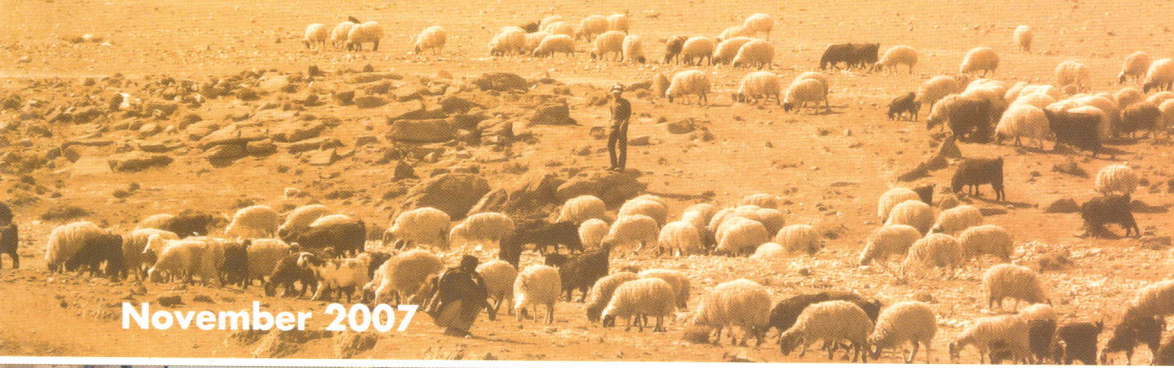
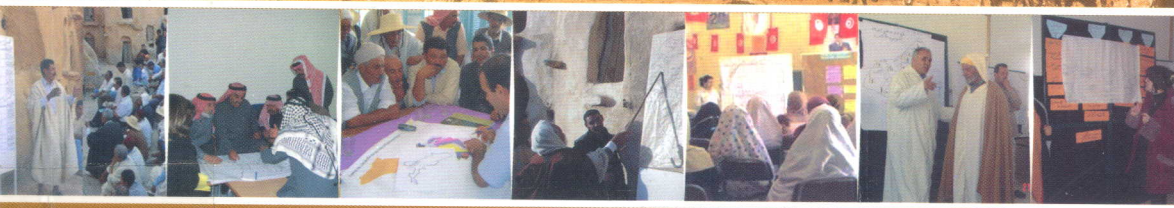
A FIELD MANUAL FOR THE PREPARATION OF A PARTICIPATORY COMMUNITY DEVELOPMENT PLAN

Ali Nefzaoui, Mohamed El Mourid, Youssef Saadani,
Hanene Jallouli, Nasr Raggad, and Grigory Lazarev



November 2007



ICARDA 1977-2007
International Center for Agricultural Research in the Dry Areas

IFAD INTERNATIONAL FUND FOR AGRICULTURAL DEVELOPMENT
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ICARDA serves the entire developing world for the improvement of lentil, barley and faba bean; all dy-area developing countries for the improvement of on-farm water-use efficiency, rangeland and small-ruminant production; and the West and Central Asia and North Africa (CWANA) region for improvement of bread and durum wheats, chickpea, pasture and forage legumes, and farming systems. ICARDA's research provides global benefits of poverty alleviation through productivity improvements integrated with sustainable natural-resource management practices. ICARDA meets this challenge through research, training, and dissemination of information in partnership with the national, regional and international agricultural research and development systems.

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Developing Sustainable Livelihoods of Agro-pastoral Communities of West Asia and North Africa (M&M III Project)

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International Center for Agricultural research in the Dry Areas

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Forword

Despite considerable efforts by governments and other stakeholders in dry areas in many countries in West Asia and North Africa (WANA), poverty alleviation remains an unfinished task. In the mid-1990s, ICARDA and IFPRI, working in close collaboration with national programs of eight countries (Algeria, Iraq, Jordan, Lebanon, Libya, Morocco, Syria and Tunisia), initiated the Mashreq/Maghreb Project, a research and development program targeting poor farmers and pastoralists. Using a novel participatory approach, the Project initially addressed the "development of integrated crop-livestock production in low-rainfall areas of WANA," and successfully developed technical, institutional, and policy options that were adopted by the target beneficiaries. Incomes increased, reversing the trend of increasing rural poverty in those areas. The Project now focuses on "developing sustainable livelihoods of agro-pastoral communities of WANA". The different phases of the Mashreq/Maghreb Projects were financially supported mainly by IFAD and the Arab Fund (AFESD) as well as other donors including OPEC Fund for International Development (OFID) and IDRC of Canada.

The Project was successful because it ensured the active participation of communities, starting with project planning, through implementation, monitoring and evaluation. Multidisciplinary teams of agricultural specialists worked with communities, as well as extension services, local administration, state representatives, and other stakeholders in each area to develop 'best-bet' technical, institutional, and policy options.

As the community-based participatory approach is being adopted by national policy makers, it became necessary to put together the necessary information in a manual that will serve as a reference or training guide for a range of users and potential stakeholders: community members, extension staff, researchers, local and central administrators, NGO staff, policy makers, private institutions/associations, donors and others. This manual is the result of those efforts.

The manual is easy to follow, with clear definitions of terminology, and is well structured to show the different steps of the community-based participatory approach. The main steps involved in elaborating the participatory community development plan are presented as a sequence of steps, with all necessary details for the various users and stakeholders.

The manual is the outcome of many years of experience involving many stakeholders in different countries and settings. We are indebted to all our partners for their highly-valued contributions.

I would like to congratulate the authors of this manual. I would like to express ICARDA's appreciation to donors—IFAD, Arab Fund, OFID and IDRC—that supported different projects that contributed to better understanding and further development of community-based participatory approaches for technology development and transfer. We hope the manual will contribute to further adoption of the community-based participatory approaches for the benefit of rural communities in dry areas.

Mahmoud Solh
Director General

Acknowledgements

This manual builds on a collective action of many scientists, development agents, communities, NGOs, donors, and decision-makers, who have been associated with the Mashreq/Maghreb Project in West Asia and North Africa. Everyone of them has brought a stone to building the participatory community development plan foundation. The authors have gathered all these experiences and tried to put them together in an easily readable manual.

We would like to express our appreciation to the many stakeholders who have been involved with Mashreq/Maghreb Project (M&M), and mainly:

M&M teams, NARS, Communities, Local Authorities, and NGOs in Algeria, Iraq, Jordan, Lebanon, Libya, Morocco, Syria, and Tunisia.

Donors for their support and continued trust, and particularly IFAD, AFESD, IDRC, FEMISE, CAPRi, and NARS.

Special thanks are extended to IFAD NENA Division and particularly to Mr. Khalid El Harizi for his trust in ICARDA and Tunisia M&M team for their input into IFAD-funded PRODESUD project (Programme de Développement Agropastoral et Promotion des Initiatives Locales dans le Sud-Est Tunisien), from its inception through planning and implementation. This joint venture went beyond the M&M community approach to build up community development plans (CDP) that are adopted and institutionalized into wider development projects.

PRODESUD Director, Coordinator, team members, and Ouled Chehida and Guermassa communities have been instrumental in the adoption and outscaling of the CDP approach by sharing their successful experience with many other IFAD-funded projects in the region. Their unwavering efforts and contributions are much appreciated and gratefully acknowledged.

We are most thankful to management and colleagues from ICARDA and IFPRI for their support and valuable input into the concept and development of the community approach.

The authors

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CHAPTER 1

Empowering agro-pastoral communities for better management of natural resources

1 ALTERNATIVE DEVELOPMENT APPROACH FOR RANGELANDS IN ARID ZONES

During the past few decades, a score of development projects were conducted for the benefit of dry environments, with the objectives of reducing poverty, preserving the remaining resources, and generating development. Though little was achieved in spite of investment and a wealth of technical procedures, it was unanimously concluded that centrally planned development does not work. The lessons learned from past efforts revealed that in Low Rainfall Areas (LRA) prevailing land use patterns are not sustainable and the resource base is vanishing rapidly. Both facts threaten the very fragile livelihood of the rural poor.

The sustainability of pastoral and agro-pastoral systems is threatened by the dramatic effects of desertification and by the degrading environment. There is a direct link between the numbers and type of livestock and overall resource base sustainable management.

The expertise accumulated over centuries by the local population is crucial in defining strategies to cope with desertification. New technologies, integrated with traditional local knowledge, require careful assessment of their impacts, limits of their application, and the possible damage caused by them. In this respect, the local population plays a key role.

Also, combating desertification in the field is a local effort and site specific. Only the local people are in a position to know what can be done that is socially and economically acceptable to them and that will be continued after the project's end. Usually, people are more interested in short term benefits than in saving for the future.

Most of the policy responses to the sustainable development challenges of arid and semi-arid areas, and to rangeland problems in particular, were sectoral and top-down. The major measures are:

- Urgent action during and after drought to reconstitute flocks – particularly beneficial to large herders (through subsidies or credits/head). This policy of crisis management has a negative impact on natural resources, favoring overgrazing and land degradation.
- Improving watering facilities. Such an action is a typical example of a govern-

ment's fragmentary understanding of pastoral traditions. Watering facilities used to be managed according to customary rules and arrangements between tribes. Government watering facilities are now public and open to all users and thus contribute to the open access to rangelands.

- Increasing the productivity of livestock and natural pastures through techniques developed for favorable areas (genetic improvement of livestock, disease control, mass vaccination, etc.).
- Improving services and cooperative arrangements.

In the 1980s an ambitious formula was introduced in Algeria and Syria aimed at organizing herders into production cooperatives. Planned from top to bottom, these previous experiments failed because they were dependent on government subsidies.

For a long time the International Community has recognized that desertification is a major threat for human beings. But it is only since 1992 (at a United Nations Conference on Environment and Development - UNCED, Rio de Janeiro) that a new, integrated approach, emphasizing action to promote sustainable development at the community level has been supported.

> In 1996, the Convention to Combat Desertification (CCD) placed emphasis on partnership and participation, which resulted in "the first international, legally binding instrument", that explicitly requires application of the principles of "partnership" and "participation".

The Convention urges the parties to ensure that all relevant actors - the population affected by desertification and their associations, NGOs, national governments, donor organizations, and research institutions - work together to establish joint priorities and devise and implement long-term programs.

Two concepts need to be defined: "participation" and "community approach". A lot of literature has been published on the subject. We suggest the following.

(i) Participation: Restore to populations the right of initiative and the decision making process to define, plan and implement activities and programs related to their own future and the management of the resources available in their territories. This definition implies that:

- External agents and States recognize the populations as development actors, as partners and not simply as project targets.
- The action program relies on a good knowledge of the environment that allows a concerted diagnosis, taking into consideration the "wishes", the objectives and the constraints of all parties (stakeholders). Action can be considered participatory only if it results from an explicit compromise between all stakeholders.

However, participatory approaches are not the results of an expressed local demand; they are often a requirement of donors. Although the notion of participation is widely accepted and is officially included in most of the development projects' documents and in Government policies, in current practice it is often not successfully implemented. It requires a full and effective participation by the affected population groups in the decision-making

process, and in planning, implementing, and evaluating national action programs. It calls also for the participation of women and the involvement of NGOs.

(ii) Community approach: Many references describe at length the advantages of the community approach. One of them (Ngaido et al., 2002) suggests the following principles and highlights as the main advantages:

- Efficiently and rapidly improving living standards through the mobilization of unused human and material resources.
- Providing the missing readiness of social actors, their spirit, their initiatives, their attitudes, and their will to partake in the program preparation and implementation.
- Integrating the populations into their country's social, political, and economic life.

The community approach deals with the whole community, which is far from being a monolithic block. Generally, it is characterized by its flexible, dynamic dimension, adapted to local circumstances, which can be used as a catalyst for development. Moreover, the approach focuses on the initiation of comprehensive development schemes in selected communities or villages on the basis of what community members perceive to be their needs. These activities are initiated by specially trained staff who, by living in the community and working with its members, gains the confidence of the community. They serve as facilitators for the thinking and discussion processes and guide members to identify and translate actions into a community development plan (CDP).

The community approach is mostly suitable for, and directly relevant in, natural resource management projects. However, important principles for its success are that it:

- Is demand-driven – based on needs and priorities defined by the people themselves.
- Is socially inclusive – ensuring that all community sub-groups have a voice and benefit from these actions.
- Creates an enabling policy and institutional environment.

2 THE PARTICIPATORY COMMUNITY APPROACH: THE ICARDA AND IFPRI EXPERIENCE

Problems faced by rural populations living in resource-poor areas cannot be solved by technology alone. They will likely worsen with increasing population demands unless significant policy and institutional changes occur. The Mashreq/Maghreb (M&M) project (Figure 1), the activities of which sought to foster the integration of crop–livestock production systems in low rainfall areas, applied an "innovative" community development approach in the late 1990s, which evolved from on-farm demonstrations in the mid 1990s. This approach included (Haddad and Eltom, 2002; Ngaido et al., 2002):

- Fostering integration between different disciplines, actors, etc.

- Stimulating farmers' and communities' participation in steering their own development processes.
- Facilitating technology transfer through participatory technology development.
- Promoting collective action on the basis of a shared consensus.
- Using experiences gained in different regions for the benefit of the target communities.

The M&M project followed an integrative approach using the natural, biological, and social sciences to support the development strategies of the selected communities. This approach started stepwise during the first phase of the project (1995-1998) and gained momentum and reached its required level of activity during the second phase (1999-2002).

During the latter phase, the project, which adopted a wealth of valuable technologies that were developed during the first phase by the National Agricultural Research System (NARS), adopted the community approach in order to foster the integrative efforts of the national teams.

2.1 | THE CONCEPT OF THE COMMUNITY APPROACH IN THE MASHREQ/MAGHREB PROJECT

2.1.1 | The Mashreq/Maghreb community approach

Community-based approaches for natural resource management have been introduced in many countries since the early 1980s. In the West Asia and North Africa (WANA) region, however, the use of the community approach to transfer technologies was an important institutional innovation that transformed the relationships between farming and herding communities, national agricultural researchers, and other stakeholders. The overall framework of the project is presented in Figure 1. A four-step process was used in the eight countries (Algeria, Iraq, Jordan, Lebanon, Libya, Morocco, Syria, and Tunisia) involved in the project to implement the approach in each of the selected communities (Thomas et al., 2003), as follows.

Step 1: Following initial surveys, each country team selected two communities that were considered representative of the main production systems and conducted participatory rural appraisal (PRA) surveys or rapid rural appraisals (RRA) to assess the opportunities and constraints of each community.

Step 2: Each team organized a workshop for each community to present the results of the surveys and identified options to address community problems. Technologies that could mitigate some of their production constraints were also presented and discussed. Some of the technologies were dropped during the meeting and never made it into the community-negotiated plan because farmers had some prior knowledge of the proposed technologies or they did not fit in with their production strategies. Technologies which were retained for each production system were included in the negotiated action plan (Figure 2). Following the discussion

of the proposed technologies and identification of options that would be implemented in the community, a negotiated community action plan was drafted. The plan outlined agreedupon activities and options to be tested at the community level and the responsibilities of each of the parties. This was the forum where other stakeholders, especially government officials, identified the activities that they could support.

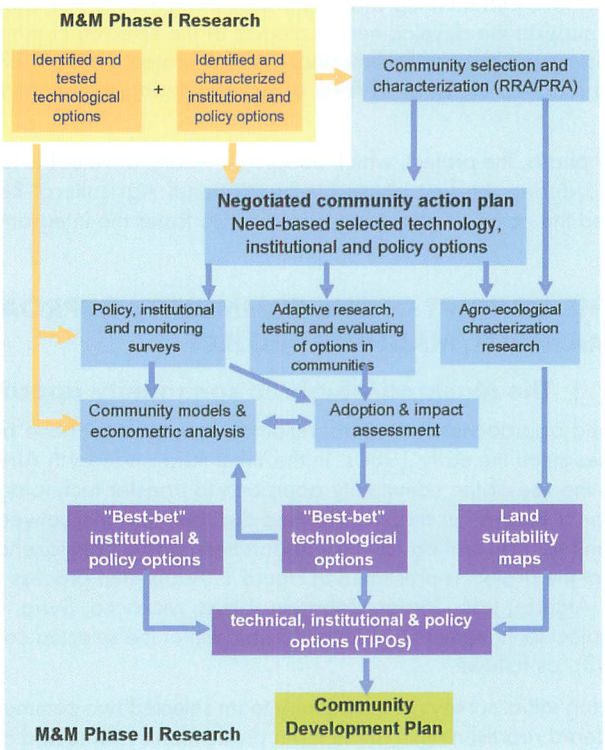


Figure 1. The Mashreq and Maghreb (M&M) project's community approach

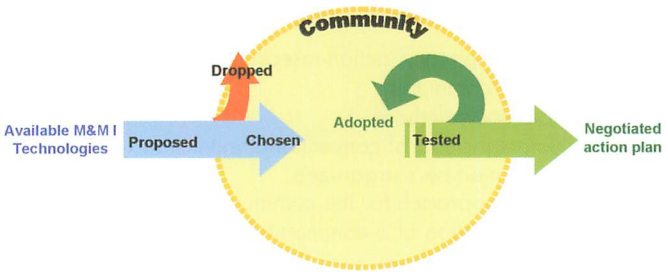


Figure 2. Technology selection process

Step 3: This step represents the implementation of the negotiated action plan. Each network of researchers worked individually in implementing their activities, but the teams met periodically to review the progress achieved. Research activities included 1) policy, institutional, and monitoring surveys, 2) adaptive research testing and evaluation of the technological options, 3) agro-ecological characterization, 4) community modeling and econometric analysis of the household and community surveys, and 5) adoption and impact studies. In addition to team meetings, the networks met in different technical meetings that were open to other disciplines, to refine their methodologies and analyses, and share results. The final objectives of this step were to identify 1) "best-bet" institutional and policy options, 2) "best-bet" technological and policy options, and 3) community land suitability maps. These different outputs served to develop packages of technological, institutional, and policy options that would be replicated in other similar production systems.

Step 4: Conceptualization of the community development plan, which included the results of all the constraints and opportunities that were identified at the beginning and during the implementation of project activities. The options that had been tested in the community as well as community model simulations and survey results were presented. The plan included the priorities (education, health, infrastructure, etc.) that were identified and the progress made in addressing these issues to help the communities mobilize the funding identified for the project. These plans would be the basic framework for any future intervention in the community.

2.2 MECHANISMS FOR IMPLEMENTING THE COMMUNITY APPROACH

The principles considered in the application of the community development approach should not be seen as elements of a standardized recipe. Communities, as social organizations, are not the same everywhere, even though they can present some similarities.

Generally, the mechanisms for implementing the community approach include:

- Setting-up a multidisciplinary, action-research-oriented team.
- Clearly defining the community.
- Adopting participatory methods.
- Enrolling facilitators instead of conventional extension workers.
- Getting community members organized.
- Adopting a holistic approach for the community constraints analysis.
- Facilitating the elaboration of a community development plan.

2.3 | BUILDING MULTIDISCIPLINARY TEAMS

Integrating all these different disciplines and creating multidisciplinary teams were essential requirements for working at the community level. The objective was to develop teams that would understand production niches as well as strategies in order to determine the best technical, institutional, and policy options (TIPOs). To reach such an understanding and to develop partnerships among team members, the teams convened many meetings to discuss the approach and the roles and expectations of each team member. The process was also expected to transform the scientists' perceptions of their roles, extending them beyond the traditional role of providing improved technological packages and practices to farmers, to include community development priorities. This does not mean that members were required to address all community priorities, but they were expected to facilitate the involvement of other stakeholders responsible for implementing the priorities that were identified by the communities, but outside the scope of the project.

2.3.1 | Defining and identifying communities

In the past, tribal-based organizations were the common feature in all communities of the dry areas of WANA. However, administrative reform policies have transformed traditional tribal systems and introduced new institutions. As a result, the notion of a "community" differed from country to country. But in agro-pastoral areas, traditional local institutions have survived and the "spirit" of community is still there, even though administrative divisions do not fit with the community's border. Nevertheless, within the Mashreq/Maghreb project the following definitions of community were used (Ngaido et al. 2002):

- A social organization composed of households that are organized into sub-structures.
- A settlement – its territory, and its pastures.
- A socially cohesive unit with its resources.
- A structure with a regulatory body and sets of agreed rules and practices.
- Users of a specific area (space).

2.3.2 | Partner institutions

At the level of each community, each country team created a Community Steering Committee (CSC) composed of selected community members, agricultural/extension agents working in the area, and team members (Figure 3). The role of the CSC was to facilitate

the interaction between community members and researchers and monitor the implementation of the agreed research agenda with the community. The committees were directly involved in the drafting and implementation of the work plans and deliverables.

In addition, each community had a facilitator who was responsible for monitoring the implementation of the negotiated action plan, organizing visits of team members, and organizing community workshops. The facilitator was an important interface between the national steering committee, the community steering committee, and the other stakeholders. He also reinforced the trust between the project team and farmers. The selection of the facilitator was left to the discretion of the team. The CSC convened meetings to discuss the objectives and implementation of project activities. The interaction and involvement of all stakeholders in the decision-making was critical for gaining the support of local policymakers and administrative institutions.

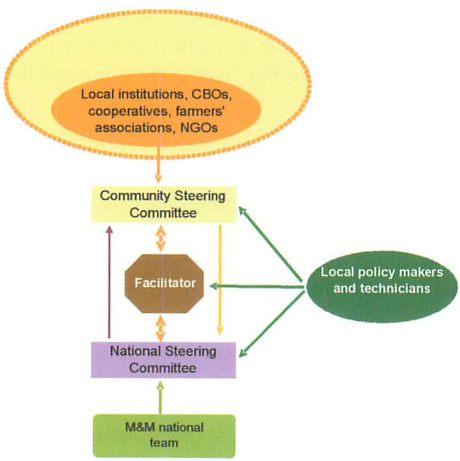


Figure 3. Mashreq/Maghreb Project (M&M II) institutional set-up

2.3.3 | Difficulties encountered

The methodologies and approaches developed within the M&M program were not applied at the same level in all eight countries or all 16 communities. Many difficulties and constraints slowed the whole process. The following are some of the difficulties encountered:

- Centralized decision-making processes in some countries.
- Land tenure and secure ownership for rangeland differ between countries.
- Different stakeholders may have divergent interests: weakest versus strongest.
- Civil organizations are not yet developed in all countries and/or regions of each country.
- The community approach is time-consuming (and requires a long time span).

- National teams did not achieve the same level of progress (shortage of human capacity in some fields).
- In general, extension services are weak.
- Low rainfall areas face high risk and uncertainty that make the generation and transfer of technology a very slow process.

3 FROM CONCEPTS TO IMPLEMENTATION

3.1 WHERE WE STAND TODAY?

Participation is perceived in different ways by governments, development agencies, donors, NGOs, and communities. Three decades ago, when a population was not against a development program, it was viewed as participation. Since the early 1970s the concept has gradually evolved (Figure 4) to mean the status of self-governance. But in most of WANA region countries, with the exception of a few pilot projects, participation is in "the middle of the road" between the "population is contributing in kind" and "negotiation".

Adoption of participatory approaches by national governments and their translation into actual implementation appears not only partial, but also particularly slow. The progress achieved in changing government agencies' attitudes and practices towards participation over the last 30 years stands in contrast to the impressive sequence of events that have changed the face of the world during the same period: the wave of liberal economic reforms of the 1980s, the subsequent transition of former socialist countries to a market economy during the 1990s, the unsustainable evolution of external debts, the repeated occurrence of major natural and man-made disasters (droughts, famines, epidemics and wars, in Africa particularly), the information revolution, fast urbanization, the fall of numerous military and authoritarian regimes, the development of regional economic and politically integrated blocks; all of these processes and events have culminated in the phenomenon of globalization (El Harizi 2003).

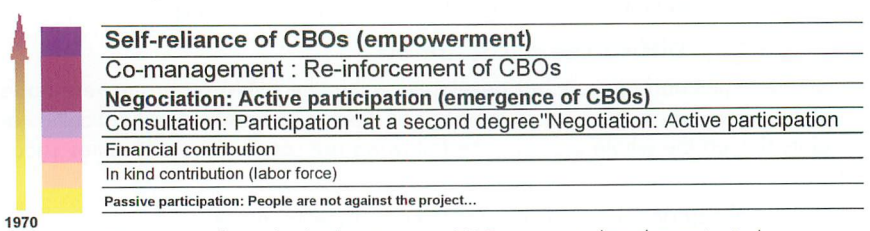


Figure 4. Different levels of participation (CBO: community-based organization)

3.2 | STAKEHOLDERS' READINESS TO IMPLEMENT A PARTICIPATORY APPROACH

The main stakeholders interacting with rural communities in development are international/national donors, NGOs, the population through its formal and informal local institutions, the central and regional government bodies, including local and regional councils, political parties, and the administration, which is often the implementing agency for rural development programs (Figure 5). The strengths and weaknesses of these stakeholders are summarized in Table 1.

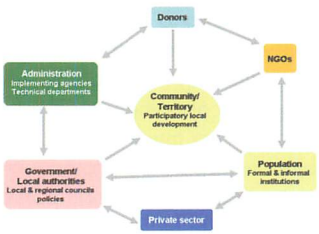


Figure 5. Main stakeholders involved in a rural community's development

Table 1. Strengths and weaknesses of main stakeholders involved in rural community development

Stakeholders	Strength	Weaknesses
Donors	- Participation is a pre-requisite to the loan agreement - Relatively good experience with participation	- Project duration (too short to fully implement participatory approach) - Project formulation (too much detail) - Poor backstopping (needed especially at the beginning)
NGOs	- Working in proximity to community - Relative autonomy in decision making and in funds management	- Isolated intervention (no strategy for wider dissemination) - Poor interaction with administration (substitute for the administration rather than taking over the administration)
Population	- Good know-how - Reliable partner if organized - Social solidarity	- Assisted "behavior" - Weakness of informal local institutions - Poverty
Government	- Presence and ability to mobilize actors - Ability to raise funds	- Tendency to generalize - Centralized decision making - Relation with actors based on consultation and not on dialogue
Administration (development agencies)	- Decentralization - Cumulative technical experience	- Centralized decision making - Cumbersome and inappropriate procedures for participatory development - Staff not prepared (skilled) for participatory development - Funds allocated for human capacity building and technical innovations are low and underused

3.1 | FROM PARTICIPATION TO EMPOWERMENT: PUTTING ICARDA'S EXPERIENCE INTO ACTION WITH DEVELOPMENT PROJECTS

3.1.1 | From participation to empowerment

In order to understand the current emergence of the concept of empowerment, it is useful to sketch out the emergence and adoption patterns of a related and older concept, participation. During the 1970s, the ideas and methods of"participatory development" emerged within the international development arena in response to a perceived failure of earlier state-driven development policies to ensure sustainable and equitable distribution of benefits. Starting with the very modest objective of cost sharing between the state and the beneficiaries (financial participation), the idea and methods of participatory development have diversified extensively in scope, theoretical foundations, and intensity over the past two to three decades, building very much on the pilot initiatives of NGOs. In the process, participation has also been incorporated into new initiatives, such as policy making and research. Today, participatory approaches form part of the national development policies in a majority of developing countries.

Nevertheless, it would be an error to view participation as radically departing from previous state-driven approaches. Participatory approaches, even in their diversity, have in common that the people directly concerned do not have the initiative and control of the development process. The people, typically designated as beneficiaries or target groups, are expected, urged, or encouraged to participate in others' endeavors – on the grounds that participation gives them some influence on decisions that affect them while improving the overall effectiveness and sustainability of development interventions (El Harizi, 2003).

3.3.2. | Principles on which the community development plan (CDP) is based

The principles of the sustainable livelihoods approach apply to participatory community development plans. Some of the key principles include:

- The need to ensure that all categories of communities and especially the poor take part in the planning process.
- The planning process must be linked to an existing project or legitimate structure to guarantee total or partial funding of the CDP.
- The CDP must be people-focused and empower communities.
- Planning should reconcile local needs and national strategies.
- The CDP must be holistic and cover all sectors.
- The CDP should be a learning tool that is flexible, simple, and dynamic.

3.3.3. | Participatory methods for natural resource management. Who is empowered?

Participatory methods for natural resource management (NRM) have often been presented as a solution to NRM issues. Several authors, such as Chambers (1997), note that participatory NRM can be instrumental in institutionalizing participatory approaches. In both democratic and non-democratic settings, these approaches foster inclusiveness, transparency, and accountability of public services and policymaking processes. Through the introduction and generalization of participatory programmatic tools, participatory NRM plays an essential educational role in changing bureaucrats' and local people's mindsets and communication patterns. In short, it is a school of local democracy.

Experience also shows that greater participation, sought through development projects, in the absence of representative organizations, often provides additional opportunities to rural elites to capture the bulk of the expected benefits of NRM. Devolution of NRM generally implies that a sub-set of stakeholders is given exclusive rights of use at the expense of other stakeholders without formal agreement or compensation. Apart from the weak legal basis of such solutions, it is rarely the case that the really poor get their fair share from these arrangements. Devolution of NRM is carried out in the name of empowering people through increased access to resources, but the question is who is empowered in practice, the rural poor or the elite? (El Harizi, 2005).

The challenge of the equitable and sustainable use of natural resources is not primarily a question of technical management, but a matter of governance. This is not to say that management considerations are irrelevant, but that appropriate managerial solutions and their related institutional arrangements must be identified and negotiated under the rules of an appropriate governance structure. A number of conditions should be part of any such governance structure, including:

- A demonstrated political commitment to democratic representation of the local population and to downward public accountability.
- The application of the principle of subsidiarity in defining the distribution of discretionary powers between various government levels.
- Secure property rights.
- Long-term financial support for the development of adequate local administration capacities.

3.3.4. | IFAD and ICARDA working together to empower agro-pastoral communities

In many countries around the world many different approaches to the management of common rangelands have been developed and implemented and most, if not all, have failed. One of the main reasons for this failure is that while technical solutions may possibly have been available to solve the problems, local knowledge, differentiated production systems, the effective participation of local populations, and the establishment of self-regulating institutions or partnerships were either ignored or wrongly used to satisfy

donors' requirements.

The sustainable development of pastoral and agro-pastoral systems, dominated by the collective or tribal ownership of rangelands, is a key issue for the WANA. These two systems are located in arid areas with low rainfall and are increasingly threatened by the desertification process. Many people see local participation and local development concepts as promising tools for sustainable development. In using the phrases "local participation" and "local development" we are referring to sustainable development as defined by the Johannesburg Summit (2002). This definition includes economic growth and equity, the protection of natural resources and the environment, and social development.

In this environment, participation means restoring to the local population the right to fully and effectively participates in the decision-making process, and in planning and implementing research and development actions.

Practically, governments and "external actors" must recognize that:

- Farmers and pastoralists are the partners and not the "target populations" of a development project.
- The development action plan is based on a "comprehensive diagnosis" which takes into account the constraints, objectives, and expectations of all stakeholders.

With the full support of the Tunisian Ministry of Agriculture, ICARDA (through the Mashreq/Maghreb project) and the International Fund for Agricultural Development (IFAD) combined their experiences and investigated the "Development of Tools and Methodologies for the Collective Participatory Management of Rangelands", using new tools based on the concepts briefly described above (Nefzaoui et al., 2003). The IFAD-funded project, "Program of agro-pastoral development and promotion of local initiatives in South Eastern Tunisia" (PRODESUD) was used as a pilot study to develop and validate tools and methodologies on a macro scale. The project covered an area of 4.7 million ha, corresponding to about one-fifth of the country's area, involved about 10,000 households and was conducted in areas where 90% of the country's collective rangelands exist. The agroecology of the project area is hyper-arid with an average rainfall of just 80 mm/year. The project budget is US$44 million over 7 years. The expected output of this research is the development of guidelines to implement a participatory approach for agro-pastoral areas and to train project staff on the methodologies and tools developed.

This was the first occasion where IFAD invested in developing the methodologies and tools needed by the project prior to the appraisal. At the request of IFAD, the Tunisian M&M team started working after the inception of the project, and the results were used for the appraisal and the formulation of the development project.

The work consisted of:

- Identifying and characterizing agro-pastoral communities in the project area.
- Developing and validating a participatory methodology and tools using two pilot communities.

- Developing guidelines to implement a participatory approach by the project team and by other IFAD projects.
- Training project staff in the methodology.
- Methodological backstopping of the project during its start-up phase.

Identifying and characterizing the agro-pastoral communities of the project area

The task of identifying and characterizing the agro-pastoral communities was obviously the most sensitive to implement, and the most difficult condition imposed by the donor in approving the loan. Indeed, the administrative structure of the region does not fit the borders of the community and natural resources. The right of use of rangelands is traditionally allocated according to a tribe's distribution in the region. In addition, Tunisia since its independence has abolished the tribal concept. With the concurrence of the Tunisian authorities, the definition of the project target communities was conducted according to a tribal map. The first task was the development of this map. For practical reasons, the term "Social Territorial Unit" (STU) was used instead of "tribe", but both terms have the same meaning. Thus, the research team implemented the following tasks:

- An inventory of agro-pastoral spaces and their users.
- Identification and mapping of STUs (STUs/tribes or sub-tribes); 24 communities were identified.
- A survey of all households of the project area; 9000 households were surveyed.
- A typology of production systems in the project area; five production systems were identified.
- Selection of "Pilot Communities" in which to investigate, tests, and validate the participatory tools and methodologies developed in the M&M project. Two pilot communities were selected: Ouled Chéhida, as representative of steppe rangeland, and Guermessa, as representative of the mountainous rangeland areas.

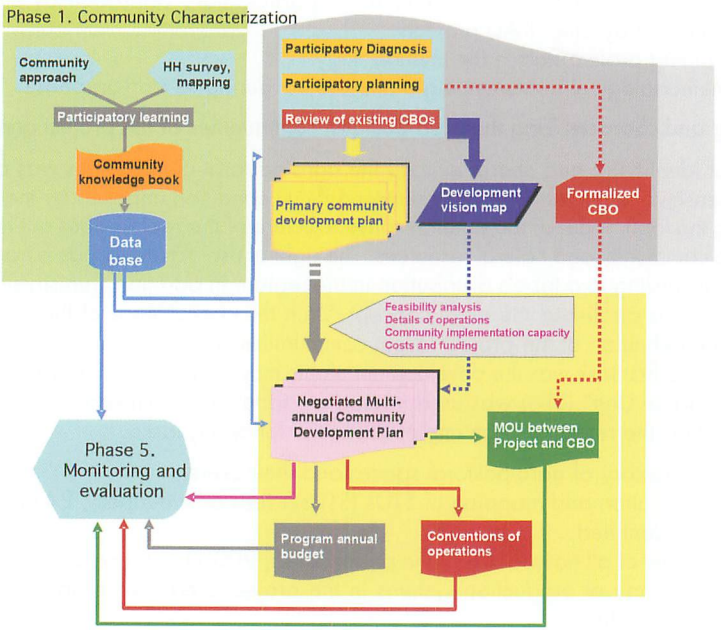
Developing and validating participatory methodology and tools

Three paradigms were formulated:

- Inter-dependence between productivity improvement and sustainable natural resources management.
- The comprehensive management of "collective rangeland" is possible only when the space users are known and fully involved in decision-making.
- Modalities for use are not to be confused with management responsibilities.

The methodology included five steps/phases (figure 6):

- Step/Phase 1. Characterization of the community (knowledge/learning phase).
- Step/Phase 2. Participatory diagnosis and planning.
- Step/Phase 3. Participatory programming.
- Step/Phase 4. Organization of the population.
- Step/Phase 5. Implementation of a community development plan and monitoring and evaluation plan.



Five-steps methodology to implement participatory approach in agropostoral communities

Figure 6. Design of the community participatory approach applied in the IFAD-funded Project PRODESUD, Tunisia. Improved knowledge of the community facilitated the process of working together. HH: household; CDP: community development plan; M.O.U.: memorandum of understanding; CBO: -based organization

These phases are closely related, as shown in figure 6. Compared to the methodology developed within the M&M project, the main innovations were:

- The weight given to the characterization of the community, which serves to create a database used for the diagnosis, planning, and programming phases and for implementation of the community development plan, including monitoring and evaluation. Consideration must also be given to the expected agreements (MOUs) between the project management unit and the population as represented by a community-based organization (CBO) promoted within the participatory process.
- The team implementing the process is composed of project staff, a multidisciplinary team drawn from all departments, and professional facilitators.

Phase 1: Improved knowledge of the community included the following tasks:

(i) Meeting with the population and mapping its space and how this is used.
(ii) Mapping of the pilot STU using GPS.
(iii) Surveying all community households.
(iv) Physical and social mapping of the community.
(v) Elaboration of the "community knowledge book" by the project team in collaboration with facilitators. A copy of the compiled document is kept in the community.
(vi) Recognition and validation of the "community knowledge book" by the population.

The lessons learned from this first phase were:

- The identification of interlocutors/representatives having rights of use and decision-making power in the territory is an important step for natural resources management and participatory development.
- The participatory knowledge/learning phase is important to establish cooperation and trust with the population, to learn about the environment and the problems prior to the diagnostic exercise.
- The development of learning tools is a good investment for the future because these tools are used for diagnosis, planning, and monitoring and evaluation.

Phase II of the process concerns "Participatory Diagnosis and Planning"

Participatory diagnosis and planning must:

- Be spontaneous and involve the full participation of people from the community.
- Include working sessions to be implemented at the community level in a place and time chosen by the population.
- Involve the full participation and collaboration of local agricultural staff and other departments.
- Involve working with focus groups, followed by resolution and validation in a plenary meeting with all stakeholders.
- Result in the recognition and validation of decisions by the population before proceeding further.
- Adapt the required tools to the situations.

The sequence for implementing this phase follows more or less the following order depending on the specific situation: Spontaneous diagnosis, Problem classification, Recognition/validation of problems, Introduction of local institutions' issues .

An alternative solutions analysis could be the following: Solutions priority setting, Recognition and validation, Development of a "long-term vision" map, and Selection of local institution type (an important step).

These sequences are inter-related, with a logical evolutionary process. The phases involve teamwork requiring patience and the permanent adoption of tools, and this needs a skil-

led facilitator working closely within a multidisciplinary team.

The lessons learned from the implementation of the second phase are:

i. Recognition of the knowledge acquired is an important step prior to diagnosis.
ii. "Resource persons" play an important role in analyzing problems and searching for solutions.
iii. The importance of a long term "development vision map" of space management, approved by its users (population).
iv. How to scale up the activities from pilot activities to cover the total project area (Coherence).
v. The planning process is time-consuming, but difficult to avoid (necessary for the maturation of sequences).
vi. A Development Plan is different from a Plan of Action:
    - A Development Plan is a strategy for a relatively long period of time.
    - A Plan of Action (annual, multi-annual) is a precise tool to mobilize finances and implementation facilities (means).
vii. Do not underestimate:
    - The ability of populations to identify appropriate technical solutions.
    - The ability of populations to emerge with good agreements identified internally (issues of property rights and land use).
    - The ability of the population to negotiate grazing arrangements with neighbors.
    - The importance of promoting income-generating activities. Rangeland activities related to the needs of women and young people are not perceived as important.

Phase III. Participatory programming

The primary community development plan includes all the "dreams" of the community, i.e. all activities that the community wants to implement over the medium term and long term. Some of these activities are not realistic, and need to be discussed by the multidisciplinary team to assess their technical and economic feasibility. Following the feasibility studies, and the negotiations with the community, some activities are dropped and the remaining ones, together with the development vision map drawn by the community members, constitute the multi-annual development plan of the community. The community multi-annual plan comprises a set of tables indicating the activities to be implemented, their locations, their costs, the source of funding, and the responsibilities of the project and the population. It will represent the appendix of the MOU to be signed by the project management unit, the representatives of the community, and the Governor. This official document gives the population the power to monitor the implementation and to become the executing agency when it is asked to do so. The other important document produced from the multi-annual development plan is the program annual budget, which is officially signed by the project management, the population representative, and regional authorities.

Phase IV. Organization of the population and promotion of the community-based organization

There is no one precise moment at which to introduce and discuss with the population the issue of the community-based organization that will represent the population, because opportunities and conditions change from one community to another, especially the social composition of the community. The exercise always starts by screening the current institutions acting at the community level, their mandates and attributes. It ends up by identifying the need to establish a democratically elected committee that will be the representative of the community. As soon as the population has agreed on the type of institution it wishes to create and who the members of this unit should be, an official request is submitted to the Governorate for clearance to create "a development association" - a GDA (Groupement de Développement Agricole). Once the association is considered official it can start working with the development project and raise funds for the benefit of the community from other sources.

Impact examples of the approach of PRODESUD, Tunisia pilot-case

i. Budget allocation

In the PRODESUD project in Tunisia, the total project budget has been allocated to two major components. The first (55% of the total) is dedicated to general infrastructure and capacity building of the whole region, while the second (45%) is allocated for the local development of the communities. The activities to be paid for from the first budget component are negotiated with the decision makers (Governor, delegates, Omdas) and technical departments, while the budget of the second component is determined by the community development plan and is under the control of the elected body (and thus, indirectly, the end users), which is representative of the community. This is obviously innovative, because the population, through the participatory process, will determine the activities to be implemented, the amount to be spent, the locations, the beneficiaries, and the executing agents. In addition, GDAs are involved in the monitoring and endorsement of the work implemented. This power given to the community is part of the MOU signed between the community and the Project Management Unit. An added outcome is that small businesses are now emerging from with the community. These are the elements of the community charged with implementing some of the activities (soil and water conservation, planting, nurseries, etc.) within their community. The President of the GDA has an equal standing with the project director and approves and co-signs with him/her any agreements related to his community.

ii. Local institutions: emergence of GDA (Groupement de Développement Agricole), community-based organization

Three years after the start of the project, the following had been identified:

- The success of the new participatory methods and local development initiatives strongly depend on the promotion of grass roots organizations that will take charge local of development activities. The new process, which has been accepted, is a bottom-up one which brings the priority local needs to the attention of the decision makers at all levels.

- For the first time IFAD invested in developing the methodologies and tools needed by a development project prior to the appraisal process. The tools were used for the appraisal and the formulation of the development project.
- For the first time in an IFAD Development Project a large part (45%) of the total budget was allocated directly to the communities and spent under the control of its GDA to implement activities identified within a community development plan. This is obviously innovative, as the population is identifying the priorities and participating effectively in the implementation and the monitoring.
- After 3 years, the community development plans of 23 communities have been established, and their local institutions formalized.
- The GDA of Guermassa has developed partnerships with several stakeholders, donors, and NGOs and, in particular, with GEF/UNDP who granted them US$50,000 for their capacity-building activities.
- The authority taken by the community is written into the MOU signed between the community and the Ministry of Agriculture/Project Management Unit.
- The GDA of Guermassa succeeded in developing an agreement with the Ministry of Agriculture/PRODESUD Project to rehabilitate 20,000 ha of rangeland.

4 CONCLUSIONS

The aims and advantages of the participatory approach may be summarized as follows:

- Community "awareness development" and the initiation of a democracy exercise.
- Mutual information and learning, valuing local know-how and enhancing local initiatives.
- Development of a team spirit is vital for the implementation of the process.
- Development of a moral and formal obligation (formal agreement).
- Reinstatement of decision-making powers to local communities (empowerment).

The situation in the WANA region can be briefly characterized by:

- Little consideration for local know-how.
- Various levels of participation, but slow adoption of the processes.
- Attention needs to be paid to the risk of "a populist drift".
- Difficulties in mastering participatory approach tools, and the need for training and backstopping of national teams.
- Poor contribution of social science research.

The community approach is bringing hope as it empowers communities, provides tools for addressing household and community livelihood strategies, and promotes the coordination of investment efforts by different stakeholders. A substantial amount of knowledge has been accumulated from the different communities in the region that will assist in guiding future research and development efforts. The coordinated regional approach of the project has facilitated an exchange of knowledge and experiences between national teams. Individual countries have taken the lead in the development of specific methodologies, technologies, or institutional options that have then been rapidly transferred to

the other national teams in the project

The impacts of the Mashreq/Maghreb project and the ICARDA collaboration with IFPRI and IFAD have been outstanding and there are some areas that merit special mention:

1. Institutionalizing these types of research at the NARS level (up-scaling and out-scaling); the project contributed to furthering the development of this type of research among NARS. Some of the countries have initiated a pilot phase for institutionalizing the community approach. Algeria is using the approach as the framework for its land reclamation program and its National Program for Agricultural Development (PNDA). In Jordan, the community approach is being integrated into the government agricultural strategies for the dry areas. In Tunisia, the community approach is being used for the development of the IFAD-funded rangeland project in southeastern Tunisia, and in Morocco, the process of decentralization and the recognition of communities' rights over their resources provides opportunities for mainstreaming the approach in the dry areas.
2. By contributing to the establishment of an integrated framework for the development of the dry areas, the community approach and its different components brought about changes in the research and development paradigm for the dry areas.
3. Policymakers at the local and national level have come to realize that policy, technical, and institutional options are not and cannot be dissociated from each other if they seek to foster successful rural development.
4. Improved networking and regional integration. The project served as a bridge between communities, government services, and NGOs to promote the development of the selected communities. National teams worked with their communities to develop proposals and get funding for priority actions. The linkages with new partners provided important social capital that facilitated the implementation of the negotiated action plans and the elaboration of community development plans.

Prospects:

- By capitalizing on the experiences of the region, community and participatory approaches will be better institutionalized.
- The need to ease management procedures (budget, human resources development), and regulation (access to resources), will be understood.
- Better institutional engagement with local institutions, by embedding representatives in local and regional organizations, will be achieved.
- Decentralization and devolution will be promoted.

CHAPTER 2

Presentation of the field manual

WHY A FIELD MANUAL?

A field manual should be simple, flexible, and adaptable. It should have the information that clearly explains the methodology to users. For others to replicate the principles of the approach, the field manual should do the following:

- It should describe the methodology, the work sequences, and the tools that will be used.
- It should explain how the description can be adapted to a diversity of actors and environments. The handbook is not a collection of recipes; it should be regularly updated and adapted.
- It should be founded on field experiences and tests which are placed within the context of the project. It should not be a compilation of methodological texts developed in other environments. The field manual should, however, capitalize on experiences gained elsewhere and adapted to local conditions.

A field manual is not a static manuscript. It needs regular revision and updating based on the experiences gained. It is a general, consistent log frame of guiding principles, but it is flexible enough to accommodate creativity.

HOW THE FIELD MANUAL WAS DEVELOPED?

This field manual describes the logic of the various steps that need to be implemented to achieve the goals of community participatory planning. It gives the operational team a high level of flexibility to adapt the procedures to specific local conditions.

The methodology has been developed by the Tunisian ICARDA/M&M team and targets the agro-pastoral communities of arid areas. It has been tested and validated in an IFAD-funded project in Tunisia (the PRODESUD project).

HOW SHOULD THE FIELD MANUAL BE APPLIED?

The guide is organized in separate methodological sequences for each step of the participatory process. These interdependent sequences specify objectives and identify the implied principal actors, the methodological description of the sequence, the outputs, and

some practical recommendations. The guide contains illustrations of some of the methodological procedures for facilitating the activities.

The organization of the guide, the description of the outputs expected from the various steps, and the illustrations that it contains permit users to easily complete each step or sequence of the process.

The field manual is built around the results of tests conducted under the actual conditions of the project. It is not a compilation of methodological texts developed under different conditions. However, it does take into account the accumulated experiences of projects undertaken elsewhere. The guide is continuously updated using the field experiences gained.

STRUCTURE OF THE FIELD MANUAL

The main steps involved in elaborating the participatory community development plan are presented in practical, applied, interdependent steps and sequences. The distribution of the steps in the operational sequences is decided on the basis of the importance of the deployed efforts in each sequence, thus avoiding unnecessary repetition.

Based on field experience, the five main steps that could be distinguished in the participatory process were:

- Step I. Community characterization (learning phase).
- Step II. Participatory planning.
- Step III. Promotion of local institutions/community-based organizations.
- Step IV. Participatory programming.
- Step V. Implementation of the CDP and monitoring and evaluation (M&E).

The progress from one step to another follows a logical sequence, except for the promotion of local institutions. This can be undertaken according to the local situation. However, this should happen before the last step (Step VI: Implementation of the CDP and monitoring and evaluation (M&E)).

The importance of, and the time required for, each step will depend on field conditions and the team's experiences.

THE FACILITATOR: ROLE, ATTITUDE, AND BEHAVIOR

Definition

A facilitator is someone who stimulates participation in and the interaction of a group and skillfully helps it to achieve its objectives. During facilitation working sessions, he/she orients the negotiations toward the task and encourages collaboration.

The role of the facilitator

The facilitator's role is important in facilitating, stimulating, suggesting, and informing.

More precisely, the facilitator should favor a working environment and conditions that allow the community to:

- Analyze its economic, cultural, and social situations.
- Think about its own problems.
- Seek information and resources.
- Manage this information and resources in the right way.
- Take the initiative.

The facilitator's work should help the community to find its way towards favorable development transformations.

How to set good working conditions?

The facilitator should always keep in mind the following:

- How to approach the target group.
- The content of the discussion.
- How to adapt tools and techniques to efficiently reach results.
- Identifying means and methods to assess the achievements.

For a successful facilitation the following aspects should be considered:

- It is easy for a well-prepared facilitator, who knows the target population/community, understands their concerns, and adopts a simple and serious attitude, to facilitate the contact and to approach the target group.
- The facilitator should prepare the contents of the discussion in advance. These contents include the elements of the participatory process, the objectives of the development plan, and the steps reached in earlier meetings. He should keep in mind the time constraints and the working calendar in which to achieve results.
- The techniques and tools to be used should be always accompanied with visualizations. A flexible and participatory approach, which makes the group responsible and encourages them to contribute, is essential for success.
- The evaluation of the impact of the work implemented could be made through direct or indirect welltargeted questions directed to the participants. These questions should be prepared in advance according to the subjects being debated. Two to three questions are sufficient. However, other questions related to the satisfaction, comprehension, usefulness, and enthusiasm of the group can be addressed during the process.

Qualities of a good facilitator

He/she must be:

- Well prepared and organized.
- Careful and patient.
- Realistic, but creative and imaginative.
- Modest without complexes.
- Tolerant, but frank and honest.

Characteristics of the facilitator

- Capable of listening and observing.
- Curious and seeking to understand.
- Open-minded, avoiding judgments or sanctions.
- Having self control, being calm and not impulsive.
- Willing to spend the time needed and be readily available.
- Willing to live in the working area.
- Not arrogant towards community members and stakeholders.
- Avoids imposing his/her opinion.

How to manage difficult situations?

- The facilitator should not allow more vocal participants to monopolize the discussions. He/she should thank them for their interventions and explain to them that other participants should be given the opportunity to express their opinions.
- It is necessary to value influential people in the group. Generally, older people are highly respected by the population, thus the facilitator should involve them in the discussions and the decision-making and he/she should never undervalue them. Their contributions can be very important for the organization of the working sessions and for setting discipline within the group. Discussing certain issues with them will help to overcome some difficult situations.
- The facilitator has to avoid making enemies in the group. People under stress always try to divert the discussion into different channels. The facilitator should listen to them and tactfully bring them back to the subject under discussion.
- Officials, policy makers, and farmers-union representatives should be treated like other participants. When they redirect the discussion they should be brought back politely and discreetly to the subject.
- Working place. The participants should choose a congenial place in which to work. The place should not be exposed to the elements. It must be spacious and allow for all to see and be seen. It should not be a place which excludes or limits the participation of some groups or individuals.
- Respecting time. Good time management is required, but some flexibility is necessary when the participants become involved in some unforeseen discussion.
- Ask the group's permission before taking photographs. Be pleasant, respect local traditions, and avoid upsetting the participants. Use the opportunity to learn more about the community.

Facilitator skills cannot be learned from books or theoretical training courses only, they need to be acquired through practice.

SUBJECT MATTER SPECIALISTS (SMSs) AND MULTIDISCIPLINARY TEAMS

The participatory process necessitates the intervention of the facilitator, project team, subject matter specialists (SMSs) of the development agency (DA), and other concerned operators. This is particularly true for development projects. The success of the participatory process requires that teamwork evolves from multidisciplinary to interdisciplinary.

Learning the participatory process implies that the subject matter specialists should not focus on their own specialties, but have open minds and consider the other disciplines brought into the group. The integration of the team of subject matter specialists in a network is another prerequisite for the success of the participatory process.

The subject matter specialists' teamwork leads to a substantial change in the identification of the technical solutions to the community's needs and the development issues in both the short and medium terms. Traditional technical solutions imposed on farmers are substituted by solutions resulting from a dialogue and negotiation, where farmers are considered as full partners. The participatory process, on the one hand, allows the team of subject matter specialists and the multidisciplinary team to observe/understand the technical creativity of the community and, on the other hand, to create the appropriate space for negotiation and for conflict resolution. The objective is to achieve understanding between the technicians' rationality and the community's local knowledge in order to identify realistic and sustainable technical solutions.

Facilitation and negotiation are essential tasks that the subject matter specialists should instigate and practice to ensure the success of the participatory process. Moreover, use of the technical tools that maximize interaction and communication with the community is absolutely necessary for accomplishing this task. There are at least three key matters that facilitate the management of the participatory process:

- The subject matter specialists and the multidisciplinary team should work with the community and its representatives, during community characterization, data gathering, analysis, problem identification, prioritization, and the development of possible solutions.
- Subject matter specialists should never work in isolation, but for and with the multidisciplinary team.
- Interaction, sharing and validating the results of each sequence with and by the community are prerequisites

for a successful preparation of the participatory development plan, and its implementation.

Team size

The size of the team will depend on the importance of the target community and the planned methodological sequences. There is no general rule, and the number usually varies as the different principal actors involved at each level of each step and methodological sequence join and leave the group.

Team composition

The composition of the team depends on the competences and experiences of the specialists in charge of the task, and their availability. These specialists can belong to the local administration or be local consultants. The ideal team member would have the following qualifications:

- Know well the appropriate techniques for mobilizing the community, working in groups, conducting participatory rural appraisal (PRA), gender analysis, poverty analysis, means of subsistence analysis, and research methods.
- Be skilful in agricultural issues (e.g. extension, loans, marketing), sociology, community development, sustainable natural resource management in harsh areas, and in monitoring and evaluation.
- Have a good knowledge of local languages and be able to deal easily with the community.

The team should include both men and women.

PRACTICAL RECOMMENDATIONS FOR THE PREPARATION OF THE COMMUNITY DEVELOPMENT PLAN

The stimulation of adults is a delicate task that requires technical, psychological, and material preparation. The facilitator should be prepared in advance and develop some rules in order to succeed in his/her work.

Establishment of field activities time frame

The choice of the time for implementing field activities, whether these are related to a season, hour, or day, is very important for the success of such activities. Although rural communities are very busy throughout the year, there are periods when they are less occupied (for example after harvest). Also, access to the community is influenced by the regularity of the agricultural work and the domestic activities. For example, farmers are busy early in the morning; herders take out their animals to graze later in the morning, while women are usually busy preparing meals. Thus, the participation of a specific group from the community in a meeting will depend on the time selected for the meeting.

Events such as market days, public holidays, public festivals, and election campaigns should be taken into consideration when setting field work schedules.

Organization of the teamwork

Prior to the fieldwork, the team leader needs to allocate activities to each team member. Examples include:

- The team leader and facilitator.
- Team members in charge of developing contacts with the community.
- The coordinator of data collection and analysis.
- The meeting coordinator.
- Team members in charge of reporting.

Preparing fieldwork

At least one day before starting fieldwork, the team needs to review the program, the objectives of the day, the task distribution between the project team and the other partners, and ensure that the team members understand their roles.

Facilitation support materials, prepared by the project team in collaboration with the subject matter specialists for the development project and possibly other partners, will be re-examined and modified before validation for use. It is very important to review the contents and the objectives of the support materials that will be used before the meeting. These facilitation support materials and tools are subject to continuous improvement, based on experience and evaluation.

The facilitator remains the principal actor who controls this process with the support of the other project team members.

During the facilitation, the facilitator has to:

- Introduce team members.
- Present the objectives and the agenda of the day.
- Precisely describe the objectives of the sequence.
- Explain the steps and tools.
- Follow the agreed agenda.
- Assign a member of the community to make a summary at the end of the day.
- Agree on the date and the place of the next meeting where appropriate.

Practical remarks

- Pay attention to the participation of the different societal groups (men, women, young people).
- After the use of each tool or instrument, review it with the participants to ensure they understand it and make adjustments if necessary.
- Allow the local institutions an active role.
- When working with mixed groups (men and women) do not forget to regularly stimulate and guide the participation of the women. If men and women are working in separate groups, make a common synthesis when the two groups meet together.
- When work is conducted in separate focus groups, the results of each group should be presented and discussed with the other groups.

The project team should do the following after each facilitation session:

- Have the participants complete a self-evaluation for each session which points out its strengths and weaknesses.
- Check if meeting objectives were achieved and identify any gaps.
- If necessary, organize the information collected (data, problems, solutions, etc.) with regard to the tools and check that it is complete.
- Format the collected data and information.
- Adapt, according to the results achieved, the agenda of the next session.
- Decide on the division of the tasks for the next step.
- Start preparing the necessary materials for the coming session.

The preparation and the organization of the facilitation task, and the coordination between the members of the multidisciplinary team, are two fundamental elements. Experience from the field has shown that good preparation and the effective distribution of tasks among the team members has a great impact on the quality of outputs and the timely implementation of the program of work.

NECESSARY EQUIPMENT AND SUPPL IES FOR FACILITATION SESSIONS

For the facilitator to achieve successful facilitation sessions with the community, he/she should have the necessary materials and equipment ready for each session.

Basic materials and supplies needed

- Display boards. Sufficient numbers should be available. They should be easy to handle and to transport. The use of these boards is known as the "Meta plan" method. The boards must be firmly fixed to resist winds. They are generally covered with Kraft paper to facilitate sticking hard-bound cards to them.
- Hard-bound cards. Cards of various colors, dimensions, and shapes (20 cm/10 cm). Should be available in sufficient numbers, with around 100 cards per color. Try to assign a color to a topic and the shape to the topic structure.
- Felt pens. Used to write on cards or flip charts, these should be of various colors, with different sized tips to permit various widths of writing.
- Pins. Used to fix items to display boards. They are of various types so choose the most practical ones
- those which can be most easily fixed. If pins are not available, they can be replaced by sticky tape (Scotch tape).
- Flip-charts board. The board is small (1.80 m) with a tripod stand. Large sheets of paper (A0) are attached to the board and used to take notes or to present work prepared in advance. The board is adjustable in height and slope. When working outdoors, it is necessary to think of ways to firmly fix the paper to the board, especially on windy days.

- Facilitation support tools. It is good educational practice to use figures, photographs, images, and illustrations to represent an object, an activity, an animal, or an unspecified situation to help participants fix the concept in their memories. They are particularly necessary when working with people who are illiterate. The use of topographic charts, aerial photographs or charts produced by the community, facilitate the comprehension, localization, and orientation of the participants.
- Small supplies for the facilitator. It is necessary to have a diary, supporting documents, a memo pad, personal notes, known proverbs, a small lexicon of the words in Arabic and their local use, sticky tape, adhesive, scissors, pencils, gum, ruler, flip-charts, and a stapler. With experience the facilitator will accumulate the necessary materials to run effective working sessions.

Other optional materials and supplies

- Camera, preferably digital.
- Video camera.
- Photo album of the community.
- Slide projector.
- Overhead projector/Data show.
- Examples of the tables required for data collection and organization.

Tool box for participatory diagnosis

The tool box contains all the tools that are used for the collection or/and analysis of information, which are generally similar to the tools used in the rapid participatory research method. For example, cards for the semi-structured meetings, diagrams, and base maps. Other tools produced by one community can be selected and used in other communities.

CHAP

methodological sequences for the community development plan

During Step I, we collect and organize data that will establish a good knowledge base to help the community to identify appropriate solutions to their problems. These data can also be used to create a permanent database (on village base maps, of households, agriculture, and community diagnosis data), that will serve as a baseline during the project period for monitoring and evaluation purposes.

This step, which deals with local knowledge, will provide an opportunity for the project team to become known by the community and to build their confidence in the team. The community members will have full participation in the local knowledge process; in fact they should feel that they are teaching the team.

The implementation of this step requires careful preparation and organization with an important investment in analysis, synthesis, and fine-tuning of the collected data.

OUTPUTS OF THE FIRST STEP

- For the population: The population understands and becomes aware of the content of the first step.

The community participants understand and are prepared for the field visit.

- For the project management: The "Community Knowledge Book" that will be developed in this step will serve as the basis for both the diagnosis and the participatory programming steps. The knowledge book constitutes the baseline reference for the community before the project interventions.
- For the multidisciplinary team: The team becomes known by the local population, has a good knowledge about the community from the information provided by

Table 2. Methodological sequences of Step I: Community characterization

Prerequisite/Input	Methodological sequence	Products/output
- Facilitator - Development agency (DA) - Available literature - Former surveys	Preliminary tasks	- Basic maps with a scale 1:50,000 - List of households, based on former surveys - Identification of the surveyors - Other available information sources
- Facilitator - Resource persons - Technicians who know the area (Staff of DA) - Basic map of the site, compass, GPS	Exploratory visit	- Important landmarks in the community - Local toponymic districts (TD)
- Facilitator - Coordinator of the Development Project - Subject matter specialists (SMS) - Resource persons - Local authorities - Community members	Introduction of the project to the community	- Agreement with the community on working principles - Organization of the following sessions
- Community members, - Facilitator - Basic maps	Development of community map by population	- Community map with boundaries and toponymic districts
- Field visit - Resource persons/Facilitator	GPS plotting of community and toponymic districts boundaries	- Geo-referenced boundaries of the community and toponymic districts
- Field visit - Facilitator - Community members	Informal surveys and description of the production systems	- Description and typology of toponymic districts
- Survey questionnaire - Surveyors - Development agency - Facilitator	Survey of social, land tenure systems and uses	- Number of surveyed households
- Access, MapInfo (software) - Data entry persons - Facilitator - Resource persons	Entry of survey and GPS data	- Social and land tenure systems database - Maps database
- Structured database - Facilitator - Resource persons	Data analysis	- Tables of results - Thematic maps - Community identity file
- Database - Facilitator	Development of the community "knowledge book"	- Knowledge book
- Thematic maps and tables - DA - Community members - Facilitator	Validation of the knowledge book by the community	- Validated knowledge book

STEP I: COMMUNITY CHARACTERIZATION (LEARNING PHASE)

Sequence 1. Preparatory tasks

Objective

The objective of this sequence is to allow the project team to acquire an overall knowledge of the community and to set appropriate conditions for launching the participatory process.

Actors

- Development agencies (DAs).
- Facilitator.
- Project coordinator.
- Subject matter specialists (SMSs).
- Local authorities.

Tools

- Available literature.
- Available formal surveys.
- Community maps.

Description

- The project team (coordinators, facilitator, and SMSs) collects available information related to the community. Then the team organizes and synthesizes this information in order to familiarize themselves with the community. This preliminary knowledge will facilitate the introduction of the project team to the community and should ease the team's contact with the population and help the start of the participatory process.
- The project team should make an exploratory visit that will give them an overview of the community.
- The project coordinator establishes the necessary contacts with local actors (tribal heads, community leaders, local authorities, and resource persons) to inform them about the project and prepare them for the participatory process.

Outputs

- Synthesis documents, including maps, aerial photos, etc., reporting crucial information on the area and the community.
- Agreement with the community on the date and location of the first meeting.

Comments & tips

The introductory role played by the coordinator of the project at the start of the process is vital. His/her early intervention in the process will allow him to realize the importance and the volume of work needed to be achieved, which will help him/her in planning and facilitating the work of the team.

STEP I: COMMUNITY CHARACTERIZATION (LEARNING PHASE)

Sequence 2. Exploratory visit to the community

Objective

The exploratory visit is the first contact with the community environment. Its aim is to familiarize the project team with community characteristics.

Actors

- Project team.
- Technicians and resource persons who know the area, including the head of local extension services (ES) in the area, SMS, and technical staff having good knowledge of the community.
- Small number of key community members, such as the Mukhtar/Sheikh/Omda, and the head of the farmers' union in the area, who are respected by the community members.

Tools

- Official base map of the community.
- Aerial photos if available.
- Measuring instruments, compass, GPS.
- Camera.
- Four-wheel drive vehicle.

Description

- The facilitator starts by sharing with the group the official base map and identifying locations and landmarks known by the people. He/she makes sure that all the participants in the group understand the map and recognize the key information regarding the community.
- Then the group crosses the community area following a transect and stops whenever important changes occur. The changes include those in topography or when encountering important landmarks, such as rivers, water points, mosques, etc. At each stop, the group collects information on the site's main characteristics, history, and use. Whenever possible a photograph is taken for illustration.
- The exercise will allow the team to become familiar with the names of local districts (toponymic districts), have an idea about the land use, and generates a first set of photos illustrating the community area that will be used during the delivery of the knowledge book to the community. It will also facilitate the development of the mental map.

Outputs

- First contact with the site and identification of some important landmarks of the community map.

Comments & tips

- Avoid making this first visit a formal one.
- Limit the number of participants to a small group.
- Let knowledgeable persons express themselves and show how they know the community.

STEP I: COMMUNITY CHARACTERIZATION (LEARNING PHASE)

Sequence 3. Introducing the project to the community

Objective of the sequence

The objectives of this sequence are to reach mutual agreement with the population regarding their commitment toward the project objectives and results, as well as its implementation through a participatory process.

Actors

- Development agency(ies) (DA).
- Project coordinator.
- Facilitator.
- Subject matter specialists (SMSs).
- Resource persons.
- Local authorities.
- Community members.

Tools

The success of this introductory meeting depends on the attention paid to its preparation:

- The meeting date, hour, and place should be agreed upon in advance with the community.
- A comprehensive description of the project prepared in the local language on a flipchart (A0).
- A clear presentation showing the different sequences of the work to be done.
- A base map of the community, A0 size, showing the boundaries of the community with adjacent communities.
- Knowledgeable persons who have participated in the process.

Description

- This is the first contact with the community. The first objective is to explain to them the philosophy of the project and the methodology of work, while stressing the importance of their active and voluntary involvement. The second objective of this sequence is to establish a favorable working environment based on mutual confidence between the population and the project team. This sequence is very important for the progress that needs to be made in the following steps. During this session, the participants will validate the external boundaries of the community and agree on the social, economic, and land tenure survey (figure 7).
- The session starts with a welcome statement by a member of the community (leader). Then the coordinator of the project presents his team and subject matter specialists, and outlines the project using the flipcharts prepared for this purpose (figure 8).

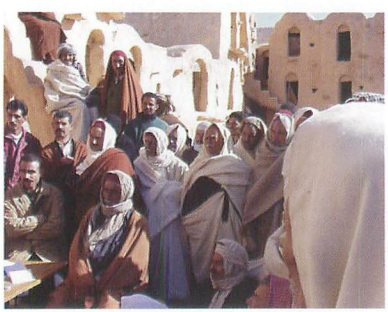
- The facilitator will take over and present the working methodology and the different sequences of the participatory process. He emphasizes the importance of the contribution of the community during the whole process. In this regard, the community should be prepared to work in groups, including women and youths.
- After reaching an agreement with the community on their cooperation and collaboration, the project coordinator announces the launching of the process and, with the population, establishes the date, hour, and place of the next meeting.

Outputs

- Moral agreement with the community to collaborate with the project to build up a community development plan.
- Work agenda set with the community.

Comments & tips

- Prepare for this meeting extremely carefully and make sure to have representatives of the different localities and suburbs of the community.
- Do not be in a hurry, be patient and listen to the population, answer their questions, and provide clarifications.
- Give the population a reasonable time to understand the project and its approaches.

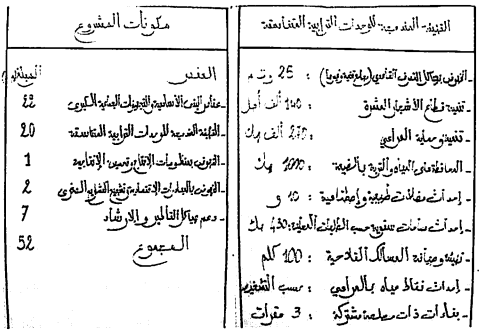


The meeting date, hour, and place should be agreed upon in advance with the community.
This is a rule for all meetings with the community.



Raising awareness among the people and introduction of the project by its coordinator.
Subject matter specialists, facilitators, decision makers and other stakeholders, and the largest number of community members are encouraged to attend this first meeting.

Figure 7. Sequence 1/ Introducing the project to the community


مكونات المشروع
الغلاف المالي
- الغلاف المالي للمشروع
- الغلاف المالي للمشروع
- الغلاف المالي للمشروع

STEP I: COMMUNITY CHARACTERIZATION (LEARNING PHASE)

Sequence 4. Development of community map by population (mental map)

Objective of the sequence

The objective of this sequence is the validation of the external boundaries of the community and the drawing of the toponymic districts.

Actors

- Facilitator.
- Resource persons.
- Population.

Tools

- Community base map with reference points (hydraulic network, water points, roads, etc.).
- Official map at a scale relevant to the size of the community (1:50,000).
- Felt pens of different colors and large-format paper.

Description

- Mental map showing toponymic districts is perceived by the population as the community area. This map is an important tool in the participatory process. It permits a common understanding of the area, constitutes an interface of communication and information support, and helps to draft the long-term development vision map.
- The map of the toponymic districts is developed by a small group (maximum 10 people), having a good knowledge of the community area (figures 9 to 12).
- The work starts with the presentation of the different community maps, which were established by the support team. A local resource person will present these to the community. The team should try to use an official map at a scale relevant to the size of the community so that participants can easily identify their area based on salient landmarks, such as villages, water points, mountains, roads and rivers/wadis. The facilitator invites a resource person to help draw the boundaries of the community on the base map. In case of conflicts, the facilitator has to review these boundaries with the resource persons from neighboring communities.
- After the validation of the community boundaries, the participants start the spatial analysis inside the community. The facilitator starts an informal investigation related to the types of resources and the overall characterization of the area (rangeland, cereal crops, fruit trees, collective rangeland zones, etc). This task stimulates the resource persons to cite local names for the micro-zones as seen by people, the so-called toponymic districts.
- At this level, it is important to have a common understanding of the concept of

the toponymic districts. It is also appropriate to specify the necessary level of spatial analysis of the community in order to avoid overloading the map with a large number of unnecessary names. It is also possible to cluster small adjacent zones with similar features in one toponymic district. Once the comprehensive list of the toponymic districts is established, the subdivisions will be drawn on the community map.

- It is essential that the resource persons understand the community map. Often, the conventional nomenclature of cartography (North, South, East and West) is not understood by local people, rather people are inspired by their daily practices to identify areas, such as the prayer direction, "Guebla" (South East), which is the opposite of the "Guarb" or (North West). Thus, the facilitator should use these local spatial terminologies instead of the formal ones.
- The boundaries of the toponymic districts should be based on geo-morphologic references, such as rivers, hills, mountains, water sharing lines, etc. The facilitator should have good knowledge of the community area (acquired during the exploratory visit, see first sequence) before starting this exercise.
- Finally, the toponymic districts are reported on the community map. This descriptive sheet of toponymic districts contains the following columns:
- Number of the toponymic district.
- Name of toponymic district.
- Type of land use, cereals, collective rangeland, fruit trees, irrigated vegetables, and so on.
- Tribes and families using the toponymic districts.
- Main soil types, with indication of their relative importance and locations if there are several dominant soil types. This information is completed by observations made during the field survey.
- Main vegetation types of the toponymic districts; with indication of their relative importance and locations if there are several dominant types of vegetation. This information is completed using observations made during the transect survey.
- Environmental condition of the toponymic district: Establish a scale for the environmental condition, starting from the best condition (sustainable and balanced ecosystem) to the worst (degraded with a tendency to desertification).

- The results of this community area mapping work should be put into shape and then presented to the community for validation. After adjustments suggested by the people, the mental map of the community is validated. The list of toponymic districts will then serve as a key element for the survey questionnaire related to social and economic conditions and land tenure.

Outputs

- A validated manuscript of the community mental map, clearly indicating the boundaries of the community and the toponymic districts.
- Validated list of the toponymic districts.

Comments & tips

- The facilitator should listen carefully to local resource persons during the recognition of the mental map, and if necessary he has to help them, sketching on the ground a model in order to assist them to convey their message.
- The people will try to predict the activities of the project and tend to mention as many micro-zones (toponymic districts) as possible. The facilitator should be aware of this and avoid such a possible shift.
- During this session, the project team conducts an informal survey that will provide information on the land status and social structure of the community. During the discussions some community members could monopolize the discussion; it is important that the facilitator find ways to involve other participants.

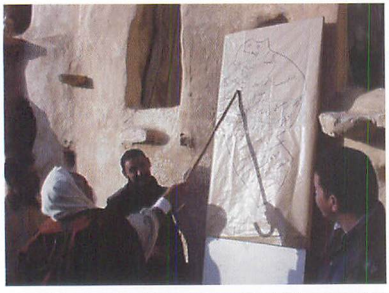


Figure 9. Participatory drawing of the community map as perceived by the people (mental map)- Elders play an important role during this exercise (Ouled Chéhida community, Tataouine, Tunisia)



Figure 10. Farmers and herders discussing the location of toponymic districts (TD) of El Eas community in Jordan.



Figure 11. Validation of the mental map by communit members is an important step prior to launch the GPS work (Tataouine community, Tunisia)



Figure 12. Modern tools may help to better visualize the mental map and toponymic districts (El Eais community, Jordan)

STEP I: COMMUNITY CHARACTERIZATION (LEARNING PHASE)

Sequence 5. Delineation of the community and toponymic districts boundaries using GPS

Objectives of the sequence

Draw community boundaries and toponymic districts and collect the necessary information to characterize the area using GPS.

Actors

- Resource persons (2 or 3).
- Facilitator.

Tools

- Global positioning system (GPS).
- Compass.
- Block notes, pens.
- Mental map (result of the previous sequence).
- Official maps (with a scale appropriate to the size of the community area).
- Four-wheel drive vehicle.
- PC with appropriate software (Excel, MapInfo, etc.).

Description

- Based on the mental map, which was drawn during the previous sequence, the itinerary of the field visit is prepared.
- To improve work efficiency, it is recommended to start recording the accessible points. Then, with the help of the navigation functions of the GPS (distance and orientation in relation to an earlier recorded point), other points can be recorded.
- The minimum required number of points for drawing the boundaries of a district is a function of its geometric shape; however, it is necessary to record a point whenever there is a change of direction. The subdivision of the community area into toponymic districts is often accompanied with a change in soil structure, plant cover, composition, and/or ground geomorphology. This local zoning shows the relationship between the population and its territory. The natural boundaries, such as hills and water courses, often constitute the limits of the toponymic districts.
- The recoding of any point is based on the indicators provided by the local resource persons. It is recommended that a local resource person is trained on how to read the GPS and understands how it works (a Global Positioning System (GPS) is a tool that permits locating the position of any point through a triangulation using at least three satellites).
- Each GPS point should be recorded on paper with a chronological number and metric coordinates (x,y) as well as indications of soil, native vegetation, and any other useful information that can be used to characterize the toponymic district.
- The transect line permits evaluation of the progress of the work being conducted and enables a program of field visits for the coming days to be set.

Outputs

- List of recorded GPS points with their metric coordinates. These points will be used to draw the boundaries of the community area and the toponymic districts through the use of MapInfo or other geographic information system (GIS) software.

Comments & tips

- The coordinates of inaccessible points can be read from the official geo-referenced maps. Finding the coordinates of the required point can be obtained by the use of both the official maps and the nearest points recorded by the GPS (distance and orientation).
- It is easier to record GPS points in UTM (Universal Transverse Mercator) rather than in degrees since these coordinates will be recorded in MapInfo in metric units.
- Do not forget to adjust the GPS for the UTM projection which is relevant to the country you are in.
- In case of prolonged delays, it is recommended that the GPS is turned off to save its batteries. It is strongly recommended that the batteries be checked before starting any fieldwork.

STEP I: COMMUNITY CHARACTERIZATION (LEARNING PHASE)

Sequence 6. Informal survey and description of the production system

Objectives of the sequence

Implement an extensive survey of social and economic conditions and land tenure systems of the community households, and verify the reliability of the collected information.

Actors

- Community and resource persons.
- Surveyors and facilitator.

Tools

- Survey questionnaire (annex 1).
- List of the community households, corrected and validated by the local authorities.
- List of the community villages (main and secondary residences).
- List of the toponymic districts (code, name, and area).
- Map of the toponymic districts.
- List of the tribes, sub-tribes, and families in the community.
- List of the wells.

Description

- It is important to note that the social conditions and land status survey is different from the "classical surveys" of the statistics department. It is an integral part of the participatory process. The results of this survey will serve the population in the planning and programming steps. This detail, which must be explained to the population during the test of the survey questionnaire, can help improve their active and voluntary involvement in the process.
- Survey files (the amended version of the survey which incorporates the suggestions of the people and the community specifications).
- It is during this sequence that the starting of the social and land tenure/property right systems survey is announced to the population. The investigation starts with those households that are present in the meeting. This test of the questionnaire will bring to light any necessary modifications and recommendations required to improve its utility. During this session, the following information will be presented to the community for validation:
  - List of households to survey.
  - List of the villages of the community (Lists of main and secondary residences).
  - List of the toponymic districts (code, name, and area).
  - Map of the toponymic districts.
  - List of the tribes and the families of the community.
  - List of wells.

- Each investigator should have a copy of the validated documents which will permit him/her to check the answers of the individuals surveyed. In normal situations, the survey takes between 20 and 30 minutes, making it possible for each surveyor to conduct an average of 20 interviews per day. The group of surveyors will be under the supervision of a responsible facilitator who organizes their distribution to different locations and verifies their progress. The facilitator will monitor the work and progress and make suggestions for improving the performance of the surveyors.

Outputs

- Survey questionnaire filled out for all households of the community.

Comments & tips

- The survey must start after the validation of the toponymic districts' map by the community.
- The survey will not take place unless the population has understood the objectives of the project and the importance of the survey.
- The support of local authorities and other population leaders for mobilizing the population is very important to the success of the survey.
- All surveyors should use the same local terms when translating the survey questionnaire. It is recommended a translation into the local language/dialect be made.

STEP I: COMMUNITY CHARACTERIZATION (LEARNING PHASE)

Sequence 7. Survey and GPS data entry

Objectives of the sequence

To develop a digital database on the local community related to social status and land tenure systems for the development of the thematic maps.

Actors

- Data entry person.
- Facilitator.
- Programmer.

Tools

- Completed survey questionnaires.
- GPS coordinates.
- Computer equipped with the software packages MapInfo and Access.

Description

Survey data entry

Data entry is not a simple digitalization of the data; it is a very important operation because it permits the control of mistakes committed by the surveyors. This is the stage where consistent measurement units and the spellings of names are achieved. The information on the community includes:

- Code and administrative division of the community.
- List of toponymic districts with specific codes, names, and area.
- List of tribes.
- List of the sub-tribes and families.
- List of main residences.
- List of secondary residences.
- Different land tenure status.
- List of wells.
- List of main activities of heads of households
- Types of drinking water sources.
- Types of electricity sources.

These data should be entered in separate tables so that they can be easily used by the data entry person using a drop down menu which minimizes data entry mistakes (the data entry person has only to select a word from the list and not re-enter the information each time).

Once data entry is completed, the survey questionnaire data entry is started. It is a straightforward operation, provided the Microsoft Access data entry filter is organized according to the survey file. This way, the data entry person simply moves from one field to another according to the reading order of the questionnaire.

Once the data from the questionnaires has been completed, then verification of the data is undertaken using request tests. Retrieving a survey file using the questionnaire code is also straightforward. Data verification and correction is an important and unavoidable stage before starting data analysis and treatment.

GPS data entry

The list of recorded GPS points permits the boundaries of the toponymic districts to be drawn. These points will be entered into an Excel spreadsheet. The Excel table contains in the first column the code number and in the two other columns, the metric coordinates (X,Y). The table is opened using MapInfo, while specifying the data zone. Then go to the menu "Table"; "create points" and specify the UTM WGS (Universal Transverse Mercator [WGS 84]) projection and in the following window enter the precise country zone (figure 13).

After the projection of the GPS points, the cloud of points can be visualized (Illustration 1) that gives the general shape of the community boundaries and the toponymic districts. An abnormal point can be recognized if it appears outside of the boundaries. Then, based on the information collected in the field and the mental map, the boundaries of the toponymic districts will be drawn.

Outputs

- Social status and land tenure systems database.
- Thematic maps database.

Comments & tips

- The time required could be shortened if several persons enter data, and then combine the data in one database.
- Applying the methodological approach in a second community with new social and ecological conditions might require an ad hoc adjustment of the survey structure and the database. Some other practical adjustments can be introduced at a later stage with the permission of the methodology support team.

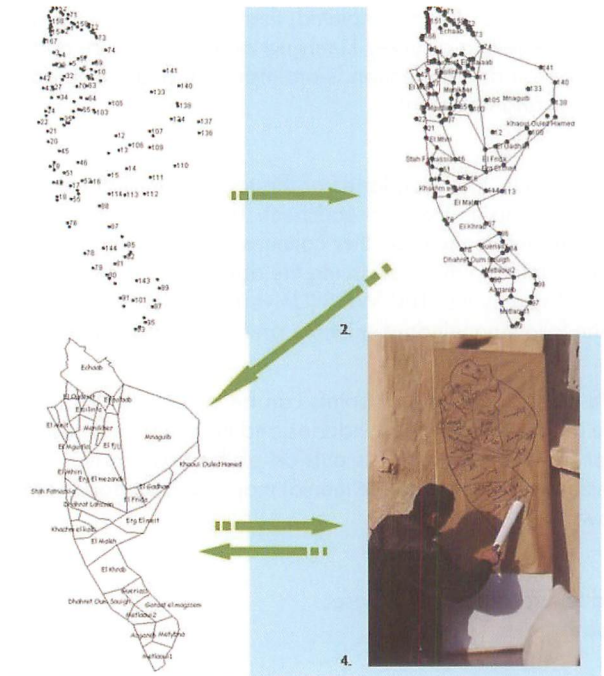


Figure 13. Materialization of GPS points and toponymic districts, and comparison between the final product (georeferenced map) and the mental map

STEP I: COMMUNITY CHARACTERIZATION (LEARNING PHASE)

Sequence 8. Data analysis

Objectives of the sequence

To manage, arrange and analyze the collected data related to social status and land tenure systems and thematic maps.

Actors

- Programmer.
- Facilitator.
- Subject matter specialists.

Tools

- Computers equipped with MapInfo and Access.
- The database.
- Database of the thematic maps.

Description

- The main characteristics of the database are its structure and its ability to place the data in a simplified, readable, exploitable, and particularly interpretable form. It can be readily updated, and permits the information to be queried and analyzed.
- The database is reported according to a conceptual model adapted to the collected data that allows well structured, categorized final tables (figure 14) to be obtained.
- The system has been developed to be user-friendly. The user needs only to introduce the data and the preprogrammed spreadsheet and he/she will be able to generate the appropriate tables and diagrams. If needed, it is possible to make improve or any desired modifications. It is also possible to create other tables while generating parallel requests. These modifications should not affect the structure or the links in the database. The output tables are organized by category (figures 15a to 15h). The database also allows a regrouping of the data into one synthesis page called the "community identity card" to be produced.

Outputs

- Synthesis tables of the survey outputs.
- Thematic maps (figure 16).40

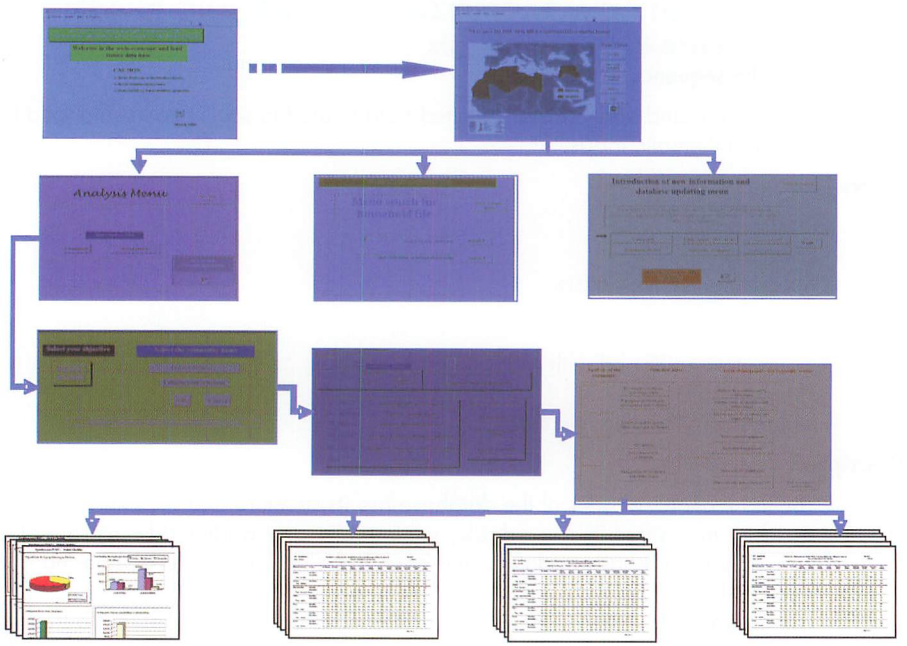


Figure 14. General structure of the data base

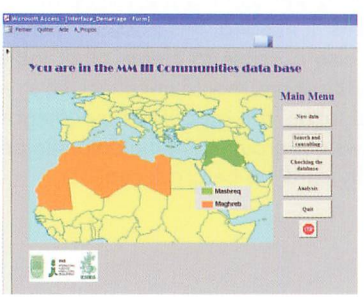


Figure 15a. The menu of the database includes the introduction of new data, search and consulting, data control, and analysis

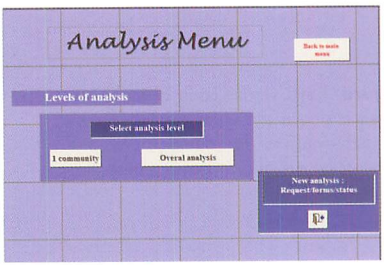


Figure 15b. The menu analysis may be implemented for one community or a group of communities

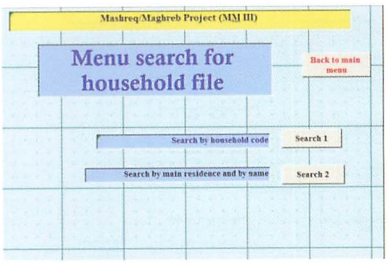


Figure 15c. The menu search may be done by household or by residence

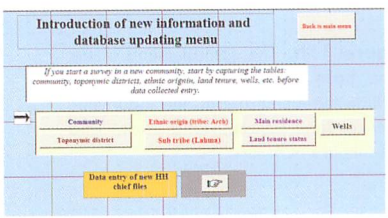


Figure 15d. The introduction of new data may be done for a community by toponymic district, ethnic origin (tribe), subtribe or fraction, main residence, land tenure status, and wells.

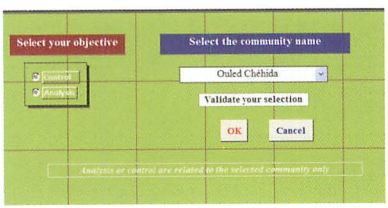


Figure 15e. The menu analysis start by specifying the objective, and the target community

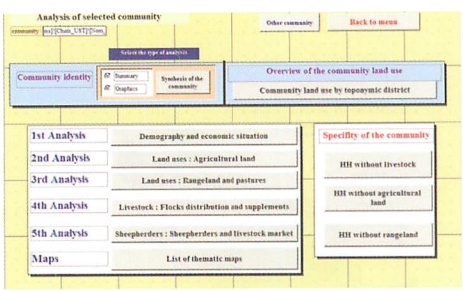


Figure 15f. The analysis includes five levels of analysis: demography and economic situation, land uses for agricultural activities or for rangelands, livestock, and sheepherders. It includes also a set of thematic maps.

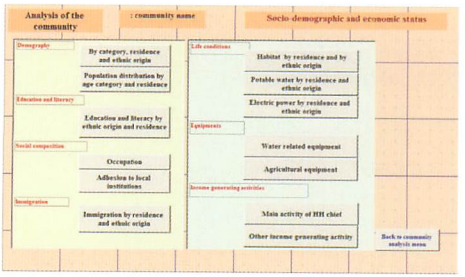


Figure 15g. Under each of these five layers of analysis, a series of analysis may be achieved, as for demography and economic situation given here as example.

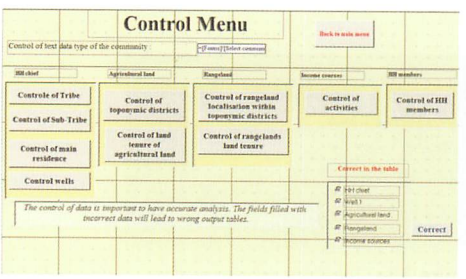
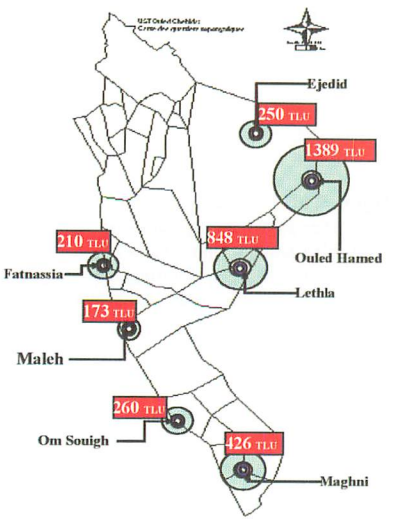
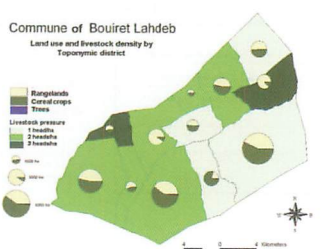


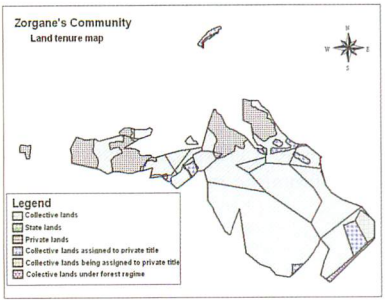
Figure 15h. The control menu of the data base offers different entries that include the ethnic origin, the toponymic district, land tenure, land uses, and household's activities.



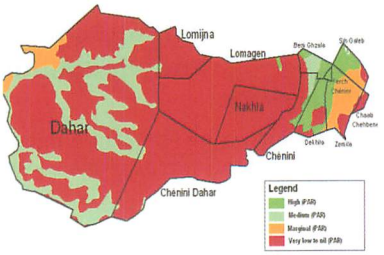
Example of thematic map: Livestock pressure on wells in tropical livestock units (TLU) Community Ouled Chéhida, Tataouine, Tunisia.



Example 2 of thematic map: Land use and livestock pressure by toponymic district at Bouiret Lehdeb Community, Algeria



Example 3 of thematic map: Land tenure map of Zorgane Community, Tunisia



Example 4 of thematic map: Rangeland health status by toponymic district, Chénini Community, Tunisia

Figure 16. Examples of thempatic maps

STEP I: COMMUNITY CHARACTERIZATION (LEARNING PHASE)

Sequence 9. Putting together the "community knowledge book"

Objectives of the sequence

To complete and develop a well-structured document that assembles all collected information (external data, synthesis tables of the survey results, thematic maps, etc.).

Actors

- Facilitator.
- Project team.
- Subject matter specialists.

Tools

- Tables of the database results.
- Maps of the community with toponymic districts.
- Characterization tables of toponymic districts.
- Thematic maps.
- Tables and diagnostic diagrams extracted from the community database.

Description

The document provides four types of information:

- Thematic and descriptive files that are completed following a pre-defined model in order to facilitate the writing process.
- Print outs of pre-programmed output tables.
- Digital maps.
- Photos showing tables presented at different meetings as well as the photos of the community and its characteristics.

Outputs

- Several copies of the community knowledge book need to be produced, one of which is handed to the community and another to the project management unit.
- The constituent data of the knowledge book is stored in the database. This data is necessary for the implementation and the monitoring, and future evaluations and assessments of the project results and impact.

Comments & tips

- The information in the knowledge book should be carefully selected. Establish tables and diagrams in large formats using enlarged characters.45

STEP I: COMMUNITY CHARACTERIZATION (LEARNING PHASE)

Sequence 10. Validation of the "knowledge book" by the community

Objectives of the sequence

Validate the collected data, the survey results, and share with the population a coherent vision of the current situation of the community.

Actors

- Community.
- Facilitator.
- Subject matter specialists.
- Project coordinator.

Tools

- The community identity card, translated into the local language, summarizes the general information that has been collected.
- The map of the toponymic districts drawn on a flipchart and labeled using the local language.
- Survey outputs presented in simple graphs using the local language.
- Thematic maps are drawn on a flipchart using signs and illustrations understandable by the local population.
- Display board and other tools needed.

Description

- The presentation and validation of the knowledge book is a very important sequence because it helps to establish a good working environment between the team and the population, which will help in implementing the next sequences. During this session, the population should feel satisfied with sharing the knowledge related to their community problems. This common understanding of the initial situation will enable the population to create a sustainable development vision and to set a program of action in motion to alleviate the major constraints.
- The project team starts the session by presenting what has been done during the previous period, and stresses that the team is coming to complete the agreed-upon agenda with the community. The team should make it clear that all collected information is the property of the community.
- During the presentation of the tables and maps, this should be clearly and simply presented, the team records suggestions, adjustments, and corrections. The team should remind the community that the decisions will not be appropriate unless they are based on actual, precise, and complete information (figure 17).

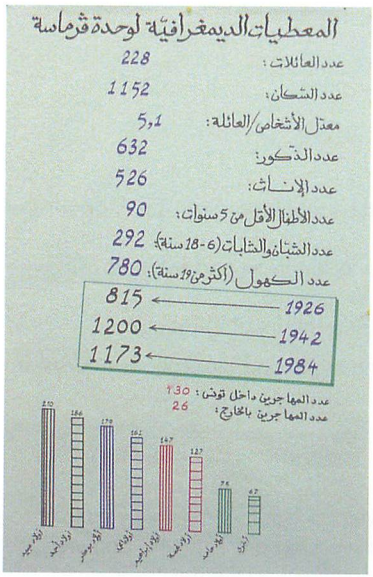
Outputs

- Boundaries of the community and the toponymic districts known and well defined.

- Synthesized tables and graphs of the data collected and analyzed.

Comments & tips

- The data that will be returned to the community should be carefully selected, based on a good synthesis and thorough crosschecking.
- The poster content needs to be simple and clear, so symbols, and figures should often be used to convey the information.



Example 1: Poster used for the restitution of the knowledge book showing the result of the statistical analysis of the survey data.



Example 2: Survey results presented as map with symbols.

Figure 17. Examples of posters used during the sequence of restitution/validation of the knowledge book

STEP II. PARTICIPATORY PLANNING

Step II includes a participatory diagnosis, an initial development plan, and a long-term development vision map. The main sequences are the following:

i. Presentation of the "knowledge book" to the community for validation.
ii. Participatory diagnosis. Assessment of the present situation and participatory identification of the problems and corresponding solutions. Conduct participatory diagnosis with focus groups and with women and youths in those situations where social constraints do not allow women and men to attend the same meetings.
iii. Presentation of the results of the problem analysis and its validation by community members.
iv. Based on local knowledge and available improved technologies, conduct a participatory identification of potential solutions for improving the current situation.
v. Participatory priority setting for the identified solutions.
vi. Discussion of modalities to promote the creation of local institutions.
vii. Development of the long-term development vision map.

In this advanced stage of the process, a sound handling of the techniques and the facilitation tools for working with groups is an essential basic requirement for success. Similarly, the involvement of a multidisciplinary team working in an "interdisciplinary" way is crucial, starting from the analysis of the community problems through to the identification of the solutions. This interaction between the population and the project "team" (support team and subject matter specialists in addition to other resource persons) generates information, assures mutual training, and utilizes and values the local knowledge.

From social considerations, the work of this step should often be done in three parallel groups. The first group consists of agro-pastoral men who can be subdivided in thematic subgroups. The second group consists of the women while the third group comprises the youth. Recognition of the results of the latter two groups is done by the first group in order for it to be integrated into the formulation of the final outputs of each sequence.

The methodological sequences of Step II with the required inputs and expected outputs are presented in Table 3.

Table 3. Methodological sequences of Step II: Participatory planning

Prerequisite/Input	Methodological sequence	Products/output
- Thematic maps and tables - DPMU/DA - Community members - Facilitator	Validation of the "knowledge book"	- Validated knowledge book
- Synthesis of secondary data - DPMU/DA - Community members - Facilitator	Participatory diagnosis	- Problem analysis tables
- DPMU/DA - Community members - Facilitator	Classification of problems	- Problems classified
- DPMU/DA - Community members - Facilitator	Recognition/Validation of problems	- Problems validated
- DPMU/DA, SMS and other resource persons - Focus groups - Community members - Facilitator	Identification of solutions	- Table of identified solutions
- DPMU/DA, SMS and other resource persons - Focus groups - Community members - Facilitator	Setting priorities	- Table of priorities for identified solutions
- DPMU/DA, SMS and other resource persons - Community members - Facilitator	Preparation of the initial development plan	- Initial development plan
- DPMU/DA, SMS and other resource persons - Community members - Facilitator	Drawing the development vision map	- Development vision map of the community

DPMU/DA: Development project management unit/Development agency; SMS: Subject matter specialist

STEP II. PARTICIPATORY PLANNING

Sequence 1. Validation of the "Knowledge book"

Objectives of the sequence

The objectives of this sequence are to achieve a common level of information and knowledge on the community among the stakeholders, to strengthen the relationships, and build the confidence of the community in the outputs of the previous working sessions.

Actors

- Community.
- Project coordinator.
- SMSs and other responsible agents of the development project (DP).
- Resource persons.
- Facilitator.

Tools

- Base maps, diagrams, thematic tables, and simplified maps and graphs presented in the local language in the form of posters and flipcharts.

Description

- This sequence finalizes the collected information and presents it to the population along thematic axes. It starts with Step II of the process "Participatory planning". This sequence will provide the local population with a clear and precise picture of their community. The sequence of presenting/sharing the collected information and validation of the results of the participatory diagnosis by the population is an important one because it will guarantee the success or the failure of the coming tasks. In fact, at this stage the degree of confidence between the populations and the project team is going to be strengthened (figure
- The sequence should end with the population being reminded about the coming steps of the process and the way the work is organized so they will be prepared for these tasks. The team should inform the population about the outputs of every sequence and record their opinions and remarks regarding place of work, preferred time, time schedule, composition of the working groups, and other related issues.

Outputs

- Community knowledge book is validated.

Comments & tips

- Provide the community with the output of this sequence (knowledge book) in an easily understood and convenient form.
- Encourage local people to react and comment on the information presented.
- Record all complementary information suggested by the population to be included in the knowledge book.



Figure 18. Restitution of the knowledge book done by the project team with the support of the subject matter specialist

STEP II. PARTICIPATORY PLANNING

Sequence 2. Participatory diagnosis

Objectives of the sequence

The objective of this sequence is to enable the different actors, particularly the local population, to identify the constraints and problems that impede the development of the community.

Actors

- Community.
- Facilitator.
- SMSs and other responsible agents of the Development Agency.
- Resource persons.
- Development project coordinator.

Tools

This stage is based on conventional facilitation techniques and the tools of rapid rural appraisals (RRA) or participatory rural appraisals (PRA), especially problem analysis and "brain storming".

Description

Session 1: General participatory diagnosis

- Before leaving for the field, the project team should be prepared and each member allocated specific tasks. Other partners and actors should be encouraged to attend the preparation meeting and to participate actively in this sequence.
- Local people generally have a good understanding of the community's working dynamics. Therefore, the team needs to focus more on real problems, especially those related to natural resources management and community livelihoods.
- The analysis of the community's main problems is realized by the use of the "brain storming" technique that requires very precise questions to be addressed to the population. This technique comprises writing down on cards of a readable size, without discussion, free-flowing ideas and suggestions. Then the cards are displayed on a board and the facilitator regularly prompts the participants about the content of the displayed cards. This stage of the participatory process is the most delicate and the most important for the continuation of the work (figure 19).
- Since the people may not be familiar with this exercise, the analysis of the problems starts by raising questions that help them develop an understanding of the process. Frequently, people have a tendency to list demands and constraints instead of citing problems impeding community development. The presentation of real examples of the daily problems faced by the community and their causes will be very useful in achieving a common understanding. Often there is a need to repeat the following main questions:

  a. What are the problems that impede the development of the community ? Or,

b. What are the problems which when solved will result in the situation of the community being better ?

- The analysis must clearly define the causality relationship. What are the real causes of the identified problems? When causes are well defined, the community will be able to suggest solutions that are likely to be adopted.
- The results of this session will allow the facilitator to organize and structure the identified problems according to problem themes.

Session. 2: Detailed diagnosis with focus groups

- Following the first working session, which is devoted to the analysis of the main problems, it is often necessary to work in focus groups to gain an in-depth analysis of the different development themes. The same methodology of work and the same tools will be used with the focus groups (figure 20).
- The synthesis of the working groups' results is displayed on posters and discussed in a plenary session involving all groups.
- This participatory diagnosis sequence is not only used to identify the problems, but also to raise awareness and to train the community members on the whole participatory development process. It is clear that the sequence of problem analysis is a very important sequence. If it is properly implemented it will establish a favorable climate of mutual confidence between the community and the project team.

Outputs

- Flipcharts displaying the analyses of problems that are classified and prioritized according to the different community development themes (table 4).

Comments & tips

- It is difficult to conduct the complete diagnosis process with the whole community. Therefore, working in focus groups is always recommended, because it allows the tackling of specific issues in depth.
- Some difficulties can emerge (internal conflicts, formulation of lists of complaints, etc.) which can discourage the team from working with the community. Patience and transparency will build mutual confidence that is essential for the work to continue.
- The analysis must be done at different levels. Understanding a local event, most often, requires observations from outside of the community on a regional and a national scale. Extension agents should provide the populations with the necessary information that can broaden their vision of development.



Figure 19. Problems identification is a difficult step. The facilitator helps the participants to formulate the problems, keeping in mind to have always only one problem in one card. A problem is not « the absence of a solution » but « existing negative state ».
Example: Lack of incentives to purchase livestock vaccines is not a problem. The livestock is threaten by parasites is the problem.

Table 4. Example of an output table of problem analysis

Problems	Causes	Solutions	Priority
1.1. Low water quality	1.1.1. Elevated gypsum rate	1.1.1.1. Investigation of the possibility to transport water from Groua Larta	1
		1.1.1.2. Improvement of the water quality	2
1.2. Frequent cuts of drinking water supply	1.2.1. High pressure over the network	1.2.1.1. A study to reconsider current organisation of the drinking water supplying network	1
		1.2.1.2. Creation of a reservoir in the area of Ras El Oued	1
	1.4.2. Inexistence of a permanent doctor	1.4.2.1. Nomination of a permanent doctor for the area of Beni Mhira	1
		1.4.2.2. Upgrading of the health services in Beni Mhira to the category	2
	1.4.3. Absence of an ambulance	1.4.3.1. Consider the possibility to assign an ambulance for the health unit of Beni Mhira	1
	1.4.4. Reduced capalocality of the health unit of Ras El Oued	1.4.4.1. Extension of the health unit of Ras El Oued	1
	1..4.5. Absence of a health unit in Beni Yekhzer	1.4.5.1. Creation of a health unit in Gasr Beni Yekhzer	1
	1.5.2. Absence of a college at Hachana	1.5.2.1. Creation of a college at Hachana	2
		1.7.1.2. Study of the possibility to rehabilitate agricultural tracks	2



Figure 20. All stages of the process are driven simultaneously with the groups of women and girls as well as the young. The results of the process achieved with the groups of women and young are discussed to the community in a plenary session and vice-versa.

STEP II. PARTICIPATORY PLANNING

Sequence 3. Problem classification

Objectives of the sequence

The objective of this sequence is to help the community develop a logical framework of problems and their causes and effects

Actors

- Community.
- Project Coordinator.
- Facilitator.
- SMSs and responsible agents of the DA.
- Resource persons.

Tools

- Flipcharts displaying the problem analysis.
- Sound prioritization techniques.

Description

- The process of analyzing the problems leads to a set of varied and unclassified problems (a cloud of problems) addressing different aspects and themes of development. This sequence needs good organization and structuring of the identified problems in respect to their causes and effects relationships. The identified problems can be structured according to the following development themes/axes.
  - Basic infrastructure.
  - Rangeland and livestock.
  - Plant production.
  - Soil and water conservation.
  - Income-generating activities.
  - Promotion of women's activities.
  - Youth support activities.
- Synoptic tables listing the problems, distributed by development theme, are drafted and presented to the community for discussion and validation. Subject matter specialists and other stakeholders are invited to contribute actively in this exercise (table 5).

Outputs

- Tables listing the problems arranged according to the development themes and in a hierarchy of priorities.

Comments & tips

- Do not list the problems according to their priorities when this might create conflicts.

- Always make sure that no problem is omitted or discarded unless the majority of the participants agree to this.

Table 5. Example of output tables resulting from problem classification sequence. In this example it was agreed on 5 categories (first row).

1. Basic infrastructure	2. Agricultural production and soil and water conservation	3. Livestock production and rangeland	4. Promotion of the young people	5. Promotion of women and the rural girls
1.1. Inexistent drinking water provisioning (Chenini Guedima)	2.1. Water erosion	3.1. Degradation of the state of some private rangelands	4.1. Insufficient job opportunities for the young population	5.1. Difficulty of commercialisation of craft products
1.3. Difficult access to Chenini Guedima (lack of accessible tracks)	2.3. Lack of jobs opportunities	3.3. Insufficient shaded areas in the rangelands	4.3. High unemployment rate of the young people	5.3 No drinking water supply in some houses (7 families in City 26/26)
1.4. Degraded state of the agricultural tracks	2.4. Insufficient development of private land plots	3.4. Under exploitation of some rangelands	4.4. Insufficient distraction facilities	5.4. No electricity supply for some houses (10)

STEP II. PARTICIPATORY PLANNING

Sequence 4. Validation of problems by the community

Objectives of the sequence

The objective of this sequence is to present and validate the results of the diagnosis by the different actors and mainly by the community. This sequence will also consolidate what has been achieved in the previous steps.

Actors

- Community.
- Project Coordinator.
- Facilitator.
- SMSs and other responsible agents of the DA.
- Resource persons.

Tools

- Thematic maps, tables, and posters, simply written in local language and organized according to the development themes.

Description

- The sharing of the diagnostic data with the population and its validation by them constitutes one of the most important sequences in the participatory planning step. It is obvious that the validation of the diagnosis results by all stakeholders, and the community in particular, is an important task for the progress of the process. From this moment, each partner should think about his/her future role and the type of commitments he/she could carry out. The level of confidence between the community and the project team will be strengthened.

Outputs

- Tables of the hierarchy of problems validated.

Comments & tips

- Make sure that all problems have been addressed.
- Make certain that the majority of the population is involved in the process.

STEP II. PARTICIPATORY PLANNING

Sequence 5. Identification of solutions

Objectives of the sequence

The objective of this sequence is to identify with the community and other stakeholders the appropriate solutions to solve the problems identified in sequences 3 and 4.

Actors

- Population.
- Project Coordinator.
- Facilitator.
- Multidisciplinary team and other responsible agents of the DA.
- Resource persons.

Tools

- A matrix prepared by development axes is included. In the first column the problems are reported and the causes distributed accordingly, while the second column lists the suggested solutions or actions to be taken according to the specific conditions of the target area.

Description

- The outputs and results of the participatory diagnosis, which were validated in the plenary session, are displayed on posters. The participants are distributed in thematic groups according to the development axis. Each group will proceed as follows: The identified problems and their causes are expressed as constraints, and solving them will result in a more favorable and better situation. How can the causes be addressed? The responses to the question constitute the activities and should be listed under activities (figures 21 and 22).
- It is always necessary to check that the proposed activities will contribute to alleviating the constraints and that the solutions are in harmony with the people's socioeconomic conditions and will not have a negative impact on the environment
- The multidisciplinary team should make sure that the suggested solutions/actions are technically feasible. Where they are not, alternative solutions may be suggested and debated with the participants in a mutual learning process.

Outputs

- Set of tables listing problems and their causes, and the potential solutions/actions to be implemented in order to enhance community livelihoods.

Comments & tips

- Do not always stop at one solution/action, since most causes can have several solutions/actions that are convenient and feasible.



Figure 21. Planning/Restitution and validation of the work of the basic infrastructure group . The implication of the population goes until the hold in charge of the stimulation exercise (here a young of the population of Guermessa is presenting the results on the behalf of the basic infrastructure group).



Figure 22. Planning / Restitution and validation of the work of the plant production and soil and water conservation group. Subject matter specialists, when it is necessary, become facilitators

STEP II. PARTICIPATORY PLANNING

Sequence 6. Setting priorities

Objectives of the sequence

The objective of this sequence is to identify the most urgent development activities to be implemented and thus, through negotiation, lead to a classification of solutions according to their priority.

Actors

- DPMU/AD, SMSs.
- Project coordinator.
- Resource persons.
- Facilitator.
- Community.

Tools

- Usually we use the conventional ranking and priority setting tool of the MARP (Méthodes Actives de Recherche Participative) known also as RRA (Rapid Rural Appraisal) or PRA (Participatory Rural Appraisal). This involves preparing a table with possible solutions classified in one column and their priority order in the second column. The order of priority should be established according to a consensus of the community members, but it could also be determined based on criteria previously identified (degree of emergency, number of beneficiaries, relationship with environmental protection, and others).

Description

- Priority setting is needed because it is often impossible to satisfy all the needs at one time. It is obvious that, even with a homogeneous community, conflicts of interest between individuals and focus groups may emerge. Priority should be given to solutions/activities that concern the majority of the households and don't have negative impacts on natural resources and/or the environment. Such consensus is reached through negotiation. Different techniques for priority setting can be used, such as voting or allocating scores according to agreedupon criteria.

Outputs

- A list of activities and sub-activities that are socially acceptable and technically feasible, classified according to an agreed-upon priority order.

Comments & tips

- Predict conflicts and be prepared to solve them. The presence of the multidisciplinary team during this sequence is crucial to assist the facilitator and make the work easier.
- Manage group discussions properly and always think about alternative solutions.
- Encourage dialogue and negotiation between community members and provide additional information whenever needed to overcome potential conflicts.

STEP II. PARTICIPATORY PLANNING

Sequence 7. Preparation of the initial development plan

Objectives of the sequence

The objective of this sequence is to produce the first handout synthesizing what has been achieved up to this stage. This handout reveals the community's medium to long-term development plan.

Actors

- DPMU/AD, SMSs.
- Project coordinator.
- Resource persons.
- Facilitator.
- Community.

Tools

- Tables, maps, posters, and photos, which served as tools to facilitate dialogue and negotiation between all stakeholders.

Description

The document that will be produced should be prepared according to a format that illustrates the participatory process and presents useful information that will contribute to the production of the final community development program. It should include all necessary information, and particularly the following:

- The "knowledge book".
- Results of the problem analysis.
- Agreed upon solutions/actions.
- Activities to be implemented, along with their cost and location (see example below).

Maps, tables, and photos of the diagnosis results and of the agreed-upon solutions will be included as an appendix.

Outputs

- A full report, in the local language that the community members can understand, containing all the information described above.

Comments & tips

- The team should pay attention to the integration aspects of the program and establish a balance between the development components.
- In the event that the available budget is not known, the community development program can be prepared based on scenarios where all or part of the activities will be implemented.

STEP II. PARTICIPATORY PLANNING

Sequence 8. Drawing the development vision map

Objectives of the sequence

To map the content of the negotiated long- and mid-term development programs, including the management of the space as conceptualized by the community.

Actors

- DPMU/DA, SMSs.
- Project coordinator.
- Resource persons.
- Facilitator.
- Community.

Tools

- Community map with toponymic districts resulting from Step I (community characterization)
- Felt pens, pencils, colored pencils, colored paper, symbols, etc.

Description

- This sequence consists of reporting (drawing) the negotiated solutions on the community map using a suitable scale. With the help of the resource persons, the facilitator reports, using the map, the future development plan of the area using comprehensible symbols. This map reflects the development vision as conceptualized by the community. It constitutes an important tool to record the negotiated solutions and show how the community will be in the future.

Outputs

- Vision map of the future development of the community territory (figures 23 and 24).

Comments & tips

- The tools (maps, symbols, etc.) used must be easily understood by the population.

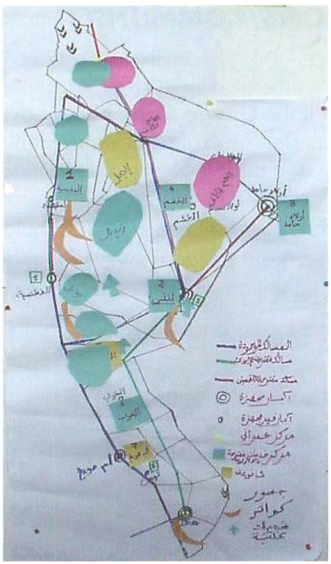


Figure 23. Long-term vision development map of Ouled Chéhida Community, Tataouine, Tunisia (example 1)

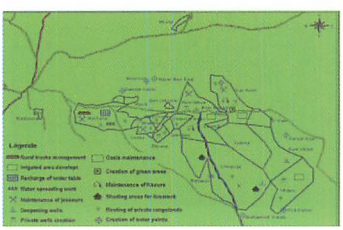


Figure 24. Long-term vision development map of Zorgane Community, Tataouine, Tunisia (example 2)

STEP III . PROMOTION OF LOCAL INSTITUTIONS/COMMUNITY-BASED ORGANIZATIONS

This is an important step in the participatory process, because it will lead to the emergence of a community-based organization (CBO) that will take charge of the holistic development of the community. This CBO, because it includes the roles of community representative and is the interface between the community and other stakeholders/actors (particularly the Administration and donors), has an important role to play. The appropriate moment to raise the issue of the CBO is unpredictable and the facilitator should slowly and progressively introduce the subject whenever work progress allows it. Ultimately, broaching the issue with the community will depend on the "maturity" of the process.

The methodological sequences of Step III, with their required inputs and expected outputs, are presented in table 6.

Table 6. Methodological sequences of Step III: Promotion of local institutions

Preconditions/inputs	Methodological sequence	Products/output
- Facilitator, DPMU - Community members - Legal laws and regulations	Inventory of existing local institutions	- List of existing local institutions
- Facilitator, DPMU - Community members - Legal laws and regulations	Analysis of the mandate and roles of each institution	- List of local institutions and their mandate
- Facilitator, DPMU - Community members and leaders	Analysis of the decision-making process	- Description of the issues of common interest and the process of decision-making
- Facilitator, DPMU - Community members	Identification of improvements needed to the current decision making process	- Decision-making processes of local institutions assessed
- Facilitator, DPMU - Community members - Legal laws and regulations	Development of methodologies to formalize local institutions	- Local institutions and their establishment methodologies described.

DPMU: Development project management unit

STEP III . PROMOTION OF LOCAL INSTITUTIONS/COMMUNITY-BASED ORGANIZATIONS

Sequence 1. Inventory of existing local institutions/ community-based organizations

Objectives of the sequence

List the existing local institutions at the community level, classifying them according to their main interests – economic resources, management, and political administration.

Actor

- Community.
- Facilitator, DPMU.
- Project team, institution in charge of community-based organizations (CBOs).
- Resource persons.
- Other development agencies and projects, NGO, etc.

Tools

- Brain storming and reporting of information and ideas on cards to display on a "metaplan" board.

Description

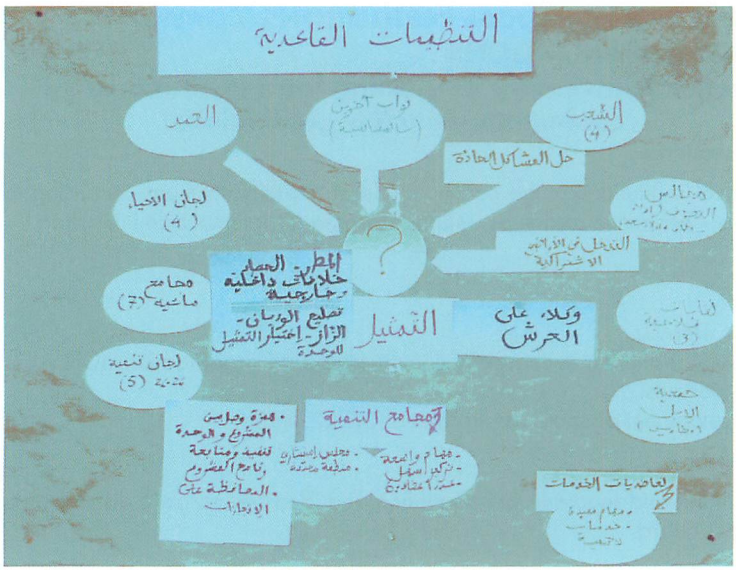
- The facilitator introduces the topic by asking the following question: What are the existing community-level local institutions and their structures? Answers are listed and displayed with remarks on the number, their date of creation, and their representativeness, in order to highlight their importance.
- Then the institutions/community-based organizations are classified by category, for example, formal and informal local institutions, political institutions, administrative, natural resources management, socio-cultural, etc (figure 25).

Outputs

- List of existing local institutions/CBOs and their respective roles presented in a Venn diagram.

Comments & tips

- The facilitator helps the population to identify the local institutions/CBOs. He/she should try to encourage the community to assess the representativeness and importance of the existing local institutions.


التنظيمات القاعدية
التمر
لجان الاحياء
(4)
الشعب
(4)
حل العشائر العائدة
التدخل من الاراضي
الاشتراكية
التمثيل
وكلاء على
الحرش
الاطر
خلافات داخلية
وخارجية
تصليح الورشان-
الزاز- إختيار التمثيل
للوحدة
مهامه
ماشية (3)
لجان تنمية
(5)
مهام التنمية
لجان
(3)
لجان
(3)
لجان
(3)

STEP III . PROMOTION OF LOCAL INSTITUTIONS/COMMUNITY-BASED ORGANIZATIONS

Sequence 2. Analysis of the mandate and functioning of local institutions.

Objectives of the sequence

Find out the perceptions of the community regarding the mandates, roles, and functioning of the existing local institutions and assess their strengths and limitations.

Actors

- Community.
- Facilitator, DPMU.
- Project team, institution in charge of community-based organizations (CBOs).
- Resource persons.
- Other development agencies and projects, NGOs, etc.

Tools

- Posters with the results of Sequence 1, Step III (inventory of institutions).

Description

- The facilitator discusses the role and the mandate of each local institution. As the discussion progresses, the facilitator clarifies the topic and reports the main information about each institution. We should avoid overloading the initial diagram.

Outputs

- Poster providing information relating to the local institutions operating at the community level with their number, main functions, and mandates and possibly their spatial distribution, for example, according to the villages in which they are located.

Comments & tips

- The facilitator should be well prepared. He/she is required to gather necessary information on regulations and laws related to the creation and the mandates of each type of community-based organization/local institution. Providing the community with brochures and text files detailing the legal frameworks of local institutions/CBOs will help the people to better grasp the need for these basic organizations.

STEP III . PROMOTION OF LOCAL INSTITUTIONS/COMMUNITY-BASED ORGANIZATIONS

Sequence 3. Analysis of the decision-making process at the community level

Objectives of the sequence

Understand the decision-making processes, formal and informal, of local institutions governing community resources management.

Actors

- Community.
- Facilitator, DPMU.
- Project team, institution in charge of community-based organizations (CBOs).
- Resource persons.
- Other development agencies and projects, NGOs, etc.

Tools

- Display boards with results of Sequences 1 & 2, Step III.

Description

- Based on the outputs of previous sequences, the facilitator helps the people to express their views and opinions on the role of the community-based organizations and local institutions (i) in the decision making process regarding the use and the management of resources and (ii) on their handling of internal conflicts.
- The facilitator will help the population to develop the current links between existing local institutions and to assess their contribution to community development, and in addressing resource management problems in particular.
- Following these reviews, the facilitator will suggest two key questions for discussion: (i) Are there decisions that are taken outside of the listed local institutions? (ii) When and how? Who participated in these? Answers are recorded, displayed, and discussed. This leads to the main purpose of the sequence that is the need to have a local institution representative of the community who will take charge of the holistic development of the area.

Outputs

- Information poster on the local, community-level institutions including their number, main functions, and mandates and possibly their spatial distribution; for example, according to the villages in which they are located.

Comments & tips

- The facilitator should ask how the local institutions, their structure, and mandates are established. He/she should make booklets, manuals, and handouts available to interested members.

STEP III . PROMOTION OF LOCAL INSTITUTIONS/COMMUNITY-BASED ORGANIZATIONS

Sequence 4. Identification of means of improving the decision-making process

Objectives of the sequence

To reach a consensus on the community-based organization/local institution type that is best able to address the needs of the community and ensure an appropriate decision-making process for the better management of natural resources.

Actor

- Community.
- Facilitator, DPMU.
- Project team.
- Resource persons.

Tools

- Tables and posters describing local institutions, their main mandates, and the types of activities for which decisions are taken formally or informally.

Description

- The facilitator, while referring to each of the listed local institutions, reviews their characteristics and mandates as perceived by the population and helps to identify their deficiencies.
- The facilitator brings any necessary additional information and distributes to the community booklets and handouts describing the methods of creation and functions of formal institutions.
- Then the facilitator addresses the people's perceptions of the representativeness, the performance, and the advantages of these institutions, especially their involvement in natural resources management.
- This debate should normally lead to an assessment of the contribution of these institutions to the decisionmaking process at the community level. It should also reveal the role and the importance of other forms of CBOs in natural resources management and conflict resolution.
- At this point, the facilitator summarizes the content of all the discussions and suggests to the community the type of local institution to be formalized which best corresponds to the major concerns of the community.
- At the end of the session, the facilitator reminds the people that they should take the time needed before deciding on the type of institution they want to choose. He/she should also inform them that he/she is ready to provide them with any additional information and support necessary to help them to make their decision.

Outputs

- Synoptic tables of the formal and informal CBOs specifying their performances, limitations, advantages, roles, and decision-making processes governing the use of the community's natural resources.

Comments & tips

- The facilitator must prepare this sequence carefully. He should be aware of existing informal and formal local institutions/CBOs, their functioning, and their relative weight at community level. It is strongly recommended that the staff of the development agency in charge of CBOs be involved and work closely with the facilitator.
- It is necessary to avoid taking quick decisions. Give the community enough time to discuss the issues so that they make the right decision. The facilitator can provide the community with some additional information that will help them to better understand some issues, such as representativeness, how to formalize procedures, evolution, advantages of one type of institution over another, etc. It is most important that the final decision comes from the community.

STEP III . PROMOTION OF LOCAL INSTITUTIONS/COMMUNITY-BASED ORGANIZATIONS

Sequence 5. Sketching procedures to formalize local institutions

Objectives of the sequence

To develop and implement an action plan to formalize local institutions/community-based organizations.

Actors

- Community.
- Eventually, the temporary local committee designated by the community.
- Facilitator, DPMU.
- Staff of DA in charge of the promotion of local institutions.

Tools

- Supporting material prepared in advance by the facilitator concerning the procedures for formalizing the creation of a CBO and for defining its functions, role, and advantages.
- Guidelines for formalizing CBOs.
- Laws and regulations related to CBOs and professional associations.

Description

- The facilitator reviews the stages that people went through to reach the agreed final decision about the type of institution to be formalized, and the support needed in order for it to assume its mandate.
- The facilitator starts by congratulating the people on their decision and thanking them for their commitment to the project procedure. He uses supporting material to remind them about the role, the responsibilities, and the functioning of the institution, and then presents the official procedures needed for formalization.
- The facilitator reassures the community of his/her support in developing the procedures (preparation of files, contacts to make, etc.).
- Then, the facilitator agrees with the community on the different steps to be followed in the formalization of the institution. He/she explains the different responsibilities and the deadlines to be met for the organization to be established.
- Eventually, the facilitator will help the community to designate a temporary committee that will start the formal process and actions to be taken.
- Finally the facilitator asks if there are issues that need further clarification. He/she then thanks the community for their commitment, and wishes them a successful future for their CBO.

Outputs

- Plan of action of the procedures required to formalize the CBO.
- Eventual identification of a temporary committee that will be in charge of and follow up on the process of institutionalizing the CBO.

Comments & tips

- If needed, the facilitator could suggest the community visit an existing institution/CBO, preferably in the region, to exchange experiences.

STEP IV. PARTICIPATORY PROGRAMMING

Step IV is often underestimated by most of the existing participatory methodologies. It can be implemented properly only if the available funds are known and if the donors' representatives are able to take prompt and immediate decisions during the facilitation sessions. Therefore, one of the most difficult tasks is determining the match between the funds available and the set of negotiated activities which represent the multi-annual development plan (MADP).

This step will allow a list of activities/actions, resulting from the negotiation process and which the community wishes to implement and for which it will mobilize some support, to be set. It is understandable that not all activities can be executed immediately. Therefore, based on the available financial resource, the most important and highest priority activities, which are already budgeted for in the program, will be identified. However, it is necessary to develop a program according to the priorities of all parties which also takes into account any factors limiting implementation.

The multi-annual development program (MADP) is usually developed to cover a period of three to five years. This program will be presented in a document approved by the community through its local institution or CBO. This document should be simple and precise and specify the nature, dimensions, and costs of the activities, and the potential actors.

The development of the MADP is expected to include a technical feasibility analysis of each activity. The technical feasibility analysis is an interactive operation that takes place with the community or its representatives. It will require field visits by the multidisciplinary team. The team tries to locate the proposed activities within the community area, and will make use of local knowledge to place the activity in the context of the whole development framework.

The technical feasibility study will allow the multidisciplinary team to envisage some alternatives to the solutions proposed by the community, and to consider other solutions to be discussed with the representatives of the community.

This exchange of information and experience is an important learning process both for community members and the technical staff. The methodological sequence of Step IV, with its required inputs and expected outputs, is presented in table 7.

Outputs of Step IV

- For the community: The population is aware of its problems and understands that a long-term development strategy based on their commitments (with the help of the project and other stakeholders) could improve their welfare. The population has identified a multi-annual development plan (MADP). The first year should be technically feasible and a plan of action is developed and ready for funding.
- For the project management unit and multidisciplinary team: The multidisciplinary team has finalized a long-term development plan for the community which is expressed in a MADP and an annual budget plan (ABP).

Table 7. Methodological sequences of Step IV: Participatory programming

Prerequisites/Input	Methodological sequence	Products/output
- SMS team - DPMU/DA - Initial development plan	Feasibility studies for activities recorded in the initial development plan	- Tables of proposed activities validated by SMS
- Facilitator - Community members and local institution - SMS team - DPMU/DA - Initial development plan - Development vision map	Presentation, validation, and adoption of the adjusted activities of the initial development plan	- Multi-annual development plan (MADP)
- Facilitator - Community members and local institution - SMS team - DPMU/DA	Participatory programming of agreed upon activities	- Agreed-upon activities described
- Facilitator - Community members and local institution - SMS team - DPMU/DA	Negotiation of the annual work plan	- Tables of the annual work plan (AWP)
- Facilitator - DPMU/DA	Synthesizing and formatting the annual work plan	- Annual budget plan (ABP)
- Facilitator - Local institution - DPMU/DA	Discussion of the implementation procedures for the annual work plan	- Implementation agreement signed

DPMU/DA: Development project management unit/Development agency; SMS: Subject matter specialist

STEP IV. PARTICIPATORY PROGRAMMING

Sequence 1. Technical feasibility of the initial development plan

Objectives of the sequence

The objective of this sequence is to assess the technical feasibility of the activities recorded in the initial development plan.

Actors

- SMS team.
- DPMU/DA.
- Facilitator.

Tools

- Community's initial development plan.
- Community development vision map.
- Technical sheets for each activity.

Description

The initial community development plan results from the participatory planning step. The plan includes the activities with their priorities and quantities as negotiated by all stakeholders. The subject matter specialists, in close collaboration with the facilitator and other resource persons from all departments (agriculture, health, tourism, etc.) are asked to make any necessary adjustments to this initial community development plan. Such adjustments might include the following:

- Verification of any plans for developing the basic community infrastructure together with their allocation, spatial distribution, and costs. This process is crucial in determining those interventions needed for specific, basic infrastructure improvement and those needed for the general infrastructure.
- Verification of the coherence and the technical feasibility of the proposed community development plan.
- Review and adjustment of the work to be achieved.
- Develop the technical sheets for each activity.
- Set up the working conditions.
- Establish the distribution of costs.

This intermediate work will be accompanied by a re-formatting of the tables of the adjusted development plan. This (see the example) will include a set of columns for every operation/activity. These columns are in order: Title of the activity, Site, Priority, Unit, Quantity, Unit cost, Total cost, Funding sources, Participation of the community.

Outputs

- Tables of activities readjusted and validated by SMSs.
- Technical itinerary for each activity/operation.

Comments & tips

- This sequence requires real teamwork, and a high level of integration between the different disciplines (subject matter specialists) and the facilitator.

STEP IV. PARTICIPATORY PROGRAMMING

Sequence 2. Presentation and validation by the community of the initial development plan

Objectives of the sequence

The objective of this sequence is the validation of the community development plan by the community following its revision and readjustments by subject matter specialists, and the development of the details needed for its implementation (timetable, contribution of the community, etc.).

Actors

- Facilitator.
- CBO and community.
- Team of subject matter specialists.
- DPMU/DA.
- Other stakeholders (health, education, tourism departments, etc.).

Tools

- Initial development plan (result of the participatory planning step).
- Readjusted community development plan.
- Community development vision map.
- Technical itineraries of each activity/operation.

Description

This negotiation session requires the full participation of the SMSs from all departments who are asked, whenever it is necessary, to justify the reasons behind any change made to the initial development plan.

Chronologically, the session(s) will proceed as follows:

- Presenting to the community the objective of the meeting and the type of work to be done, starting with the tables of the initial development plan through to the readjusted development plan.
- The facilitator reviews the activities by component and highlights the modifications to the initial development plan, referring to the development vision map as required.
- The facilitator calls on subject matter specialists to explain and justify any changes that were introduced to the initial development plan.

Outputs

- Community multi-annual development plan summarizing the operations/activities resulting from the participatory planning/programming process and containing additional information as described above (table 8, figure 26).

Comments & tips

- Encourage the interaction between the community, the subject matter specialists, and all other actors. Keep in mind that this exercise should provide an important opportunity for mutual learning and exchange of information.



برنامج التنمية الزراعية والرعوية والنهوض بالمبادرات المحلية بالجنوب الشرقي

البرنامج الإطار لتنمية وحدة أولاد شهيدة

الجدول 1 : البنية الأساسية ②

الأنشطة	المكان	الأولوية	الوحدة	الكمية	الكلفة الوحدية	الكلفة الجملية	التمويل المقترح: برنامج التنمية	التمويل المقترح: برنامج وطني	التمويل المقترح: أخرى	المجموع	السنوات 1	السنوات 2	السنوات 3	السنوات 4	مساهمة المنتفعين	الملاحظات
1.1.4.1. (تكملة)	بئر معمقة (الترميم الأساسي والتدعيم)	1				75				75						بعمد الإنجاز
		1														في حالة فرع الاستشفاء مع توفير الماء والتجهيزات بمعدل واحد
1.2.4.2. تعميق الآبار	بئر نشلة	1	المتر	5	1	5	5			5		xxx			أولاد شهيدة	
1.3.4.2. تعميق وتجهيز آبار سطحية	منيطلة أولاد سلام	1	المتر	20	1	20	20			20		xxx				تجهيزات تقليدية ابتداء 2004
1.4.4.2. تركيز وحدات صغيرة لتحلية المياه المرّة	الفطناسية	1				40	20 (الوكالة الوطنية للتنمية الفلاحية)			20 + 20		xx				خزان 20 م³ (للتفاضل مع FIDA)
	فرع طرّوم	1				90	20 (الوكالة الوطنية للتنمية الفلاحية)			70		xx				خزان 20 م³

Figure 26. Example of multi-annual development plan, Basic infrastructure component Ouled Chehida, Tataouine, Tunisia

Table 8. Example of multi-annual development plan, Basic infrastructure component Ouled Chehida, Tataouine, Tunisia

Activities	Location	Priority	Unit	Quantity	Unit cost (x000)	Total cost (x000)	Financing			Years of implementation				Contribution of the community	Remarks
							IFAD	National program	Other	Year 1	Year 2	Year 3	Year 4		
1.1.4.1. (ctd.)	Guirias	1				75		75							On-going, result will depend of water availability
1.2.4.1 Deepening of wells	Bir Lathla	1	Meter	5	1	5	5				xxx				
1.3.4.1. Deepening and equipement of surface wells	Mguitla, Ouled Salem	1	Meter	20	1	20	20				xxx				Traditional equipment only
1.4.4.1. Installation of small solar units to desalinize water	Fatnassia	1	Nbr.	1	40	40	20	20			xx	xx			Water tank of 20 cubic meter (to negotiate with IFAD)
	Graa Tarroum	1	Nbr.	1	40	40	20	20			xx	xx			

STEP IV. PARTICIPATORY PROGRAMMING

Sequence 3 . Participatory programming of activities/operations

Objectives of the sequence

Establish a timeframe and budget for activities/operations as developed in the previous sequence.

Actors

- Facilitator.
- SMS.
- DPMU/DA.
- Community and CBO.

Tools

- Multi-annual development plan.
- Community development vision map.
- Technical itinerary sheets for the different operations/activities.
- Tables of the participatory programming/planning outputs.

Description

- In this sequence the community development plan is drafted. The implementation timetable is negotiated and this will constitute the framework for the agreement between the community and the development agency. The normal duration of implementation is 3 to 5 years.
- The programming is done according to (i) the community priorities, and (ii) any factors limiting implementation. These factors could include means and available resources.
- For each activity, negotiation will focus on the locations where the work will be conducted, the beneficiaries, the cost, the contribution of the community, the monitoring and evaluation indicators and procedures, and the implementation modalities.

Outputs

- Multi-annual development plan (MADP).
- Revised map of the community development vision.

Comments & tips

- The development program must be realistic. Therefore, the capabilities of the community, the development project, the development agency, and all other departments need to be seriously considered when negotiating the MADP.
- Encourage the community to endorse its own activities.

STEP IV. PARTICIPATORY PROGRAMMING

Sequence 4. Negotiating the annual budget program

Objectives of the sequence

Obtain from the multi-annual community development plan the activities to be implemented each year and negotiate with the community and other stakeholders the content of the first year's plan of work and budget.

Actors

- SMSs and DA.
- Coordinator of the project/DA.
- Community and CBO.
- Facilitator.
- Other development agencies.
- Representatives of concerned departments.

Tools

- Community multi-annual development plan.
- Technical and economical feasibility sheets for the different operations/activities.
- The allocated budget for the relevant year.
- Community development vision map.
- Tables of the participatory programming (model below).

Description

This sequence addresses the financial aspects and negotiations with concerned stakeholders which will lead to the development of an annual budget. This requires a cost analysis of each activity and identification of the sources of funding. The estimated cost must include the in-kind contribution provided by the community. The financing scheme should be as precise as possible and make use of all the sources contributing towards the implementation of the activities, such as:

- Cash financial contributions of the beneficiaries.
- Loans provided by the beneficiaries.
- Labor force provided by the beneficiaries.
- Financial contributions of other sponsors/partners.

The preparation of a financing scheme detailing contributions by all donors and the community will help in negotiations between parties and result in a realistic annual plan of work. This financial scheme states the real contribution of the all partners and presents an important indicator of their commitment. In summary, the facilitator is asked to use the community multi-annual development plan to:

- Select the activities that will be conducted during each specific year according to the people's list of priorities.
- Identify the exact sites and the beneficiaries for each action.

- Specify the quantities and the time periods of each based on the capacity of the technical services and the community to achieve the plan.
- Based on the technical itineraries, negotiate the involvement of the community and the possible practical modalities of implementation.

Outputs

- Annual budget plan (ABP).
- Community contribution to the implementation of the annual work plan.

Comments & tips

- While trying to specify the community's contributions, it is important to convince the community that all forms of contribution are welcomed. Encourage the community to include responsibilities for monitoring and evaluation of the implementation activities.
- Take note of the information and corrections considered necessary and include these in the participatory community development plan.

STEP IV. PARTICIPATORY PROGRAMMING

Sequence 5. Synthesizing and formatting the annual work plan

Objectives of the sequence

Finalize the implementation program for the agreed activities for each specific year, display the modalities of implementation of each activity/action, and obtain the formal approval of the CBO for the program.

Actors

- Facilitator.
- DPMU/DA.
- Local authorities.
- Concerned partners.
- CBO.

Tools

- Annual budget program (ABP).
- Multi-annual community development plan (MADP).
- Community development vision map.

Description

- This sequence starts once the multi-annual development plan and the annual budget program (ABP) have been approved by all stakeholders. The available funding sources and the activities to be implemented during the specific year are known. Thus, the information needed to develop the implementation agreement is available.
- In order to develop the implementation agreement the project team prepares, in collaboration with the facilitator, a file for each development component containing the activities to be undertaken during the specific year. This information is usually presented in the form of tables.
- Each table includes a set of columns for each activity. These columns are in the following order: Title of the activity with its code, Site, Priority, Unit, Quantity, Unit cost, Total cost, Timetable of implementation, Funding scheme including the contribution of the community, and finally a column for Remarks.
- After finalizing and verifying the coherence of the MADP and ABP, a ceremony will be organized to sign the two formal documents that are the outcome of the participatory process involving the community.
- Signing the implementation agreements formalizes the partnership between all stakeholders. For the CBO, it represents its responsibility towards the community and the development agency, and at the same time, its involvement in the decision making process for the development of its community.

Outputs

- Multi-annual development plan and annual budget plan signed by the CBO, the development agency, and local authorities.
- Implementation agreements are formally approved. Agreements between the CBO and NGOs, private sector, development agencies, research institutions, etc., are concluded.

Comments & tips

- Do not proceed to the signing of the ABP unless the budget is allocated.
- It is worthwhile to attach the community maps and the long-term development vision as prefaces to the MADP and the ABP.

STEP IV. PARTICIPATORY PROGRAMMING

Sequence 6. Negotiating the implementation procedures of the annual development program (ADP)

Objectives of the sequence

Develop the different implementation agreements for the ADP.

Actors

- Facilitator.
- CBO and resource persons.
- Development agency, development project management unit.

Tools

- Annual budget plan.
- Files of the technical itineraries for the different activities agreed to.
- Project document (modalities of implementation).

Description

- This sequence consists of the approval of the implementation agreement(s) (there should be an agreement for each component). The implementation agreements result from a negotiation process between all stakeholders and describe all implementation procedures.
- Once the annual budget is assigned and the ADP signed, the facilitator, in conjunction with the DPMU, arranges a meeting with the CBO and key persons from the community to discuss and identify the appropriate modalities for implementing the different activities included in the ADP.
- The facilitator starts by reminding the participants about the work that led up to the development of the ABP and the responsibility of the CBO and the community for the success of the agreed development plan. He reminds them of their and their community's commitment to the project and the entire CDP process, and the need now for all parties to respect and to fulfill their obligations.
- The DPMU and the facilitator explain to the participants possible modalities that the project will follow in the implementation of the activities and emphasize that it is up to the community to choose and adopt the appropriate methods.
- The facilitator will present any explanation needed by the community and reiterate the project's readiness to provide the required support for any local initiatives, such as basic infrastructure development or the development of small enterprises, which are part of the ADP.
- Content of the implementation agreement:
  - Type of agreement (collective, individual, mixed).
  - Target social group (young, women, old people, collective interest groups, etc.).
  - Objective of the operation.

  - Partners.
  - Location(s) where the activities will be implemented.
  - Description of the activities included in the operation.
  - Implementation modalities for each activity, responsibilities, need for contract.
  - Timeframe and deadlines (expected dates and actual starting dates and completion dates).
  - Costs, budget plan and type of financing (self-financing, credit, subsidy, necessary cash, etc.).
  - Contribution of partners.
  - Actual costs (post implementation).
- Possible types of agreement that may be implemented include:
  - Type 1. Direct execution – to be implemented by the beneficiaries. The beneficiaries or the community receive the funds allocated for the activities and they are fully in charge of the implementation of the work.
  - Type 2. To be implemented through a contractor/service provider selected by competitive bidding. The contract should include the contract number, names and references of the signatories, the objectives of the contract, description of the services, the agreed-upon costs, conditions of payment, timetable for implementation, penalties, and legal remedies.
  - Type 3. To be implemented by a governmental technical department, a project or an NGO. The requirements are quite similar to Type 2.
  - Type 4. Some agreements may involve all three of the types described above. For example, if the operation is "building a drinking water network", the community can provide the labor force, a private enterprise may contract for the setting up of the pipelines, while the administration might implement the feasibility studies.

Outputs

- Implementation agreements for operations (IAO).

Comments & tips

- Avoid taking rapid decisions and insist on the quality of implementation and the role of the CBO in monitoring and evaluation and in the selection of the operators/contractors.
- Encourage the involvement of women and young people in the implementation of some activities that they are able to conduct (sometimes this may have to be facilitated by providing initial training or support).

STEP V. IMPLEMENTATION OF THE CDP AND MONITORING AND EVALUATION

This step involves dealing with the implementation task. The sequence of steps is as follows:

- Programming the implementation of the annual work plan based on the implementation agreements for operations (IAO) through the development of programming and monitoring tools.
- Monitoring the IAO while focusing on the quality of the work done and the budget allocated to the community.
- Monitoring the performances of the CBO in respect of its autonomy and empowerment.
- Assessing the performance and impact indicators of the community development program.
- Based on the monitoring and evaluation results of the ABP and the performance of the CBO, providing readjustments to the multi-annual development plan (MADP) and the annual budget plan (ABP).

We will use the same working procedures during this step by continuing with the involvement of the facilitator, the subject matter specialists, and other resource persons.

The work will be often conducted in focus groups based on the impact and effect indicators already developed. These indicators are developed in a participatory manner using a logical framework that includes objectives, expected results, and main assumptions.

The project/development agency, the department in charge of monitoring and evaluation, and the SMSs have responsibility for developing monitoring and evaluation sheets, including identifying the participants in the process and the frequency of monitoring. The results of monitoring and evaluation are very useful for refining the tools and the products of the participatory process. These results create awareness at the community level of its role, commitments and responsibilities.

The methodological sequences of Step V with the required inputs and expected outputs are presented in table 9.

Table 9. Methodological sequences of Step V: Implementation of CDP and monitoring and evaluation

Preconditions/Inputs	Methodological sequence	Products/output
- MADP - ABP - CBO	Program implementation meetings	- Stakeholders' tasks identified
- Copies of Implementation agreements - Technical itinerary sheets - Monitoring sheets	Monitoring the implementation agreement	- Monitoring report on achievements
- Monitoring sheets - CBO, resource persons, and beneficiaries - Facilitator and SMS	Monitoring the community-based organization's performance	- Monitoring report with recommendations
- Log frame - Facilitator, project team and CBO	Assessment of impact indicators	- Impact indicators assessed
- MADP - ABP - Last year's monitoring results - Facilitator, SMS - CBO and community	Adjustment of the MADP and preparation of the next ABP	- Adjusted and approved MADP - ABP for the following year

MADP: Multi-annual development plan; ABP: Annual budget plan; CBO: community-based organization; SMS: Subject matter specialist

STEP V. IMPLEMENTATION OF THE CDP AND MONITORING AND EVALUATION

Sequence 1. Meeting to plan the CDP implementation

Objectives of the sequence

The objectives of this sequence are to meet with the community/CBO and discuss the activities that will be implemented based on the ABP and the implementation agreements for operations (IAO), and to prepare the work plans and responsibilities for all stakeholders.

Actors

- Project coordinator.
- Facilitator, DPMU.
- SMSs and other responsible persons in the DA.
- Monitoring and evaluation staff.

Tools

- ABP.
- IAO.
- MADP.

Description

- Based on the ABP and IAO, the project coordinator/development agency will review the arrangements and provisions needed for each operation.
- Responsibilities for the monitoring of achievements should be specified as well as the frequency and means needed to collect the information.
- Minutes will be developed summarizing the decisions taken during the meeting and documenting the responsibilities of all partners. These will be sent to all stakeholders including the CBO, operators, and service providers.

Outputs

- Minutes of the planning meeting for the ABP implementation
- Monitoring tools

Comments & tips

- Make sure that all who are involved in the implementation of the ABP participate in the meeting.

STEP V. IMPLEMENTATION OF THE CDP AND MONITORING AND EVALUATION

Sequence 2. Monitoring the implementation agreements for operations (contracts)

Objectives of the sequence

The objective of this sequence is to monitor the implementation of the operations agreements in order to assess the quality of the achievements and the degree of involvement of the community/CBO.

Actors

- Project coordinator/development agency.
- Facilitator, DPMU, SMSs.
- CBO, community, focus groups.
- Monitoring and evaluation department/staff.

Tools

- Copies of the implementation agreements for the operations (IAO).
- Technical itinerary sheets.
- Reports of the intermediate monitoring (field monitoring schedule, meeting minutes and comments/recommendations of focus groups).
- Monitoring and evaluation (M&E) sheets/forms.

Description

- While referring to the IAO, the facilitator schedules a field visit. Subject matter specialists, the operators in charge of the implementation of the tasks, and the CBO will be invited to join the facilitator during this visit. From its side, the CBO informs the beneficiaries about the visit.
- Once the group arrives in the community, a meeting is held with the CBO committee to collect its comments and recommendations on the level of achievement of the operations.
- The monitoring of fieldwork will be according to the IAO terms of reference, taking into consideration the gaps, the quality of implementation, and to what extent the different parties and the beneficiaries respect the agreement. Special attention should be paid to the contribution and the participation of the community and the level to which people own the activities.
- The results of the monitoring exercise are integrated into the M&E reporting system in order to update the project database and to assess the pertinence of the M&E indicators.

Outputs

- Monitoring report.

Comments & tips

- The monitoring exercise might address one or more items of the IAO.
- Encourage discussions with the beneficiaries on the status of implementation, the quality of the work, and their level of contribution.

STEP V. IMPLEMENTATION OF THE CDP AND MONITORING AND EVALUATION

Sequence 3. Monitoring of the community-based organization's performance

Objectives of the sequence

The objective of this sequence is to monitor the performance of the CBO in order to improve its working capability and efficiency.

Actors

- Facilitator and the person in charge of CBOs.
- Development groups.
- Some representatives of the population.

Tools

- Monitoring sheets.

Description

- The preparation of an interview guide is recommended for such an exercise. The guide aims to address the different CBO issues in terms of its capability and competence to mobilize people and exchange information, manage the community development program, relate to other stakeholders, and comply with the agreements. How the role of the CBO is appreciated by the community members also needs to be addressed.
- The facilitator will address these issues with the CBO committee and community representatives. Key elements that need to be considered in the performance evaluation include (i) availability of information, (ii) compliance with the regulations related to CBOs, (iii) timely organization of general and regular community meetings, (iv) having an accurate, audited and up-to-date set of accounts, and (v) the availability of important reports, such as the minutes of all meetings.
- Attention should be paid to the initiatives taken by the CBO to solve conflicts, and to raise any additional funds needed for the implementation of the CDP.

Outputs

- Monitoring report.
- Training and back-up support program.

Comments & tips

- This exercise can take place simultaneously with the monitoring of the ABP.
- The organization of a workshop with the CBO and other stakeholders to validate the monitoring report is strongly recommended.

STEP V. IMPLEMENTATION OF THE CDP AND MONITORING AND EVALUATION

Sequence 4. Assessment of impact indicators

Objectives of the sequence

The objectives of this sequence are to assess project performance and to take any necessary actions to improve the implementation efficiency at a various stages of the project lifetime.

Actors

- Project team and project manager/development agency.
- Facilitator.
- Staff responsible for M&E.
- CBO committee.

Tools

- Project log frame.
- Monitoring and evaluation documents.

Description

- While referring to the project log frame, assess and value the monitoring indicators in order to measure the degree of achievement of the project objectives, outputs, and main activities.
- Collect the information from the sources listed in the log frame for each indicator, and crosscheck with other sources to confirm the reliability of the data.
- For practical reasons, start first by collecting and analyzing the data related to the activities, then the results and finally the indicators of achievement of the objectives.
- The minutes of these periodic monitoring visits remain the main source of data as well as the specific reports provided by the SMSs.
- Once the monitoring and impact assessments reports are developed, copies should be sent to the members of the project team, the SMS, DA, and the other stakeholders for their comments.

Outputs

- Monitoring reports (maximum two reports per year) on the status of project implementation.

STEP V. IMPLEMENTATION OF THE CDP AND MONITORING AND EVALUATION

Sequence 5. Adjustment of the multi-annual development plan (MADP) and preparation of the next annual budget program (ABP)

Objectives of the sequence

The objectives of this sequence are the development of the next annual budget plan on the basis of the monitoring and evaluation results for the previous budget plan and to make any necessary adjustments to the multi-annual development plan (MADP).

Actors

- Facilitator and those responsible for the planning and programming service of the development agency.
- Monitoring and evaluation staff.
- SMSs of the DA and other concerned stakeholders.
- Community and CBO.

Tools

- MADP and ABP.
- Last year's monitoring and evaluation reports.

Description

- The facilitator organizes a meeting with the CBO and the community to discuss the achievements realized during the year, using as source materials the participatory monitoring and evaluation results of the ABP, the performance of the CBO, and the reports on project achievements.
- Any identified gaps relating to the activities performed by each operator will be discussed, and suggestions for improving and strengthening the level of implementation performance presented. All suggestions will be recorded and considered in the programming for the next ABP.
- Following this meeting, and using the tables of the MADP, the facilitator develops the ABP for the next year. Any unused funds from the previous year will be carried forward to the coming year. During this exercise some adjustments to the MADP may be made.

Outputs

- ABP for the following year.
- MADP eventually revised and adjusted.

Comments & tips

- This sequence can extend over several sessions and is probably best tackled by working with focus groups and ending with a plenary session that includes all stakeholders.

LIST OF ACRONYMS

ABP	Annual budget plan
ADP	Annual development program
CBO	Community-based organization
CCD	Convention to Combat Desertification
CDC	Community development committee
CDP	Community development plan
COSOP	Results-based Country Strategic Opportunities Programme
CSC	Community steering committee
DA	Development agency
DC	District council
DPMU/DA	Development Project Management Unit/ Development Agency
DPMU	Development project management unit
ES	Extension services
GDA	Groupement de Développement Agricole
GPS	Global Positioning System
IAO	Implementation agreement for operations
ICARDA	International Center for Agricultural Research in the Dry Areas
IDP	Initial development program
IFAD	International Fund of Agricultural Development
IFPRI	International Food Policy Research Institute
LI	Local institution
LRA	Low rainfall areas
M&E	Monitoring & evaluation
M&M	Mashreq & Maghreb
MADP	Multi-annual development plan
MARP	
MEPA	Monitoring and evaluation of planned activities
MOU	Memorandum of Understanding
NARS	National Agricultural Research System
NGO	Non governmental organization
NRM	Natural resources management
PME	Participatory monitoring and evaluation
PMU	Project management unit
PRA	Participatory rural appraisal
PRODESUD	Projet de développement agro-pastoral et de promotion des initiatives locales dans le Sud Est
RDSU	Rural development support unit
RPRM	Rapid participatory research method
RRA	Rapid rural appraisal
SMS	Subject matter specialist
STU	Social territorial unit
TD	Toponymic district
TIPO	Technical, institutional and policy options
UNCED	United Nations Conference on Environment and Development (Rio de Janeiro, June 1992)
UNDP	United Nations Development Program
UTM	Universal Transverse Mercator
WANA	West Asia and North Africa

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ANNEX 1. SOCIO-ECONOMIC AND LAND TENURE HOUSEHOLD QUESTIONNAIRE

1- Identification

Num questionnaire		Date (month/year)		Code nbr. surveyor		Community	
Name of household chief		Age		Main activity			
Principal residence		Duration in main residence (months)		Other residence (location)			
Fraction		Sub-fraction (Lahma)					

2- Household composition (Sart asking the number of married children living in the household and then the description of the household chief, counting him and his wife)

No	name	Sex (M/F	less than 1 years		1-5 years		6-18 years		19-25 years		26-60 years		61 years and +		Nbr of children currently in school		Nbr of people alphabeti-zed		Nbr of people absent	
			M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F	M	F
1																				
2																				
3																				

3- Household's equipement (numbers)

Vehicles/trucks	lorries	Tractors	Cistern 5000 l	Cisterns 500 l	Private wells	Private cistern (at home)	Private cistern (for irrigation)	Shared cisterns	Plow	cart	Sheep pen	tent	barn	Electric power 1- Solar,, 2- Company 3- N one	Potable water 1, 2. 3.

4- Housing (nunmbers)

	Hard (stones)	mud	tents	
Number of rooms				

5- Livestock (number of heads) :

ewes	goats	camels	cattle	rabbits	hens		horses

6- Number of sheepherds : Member of the family : .....

Mixed : ..... hired : .....

7- Supplements (during current year):

barley (bags, kg)	Concentrat e feed (bags, Kg)	bran (bags, Kg)	Others (precise)	Others (precise)	Purchased straw (bales, kg)	Autoprodu- ced straw (bales, kg)	Hay (bales)	Others

8- Number of animals sold (during current year)

ewes	lambs	Goat	Goat kids	cattle	veals	camels	Young camels

9- Main sources of income

N°	Type of activities	Number of men	Number of women
1			
2			
3			

10- Immigration

	Nombre of person
National	
Abroad	

11- Households land use (Ask the number of plots, then the use of each plot and its location within toponymic areas)

			Irrigated crops		Tree cropping				Cereal crops	Others	
No	Toponymic area code	Land ownership 1- Private, 2- Collective (family) 3- Collective (tribe)	Intensive (ha)	Supplemental irrigation (ha)	Nbr of olive trees	Nbr of figs	Nbr of date palm trees	Others	(ha)		
1											
2											
3											
4											

12- Grazing (mention most used grazing areas)

No	Rangeland's type 1- Private; 2- Collective (family) 3- Collective (tribe) 4- Collective (outside community)(transhumance)	Toponymic area	Private grazing area (ha)	Nbr of heads	Winter (duration, months)	Spring (duration, months)	Summer (duration, months)	Autumn (duration, months)
1								
2								
3								
4								

13- Watering of livestck :

Cistern : yes / No well 1 :..... well 2 : ..... well3:.....

14- Membership in local institution

Type of local institution	ONG	...						

ANNEX 2: DETAILED DESCRIPTION OF THE TOPONYMIC DISTRICTS (EXAMPLE OF BOUIRET LAHDAB COMMUNITY, ALGERIA)

Code	Name of the district	Description	Illustration
1.2	BICHIA	• BICHIA occupies a total surface of 2847 ha (7% of the community), 86% consist of rangelands which 27% are plowed. In form of glacis and small hills; • Stony soil and existence of calcareous slabe at 80cm. Existence of Alfa in good condition in some private land plot; • This district has the most significant surface in arboriculture, 100 ha of olivetree in irrigated, realized by some investors within the framework of the « agricultural land enhacement by concession » program; • 23% of the district are devoted to the development of pastoral plantation, carried out by the high authority for the steppe development (HCDS), representing thus, the most significant pastoral plantation of Bouiret Lahdab (Atriplex canesens plantation, and protected rangelands). • the cultivation of cereals is based on barley, • The production system could be describe as diversified Agro-agro-pastoral type; • The land status is collective belonging to Lahdab Arch with individual landuse. Besides there is some private land property belonging to investors • Existence of individual and collective water drill • Interesting for the practice of the hunting.	
	BOUIRA	• Bouira covers of 3162 ha (8% of the administrative district of Bouiret Lahdab), 70% are rangelands of which 41% are plowed. • This district hosts Bouiret Lahdab's administrative center. There is presence of: primary school, junior high school, mosque, coranic school, residences, of stone crushing station, gendarmerie squad, communal guard, squad, registry office, • This district is characterized by the strongest population concentration. • Sand encroachment of 7 % of the district lands • The glacis of quaternary is the dominant geomorphological form, compared to the reliefs of weak slope which are occupied by forest formations (matorral, containing Alep pine). • The soils are not very deep and generally stony • The rangelands are very degraded and formed by steppe flora such : Noaea mucronata, Peganum harmala, Thymelea microphylla, Artemisia campestris, and relics of Alfa • The cultivation of cereals is practiced on 50% of the rangelands surface which represents 85 % of the surface of this district • Two production systems are identified: agro-pastoral (dominant) and agro-sylvopastoral. • Presence of Zaouia Ain Aghlal whose social role is not any more like the past, but continues however to ensure a religious formation after a rupture in the Nineteen's because of the prevalent political situation. • Existence of the main Lahdab cemetery • Presence of a natural water source (Ain Aghlal), and of a water drilling created by the HCDS. • The land status is collective belonging to Lahdab Arch with individual land-use. • The livestock farming is mixed (ovine-bovine-caprine) with the prevailing of the ovine breeding	