultural Extension Services	Min of Agric, Livestock & Nat Res PO Box 159 Darasbar	Mesllen A Foua
81 Tanzania	Centre for Housing Studies	PO Box 35124 Dar-es-Salaam	Dr J S Bakharu
16 Tanzania	Dept of Agriculture: Education and Extension	PO Box 3002 Morogoro	Dr A S Baittee
116 Tanzania	Forest and Beekeeping Division	PO Box 426 Dar-es-Salaam	
127 Tanzania	Forest and Bee-keeping Division	POBox 426 Dar-es-Salaam	
3 Tanzania	Forestry and Bee-keeping Division	PO Box 1187 Iringa	Mr B Muzava
7 Tanzania	RIWA/RIWDA	PO Box 440 Dodoma	Ms. K. Nordlin-Olsson
90 Tanzania	Rifachi Arushi Dodoma	PO Box 203 Dodoma	Rose Edwin Matou
85 Tanzania	INDRES-Formation Tanzania	PO Box 118 Dodoma	A C E Ndarene
27 Tanzania	IRIP	PO Box 2904 Dodoma	Ives Marobe
17 Tanzania	WREVA Orientation Project	PO Box 626 Dar-es-Salaam	Medion I. L. Mahindo
140 Tanzania	National Coconut Development Programme	Box 61 Kibeya	Project Director
154 Tanzania	Natural Resources Office	Box 563 Shinyanga	Phares Kimyava
153 Tanzania	CFRAN - Tanzania	POBox 202 Mtwara	Casimir S. Ngowi
129 Tanzania	Research and Training Center	PO Box 72 Lushoto	Sarah Mawengo
137 Tanzania	TRIP-SEMP/Soil Erosion Control and Agroforestry Project	Singida Project, PO Box 365 Singida	Dr S M Das
118 Tanzania	Tanzanika Christian Refugee Service	PO Box 1309 Dar-es-Salaam	Astrid Miseni
36 Tanzania	Tanzania Environmental Society	Silviculture Research Centre PO Box 945 Dar-es-Salaam	A S van Engelen
22 Tanzania	Tanzania Forestry Research Institute	PO Box 161 Mlata Mandini	Mr R J Chomba
139 Tanzania	Tanzania Scout Association	Women Development Programme BP 1 Sarb	Steven T Wilborelle
28 Tanzania	Tanzania Tree Planting Foundation	BP 945 M'0 Jambaza	Jacob G Sanga
79 Tanzania	Farine Rural Development Trust Fund	BP 136 M'0 Jambaza	Coordinator
744 Tchad	Compassion Action d'Aide au Developpement	Box 725 Banjo	Jean Toungar
708 Tchad	Inades-Formation Tchad		G. Sakweva Leza
733 Tchad	OMAO (SEZARIE, PMLA, MOUCOU, SARB)		Louis Sarazin
122 The Gambia	Actiolland The Gambia		Malamia Sonto

CODE COUNTRY	NAME	ADDRESS	KEYPERS
118 The Gambia	CAREPUS The Gambia	PO Box 2366 Serrekunda	Edward Grimes
116 The Gambia	CARDIA/The Gambia Rural Development Agency	PO Box 9 Banjul	Sallouh Saunyang
722 Togo	Care International	BP 318 Kara	Jean-Michel Vigreux
754 Tunisia	APNUS	Rue Habib Thamer Immeuble El Manar Escalier A, Apt. 2b, 5fax 8, Rue Ibn El Jazair	Ahmed Zgani
745 Tunisia	Agences pour la Maitrise de l'Energie	1002 Tunis Belvedere	Youssef Bahri
704 Tunisia	Fondation El Ref pour le Developpement Rural	7100 Le Ref	Abdelhazin Chida
107 Tunisia	Fondation Tunisienne pour le Developpement	Tunis	Mr Habib Khanfir
728 Tunisia	INRG/Institut Nationale de Recherches Forestieres	Ariana 2080	Rejeb Meh. Nejib
46 USA	CIIEE (Agriculture and Natural Resources Unit)	660 First Avenue New York, NY 10016	Reako Fook
6 USA	VITA	1815 N Lynn St 200 Arlington, VA 22209	Carolyn McClemon
62 Uganda	ActionAid Uganda	Kampala	The Director
95 Uganda	Adult Education Centre	PO Box 676 Kampala	Jjuuto D Robert
70 Uganda	Concero	PO Box 2956 Jinja	Kennan Brebony
72 Uganda	ERSEP	Box 1644 Masaka	Mugisa Emmanuel
115 Uganda	Miramba Selfhelp Project Kayunga	PO Box 310 Masindi	Z Nabanya-Nakumbi
38 Uganda	Nyabeya Forestry College	PO Box 18272 Kayunga	Msta Steve Amooki
71 Uganda	TECHNOCOP	PO Private Bag Masindi	Kahunde Samuel
47 Uganda	YRCA	PO Box 310 Kampala	Joyce P Mungherera
757 Zaire	Centre Social et Educatif de Jalombo	BP 4652 Kinshasa 2/	Kakulisi N Nkoye
701 Zaire	ISIR/Institut Supérieur de Développement Rural	BP 2849 Bukuru	Prof. Georges Defont
710 Zaire	MCC	BP 3101 Kinshasa-Combe	Ann Campbell
728 Zaire	VOLAPRO/Volontaires Unis dans l'Action pour le Progres & Dev	BP 5577 Kinshasa-Combe	Esipamba Bitamba
140 Zambia	AMPT	P Bag 7 Shulanga	Lingston P Shungo
159 Zambia	ARPI-CP	Kabwe Regional Research Station PO Box 80908, Kabwe	Dr M Drinkwater
120 Zambia	ARPI/IRDP-WP	PO Box 149086 Kabwe	Hart P Juenburg
50 Zambia	Copperbelt Regional Research Station	PO Box 8 Mutlira	Patrick Makungu
108 Zambia	Family Farms	PO Box 12 Moyye	Tembo Maonga
114 Zambia	Institute of Cultural Affairs	PO Box 31454 Lusaka	Ruth Lukosa
41 Zambia	Isaqua Integrated Resource Development Project	PO Box 510249 Chipata	F B Lungu
96 Zambia	Provincial Farming Systems Research Extension (IFAD)	PO Box 110312 Solwezi	Lewis Bangwe
98 Zambia	Provincial Forest Office	PO Box 80441 Kabwe	Penias Banda
117 Zambia	SIDO	PO Box 510661 Chipata	J Mshanga
9 Zambia	SOZ Consult AS	PO Box 12758 Za-10101 Lusaka	Mr Arnfinn Solli
66 Zambia	Soil Conservation Section	Dept of Agriculture PO Box 510046 Chipata	Anders Karlson
129 Zambia	Soil Productivity Research Program	Misasa Research Sta PO Box 410655 Kasasa	John Volk
33 Zimbabwe	ARA	PO Box 8139 Causeway Harare	Charles B Rwanda
109 Zimbabwe	Association of Women's Clubs	PO Box 0A 119 Harare	Mrs B P Ntaro
59 Zimbabwe	Centre for Applied Social Studies	Univ. of Zimbabwe PO Box MP167 Mount Pleasant Harare	R B Martin
113 Zimbabwe	Collective Self Finance Scheme	87 Livingstone Ave PO Box 706 Harare	Andrew Nyathi
123 Zimbabwe	Dairy Development Programme	Agr & Rural Dev Authority Box 8439 Harare	D. Hanson
88 Zimbabwe	Dept of Adult Education	University of Zimbabwe PO Box MP 167 Harare	Dr H J Matshezi
4 Zimbabwe	Earth Africa/Southern Africa Found. for Economic Research	PO Box 4665 Ardvale Harare	Dr Jorren Remas
161 Zimbabwe	Forest Research Centre	PO Box 595 Harare	Jeanette Clarke
143 Zimbabwe	Friends Friends R Service Centre	PO Box 708 Harare	Michael S Ntse
8 Zimbabwe	Mutsa Agricultural Development Project	PO Box 110 Mutoko	J Vannoppen

CODE COUNTRY	NAME	ADDRESS	KEYPERS
21 Zimbabwe	CRAP/Organization for Rural Associations for Progress	PO Box 877	Sithembiso Nyoni
12 Zimbabwe	Oneness Youth and Community Development Programme	Box 6849	Selsetlino Mubanga
14 Zimbabwe	ROSCOM (Pvt) Ltd	25 Ruzsa Manyika Rd	Tash Tandon
151 Zimbabwe	Ranche House College	PO Box 1880	Kata Kamushy
112 Zimbabwe	School of Social Work	University of Zimbabwe PO Box 66022	Edwin Kasake
26 Zimbabwe	United Church of Christ in Zimbabwe	316 Roslin House Baker Avenue	G S Ntuli
77 Zimbabwe	VOICZ	16 Samora Machel Avenue	Information Officer
56 Zimbabwe	Women's Institutes of Zimbabwe	PO Box 923 Causeway	Mr B Sibanda
55 Zimbabwe	World Vision International Zimbabwe Office	PO Box 2120	

Appendix 3 Profile of respondents

PROFILE OF RESPONDENTS
(Questions 1, 2 and 3)

CODE	Name of organisation/person	Country	Govt		Univ		Loc		Agr		Mgt		Res		Pri	Part	Vil	
			org	ind	org	cen	org	cen	org	cen	org	cen	org	cen			org	cen	lev	lev
732	Association Nationale Ibn Al Algeria	Algeria	.	.	.	.	.	.	.	.	.	.	.	.	3	3	.	.
903	(not given)	Angola	.	.	.	.	.	.	.	.	.	.	.	.	12	12	.	.
902	Faculdade de Ciencias Agrarias	Angola	.	.	.	.	.	.	.	.	.	.	.	.	3	1	.	.
904	Instituto de Desenvolvimento Florestal	Angola	.	.	.	.	.	.	.	.	.	.	.	.	12	4	.	.
760	Bureau Diocésain du Borgou pour le Développement	Benin	.	.	.	.	.	.	.	.	.	.	.	.	140	119	.	.
761	CAMRNAS-Benin	Benin	.	.	.	.	.	.	.	.	.	.	.	.	18	9	.	.
753	DDA	Benin	.	.	.	.	.	.	.	.	.	.	.	.	2	2	.	.
725	Peace Corps USA	Benin	.	.	.	.	.	.	.	.	.	.	.	.	4	3	.	.
737	UNILBO (Programme Special de Recherche SF9 308)	Benin	.	.	.	.	.	.	.	.	.	.	.	.	19	1	.	.
13	48 Youth Movement	Botswana	.	.	.	.	.	.	.	.	.	.	.	.	0	0	.	.
110	Botswana Natural Resources Management Project	Botswana	.	.	.	.	.	.	.	.	.	.	.	.	0	0	.	.
92	COABE/Cooperation for Research Development and Education	Botswana	.	.	.	.	.	.	.	.	.	.	.	.	21	21	.	.
64	Dept of Agricultural Research	Botswana	.	.	.	.	.	.	.	.	.	.	.	.	0	1	.	.
91	Forestry Association of Botswana	Botswana	.	.	.	.	.	.	.	.	.	.	.	.	6	4	.	.
7	Forestry Division, Ministry of Agriculture	Botswana	.	.	.	.	.	.	.	.	.	.	.	.	4	1	.	.
44	Kalahari Conservation Society	Botswana	.	.	.	.	.	.	.	.	.	.	.	.	20	20	.	.
101	Keeneng Rural Development Association	Botswana	.	.	.	.	.	.	.	.	.	.	.	.	2	0	.	.
16	Rural Industries Innovation Centre	Botswana	.	.	.	.	.	.	.	.	.	.	.	.	32	12	.	.
30	SACCAB/Southern African Centre for Coop in Agr Res & Training	Botswana	.	.	.	.	.	.	.	.	.	.	.	.	9	9	.	.

.F. SADC member countries

CODE	Name of organization/person	Country	Gov Uni Res Loc For Pri Bil Mul Tra oxy	Agr For Liv Nat Res Nat Bur Edu Oth Ind gen	Proj Part tot proj	Vil Reg Nat Int Countries lev lev lev lev
31	SNDC Land and Water Management Research Programme	Botswana	.	.	0 0	.T. SADC countries
1	Veld Products Research	Botswana	.	.	4 3	.T. southern Africa
59	Action/Id	Britain	.	.	10 8	.T. Gabon, S Leone, Ghana, Ken, Iqad, Eth, Sen, Bur, Mal, Mo
707	AMR/Action Micro-Barrages	Burkina Faso	.	.	2 2	.
733	ANMR/Association Nationale d'Action Barale	Burkina Faso	.	.	10 10	.
734	Assistance Ecologique	Burkina Faso	.	.	0 0	.
735	Association Vive le Paysan	Burkina Faso	.	.	22 21	.
734	CIUY/Comite pour le Developpement de la Region de Yako	Burkina Faso	.	.	6 6	.
715	Seiwende (Association pour le Developpement)	Burkina Faso	.	.	15 15	.
758	ONR/Office de Developpement des Eglises Evangeliques	Burkina Faso	.	.	300 300	.
753	Sahel Solidarite	Burkina Faso	.	.	0 0	.
723	BU/BU/BU	Burundi	.	.	1 1	.
712	CEMC	Burundi	.	.	6 6	.
751	VASP/Projet Forestiere	Burundi	.	.	1 1	.
713	ICAM/IT-lands of Nature Clubs	Cameroun	.	.	4 4	.
164	CEHC/Centre d'Etude de l'Environ. & Developp. au Cameroun	Cameroun	.	.	0 0	.T. Soudanian-Saharan zone: Cameroon, Chad, Burkina Faso, Mali
708	Detanc Associates	Cameroun	.	.	4 4	.T. Cameroon, Nigeria
700	Ineas Forestation	Cameroun	.	.	5 5	.T. Bur, Cam, I Coast, Eth, B Faso, Ken, Rwa, Togo, Zai, Yo
748	IFD/Institut Panafricain pour le Developpement	Cameroun	.	.	12 12	.T. sub-Saharan Africa
719	PAID-VA SAULD	Cameroun	.	.		.
900	SAHEP-MHP	Cape Verde	.	.	2 2	.
701	Institut de Developpement Rural	Congo	.	.	1 1	.
103	Horticulture Research Institute	Egypt	.	.	3 1	.
39	CEM/Centro Interacional de Agricultura Tropical	Ethiopia	.	.	1 1	.T. Eastern Africa
147	CEM/Christian Relief & Development Association	Ethiopia	.	.	0 0	.

CODE	Name of organization/person	Country	Gov Unit Res Loc For Pri Bil Mul Tra		Agr For Liv Nut Hea Nat Bur Edu Oth		Prj Part	Vil Reg Nat Int Countries					
			org	ins	ins	MSO		MSO	con	org	lev	lev	lev
51	740 Project FM/05/016	Ethiopia											
124	Farm Africa	Ethiopia											
132	Self Help Development	Ethiopia											
130	South Wollo Agricultural Development Department	Ethiopia											
163	UNCC-jeff/Upper Killa-Chelela Catchments Disaster Preven Proj	Ethiopia											
741	CEEPAC	France					20	20					
61	GTW	Germany					0	0					
160	AMBA/African Network for Development of Ecological Agriculture	Ghana											
146	Crops Research Institute	Ghana					4	3					
40	Environmental Protection Association of Ghana	Ghana					5	6					
49	Tanale Institute of Cross Cultural Studies	Ghana					0	0					
57	Women Farmers Extension Division	Ghana					5	5					
738	Guinee-Ecologie	Guinea					3	3					
11	Aga Khan Primary Health Care Service	Kenya					1	1					
32	CRRC International In Kenya	Kenya					6	6					
149	Christian Children's Fund	Kenya					85	85					
74	Diocese of Maseno West	Kenya					10	5					
15	Edmund Barrow (ICRAF)	Kenya					0	0					
157	ITC Kenya Consultants (with KAMP)	Kenya					1	1					
78	Gikero Women Group	Kenya					3	3					
53	GEF Special Energy Programme	Kenya					3	1					
87	ICRAF	Kenya					100	50					
155	ICRAF/AETRE/NERI	Kenya					1	1					
23	International Potato Centre	Kenya					16	0					
133	Kenya Preadam Iron Hunger Council	Kenya					15	15					
83	Kenya Institute of Organic Farming	Kenya					3	3					
25	Kenya National Farmers' Union	Kenya					4	4					

.N. Morocco, Europe, Sahelian countries
.N. Almost all developing countries

.N. Sub-Saharan Africa

.N. Eastern and Southern Africa

COOP Name of organisation/person	Country	Gov Uni Res Loc For Pri Bil Mul Tra org ins MSC MSC con org org cen	Agri For Liv Nut Hea Nat Rur Edu Oth ind gen	Prj Part tot proj	V/LI Reg Nat Int Countries rev lev lev lev
63 Kenya National Farmers' Union	Kenya	.Y.	.Y. .Y. .Y.	0 0	.Y.
126 Kenya/Japan Social Forestry Training Unit	Kenya	.Y.	.Y.	1 1	.Y. .Y.
10 Kitale Social Forestry Project	Kenya	.Y.	.Y.	14 0	.Y.
136 KMAP/Kenya Woodfuel Agroforestry Programme	Kenya	.Y.	.Y. .Y.	1 1	.Y.
160 Magyar Tree Farmers Club	Kenya	.Y.	.Y.	2 2	.Y.
80 National Environment Secretariat	Kenya	.Y.	.Y. .Y. .Y.	4 1	.Y.
121 Ngurubu Women Group	Kenya	.Y.	.Y. .Y.	3 3	.Y.
29 Nyakinyua Githiri Women Group	Kenya	.Y.	.Y. .Y. .Y.	3 3	.Y.
89 Oxfam (Kenya)	Kenya	.Y.	.Y. .Y.	0 0	.Y.
125 Regional Soil Conservation Unit	Kenya	.Y.	.Y. .Y. .Y.	30 30	.Y. Ethiopia, Kenya, Uganda, Tanzania, Zambia
111 Social Science Interface Research Unit	Kenya	.Y.	.Y. .Y.	0 1	.Y. Kenya and other African countries - Tanzania, Rwanda, Zambia
67 The Ford Foundation	Kenya	.Y.	.Y. .Y.	0 0	.Y. The East & Southern African Region
35 The Kenya Scouts Association	Kenya	.Y.	.Y. .Y.	0 0	.Y.
188 Tototo Home Industries	Kenya	.Y.	.Y.	76 76	.Y.
102 UNESCO IYREMI	Kenya	.Y.	.Y. .Y.	5 3	.Y.
19 YI Planter's Aid/VI Tree Planting Project	Kenya	.Y.	.Y. .Y. .Y.	1 1	.Y.
100 Wildlife Clubs of Kenya	Kenya	.Y.	.Y. .Y.	5 5	.Y.
99 World Neighbours (Kenya)	Kenya	.Y.	.Y. .Y. .Y. .Y.	14 11	.Y. Kenya, Uganda, Tanzania
64 World Vision International	Kenya	.Y.	.Y. .Y. .Y. .Y. .Y.	120 59	.Y.
759 Centre Bahala	Madagascar	.Y.	.Y. .Y.	0 0	.Y.
705 Mission IREI a Madagascar	Madagascar	.Y.	.Y.	1 1	.Y.
141 Forestry Training Programme/SANCC 609 Project	Malawi	.Y.	.Y.	15 15	.Y. SADC region
20 Malawi College of Forestry	Malawi	.Y.	.Y.	2 2	.Y.
756 AOD/Action Coopération et Développement	Mali	.Y.	.Y. .Y. .Y.	3 3	.Y.
724 Care International Mali	Mali	.Y.	.Y. .Y. .Y.	6 6	.Y.
706 FMO (unspecified project)	Mali	.Y.	.Y. .Y.	5 3	.Y. Mali, Senegal, Benin, Togo, I Coast
747 GRET	Mali	.Y.	.Y. .Y. .Y.	7 5	.Y. .Y.
726 IIEP/Institut de Productivite et de Gestion Forestiere	Mali	.Y.	.Y. .Y.	0 0	.Y.

CODE	Name of organisation/person	Country	Gov Unit Res loc For Pri Bil Mul Tra oxy ins WCO WCO con org org cen	Agr For Liv Mut Hea Nat Bur Edu Oth ind gen	Proj Part Tot Proj	Will Roy Nat Lev Lev Lev Lev	Int Countries
729	Sava the Children Fund (UK) Hall	Mali	.	.	2	1	.
729	Institut Agronomique & Veterinaire Hassan II	Morocco	.	.	100	0	.
901	Caritas Marocaine	Morocque	.	.	0	0	.
711	Innovations et Reseaux pour Niger Le Developpement	Niger	.	.	500	500	.
147	(not given)	Nigeria	.	.	3	1	.
152	(not given)	Nigeria	.	.	2	2	.
119	Agricultural Research & Biotech. Development Centre	Nigeria	.	.	10	10	.
68	Chitoba Agro-services	Nigeria	.	.	0	5	.
150	Dept of Agricultural Extension Services	Nigeria	.	.	1	1	.
115	Dept of Biological Sciences	Nigeria	.	.	3	2	.
48	Dept of Farm Management and Agricultural Extension	Nigeria	.	.	0	0	.
42	Development Data Exchange	Nigeria	.	.	9	3	.
24	Earth Search	Nigeria	.	.	2	2	.
105	Faith and Farm-Rural Development Programs	Nigeria	.	.	0	0	.
82	Federal Soil Conservation School	Nigeria	.	.	3	3	.
106	INDA ABE	Nigeria	.	.	0	0	.
93	INDIA Co-operative Society	Nigeria	.	.	2	3	.
84	International Livestock Centre for Africa	Nigeria	.	.	0	2	.
114	Jos Plateau Environmental Resources Development	Nigeria	.	.	1	1	.
60	Nigerian Environmental Study/Action Team	Nigeria	.	.	6	0	.
65	Voluntary Work Camps Association of Nigeria	Nigeria	.	.	5	4	.
33	Women's Wing of National Consumers Nigeria	Nigeria	.	.	5	3	.
703	Associa de Recherche et d'appui en amenagement de territoire	Rwanda	.	.	5	4	.
740	Care-International Rwanda	Rwanda	.	.	7	7	.
716	CIAR/Int Center for Tropical Agriculture (Great Lakes Region)	Rwanda	.	.	0	5	.

.I. humid zone of West Africa

.I. SUDC, Bva, Bur, Zai, Ech, Mary, Uga, Sud, Som

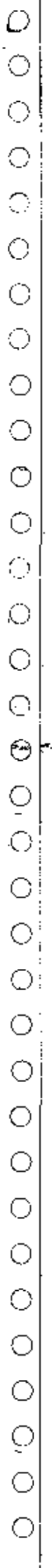
CODE	Name of organisation/person	Country	Gov Unit Res Loc For Pri Bil Mul Tra org Ins RCP NGO con org org con	Apr For Liv Nat Hsa Nat Bur Edu Oth Ind gen	Prj Part tot proj	Vil Reg Nat Int Countries lev lev lev lev	
755	CPAP	Rwanda	.I.	.I. .I. .I.	2	.I.	
749	Amis de la Nature	Senegal	.I. .I.	.I. .I.	5	.I. .I. .I. Burkina Faso, Senegal, Burundi, Mali, Gambia	
737	Associates in Research & Education for Development	Senegal	.I.	.I. .I.	5	.I.	
721	Association des Jeunes de Kasso	Senegal	.I.	.I. .I. .I. .I. .I.	3	.I. .I.	
740	Association des Jeunes pour l'Education et le Developpement	Senegal	.I.	.I. .I. .I.	20	.I. .I.	
742	Association Senegalaise p/l Promotion de l'Agric	Senegal	.I.	.I. .I. .I. .I.	0	.I.	
750	ENEA	Senegal	.I.	.I. .I. .I.	0	.I. .I. Sahelian region	
735	FOYAD	Senegal	.I. .I. .I. .I. .I. .I.	0	0	.I. African continent	
731	GC/SIN/02/FIN (Projet de Reboisements Communautaires)	Senegal	.I.	.I.	650	200	.I.
165	INRC/International Development Research Centre	Senegal	.I.	.I.	0	0	.I. West and Central Africa
746	FAO/ASO Pan Africaine pour le Developpement Communautaire	Senegal	.I. .I.	.I. .I. .I.	8	0	.I.
710	Projet Progona (PMD)	Senegal	.I.	.I.	1	1	.I.
718	World Vision International	Senegal	.I.	.I. .I. .I. .I. .I.	4	4	.I.
2	Conservation Society of Sierra Leone	Sierra Leone	.I.	.I. .I. .I.	3	3	.I. .I. concerned with Guinea, Liberia
104	OSADNY	Sierra Leone	.I.	.I. .I. .I.	12	12	.I.
5	Agricultural & Rural Development Research Institute (ARDI)	South Africa	.I. .I.	.I.	12	6	.I.
58	Centre for Low Input Agricultural Research & Development	South Africa	.I.	.I. .I. .I. .I.	10	10	.I.
145	Institute of Natural Resources	South Africa	.I.	.I. .I. .I. .I. .I.	40	5	.I.
86	Institute of Social & Economic Research	South Africa	.I.	.I. .I. .I. .I. .I.	4	2	.I.
73	INER	South Africa	.I.	.I. .I. .I. .I.	0	0	.I.
144	INER-International	Sudan	.I.	.I. .I. .I. .I.	0	0	.I. .I.
76	ITA UNO/SUD/911/850	Sudan	.I.	.I.	0	0	.I. Worldwide

	org	ins	MSD	MSO	con	org	org	cen	ind	gen	tot	Part	lev	lev	lev
											tot	proj			
45	Dept of Rural Economy, Faculty of Agriculture	.	.	.	.	.	.	.	.	.	0	2	.	.	.
94	Parasta National Corporation	.	.	.	.	.	.	.	.	.	23	23	.	.	.
131	Save the Children/US	.	.	.	.	.	.	.	.	.	7	7	.	.	.
37	SDCS (Sudanese Environment Conservation Society)	.	.	.	.	.	.	.	.	.	10	0	.	.	.
43	Yad Elwara Society	.	.	.	.	.	.	.	.	.	2	2	.	.	.
14	Mwanapa Agricultural Management Centre	.	.	.	.	.	.	.	.	.	10	10	.	.	.
Swaziland .f. English-speaking Africa, West Indies & South Asia [51 coun.]															
97	Agricultural Extension Services	.	.	.	.	.	.	.	.	.	5	5	.	.	.
81	Centre for Business Studies	.	.	.	.	.	.	.	.	.	0	1	.	.	.
36	Dept of Agriculture: Education and Extension	.	.	.	.	.	.	.	.	.	4	1	.	.	.
116	Forest and Beekeeping Division	.	.	.	.	.	.	.	.	.	0	0	.	.	.
127	Forest and Beekeeping Division	.	.	.	.	.	.	.	.	.	0	0	.	.	.
3	Forestry and Bee-keeping Division	.	.	.	.	.	.	.	.	.	20	20	.	.	.
90	Bifadhal Arabi Dodoma	.	.	.	.	.	.	.	.	.	4	4	.	.	.
75	KIMA/IMMIA	.	.	.	.	.	.	.	.	.	6	6	.	.	.
85	IMADES-Formation	.	.	.	.	.	.	.	.	.	10	5	.	.	.
37	IRDP	.	.	.	.	.	.	.	.	.	200	200	.	.	.
17	NETA Orientation Project	.	.	.	.	.	.	.	.	.	1	1	.	.	.
140	National Coconut Development Program	.	.	.	.	.	.	.	.	.	1	1	.	.	.
154	Natural Resources Office	.	.	.	.	.	.	.	.	.	2	2	.	.	.
153	OXYM - Tanzania	.	.	.	.	.	.	.	.	.	200	0	.	.	.
128	Research and Training Center	.	.	.	.	.	.	.	.	.	24	2	.	.	.
138	Tanganyika Christian Refugee Services	.	.	.	.	.	.	.	.	.	238	162	.	.	.
36	Tanzania Environmental Society	.	.	.	.	.	.	.	.	.	7	7	.	.	.
22	Tanzania Forestry Research Institute	.	.	.	.	.	.	.	.	.	12	3	.	.	.
139	Tanzania Scout Association	.	.	.	.	.	.	.	.	.	8	8	.	.	.
28	Tanzania Tree Planting Foundation	.	.	.	.	.	.	.	.	.	0	0	.	.	.

CODE	Name of organisation/person	Country	Gov Unit Res Loc For Pri Bil Mul Tra org Ins NGO NGO con org org can	Agr For Liv Nut Res Nat Rur Edu Oth ind gen	Prj Part tot proj	Vil Reg Nat Int Countries lev lev lev lev
79	Farine Rural Development Trust Fund	Zanzania	.I.	.I. .I.	.I. .I.	.I. .I.
137	TRUST-SOUP/SOIL Erosion Control and Agroforestry Project	Zanzania	.I.	.I. .I. .I.	.I. 0 0 0	.I.
74	Commission Action d'Aide au Tchad Developpement	Tchad	.I.	.I. .I. .I.	.I. 3 3	.I.
708	Trépas-Formation Tchad	Tchad	.I.	.I. .I. .I. .I.	.I. 10 10	.I. .I.
723	WOOD (SECADY, PALL, MUDOU, SARE)	Tchad	.I.	.I. .I. .I.	.I. 0 0	.I.
122	Actionaid The Gambia	The Gambia	.I.	.I. .I. .I. .I. .I. .I.	.I. 21 21	.I.
118	CRIVAS The Gambia	The Gambia	.I.	.I. .I. .I.	.I. 6 6	.I.
136	GRUM/The Gambia Rural Development Agency	The Gambia	.I.	.I. .I. .I. .I. .I. .I.	.I. 5 5	.I.
72	Care International	Togo	.I.	.I.	.I. 0 0	.I.
745	Agence pour la Maîtrise de l'Energie	Tunisia	.I.	.I.	.I. 0 0	.I.
754	ARTIS	Tunisia	.I.	.I. .I. .I. .I.	.I. 2 2	.I.
704	Fondation El Kaf pour le Developpement Rural	Tunisia	.I.	.I. .I. .I. .I. .I. .I.	.I. 15 15	.I.
107	Fondation Tunisienne pour le Developpement	Tunisia	.I.	.I. .I. .I. .I. .I. .I.	.I. 5 4	.I.
720	INRY/Institut Nationale de Recherches Forestieres	Tunisia	.I.	.I.	.I. 5 1	.I. Mediterranean and North Saharan countries
62	Actionaid Uganda	Uganda	.I.	.I. .I. .I. .I. .I. .I.	.I. 5 5	.I.
95	Adult Education Centre	Uganda	.I.	.I. .I. .I. .I.	.I. 1 1	.I.
70	Concern	Uganda	.I.	.I.	.I. 2 1	.I.
72	KREEP	Uganda	.I.	.I.	.I. 1 8	.I.
135	Kireaba Selfhelp Project Kanyaga	Uganda	.I. .I.	.I. .I. .I. .I. .I. .I.	.I. 4 4	.I.
38	Ryabyeya Forestry College	Uganda	.I.	.I.	.I. 1 1	.I.
71	TRACOP	Uganda	.I.	.I. .I. .I.	.I. 3 3	.I.
67	WCA	Uganda	.I.	.I. .I. .I. .I. .I. .I.	.I. 6 6	.I.
46	CARE (Agriculture and Natural Resources Unit)	USA	.I.	.I. .I. .I. .I. .I. .I.	.I. 200 150	.I. Worldwide
6	VITA	USA	.I.	.I. .I.	.I. 10 6	.I. Zambia Belize Chad Honduras Mali
757	Centre Social et Educatif Saïre de Kotonou	Saïre	.I.	.I. .I. .I.	.I. 2 2	.I.
702	ISPV/Institut Supérieur de Saïre Developpement Rural	Saïre	.I.	.I. .I. .I.	.I. 12 12	.I. Saïre, Rwanda, Burundi

CODE Name of organisation/person Country Gov Und Res Loc For Pri Bil Mul Tra Agr For Liv Nat Sea Nat Eur Edu Oth Proj Part Will Reg Nat Int Countries
 org Ins MGO MGO cen org org cen ind gen tot proj lev lev lev lev

CODE	Name of organisation/person	Country	Gov Und Res Loc For Pri Bil Mul Tra	Org	Ins MGO MGO cen org org cen	Ind Gen	Proj Part	Will Reg Nat Int Countries
730	MCC	Zaire					6	
728	VOLUNTAIRES UNITS dans l'Action pour le Progres & Dev	Zaire					8	
148	APPT	Zambia					0	
159	APPT-CP	Zambia					0	
126	APPT/IRP-WP	Zambia					0	
50	Copperbelt Regional Research Station	Zambia					3	
109	Family Farms	Zambia					2	
134	Institute of Cultural Affairs	Zambia					5	Z. Zambia, Botswana, Malawi
41	Leangya Integrated Resource Development Project	Zambia					13	
96	Provincial Farming Systems Research Extension (IFAD)	Zambia					10	
99	Provincial Forest Office	Zambia					5	
117	SIBO	Zambia					0	
66	Soil Conservation Section	Zambia					2	
129	Soil Productivity Research Programme	Zambia					4	
9	SOL Consult AS	Zambia					10	
17	WMA	Zimbabwe					30	
109	Association of Women's Clubs	Zimbabwe					10	
69	Centre for Applied Social Studies	Zimbabwe					600	
113	Collective Self Finance Scheme	Zimbabwe					30	
121	Rural Development Programme	Zimbabwe					9	
88	Dept of Adult Education	Zimbabwe					3	
4	Earth Africa/Southern Africa Found. for Economic Research	Zimbabwe					10	
143	Highland Friends & Service Centre	Zimbabwe					20	
8	Matoka Agricultural Development Project	Zimbabwe					5	
12	Oneness Youth and Community Development Programme	Zimbabwe					10	



CODE	Name of organisation/person	Country	Gov Uni Res Loc For Pri Bll Mul Tra		Agr For Liv Nat Haa Mat Rur Edu Oth	Prj Part	VII Reg Nat Int Countries						
			ins	NSD			NSD	exp	oxy	oxy	lev	lev	
21	OMAP/Organisation for Rural Zimbabwe	Zimbabwe	.	.	.	.	.	.	.	.	.	.	.
	Associations for Progress												
151	Bancho House College	Zimbabwe	.	.	.	.	.	.	.	.	.	.	.
34	RSECON (Pvt.) Ltd	Zimbabwe	.	.	.	.	.	.	.	.	.	.	.
112	School of Social Work	Zimbabwe	.	.	.	.	.	.	.	.	.	.	.
26	United Church of Christ in Zimbabwe	Zimbabwe	.	.	.	.	.	.	.	.	.	.	.
77	VOICC	Zimbabwe	.	.	.	.	.	.	.	.	.	.	.
56	Women's Institutes of Zimbabwe	Zimbabwe	.	.	.	.	.	.	.	.	.	.	.
55	World Vision International Zimbabwe	Zimbabwe	.	.	.	.	.	.	.	.	.	.	.
161	Forest Research Centre	Zimbabwe	.	.	.	.	.	.	.	.	.	.	.

CODE	Group	Informal Games	Work-shops	Drama/ r-play	Story telling	Diagram drawing	Tape record	Video record	Slides	Films	Common meeting	Record keeping	Ranking exercise	Other methods	Describe further?
735	.J.							.J.	.J.		.J.				.J.
744	.J.	.J.									.J.			expressive methods are preferred	.J.
745	.J.														.J.
758	.J.		.J.		.J.						.J.				.J.
752	.J.		.J.					.J.			.J.				.J.
727	.J.														.J.
712	.J.							.J.	.J.		.J.				.J.
751	.J.	.J.		.J.				.J.	.J.	.J.				Image boxes, technical leaflets/brochures	.J.
713	.J.	.J.		.J.				.J.	.J.		.J.				.J.
161	.J.	.J.											.J.	participatory calculating, participatory research	.J.
709	.J.		.J.						.J.						.J.
700	.J.		.J.		.J.				.J.		.J.				.J.
748	.J.		.J.		.J.			.J.	.J.	.J.					.J.
719	.J.	.J.						.J.			.J.	.J.			.J.
906	.J.							.J.	.J.		.J.				.J.
701	.J.							.J.	.J.						.J.
100	.J.														.J.
39	.J.								.J.						.J.
142	.J.		.J.					.J.	.J.						.J.
51	.J.		.J.					.J.	.J.	.J.					.J.
124															.J.
132	.J.		.J.												.J.
130	.J.														.J.
162	.J.	.J.						.J.			.J.			training, seminars	.J.
743	.J.	.J.						.J.	.J.		.J.				.J.
61															
163	.J.										.J.			on-farm visit	.J.
146	.J.		.J.												.J.
40	.J.		.J.						.J.					Excursions to sites	.J.
49	.J.		.J.		.J.			.J.			.J.				.J.
57	.J.		.J.		.J.			.J.			.J.				.J.
708	.J.							.J.	.J.	.J.				field surveys, dialogue, constraint identification, solution	.J.
11	.J.	.J.		.J.							.J.				.J.
32	.J.	.J.		.J.				.J.	.J.		.J.				.J.
149	.J.	.J.		.J.				.J.	.J.		.J.				.J.

CODE	Group discuss	Informal interview	Games	Work-shops	Drama/ I. play	Story telling	Diagram drawing	Tape record	Video record	Slides	Films	Common meeting	Record keeping	Ranking exercise	Other methods	Describe further?
74	.I.	.I.	.I.	.I.	.I.	.I.				.I.	.I.	.I.				.I.
15	.I.	.I.	.I.	.I.	.I.	.I.				.I.	.I.	.I.				.I.
157	.I.	.I.	.I.	.I.	.I.	.I.	.I.			.I.	.I.	.I.			overhead, fielddays	.I.
76	.I.	.I.	.I.	.I.	.I.	.I.				.I.	.I.	.I.				.I.
53	.I.	.I.	.I.	.I.	.I.	.I.				.I.	.I.	.I.				.I.
87	.I.	.I.	.I.	.I.	.I.	.I.				.I.	.I.	.I.				.I.
155	.I.	.I.	.I.	.I.	.I.	.I.	.I.			.I.	.I.	.I.			farmer visits to research plots	.I.
23	.I.	.I.	.I.	.I.	.I.	.I.				.I.	.I.	.I.				.I.
133	.I.	.I.	.I.	.I.	.I.	.I.				.I.	.I.	.I.				.I.
83	.I.	.I.	.I.	.I.	.I.	.I.				.I.	.I.	.I.				.I.
25	.I.	.I.	.I.	.I.	.I.	.I.	.I.			.I.	.I.	.I.				.I.
63	.I.	.I.	.I.	.I.	.I.	.I.				.I.	.I.	.I.				.I.
126	.I.	.I.	.I.	.I.	.I.	.I.	.I.			.I.	.I.	.I.				.I.
10	.I.	.I.	.I.	.I.	.I.	.I.				.I.	.I.	.I.			Annual forestry competitions, farmer consultations	.I.
156	.I.	.I.	.I.	.I.	.I.	.I.	.I.			.I.	.I.	.I.				.I.
160	.I.	.I.	.I.	.I.	.I.	.I.				.I.	.I.	.I.				.I.
60	.I.	.I.	.I.	.I.	.I.	.I.	.I.			.I.	.I.	.I.				.I.
121	.I.	.I.	.I.	.I.	.I.	.I.				.I.	.I.	.I.				.I.
29	.I.	.I.	.I.	.I.	.I.	.I.				.I.	.I.	.I.				.I.
89	.I.	.I.	.I.	.I.	.I.	.I.				.I.	.I.	.I.				.I.
125	.I.	.I.	.I.	.I.	.I.	.I.				.I.	.I.	.I.				.I.
111	.I.	.I.	.I.	.I.	.I.	.I.				.I.	.I.	.I.				.I.
67	.I.	.I.	.I.	.I.	.I.	.I.				.I.	.I.	.I.				.I.
35	.I.	.I.	.I.	.I.	.I.	.I.	.I.			.I.	.I.	.I.				.I.
188	.I.	.I.	.I.	.I.	.I.	.I.	.I.			.I.	.I.	.I.				.I.
102	.I.	.I.	.I.	.I.	.I.	.I.				.I.	.I.	.I.				.I.
19	.I.	.I.	.I.	.I.	.I.	.I.				.I.	.I.	.I.				.I.
100	.I.	.I.	.I.	.I.	.I.	.I.				.I.	.I.	.I.				.I.
99	.I.	.I.	.I.	.I.	.I.	.I.				.I.	.I.	.I.				.I.
51	.I.	.I.	.I.	.I.	.I.	.I.				.I.	.I.	.I.				.I.
759	.I.	.I.	.I.	.I.	.I.	.I.	.I.			.I.	.I.	.I.				.I.
705	.I.	.I.	.I.	.I.	.I.	.I.				.I.	.I.	.I.				.I.
141	.I.	.I.	.I.	.I.	.I.	.I.	.I.			.I.	.I.	.I.				.I.
20	.I.	.I.	.I.	.I.	.I.	.I.	.I.			.I.	.I.	.I.				.I.
756	.I.	.I.	.I.	.I.	.I.	.I.	.I.			.I.	.I.	.I.			farmer-farmer visits, GRAMP method	.I.
724	.I.	.I.	.I.	.I.	.I.	.I.				.I.	.I.	.I.				.I.
706	.I.	.I.	.I.	.I.	.I.	.I.	.I.			.I.	.I.	.I.				.I.

Madagascar

Malawi

Mali

CODE Group Informal Games Work- Shops I-play telling drawing record Video Sildes Films Comun Record Ranking Other Describe further?

CODE	Group	Informal Games	Work- Shops	I-play	telling	drawing	record	Video	Sildes	Films	Comun	Record	Ranking	Other	Describe further?
747	.S.	.S.													.S.
726	.S.	.S.												seminars	.S.
729	.S.	.S.												will start with diagrams, games, etc.	.S.
739	.S.	.S.													.S.
901	.S.	.S.	.S.	.S.	.S.	.S.	.S.	.S.	.S.	.S.	.S.	.S.	.S.	methods used are based on 'Trainers for Transformation'	.S.
711	.S.	.S.	.S.											seminars	.S.
147	.S.														.S.
152	.S.	.S.	.S.	.S.	.S.	.S.	.S.	.S.	.S.	.S.	.S.	.S.	.S.	training and extension in agriculture	.S.
119		.S.	.S.											Group decision making on technology use	.S.
60	.S.	.S.													.S.
150	.S.														.S.
115	.S.	.S.													.S.
48	.S.														.S.
42	.S.														.S.
24	.S.	.S.													.S.
105	.S.	.S.													.S.
82	.S.	.S.													.S.
106	.S.	.S.													.S.
93	.S.	.S.													.S.
84	.S.	.S.													.S.
114	.S.	.S.												Group treks	.S.
60															.S.
65	.S.	.S.													.S.
53	.S.	.S.													.S.
703														action research	.S.
740	.S.	.S.	.S.	.S.	.S.	.S.	.S.	.S.	.S.	.S.	.S.	.S.	.S.	farmer visits to research stations for experimental collabo	.S.
716	.S.	.S.												planning per aim (PWA), flannel boards	.S.
755	.S.	.S.												management of closed gardens	.S.
749	.S.	.S.													.S.
717	.S.	.S.													.S.
721	.S.	.S.													.S.
743	.S.	.S.													.S.
742	.S.	.S.													.S.

COLE Group	Informal Games	Work- shops	Drama/ Story telling	Diagram drawing	Tape record	Video record	Slides	Films	Common meeting	Record keeping	Ranking exercise methods	Other	Describe further?
750 .A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.
736 .A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.
731 .A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.
165 .A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.
746 .A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.
710 .A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.
718 .A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.
2 .A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.
104 .A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.
5 .A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.
58 .A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.
145 .A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.
86 .A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.
77 .A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.
144 .A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.
76 .A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.
65 .A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.
94 .A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.
131 .A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.
37 .A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.
63 .A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.
14 .A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.
97 .A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.
61 .A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.
16 .A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.
135 .A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.
127 .A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.
3 .A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.
90 .A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.
75 .A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.
85 .A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.
27 .A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.
17 .A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.
140 .A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.
154 .A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.
153 .A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.
129 .A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.	.A.

Sierra Leone

South Africa

Sudan

Swaziland

Tanzania

Partners' exchange

Soil conservation committees, seminars, radio programmes

Correspondence courses

seminars, short courses, visits

OOB Group	Informal Games	Work-shops	Drama/ Story r. play	Diagram drawing	Tape record	Video record	Slides	Films	Commun meeting	Record keeping	Ranking exercise	Other methods:	Describe further?
138 .J.		.J.	.J.	.J.				.J.	.J.				.J.
36 .J.	.J.	.J.						.J.		.J.			.J.
22 .J.	.J.							.J.	.J.				.J.
139 .J.	.J.	.J.	.J.	.J.				.J.	.J.				.J.
28 .J.	.J.	.J.	.J.					.J.	.J.			tree planting competition	.J.
79 .J.	.J.	.J.		.J.				.J.	.J.			Farmers visit other villages & exchange experiences	.J.
137 .J.	.J.	.J.	.J.	.J.				.J.	.J.				.J.
744 .J.			.J.	.J.			.J.		.J.				.J.
708 .J.	.J.	.J.		.J.			.J.		.J.				.J.
723 .J.									.J.			formal interviews, community works	.J.
122 .J.		.J.	.J.	.J.	.J.		.J.	.J.	.J.	.J.			.J.
110 .J.								.J.	.J.				.J.
136 .J.	.J.	.J.		.J.				.J.	.J.	.J.			.J.
722 .J.	.J.	.J.		.J.				.J.	.J.				.J.
745 .J.	.J.			.J.		.J.	.J.		.J.				.J.
754 .J.	.J.			.J.		.J.	.J.		.J.			training of trainers and of beneficiaries	.J.
704 .J.								.J.		.J.			.J.
107 .J.	.J.	.J.	.J.	.J.	.J.		.J.		.J.	.J.			.J.
728 .J.	.J.	.J.							.J.				.J.
62 .J.	.J.	.J.	.J.	.J.	.J.				.J.			Communal work	.J.
95 .J.	.J.	.J.		.J.					.J.			Public talks	.J.
70 .J.	.J.								.J.		.J.		.J.
72 .J.				.J.					.J.			Socio-economic research at local level	.J.
135 .J.	.J.	.J.		.J.					.J.	.J.			.J.
38 .J.		.J.							.J.				.J.
71 .J.		.J.		.J.					.J.				.J.
47 .J.		.J.	.J.						.J.				.J.
46 .J.	.J.	.J.		.J.					.J.	.J.			.J.
6 .J.	.J.								.J.	.J.			.J.
757 .J.									.J.			field experimentation	.J.
702 .J.	.J.	.J.			.J.				.J.				.J.
720 .J.	.J.	.J.			.J.				.J.	.J.		prefer villagers's initiatives, give them suggestions	.J.
728 .J.		.J.			.J.				.J.	.J.			.J.
148 .J.	.J.								.J.				.J.
159 .J.	.J.								.J.				.J.

Coop Group	Informal discuss	Games interview	Work-shops	Drama/ Story t. play	Diagram drawing	Tape record	Video record	Slides	Films	Common meeting	Record keeping	Ranking exercise	Other methods:	Describe further?
120	.T.												On-farm trial programmes	.T.
50	.T.									.F.	.S.		Family discussions with farmers mainly for planning	.T.
108	.T.			.S.	.T.			.T.		.F.			Facilitating methodology	.T.
134	.T.		.T.	.S.	.T.					.F.			Clubs, questionnaire surveys, community-based labour	.T.
41	.T.		.T.	.S.						.F.			forest extension activities	.T.
96	.T.		.T.	.S.	.T.			.T.		.F.				.T.
98	.T.		.T.	.S.						.F.				.T.
117	.T.		.T.	.S.				.T.		.F.				.T.
66	.T.		.T.	.S.				.T.		.F.				.T.
123	.T.		.T.	.S.			.T.	.T.		.F.				.T.
9	.T.		.T.	.S.	.T.					.F.			Elected committees	.T.
33	.T.		.T.	.S.	.T.			.T.		.F.				.T.
109	.T.	.T.	.T.	.S.						.F.			Courses	.T.
69	.T.		.T.	.S.				.T.		.F.				.T.
113	.T.		.T.	.S.				.T.		.F.				.T.
123	.T.		.T.	.S.				.T.		.F.			Residential sessions	.T.
88	.T.	.T.	.T.	.S.						.F.			farmer tours, songs, speeches, prayers,	.T.
4	.T.		.T.	.S.			.T.	.T.		.F.				.T.
151	.T.		.T.	.S.						.F.				.T.
143	.T.		.T.	.S.						.F.				.T.
8	.T.	.T.	.T.	.S.				.T.		.F.			Look and learn tours	.T.
12	.T.		.T.	.S.				.T.		.F.			periodic evaluation meetings	.T.
21	.T.		.T.	.S.						.F.				.T.
151	.T.		.T.	.S.				.T.		.F.				.T.
34	.T.		.T.	.S.			.T.	.T.		.F.				.T.
112	.T.		.T.	.S.						.F.				.T.
76	.T.		.T.	.S.			.T.	.T.		.F.				.T.
77	.T.		.T.	.S.						.F.				.T.
58	.T.		.T.	.S.						.F.				.T.
56	.T.		.T.	.S.			.T.	.T.		.F.				.T.

Exhaustive

Appendix 5 Participation in assessment of needs and analysis of problems

ASSESSMENT OF NEEDS AND ANALYSIS OF PROBLEMS

(Question 5.1: Who carries this out, Who controls funds, How people are involved)

	Local Org only	Local Org only	Both funds	No funds	Receive info	Provide info	Have discuss	Make decisio	Provide labour	Other other	involvement:
Algeria	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.
Angola	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.
Benin	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.
Botsvana	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.
Britain	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.
Burkina Faso	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.
Burundi	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.

SACCHAR works through directors of Ag research on
SACCHAR 81

CODE Large Small Mixed Org Local Org Both No Resealve Provide Have Make Provide Other involvement:
 commu exmuu group only only only funds info info discuss decisio labour other

CODE	Large commu	Small group	Mixed group	Org only	Local Org only	Both	No funds	Resealve info	Provide info	Have discuss	Make decisio	Provide labour	Other involvement:
712	.Y.						.Y.						
753		.Y.					.Y.						
713		.Y.					.Y.						part of research team
164	.Y.						.Y.	.Y.	.Y.	.Y.			
709 .Y.						.Y.	.Y.	.Y.	.Y.	.Y.			
746	.Y.						.Y.						
700	.Y.						.Y.	.Y.	.Y.	.Y.			
719	.Y.					.Y.	.Y.	.Y.	.Y.	.Y.			
900	.Y.						.Y.	.Y.	.Y.	.Y.			
701	.Y.					.Y.	.Y.	.Y.	.Y.	.Y.			
100	.Y.						.Y.						
39	.Y.						.Y.	.Y.	.Y.	.Y.			
142	.Y.						.Y.	.Y.	.Y.	.Y.			
51	.Y.					.Y.	.Y.	.Y.	.Y.	.Y.			
124													
132	.Y.						.Y.	.Y.	.Y.	.Y.			
120	.Y.						.Y.	.Y.	.Y.	.Y.			
162	.Y.						.Y.						
741 .Y.							.Y.	.Y.	.Y.	.Y.			
61							.Y.						
160	.Y.						.Y.	.Y.	.Y.	.Y.			
146	.Y.						.Y.	.Y.	.Y.	.Y.			
40	.Y.						.Y.						
49													
57	.Y.						.Y.	.Y.	.Y.	.Y.			
738 .Y.						.Y.	.Y.	.Y.	.Y.	.Y.			
11	.Y.						.Y.	.Y.	.Y.	.Y.			
33	.Y.						.Y.	.Y.	.Y.	.Y.			
109	.Y.						.Y.	.Y.	.Y.	.Y.			
74	.Y.						.Y.	.Y.	.Y.	.Y.			
157	.Y.						.Y.	.Y.	.Y.	.Y.			
15	.Y.						.Y.	.Y.	.Y.	.Y.			
52	.Y.						.Y.	.Y.	.Y.	.Y.			
78	.Y.						.Y.	.Y.	.Y.	.Y.			
87	.Y.						.Y.	.Y.	.Y.	.Y.			
155	.Y.						.Y.	.Y.	.Y.	.Y.			
23													
156	.Y.						.Y.	.Y.	.Y.	.Y.			
113	.Y.						.Y.	.Y.	.Y.	.Y.			

Done in previous phase: all based on local knowledge/culture

CODE	Small Mixed Org		Local Org only	Both funds	Receive Provide Have		Make Provide Other involvement:	
	Large commu group	only			info	discuss	decisio	labour other
81	.J.			.J.	.J.	.J.		
25	.J.			.J.	.J.	.J.		
63	.J.			.J.	.J.	.J.		
126		.J.	.J.		.J.	.J.	.J.	.J.
39	.J.		.J.		.J.	.J.	.J.	.J.
160	.J.			.J.	.J.	.J.		
60	.J.		.J.		.J.	.J.		
121		.J.	.J.		.J.	.J.		
29	.J.		.J.		.J.	.J.	.J.	.J.
88	.J.			.J.	.J.	.J.		
125				.J.	.J.	.J.		
111	.J.			.J.	.J.	.J.		
67	.J.			.J.	.J.	.J.		
35	.J.			.J.	.J.	.J.	.J.	.J.
158	.J.		.J.		.J.	.J.	.J.	.J.
102	.J.			.J.	.J.	.J.		
19	.J.			.J.	.J.	.J.		
100	.J.		.J.		.J.	.J.		
99	.J.			.J.	.J.	.J.	.J.	.J.
64	.J.			.J.	.J.	.J.		
759	.J.			.J.	.J.	.J.		
705	.J.		.J.		.J.	.J.		
141	.J.		.J.		.J.	.J.		
20	.J.		.J.		.J.	.J.	.J.	.J.
756	.J.			.J.	.J.	.J.		
724	.J.		.J.		.J.	.J.		
706	.J.			.J.	.J.	.J.	.J.	.J.
747	.J.		.J.		.J.	.J.	.J.	.J.
726	.J.			.J.	.J.	.J.		
729	.J.			.J.	.J.	.J.		
739		.J.	.J.		.J.	.J.		
991	.J.		.J.		.J.	.J.	.J.	.J.
711	.J.		.J.		.J.	.J.	.J.	.J.
147	.J.			.J.	.J.	.J.		
152	.J.		.J.		.J.	.J.		
119	.J.			.J.	.J.	.J.		
68	.J.			.J.	.J.	.J.		
150	.J.		.J.		.J.	.J.	.J.	.J.
115	.J.			.J.	.J.	.J.		
Madagascar								
Malawi								
Mali								
Morocco								
Mozambique								
Niger								
Nigeria								
Present their problems								

As students at education and training institutions

	Small Mixed Org		Local Org only	Both funds	Receive Provide Have		Make Provide Other involvement:	
	Small commu group	Mixed group only			info	discuss	labour	other
48	.Y.	.Y.	.Y.					
42	.Y.	.Y.	.Y.	.Y.				
74	.Y.	.Y.	.Y.	.Y.	.Y.			
105	.Y.	.Y.	.Y.	.Y.	.Y.			
82	.Y.	.Y.	.Y.	.Y.	.Y.			
106	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.
93	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.
84	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.
114	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.
60	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.
65	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.
53	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.
<hr/>								
703	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.
736	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.
740	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.
755	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.
<hr/>								
769	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.
717	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.
742	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.
721	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.
743	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.
750	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.
736	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.
731	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.
165	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.
746	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.
710	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.
718	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.
<hr/>								
2	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.
104	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.
<hr/>								
5	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.
58	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.
145	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.
86	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.
73	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.
<hr/>								
144	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.
76	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.
45	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.
94	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.
37	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.

Partnership & local sections in different regions

	Large comm	Small comm	Mixed group	Org only	Local Org only	Bd/bb funds	No funds	Receive info	Provide info	Have discuss	Make decisio	Provide labour	Other involvement
	131	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.
	41	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.
Swaziland	34	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.
Tanzania	97	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.
	81	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.
	16	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.
	127	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.
	116	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.
	3	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.
	75	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.
	90	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.
	85	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.
	27	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.
	17	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.
	140	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.
	154	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.
	153	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.
	128	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.
	137	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.
	130	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.
	36	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.
	22	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.
	139	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.
	28	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.
	79	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.
Tchad	744	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.
	708	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.
	721	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.
The Gambia	122	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.
	118	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.
	136	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.
Togo	722	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.
Tunisia	754	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.
	745	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.
	704	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.
	107	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.
	720	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.
USA	46	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.
	6	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.	.Y.

critical analysis of situation plus brainstorming session

	COMM Large commu		Small commu	Mixed group	Local Org only	Both funds	Receive Provide		Make decisions	Provide other involvement:	
	only	only					Info	Have		Labour	other
Uganda											
62	.I.					.I.	.I.	.I.	.I.	.I.	
95	.I.					.I.	.I.	.I.	.I.	.I.	
70	.I.					.I.	.I.	.I.	.I.	.I.	
72	.I.				.I.						
135	.I.				.I.			.I.	.I.	.I.	Involvement in assessing success/failure of program or activity
38	.I.					.I.	.I.	.I.	.I.	.I.	
71	.I.				.I.			.I.	.I.	.I.	
67	.I.				.I.			.I.	.I.	.I.	
757	.I.					.I.	.I.	.I.	.I.	.I.	
702	.I.					.I.	.I.	.I.	.I.	.I.	they market the products
730	.I.					.I.	.I.	.I.	.I.	.I.	
728	.I.					.I.	.I.	.I.	.I.	.I.	
148	.I.					.I.	.I.	.I.	.I.	.I.	
159	.I.					.I.	.I.	.I.	.I.	.I.	
120	.I.					.I.	.I.	.I.	.I.	.I.	
50	.I.					.I.	.I.	.I.	.I.	.I.	
108	.I.					.I.	.I.	.I.	.I.	.I.	
134	.I.					.I.	.I.	.I.	.I.	.I.	
41	.I.					.I.	.I.	.I.	.I.	.I.	
96	.I.					.I.	.I.	.I.	.I.	.I.	
98	.I.					.I.	.I.	.I.	.I.	.I.	
117	.I.					.I.	.I.	.I.	.I.	.I.	
9	.I.					.I.	.I.	.I.	.I.	.I.	
66	.I.					.I.	.I.	.I.	.I.	.I.	
129	.I.					.I.	.I.	.I.	.I.	.I.	
33	.I.					.I.	.I.	.I.	.I.	.I.	
109	.I.					.I.	.I.	.I.	.I.	.I.	
69	.I.					.I.	.I.	.I.	.I.	.I.	
111	.I.					.I.	.I.	.I.	.I.	.I.	
121	.I.					.I.	.I.	.I.	.I.	.I.	
88	.I.					.I.	.I.	.I.	.I.	.I.	
4	.I.					.I.	.I.	.I.	.I.	.I.	
161	.I.					.I.	.I.	.I.	.I.	.I.	
140	.I.					.I.	.I.	.I.	.I.	.I.	
8	.I.					.I.	.I.	.I.	.I.	.I.	
21	.I.					.I.	.I.	.I.	.I.	.I.	
12	.I.					.I.	.I.	.I.	.I.	.I.	
34	.I.					.I.	.I.	.I.	.I.	.I.	
151	.I.					.I.	.I.	.I.	.I.	.I.	
Zambia											
108											Collaboration in trials
117											Implement agroforestry activities themselves

	Small commu	Mixed group	Org only	Local Org only	Both	No funds	Receive info	Provide Info	Have discuss	Make decisio	Provide labour	Other involvement
112												
26		.1.			.1.		.1.	.1.	.1.	.1.	.1.	.1.
77												
56		.1.			.1.		.1.	.1.	.1.			
55		.1.			.1.		.1.	.1.	.1.	.1.	.1.	

Appendix 6 Participation in planning of activities

PLANNING OF ACTIVITIES

(Question 5.2: Who carries this out, who controls funds, how people are involved)

	Large group	Small group	Mixed group	Local Org only	Local Org only	Both funds	No funds	Receive info	Provide info	Have discuss	Make decisio	Provide labour	Other involvement:
Algeria													
Angola													
	722												
	903												
	902												
	904												
Benin													
	760												
	761												
	753												
	725												
	727												
Botswana													
	13												
	110												
	92												
	54												
	91												
	7												
	44												
	101												
	18												
	30												
	31												
	1												
	59												
Britain													
Burkina Faso													
	707												
	733												
	734												
	735												
	714												
	715												
	750												
	752												
Burundi													
	727												

Work through directors of Ig research in member states

	OOB	Large commu	Small group	Mixed group	Org only	Local Org only	Both funds	No funds	Receive info	Provide info	Have discuss	Make decisio	Other labour	Provide other
Caneroon	712	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.
	751	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.
	713	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.
	164													
	709	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.
	748													
	700	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.
	719	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.
Cape Verde	900	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.
Congo	701													
Egypt	103	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.
Ethiopia	39	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.
	142	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.
	51	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.
	124													
	132	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.
	130	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.
	162	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.
France	741	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.
Germany	61													
Ghana	163	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.
	146	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.
	40	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.
	49													
	57	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.
Guinea	738	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.
Kenya	11	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.
	32	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.
	149	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.
	74	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.
	157	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.
	15	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.
	53	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.
	78	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.
	87	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.
	155	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.
	23													
	156	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.
	113	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.
	61	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.

See answer to question 4.

CODE	Small Mixed group		Local Org only	Both	No funds	Receive Provide Have		Make Provide Other involvement:	
	Large commu	Small commu				Info	discuss decisio	labour	other
25	.f.	.f.		.f.		.f.			
60	.f.	.f.		.f.		.f.		.f.	
126		.f.	.f.			.f.		.f.	
10		.f.				.f.			
160	.f.			.f.		.f.		.f.	.f.
80	.f.			.f.		.f.		.f.	
121		.f.	.f.			.f.			
29			.f.			.f.		.f.	.f.
89	.f.			.f.				.f.	
125									
111	.f.			.f.		.f.			
57									
35	.f.		.f.			.f.		.f.	.f.
158	.f.		.f.			.f.		.f.	.f.
102		.f.		.f.		.f.			
19	.f.			.f.		.f.		.f.	
100	.f.			.f.		.f.		.f.	
99	.f.			.f.		.f.		.f.	.f.
64	.f.		.f.			.f.		.f.	
759	.f.			.f.		.f.		.f.	.f.
705	.f.		.f.			.f.		.f.	.f.
141	.f.		.f.			.f.		.f.	.f.
20	.f.		.f.			.f.		.f.	.f.
756	.f.			.f.		.f.		.f.	
744	.f.		.f.			.f.		.f.	
705	.f.		.f.			.f.		.f.	.f.
747	.f.			.f.		.f.		.f.	.f.
726	.f.		.f.			.f.		.f.	
729 .f.						.f.		.f.	.f.
739		.f.	.f.			.f.		.f.	
908	.f.			.f.		.f.		.f.	.f.
711	.f.			.f.		.f.		.f.	.f.
147		.f.		.f.		.f.		.f.	
152	.f.			.f.		.f.		.f.	.f.
119	.f.			.f.		.f.		.f.	.f.
68	.f.			.f.		.f.		.f.	.f.
150	.f.		.f.			.f.		.f.	.f.
115		.f.				.f.		.f.	.f.
48		.f.				.f.		.f.	.f.
42	.f.		.f.			.f.		.f.	

Madagascar

Mali

Mali

Morocco

Mozambique

Niger

Nigeria

As students

	Local Org only	Mixed Org group only	Both funds	Receive info	Provide info	Make decisio	Provide labour	Other involvement:
24
105
82
106
99
84
114
60
65
53
Rwanda								
703
716
740
755
Senegal								
749
717
742
721
743
750
736
731
165
746
710
738
Sierra Leone								
2
104
South Africa								
5
58
145
86
73
144
76
45
94
37
131
43
								Prioritise actions

CODE	Large commu group	Small commu group	Mixed group	Local Org only	Both Org only	No funds	Receive		Make discuss	Provide		Other involvement
							info	info		labour	other	
34
97
81
16
127
116
3
75
90
85
27
17
140
154
151
128
137
138
36
22
139
28
79
744
708
723
122
118
136
722
754
745
704
107
728
46
6
62
95
70

Swaziland
Tanzania

Rehab

The Gambia

Togo
Tunisia

USA

Uganda

	CONC	Large	Small	Mixed	Org	Local	Org	Both	No	Receive	Provide	Have	Make	Provide	Other	involvement:
		comm	comm	group	only	only	only	funds	info	info	discuss	decisio	labour	other		
72	.J.				.J.			.J.	.J.	.J.	.J.	.J.	.J.	.J.	.J.	sensitised to their problems eg drinking water/fuel/disease
135	.J.							.J.	.J.	.J.	.J.	.J.	.J.	.J.	.J.	
38	.J.							.J.	.J.	.J.	.J.	.J.	.J.	.J.	.J.	
71	.J.				.J.			.J.	.J.	.J.	.J.	.J.	.J.	.J.	.J.	
47	.J.				.J.			.J.	.J.	.J.	.J.	.J.	.J.	.J.	.J.	
757	.J.							.J.	.J.	.J.	.J.	.J.	.J.	.J.	.J.	
702	.J.							.J.	.J.	.J.	.J.	.J.	.J.	.J.	.J.	
730	.J.							.J.	.J.	.J.	.J.	.J.	.J.	.J.	.J.	
728	.J.							.J.	.J.	.J.	.J.	.J.	.J.	.J.	.J.	
148	.J.							.J.	.J.	.J.	.J.	.J.	.J.	.J.	.J.	
159	.J.							.J.	.J.	.J.	.J.	.J.	.J.	.J.	.J.	
120	.J.							.J.	.J.	.J.	.J.	.J.	.J.	.J.	.J.	
50	.J.							.J.	.J.	.J.	.J.	.J.	.J.	.J.	.J.	
108 .J.								.J.	.J.	.J.	.J.	.J.	.J.	.J.	.J.	
134	.J.							.J.	.J.	.J.	.J.	.J.	.J.	.J.	.J.	
41	.J.							.J.	.J.	.J.	.J.	.J.	.J.	.J.	.J.	
96	.J.							.J.	.J.	.J.	.J.	.J.	.J.	.J.	.J.	
98	.J.							.J.	.J.	.J.	.J.	.J.	.J.	.J.	.J.	
117	.J.							.J.	.J.	.J.	.J.	.J.	.J.	.J.	.J.	
9	.J.							.J.	.J.	.J.	.J.	.J.	.J.	.J.	.J.	
66	.J.							.J.	.J.	.J.	.J.	.J.	.J.	.J.	.J.	
129	.J.							.J.	.J.	.J.	.J.	.J.	.J.	.J.	.J.	
33	.J.							.J.	.J.	.J.	.J.	.J.	.J.	.J.	.J.	
109	.J.							.J.	.J.	.J.	.J.	.J.	.J.	.J.	.J.	
69	.J.							.J.	.J.	.J.	.J.	.J.	.J.	.J.	.J.	
115	.J.							.J.	.J.	.J.	.J.	.J.	.J.	.J.	.J.	
123	.J.							.J.	.J.	.J.	.J.	.J.	.J.	.J.	.J.	
88	.J.							.J.	.J.	.J.	.J.	.J.	.J.	.J.	.J.	
4 .J.								.J.	.J.	.J.	.J.	.J.	.J.	.J.	.J.	
161	.J.							.J.	.J.	.J.	.J.	.J.	.J.	.J.	.J.	
143	.J.							.J.	.J.	.J.	.J.	.J.	.J.	.J.	.J.	
8	.J.							.J.	.J.	.J.	.J.	.J.	.J.	.J.	.J.	
21	.J.							.J.	.J.	.J.	.J.	.J.	.J.	.J.	.J.	
12	.J.							.J.	.J.	.J.	.J.	.J.	.J.	.J.	.J.	
34	.J.							.J.	.J.	.J.	.J.	.J.	.J.	.J.	.J.	
151	.J.							.J.	.J.	.J.	.J.	.J.	.J.	.J.	.J.	
112	.J.							.J.	.J.	.J.	.J.	.J.	.J.	.J.	.J.	
25	.J.							.J.	.J.	.J.	.J.	.J.	.J.	.J.	.J.	

Partners choose from own practices what would like to do

Zaire

Gambia

Siababae

CODE	Large excom	Small commu	Mixed group	Org only	Local only	Org only	Both funds	Receive info	Provide info	Have discuss	Make decisio	Labour	Provide other	Other involvement:
77							.J.	.J.						
55			.J.				.J.	.J.	.J.	.J.	.J.		.J.	
55			.J.			.J.		.J.	.J.	.J.	.J.		.J.	



Appendix 7. Participation in implementation, operation and maintenance of activities

IMPLEMENTATION, OPERATION AND MAINTENANCE OF ACTIVITIES
(Question 5.3: Who carries this out, Who controls funds, How people are involved)

	Code	Large commu group	Small commu group	Mixed group	Local Org only	Org only	Both	No funds	Receive info	Provide info	Have discuss	Make decisio	Provide labour	Provide other	Involve ment:
Algeria	732	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	903	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	902	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	904	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Benin	760	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	761	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	763	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	725	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	737	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Botswana	13	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	110	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	92 .f.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	54	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	91	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	7	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	44	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	101	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	18	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	30	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	31	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Britain	1	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	59	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Burkina faso	707	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	733 .f.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	731 .f.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	735	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	714	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	735 .f.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	758	.	.	.	.	.	.	.	.	.	.	.	.	.	.
752	.	.	.	.	.	.	.	.	.	.	.	.	.	.
Burundi	727	.	.	.	.	.	.	.	.	.	.	.	.	.	.
	712	.	.	.	.	.	.	.	.	.	.	.	.	.	.

See 5.1

human investment

CODE	Large commo group	Small commo group	Mixed group only	Local Org only	Both funds	No info	Provide info	Have discuss	Make decisio	Provide labour	Other involvement:
751	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	
713	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	
164											
709	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	
740	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	
700	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	
719	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	
900	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	
701											
103	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	
39	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	
142	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	
51	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	
124											
132	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	
130	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	
162	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	
741	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	
61	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	
163	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	
146	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	
40	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	
49											
57	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	
738	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	
11	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	
32	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	
149	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	
74	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	
157	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	
15	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	
52	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	
78	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	
87	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	
155	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	
21	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	.I.	

Depends on what researcher/farmer/extension agree at start.

Locals given material Incentives by organization

See answer to question 4.

Members of women groups trained to construct the stores

Collecting data

	Large communi	Small group	Mixed group only	Local Org only	Both funds	No funds	Receive info	Provide info	Have discuss	Make decisio	Provide labour	Other labour	Involve ment
156	.Y.												
133	.Y.												
83													
25													
63													
126													
10													
160													
80													
121													
29													
89													
125													
111													
67													
35													
158													
102													
19													
100													
99													
64													
739													
705													
141													
20													
756													
724													
706													
747													
726													
729													
738													
902													
711													
147													
152													
119													
68													
150													

Given incentives for participation

Sometimes they pay wages/dividends.

As students and counterparts

	COMM Large commu	Small group	Mixed group	Local Org only	Both Org funds	Receive info	Provide info	Have discuss	Make decisio	Provide labour	Paid for other	Involve ment:
115	.f.	.f.	.f.	.f.	.f.							
40				.f.					.f.			
42	.f.	.f.	.f.	.f.						.f.		
24	.f.	.f.	.f.	.f.						.f.		
105				.f.						.f.		
82	.f.	.f.	.f.	.f.						.f.		
106				.f.						.f.		
93	.f.	.f.	.f.	.f.						.f.		
84	.f.	.f.	.f.	.f.						.f.		
114	.f.	.f.	.f.	.f.						.f.		
68				.f.						.f.		
65	.f.	.f.	.f.	.f.						.f.		
51	.f.	.f.	.f.	.f.						.f.		
703	.f.	.f.	.f.	.f.						.f.		
716 .f.				.f.						.f.		
740	.f.	.f.	.f.	.f.						.f.		
755	.f.	.f.	.f.	.f.						.f.		
749 .f.				.f.						.f.		
717				.f.						.f.		
742	.f.	.f.	.f.	.f.						.f.		
721 .f.				.f.						.f.		
743	.f.	.f.	.f.	.f.						.f.		
750	.f.	.f.	.f.	.f.						.f.		
736	.f.	.f.	.f.	.f.						.f.		
731 .f.				.f.						.f.		
165				.f.						.f.		
746 .f.				.f.						.f.		
710	.f.	.f.	.f.	.f.						.f.		
718 .f.				.f.						.f.		
2	.f.	.f.	.f.	.f.						.f.		
104 .f.				.f.						.f.		
5				.f.						.f.		
58	.f.	.f.	.f.	.f.						.f.		
145	.f.	.f.	.f.	.f.						.f.		
86	.f.	.f.	.f.	.f.						.f.		
73	.f.	.f.	.f.	.f.						.f.		
144	.f.	.f.	.f.	.f.						.f.		
76	.f.	.f.	.f.	.f.						.f.		
45	.f.	.f.	.f.	.f.						.f.		
94	.f.	.f.	.f.	.f.						.f.		

Ensure security of equipment

Rwanda

Senegal

Sierra Leone

South Africa

Sudan

Appendix 8 Participation in monitoring and evaluation

MONITORING AND EVALUATION

(Question 5.4: Who carries this out, who controls funds, How people are involved)

	Large comm	Small comm	Mixed group	Local org only	Both funds	No funds	Receive info	Provide info	Have discuss	Make decisio	Provide labour	Provide other
Algeria												
Angola												
Benin												
Botswana												
Britain												
Burkina Faso												
Burundi												

See 5.1

CODE	Local Org		Both funds	Receive Provide Have		Make discuss decisio	Provide Provide Paid for Other Involvement:	
	Small group	Mixed group only		Info	Info		labour	other labour
25
61
128
10
160
80
121
29
89
125
131
67
35
158
102
19
100
99
64
759
705
141
20
756
724
706
747
728
729
739
901
711
147
152
119
68
190
115
48
42

Madagascar

Malawi

Mali

Morocco

Mozambique

Niger

Nigeria

As students and counterparts

CODE	Large comm group	Small comm group	Mixed Org only	Local Org only	Both funds	Receive info	Provide info	Have discuss	Make decisio	Provide labour	Paid for other	Involvement:
24	.Y.											
105		.Y.				.Y.	.Y.	.Y.				.Y.
82	.Y.		.Y.						.Y.			
106						.Y.						
93					.Y.							.Y.
84		.Y.				.Y.	.Y.	.Y.	.Y.	.Y.		.Y.
114		.Y.				.Y.	.Y.	.Y.	.Y.	.Y.		
60												
65		.Y.				.Y.						
51		.Y.				.Y.						.Y.
703			.Y.			.Y.	.Y.	.Y.				
716		.Y.				.Y.	.Y.	.Y.	.Y.	.Y.		
740		.Y.			.Y.	.Y.	.Y.	.Y.	.Y.	.Y.		
755			.Y.			.Y.						
749					.Y.				.Y.			
717												
742		.Y.							.Y.			
721		.Y.							.Y.	.Y.		
743		.Y.					.Y.	.Y.	.Y.	.Y.		
750		.Y.										
736		.Y.							.Y.	.Y.		
731		.Y.							.Y.	.Y.		
165												
746		.Y.							.Y.	.Y.	.Y.	
710		.Y.					.Y.		.Y.	.Y.		
718		.Y.							.Y.	.Y.		
2		.Y.					.Y.					.Y.
104		.Y.					.Y.		.Y.			
5		.Y.					.Y.	.Y.	.Y.			
58		.Y.					.Y.	.Y.	.Y.			
145		.Y.					.Y.	.Y.	.Y.	.Y.		
86		.Y.					.Y.	.Y.	.Y.			
71		.Y.					.Y.	.Y.	.Y.			
144			.Y.				.Y.					
76		.Y.					.Y.					
45		.Y.					.Y.	.Y.	.Y.	.Y.		
94		.Y.					.Y.	.Y.	.Y.	.Y.		
37		.Y.					.Y.	.Y.	.Y.	.Y.		
131		.Y.					.Y.	.Y.	.Y.	.Y.		

Village agents participate on behalf of the community

CODE	Large commu group	Small commu group	Mixed group	Local Org only	Both funds	No funds	Receive info	Provide info	Have discuss	Make decisio	Provide labour	Provide other	Involve ment
43	.Y.	.Y.			.Y.								
14	.Y.	.Y.			.Y.		.Y.	.Y.	.Y.				.Y.
97		.Y.	.Y.	.Y.	.Y.		.Y.						
81		.Y.	.Y.	.Y.	.Y.								
16													
127	.Y.			.Y.	.Y.		.Y.						
116	.Y.			.Y.	.Y.		.Y.						
3	.Y.			.Y.	.Y.		.Y.						
76	.Y.			.Y.	.Y.		.Y.						
90	.Y.			.Y.	.Y.		.Y.						
85	.Y.			.Y.	.Y.		.Y.						
27	.Y.			.Y.	.Y.		.Y.						
17		.Y.	.Y.	.Y.	.Y.		.Y.						
140	.Y.			.Y.	.Y.		.Y.						
154	.Y.			.Y.	.Y.		.Y.						
153	.Y.			.Y.	.Y.		.Y.						
126	.Y.			.Y.	.Y.		.Y.						
137	.Y.			.Y.	.Y.		.Y.						
138	.Y.			.Y.	.Y.		.Y.						
36	.Y.			.Y.	.Y.		.Y.						
22													
139	.Y.			.Y.	.Y.		.Y.						
28		.Y.	.Y.	.Y.	.Y.		.Y.						
79	.Y.			.Y.	.Y.		.Y.						
744	.Y.			.Y.	.Y.		.Y.						
768	.Y.			.Y.	.Y.		.Y.						
723	.Y.			.Y.	.Y.		.Y.						
122	.Y.			.Y.	.Y.		.Y.						
138	.Y.			.Y.	.Y.		.Y.						
136	.Y.			.Y.	.Y.		.Y.						
722	.Y.			.Y.	.Y.		.Y.						
754													
745				.Y.	.Y.		.Y.						
704	.Y.			.Y.	.Y.		.Y.						
107	.Y.			.Y.	.Y.		.Y.						
720	.Y.			.Y.	.Y.		.Y.						
46	.Y.			.Y.	.Y.		.Y.						
6	.Y.			.Y.	.Y.		.Y.						
62	.Y.			.Y.	.Y.		.Y.						
95	.Y.			.Y.	.Y.		.Y.						

Swaziland
Tanzania

Tchad

The Gambia

Togo
Tunisia

USA

Uganda



	COOP	Large	Small	Mixed	Org	Local	Org	both	No	Receive	Provide	Have	Make	Provide	Paid	for	Other	involvement:
		comu	comu	group	only	only	only	funds	info	info	discuss	decisio	labour	other	labour			
70	.Y.																	
72	.Y.																	
135	.Y.																	
38	.Y.																	
71	.Y.																	
47	.Y.																	
757	.Y.																	
702	.Y.																	
730	.Y.																	
728	.Y.																	
140	.Y.																	
159	.Y.																	
120	.Y.																	
50	.Y.																	
106	.Y.																	
134	.Y.																	
41	.Y.																	
96	.Y.																	
98	.Y.																	
117	.Y.																	
9	.Y.																	
66	.Y.																	
129	.Y.																	
33	.Y.																	
109	.Y.																	
69	.Y.																	
113	.Y.																	
121	.Y.																	
86	.Y.																	
4	.Y.																	
161	.Y.																	
143	.Y.																	
8	.Y.																	
21	.Y.																	
12	.Y.																	
34	.Y.																	
151	.Y.																	
112	.Y.																	
26	.Y.																	
77	.Y.																	
56	.Y.																	
55	.Y.																	

Local people sometimes used if questionnaires involved

Appendix 9 Staff skills and experience

STAFF SKILLS AND EXPERIENCE

(Question 6: Staff number and expertise, team/individual work, number of years experience)

CODE	Total staff	Men	Women	Staff skills and expertise	Work in multidisciplinary teams or individually	<1y 1-4y 4-10y >10y
Algeria	732	600	30	2000 Agronomy, teaching, forestry, medicine, zoology, agroecology, extension science	Multidisciplinary teams	.7.
Angola	903	166	0	0 60 medium level forestry technicians, 6 medium level agronomists, superior level technicians: 4 foresters, 5 biologists, 4 veterinarians, 2 agronomists, 1 environmental law		
	902	5	1	3 Agriculture/agronomy, participatory investigation, farming systems research.	In multidisciplinary teams. For example, an agronomist, a pathologist, a soils expert,	.7.
	904	180	80	0 Project management = 11 high level technical experts being 6 biologists, 2 foresters, 2 agronomists, 2 veterinarians, 1 environmental lawyer.	Depends on the kind of work being done: tree planting or formulation of projects.	.7.
Benin	760	21	0	0 Agriculture, forestry, livestock, nutrition, health, water and sanitation, rural industries, general education		.8.
	761	9	4	5		.8.
	753	20	0	0 How to conduct a survey. Research in rural areas with farmers.	In multidisciplinary teams Multidisciplinary teams (socio-economist, agronomist, zoologist, veterinarian). Individually and in teams	.7.
	725	80	30	20 Extension agents, nutrition, health, gardening, livestock, agriculture, forestry, soil and water conservation, small enterprises, sanitation		.7.
Botswana	737	45	2	4 Agronomy, sociology, statistics, formal surveying	In teams, 2 people per 2 villages	.7.
	13	10	2	8 Project management, use of fertilizers, leadership	Both	
	110	7	1	4 Interviewing, sociology, economics, environmental education, extension, wildlife management, agro-forestry, eco-tourism	Both	.7.
	92	20	3	3 Interviewing, training and project management	Multidisciplinary groups - semi-illiterate, illiterate and other social stratas, eg people with pastoral background, artisans, workers, semi-workers, etc	.7.
	54	0	0	0	In the past done by multidisciplinary teams, but at present only agronomists involved	.7.
	91	14	2	2 Agroforestry, extension	Usually singly or in pairs	.7.
	7	20	1	2 Agriculture, forestry with basic knowledge of agroforestry	At this time the staff work singly, multidisciplinary teams might be used later	.7.

CODE	Total staff	Men	Women	Staff skills and expertise	Work in multidisciplinary teams or individually
14	8	0	0		
101	4	0	4	Forestry	
14	200	20	180	Social dev planning & management, rural sociology, social & comm dev, agricultural extension, blacksmithing, carpentry, foundry, tanning, bone carving, leatherwork, patchwork, public relations, farm engineering, etc	Extension officer manages the projects together with VIC and the forestry manager Multidisciplinary teams: some members handle the technical aspects of the technologies while others handle the extension, socio-economic & finance aspects
30	8	3	5	Project management, training (agriculture), documentation & information, finance and administration, agricultural research experts	In the running of workshops, conferences, meetings & working in our discipline related activities we work as a team and singly
31	24	0	0		
1	10	7	3	Interviewing, project management, agroforestry, economics, food processing, horticulture, crafts administration, agricultural research experts	Sometimes one or both, depending on circumstances
59	1500	75	1425	Broad sectoral skills, limited fieldwork background	Varies
Burkina Faso	707	5	1	Water harvesting techniques, agriculture, rural extension	Work together in collaboration with government technical services (Forestry, Agriculture, Health, Cooperatives, etc)
703	30	3734	5683	Forestry, use of fertilizers, other areas depending on the projects	Multidisciplinary teams with government staff
704	6	0	0	Agriculture, rural life (work, use of rain water), extension science	Always with at least two people with different training background
705	37	3	4	Community development, forestry, education, primary health care	Multidisciplinary teams
714	6	1	5	Community development, extension, micro-dams, market-gardening, soil and water conservation, agroforestry	
715	20	4	16	Sociology, economics, law, agriculture, extension, biogas, etc	Both individually and multidisciplinary, depending on the project
750	68	0	0	Agronomy livestock, water resources development, community motivation, extension work.	It is very rare that they work individually. There is always a multidisciplinary collaboration to achieve complementarity in our interventions.
752	0	0	0		In multidisciplinary teams
Burundi	727	3	10	Forestry, agroforestry, land use planning	
712	0	0	0	Project identification, elaboration, technical aspects, evaluation	Multidisciplinary teams
751	0	0	0	Forestry, agroforestry, marketing of produce.	Some work in multidisciplinary teams and others individually.
713	10	2	8	Environmental education	In groups, with individuals handling different topics in same group when necessary
164	27	7	14	PhD, BSc BSc in environmental fields	Always in interdisciplinary teams
709	20	8	12	Agricultural/community development, cooperatives, communication and development, small and medium scale enterprises, educational technology, audiovisual methods, zoology/botany (environmental) management & leadership, language planning and development	Multidisciplinary teams

CODE	Total staff	Men	Staff skills and expertise	Work in multidisciplinary teams or individually	<1/ 1-4/ 4-10/ >10/
748	10	1	9 is in question 4: environmental studies, project formulation, monitoring & evaluation, enterprises & cooperative management, health, documentary information, training of trainers, regional planning	When possible in multidisciplinary teams	.1.
700	16	5	9 Rural development, agronomy, livestock, economics and sociology of development, environmental protection, community and private enterprise management, initiating and evaluation of a project, training of trainers	Usually in pairs. They are introduced in an area by their supervisor, or by other extension workers of ag Ministry of Agriculture or religious missions	.1.
719	15	0	0	Multidisciplinary teams	.1.
900	228	5	25 Interviewing, community meetings, specific "messages" such as agriculture, health, trees	Usually singly	.1.
701	30	6	24 Use of fertilisers (natural and chemical)	Inherdisciplinary teams (agronomists, sociologists, economists)	.1.
100	22	6	16 Project management, agroforestry, fertiliser use	All our work is with different groups, eg field co-op, pomology, soil, fertilizer, etc members	.1.
39	14	1	13 Breeders, agronomists, pathologists, anthropologist, extensionist, economist, entomologist	Teams	.1.
142	46	0	0	Started job on our own, but now ask other departments of the MA and other projects to join us	.1.
51	659	20	60 Community forestry, soil conservation, agroforestry	Multidisciplinary teams formed for technical matters	.1.
124	0	0	0	Singly	.1.
132	6	0	2 Agriculturists and middle level technicians	In both ways, depending on the type of activity	.1.
130	6	0	0 Community forestry & soil conservation development team		.1.
152	42	5	16 Agroforestry, management, fertiliser use, training, primary health care, bee economics, seminars, cash saving methods, fishing, seed cleaning		.1.
743	10	3	7 Socio-economics, urbanisation, planning, social pedagogy, agro-sociology, hydraulics, documentation and audiovisuals	Always in multidisciplinary teams	.1.
61	0	0	0		
163	6	2	2 Project management, interviewing, agroforestry, fertiliser use, primary health care, training, role plays, women mobilisation	In pairs, to ensure effective monitoring, continuity and diversity of activities	.1.
146	50	1	5 Interviewing, project implementation	Multidisciplinary teams: in each project (on-farm research) area the team is made up of a socio-economist, agronomist and local extension staff (people with expertise in other disciplines also consulted)	.1.
40	8	3	5 Project management, agroforestry	Work as teams with communities where have projects	.1.
49	12	12	0 Training, anthropology, linguistics, group interaction, supervisory skills, evaluation skills, intimate knowledge of local cultures and thinking patterns	Staff members work together as teams to teach, supervise and elicit responses from our participants	.1.

Work in multidisciplinary teams or individually

CODE Total Women Men Staff skills and expertise

CODE	Total	Women	Men	Staff	skills and expertise	Work in multidisciplinary teams or individually
57	500	500	0	0	On-farm agricultural production - cereals, legumes & veg, nutrition education, food storage, food processing & utilization, primary health care and water sanitation	Multidisciplinary teams. Work with foresters in establishing woodlots for women groups, with Min of Health and Community Development in primary health and family planning programmes with multidisciplinary teams .1.
719	12	5	0	0	Ecocdevelopment, artisanal fisheries, education and consensitisation about use of natural resources, sanitation education, environmental protection, water and sanitation	With multidisciplinary teams .1.
Kenya						
11	11	2	5	5	Primary health care training and project management	During initiation staff worked singly, but eventually other cadres of extension workers are oriented to the approach and work in collaboration .1.
32	150	0	0	0	Community mobilisation, leadership and management skills etc	Inter-secretary/multidisciplinary approach networking & collaborating with government (DPCS), other NGOs and agencies .1.
149	36	2	5	5	Interviewing, project management, agroforestry, small enterprise development, child development	Multidisciplinary teams because in a community there are several issues to be addressed that have a bearing on problem at hand .1.
74	15	12	3	3	Training of trainers, graduates, community healthcare training	Multidisciplinary .1.
157	50	5	7	7	All are able to give trainings. They are able to involve the audience and make them enthusiastic.	Multidisciplinary teams: agroforestry, monitoring/evaluation, extension .1.
15	0	0	0	0	In Turkana mainly forestry extension staff involved with awareness extension	Try to involve others to varying degrees of success - mainly those involved with natural resource management .1.
52	0	2	6	6	Agriculture, forestry, monitoring, ceramics, extension, energy issues, interviewing	Multidisciplinary teams comprising of Ministry of Agriculture - Some Economies, community social workers, local administration, local women group leaders etc .1.
70	3	0	2	2	Project management, agroforestry	One member works in multidisciplinary teams in that he teams up with the project's management committee and together make decision. The one has to rely solely on his own expertise .1.
87	112	7	40	40	Agroforestry, social science, natural science, education/extension	Multidisciplinary teams are used in all stages of the research process .1.
155	14	4	10	10	Forestry, agronomy, economy, soil and water conservation, general extension	Most often in multidisciplinary teams .1.
23	9	3	4	4	Interviewing, on-farm research, group meetings	Both - depending on the project .1.
156	9	4	4	4	Agriculture, agroforestry, sociology	Multidisciplinary teams .1.
133	120	40	40	40	Project management, agroforestry, health care (AW)	Multidisciplinary teams incorporating many development activities .1.
80	20	7	8	8	Agriculture, development education	Multidisciplinary teams .1.
25	50	4	20	20	Agriculture, community development, agroforestry, project management, fertiliser use, etc	Multidisciplinary teams - alot of interaction both in planning and implementation of services to members .1.
63	75	6	22	22	Mostly field officers with agricultural background	Both. Individual farmers practice what they have learnt and groups, especially women do work as a team, eg running a tree nursery, beekeeping, etc .1.

Work in multidisciplinary teams or individually

Men Staff skills and expertise

Women Staff

<1y 1-4y 4-10y >10y

CODE	Men Staff	Women Staff	Skills and expertise	Work in multidisciplinary teams or individually	Age Group
126	100	2	8 Agriculture, agroforestry, forestry, interviewing, management, training design	Usually only forestry, but sometimes others	.1.
10	1400	42	245 Forestry, agroforestry, social forestry, research, farmer interviewing, project management, training	Commonly inter and multidisciplinary through joint project planning and implementation	.1.
160	12	4	4 Local training in agroforestry	There is no staff - all are volunteers	.1.
80	40	5	3 Interviewing, project management, agroforestry	Staff members work in a multidisciplinary team in conjunction with local government extensionists who on a day to day basis are involved with project implementation	.1.
131	0	1	0 Project management, agroforestry, primary health care	Members are called for group discussions, operations and evaluations	.1.
29	50	40	0 None	Work communally	.1.
89	0	0	0 Development work - mainly facilitating discussions and planning with groups. In some areas we work through partners who have skills in sectors shown above	They work in teams - at times a programme officer may co-opt facilitators from outside to assist when other programme staff are not available	.1.
125	0	0	4 Agriculture, agroforestry, education, economy, social sciences		.1.
111	6	1	2 Rural sociology, community development, anthropology, agricultural economics	Multidisciplinary teams of biological and social scientists and extensionists	.1.
67	500	0	0 Project management	In groups	.1.
35	15	0	0 Interview, project management, leadership and business trainings	In teams of two or three people	.1.
158	44	13	2 Interviewing, natural resource management - knowledge about local community and environment	Staff work as a multidisciplinary team with individual scientists investigating his/her component which is later merged as a single project document for possible implementation	.1.
19	581	200	481 Tree planting, tree management, agroforestry, etc	Both - when it comes to meetings, group discussions, etc. when our extension workers perform their routine duties they are normally alone	.1.
100	24	1	3 Conservation education training	Multidisciplinary teams	.1.
99	34	9	20 Project management, agroforestry, primary health care, small-scale water project, agriculture	Work with community team and in collaboration with other government extension workers	.1.
54	130	0	0 Project management, social work, community approaches, etc	Simply - teams are only now beginning to emerge	.1.
Madagascar	759	20	0 Social and economic rural development, agroforestry, soil and water conservation, community and farmer's forestry	It work is done interdisciplinary, despite a reduction in the disciplines	.1.
	705	36	5 4 Fertiliser use, experiments with improved rice varieties, pest/disease control	In multidisciplinary groups (2-3 fields of expertise)	.1.
Malawi	141	16	1 35 Forestry extension, teaching.	Both in teams and singly	.1.

CODE	Total staff	Women	Men	Staff skills and expertise	Work in multidisciplinary teams or individually	<1-1y	1-10y	>10y
	20	10	0	3 Agroforestry, extension, silviculture	They work in multidisciplinary teams			.1.
Mali	756	3	0	2	Staff members work with other multidisciplinary teams, collaborating with staff of existing technical services individually, responsible for 5 villages			.1.
	724	250	53	197 Agroforestry, market-gardening, primary health care, civil engineering, water resources development, food for work				.1.
	706	12	4	0 Formal surveys, savings and credit, agroforestry, village water resource development, village land use management, identification, formulation and management of development projects	Try to work in multidisciplinary teams (socio-economist, health worker or forestry expert, pedagogue, etc)			.1.
	747	9	2	7 Environmental study, implementation, evaluation, technical advice, extension, sensitisation, gardening, cattle keeping, forestry, live fences, organic fertilisers, improved wells, beekeeping, raising water, etc.	Usually multidisciplinary. Sometimes individually with the support of other organisations when necessary.			.1.
	726	26	0	0 Community development, management	Multidisciplinary teams			.1.
	729	15	1	14 Interviewing, agriculture, enumeration, natural resources, food security	Usually in multidisciplinary teams, for food security sometimes alone			.1.
Morocco	739	1000	250	250 Agriculture, forestry, livestock, nutrition, health, water and sanitation, rural industries, education, horticulture, fisheries, veterinary medicine	Usually individually, sometimes in multidisciplinary teams			.1.
Mozambique	901	0	0	0 Social animators, project management, health training	Multidisciplinary teams			.1.
Niger	711	10	0	0 Organisation, management, cooperatives, financing grass-roots groups	Work with the beneficiary organisation			.1.
Nigeria	147	25	2	15 Fertilizer use, health care, project management, agroforestry, interviewing	Most staff when working on project sites use participatory methods			.1.
	352	15	1	4 Interviewing, project management, extension specialist, fertilizer use experts	Normally work in multidisciplinary teams			.1.
	139	10	6	4 Animal science, management, agricultural - soil and agronomy, teaching	Sometimes they involve themselves in multidisciplinary teams simply because of lack of technical know-how due to poor finance.			.1.
	68	200	70	108 Interviewing, project management, evaluation, agroforestry, agronomy, animal science	Staff work in multidisciplinary teams as most of the activities are inter-related.			.1.
Niger	150	9	3	6 Mostly agriculture, fertilizer use, health care and public sanitation	Multidisciplinary teams			.1.
	115	0	0	0 Agroforestry				.1.
	48	7	0	7 Interviewing, research methodology and scientific method	Both when necessary			.1.
	42	7	1	2 Project management, health care training	Singly, lecturing and practical demonstration, close monitoring and reporting to group			.1.

CURE Total Women Men Staff skills and expertise

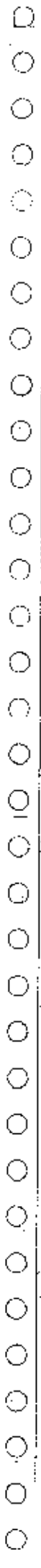
City 1-4y 4-10y >10y

10 00

24	5	2	3	3	3	Work in multidisciplinary teams or individually
105	28	4	16	4	16	Depends on nature of project - often adopt a multidisciplinary approach Staff work in multidisciplinary team at any one location to cover the range of activities mentioned earlier - this reduces costs Multidisciplinary approach
62	92	2	28	2	28	Multidisciplinary approach
106	1323	93	1230	93	1230	Multidisciplinary teams
93	10	4	6	4	6	Simply
84	45	0	15	0	15	In teams - some activities involve more intensive collaboration than others
114	40	14	16	14	16	Teams: diagnostic RBMs in 2 villages by teams of 20, subdivided into groups of 3-4 by language ability, specialization and gender. Topical RBMs by small groups to gain more detailed understanding of issues & identify projects more precisely
60	4	0	2	4	2	Multidisciplinary teams
65	2	1	1	2	1	Multidisciplinary teams
53	30	10	20	30	10	Multidisciplinary teams
703	63	40	23	63	40	In multidisciplinary teams
716	0	0	0	0	0	Intense collaboration: teams of social scientists, agronomists, breeders and plant pathologists
740	102	10	40	102	10	Individually
755	50	0	0	50	0	They often work in multidisciplinary teams for complementarity during discussions
749	0	0	0	0	0	Individually and in multidisciplinary teams
717	10	1	3	10	1	In teams of 2 in the field - trainings are prepared by a team of 4-5 people
742	7	2	5	7	2	Prefer working in multidisciplinary teams
721	14	3	6	14	3	
743	10	0	10	10	0	

Revised

Seasonal



CODE	Total staff	Women	Men	Staff skills and expertise	Work in multidisciplinary teams or individually	1-4	4-10	>10
750	28	0	0		In multidisciplinary teams			.7.
736	0	0	0		Multidisciplinary teams	.7.	.7.	
731	40	0	0	Forestry, extension science, sensitisation				.7.
165	0	0	0					
746	11	3	8	Forestry, community development, adult education, rural extension science, women's issues, energy economics, fruit and vegetable marketing, project implementation, cattle pastures	Usually individually, sometimes multidisciplinary teams			.7.
710	65	6	10	Women's issues, forestry	Only as foresters, but cooperation with other services (livesstock, agriculture) exists		.7.	
718	47	0	0					.7.
Sierra Leone	2	6	2	Forestry, science education, medical doctor, administration, public relations.	Singly. The environmental conservation education officers visits village communities, singly although the strategy is planned together with the forestry head of his region. Single in monitoring trips, multidisciplinary team for evaluations			.7.
104	7	2	5	Project management, social work, sustainable development				.7.
South Africa	5	31	0	Intervening, project and research management, agricultural sciences, human relations, statistical and assessment skills	Usually multidisciplinary teams, rarely individually			.7.
59	20	0	0	Activities predominantly relating to agriculture	More often than not singly, but with considerable overlap between programmes			.7.
145	62	22	4	Primary health care workers, facilitation, organisational development, project leaders	Usually multidisciplinary teams, especially initially, later facilitators often work directly with the community or with groups or individuals			.7.
86	8	0	2		Multidisciplinary - botany, biography, social science, education, anthropology, psychology, history, economics			.7.
73	66	59	1	Pre-primary education, primary health care, interpersonal skills	Sometimes singly, sometimes as a team, depending on the conditions			.7.
Sudan	144	0	0	Intervening, project management, agroforestry, agricultural extension, maternal and child health care training, sanitation and hygiene extension, encourage training on identification of problems and project development	Multidisciplinary			.7.
76	5	1	3	Management, extension officers	Implementation of forestry project implies dealing with the forestry related problems in a wide sense - eg extension staff give advice on water conservation, soil conservation, energy saving, etc			.7.
45	45	0	20	A wide range of expertise and skills including all fields of agriculture and rural development	Usually the staff members work singly, but multidisciplinary work occurs from time to time			.7.
94	58	16	22	Project management, agroforestry, production and dissemination of improved stores, tree planting and nursery techniques, interviewing, forest management	Mainly multidisciplinary teams			.7.

work in multidisciplinary teams or individually

Men Staff skills and expertise

0000 Total Women staff

Code	Total	Men	Women	Staff skills and expertise	Work in multidisciplinary teams or individually
37	3	1	2	SECS members include specialists in all natural resources and environmental related disciplines	Multidisciplinary approach is the usual approach for planning and execution of SECS projects .7.
131	213	3	3	Planning, interviewing, report writing, computing, economy, agriculture, nutrition, credit, project management, anthropology	Multidisciplinary teams of a minimum of 3 members: discussion leader, record keeper, general observer .7.
43	25	6	19	Project management, interviewing, fertiliser use	.7.
14	6	0	0	Interviewing, project management, agroforestry, fertiliser use, training, organisational behaviour, man management, farm management, extension, marketing, environmental management, computing, etc	depends on size of project and skills needed .7.
Tanzania	97	15	3	5 Interviewing, fertilizer use, rural health	Multidisciplinary - the team usually has plant protection personnel, agronomists and extension workers .7.
81	12	1	2	Sociology, planning and building, environmental engineering, urban development	Multidisciplinary - combine social scientists, planners and hydrological engineers .7.
15	12	0	3	Socio-economic surveys, agronomy, horticultural skills, extension methodology and agricultural marketing	Staff members work as a multidisciplinary team composed of sociologists, extensionists, agronomists, land use planners, horticulturalists and animal scientists .7.
127	0	0	0	Interviewing, agroforestry	Multidisciplinary teams .7.
116	2000	940	60	Radio programming, film showing, agroforestry, communication skills, etc	Singly in tree growing projects and multidisciplinary (forestry, livestock, agriculture) in soil conservation/agroforestry projects .7.
3	2000	0	0	500-600 assistant forest officers (certificate level) working with extension in villages, planning, reporting, etc. 1450 ward foresters (no formal training) working with ext., nursery work. 40 forest officers (BSc) and 110 working with ext., mass media	Varies in different projects/areas. A few projects are by nature multi-disciplinary. Normally informal contacts with agriculture, comm dev, etc are established. .7.
75	6	2	4	Agroforestry, forestry, agriculture, community development, project management	Both - multidisciplinary when starting, thereafter, mostly singly .7.
90	280	80	200	Extension, interviewing, agroforestry, conservation	Work as multidisciplinary teams with agriculture, livestock, community development, lands and policy makers .7.
85	11	1	4	Agriculture, animal husbandry, participatory methods	Mostly singly - we try to give each staff member a multidisciplinary training .7.
27	14	5	9	Community development, agricultural extension, co-operative	The staff, working as animators, do integrate with other extension staff of other disciplines like health, forestry, livestock .7.
17	17	5	8	Group dynamics, extension marketing, implement production, monitoring & evaluation	Both, depending on activity being conducted .7.
140	60	8	15	Agriculture extension and agroforestry	Basically concerned with promotion of coconuts, but their approach is that of farming system - they address themselves to all the needs of that system .7.

CODE	Total staff	Men	Women	Staff skills and expertise	Work in multidisciplinary teams or individually	Ref
154	130	30	100	They come from different cadres - certificate, diploma holders, graduates, veteran foresters with high skills in community forestry, agroforestry, afforestation and reforestation (forests, trees and soil)	Staff work in multidisciplinary teams as foresters as agronomists, horticulturalists, land use planners, livestock dev. officers, wildlife, beekeeping officers, community dev. officers, water engineers, hydrologists, politicians	.1.
153	6	2	1		In teams	.1.
128	150	5	19	Interviewing, project management, forestry, fertiliser use, audio-visual skills, record keeping, financial management	Multidisciplinary research teams (agro-economics, animal nutrition, extension, livestock breeding, agronomy)	.1.
137	20	5	6		Multidisciplinary teams	.1.
138	150	8	0	Agroforestry, use of manure, crop storage, ox implements, health, nutrition, health care training, sanitation, forestry, group discussions, role plays	Singly, but are struggling to combine disciplines more often	.1.
36	30	12	18	Agroforestry and income generating projects	Multidisciplinary	.1.
22	6	0	2	Forestry - botany, agroforestry	Due to poor/lack of coordination with other sectors, there has been a tendency to work singly. Very rarely has the team worked with extension staff in forestry, agriculture, livestock, etc	.1.
139	12	2	10	Expertise from government bodies and other local organisations plus trained staff		.1.
28	5	0	0			.1.
79	5	1	4	Interviewing, project management, agriculture, forestry, water/sanitation	Staff members work in multidisciplinary teams. This is done during the stage of planning, conducting seminars with local community, holding group meetings, project visiting and followup and finally evaluating the projects	.1.
744	10	0	0	Primary health care, forestry, use of fertilisers	Multidisciplinary teams	.1.
708	36	4	7	Agriculture, environmental protection, adult education, communication skills, management	Multidisciplinary team (agronomist, sociologists, social scientist) decide about request for training, and tall village level worker what the answer is.	.1.
721	0	0	0		Multidisciplinary teams	.1.
122	309	21	246	Interviewing, project management, agroforestry, fertiliser use, primary health care training, simple record keeping, crop and vegetable production, river fishing, beekeeping, animal husbandry, literacy, nursery	Multidisciplinary teams	.1.
110	6	0	0			.1.
136	4	4	0	Health, agriculture, planning, management, monitoring and evaluation	From multi-sectoral meetings to needs assessment, planning, implementation, 1/2 all levels of cycle are participatory/multidisciplinary	.1.
722	7	1	6	Agroforestry	Multidisciplinary teams, with government agent	.1.
754	0	0	0			.1.

CODE	Total staff	Men	Women	Staff skills and expertise	Work in multidisciplinary teams or individually	<1y 1-4y 4-10y >10y
745	60	0	0	Expertise in identification, installation and use of systems using renewable energy, economic evaluation of these systems	Multidisciplinary teams (technicians, economists, sociologists)	.7.
704	12	0	0	Community participation in project development, modern methods, community health care		.7.
107	20	3	7	Multidisciplinary training and training trainers	Both ways depending on availability of others and opportunity	.7.
720	10	0	0	Forestry, windbreaks, agroforestry	Multidisciplinary teams	.7.
46	8030	0	0	Skills depending on sector, generally technical expertise, overseas experience and good communication/people skills are required	Multidisciplinary teams. There are usually several extensionists who each have slightly different areas of expertise	.7.
6	30	0	0	Interviewing, agro-forestry extension, participatory management/institutional dev, rural credit, small-scale industry promotion, technology transfer	This is project dependent	.7.
62	70	15	21	Primary health care, agriculture, water, education, women in development	We work in a cell of three units. Each unit is headed by a member from one sector, but each of the three call upon each other for professional support	.7.
95	5	2	3	Community participation, training of trainers and health education	Our staff members usually work closely with the community	
70	9	0	2	Draw on resource people having required skills - from the university and Dept of Agriculture and Health. One worker has a diploma in development studies (Dublin)	Normally in multidisciplinary teams especially in the planning stage. At the implementation stage the workers employed by Concern as well as local community staff members work as a team in most cases to avoid boredom and create interest	.7.
72	0	6	2	Tree planting, primary health care	Staff members work as a team in most cases to avoid boredom and create interest	.7.
135	11	7	4	Tailoring, youth counselling, advisory skills	Usually multidisciplinary approach becomes prominent because of the complex nature and inter-relatedness of situations at local level	.7.
38	14	0	3	Design of forestry programmes, traditional forestry, community forestry and extension services	In most cases staff work as a group, but occasionally a co-operative officer and agricultural officer is invited to offer technical advice once in a while	.7.
71	11	6	0	Project management, agroforestry, cookstove construction, education, monitoring, nursery work	Some in teams, some not. It depends on the need and difficulty of the activity	.7.
47	30	10	0	Project planning, monitoring, implementation and evaluation, agriculture, agroforestry, livestock management, fertiliser use and primary health care	Work in multidisciplinary teams because our development programmes are integrated	.7.
757	7	3	4	Three interviewers (diplomats), 1 qualified nurse, practical training in community development.	Both in multidisciplinary teams and individually. They can be found working in a health project, as well as livestock or forestry projects, etc.	.7.
702	40	0	0	Forestry, agroforestry, small animal husbandry, aquaculture, human and animal nutrition	Sometimes singly, sometimes interdisciplinary	.7.
730	15	8	7	Nutrition, nursing, agriculture, teaching	Multidisciplinary teams	.7.

CODE	Total staff	Men	Women	Staff skills and expertise	Work in multidisciplinary teams or individually	1-4y	4-10y	>10y
728	350	80	80	30 Formal surveys, extension agent, community development, veterinary medicine, agronomy, midwifery, health care	In teams, with one local person and a permanent staff member	.7.		
148	88	10	10	70 Social and technical scientists, mostly MSc level (some PhDs); field assistants trained to certificate level in general agriculture	Multidisciplinary - sociologists, economists, agronomists, extension specialists, commodity research scientists	.7.		
159	14	2	2	8 Those working with participatory methods are: 1 sociologist, 1 agronomist, 6 trial assistants (1 woman) and 1 research assistants (local people, including 1 woman)	Most of the participatory work is conducted by the trial/research assistants, guided by the sociologists and sometimes with the agronomist	.7.		
120	8	2	2	3 Agriculture (agronomy), on-farm research, research - extension, liaison, women's promotion, social economy	Multidisciplinary	.7.		
50	20	0	0	5 Interviewing	Whole process of farming systems research in programs revolves around notion of multidisciplinary approach	.7.		
108	88	1	1	3 Agriculture, agroforestry, forestry, training, project management, interviewing, home economics	Members work singly but are jack of all trades where they fall they seek advise from others	.7.		
134	11	5	6	6	Staff work in multidisciplinary teams guided by the organization's policies and conditions of work	.7.		
41	38	10	10	20 Staff have a range of technical skills in their own areas	Formal meetings multidisciplinary, implementational follow up usually single discipline	.7.		
96	60	20	20	27 Field enumerators, field nutrition demonstrators, field extension staff & trials assistants, subject matter specialists at district & prov levels, research agronomists & economists, bee-keeping, monitoring and evaluation officers	Extension & research staff do participate in problem diagnosis at field level and in shows and demonstrations. Professionals are all on project management committee	.7.		
98	40	0	0	0 Basic agroforestry skills	In most cases staff members work in multidisciplinary teams, eg forestry, agriculture and national resources department.	.7.		
117	8	1	1	4 Interviewing, project identification, planning, management and monitoring, various industrial skills	From the time a project is identified work teams become increasingly interdisciplinary until successful implementation. Evaluation is always interdisciplinary	.7.		
9	8	5	5	3 Psychology, social work, mass communication, African development studies, languages, anthropology; management	Planning is multidisciplinary, is important to speak the language so the one who knows the language will lead	.7.		
66	20	0	0	10 Interviewing, project management, agroforestry, soil conservation	In multidisciplinary teams - foresters, soil conservation officers, agronomists, animal husbandry officers	.7.		
129	2	0	0	0 Agroforestry	Multidisciplinary with soil scientists, agroforesters, agronomists, economists in related projects at the station	.7.		
33	250	6	6	18 Statistics, project management, planning, operations, research methods, Rapid Appraisal, Interviews, observation	Multidisciplinary team of specialists	.7.		
109	0	0	0	0 Agroforestry, design & dressmaking, family planning, pre-school education, adult education, poultry raising, breadmaking, crop production, soap/vaseline-making, etc		.7.		

CODE	Total staff	Men	Women	Staff skills and expertise	Work in multidisciplinary teams or individually	<1-1-ly 4-10y >10y
69	2500	0	10	Biologists, economists	Of course	.1.
113	15	2	7	Project management, agriculture, accounting, business management, social work/research	Multidisciplinary teams or singly depending on the activity	.1.
123	25	2	12	Interviewing, project management, agroforestry, training	Multidisciplinary teams (agricultural expert, dairy specialist, sociologist, economist, accounting/management, training)	.1.
88	11	1	3	Nursing health, nursing education, adult education, industrial training, rural development, national parks and wildlife	Singly	.1.
4	0	0	0		First phase is altering institutions, developing management and financial capacities of committees. Technical issues come later and vary. Sequential work. No pressure to spend/do projects.	.1.
161	4	2	2	Interviewing, running workshops using (Freirian) participatory techniques, project management, MPT selection, nursery techniques, record keeping	The staff is small but we have a sociologist, ecologist and forester	.1.
143	48	0	14	Agriculture, building, metalwork, carpentry, domestic science, project management	Multidisciplinary teams to cater for different needs of communities	.1.
8	1	0	0	Outside organisations have been brought to the farmers via the project in a participatory context eg for discussions on indigenous trees, tree nurseries, meetings with savings club members etc	Multidisciplinary for surveys and evaluation	.1.
21	62	25	37	Agriculture technology, project management, extension, skills training	Multidisciplinary teams - whatever gathering at least a member of each department will be involved	.1.
12	10	1	9	The lawyer percentages, who are men, have a minimum of 5 years experience in project management	They work as a team - project officer/coordinator	.1.
34	4	1	3	Interviewing, proj management, agroforestry, fertiliser use, primary health care training, etc - applied within the animation context. We have no 'technical answers' or resources, and only raise questions.	Non-disciplinary (inter-disciplinary is contrived)	.1.
151	38	3	1	Project management, gender issues, business management skills, interviewing, questionnaire design, training of defined areas trainers	Singly or with extension staff working on the projects in defined areas	.1.
112	0	0	0		We work as a team - multidisciplinary	.1.
26	500	100	400	Teachers, doctors, nurses, project officers, accountants, etc		.1.
77	19	0	0			.1.
56	19	16	0	Project management, agroforestry, primary health care, training	Our field workers individually run courses at village level and provincial level for members. We have 15 field workers and they individually run courses and visit groups.	.1.

CODE	Total staff	Women	Men	Staff skills and expertise	Work in multidisciplinary teams or individually	<y 1-y 4-10y >10y
55	90	30	40	Project management, agronomy, animal husbandry, extension, primary health care, baseline survey/lay/needs assessment, monitoring, evaluation	Multidisciplinary teams - depending on task ahead, eg project designing, a design team is formed and it is usually formed by people from diverse training backgrounds and government ministries	

Appendix 10 Training courses

TRAINING COURSES

(Question 8: Type of course, course participants, open/closed courses)

CODE	Offer	Course participants	Skills and special methods trained	Open to others
Algeria	732 .I.	Mainly future extension agents	Social psychology, tribal management, agroecology, knowledge about the environment	.I.
Angola	901 902 904			
Benin	760 .I. 761 .I. 753 .I. 725 .I. 737 .I.	The villagers who ask us for help Agronomy students Peace Corps volunteers Had one seminar on MIA with other researchers of Benin institutions	Agriculture, women's development, hygiene and health Agriculture, forestry, livestock, water and sanitation, family education, hygiene Research and development course.	.I. .I. .I.
Botswana	13 .I.	Youth groups and volunteer leaders	Leadership, project management, vegetable production and home economics skills	
	130			
	92 .I.	Our self managed production enterprises members	Participatory methods, production planning and organization, book-keeping and marketing	.I.
	54			
	91 .I.	School teachers, village people	Use and function of trees, tree planting and tree care, integrated landscape in agroforestry development	.I.
	7 .I. 44	Farmers, forestry students	Forestry and agroforestry	
	101			
	18			
	30 .I. 31	Research scientists and technicians	Artisanal skills, management of income generation projects, book-keeping, group dynamics and management	.I. .I.
	1		Agricultural research	
	59 .I. 707 .I.	Fishworkers, some government officers, some village members Villagers	Processing of indigenous plant products (foods, medicines, crafts). Growing of indigenous food plants using micro-catchment systems. Banking, focus group discussions Construction of water holders (organisation of 'chantiers', economic activities related to water harvesting (...), tree planting, ...)	.I. .I.
Britain				
Benkina Pasa				

CODE	Offer	Course participants	Skills and special methods trained	Open to others
734	Once held a seminar for village level workers of national association			
735	Village workers and village men			
714 .1.			Agroforestry, livestock, water resources development, discussion, interviews, workshops, community meetings, visits	.1.
715			Environmental awareness, communication and motivation skills, identification of training needs, formulation of village group projects.	.1.
758 .1.				
752				
727				
712 .1.	Men of village level groups, women, others		Agriculture, forestry, livestock, nutrition, rural industries, education	.1.
751 .1.	Local level extension workers.		Anti-erosion, the importance of trees in the rural environment.	.1.
713 .1.	Students, womens groups, large family groups and tribal assemblies		Role of women in developing resources, household waste and a habitable environment, waste management	.1.
164 .1.	Students, extension officers, project staff		Rapid appraisals, problem oriented approach	.1.
709 .1.	Women leaders, training of trainers, day care center attendants, etc		Training of trainers in health concerns, sensitising the village women about AIDS, development and management of small scale enterprises	.1.
748 .1.	Future trainers, animators, development agents.		As mentioned for question 4.	.1.
700 .1.	Extension agents and technicians of Ministry of Agriculture, of religious missions, of NGOs - those responsible for village/farmer groups		Agricultural extension, rural community development/self-help, skills needed for extension agents	.1.
719 .1.	Villagers		Education, agriculture, forestry	.1.
900 .1.	Rural extension workers and social animators. Training planned for groups of rural people in future		Not yet defined. First 90A course provided by IIRD	.1.
701 .1.	Extension agents, forestry students, village men		Agriculture (intensification by using organic material and natural phosphates)	.1.
103 .1.	Agriculture officers, forestry engineers and some village men		Forestry, pomology & vegetable crops	.1.
39 .1.	National on-farm researchers and extensionists		Methods of involving farmers	.1.
142			Agriculture, forestry, nutrition, health, water and sanitation, rural enterprise/income-generation	
51 .1.	Technical experts, development agents and catchment technicians		Soil conservation and community forestry, group discussions/community meetings, participatory planning	.1.
124			Agriculture, forestry, livestock, health and water development in form of workshops, group discussions and community meetings	.1.
132			Maintaining interest of farmers and respecting local knowledge & resources	
130 .1.	Development agents (extension officers)		Cash saving, land use management, forestry, family planning, house management	.1.
162 .1.	Peasants, village women, water engineers, soil conservation experts		Rural communication, support to rural organisation, planning local development, land use management, NRA	.1.
741 .1.	Villagers, supervisors, development workers (village-level, medium level), researchers, expatriates, NGOs			

CODE	Offer training	Course participants	Skills and special methods trained	Open to others
61				
163 .1.	Village men, women farmers		Organic and bio-dynamic farming systems	.1.
146 .1.	Agricultural research staff, agricultural extension staff		Planning on-farm research.	.1.
40				
49 .1.	Trainers, women farmers, village men, agr. extension officers, forestry students, volunteers, developers, missionaries, church workers in development, service occupation, personnel		Learning any African language & supervision of that process, learning African cultures to level that is necessary for cross-cultural work	.1.
57 .1.	Women extension officers, future trainers, women farmers, farmers in general, youth in and out of school		Agriculture - vegetable production: cereals, staples and legumes, food utilisation, processing and preservation demonstration, home management and farmland improvement skills	.1.
738 .1.	Village communities, 'pilot' farmers, agricultural extension agents, small children		Integrated management of development projects: nature conservation, self-sufficiency in food, improved quality of life, inclusion of children in environmental management	
11 .1.	Departmental heads at district, divisional and locational levels, leaders and extension workers		Preventive and promotive health care, diagnosing and treatment of minor ailments by community members	.1.
32 .1.	All programme participants		Any training we give is preceded by training needs assessment of the target group. A curriculum is developed. The curriculum is then reviewed with the facilitators before training is mounted	.1.
149 .1.	Project participants (beneficiaries) and a cadre of community trainers		Group discussions, informal interviews, games, workshops, drama/role play, story-telling, diagrams, community meetings, record-keeping, ranking exercises	
74 .1.	Mixed community leaders to be trainers		General	.1.
157 .1.	Extension officers in agriculture, animal husbandry, forestry, RSO extension officers and church organisations		Agroforestry and extension methods (mirror techniques, role plays, etc)	.1.
15 .1.	Forestry extension officers		Group discussions, informal interviews, role plays, demonstrations, workshops, etc	.1.
52 .1.	Community social workers, agricultural extension officers, adult education teachers, women group leaders, school teachers		Tree nursery attendance, general methods of transplanting, how to operate the group's posho/mulise mill	
78 .1.	Women farmers and group members		See answer to question 4 (group discussions, informal interviews, workshops, diagramming)	.1.
87 .1.	National researchers, extensionists and education/trainers with interest or involvement in agroforestry		Interview techniques, informal surveys, evaluation of varieties with farmers	.1.
155	Research and extension officers			
21 .1.				
156 .1.	Subject matter specialists from governments and NGOs		Forestry, agriculture, record-keeping	.1.
133 .1.	Future trainers and community members			.1.
83				
25 .1.	Future trainers, members of staff in the field and at HQ, farmers who are elected as leaders (both men and women)		Extension services in agriculture, agroforestry, rural businesses, leadership, communication skills, use of audiovisual aids, etc	
63 .1.	Future trainers known as study group organisers, women and men farmers, youth groups etc		Agriculture as a whole and forestry subjects - thorough printed booklets knowledge is passed to the farmers and they use the same in practical work	

CODE	Offer training	Course participants	Skills and special methods trained	Open to others
126	.F.	Government officials, forestry and agriculture extension staff, school teachers, women's groups leaders, leading farmers	Depends	.F.
10	.F.	Women farmers, village men, agricultural and forestry managers and extensionists, teachers	Local community training, methods and techniques, extension methods, general and specific subjects in social forestry and agroforestry discussions, meeting, seminars	.F.
160	.F.	Women farmers, school students, village men	Environmental management, soil and water conservation, use of participatory methods	.F.
80	.F.	Government extension staff, NGOs with special interest in community/grassroots projects	Forestry, rural industries/business enterprise, education, community meetings, group discussions	.F.
121	.F.	Women farmers, forestry students	Paraling	.F.
29	.F.	Women farmers	Training is based mainly on community participation in development work, improve leadership, problem analysis and institution building	.F.
89	.F.	Future trainers and community groups - both men and women	Soil conservation, agroforestry	.F.
125	.F.	Extension officers, trainers, volunteers, associate experts	Most work concentrated on entomological research	.F.
111		Will train farmers, extensionists and project staff		.F.
67		Volunteer Unit leaders and scout commissioners		
35	.F.	Women groups, training of trainers	General scout training, project identification, fundraising, administration and financial management	.F.
158	.F.		Games, stories, drawings, informal interviews, workshops, seminars, visiting operational groups for practical purposes, record keeping using symbols	.F.
102	.F.	Future trainers: university students (range managers, forestry or ecologists), district heads of department, scientists	Multidisciplinary approach for better management of arid and semi-arid rangelands - for sustainable production systems, ie livestock production, range and woodland management, soil conservation, education and extension	.F.
19	.F.	Project staff, committee members	Project training courses with attention towards project's aims and goals	.F.
106	.F.	Student leaders and teachers	Community conservation strategies	.F.
99	.F.	Village leaders, farmers, agricultural extension, health professionals, teachers, other non governmental heads	Community based development skills, leadership, nutrition, training artisans (water tanks), health care, agriculture	.F.
64	.F.	Project extension workers, community motivators, development supervisors/managers	Community mobilisation, project planning with communities, community based monitoring and evaluation	.F.
759	.F.	Farmers' representatives, technical field workers, ag course in 'U' animation en milieu paysan'	5 agroforestry themes, 4 farmer forestry themes, 3 social and economic development themes	.F.
705	.F.	Agricultural extension agents	Paraling systems research, training and technology transfer, special rice production training course (IRRI, Philippines)	.F.
141	.F.	Forestry, teachers	Forestry education and training, forestry extension	.F.
20	.F.	Forestry students, farmers (men & women)	Forestry technologies	.F.
756				
724	.F.	Farmers, project personnel, extension agents, health workers, midwives, supervisors, local NGOs	Community development techniques, environmental studies, training methods, adult communication skills	.F.
706				
747				.F.

CODE	Offer training	Course participants	Skills and special methods trained	Open to others
726	.7.	Extension agents, community development workers	Production, bookkeeping, commercialisation	.7.
729				
739				
901	.7.	Men and women who have good capacity for working in rural and semi-urban settings	Education for development, nutrition, agriculture, workshops and community meetings	.7.
711	.7.	Leaders of national MSO's and of village associations	Management, organisation, extension, accounting	.7.
147			In agriculture, livestock and animal health	
152	.7.	Future trainers, village men, women farmers, agricultural extension officers	Agriculture, livestock, business enterprises	.7.
119	.7.	Local farmers both women and men together with out of school youths	Livestock and poultry raising, fish farming, community development, crop and vegetable farming, simple health care	.7.
68	.7.	Prototype farmers, agric extension staff and zealous & enterprising members of rural community	Training given on all aspects of agriculture and commercial importance of inputs	.7.
150				
115				
48	.7.	Trainers, eg local government authority administrators	Lectures and practicals in farm management, rural development, marketing, financing, budgeting, land use, land tenure, agrarian reform	.7.
42	.7.	Women farmers, village men, agricultural students	Seed control in arable crops, child care for the woman farmer, African women's needs, roles and potential, cooperatives, rural industries (food oils), community dev, environment & dev	.7.
24	.7.	Women farmers, village men, agricultural extension agents	Skills: forestry, agriculture/agroforestry, water resources. Methods: group discussions, informal interviews, workshops	.7.
105	.7.	Men & women farmers and agricultural extension officers	Agriculture, forestry, livestock, nutrition and general education - through training courses and workshops	.7.
92	.7.	Future trainers, village men, extension officers, agricultural students	Agriculture, specifically in soil survey, fertility and conservation areas	.7.
106	.7.	Future trainers, women farmers, agricultural extension officers, village men	Agriculture, livestock, rural industries	.7.
99				
84	.7.	Future trainers, women farmers, village men, agricultural extension officers	Research methods, both on-station and on-farm. Train village people only on own project sites	.7.
114	.7.	Local, state and parastatal government officials and university staff	SSIs, mapping, transects, strategic choice, seasonal calendars, organizational charts, trend lines, historical profiles. Workshop planned on significance of indigenous knowledge for agriculture for ABEA in the Middle Belt state of Nigeria	.7.
60				
65		Planning for this is in progress	Skills are acquired through individual training	
59		Planning to run courses for women farmers, agricultural officers and village men, etc when have the funding	Water and sanitation, agriculture, forestry, health through seminars and lectures	.7.
703				

Rwanda

CODE	Offer	Course participants	Skills and special methods trained	Open to others
		training		
716	.T.	Trainers, national agricultural researchers	Self-management of water systems, focus group discussions, participatory monitoring and evaluation	.T.
740	.T.	Extension agents, village men	Agroforestry, management of a family farm, vegetable gardening, anti-erosion measures, stabilising steep slopes, radical terraces, soil fertility, poultry and goat keeping	.T.
755	.T.	Agricultural trainers and students	Diverse themes. Difference between modern and traditional agriculture. How to train the man of the future. How and at which moment a meeting is conducted, and discussions held.	.T.
749	.T.	Future trainers, village men, agriculture extension workers	Biological agriculture, market gardening in dry areas, livestock, biodynamic agriculture, beekeeping, agroforestry, nutrition and health	.T.
717	.T.	Village level trainers and facilitators	Collective reflection, agriculture, forestry, livestock, communication, planning, evaluation, management	.T.
742			Local level planning, project management.	.T.
721	.T.	Village-level workers	Nursery techniques, reforestry in arid zones, village market gardening, construction and maintenance of improved stoves	.T.
740			RZA	.T.
750	.T.	Students that will work in assistance (training, management) and rural people. Rural development technicians, MSU's.	Fruit and vegetable marketing, identification and formulation of village projects, tree planting techniques, group work, pasture techniques, simple management techniques	.T.
736			GRAP method, planning to use RZA	
731	.T.	Villagers (men, women, youth)	Agriculture, water resources development, health, education, discussion, decision-making	.T.
165	.T.	researchers in post-production research		
746				
710	.T.	Extension agents and community development workers of the project		
718	.T.	Trainers, extension agents, community development workers		
Sierra Leone				
2				
104				
South Africa				
5	.T.	Agricultural extension officers	Short courses on specific topics for middle level management staff vegetable production, small scale poultry, leadership etc for community groups	.T.
58			All aspects of practical agriculture	
145	.T.	Mainly future trainers, community members also receive organisational training	Organisation development, water and sanitation, agriculture, rural development	.T.
86			Educare/community involvement	.T.
73	.T.	Future trainers, educare workers, communities interested in the educare of their children		
144	.T.	Teachers - students, women & men farmers, agricultural extensionists, health worker village women, health committee, agricultural credit groups	Agriculture, forestry, nutrition, health, water and sanitation, relief operation	.T.

CODE	Offer	Course participants	Skills and special methods trained	Open to others
76	.1.	Farmers, extension agents	Forestry, environmental protection	.1.
45				
94	.1.	Assistant conservator of forests, farmers, school students, women, social workers, villagers, nutrition centre teachers, adult education teachers, agricultural extension agents	Collection of socio-economic data, forestry extension and communication, improved wood stores (uses, production, dissemination)	.1.
37	.1.	Future trainers, natural resource managers, journalists, students, etc	Public awareness, forestry, sanitation, health & wildlife	.1.
132	.1.	Project staff, staff from other organisations working in the area	R&D techniques and application in different projects/sectors	.1.
43	.1.	Women farmers & women who work with women in villages (staff)	Women and development - how to get women to participate in different project processes	.1.
14	.1.	Future trainers, agricultural extension officers, project managers, estate & section managers, environmentalists, entrepreneurs	(See attached 1991 calendar)	.1.
97	.1.	Village men and women, village extension workers	Production of feeding materials, principles of extension	.1.
51	.1.	Postgraduate/in-service personnel in the field of human settlements	Human settlement planning and building water supply and sanitation	.1.
16				
127	.1.	Future trainers, forestry extension officers	Rural development, mass mobilisation, psychology, physiology	.1.
136	.1.	Forest extension officers		.1.
3	.1.	All foresters working in Community Forestry Programs (cert. and above) to be future trainers. Forestry students.	Participatory planning monitoring and evaluation through map drawing. Participatory extension, how to involve women's perspectives/women in forestry.	.1.
75	.1.	Extension staff	Forestry, agriculture, community development	.1.
90	.1.	Farmers, school teachers, technical staff (agriculture, forestry, lands, livestock and community development), government and party leaders of various cadres	Soil erosion control, agroforestry, zero-grazing, land use plans, tree planting	.1.
85	.1.	Trainers	Agriculture, workshops - communication skills	.1.
27	.1.	Internal and external animators, facilitators, group members	Animation, planning, leadership, project management	.1.
17			Agricultural extension, marketing, gender sensitivity, small-scale workshop development	.1.
140				
154	.1.	Future trainers, women farmers, village men, agricultural officers, foresters	Forestry - skills are given through displays of mass media, posters, both informal and formal meetings, seminars	.1.
153	.1.	Partners		.1.
128	.1.	Future trainers, farmers, agricultural extension officers, students	Agriculture, livestock management, animal nutrition, use of animal power, pasture and forage establishment and management	.1.
137	.1.	Extension workers: agriculture, livestock, forestry	Plenary discussions, small group discussions and dialoging	.1.
138	.1.	village extension workers, forestry workers	Role play, use of audio visual media	.1.
35	.1.	Future trainers, women farmers, village men and extension staff	Agroforestry, forestry, soil conservation, water and sanitation and animal husbandry practice	.1.
22			Likely to be involved in providing demonstrations to farmers etc, suitable agroforestry practice & silvicultural practice of raising trees	.1.

Code	Offer	Course participants	Skills and special methods trained	Open to others
139				
28				
79 .1.		Women groups and village builders committees	Group leadership: how to organize and manage discussion groups, project planning and report writing, skills in - agriculture, forestry, water sanitation, etc through extension staff	.1.
744				
708 .1.		Future trainers, village level workers or project responsables, village leaders, villagers	Organization and management of groups and activities, community development, environmentally sound production techniques	.1.
723 .1.		Village level community development workers		
122				
118		Village men and women	Community development	
136 .1.		All categories	Improved agronomic practices, ORZ, malaria prophylaxis, food processing & conservation, water and sanitation, management and organizational skills upgrading	.1.
722 .1.		Agricultural and agroforestry extension agents	Communication and extension sciences, demonstration/teaching skills, agroforestry (introduction and specific skills)	.1.
751				
745		Future extension agents, installers of photovoltaic systems, mason, plumbers for biogas installations, farmers, users of improved stoves	Construction and installation of photovoltaic systems	.1.
704 .1.		Primary school teachers to manage the development associations of the schools, village committees that (will) manage projects, etc		.1.
107 .1.		Local government staff	Health, agriculture, loan, infrastructure, etc	
720				
46 .1.		Extensionists, trainers, farmers (men & women), government workers	Demonstrations, discussion leading, technical areas, interviewing, diagraming, presentational skills	
6				
62		Future trainers, women and men farmers, local unions	Agriculture, nutrition, water and sanitation, family planning, teachers courses and adult literacy teachers	
95 .1.		Future trainers, ordinary village people and the opinion leaders	Nutrition skills, literacy skills, community mobilisation and motivation skills	.1.
70				
72				
135 .1.		Groups of youth, women/men, teachers, members of rural community in decision making process, heads of institutional establishments - 14,	Making educational materials, posters for example handicrafts, appropriate technologies, food preparation & preservation, local medicinal herbs, environmental protection - eg tree planting, tailoring, needlework	.1.
38 .1.		Ed, health, community dev, local civic leaders, eg church Forestry students	Forestry extension methods & practices, assessment of farmer needs before recommending, community forestry production systems	.1.
71 .1.		Youths and women who are organized in their groups, who in turn train others up to grassroots	Forestry management skills, construction of cookstoves	.1.
47 .1.		Women farmers and future trainers	Agriculture, nutrition, adult education, primary health care, livestock, forestry, water and sanitation	.1.

Country	Offer	Course participants	Skills and special methods trained	Open to others
Zaire	757	We want to do this in future, but lack of material, manuals and courses. It is necessary for one of us to first be trained in participatory methods. Professional trainers in rural development, village level extension agents	For SIDA: "Education about the subject of SIDA at village level." Because the Zairean rural population are not concerned with the problems of HIV infection. Agriculture, forestry, livestock, education (general), communication methods, group dynamics	.7.
	792	Extension agents, small farmers, village level community development workers	Agriculture, livestock, nutrition, health, water and sanitation, education, alfabetisation, project evaluation	.7.
	730	Informal training - extension officers trained on the job	Survey methods, management of on-farm research	
Zambia	146	district community survey teams, including government officials in agriculture, forestry, veterinarian health, and some district council members	RAA survey techniques for use in community survey work and consequent programme planning	.7.
	159	Farmers, enumerators, newly recruited staff, extension staff, extension officers	Interviews, questionnaire design, meetings	
	120	Local leadership from Section to Ward levels and extension officers who in turn become future trainers	Grassroots development, management courses, extension officers training programme, women's development programmes	.7.
	50	Field extension, enumerators and nutrition demonstrators, women farmers, farmers, bee-keepers etc	Nutrition, communication skills, basic agricultural skills, bee-keeping, record-keeping, trial management, etc	
	108	Prospective entrepreneurs, community leaders, artisans in area of small scale/rural industries development	Management, skills training, production (eg food processing, carpentry, joinery)	.7.
	114	Future trainers	Organisation building, committee membership and accounting with group discussion and workshops	.7.
	41	Agriculture extension officers, forestry officers, farmers	Nursery techniques, tending of trees in agroforestry systems, pegging of soil conservation structures - by using practicals, slides and mobile courses	.7.
	96			
	98			
	117			
	9			
	66			
	129	Own staff and SHCC member organisations	Communication approaches to communities, survey and data collection, group activation	.7.
	31	Women farmers, village men, forestry students	Wildlife management	.7.
	109	Co-op members	Business management, accounting	.7.
	69	Future trainers, women farmers, agricultural extension officers	Informal interviews, group discussions, workshops in agriculture, forestry, livestock, water sanitation, rural dairy enterprises	.7.
	113	Workers	Three sessions of face to face residency and distance education	.7.
	123	communities, district elected councillors and administrators, members of Parliament, technical groups.	institutional economics, cash-flow/mapping, service, delivery and market systems, group management	.7.
	88			
	4			

CODE	Offer training	Course participants	Skills and special methods trained	Open to others
181				
103 .T.	Rural people		Agriculture, building, sewing and knitting, pre-school, appropriate technology	.T.
1 .T.			Existing training services brought to farmers, eg Training for Transformation	.T.
21 .T.	Women community members, fieldworker students		Management of small businesses, industrial skills	.T.
12 .T.	Youth groups, women and any people involved in self help		All those listed in Q5 plus animation	
34 .T.	Village animators		Project planning and management, business management skills, sealiners, workshops, case studies, on-site visits	.T.
161 .T.	Women leaders of organisations, rural traders association executive members, crops key members, future trainers		Social research methods with emphasis on participatory research, community work with emphasis on citizen participation	
112 .T.	Social work students		Livestock and environment management, record-keeping, hygiene, cooking methods, book-keeping, diseases and their control, etc	.T.
36 .T.	Future trainers, village men/women/youths, farmers, carpenters, builders, music conductors		VOIC networks training organizations - rather than doing the training itself	.T.
77 .T.	Future trainers, NGO researchers			
56 .T.	Future trainers and anyone else		Food/nutrition using flip charts and practical demonstration, drama, films at times, but short of equipment	.T.
55 .T.	Women farmers, village men and agricultural extension officers		Crop production, livestock production, primary health care, digging and fitting wells	

Appendix 11 Material producedMATERIAL ABOUT PARTICIPATORY METHODS AND OTHER ACTIVITIES

(Question 7: Material type, title, price, and language(s) in which produced)

	Material 1	Material 2	Material 3	Material 4	Material 5	Language1	Language2	Language3
Algeria	732							
Angola	903							
	902							
	904	Jornal (Floresta) do Instituto	Fanfiesto sobre Campanha de arborizacao			Portuguesa		
Benin	760	enregistreos audiovisuais	cassettes videos	fiches techniques	articles de revues	French		
	761							
	753	Rapport de Fin d'Année (1986-1990)	Evaluation participation paysannes a la recherche (1988, 1989?)			French		
	725							
	737	Rapport de l'atelier sur les methodes de diagnostic/evaluation rapide (PMA), juin				French		
Botswana	11							
	110	Videos with Kalahari Conservation Society (in production)						
	92	Workteam (magazine)	Workshop reports			English	Setswana	
	54	ATIP Progress reports	ATIP Working Papers	ATIP Technical Reports	ATIP Annual Reports	English	English	
	91							
	7							
	44							
	101	Project means and reports						
	18	Small-scale desalination for remote area dwellers in the Kalahari Desert	Biogas technology in Botswana	The Village Artisan Training Prog - current & future trends		English	English	
	30							
	31							
	1							
Britain	59							
Burkina Faso	707	Manuel de Base pour la conception d'une reseau d'eau	manuel de Base pour la formation des responsables de chantiers et leurs assistan	Manuel pour l'entretien d/l retenues, activites economiques & problemes de Sante.	Series dispositives pour la formation des chefs de chantier	French		

CODE	Material 1	Material 2	Material 3	Material 4	Material 5	Language1	Language2	Language3
733								
734	Almanach (annual depuis 1985)	Livres cahier ruraux (édition par le CERSO), 3 no.	Articles dans Construire le Réseau du CERSO	Bandes de toile (3 titres: avoir plus d'eau, la pluie marque a nos cultures, gar	Slides, fiches, maquettes	French	French	Djola
735	Rapports d'activités	film expected shortly				French	Moore	
734	slides							
735	Rapports de formations et d'évaluations.					French		
732								
727								
712								
751	Rapports techniques, 5 sorties	Cassettes vidéo (Micromaterie, 3 sorties)	Dispositives (a preter)	Sortes a images (a preter)		French		Kirundi
713	Newsletter: "Asian Life"	Nature package for schools: "Nature Clubs, A Guide for Teachers				English		
164	student reports							
709	Video tape on "workload and women's health"	Socioeconomic Situation of women in Mwaya sub-div. & its resulting health impac				French	English	English
746								
700	Cours par correspondance de Formation a l'Autopromotion Rurale	Cours par correspondance de accompagner a l'Autopromotion Rurale	Diapositives: la journée d'une femme rurale			French		
728	Rapport d'activités annuelle	plusieurs rapports de reunion						
900								
701	Amélioration de sols par le compost	Document varies de IOR				French		
103	Reports, slides, lectures					Arabic	English	English
39	Training materials (course notes only)					English		
142	Workshop Reports							
51	Socio-economic aspects and extension in soil conservation	Socio-economic surveys for soil conservation watershed management planning	Manual for planning of community forestry measures	How to make a SC and CF work		English	Arabic	Arabic

COBE Material 1	Material 2	Material 3	Material 4	Material 5	Language1	Language2	Language3
124					English	Amharic	
132 Pictures, videos					English		
130 How to make a Community Forestry and Soil Conservation Work Plan (unpublished)					English		
162					French	Portuguese	e
741 see list included							
61							
163							
146					Twi		
49 Slides, video recordings					English		
49 Newsletter (biannual)					English	Gamadian	
57 Recipes for Maize, Cowpea and Soybean Dishes					English		
738 Film documentaire sur les zones humides coteieres					French		
11 Household Sanitary Amenities reports					English	Kiswahili	
32							
148 In process of producing videos							
74					English	Swahili	
157 Films: 4 about agroforestry methodologies					English	Swahili	
15 See attached publications list (of 2 Barrows' publications)					English	Kiswahili	
52 Booklets					English	Swahili	
78 Committee Minutes' Book and General Reports on Group's Activities					English	Swahili	
87 See attached list of FORAF publications					English	French	

CODE	Material 1	Material 2	Material 3	Material 4	Material 5	Language1	Language2	Language3
135								
21						English	Swahili	
136	slide series, 4 part, 35 books minutes					English		
133	Kushida Wjua (Fighting Hunger)					English		
83								
25	Reports - reviews of services, sales, etc farming	Booklets - on technical farming	Slides - as teaching aids	Transparencies - as teaching aids	Samples - for demonstrations	English	Swahili	
53	Slides: Growing Trees for a Better Future					English	Swahili	
126	The Socioeconomic pre-survey in Yatta B-2 Location, Kitui District	Report of the surveys on training needs	Socio-economic base-line survey of the pilot forest area	Report of the Survey on Training needs in semi-arid Areas	Social forestry techniques (I): textbook for Kitui Social Forestry Training Cent	English	Swahili	
10	Slides, posters, reports, articles					English		
160								
80	PWA Training manual (with Clark University/Bertron University)					English		
121	Project Reports					English		
29								
89	Workshop reports on Health, Group Organisation and other sectoral workshps					English		
125								
111	Community Mobilization & Involvement: a participatory research approach					English		
67								
35	Various newsletters, brochures, regular circulars					English	Kiswahili	
138	manuals: "The Tototo Way" Fadhika Saidika					English		
102								

CODE	Material 1	Material 2	Material 3	Material 4	Material 5	Language1	Language2	Language3
19	Posters, booklets, flip charts, slide show					English	Swahili	
200								
99	Self Evaluation by Jim Rupp	Two Ears of Corn by Roland Bunch				English	Spanish	
64	Pictures, slides, workshop materials					English		
759	Terminology, diapositives	calendrier paysan, affiches, brochures	affiches de sensibilis sur l'erosion/pratiques paysannes: Rakotsara & Rabajilao					
706	Agrosystem and farmer's practices and knowledge in central highland: tovars i					English		
341						English		
20	only teaching notes, syllabus and teaching aids					English		
756								
724	Fiches techniques et materiels didactiques au sein des projets specifiques					French		
706	Cassettes sonores (intermes): Hydraulique villavoise	Cassettes video (intermes): Savings, credit - hydraulique villavoise				French, Iog Bambara, Pe N'lof		
747	Reports of activities for groups involved in work.					French		
728	rapports (plusieurs)	etudes de cas (plusieurs)				French		
729	Micro-level food security monitoring in the Sahel	Food Security Bulletin				French	English	
739	Stage en exploitation					French		
901	Guides for various types of workshops.					Portuguese		
711	Manuel de gestion pratique de associations de developpement	Renforcer l'autonomie des Associations de developpement				French	English	

	Material 1	Material 2	Material 3	Material 4	Material 5	Language?	Language?
Nigeria	147						
	152 Reports	Slides	Articles	Video	Films	English	Hausa
	119						
	68 Participation of Women in Fighting Desert Encroachment in Northern Nigeria		Article on Monocropping & Soybean Production and Soil and Water Management Potentials/Utilisation		Fertilizer Uses and Crop Protection Methods	English	English
	150 Mainly project reports and some articles & pictures					English	
	115 Slides, videos					English	
	48 Report of Survey of NGOs Incorporating Women in Ondo State					English	
	42						
	24 Water quality & utilization of tin mine lakes on the Jos Plateau	Enhanced traditional agroforestry as means of conserving shrinking rainforest	Landuse and farming practices in the Eastern States of Nigeria	How community participation in water supply projects is promoted in Nigeria	Objectives and approaches for tackling soil erosion - an appraisal	English	English
	105 People in Rural Development - Peter Batchelet, Pabernoster Press Ltd	Appropriate Development, 1977				English	
	82 Reports, handouts, maps					English	Igbo
	106 Slides	Articles	Video	Photographs	Posters	English	
	93 Article	Newsletters				English	
	84 Please consult IICA in print, 1989, for details					English	French
	114 R2A Workshop and 7 Village Reports (in prep)	JR2AOP Interim Report (forthcoming)	Prioritization of Problems in the Jos Plateau Tin Mining Region			English	
	60					English	
	65					English	
53 MCN Newsletter					English	Itik	
703							
715 articles by Louise Sperling	Technology Evaluation with Farmers: A manual				French	English	Spanish
740							
755 Plan de travail annuel	Cours de formation (agroforesterie, IAL, élevage, planing familial)	Affiches d'agro-silvo-pastoralisme (sois, agroforesterie, élevage)	Etudes et expériences		French	German	Kinyarwa da

COLE Material 1	Material 2	Material 3	Material 4	Material 5	Language1 Language2 Language3
Senegal					
749					
717 5 brochures pour une programme d'alfabetisation on base	5 livres du 'post-alfabetisation'	guides pour les formateurs	method d'enseignement de la lecture et calcul aux adultes		Pulaar English French
742					
721 slides, posters and boards	Environnement et populations	Environnement et sante	Environnement et developpement		French Wolof
743					
750 Guide Methodologique.	Videotheque sur les Associations villageoises.	Panneaux de Restauration.	Plusieurs rapports de plans d'aménagement et de developpement des terroirs.		French
736					
731 slides on reforestry, nurseries, etc	fiches scolaires (especies autochtones, foyes ameliorees, etc)				French Wolof
165 Rapid Rural Appraisal and Post-Production Research: a Training Experience					
746 Auto-evaluation du Projet Embouche sin Salons	Evaluation of Programmes	Evaluation du Projet			French
710					
718 project documents					French Wolof
Sierra Leone 2 Slides tree management in cocoa and coffee plantations in Eastern Sierra Leone					English
104 Monitoring & Evaluation reports					English
South Africa 5					English Afrikaans
58					
145 Video - Woodlots	Video - Soil Erosion	Video - Puntupilo: the story of a village and its Water Supply	Video - Babala Bimbandi - the Work of the IFR		English Zulu
86					
71 Newsletters, teaching materials					English
Sudan					Arabic
144 Report, pamphlet, video, radio broadcast, exhibition					

CODE	Material 1	Material 2	Material 3	Material 4	Material 5	Language1	Language2	Language3
154	Film: Maji Ni Uhai - Water is Life	Film: Nisito Ni Uhai - Forests is Life	Film: Milimo Nseto - Agroforestry			Swahili		
153	128 reports, slides, video, articles, booklets, brochures					English	Kiswahili	
137	Reports					English	Kiswahili	
138	Information pamphlets					Kiswahili		
36	Teaching material (manual), films					English	Swahili	
22	The Socio-economic factors influencing tree planting on farmlands in Usumbara	Several slides of tree species, agroforestry practices, etc	Film: Agroforestry in West Usambara			Swahili	English	
139								
29	Evaluation and Further Planning of TAREP's Housing Programme - Aug 12-26 1963					Swahili	English	
744						French	Sara	
708	Series cours formation a l'autopromotion rurale	Series cours gestion de l'exploitation agricole	Series cours produire sans detruire	montage audio-visuel sur session organisee par la 'Striga'		French	French	
723	reports					French		
122	reports, wallcharts, posters, flash cards	film shows and slides about health and agriculture	Mbinden Polar textbook in Fula language	Jana Karango textbook in Mandinka language		English	Molof, Mandinka Fula	
118						English		
136	KAPRO and KAMICO training Report (free)					English		
722	cassette video sur pepiniere utilisant les eaux de douches	documents de formation en agroforesterie				French	English-FI Spanish-FI	
734								
745	videocassette sur le binga	videocassette sur les energies renouvelables	plusieurs rapports					
704								
107	Extension material for local use					Arabic	French	

CODE	Material 1	Material 2	Material 3	Material 4	Material 5	Language	Language 2	Language 3
USA	720 film	slides	seminaire - acte			French	Arabic	-film
	66					English		
	6 World Bank:IMR/Wash Project, Water & Sanitation discussion Paper series							
Uganda	62							
	95							
	70					English		
	72 Reports, photographs, articles, diagrams							
	135 Mirebe Selfhelp Organisation of Uganda - Program Report 1987	Die Sozio-ökonomische Bedeutung der Siege Als Hauttier für ...	Malnutrition in a Defined Area, Kayunga/Mukono District - Uganda 1	Malnutrition in a Defined Agriculture/Rome Economics aspects of Mirebe Selfhelp Project	Report of Seminar for Women, Feb 1991			
	38							
	71 Short reports	Newsletter	Booklets	Photographs		English	Runyoro	
	67							
Zaire	757 SIDA, maladie mortelle (3 versions)	3 Espace les naissances (1 version)	Capitant: Information supplémentaires SIDA.	Miliches éducatives sur le SIDA en préparation.	Miliches éducatives sur le reboisement en préparation.	French	Kipende	Kikongo
	702 Participation communautaire pour le développement (4,000)	Agroforestry	Maaloc	Agro-nutritional problems	Appropriate technologies preparation.	French		
	730 Développement monographique series - thought on Development					English		
	728							
Zambia	148 Internet papers and reports plus individual papers from conferences/workshops					English		
	159 progress reports					English		
	120							
	50 Reports	Needs Assessment Survey	Extension Officers Training Programme			English		
	108 Annual Report	Romens Development				English		
	134 Community Leadership Training Programme Report					English		
	41 Reports					English		
	96 Zoning of farming systems of NW Province, Zambia	Farmers participating in on-farm research: comparative analysis	Cassava production and utilisation under traditional technology	Role of contact farmers in getting extension messages to farmers	Evaluation of acceptability of varietal beans in NW Province	English	English	

CODE	Material 1	Material 2	Material 3	Material 4	Material 5	Language1	Language2	Language3
96	Reports, articles, bulletins					English		
117	Reports on various projects & training courses produced upon request					English		
9	Methods for Sustainable Maintenance of Rural Health Centres					English		
66	129 Report, slides, video					English	Bemba	
11	Articles, slides, reports, pictures					English		
108	Newsletters					English	Shona	Ndebele
69	113 4-part book on Participatory Planning for Co-op enterprises (in production)					English		
123	68							
4	National pilot community development programme	Community resources and management	Institutional system for irrigation management	Commonal lifeline management	Public works as a social contract	English		
161	Poster - participatory research in agroecology	set of slides	"Methods to promote research by farmers"			English		
143	Video made by RAOY team	Video made by OEFAN				English		
8	People centred agricultural services and extension advice: approach of Mutoko AUP					English		
21	Mbalama Usona					English		
11	We have only produced a report over the past 5 years					English		
34	The materials belong to the people					English	Shona	Ndebele
151	Film - Women in Income Generating Cooperatives	Brief written reports by course trainers	Information brochure on college			English	Shona	Ndebele

Zimbabwe

CODE	Material 1	Material 2	Material 3	Material 4	Material 5	Shona	English	Language?	Language?
112	26 Reports	Slides	Film show	Drama - role play/oy	Community meetings	Shona	English		
77	Introduction to Participatory Research Methodology				Workshops	English			
56	Newsletters and reports					English	Shona		
55	Field manual handbook	Project design papers				English	Kishele		

Appendix 12 Participatory Rural Appraisal: Summary of methods and recent development in India*

In a short period of time an enormous wealth of experience has been built by field-based participatory rural appraisals in India. Every one of these has been unique. Each has confirmed the utility of one method or another, or adapted one or another to meet new needs, or simply produced innovations. It is widely recognised that there are four features of these PRA initiatives that cut across different institutions. The attitudes and behaviour are similar; these methods have shifted from being used to extract information to helping village groups decide upon what they want; the methods selected, adapted and invented differ; and the organisational culture of these institutions has been open and sharing, helping ideas and experiences to grow and change.

Attitudes and behaviour are critically linked to the methods and sharing. This implies roles quite different to those that outsiders and villagers are accustomed to playing. PRA thus is introducing a new culture to many people. Many must now unlearn what they know, or at least focus on what they learn from rural people. PRA methods provoke attitude change, which is often a crucial barrier to uptake of new ideas.

The devolution of analysis and presentation to villagers is a frontier currently being explored by several organisations through PRA. Villagers are no longer seen as informants, but as participants and teachers in a development process. To this end, their knowledge, perceptions and criteria for decisions provide the appropriate perspective for analysis. Farmers, for example, are increasingly being recognised as taking a sequential and long term view, in contrast to outsiders, who tend to want to do everything at once.

A common feature of all institutions making use of PRA has been the thorough testing of available methods, the adaptation for new uses, and the invention of new ones. Where attitudes of outsiders are right and rapport is good, it has repeatedly been shown that villagers know a great deal, and this knowledge itself helps to drive innovations. Villagers themselves are often the main innovators. The list of methods is a rich and varied menu, some of which are plain commonsense and common practice given a new name. Others are ingenious and not obvious. All, however, have been developed and adapted in the field. They are successful because they are based on practice, not on abstract social theory. The current list comprises some 33 methods (see below), which are used according to organisation and context.

It is too early for any formal evaluations to have been conducted on the efficacy of PRA. However, there are already strong indications that the participatory approach is resulting in more

*Based on "Participatory Rural Appraisal: Proceedings of the February 1991 Bangalore PRA Trainers Workshop", RRA Notes Number 13, August 1991, Ed. by Mascarenhas, J. et al, IIED, London.

Methods used in PRA

1. Review of secondary data
 2. Observe directly
 3. Do-it-yourself village activities
 4. Participatory mapping and modelling
 5. Transect walks and participatory transects
 6. Seasonal calendars
 7. Activity profiles and daily routines
 8. Semi-structured interviewing
 9. Types, sequencing and chains of interviews
 10. Permanent groups
 11. Time lines
 12. Local histories
 13. Local researchers and village analysts
 14. Chapati (or venn) diagram
 15. Participatory diagramming
 16. Wealth rankings
 17. Direct matrix and pair-wise ranking and scoring
 18. Matrices
 19. Traditional management systems and local resources inventory
 20. Portraits, profiles, case studies and stories
 21. Key probes
 22. Folk-lore, stories and poetry
 23. Futures possible (using maps, models, diagrams)
 24. Team interactions
 25. Diagram exhibition
 26. Slide inventories
 27. Shared presentations
 28. Night halts
 29. Late and light questionnaires
 30. Report writing in the field
 31. Self-correcting notes and diaries
 32. Survey of villagers' attitudes on PRA
 33. Intriguing practices and beliefs
-

efficient and more effective development. This includes:

- o raised awareness and expectations of rural people, meaning they are more willing to act without outside financial support;
- o increased devolution of responsibility from implementing agencies to rural people themselves - public works execution is now through the villages, not independent of them;
- o raised local awareness feeding into local monitoring. This increases the opportunity for adaptive planning if rural people themselves are analysts and feed back information into the planning system;
- o improved capacity of development workers in both government and NGOs;
- o breakdown of political barriers in villages, barriers between government and villagers, and between different government departments;
- o cheaper and more sustainable watershed protection;

- o decreasing training costs once villagers become trainers themselves - they know the situation, facilitate the process better, are familiar with local terms and classifications;
- o multiplication of ideas is more effective and efficient when conducted by trainers from the same location or institution as trainees, for example, between villagers or government officials;
- o improved monitoring of physical processes through use of villagers' own maps; for identifying bottlenecks; for conflict resolution in meetings; for reinforcing group identity; for providing a framework for future discussions; and for monitoring impact.

However there are certain limitations and obstacles to successful PRA. Three main challenges relate to popularity and rate of spread, individual skills, and backsliding. There is a well recognised danger that PRA could be adopted without the appropriate attitude change. The speed of spread must not exceed the capacity for individual institutions to conduct social and organisational experiments to discover what is most appropriate for them.

Several areas to improve skills include:

- o more emphasis on semi-structured interviewing techniques;
- o need to select persons with the appropriate aptitudes and attitudes as trainers;
- o better mechanisms for prioritising methods for information collection and integrating PRA into current work plans;
- o documentation skills;
- o need for better listening and learning skills;
- o need to ensure verification and triangulation at all levels;
- o training new practitioners about existing methods without limiting their capacity to innovate.

There are dangers that good practice will slide away as old biases come to dominate:

- o the problem of not reaching all interest groups persists;
- o the literate people, the rich and landlords take over;
- o higher level planning targets disrupt bottom-up demands and desires;
- o senior officials in organisations can be obstructive, particularly if they miss the training prior to fieldwork and thus have not examined their own behaviour or preconceived notions;
- o PRA will not produce final answers, it is a process;
- o institutions say they are doing PRA, when they carry on as before. This is the greatest problem. Evaluation questions need to be developed to check real commitment and understanding by those using PRA.

Appendix 13 Free sources of material on Participatory Rural Appraisal (PRA) or Rapid Rural Appraisal (RRA)

There is now a large literature available free to practitioners and interested parties. Some of it is specialised, some focuses on methodology and process. There have been many recent developments, and it is recommended that readers write directly to the following sources of papers, series and reports.

- o **RRA Notes:** regular issues by and for practitioners of RRA. It is now sent to 1200 people in 65 countries. Write to: Sustainable Agriculture Programme, IIED, 3 Endsleigh Street, London WC1H 0DD, UK.
- o **PRA/PALM Series:** available from Vidya Ramachandran, MYRADA, 2 Service Road, Domlur Layout, Bangalore 560 071. Contains special issues on Planning and Implementing a PRA, interviewing in PRA, Enhancing Participation in PRAs, Transects, Mapping and Modelling.
- o **Forests, Trees and People Programme Newsletter:** available from Marilyn Hoskins, FTTP, FAO, Via delle Terme di Caracalla, Rome 00100, Italy. Regularly contains articles of relevance to PRA/RRA.
- o **KGVK, Ranchi:** contact Ravi Jayakaran for copies of handbooks on PRA and reports of training workshops, at Tatisilvai, Ranchi 835 103, India. Please be prepared to pay for photocopying of handbook.
- o **RAP News:** a newsletter produced quarterly to share information and comments on methodology, experiences and plans on Rapid Assessment Procedures in health and nutrition. Contact Susan Scrimshaw, RAP News, c/o United Nations University Food and Nutrition Program, 22 Plympton Street, Cambridge, Mass. 02138, USA.
- o **Methodes Accelerée de Recherche Participative (MARP) Handbook:** French language handbook based on West African experience written by Bara Gueye and Karen Schoonmaker Freudenberger. Available from IIED, London.
- o **ILEIA Newsletter:** available from ILEIA, PO Box 64, 3830 AB Leusden, The Netherlands. Some coverage of participatory methods. There is a subscription for this newsletter, but Third World based practitioners may write to request free subscriptions.
- o **Honey Bee:** available from Anil K Gupta, Centre for Management in Agriculture, Indian Institute of Management, Vastrapur, Ahmedabad 380 015, India. An informal newsletter for the documentation of local innovations developed by farmers, pastoralists, artisans and horticulturists.

The Forests, Trees and People Programme (FTPP) was initiated as a response to the growing need for new participatory methods in community forestry. FTPP, which is coordinated by FAO, is a multidonor programme with support from Sweden, Holland, France, and Switzerland focusing on East Africa, Latin America, West Africa, and Asia respectively. Italy is supporting the development of methods for more effective communication. The Swedish support is implemented through the Swedish University of Agricultural Sciences and national institutions in recipient countries in Tanzania, Kenya, Uganda and Ethiopia.

Work to date has led to the identification of seven topics central to successful community forestry activities and on which further method development is required. These include: base line studies, participatory assessment monitoring and evaluation, forestry and household food security, tenure, forest based small scale enterprises and communication. Information exchange and dissemination is an essential part of the FTPP. Apart from distributing a wide range of community forestry related publications FTPP network members are invited to contribute to the quarterly "Newsletter" where new ideas for successful community forestry initiatives world over are presented and debated.

For more information about the FTPP activities in East Africa and/or about how to become a member of the network write to FTPP, IRDC, SUAS, Box 7005, S-75007 Uppsala, Sweden. For more information about the global FTP programme or supported activities in West Africa write to Dr. Marilyn Hoskins, FTPP, FAO, Forestry Department, Via delle Caracalla, 00100 Rome, Italy.

The Sustainable Agriculture Programme (IIED) aims to promote agricultural development that is ecologically, economically and socially sustainable.

Research for Policy

The Programme conducts collaborative research to explore key issues in the fields of research, planning and extension.

Advocacy and Information

The Programme advocates these findings through publications, lectures and seminars. It publishes two series: the Gatekeeper Series of briefing papers aimed at policy makers; the RRA Notes series aimed at practitioners of Participatory and Rapid Rural Appraisal.

Training and Methodological Development

The Programme conducts field-based and workshop-based training courses in PRA and RRA throughout the world.

Institution Building

Central to all programme's activities is the support to building of local capacity through networking, publications, training and collaborative research.

IIED

INTERNATIONAL
INSTITUTE FOR
ENVIRONMENT AND
DEVELOPMENT

3 Endsleigh Street, London, WC1H 0DD, UK

IIED-America Latina: Piso 6, Cuerpo A, Corrientes 2835,
(1193) Buenos Aires, Argentina