Training Manual for a Three-Day Workshop on Participation and Civic Engagement
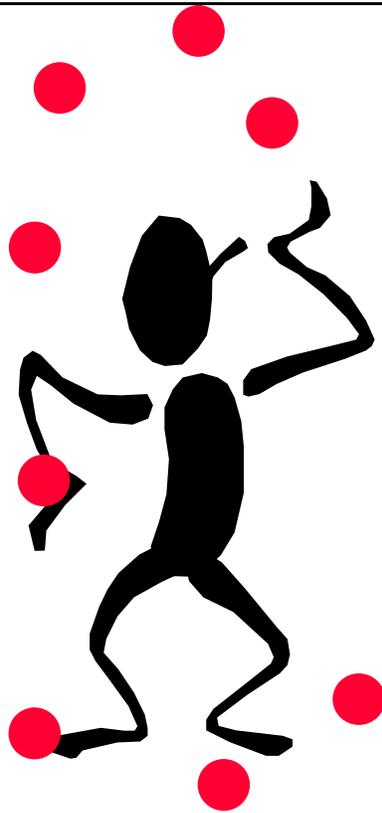
September 2006

Acronyms

ADB:	African Development Bank
CSO:	Civil Society Organization
CSP:	Country Strategy Paper
IIED:	International Institute for Environment and Development
NGO:	Non-governmental Organization
ORPC	Operations, Policies and Compliance Department
PLA:	Participatory Learning and Action
PRA:	Participatory Rural Appraisal
PRSP:	Poverty Reduction Strategy Paper
UNDP:	United Nations Development Programme
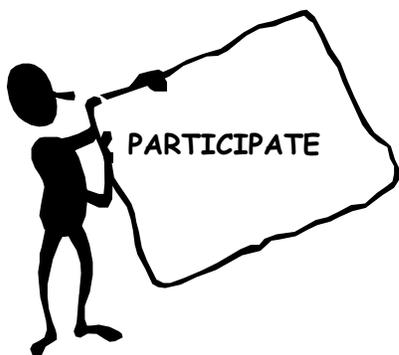
Foreword

The Sustainable Development Division of the Operations, Policies and Compliance Department of the African Development Bank (ADB) is pleased to present "The Training Manual for a Three-day Workshop on Public Participation and Civic Engagement". This manual aims to provide trainers and ADB professionals with background information, exercises, examples and case studies that can help promote greater participation and civic engagement in ADB interventions.

This handbook has evolved from work undertaken since 2000 with the announcement of the Bank's Policy on Cooperation with Civil Society Organizations Policy and Guidelines adopted in May 2000. To integrate public participation and civic engagement in the work of the Bank, the Bank has made public participation a cross-cutting issue. It is expected that all Bank documents such as CSPs and project documents address and report on public participation.

This training manual is part of the Bank's efforts to build capacity both inside and outside the Bank, at headquarters and the field in public participation and civic engagement. It is hoped that these efforts will help transform the Bank into a more participatory one where increased effectiveness, ownership and sustainability are harnessed to reduce poverty.

This handbook has been a collaborative effort and we would like to take this opportunity to acknowledge their contribution: our thanks to Françoise Coupal who wrote the handbook in such a way to make it more accessible for busy readers; François Museruka who oversaw this initiative and guided it along; ADB Management and Programme staff who shared their experiences, stories and project examples; Souhyr Jenane who provided research support; and, workshop participants who participated in the first workshops organized in 2006. Valuable funding was provided by the PRSP Dutch Trust Fund.

Laeticia Mukurasi
Acting Manager
Sustainable Development Division

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Introduction

Over the past number of years, the African Development Bank (ADB) has been increasing stakeholder participation in Bank operations. While arguments for efficiency and effectiveness have often been put forward as one of the benefits of participation, there is compelling evidence that participation can increase ownership and sustainability of development interventions.

Building capacity of Bank staff, government representatives and NGOs is one of the key strategies for strengthening the participation and civic engagement function within the Bank.

The purpose of this training manual is threefold:
1) to provide trainers with a user-friendly handbook to assist them in the facilitation of workshops;
2) to provide workshop participants with reference material on participation;
3) to encourage the capacity of Bank staff and its intermediaries in participation.

The audience for this training manual is:
- Bank staff both at headquarters and the field;
- Government officials and NGOs;
- Other trainers, donors and development professionals who are interested in promoting participa**ion.**

The training manual has been divided into three sections. The first section presents the concept of participation recognizing that there are different levels and degrees of participation. The benefits of stakeholder participation are explored. Participation in the Bank's Country Strategy Papers and project are detailed. Section 2 explains how to organize a workshop paying special attention to the type of participants, how adults learn, logistics, duration and community field visit. Finally, Section 3 presents the facilitator's agenda, the workshop objectives, key results and indicators, methods and exercises.

1. What is Participation?

Experience has shown that public participation in development interventions can increase the development effectiveness of the Bank and increase ownership and sustainability of development interventions.

Giving a voice to the concerns, issues and priorities of poor women and men, girls and boys is considered a first step to making development more responsive and meaningful to the lives of people it is destined to improve. Making poor women and men key decision-makers and actors in their development is seen as essential if development is to have a lasting impact.

The Bank has defined participation in development "as the process through which people with an interest (stakeholders) influence and share control over development initiatives and the decisions and resources that affect them. This may involve: identifying relevant stakeholders, sharing information with them, listening to their views, understanding their perceptions, involving them in the processes of development planning and decision-making, contributing to their capacity-building and, ultimately, empowering them to initiate, manage and control their own self-development.

Giving project stakeholders a bigger say and a larger role in Bank interventions is the first step in building more sustainable development.

1.1. Recognizing the Different Levels and Types of Participation

There is a wide range and levels of participation. At one extreme, stakeholders are mere objects of participation. They receive information and participate in activities planned by others. This usually involves consultation of one sort or another. There is usually low initiative, low authority and accountabilities at these levels.

As we move up the ladder, one sees an increasing role of stakeholders in decisions that affect their lives. Stakeholders may actually be partners in development. Finally,

LADDER OF PARTICIPATION OF PRIMARY STAKEHOLDERS

LEVEL OF PARTICIPATION

DEGREE OF EMPOWERMENT

HIGH

LOW

ACTORS IN DEVELOP-MENT
-define and control dev.
-decision-making powers

-Greater initiative
-Greater authority
-Greater accountability

Participate in Collective Action initiated by own group.

PARTNERS IN DEVELOPMENT

-Some initiative
-Some authority
-Some accountability

Participate in consultations

-Low initiative
-Low authority
-Low accountability

OBJECTS OF DEVELOPMENT
-Receive information
-Participate in activities planned by others
-contribute resources requested by others.

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Mechanisms for Participation	Meetings, Consultations, Focus groups	Actions or contributions of community (i.e. labour, meals)	Groups self-organized, Open Space technology, appreciative inquiry, PRA/PLA	Groups led by stakeholders themselves
Level of Participation	Low	Low Medium	Medium High	High
Degree of ADB Involvement	High	Medium	Low-medium	Responsive

at the top end of participation, there is a high level of participation and empowerment. Stakeholders define and control their development. They have decision-making authority, have greater initiative, authority and accountability. The above diagram illustrates the different levels and degrees of participation.

1.2. Benefits of Stakeholder Engagement and Public Participation

There are a number of benefits to stakeholder engagement and public participation. These are:

- *Effectiveness.* There is growing evidence from the donor community that participation increases

effectiveness by making development more relevant to the needs and priorities of its stakeholders.

- *Increased Ownership.* Stakeholder participation can increase the buy-in of Bank operations especially where those interventions reflect the needs and priorities of stakeholders.
- *Efficiency.* Efficiency looks at cost/benefit implications over time. While stakeholder participation may take more time the benefits are seen as far outweighing the costs.
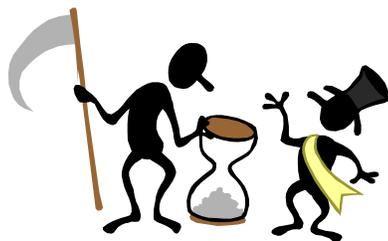
- *Impact.* Beneficiary involvement as well as effective participation are likely to improve the implementation of planned outcomes and the overall impact of policy and projects.
- *Sustainability.* Follow-up to Bank operations is important. The greater the involvement of key project stakeholders the greater the likelihood that project

activities will continue once funding is terminated. For example, for the building of roads, maintenance of the roads is critical after funding has ended.

1.3. Participation in the Bank's Country Strategy Papers and Project Cycle

Country Strategy Papers. Participation should take place during the dialogue and preparation mission as well as subsequent activities. Task managers or facilitators should contact the Government and other donors (the World Bank, the UNDP) to see what has been previous organized and solicit their experiences. They should also develop a Participatory Action Plan outlining the content and sequence of the consultation.

Project Cycle. There are a number of phases of the project cycle that should involve key project stakeholders. These are: 1) project identification; 2) preparation; 3) appraisal; 4) project implementation and management; 5) monitoring and evaluation including country portfolio reviews.

5. Monitoring and Evaluation

1. Identification and 2. Preparation

3. Appraisal 4. Project Implementation and Mgmt.
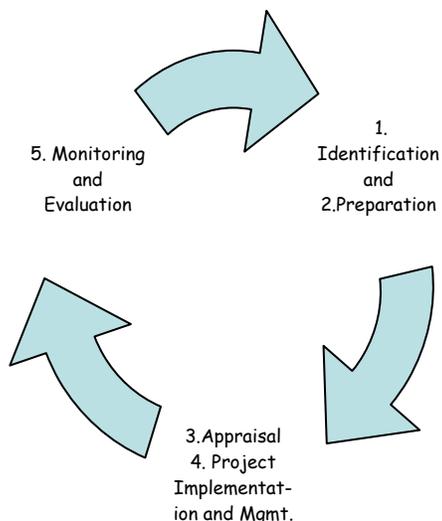
1. Identification

Before the identification mission, prepare a costed Participatory Action Plan. This action plan should include a preliminary stakeholder analysis to be confirmed in the field. These include both primary and secondary stakeholders. [1]

A facilitator who is knowledgeable in participatory methods may need to be hired to undertake an initial needs assessment with key stakeholders. Take the first steps in identifying NGOs/CSOs and involve them.

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[1] **Primary stakeholders** are the beneficiaries of a development intervention or those directly affected (positively or negatively). **Secondary stakeholders** are those who influence a government intervention or are indirectly affected by it. They include the borrowing government, line ministry and project staff, implementing agencies, local government, private sector firms.

2. Project Preparation.
Background studies and assessments may need to be carried out during project preparation. Confirm who are the primary and secondary stakeholders and how they will be involved in the project. Solicit views and recommendations regarding project objectives and implementation. Set out the participation plan in your project.

3. Appraisal.
It is during appraisal that project design is finalized and operation details and procedures are fully developed and agreed by all parties. It is crucial at this stage to ensure that the specific project structures and mechanisms are put into place and are acceptable to stakeholders. Even if no participatory activities have been undertaken during early stages of the project cycle, they can be introduced now.

The appraisal document should also explain participation in the identification, preparation and appraisal missions. The project beneficiaries should be detailed along with the type of participation expected in the project steering committees and M&E systems.

Lessons Learned from an Evaluation of the Education Sector

In 2005, the Operation Evaluation Department undertook an Evaluation of Bank Assistance to the Education Sector in Ghana. Interviews and focus group discussions were carried out with the various stakeholders in the sector, notably the education staff. The evaluation revealed a number of lessons. First, it was found that a "participatory approach improves the project efficiency and impact." "Dedicated staff managers and task managers, political support, beneficiary involvement as well as effective participation are likely to improve the implementation of planned outcomes." A major recommendation made to the Bank was: "The participatory process in designing, appraising, implementing and assessing project activities should be effective".
Source: Operations Evaluation Department. Ghana Evaluation of Bank Assistance to Education Sector, August 2005, iii.

4. Project Implementation and Management. Involve primary and secondary stakeholders in the project launching. During project implementation, there should be ongoing involvement of project beneficiaries in project management, decision-making and project execution. Participation may involve:

- The presence of project beneficiaries (women and men) on project steering committees or Boards or other supervisory or decision-making bodies;
- Technical training and assistance to build local capacity for organization as well as technical responsibilities;
- Shared decision making in implementation (i.e. in the form of an Aide-Memoire) between beneficiary groups and the executing agency.

5. Project Monitoring and Evaluation (M&E)
Participatory M&E is a process that involves stakeholders at different levels working together to assess a project and take any required action. Monitoring is an on-going activity whereas evaluation usually takes place at the mid-point and end of project. Make sure to build provision for stakeholder consultation and involvement in this stage. Involve stakeholders in defining and M&E plan, collecting baseline, developing indicators that measure change and defining respective roles in M&E. Separate meetings may need to take place with women and men, boys and girls depending on your stakeholder analysis.

Personal and Professional Responsibility

As participation professionals, "we bear a personal responsibility to:
- Develop a self critical attitude, recognizing that we are continually learning and welcome rigorous peer review;
- Be explicit about whether we are eliciting information for external use, or are engaged in processes leading to community action. We should make this distinction clear to the people with whom we are interacting and document this accordingly
- Interact with others with respect and empathy, transparency and support;
- Recognize the need to acquire both training skills and hands-on experience in carrying out a participatory process in the field;
- Respect the need for diversity of others' views and approaches;
- Identify, in partnership with communities, appropriate forms of compensation when we are eliciting information for external use
- Strive towards a process of empowerment of marginalized people, in which participatory methods can play a part.

Source: PLA Notes # 22, February 95. International Institute for Environment and Development.

2. Organizing a Workshop

This three day workshop seeks to introduce participants to the world of participation: key concepts, tools and methods. Case studies drawn from Bank projects will enable workshop participants to design participatory interventions related to the project cycle. A half-day field visit to an ADB supported project will allow participants to test and apply the tools they have learned in the workshop.

Participants will be exposed to an array of participatory tools that will help Bank staff to better plan and organize future participatory events, processes or initiatives.

2.1. Type of Participants

Who will participate in your workshop is a key question to ask when organizing a workshop? What are their learning needs and gaps? What type of workshop will be organized? It is always important to begin where people are at and to design a workshop accordingly. Thus, undertaking a needs assessment of participants learning needs and experiences can

be important building blocks for designing a workshop.

At ADB headquarters, there are seven major groups at the ADB that the workshop would target. The most important is Operations followed by:
♦ JAI: Joint Africa Institute
♦ POPR: Operations and Policy Review
♦ PSDU: Sustainable Development and Poverty Reduction
♦ PDRE: Statistics, Research
♦ CHRM: Personnel
♦ OPEV: Evaluation
♦ OPSD: Private Sector
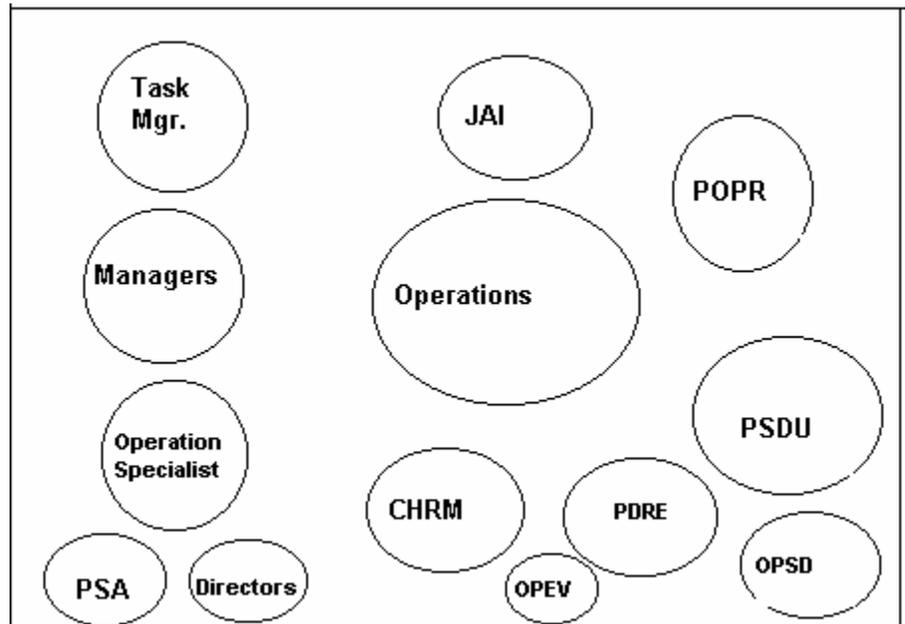
Actually, the diagram above is a venn diagram showing the different departments of the Bank along with the different professional categories.   The

larger the circle the more important the stakeholder.

The workshop would also target professional staff at the following levels:
♦ Task managers (Chiefs, Principal and Senior);
♦ Managers;
♦ Operations Specialists;
♦ Directors of Operations;
♦ PSA: Programme for Senior Analysts

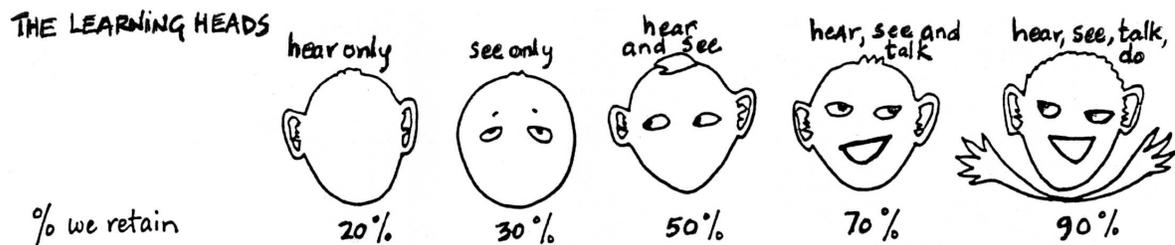In the field, workshops should integrate a cross-section of stakeholders such ADB management and programme officers, Government representatives and NGOs. This wide cross-section of stakeholders

THE LEARNING HEADS
hear only   see only
% we retain   20%   30%

provides excellent cross-fertilization and synergies, deepens the understanding of the context and can contribute to better working relations at all levels.

The ideal size of a workshop is for a group of 24 participants. This allows for good group interaction and feedback and a group of 24

participants can be divided easily into groups of four people. Larger size groups imply longer plenaries and more logistical work for the community practices and may compromise achieving the learning objectives. Workshops should not surpass 24 participants.

Participants might find it useful to wear comfortable clothing and shoes.

2.2. Workshop Methodology

How Adults Learn.

It has been demonstrated that adults and children learn best when actually doing as opposed to simply listening or seeing. The

hear and see   hear, see and talk   hear, see, talk, do
50%   70%   90%

"learning heads" below illustrates the

Source: Educating for a Change, p.40.

percentage of learning we retain depending on the senses that we use. When we hear, see, talk and do we retain about 90%. Powerpoint presentations only retain from 50-70%; much lower than the doing.

2.3. Logistics

Logistics play a key role in organizing a participation workshop. Some planning must be done to ensure that you have an adequate meeting room, exercises prepared in advance, and community field visits in communities organized.

Organization and planning is key. Normally, someone other than the facilitator, usually an ADB staff person, should be responsible for handling all logistics prior and during the workshop.

The following summarizes the logistical requirements for a workshop of 24 people.
1. A large room (about 112m) with good wall space for posting flipchart paper and unencumbered by tables, desks or pillars;
3. 25 chairs;
4. Coffee or tea breaks for the morning and afternoon;
5. A community field practice established in advance for 24 persons (see section below for details);
6. Transportation to and from the community practicum;
7. Modest accommodations during the workshop to prepare participants for their community practice in villages.

Workshop equipment includes the following:
1. Screen;
2. TV with video;
3. Slide and powerpoint projector;
4. Two long tables for the facilitator=s materials;
5. Five flipchart stands;
6. 7 blocks of flipchart paper.

Other materials required for organizing the workshop include:
-24-30 notepads for participants;
- name tags;
-colored paper;
-rubber bands;
-75 colored markers;
-30 pens;
-4 white out corrector fluid;
-stapler
-6 pairs of scissors;
-6 roles of 1 inch masking tape;
-6 roles of scotch tape;
-1 blocks of paper;
-6 glue sticks;
-24 name tags;
-paper clips;
-4 file folders;
-1 kilo of red beans;

-1 kilo of white beans;
-5 bowls;
-colored post-its;

Kits for the community practice normally consist of:
1. 1 container per team.
2. 15 flipchart markers.
3. Scotch tape and masking tape.
4. White Corrector fluid.
5. Pens
6. Paper clips.
7. Rubber bands.
8. 50 sheets of regular sized paper.
9. Roll of flipchart paper.
10. Multicoloured beans.

2.4.   Duration of the Workshop

The workshop designed for ADB staff consists of three days. The Facilitator=s Guide outlines a workshop of 3 days. The workshop can be divided as follows:
Days 1: Tapping into Participants Experiences, Exploring the Origins of Participation, Developing a Ladder of Participation and a Transect Walk.
Day 2: Exposure to Tools; Designing a Participatory Intervention; Participation and the ADB Project Cycle; Preparing for the Community Intervention.
Day 3: Field Visit; Writing up the Field Report; Certificates.

2.5. Organizing the Community Field Visit

The ½ day visit to an ADB supported project is an integral part of the workshop. The ADB Focal Point will work with Bank staff to set up the field visit. An ADB project will be selected.

A number of factors will influence the communities selected:
$ Are local leaders and the community receptive to receiving a team of 24 persons?;
$ Is the time of the year appropriate? (Workshop organizers should avoid key critical times such as holidays, local festivities, planting or harvesting time);
$ If needed, will there be ongoing follow-up by the project after the workshop?

It is best to select communities that are part of ADB work so that the workshop does not become an isolated event in the lives of communities. Post workshop follow-up may be necessary based on the workshop findings and recommendations of community stakeholders.

'Facilitators should
    Show respect
        Establish rapport
            Abandon preconceptions
                Hand over the stick
                    Watch, listen and learn
                        Learn from mistakes
                            Be self-critical and self-aware
                              Be flexible
                                  Support and share
                                      Be honest'

Source: Chambers, Robert. Participatory Workshops: A Sourcebook of 21 Sets of Ideas and Activities, 2002, p. 9.

3. Facilitator's Agenda

The last section presents the facilitator's agenda for the three day workshop and provides details of each exercise.

3.1. Short-term Objectives, Results and Indicators of the Workshop:

The key objectives of the training workshop are:

♦ to introduce key concepts of participation and civic engagement: listening, handing over the stick, triangulation (see last section on concepts), actors vs objects of development, gender dynamics

♦ to expose staff to an array of methods and tools such as PRA methods, matrices, ranking and sorting, venn diagrams, drawings, transect walk

♦ to undertake stakeholder analysis and design participatory interventions for the entire project cycle

♦ to integrate participatory methods into policy and project work.

Key Results:
At the end of the training workshop, workshop participants are expected to achieve the following results:

♦ better understanding of stakeholder participation and civic engagement;

♦ distinguish the different levels and types of participation;

♦ greater exposure to key participatory methods and tools ;

♦ participatory interventions at every stage of the project cycle designed.

Key Indicators:
♦ Level of satisfaction of staff
♦ Degree to which staff can define three key principles of public participation
♦ Degree to which staff can define and explain three different participatory methods or tools
♦ All participants register an improved understanding and application of public participation and its processes.

3.2. Methods

- Small group work and discussion;
- Practical participation exercises and ADB case studies;
- Skits, Sorting, Role-playing;
- Participatory Learning and Action Tools such as semi-structured interviewing, testimonials, seasonal calendars, daily schedules, matrices, community mapping, etc;
- ADB field intervention.

The exercises that follow use an array of approaches to achieve the above results through small group work and plenary, skits, visualization, sorting exercises, drawings, teamwork and practical fieldwork. It is the culminated impact of discovering, exchanging and field practice that allows one to achieve the learning results. No one exercise gives all the answers. Thus, the content is created together with the participants rather than a traditional learning environment. Participants learn by doing and in the process discover the power of participation.

The participation tools are inspired from a broad range of approaches such as Participatory Rural Appraisal (PRA) also known as Participatory, Learning and Action (PLA) originating in East Africa and India. PRA/PLA has been "described as a family of approaches, behaviours and methods for enabling people to do their own appraisal, analysis and planning, take their own action, and do their own monitoring and evaluation. If often involves people in groups developing their own visuals such as diagrammes and maps, drawing on the ground with sticks or on paper with pens and using counters like beans, seeds or stones "(Chambers, 2002:3).

From the beginning, the facilitator should ensure that all materials

for workshop exercises are prepared and copied in advance.

3.3. Understanding Key Concepts

Walking the Talk: Being Participatory

At the core of participation are attitudes and behaviours that are participatory. Participation requires good listening skills and space for stakeholders to feel comfortable and secure so that they can openly reveal their issues, priorities or needs.

Facilitation Style

Participatory methods is most conducive to non-directive facilitation where participants themselves discover the answers through practical exercises, group work, individual and group reflection. This may be at odds with conventional teaching methods, but can nevertheless yield rich results. Participants learn through practice that there is no right answer, to think and reflect for themselves than to give anticipated answers.

"Handing over the Stick"

"Handing over the stick" is a key concept that facilitators must be able to understand and do. "Handing over the stick" means giving voice and power to others to make decisions. When the stick or "ball" is handed over, the facilitator must be ready to be flexible and adjust her/his strategies to those of participants. To empower others one must be able to share power or to let go of one's power.

ΕΓ *Gender*

The workshop must consider gender in a number of ways. First, there should be a balance between women and men participants in the workshop. This may need to be made explicit in the workshop invitation letter. Gender is also critical when facilitating in the community. Facilitators may want to interview women and men separately and then organize a

meeting together to exchange views and experiences. One may also need to explore the division of labour, control and access over resources and influencing factors affecting women and men's participation.

Triangulation
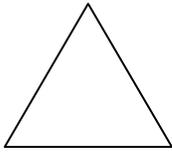
Triangulation is used in surveying to confirm a location by identifying two other points. The concept of triangulation is critical in participatory methods. Findings yielded by the use of different tools should be validated by using different tools or meeting with a wide cross-section of project stakeholders to ensure that the findings are reliable and reflect accurately the situation.

ADB Three Day Training on Participation and Civic Engagement

Time	Topic	Instructions
Day 1:		
8:15-9:30	Registration and Introductions	1) Post Objectives of the Workshop and Agenda 2) Methdology: How Adults Learn 3) Create a ladder with 2 pieces of flipchart paper.
	Introductions in teams of 2 persons with the other team member introducing the other person.	
9:30-10:30	Plenary Expectations Overview of Agenda: Key Results and How Adults Learn, Group Contract. The key objectives of the training workshop are: ♦ to introduce key concepts of participation and civic engagement: listening, handing over the stick, triangulation (see last section on concepts), actors vs objects of development, gender dynamics ♦ to expose staff to an array of methods and tools such as PRA methods, matrices, ranking and sorting, venn diagrams, drawings, transect walk ♦ to undertake stakeholder analysis and design participatory interventions for the entire project cycle	Post-its

	◆ to integrate participatory methods into policy and project work.	
10:30-10:45	Coffee Break	
10:45-11:30	Think of a time when you were part of a truly participatory process or event. What made that process or event so special? Describe the methods that were used. What were the effects of this participatory process? After completion, add the question: How could you have contribute to making this experience be more participatory?	Powerpoint: Exploring Your Experiences with Participation.
11:30-11:40	Write-up	
11:40-12:30	Analysis: Provocative Propositions and Metaphors	Have stories photocopied and distributed.
12:30-1:30	Lunch	
1:30-2:15	Origins of Participation: PRA, Gender, Liberation Theology, Indigenous Knowledge	Set-up cards with titles of the Origins
2:15-3:00	Plenary	
3:00-3:45	Ladder of Participation	Give each person a statement and ask them to form a ladder or for small groups give all the statements to the group and have them sort them according to high and low participation.
3:45-4:00	Coffee Break	
4:00-4:30	Plenary	
4:30-5:15	Transect Walk	
5:15-5:30	-Review of the Day: Key Concepts -Plenary and Evaluation	

Day 2:		
8:30-9:15	Review of Day 1	
	Review of Key Concepts	
	Video on Different Tools + Discussion	What did you learn from your experience? How could you use these experiences in your work?
9:15-10:30	Marketplace of Tools	
10:30-10:45	Coffee Break	
10:45-11:30	Introduction to the Project Cycle: -Reviewing the different stages of the project cycle -Types of Participatory Interventions	Prepare titles of projects on cards.
11:30-12:30	Designing a Participatory Intervention	
12:30-1:30	Lunch	
1:30-2:00	Plenary: Designing a Participatory Intervention	
2:30-3:15	Review Training Manual + Plenary: Divide into 3 groups	
3:15-3:30	Coffee Break	
3:30-4:30	Field Work Preparation	Use video on creating rapport
4:30-5:00	Plenary	
5:00-5:30	Evaluation	
Day 3:		
8:00	Departure for the community	
9:00	Arrival in Community	
	Small group meetings	
11:30	Return to Hotel	
11:40-12:00	Coffee break	
12:00-12:15	What Worked Well? What Would You Do Differently?	
12:15-12:30	Post Mission Report: Context, Who did you	

	interview, Methods, Findings.	
12:30-1:0O	Action Plan	
1:00-1:15	Evaluation	
1:15-1:30	Certificates	
1:30-2:15	Lunch	
2:30	Departure for Tunis	

Day 1:
Introductions
Expectations
Overview of Agenda
Exploring Experiences with Participation
Origins of Participation
Ladder of Participation
Transect Walk

Title of Exercise: Preparation of Workshop
Room

Objectives:

P To prepare in advance the workshop room

🕐 **Duration:** 1 hour

✏️ **Materials needed:**

1. Flipchart paper
2. One block of paper
3. Large post-its: yellow
4. 24 Colored Markers
5. 4 Masking tapes
6. Different color stiff paper

◆◆Equipment:
1. Powerpoint projector
2. Video machine for PAL + TV
3. 4 Flipchart Stands

Instructions:

1. If possible, divide the room into two. Near the front of the room place four tables with 6 chairs each. Off to the side you will need space for the supplies and tool fair.

Projector
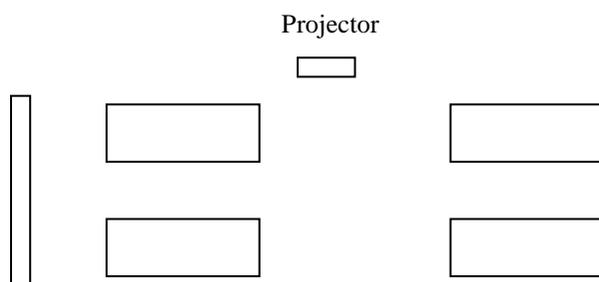
2. Near the back of the room, place 24 chairs in a circle.
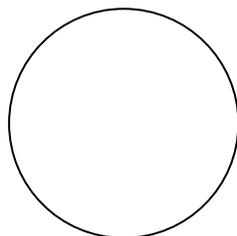
3. Place on flipchart paper, the objectives of the workshop:
♦ to introduce key concepts of participation and civic engagement: listening, handing over the stick, triangulation, actors vs objects of development, gender dynamics
♦ to expose staff to an array of methods and tools such as PRA methods, matrices, ranking and sorting, venn diagrams, drawings, transect walk
♦ to undertake stakeholder analysis and design participatory interventions for the entire project cycle
♦ to integrate participatory methods into policy and project work.
.
4. Place on flipchart paper, the workshop methodology.

How Adults Learn

THE LEARNING HEADS

hear only   see only   hear and see   hear, see and talk   hear, see, talk, do

% we retain   20%   30%   50%   70%   90%
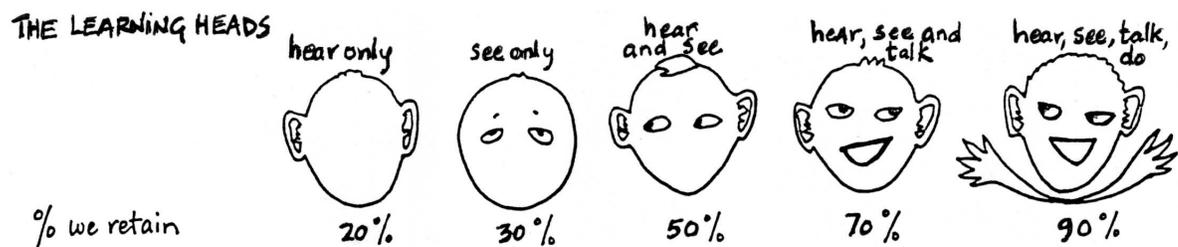
5. The bloc of paper will be used for the self-portraits done at the beginning of the workshop.
6. Reserve a space in the room for brainstorming expectations using the post-its.
7. Use two pieces of flipchart paper and make a ladder with the number of rungs equal to the number of participants.
8. Use stiff paper and fold in half. Make the signs for the origins of participation, the tools and the different projects.
9. Test the video and stop it to the section that looks at PRA methods.

N Notes for the Facilitator:
1. Remember to read the agenda the night before.
2. Always prepare the room in advance of the workshop.

Title of Exercise: Introductions

Objectives:

P To introduce participants to one another

⏲ **Duration:** 10 minutes for joint interview; 30 minutes for plenary.

✎ **Materials needed:**

1. None

Instructions:

1. Ask participants to pick a participant they don't know.   Have participants introduce themselves to one another. They should share something personal, professional and a passion.

2. Participants will introduce their partner summarizing the interview.

<p style="text-align:center">**Title of Exercise: Expectations**</p>

Objectives:

P To capture workshop participants expectations and fears of the workshop;
P To encourage brainstorming and encourage participation early-on in the workshop;
P To use an easy method for organizing ideas.

🕐 **Time:** 15 minutes + 10 minutes organizing by theme + for plenary

✏️ **Materials needed:**

1. Colored post-its : yellow.
2. 2 sheets of paper with Expectations written in large letters.

Instructions:

1. On one of the walls of the workshop post two pieces of paper together titled: Expectations.

2. Circulate to the participants 3 colored post-it

3. Ask the participants to write down up to 3 expectations on each yellow post-it. One expectation per post-it.   The answers should be placed on 3 different colored post-its.

4. Once the participants are done, ask them to place their post-its on the corresponding wall. Also inform participants, that they will be responsible for regrouping the expectations and fears by theme. They will note that there will naturally be a duplication in answers. Participants should regroup similar answers by themes.

5. Encourage participants to take a good look at the expectations. Participants should ensure that each of the themes accurately reflects the answers.

6. Once participants have completed regrouping the answers by themes, ask two participants to summarize the different expectations respectively giving a few examples of each theme.

N Notes for the Facilitator:

1. Participants can be, in the beginning, a little timid or hesitant in regrouping the post-its by themes. Facilitators should avoid doing this themselves or simply reading off the post-its. With some prodding and encouragement, participants will engage themselves in the regrouping of the themes.

2. The Facilitator should acknowledge participant expectations by adjusting the agenda as required to meet the expectations of the participants.

Title of Exercise: Overview of the Agenda

Objectives:

P To share the expected workshop results with the participants;
P To create a link between participant expectations and expected workshop results;
P To review the workshop program of work;
P To explain the workshop methodology.

Time: 15 minutes

Materials needed:

1. Flipchart
2. 4 pieces of flipchart paper scotched together.

Instructions:

1. Place the expected workshop objectives and results on flipchart paper.

The key objectives of a training workshop are:
♦   to introduce key concepts of participation and civic engagement: listening, handing over the stick, triangulation, actors vs objects of development, gender dynamics
♦   to expose staff to an array of methods and tools such as PRA methods, matrices, ranking and sorting, venn diagrams, drawings, transect walk
♦   to undertake stakeholder analysis and design participatory interventions for the entire project cycle
♦   to integrate participatory methods into policy and project work.

At the end of the training workshop, workshop participants are expected to achieve the following results:
♦   better understanding of stakeholder participation and civic engagement;
♦   distinguish the different levels and types of participation;
♦   greater exposure to key participatory methods and tools ;
participatory interventions at every stage of the project cycle designed.

2. Prepare in advance the workshop agenda. A matrix is sufficient.

3. Review the agenda with the participants and seek to link the workshop results to participant expectations. The agenda should be reviewed each subsequent day of the workshop both to summarize the key points or themes that have been reviewed and to highlight the upcoming themes for the day as well.

Three Day Training on Participation and Civic Engagement

Tuesday, March 7, 2006	Wednesday, March 8, 2006	Thursday, March 9, 2006	Friday, March 10, 2006
	• Introductions • Expectations, Overview of Agenda, How Adults Learn, Group Contract • Appreciative Inquiry: Exploring our Experiences with Participation • Provocative Propositions and Metaphors	• Video of Different Participatory Tools • Market place of Tools • Introducing Participation into the Project Cycle • Designing A Participatory Intervention	• 8:00 Departure for the Community • Small group meetings with the Community • Debriefing field visit • Preparing your Participation Action Plan • Certificates • Evaluation
	12:30-1:30 Lunch	12:30-1:30 Lunch	1:30-2:30 Lunch
4:30 Departure from the front of the Bank to the Training Site	• Origins of Participation • Ladder of Participation • Transect Walk • Evaluation of the Day	• Review Training Manual • Field Work Preparation • Evaluation	• 2:30 Departure for Tunis

Title of Exercise: Explaining the Workshop Methodology

Objective:

P To share with workshop participants the workshop methodology

🕐   **Duration:** 10 minutes

✎ **Materials Needed:**

1. The diagram below posted on flipchart paper.

Instructions:

1. Explain how it has been demonstrated that adults and children learn best when actually doing vs simply listening or seeing. The "learning heads" below illustrates the percentage of learning we retain depending on the senses that we use.

Source: Educating for a Change, p.40**.**

2. Explain that the workshop methodology seeks to involve participants actively and intensely during the 3 days targeting the 90% range. The workshop thus tends to minimize lectures and create the content of the workshop along with the workshop participants.

Title of Exercise: Group Contract

Objective:

P To define, as a group, the group contract during the duration of the workshop;
P To have a set of guidelines that will guide the unfolding of the workshop and ensure a certain degree of harmony.

🕐 **Duration:** 15 minutes

✏️ **Materials needed:**

1. Flipchart Paper

Instructions:

1. Introduce the concept of the group contract to participants. Highlight the importance of having basic rules of conduct or guidelines that will guide the participants in the days ahead.

2. Ask participants for their ideas for the group contract.

3. Request the help of a participants to write up the answers on flipchart as they are given from the floor.

4. Return to the group contract at the end of each day or the following morning to ensure that the contract is being respected or if anything needs to be added.

Title of Exercise: Peak Experiences with Participation

Objectives:

Þ To explore workshop participants peak experiences with participation;

Þ To develop a body of experiences in participation that can serve as a reference tool for participants

🕐 **Duration:** 5 minute explanation, 10 minutes per person, 10 minutes to write up the exercise

✏️ **Materials Needed:**

1. Exercise sheet

Instructions:

1. Introduce the workshop participants to Appreciative Inquiry. Explain that Appreciative Inquiry looks at the best of what is; peak experiences and explores the reasons for success so that success stories can be repeated.
2. The purpose of this exercise is to begin with participants experiences and build a repertoire of experiences that participants can draw from.
3. Remind the participants that they should regroup into teams of three persons where all three people will take turns being interviewed, being the interviewer and the notetaker.

Note-taker → Inter-viewer → Inter-viewee →
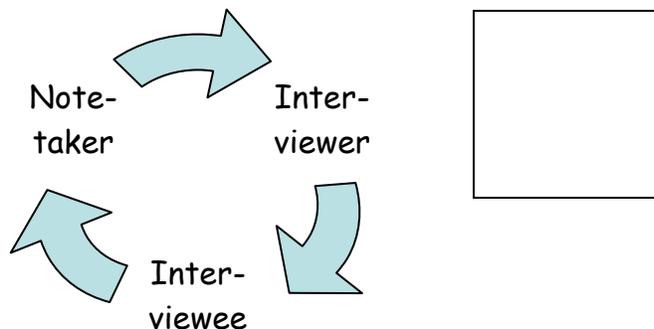
4. Participants have 10 minutes each to share their story. The Interviewer should begin by asking the following question: Think of a time when you were part of a truly participatory process or event. What made that process or event so special? After the interviewer has asked these questions they can be followed with more probing questions such as: Describe the methods that were used. What were the effects of this participatory process?

5. As the interviewer nears the end of their 15 minutes, add the question: How could you have contributed to making this experience more participatory?

6. The notetaker should be attentively listening and writing down the story in the first person.

7. After the person has finished sharing the story, the notetaker should re-read the story to the person being interviewed asking for clarification or corrections.

8.There should be a rotation of roles so that everyone has an opportunity to be an interviewer, interviewee and notetaker.

N Notes for the Facilitator:

1. The facilitator may need to remind the notetaker of taking the story down in the first person.

2. Additional time may be required at the end to rewrite and complete the stories.

Appreciative Inquiry Interview

Name of Interviewee:
Name of Interviewer:
Name of Notetaker:

1. Think of a time when you were part of a participatory process or event.
    What made that process or event so special?
    Describe the methods that were used.
    Where were the effects or impact of the participatory process?

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Title of Exercise: Creating Provocative Propositions and Metaphors

Objectives:
P To analyse participants experiences with participation
P To create inspiring provocative propositions and metaphors

⏱ **Duration:** 50 minutes

✎ **Materials Needed:**

1.   Paper for participants

Instructions:

1. Explain to participants what are provocative propositions and metaphors. Provocative propositions are statements that bridge "the best of what is or has been" and one's speculation about "what might be". Provocative propositions challenge the status quo by expanding the realm of the possible. Construct a proposition about what is possible. State the proposition in affirmative language—as if the proposition were already true and happening at the current time.

    Examples:
    ♦ In a truly inclusive organization, people feel as if they are the owners of the organization.
    ♦ Leadership is inspirational and participative.
    ♦ There is an organizational and individual commitment to life long learning.

2. Allow 50 minutes for the participants to read the different stories, come up with their provocative propositions or metaphors.

3. Discuss the results in plenary.

Title of Exercise: The Origins of Participation

Objectives:

P To have a better understanding of the theoretical underpinnings and origins of participatory development.

🕐 **Duration:** 45 minutes discussion + 5 minute presentation per group

✏ **Materials needed:**

1. Have the Quotes copied on different colored paper. There should be four-five groups depending on the number of workshop participants. Six sheets per group.

Room Set-Up

1. Organize chairs in a large circle.

2. On the floor place the four-five distinctly colored statements in the middle. Do not distribute all of the statements. Place only the number of copies per group formation such as 6 copies per thematic theme. Thus, the size of each group depends on the pieces of paper placed on the floor.

Instructions:

1. Introduce the session by highlighting the origins of participatory development as an area that can be traced back to over 20 years. Most of the authors come from the South such as Orlando Fals Borda, Rajesh Tandon or Paolo Friere. The purpose of the next session is to introduce participants to some of these authors and to critical thinking around participation.

2. Instruct participants to select the theme of their choice: Liberation Education; Participatory, Learning and Action; Gender and Indigenous Knowledge. It is best for participants to select a theme they are less familiar with.

3. Give the participants 20 minutes to prepare a sketch/skit. One person should also be responsible for summarizing to the group the key ideas expressed in the text.

4. Each group has 5 minutes to present their sketch/skit. Following the sketch, ask participants what they observed. After all have made their comments, ask a person in the group to summarize the key points in the text. This is done after the sketch/skit and question period.

N **Notes for the Facilitator:**

1. Either the participants or one of the participants should take flipchart notes of the key points for the group. At the end, these should be summarized after the skit is presented and observations are made.

Participatory Learning and Action (PLA)

"The key innovations of Participatory Learning and Action (PLA), frequently referred to as Participatory Rural Appraisal (PRA) have been behavioural. Outsiders' ignorance for so long of rural people's capabilities has to be explained. The strongest working explanation is that outsiders (whether in universities, Government departments, research or training institutes, or NGOs) have believed their professional knowledge to be superior, and so have behaved in ways which have almost universally inhibited the expression of local people's capabilities. In the field, most outsiders find it difficult to keep quiet, to avoid interrupting people, to abstain from criticism, to refrain from putting forward their own ideas....

"PLA is linked with a distinctive behaviour, attitudes and approach. We are not teachers or transfers of technology, but instead convenors, catalysts and facilitators. We have to unlearn, and put our knowledge, ideas and categories in second place. We enable local people to do their own investigation, analysis, presentations, planning and action, to own the outcome, and to teach us, sharing their knowledge. We hand over the stick and facilitate their appraisal, presentation, analysis, planning and action, monitoring and evaluation. They do many of the things we thought only we could do: mapping, diagramming, counting, listing, sorting, ranking, sequencing, linking, analysing, planning...monitoring and evaluating. Participatory Learning and Action is a term which many practitioners and trainers consider should be reserved for a process which empowers local people.

Three common elements found in PLA approach are:
I.   individual responsibility and judgement exercised by facilitators;
II.   a commitment to equity (especially the excluded, deprived women);
III.   recognition and celebration of diversity."

Sources:
Chambers, Robert. 1993. Challenging the Professions. London: Intermediate Technologies.
Also see: www.ids.ac.uk/ids/particip/intro/what.html

Liberation Education

"Narration (with the teacher as narrator) leads the students to memorize mechanically the narrated content ... Education thus becomes an act of depositing, in which the students are the depositories and the teacher is the depositor. Instead of communicating, the teacher issues communiqués and makes deposits which the students patiently receive, memorize, and repeat. This is the "banking" concept of education, in which the scope of the action allowed to the students extends only as far as receiving, filling, and storing the deposits."

"It is <u>not</u> our role to speak to the people about our <u>own</u> view of the world, nor to attempt to impose that view on them, but rather to dialogue with the people about their view and ours. We must realize that their view of the world, manifested variously in their action, reflects their situation in the world. Educational and political action which is not critically aware of this situation runs the risk either of "banking" or of preaching the desert."

"By entering another reality it is absolutely necessary for he or she who is going in some way perform a very difficult exercise, an almost impossible exercise, that is to 'deknowledge-ize' ourselves. This means to forget the knowledge which we had before and to begin again. But know this time inside of the new reality or cultural frame of reference. This way the people can have more power that we do. Always, the best rule is to know that we do not know that new situation as do the people who live it. It is through our disempowerment that they are empowered a little."

Sources:
Freire, Paulo. 1970. <u>The Pedagogy of the Oppressed</u>. New York: Continuum.

Freire, Paulo. 1985. <u>The Politics of Education: Culture, Power, and Liberation</u>. South Hadley, Mass.: Bergin.

Indigenous/Traditional Knowledge

"The indigenous people of the world possess an immense knowledge of their environments, based on centuries of living close to nature. Living in and from the richness and variety of complex ecosystems, they have an understanding of the properties of plants and animals, the functioning of ecosystems and the techniques for using and managing them that is particular and often detailed. In rural communities in developing countries, locally occurring species are relied on for many – sometimes all – foods, medicines, fuel, building materials and other products. Equally, people's knowledge and perceptions of the environment, and their relationships with it, are often important elements of cultural identity."

"Traditional environmental knowledge is a body of knowledge and beliefs transmitted through oral tradition and first-hand observation. It includes a system of classification, a set of empirical observations about the local environment, and a system of self-management that governs resource use. Ecological aspects are closely tied to social and spiritual aspects of the knowledge system. The quantity and quality of traditional environmental knowledge varies among community members, depending on gender, age, social status, intellectual capability, and profession (farmer, hunter, spiritual leader, healer, etc.). With its roots firmly in the past, traditional environmental knowledge is both cumulative and dynamic, building upon the experience of earlier generations and adapting to the new technological and socio-economic changes of the present."

"You watch and listen and wait, and the answer will come to you. It's yours then, not like learning in school."

"It is always the same, when I plant in straight lines, if there are mice, they start eating at one end and move on swiftly down the line, and I quickly lose the whole crop. I always replant randomly because there is a greater chance that less seeds will be found by the mice this way."

Sources:
UNESCO; Dene Cultural Institute, Canada.
Larry Bird, Keres tribal member, quoted in Charlene Spretnak, 1991, States of Grace, Harper Collins; Silas Katana, Kenyan farmer, quoted in Robert Chambers, 1997, Whose Reality Counts?, ITP.

Participatory Monitoring & Evaluation
Learning from Change

"Development organizations need to know how effective their efforts have been. But who should make these judgements, and on what basis? Usually it is outside experts who take charge. Participatory monitoring and evaluation (PM&E) is a **different approach** which involves local people, development agencies, and policy makers deciding together how progress should be measured, and results acted upon. It can reveal valuable lessons and improve accountability. However, it is a challenging process for all concerned since it encourages people to examine their assumptions about what constitutes progress, and to face up to the contradictions and conflicts that emerge."

It is important to consider the role of project stakeholders in participatory monitoring and evaluation. Are local women, village doctors and children simply the objects of information or the collectors of information? "Community members can…be involved in different ways in all aspects of the design and implementation. A comprehensive process requires that:
- Issues and goals are clear to all involved, so that everyone knows what to monitor and why this is the case;
- Monitoring methods or instruments are available or can be designed to assess and interpret outcomes;
- Data is collected, compiled and analyzed and used by those who are affected by the policies/interventions being implemented.

It cannot be assumed that local people would be interested in full-scale involvement at all stages of monitoring. What may be more important and more achievable is understanding what intensity and type of local participation in different stages of the monitoring process is desired and can be attained." This process would naturally involved local people.

Source: IDS Policy Briefing, Issue 12: November 1998; Abbott, Joanne; Guijit, Irene. Changing Views on Change: Participatory Approaches to Monitoring the Environment, pp.34-35, SARL Discussion Paper, No.2, July 1998.

Title of Exercise: Ladder of Participation

Objectives:

Ρ To stimulate participant brainstorming around the different levels of participation;

Ρ To understand and be able to distinguish between different levels of participation;

Ρ To identify key characteristics related to the different levels of participation; and,

Ρ To situate participants and their organization on the ladder.

🕐   Duration: 30 minutes for exercise and 30 minutes for plenary

✏ **Materials Needed:**

1.   Exercise sheet
2.   Flipchart paper placed on each table
3.   Colored Markers on each table

Instructions:

1. Have participants draw a big ladder on flipchart paper with at least five different rungs to the ladder.
2. Explain that the top end of the ladder should represent high participation and the lower end represent low participation.
3. Distribute the statements and have participants sort them along the ladder. Give 20 minutes for this exercise.
4. Have participants complete the empty cards with statements that describe participation.
5. Have the group present back in plenary.

Title of Exercise: Ladder of Participation

$\cong$ **Time**: 30 minutes

Materials Needed:

✎ : Flipchart Paper.

Y: Select your facilitator

Task:

1. Draw a large ladder on flipchart with at least 15 different rungs on it depending on the number of statements distributed.
2. Give to each person a statement.
3. Ask the group to review their statement and begin to organize a human ladder.
4. Participants should negotiate with one another as to why they feel they are where they should be.
5. Give about 15-20 minutes for the exercise.
6. Once participants have finished, start at one end and ask the participant to call out his statement. Then ask the next person to call out his/her statement. Do participants agree? Ask each person to justify where he/she is situated on the ladder. Continue until you have finished.
7. At the end, ask participants to place their answers up on flipchart in the same order as the human ladder.

Ladder of Participation
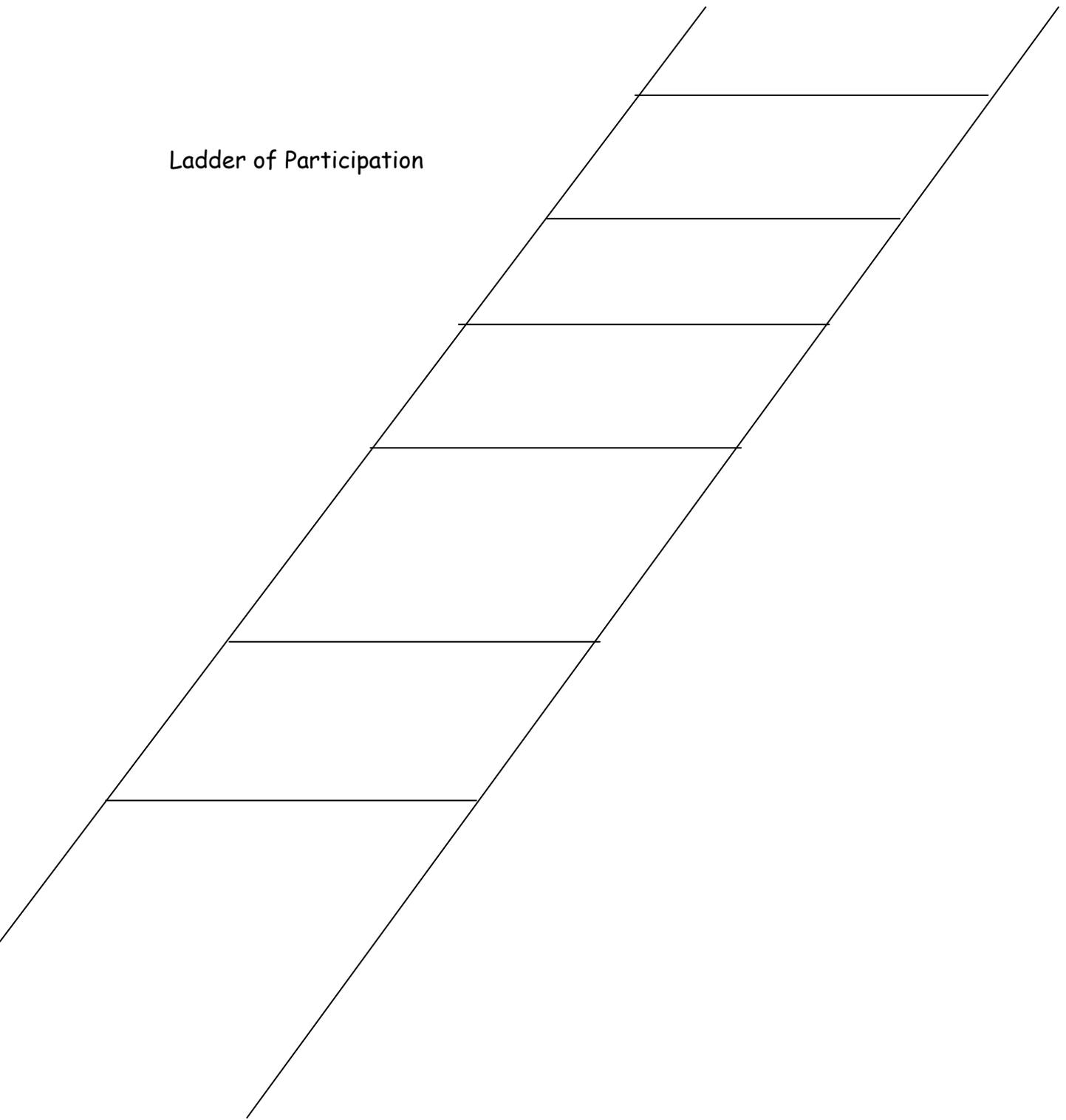
Mode of Participation/Type of Participation

Objects of Development

Actors in Development

Partners in Development

Receive Information

Define and control development

Participate in activities planned by others
Contribute resources requested by others

Participate in Consultation

Decision-making powers

High initiative, high authority and high accountability

Greater initiative, greater authority and greater accountability

Participate in collective action initiated by own group
Low initiative, low authority, low accountability

Co-opted

Tokenism; Manipulation, Representatives are chosen, but no real input or power

Co-operating

Tasks are assigned, with incentives; outsiders decide the agenda and direct the process

Consulted
Local opinions, outsiders analyse and decide on a course of action

Collaborating

Local People work together with outsiders to determine priorities, responsibility remains with outsiders for directing the process

Co-learning

Local people and outsiders share their knowledge, to create new understanding and work together to form action plans, with outsider facilitation

Collective action

Local people set their own agenda and mobilize to carry it out, in the absence of outside initiators and facilitators

Title of Exercise: Transect Walk in the Community

Objectives:

P To acquaint participants with the immediate environment.
P To introduce participants to a PM&E tool.

Instructions:

🕐 **Duration:** 45 minutes

✏️ **Materials Needed:**

1. Notepad
2. Expert from the community
3. Information sheet on a Transect Walk

Instructions:

1. Begin by explaining what a transect walk is: a walk through different cross-sections of a community. Discuss what topics and observations can be made.
2. Divide the larger groups into smaller teams of 5 people. If available, ask local guides to guide the team and to respond to any questions from the team.
3. Participants should be encouraged to ask probing and open questions to their guide.
4. Each group should record their observations and be prepared to share their results in plenary.

N Notes for the Facilitator:

1. This is a good exercise to do at the end of the day with plenary after dinner.
2. For the debriefing, take a piece of flipchart paper indicating North-South-East and West. Ask the groups that went to the North to present followed by the other groups.
3. The facilitator can note the answers on flipchart.
4. Debrief on the usefulness of the transect walk. What did it reveal? How did participants like the walk? Was it instructive?

Day 2:
Tools
Introducing Participation in the Project Cycle
Designing a Participatory Intervention

Title of Exercise: Video of Different Tools

Objectives:
Ρ To expose workshop participants to an array of PRA tools and methods

🕐 **Duration:** 10 minutes for the video + 30 minutes for exercise

✎ **Materials Needed:**
1. IIED video on Questions of Difference: PRA Gender and Environment, A Training Video
2. An array of Sample PRA tools: Seasonal Calendar, Historical Timeline, Venn Diagrammes, Gender Division of Labour, Mapping, Matrix, Fishes and Boulders

Instructions:
1. Test the audio-visual equipment before starting.
2. Forward the IIED cassette to the section: PRA Methods for Analysis
3. Play a 7 minute section of the tape. Stop at the end of the section on Venn Diagrammes.
4. In plenary, discuss some of the following questions:
   - What did you notice about these methods that might help you in your work?
   - What did you notice about these methods that might be a problem in the field.

Title of Exercise: Tool Fair

Objectives:

Ρ To expose workshop participants to an array of PRA tools and methods

⊘ **Duration:** 45 minutes + 15 minutes for plenary

✎ **Materials Needed:**

1. A tool sheet explaining each tool: community mapping, seasonal calendar, timeline, fishes and boulders, gender division of labour, testimonial, venn diagram, force-field, matrix, daily calendar.

2. Hard/stiff paper folded in two with the names of the tools placed on a different card.

Instructions:

1. If the workshop room is large enough, a separate area could be dedicated to the tools where participants could try out the tools during break, lunchtime or after dinner. Otherwise, the tool fair opens on Day 2.Test the audio-visual equipment before starting.
2. Place a different tool on each table. Participants can do the tool alone or in teams.
3. Ask participants to select a table with a tool that interests them. Participants will have 15 minutes to test a tool before going to another table.
4. At the end of 45 minutes, ask for observations from the participants.
5. In plenary, discuss some of the following questions:
- Any observations about the tools you just did?
- What did you learn about participation, the methods?

N **Notes for the Facilitator:**

Title of Exercise: Integrating Participation in the Project Cycle

Objectives:

℗ Introduce participation in the project cycle to participants

℗ Have participants design a participatory intervention.

🕐   **Duration:** 20 minutes for the presentation + 1 hour for the exercise

✎ **Materials Needed:**
1. Powerpoint presentation
2. Case studies of projects at the different phases of the project cycle.

Instructions:

1. Present the powerpoint presentation
2. Make the participation as interactive as possible.
3. Distribute the case studies. One case study per table.
4. Ask the participants to develop a participatory intervention for the case study.
5. Have each group present their participatory intervention.

N Notes for the Facilitator:

Exercise Sheet

Defining a Participatory Intervention

Nature of Intervention (definition of TORs, needs assessment, priority ranking, information gathering, stakeholder feedback, etc)	Stakeholder Analysis What stakeholders will you approach?	How? What methods and approach will you use?	What questions will you ask?	What will you report on?

African Development Bank

MEMORANDUM

To: Workshop Participants   Date: March 6, 2006

From: "Cheikh FALL"
              Secretary General

Subject: Country Strategy Paper for South Africa

I have been very concerned by the Country Strategy Papers that have been sent up to the Board for approval, including the South Africa one. We would like you to 1) draft a memo to the Board of Directors providing the rationale for why participation should be included in all future Country Strategy Papers and the type of information required; 2) review the Country Strategy Paper for South Africa and propose a participation intervention clearly outlining the different entry points for participation, who are the stakeholders, what methods you will use, what questions you will ask and what you will report on.

Your arguments must be convincing. You will make a formal presentation at your workshop. Good luck!

cc: The President

Exercise Sheet

Defining a Participatory Intervention

Nature of Intervention (definition of TORs, needs assessment, priority ranking, information gathering, stakeholder feedback, etc)	Stakeholder Analysis What stakeholders will you approach?	How? What methods and approach will you use?	What questions will you ask?	What will you report on?

Bujagali Dam
Uganda

The proposed construction of a 30m high hydro-electric dam at Itanda, upriver of Bujagali Falls, Uganda has been the subject of ongoing controversy since it was announced in 1994. Contracted to the AES Corporation (the biggest independent power producer in the world) with considerable financial backing from the World Bank, the project is expected to cost $USD 550 million, the most substantial foreign investment ever made in East Africa.

AES and the Uganda government have promoted the Bujagali Dam project as an important step in developing the infrastructure of a country in which only 3% of the population has access to electricity and many businesses lose the equivalent of 90 working days annually through power cuts. But, while it is true that the 250MW Bujagali station would practically double Uganda's electricity production, many claim that the above statistics are not primarily a function of an inadequate supply, but rather indicative of an inefficient and limited distribution network.

The project has also riled environmentalists. The International Rivers network has noted that the dam would submerge a significant tract of productive agricultural land resulting in 'further watershed degradation and deforestation and a loss in soil productivity'. Countering this argument, it has been claimed that access to electricity would reduce many rural Ugandans dependence of wood and charcoal for cooking, and thus have strong environmental benefits. According to Martin Musumba of the Save Bujagali Campaign, however,

> The real issue....is not electricity but poverty. Currently, the majority of Ugandans have no money for electricity (and so) production of more electricity will not reduce use of fuel wood and charcoal until deliberate programmes are evolved to reduce poverty and the cost of power.

Another criticism of the proposed dam, is that, by submerging Bujagali Falls and most of the other rapids used by the commercial rafters, it will destroy Uganda's fastest growing and arguably most lucrative single tourist attraction. But while it is true that capsizing the rafting industry would results in a significant loss in tourist revenue, the reality is that the dam would inconvenience but not damage it—the activity will probably relocate downstream to a series of rapids below the dam.

The Bujagili project met with strong initial resistance from local residents, since hundreds of people's homes will be submerged, and thousands more will be affected by the destruction of communal land and sacred burial sites. AES has, however, largely neutered local opposition with money: it has agreed to compensate an estimated 400 affected landowners with cash, new dwellings or a comparable tract of land elsewhere.

The project is now in the project identification phase.

Instructions:
1. Reproduce on flipchart the participatory intervention matrix.

2. Discuss with your team the nature of your intervention. What stakeholders will you approach? What methods will you use? What questions will you ask and what will you report on?

Excerpt taken from a book on Bujagali Falls, Jinga and Environs. Source and date not identified.

Defining a Participatory Intervention

Nature of Intervention (definition of TORs, needs assessment, priority ranking, information gathering, stakeholder feedback, etc)	Stakeholder Analysis What stakeholders will you approach?	How? What methods and approach will you use?	What questions will you ask?	What will you report on?

Project: Protection of Children: Congo

The Congo is emerging from a long decade of socio-political crises and armed conflict (1992-2003) which has ruined its economy, worsened living conditions and increased the vulnerability of the population.   There has been a strong increase of the number of children that need special measures and protection.

In Congo, children less than 15 years of age represent 45% or 1.44 million of a population totaling 3.2 million. It is also estimated that 50% of the Congolese live below extreme poverty (less than a dollar a day). A weak level of schooling increases the exposure of children to dangerous situations given the limited access to information and the presence of children outside the protective structure of school. A survey undertaken in Congo revealed that 15.3% of the population of children survey were neglected. The proportion doubles among non-educated children.

The project responds to the needs of protecting children among a population affected by armed conflict, recurring socio-political crises, extreme poverty and a strong prevalence of HIV/SIDA. The post-conflict context represents an opportunity to elaborate and implement a national strategy for the protection of children, in particular orphans or children rendered vulnerable from HIV/SIDA, street children, children suffering child abuse or sexual exploitation.

The project will have a national coverage and geographic targeting of vulnerable zones. The project sites will be centred around urban and semi-urban centre, but also include rural zones depending on the situation at hand. Most of the sites have sanitary, health and social infrastructure and child centres responsible for the most affected populations. At the national level, the project will involve the Ministries of Family; Justice and Human Rights; the Promotion of Women. Local national (Centre for Development Support of the Daughter-Mother, African Doctors) and international NGOs (MSF, Panafrican Association Thomas Sankara), associations and community based organizations are also providing services to the most vulnerable children.

The project will develop interventions targeting vulnerable children or children at risk particularly young children, girls and women given the likelihood of sexual abuse. Attention will be given to: 1) children affected by armed conflict; 2) children rendered orphans by HIV/SIDA; 3) sexual abuse and sexual exploited victims; 4) children living in the streets. National structures will be strengthened along with NGO capacity.

Instructions:
1. Reproduce on flipchart the participatory intervention matrix.
 2. Discuss with your team the nature of your intervention. What stakeholders will you approach? What methods will you use? What questions will you ask and what will you report on?

Exercise Sheet
Defining a Participatory Intervention

Nature of Intervention (definition of TORs, needs assessment, priority ranking, information gathering, stakeholder feedback, etc)	Stakeholder Analysis What stakeholders will you approach?	How? What methods and approach will you use?	What questions will you ask?	What will you report on?

Poverty Reduction of Rural Areas in Madagascar[2]

Madagascar, an Indian Ocean island nation, was a French colony from 1896 until independence in 1960. Beginning in the 1970s, a military government held power; but the political system opened up in 1990 after several political and economic crises. Opposition political parties were legalized in 1990 and Madagascar is now a multiparty republic. The majority of the people on the island are Malagasy, with cultural and historical ties both to Africa and Asia.

Madagascar is a very poor country (US$300 per capita income) with poverty rates estimated at around 69 percent. Poverty is mainly a rural phenomenon. 80% of the rural population is poor vs 54% for the urban areas. The country saw rising growth over the period 1994 to 2001, reaching 6.0 percent in 2001. However, despite growth, only a small percentage of the total population was able to move out of poverty. The 2002 crisis then reversed much of the gains of the preceding decade, with farmers in rural areas, laid-off workers in the formal sector, and the extremely poor in the informal sector most affected. In 2003, the economy rebounded with growth at 9.8 percent, bringing GDP to just below its 2001 level.

The Government's Poverty Reduction Strategy Paper (PRSP) focuses on helping the government to implement its three strategic areas: (a) good governance; (b) broad based growth; and (c) improved human security. In particular, the emphasis over the three year period is on supporting the government's priorities of transport and education, and governance / service delivery with an emphasis on fighting rural poverty.

Part of Madagascar's vision of the future focuses on rural development with the view of:

- Reducing poverty;
- Improving education and health;
- Equality of opportunity for youth;
- Reducing the gap between the cities and rural areas.

The Government is seeking to improve agricultural production by improving production infrastructure (irrigated perimeters, hydraulic networks, etc) and technical capacity. The implementation of agro-food and agro-industries in production zones will facilitate the integration of the rural economy into the industrial economy and favours the rapid development of the agricultural sector.

The ADB is sending in a country economist, a rural development specialist and a community participation specialist to identify opportunities in rural areas that can help combat poverty, create employment and thus improve living conditions of the rural poor.

Instructions:
1. Define the key stakeholders you will be meeting with.
2. Outline a participation strategy that will enable you to define future project interventions. Who will be consulted? What questions will be asked? Complete the

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[2] . Excerpts taken from the World Bank country profile and the Government's Poverty Reduction Paper, Updated June 2005.

attached matrix.

Sample Case Study: Investment Proposal for the Lumwana Copper Project, Zambia

Context:

The project, which is located in the Northwestern Province of Zambia, involves the development of an opencast mine, construction of a copper concentrate processing plant, a transmission line from Solwezi to Lumwana, water dam and storage facilities and associated infrastructure. The project has an estimated life span of 18 years and entails the mining of two distinct copper deposits. On the average, about 20 million tons of copper ore will be mined each year. Lumwana is one of the world's largest undeveloped copper deposits and the current copper prices are at an all time high. The size of the ADB loan is $ 43 million.

The sponsor has already demonstrated its commitment to assist the local community by: 1) employing 160 local people during the preparation of the Feasibility Study. Of this number, 120 were employed from the Lumwana area; 2) constructing permanent bridges across streams and rivers to assist the movement of people, especially during the rainy season when rivers are flooded; and 3) construction of a health clinic and accommodation block, which had been handed over to local government and local community authorities who will operate them.

The project implementers believe that the development of the Lumwana Project is likely to engender positive socio-cultural and economics in the region given the remote and underdeveloped zone with little infrastructure and limited community facilities. The project will generate indirect employment of over 1,200 jobs during the construction phase and direct employment of 874 during the operating phase. Most of these employees will be sourced from the Solwezi province and the Copperbelt area.

Investments will also include:
1. Construction of a 65 km high voltage transmission line from Solwezi to Lumwana to service the project and surrounding communities as well as providing additional capacity for future communities.
2. Development of a town for all project workforce and their families;
3. Construction of roads and water dam;
4. Water supply for the town, mine, plant and associated facilities within the town;
5. Development of light industrial area for business development to maximize opportunities for local business;
6. Setting up communication networks for cell phone coverage in the project area and in the region.

Additional jobs will be generated in the service sector (subcontractors, suppliers) in Solwezi and the Copperbelt area. The objective is to build a fully integrated and self-sustaining town with services such as refuse collection, water treatment, health clinics, electricity supply, township maintenance.

Your team has been tasked with designing a participatory intervention to collect the different views of the communities involved particularly issues of concerns, needs and priorities. Different types of meetings should be contemplated to avoid fractured community interests. You also want to explore the different opportunities for community participation in the project.

1. Based on the information provided to you, brainstorm the different stakeholders that should be consulted.
2. Define a participatory intervention as per the attached matrix

Exercise Sheet

Defining a Participatory Intervention

| Nature of Intervention (definition of TORs, needs assessment, priority ranking, information gathering, stakeholder feedback, etc) | Stakeholder Analysis

What stakeholders will you approach? | How?

What methods and approach will you use? | What questions will you ask? | What will you report on? |
|---|---|---|---|---|
| | | | | |
| | | | | |
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African Development Bank

MEMORANDUM

To: Workshop Participants   Date: March 6, 2006

From: "Cheikh FALL"
          Secretary General

Subject: Appraisal Document for Nigeria

I have been very concerned by the Appraisal documents that have been sent up to the Board for approval. We would like you to 1) draft a memo to the Board of Directors providing the rationale for why participation should be included in all future appraisal reports; 2) review the Appraisal Document for Nigeria and propose a participation intervention clearly outlining the different entry points for participation, who are the stakeholders, what methods you will use, what questions you will ask and what you will report on.

Your arguments must be convincing. You will make a formal presentation at your workshop. Good luck!

cc: The President

Exercise Sheet

Defining a Participatory Intervention

Nature of Intervention (definition of TORs, needs assessment, priority ranking, information gathering, stakeholder feedback, etc)	Stakeholder Analysis What stakeholders will you approach?	How? What methods and approach will you use?	What questions will you ask?	What will you report on?

Evaluation

Task:

In a first phase, you are the Sectoral Specialist for Education. The Principal Evaluation Officer has just shared with you a copy of the TOR for an evaluation of the Education Sector for Ghana.

√   1. You have been asked to review the TORs and make recommendations to integrate participation in the evaluation.

√   2. Review the TORs and prepare a description/statements that can be easily integrated into the TORs. Place your answers on flipchart.

√   3. Be more precise on the stakeholders that will be consulted.

In a second phase, you are the Evaluator.

√   Using a large piece of flipchart paper, reproduce the matrix.

√   Discuss and complete the Participatory Intervention Matrix

√   Present the completed matrix in plenary.

ABBREVIATED TOR FOR THE EVALUATION OF BANK GROUP ASSISTANCE TO THE EDUCATION SECTOR OF GHANA

1. Socio-economic Context

Ghana is a country of 239,000 km and the population has grown from approximately 11 million in 1980 to the present estimate of around 21 million. Since its independence in 1957, Ghana has experienced different political regimes with different economic results and social outcomes.

Although the road ahead is still long, there has been a general improvement of living conditions in Ghana for more than 15 years. The average annual real economic growth rate per capita was -1.1% and 1.9% respectively for the periods 1980-1990 and 1991-2003. Public expenditure on education as a percentage of Gross Domestic Product rose from 3.2 to 4.1; on health from 1.3 and 2.8. The population with sustainable access to improved sanitation increased from 61% in 1990 to 72% in 2000. The undernourished proportion has decreased from 35% to 25% between 1990/92 and 1999/2001. The prevalence of HIV is low compared to the African epidemiological situation.

Other examples of the positive trend in socio-economic development from 1990 to 2000 are found in education. The adult literacy rate increased from 58.5 to 73.8 and the youth literacy from 81,8 and 92. Less than half of schools could use all their classrooms during rains in the early 1990's, but in 2003 more than two-thirds did. Improvements in the education sector are forthcoming and most of Ghana is likely to meet the Millennium Development Goals on education. The major challenge remains in the three northern regions, where the schooling ratio and the ratio of girls attending schools are lower than the rest of Ghana. Interestingly, this problem was also pertinent when President Nkrumah started extensive educational programmes. Various studies have assessed the number of children in Ghana still not attending school and the estimate is at least 1 million children. Given the constant population increase, this represents an enormous challenge to Ghana. The task to reverse the educational backlog is on-going but major efforts are still needed. Poverty is the main reason that so many children do not attend primary school.

2. Scope and Methodology

The evaluation will be based on review of the available documents such as PCRs and PPAR/PPERs of Education programs and projects as well as supervision mission reports and annual portfolio reviews of on going interventions in Ghana. The review will take into account the evolution of the Bank with respect to the changing emphasis on the development agenda (such as cross-cutting issues- governance, gender, poverty, environment, HIV/AIDS etc.), the impact of policy and strategy documents introduced from time to time, and the evolving operational guidelines and procedures adopted over the years in managing the portfolio of the Bank Group. Interviews with concerned staff of the Bank will also be conducted to review the process and the outcomes from their perspective. Field missions will be undertaken to Ghana to assess results on the ground and share the views of the various stakeholders in the sector and sub-sectors.

The target groups of the evaluation are:

- The operations complex of the Bank,
- Other donors which co-financed or separately involved in programs or projects in these two countries;
- The Government of these two countries, sector authorities, executing agencies, stakeholders (NGOs, civil societies, academics, etc) and beneficiaries.

3. Basis of Evaluation

The evaluation shall be carried out in consideration of, among others, the following important features:

Evaluation of Sector Projects
The review shall evaluate the Bank Group's development assistance applying the evaluation benchmarks such as relevance, efficacy, efficiency, institutional development impact and sustainability as well as assess the performance of the Bank and Borrower highlighting the strengths and shortcomings to draw appropriate lessons.

a.   *Relevance*
The relevance of an intervention in relation to the countries and Bank's development strategy and the orientation to meeting poverty reduction objectives is important feature in allocation of limited resources. The review shall evaluate the consistency of project with the needs of project's beneficiaries, the country's development strategy and the Bank's assistance strategy as reflected in the programming papers or CSPs. The review shall assess whether or not the interventions were and are still relevant in meeting development objectives.

b.   *Achievement of Objectives ("Efficacy")*
The review shall evaluate the achievement of objectives as identified during appraisal or as perceived during implementation in the light of any modifications or revisions effected on the physical, social, economic, financial, institutional, environmental as well as policy changes. This shall review the indicators in terms of clarity and whether they were quantitatively or qualitatively determined from the outset to measure achievement of objectives.

c.   *Efficiency*
The review shall assess the level of success in implementation as measured by time and cost impacts on the socio-economic benefits derived from the interventions. The review shall examine the Cost/benefits of the interventions considered during appraisal and compares the changes or likely changes over the economic life of the interventions.

d.   *Institutional Development Impact*
Development of human resources and institutional strengthening at all levels is necessary to ensure sustainable services in health, education, micro-finance for poverty reduction and to take measures that enhance gender equity. The review shall assess the contribution/impact of Bank Group's interventions to institutional development. The review shall also examine the Bank's involvement in capacity building in the light of the changing roles in the sector and sub-sector- unbundling of the services if any, privatisation, community involvement etc. The review shall examine the institutional arrangement put in place by sub-sector and the capacity building efforts in this connection in the two countries.

e.   *Sustainability:*
i.   *Technological, Operation and Maintenance*
The choice of soft and hard technology for the intervention required in the sub-sectors could have impact with respect to the original capital investment and the subsequent operation and maintenance costs in running the system.

Priority should be given to reliable arrangements for maintenance of installed facilities (in hospitals and schools) in order to prevent their premature deterioration and safeguard investments.
ii.   *Financial and, Human Resources Sustainability:*
Questions of cost recovery, affordability and equity need to be addressed and appropriate funding mechanisms for sustainable service delivery developed, with attention to effective and efficient utilisation of human and material resources. The review shall examine the evolution in this respect and the extent

the Bank Group has assisted Ghana towards achieving financial sustainability and/or budgetary control and improving service access for the population at large and in particular the urban poor and rural areas.

Overall Assessment

Impact on Poverty
Poverty reduction is at the core of all developmental interventions of the Bank. The review shall assess the extent the interventions have addressed and incorporated poverty issues and solutions. The review shall examine the extent the interventions have contributed to poverty reduction in the country under review. The review shall examine the impact of the various interventions on the socio-economic development with particular emphasis on pro-poor achievements.

Impact on Gender
The review shall examine the extent gender issues were addressed and measures for addressing them have been taken into account in the interventions. The review shall assess the level of desegregation made to target beneficiaries particularly women to benefit from the interventions. The review shall also critically examine the extent gender equity has been supported in Bank Group interventions in the education sector in Ghana.

Impact on Environment
Adequate and reliable services are a key element in enhancing socio-economic activities and protecting the environment. The review shall examine the benefits and sustainability achieved in the provision of services; and shall assess the Bank Group's involvement towards ensuring sustainable development in the Social sector and sub-sectors in these two countries. The review shall examine the adequacy or otherwise of facilities for liquid and solid waste disposals relating to the health and education projects financed by the Bank Group.

Enabling Environment for Community and Private Sector Participation
Collaboration and participation of the communities and private sector are considered in recent years to be beneficial for sustainable service delivery. The review shall examine the extent the Bank Group has assisted Ghana in this respect in the light of the recent move towards decentralisation of social services. The review shall examine the mechanism put in place and the overall enabling environment to enhance participation and sustain the commitment of the communities and private sector in the activities of education in Ghana.

4. Conclusions, Lessons, Recommendations and Action Plans

The review shall highlight major findings and key issues by way of wrapping up the report and draw lessons of experience. It shall provide recommendations and action plans in the form of Matrix for the way forward.

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Exercise Sheet

Defining a Participatory Intervention

Nature of Intervention (definition of TORs, needs assessment, priority ranking, information gathering, stakeholder feedback, etc)	Stakeholder Analysis What stakeholders will you approach?	How? What methods and approach will you use?	What questions will you ask?	What will you report on?

Title of Exercise: Field Work Preparation

Objectives:

P To properly plan and develop an action plan for a visit to the field

🕐   **Duration:** 1 hour

✎ **Materials Needed:**

1. Matrix to be completed by the participant
2. Flipchart stand and paper for each table.

Instructions:

1. In small groups of six people, have the participants prepare their action plan for the field.
2. Have each group present their product in plenary. Answers should be placed on flipchart.

N **Notes for the Facilitator:**

Exercise Sheet

Defining a Participatory Intervention

1.   **Who will be your facilitators, notetakers, observers and timekeeper?**

2.   **What will be your strategy to establish rapport?**

Nature of Intervention (definition of TORs, needs assessment, priority ranking, information gathering, stakeholder feedback, etc)	Stakeholder Analysis What stakeholders will you approach?	How? What tools will you use?	What questions will you ask related to the tool you will use?	What will you report on?

Day 3:
Departure to the field to visit an ADB project
Debriefing
Preparing a Participation Action Plan
Array of Evaluation Tools

Title of Exercise: Field Work Debriefing

Objectives:
P To debrief the field visit
P To exchange and share experiences

🕐 **Duration:** 45 minutes

✏️ **Materials Needed:**
1. Flipchart stand

Instructions:

1. Have participants prepare a short report about their field visit. They should present the context, who attended, the methods used and the key findings. Have each group present their group work.
2. In plenary, discuss what worked well in the community. Discuss what you would do differently next time.
3. Jot these answers down on flipchart paper.
4. Have participants prepare a report of their field visit: purpose, who was interviewed and # m/f, key findings.

N Notes for the Facilitator:

Post Mission Report

1. **Context: Date, Location, Purpose of Visit**

2. **Persons Interviewed: # and gender, position**

3. **Tools used**

4. **Findings**

Exercise: Developing a Participatory Action Plan

Purpose:
- To get participants to think about the next steps after the workshop.
- To tap into the expertise that exists among participants.

🕐　**Duration:** 20 minutes to write down responses + 20 minutes plenary.
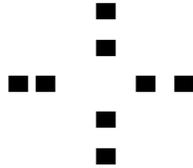
✏️　**Materials needed:**

1. Exercise sheet.

Room Set-Up

1. Four chairs should be placed back to back facing north, south, east and west. Place another four chairs facing the chairs. Thus, in total there are eight chairs per group. Have participants sit in their chairs of their choice.

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        ■
        ■
   ■■   ■ ■ ■
        ■
        ■
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Instructions:

1. Have participants take any seat of their choice. Ask participants to complete their action plan by answering the following questions: What will you do when you leave this workshop to integrate participation in your work? Why? With Whom? Which Resources Will You Use? Constraints? Where Will It Take Place?

A pre-formatted table can be distributed at the beginning of the exercise that looks like the following page.

2. For participants seated in the middle, ask them to act as consultants. For those participants facing the consultant, they will act as clients seeking advice from the consultant. The client is given about 3 minutes each to seek advice from the consultant before moving on to another consultant.

3. After three minutes, the client should move on to another consultant.

4. After 6 minutes, the roles are reversed and the consultants become the clients and vice-versa.

Action Plan

What will you do differently when you leave this workshop to integrate participation in your work?	Why?	With Whom?	Which Resources will you use?	Where?	Constraints

Array of Evaluation Tools

A number of quick and easy evaluations are undertaken at the end of each day of the workshop to measure participant satisfaction with the workshop and take any corrective action that may be required. The smile faces and temperature gage are but two examples. The last type of evaluation involves a more rigorous written evaluation of the workshop results.

These different evaluations are described in the following pages.

Title of Exercise: Temperature Gauge Evaluation of the Day

Objective:

P To evaluate participant's satisfaction with the workshop.

🕐 **Time:** 20 minutes

✏️ **Materials needed:**

1. 6 large sheets of flipchart paper scotched together.

Room Set-Up

1. None.

Instructions:

1. Prepare on flipchart paper, the temperature gage. Ask participants to plot their personal temperature gage or evaluation of the day. Do not lead the participants in any way. This should be a very quick exercise. The **only** benchmarks on the chart is the: commencement of the workshop, mid-day and the end of the day when the workshop has terminated.

2. Once participants have completed the exercise, ask participants for their observations. The facilitator should explore with the participants their high and lows for the day. This is a very visual and fast way to evaluate the day.

N Notes for the Facilitator:

1. It is important not to define any more benchmarks than the time as each participant may have different criteria for evaluating their ups and downs. Discussion about this follows participants responses.

Title of Exercise: Smile-Faced Evaluation

Objective:

P To evaluate participant's satisfaction with the workshop.

🕐 **Time:** 20 minutes

✏️ **Materials needed:**

1. 6 sheets of flipchart paper scotched together.

Room Set-Up

1. None.

Instructions:

1. Prepare on flipchart paper, the matrix for the evaluation with the different faces in the first column (x axis). Ask participants to give any evaluation themes or criteria they would like to use to evaluate the day. Complete the y-axis of the matrix by inserting these evaluation themes on the top row.
2. Ask participants to take a pen and to one-by-one come up to the matrix and check off their level of satisfaction for each evaluation theme. Participants should be careful not to place more than one check mark per evaluation theme.

3. Once participants have completed the exercise, ask participants for their observations. The facilitator should explore with the participants high and low levels of satisfaction and any corrective action that may be required.

N Notes for the Facilitator:
1. Remember to let participants select the themes they would like to evaluate in the workshop.

Evaluation Grid

Evaluation Themes or Topics ≡ Level of Satisfaction						
🙂						
😐						
🙁						
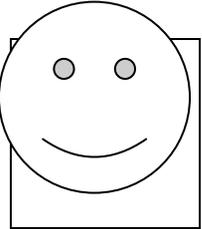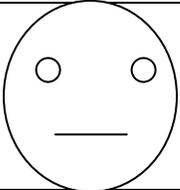
Task:

- Participants define the topics for evaluation.
- Checkmarks are made by the participants on each column to indicate their level of satisfaction.

Title of Exercise: Evaluation of the Entire Workshop

Objectives:
P To evaluate the workshop
P To make changes and improvement to the workshop

🕐 **Duration:** 20 minutes

✏️ **Materials Needed:**
  1. Evaluation sheet

Instructions:
  1. Distribute the evaluation form to each of the participants.
  2. In plenary, ask for examples of some of the suggested changes.

Workshop Feedback Form

Title of Workshop:_____

		Strongly Disagree		Neutral		Strongly Agree
Session Content						
a.	The session objectives were clear.	1	2	3	4	5
b.	My personal expectations were met.	1	2	3	4	5
c.	The timing of activities was suitable to cover content thoroughly.	1	2	3	4	5
d.	Instructional methods were effective (small group work,. case studies, exercises, presentations)	1	2	3	4	5
e.	I learned valuable information/tools/ideas that can be applied to my work.	1	2	3	4	5
Facilitator Effectiveness						
a.	The presenters delivered what was described in the workshop agenda.	1	2	3	4	5
b.	The facilitators were well prepared.	1	2	3	4	5
c.	The facilitators communicated effectively.	1	2	3	4	5
d.	The facilitators involved participants appropriately.	1	2	3	4	5
General						
a.	Preworkshop communications were well-organized.	1	2	3	4	5
b.	The accommodations were suitable given the workshop approach.	1	2	3	4	5
c.	The fieldvisit was worthwhile	1	2	3	4	5
d.	Overall, the workshop was effective.	1	2	3	4	5

How would you describe the workshop to colleagues?

What did you like most about the workshop?

What suggestions do you have for improving future workshops of this kind?

What 3 key things would you do differently in your personal or work life as a result of this workshop?

Other Comments:

Thank you

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