# BOOKLET #8

FIELD INSIGHTS

As the Gender and Development (GAD) and Participatory Analysis for Community Action (PACA) materials have been used, the Women in Development Office has requested that field insights be submitted. Included in this booklet are examples of how concepts and skills have been trained, modified, or applied by different groups, in different settings, in different areas of the world.

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SEASONAL CALENDAR

NEEDS ASSESSMENT AND PRIORITY RANKING
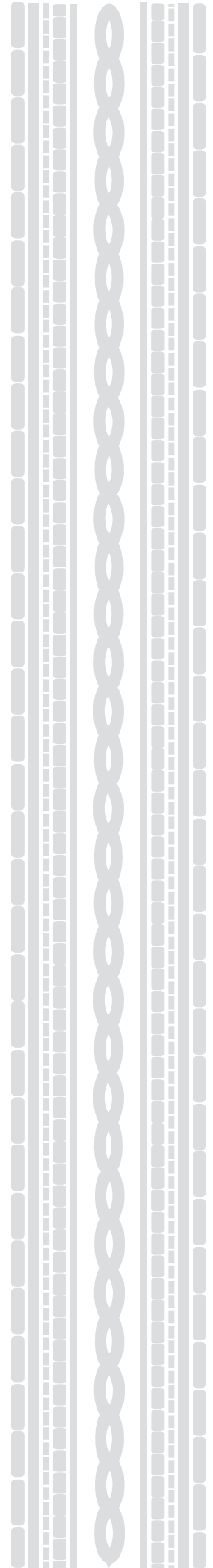
URBAN USES OF PACA TOOLS

GENDER INFORMATION FRAMEWORK AND CONTEXTUAL ANALYSIS – PARAGUAY

This activity helps Trainees to learn analysis tools for studying their own projects. A "Gender Analysis in Development Projects" session design was a modification of the "Gender Information Framework with Project Work" model session (see Booklet #3). The objectives of the pre-service training session were:

1. to explore the societal impact on individual family members in a country;

2. to identify gender roles in task implementation, income generation, resource use, and decision-making with individual families; and

3. to identify possible constraints as well as possible opportunities in relation to gender issues in project design.

A new, short case study was written based on a real community in Paraguay. Small groups of Trainees had different tasks. One group used the Contextual Analysis format to identify issues for either gender at various levels which could have an impact on participation in a development project in that community. Another group used the Gender Information Framework to analyze the case. They presented their findings to each other. Then a project purpose and one objective were presented. One group looked at constraints and opportunities for men and boys, and the other group concentrated on women and girls.

This session was a link between earlier community analysis activities and the presentation to them the next day of their own project plan.

Pre-Service Training, Paraguay, 1995

OBSERVING, INTERVIEWING, AND FACILITATION SKILLS REVIEW – GUINEA BISSAU

At a Participatory Analysis for Community Action (PACA) training of trainers (TOT) workshop for pre-service training (PST) staffs, concentration of most of the skills training session was on facilitation skill practice after brief reviews of interviewing and observation.

The session was started by asking participants to share examples of how they had taught interviewing, observation, and facilitation to Trainees in past PSTs or activities they had used for their own skill-building. This discussion served as a check on understanding as well as a way for everyone to hear some new training ideas. The different types of questions used in interviewing and group discussion were reviewed.

The facilitation skills session was conducted close to the suggested format in the PACA manual. For the section on working with difficult people, a fishbowl configuration was used in which six people discussed a controversial topic while the rest of the participants observed. Three of the fishbowl participants were assigned blocking roles to play out during the exercise. What the facilitator did to help or hinder the discussion was processed after the exercise.

Considering that several of the participants were "new trainers," this session was helpful for not only for the work needed in the PACA TOT, but for their overall professional development and readiness to work in PST. The hands-on practice gave people a common vocabulary to use for the rest of the workshop, as well as a good grasp on the rationale and use of questioning, paraphrasing, and summarizing skills.

Although the interviewing and observation activities were shortchanged during this session, participants had opportunities to practice and process those skills during the Daily Activities session and the community field work.

PACA TOT for PST Staff, Guinea Bissau, 1997

PACA FOR OURSELVES: TEAM BUILDING AND INTRODUCTION TO PACA – GUINEA BISSAU

A goal of the Participatory Analysis for Community Action (PACA) training of trainers (TOT) workshop for pre-service training (PST) staffs was to create a positive and participatory atmosphere among the trainers as a group. These, as all sessions, were to be models for consideration for their PST designs.

After an icebreaker exercise, participants divided into five sub-groups and completed the following task: each person shared with colleagues information about skills, talents, and experiences she or he has that are relevant to community development (i.e., What do you bring in the way of assets and resources to this group?). Once everyone had shared their personal information, group members created an image or picture on newsprint that represented their assets, and also gave their team a name.

Back in the plenary group, a leader from each team summarized their team's resources through their interpretation of the team image. Then the TOT trainer used the resources activity (content and process) to introduce PACA and highlight key elements of the methodology that had already been modeled.

The same teams met again a second time to discuss and report on expectations they had of the workshop. Each team was asked to take a turn as "community animator" by planning and leading the large group in an opening energizer or closing reflection each day.

The focus on resources and assets set a positive tone for the workshop, and helped participants quickly begin building a sense of community among themselves and a partnership with the trainers. During the large group sharing, it was interesting that every team had some unique asset they brought to the training community that other teams did not have or had not previously considered an asset. Using the teams to open and close each day encouraged participants to step into leadership roles.

PACA TOT for PST Staff, Guinea Bissau, 1997

SOCIODRAMA INTRODUCES PACA AND NEEDED SKILLS – PARAGUAY

In a three-day program in Paraguay, a sociodrama was used to introduce the rationale for Participatory Analysis for Community Action (PACA) methodologies and some of the skills needed. The trainers played the roles of a group of community men and women meeting with a development worker. The community members played typical roles of a dominant spokesperson, someone who agrees with everything the development worker suggests, disinterested or disenfranchised people, and silent women. The development worker comes with preconceived plans, asks leading questions, takes one opinion as consensus, does not attempt to get opinions from everyone, and so on. A good debriefing brought out key skills needed by facilitators, and advantages of sex-grouping of community members and using methodologies in which everyone participates.

APCD and Counterpart GAD Training, Paraguay, 1994

SHADOW DAY INTRODUCES GENDER IN PRE-SERVICE TRAINING – DOMINICAN REPUBLIC

WEEKEND ASSIGNMENT

Each Trainee was to shadow either a man or a woman for a day. It was suggested that they shadow one of their family members, or someone else they had gotten to know fairly well. Half of the training group shadowed men, half shadowed women.

SESSION SEQUENCE THAT FOLLOWED

1. Shadowing exercise follow-up:

   • The Trainees were divided into four groups: two groups that had shadowed men, two that had shadowed women.

   • Each group discussed their individual experiences and then created a composite of a typical schedule on a flip chart.

   • All the Trainees met together; each group presented their composite schedule.

2. The exercise led into a session on development approaches including the systems approach, definitions of work, and the implications of considering gender in development.

3. PACA was introduced.

   • The Needs Assessment tool was demonstrated.

   • Community Mapping and Seasonal Calendars were explained.

   • Discussion included how and when these tools might be used in communities.

TRAINEE COMMENTS

After the session, many Trainees reported to trainers that they liked this approach.

Pre-Service Training, Dominican Republic, 1995

DAILY ACTIVITIES REVEAL POTENTIAL TIME CONFLICT FOR INCOME GENERATION – ECUADOR

A Women in Agriculture Workshop in Ecuador was attended by Agriculture Associate Peace Corps Directors (APCDs) from Latin America, the Caribbean, and Lesotho. The activities tool was used in developing information with community members about the roles, rights, and responsibilities of men and women as it related to crop and animal production. The community had a Volunteer working with women dairy producers to increase their dairy production.

STEP 1

The large group was divided into two smaller groups by sex. Each group worked in a separate room with flip chart paper and markers.

STEP 2

Each group was asked to identify when the day started for their group and to lay out their day-long schedule, including all activities from the time they awoke until they went to bed at night.

STEP3

Upon completion of the composite daily schedules, the small groups returned to the larger meeting area and each presented their schedules to the other group. Discussion included what time was available for men and women to do other activities. The women expressed their desire to increase their time commitment and activity level in collecting and preserving mushrooms and capers, which they sold through their cooperative group in the provincial capital. The women's small business goal would have implications for the time they had available for participation in some of the PCV's objectives in the livestock project, including increasing herd size. By developing the Daily Activities together, the women, men, and the Volunteer could talk about the potential future conflict between the women's small business development goals and the dairy production goals, and reach some joint decisions on goals and objectives of both the canned food project and the livestock project in the future.

Women in Agriculture Regional Workshop, Ecuador, 1994

SCHOOL BOYS' AND GIRLS' SCHEDULES – ERITREA

At a Gender and Public Health Education In-Service Training for English Teachers in Eritrea, teachers used participatory exercises with a group of 11-13 year-old boys and girls. The children were both from rural and urban areas (indicated by "r" or "u" after their names). Some attended school in a nearby city, returning home only on weekends. The results of their re-creation of typical daily schedules in single-sex work groups, and their discussion together following presentation of the two schedules, are summarized below:

TIME	TYPICAL DAY FOR BOYS	TYPICAL DAY FOR GIRLS
	Jemal M. Berhan (u)	Fatma Idris (u)
	Kassem M. Ali (u)	Salem G. Medhin (u)
	Esaw Teklay (r)	Welesh Yeman (r)
	Tesfaalem Beyen (r)	Helen Tekle (r)
6:00 am	Wake up, wash face, prepare for school	
6:30-7:00 am	Go to school	Wake up, wash, eat, put on uniform
8:00-10:00 am		Help parents with food, washing clothes, gardening, do homework
11:00 am		Eat
11:30 am		Go to school
12:30 pm	Go home, wash hands	
1:30 pm	Eat (cook if in boarding school), sleep, study, sports; get water from well, wash clothes and harvest (if in boarding school)	
6:00 pm		Go home
8:00 pm	Eat dinner, watch TV (in city), do homework	Eat, wash dishes, watch TV (in city)
9:00-10:00 pm		Go to sleep
10:00-11:00 pm	Go to sleep	

DISCUSSION

- Some of the boys help around the house; however, it may be on an irregular or less than voluntary basis. Jemal, for example, makes breakfast for himself if his sister and mother are sleeping, while Tesfaalem and Esaw both go to boarding school and therefore prepare their own meals. Kassem will help his younger sister with her homework when asked and two other male students indicated that they help their sisters.

- Girls assist their mothers, while boys generally help their fathers, although a son can help a mother.

- Urban students watch English and Arabic films on television, programs in Tigrinya, and listen to the BBC news.

- Jemal noted that his family traditionally eats together. Esaw and Tesfaalem both travel to see their family on weekends.

- Boys acknowledged that their schedule is not quite the same as the female students. Most of the time girls do not rest and all four male students agreed that girls have an insufficient amount of time to study. Two male students attributed time constraints due to family responsibilities as the cause for only three per cent of girls taking academic prizes (awarded to the three highest academic achievers in a semester).

In-Service Training, Eritrea, 1996
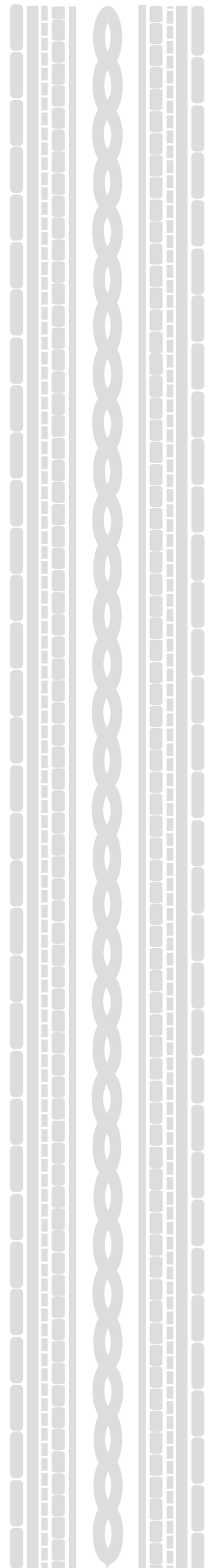
SECONDARY MATH LESSON BASED ON GIRLS' AND BOYS' DAILY SCHEDULES – TANZANIA

At a Community Content-based Instruction (CCBI) Education Workshop for science, math, and geography teachers in Tanzania, Volunteers and their counterparts were introduced to PACA techniques. As an application phase of their workshop, they developed a lesson plan for their grade level and subject based on information from the community. The session plan below uses data gathered from girls' and boys' daily schedules in a math lesson on statistics.

Title	Gender Differences in Daily Life
Subject	Math
Topic	Statistics
Form	V
Names	Matt Culver and Ms. Hilda Ndambo, Tunduru Secondary School

OBJECTIVES

1. Students will know how to compile and analyze statistics.

2. Students will be able to solve statistics related problems.

3. Students will recognize the differences in the daily activities between males and females.

4. Students will be able to discuss gender differences.

MATERIALS NEEDED

Chalk and Board

TIME

3 or 4 double periods

MOTIVATION

1. Teacher gives format and example of the daily schedule that each student must complete for themselves.

2. (Next Class) have a couple of student examples.

3. Ask questions in class about expectations of differences and similarities between males and females.

INFORMATION

1. Review Statistics
   a. Histograms, pie charts, bar graphs, etc.
   b. Mean, mode, median

2. Use information collected by students to teach methodology of statistical processes:
   a. Compile some information from all students in class—for example, from 3:00-3:30 pm, what is everyone doing?
   b. Show students how to create frequency charts (by sex) for various activities.
      Examples:
      - time spent relaxing/recreation
      - time spent studying
      - time spent doing chores
   c. Find means and modes of gender differences

3. a. Point out gender differences using statistics
   b. Question students why the gender differences exist

PRACTICE

1. Assign problems to students to utilize the collected data—putting the information into charts, means, modes, etc.

2. Review answers

APPLICATION

The student will use his or her knowledge of gender differences, gained through the information stage, to go into the community to ask gender questions.

1. The student will ask 10 people in the community what they expect the students' daily schedules will be like.

   Example: How many hours a day does a student (male and female)
   - cook?
   - study?
   - relax?

EVALUATION

1. The student will statistically compile and evaluate the information taken from the application stage.

   See sample girls' and boys' schedules, and some observations based on the schedules, following.

PEACE CORPS

SAMPLE DAILY SCHEDULES DURING SCHOOL TERM

	Girls' Activities	Boys' Activities
5:00 am	Get up Wake up brothers, sisters Clean	Get up, bathe Pray Cook and eat breakfast
5:30 am	Clean the house	(Get up, eat) Smoke
6:00 am	Cook breakfast Bathe Iron uniform	(Get up, eat) Make and drink tea Body exercises
6:30 am	(Get up; cook breakfast) Exercise, relax Eat breakfast	(Bathe, breakfast) Go to school
7:00 am	(Cooking, eating, cleaning) Clean the school compound	(Breakfast, dressing) School parade Talk to friends
8:00 -11:00 am	Attend class	Attend class
11:10 am	Break: drinks, eat snacks, play, talk, laugh	Break: smoke, drink sodas or wine, talk to girl friends, study
11:30 am	Go back to class	Study in class
12:00 noon	Return home; eat	In class
12:20-2:10 pm	Attend class	In class
2:10 pm	(Go home, eat, relax) Attend extra classes Read, study	Go home, eat Study, tuition Rest
3:00 pm	Study, have tuitions Have break time (few) Reach home, eat, relax Play sports Attend classes	Rest, eat Tuition Pray Play, water garden
4:00 pm	Have tuitions, study Relax, play games, watch movies, read	Tuition Smoke, talk with friends Play, watch TV
5:00 pm	(Go home, relax) Prepare for dinner, cook Make bed Wash, get ready to go outside Extra studies	

	Girls' Activities	**Boys' Activities**
7:00 pm	(Study, bathe, help to cook) Pray Have dinner	Have dinner Study Listen to music
8:00 pm	(Have dinner, pray) Complete homework	(Dinner) Study Go to sleep
9:00 pm	(Study, have dinner) Clear the kitchen Watch movie	(Study) Go to sleep
10:00 pm	Iron, wash dishes, clean kitchen Do homework, study Go to sleep	
12:00 pm	Go to sleep	

Note: Parenthesis show variations in the schedule for different students. For example, some boys get up at 5:00 am while others sleep until 6:00 am.

In-Service Training, Tanzania, 1996
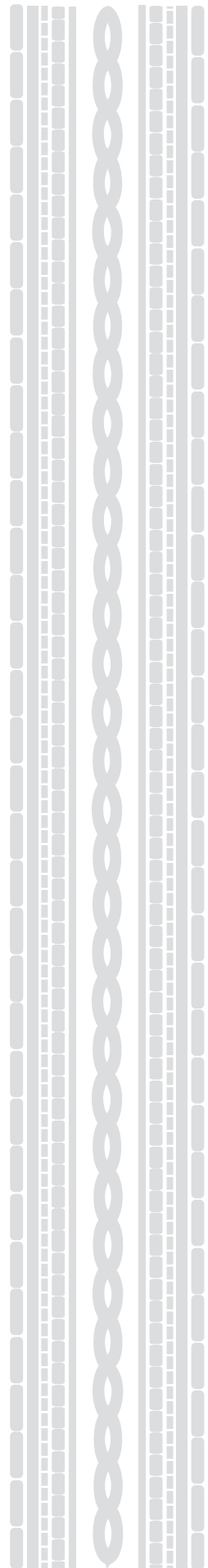
TYPICAL SCHOOL DAY SCHEDULES SHOW MISPERCEPTIONS BETWEEN TEENAGE BOYS AND GIRLS – KYRGYZ REPUBLIC

At a sub-regional workshop for TEFL APCDs and Project Managers on helping Volunteers use Community Content-based Instruction (CCBI) in their teaching, students from the capital, Bishkek, and a suburban town, Kant, provided first-hand information. The twelve students, three girls and three boys from each city, participated in two PACA techniques: Seasonal Calendars and Daily Activities. From those, the workshop participants learned about their needs and communities, and in turn, learned how they could use the results of the PACA tools to incorporate the students' issues into lessons, leading to small actions and small projects. The students were 16 years old. The Bishkek students attended either the Jewish school or School #13—a specialized English school. The Kant students attended a suburban high school. There were few differences between the suburban and the city schools, so what is highlighted below are the differences in perception between the male and female students.

Following, you will find sample schedules from four different groups: girls, girls' hypothesis of their male classmates' daily schedule, boys, and boys' hypothesis of their female classmates' daily schedule.

BISHKEK GIRLS' DAILY SCHEDULE

Time	Activity
am – 6:20	Get up. Do morning exercises
6:40	Have a breakfast (after taking a bath or a shower)
6:55	Get dressed
7:00	Make up, brush the hair, smile to the mirror
7:30	Go to school
8:00	School
pm – 3:30	Activities (prepare for the Universities)
5:30	Fatigued and wrecked; go back home
6:00	Have a supper
6:30	Do homework
8:00	Chat on the telephone
9:00	Go on with homework
10:00	Have a shower, say 'good night' to all beings in the house (flat) and to bed
10:00-12:00	Reading English and Russian literature and sleep. At last!

BOYS' HYPOTHESIS OF BISHKEK GIRLS' DAILY SCHEDULE

Time	Activity
am – 6:07	Get up
6:15	Have breakfast
6:30	Get dressed
7:00	Go to school
7:30	School
pm – 1:00	Go home
1:30	Have lunch
2:30	Do homework, talk with friends
6:00	Have supper
6:30	Do house chores
8:00	Watch TV
10:00	Go to sleep

KANT BOYS' DAILY SCHEDULE

Time	Activity
am – 6:00	Get up
6:15	Morning exercises
6:30	Breakfast
7:00-11:30	School (English, math, Russian and literature, history, ecology, physics, chemistry, biology, physical training, m.t., informatics)
11:30-12:30	Lunch, rest
pm – 13:00-15:00	Sport
15:00-15:30	Rest
15:30-17:00	Homework
17:00-18:00	Help parents
18:00-21:00	Free time (friends, TV, books, music, repetition)
21:00-21:30	Supper
21:30-6:00	Sleeping

KANT GIRLS' HYPOTHESIS OF BOYS' DAILY SCHEDULE

Time	Activity
am – 6:30	Wake up
6:32	Wash their faces, brush teeth
6:38	Put on clothes
6:40	Have their breakfast
6:45	Go to school
7:05	Arrive at school
7:05-12:30	Study at school
pm – 12:30-14:00	Spend their time with friends (smoke)
14:00	Come home
14:03-14:06	Have lunch
14:10-17:00	Go to sport complex
17:00-18:00	Do their homework
18:00-18:10	Have dinner
18:10-23:00	Go dating
23:00-1:00	Watch TV
1:00	Go to sleep

KANT GIRLS' DAILY SCHEDULE

Time	Activity
am – 6:00	Wake up, wash myself
6:15	Have breakfast
6:30	Go to school
7:00-12:30	Study at school
pm – 13:00	Go home from school
13:30	Have lunch
14:00-16:00	Sleep
16:00-18:00	Do homework
18:00-18:30	Have phone meetings
18:30-20:00	Cook dinner and eat
20:00-20:30	Walk with my friends
20:30-21:30	Watch TV
21:30-22:00	Prepare for tomorrow (clothes, books, etc.)
22:00	Sleep

TYPICAL DAILY ACTIVITIES SUMMARY AND DISCUSSION QUESTIONS

There are many similarities in the times when boys and girls wake up, go to school, and go to bed. There are some differences within their schedules on how they spend their leisure time (boys spend more time playing sports; girls don't seem to play sports), and some interesting differences in one group's perception of the other and reality. For example, the girls believed that boys spend some of their free time with friends smoking and dating. When the boys saw this, they were quite surprised. A teacher may want to explore further what led the girls to believe that the boys spend their time in this way.

SAMPLE PROCESSING QUESTIONS:

(Note that the teacher's role is to facilitate dialogue between the boys and girls.)

Let's look at your actual schedules.

1. What things are the same in your schedules? What things are different? Why do you think the differences occur?

2. It seems that boys and girls spend their free time differently. Is this true? Why?

3. It seems that boys and girls spend different amounts of time doing homework. Is this true? Why?

Let's compare what you thought the other group's schedule is with the reality.

1. Were you right? What things on the schedule are true? Which ones aren't?

2. Ask of each group: Why did you think that the other group did _____ (smoking, dating, household chores, etc.)?

3. Ask the other group to respond.

4. What did you learn about each other that is important? How can this information help you?

The same boys and girls did community maps for themselves and for each other. Those maps are included in this section under Community Mapping.

Sample discussion points based on both the daily activities and maps include:

1. Given these sample schedules and some of the information gathered from the Community Mapping activity, the teacher may explore with the students how the differences in how students spend their time affect their lives. For example, when the teachers discussed the girls' community map, the girls said that they get stomach aches when there are conflicts with their parents. The girls may realize that one of the ways to deal with stress caused by conflicts at home is to get more exercise.

2. During the discussion of daily schedules, the girls realize the benefits of getting more exercise and may want to start a club to encourage girls to play sports. Or, the boys may realize that their sisters do all of the household chores, and maybe they could help them out so that the girls have more time to do other things.

Sub-Regional Workshop, Kyrgyz Republic, 1996

VARIATIONS ON COMMUNITY MAPPING – GUINEA BISSAU, CAPE VERDE, ALBANIA

COMMUNITY MAPPING BY PST STAFFS

During a Participatory Analysis for Community Action (PACA) training of trainers, maps were done by pre-service training (PST) staffs of their own training centers. Groups were formed by gender when possible, and by host-country participants and Returned Peace Corps Volunteers (RPCVs) when not. Several important objectives were met during this session.

1. Participants experienced the mapping activity first hand and saw its potential for generating considerable information and insight.

2. The sharing and comparing of perceptions regarding training center resources was a useful discussion for trainers who will be working closely together over the next three months.

3. Making an initial map using objects on the ground proved to be extremely useful practice in preparation for the field work in the villages.

4. Participants understood the value of conducting the technique debriefing and the need to do such debriefings with Trainees during PST.

PACA TOT for PST staff, Guinea Bissau, 1997

TRAINING CENTER MAPPED IN PST

The training center was defined as the community for Trainees to map. The Associate Peace Corps Director (APCD) and PST director led the community mapping activity, with smaller groups facilitated by technical, cross-culture, and language staff. The Trainees themselves facilitated the discussion after the activity. The insights gleaned from the debriefing served as the first evaluation of the training program and provided ways in which training could be improved. Trainees were also able to experience the mapping activity as the *beneficiaries* of the information gathered. This will probably assist them in applying the techniques in the field because they will have a personal reflection on the benefits of doing the activity.

Pre-Service Training, Cape Verde, 1997

IST FOCUSES ON MAPPING TOOL ONLY
BUT INCLUDES PROBLEM ANALYSIS

In Albania, the Participatory Analysis for Community Action (PACA) in-service training (IST) design included the introduction of all four PACA tools. However, in the actual training, more time and discussion was concentrated on the mapping exercise than planned. Within the training situation, the participants themselves suggested depicting visually on the maps where and what problems there were in the community. Thus they could reflect on the problems in relationship to physical space. The problems could be voted on, generating a priority ranking in each of the men's and women's groups. During the discussion of both maps, some type of consensus of ranked problems could be attempted. The consensus discussion could be aided by inquiring about the types of resources the community has to solve the problems, and suggested strategies for action that might be devised. Closure then could focus away from the analysis to agreement to collaborate on a concrete action plan at a subsequent community meeting.

Since community mapping was the only tool trained, it was the only one used for field practice. However, since three different communities were used, two rural and one urban, the outcomes of the mapping and follow-up discussions were quite different. The debriefing provided the training participants with a depth of knowledge about the use of the tool and the participatory process that often does not occur when more tools are introduced, practiced, and evaluated.

PACA In-Service Training, Albania, 1997

COMMUNITY MAPPING OF TRAINING SITE: INTRODUCTION TO PACA – USA

During Overseas Staff Training, a model participatory analysis session was presented so that the staff would understand how the PACA tools worked. Even though the staff had only been at The Woods training site for about three days and had limited experience with their "community," the training site was the only "common" experience the twenty overseas Peace Corps staff members from 18 countries had.

They were divided into two groups of approximately ten members each, a group of men and a group of women. They were asked to draw a map of the training site and any of the surrounding area that they knew.

After they had drawn their maps, they were asked to use colored pieces of paper to indicate:

1. places they liked, and

2. places they did not like.

Finally, they were asked to draw on small "sticky notes" pictures of things they wished were at the training site; they added these to the maps.

They posted their maps in the front of the room, and one member of each group presented their map to the others.

Debriefing questions included:

1. What is different between the men's and women's maps? What is similar? Why might that be?

2. What process did you use to get your map drawn?

   (The women had discussed everything they wanted to include and one person sketched it in pencil. Then everyone grabbed a pen and drew over the sketches, plus added other features, such as ducks in the pond, etc. On the other hand, once the men had oriented themselves by drawing the main roads and putting a compass in the corner of the map, each person took a pen and drew as they talked about what should be included.)

3. They were then directed to look at what they had "wished" was at the site.

   (The items were quite distinctive, the men's wishes being primarily additional outdoor recreational offerings and the women's wishes more related to family and friends or community services, such as a beauty parlor, church.)

After discussing the maps, they were asked to consider for a moment, "What if this activity had been done with a community? What did the "wishes" represent? They could be construed as their ideas of "needs," or at least things that would make their community better. Given the different types of needs they identified, what type of project might the community consider that would address the intersection of the needs of both men and

women?" They determined that a community center that provided additional recreational opportunities, including family and educational activities, would address their joint needs.

If this "community" constructed such a center, they could then come back to the map and determine which of their needs had been addressed by this project (a form of evaluation). Those needs could be removed from the map and discussion around other needs that were now perceived or that had not been addressed through the first project might lead to another project.

Through this one activity of mapping, it was possible to involve participants in:

1. A participatory analysis tool: Community Mapping

2. Discussion of gender and individual differences in approaching a task, working as a group, identifying likes and dislikes and needs.

3. Using the map as a Needs Assessment and Priority Ranking tool.

4. Analyzing how several different needs might be addressed by one project.

5. Discussing what programming and training implications of such a project might be.

6. Discussing how a return to their map might provide the forum to evaluate whether the project addressed the identified needs, and a means to look at additional and/or new needs.

Though not done, it would have been possible to continue with this session, developing a project purpose, goals, objectives, milestones, and tasks (PGOMT).

Overseas Staff Training, West Virginia, USA, 1996

COMMUNITY MAPPING BY STUDENTS ASSISTS IN PROJECT REVIEW – MONGOLIA

During a site visit as part of a project review, an Education Specialist used Community Mapping with groups of students to gather information about the students' lives and to gain insight into how they access and contribute to resources in their communities. All of the students had PCVs as their English teachers so the Community Mapping technique was conducted primarily in English, with translation as needed.

The group of ten year old students had been studying English for one year. There were four girls and one boy. The second group was almost all women in their early twenties attending the teacher training college to be certified in teaching English. After drawing the school in the center of the blackboard, the Education Specialist asked each group to draw a map of their community. This activity, with each of the two groups, took about half an hour.

The ten-year-olds were at first a little shy about coming up to the blackboard, but then became engaged in the activity, putting various places in their approximate physical location relative to the school, adding the names of the places in English. They located their homes, different housing districts, the market, the primary school, the hospital, and the police. They also numbered apartments of where they and their friends lived.

Then the students were asked to put a check mark on the places they liked, and an "x" mark on the places they didn't like. "From this, I was able to see their community from their eyes." Their map revealed not only their problems, but also how they contribute to their communities. For example, they all liked the kindergarten. When asked why they liked it, they answered that they have little brothers and sisters who attend the kindergarten and they like to go and play with the little children. These ten-year-olds seem to be an informal, yet very real, resource to pre-school programs.

The Community Mapping activity with the second group of students demonstrated how this tool allows one to gather a tremendous amount of information about the community. They followed the same procedure as the younger students to create their map. Their map included: the school, dormitories, markets, a cinema, a bus station, a park, the hospital, the pharmacy, other schools, and a library, among other things.

Below is a summary of the information gleaned in about 15 minutes of asking questions about the map:

DORMITORIES: [lots of check marks] Two-thirds of the students at the school live in dormitories. The dormitories are not expensive.

MARKET: [lots of check marks] Food is not provided at the dormitories. The students have to buy and prepare their own food.

BUS STATION: [both check and x marks] Many students come from rural communities and go back home during vacations and holidays. They are happy to be going back to see their families, but sad to be leaving their friends.

CINEMA: [check marks] Students like going to the cinema but it is very expensive.

PARK: [check marks] Students like going to the park, they like having a place where they can go and hang out.

HOSPITAL: [x marks] They don't like going to the hospital. They usually go for dental problems. For other health problems (usually bronchial infections) they go to the pharmacy and get medicine.
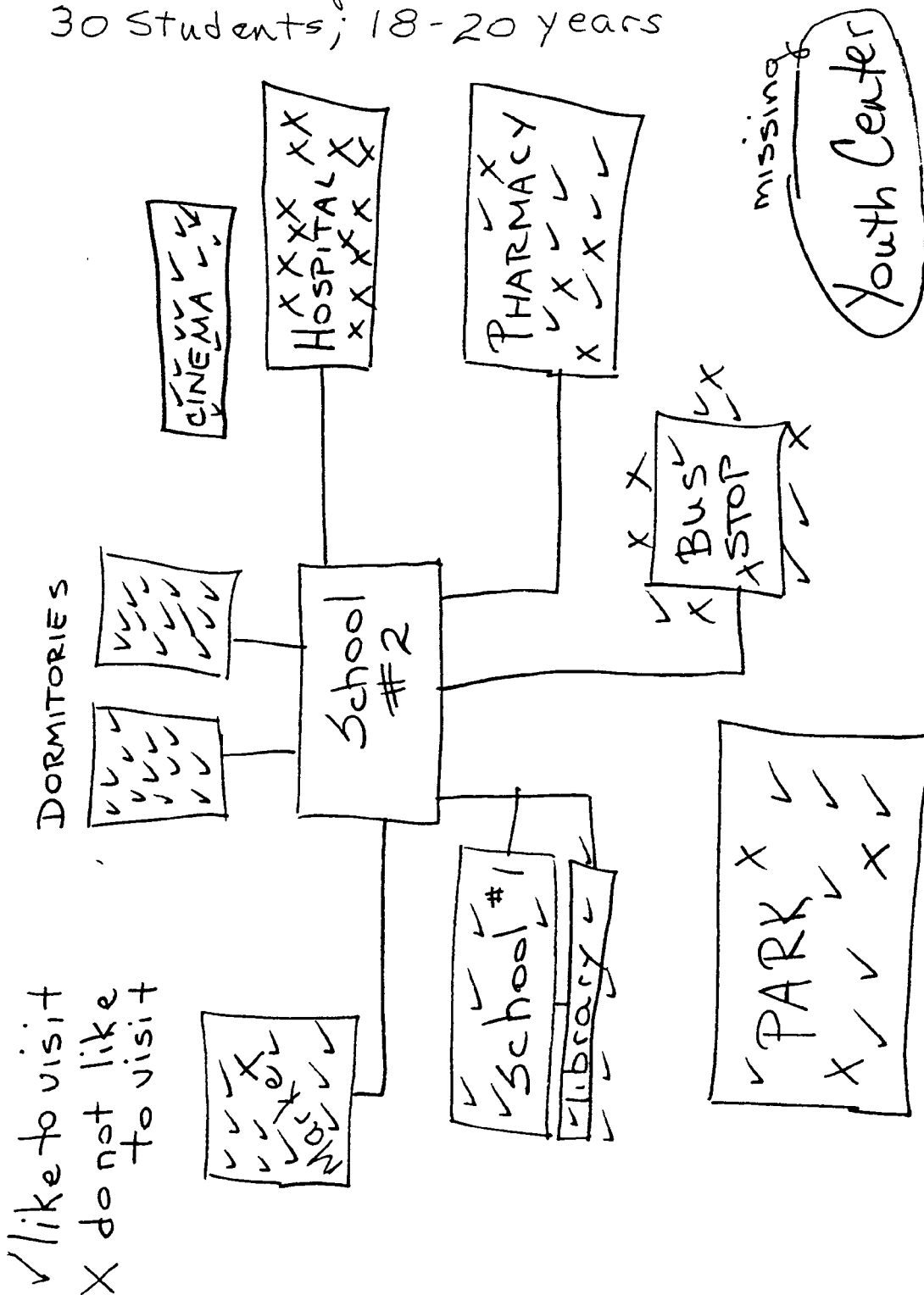
OTHER SCHOOL: [check marks] They use the library at the other school.

When asked what was missing from their community that they would like to have, they said a recreation center where they can relax and enjoy themselves.

5 students; 10 years old
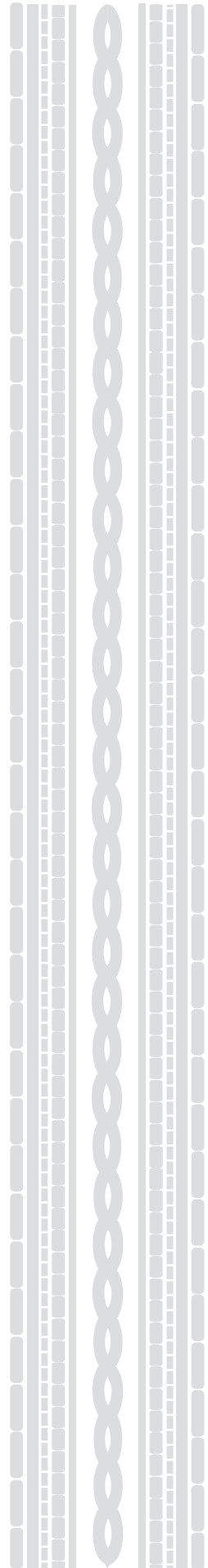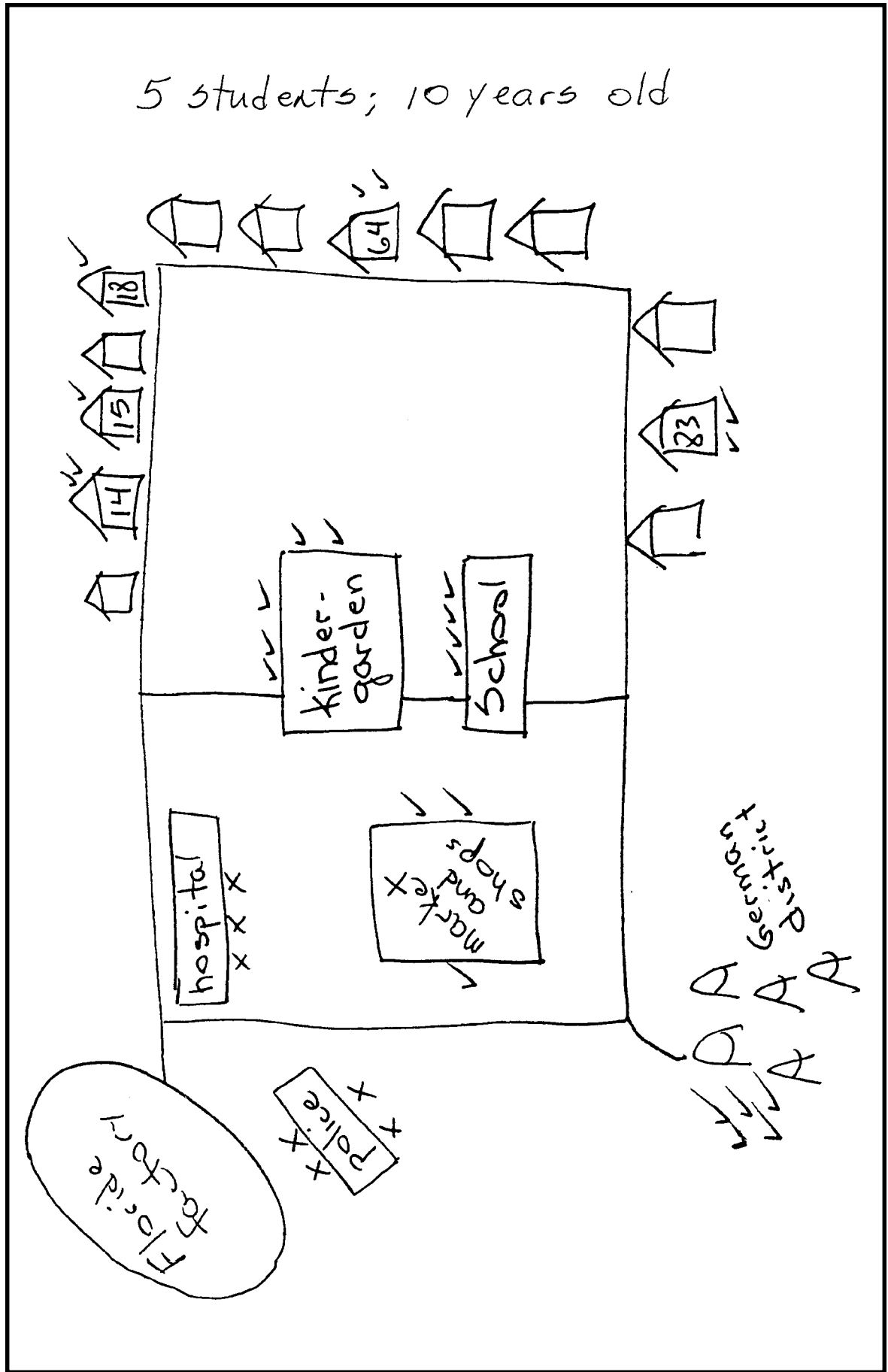
Advanced English Class
30 Students; 18-20 years

✓ I like to visit
X do not like to visit

Project Review, Mongolia, 1996

WORK SITE MAPPING IDENTIFIES CENTERS OF POWER – ECUADOR

As part of a one-day staff training session in Gender and Development and PACA, the Peace Corps training site was mapped by a group of the staff members. After identifying places they liked to be and disliked to be, and places they visited frequently and infrequently, they were asked to identify the centers of power. The centers of power were defined as places where important decisions were made.

Among the gender differences that were revealed were that the women staff members did not spend time in some places they liked, such as the volleyball court, because they perceived it as the men's space, and that women, generally, did go frequently to the places they identified as centers of power.

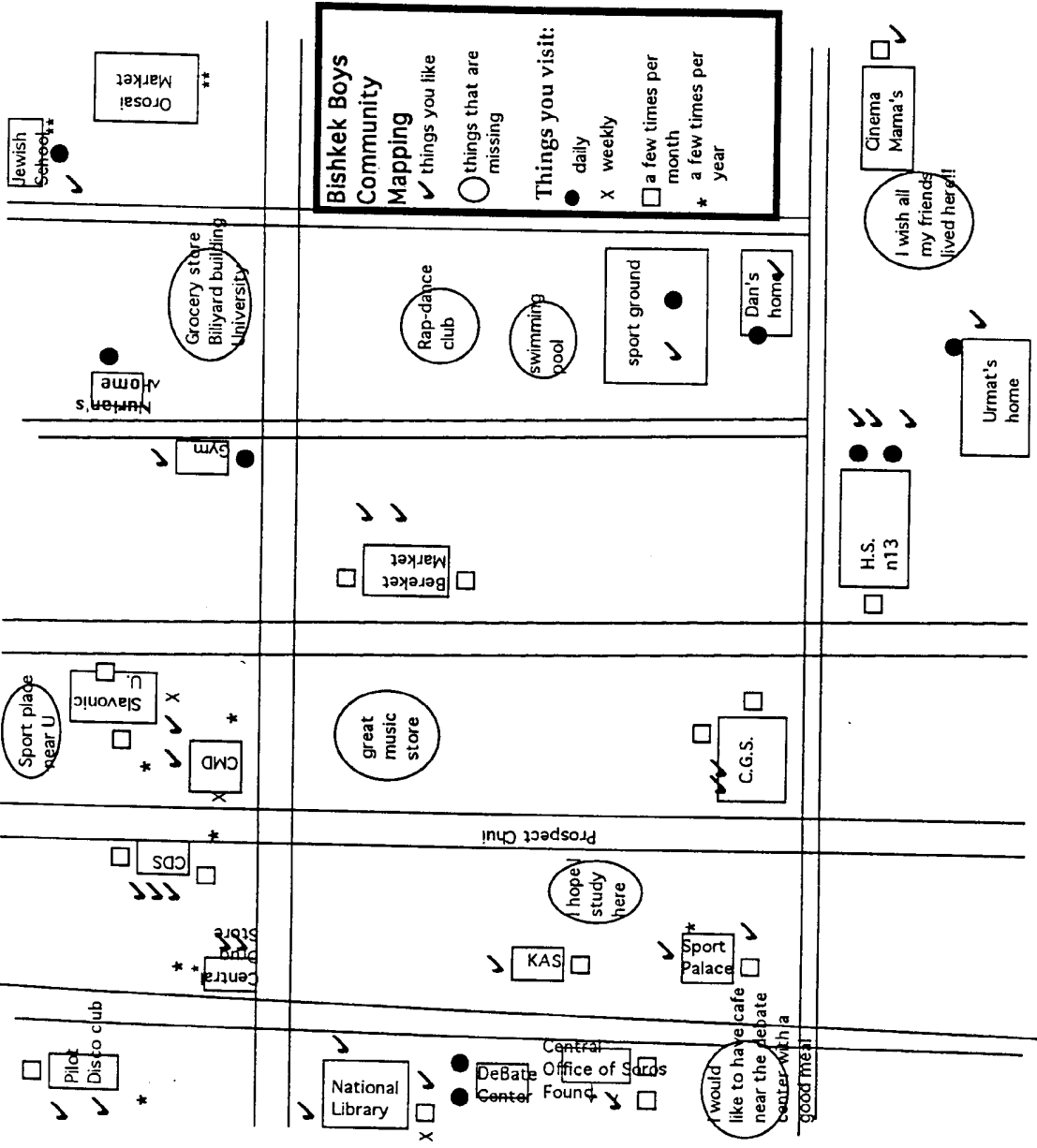Staff Training Workshop, Ecuador, 1995

COMMUNITY MAPS OF TEENAGE GIRLS AND BOYS OPEN CHANNELS FOR COMMUNICATING THEIR INTERESTS, CONCERNS, AND NEEDS – KYRGYZ REPUBLIC

At a sub-regional workshop for TEFL APCDs and Project Managers on helping Volunteers use Community Content-based Instruction (CCBI) in their teaching, students from the capital, Bishkek, and a suburban town, Kant, provided first-hand information. The twelve students, three girls and three boys from each city, participated in two PACA techniques: Seasonal Calendars and Daily Activities. From those, the workshop participants learned about their needs and communities, and in turn, learned how they could use the results of the PACA tools to incorporate the students' issues into lessons, leading to small actions and small projects. The students were 16 years old. The Bishkek students attended either the Jewish school or School #13—a specialized English school. The Kant students attended a suburban high school. There were few differences between the suburban and the city schools, so what is highlighted below are differences in perceptions between the male and female students.

Following you will find three sample community maps done with students in Kyrgyzstan: one by suburban boys, one by city boys, and one by city girls. The community maps, as appraisal tools, provide a snapshot of these students' communities and their daily concerns. They also provide a means of starting a dialogue with students about their perceptions of and concerns for their communities. The purpose of including these maps is to provide examples of the types of information that emerge in a Community Mapping activity and to provide examples of the types of questions one might ask in processing the community map.

The key used on each of the maps is shown on the map.

BISHKEK BOYS' MAP

Bishkek Boys
Community
Mapping

✔ things you like
◯ things that are
missing

Things you visit:
● daily   X weekly
☐ a few times per
month
* a few times per
year

Jewish School

Orosai Market

Grocery store
Biliyard building
University

Nurlan's home

Rap-dance club

swimming pool

sport ground

Dan's home

Cinema Mama's

◯ I wish all my friends lived here!!

Urmat's home

Gym

Bereket Market

H.S. n13

Sport place near U

Slavonic U.

CMD

◯ great music store

C.G.S.

Prospect Chui

CDS

Drug Store

Central

KAS

◯ I hope study here

Sport Palace

◯ I would like to have cafe near the debate center with a good meal

Pilot Disco club

National Library

DeBate Center

Central Office of Soros Found

SUMMARY

These boys attend High School #13 (in the lower part of the map) and the Jewish School (in the upper right corner).

Things that they like in their community are marked with a check mark. They include: their school, their homes, the cinema, the disco club, and places where they can play or watch sports.

Things they feel are missing in their community, marked with an open circle, are: a good music store, a rap dance club, a swimming pool, a cafe, billiards, a university building, and a sports place near the university. The boys also included here their desire to continue studying at the university, and to relocate where their friends live.

They also indicated the frequency with which they visit places. Schools, homes, and sports centers are visited daily, libraries weekly, and a few times per year the market and dance clubs.

SAMPLE QUESTIONS

Understanding what the map means evolves from asking the boys questions about what they put on their map and why. Below are sample questions one might ask from such a map.

- Why do you like your schools?

- Why do you like your homes?

- Why do you like the cinema? What movies do you watch at the cinema?

- Why do you like the sports centers? What sports do you play? With whom do you play? Do you play competitively? Who provides the sports equipment? Do people come and watch you play? Do your parents come and watch you play?

- Why do you like the library? What types of books can you find there? Do you go by yourselves, or with your classes?

- You said that a cafe near the debate center is missing. Where do you debate? How often do you debate? Is it organized through your school? Is it competitive? Are there other good cafes in the city? Do you eat lunch at school? Does school provide lunch, or do you bring it?

- You said that a grocery store is missing near Nurlan's home. Where do people do their food shopping? Are there markets in every neighborhood?

- You said that a rap-dance club is missing. Are there dance clubs for students in the city? Do students hold dance parties at their homes?

- You said that a swimming pool is missing. Are there other swimming pools in the city where people can swim? Are they private or public? Are there schools that have access to swimming pools for students? What must one do to join?
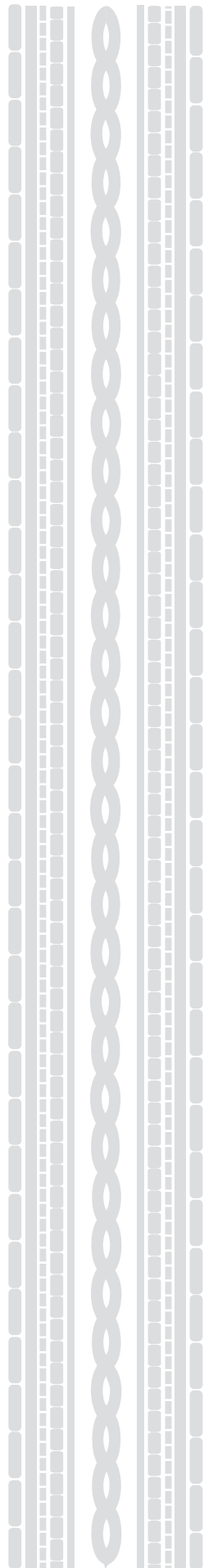
KANT BOYS' COMMUNITY MAPPING
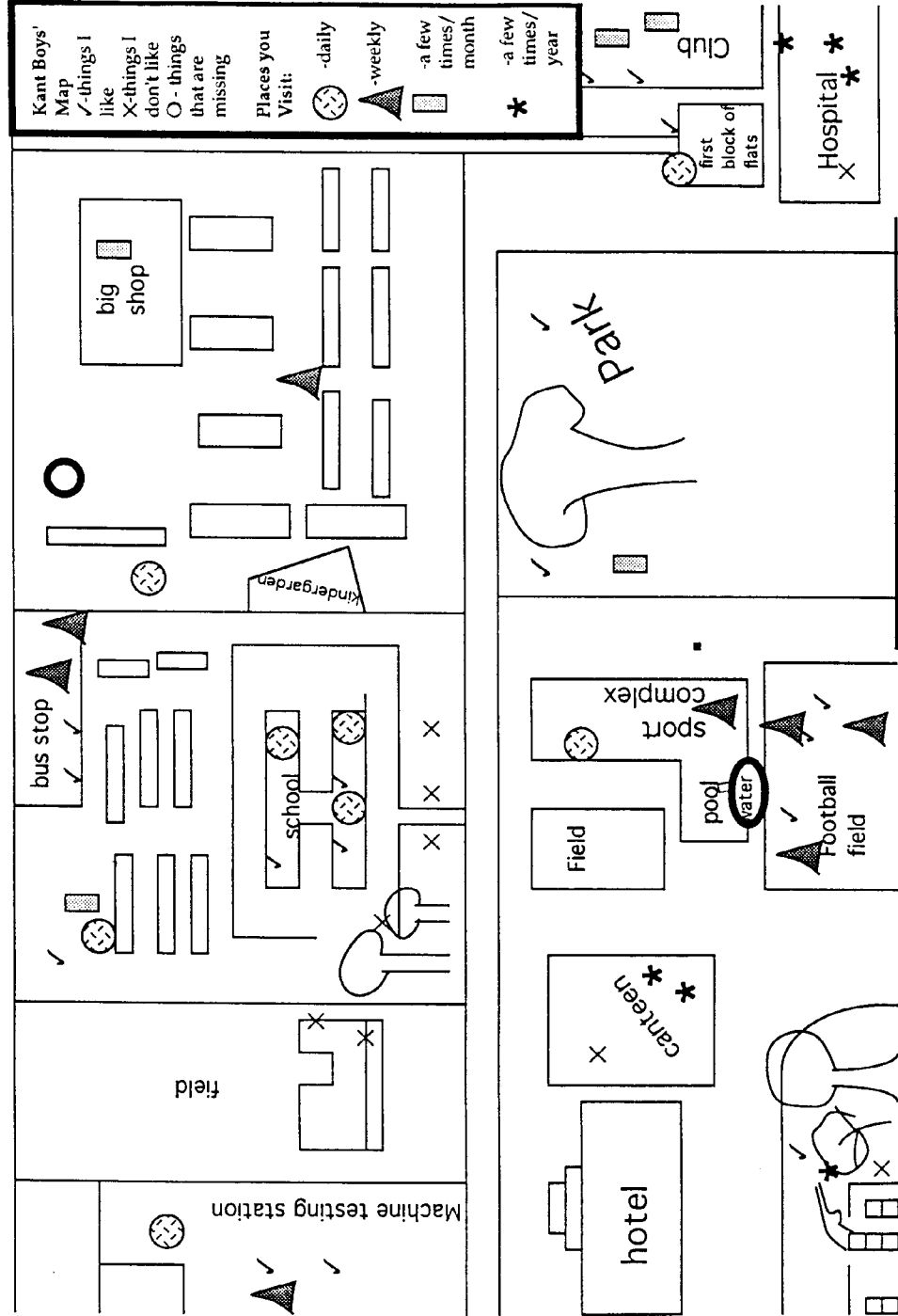
SUMMARY

These boys live in a more suburban town, a half hour outside of the capital city.

What they like, indicated with check marks, includes: their school, the football field, the park, the machine testing station, and the bus stop.

They do not like, as indicated by Xs: the entry way of their school, the market, the hospital, and the canteen.

The only thing they indicated as missing from their community was the water for the swimming pool.

They visit their homes, the school, and the machine testing station daily. They visit the market, the football field, and the bus stop weekly. They visit the canteen, the club, the park, and the hospital a few times per year.

SAMPLE QUESTIONS:

Understanding what the map means evolves from asking the boys questions about what they put on their map and why. Below are some sample questions one might ask from such a map.

- Why do you like school?

- Why do you like the park?

- Why do you like the machine testing station? What do you do at the machine testing station?

- Why do you like the bus stop? Where do you usually go when you take the bus? Is it expensive?

- Why do you like the football field? Do you play on a team? Is it organized by the school?

- Why don't you like the school entry way?

- Why don't you like the canteen? Do students eat lunch there? Do they have to pay, or is it provided by the school?

- Why don't you like the hospital? Do you go to the hospital when you are sick? What types of illnesses do you get? When do you usually get sick?

- Why isn't there water in the swimming pool? Did there used to be water in the swimming pool? Do you like to swim? Are there any other places to swim?
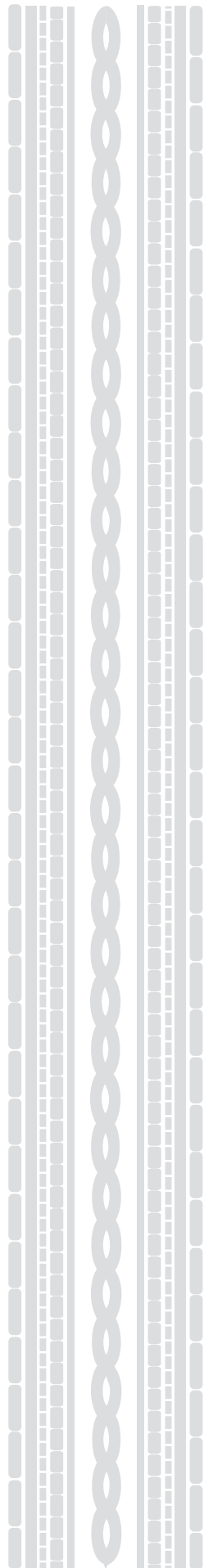
BISHKEK GIRLS' COMMUNITY MAP
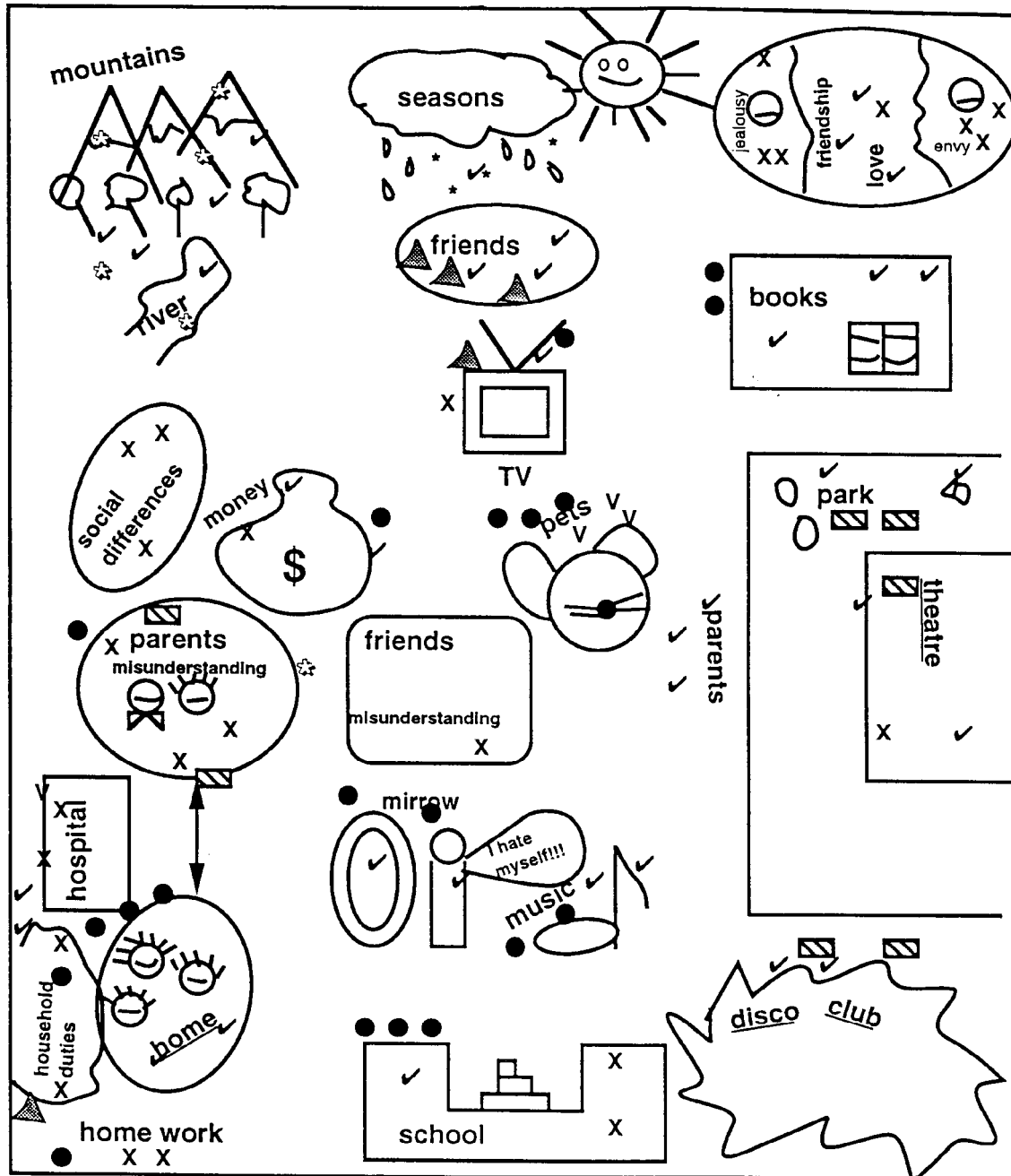
Bishkek Girls /Community mapping

✓ = things you like   X = things you do not like

● = visit daily   ▲ = visit weekly   ◪ = visit few times per month   ✿ = visit a few times per year

SUMMARY

The girls' map is visually quite different. Rather than spatial relationships of most entries, there are places, things, seasons, social relationships, and duties randomly placed on the map.

The girls like their homes, music, their pets, their parents, their friends, the mountains and river, the disco club, and the seasons. They all like books. Some like TV; some don't. Some like the hospital; some don't. Some like the school; some don't. They don't like homework or doing household duties. They don't like misunderstandings between their parents or friends. Some like the theater; some don't. Some like the park; some don't.

In this community map, there seem to be some self-esteem issues as indicated by the mirror, and a lot of concern about relationships and misunderstandings.

SAMPLE QUESTIONS

Understanding what the map means evolves from asking the girls questions about what they put on their map and why. Below are some sample questions one might ask from such a map.

- Why do you like the mountains? your pets?

- Why do you like music? What type of music do you like to listen to?

- All of you said you like books. What type of books do you like to read? Do you read for school or for pleasure? Where do you get books? At the library? At a bookstore?

- All of you said you don't like homework. Why? How much homework do you have assigned each night? Does anyone help you with your homework?

- Why don't you like household duties? What types of chores do you do? How frequently? Do your brothers and sisters also do chores? Do your mother and father do chores? What type of chores does each family member do?

- There seemed to be mixed feelings about school (TV; money; theater, etc.). Some of you like school, some of you don't. Why? How many days of the week do you attend school? How many hours per day? Do you stay in the same class group all day? Are your friends mostly from your same class? Do you have any recreation or free time during the school day?

- Why do some of you like or not like the hospital? Have you ever had to stay at the hospital? What sicknesses do people get? What do students do when they get sick? Is there a school nurse?

- Why do you like the mirror? What things does the mirror tell you? Are there both positive and negative things you learn from looking in the mirror? What are some of each?

- What types of misunderstandings do your parents have? How do you feel when you and your parents have misunderstandings? How do you feel when this happens?

- What are some of the social differences in your community? What types of problems does this create?

- • Why did you include emotions of jealousy, envy, and love? Do girls in your community date? How old are girls when they start to date? What do students do when they go on a date?

SAMPLE QUESTIONS FOR PROCESSING SIMILARITIES AND DIFFERENCES BETWEEN BOYS' AND GIRLS' MAPS

- • How are your maps visually different? Why might that be?

- • What is similar in the places you like? What's different?

- • What is similar in the places you don't like? What is different? Why might these differences be?

- • Places we visit are often important places in our community. What places do boys visit frequently and what places do girls visit frequently?

- • Why don't girls go to the football field? Do girls play sports? What do girls do for physical exercise?

- • Girls like music, but they didn't put disco clubs on their maps. Do girls go to disco clubs, or just boys?

- • Let's look generally at things that you don't like in your community. Do you agree with what the other group put as things they don't like? Is there anything that we can do to improve things that we don't like in our community?

- • Let's look at what each group put for what was missing from their communities. What did you feel is missing? Is there anything that we can do as a class or as a project to help create what is missing?

The same boys and girls did Daily Activities for themselves and for each other. Those schedules are included in this booklet under Daily Activities.

SAMPLE DISCUSSION POINTS BASED ON BOTH THE DAILY ACTIVITIES AND MAPS INCLUDE:

1. Given these sample schedules and some of the information gathered from the Community Mapping activity, the teacher may explore with the students how the differences in how students spend their time affects their lives. For example, when the teachers discussed the girls' community map, the girls said that they get stomach aches when there are conflicts between their parents. The girls may realize that one of the ways to deal with stress caused by conflicts at home is to get more exercise.

2. During the discussion of daily schedules, the girls may realize the benefits of getting more exercise and they may want to start a club to encourage girls to play sports. Or, the boys may realize that their sisters do all of the household chores, and maybe they could help them out so the girls have more time to do other things.

Sub-Regional Community Content-based Instruction Workshop, Kyrgyz Republic, 1996

SMALL BUSINESS DEVELOPMENT VOLUNTEERS MAP BUSINESS NETWORK RATHER THAN GEOGRAPHICAL LOCATION – ALBANIA

The topic "What is a community?" received careful analysis in an in-service training in Albania as the participants included small business development Volunteers and counterparts working in situations where the geographic community was not as important to their jobs as the extended community of people who sought the services of small business organizations.

The Livelihood Exercise (see Booklet #7) helped focus on different areas and levels of interactions of business people. In small groups of the communities (both rural and urban) in which they worked, the Volunteers with their counterparts designed a representative livelihood system from their region. Each livelihood system had to show the distinction in household rights, roles, and responsibilities by gender as well as the major activities. Then each group had to show where the particular interventions of their programs had affected the household in its different spheres of action.

Then, rather than geographically mapping their community, they worked on institutional mapping, tracing networks upon which businesses rely: formal and informal sources of supplies and credit, accountant services, government regulators and so on. Using this technique of graphically depicting institutional ties, the local entrepreneurs with whom the Volunteers and their counterparts work would be better able to identify common problems and seek common solutions.

PACA In-Service Training, Albania, 1997

SEASONAL CALENDARS REVEAL UNEXPECTED HIGH ACTIVITY TIMES AND NEEDS OF URBAN TEACHERS – TURKMENISTAN

A Women in Development Workshop in Turkmenistan was attended by TEFL Education Volunteers and their counterparts, all secondary and university teachers in urban areas. The Seasonal Calendar tool was used in the following way.

STEP 1

The large group was divided into four groups by region of the country in which the PCVs and their counterparts lived. Each group worked at a separate table with flip chart paper and markers.

STEP 2

Each group was asked to identify when the year started for their group and lay out their year-long calendar in accordance with that determination.

> **Note:** One group chose to begin their calendar at the beginning of the school year; two groups chose the beginning of the calendar year; and one group chose the beginning of the agricultural planting season.

STEP 3

To minimize the translation issues and engage the participants' creativity, each group was asked to draw symbols of the activities which would be plotted on the calendar. Categories included:

1. labor activities, such as wage-earning, income-generating, gardening, small animal care;
2. periods of income flowing into the households;
3. periods of higher-than-usual expenses;
4. important holidays or religious occasions; and
5. periods of predictable health problems.

Participants were asked to disaggregate by gender; however, most felt that men and women both did the tasks, although closer examination through use of the daily activities would probably have revealed gender differences.

> **Note:** The income-earning emphasis was due in part to the salaried nature of the majority of the workers in the country as well as our next day topic of economic influences on women's roles and income-earning.
>
> Also plotted were activities which were in lieu of income, such as gardening, food preservation activities, bartering. Each activity had a separate line on the calendar.

Only one category was presented at a time, with the drawing of the symbol(s) first and the plotting on the calendar occurring immediately thereafter. The groups plotted on the calendar all of the months in which the activities occurred.

Several nice variations occurred: in addition to using different colors for different activities, activities or holidays which occurred only in one month or two had their symbols placed in that month, rather than with long lines running across the whole calendar. It simplified the calendar and made it much easier to read and visualize.

There was some discussion if the calendar should represent only the women at the conference or all of the women of their region. The recommendation was that it be inclusive of all women since any project would include more than the PCV and counterpart.

STEP 4

After the calendar was completed, each group was asked to examine periods of high activity, high expenditures and low income, and to discuss any other significant things which the calendar revealed. This was particularly useful for the Volunteers (all teachers) to gain a better understanding of the various factors which converged at certain times of the year and influenced the lives of their counterparts and their students.

STEP 5

After each group reflected on what they saw in the calendar, they were asked to think about what impact these seasonal variations would have on their goal of developing a joint project in their communities, and how they might take those factors into consideration in the design of the project. It became very clear to all concerned that any activity planned for the summer would be occurring at the busiest time of the year for adults. Further discussion ensued as to how to take into account the availability of time in the winter with the cold, short days and other negative factors while assessing the feasibility of planning a joint activity.

Note: Peace Corps Turkmenistan staff realized that the summer project objectives for TEFL Volunteers were in direct conflict with the availability of counterparts to work with them. They also saw that a summer camp was so successful because it met a variety of needs in addition to the attraction of the content: it provided much-needed child care during school vacation; it was cheap in a period of high expenditures; and it freed up parents to do gardening, food preservation, and other activities designed to ensure food supplies through the winter. Future successful projects could build on those insights gained through the Seasonal Calendar activity.

WID Workshop, Turkmenistan, 1995

SCHOOL BOYS' AND GIRLS' SEASONAL CALENDARS SHOW CULTURAL ROLES AND RESPONSIBILITIES – ERITREA

At a Gender and Public Health Education In-Service Training for English Teachers in Eritrea, teachers used participatory exercises with a group of 11 to 13 year-old boys and girls. The children were from both rural and urban, boarding and non-boarding schools. The Seasonal Calendars they created in single-sex groups and their discussion together following presentation of the two calendars are summarized below.

BOYS' SEASONAL CALENDAR

Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec
————————————————————— ?								***************************** ?			
				'''''''''''' rainy season ''''''''''''				@ Harvest @@@@			
Wed				24th							
25th				Independence Day							
Exam											
	Vacation				20th-Martyr's Day						
	Ramadan				20th-Exam						
		Eid Alfitir						School			
		— Zom Arbaa ————						Fee			
	?			+++++++ Difficult Time ++++++++							
	+++++++++ Diarrhea ++++++++++++++++++++++++++++++++ ++										
@ Saal @											

GIRLS' SEASONAL CALENDAR

Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec
=========== help in the home =================================											
Wed					Dig	Sow					
Exam		Women's				Water					
		Day				++ Cold Season +++++++++++++			+ Harvest +		
Exam					Exam	^^^ Holiday ^^^^^					Christmas
	Holiday				Holiday	School		School			
						Fees		Starts			
—— Christian Holiday ———————————							___ summer rains ___ ? ___			————	

NOTES

- Nationally, towns participated in Green Week. Both boys and girls assisted in this effort.

- January is the most common month for marriage because Muslims and Christians fast before then.

- Fatima said her group did not mention the incidence of diarrhea in their Seasonal Calendar because it happened throughout the year.

- It may be difficult to pay school fees after the difficult period. Government will pay school fees if students' families are unable to make payments. Thus, if the (will and) desire is there, everyone can attend school.

- Ramadan does not disturb school. Teachers continue teaching and students study in the evening after eating.

- Most Muslim students must begin their fast at age 17, but some begin fasting as young as age seven.

COMPARATIVE ANALYSIS

Note: This discussion also includes observations of the boys' and girls' Daily Activities.

All participants and facilitators sat in a circle. The lead facilitator asked for volunteers to explain the flip charts.

- The male students said they feel they have more time to study which impacts positively on their academic performance and negatively on girls' performance in school. This is borne out by the fact that boys are virtually always the academic prize winners. Girls think that their grades would be better if given more time to study.

- Even when boys have less time to study during harvest season (October to December) when they work in the fields, they feel they have ample study time. Girls work in the fields with their mother.

- A facilitator noted that while boys cook and clean for themselves, girls perform this function for the entire family. Boys will assist with this task if there are no girls in the house. It was noted that boys sometimes assist with washing dishes.

- Girls said that boys get up later, but in fact, boys reported rising earlier in the morning. It was pointed out that boys are afforded the luxury of an afternoon nap while girls are not.

- When asked if they observed anything new from the Seasonal Calendar, Kassem noted that boys vacation during their school holiday while girls work during their holiday.

- In response to Salome's inquiry if there is anything the students would like to change, Tesfaalem responded, "There is something that must be changed. Girls help mothers all the time. This must be shared by boys and girls." He said that he is willing to help his mother. Esaw said he would help around the house voluntarily. Jamel admitted to not wanting to help his mother all the time, although he did acknowledge that the workload could be lightened by helping his sister.

- In response to a question, Tesfaalem said he learned for himself that boys should help their sisters.

- The group noted that there were considerable differences between both the seasonal and daily responsibilities for urban and rural students.

FACILITATOR INSIGHTS

- Different facilitators have different styles, with some being more directive. One facilitator saw that two different styles were used in leading the students (directive and non-directive) and the result was the same.

In-Service Training, Eritrea, 1996

SEASONAL CALENDAR SHOWS RELATIONSHIP OF AGRICULTURE AND HEALTH VOLUNTEERS' WORK – NIGER

A Micro Nutrient Staff Development workshop was held in Niger for the Health and Agriculture Associate Peace Corps Directors (APCDs) from Africa and one from Europe who belong to a working group dedicated to trying to reduce micro nutrient deficiencies in the communities where their Volunteers work.

The calendar below was developed as an example of a participatory tool for agriculture and health Volunteers to use **together** in their communities to address nutrition issues. By working together with a visual tool, they can better address the interrelationships of agriculture and health issues. Specifically, the calendar could be used to pinpoint times when disease outbreaks occur during the hunger periods. By identifying these periods in advance, the Volunteers can work with the communities to start projects months earlier that will address the hunger period, such as growing a garden or processing fruits or vegetables by drying or other techniques to store for use during this period.

When families have extra micro nutrients during the hunger period, specifically vitamin A, iron, and iodine, the effects of a disease like measles can be greatly mitigated. Some children will have less severe symptoms, and some may not have any at all. Having fewer or no symptoms cuts down on the time children may be away from school or family agricultural activities, thus increasing human productivity and well-being.

FOOD PRODUCTION AND NUTRITION CALENDAR – NIGER

JAN   FEB   MAR APR   MAY JUNE JULY AUG   SEPT OCT   NOV DEC

```
                              RAIN
             millet ——————————————————————————————
——————                            maiz ——————————————————————————
——————————
                     intensive male labor period ——————
                              intensive female labor period ———
              gardens ——————————————————————————
                         grasshoppers (crops) ##############
          kids ^^^^^^
          (goats)
newcastle (poultry) outbreak ++++++++++++++++
  measles (humans) @ @ @ @ @
     @ @ @ @ @ @ @ @ @ @
            ))))) RAMADAN (((((((((
Period * * * * *                                    * * * * Hunger
```

Micro Nutrient Staff Development Workshop, Niger, 1995

BOYS' AND GIRLS' SEASONAL CALENDARS COMPARE CURRICULUM AND ACTIVITIES – GUYANA

At a Gender and Development Participatory Processes in-service training (IST) in Guyana, Community Health and Youth Volunteers and counterparts had several opportunities to consider how the PACA tools could be used in their particular setting. A very unique application of the Seasonal Calendar emerged.

Volunteers and their counterparts from two different residential institutions for delinquent youth were concerned about the girls in their institutions. They had different requirements than the boys in terms of when they had to be in their dorms and whether their dorm rooms were locked at night. There were also significant differences in their curriculum and extra-curricular activities. Efforts to bring up these issues with the institution administrators had not been fruitful.

In one practice session, they used the Seasonal Calendar format to lay out the courses and other activities by month, identifying by gender who has access to them.

Over the course of the week of the workshop, the Volunteers and their counterparts decided that a very objective way to analyze some of the differences would be to use the Seasonal Calendar format. They planned to do this with their fellow staff members on their return from the workshop.

Vocational Skills

	Boys	Girls
Plumbing	+	
Elec. Installation	+	
Mechanic	+	
Tailoring		✓
Catering		✓
Masonry	+	
Joinery	+	
Carpentry	+	
Welding	+	
Business	+	✓
Crafts		✓
Medics	+	
Agriculture	+	✓

Sports/Games

	Boys	Girls
Cricket	+	
Circle Tennis	+	✓
Fotbol (soccer)	+	✓
Boxing	+	
Athletics	+	✓
Volleyball	+	✓
Basketball	+	
Cards/Dominoes	+	✓
Net Ball		✓

O Girls

Activity	JAN	FEB	MARCH	APR	MAY	JUNE	JULY/AUG	SEP	OCT	NOV	DEC
Vocational Training	O	O	O				School Holiday	O			O
Academic Training	O	O	O	O	O	O		O	O	O	O
Life Skills/Social Work	O		O		O			O		O	
Physical Training	O				O			O			
Sports/Games			O			O		O			O
Culture	O	O	O	O	O	O		O	O	O	O
National Policy			O			O		O			O
Military Training											
Religious Activities	O	O	O	O	O	O		O	O	O	O

+ Boys

Activity	JAN	FEB	MARCH	APR	MAY	JUNE	JULY/AUG	SEP	OCT	NOV	DEC
Vocational Training		+		+		+	*School Holiday*		+		+
Academic Training	+	+	+	+	+	+	*School Holiday*		+	+	+
Life Skills/Social Work		+		+		+	*School Holiday*		+		+
Physical Training		+	+	+		+	*School Holiday*		+	+	+
Sports/Games	+	+	+	+	+	+	*School Holiday*	+	+	+	+
Culture	+	+	+	+	+	+	*School Holiday*	+	+	+	+
National Policy	+		+		+		*School Holiday*	+		+	
Military Training	+			+		+	*School Holiday*	+			
Religious Activities	+	+	+	+	+	+	*School Holiday*	+	+	+	+

+ Boys   O Girls

	Jan	Feb	March	Apr	May	June	Jul/Aug	Sep	Oct	Nov	Dec
Vocational Training	+	+	O	+		+	*School Holiday*	O	+		+ O
Academic Training	+ O	+ O	+ O	+ O	+ O	+ O		+ O	+ O	+	+ O
Life Skills / Social Work	O	+	O	+	O	+		O	+	O	+
Physical Training	O	+	+	+	O	+		O	+	+	+
Sports / Games	+	+	+ O	+	+	+ O		+ O	+	+	+ O
Culture	+ O	+	+ O	+ O	+ O	+ O		+ O	+	+ O	+ O
National Policy	+	+	+ O	+	+	O		+ O	+	+	O
Military Training	+	+	O	+	+	+		+	+	+	O
Religious Activities	+ O	+ O	+ O	+ O	+ O	+ O		+ O	+ O	+ O	+ O

In-Service Training, Guyana, 1996

SEASONAL CALENDAR INTRODUCED AS TOOL TO GET THE "TRUE PICTURE" IN PDM WORKSHOP – ZAMBIA

In Zambia a Training of Trainers was followed by three Project Design and Management (PDM) Workshops for Community Health and Water and Sanitation Volunteers and their counterparts. After a day of exploring ways of empowering communities, on the second day of the workshop the participants addressed the topic of tools for gathering community information, including finding reasons for successes and failures of past projects. Several options were presented to the participants, and their choice was the Seasonal Calendar since sometimes failures are due to trying a project at the wrong time of the year.

The participants self-selected into four groups, one each to look at agriculture, education, health, and cultural events (social and religious). In the small groups they brainstormed all the items for the calendar they could think of, placed them on small calendars they had, decided which of the items should be put on a large calendar, and selected a spokesperson to put the items on the composite calendar and explain them.

When the small groups had completed their work, they pulled their chairs around a large wall chart marked off into twelve monthly segments. They were asked, "When does the year begin?" They decided to start in October as that is when the agriculture cycle begins.

Their calendar is on the next page. Perhaps unique to their calendar are the health entries related to wild animals; some of the participants lived near a game park which presented some unique health hazards.

The processing questions included:

1. What implications do you see for project design? (This question never had to be asked. As soon as all the entries were put on the large calendar, others started asking questions to understand the items and identify the interrelatedness of different entries.)

2. How does it relate to a community project? (Of particular interest to host country national participants was how this technique showed the "big picture"—how the different aspects of life fall into time relationships with each other.)

3. How would you apply this technique in a community? (There was a marked division between Volunteers and host country counterparts on this questions. The counterparts felt the community members could do this technique as they had, whereas the Volunteers felt that since many of the community members were illiterate, perhaps the Volunteer would have to take their information and place it on the calendar.)

FIELD INSIGHT

Zambia Seasonal Calendar (months: Oct, Nov, Dec, Jan, Feb, Mar, Apr, May, June, July, Aug, Sept)

Seasons: HOT RAINY (Oct–Nov …) — COLD (May) — HOT (Sept)

Agriculture / Livelihood:
- land prep — Oct
- planting — Nov
- weeding — Dec
- late crops planting — Jan
- pest control — Dec →
- weeding — Jan–Feb
- resting / stamping — Mar
- harvesting vegetables, other — Apr–May
- selling produce — June → (line)

Health / hazards:
- diarrhea — Oct; (rises ↑) Aug–Sept
- abdominal pain — Oct; abdominal pain ↑ Aug–Sept
- dysentery — Oct; dysentery ↑ Aug–Sept
- coughing — Oct; coughing ↑ Aug–Sept
- skin infections — Oct; skin infections ↑ Aug–Sept
- meningitis — Oct; meningitis ↑ Aug–Sept
- violence — Oct
- malaria — Nov → (line)
- cuts (from cultivating) — Nov
- malnutrition — Dec → (line)
- elephant attacks — Dec
- crocodile bites — Dec → (line)
- cholera — Jan → (line)
- typhoid — Jan → (line)
- hookworms — Feb → (line)
- car accidents — Feb
- pneumonia — May (→)
- burns — May
- STDs — May
- lion attacks (mating season) — June
- high birth rate — Aug–Sept ↑
- violence (beer brewing) — Aug–Sept ↑

Festivals / events:
- Independence Day celebration — Oct
- Ramadan (Moslems) — Nov
- Christian celebrations — Dec
- Incuala (Ngoni) — Feb
- Hinamwal celebrations — Apr
- income (marketing) — Apr → (line)
- Easter (Christians) — May
- Ramadan (Moslems) — May
- Kulamba (Chewa) — Aug
- Malaila (Nsenga) — Sept

School calendar:
- classes — holiday — classes — exams (Oct → Mar)
- classes — holiday — classes — exams (Apr → July)
- holiday — classes → (Aug → Sept)

PDM Workshop, Zambia, 1996

SEASONAL CALENDAR FORMAT ASSISTS PST STAFF IN DEVELOPING CALENDAR OF TRAINING EVENTS (COTE) – GUINEA BISSAU

Following a PACA training of trainers (TOT) workshop provided to Associate Peace Corps Directors (APCDs), pre-service training (PST) training directors and technical trainers, language coordinators and other PST staff members, the PST training staff used a modified form of the seasonal calendar tool to do preliminary planning for their PST. Their goal was to see when and how they would integrate knowledge and skills acquisition of Gender and Development (GAD) and PACA into their PST.

They started with three flip charts labeled: List of Skills, To Do, and Techniques.

With each component of training represented by different colored post-it notes, staff members wrote specific items that they thought should be included in the PST. The items were placed on the flip charts.

Example:
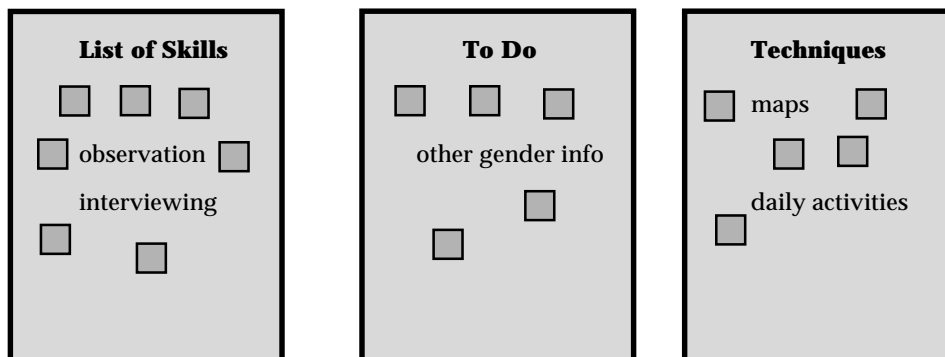
They then constructed a large calendar on the wall with PST training dates across the top and components of training down the side. Based on the considerations for their own component of training, they moved their post-it notes to dates during the training program.

PST CALENDAR								
Dates:	**July**	**July**	**Aug**	**Aug**	**Aug**	**Aug**	**Sept**	**Sept**

Components:
  Language

  Technical

  Cross-
    Cultural

  Health and
    Safety

Once the post-it notes were in place, there was a visual picture to help all PST staff members discuss their ideas. Where do skills need to be taught? In what components? Where did they see ways to integrate components, reinforce each other? Where was there repetition? overkill? In the course of their discussion, they could combine, move, or eliminate the post-its.

This was considered a preliminary plan as the entire PST staff had not participated in the PACA training and was not present. They planned to incorporate this planning tool into the PST TOT.

PACA TOT, Guinea Bissau, 1997

NEEDS ASSESSMENT LEADS TO TWO LISTS: BY IMPORTANCE AND BY POSSIBILITIES FOR ACTION – TURKMENISTAN

A Women in Development Workshop in Turkmenistan was attended by TEFL Education Volunteers and their counterparts, all secondary and university teachers in urban areas. The Needs Assessment and Priority Ranking tool was used in the following way.

STEP 1

The group brainstormed "Problems that women and girls face."

The list included (this is not all of the items):

- Salaries don't meet needs
- Salaries come three months late
- Inflation
- Overlooked, overworked
- Discrimination in education
- Men's alcoholism
- Women's alcoholism, drug abuse
- Women must serve husband's guests
- Single mothers: stigma and financial burden forces them to find a husband
- Physical and mental abuse
- Emotions are stifled (teenage girls and young women)
- Emotions, hobbies stifled
- Limit of opportunities (for future)
- Health, family planning, sex education

STEP 2

The top five problems (not in rank order) selected through voting were:

- Overlooked, overworked
- Health, family planning, sex education
- Limit of opportunities (for future)
- Emotions, hobbies stifled
- Physical, mental abuse

STEP 3

To determine priorities, pairwise matching was used. A question arose over whether they were ranking them by importance or by possibilities for action. It was decided to rank them twice: once by importance, and once by possibilities for action.

The rankings were:

By importance	By possibilities for action
1. Physical, mental abuse	1. Health, family planning, sex education
2. Overlooked, overworked	2. Emotions, hobbies stifled
3. Health, family planning, sex education	3. Limit of opportunities for the future
4. Limit of opportunities for the future	4. Overlooked, overworked
5. Emotions, hobbies stifled	5. Physical, mental abuse

An interesting observation: the top issues in terms of importance were seen as things nothing could be done about by PCVs and counterparts.

STEP 4

Volunteers and their counterparts met to discuss possible action plans for themselves. This was considered a very important step because Volunteers have said repeatedly that girls and women feel their problems are overwhelming and they can't do anything about them. It was felt that this attitude about not taking personal action was a legacy of the Soviet system where the state was the one to solve the problems.

Some of the actions determined were:
- a summer camp for girls
- a mini-WID conference based on this one to encourage more girls and women
- a Career Day
- future meetings to develop an action plan

WIDD Workshop, Turkmenistan, 1995

NEEDS ASSESSMENT AND PRIORITY RANKING BY URBAN AND RURAL GROUPS – ALBANIA

A Women in Development organizing meeting in Albania was attended by TEFL, SBD, and Agro-forestry Volunteers interested in working on women's needs in their communities, in both rural and urban areas. The Needs Assessment and Priority Ranking tool was used in the following way.

STEP 1

The group was divided into rural and urban, according to where they worked in the country. Each group brainstormed "Problems that Albanian women and girls face as they perceive them," not as perceived by the Volunteers themselves.

STEP 2

The top five problems (not in rank order) selected through voting were decided on in each group and placed on the group's flip chart.

STEP 3

To determine priorities, pairwise matching was used first by ranking them by importance of the problem. Then the same list was re-ranked, based on possibilities for action. When the two groups met to report out their lists and priorities, it was clear that each group arrived at a similar list but with some differences. More importantly, the priority orders were quite different. This reflected a common development issue, i.e., the development agenda is often set on the basis of the urban development agencies' workers and their perspectives, while those priorities and issues may not be shared by the rural population often targeted as the beneficiaries.

WID Organizing Meeting, Albania, 1996

TEFL AND SBD COMMUNITY NEEDS ASSESSMENT AND PRIORITY RANKING: REACHING CONSENSUS – LITHUANIA

An application of the Needs Assessment and Priority Ranking tool was used in the Small Business Development/Teachers of English as a Foreign Language Regional Staff Workshop "Education for Participation" in Lithuania. Seventeen TEFL and 16 SBD/SED Associate Peace Corps Direc-tors (APCDs) participated. The session and results are below.

RATIONALE

The PACA Needs Assessment and Priority Ranking tool has direct application to Peace Corps programming. As a gender-differentiated ranking tool, it elicits opportunities for project intervention based on community preferences as identified by all stakeholders.

TIME

3 hours

GOAL

To reach consensus on identification and prioritization of Business Education and TEFL programmers' *perceived* community needs in the Europe/Central Asia/Middle East Region.

OBJECTIVES

1. to identify how programmers perceive community needs based on all sources of information;

2. to practice pairwise ranking technique and demonstrate cross-sectoral, intra-regional consensus reaching; and

3. to relate the community needs assessment to programming and training that incorpo-rates gender realities.

MATERIALS

• Flip chart paper
• Markers
• Tape

SESSION OUTLINE:

I. INTRODUCTION AND EXPLANATION OF SESSION   (15 minutes)

This session is about identifying how we perceive the needs of SBD/TEFL beneficiaries, both men and women, in a community context. What have you discovered about how community members perceive their needs? How do you think community members would define their needs? Are the needs of women and men different or the same? How do you think community members would respond to the question "What are your most important needs?"

For the SBD sector, the community may be the capital city, regional cities, or a smaller localized community such as a non-governmental organization, high school, or business center. How do the people, both men and women, in these communities perceive their needs? Consider business people, clients, customers, entrepreneurs, economics teachers, Junior Achievement students, and government officials.

For the TEFL APCDs, consider both the school and the surrounding locality as the community. How do TEFL beneficiaries—the students, teachers, parents, school administrators, and townspeople—perceive their needs in English education? Do you think the needs of the men and women are the same or different?

Round I: By Sector and Gender   (45 minutes)

Tasks:

1. Select a discussion place, facilitator, and recorder. All individuals should contribute to the discussion so that the results reflect the group consensus and not an individual's perspective.

2. Brainstorm a list of gender-specific needs in your sector using this question: What needs of employable women or men (ages 15 – 35) do you hear about most often from your best sources in Business Education or TEFL?

3. From the list, prioritize the three most important gender and sector-specific needs. Record these three needs on a flip chart.

Round II: By Sector   (45 minutes)

Tasks:

1. Trainer acts as a neutral facilitator.

2. Ask each group to present their list briefly explaining the categories. The groups compare and contrast briefly the lists differentiated by gender.

    Questions for Discussion:

    a. What are the similarities and differences? Why might these be?

    b. What relationships are there between items?

    c. Why do some items appear only on one list? Why do others appear on both lists?

3. Practice the pairwise ranking technique with the six identified needs using the following question: Which needs can Peace Corps Volunteers (PCVs) and counterparts do the most about? Determine the top three needs in your sector and record on a flip chart.

Round III: Total Group   (1 hour)

Tasks:

1. Trainer acts as a neutral facilitator.

2. Ask each group to present their list, briefly explaining the categories. The group compares and contrasts the lists differentiated by gender and sector.

3. Practice the pairwise ranking technique with the six identified needs using the following question: Which need is more important? Prioritize the top three needs across sectors and genders.

V. CLOSING   (30 minutes)

Summarize the session outcomes and link them to the next day's session objectives.

ADAPTATIONS AND COMMENTARY

When possible, participants should go directly into communities and work with community members to identify and prioritize their needs. The session plan could also be adapted to use in supervisors conferences, project plan advisory groups, project plan review, pre-service training (PST), trainers of trainers (TOT), or in-service trainings (IST). It could also be used with host government organization partners, selecting Small Project Assistance (SPA) projects, counterpart workshops, cross-cultural learnings, focusing agendas, community entry skills, and classroom activities. The consensus on identifying needs may be useful to incorporate into a strategic plan of action or vision for a community.

RESULTS

Round 1:

TEFL

Women's Needs

1. Education
2. Job
3. Personal Communications

Men's Needs

1. Job Opportunities
2. Opportunity to keep learning (abroad, postgraduate studies, retraining, clubs)
3. ESP/Business English, law, computers, etc.

SBD

Women's Needs

1. Communication Skills (computer, language)
2. Organizational Development (business/NGO)
3. Career Options (perceptions included)

Men's Needs

1. Business Planning/Preparation
2. English Language
3. Human Resource Management

Round 2 :

TEFL

Men and Women

1. Communication Skills
2. Continued Learning
3. Job Opportunities

SBD

Men and Women

1. Organizational Development
2. Business Planning/Preparation
3. Communication Skills

Round 3:

Combined Needs – TEFL and SBD

Men and Women

1. Communication Skills
2. Continued Learning
3. Job Opportunities

The following pair wise ranking chart illustrates the identification of the top three needs across gender and sector which PCVs and their counterparts can do the most about in the ECAM region:

	Business Planning	Organizational Development	Commununication Skills	Job Opportunity	Continued Learning	Higher Education
Business Planning	X	BP 4 OD 23 Organizational Development	BP 13 CS 10 Communication Skills	JOP 23 BP Job Opportunity	CL 25 Continued Learning	H. ED 23 BP Higher Education
Organizational Development	X	X	CS 23 OD 4 Communication Skills	JOP 18 OD 8 Job Opportunity	CL 17 OD 11 Continued Learning	H. ED 12 OD 15 Development
Commununication Skills	X	X	X	JOP 10 CS 17 Communication Skills	CL 6 CS 19 Communication Skills	H. Ed 4 CS 24 Communication Skills
Job Opportunity	X	X	X		CL 17 JOP 9 Continued Learning	H. ED 11 JOP 16 Job Opportunity
Continued Learning	X	X	X	X	X	H. Ed 2 CL 27 Continued Learning
Higher Education	X	X	X	X	X	X

NEEDS ASSESSMENT AND PRIORITY RANKING USED TO SELECT ONE ISSUE AS FOCUS OF WORKSHOP CONTENT – ROMANIA

A Women in Development Workshop in Romania was attended by TEFL, SBD, and Social Work Volunteers and Romanian women working on women's issues in their communities, both rural and urban areas. The Needs Assessment and Priority Ranking tool was used in the following way.

STEP 1

The participants were divided into five interest groups, based on area of interest which they had chosen before they arrived. Topics included Women and Politics, Women and Business, Women and Violence, Women and Health, and Empowering the Next Generation. The women remained in these topic groups throughout the workshop.

STEP 2

Each topic group brainstormed "Problems that women and girls face in _____ topic area."

Each topic group arrived at a different list, based on their area of concern. The list included (this is not all of the items):

- Unemployment (Women and Business, Women and Violence)
- Salaries don't meet needs (Women and Business, Women and Violence)
- Inflation (Women and Business)
- Overlooked, overworked (Empowering the Next Generation)
- Discrimination in education (Empowering the Next Generation)
- Men's alcoholism (Women and Health, Women and Violence)
- Women's alcoholism, drug abuse (Women and Health, Women and Violence)
- Physical and mental abuse (Women and Violence)
- Emotions are stifled (Women and Violence)
- Limit of opportunities for future (Empowering the Next Generation)
- Health family planning, sex education (Women and Health)
- Lack of political representation (Women and Politics)

STEP 3

The top five problems (not in rank order) selected through voting were decided on in each topic group and placed on the group's flip chart.

STEP 4

To determine priorities, pairwise matching was used first by ranking them by importance of the problem. Then the same list was re-ranked based on possibilities for action.

STEP 5

The participants used the "possibilities for action" list to identify one problem on which they would work as a small group during the workshop. This problem then became the basis for a number of sessions on project planning and design, fund-raising, and other organizational skills which were the substance of the workshop training. Each topic area group had chosen their own problem based on the priorities within the topic area, not within the whole range of problems faced by women in Romania.

WID Workshop, Romania, 1996

NEEDS ASSESSMENT AND PRIORITY RANKING TOOL: SOME SUGGESTIONS AND ALTERNATIVES – PARAGUAY
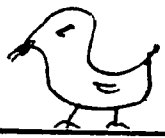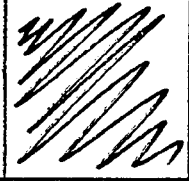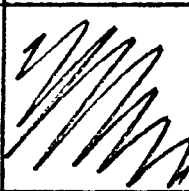
When the Needs Assessment and Priority Ranking tool was practiced at the Gender and Development Training of Trainers Workshop in Latin America, several suggestions were made for ensuring that the Needs Assessment tool is not an isolated, linear activity when working with a community group. Some of the suggestions included:

1. Spend time walking around the community with local people (both men and women) talking about what you see, asking questions, getting a feel for the community.

2. Begin working with groups using the Community Mapping and/or Seasonal Calendar activities. They provide both a warm up and give context to problem areas.

3. Consider having problems expressed in different ways, and avoid confusing problems, causes, and effects (which may happen in a simple list):

   a. Using cards and a pocket chart, have participants draw pictures of problems, causes, and consequences. They can be moved around in the pockets until sequences make sense.

   b. Create problem trees, with problems written or drawn on cards. Then causes and effects can also be drawn and placed in spatial relationship to the problem. Cards can be moved around as needed.

   c. Have critical situations dramatized. Stop the action and discuss the problems and potential solutions.

   d. Ask each person to "bring" (suggest) a problem their own household faces; in sharing them, they realize others have the same problems.

AN ALTERNATIVE WAY TO DETERMINE PRIORITIES

Divide into small groups to discuss the list of problems developed. In the small group develop consensus (not voting). Then combine small groups and repeat the process with more people. Finally, have the entire group together, again reaching consensus.
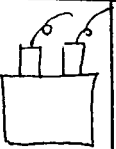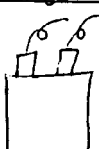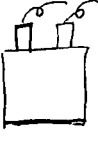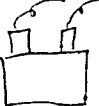
Women's - Paraguay

🐦 = 1 $ = 2.5   🏠 = 3

+ = 2   🏡 = 1.5

Men's – Paraguay

GAD TOT, Paraguay, 1995

NEEDS DEVELOPED AND REFINED FROM COMMUNITY MAP – GUINEA BISSAU

At a Participatory Analysis for Community Action (PACA) training of trainers for pre-service training (PST) trainers, the mapping practice was done using the training site as the focus. The next day the needs assessment session was introduced. To demonstrate the technique of paired ranking, information was used from the community mapping session. One group of trainers was guided through a paired ranking of the needs and wants they had identified the day before on their training center map. A helpful step that was added to the session was to outline the distinction among four terms—problem, cause, need, and action—and then to have the group restate their needs in action terms.

For example:

problem:	no water
cause:	lack of well
need:	well
action:	dig a well

PACA TOT for PST Staff, Guinea Bissau, 1997

URBAN USES OF PACA TOOLS

In the InterAmerica Program and Training Officer, Training Director, and Senior Associate Peace Corps Directors (APCDs) Conference in Jamaica, a group of participants who had experience with urban programs discussed how PACA techniques, drawn from rural Participatory Rural Appraisal (PRA) models, could be adapted for use in urban areas.

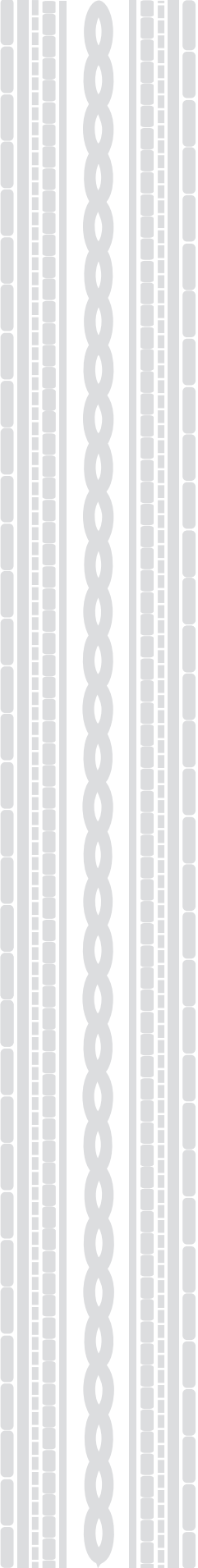**1.** What would constitute an urban community?

- A community within a large urban area
- Groups by definable area or unit or affinity:
    Sub-neighborhood
    Students
    Market People
    Wholesalers, etc.

2. How could PACA tools be used?

- Community maps
    community or neighborhood, itself
    community related to city
    market, services, etc.

- Transect maps
    meander through a community versus a straight line
    real interpretation by local residents, such as:
        — location of "crack" house
        — other dangerous areas

- Seasonal Calendar
    school or day care
    holidays and celebrations
    holiday employment
    tourist seasons
    climate
    labor demand curve
    foods: prices, availability
    elections and related services, political considerations
    organizational calendar (Kiwanis, Elks, Rotary, etc.)

- New tools
    Daily schedule of activities in typical week
        — group dependent
    Network analysis between individuals and/or organizations

3. What are considerations and possibilities for use?

- Possibility of using tools from two different perspectives:
    Volunteer Support
    Project related

- Heterogeneity of urban communities
    People not knowing each other
    Extended family network probably more distant

- Distrust of people asking questions
    Should be conducted with trusted cultural interpreters

- Urban pace
    change is constant and ongoing
    ability of participants to spend the time to do this (willingness)

- Women's roles
    out of the house
    unavailable for these activities
    possibly more independent from men

- Look at communities as inter-personal networks; use these or other definable groups
    market people
    students
    street kids
    wholesalers
    older people, etc.

- May need more time to gain trust before doing PACA activities

- Resource surveys should or could be carried out

- Locate municipal projections for neighborhood or community

- Elicit five to ten year vision of community from the group

- Rural to urban migrants:
    expectations when group came
    current expectations
    hopes and aspirations for children

- Statistical information and maps may be available to supplement participant information gathered (sewer, water, community services, roads, parks, etc.)

- Focus information gathering to the baseline information really needed for (PCV) personal support and project

Inter-America PTO and TO Workshop, Jamaica, 1994