

PTD CIRCULAR

Six-monthly update on Participatory Technology Development

WE ARE GOING ELECTRONIC!

Back in 1993, when the St Ulrich Group first met, we decided to bring out a PTD Circular as an information sheet on recent publications, reports, training experiences and materials. ETC and the ILEIA project agreed to take on this task. Already at that time, we said that the longer-term perspective would be to give this service through e-mail.

For almost five years now, we have been compiling, printing and distributing the *PTD Circular* on the costs of ILEIA (for time inputs) and ETC (for layout, printing and dissemination). It is now 8 pages long, including the 2-page training module. The number of regular subscribers is over 1000 and another 500 copies are distributed during overseas visits, at workshops and conferences, and upon request. The costs of publishing and mailing the *Circular* have risen accordingly. If we introduced a subscription fee for a printed version, considerable expenses for administration of payments and for bank fees would be incurred.

This 10th issue of the *PTD Circular* will therefore be the last one in printed form. We are responding to the challenge of using modern communication media to share information in

a quicker and more cost-effective manner. In future, we plan to distribute the *Circular* primarily in an e-mail version. Only those people who do not have e-mail facilities will be sent a photocopied printout upon request. The format of the e-mail version will be simple text, without diagrams and photographs, as these take up a large number of bytes and cannot be decoded by all e-mail systems. We will make a simply formatted version available also via the ETC website (<http://www.etcint.org>).

On the enclosed questionnaire (or by e-mail) please inform us of your e-mail address. If you do not have access to e-mail and would like to receive a printout of each circular by 'snailmail', please complete the questionnaire and return it to ETC Ecoculture, Attn: Ellen Radstake,

POB 64, NL-3830 AB Leusden, Netherlands.

Christoph Backhaus has suggested (see box) that an organisation or project that receives the e-mail version of the *PTD Circular* could print, copy and circulate it by postal mail to those in its own country who do not have an e-mail connection. He has volunteered to do this in Sri Lanka. The latest news is that the Grupo DIP (Investigacion-Accion para la Agrobiodiversidad) has offered to distribute hard copies of the *Circular* in Mexico, at least for 1999 and 2000. Are there volunteers from other countries? Please send us an e-mail!

Dare-to-Share Fair

The first market of real (because experienced) possibilities of participatory approaches to development was organised by GTZ (German Agency for Technical Cooperation) in 1995, taking up an idea developed by the St Ulrich Group. A new opportunity to share the latest experiences will be available in mid-1999, at the Dare-to-Share Fair being organised by NEDA (Netherlands Development Cooperation) with the support of FMD and ETC Ecoculture. The emphasis will be on experiences gained within the context of NEDA-supported projects, but other resource persons and organisations are welcome to contribute their own experiences. The 2-day market will be followed by a day devoted to considering how development efforts in the North can learn from PTD experiences in the South. See Networking section of this *Circular* for more information.

ANNOTATED PUBLICATIONS

Abbot J & Guijt I. 1998. **Changing views on change: participatory approaches to monitoring the environment.** SARL Programme Discussion Paper 2. £8 (soon available in Portuguese and Spanish). International Institute for Environment and Development (IIED), 3 Endsleigh St, London WC1H 0DD, UK (bookshop@iied.org).

environment, natural resource management, participatory monitoring, PRA techniques, review

Review of participatory approaches to tracking biophysical changes in projects focusing on environmental regeneration, drawing on published literature, interviews with practitioners and experiences of an action-research project in Brazil. Examines the roles of different stakeholders in each stage of the monitoring process. Wide interpretations of these roles and diverse purposes of monitoring have led to many forms of participatory monitoring. Compromise is inevitable when stakeholders with different expectations come together. Supposed trade-offs, e.g. between scientific rigour and maintaining local participation, are discussed. The book describes methods 1) based on visualisation techniques of PRA, 2) that use oral testimony to understand patterns of environmental change, and 3) that adapt methods of ecological assessment for use by local people. Ten experiences of monitoring are compared in terms of the role of local people in the process. The review highlights several areas for future research and improved practice in participatory monitoring of environmental change.

AME. 1998. **Agriculture Man Ecology Phase IV progress report January-June 1998.** 50 pp. AME Programme, POB 7836, J.P.Nagar, Bangalore 560078, India (amebang@giasbg01.vsnl.net.in).

India, cotton, farmer experimentation, groundnut, rice, sustainable agriculture

FINDING NEW WAYS TO SHARE OUR IDEAS

I think the time is right to shift to an electronic distribution system for the circular ... I would like to make a proposal in regard to the future circulation to those who cannot receive electronic mail: in most countries an organisation or project (or two) could be found that would volunteer to take over the responsibility for circulating the circular in their country by postal mail. It would be easy (and not expensive) to make a few photocopies after receiving the circular by e-mail and to send them to a few addresses in the same country. In addition, it could maybe stimulate local exchange and networking! ... I would volunteer to take over that task for Sri Lanka.

This could also help to make the newsletter more popular, because if I know that I am responsible to distribute it in my country, I would also try to sponsor it and to find new subscribers. Let's try to find new ways to share our ideas!

*E-mail message from Christoph Backhaus,
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Includes results of a participatory evaluation of the PTD process, and reports on PTD training and farmer-led experimentation in cotton and paddy rice to reduce costs of production. Because involvement of women was low, a family approach is now being taken, rather than working with individual farmers. During the review, a need for systematic data collection, analysis and documentation of all aspects of the PTD process was recognised.

Bayer W & Waters-Bayer A. 1998. **Forage husbandry**. 198 pp. £7. Tropical Agriculturalist Series. Macmillan Education, Houndmills, Basingstoke RG21 6XS, UK. (French version in preparation.)

forage, livestock, participatory research, pastoralists, smallholder farmers

Management of pasture and other forage resources is described in relation to their functions within pastoral and smallholder farming systems. Contains numerous case studies, ranging from extensive management of natural grasslands to production of high-quality forage crops, under diverse agroecological conditions in the tropics and subtropics. The final section shows how forage-husbandry systems can be improved through farmer experimentation and innovation development, gives actual examples, and describes tools for participatory research.

Biggs S & Smith G. 1998. **Beyond methodologies: coalition-building for participatory technology development**. *World Development* 26 (2): 239-248.

agricultural research, methods, participatory development, science and technology

Argues that, in participatory approaches to technology development, too much attention has been given to specific methods and too little to how they are applied, by whom and in what circumstances. Analysis of two cases (Green Revolution in wheat, Rapid Rural Appraisal in Bangladesh) shows that the development of technologies and methodologies is highly dependent on local context. The processes evolve in a climate of conflict over direction of change and are strongly affected by groupings of individuals and institutions who form alliances and coalitions. Building coalitions (purposeful networking) is vital for PTD.

Defoer T, Kante S & Hillhorst T. 1997. **A participatory action-**

research approach to integrated soil fertility management. In: Renard G, Neef A, Becker K & von Oppen M (eds), *Soil fertility management in West African land use systems*, Niamey, Niger, 4-8 March 1997 (Weikersheim: Margraf Verlag), pp 510-517.

Mali, participatory action research, resource flow modelling, soil fertility, sustainability

Farmers and researchers analyse farmer strategies to manage soil fertility and develop improved technologies together. The approach encompasses making a village territory map and diversity analysis, farm classification by villagers, visualisation of farmers' actual management practices, flow modelling of new management practices, and joint evaluation of implemented activities. Farmers have started recycling large amounts of crop residues as litter and fodder, and are testing contour farming and integration of fodder crops in cereals. The flow data allow selection of sustainability parameters for longer-term monitoring.

Estrella M & Gaventa J. 1998. **Who counts reality? Participatory monitoring and evaluation: a literature review**. *IDS Working Paper* 70. 73 pp. Institute of Development Studies (IDS), University of Sussex, Brighton BN1 9RE, UK; Fax +44-1273-621202 (ids@sussex.ac.uk).

monitoring and evaluation, methods, participatory learning, review

Reviews literature on experiences in participatory M&E from around the world, involving all kinds of stakeholders - NGOs, donors, research institutions, government, people's organisations and communities. It introduces the key principles of PME, its application for different purposes, and various tools and methods, including participatory learning as well as more conventional approaches. It raises key challenges emerging from the literature and proposes areas for future research.

FARM. 1998. **Study tour: an approach to exchange of information and learning**. FARM Info Note 9. In: *FARM News* 11 (August 1998): 7-10. FARM Programme, FAO/RAP, 39 Maliwan Mansion, Phra Atit Rd, Banglumpoo, Bangkok 10200, Thailand (farmasia@ksc15.th.com)

Asia, China, Thailand, farmer-to-farmer extension, study tour

Outlines key aspects to be considered when planning and preparing a study tour, in order to ensure its success and avoid abuse of this instrument to promote cross-fertilising of experiences. Uses a case study of a visit by Chinese officials to Thailand as an example. Stresses the need for careful choice of participants and organisation of a post-tour review.

Fischer PA, Asumah A, Wasofa J & Kachelriess S. 1997. **Putting it into practice: experiences with on-farm research**. Paper presented at Regional Workshop on Joint Action to Control Striga in Africa, 6-9 October 1997, Sogakope, Ghana.

Ghana, farmer experimentation, indigenous knowledge, weed control

Account of ongoing experience in combining farmers' local practices and ideas with agronomists' suggestions for controlling the parasitic weed striga, in farmer experimentation supported by researchers and extensionists in Northern Ghana. Researchers gained insight into farmers' perceptions and concepts, and farmers positively evaluated certain techniques. The paper addresses scientists' difficulties in dealing with the high variation in individual adaptations by farmers.

Guijt I. 1998. **Participatory monitoring and impact assessment of sustainable agriculture initiatives: an introduction to the key elements**. *SARL Programme Discussion Paper* 1. £8. (soon available in Portuguese). IIED, 3 Endsleigh St, London WC1H 0DD, UK (bookshop@iied.org).

Brazil, impact assessment, methods, participatory monitoring

A practical, methodological introduction to setting up a participatory monitoring process for sustainable agriculture initiatives, first written to guide an action-research process on monitoring and impact assessment with small-scale producers, rural workers unions, and NGOs engaged in sustainable agriculture in Brazil. It explains why interest in participatory monitoring is growing, introduces several key concepts, identifies steps in developing a monitoring system, discusses the complexity of indicator selection and choosing methods, and reflects on common pitfalls and specific difficulties faced in Brazil in starting up a participatory monitoring system for sustainable agriculture. An extended annex gives a description

and visual examples of 20 participatory methods useful to monitor change.

Hagmann J, Chuma E, Murwira E & Connolly M. 1998. **Learning together through participatory extension: a guide to an approach developed in Zimbabwe**. Harare: AGRITEX/GTZ/ITDG. 59 pp. Order against mailing costs from: Universum Verlag, Germany, Order No. A-021-E, Fax +49-611-9030556 (horst-dieter.herda@universum.de).

Zimbabwe, community-level planning, extension, farmer experimentation, organisational development, participatory learning

This booklet, written for field staff and middle-level extension managers, describes a community-oriented approach to rural extension based on farmer experimentation and learning. The action-learning cycle integrates four main phases: social mobilisation through a situation analysis carried out jointly by insiders and outsiders, community-level action planning, implementation of activities and farmer experimentation, and monitoring and evaluation through sharing experiences and ideas. A major focus is on local institutional development. The process in practice with all its steps is described and clarified through examples from the field. The video film with the same title was annotated under Audiovisuals in *PTD Circular* 9.

Herweg K, Steiner K & Slaats J. 1998. **Sustainable land management: guidelines for impact monitoring**. 2 vol. (Workbook, 79 pp; Toolkit, 121 pp). Centre for Development and Environment, Hellerstr. 12, CH-3012 Bern, Switzerland (cde@giub.unibe.ch).

impact monitoring, natural resource management, participatory methods

The Swiss and German agencies for development cooperation and the World Bank have supported the publication of these guidelines for monitoring the impact of land-management programmes. The workbook, a guide for users, introduces sustainable land management and outlines a 7-step procedure to develop a monitoring system. The toolkit emphasises monitoring methods that are cost-efficient, simple and rapid, and that enhance participation of stakeholders; it is based on concrete experiences. Several of the tools are useful in PTD programmes for improved land management.



Photo: Sabine Gündel

UNDERSTANDING AND FACILITATING GROUP DYNAMICS

THE SETTING

During a recent training course in PTD in Cajamarca, Peru, carried out by ETC-Andes on behalf of the Rural Development Project Cajamarca (GOPA-GTZ), we had a crucial experience dealing with dominant or leading personalities among the course participants.

The objectives of the 9-day training course were to provide the participants with the knowledge and tools to initiate a PTD process in their working environment and, at the same time, to train local facilitators to become future trainers in PTD.

The first modules of the course dealt with basic skills and human attitudes necessary for stimulating interest and participation. These included:

- being able to listen and to form proper questions,
- recognising other peoples' opinions and criteria, and
- divesting oneself of established roles.

The proper functioning of a group is one of the preconditions for making a training and learning process in PTD successful. This is even more relevant when dealing with large groups. In the case presented here, we were training 24 participants from eight governmental and non-governmental organisations. They constituted a heterogeneous group in terms of previous working experience, objectives and personal attitudes.

THE CHALLENGE

Throughout the course, we worked in small groups in order to allow the participants to experience different roles within their groups. In one occasion, we observed a tense working environment in which four members of a group tried to impose their opinion on the remaining participants. This group was held up in long discussions without being able to complete its task within the given time, and returned with obvious negative tension to the plenary session.

These moments of tension can turn into negative forces for the whole learning process if they are not recognised and dealt with. We as the facilitators had the task of diverting this negative experience into a positive learning effect.

THE ATTEMPT TO DEAL WITH IT

Instead of continuing with the planned plenary session, we invited the participants to join us in the garden, where we explained the following dynamics to be enacted by two groups of eight participants each.

The first group consisted of the four dominant persons who had hindered the previous groupwork and four other voluntary participants. All eight participants were blindfolded and positioned at regular distances along a 10-metre rope which they had to hold with both hands, forming a straight line.

They were then given the task of forming a square without removing their hands from the rope. The time limit for this exercise was three minutes. The intended learning effect was to show the great relevance of proper organisation of a group to allow it to complete a specific task within a predetermined timeframe.

THE OUTCOME

What happened in Group 1? As expected, each of the four dominant persons tried to assume the role of group leader without even making an attempt to listen to each other. They wildly shouted different and mostly contradictory orders to their group members, which resulted in complete chaos and caused much laughter among the observers as well as among the group members. After three minutes they were still far from having built a square.

A second group of participants was now invited to do the same exercise. Eight volunteers (not including the dominant persons) were asked to repeat the same procedure as described above, i.e. to form a square while blindfolded. What happened in the group without strong leader personalities? One group member suggested counting in a loud voice in order to identify the position of the different team members. The person at one end of the rope was asked to start with number one and the other members followed (two, three...). Once having identified their



numbers, team member 1 and team member 8 joined each other by calling their respective numbers. This quickly led to the formation of a circle. From there, different group members suggested further instructions needed to be followed by all the eight persons. After a short time, the group managed to establish a square-shaped formation.

THE LESSONS

What did we achieve with this short intervention? First of all, the proposed exercise caused several group participants to feel in a better mood, indeed cheerful, as they found it fun to take part in it. The re-establishment of a positive working environment can be considered as one main result.

The other important result is the learning effect on how internal group dynamics impact upon the quality and efficiency of groupwork. It became obvious that the maintenance of several leading positions within one group leads to contradictory orders which do not allow the group to define roles and tasks to resolve a situation, whereas the second group managed to identify specific roles to be taken and therewith reached its objectives in a given time.

We thought that this experience might be useful to other people involved in PTD training situations. As a conclusion from our own experience, we suggest including this exercise on group dynamics at an early stage in the training, when dealing with issues of basic skills and attitudes for participatory learning.

Sabine Gündel and Rodrigo Villavicencio were facilitators of the first PTD training course to be carried out for GOPA-GTZ in Cajamarca, Peru, from 27 November to 6 December 1998. Contact addresses: Sabine Gündel, ETC-Ecoculture, POB 64, NL-3830 AB Leusden, Netherlands (office@etcnl.nl); Rodrigo Villavicencio, ETC-Andes, POB 9355, La Paz, Bolivia (ofLapaz@etcandes.rds.org.bo).

Hussein K & Perç D. 1998. **Linking participatory methodologies with people's realities: towards a common agenda: report on one-day workshop held at the Institute of Development Studies, 5 December 1997.** 45 pp. University of Sussex, BN1 9RE, UK (ids@sussex.ac.uk).

action research, organisational development, participatory methods

Reports on different participatory methodologies coming from different traditions, such as cooperative enquiry (from organisational development and action research in the north) and Participatory Action Research growing from work in popular adult education. The workshop allowed participants to explore the linkages, to learn across traditions, and to engage in critical self-reflection.

INADES Formation Tanzania. 1998. **Natural crop protection: follow-up workshop report.** ca 100 pp. INADES Formation Tanzania, POB 203, Dodoma, Tanzania.

Tanzania, farmer experimentation, farmer-scientist interaction, horticulture, natural crop protection, organic farming

Report on second workshop in an action-research process on natural crop protection (NCP), involving farmers, researchers and technicians. The emphasis was on exchanging experiences with methodologies in experimentation. Four of the presentations are highlighted: sociopolitical context of NCP in Zambia, research on effectiveness of botanicals in Kenya, results of experimentation by two farmer groups in Tanzania, and an assessment of the methodology used in NCP experimentation in horticulture in Tanzania.

IIRR (International Institute of Rural Reconstruction). 1998. **Sustainable agriculture extension manual for Eastern and Southern Africa.** 241 pp. IIRR, Africa Regional Office, POB 66873, Nairobi, Kenya.

Africa, agricultural extension, manual, sustainable agriculture

Written primarily for extension agents and field technicians in rural development programmes, this easy-to-read and well-illustrated handbook covers the physical, socio-economic and organisational dimensions of sustainable agriculture. It draws on experiences made in Eastern and Southern Africa, and includes numer-

ous concise examples. It has sections on soil and water conservation, soil fertility management, cropping and livestock technologies, farmer innovation, gender and development, participatory land-use planning, participatory extension and PTD focused on farmer experimentation. Sources of further training materials and information are listed in the annex. A very practical guide.

Kachelriess S. 1997. **Facilitating conscious choices: sharing information, learning and generation of knowledge as joint action.**

Paper presented at Regional Workshop on Joint Action to Control Striga in Africa, 6-9 October 1997, Sogakope, Ghana.

Africa, farmer experimentation, training, weed control

Describes workshops organised by PASCON (Pan African Striga Control Network) to give opportunity for exchange between researchers and extensionists and to promote active participation of farmers in experimentation and extension to deal with the parasitic weed striga. Particular attention is given to communication links, and understanding and learning from each other to generate viable solutions through joint action. Presents practical experiences with training, extension material and farmer experimentation.

Loevinsohn ME. 1998. **Practising evolution: theory for understanding and evaluating participatory research.** *ISNAR Discussion Paper* 98-14. 16 pp. International Service for National Agricultural Research, POB 93375, NL-2509 AJ The Hague (isnar@cgnet.com).

Kenya, Rwanda, assessment, change, extension, invention, participatory research

Argues that evolutionary theory can provide a framework to help in design choices in participatory research (PR). Supporting farmer experimentation is an effort to stimulate evolution in agriculture based on mechanisms of invention, selection, recombination, movement and preservation of inventions. Examples are given of applying the framework to assess design choices in PR in Kenya and Rwanda. A thought-stimulating piece that provides a set of logical concepts for evaluating the process and impact of PR.

Maarse L, Wentholt W & Chibudu A. 1998. **Making change strategies work: gender-sensitive, client-**

oriented livestock extension in Coast Province, Kenya. 114 pp. 29 NLG. Royal Tropical Institute (KIT), POB 95001, NL-1090 HA Amsterdam, Netherlands (kitpress@kit.nl).

Kenya, dairy development, farmer-to-farmer extension, institutionalisation, participatory approaches

Interesting case study about introducing dairy extension in the coast region of Kenya. Highlights the evolution of the initial extension approach (teaching of packages) to a more participatory approach: developing technology jointly with farmers. Describes how the project shifted to facilitating exchange of experiences and on-farm experimentation, while extension staff became more sensitive to gender and other sociocultural issues and to the farming system environment. The three main themes covered are: monitoring and evaluation, integration of gender issues, and research-extension-farmer linkages.

MYRADA & IIRR. 1998. **Resource management in rainfed drylands: an information kit.** 356 pp. MYRADA, No.2 Service Rd, Domlur Layout, Bangalore 560071, India; IIRR, Silang, Cavite, Philippines (iirr@cav.pworld.net.ph).

India, appropriate technology, dryland farming, indigenous technology, natural resource management

Manual with compilation of farmer-tested dryland technologies and practices based on extensive experiences from India. Covers a wide range of topics, such as general issues affecting dryland areas, strategies and practices addressing soil and water conservation, crop and soil management in the drylands, alternative land-use systems, post-harvest practises and innovative approaches in participation, extension and institutional partnership. This info-kit was developed at a national workshop held in Bangalore in 1997 by MYRADA and IIRR for middle-level programme planners and managers, fieldworkers, farmer leaders and extensionists involved in dryland agricultural development or natural resource management. The mixture of text and illustrations renders a book of excellent quality.

Nielsen F. 1998. **Issues in the utilisation of indigenous knowledge in agroforestry research.** PhD thesis, Institute of Geography, Faculty of Natural Sciences, University of Copenhagen, Denmark (fnielsen@pobox.com).

Uganda, agroforestry, indigenous knowledge, technology developments

After reviewing the history of integrating indigenous and formal knowledge, progressing from extractive to participatory and facilitating approaches, the author uses 3 cases from Uganda to investigate key issues of integrating IK into formal research. These are: farmers' knowledge generation and experimentation, farmers' networks as sources of inspiration and inputs, social and spatial distribution of knowledge, the dynamic nature of IK, and the importance of tacit knowledge. In the case of farming systems involving slow-growing and space-demanding trees, farmers generated knowledge primarily through unplanned collective experimentation. The author assesses how these issues and the potential of different research methods are related to the length of the life-cycle of farming systems and to the continuum of disappearing-common-emerging knowledge.

Participatory Extension Project. 1995. **An action-research project to examine potential for the development of participatory procedures for a national extension institution: final technical report for International Research and Development Center.** 53 pp. Dept of Ag. Extension/Dept of Agriculture/Multiple Cropping Center, Chiang Mai University, Thailand.

Thailand, action research, farmer experimentation, on-farm research, participatory extension

Reports on development of an extension approach that encourages farmers to select and adapt technologies for their local conditions, and of a strategy to categorise diverse production environments so as to focus on-farm research (OFR) on issues that farmers cannot manage to solve on their own. The participatory extension approach was effective in stimulating farmers to be more analytical in evaluating the local usefulness of technologies and adaptations. It speeds up the introduction of new ideas to farmers and shortcuts the long and expensive process of OFR and multilocational trials normally used to verify a technology for conventional transfer by extension.

Reijntjes C, Minderhoud-Jones M & Laban P (eds). **LEISA in perspective: 15 years ILEIA.** 46 pp. ILEIA, POB 64, NL-3830 AB Leusden, Netherlands (ileia@ileia.nl).

agricultural intensification, farmer experimentation, participatory research, sustainable agriculture

Jubilee publication in the 15th year of the Information Centre for Low-External Input and Sustainable Agriculture (ILEIA), tracing the path to LEISA (low-external-input and sustainable agriculture) through collaboration with farmers and local organisations. Includes section on participatory learning, planning and action toward LEISA, farmer-led experimentation and extension.

Schmidt P & Scheuermeier U. 1998. **Initiating participatory extension in countries in transition: an exploration based on first hand experience.** *BeraterInnen News* 2/98: 6-17. Landwirtschaftliche Beratungszentrale Lindau (LBL), CH-8315 Lindau, Switzerland.

Eastern Europe, indigenous knowledge, institutionalisation, participatory approaches

Describes experiences in shifting from directive to more participatory extension approaches in rural development in Albania, Kyrgyzstan and Uzbekistan. All projects were (co)funded by SDC (Swiss Agency for Development and Cooperation). LBL staff were involved in planning, backstopping, staff training and/or evaluation of the advisory and training components. Special problems encountered in the setting of a post-communist society were the rigid labour division, central decision-making, top-down instructions and a climate of distrust. These problems were tackled through training and coaching activities, introduction to and working with important PTD concepts like joint situation analysis, paying special attention to existing sources of knowledge and making use of traditional social systems (family, clan). First results are promising, but the authors feel that more time is needed to make a judgement. They conclude that an effective strategy for introducing participatory approaches at project level should stimulate a switch from instruction to advising, address the lack of experience in local farm planning, overcome communication behaviour that discourages participation, and tackle basic insecurities in the local value system.

Simpson BM 1998. **Investing in people: the support of farmer learning, creativity and local social networks in the Project Pisciculture Familiale, Zaire.** *The Journal of Agricultural Education and Extension* 5 (2): 99-110. Group Communication and Innovation

Studies, Hollandseweg 1, NL-6706 KN Wageningen, Netherlands.

Zaire, farmer experimentation, fish farming, indigenous knowledge

Support to the existing extension service helped farmers in Zaire in developing profitable fish farming. The approach emphasised building on technologies developed by local innovators, strengthening farmer organisation and enhancing the capacity of farmers to experiment. As a result, attractive options emerged for keeping fish in ponds under smallholder conditions. At the same time, farmers became increasingly involved in diffusing the tested technology to other farmers. The case illustrates clearly the effectiveness of applying a participatory extension approach.

UPWARD. 1997. **Self-assessment: participatory dimensions of project monitoring and evaluation.**

91 pp. Users' Perspectives with Agricultural Research and Development, POB 933, Manila, Philippines (cip-manila@cgnet.com).

Asia, agricultural research, impact assessment, participatory monitoring and evaluation

Focuses on validation of situation analysis and problem characterisation by local people and on institutionalisation of participatory monitoring and development (PME). This is carried out as a self-assessment to form a basis for further planning. PME is done of three types of project activities: facilitating social processes (e.g. participatory learning, capacity building), technology development and project management. The descriptions and analyses are based on field experiences both in and outside of the UPWARD network.

Yohannes GebreMichael. 1998. **Farmer assessment of local innovators in northern Ethiopia.** *Farmer Innovators in Land Husbandry* 4&5: 12-16. Available from CDCS, Vrije Universiteit, De Boelelaan 1115, NL-1081 HV Amsterdam, Netherlands (a.van_der_wal@dienst.vu.nl).

Ethiopia, farmer innovation, soil and water conservation, community assessment

In a study of indigenous soil and water conservation practices in Northern Shoa and Southern Wello, considerable dynamics in the indigenous knowledge system were found. This extract from a doctoral thesis

focuses on challenges of identifying local innovators and how these extraordinary people are viewed by their neighbours. Other farmers recognised a local innovator not primarily because his or her creativity improved production and land protection but rather because the innovation was valuable to the larger community.

Zeeuw H de. 1998. **Trying out PTD with NGOs in Peru and Bolivia.** ETC Working Paper. 12 pp. ETC Ecoculture, POB 64, NL-3830 AB Leusden, Netherlands (h.dezeeuw@etcnl.nl).

Bolivia, Peru, institutionalisation, participatory methods, process documentation, non-governmental organisations

Account of the process of preparation and implementation of a PTD project in the Andes involving 16 NGOs. It describes the methodology applied at field level in community meetings, global and focused diagnoses, experimental design workshops, monitoring and evaluation, and diffusion, and makes a preliminary analysis of the experiences with this approach to promoting PTD.

OTHER PUBLICATIONS

Chuma E & Hagmann J. 1998. **Development of conservation tillage techniques through combined on-station and participatory on-farm research.** *Advances in GeoEcology* 31: 1187-1196.

Zimbabwe, conservation tillage, participatory research, semiarid areas, tied ridging

Collion M-H & Rondot P. 1998. **Partnerships between agricultural services institutions and producers' organisations: myth or reality?** *AgREN Network Paper* 80. 9 pp. Agricultural Research & Extension Network, Overseas Development Institute, Portland House, Stag Place, London SW1E 5DP, UK (agren@odi.org.uk).

Burkina Faso, Guinea, Mali, Senegal, farmer organisations, participatory research

Fliert E vd, Wiyanto & Braun AR. 1998. **The Farmer Field School as an arena for farmer participatory research.** In: Reijntjes C, Minderhoud-Jones M & Laban P (eds), *LEISA in perspective: 15 years ILEIA* (Leusden: ILEIA), pp 40-41.

Indonesia, integrated crop management, participatory research, sweet potato, technology evaluation, training

ISWC Ethiopia. 1998. **Travelling seminar on sharing experiences and demonstrating farmer innovations in land management.** 10 pp. ISWC Coordinators, Mekelle University College, POB 231, Mekelle, Tigray, Ethiopia (mekelle.university@telecom.net.et).

Ethiopia, farmer innovation, farmer-to-farmer extension, networking, soil and water conservation

Loevisohn M & Meijerink G. 1998. **Developing integrated pest management with Kenyan farmers: evaluation of a pilot project.** *ISNAR Discussion Paper* 98-13. 13 pp. ISNAR, POB 93375, NL-2509 AJ The Hague (isnar@cgnet.com). See abstract of 'Enhancing capacity to manage resources' in *PTD Circular* 9.

Kenya, botanical pesticides, economic aspects, integrated pest management

Ooi PAC. 1998. **Beyond the Farmer Field School: IPM and empowerment in Indonesia.** *Gatekeeper Series* 78. 16 pp. IIED, 3 Endsleigh St, London WC1H 0DD, UK (sustag@iied.org). See abstract of 'Farmer participation in IPM action research' in *PTD Circular* 9.

Indonesia, farmer experimentation, farmer innovation, integrated pest management, rice

PARC. 1998. **Picture, print and promote: discussion tools for the campaign.** 48 pp. Pan African Rinderpest Campaign Coordination Unit, Communication Advisor, POB 30786, Nairobi, Kenya.

Africa, consciousness-raising, extension, information dissemination, livestock, manual, mass communication, veterinary medicine, visual aids

SMISLE. 1998. **Participatory market planning: facilitators' manual.** 46 pp. Small Islands Agricultural Support Services Programme, 35 M Velez St, Cebu City 6000, Philippines.

community development, manual, marketing, participatory planning, training

Veldhuizen L van. 1998. **Principles and strategies of participation and cooperation: challenges for the coming decade.** In: *Advances in GeoEcology* 31: 979-983. cost-benefit analysis, gender, institutional development, participatory approaches

Information Packs on

Participatory Approaches are available free of charge from the Reading Room at IDS, Brighton BN1 9RE, UK, Fax +44-1273-621202 (ids@sussex.ac.uk). These informal collections of articles include (*newest ones marked with star): *PRA and agriculture, Participatory behaviour and attitudes, Participation and children, PRA for disasters and refugees, Introductory PRA methodology, Participatory monitoring and evaluation, *Participatory approaches to micro enterprise and micro-finance, *Participatory poverty assessments, Participatory research, PRA tools and techniques.

AUDIOVISUALS

CIAT. 1997. *Didactic video on CIAL (Committees for Local Agricultural Research). 1. Communication skills. 2. Formation and diagnosis. 3. The trial.* 14, 17, 15 min. VHS-PAL (available in Spanish and English). US\$50. Centro Internacional de Agricultura Tropical (CIAT), AA 6713, Cali, Colombia.

Latin America, communication skills, farmer organisation, farmer research, training

CIAT has pioneered participatory approaches to agricultural research. The emphasis was initially (late 1980s) on involving farmers in evaluating trials by researchers but gradually evolved into supporting research by farmer research committees ('CIALs'). This video presents the main elements of this approach in a very accessible way. Part 1 deals with the basic communication skills needed for participatory interaction with farmers. Part 2 explains the approach to setting up CIALs, and their activities in analysing local production constraints (diagnosis). Part 3 shows how the committees are trained to design, implement and evaluate trials in farmers' fields to address the constraints. Much attention is given to interaction between the committees and the rest of the community. The strength of the video is its down-to-earth training character.

PRIAG. 1998. *Experiences in farmer experimentation.*

Programa Regional de Reforzamiento a la Investigación Agronómica sobre los Granos in Centroamérica (PRIAG), Apdo 458-

2200 Coronado, Costa Rica,
Fax +506-2292567.

Central America, farmer experimentation, farmer organisation, farmer-to-farmer extension

Set of 5 videos (in Spanish) of experiences of farmer-experimenter groups in Guatemala, Panama and Costa Rica, recording farmers' conversations and spontaneous observations during field visits. The videos cover the various topics included in the experiments, farmer organisation for experimentation, farmer-technician relationship, benefits thus far, and farmer-to-farmer sharing of results. They address farmers in Central America and elsewhere, and technicians and scientists involved in rural development. The individual videos are:

- **Out of necessity we experiment:** story of farmer-experimenters in Baja Verapaz, Guatemala; how members of a farmer research committee (CIAL) plan their next meeting; organisation of CIALs and experiments; sharing the results (40 min.);
- **Sowing less and harvesting more:** how a group of male and female farmers in Arco Seco, Panama, became involved in experimentation; types of experiments; relationship between them and external support institutions; sharing their experiences through local radio and schools (44 min.);
- **Hillside, farmer associations and experimentation, Part 1:** story of farmer-experimenters in Brunca, Costa Rica; presidents of 3 farmer associations describe how they organised themselves to solve local problems, how the CIAL operates, advantages and disadvantages of farmer experimentation, how market forces influence topics (24 min.);
- **Hillside, farmer associations and experimentation, Part 2:** joint establishment of experiment by farmers and National Beans Programme; necessary adjustments made by farmers in experimental design (34 min.);
- **Invent, invent, invent!** story of farmer-experimenters in Upala, Costa Rica; accompanies farmer-experimenter on his exchange visit to experimenting farmer groups in other parts of Costa Rica; testimonies of men and women farmers about realities of involvement in experimentation and technicians' role in the process (41 min.). [transl. Sabine Gündel]

TRAINING EVENTS AND REPORTS

Courses of International Institute of Rural Reconstruction.

IIRR offers regular, international courses focused on field experience and participatory approaches. They are typically 2-4 weeks long and combine interactive presentations, discussions, hands-on exercises and field visits. Many feature participants' formulation of action plans for their own work. The courses include:

- *Training of Trainers on Sustainable Agriculture.* 20 June - 15 July 1999; US\$1500 + \$1000 for room + food; collaborators: DGIS & ETC Ecoculture. Designed for development practitioners who organise training on sustainable agriculture and related topics. Focuses on enhancing participants' skills in agricultural development and management. Covers training needs assessment, training design and evaluation.

- *Farmer-led Extension.* Contact IIRR for date of next course; US\$1200 + \$800 for room + food. Designed for rural development extension managers, officers and specialists, who review various approaches in agricultural extension and analyse them from perspectives of farmers and development workers. Strategies and methods used in farmer-led extension are examined to develop field-validated strategies. Organisational prerequisites are identified for scaling-up these approaches.

- *Participatory Monitoring and Evaluation.* Contact IIRR for date of next course. US\$1200 + \$800 for room + food. Designed for project managers, study leaders and extension officers who manage or implement community-based development. PME is examined at community, programme and organisational levels. PME concepts and theories are discussed, and field-tested methods and tools shared.

- *Community-based Integrated Watershed Management.* 22 Feb - 11 Mar 1999. US\$1200 + \$800 for room + food. Designed for planners, fieldstaff and technicians in governmental and nongovernmental organisations. Exposes participants to concepts and strategies for planning, implementing, monitoring and evaluating watershed development projects together with local communities.

- *Sustainable Aquaculture for Small-Scale Farmers.* 20 Feb - 12 Mar 1999 in Dhaka, Bangladesh. US\$1800 for international, US\$1000 for Bangladeshi participants. Collaborators: CARE International-Bangladesh, ICLARM, BARRA.

Addresses issues of food security, income generation and farm diversification among poor fishermen and farmers. Designed for project staff who want to improve their technical skills and gain hands-on experience.

For more information, contact: Education & Training Dept, IIRR, Silang 4118, Cavite, Philippines, Fax +63-46-4142420 (etd-iirr@cav.pworld.net.ph).

Methodologies of Inquiry for Rural Systems Appraisal.

A distance-learning course (starting February) for those involved in improving rural livelihoods, one of 4 core courses for Wye College MSc in Sustainable Agriculture for Rural Development (SARD). The readings (compiled by S Anderson, J Blauert & K Brock) cover several theoretical approaches to studying agroecosystems (critique of positivist thinking, soft and hard systems theory, dialectical understanding of change, constructivism) and a range of activities engaging farmers, extensionists and researchers (RRA/PRA, farmer-led experimentation, farmer-to-farmer extension). Various inquiry methods (quantitative, qualitative, formal, informal) are taught through practical exercises, new approaches to developing sustainability criteria and indicators are presented, and institutional contexts and enabling environments for SARD are explored. The 13 units provide over 60 articles and book chapters and 2 texts: *Participatory learning and action: a trainer's guide* by Pretty J et al. (1995) and *Data for agrarian development* by Poat D & Daplyn F (1993). *For more information, contact: Wye College External Programme, University of London, Tel. +44-1233-812401 (ep@wye.ac.uk).*

VIIP training for advanced facilitators

from different countries and cultures, to improve their skills and knowledge in participatory methods for management and training, 5-12 September 1999 in Staufen (in the Black Forest near Freiburg), Germany. Techniques of visualisation are combined with methods of interactive and experiential learning related to PRA, conflict management, gender perspective, team-building, enhancing creativity etc. Organisers: Centre for Indigenous Wisdom and Intercultural Dialogue & Catholic Rural Adult Training Centre. Language: English. Total cost: US\$1000. *For more information, contact: Maria Salas & Hermann Tillmann, Gomaringerstr. 6, D-72810 Gomaringen, Germany. Fax +49-7072-912381 (salas.tillmann@compuserve.com).*

Forrester K. 1998. **Report of training of facilitators in PTD/PRA for soil and water conservation.**

ISWCP, Cooperative College, Moshi, Tanzania. 27 pp.

Report of a training of trainers workshop held for facilitators participating in the 2nd phase of the Indigenous Soil and Water Conservation Programme (ISWCP) in Tanzania held in March 1998 at Nazareth Youth Centre, Njombe, Tanzania.

Madundo IS & Malley ZJU. 1998. **Report on the workshop for farmer innovators – Iringa Region.**

ISWCP, Cooperative College, Moshi, Tanzania. 28 pp. Report of a farmer innovator workshop held at Nazareth Youth Centre in Njombe, Tanzania in September 1998, as part of the 2nd phase of the Indigenous Soil and Water Conservation Programme in Tanzania.

PMHE. 1998. **Report of the PTD Regional Seminar on PTD, Girandurukotte.**

16 pp. PMHE (Promoting Multifunctional Household Environments) Project, POB 154, Kandy, Sri Lanka (PMHE@st.lk). PMHE, a project implemented by the Mahaweli Authority Sri Lanka (MASL), has been promoting participatory approaches to agricultural development since 1992. The past few years the emphasis has been on internalising PTD within the MASL organisation. This is a report on a seminar that brought together more than 50 line officers and farmers to review experiences gained over the past few years. The largest part of the seminar was devoted to presentations by farmers and discussions on strengths and weaknesses of the PTD approach.

NETWORKING

Deepening our Understanding and Practice: A Conference on Participatory Development and Beyond

to be held 25-27 Aug 1999 in Ottawa, Canada by the Participatory Development Forum and Canadian Association of International Consultants (CAIDC). Conference themes: Past - revisiting the radical roots of participatory action; Present - critically assessing how far participatory concepts and practices have come; Future - assessing the new dynamics of globalisation, the opportunities and constraints for people's increased participation and how participatory prac-

tice must evolve to remain relevant and meaningful. Proposals in English, French or Spanish are requested for keynote panels, workshop sessions, open spaces or other creative presentations; deadline 12 Feb 1999. Registration rates before 15 June 1999: US\$265 for organisations, 210 for individuals. Download full details from CAIDC's web page (<http://www.caidc.ca>). For more information, contact: Françoise Coupal (pdconference99@caidc.ca).

Farmer Innovators in Land Husbandry

is an electronic discussion list on all aspects of improving traditional land-management practices and adapting modern technologies through joint experimentation by farmers, researchers, extension and NGO staff. It is hosted by the Netherlands-supported programme 'Indigenous Soil and Water Conservation in Africa' and is open to all people who have an e-mail connection and are interested in land husbandry issues.

To join, send e-mail message to LISTSERV@NIC.SURFNET.NL with command: *subscribe farmerinnovator Your Full Name*.

Farmers and Scientists in a Changing Environment: Assessing Research in West Africa

regional workshop to be held 22-26 Feb. 1999 in Cotonou, Benin by INRAB (Institut National des Recherches du Bénin), INRAN (Institut National des Recherches Agricoles du Niger), Université du Bénin and University of Hohenheim. Main topics: 1) Approaches and methods of joint technology development, monitoring and assessment; 2) Approaches and methods for joint analysis and planning in land use; 3) Technological and social change; 4) Changing institutional landscape of research systems.

Further information available from: Sabine Krieg, University of Hohenheim (793), D-70593 Stuttgart, Germany (course79@uni-hohenheim.de).

Indigenous Knowledge for Development Initiative led by the World Bank in the context of the Partnership for Information and Communication Technology for Africa (PICTA) intended to stimulate recognition, utilisation and exchange of indigenous knowledge in the development process. Partners are being sought in building a global knowledge network.

Contact: Reinhard Woytek, African Region Knowledge and Learning Center, World Bank, 1818 H St NW, Washington DC 20433, USA (rwoytek@worldbank.org).

International Workshop on Research Partnerships Between NGOs and Agricultural Research Institutions

was held 4-9 Oct 1998 at the International Institute for Rural Reconstruction (IIRR) in the Philippines. Cases were presented of 12 successful partnerships from Africa, Asia and Latin America. The analysis focused not on technical aspects of agriculture but on the interaction of partners, so as to derive lessons for improving future NGO-research partnerships. Three major themes were addressed: 1. Knowledge-base enrichment (science) and methodological dimensions; 2. Institutional issues; 3. Cost, consequences and benefits. Workshop outputs will be synthesised into an analytical monograph to help guide future NGO-research partnerships. Copies of the initial report available from: Gabriele Stoll (stoll@misereor.de) or IIRR (iirr@cav.pworld.net.ph).

Dare-To-Share Fair on Participatory Approaches to Research and Development.

During 2 days in mid-1999 in The Hague, practitioners of PTD in all parts of the world, also the Netherlands, will have a chance to share experiences at an interactive information market. Besides displays of project experiences, training materials and networking activities, there will be mini-workshops, films, development theatre, Open Space events organised spontaneously by participants and many other exciting learning activities. The Fair is being organised by NEDA (Dutch Development Cooperation) with the support of FMD and ETC Ecoculture, and is free of charge to all presenters and visitors. A limited number of participants from the South will receive travel sponsorships. If you are interested in contributing your experiences with participatory approaches, contact: Margaret Karsten or Laurens van Veldhuizen, ETC Ecoculture, POB 64, NL-3830 AB Leusden, Netherlands, Fax +31-33-4943086 (office@etcnl.nl).



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**PTD Circular
Six-monthly update on
Participatory Technology
Development
Number 10, February 1999**

The aim of this circular is to make documented experiences on Participatory Technology Development (PTD) in Low-External-Input and Sustainable Agriculture (LEISA) known to a wider audience, especially people working in the field. This circular hopes to bridge the information gap by letting people know about recent publications, workshops, training activities and audiovisuals on PTD.

Documents mentioned have either been published recently, or have recently come to our attention. If you have new information in the field of PTD, please let us know, mentioning the source, and send us a copy.

Documents mentioned in this circular should be ordered directly from the source. If no source is given, photocopies are available from ETC at cost price.

Editors

Laurens van Veldhuizen, Ann Waters-Bayer and Willem van Weperen with bibliographical assistance of Ingrid Huibers.

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