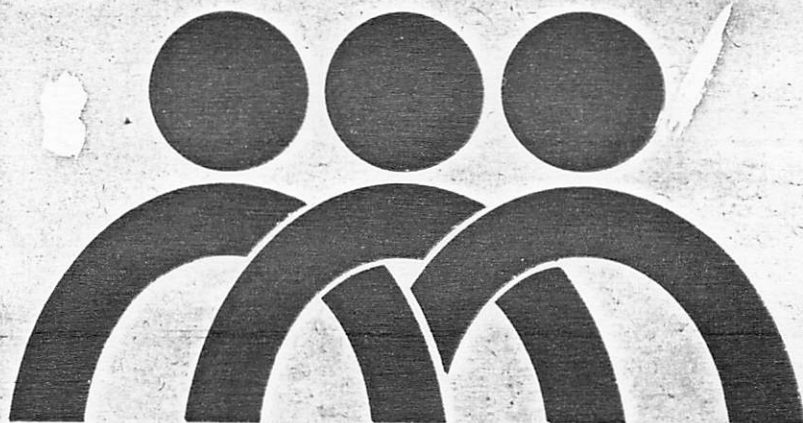


RECEIVED SEP 27 1983

PROJECT DESCRIPTION LABORATORY

FACILITATOR'S MANUAL

INTERNATIONAL EXPOSITION OF RURAL DEVELOPMENT



SHARING APPROACHES THAT WORK

PDL TIME DESIGN

	Day 1	Day 2	Day 3	Day 4
AM	The Context <u>I</u> Back-ground Data Study <u>II</u>	<u>VI</u> Project Site Visits	Basic Social Change Workshop <u>VIII</u> Approaches That Work Workshop <u>IX</u>	<u>XII</u> Report Document Writing
	LUNCH	LUNCH	LUNCH	LUNCH
PM	Agent Conversation <u>III</u> Village Co-Worker Conversation (Involved Villagers) <u>IV</u>	Project Site Visits	Learnings Workshop <u>III</u> Project Significance Workshop	Report Document Editing
	DINNER	DINNER	DINNER	DINNER
EVE	<u>V</u> Project Journey Workshop with village residents	<u>VII</u> Changed Lives conversation with village residents (Human Change Conversation)	<u>XI</u> Project Exhibit Conversation	Celebration
NITE	Transfer data to Team Data Chart	Transfer data to Team Data Chart	Preparation for Document Writing	

PDL REPORT CATEGORIES

PROJECT PROFILE	AGENT DESCRIPTION	PROJECT JOURNEY	OPERATIONAL MODES	PROJECT SIGNIFICANCE	ADDITIONAL INFORMATION
<ul style="list-style-type: none"> * Geo-Social setting * Target Pop. * Presuppositions * Issues & Strategies 	<ul style="list-style-type: none"> * Purpose * History * Structure * Staffing 	<ul style="list-style-type: none"> * Phases & turning points * Basic social changes * Agent's role * Future Images 	<ul style="list-style-type: none"> * Research & Planning * Implementation * Participation * Inputs 	<ul style="list-style-type: none"> * Approaches That Work * Models, Methods and Techniques * Learning and sig. * Criteria 	<ul style="list-style-type: none"> * Publish document * Annual reports * Audio visuals * External Evaluations

OBJECTIVE:

- 1) To introduce the team members to each other.
- 2) To lay out the operating guidelines for the team while they are guests in the project.
- 3) To describe the role of the PDL within the IERD scheme.
- 4) To present the PDL Time Design and the Team Data Chart.

CONTEXT:

This session is approximately 2 1/2 hours in length. It is the first opportunity the team will have to meet each other and to establish its corporate working patterns.

PROCEDURES:

- 1) Ask each team member to say their name and to tell the group one thing which interests them about their work.
- 2) Go through the operating guidelines (see the attachment on the following page) for the team while they are in the village.
- 3) Give each member ten minutes to look through the guidelines and ask questions of concern they have related to logistics. Spend a few minutes discussing the questions and deciding on an acceptable solution.

The image the team should have at this point is that the basic needs of the team are being handled so that concentration can be given to the facilitation of the PDL.

- 4) This would be the time to be in the workspace and to set up the working decor and charts.

Role of the PDL:

- 1) Regather as a group. This is the time to describe the role of the PDL as it relates to the IERD.
- 2) Begin by laying out the programs and activities of each phase of the IERD:

Phase I: 50-nation participation at the local level.
Rural Development Symposiums and Project Description Labs.

Phase II: The Delhi Plenary Event 5-15 February 1984.
50-nation exhibits and displays, review of documentation done in Phase I, discerning the basic contradictions facing local development and articulating key directions for the future. Field Workshops of 35-40 selected rural development projects in the Sub-Continent to examine first-hand. Workshops on the field visits to assess the key factors which have contributed to the projects' success and prepare a report for the Documentation Assembly.

Phase III: Presentation of Documentation to National Steering Committees. 2) Seminars with development organisations to

Role of the PDL (Continued):

and government agencies to share programme research results and to solicit input for implementation of the findings.

- 3) Describe how the PDL document will be used in the Plenary Event and the Field Workshops.
- 4) Give a brief descriptive context which highlights the point that the PDL is not intended to be a formal evaluation of the project. Its purpose is to illuminate the unique contribution the project is making in the rural development effort.

PDL Event Orientation:

- 1) Refer to the corporate copy of the PDL four-day time design and the PDL Team Data Chart during this orientation.
- 2) Discuss the major sections of the PDL design and the intents of each section. Describe how the intent of each major section shifts as the PDL progresses; moving from the objective data gathering through the process of reflection interpretation and finally to the document writing.
- 3) Describe the function of the Team Data Chart. The categories correspond to the sections to be included in the report document itself. Explain that the information and data which will be gathered and used to write the document will be collected from various sources and times during the PDL and that everyone is encouraged to make additions or comments/ questions as the PDL progresses.
- 4) Ask the group if they have questions.
- 5) Ask the group which sections of the PDL they think are pivotal in reaching the objectives of the PDL.
- 6) Ask the group what they are looking forward to participating in during the PDL. Ask the group what they hope to learn?
- 7) Dismiss the group.

OBJECTIVE:

- To learn the background information about the project; such project profile, agent description.
- To gather written or visual material concerning the project and to compile an appendix listing for the document.
- To begin the team thinking about the key activities and programmes to see in the following day's site visits.

PROCEDURES:

1. Distribute any written materials about the project and the agent among the team members.
2. Ask each member to identify and mark down information on cards which describes the nature of the project and agent in the categories of PROJECT PROFILE and AGENT DESCRIPTION. (Refer to the Team Data Chart.)
3. Ask the group to place the information cards under the appropriate category.
4. Gather as a group. Review the data which has been collected. Ask the project staff to clarify any information which is unclear.
5. Ask the project staff:
 - a. What are the key strategies and presuppositions?
 - b. How do these strategies and presuppositions guide the project work?
 - c. What are the key programmes, activities and groups which should be seen on the site visit the next day. Why did you choose these? Explain that this is a preliminary list.
6. Explain to the group that the team should feel free to add to the Team Data Chart at any time during the PDL, as new and different information will alight during the workshops and site visits.
7. Dismiss the group.
8. Ask the scribe to prepare an Appendix List which will be included in the published report. This will be a simple listing of the brochures and other materials available as resources.

Facilitator's Manual

I.E.R.D.

Session III -- Agent Interview

5

OBJECTIVE: The purpose of this interview or conversation is to get a full and knowledgeable description of the agency involved in the project being researched. The questions which follow relate primarily to the document category concerned with Agent Description.

CONTEXT: The questions listed below are not intended to be an inclusive list, nor is it necessary to follow them in any particular order. They are designed to be a screen for the data needed to write the section on the agency for the PDL document. The occasion to ask these questions may be an informal conversation with agency personnel or it may be more formal. It would be wise to take an opportunity to read through any written material available on the agent so that a more focused conversation can be conducted.

PROCEDURES: The following is a list of questions which can be used during the conversation/interview:

- 1) What is the history of the agency?
- 2) When did the agency become established?
- 3) Who was involved in establishing the agency?
- 4) Why was the agency established?
- 5) What is the legal status of the agency? (private, NGO, Public, etc.)
- 6) What types of projects has the agency helped to support over its history?
- 7) What are other projects which the agency is currently involved with?
- 8) Has the agency taken on new types of projects which it had not historically been involved with?
- 9) Has the objectives of the agency expanded over time or have the objectives remained fairly consistent over time?
- 10) What does the agency feel is the most important dimension of its work in rural development?
- 11) What are some future plans the agency has in the area of rural development?
- 12) What description would you give to your agency's role in rural development?
- 13) What do you consider to be your agency's strengths? Its weaknesses?
- 14) How does the agency evaluate the effectiveness of its work?
- 15) Are there problems or concerns which seem to consistently arise in the project?
- 16) Are there areas which demonstrate rapid success and seem to be relatively self-sustaining now?
- 17) What changes have you see in the project? In your staff as they work in the project? In the village community?
- 18) What would you say are the key factors that have enabled your project to be successful and to keep the community willing to work in the project?
- 19) What do you see the project starting in the next 3-5 years?
- 20) What will be some major accomplishments in the next 3-5 years?
- 21) In what areas will the project have to begin to prepare for so that it can launch new or expanding iprograms in the village?

- PROCEDURES:
- 22) What kinds of changes do you find the most difficult to measure?
 - 23) Which methods, models or techniques which you use do you feel are applicable to other communities?
 - 24) If you were to start another project, what would you do differently?
 - 25) What motivates you as a group of people?
 - 26) What would you say is fundamental in the work which you are doing?
 - 27) How would you describe your underlying purpose as an organisation?
 - 28) How do you recruit your staff?
 - 29) What kinds of training programs are available to your staff at all the staff levels?
 - 30) What is the process for deciding whether they will be "staff" or not? What are your eligibility criteria?
 - 31) How much experience do you look for in your staff before they are hired?
 - 32) What is the average length of stay for staff members?
 - 33) What new staff positions or staffing skills do you anticipate needing in the next 3-5 years?
 - 34) What types of staffing positions have been eliminated?
 - 35) How do you pay your staff?
 - 36) How do you get new sources of funding for the agency?
 - 37) Does the agency work often with other agencies and organisations in their rural development work?
 - 38) Does the agency regularly send delegates to professional seminars, conferences, caucuses?
 - 39) What does the agency find encouraging about working in rural development?
 - 40) How do you select a project site? How do you establish a project?
 - 41) How do you involve local residents?
 - 42) How do you motivate people to get and stay involved?
 - 43) How do you involve other agencies and groups in the project work and support?
 - 44) What or who are key outside resources for your work?
 - 45) What type of assistance do you basically provide?
 - 46) How are funds injected into the community programs?
 - 47) How do you transfer knowledge, skills and methods to the local community residents?
 - 48) What type of training programs do you have? How regular are they?
 - 49) How do you select training participants? What do you require of participants?
 - 50) What other methods of skill/knowledge transfer do you use?
 - 51) How do you structure the project to enable continuation of the work if your agency is no longer present?
 - 52) How would you summarize your basic method of approach.
 - 53) Especially what would you like to share with other groups working around the world?

OBJECTIVE

To give the PDL team a picture of the project, its activities, and operation from the perspective of the villagers and their engagement in the project.

CONTEXT

IERD is ...

PDL is ...

We would like to talk with you about your work in the project...

PROCEDURES

1. Introductions: What is your name, where are you from, what work do you do in the project?
2. Co-Workers Task
 - a. How did you get involved in this work?
 - b. What different kinds of tasks or things do you do?
 - c. How did you learn to do this?
 - d. Who trained you?
 - e. How much time do you spend with the project staff:
 - to solve the problems in the village
 - to plan for the project work
 - to plan for your particular village
 - f. What does your day look like?
 - g. How much time do you spend working for the project? How long? How often?
 - h. Were there jobs the staff used to do that you are doing now?
3. Ups and downs
 - a. What was your greatest success? Personally? For the village?
 - b. Where did you encounter difficulties?
 - c. What do you like most about this work, your task?
4. Task Significance
 - a. What did you see changing through your work?
 - b. What did you learn in this work?
 - c. Tell a story or episode about your work?
 - d. Why did you join this project?
 - e. Why do you do this work?

OBJECTIVE: To construct a visual chart which represents the historical evolution of the project from the local perspective.

PROJECT JOURNEY		
Journey Title:		
Before Scenario	Phases of the Journey	Future Images
	83	

CONTEXT: Guidance for the Facilitator:

Divide the gathered group into teams of 6-10 people and have each team select a scribe. (If possible, bi-lingual or two scribes, one of which is the translator)

While leading the workshop, the facilitator will ask the scribes to write the statements on the cards (with the date of the event) These cards will be placed on the chart by the facilitator as they are written.

In the beginning the facilitator has to find a way to trigger the thinking and the memory of the participants. A question such as this might help, "When was it that...this event... happened?"

Remind the group of stories and information which you heard during the course of the day, or from information you read in the background data study. In the beginning be patient and take time until people come up with a date. It often takes time for people to gain confidence in thinking and to remember the dates of events. Your role is to enable this.

PROCEDURES: Project Journey Happenings:

- 1) What programmes, activities events, etc. have happened in the last 9 to 12 months?
- 2) How old is the project?
- 3) When and how did the project begin?
- 4) What happened over the course of the project?
 - a) events; b) actions and workdays; c) programmes
 - d) training events; e) celebrations and festivals;
 - f) new techniques and ways of doing things introduced.
- 5) What is different in the village life today since the the project began?
- 6) What do you think made these changes happen?
- 7) What would you say are the major successes of the project?

PROCEDURES:

Before Scenario:

- 1) What was the situation like before the project began?
- 2) What were the difficulties or problems you had?

Struggles of the Project:

- 1) Looking at the project journey ask:
 - a) What were the obstacles or hard decisions you had to make in the project?
 - b) How did the people in the village come to agree on what to do to solve the problem?
 - c) What was the most important thing that helped to solve the problem?

Chart the Journey:

- 1) Which of the events which are up on the chart are the most important in the project? Give the group an opportunity to think and consense on 4 to 8 events which were highlights for the project.
- 2) Why were these events so important? What was the focus? Where was the achievement? The struggle?
- 3) Ask the group to decide which 3 events were the key turning points for the project? Ask the group to give each phase or section of the village history a poetic title. "This is the time when..."
- 4) What advice would you give to others who want to start and who want to work in a project?
- 5) Remember back to when the first time you worked in the project was, What interested you about the project? Do you remember what people said about the project when it started? What were people saying? What did your family think when you started to work for the project? What did you hope to gain by working with the project? What keeps you working wit the project today?

Future Images:

- 6) Looking into the future, what are some hopes you have for your village(s)? What needs to happen next in your project? Name the future section?
- 7) Give a name to the project journey chart.
- 8) Send the group out.

OBJECTIVE

- To provide a common context for field activities.
- To delineate and clarify the field work tasks.
- To set field site assignments.

CONTEXT

- 2. Discuss with the group the logistics of the site visits:
 - * How we will be travelling
 - * When and where we will be taking meals
 - * The projected timeline for the visit and when we would be meeting back as a group.

PROCEDURES

1. Ask the project staff to lay out the plan for the site visits (where we will be going, who we will be talking with, and what we will be seeing).
2. Reconfirm the site visit assignments. Make sure that there is a translator on each team.
3. Break into the site visit teams. Discuss again briefly the background of the project you are going to be visiting. Reflect on what the team has learned about the programme arena they are assigned to. What are questions they want to have answered? What would be the best way to work as a team? What specific role will each person on the site visit team play? (e.g. translator, note taker, guide).
4. Regather as a group. Ask each team to describe the questions they are going to be answering and how they plan on investigating the arena of the project they have been assigned to.
5. Ask for questions of clarity and ask for helpful suggestions from the other teams.
6. Point out the list of questions from the Philippines manual. Encourage the group to be selective about the questions they ask, and to add any of their own questions which illuminate the team focus.
7. Re-emphasize the importance of full and accurate note-taking.
8. Dismiss the group.

OBJECTIVE

To find out what occurred as a change of life of the target population, in the view of those involved in the project (villagers and agency staff).

CONTEXT

Give an example of life change as you experienced it in this project, or better, have a local person give a testimony.

CHANGED LIFE CONVERSATION - PROCEDURES

1. What individuals would you give as examples of people who have changed since the project started? Describe the change that occurred.
2. How has village life changed?

QUALITATIVE CHANGES WORKSHOP - PROCEDURES

1. Brainstorm what is new in the community under the categories of knowing, doing, and being.
2. Gestalt these under the arenas of:
 - knowledge acquired
 - skills developed
 - attitudes changed, or
 - other categories
3. Why did these changes occur? (What were the catalytic factors?)
4. What enabled these changes to happen?
5. What difference does it make?

OBJECTIVE

To articulate the basic social changes which have occurred in this project.

CONTEXT

- We are going to spend today discussing what we have found out in the last two days. We are trying to discover what is the unique contribution and significance to rural development of this project.
- There are three parts of the day. In Part 1, we shall be identifying the basic social changes and their indicators resulting from the project, and describing some of the important elements of the approach which led to those changes. In Part 2, we shall be looking at what has been learned from this project, and what is its significance. In Part 3, we shall consider how the project could best be presented or exhibited to highlight its significance.

INDICATIONS OF CHANGE

1. A key question in assessment the contribution of a project to development is "What are the indications that significant social change has taken place?" This is a difficult question, because no one is sure how to define 'indications'. We know that it is not simply accomplishments, like new buildings, events held, or more chickens. We are concerned rather with the marks that tell you that the life of the community and its people is different.
2. On Day 1, we made a list of arenas in which change had taken place. Yesterday we had a chance to see for ourselves at first hand. Now we want to look at why these changes occurred, at what are the basic social changes. Individually list things which have changed during the project, differences in the community and in people's lives.
3. Brainstorm list on blackboard.
4. Gestalt to 5-8 arenas, and for each arena name the basic social change.
5. For each change, how do we know that the change has happened? What can we observe or check or measure? This is the indication of change. (1-2 indications for each change.)
6. Which of these basic social changes is the most long-lasting? Most significant? Affected most people?

PRODUCT

ARENA	BASIC SOCIAL CHANGE	INDICATION

TIME -- 1½ hours

OBJECTIVE

This session intends to describe the approaches actually used to bring about the basic social changes identified.

PROCEDURES

1. Identifying the approaches

- a. For each of the basic social changes, what are the 1-3 most critical things which have 'worked', either directly or indirectly, in bringing about and sustaining the change.
- b. Which of these items do we need to concentrate on describing to 'share' with other groups involved in rural development? Choose 3-7.
- c. We shall call these items 'approaches that worked'. How would you describe in a sentence each 'approach'? What title would you give to each approach?

2. Describing the Approaches

- a. Put up a separate piece of butcher paper for each 'approach' with one approach title on each.
- b. We are going to work through each of these approaches to see what made it work. Go systematically through these five questions:
 - 1) What was the issue or obstacle the project was facing when this approach was developed?
 - 2) What was the sequence of events involved in implementing this approach? What events were referred to by people during our site visits and conversations?
 - 3) Who was involved in developing this approach? Which local people, etc?
 - 4) What methods, models or specific techniques were developed in implementing this approach?
 - 5) What from this approach could be used in other projects/situations, under what conditions?

3. Writing the approaches

- a. Divide into teams and have each team write up one or more of the approaches.
- b. Read and critique the paragraphs corporately. Have each team edit its paragraph, and collect for the Report.
- c. Reflect on what we have learned in this session about the Project very briefly. This is the subject of the next session.

PRODUCT

Approaches paragraphs.

TIME -- 1½ hours.

OBJECTIVE

The objective of this session is to articulate the learnings and significance of the project.

PROJECT LEARNINGS - PROCEDURES

1. Individually, list what has been learned from this project about, e.g.
 - . each programme arena of the project
 - . the role of the agent
 - . organising the community & community structures
 - . participation and involvement
 - . motivation and sustaining interest
 - . staffing the project, including necessary qualifications, training, relationship to the community
 - . training, particularly leadership
 - . planning, initiation, implementation, and research
 - . inputs, including credit, funding, goods and services, time
 - . rural development in general
 - . cooperation and coordination between the various groups and agents involved
 - . etc.
2. Brainstorm list on blackboard
3. Gestalt to the most significant learnings
4. Title each learning and make notes on description.
5. Which of these learnings would be valuable to other projects/ locations?
Which of them is specific to this project?

SIGNIFICANCE - PROCEDURES

- Look at the work of today and decide the following:
1. What is the unique contribution and significance of this project to rural development?
 2. Talk through these ideas as a group until something clear begins to emerge. Then write title. Look for 3 to 8.
 3. Divide into teams of two and write up description paragraphs for each one. What is the context, the issue addressed, the model, etc.?

PRODUCT

A summary list of learnings sentences and significance paragraphs.

TIME - 3 hours

OBJECTIVE

The intent of this session is to write the Report Document.

CONTEXT - A Reflective Conversation: Before we begin, we would like to take a little time to reflect on our experience of the last few days.

1. What are some of the events you remember happening? (like scenes from a film)
2. Who are some of the people who caught your attention?
3. What were some noises you noticed? Smells? Colours? Tastes?
4. What were some remarks or quotes you heard?
5. What incidents were fun or humorous?
6. Where did you get excited? bored? frustrated?
7. Where did you find yourself getting involved? wanting to stay longer?
8. Where were you overwhelmed? awestruck?
9. We've talked a lot about the journey of this community and project. We have also been on a journey as a team. How would you talk about our journey?
10. When you go home, how will you talk to your family and friends about your experience here?

PROCEDURES

1. DATA REVIEW

- a. Review what will be in the document. It is not meant to be a comprehensive history. We are interested in sharing with others approaches which have worked in rural development.
- b. Review the document categories. Any unclarities? Talk them through. Anything not covered? Where would you add it?
- c. Review the data under the document chart. Individually, check your notes and memories and add any extra data cards which are not on the chart.
- d. Assign people to writing teams and assign categories to the teams. There needs to be at least one project staff person on each writing team. Tell the teams to make notes for their category as we do the next step.
- e. Under each category, or column on the chart, cluster the data into 4-5 major components. Name the components and think through briefly together the critical elements to be communicated in the Report.

2. FIRST DRAFT

- a. Send the teams to write. Note: A good amount of time needs to be allocated for this process. It is very helpful to assign one person to keep an eye on things, to see whether a team is blocked, or having trouble writing and needs help, etc. It is not easy to do this amount of writing in a short time, but it can be done. The key is that this is a first draft. It will be edited, but it is impossible to edit something until it has first been written!
- b. Gather back together and share writings with the whole team. Give people a chance to talk about where they are most unsatisfied with their writing, where they sense a lot more work needs to be done, etc.
- c. Get suggestions for improvement from the whole group for each team's writing. Make sure that any questions of unclarity or requests for extra information are answered.

4. SECOND DRAFT

- a. Send teams back to rewrite or edit their writing as appropriate.
- b. Gather back together again and reread.
- c. Reflect on current state of Report, and decide how to get it to a final form.
- d. Assign an edit team to complete writing the report.
- e. Discuss the final typing of the Report, and decide how it will be translated into both Hindi and the local language. Make the necessary assignments, and be sure to set a final date for the work to be finished and sent in.
- f. Assign the remainder of the group, i.e. those not on the editing team, to prepare for the celebration.

PRODUCT

Final draft of Report document in English, plan for translation.

TIME - 8 hours

OBJECTIVE

The intent of this session is to launch the preparation for the presentation of an exhibit at the International Plenary in New Delhi in February.

CONTEXT

- Review the description of the Phase II International Plenary in New Delhi in February and describe what will be happening during the ten days. Focus on the first three days when the exhibits are presented, oral reports are given, and written documents are reviewed.
- Review the form of the Exhibit:
 - * Around the Plenary Hall, there will be national panels, assembled by the National Steering Committees;
 - * Project exhibits will be assembled in national booths in a separate exhibit hall. The form of these exhibits is being decided by the India Steering Committee, and will be notified to projects.

PROCEDURES

1. Brainstorm the ways in which this project and its approaches might be presented most informatively.
2. Select the three to five most doable.
3. Design a timeline with assignments for how these elements will be prepared.
4. Make any notes of questions about audio-visuals or other special exhibit requests.

PRODUCT

- UCA team makes notes of decisions on preparation.

TIME

Approximately one hour.

OBJECTIVE & CONTEXT

The intent of this session is to evaluate the methods used in this PDL for the sake of assisting future such research studies.

PROCEDURES

1. What were for you the most important methods we used during this Lab?
2. What methods would you recommend that we continue to use in future Labs?
3. Which methods need to be refined?
4. What new methods, or elements of research, would you want to add?
5. What would you say has been the impact of this Lab on:
 - the community?
 - the agency?
 - our team?
 - the overall work of the Exposition?
6. What practical suggestions would you make to the next research team?

PRODUCT

ICA notes on conversation.