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MINISTRY OF AGRICULTURE AND COOPERATIVES

PARTICIPATORY EXTENSION APPROACH



FIELD IMPLEMENTATION MANUAL

Third Edition 2009

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FOREWORD

Agricultural Extension Services in Zambia have gone through a process of evolution over the past 50 years. The Ministry of Agriculture and Cooperatives is currently **promoting the use of participatory approaches in extension innovation delivery**. This is against a background of extension realities pointing to the fact that agricultural challenges transcend the levels of individual farms or farm households, with extension facing such issues as management of collective natural resources, chain management, and collective input supply and marketing.

Participatory Extension aims at enabling communities to identify and decide on their own development priorities. It strengthens communities' abilities to identify and solve problems on their own, and encourages communities to revalue their indigenous knowledge systems and to interlink it with modern knowledge systems.

This manual is one in a set of three designed to guide extension agents in the implementation of participatory approaches for extension innovation delivery. It is to be used along with the Monitoring and Evaluation, and PEA Trainers' Manuals.

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PERMANENT SECRETARY

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CHAPTER ONE

1.1 INTRODUCTION

The Ministry of Agriculture and Co-operatives has adopted the participatory Extension Approach (PEA) and institutionalized it as the Extension Methodology, to be used in Agricultural Extension.

1.2. GOAL STATEMENT OF THE MINISTRY

“To promote increased and sustainable agricultural productivity in order to ensure food security, income generation, creation of employment opportunities and a reduction in poverty levels.”

1.3 AGRICULTURAL EXTENSION MISSION STATEMENT

To assist farmers, especially small scale, women and young farmers, to increase production and productivity through the adoption of proven technological innovations which assure food security and nutrition at all levels.

1.4 AGRICULTURAL EXTENSION OBJECTIVES

The objectives of extension are to:

- (i) assist farmers increase and diversify agricultural production and Productivity through the adoption of proven technological innovations;
The rests are the HOWS?
- (ii) provide strong linkages between agricultural research and farmers;
- (iii) provide strong liaison between farmers and farm support organizations responsible for credit, marketing and farm input

- supplies;
- (iv) help farmers gain managerial and marketing skills and appreciate farming as a business operating in a market driven economic environment;
 - (v) promote the conservation of natural resources especially soil, vegetation and water with a view to sustaining agricultural production.

1.5 FRAME WORK FOR PARTICIPATORY EXTENSION

The outcome of agricultural extension is capacity building in individuals and communities. In defining what agricultural extension can do extension workers should operate within the four main extension pillars as follows:

1. **Technology Transfer;** - Extension is a means of proactively changing voluntary behaviour in the form of the adoption of new (externally developed, already available and tested) technology or management practice. The manner of achieving this is convincing people of the value of adoption by the use of extension materials, presentations, demonstrations etc.
2. **Problem solving;** - Extension is a means of assisting individuals to find solutions to technological or management problems which arise and are inhibiting their desired unit performance.
3. **Education;**- Extension is a means of proactive informal education which seeks to assist individuals and groups to better understand their situations, and so be able to make choices and take actions to improve their situations.
4. **Human Development;**- Extension is a means to facilitate and stimulate individuals and communities to take the initiative in problem definition and seeking solutions to individual and societal concerns. The assumption is that given an opportunity and interactive framework, individuals and

communities will best improve their situation. It encourages people to govern themselves.

The four pillars are complementary rather than in conflict, each relevant to different needs and situations. Extension under each of the pillars could be used to assist change in a number of areas such as production, food quality, product development, rural development or social improvement.

1.6 STRATEGIES

The strategies used within the framework of participatory extension approaches include:

Organize the strategies into two groups: one to CB the CEOs and the other to pass on technical expertise to the farmers. IN PEA handbook, it should only contain the latter.

1. Demonstrations of proven technologies, targeted at different agro-ecological zones and farmer categories;
2. Upgrading technical skills of extension staff through training and backstopping in communication, diagnosis and participatory methods and production of training materials;
3. Dissemination of key seasonal messages through community groups and demonstration farmers;
4. Farmer-to-farmer extension through the use of farmer groups;
5. Working, to complement the private sector and capacity building for farmer organizations.
6. Giving priority to technologies with highest potential to improve farm incomes and household food security.
7. Promoting collaboration through working within the framework of and recognizing the existence of other extension providers.

1.7 THE PARTICIPATORY EXTENSION APPROACH- IMPLEMENTATION:

The PEA is an extension approach designed to strengthen the delivery of more responsive and relevant services to farmers and rural communities. It is a process that fully engages farmers and communities in partnership with external rural service providers including extension.

Implementation and consolidation of activities for agriculture development is part of regular extension activities for the field staff. However, supervision and guidance of other development activities, which are non agriculture, developed in **village action plans** will be the responsibility of departments from other Ministries, NGOs and other' service providers that are operating in the area. The Participatory Extension Approach (PEA) is a process in which all the major social interest groups participate in identifying their problems and developing action plans aimed at achieving sustainable development.

The fundamental principles in participatory approaches is **to listen and learn from farmers and to promote** sustainable development based on the priorities of families as determined by them. It is a process that enhances community capacity to help them and to utilize their resources and those of external providers more effectively to improve their livelihood.

1.8 OBJECTIVES OF PEA

The overall objective of PEA is to mobilize and empower the rural population by involving them in every step of planning, implementation, and the monitoring and evaluation of activities.

More specific objectives include:

- to facilitate village families to identify and prioritize their main problems and opportunities;
- to enable communities to analyze their problems, their causes and effects and to propose' solutions;
- to involve communities in the formulation of community action plans (CAP) that are geared to resolving problems and promoting sustainable development;
- to promote community and family ownership of the development planning process;
- to facilitate the development of more relevant and responsive services from extension and other key rural service providers in the mobilization of both community and external resources for implementing the action;
- to facilitate farm families to monitor and evaluate the implementation of the plans to assess the resulting impact.

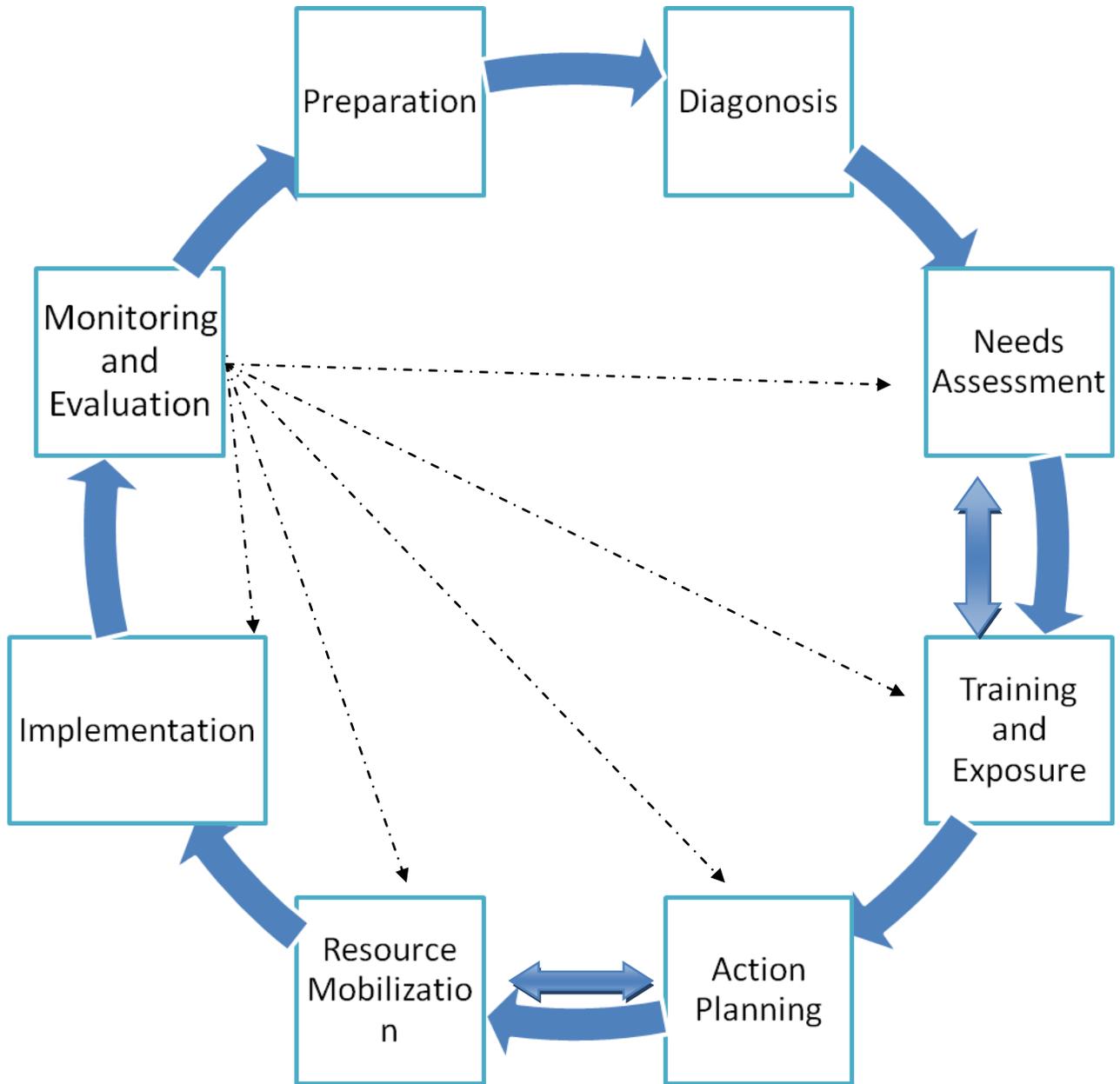
1.9 MAIN FEATURES

The main features of the PEA include:

- Community Action Plans - are broad based and address the community priority concerns for rural development;
- Community Involvement/participation - PEA takes into consideration contributions from different socio-interest groups- women, men, youth and the marginalised

- Community leadership role - in the planning, implementation and monitoring of developmental activities
- Systematic agricultural and rural development - leading to both quantitative and qualitative improvement in the social, economic and political spheres
- Establishment of Community Development Committees - to oversee and monitor Community Action Plans implementation;
- Farmers as experts - extension workers listen, learn and facilitate. Rather than teaching they act as sources for locally unavailable information and technologies.

Figure 1; PEA FACILITATION CYCLE



CHAPTER TWO

2.0. PARTICIPATORY EXTENSION IMPLEMENTATION LEVELS

The purpose of extension with a participatory approach is to increase the production of the community as well as the consumption and enhance the quality of life of people.

2.1. Why Participatory Extension

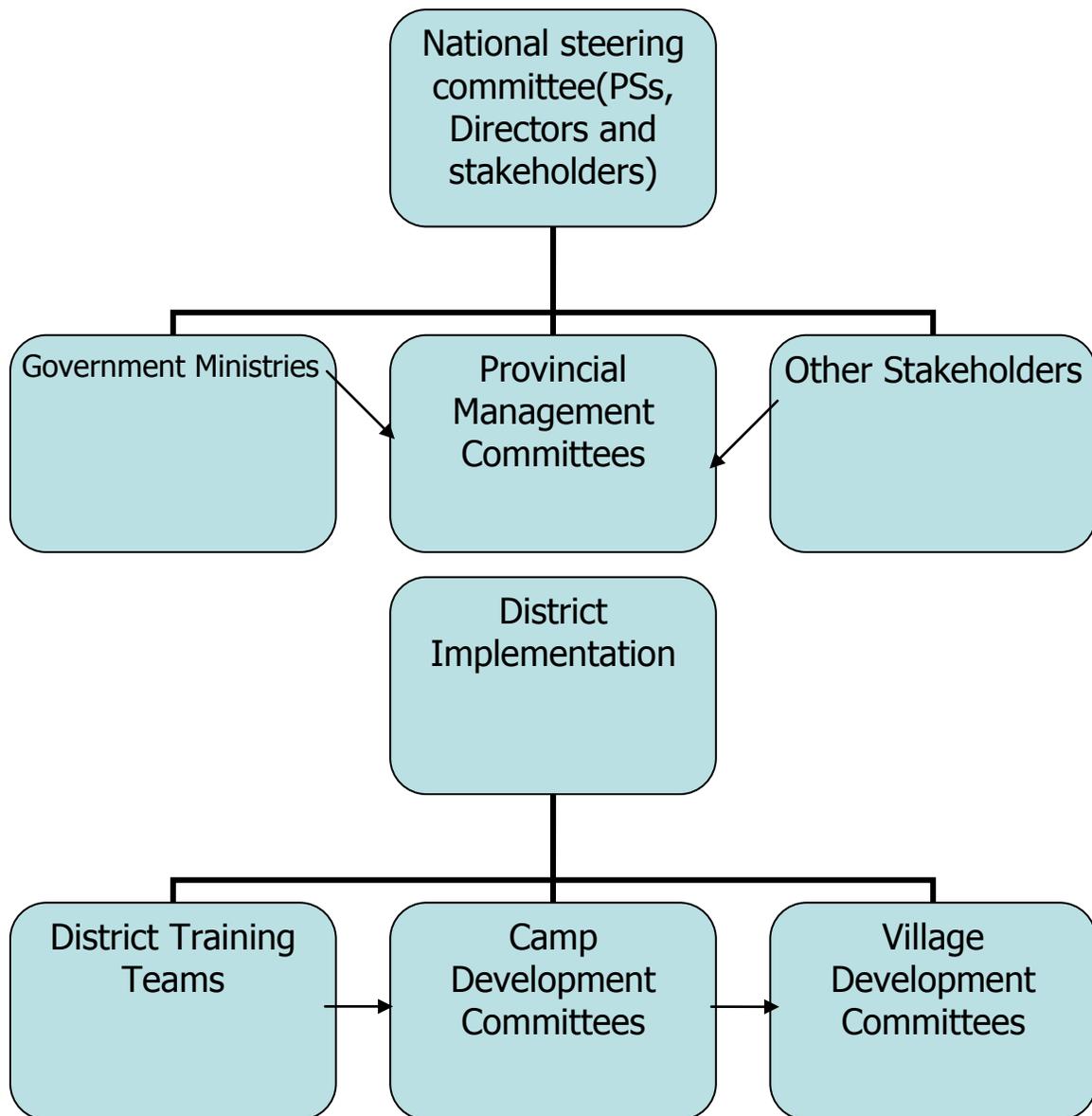
Participatory extension :

- increases the relevance of extension messages to farm people's needs;
- enhances learning by clientele through purposeful participation and group pressure;
- secures appropriate recommendations from agricultural researchers through participatory feed back from farmers to researchers;
- assists in adjusting inputs of supplies, credit, and marketing to farmers' needs; and increase the efficiency and effectiveness of agricultural extension and other service.

2.2 Institutional Arrangement

Under the current organizational structure, the camp staff is implementing extension activities at the grassroots level. He/she is supported by Block officer at Block level and subject matter specialist at a district level. The District Agricultural Coordinator has an overall responsibility to see the effective implementation of all the Participatory Extension activities in the district.

Figure 2: Implementation levels



The institution arrangements will be working in harmony at all levels and coordinating with all the relevant stakeholders to ensure effective implementation. In order to ensure the process flows smoothly the specific roles will be executed at each level. In assuming the leadership role in the Participatory Discovery Learning Process Village Committees are supposed to set the learning goals and facilitate the process of achieving them.

2.3 The Role of Village Development Committee

The Participatory Discovery Learning Process under PEA entails that Village Committees are responsible for:

- Overall supervision of the experiential learning and community development process.
- Provision of guidance on the village development goals and what is desired.
- Facilitate formulation of rules and norms for effective participation in the extension delivery and village development process.
- Support the PEA process through mobilization of villagers
- Report to the Area Development Committee on PEA and the Village Development activities
- Report status and progress of the PEA process to the village communities
- Initiate regular monitoring and evaluation meetings for the village
- Meet with the CEO regularly for consultation.

Fig 3: village committee meeting.



2.4 The Role of Camp Extension Officers

Under the PEA the primary role of the CEO is to enable the group to manage and to assume the responsibility for its own learning. The CEO assumes the role of a facilitator with the following responsibilities:

- Motivate the community to implement their plans.
- Focus on the methods and techniques of transfer of technology.
- Act as a catalyst for implementation of other activities outside the Agricultural Sector with the village/camp development committees taking the lead in demanding the services from the other agencies.
- Encourage increased dialogue between the community/village residents, village implementation committees and himself or herself.

Overall the CEO is:

A methodological resource person who designs a schedule of activities and proposes different methods for group interactions

A technical resource person: Who presents a conceptual frame and tools for diagnosing and analysing problem situations and for elaborating strategies for improving them

Working With Groups:-

A farmer group forms a basic unit of work activity in Participatory Extension.

Groups are normally good at combining talents and providing innovative solutions to possible unfamiliar problems within the village. The groups may be constituted for the purpose



Fig. 4: Farmer Group Meeting

of training and demonstrating

the technologies. Farmer Study Circles

and Farmer Field Schools are the two commonly constituted groups.

- The Community Actions Plans (CAP) should provide the basis for the Camp officer's annual work plan. The initial community analysis and preparation of CAPs is a slow and time consuming process. In the beginning there will only be a few active CAPs but this will grow over time. Ultimately, with a large number of CAPS, these will form the basis of Camp development plans.

- Also, while PEA addresses communities, individual farm families are not to be neglected. Request for individual advice will continue. With farm families, however, the camp officer should be mindful of the principles of participation. When dealing with individual families, he/she should, to the extent possible and relevant, insist that the whole family participate in the discussions. Also, the camp officer should be mindful of listening to the farmers, learning from them, and blending traditional knowledge, systems and techniques with the outside "modern" approach.

- The staff at Camp level will develop his/her Annual Work Programme (AWP) detailing what is to be done and by when. A copy of the AWP should be kept at village and camp. It is also advisable to give a copy of his/her programme of work to other service providers in the area.

The plans will have to reflect the activities, with an implementation schedule, responsibility for each of the actors and the monitoring indicators.

- Although the village residents will have developed action plans that addresses concerns of rural development in totality, **the camp extension worker will be directly involved with agricultural issues raised at village/camp plans.**

- Under PEA, however, the role of the Camp officer is broadened. He/she is no longer just a bearer of messages and of technical knowledge, but also acts as a facilitator in the broadest sense. Thus he/she will assist the community and individual families in

implementing their action plans. He/she needs to be mindful, however, of the facilitation role: guiding but not doing, assisting communities to develop linkages with other service providers and sources of information; helping implementation committees to resolve bottlenecks, and so on. Always remembering the goal of empowerment and capacity building.

- The schedule of visits should be constituted in such a way that all villages and groups within the Camp are visited. However, special time will be set aside to meet the concerns of the whole camp/community, irrespective of group membership.
- In addition the Camp Extension agent will serve as a source of information on the village/camp development committees where they will get assistance (material/technical/financial, etc) for planned activities of the village/camp that are outside the scope of the Agricultural Sector and the village resident capabilities.

2.5 The Role of the Block Supervisor

The Block supervisor has the overall responsibility for the activities within his/her Block. The additional responsibilities arising from implementing PEA include:

- Popularizing PEA among other communities within the Block.
- Coordinating, monitoring and supporting PEA activities especially those where CAPs have been prepared and are being implemented.
- Compile reports on progress, performance and achievements of PEA from the Camp Officers for submission.
- Communicate to the Senior Agricultural Officer (SAO) the need for any specialist technical advice.
- Make arrangements for community residents to exchange visits within the broader community and where applicable, outside of the Block.
- Assist the Camp Officer in helping other communities within the

Block to develop action plans .

2.6 The Role of the Subject Matter Specialists

The role of subject matter specialists is to provide backstopping support to the Village PEA activities. In so doing they learn to work in a consultative capacity with farmers. Subject Matter Specialists serve as sources of new ideas and/or information on locally unknown technologies.

Additional responsibilities for SMS include:

- Responding promptly to requests from communities for specialist technical advice.



Fig. 5: DSMS explaining skin condition in goats

- Together with the Block Supervisor, assist the Camp Officer(s) with the process of analyzing problems concerning agriculture which may not be among the priorities but which need to be addressed.
- Be fully familiar with the Block Action Plan (which will be synthesis of all the communities in the Block) and keep abreast with the anticipated technical requirements.
- Ensure linkages with the local research officers are nurtured and strengthened so as to ensure research/extension fully participated with farmers in the search for solutions to technical and farm system problems.

2.7 The Role of the Senior Agricultural Officer (SAO)

The SAO has overall responsibility for effective implementation of all Extension programmes in the district. The additional responsibilities of the SAO arising from the implementation of PEA will include:

- Popularize and guide implementation of activities in the PEA areas.
- Follow-up implementation of activities by other development agencies and rural service providers in liaison with the District Development Committee.
- Present to the District Commissioner requests for services from other government agencies and NGOs.
- Ensure the resources are available for providing full support to the field staff and to the communities implementing action plans.
- Monitor PEA implementation and ensure adequate support for camp and block staff activities.
- Prepare a phased programme of training of staff and farmers on special topics relevant to the community needs and priorities as represented by the CAPs, and a plan for expansion of PEA through the district.
- Report on progress, performance and achievements and constraints of PEA as well as lessons learned to the Provincial level.

2.8 Role of the DDCC

The role of the District Development Coordinating Committee (DDCC) in supporting the participatory approach is crucial as PEA calls for a multi-sectoral, multi-disciplinary approach.

Moreover, the process takes time to become internalized and institutionalized. It requires constant and adequate resources to be provided, encouraging all key

stakeholders to participate and support the process, and providing moral support to those facilitating the process within the communities.

2.9 The of Role of the Province

The province will be responsible for backstopping, monitoring and training. The province needs to ensure that the Extension agents are sure that all the communities are participating in the PEA process by keeping up to date records. It is one way of building capacity and self-esteem among the poor through;

- Follow-up implementation of activities by other development agencies and rural service providers in liaison with the District Development C Committee.
- Ensure the resources are available for providing full support to the field staff and to the communities implementing action plans.

2.10 The Role of National Office

The national level need to keep in mind that while increasing agricultural output and incomes is important in the drive to reduce poverty, it is not the only factor involved. Poverty reduction requires a holistic approach to development. Moreover, the participatory development approach is a proven method of involving the marginalized and the poor. Some of the roles of the national office include:

- Follow-up implementation of activities by other development agencies and rural service providers in liaison with the Provincial Development Coordinating Committee.
- Ensure the resources are available for providing full support to the field staff and to the communities implementing action plans.

CHAPTER 3

3.0 PARTICIPATION AS A KEY TO SUSTAINABILITY:

The participatory extension approach (PEA) is a bottom-up planning process in which all the major social interest groups - men, women and youth -participate in identifying their problems and developing a broad-based action plans aimed at achieving sustainable rural development.

Fig 6; men, women and youth participate in identifying their problems.



Participation results in:

- A sense of ownership on the part of target groups.
- An increased commitment to the outcome and objectives.
- Longer term social sustainability.
- Empowerment of the communities.

3.1 Features Of Participation

- Democratic representation of all concerned parties, social groups men, women and youth.
- Equal opportunities for all parties to take part in planning implementation, monitoring and evaluation.
- All parties are involved in decision making over inputs and benefits-
- All parties have the capacity to participate on issues such as time, resources, skills and decision-making power.
- All parties contribute to ideas, materials finance according to their abilities and needs.
- Free exchange of information to ensure smooth communication.
- Accountability of all those involved.
- Flexibility in planning and plan implementation
- Power to effect change.

CHAPTER 4

4.0 PEA IMPLEMENTATION PROCESS

The major phases in the PEA process are:

Phase I: Community Identification, social mobilization and facilitating the community analysis of their Situation

Phase II: Identification and mobilization of Agro Economic Interest Groups

Phase III: Interest Group problems Analysis and solutions.

Phase IV: Action Planning
Community/Group/Individual Action Plans

Phase V: Formation of Management Committees

Phase VI: monitoring the process through a participatory sharing of experiences and assessing the impact.

In each phase there is continual inter-action within the community in order to achieve the desired output.

The emphasis in PEA is on shifting the focus from teaching to learning and participation with farm families, from hierarchical top-down to participatory bottom-up approaches, from centralized to decentralized decision-making. Learning together involves all the actors, the community and both government and non-government service providers.

4.1. Phase 1: SOCIAL MOBILIZATION - FACILITATING THE COMMUNITY ANALYSIS OF THEIR SITUATION, PROBLEMS AND SOLUTIONS.

4.1.1. Preparation For PEA Process

Preparatory Stage : Things to do

1. Make a monthly work plan and submit it to your supervisor(s) for discussion and approval.
2. When approved share it with your colleagues from other departments and NGOs working in the same area.
3. Together with your colleagues discuss the possible alternative villages to be used in case the first one where the planning exercise is to take place does not agree to the suggested timing.

4.1.2 Entering the community and buildings Trust stage

1. After agreement on the village, approach the Chiefs or Headmen or Village leaders of the selected village and discuss with them what is proposed to be done and whether they agree.
2. If agreeable ask for a suitable time to do the exercise.
3. Ask the village leaders if it is possible for the facilitator(s) to meet the residents of the village before the exercise. Discuss the convenient time, date and place for the meeting
4. Request the local leadership to mobilize the residents.

4.1.3 Village Meeting stage

1. Before the meeting ask the local leadership what they usually do before the start of a meeting for instance, do they
 - pray
 - sing a song
 - others.
2. Let the local leadership introduce the leader of the facilitating team who in turn introduces his/her team.
3. Let the local leadership briefly introduce the purpose of the meeting to community residents and then call the facilitator to explain in details.
4. Repeat the purpose and objectives of the meeting and tell the residents their role in the whole exercise.
5. Speak clearly and slowly but loud enough for everybody to hear and understand.
6. Allow for questions and comments from the community.
 - Be attentive and listen carefully.
 - Be patient and do not rush the discussion but do not prolong the meeting unnecessarily.
7. After discussion, ask the residents whether they would like to be involved in such an exercise.
8. If yes, ask the following questions
 - When will it be convenient for them to do the exercise?
 - How long can they participate in the exercise (how many days?)
 - What time do they want to start and end everyday when the planning exercise is going on?
 - The venue
 - Who will help the local leadership to organize the venue for this? exercise? Let them elect a few people.

- Discuss what is required
- 9. Conclude the discussion by thanking the community for having spared the time to come.
- 10. Also tell them that the team will be going around to collect some useful information which they will use during the period of the exercise.
- 11. Request the Chief/Headman to close the meeting.

4.1.4 Collecting Information about the Community.

1. Be clear of the information you want to collect.
2. How the information will benefit the facilitators and the community
3. Where to look for the information: sources of information, whom to contact and the methods you are going to use (eg Questionnaire, Dialogue with communities and chief or headman)
 - Written questionnaires are good in many cases, but people detest them for simple reasons like:- They do not want their answers recorded, it may be for tax purposes. It takes a lot of their time.
 - How will the collected information/data be presented to the community

Sources of Secondary Data

1. Reports from other Organizations serving in the same area.
2. Census reports on soil types, geology and vegetation. These may be found at District Headquarters.
3. Reports on various studies of surveys done in the area.
4. Talking to elders and; chiefs in the community.
5. Talking to women and youth where possible.
6. If there is not enough available information undertake a simple survey using the format in "Trainers manual: Table 4" adjusting to local needs.

4.1.5 Application of Secondary Data

The multidisciplinary team synthesizes the data and this can be used as a background information to the action plans that will be developed by the communities.

Feed back to the Community

If you do not have another opportunity to call a meeting before you start the in-depth study in the community and discussing the information gathered; you can either give a brief report in the plenary on the first day, or discuss the results with the local leadership and leave a written report.

The community residents are entitled to get the results of the information gathered.

4.1.6. Identifying Community Needs: Diagnostic Stage.

Tools to be used as prescribed in the Training Manual. (Village mapping, Vien diagramme Transect walk and Semi-structured interviews).

1 COMMUNITY MAPPING STAGE

This should be done in plenary session following the steps below;

- Tell the community what is going to be done and how the exercise will be done.

What is mapping? drawing a map of the village by the village residents.

How is it utilized?- Used throughout the planning exercise as a reference by the facilitator and village residents.

What are the objectives of mapping?

- To know the resources available in the village
- How resources are utilized
- Instill self-confidence

- Warms up the relationship among the group.

Methodology: How is the exercise carried out?

There are four stages are:-

- (i) an introduction where explanation is given about the mapping exercise.
- (ii) the physical drawing of maps in socio-interest groups.
- (iii) presentation of maps by each group in a plenary to all village residents.
- (iv) integration of socio-interest group maps into a final synthesis map of the community.

The Mapping Exercise - *The steps in drawing the Village Map*

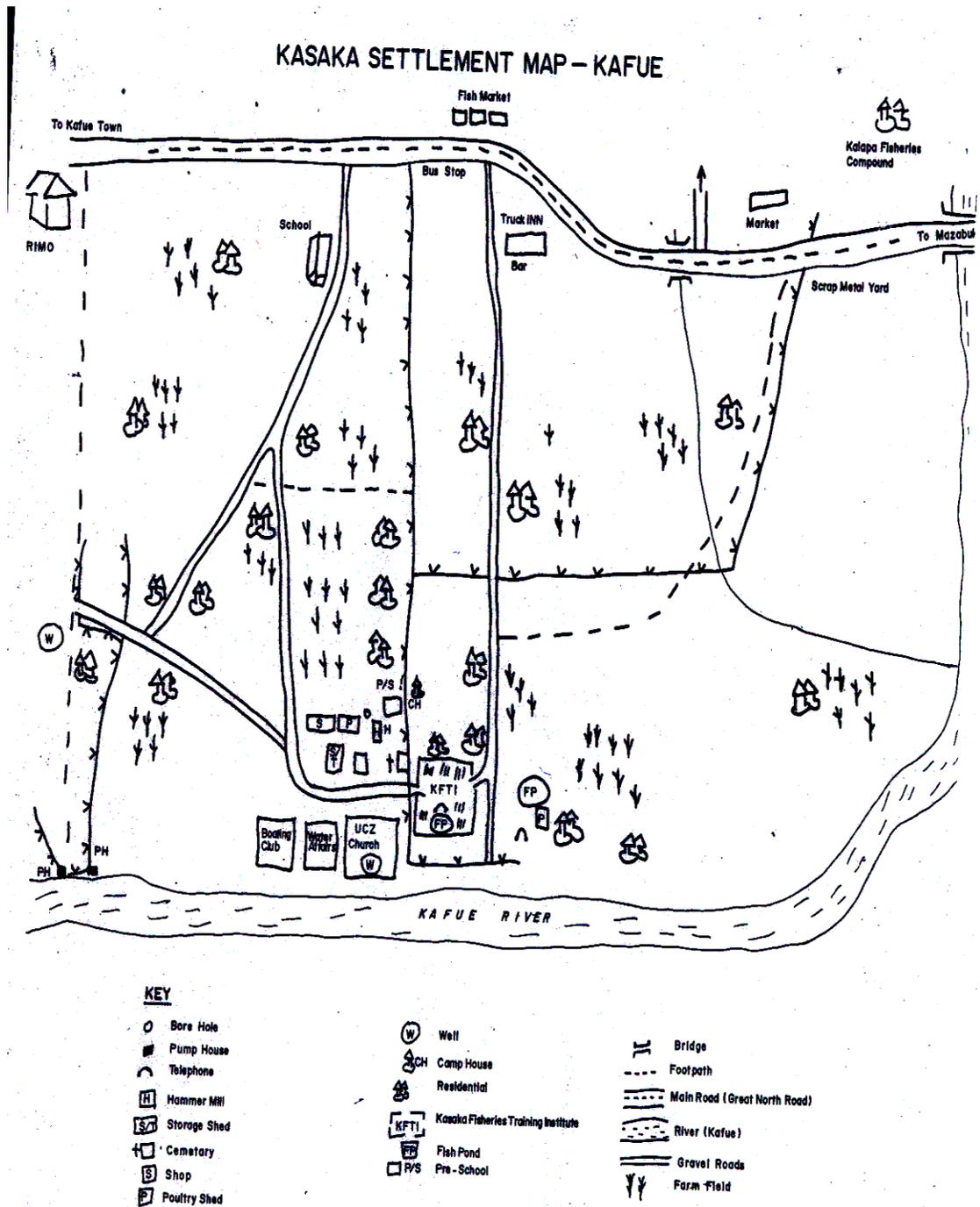
1. divide the village residents into socio-interest group eg women, men, youth and the elderly.
2. Let each group select a suitable place to do the map

NB: See Table 5 on page 36 in the training manual

Presentation of Synthesis map

1. The synthesis map is presented in the plenary session by one of the participants.
2. Let the village residents make comments.
3. Then approve and adopt the synthesis map as the community map.

Fig 7: Example of Village Resource Map



2. Transect Walk Stage:

Village residents walk across their village following different pre- determined routes in search of prevailing problems

Transect portray the interaction between the physical environment and human activities over space of time.

A transect walk is useful for identifying a community's natural characteristics both current and historical.

It complements the socio-economic picture of the community drawn by other tools such as resource mapping. (Steps details see Training Manual)

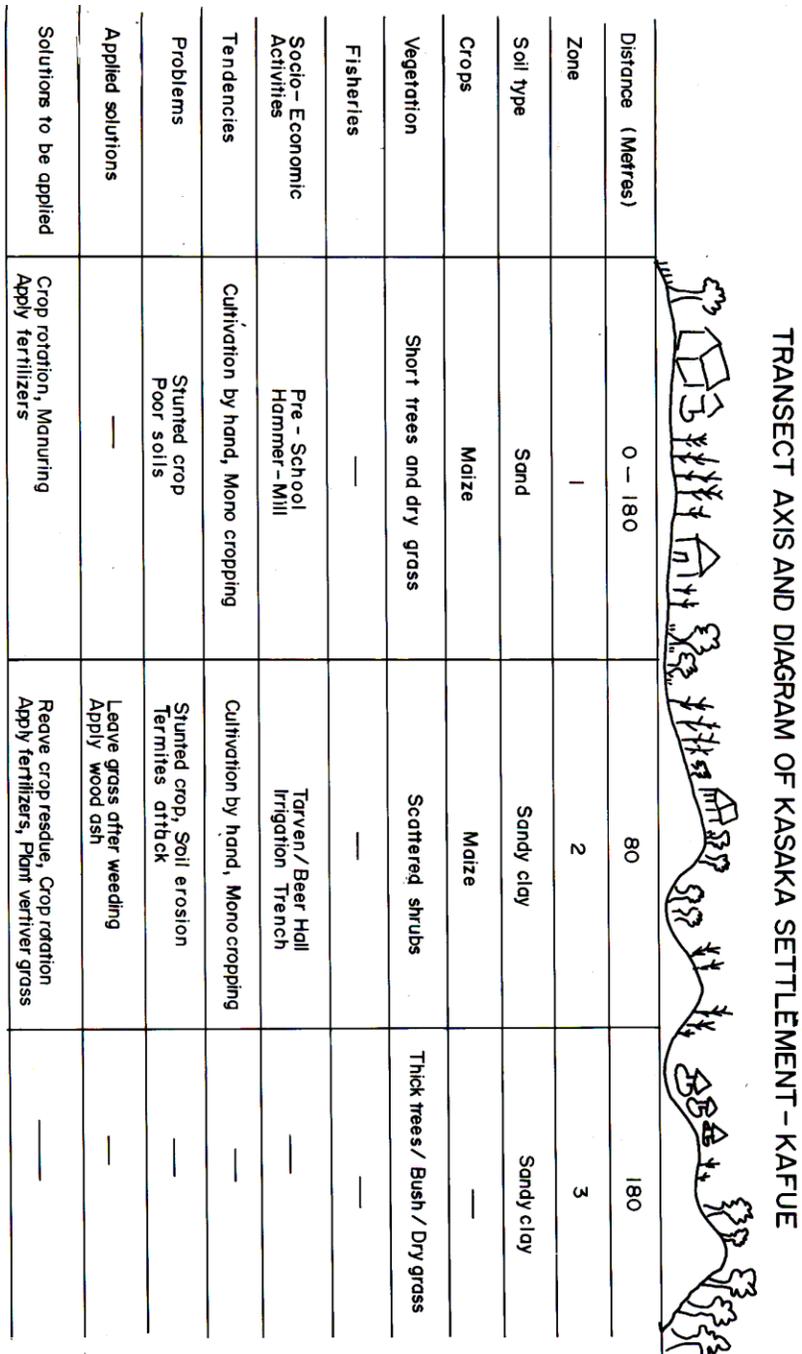


Fig 8:Example of Transect Diagram

3. Venn Diagramme

4. Semi-Structured Interviews Stage:

Facilitator holds dialogue with the village residents in search of their Problems. In other words, a semi-structured interview is a guided conversation in which the topics are pre-determined and new questions arise as a result of the discussion and visualized analysis.

5.1.7 Problem Analysis Stage

The facilitator helps the village residents to identify root causes of the problems and effects using a problem tree. It is a systematic process of defining and elaborating both problems' root causes and effects.

(Problem tree)

Steps to do:

- The list of problems identified by the community in the problem analysis phase will be many and varied. Also, specific interest groups such as women and youth, the poor and marginalized, or those engaged or interested in a specific economic activity will have priorities that do not necessarily concern the whole community.
- Thus in each case the problem analysis exercise is conducted, solutions identified and action plans prepared. Every action plan must identify a desired output or result, what the people want to see achieved.
- In every case the process involves action learning: learning by doing, sharing experiences, assessing the results and then the impact.
- From time to time, individual families will wish to consult the extension office about specific problems. These may be purely technical but also involve social and family issues. In each case, to a greater or lesser extent, the principles and practices of PEA are applied.

- Problem identification, problem analysis, identify solutions, preparing and implementing actions. With families, it is important to engage the whole family, especially the women and youth. Remember participation is inclusive; working together achieves faster and effective results.

6.1.8 Search for Solutions stage:

Village residents come with possible solutions for the identified problem with assistance from the facilitator.

Steps to do:

The facilitator asks the community residents to reflect on the list of opportunities. Where the solution lies with getting assistance from other service providers, then the extension officer's task is to identify that provider, where they may be found, and assist the community to develop the necessary linkages. The camp officer should be mindful of not doing all this for the community. The goal is people empowering and building their capacity to help themselves.

Suggest ways

- of doing things or how it can be done, then leave it to the community to act.
- The ultimate indicator of success of PEA will be when the community begins to go through the process independent of the extension facilitator. that will be the real indicator of successful capacity building.
- As the community knowledge, capacity and confidence grows, the problems will become more sophisticated. But the same PEA process principles and actions apply.

4.2. Phase 2: COMMUNITY LEVEL ACTION PLANNING

Implementation with extension participatory approach tends to demand for several meetings. Farm families meet from time to time to discuss their problems, to look for solutions either by themselves or with the extension staff and at times urge extension officers to go "outside" to seek help for them if needed. PEA encourages and enhances the learning and adoption of recommended innovations through group pressure.

1: Step 1: Programme Planning -Actions

- Introduce the purpose of the meeting.
- Define the planning process.
- In groups members discuss the importance of planning and present to the plenary
- The village residents draft action plans in the subgroups and present to the plenary.
- The action plans are developed from the table of solutions.
- Harmonizing and consolidation of the presentation

2. Step 2: Resources Required

PEA requires extension workers who are not only non-formal educators but also animators and catalysts. Their task is to stimulate farm families to organize group effort and this requires special skills. Once organized, farm families become the key field personnel of the extension organization. This tends to reduce the total cost of the extension service to central, regional governments since such local personnel are rewarded in other ways for their service to the community.

At this stage also ensure the following is done;

- Register the group as a cooperative or farmer association and open a bank account,

- Make a formal application for funds and other resources that are required for continued support and nurturing from all those involved,
- Collection of share capital from members to qualify for community contribution to projects,
- Communities (and individuals) have the opportunity to mobilize their own skills and experiences to generate sustainable development according to their priorities rather than those of external agencies.
- Appoint working committees to encourage strong sense of ownership that plays a key role in ensuring sustainability of developmental programmes
- As the process of community plans progresses the plans can become coordinated at Block and finally District agricultural and rural development plans developed and owned by the respective communities.

4.3 Phase 3: ACTION PLAN IMPLEMENTATION:

Committees are put in place by the village residents to ensure smooth implementation of the Action Plan. An action plan is developed as a road map of how business will be implemented. The plan is a list of activities or action to be undertaken to achieve the set goals or objectives, it will show the roles and various players and resources (required sources etc)

4.3.1 Implementation Stages

Stage 1: Copy plan to a big sheet of paper in the following format:

CAP.....

Name of Group.....

Goal:.....

Objectives	Activities in sequence	When to implement	Where to do action	how	Who to do activity	Follow ups	Expected outcome	Resources required	Source of funds

Implementation of community action plans should distinguish between activities for physical development such as construction of storage shades, and capacity development of farmers through innovation transfer.

4.3.2 Option 1: Community Action Plans with Physical Development:

Step 1: Resource mobilization

- Motivate members to identify locally available resources such as labour, raw materials, physical skills, capital and knowledge
- Motivate members to contribute their share for capital required
- Motivate members with outstanding contributions to pay up



Step 2: Staffing

- Make arrangements to form a subgroup of community members who will manage the smooth implementation of the plan or provide their own labours through self help.
- The sub group can have a management sub committee that reports progress to the Village Development Committee

Step 3: Procurement of equipment and supplies

- Follow procurement procedures by choosing suitable suppliers who offer quality materials at fair prices

Step 4: Monitoring of CAP

- The plan should provide the basis for field officer's work plans. The monitoring of the CAP will be a priority for the staff, who will also share the CAP with other service providers

Step 5: The village development committees (VDC)

- These will take a lead in demanding the services for other sectors. The VDC will forward their CAPs to the Camp Agricultural Committee (CAC) through the Zone Agricultural Committee. The Camp Agricultural Committee will have the responsibility of consolidating all CAPs and forward to the (DDCC) District Development Coordinating committee.
- The DDCC will use the CAPs to appraise the whole camp in its developments and further allocate additional funds for the same.

Step 6: Monitoring of activities.

Community members should be encouraged to meet regularly to review progress on the Action Plans.

4.3.3 Option2:Community Action Plan with Innovation Dissemination

Step1: Constitution of Farmer Study Group

- Explain the concept of Farmer Study Groups
- Group farmers according to economic interest groups or commodity groups eg vegetable growers, village chicken growers or maize growers.
- The economic interest group becomes a Farmer Field School if issues are production related
- The economic interest group becomes a Farmer Study Circle if issues relate to specific management and technological problems
- The economic interest group becomes a Farmer Business School if issues relate to business management
- Farmer Field and Business Schools can have 20 to 30 members while study circles are better with not more than 20 members
- If Farmer Field Schools identify study plot (field/pond/grazing area) such could be individual or collection of farmers

- If its study circle identify meeting place and arrange for field demonstrations
- For Farmer Field Schools use Agro-EcoSystem Analysis (AESAs) as guiding tool
- Identify and contribute learning materials

4.4 Phase 4: MONITORING AND EVALUATION

This is carried out by the village residents themselves following the indicators set in the Action Plan.

1. Monitoring is a continuous process that starts from the initiation through all the phases of P.E.A.

Questions Community members should ask themselves are:

- Is the activity truly serving the people's needs?
- Is community participation in the activity still good – if not why?
- How is implementation going? Is it according to original plan?
- How is implementation going now compared to a month ago, or three months ago?
- What improvements can we do to make our performance better?

Further probing can be done as follows:

1. Does the activity help to meet needs of the poorest people in the community
Are we concerned only about our group or the community as a whole?
2. Resource development, especially land and labour the resources that are usually available within villages and communities.
 - Does it use local resources?

- Does it use land for the benefit of the people?
- Does it build skills for the future?
- Does it deplete the soil and or destroy the forest?
- Does it pollute the water or the air?
- Is the project labour intensive, providing good work for people?

3. Development of structures of self-reliance

- Does it reduce or increase the dependence of the community on outside resources?
- Does it include in the decision-making structures those who have been marginalized for various reasons?
- How do the local people participate?

4. Gender equity

- Does it empower women equally with men?
- Does it redress the inequality between men and women?
- Does it take into account the lack of access to resources and skills that affect women?

6. Human enrichment

- Does it make the life of the people more fulfilling?
- Does it value the nurturing of the human spirit and caring relationships as much as developing materially?
- Does it result in human development of skills and knowledge?

Evaluation is a periodic assessment of the implementation and impact of the community action plan. The detailed tools on how to conduct an in-depth Monitoring and evaluation are in the Monitoring and Evaluation Manual, chapters 6 and 8 .

CHAPTER 5

5.0 INTEGRATION OF OTHER DEVELOPMENTAL PROGRAMMES IN PEA

5.1 POVERTY REDUCTION PROGRAMMES.

The world has deep poverty among plenty .Of the world's 6 billion people, almost half live on less than \$2 a day and a fifth on less than \$1 a day. A quarter of the 1:2 billion people living on less that \$1 a day live in Sub-Saharan Africa.

Preliminary reports suggest that poverty in Zambia is rising. Estimates at 1998 put poverty levels at 73% of the Zambia population, up from 69% in 1996. Rural poverty is estimated at 83% compared to 56% for urban areas.

Poverty has increased in Central, Copperbelt, Luapula, Lusaka and Westerns provinces with the latter having the worst level at 89% of the population. Rural poverty everywhere continues to be more prevalent, deeper and severe especially among female-headed households and small scale farmers.

The causes of poverty are complex. It manifests itself in many ways:

- landlessness or insufficient land; insufficient assets, low earning power
- and therefore little money; ill-health (HIV/AIDS); child stunting and
- malnutrition; insufficient labour; poor housing, low education status; low
- productivity; and so on. All of these in various combinations lead to low
- self-esteem, marginalization, a tendency to not participate in community life.

Extension agents and all those who work in rural communities need to be mindful of the degree of poverty they are dealing with and the limitations this poses on individual and community capacity. Finally, we should always ask ourselves: will what we are doing or what we are proposing contribute towards reducing rural poverty in Zambia?

In all the sectors the government has deliberately put in the budget programmes targeting poverty reduction in the country, in order to reduce such high levels of poverty. Examples of some poverty reduction programmes include:

1. **Fertilizer Support Programme** - which allows the small scale farmers to access subsidized agricultural inputs to grow one hectare of maize.
2. **Food Security pack**; this programme allows the most vulnerable farmer to access inputs to grow less than a hectare. This programme targeted all the female headed household, child headed households, elderly people looking after orphans, handcuffed etc
3. **PaViDIA programme** provides funds (seed money) for community action plans. The funds are used for income generating activities in the target communities.

5.2 CROSS CUTTING ISSUES

5.2.1 HIV/AIDS Programmes

Since 1990, the average life expectancy in Zambia has fallen from 51 years to 44 years. About one-in every five adult population are infected and 13 percent of children under the age of 14 are orphans. This is one of highest rates in the world and yet the number keeps growing. Until the country is able to fight the scourges that has bitten deepest in Africa, the efforts to reduce poverty and spearhead development will be hampered.

The concern of HIV/AIDS comes primarily from its unique features in that, it mainly affects the sexually active population (15- 45 years) Sexual activity is

the main defining risk factor for the variation of its incidence and prevalence according to sex, geographical location, culture and socio-cultural values. Economic relations underlie sexual interaction between individuals. Other factors contributing to spread of AIDS include poverty, ignorance, and an aversion to, discuss sex. Another dimension of this disease is that those infected often remain without showing any symptoms for a long period before they develop full-blown AIDS: meanwhile they can infect others and re-infect themselves. There is therefore, need to promote positive living for those infected to maintain their productivity in the community so as to prevent a situation of hopelessness.

In the absence of a cure, or vaccine, changes in sexual behaviour and attitudes remain the main most important approach towards preventing HIV infection. There is therefore, a need for prevention together with a need to mitigate effects of the disease among those already infected and minimize the spread of the disease. People are dying in years when they are supposed to be most productive.

So every sector of the country involved in development programmes must take steps to halt the spread of HIV / AIDS. HIV / AIDS is turning back the clock on development. People who are trapped in poverty will not do much about health care. Under PEA the following are suggested for the extension staff:

1. Get a competent person on HIV/AIDS in the district to conduct awareness and sensitization sessions/workshops on HIV / AIDS prevention and control for both staff and communities/villages.
2. Get posters, pamphlets, videos on HIV / AIDS for communities and staff from organizations that are dealing with HIV / AIDS.
3. Assist and encourage the establishment of home care programme to avoid stigmatization of the infected.
4. Potential Youth Groups may be contacted to compose songs and drama to be used to create HIV / AIDS awareness.

Remember that the multi-sectoral response of HIV / AIDS also depends on the strong links of cooperation among the private sector, NGOs, community based organization (CBOs), religious organizations and the public sector.

Fig 9 : *Women group discussing the issues of HIV and AIDS and its effect on the community*



5.2.2 Gender Mainstreaming

The Ministry is making a deliberate effort in ensuring that all programmes are gender mainstreamed. Gender mainstreaming refers to deliberate efforts to integrate strategies and actions that address gender inequalities into policies, plans, programmes /projects, institutions, households and laws.

The ultimate goal of gender mainstreaming is equal participation and benefits from development initiatives for both female and male. It involves identifying and removing constraints that may deter both male and female and youth effective participation and equitable sharing of benefits accrued from development actions.

Development programmes that don't take gender issues into account become gender – insensitive or gender blind in as much as they fail to recognize the distinctive needs of either women or men. However, because women in traditional societies have suffered the gender imbalances and gender inequalities

in division of labour and exclusion from decision – making forums, gender sensitization has mainly focused on enhancing their opportunities and building their capacities. The key issue in gender responsive planning, budgeting and implementation of programmes are gender analysis skills.

Gender analysis is a method of identifying, analyzing and understanding:

- Different activities of women, men, girls and boys (gender roles)
- Relations between women and men (gender relations)
- Patterns of women's and men's access to and control of resources

5.2.3 Mainstreaming Environmental issues in extension

Sustainable development maximizes human welfare while minimizing environmental degradation. The extension programmes need to consider environmental management issues in their programmes in order to benefit without disturbing their environment.

The agricultural development activities have adverse effects on the environment if mitigation measures are not put in place. The analysis of the potential effects of community activities on the environment is an important step in providing for mitigating measures. This starts with ;

- an initial assessment (screening) to determine whether an environment impact assessment (EIA) is required before implementing the activities. An EIA includes assessment, analysis and evaluation of the significance of the proposed programmes on the environment.
- If negative environment effects are found to outweigh the project benefits, the community action plan implementation will be stopped or the design will have to be changed to minimize environmental effects.
- the identification of mitigation measures to reduce or prevent adverse environmental effects.

Fig: Example of framework for identifying environmental effects of development activities:

Activity	Negative Environmental Effects	Mitigation Measures
Cropping on steep slopes	Soil erosion leading to village wells and road being silted	Minimize soil disturbance on steep slopes or crop in contours

The facilitator and communities should understand the impact of their agricultural practices on the environment. This entails that as they plan their activities they will put in place measures that will mitigate or minimize the environmental degradation. Some of the things to look out for are the cropping patterns, stocking rates etc.

5.4.3 Climate Change and global warming

It is increasingly becoming clear that climate change is affecting our agricultural practices in various ways. In the recent past the country has experienced droughts and excessive rains in some parts of the country. The communities should be sensitized on the impact of climate change. Some of the effects are crop failure due to drought or flooding in some parts of the country, livestock diseases associated with extreme weather conditions.

The communities will have to put in place mitigation measures such as supplementary irrigation in cases where the drought disturbs the crop growing season. Other measures include early planting, use of early maturing crop varieties, crop diversification etc.

Climate change mitigation

Technologies should be developed to mitigate climate change including the following:

- i. Selection and development of stress tolerant crop varieties adapted to conditions of dry and wet years
- ii. Promote and develop soil improvement, soil conservation and moisture technologies
- iii. Promote and develop effective weed control measures
- iv. Promote and develop technologies for crop storage.

Conclusion

Participation is a complex concept, and is often misinterpreted. Participation in development is concerned with one's empowerment to make own decision. In development, therefore, participation may be defined as the organized effort on the part of women and men and other marginalized groups to increase control over resources and structures/organizations.

PEA is an action learning process. It doesn't finish with one training session or one exercise within the village and or community. It is a continuing process of learning from taking actions, reassessment of the lessons learned from those actions and then repeating the exercise focusing on another priority problem.

But the repeat exercise will not require the transect, mapping or Venn diagram analysis. It will however, involve problem identification and analysis, identifying

solutions and implementing a new action plan. Other tools such as the force field and swot analysis may be used especially as the community capacity increases.

Initially, most communities are able to handle one priority action at anyone time, especially the first time the PEA exercise is undertaken. As capacity, confidence and knowledge expand however, the community may implement a number of action plans simultaneously. These may or may not be part of the overall community action plan first prepared.

Note: the tools outlined here are those generally used in the first analysis of a community/village. In some cases it may not be necessary to use all of these. The village map or the transect walk, for example may not always be necessary. The problem analysis, cause and effects, and the ranking will always be used. They will be used over and over again.

The preparation of the first action plan is but a first step in an ongoing process of action learning and action implementation. Once the community has successfully addressed the first priority in the action plan, they will then turn to others. They would repeat the analysis of problems, cause and effects and priority action planning. Similarly, socio-interest groups may want to tackle problems related to their particular interest simultaneously with those in the community action plan. For example, vegetable growers may have a different priority to that of the whole community.

Other tools can be used in the community analysis process. Some of these are discussed in the PEA training manual.

All of the tools outlined here and in the training manual are part of the total learning process. They help to expand the community knowledge of their own resources, the constraints to development, their capacity to implement projects

and so on. All are an integral part of the empowering and confidence building process of the community and the individual families.