

SUBCONTINENT
PILOT PROJECT DOCUMENTATION LAB
MALIWADA, MAHARASHTRA
DECEMBER 1982

	SUNDAY	MONDAY	TUESDAY	WEDNESDAY
C O L L E G I U M		INTENTS OF THE PROJECTS	REFLECTION ON THE VILLAGE MEETING	
		VILLAGE VISITS	VILLAGE VISITS	
M O R N I N G	TEAM PLANNING AND PREPARATION	WORKSHOP: *PROGRAMME ACCOMPLISHMENTS REVIEW *GEO-SOCIAL SITUATION (grid of the community and how things have changed)	WORKSHOP: *PRINCIPLES OF PROJECT WORK - ECONOMIC - SOCIAL - CULTURAL (other pre- suppositions)	WORKSHOP: *BUILDING REPORT CONSTRUCT *WRITING
	LUNCH	LUNCH	LUNCH	LUNCH
A F T E R N O O N	VILLAGE SITE VISIT	WORKSHOP: *HISTORY REVIEW OF THE VILLAGE AND CLUSTER BY YEARS	WORKSHOP: * REFLECTION ON THE JOURNEY OF THE VILLAGE - STRUGGLES - BREAKTHROUS - LEARNINGS	WORKSHOP: * LEARNINGS REVIEW OF MORNING'S WRITINGS * FURTHER WRITINGS
		VILLAGE VISITS	VILLAGE PHOTOS	
E V E N I N G	CONTEXT AND PLANNING THE TIMELINE FOR THE WEEK	VILLAGE MEETING: *JOURNEY AND SIGNIFICANCE OF THE WORK OF THE VILLAGE	CONVERSATION WITH VILLAGERS: *CHANGED LIVES IN MALIWADA *THE NEW SITUATION - NEW KNOWING - NEW DOING - NEW BEING	WRITING

The Project Documentation Lab will be more than part of the preparation "stairstep" toward the IERD event; it will be a milestone in the journey of the participating projects. It will reinforce human development as a self-conscious category of development.

The tone of the event is to be one of affirming what has been accomplished and where the new has appeared in the evolving process of doing the projects. It is not intended as a critical analysis of the extent to which a project's goals have been realized or of their appropriateness. Rather it documents their journey, their struggles and breakthroughs, their experience and learnings. But in the process of looking at their experience, past wounds and current issues will be revealed. It will be necessary to learn from their particular journey for their success to be made clear. The organisation, their staff and local people need to be prepared for this so it is not seen as threatening but as a process of eliciting the wisdom they have to share with the world.

The style and role of the ICA staff is to be an enabling one. ICA is the chalk (or whatever it takes) for the group to get out their own story. ICA has methods to enable this. We must create procedures for the corporate writing sessions. Because of the great diversity of the projects, we must get a clear picture of an organisation's intents in doing their project. ICA comes not as an advisor or evaluator but as a neutral observer to facilitate their documentation of their experience and success. The cruciality of this step is revealed in a comment made by a colleague at AFPRO (Association for Food Production) in Delhi recently. He said they had decided to stop doing 3rd party evaluations of projects in India and to restrict themselves to technical assessment and recommendations only. Because they found they could not separate their own screens from those of the project they were evaluating. It proved extremely difficult to come out with a positive evaluation.

We will need to be very clear on our screens that we want to bring to bear after we are very clear on the intents of the organisation and project. In particular we must have a variety of ways to talk about human development, so that we can reveal what human development has taken place and how it happened.




PREPARATION

Various preparatory communications need to be done with the project beforehand, since very few of the 35 projects in India are likely to have been visited by ICA before the Documentation Lab.

- 1) Any materials or documentation they've done have sent to us for preparation, and possibly a common questionnaire.
- 2) Pull-together of statistical data and photos before the event.
- 3) Contexting the organisation and the village on participation in the IERD event.
- 4) Clear images of where the various elements of the documentation lab need to take place (office, village, etc.) and who needs to participate in the whole event or in parts of it.
- 5) Practics such as space requirements for working teams and for village meetins.

THE VILLAGE MEETING

Dec. 1982

 CONTEXT	<ul style="list-style-type: none"> * This meeting (by village leader) * IERD (by ICA)
PROJECT HISTORY	<ol style="list-style-type: none"> 1) What was this place like before the project began? 2) What happened over the course of the project? (trigger the conversation with programmes, key people, involvement of various sectors, etc. Write events and accomplishments and put up under the year, on the board) 3) What have been the successes of this project. 4) What blocks or difficulties or slowdowns were encountered by this project?
 CHART JOURNEY	<ol style="list-style-type: none"> 5) Where were the major shifts or turning points? 6) What are the parts of this journey? 7) For each section, what was the focus of effort, the joy, the pain or struggle, the learnings? 8) What advice would you give to others who want to develop their villages?
DEVELOP- MENT VISION	<ol style="list-style-type: none"> 9) What was your vision or intent for becoming involved in this project? <ul style="list-style-type: none"> - for yourself and your family - for your village
FUTURE PLANS	<ol style="list-style-type: none"> 10) What needs to happen next? 11) What is the future role of this village
 SENDOUTS	By 4 key village leaders

(●) SITE-PREPARATION

On arrival, although we have a basic format, the group must be involved in the planning of the documentation lab for their project. It is quite easy to confuse the overall structure and intents of an organisation with a particular project they have done.

In some cases it may be difficult to determine how the local voice gets into the documentation process. From some villages, this event may well be the first time they have ever met. Great care and sensitivity will be required in recruiting the meeting and contexting the event. There will be a tendency for current issues to overshadow the rest of the accomplishments and success. People unused to our methods will need to be contexted and guided through the event.

STAFFING

Although we have even considered sending a contract to the project and having them do their own documentation lab, it now seems that staffing these events is more like assignments for a consult or LENS than for an impact event. This means that the two to three ICA people who are assigned will have to make a spirit event for the organisation and the village. They will have to be highly flexible in applying the methods to a unique situation and creating consistent products. This event is the second "stairstep" to train the village to host a site visit and possible delegates to participate in the event in Delhi as well.

The team should include:

- (●) Area prior
- Research Centrum
- Co-sponsor or steering committee representative
- Representatives of the organisational structure
- Local villagers
- Professional translator for the local language

STRUCTURE OF THE MALIWADA REPORT

BACKGROUND AND INTENTS	THE PROJECT EXPERIENCE				LEARNINGS
	INITIATION	ORGANISATION	ACCOMPLISHMENTS	JOURNEY	
Situation before the project (baseline) & original aims and presuppositions of the project	How the project got started.	How people and resources were structured.	What was actually done, results of the efforts including hard data.	What were the struggles and how they were overcome.	Wisdom on development from their experience that could be helpful to consider in in another situation.

NOTES ON THE REPORT

STRUCTURE This seems to be a report structure that would apply fairly well to any situation. However, there needs to be flexibility in format and in treatment within the sections to adequately represent the evolution and experience of a particular project.

STYLE The various project reports should be consistent enough to be readily usable in an IERD workshop and yet varied and interesting enough to be read one after another. The style of writing should allow the vivid uniqueness of a particular situation as well as accurate objective data on project accomplishments to come through to the reader. Intents, journey and learnings need to be stated clearly.

LENGTH It seems as though six to ten pages will be adequate.

CHARTS, PHOTOS and MAPS Include as necessary.

PROCEDURES We do not yet have clear enough procedures to enable a group to write its story to a final draft form with the Project Documentation Lab itself. This is essential

NOTES ON THE DOCUMENT

VOLUMES Perhaps the 35 India reports should be in one volume and the 49 projects representing other nations should be in another volume, because the India reports will also be used directly during the site visits.

CONTEXT Each of the 49 reports will include enough geo-social context to clarify the intents, accomplishments and applicability of the learnings. Yet in the India reports it does not seem necessary to re-state key factors influencing how agriculture or women's advancement in India differs from that of Kenya or Peru. A brief context on the Indian rural situation could eliminate overlap in reports, except as regional differences need to be highlighted.

INTRODUCTION An introduction to each volume would place the reports in the context of the IERD. This will be important, since they are not critical appraisals of a series of projects but statement by various organisations and local people engaged in struggling with bottom-up development of various kinds.

ORGANISATIONS It seems that the ever-present questions about the organisations involved need not to be confused with the results of particular projects so we would recommend that there be two sections: one of reports and another of one-third page statements about each organisation and two or three line synopses of the particular projects included.

SAMPLE FORMAT The volume on India, for example, could look like this

SPOTLIGHT ON SUCCESS

<p>INTRODUCTION AND CONTENTS</p> <p>3 pp.</p>	<p>CONTEXT ON RURAL DEVELOPMENT IN INDIA</p> <p>5 pp.</p>	<p>PROJECT REPORTS</p> <p>280 pp.</p>	<p>ORGANISATION SUMMARIES</p> <p>12 pp.</p>
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JOURNEY OF MALIWADA

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51 people from the village met together to look at their journey. In August there had been a leaders' meeting in the sucre factory, but this documentation meeting was the first whole-village meeting in three years. Retelling their history was quite moving. The most idfficult part of the meeting came at the points of advice and vision in 1975, when current issues and sources of tension kept erupting. Finally one leader suggested that they take their own advice and begin to meet again and work to resolve those issues. The chart of their journey is quite revealing about the struggle for a village to maintain its development momentum.

JOURNEY OF MALIWADA

PREPARING A NEW FUTURE			SELF-RELIANCE			
DIFFICULT TIME AND HARD WORK	NEW HOPES	THE LIGHT OF MALIWADA	TIME OF HAPPINESS	TIME OF FRUSTRATION AND DESPAIR	STANDING ON OUR OWN FEET	RISING HOPE AND A SPIRIT OF LEADERSHP
1976	1977	1978	1979	1980	1981	1982
Survey planning, stakes, guilds and village assembly	Massive programme implementation Tried reg. CDA	232 launch Training Engagement Pres. visit ("Heaven before hell after")	Own sarpanch (panchayat president) - Bank loans All prgms.	Drop off of participation in cmt. prgms. Economic dev. family-wise	Economic dev. family-wise Cluster initiation	Rebuilding corp. ldrshp begin to ask to meet again ? of social programmes Economic dev. widespread & extremely visible

Although the content of the meeting would vary considerably in different projects, the basic flow seems to be appropriate to discover their feel after the journey of development they have been on, far beyond what can be articulated in individual interviews.

CONTEXT	(In Maliwada this was a witness by Dr. Vaijnath Adhav on his decision to take up the Health Guild's recommendation that he take medical training and on how his life and the health of the village had changed since 1975.)
CHANGED LIVES	<p>Who has changed a lot since the project began? What was he/she like then? What happened? What's he/she like now?</p> <p>(Keep this moving and be sensitive to when to shift, but our experience in Maliwada was that once started people wanted to talk about a broad spectrum of the village.)</p>
THE NEW SITUATION	<p>What is the new knowing present now in the village? The new doing? The new being? Why did that come about? What enabled it to flower? What difference does it make?</p>

This session was an attempt to get out the dimensions of human development in Maliwada. Talking about changed lives was one way to come at this that was particularly vivid to the villagers there, and they really got caught up in that conversation. Other gimmicks would be needed as well, but they should all be focused on their perceptions of the changes they have experienced and the significance of those. If the "village meeting" allows people to state the broad journey and accomplishments of the project, this meeting allows them to articulate their individual journeys and community awareness indicators of the changed quality of life. It does not need to be a large meeting, but it should be representative of the active leaders, formal or informal, of different sections of the community.

PURPOSE AND BACKGROUND OF THE RESEARCH

The aim of the case studies in this volume is to shed helpful light on how to cope with these implementation problems. The case studies grew out of an international research project undertaken in the late 1970s by the International Council for Educational Development with the encouragement and cooperation of officials in a variety of developing countries and external assistance agencies.

The project focuses on the rural family as the basic social unit and on the community as its basic habitat. Hence the study cuts across all types of rural services directly related to the basic needs of rural families and communities, including such diverse fields as education, health, nutrition, agriculture, family planning, occupational skill training, child care and women's programs--fields usually treated separately by planners, operating agencies and researchers.

The study is addressed in particular to the following questions most frequently raised by operators in their discussions with ICED:

- 1) What does integration actually mean and what practical steps can we take to achieve it?
- 2) What different forms can community participation take; how can it be brought about and organized; and what measures can be taken to insure that the poorest members of rural communities are included?
- 3) How can appropriate educational components be developed and incorporated in various programs for improving the quality of rural family life?
- 4) How can the unique flexibility of voluntary organizations be more fully utilized to help larger scale government programs to serve more people more effectively at affordable costs?
- 5) What are the financial and organizational implications of all the foregoing?

The project began with the premise that many useful lessons relevant to the above questions were buried away in the accumulated experiences of a number of on-going innovative rural programs, and that it would be helpful to dig them out. Thus the basic research strategy adopted was, first, to identify an appropriate sample of such programs; second, to examine each one systematically and critically with a view to extracting pertinent lessons (both positive and negative) from their experiences; third, to make a comparative analysis of the findings of the various case studies to discover significant commonalities that might suggest widely applicable general principles and useful operational guidelines; and finally, to write up the findings in straightforward, jargon-free language and disseminate them to operators, training organizations, researchers, and others who could put them to practical use.

The main criteria used in selecting the cases were that each should (1) have as a primary objective, improving the conditions of poor rural families; (2) be employing an integrated approach encompassing two or more important facets of rural family life; (3) include a substantial element of community participation; and (4) contain significant lessons about education.

5. FINCH 83

Each case study involved extensive field work by ICED in partnership with able local researchers. The principal investigators and authors of most of the cases are citizens of the countries concerned. ICED prepared a general set of guidelines designed to make all the studies as comparable as possible, then worked out more detailed plans for each study in cooperation with its local partners after joint visits to the program sites. Draft reports of the case studies were submitted for critical review by the managers of the programs examined and other interested parties, then put in final shape for publication by ICED.

It should be made clear that the aim of the project was not to discover "success cases" that could be recommended as "models" for others to emulate. Past experience teaches clearly not only that success is a highly relative commodity but that transplanting identical program models from one country to another generally creates more problems than it solves. Developing countries can certainly benefit from the operational lessons of each other's experiences--negative as well as positive--but in the end each country must fashion its own programs to fit its own circumstances and preferences. Thus ICED felt that, in contrast to simply trying to give an overall "success" rating to each case, it would be far more useful to try to discover what concrete factors within each program and its environment had helped or hampered the achievement of its objectives, and to what extent similar positive and negative factors turned up repeatedly in different program contexts. This, in brief, is the basic rationale and objective of the case studies.

Although the case studies reveal many useful clues and guides, this report makes no pretense of providing full and definitive answers to the five earlier questions posed by the operators. There is much still to be learned from experience and further research. It should also be said that there are notable exceptions to most of the generalizations made below, reflecting the wide differences among individual countries and programs. Moreover, these generalizations vary considerably in the strength of their evidential foundations; some, based on hard and extensive evidence, are beyond dispute whereas others are necessarily more impressionistic and subject to revision in the light of better future evidence. Despite these qualifications, however, there is good reason to believe, based on encouraging reactions to the case studies thus far, that the results of this project can be helpful to today's and tomorrow's operators, to those involved in training them, and to researchers anxious to lend a hand to these operators in meeting the challenges of implementation they face.

Comment threads
Particular case studies
Highly subjective - depend on the eyes of the evaluator
- one perspective.

From Philip H. Coombs

What will it take TO Help Rural Poor?

What the multiple perspectives so could see thru?

What is the selection process?

How used these 5 questions?