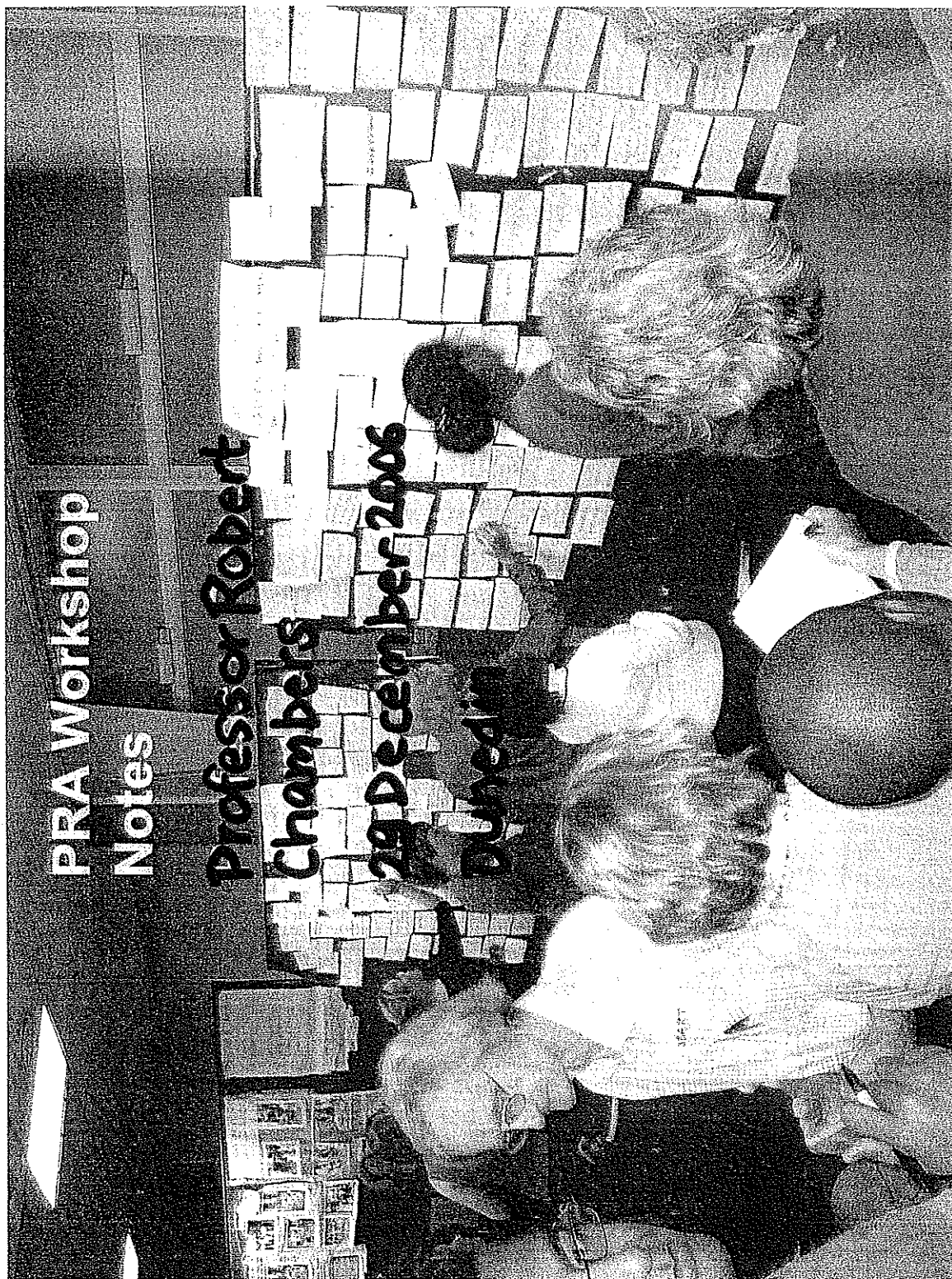


PRA Workshop Notes

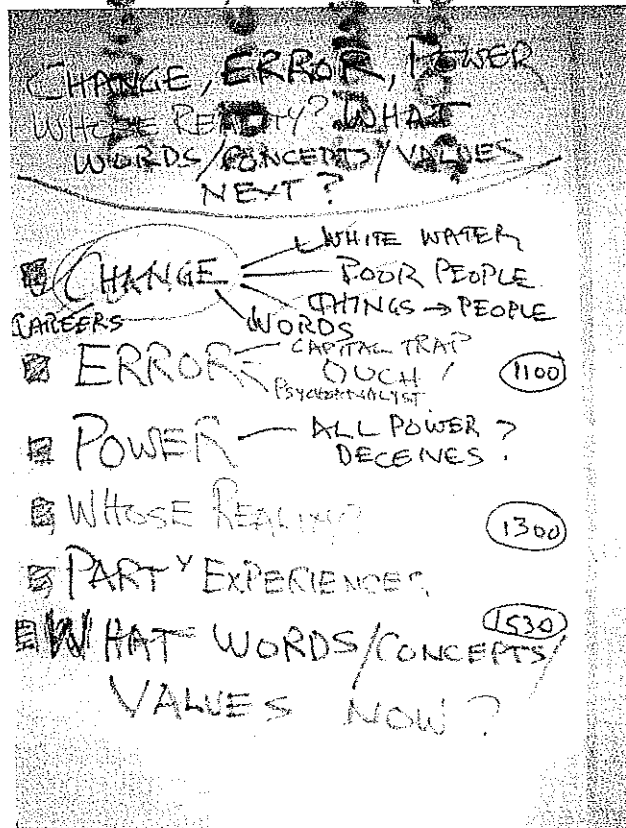
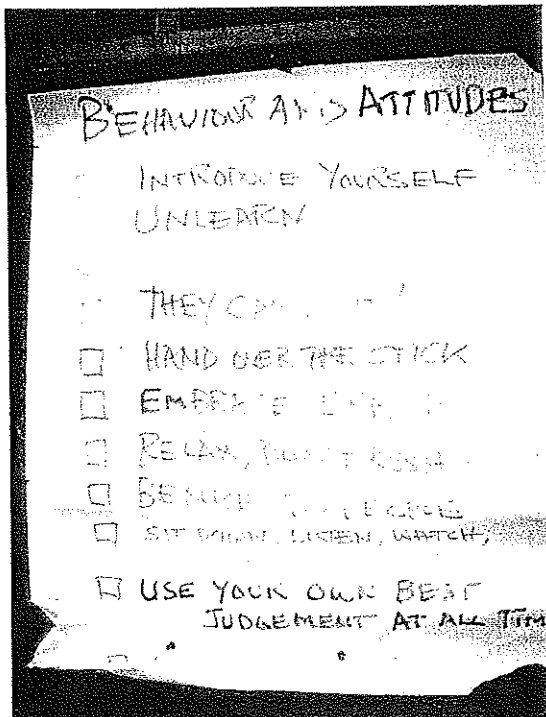
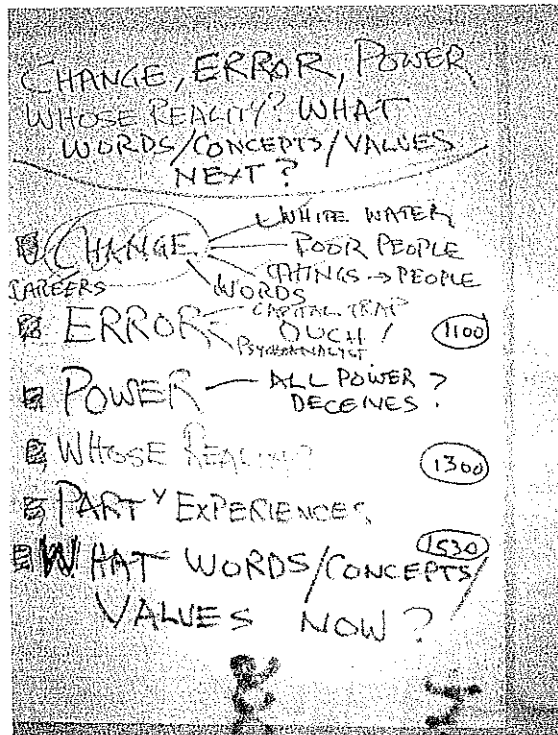
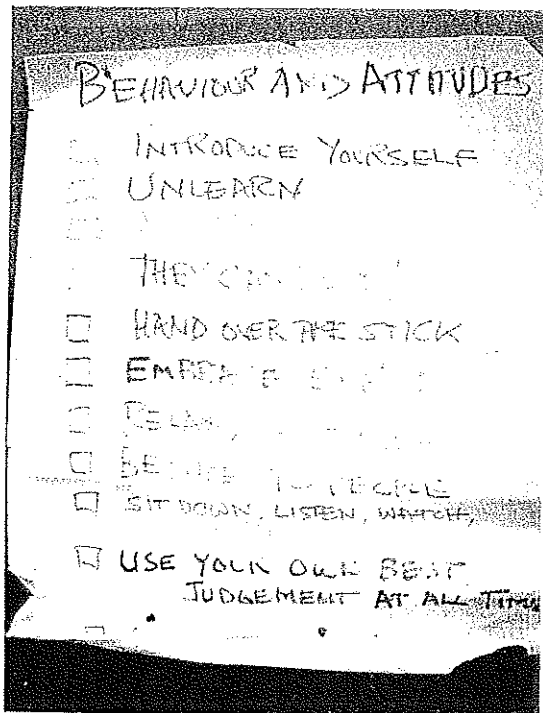
Professor Robert
Chambers

29 December 2006

Dunedin




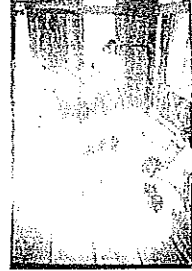
WALL Hangings



STATING SEASONAL DIAGRAM!!!
INCOME SOURCES AND EXPENDITURE TYPE

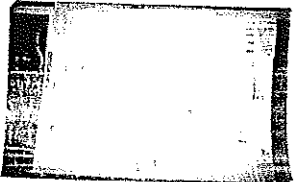
THE FACILITATOR: HEAD
OF AN NGO, HOLDS THE BAY

PALAWAN ISLAND
PHILIPPINES







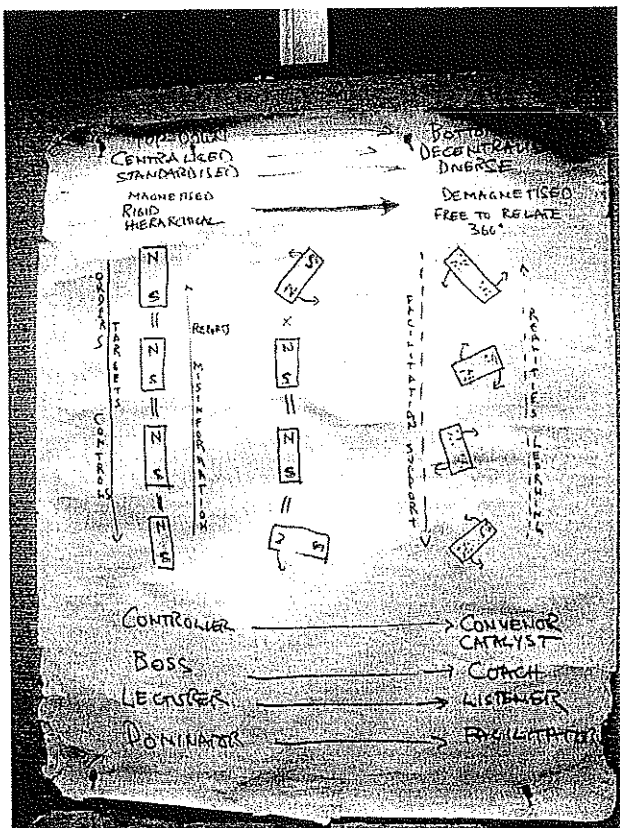
THE WOMEN
GET
ON
WITH
IT

THE FINAL DIAGRAM
"THEIR OWN STORY"



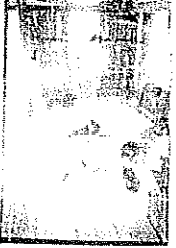




REVERSALS

"US" BEING TAUGHT BY "THEM"

WE HAVE, WHAT WE DO
I'M NOT ONLY
A DOMINATOR
I'M A SABOTEUR

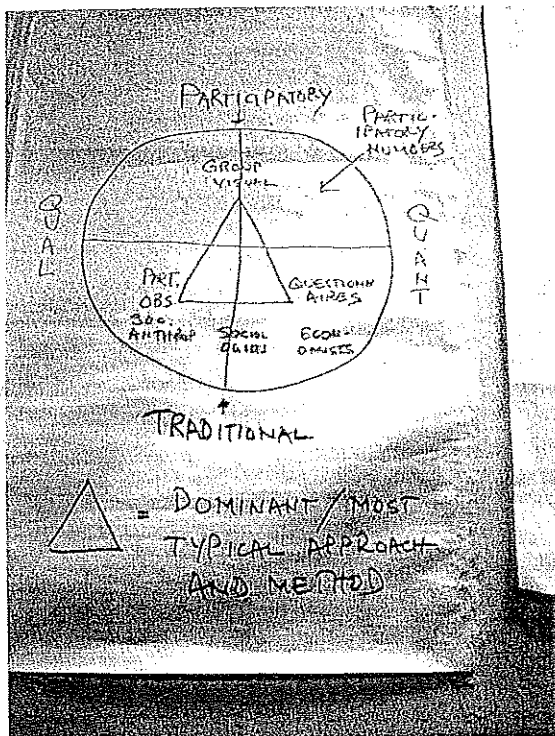






POWER AND RELATIONSHIP WORDS	IMPORTANT TO ACHIEVE	GAP - Rhetoric - REALITY - "HYPOCRISY"
TRANSPARENCY	24	21
PARTNERSHIP	16	28
EMPOWERMENT	37	26
PARTICIPATION	30	24
ACCOUNTABILITY	4	17
OWNERSHIP	43	14

TE 1/11

DEVELOPMENT WORDS	DEVELOPMENT WORDS
capacity building	good governance
stakeholder	holistic harmonisation
partners	culture
transparency change	PPP
rights based app/HR	retrofitting
capacity building	impact assess
consultant	livelihood
collective action	account
knowledge actions	stories
learning (big)	decentralised
consultation	whole of gov
people centred	wellbeing
SWAPS	community
LED	
IEC	
globalisation	
climate change	
civil society	

entitlements	transparency
micro credit/finance	relations
transparency	DE
social capital	climate change
collaboration	transparency
anti-corruption	transparency
vulnerability	transparency
MDGs	transparency
community resilience	transparency
micro bias	transparency
budget support	transparency
Donor re-orientation	transparency
digital divide	transparency
transparency	transparency
multi agency	transparency
approaches	transparency
	(p)M&E
	globalisation



WHOSE REALITY COUNTS?
 WHOSE KNOWLEDGE?
 WHOSE APPRAISAL?
 WHOSE PRIORITIES?
 WHOSE PLANNING?
 WHOSE ACTION?
 WHOSE MATHS?
 WHOSE INDICATORS?
 OURS? THEIRS?
 WHO PARTICIPATES IN
 WHOSE PROCESS/PROTECTOR?

LOWERS	client
MAINSTREAM MEDIA	public
RICH	Poor
4 YK OLD SON!	Father
PARENTS	children
SON	daughter
AID ADVISOR	consultant
HEALTHY	sick
RESEARCHER	respondent
CULTURE	nature
ABLE	disabled
STATION	NGO
AUSLIT	NZARD
3L LANGUAGE	2nd language
WHITE	Black
ECONOMY	Environment
ECONOMISTS	any other 'ideal'
WORLD BANK	government
100% INDIAN	people
INDIANS	The rich
INDIANS	and women

UPPERS	LOWERS
MEN	women
WOMEN	men
I.T.	the rest
LANDLORD	tenant
NORTH	South
INGO	LNGO
DOCTOR	patient/nurse
DOCTOR	student
LECTURER	client
BANK MANAGER	uneducated
EDUCATED	not celeb
CELEBRITY	rural
UPPER	recipient
DOWN	red head
BLONDS	Nicole
TOM CRUISE	not
SOLDIERS	
EXTENSION OFFICER	William
DEFECTIVE	poor
COLONIAL	colon

NOTES, OUTPUTS
AND OVERHEADS

FROM

WORKSHOP

CHANGE, ERROR, POWER
REALITIES, AND WHAT
WORDS AND VALUES
NEXT IN DEVELOPMENT?

Dunedin
29 November 06

THANKS TO ALL OF YOU FOR YOUR PARTICIPATION IN THE WORKSHOP AND MAKING IT A PLEASURE AND LEARNING FOR ME

THANK YOU, I AM SURE FROM ALL OF US, TO THOSE WHO HAVE CONTRIBUTED THE RECORDS OF THE FOUR SESSIONS.

PLEASE FEEL FREE TO USE ANY OF THE MATERIAL IN THIS PACK IN ANY WAY YOU WISH AND WITHOUT ACKNOWLEDGEMENT AND APOLOGIES FOR THE RATHER GROSS NATURE OF SOME OF IT

I BELIEVE THAT YOU ALL HERE IN NEW ZEALAND HAVE A VERY SPECIAL, DISTINCTIVE AND IMPORTANT CONTRIBUTION TO MAKE TO INTERNATIONAL DEVELOPMENT. THE REST OF THE WORLD, INCLUDING THE BIG POWERFUL LEADERS AND DONORS, NEED WHAT PERHAPS ONLY YOU HAVE TO GIVE

PLEASE GO FOR IT!

AND GOOD LUCK!

PRA/PLA

PARTICIPATORY RURAL APPRAISAL

PARTICIPATORY

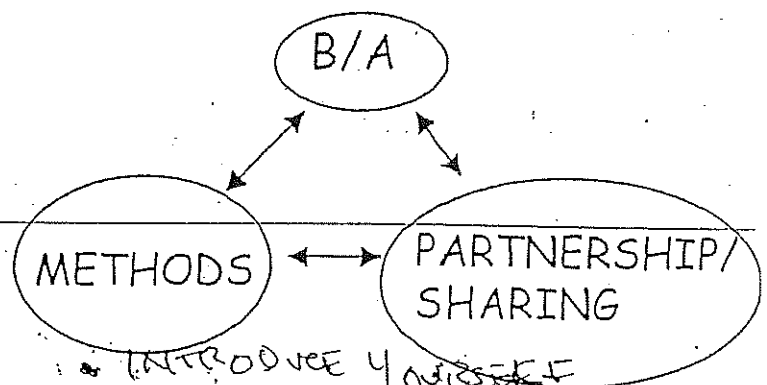
REFLECTION AND ACTION

A family of approaches,
behaviours and methods

? A philosophy? A way of life?

To enable local people/others to
analyse their realities, to plan, act,
monitor, evaluate, take control of
their lives, realise their capabilities...

THREE PILLARS



PROCESS EMPOWERING

FLEXIBLE

INTERACTIVE FUN

INVENTIVE

DEMOCRATIC

INTRODUCE YOURSELF

- Unlearn
- Ask them
- They can do it
- Hand over the stick
- Embrace error
- Relax, don't rush
- Be nice to people
- Sit down, listen, watch, learn
- Use your own best judgement at all times

~~*****~~ **

THE BIG SHIFTS

Teaching/controlling	→	Facilitating
'Uppers'	→	'Lowers'
Extracting	→	Empowering
Closed	→	Open
Verbal	→	Visual
Measuring	→	Comparing
Individual	→	Group

Shifts of emphasis – not absolute

CHANGES OF ROLE AND BEHAVIOUR

Dominator	→	Facilitator
Boss	→	Coach
Controller	→	Convenor, catalyst
Lecturer	→	Listener

AND NOW MANY ARE PRACTISING A
PLURALISM OF PARTICIPATORY METHODOLOGIES

LUKE 6.1 THE THREE PILLARS OF PRA/PLA

* HAND OVER THE STICK

* "THEY CAN DO IT"

* "USE YOUR OWN BEST JUDGEMENT AT ALL TIMES"

* SIT DOWN, LISTEN, LEARN
RESPECT

* UNLEARN

* RELAX

* EMBRACE ERROR

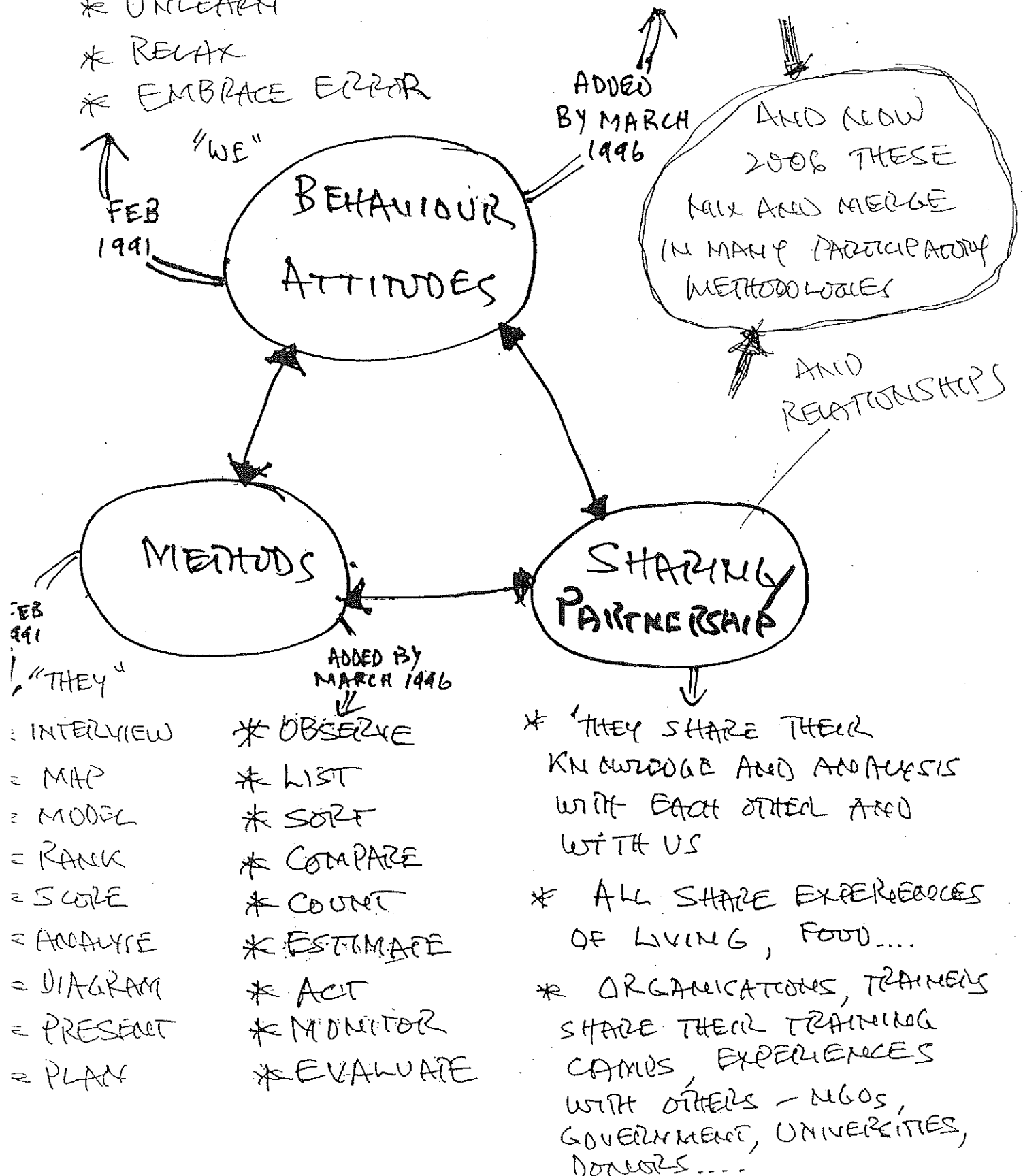
* FACILITATE

* DON'T RUSH

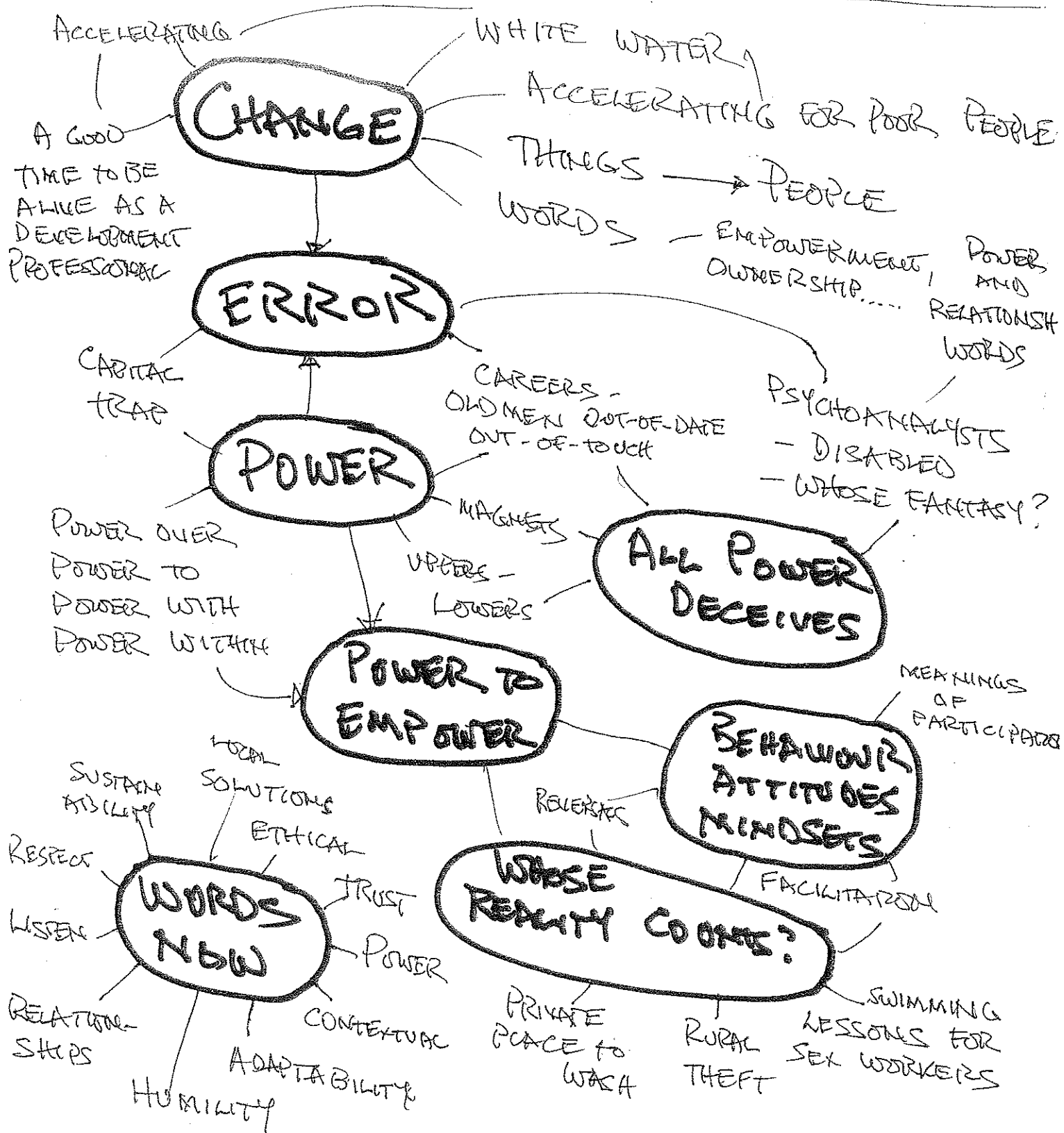
* ASK THEM

* HAVE FUN

* BE NICE TO PEOPLE



CHANGE, ERROR, POWER, REALITIES AND WHAT WORDS AND VALUES NEXT IN DEVELOPMENT?



GANDHI'S

CHALLENGE:

WE MUST BECOME THE CHANGE
WE WISH TO SEE IN THE WORLD

Good
luck
Enjoy
Yourself

ROBERT CHAMBERS WORKSHOP
WEDNESDAY 29 NOVEMBER 2006
0900 to 11:30 (ish)

Early-comers were used to help Robert set-up the room.

When everybody had arrived and we started, he greeted all. He pointed out that there were blank pieces of paper set up on one wall, so that if they felt like it, people could write up an issue they would like to discuss with others, and people who shared the interest could add their names. Then they could all arrange a time over the next few days to talk about it. This activity was purely optional, and was used as an alternative to the 'Parking Place' activity often used for questions that came up throughout a workshop. Usually the facilitator will return to these questions at the end of the workshop, or at key points throughout. However, Robert highlighted that often this ends up with huge questions that there is not time or expertise to answer. So the above is an alternative.

Robert then started clapping, and others joined in. This is the method that Robert uses to get the attention of the group; to get the group to stop what they are doing. [This proved very effective throughout the day, as the tone of clapping can be varied, and start of gentle, and as others hear the clapping they join in. Eventually people have wound up their conversations and the facilitator has the group's attention again.]

- As an introductory activity, we all grouped ourselves in terms of where we were born; where we are living now (Robert pointed out the number of people who had migrated to Wellington, NZ's capital – and said we would come back to that later in the day); the sector we worked in – government, academia, NGOs etc; and then on a line from those with no experience of facilitating participatory approaches, to those with some experience. He let those with some experience know that he would call on their assistance later in the workshop.

Once back in the room, Robert asked for four volunteers to take notes during the day (divided the day into four sessions), and then one person would collate these with Robert's overheads, enabling a note-pack for the day to be compiled and distributed.

Robert had a pre-set agenda:

- The day will be focused on Change/Error/Power: Whose Reality? What words/concepts/values next?
 - Change: white water; poor people; things to people; words
 - 11am-ish – Error – ouch!
 - Power – all power decives??
 - 1pm-ish - Whose reality? Participatory experiences.
 - 3:30-ish- What words/concepts/values now?

Then discussed process and timing – sorted out rough times for breaks etc.

Began by asking us to guess something. He had recently visited a place in Sri Lanka that had been through a PRA process. The visitors asked the community: 'how did we behave'? The community said: "you behaved well". Then they asked: "what should we do when we visit villages like yours"? The villagers came back with an immediate answer. What was it?

We had to talk briefly to our neighbour about it. Then we shared the answers with the whole group.

The responses people guessed were:

- Bring food; talk less – listen; stay longer; speak our language; be more direct; ask permission; play cricket; play games with us; bring money.
- The actual answer that the villagers gave was: tell us about yourself – introduce yourself – we want to know who you are and where you have come from.

Robert used this to lead into his introduction of himself. During this introduction he highlighted that he has been wrong before, and so going on past record, he will probably be wrong again, so he urged the group to use their own judgment – diversity is to be celebrated and supported.

We then moved onto the topic of change. Robert gave an example of how when white water canoeing, he felt like he was going to drown or fall out when you are traveling through the rapids. However, he made it through to the calm, and then fell out! Does this show how when we think we have it, we realize that we don't at all.

He also enlightened us as to what ERR is: Egocentric Reminiscence Ratio. ERR tends to rise with age, be higher in men than women, be higher in the evening rather than the morning, and increase markedly on the consumption of alcohol.

Following the introduction into change, we moved from the front of the room, to a side wall. Here Robert had some paper hanging on the wall. He asked us to consider the poor people around the world. Is change faster, slower or the same for poor people, compared to 10-20 years ago:

1. in terms of the conditions in which they find themselves?
2. their aspirations/goals for themselves?

There are no right or wrong answers. We split into pairs/small groups to discuss these two questions for a few minutes. Then, as a whole group, we raised our hands in response to each question and Robert tallied it all up.

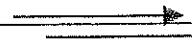
	Conditions	Aspirations
Faster	22	48
Just the same	25	8
Slower	10	1

- Question to consider: does this raise questions for us about how we keep up to date as development practitioners?

We then moved to the other side of the room and explored the topic of things, people and change. Robert talked us through a diagram of what a paradigm was. (See diagram from Robert – concepts/ideas/words: relationships: values: methods: behaviours – all inter-related. And the mindsets that go with these.

- Question to consider: whether in development (and in life generally) have we got two paradigms in parallel which are different/opposed?

We then examined "The Big Shifts" chart. (Arrows go from the Things column to the People column, all the way down.)

	THINGS 	PEOPLE
Mode	Blueprint	Process
Keywords	Planning	Participation
Goals	Preset. Closed. Targets	Evolving and open
Decision-making	Centralized	Decent
Methods/ Rules	Standardised Universal Measurement	Diverse Local Judgment
Analytical Assumptions	Reductionist	Systems
Roles	Controller. Instructor	Coach. Facilitator
Lowerers seen by Uppers as	Beneficiaries. Recipients	Partners. Colleagues
Outputs	Uniform. Infrastructure. Reports	Diverse Capabilities Empowerment
Dominant Professionals	Engineers. Economists	All
Typical Methods	Logframe	Participatory. Review and Reflection
Accountability	Upwards	360 degree and downwards

- We talked to each other in pairs about this diagram and the question above.

Robert showed two overheads that highlighted the relationships between power and reality (see pack).

- Question to consider: should the majority of our struggle be on the people side of the chart above? We often start on the supply side – the things, rather than the people side (demand). But there has been a shift in terms of rhetoric to the right side.

We moved again to the other side of the room. The activity now was to highlight the change in vocabulary over the past ten years.

- With a neighbour or on our own, we noted down words or expressions which have become more common in particular over the past ten years, and used much more in development 'speak'.
- We weren't to use the words gender, sustainability, equity, poverty because they had been around for a long time.
- We then fed our words back as a whole group. Two volunteers wrote down the words on paper on the wall. The words included:
 - Partnership; indigenous; supply change; relationships; scope-creep; frameworks; PIA; accountability; scale-up; power; decentralize; whole of government; learning; PPP; local economic development; holistic; appropriate technology; impact; outputs; outcomes; ecotourism; activities; indicators; targets; consultation; wellbeing; climate change; stakeholder; dialogue; good donors; communities; stories; good governance; harmonisation; networking; culture; capacity building; SWAPs; rights based approach; knowledge transfer; livelihoods; entitlements; asset-based; consultant; micro-credit; finance; social capital; embeddedness; MDGs; corruption; masculinity; anti-corruption; corruption; vulnerability; globalisation; impact assessment.
- Robert took some of the key words that were fed back, and put them into a chart. He chose these words because they were all about power and relationships.
- He then asked us to break into pairs or small groups and discuss two questions. We discussed the first one separately, then came and fed-back. Then we discussed the second one. When we came back into the whole group, we could each then vote for two words only. The two questions were:
 - Achieving which of these is most important?
 - Which of these words are used with the greatest hypocrisy, or with the greatest gap between rhetoric and reality.
- The results are in the chart below.

	Important to achieve	Used hypocritically
Transparency	24	21
Partnership	16	28
Empowerment	37	26
Participation	30	24
Accountability	4	17
Ownership	43	14

Robert noted that it was very interesting that the scores are more even than he had ever known. He also noted that NZ is the only country where ownership comes top in the important to achieve. This has occurred a few times. Discussion highlighted some thoughts around this: that is was because of our history; migrants coming to NZ looking for land to own; because ownership is important because if you don't own something it is no good to you.

(Notetaker missed the context of this comment, but Robert also noted that NZAID had the potential to be different, innovative, as it is not totally wedded to the logframe (yet).)

When asked from group, Robert outlined that for other groups, empowerment usually came out on top in both columns. In a group of NGOs and Indian farmers, transparency came out on top in both columns. In a group of young DFID professionals, partnership was rated above everything else.

Robert then reminded us that we would return to words in the final session, when we put together some ideas about what we want the words to be in development in the future. He also showed us an overhead of the game 'development bingo'. A useful game to play when examining words of development.

- Question to consider: if we change language, does this change reality? If we change processes and procedures, does this change reality?

Robert reminded us how he had remarked earlier about the number of people who had moved to Wellington – the capital city of NZ. He showed us an overhead of 'Normal Successful Careers', and we discussed what happens to our careers as we grow older and have families – people tend to migrate to city centers, and stay there.

This raised the question of how we keep up to date and in touch with what is happening with the people we work for (the poor), as we move through our career pathways. And if the rate of change is increasing for the poor, how can we keep up when we are 'trapped' in cities?

One idea was to have immersion programmes where staff spent a few days in a village, not as a representative or anything, just as a visitor coming to stay. What would this do for decisions made in capital cities?

THE BIG, BIG SHIFTS IN MUCH DEVELOPMENT THINKING AND PRACTICE

MS WE NEED BOTH
EST GOOD ROADS, BRIDGES ETC

THINGS → PEOPLE

ORIENTATION PLANNING AND ACTION	TOP-DOWN CENTRALISED STANDARDISED CONTROLLING →	BOTTOM-UP DECENTRALISED DIVERSE, LOCAL DEMOCRATIC
GOALS	PRESET, FIXED →	EVOLVING
ACCOUNTABILITY	UPWARD →	DOWNWARD
PEOPLE SEEN AS	DEPENDENT BENEFICIARIES →	INDEPENDENT ACTORS RIGHT-HOLDERS
"OUR" ROLES SEEN AS	TEACHERS BENEFACTORS →	FACILITATORS CATALYSTS ETC
OUTPUTS	INFRASTRUCTURE REPORTS →	CAPABILITIES PROCESSES RELATIONSHIPS NETWORKS, GROUPS
KEY PROFESSIONS	ENGINEERS ECONOMISTS →	ALL!
MINOSETS, METHODS, APPROACHES	LINEAR REDUCTIONIST MEASUREMENT CONTROL →	ITERATIVE HOLISTIC JUDGEMENT EMPOWERMENT
POVERTY SEEN AS	INCOME-POVERTY →	MULTIDIMENSIONAL
TYPICAL PROCEDURE	LOG FRAME →	PARTICIPATORY REVIEW AND REFLECTION

NOT EITHER-OR BUT A BALANCE

THINGS — PEOPLE CONTRASTS

Exhibit 1. Frameworks for development practice: Shifts and expanded options

	From	Expanded to include
Paradigm of and for:	▪ Things	▪ People
Orientation and power:	▪ Top down	▪ Bottom up
Key words:	▪ Planning	▪ Participation
Modes / approaches:	▪ Standardized ▪ Linear ▪ Reductionist	▪ Diverse ▪ Complex ▪ Systems
Conditions:	▪ Controlled ▪ Stable ▪ Predictable	▪ Uncontrolled (able) ▪ Dynamic ▪ Unpredictable
Research mode:	▪ Experimental	▪ Constructivist
Learning:	▪ Ex-post	▪ Continuous
Roles:	▪ Teacher ▪ Supervisor ▪ External evaluator	▪ Facilitator ▪ Coach ▪ Evaluation facilitator
Outcomes:	▪ Products and infrastructure	▪ Processes and capability
Valued behaviors:	▪ Rigorous/ objective	▪ Critical self-reflection.
Dominant professions:	▪ Agricultural scientists and economists	▪ All
Patterns of change:	▪ Predetermined/ prescriptive	▪ Evolutionary
Characteristic management tools:	▪ Logframes and external review	▪ Action research, participatory review and reflection
Main purpose of evaluation:	▪ Accountability and control	▪ Learning and improvement
Accountability to:	▪ Donors and peers	▪ All stakeholders, especially the poor
Vision of capacity development:	▪ Build capacity of others	▪ Develop own capacity
Treatment of failure:	▪ Buried or punished	▪ Valued as a learning opportunity
Consequences of failure:	▪ Cataclysmic	▪ Continuous program readjustment

FOR DEVELOPMENT BINGO: A SELECTION OF WORDS THAT HAVE
BECOME CURRENT AND MUCH USED IN THE PAST 10-15 YEARS

EMPOWERMENT	GLOBALISATION	SOCIAL CAPITAL	HARMONISATION	MAINSTREAM
PARTICIPATION	LIBERALISATION	SUSTAINABLE LIVELIHOOD	DELIVERY	RIGHTS-BASED
PARTNERSHIP	SECURITY	CIVIL SOCIETY	LOGFRAME	CHRONIC POVERTY
ACCOUNTABILITY	CAPACITY BUILDING	FRAGILE STATE	EFFECTIVE	VOICE
OWNERSHIP	PRO-POOR GROWTH	STATE CAPABILITY	STAKEHOLDER	CORRUPTION
TRANSPARENCY	BUDGET SUPPORT	SOCIAL PROTECTION	CITIZEN	RESULTS-BASED
DRIVING SEAT	CLIMATE CHANGE	HUMAN RIGHTS	MULTI-DIMENSIONAL	VULNERABILITY

Columns could be added for acronyms such as:

CDD = Community Driven Development
 PRSP = Poverty Reduction Strategy Paper
 PSIA = Poverty and Social Impact Analysis
 MDG = Millennium Development Goal
 RBM = Results-Based Management

This is also an invitation to list words and concepts
 that one wishes were more used and recognised..
 ..power, relationships, etc.?

Words of Power

We are the Talking Bank that names
Words for Development Bingo games
Masters of illusion we
Rule through our vocabulary

Ever to maintain our power
We frame meanings by the hour
Opposites for you and us
Yours are minus, ours are plus

Partnership we all agree
Reflects the way we want to be
Fraternally as bigger brothers
We're more partner than you others

Mutual *transparency's* a must
To gain the benefits of trust
In practice it's a one-way fake
We see through you while we're opaque

Accountability we require
Of the lower to the higher
For us as uppers it's a plus
It means that you account to us

Ownership we now bestow
To countries under us who owe
The terms of ownership we set -
Debtors are owners of their debt

One proviso you must meet
You sit in the *driver's seat*
(but you must never ever feel
to find whose hands are on the wheel)

Participation's all the rage
Use the word at every stage
You must all participate
In our planning for your State

Self doubt's strictly for the birds
When power weakens, change the words
We have confidence in our trick
Listening's our new rhetoric

We're now the Listening Bank that cares
Wrenched with anguish, drenched in tears
As we harken more and more
To the Voices of the Poor

On our Empire the sun won't set
We are the Lords of Poverty yet

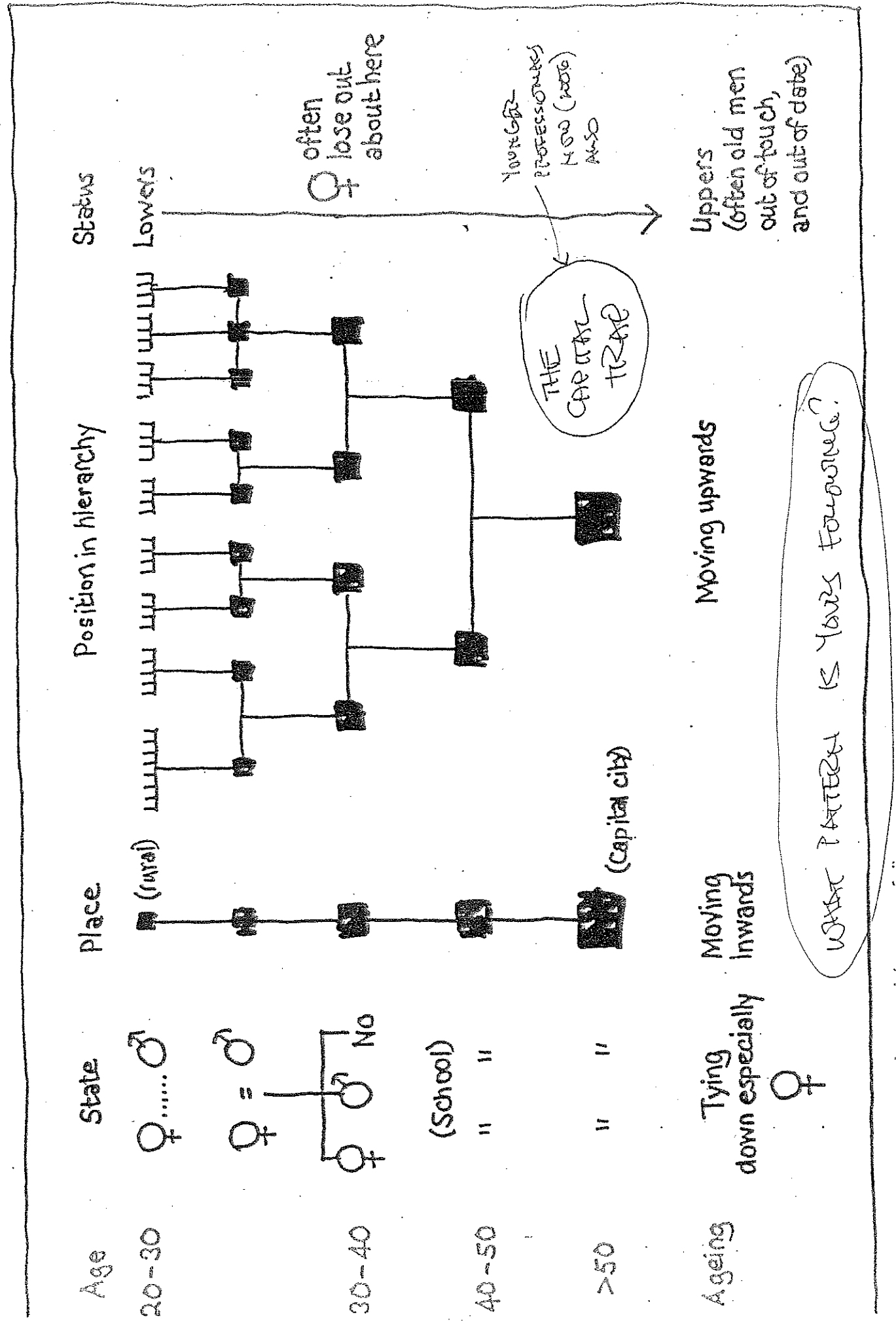
WHICH SORT OF PARTICIPATION
OR WHICH MIX OR SEQUENCE?

	Outsiders' objectives include	Roles/Relationships		Actions		Ownership
		Outsiders'	Local People's	Outsiders'	Local People	
TOTALITARIAN	State political control	Dictator	Slave	Command	Comply	Outsiders'
NOMINAL	Cosmetic legitimization	Manipulator	Puppet			
EXTRACTIVE	Obtain local knowledge for better planning	Researcher/planner	Informant			
INDUCED	Gain action through material incentives	Employer	Worker			
CONSULTATIVE/INSTRUMENTAL	Improve effectiveness and efficiency	Rational economist	Collaborator			
PARTNERSHIP	Share responsibility and power	Co-equal partner	Co-equal partner			
TRANSFORMATIVE	Facilitate sustainable development by local people	Facilitator/Catalyst	Analyst/actor/agent			
SELF-MOBILIZING	Support spontaneous action	Supporter	Owner/controller	Support	Initiate	Local People's

Who participates in whose project?

WE DID NOT DISCUSS THIS, BUT IT ILLUSTRATES
THE MANY MEANINGS THE SAME "POWER WORD"
CAN HAVE

NORMAL "SUCCESSFUL" CAREERS



ON IMMERSIONS

I have asked myself what would have happened if I had spent one week every year in a village somewhere over the last decade.....Ten different contexts and a number of faces and names to have in mind when reading, thinking, writing, taking decisions and arguing in our bureaucracy.

→ OFFSET BIASES

→ ESCAPE THE CAPITAL TRAP

Зволяем! иС

Session Two *ERROR* with Robert Chambers Wednesday 29 November 2006

A Jester can say things, like outrageous truths that are not said by anyone else.
Therefore a session of play-acting can help partners bring truths to front.

Reflecting on the previous session, yes we are in a period of rapid change for local poor rural populations (see Sheet).

SAPs (structural adjustment) probably killed millions, yet they were in the eyes of the World bank the right programme at the time. Then hindsight says NO they were not.

A history of the World Bank's acknowledgment of error must be done!

The attempt at the Green Revolution in Africa is 'plain stupid'. Also the Community Driven Devt by World Bank is anti-participatory.

Extreme professional error

Freud and Child sexual Abuse

Sustained professional denial for 80 + years and still continued in places!

So The education we get (e.g. Doctor, PhD) is more than 20 yrs of training and this is disengaging or disabling for us.

E.R.R. Robert as Kenyan well meaning Bureaucrat, now recognises problem (= 'ed envi damage). This caused harm he believes because of his elite education.

Uses example of psychoanalyst, causing harm by non-free association, also power manifested in SEATING positions of therapist, dentist and during childbirth.

Here lower person says, and does not say things because of power positioning. E.g. Forest use in New Guinea, that forest users agree that they are destroying forest because they think it is what the outside consultants want to say. Yet they were actually protecting it.

Consider the myth fabrication in Iraq.

How widespread is phenomenon?

(See Sheet) (2 x A1 paper)

Uppers

Lowes

e.g. Docter

Patient

"All power (over) deceives" more powerful then liable to be unable to learn from less powerful. ...

What could or should be done about power relations?

e.g. Children tell lies

Therefore groups do similar if extenuated.

e.g. example of being taken to Indonesian village (where everyone is taken), resulted in 'terrific biases of deception', to create good impression of Indonesia.

Using an interpreter with no program instead finds out real info.

'Elephant in room'

If didactic, or magnetic poles in opinion, then the break of dynamic conversation into what is not included in report.

E.g. Development worker in Nepal, nearly had emotional breakdown, as he/she confronted his/her own opinions versus the organisational ones. 'Logframe' vs 'field reality'.

Degrees of freedom are available in varying degrees to conduct PRA.

Researcher has more freedom than development worker, the Terms of Reference are more restrictive.

Can you change within culture of organization? For example the subculture of world Bank would not allow this, if one was too subversive they would be sacked! In another example workers implored PRA'ists (Robert et al.) to hand down big critique so that the more conservative WB bosses would see middle ground and accept (radical for WB standards) proposed changes! Therefore they kept their job.

When there is a strongly polarised organization.

For example, A Nicaraguan Ministry of something; was not doing as they said to IMF, IMF issues 'telling off' and this goes down the line, and down the line.

Four types of power:

Is power stressful, disabling, or inefficient?

Enabling Rules

E.g. Computer theory and chaos, program of 'birds and blobs'. A few VERY simple rules.

Parallel to women's savings groups in India; and the most successful only had two rules: Accounting was exact, and that the treasurer changed every week.

With reflection upon 'power over'; is it fun, satisfying, or de-stressing?

Audience quote "power over produces resistance; so you may as well not do it"

WHOSE reality counts? (Published BOOK)

People who become radical, do sometimes make themselves vulnerable. Therefore there are questions of seeing what can we achieve?

'Uppers underestimate the capabilities of lowers'

Pinjay (sp?): This Child psychologist, determined that only by eight or nine years old could someone understand another point of view. Robert argues, and others, that a 4 or 5 year old could do this.

Power Relations changes because of particular context 'democracy of the ground', form of diagramming (drawing maps on the sand or soil for example), allows options where it is hard for someone to dominate in this manner.

Taking creative risk!

Poor women in Bangladesh, brainstorming about their priorities:

- 1 Water
- 2 Privacy for washing themselves
- 3 Protection of daughters

Voices of the poor in Rural Africa, diagrammed causes of rural poverty

1. Health
2. Theft (cattle, insecurity)

New streetlights in India removed (smashed) so women could wash in private.

Sexworkers in coastal Kenya; prioritised:

Learning to swim

UPSIDE DOWN MAP – Whose reality counts? Depends where you are? N.b Joke with map works better in northern hemisphere!

What is remote?

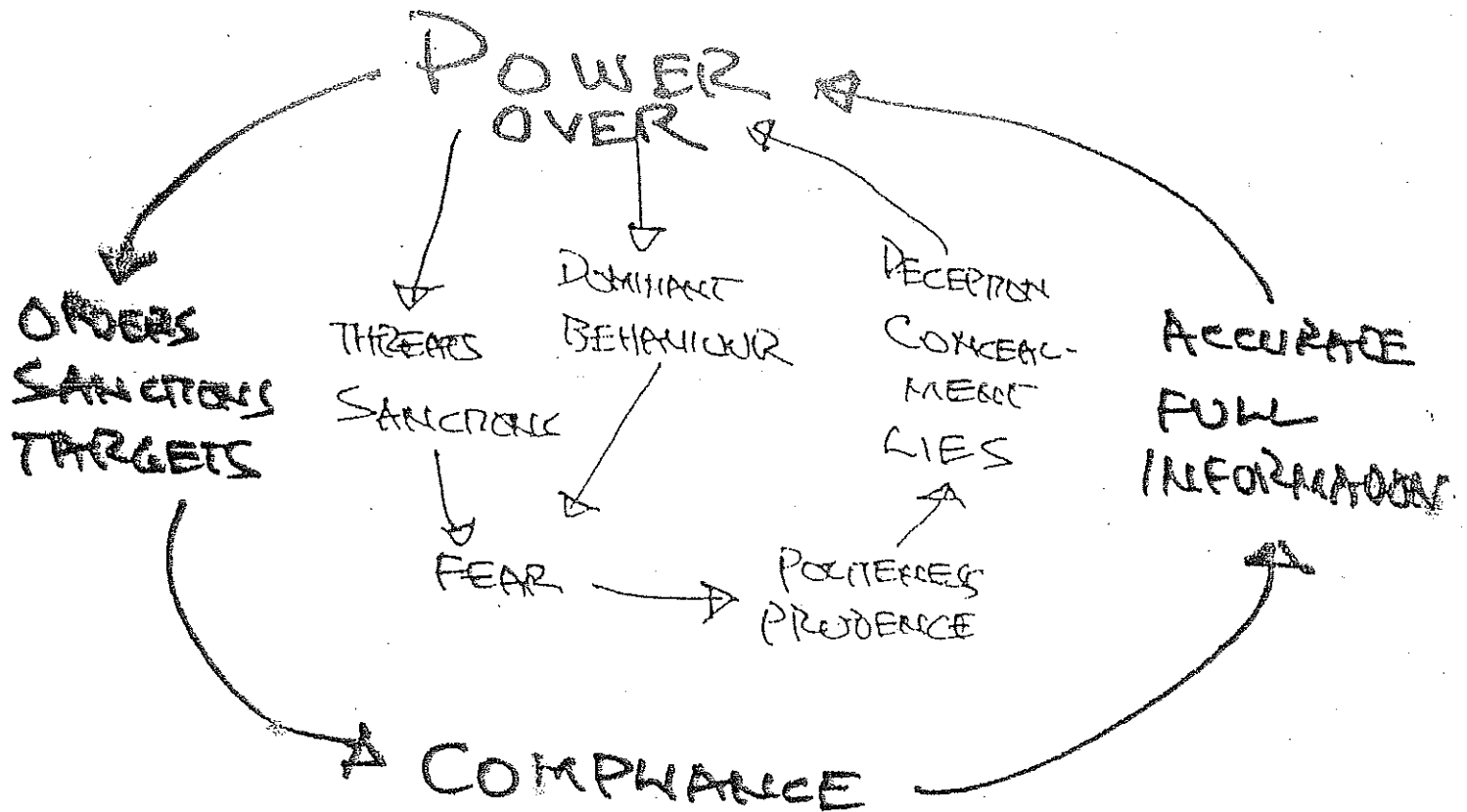
UPPERS · Aged · LOWERS

Dimension/context	North Uppers	South Lowers
Spatial	Core (urban, industrial)	Periphery (rural, agricultural)
International and development	The North (esp USA) IMF, World Bank Donors Creditors	The South Poor countries Recipients Debtors
Personal ascriptive	Male White High ethnic or caste group	Female Black Low ethnic or caste group
Life cycle	Old person Parent Mother-in-law	Young person Child Daughter-in-law
Bureaucratic organisation	Senior Manager Official Patron Officer Warden, guard	Junior Worker Supplicant Client "other rank" Inmate, prisoner
Social, spiritual	Patron Priest Guru Doctor, psychiatrist	Client Lay person Disciple Patient
Teaching and learning	Master Lecturer Teacher	Apprentice Student Learner

WE ARE UPPERS OR LOWERS DEPENDING ON SITUATION AND RELATIONSHIPS

DO UPPERS HABITUALLY UNDERESTIMATE WHAT LOWERS ARE CAPABLE OF DOING?

ALL POWER DECEIVES?



APPEARANCES THEORY

WHAT DID YOU PUT
IN THE REPORT?
WHAT DID YOU LEAVE
OUT?

REALITY? OFTEN IN PRACTICE

DO ALL LOWERS DO
THESE THINGS?

Extracts from: The Aid Chain – Coercion and Commitment in
Development NGOs

Tina Wallace with Lisa Bornstein and Jennifer Chapman
ITDG Publishing (2006)

There is little doubt that the dominant discourse and procedures of development aid currently are rooted in a paradigm of controlled, predictable change, that can be managed according to clear rules and accounted for in standard documents.

Reporting upward accountability binds NGOs to these tools and often squeezes out time for other kinds of accountability; There are in fact no comparable systems in place to establish accountability to partners or participants in the work.

The reality of a universal core set of tools is undeniable. The experience of developing the logframe and later reporting against it is acknowledged as the critical way of accessing and accounting for funding, although many complained and said that these systems are becoming increasingly burdensome.

The current systems are built not on openness or trust but on paperwork tied to funding, which inhibits sharing and learning.

All said that the tools do not work once implementation starts. There were no exceptions.

.....the problems of reporting when field reality is far from the written documentation....

Most NGOs interviewed in UK and Africa said reporting requirements were complex and time consuming and that demands were constantly increasing. Some UK NGOs now demand monthly reporting, financial and narrative, from their project officers or partner NGOs to ensure that they can meet the requirements of their donors.

The research showed that many staff in both the north and south complained that they felt more like bureaucratic aid administrators than development workers and that more time was spent on paperwork than development.

While donors say they want to hear voices from the frontline and learn from the challenges and failures, as well as hearing about successes, and local NGOs want their voices to be heard, it is clear that the current accountability systems squeeze out the problems and complexities in order to ensure demonstration of success against the plans.

The Aid Chain

Coercion and Commitment in Development NGOs

Tina Wallace with Lisa Bornstein and Jennifer Chapman

'...a scholarly and readable guide... this work will be a classic.'
Tony Benn

'This disturbing and dramatically important book has been crying out to be written. It is a stark revelation of uncomfortable realities from which we often try to hide... Anyone working in an aid organization who is serious about achieving the MDGs has to read this book, and to act on its lessons.'

Robert Chambers

The Aid Chain explores the role of funding conditions in shaping co-operation and resistance as aid moves from donors to NGOs to local communities.

Significant proportions of aid flow through the non-governmental sector but questions are increasingly being asked about the role of NGOs and whether they can deliver on their ambitious claims. This study examines whether the existing aid processes widely used by donors and NGOs are effective in tackling poverty and exclusion.

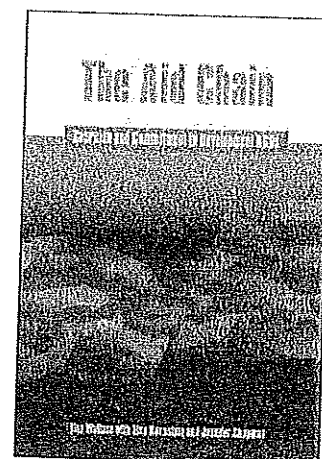
Findings from fieldwork in Uganda, South Africa and the UK are used to show how the fast changing aid sector has, in the context of a dynamic policy environment, encouraged the mainstreaming of a managerial approach that does not admit of any analysis of power relations or cultural diversity. This increasing definition of the roles of NGOs as essentially technical, limits the extent of the very development that the organizations were initially established to promote.

About the Authors

Tina Wallace, who headed the research project, is honorary senior research fellow, Open University Business School and a freelance consultant working with development NGOs. She has always worked in development, teaching at Universities in Uganda and Nigeria as well as UK. She was involved in establishing the Gender and Strategic Planning Units in Oxfam. She is widely published.

Lisa Bornstein worked for many years at the University of Kwa Zulu Natal, where she was head of the SA research, and she is now teaching and researching at the University of McGill in Canada. She specialises in planning as well as development issues.

Jennifer Chapman is currently working freelance, after three years heading an action research programme for ActionAid on the evaluation of advocacy work by development NGOs. She has extensive research and practical experience with NGOs and is currently developing a manual on understanding and learning from advocacy and policy work.



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The Aid Chain

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Ch 5 The NGO context in Uganda and South Africa

Ch 6 Normative conditions: rational management of the aid chain

Ch 7 The ties that bind

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Ch 9 Chains of influence in South Africa

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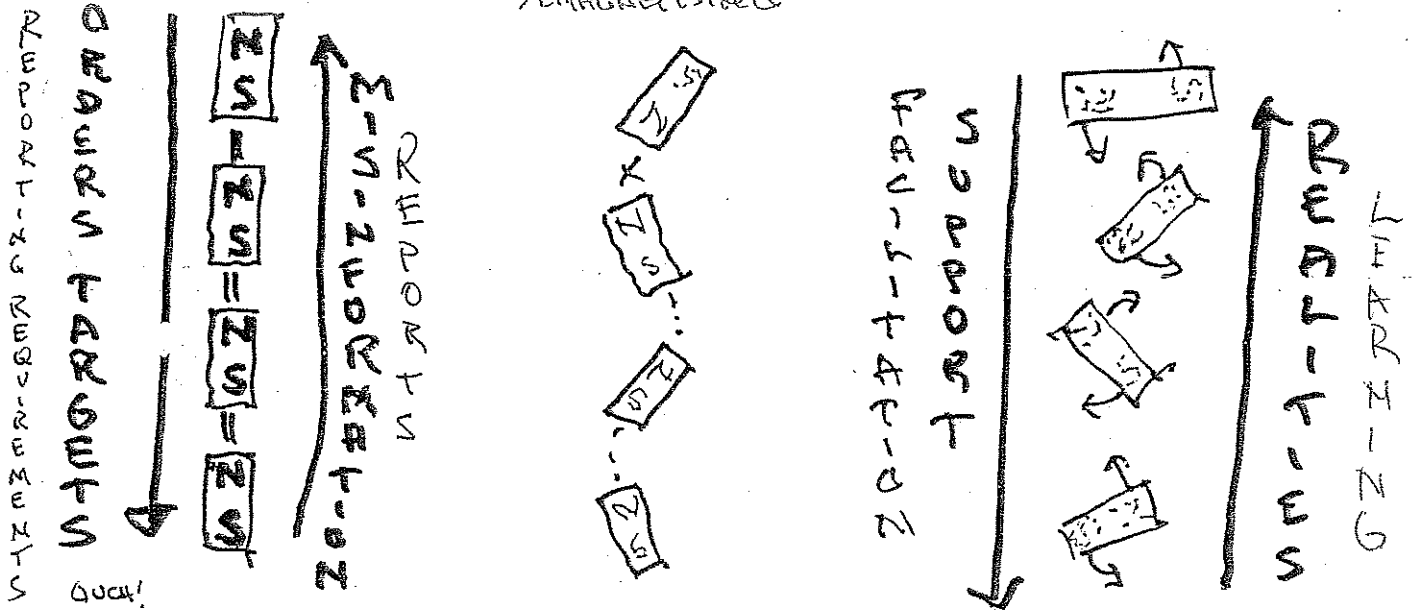
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"MAGNETS"

FROM
MAGNETISED
TOP-DOWN
RIGID

TO
DEMAGNETISE
PARTICIPATORY
FREE TO RELAT

DEMAGNETISING



CENTRALISED → DECENTRALISED

STANDARDISED → DIVERSE

AUTHORITARIAN → DEMOCRATIC

CHANGES OF RULE AND BEHAVIOUR

DOMINATOR → FACILITATOR

BOSS → COACH

CONTROLLER → CONVENOR, CATALYST, SUPPORTER

LECTURER → LISTENER, LEARNER

WHOSE REALITY COUNTS?

WHOSE PRIORITIES?

WHOSE KNOWLEDGE?

WHOSE APPRAISAL?

WHOSE PLANNING?

WHOSE ACTION?

WHOSE INDICATORS?

WHOSE M AND E?

"OURS" OR "THEIRS"

AND WHO IS ACCOUNTABLE TO WHOM?

WHOSE PRIORITIES?

WHOSE CONCEPTS?

WHOSE CATEGORIES?

WHOSE ANALYSIS?

WHOSE MAP IS IT?

WHOSE RESEARCH?

WHOSE DIAGRAM?

WHOSE LEARNING?

WHOSE

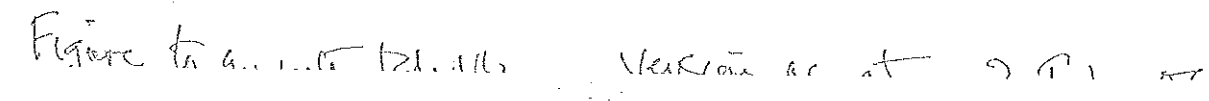
THE
WHO?
QUESTIONS

CONTRASTING TENDENCIES IN PROFESSIONALS' AND POOR PEOPLE'S REALITIES

PROFESSIONALS'	POOR PEOPLE'S
UNIVERSAL	LOCAL, SPECIFIC
SIMPLIFIED	COMPLEX
STANDARDISED	DIVERSE
REDUCTIONIST	HOLISTIC
CONTROLLABLE	UNCONTROLLABLE
QUANTIFIED	UNQUANTIFIED
EXPRESSED AND DESCRIBED BY	
INCOME - POVERTY	MULTI-DIMENSIONAL DEPRIVATION
EMPLOYMENT, JOBS	LIVELIHOOD

REVERSALS OF THE NORMAL

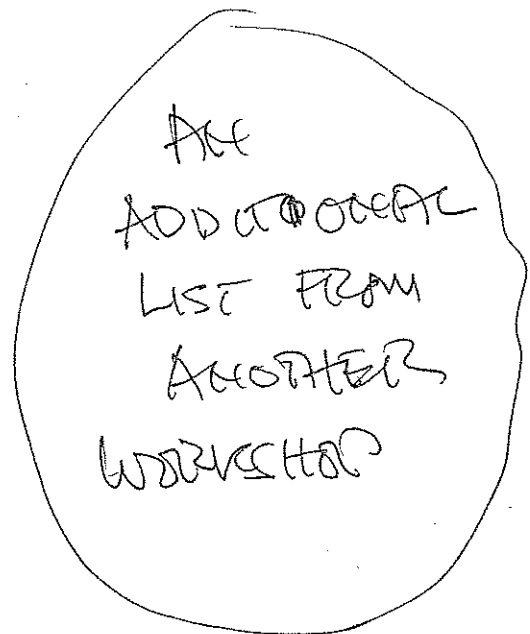
	NORMAL TENDENCIES	NEEDED REVERSALS
Social/Professional Power	Things First Men before Women Uppers and Lowers Transfer of Reality Reductionist, Simple	People First Women before Men Lowers Empowered Multiple Realities Holistic, Complex
Bureaucratic	Centralise Standardise Control	Decentralise Diversify Democratise
Careers and Movements	Tying Down Inwards Upwards	Releasing Outwards Downwards
Modes of Learning and Action	Extractive By Uppers Questionnaire surveys	Empowering By Lowers Participatory Learning Methods
<p style="text-align: center;">The Reversals are to offset biases They are not absolute but need much weight to achieve balance.</p>		



Veränderung ist 9 Pkt

How Uppers can enable lowers.

1. Listen
2. Learn
3. Share
4. Work together
5. Be honest
6. Enabling self representation
7. Be culturally sensitive
8. Develop/strengthen skills
9. Exchange knowledge
- 10 Inform
- 11 Educate
- 12 Talk
- 13 Build coalitions
- 14 Respect opinions
- 15 Build trust
- 16 Involve
- 17 Support
- 18 Decentralize power
- 19 Empathize
- 20 Be patient
- 21 Accept
- 22 Allow people to lead



NON-NEGOTIABLES / PRINCIPLES A STRATEGY FOR TRANSFORMING POWER

The Non-Negotiable Principles of Mahila Samatha, Andhra Pradesh

- The initial phase where women are consolidating their independent time and space is not to be hurried or short-circuited
- Women in a village determine the form, nature, content and timing of all activities in the village
- The role of project functionaries, officials and other agencies is facilitative and not directive
- Planning, decision making and evaluation processes at all levels are accountable to the collective of village women
- Education is understood as a process which enables women to question, conceptualise, seek answers, act, reflect upon their actions and raise new questions. It is not to be confused with mere literacy
- The educational process and methodology must be based on respect for women's existing knowledge, experience and skill"
- "Every intervention and interaction occurring in the project must be a microcosm of the larger process of change i.e. the environment of learning; respect and equality; time and space; room for individual uniqueness and variation must be experienced in every component of the project
- A participatory selection process is followed to ensure that the project functionaries at all levels are committed to working among poor women and that they are free of caste/community prejudices"

LENDERS AND DONORS FELL OVER
THEMSELVES TO SUPPORT MAHILA SAMATHA

AN ALTERNATIVE TO THE LOGERHNE ?

ASK: WHAT ARE YOUR PRINCIPLES?

YOUR NON-NEGOTIABLES?

→ RESPONSIBILITY AND TRUST ! ?

Workshop Session 3

- There is limited research into assessing the impact of reporting and the costs of such reporting. You need to look at the accountability costs.
- Reversal of power relationships by using non-negotiables. E.g. NGO in Southern India, they refused funding from the Dutch due to limited reporting requirements. They used their non-negotiables.

Non-negotiables – “Hold us to account according to our principles” i.e show yourself to be trustworthy so you can be trusted.

- **Whose research is it?**

If it is participatory research are they participating in our research or are we participating in their research?

- Participatory GIS is spreading exponentially – has dangers, you need to consider the ethical issues and dilemmas associated with this.

The tool is powerful enough that one government i.e Malaysia made it illegal for people to make their own maps.

E.g. 1st Nation People in Canada. – Empowered to use GIS to make their own maps. They made maps to establish claims to territory. However, sacred sites got into public domain - danger that these sites would be robbed or visited in a way that's not appropriate.

- Even illiterate people can use GPS.
- Principle: Always assume people can do something until proven otherwise.
- **Whose research – Who gains and Benefits?**

Same with monitoring and evaluation. It has to be top down. Participatory M & E – let's see if they can do it, who is learning?, who is benefiting?. It may be participatory but not empowering.

- CIFOR = Centre for Forest Research

They evolved socially negotiated learning, the outsider is negotiating a learning process, more than just indicators.

- www.reading.ac.uk/ssc Is the statistical services centre – world leaders in participatory uses, concerned with the ethics.

- The roles of participatory numbers to generate more accurate numbers, part of the explosion of participatory methodologies.

Session Three

PRA experiences of participants

Group 1: *Michael* Software Engineer in devg countries, including Uganda, Indonesia and Pakistan.

Identified lack of good IT systems in devt.
Using corporate systems takes a long time.
Develops software whilst in field; foolwed with analysis, training, programme...
Receive feedback from field, take notes, listening to this, this goes back into the development of software.
Formal feedback, if easily accessible (email etc), yet this is not always accessible.
Informal is therefore better, *sit at desks* SEE WHAT WORKS.

Software is a logistic package, use to better manage package

How do people know you're using their feedback – by bringing out a new update, show people, see how this works get feedback – iterative process.

Agile development ; short life cycle, release software and receive *feedback every two-three weeks*.

Started from grassroots – they say this is how we see software working i.e. the technical person develops from what people at GR need.

Need came from upper management read a tool for reporting. Worked with the director of logistics, then ppl using it to adapt.

Many not understand the potential of technology. An approach to address this is to HOLD A WORKSHOP. Let audience develop an idea.

Logistics staff service the programme.

Information out into system provides value.

For transparency -> pout in data, get feedback, use this info to continue.

Group 2: ROSS Community Forestry Baseline study

Cambodia, 12 yrs ago.

Forestry Dept acted as police, but unsuccessful.

PRA group led in by Forestry network and elders.

PRA stakeholders: Forestry ppl, gatekeepers, village elders, Household interviews, open ended.

So... food security is priority no#1 Sometimes ppl forced to eat seed supply, so... whilst in deficit, they went into forest! Established gardens there or bought and sold resources.

DISCOVERED: Poor illegals were not homogenous, widows, varying degrees of poverty.

Big community PRA meeting, solutions were seed bank, rice bank, buffalo bank etc

Group 3: John University of Canberra

Economics and Marketing combined with participatory research.

Method: Critical action research, action research cycle (4 stages) Research, planning action, reflection.

PNG: Improving the marketing system for fresh produce.
Research team in PNG.

Good qual. Crops, but marketing is fragmented and adversarial. In local opinion, non-functional therefore how to improve marketing to domestic markets in PNG?

RESEARCH

Mapping of the marketing system, followed produce by ship, interviewing people along the supply chain, therefore got ideas of what the marketing issues may be.

P.A.R. workshop worked to maximise participation, that wholesalers don't dominate and women are not silenced. People wanted to focus on physical side of the marketing system

Action research side, how to develop physical side of marketing, e.g. warehouses and consolidation depot in highlands to move away from the fragmented system.
.....received funding!

Reflection phase Steering committee established, on the right track? What else needs to happen? Need to focus more on the 'people side'!

Further action research: involve women more, developed of action plan relating to further developing relationships along the chain;

Why aren't youth getting involved along the chain?

Project finishes in March, funded by AUSAID.

Group 4: Alec Urban Agriculture in Sth Africa

Is there farming in the town? No was the common reply.

Used GIS and walked by, up and down streets looking for usage, e.g. gardening and livestock. Went to kitchen agriculture NGO, show them on GIS the location of urban agriculture, shock and disharmony about their perceptions and mapped reality.

In township of 5000, people didn't know re informal garden communities.
Questions emerged: What are gardens for? What problems? Where do you learn skills?

Used GIS to help settle land dispute!

Any limitations? Teaching locals to learn GIS-not too hard..

Group 5: Experiences of exclusion.

Everything already decided, though supposedly consulted but just lip service. Sports team, left out of team after assumptions about ability (left until last), waiting,

Youngest left out of family decision making because of distance.

Group work for study – female ignored by males.

Process	participatory
Rules for inclusion	Impact assessment and evaluation

Organization members to reflect on own experiences.
Awareness of changes in relationships over a period – letter acted out, ____ [?] on paper.

Participatory review of an initiative and a wider stakeholder group – refugee camp in Uganda.

Considered a sustainable project, relying on grants of small lots. Started with list of questions...

But reviews of the list was made part of the training. Questions were changed in emphasis. Combining the views/discourse of stake-holder groups

Who benefited?
Issues of concern/future

Result – Aggression by indigenous towards refugees because of jealousy and rivalry.
Land appropriated without consultation.

Women missing out, abused therefore many tensions. Shift from 'things' to 'people'.
Resistance to time commitment involved.

Allan PNG

Villages based grassroots training.

Training needs analysis conducted.
2 modules – sustainable livelihoods, accounting and record keeping.

Matthias checked the results found that record-keeping was irrelevant.

Greatest need was proper diet.

New modules developed to meet needs to fit the diversity of needs.

Need for a monitoring system – feedback from farmers on to relevance of training – 3 months after training. Consultants assisted with developing new modules in response to feedback.

External evaluator provided feedback after 6 months.

Aim to increase contact between trainers, farmers, public servants, - since informal discussions often bring out more. This leads to more case studies comparing a 'trained' community with an 'untrained' community.
Farmers move in and out of commercial economy therefore have different needs.

WHOSE RESEARCH?

WHO PARTICIPATES IN
WHOSE RESEARCH?

TRANSFORMATIONS
OF MONITORING AND
EVALUATION

M and E (↑ upwards)

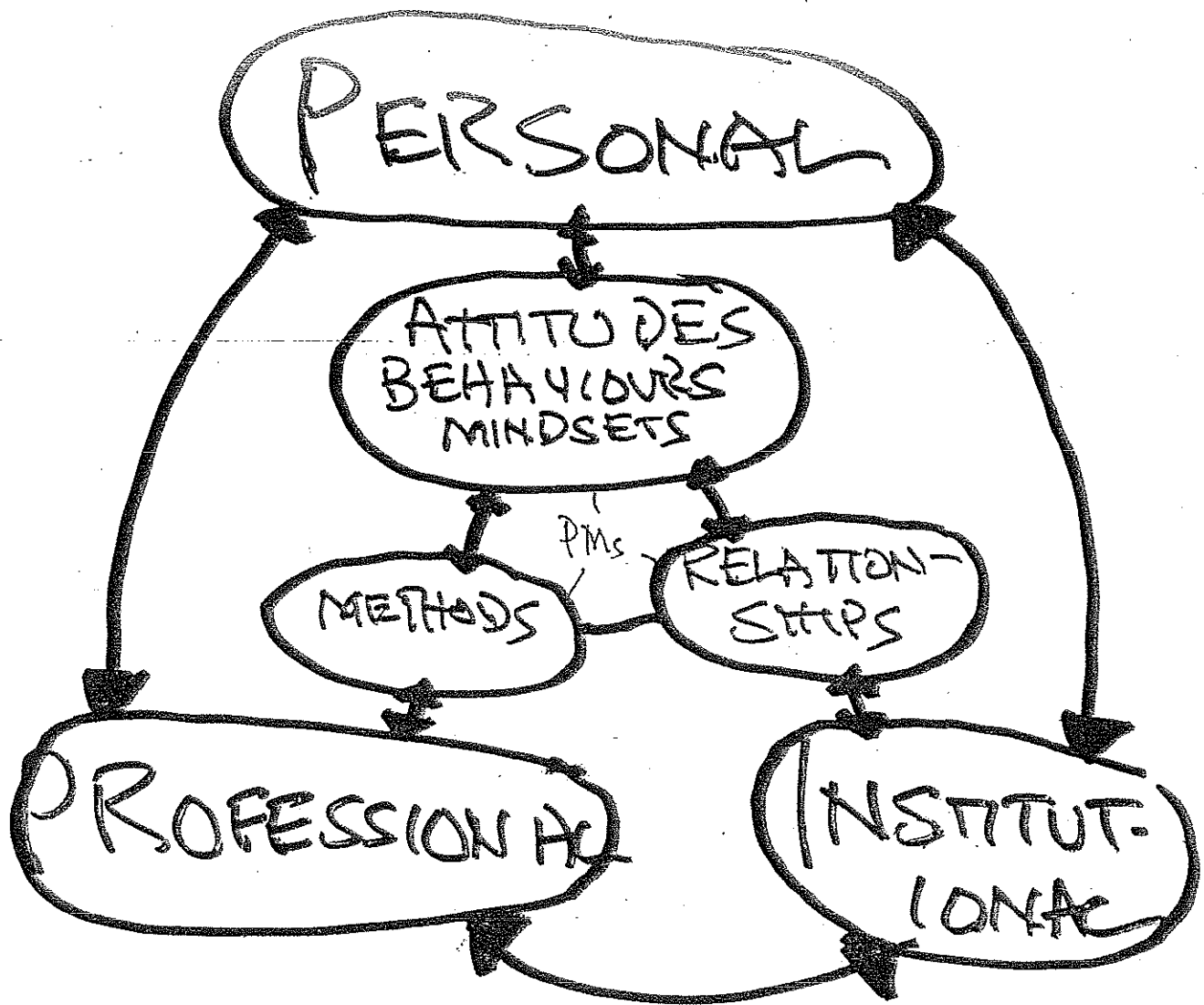


PM and E



SOCIALLY NEGOTIATED LEARNING
(FORTHCOMING BOOK edited by IRENE GUIJT)

DIMENSIONS OF CHANGE

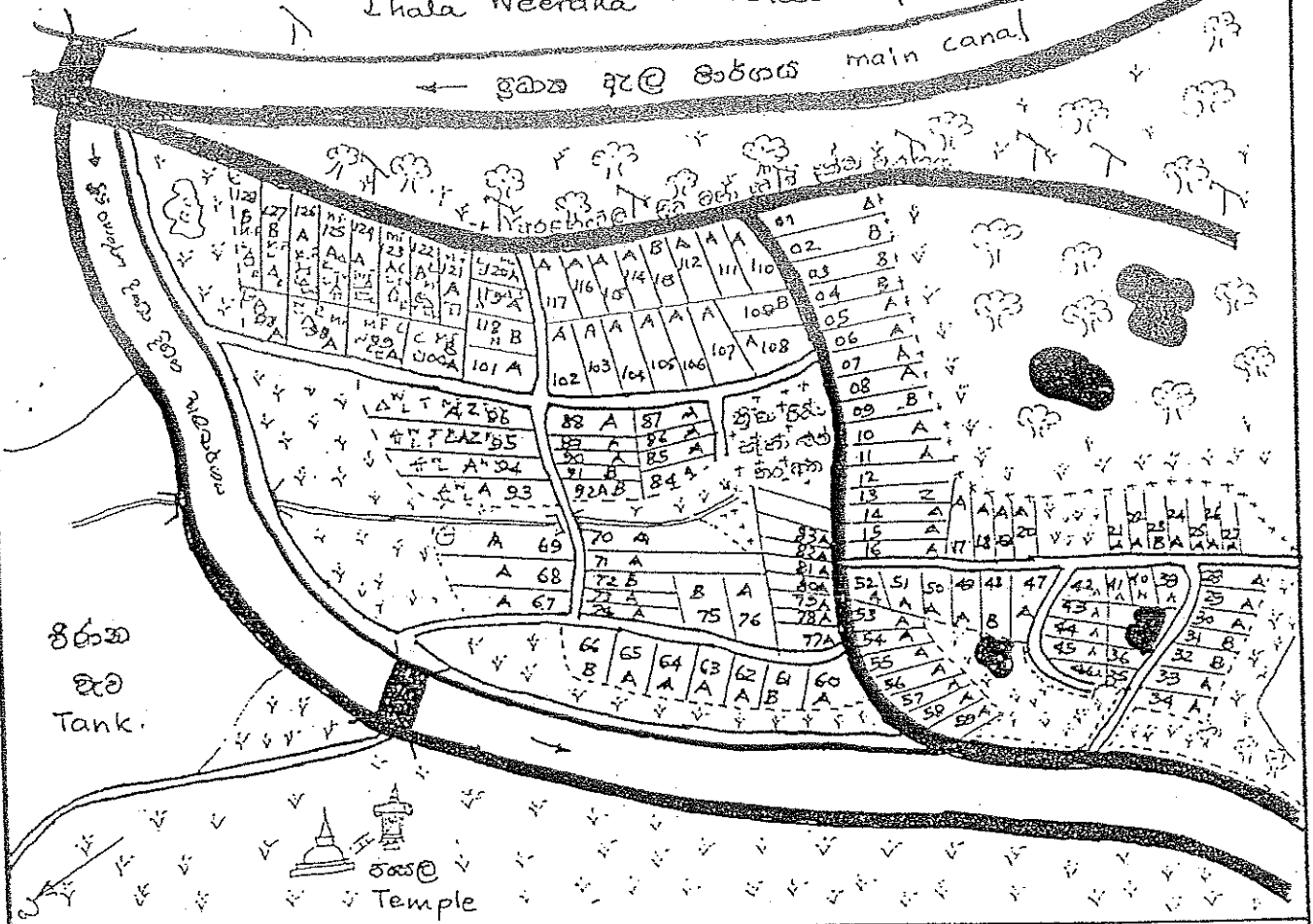


PMS = PARTICIPATORY
METHODOLOGIES

A SOCIAL MAP WITH CENSUS DETAILS

ඉහළ විරාන සමාජ සිතියම

Ihala Weerana - Social Map.



SYMBL

NOS.

සමාජ සිතියම	DESCRIPTION.	නොයෙකුත්
B	PERMANENT HOUSES	51
□	SEMI PERMANENT HOUSES	22
A	TEMPORARY HOUSES	42
W	WELLS WITH WATER	01
W	WELLS WITHOUT WATER	47
L	PERMANENT LATRINES	44
L	TEMPORARY LATRINES	69
*	EMPLOYMENT	18
Y	UNEMPLOYMENT (9CE-0/L)	03
S	BOU TIQUES	04
R.M	RICEMILLS	02
①	FOUR WHEEL TRACTORS	01
T	TWO WHEEL TRACTORS	21
TV	TELEVISIONS	45
RR	RADIO	98
—	DRAUGHT CATTLE	54
B	MILK CATTLE	28
X	BRIDGES	02
①	FOREST RESEVATION	
+	CANAL RESEVATION	
①	ATTENTION ELECTRICITY LINE	
①	ROCK	
—	MAIN CANAL	
—	TAR ROADS	
—	GRAVEL ROADS	
M	ADULT MALES	
F	ADULT FEMALES	
C	SCHOOLING CHILDREN	
A	FARMER FAMILIES	105
B	SECOND GENERATION FAMILIES	15
Z	MARRIED WITHOUT LANDS	09
N	UNOCCUPIED LANDS	13
K	CARPENTRY SHOPS	05

1999 - 06 . 11 දින

භාග්‍යානි වූව - PARTICIPANTS.

N.G අනෙකුත් උද්‍යය නායක	87
K.H මැදි කුමාර	95
J.M නිහල් බණ්ඩාර	112
W.L.G නිල්කන්ත කුමාර	85
M.P.G ඉන්ද්‍රජය	62
K.G සුනිල් කුමාර	03
S.M -සරත් බණ්ඩාර	58
K.G මැදි ජයසිරි	106
K.P.G සරත් කුමාර	17

- ↑ permanent houses
- W wells with water.
- L permanent latrines
- T tractors (2-4 wheel)
- ① reservation
- main canal

WEERANA-SRI LANKA - 1999

THE POWER OF THE VISUAL

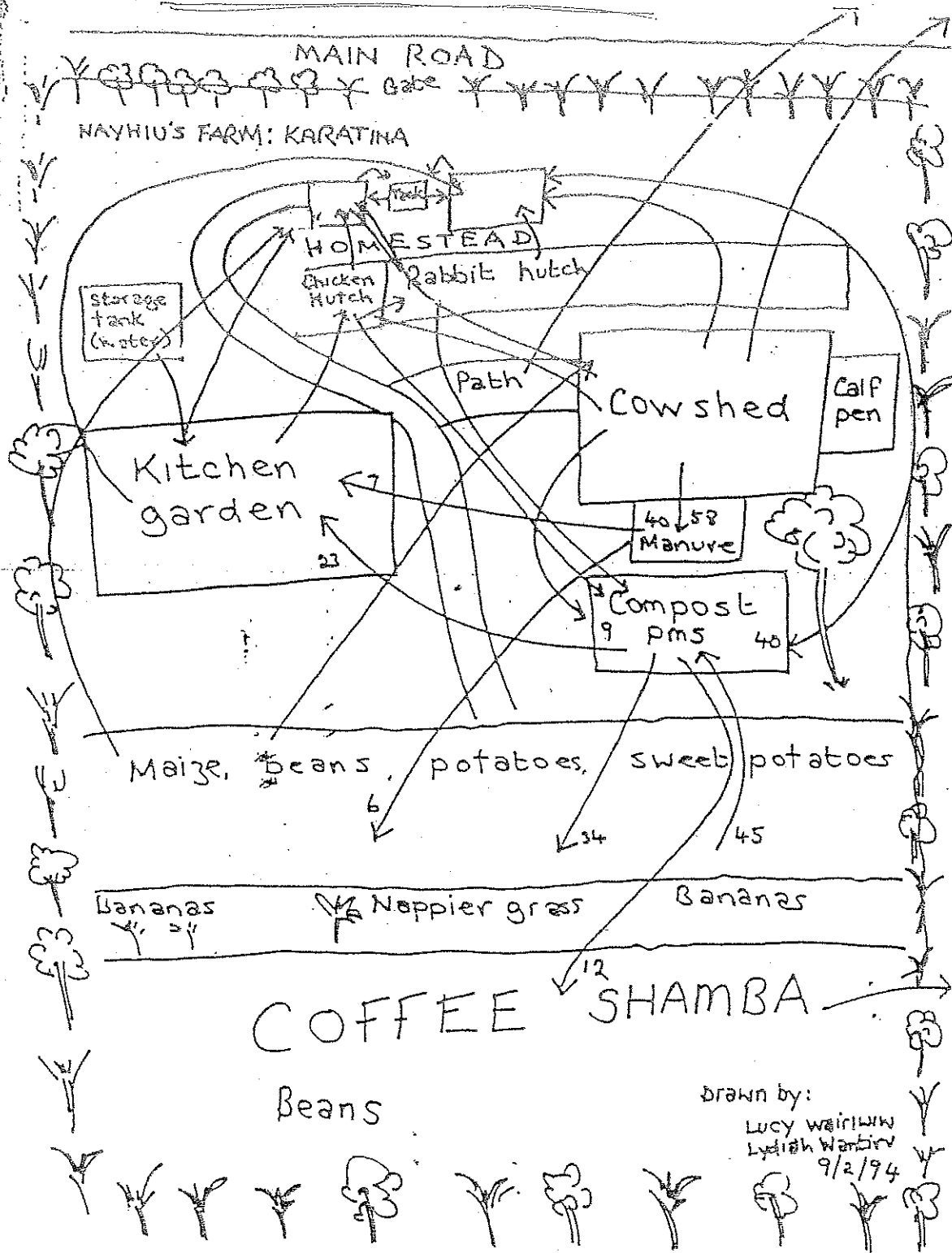
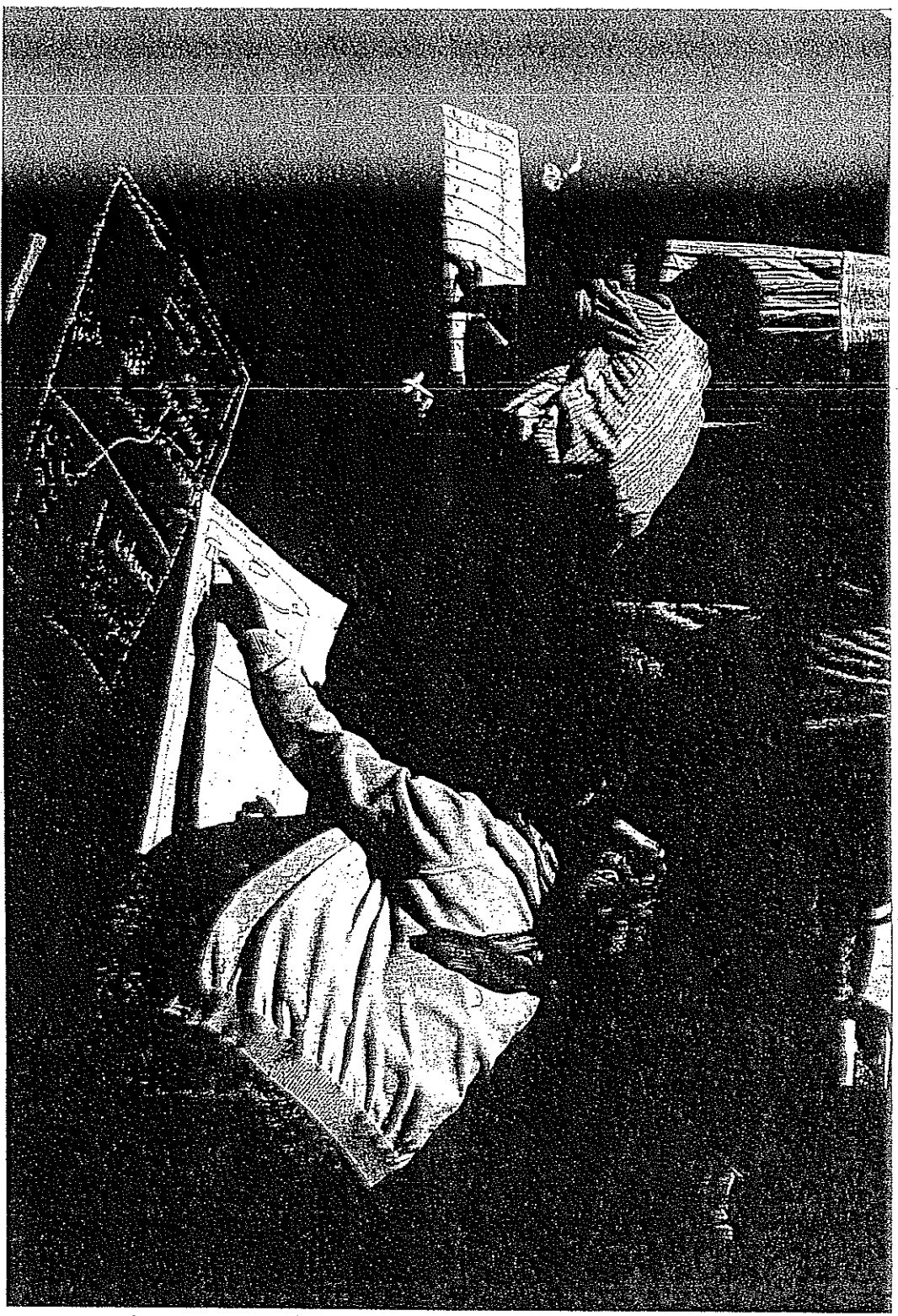


Figure 7.3: A farmer's nutrient flow diagramming on her farm map, Karatina, Kenya, 1994

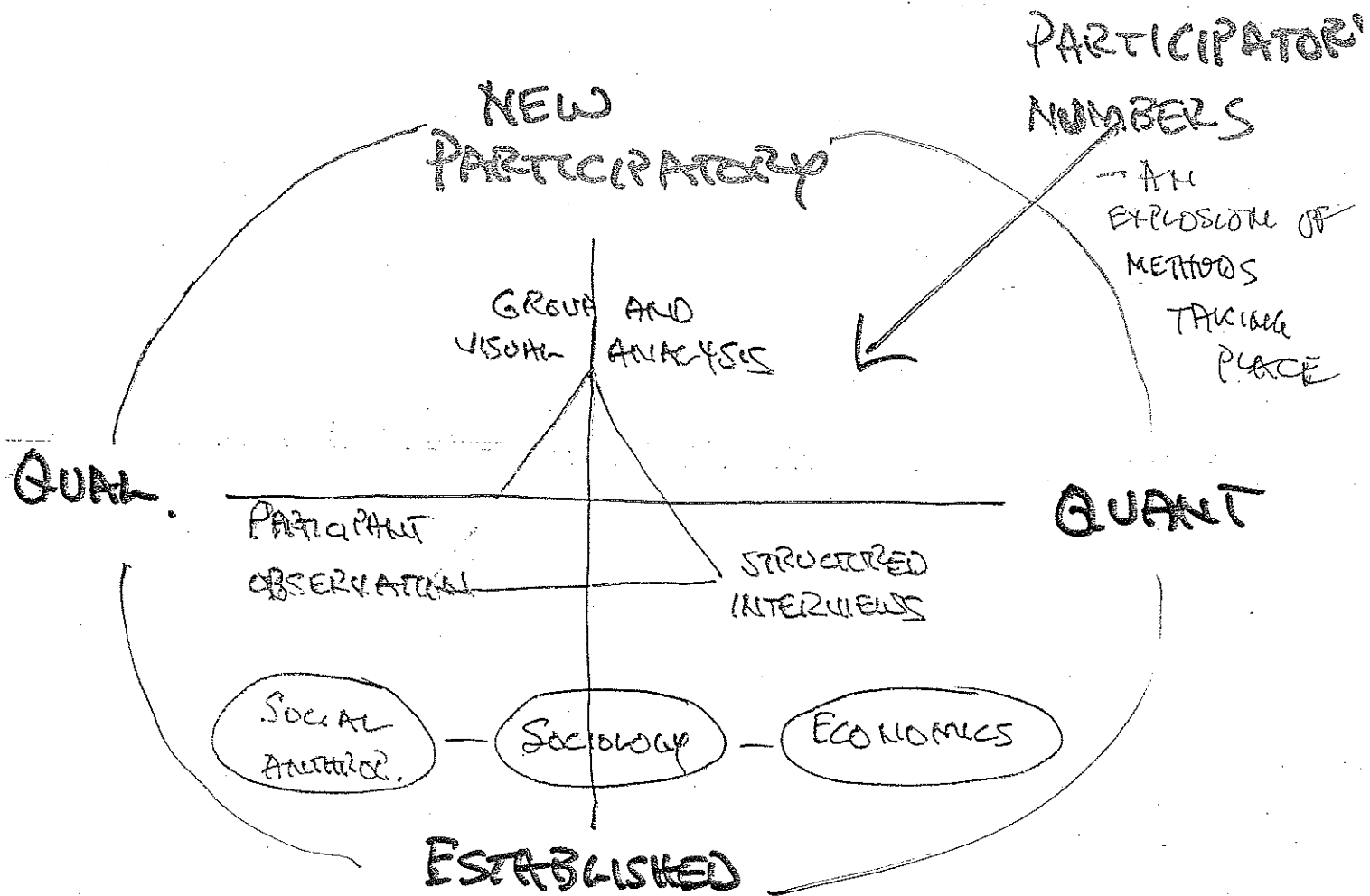
THE PRESENTATION AND ANALYSIS
OF COMPLEX REALITIES — IMPOSSIBLE
VERBALLY

FIGURES IN KENYA MAKING PAPER MAPS ON THE
GROUND WITH STICK AND THESE REDRAWING
ON PAPER, KARATINA WAY



RELEVANT TO PROFESSIONAL CHANGE

DIMENSIONS OF INTERACTION AND OUTCOME



△ = PRIMARY MODE OF INTERACTION

| INFORMANTS/ ACTORS' ENGAGEMENT

— DIMENSIONS OF OUTCOMES

THERE IS MUCH IN THE NE QUADRANT
BUT MOST PROFESSIONALS DO NOT
KNOW ABOUT OR RECOGNISE
OR VALUE IT

TRY www.reading.ac.uk/ssc

- THE STATISTICAL SERVICES CENTRE
AT READING UNIVERSITY

- THE LEADERS
IN THIS FIELD

Session IV: Behaviour and Attitudes

Many here have not had hands-on experience of facilitation in the field.

Question: Would you like hands-on field experience of these methods? How do you get it?

Elanor Doig: C.I.D. is an umbrella organization for NGOs involved in development.

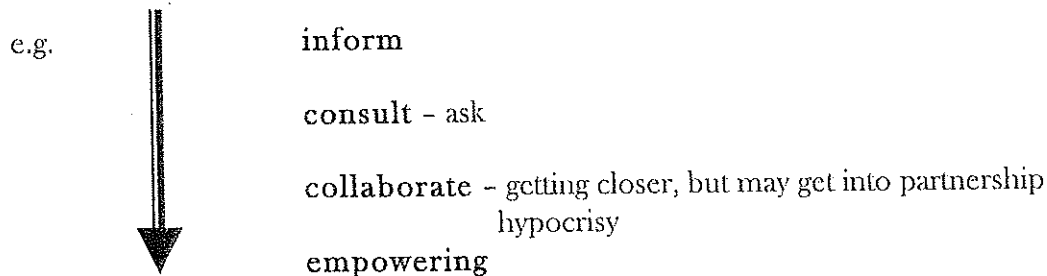
Elanor and Ros talked about organizing a five day training event. A message will be sent out to those who signed up.

Jo: talked about her own thoughts of seeking on-going mentoring and support in Wellington. She was thinking of doing this herself. She wants to build a practice/reflection process.

Wendy: thinking about reversals. She has met with some great groups in the region who engage in participatory work - particularly in Indonesia and West Papua. Could we develop an internship system to get people as visitors/learners on-site? Language would be a barrier, but with the help of a bilingual person we could overcome this.

~~~~~

The word 'participation' is used with different meanings. A participation ladder will be included in the package. We have to look at what participation means.



There is a taxonomy of participation

- can be used from command and comply to support and initiate.
- communities are self-mobilizing
- each has different roles and relationships

Dimensions of change (diagram) from the PRA tradition (*will be in package*)

- attitudes, behaviours and mindsets are most significant

The pictures showed examples of good facilitation and bad facilitation

- bad facilitation came from a government officer (conservation and water)
- after watching the process, the officer's attitude and style changed  
"I did not know they were doing so much."

The most difficult to deal with in facilitating, apart from village elites, are:

1. professors of sociology – anyone who feels threatened personally or professionally can be very difficult to deal with. It is very uncomfortable for them also.
2. charismatic heads of NGOs – there was the example of a woman who was initially difficult to deal with, but flipped and changed her behaviour after playing ‘dominator and saboteur.’ The game makes you aware of how you dominate and how you are submissive in an experimental way.

You can reverse the relationships by asking the lower to teach you something.

The example of community lead sanitation – it turns everything on its head. If it doesn’t, it will not work.

Slogans and Buzz phrases from PRZ/PLA

- ☞ introduce yourself
- ☞ unlearn
  - ‘Open an empty cupboard in your head and work out of that space
  - you have to visualize it
  - Observe. Don’t think. Don’t judge or react.
  - Step back, leave it as a picture and then reframe it.
  - Have empathy and understand their reality. ‘What I have learned is not real for these people.’ Approach it with a blank slate.
- ☞ ask them: be prepared to suffer the silence and give them time to reflect before expecting a response
- ☞ they can do it!
- ☞ embrace error: there is always something to learn
- ☞ relax, don’t rush
- ☞ be nice to people
- ☞ sit down, listen, watch and learn
- ☞ have fun
- ☞ shut up!

Words, concepts and values for development

| Values               | Practice                                                      | People in control of their own development | Linking strategies for change        | Realizing complexity        | Importance of process      | Behaviour & attitudes |
|----------------------|---------------------------------------------------------------|--------------------------------------------|--------------------------------------|-----------------------------|----------------------------|-----------------------|
| Sustainability (14)  | Embrace the Process (5)                                       | Local Solutions (10)                       | Gender Equality (7)                  | Transparency (11)           | Relationships (7)          | Humility (12)         |
| Ethical (12)         | Livelihoods (4)                                               | Ownership (5)                              | Respect (5)                          | Downward Accountability (5) | Critical Reflections (6)   | Trust (11)            |
| Contextual (12)      | Know Yourself (2)                                             | Democracy (4)                              | Conflict Resolution (5)              | Cooperation (5)             | Diversity (4)              | Adaptability (11)     |
| Justice (6)          | Tangible – real – Outcomes (2)                                | Trade Unions (3)                           | Oppose Consumer Society (4)          | Justice (4)                 | Non-violence (4)           | Listen (9)            |
| Values & Culture (4) | Intolerance of any form of gender violence or child abuse (1) | Redistribution (2)                         | Protection/ Fulfilment of Rights (4) | Learning (3)                | Collaborative Learning (3) | Power (6)             |
| Values (4)           | Value the                                                     | Redefine                                   | Prayer (3)                           | Cultural                    | Facilitator (3)            | Tolerance (5)         |

|  |  |  |  |  |                             |                                          |
|--|--|--|--|--|-----------------------------|------------------------------------------|
|  |  |  |  |  | External<br>Congruence      | to Change                                |
|  |  |  |  |  | Accompaniment<br>Journeying | Understanding                            |
|  |  |  |  |  | Hospitality                 | Passionate<br>Action with<br>Integrity   |
|  |  |  |  |  |                             | Informal                                 |
|  |  |  |  |  |                             | Challenge<br>Religious<br>Fundamentalism |
|  |  |  |  |  |                             | Risk Seeking                             |

## *Reflections*

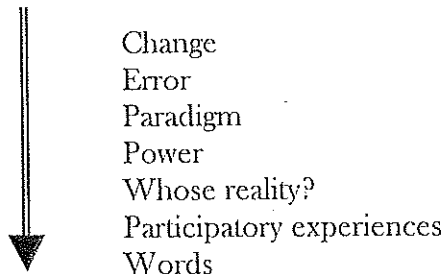
From the list, ownership was not as high in priority as earlier today.

The exercise of choosing seven out of all of the terms is a great process to get the thinking started – if we had time to regroup the terms for similarities, we would get different outcomes.

Words related to values, behaviour and attitudes scored higher than words related to realizing complexity, linking strategies for change and practice.

## *Conclusions*

Looking back at where we have come from today



If you took the Paris Declaration on aid effectiveness – if it is effective, it must be good – and count the number of times a word is used, you can get an idea about the mindset.

- the most used words were partners/partnership

Using the Paris Declaration preferred vocabulary, you can get:

To monitor indicators and effective performance from aid donors and partners  
need capacity to manage..... to assess and monitor results.

Taking words not used in the Paris Declaration, you can come up with:

To negotiate and evolve outcomes for the poor and marginalized requires...

This sentence is made up of words that appear in the Paris Declaration no more than once.

“We must become the change we wish to see in the world” – Ghandi.

|                                                        |                                               |                                          |                                                              |                                                         |                                         |                                 |
|--------------------------------------------------------|-----------------------------------------------|------------------------------------------|--------------------------------------------------------------|---------------------------------------------------------|-----------------------------------------|---------------------------------|
|                                                        | Farmer (1)                                    | 'Experts' (2)                            |                                                              | Hybridity (3)                                           |                                         |                                 |
| Cultural Diversity (4)                                 | Malaria Vaccine (1)                           | Independence/ Sovereignty (1)            | Rights (3)                                                   | Slow Down (3)                                           | Networking (3)                          | Reflection(5)                   |
| Green Development (3)                                  | Opportunity – rather than problems (1)        | Empowerment (1)                          | Arms Control – Sanctions for Manufacture & Trade (Mines) (3) | Uncertainty (3)                                         | Empathy (2)                             | Love (4)                        |
| Wholistic (3)                                          | Water (1)                                     | Closing the Gaps (1)                     | Destabilize Your Certainties (2)                             | Trans-disciplinary (3)                                  | Legacy (2)                              | Flexibility (4)                 |
| Responsibility for Future Generations (2)              | Organic (1)                                   | Simple(r) Solutions (1)                  | Sexual & Reproductive Rights (1)                             | Inter-disciplinary (2)                                  | Learning (2)                            | Integrity (4)                   |
| Happiness (2)                                          | Focus on Disability Issues                    | Simple                                   | Non-interference (1)                                         | Institutional Innovation (2)                            | Dialogue (2)                            | Humour (3)                      |
| Awareness of Power Relationships (2)                   | Countering Forced Migration and Trafficking   | Self-determination for Dominated Peoples | Dialogue between Corporates and NGOs/ NGOs & NGOs (1)        | Network (2)                                             | Mutual Exchange (2)                     | Fun (3)                         |
| Equity/ Partnership (1)                                | Action                                        | Indigenous                               | Political Will (1)                                           | Seeing History (2)                                      | Genealogy/ Whakapapa (2)                | Learning (3)                    |
| Equity/ Fairness (1)                                   | Internationalism NOT Nationalism              | Who Knows? Who is Enables to Know?       | Anarchism (1)                                                | Unexpected Outcomes (1)                                 | Seek Understanding (2)                  | Acceptance (2)                  |
| Responsibility (1)                                     | Peaceful Coexistence                          | HIV/AIDS in the Pacific                  | Connecting with Reality(1)                                   | Indigenous Practices (1)                                | Win/Win (1)                             | Acknowledge Local Knowledge (2) |
| Cultural Preservation                                  | Ethics: Trade, Tourism, Environment           | Maintenance of Culture                   | Monetarism & Economic Reform                                 | Openness to Surprise (1)                                | Step by Step (1)                        | Mutual Respect (1)              |
| Ethnic Diversity, Multi-culturalism & Social Inclusion | Sustainable Energy – Green, Clean & Renewable | Traditional Governance                   | Access to Justice – through international mechanisms         | Learning Linked to Accountability – not copping out (1) | Collaboration(1)                        | Energy & Resources (1)          |
| Ecological Philosophies                                | Citizenship                                   | Capacity Recognition                     | Access to Resources                                          | Information revolution (1)                              | Responsive (1)                          | Right Intention (1)             |
| Gender and Generational Respect and Equality           | Know who They Are                             | Rescuing Threatened Languages & Cultures | Combating Consumerism                                        | Externalities – positive & negative                     | Flexibility (1)                         | Honesty (1)                     |
| Controls on Mineral and Natural Resource Extraction    | Training to transform a 'boss' into a 'coach' | Models of PA                             | Global Citizen                                               | Respect & Encourage Minority                            | Mutual Accountability (1)               | Self-Awareness (1)              |
|                                                        |                                               |                                          | Gender                                                       | Ingenuity                                               | Dignity (1)                             | Openness 1)                     |
|                                                        |                                               |                                          | Developing From Within                                       | Value the Unexpected                                    | Rethinking the Growth Paradigm (1)      | Passion (1)                     |
|                                                        |                                               |                                          | Evolving Process                                             | Pacific (put on the map)                                | Communication Revolution (1)            | Silence                         |
|                                                        |                                               |                                          | Advocacy                                                     | Colonialism                                             | Reversal                                | Pragmatic                       |
|                                                        |                                               |                                          |                                                              | Reflective Listening                                    | Participatory Information               | Partnership without the gaps    |
|                                                        |                                               |                                          |                                                              |                                                         | Positive Change                         | Sharing                         |
|                                                        |                                               |                                          |                                                              |                                                         | Consistency between Rhetoric & Practice | Corporate Sponsored Development |
|                                                        |                                               |                                          |                                                              |                                                         | Log Frame (strikes back!!)              | Beyond Dialogue                 |
|                                                        |                                               |                                          |                                                              |                                                         | Internal &                              | Open & Willing                  |

## Words for the Future

One way to reflect on contemporary orientations is to word search not only for the most common words, but also for those that are not there. A sentence compiled from a word search of the Paris Declaration on Aid Effectiveness (title) reads:

*To monitor indicators of effective performance from aid, donors and partners need the capacity to manage the mutual harmonisation of programmes to assess, measure and report on results<sup>i</sup>*

Paradigmatically, this portrays a world where aid effectiveness is to be achieved through bureaucratic norms of coordination, control and reporting.

A shadow sentence made up of words missing from the Declaration (*I have checked most but not all of them*) is

*To negotiate and evolve agreements that optimise outcomes for poor and marginalised people requires reflective recognition of power, conflicts and interactions, and relationships that build trust, and trade-offs and compromises.*

Paradigmatically, this is for a very different world that names and recognises the realities and significance of evolving relationships in aid.<sup>ii</sup>

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<sup>i</sup> The scores are To monitor (18) indicators (30) of effective (38) performance (17) from aid (61), donors (70) and partners (96) need the capacity (20) to manage (17) the mutual (12) harmonisation (21) of programmes (22) to assess (16), measure (11) and report (11) on results (20)

<sup>ii</sup> For this orientation see Rosalind Eyben ed Relationships for Aid, Earthscan. London and Sterling VA, 2006



"WE MUST BECOME  
THE CHANGE WE WISH  
TO SEE IN THE WORLD"

Gandhi



