

GUIDELINES FOR MANAGING THE INTEGRATION OF CULTURE INTO DEVELOPMENT PROGRAMMES



SEAMEO-SPAFA

Educating for Sustainable Development through Cultural Reources Management



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IN PARTNERSHIP

Sharing common goals, the ASEAN Foundation, through the support of the Japan-ASEAN Solidarity Fund, joined forces to partner with SEAMEO-SPAFA to conduct 10 workshops on *Managing the Integration of Culture into Development Programmes* during 2003-2005. Well over 300 participants have now shared their ideas and voiced their concerns on the many issues that the topic of culture and development raises. This publication is an outcome from those workshops and it is hoped that the result will be to better equip the reader to address some of the major concerns facing the region, namely, poverty, health, and education.

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* Please note that the first 2 activities from Day 2 onwards follow the same format and are explained in the Using the Guidelines section.

"Development as it affects a community can only be considered as 'positive development' when it contributes positively to the "Culture" and "Wellbeing" of that community... Positive development must also contribute to social harmony, harmony with the environment, and the 'happiness' of the community as a whole"

Jon Ungphakorn

"Because of the growing concern about widespread poverty, inequality and environmental deterioration, there is renewed interest in a new approach to development that emphasizes its cultural dimension and the often overlooked potential of indigenous knowledge as the single largest knowledge resource not yet mobilized in the development enterprise"

Geoffrey I. Nwaka

"If political strife and economic competition between nations and peoples represents the ebb tide of man, the global relevance of culture represents the flow. If the political strife of man is a measure of his inhumanity, cultural affiliation provides a measure of his humanity"

Reena Marwah

"Empowerment is about generating choices. You can not empower others"

Christine Hogan

VOICES ...

"Positive development which provides economic, social and cultural gains to communities and societies can only really be achieved through democratic and participatory processes involving consultations and debates among all stakeholders"

Jon Ungphakorn

"The global ubiquity of themed cultural environments is an area of scholarly and public concern that reflects some of the most important contemporary issues facing the world today: On whose terms does globalization take place?..."

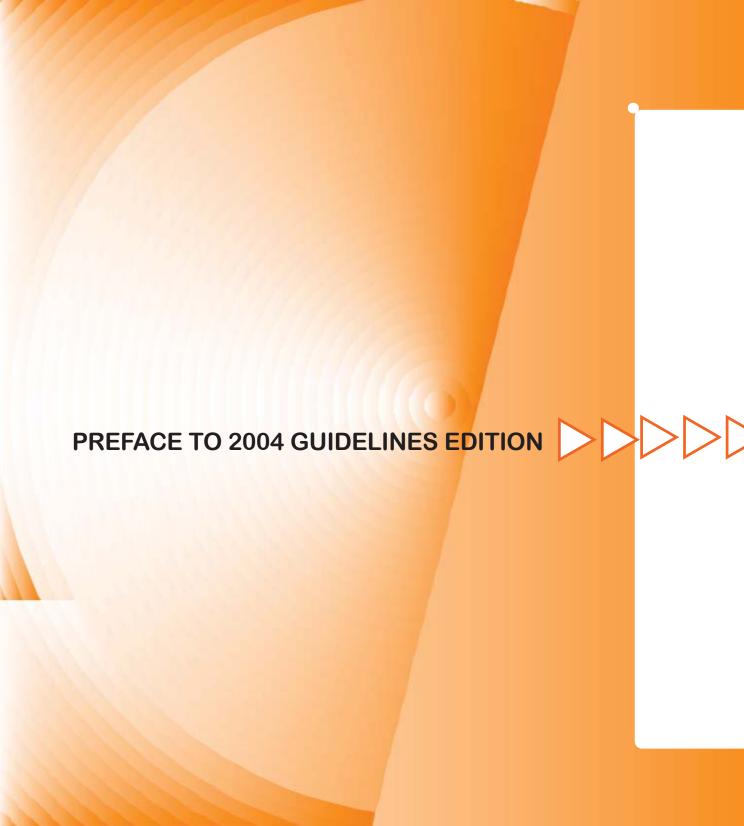
Tamar Gordon

"More and more people are coming to realize that culture has to be the central concern of development if that development is to succeed. We can not devise development plans and consider cultural implications later. Culture comes first."

Pisit Charoenwongsa

All quotations taken from papers presented at SEAMEO-SPAFA's 2nd International Conference on Culture and Development: Celebrating Diversity; Achieving Equity, 28-30 November 2005, Bangkok, Thailand

on Culture & Development



This 2nd edition of *Guidelines* has been prepared to supplement the original publication of 2004. Initially, we thought that we would only be adding some updates to produce a revised version of the *Guidelines*. However, since 2004 until now, as workshop facilitators and authors of this book, we have learnt a lot. Our ideas have changed, developed, and matured. And this continues; it is indeed an ongoing process.

It is thus more beneficial to regard this edition of *Guidelines* as a supplement, and not replacement, of the 1st edition. A majority of views expressed and activities outlined in 2004 are still valid today. The *Guidelines* presented here represent some transformation and development of those ideas and activities.

Just as education is a developmental process, development itself is educational. Development starts with ourself and continuously evolves as a result of our own experiences. It is in this respect that we present this 2^{nd} edition.

And without any doubt, we feel certain that within time a 3rd edition will be needed. As *guidelines* it is not only anticipated that they should be adapted and improved upon; that in fact, is desirable. As the discourse on culture and development continues, any *guidelines* proposed to try and ensure the integration of culture into development should be responsive to the ever changing social, political, and economic environments.

Cultures are in a constant state of change as are the strategies employed by development practitioners. As such any culture and development guidelines will also change accordingly. Jawaharial Nehru once said:

"Culture is the widening of the mind and spirit"

This 'widening' is akin to development and inevitably necessitates change.



Foreword:

Foreword

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Despite reported changes in aid relationships over the past decade and the mainstreaming of participation into the development paradigm, fundamental questions regarding aid effectiveness prevail. Why do many development programmes and projects consistently fall short of meeting even the most basic needs of those living in poverty? Why, despite the huge financial resources poured into development projects and programmes, does the gap between the haves and have nots continue to widen, and not even marginally decrease?

On the surface, the concept of participation seems straightforward and the documentation on approaches and techniques that can create opportunities for dialogue with communities is prolific. In practice, however, more often than not, the primary stakeholder's contribution is reduced to inputs regarding a problem which has already been identified and prioritised by "outsiders". These outsiders then, consciously or unconsciously, filter the information given according to criteria, values, recognised behaviours or responses of their own. In addition, they often subject the primary stakeholders to timeframes and reporting mechanisms to comply with the needs of the donors and implementers. In reality then, the participatory process remains abstract or academic only and not actual.

Even though many people may now take on board the issues of culture, context, and choice in development, and may well know what should be done, it may not be apparent how to proceed given the constraints within

Advocating Cultural Analysis

the cultural work environment. There are few organisations that have invested the necessary time to serious reflection of their own way of working and considering whether it is appropriate or effective.

Cultural analysis is an adaptive evolving process. It is not definitive. It is not a tool which can be added to the countless other tools used by development practitioners and it does not comprise a checklist to be ticked off. As a process it raises awareness of relationships of power, influence, initiative and creativity. It encourages us to scratch a little deeper, to examine our own professional and organisational culture as well as that of recipient communities so we can better understand the interaction that actually takes place. It helps us to identify opportunities for innovative and participatory programme facilitation. It also helps us to predict the cultural constraints that can in turn help us avoid bottlenecks in implementation. Additionally, it enables us to devise ways for identifying potential conflicts and for managing conflict situations.

To sum up, cultural analysis can determine how development can be enacted to ensure maximum benefits or success, success being defined as acceptance, ownership, sustainability and of course, achievement of the development goals. This Guidelines publication is in itself a result of a cultural analysis process over the past 4 years derived from inputs to workshops on *Managing the Integration of Culture into Development Programmes*.





HOW THE **GUIDELINES** EVOLVED

USING THE GUIDELINES

UIDELIN

As its starting point, recognising the importance of cultural analysis, SEAMEO SPAFA conceptualized the conduct of international workshops focusing on 10 countries in Southeast Asia on *Managing the Integration of Culture into*Development Programmes, which were held in Bangkok during August 2003 and sponsored by the ASEAN Foundation. The positive response to the workshops encouraged SEAMEO SPAFA to host another two workshops during 2004. These workshops aimed to:

- Increase awareness of the need to include cultural dimensions in development initiatives
- Highlight cultural opportunities for innovative and participatory programme facilitation
- Equip readers to plan and implement programmes that are sustainable because they are more culturally integrated into the recipient culture
- Devise tools for identifying and managing potential situations of conflict
- Facilitate access to resources, and
- Strengthen regional networks.

The key players identified to participate in the workshops included programme administrators and planners, team leaders or project managers, technical specialists, cultural specialists, anthropologists, gender specialists, policy makers, legal experts, and volunteers. These key personnel were employed in governmental, inter-governmental, or non-governmental sectors and were working for public, private/corporate, or volunteer agencies, associations, foundations, and organizations.

The broad range of specialisations across *all sectors and organisations* reflects the fundamental importance attached to the concept of multi-sectoral approaches to the success of development initiatives. This is considered a pre-requisite to ensure that productive thought processes evolve based on mutual understandings and shared experiences. As the saying goes, 'no man (or woman) is an island' ... and with

the best of intentions we can not operate in isolation within our own groupings. We need to inter-act. We need to understand each other's perspectives, constraints or limitations, and the possible avenues available for a mutually beneficial compromise.

The first edition of the Guidelines publication evolved from those workshops and the particular context for which the workshops were designed and delivered, with multi-national and multi-sectoral aroups of all key stakeholders.

Following a review of the workshops and the Guidelines publication, in 2005 the ASEAN Foundation agreed to fund a further 6 workshops in the region: Vietnam, Cambodia, Lao PDR, Myanmar, Malaysia, and the Philippines. It was agreed that in the case of the first four, these would be national workshops whereas the Malaysia workshop would include participants from BIMP-EAGA: the Brunei, Indonesia, Malaysia and Philippines East ASEAN Growth Area and the Philippines workshop would comprise the ASEAN 5, namely, Thailand, Indonesia, Malaysia, Philippines and Singapore. In addition to changes in composition, the size of the groups would increase from 20 to 40. These significant factors prompted a thorough review of the original materials leading to the omission or adaptation of certain activities and the adoption of others, as well as the repositioning of some within the daily schedule. Together with inputs from participants to the six workshops as well as further updates from participants from the

initial four workshops, these revisions now comprise this second edition of the *Guidelines*.

Feedback from the first edition prompted us to stay with the original format using an introductory narrative for each day along with detailed notes on the practical activities. The focus remains on the participatory process, exploring the meanings of culture and development, examining available tools and resources and demonstrating certain pitfalls in some of the more conventional development tools, while seeking to identify what cultural factors individuals, professionals, organizations and institutions may bring to the planning process. It is a reflective journey where we question assumptions made and the array of resources that are at our disposal but quite often ignored. We question ourselves, our perceptions, and role in development initiatives. We evaluate the consequences of our actions and behaviours.

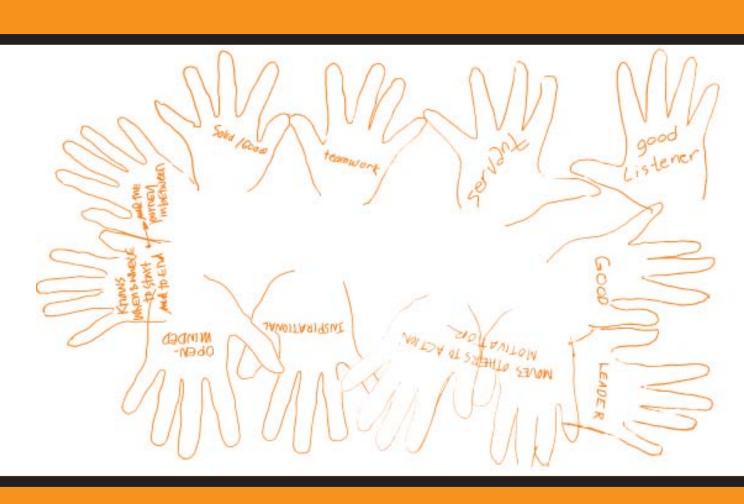
The central driving force of the workshop remains focused on awareness-raising so that the concept of inclusiveness is strongly promoted. At the same time this awareness-raising means that we begin to question accepted standards and norms and this is all embodied within a healthy dose of critical self-analysis designed to challenge previously held ideas, preconceptions, boundaries, and significantly, the scope of opportunities.

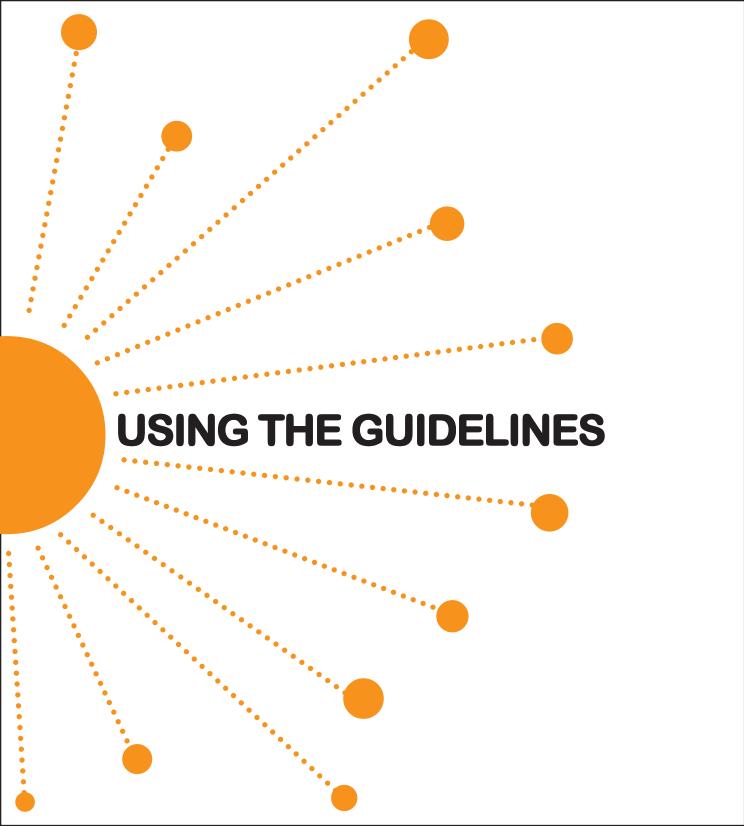
Revisiting accepted norms and challenging them in the quest for a positive

outcome does require that one begin at home, with one's self. It is always so easy to 'blame' others for project shortcomings, if not failures, but each individual has a crucial role to play and that role can be most beneficial if we operate in a heightened state of awareness. This heightened state of awareness translates as being more willing to try to convert constraints into opportunities by being creative and resourceful, It translates as being prepared to take the blinkers off, and leave them off, thus always being open to new suggestions and the adoption of innovative approaches. This combination of accessibility, positivism, and adaptability, grounded with realism, can make for dynamic improvements.

The challenge has been to try to ensure that upon conclusion of the workshops participants from very different backgrounds, with varied experiences and from such diverse areas would all have agined something of particular relevance to them. For example, that a Cambodian peace activist, a Burmese gender specialist, a Filipino priest/ documentary film maker, a Lao monk/ rural development worker, a Vietnamese researcher / health worker, a Malaysian medical anthropologist, an Indonesian humanitarian relief worker, a Singaporean visual artist, a Bruneian museologist, or a Thai researcher on HIV/AIDS to name but a few, would feel better equipped to deal with a specific problem within their own work context.

Whether viewed as promoting inclusiveness, integration, or advocating the adoption of community-driven, multi-sectoral development approaches, this *Guidelines* publication is primarily intended as a 'guide', not a 'blue-print'. We, the authors/workshop facilitators, certainly do not consider ourselves experts within all the development issues covered. In fact, the success of the workshops and outcomes published here could not have been arrived at without the active contributions of all the participants that provided for a mutually rewarding experience.





Introduction to Workshop Format

Previews

Day 1 commences with an overview of the whole workshop but also specifically outlines or previews what will take place on that day. From Day 2 onwards, following the participant review of the previous day, this preview input from the facilitator constitutes the initial activity. The rationale for this is to clearly establish the goal or purpose of the day's activities. It may also allow for the facilitator to perhaps address concerns or questions raised in the previous review especially regarding any identified missing 'links'. It is not uncommon that a particular activity may have been judged not to have fully addressed its core objective and thus the preview section, where applicable, does afford the facilitator the opportunity to establish the linkage between each day and highlight how certain activities are subsequently followed through. Rather than preview the day with a menu of activities, a visual image was created and accompanied by a verbal outline. These visuals were posted on the walls where they could be used as a reference and reminder to what was to come and to link back to previous activities. These 'mindscapes' can also provide some assurance for participants. As most activity handouts are given out after the activity to avoid directly influencing its outcome, some participants might experience some unease in this regard because they feel they are venturing into the unknown. So the mindscapes can be useful to allay such concerns and thus ensure that the 'comfort zone' of the participants is maintained.

Reviews

At the close of Day 1, the facilitators should randomly divide the participants into 4 groups and advise that each group will take turns in providing a review of one of the workshop days. Assign each group to a particular day. The preparation for the review can be made outside the workshop environment allowing for greater informal expression without time limitations. It is advisable to suggest that the format of the review has many options ranging from a more traditional power point presentation to a role play input. The important thing to

stress is that not only should all group members participate in the provision of the review content but that it should focus on what was learnt and not merely comprise a literal recap of the activities undertaken. It should be a constructive feedback containing suggestions for improvement and raise any issues felt to be unclear.

Reflections

As an end of day activity, participants are asked to reflect on the questions posted in the Questions Checklist that conclude each chapter. The Questions Checklist is related to the day's main topic(s) and is designed to focus participants on learning outcomes. This 10 minute activity is for all the workshop participants to stimulate individual reflection on what has exactly transpired throughout the day. It is not just for the selected review group. However, responses to the questions could provide an outline or basis for the group assigned to present the review.

Daily Evaluation

Some form of personal daily evaluation can prove invaluable. During the workshops a simply-devised daily evaluation checklist sheet was provided to help focus the participants on the workshop inputs, lessons learnt, and suggestions for improvements. Additionally, within such a checklist, self-evaluation on one's own level of participation and level of satisfaction with the day's proceedings is a useful reminder to the participants when they come to complete the end-of-workshop evaluation form.

Rationale for Review and Reflection

The rationale for the review and reflection activities is that it provides for an on-going evaluation that allows the facilitators to learn from the participants regarding what they are experiencing. Furthermore, it allows for adaptation of the workshop materials or a change of pace to be made in response to comments made by them. Adopting this style of participatory workshop facilitation is of course closely aligned to the workshop objectives. As the saying goes, "Practice what you preach"! Or more aptly, "Practice what you believe" as no preaching should be taking place during the course of the workshop!

This was noted by a past participant in commenting on the workshop atmosphere as follows:

"...the facilitators were really very welcoming of any opinion so we just bared our thoughts in a non-hostile environment."

Information Collection

For the first round of workshops, in addition to information sought from participants on the standardized application form, a pre-workshop task was required. This task included, amongst other things, formulation of an 'expectation' statement and a 'problem' statement. This task was discarded with the commencement of the second round of workshops, primarily on the basis that the time incurred between the submission of the statements and actual attendance at the workshop was too long. This usually negated the relevance of the originally submitted statements. However, it is noted here should this type of pre-workshop information collection be feasible in your particular case. Please refer to p.24 of the 1st edition of the *Guidelines* for more information.

Participants were requested and encouraged to bring to the workshop supporting materials related to their organization and/or project work. This could include, as examples, video documentation, photographs, project reports, and organizational brochures. These provide useful references throughout the workshop. On occasions, some participants were keen to make presentations on their organizations and accordingly the materials were thus used for this purpose in specially arranged 'show and tell' sessions.

Advance and Ongoing Preparation

From the very outset of the workshop, facilitators need to be mindful that the concluding day does in many ways represent the culmination of the inputs, experiences, and feelings of the preceding four days. In this respect it is useful to note the various comments made by participants throughout the week. These can, for example, be written in quotation bubble marks and posted in the workshop room. They provide a useful reference on Day 5 which is primarily a day of reflection. It is very interesting to track what are quite often the stark changes of opinion as expressed on the last day to what was expressed earlier on in the week.

Case studies comprise the main focus of Day 5 and thus require advance preparation. Two different strategies were employed during the 2nd series of workshops. One strategy was to identify and then invite some of the participants to prepare a case study in advance. Time constraints obviously limit the number of case studies that can viably be presented. The number of participants attending the workshop also places constraints on the number of case study presentations requested. On average, each workshop had 40 participants and as such, an 'open' invitation

was not an option should indeed all 40 people reply in the positive! On the whole this strategy worked well and the prime determining factor directing the choice on 'invitees' was *balance*. By balance, we mean that where possible the case studies presented would reflect a range of topics with all organizational sectors represented. However, this approach was still considered somewhat flawed as it did identify and preselect participants.

To counter this unease over not offering *every* participant the opportunity to present a case study a second strategy was tried out. This strategy involved requesting all participants to only 'think about' but not actually prepare a case study before coming to the workshop. Once at the workshop the procedure and scope of the case study input requirements were explained and volunteers requested. In practice, this strategy also worked well as through discussion the participants were able to identify the case study options that interested them most and proceed to make the selection 'democratically'.

Employing either strategy does necessitate that from the very first day the facilitator assigned to Day 5 makes arrangements outside the workshop hours to assist the selected case study participants in their preparation. The modality for the case study procedure is explained further in the *Conflict Mediation & Transformation* chapter for Day 5.

It is interesting to note that the methodology of the case study presentations made during the 2nd series of workshops represents a significant departure from that employed in the 1st series of workshops. Please refer to pages 104-5 in the 1st edition of the *Guidelines*. Here you will see that facilitators, rather than participants, are encouraged to present their case

studies. However, when embarking on the latest round of workshops it was decided that participant case studies would be more beneficial even though, organizationally, they do present a challenge and require planning prior to and during the workshop.

Keeping Track

Every team of facilitators will have their own set of strategies to track the progress of the workshop they are involved with. Quite often these strategies evolve as we learn more. This was certainly the case during the 2nd series of workshops which were conducted in fairly quick succession. A few things to note which we found particularly useful included inviting past participants to again join a workshop but in the role of co-facilitator. Apart from obviously helping to accomplish the overriding objective of attaining a multiplier effect through the repeat of workshops, a very practical outcome was obtained. This practical outcome was that as a past participant the person now participating as a co-facilitator could more readily identify potential problems and relate more easily to difficulties participants may have been experiencing.

End-of-the day meetings amongst the facilitators to assess the day's outcomes at times also included a few participants to try and help ensure that we did receive a direct input and did not discuss and evaluate our progress based *only* on our perceived notions.

'Keeping track' does of course include the wide and varied area of documentation. We learnt from experience that we were being rather excessive in our documentation 'drive'. Of more concern was the realization that such documentation was primarily for our own purposes rather than for the participants' immediate reference and use. This led to a dramatic shift from a 'documentation overload' wherein at the

conclusion of every single activity there were reams of flipchart paper, towards a concerted effort to collate and transcribe outputs into coherent summaries. These summaries would then be posted on the walls at the end of each day and remain there throughout the week.

Our valuable lesson learnt here regarding documentation was that despite the validity or necessity to document as much as possible, it can not be at the expense of the participants. A primary function of any facilitator during a workshop is to remain vigilant, active, and accessible; and not become distracted or obsessed with making notes. Making more use of photography and video provides a solution. Documentation required for post-workshop needs when viewed 'raw' - as in watching a video recording of an activity or looking at a group document output that has been photographed does provide the opportunity for a truly accurate assessment of what transpired. It is in fact the raw data and thus more reliable than one's own hastily scribbled notes. Making more use of photography and video for post-workshop purposes allows facilitators to concentrate their other documentation efforts throughout the workshop for the purpose of immediate use and benefit to the participants.

Activity Timings

The times indicated for each activity are to be considered very flexible. Depending on the composition and interests of the workshop groups, responses to activities can vary enormously. Some activities are completed in record time whilst some others may extend beyond the estimated time allocated. However, if the activity is proving very useful, why stop it? This was our philosophy as we discovered that on certain occasions an activity developed into another unpredicted but interesting direction, and at times incorporated what was a similar activity already planned for later that day.

Flexibility is the key as a response in trying to fulfill participant needs as far as possible.

Ground Rules

Get the participants to establish their own ground rules at the start of the workshop. This can prove invaluable for the smooth facilitation of the workshop. For example, if one ground rule is "Do not talk when someone is presenting", refer the participants back to their "own" ground rule should this become a frequent occurrence that is disruptive. In this way the facilitator remains as a person who is quite simply *facilitating*; it is not a case of the facilitator asserting control and setting a rule. The facilitator is only gently reminding the participants of what *they* agreed upon.

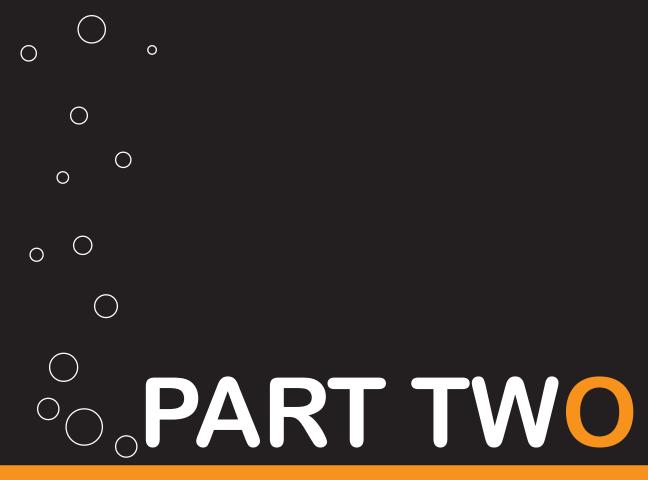
Ice-breakers/Warmers/Refreshers/Stories

We are all probably aware of the value of having some activities prepared within our arsenal of tricks to be used when the tempo of a workshop seems to be flagging, when there is simply the need to get everyone on their feet to move around for a while or to form specific groupings. These types of activities can be categorized as ice-breakers, warmers, or refreshers. However, they do not always have to emanate from the facilitators. Suggest to participants that they can as individuals or as small groups initiate such activities. With the participation of facilitators in such activities it helps maintain inter-active workshop dynamics and works surprisingly well.

Story-telling is an art form and when the story is told well, the effect can be quite astounding. Stories can be used as warmers and when creatively told they immediately engage the audience. Storylines related to the topic being presented are much more than warmers and serve the purpose of highlighting that topic in a non-formal, non-academic way. On a few of our workshops we were lucky to have our colleague, Wajuppa Tossa, participate. As an expert storyteller she was able to use stories to revitalize the workshop dynamics and/ or focus attention by relating a story to a particular day's theme. Many of us may feel though that we are not 'good' storytellers. However, if interested to know more about what makes a good story and how to tell it, please see the reference section and Wajuppa's information posted at the end of this book.







WORKSHOP FORMAT



"Tolerance, inter-cultural dialogue and respect for diversity are more essential than ever in a world where peoples are becoming more and more closely interconnected"

Kofi AnnanSecretary-General of the UN1997-2006



DAY 1

Culture in Projects:

Meanings, Understandings, & Problems

Introduction

The first day of the workshop focuses on the meanings of culture and our understanding and interpretations of it. In doing this an individualistic approach and response to the issues raised is encouraged and promoted. This is in keeping with the workshop credo that only when there is mutual understanding, tolerance, and respect for diversity in cultures and the living contexts of people involved in the design and implementation of development programmes, can they truly succeed.

Any development involves change, and that change must be harnessed to the cultural traditions of the end beneficiaries. In fact, the 'change' or development process should emanate from them, but if not, at least it must truly reflect as well as respond to the cultural tradition it is influencing. In order to try and achieve this goal, any person involved in development work must initially consider and reflect on one's own culture and one's own views of other cultures.

Thus, the first day of the workshop is devoted to an examination of what culture means. In *Our Creative Diversity: The UN World Commission on Culture and Development Report states:*

"The relationship between culture and development should be clarified and deepened in constructive and practical ways."

Thus an exploration of what culture means is seen as the appropriate starting point before we move to discuss the relationship of culture vis--vis development. The numerous ideas that arise in trying to pinpoint exactly what culture is only serves to heighten the fact that we must learn not just to appreciate these different perspectives, but in fact respect them. If we can do this, we are well on the way to avoiding the prepackaged, 'one size fits all' development policies that unfortunately still abound. Also as a starting point to the workshop, the recognition that there are so many variations on the understanding and interpretation of culture helps set the 'tone' of the workshop. This tone being that the workshop is indeed a forum for the exchange of ideas and that there is no singular 'right answer'. Through disagreement we can learn because this discourse can lead to improved understandings and ultimately greater trust.

Activity 1.1 provides an overview of the workshop from the perspective of the facilitators whereas Activity 1.2 is focussed on the participants- who they are, what they expect from attending the workshop, and what can they 'bring' to the workshop. The intention of these two activities is to provide balance and emphasize that the success of the workshop is dependent on the active contribution of the participants. It is a partnership approach with resource persons acting as facilitators and not 'experts'. Activity 1.3 looks at the multiple definitions of culture. Examining the meanings of culture (and then development on Day 2) ultimately leads to the acceptance that there are multiple definitions of both.

It should be noted that the intention of this activity is not necessarily to enforce a common acceptance of what culture means. The aim is to highlight that it can mean so many different things to different groups of people. Because of this we must therefore accept that indeed differences abound and those differences must be respected. If we do not adopt this approach, we can never arrive at

'tailor-made' initiatives but would only ever be imposing our own views on others.

Having looked at culture in a very general sense, Activity 1.4 on 'Cultural Mapping' is designed to encourage a deeper analysis of what culture means from a more personal perspective. The quotation below clearly enunciates why this is so necessary.

"Understanding how values, practices and beliefs affect human behaviour is fundamental to the design of effective programmes..."

Taken from '24 Tips for culturally sensitive programming'- UNFPA Web Site

So, building on this exploration of the meanings of culture, Activity 1.4 examines examples of behaviours (what we do) and values (why we do it). Discussion generated by the Cultural Mapping activity highlights the fact that while one group from a similar cultural background may identify with certain values, behaviours can vary considerably, even among individuals within that group. Likewise,

other groups may share those values, but they too may have different behavioural responses. There is no consistent match and no single "right way" to respond. All are equally valid.

The situation becomes increasingly complex with the recognition that these responses are not fixed but can change according to context, for example, whether we are at home with family, at work or with friends in any number of other social settings. At times these situations may even overlap. The relationships we build very much depend on this process of "code switching" as we move from one context to another. It is an interactive process which calls for an exchange of information, knowledge and ideas which can help build understanding, appreciation and respect.

If we transfer these realisations to the work context, the activity encourages us to go beyond stereotyping (speaking on behalf of others/for all), and from generalisations and oversimplification, to recognising the importance of listening to the voices of individuals speaking for themselves in different situations.

'Specific problems' comprises the next activity. Recognizing the individuality of each participant and the unique work situation that each is faced with is an integral strategy of the workshop. Ideally, each participant should leave the workshop feeling that their experience was not only worthwhile but that they have something very tangible to leave with. After all, each participant has attended for a reason and primarily that reason is the desire to improve his or her own involvement in development work. The tangible 'departure gift' should therefore be not just a renewed enthusiasm or determination to work harder to resolve problems but should in fact be more of a concrete idea on how to resolve whatever problem they face. Activity 1.5 therefore allows participants to express themselves and in doing so, quite often the relief of unburdening their frustration is initially satisfying in itself.

Participants can share common experiences and possibly offer each other advice. More importantly, participants can reassess their 'problem' as the week progresses and

find their own evolutionary strategies to deal with it upon return to work. The final activity of Day 5 explores how the workshop has (or not as the case may well be) affected each participants' assessment of their problem and its resolution. Furthermore, this activity encourages 0 reflection on behalf of the participants on how they can circumvent, decrease, or even manipulate to their own advantage, constraints they face in their daily working lives in an effort of engagement to successfully partner with representatives from other sectors. Without understanding more comprehensively the constraints others face, we are limited within our own working environment. The need to foster understanding and embrace alternative options to arrive at the desired end result necessitates this basic openness built on trust and mutual recognition of common goals.

TOPICS

What do I expect from this workshop and what will I contribute to it?

What do we mean by 'culture'?

How can cultural diversity be better understood?

What work problems do I encounter and how can I resolve them?

Activities

- 1.1 Overview of the Workshop
- 1.2 Introductions and Expectations
- 1.3 Meanings of Culture
- 1.4 Cultural Mapping
- 1.5 Problems: Culture in Development Projects
- 1.6 Reflections & Workshop Review Set-up (Refer to Using the Guidelines section)



















1.1 Overview of Workshop

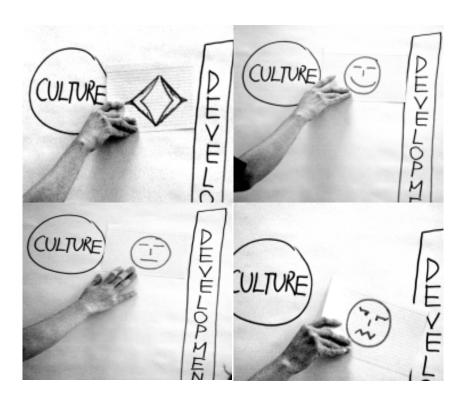
Objectives:

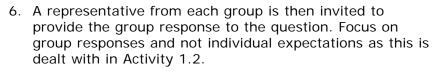
- Orient everyone to the workshop origin, objectives & topics
- Introduce the facilitation team
- Establish ground rules
- Explain the facilitation style of the workshop
- Reflect on the relationship between participant expectations and the workshop objectives

- 1. Deliver a presentation that explains the workshop origin, objectives, topics, and facilitation style of the workshop.
- 2. Introduce the facilitation team and invite questions from the participants regarding the preceding presentation.
- 3. Ask the participants to form into small groups and set a time limit of 5 minutes only in which they must establish some 'ground rules'.
- 4. When reporting back make a note of all ground rules offered. Later write up these ground rules on flip chart paper and post on the wall for reference.
- 5. Remaining in the same groups ask the participants to discuss the previously outlined workshop objectives. Write-up the question "Do the workshop objectives match your expectations?"









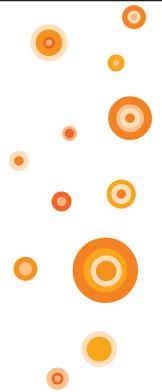
- 7. Facilitators comment on the expectations voiced making sure that any expectations considered beyond their control are highlighted and discussed.
- 8. The main expectations should be noted on flip chart paper and posted on the wall for reference purposes.











1.2 Introductions and Expectations

Time: 45 minutes

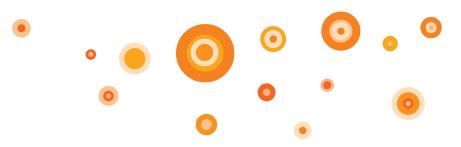
Materials:

Cards

Objectives:

- Learn from each other's expectations about what will be gained by participation in the workshop, in relation – or in addition – to the pre-determined workshop objectives
- Become acquainted with each other personally and be able to identify persons with similar professional interests

- 1. In pairs, participants collect information by interviewing each other. This information should contain something personal, professional, and should reveal what is the expectation(s) of attending the workshop.
- 2. Instruct participants to note clearly on the card provided the name of the interviewee and the expectation(s).
- 3. Each person is introduced to the group by their partner.
- 4. Following this, collect the cards. Later, categorize and synthesize the expectations. Write them up and return the complete list to the participants. Cross-check with the already prepared summary sheet resulting from Activity 1.1 and update accordingly.





1.3 Meanings of Culture

Time: 90 minutes

Materials:

Definition cards

Objectives:

- Explore understandings of the meanings of culture
- Appreciate that there are multiple understandings

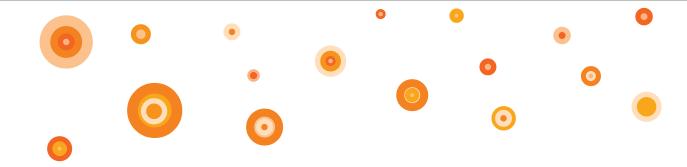
- 1. Form groups of sector-based disciplines, e.g., health, education, agriculture etc. and post the question 'How would you define culture?' on the whiteboard.
- 2. The facilitators give each group a set of definition cards on 'culture' for participants to consider in their groups. Ask them to rank the definitions in order of preference in terms of appropriacy from the most to least favoured.
- 3. Participants are then asked to improve upon the chosen definition or write a new one.
- 4. Each group then reports back explaining their choice, any alterations made to that choice, and why other definitions were rejected.



- 5. At the end of the activity, any new or altered definitions should be posted on the wall along with the given definitions for ongoing reference.
- 6. In concluding, the facilitator may want to suggest that the differences expressed reflect our varied criteria for assessing or evaluating human activity.

A sample of definitions that could be used is shown below. Numbers 1-7 comprise offerings from the facilitators and/or mixed and combined parts of quotations. They are more simplistic and concise than Numbers 8-10 that offer a "shopping list" of things that comprise culture. The descriptor "shopping list" was offered by a participant in one of the workshops. Comparisons between such concise and comprehensive definitions can be useful.

- 1) Culture is an organic way of life constantly evolving and adapting to circumstances as necessary.
- 2) Culture is simply the ensemble of stories we tell ourselves about ourselves.
- 3) Culture is a system of collectively held values.



- 4) Culture is the roles and guidelines that people follow in a particular group.
- 5) Culture is the creative expression, skills, traditional knowledge and cultural resources that form part of the lives of people and societies, and can be a basis for social engagement and enterprise development.
- 6) Culture is a set of ideas, beliefs, and ways of behaving of a particular organization or group of people.
- 7) Culture is that complex 'whole' of habits and capabilities acquired by man as a member of society.

And:

- 8) Culture is the whole complex of distinctive spiritual, material, intellectual and emotional features that characterizes a societyor a group. It includes creative expressions, community practices and material or built forms. Our Creative Diversity: The UN World Commission on Culture and Development Report, 1995
- 9) Culture is the set of distinctive spiritual, material, intellectual and emotional features of society or a social group, and that it encompasses, in addition to art and literature, lifestyles, ways of living together, value systems, traditions and beliefs. UNESCO, 2002
- 10) Culture or civilization taken in its wide ethnographic sense, is that complex whole which includes knowledge, belief, art, morals, law, custom, and any other capabilities and habits acquired by man as a member of society. Sir Edward B. Taylor, 1871





1.4 Cultural Mapping

Time: 120 minutes

Materials:

- Flip chart paper
- Prepared card sets
- Cultural values grid chart

Objectives:

- Clarify cultural mapping methodologies and related objectives
- Heighten awareness on the values and behaviours within each participant culture
- Promote a better understanding between the participants of cultural differences and the diversity that exists whilst at the same time identifying and promoting commonalties for improved dialogue

Procedure:

Step 1

- 1. Form groups and ask them to brainstorm what types of activities could constitute cultural mapping.
- 2. List and number the activities suggested on flip chart paper.
- 3. Then ask the groups to decide the main objective for each of the activities listed.
- 4. List the suggested objectives for each activity on another sheet of flip chart paper.
- 5. Ensure that clarification is made on the different types of cultural mapping we may undertake and for what purpose. See notes on Cultural Mapping on P.48.







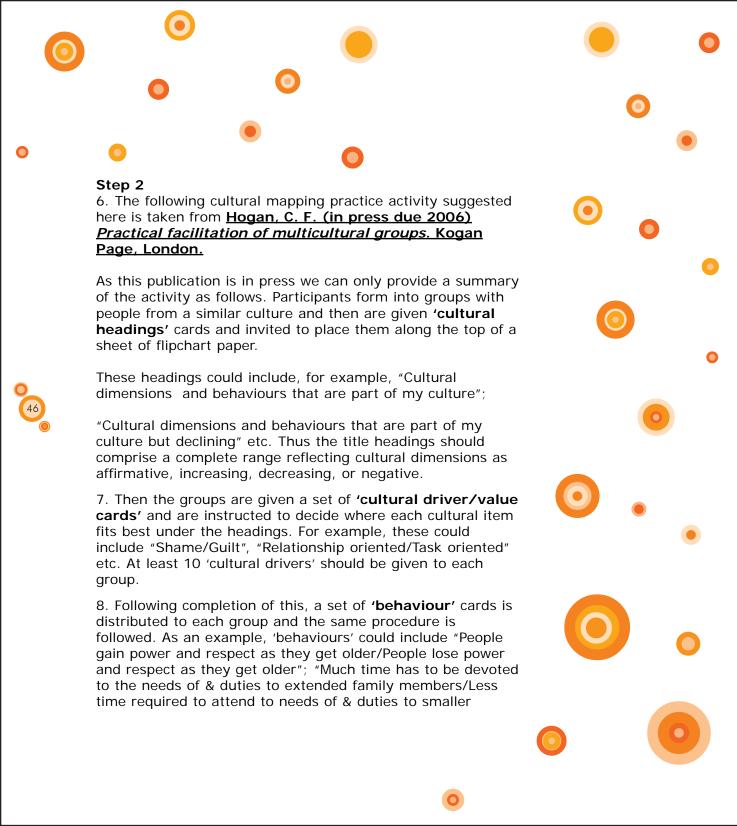












nuclear families". At least 10 'behaviour' cards should be given to each group.

9. Participants are also encouraged to write their own 'driver/value' or 'behaviour' that they consider pertinent to their cultural group.

10. Facilitators invite feedback from each group and request them to also complete a cultural driver/value grid comparison chart. This should be prepared in advance and contain the cultural drivers/values listed vertically down the left hand column. Horizontally across the top of the grid is listed the pre-identified groupings for this activity**. Each group is directed to complete the grid by ticking the cultural driver/value that they agreed were part of their culture. After completion, this then allows for an easily-viewed comparison. It is important to emphasise what people have in common first. Then generate discussion on how to bridge identified differences. See note on possible outcomes on P.50.

**In some of these workshops, participants comprised several nationalities and quite often within each nationality subgroupings were identified. Accordingly, for this activity, participants were directed to form within groups they considered shared many commonalities. For workshops of one nationality, if sub-groups are identified, for example by region, ethnicity, or religion, the activity is still viable.



Cultural mapping is described by UNESCO

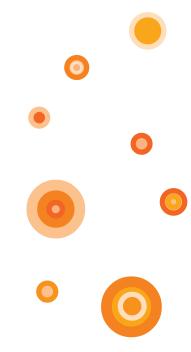
"As a crucial tool and technique in preserving the world's intangible and tangible cultural assets. It encompasses a wide range of techniques and activities from community-based participatory data collection and management to sophisticated mapping using GIS (Geographic Information Systems)."

- From UNESCO Bangkok www.unescobkk.org

Many of us may well be involved in community-based data collection but may not necessarily have referred to it as a form of cultural mapping whereas mapping using GIS is by definition more obviously a form of 'cultural mapping'. SEAMEO-SPAFA uses both community-based data collection and GIS. The cultural mapping activity used here on Day 1 of the workshop offers another type of mapping which is akin to 'mind mapping' whereby we define our cultures and their relationship to others through an exploration of values and corresponding behaviours. The initial part of Activity 1.4 is to clarify/define the various cultural mapping methodologies that exist and to consider the objectives of each. It draws attention to the array of cultural mapping activities that are available to us that can include amongst others the physical or spatial, the conceptual, as well as the 'mindset'.

In terms of better communication and understanding it is necessary to seek clarification as the term 'mapping' has become an 'umbrella' terminology containing many aspects. For example, the goal of ASEF's *Culture360 Asian Mapping Exercise* is described as a coordinated audit and documentation of "existing cultural resources in the region to promote their accessibility and visibility" (www.asef.org) and is to be undertaken by one appointed individual or team in each











participating country. Indeed this is a form of mapping but it is different from community-based data collection mapping. It is does not matter that it is *different* but it does matter that we can recognize the difference for the sake of clarity and to avoid confusion. We need to appreciate the differing interpretations of 'mapping' that abound.

Activity 1.4 can also be used as an input and support to the *Culture Lens* as advocated by UNESCO. The UNFPA Web Site (www.unfpa.org) sums up a culture lens as clarifying and recognizing the social assets/capital of the recipient culture in which a project is taking place. In this respect, Activity 1.4 could be a useful starting point. UNFPA also describe the culture lens as a programming tool and UNESCO Bangkok has developed this further with the *Cultural Diversity Programming Lens*. The use of this can certainly raise awareness but as a 'tool' - and it is described as a 'toolkit', which is available for electronic download from their Web Site; it is in concept more of an alternative version or variant of a logical framework matrix (the topic of Day 3).

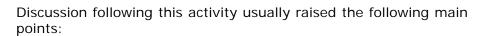
In essence, whatever form of mapping used the common determinant of the concept is inclusiveness. Any mapping process usually involves the local community and this process is described by our colleague and co-facilitator, Patcharawee Tunprawat, as

"Equally important as the end product, since it is the process which generates awareness and recognition of the heritage as well as active involvement of the local community... (with) activities which encourage the local community to think and express their opinions regarding their heritage resources, as well as to identify the resources"

Note on possible discussion outcomes

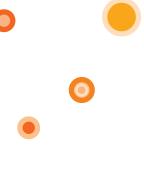






- 1) Values and behaviours do not always match
- 2) Values are more 'national' whereas behaviours are personal
- 3) National identities can often be stereotyped and this affects our attitudes to each other as stereotypes are often negative
- 4) The cultural mapping of values and behaviours helps promote mutual understanding and thus can be seen as building bridges or establishing effective communication channels.

















1.5 "Problems"-Culture in Development Projects

Time: 60 minutes

Materials:

Cards

Objective:

 Identify "problems" that participants would like to address during the workshop, and identify others with whom they could work

- 1. Ask the participants to think about a work related problem they believe could be addressed during the workshop. Ask them to write the problem on the card provided and suggest that the problem should be stated as specifically as possible in a few sentences avoiding one word comments like 'money', 'staff' etc. It should be a statement that clearly explains what the problem is.
- 2. Invite each participant in turn to read out their "problem statement", and seek clarification if necessary.
- 3. Collect the cards, ensuring the participant name is also written on the card, type up and keep for facilitator reference. This is especially useful to refer to at the end of the workshop.
- 4. In groups, ask the participants to discuss and consider the times when they have managed to overcome problems. Then invite a representative from each group to give a brief explanation of how a problem was resolved. This helps end the day on a positive note.



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Questions Checklist

Has my understanding of culture changed?

Are my views on what constitutes culture now broader than before?

Am I now more accepting of the opinions of others?

How useful is cultural mapping?

Are my problems solvable? Have I overcome problems successfully before?

What strategies did I use? Could I improve upon those strategies?



Conclusion

By the end of Day 1 there should be a greater appreciation that there are multiple definitions of culture and similarly a better understanding of the various modes of cultural mapping that exist. More significantly, these differences should be recognised as an enriching experience and not viewed as problematic. This is because such recognition helps us to better understand and respect other people's viewpoints. As one participant concluded:

"Certain definitions of culture brought me a new view and concept of culture and thus a new approach of cultural integration into development"





"We need to find ways of relating to each other that are not based on templates and inflexible procedures. Indeed, we do need to have systems that will help us get the information that you [the donor] require and that are easy enough to manage. But at the same time we too need to do more than satisfy your requirements. All we are asking of you is to develop ways of listening to our language and our visions, and adapt some of your procedures to our way of doing things. "

Everjoice Win, African peace activist



DAY 2

Development:

Meanings, Understandings and Tools

Introduction

Following on from the previous day's exploration of meanings of culture, Day 2 begins by gathering participants' images of development as a way to generate discussion around our different understandings and impressions of what development is, could or should be. In a relatively short space of time, the wide range of images produced, manage to raise a number of ideas, opinions, issues and concerns. A recurring theme among those collected during the course of these workshops was that development is failing to live up to people's expectations and that important goals are not being achieved. To begin to understand why this is the case, the follow-on activities on this day start to explore what is happening in the planning stages of projects, and more specifically to consider the kind of tools we use in the planning process and how we use them.

An initial brainstorm activity highlights just how many tools there are, especially within workshop groups consisting of academics and researchers, planners, administrators and implementers, and considering the range of disciplines covered. Encouraging participants to name and

provide a brief description of a tool, including what can be achieved through its use, alerts the group to the fact that one tool may be known under different names; it also helps us to identify alternative tools to those we may be familiar with; it touches on how tools may complement each other; and raises awareness of the need to be creative and to maximize their potential. When talking about participatory processes, this latter point is extremely important as what we need are the kind of tools and personal approaches that are flexible enough to allow us to explore, experience, and learn. Such tools will give us a direction in which to travel but still leave us open to respond to the people and context we are working in.

To emphasise the fact that it is not so important what tools we use but how we use them, Activity 2.5 - Stakeholder Analysis, involves a more in-depth analysis of just one tool. As a preliminary identification of who should be involved in the identification of a problem and planning of a particular project, Stakeholder Analysis represents the first important step towards building the relationships needed for the success of participatory

project planning. Used effectively it can help us to better understand the importance of different groups (i.e. those whose needs and interests are a priority), and to anticipate the kind of influence they may have (i.e. those who exert power in the decision-making process).

Our starting point was to define the word stakeholder and to translate it into the participants' own language. On occasions, finding an equivalent that was in fact inclusive proved challenging in itself. With the agreed definitions in mind, and working in small groups, the participants were then asked to identify the stakeholders for a specific project. As far as possible we encouraged them to use projects they were working on, thus input from the different members of the group was of a very practical nature. A number of participants subsequently commented on the fact that in their real work contexts, they had neither the time nor the human resources available to dedicate to conduct such a comprehensive analysis. They did however recognise the benefits of doing so.

The extensive lists generated by the brainstorming also led to a questioning of the practicalities of how and when to engage with the various stakeholder groups and to requests for clarification on what is meant by the terms primary and secondary stakeholders. This, in turn, raised issues of power and ownership. These issues were explored using an importance /influence grid, adapted from materials for project cycle management from the Tearfund. Our model incorporated an idea from the Overseas Development Institute (ODI) materials which encourages the user to consider how best to manage the relationship with each stakeholder. The latter helps to prioritise efforts to be more inclusive and encourages thought about strategies for engagement. Both sources are listed with the activity and in the reference section.

Participants were encouraged to see the initial stakeholder analysis, which would take place early in the planning process, as something they would need to revisit and build on. Often, despite the fact that the initial analysis seeks to be exhaustive, new stakeholder groups, which may



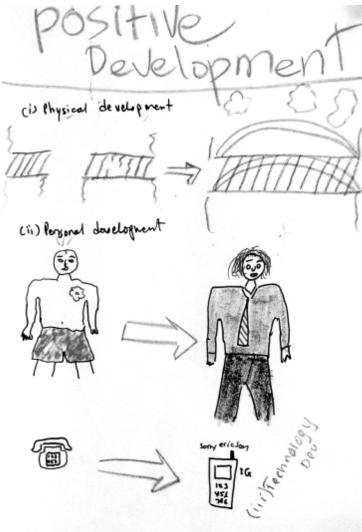
include supporters or opponents of the project, are identified by other stakeholders already on the list. This point is taken up once again in Day 3, when the stakeholder analysis is used alongside other conventional planning tools.

Activity 2.6 considers the significance of stakeholder analysis in the wider context of project design, planning and implementation, inviting participants to exchange experiences regarding either successful or unsuccessful projects they have been involved in. In small groups, as the stories are told, they are asked to identify the key enabling or inhibiting factors. Group feedback is collated in a graphic format using the image of a see-saw with enabling factors on one end and inhibiting the other. While this may initially give the idea of very definite black or white divisions, the factors listed by participants often appear on both sides of the visual or, alternatively are placed in the middle. Funding, for example, which allows a project to go ahead can also be withdrawn or reduced. In this case, being able to anticipate such changes may come down to the kind of relationship we have with the donor agency and how effective

communication between us is; whether the needs and interests of different stakeholders are being met; and ultimately whether we are managing the relationships successfully.

The activity also helps to draw attention to the fact that while stakeholder analysis is a useful tool and starting point, it is not a guarantee that everything will go smoothly. It reinforces the point that stakeholder analysis is only a first step and that it is important to remember that as the planning process progresses, and in conjunction with other tools, the initial list may be revised and added to; our assumptions about the roles and responsibilities of the different players may also require clarification.





TOPICS

What are our understandings of development?

Who are the stakeholders in a project?

How important are they to the success of a project?

How influential are they in the decisions that are made?

What factors can affect the interaction between stakeholders?

How can the relationships between stakeholders impact on a project?

Activities

- 2.1 Review
- 2.2 Preview
- 2.3 Development Cartoon
- 2.4 Tools Brainstorm
- 2.5 Stakeholder Analysis
- 2.6 Enabling Inhibiting Factors
- 2.7 Reflections



Activity 2.3 – Development Cartoon

Time: 60 mins

Materials:

- copy/copies of selected cartoon
- flipchart paper
- coloured pens/crayons
- scotch tape/ blue tak

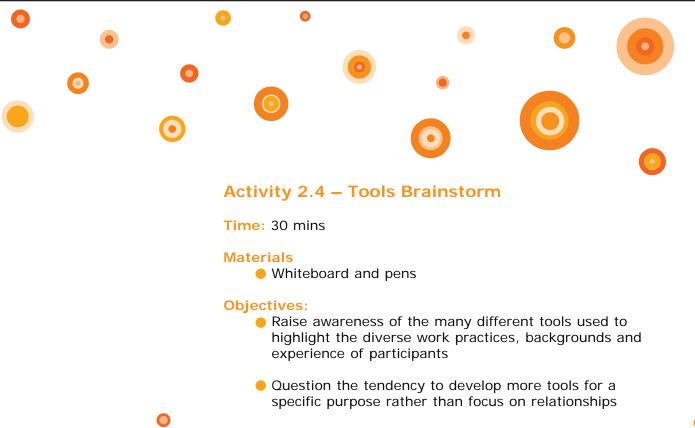
Objective:

 Explore understandings of and perspectives on development

- 1. Participants are given time to view a selected cartoon image. We selected a cartoon depicting a group of so-called 'experts' parachuting or ballooning into a barren landscape where just a few figures are looking up at the sky and watching their arrival. The caption reads "Thank God! The experts have arrived". (Source: Raff Carmen: 1996).
- 2. Elicit who the different characters in the cartoon could be.
- 3. Elicit information on the location.
- 4. Invite different interpretations of the cartoon from individuals in the group.



- 5. Ask participants to draw their own cartoon expressing what they feel about the development process what it is, could or should be. They may work alone or in groups, or, as on one of the workshops conducted, participants may even ' hire' another participant to draw their idea for them.
- 6. Participants' cartoons are displayed and presented by their creators.



- 1. Elicit examples of tools used by participants in their work contexts.
- 2. Invite participants to give brief descriptions of a tool, explaining why it is used and what can be achieved through its use.
- 3. Invite participants to request further information in open questions to the rest of the group about any tools they are still not familiar with.
- 4. Record a list of the tools and name(s) of who is familiar with that tool to be used as reference for participants wishing to follow up further.



Activity 2.5 - Stakeholder Analysis

Source:

Project Cycle Management by Rachel Blackman, Tearfund International Learning Zone Roots 5 http://tilz.tearfund.org

Overseas Development Institute (ODI) http://www.odi.org.uk/RAPID/Tools/Toolkits/Communication/ Stakeholder_analysis.html

Time: 90 minutes



Materials:

- flipchart paper
- pens

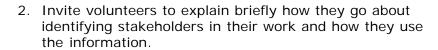
Objectives:

- Build shared understandings of the meaning of the term stakeholder and come to agreed translations into the mother tongue of participants
- Identify stakeholders and assess the manner in which they may affect or be affected by a specific project/ programme

Procedure:

 Elicit definitions of the term stakeholder and agree and record participant mother-tongue equivalents. Allow time for a certain amount of negotiation in the mother tongue language and, where several possibilities are suggested, elicit an explanation justifying the final decision.





- 3. Ask participants to form groups of 4-5 people. Each member of the group briefly outlines a project they are working on. The group then selects one of these possibilities and works together to conduct a stakeholder analysis for that project, recording the information on flipchart paper.
- 4. Display the information, including project title, so that the participants from other groups can comment / add stakeholders they feel are missing. The lists should include potential partners, supporters and opponents, those directly or indirectly affected by the project, as well as those with relevant skills, resources or abilities.
- 5. In the original groups, and with reference to the selected project, invite participants to identify the different contexts or occasions which may bring the different stakeholder groups together.
- 6. Ask them to anticipate what issues may arise between the different stakeholders on such occasions and to note these down.
- 7. Ask participants to analyse the notes they have taken and to see if they can group these problems in any way.
- 8. Elicit feedback from each group.
- 9. Introduce the importance /influence grid and ask participants to place their stake holders within this grid.



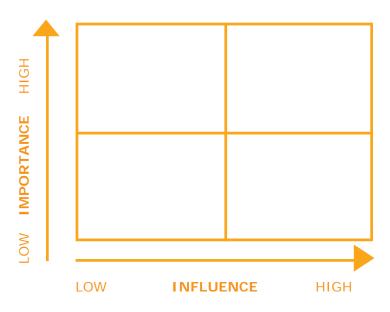




Grid showing importance and influence of stakeholders whereby:

IMPORTANCE is the priority given by the project to satisfying the needs and interests of each stakeholder

INFLUENCE is the power that stakeholders have over the project



- 10. Ask participants to consider how they, as implementers, can best manage the relationship with the stakeholders and their main responsibilities towards them, given their assumed level of importance and influence.
- 11. Ask groups to identify the value of such a tool.

Alternative: From point 5, resource persons identify one sample project and work as an open group.



Activity 2.6 – Enabling & Inhibiting Factors

Time: 45 mins

Materials:

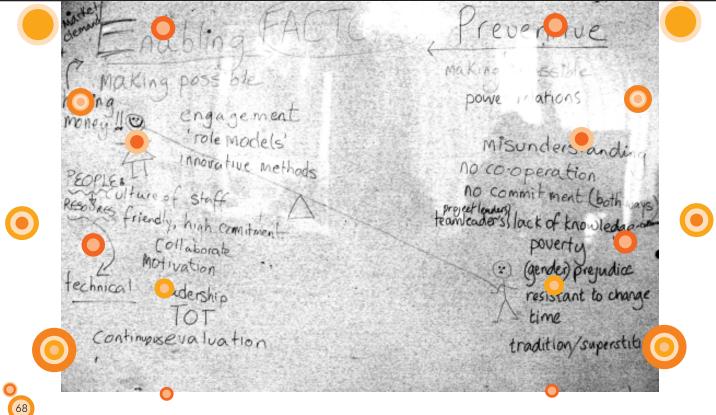
- whiteboard
- pens

Objectives:

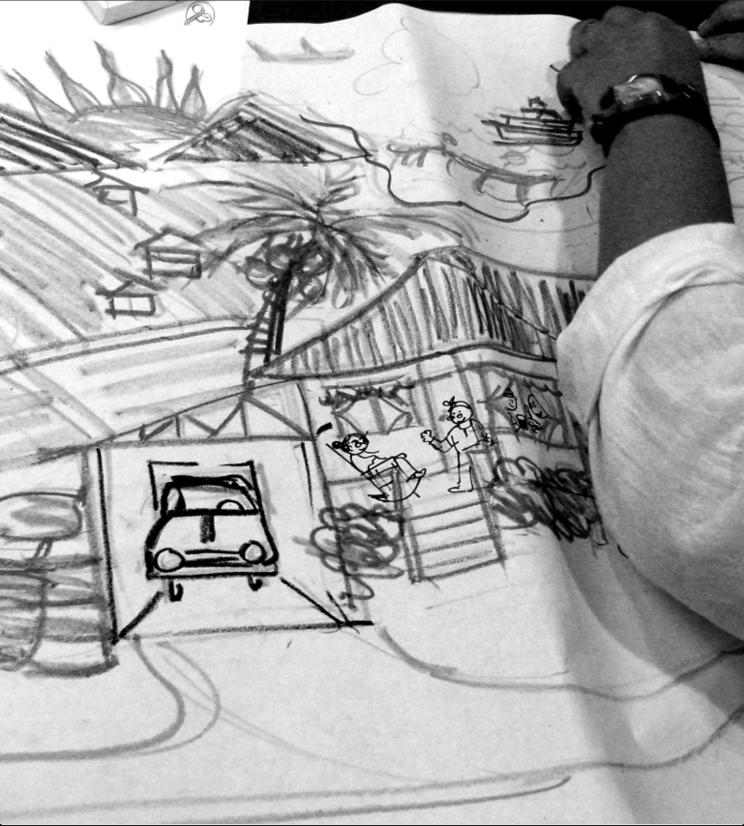
- To show that within any project there is an array of enabling and inhibiting factors that can impact on its success or failure
- To show that quite often these factors may well be outside our control but that we need to be aware of them

- Ask each participant to think about one project they have worked on which has been particularly successful and one which did not achieve the specified goals. Give time for them to consider what factors influenced those outcomes.
- 2. Break up into small groups of 4-5 people and compile a combined list of both enabling and inhibiting factors that affected each project.
- 3. Elicit feedback from the groups and record on whiteboard. This can be done by beginning with the group that has the most enabling factors. Then move onto the next group who offer additional factors not already recorded but they must be careful not to offer any repetitions. This enables the activity to be carried out quickly and in a lively manner whilst ensuring the attention of all participants.





- 4. Repeat this process for the inhibiting factors.
- 5. Upon completion of the 'see-saw' whiteboard listing of enabling and inhibiting factors, invite participants to comment. In practice, what does this 'listing' translate as?
- 6. It is quite common for many of the listed factors to appear as enabling as well as inhibiting. For example, having funds enables a project to move ahead whereas if funds are withdrawn or reduced this can inhibit the success of the project. Likewise, having well- qualified staff can be enabling but having too many "experts" can inhibit. The discussion should highlight the precarious environment in which we all operate in the respect that many factors are outside our control and they are also variable subject to change at short notice. At least being aware can help us prepare for any eventuality. It can also be suggested that each list of factors does need evaluation and some form of risk assessment to help us in this preparation.



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Questions Checklist

What is my view of current development practice?

Who are the key people in a project I am involved in?

How do they affect the project? / How are they affected by it?

What is the relationship between the different stakeholders like?

Do I communicate effectively with them?



Conclusion

We all need tools in our work to help us obtain the kind of information we need to effectively plan and implement a project, and to determine if the project has been successful in that the results are sustainable. As seen through the tools brainstorm and stakeholder analysis activity, much attention has been given to developing the kind of tools that can help us identify who we should be working with in order to obtain the information we need; to deciding at what point it is needed; and fitting it into an easy to report format; and increasingly to encouraging creativity in the use of the tool and making it work for you. But if we consider the fact that information lies with people the stakeholders, perhaps this emphasis has been misplaced. Effectively building relationships with and between stakeholders is crucial if any meaningful interaction is to take place during the planning process. As Carmen (1996) points out, it is only by "humanizing the landscape" that we may begin to address the real problems and find lasting solutions. A heightened consciousness of self and better understanding of one's own worldview are areas which are explored further through activities introduced on Day 4.





"Mr. Director General, why is it that you people from UN agencies when you come here, instead of asking us for our experience and our skills, our thoughts and our dreams, you give us lessons and advice? Why do you not come here to listen first, then give us advice based on what you heard?"

 A teacher in a village in Burkina Faso to Frederico Mayor, Director General of UNESCO, during a visit he made to the country.
 Source: UNFPA Web Site



DAY 3

Project Planning and Culture

Introduction

Read the following conversation between 2 project team planners discussing a proposed project in Town X, designed to reduce HIV infection amongst male sex workers.

- A) You know if we just print the usual leaflets with a safe sex message on it and distribute it, we'll never know if it'll work. Maybe it won't even be read.
- B) That's right, and in fact if we go round to the bars and clubs to meet these sex workers, well that's when they are busy. They are working and don't have much time for us. And almost certainly aren't interested in us either... let alone the leaflets!
- A) And the owners of the bars won't like us being there too as they will see us as disturbing the customers.
- B) Perhaps we should try to make the initial contact in a different way.

How about hosting some kind of party /meeting and invite these sex workers to come

along? It'd be a relaxed environment and then they'd be more likely to frankly tell us how we could help, what we should do...

- A) I don't know. We have a set agenda, don't we? We are obliged to do this safe sex education & condom distribution programme come what may..... And what if they aren't interested? Does that mean we give up?
- B) No, not at all! It's just that it'll be easier for us and better for them if we know what's really needed and how to approach the whole thing on some kind of equal footing without seeming like we 'know' what's good for them. How about we announce the opening of the drop-in centre in the local paper and see what happens? And if there is a good response we could then have an informal gathering an opening party.
- A) Okay, and if that works, then we can follow-up from that, begin peer recruitment and get the inputs from them on the best ways to initiate

outreach programming and the distribution of condoms, right?

- B) Yes of course, and we can see how we can make membership of the drop-in centre seem worthwhile and attractive!
- A) I think this is probably our best strategy then I do worry though about the response we our going to have from the bar owners. And from the local authorities who prefer to keep the sex related town businesses under wraps.
- B) Exactly! But the people best qualified to help us in all of this are the sex workers hemselves. They know the score, how things operate.
 And for sure, they know what kind of support system they need...
- A) Okay, agreed......Let's forget about leaflets and such like and get personal......let's have a party......

The above 'conversation' illustrates key issues addressed on Day 3.

During this day the focus is on project

development planning tools and how we can maximize the benefits of using them so that our identified stakeholders contribute to the planning process. Day 2 reviewed the stakeholder analysis activity but identifying stakeholders alone, and in particular the end beneficiaries, and being 'aware' of their 'needs', priorities, and perceived desired outcomes, can not ensure that the project is *planned* effectively to address those needs and obtain the desired outcomes.

To ensure that the planning tools remain as 'inclusive' as possible, participation from the stakeholders is required. The tool used must be 'people-focused' and cognizant of the culture of the stakeholders involved. Tools are designed to complement each other and they will if used correctly. It's not the tool but how we use it that is being called into question because if not used well, we may fail to fully integrate culture into our development project.

Activity 3.3 – 'The Programme Cycle' provides an overview for project planning whereas Activity 3.4 – 'The Logical Framework' looks at a specific tool quite often used within it. Many project planners may consider an activity on the programme cycle as

redundant because they consider the cycle to be *obvious*. However, a short review of the programme cycle is helpful for two main reasons. Firstly, it helps place the identified stakeholders within the part(s) of the cycle and secondly it places the log frame in context of the overall project management. The programme cycle is a continuous process and as such every stage of it is subject to change. Thus, as a consequence this also means that the log frame is subject to revision as well. The emphasis on the fluidity of the programme cycle helps to reinforce the fact that over time the log frame document will inevitably have to change in design, reflecting a response to factors affecting the project. And because the log frame clearly defines who are the key actors involved in the project and makes explicit its objective; as well as asserting various assumptions, when adjustment in project design is required, it is so much easier to do so.

Many of us are aware that the advocacy of participation and the reality of participation do not often match. It would seem that we still decide what needs to be done and then *inform* the recipient beneficiary. In part, this may still be happening because ensuring full participation of all stakeholders in the design of a project is often viewed as not possible. This failure also constitutes the focus of the majority of criticism leveled at using the log frame tool. In addition, the perception is that using a log frame only reinforces blue-print planning. Through the course of the workshops several approaches or strategies were suggested and/or adopted in the practice session to address these criticisms. These 'tips' or advice are included in the activity description.

- corruptor solifical risk - hely maile motion ise knowled - Invention ENS wion EINFN COMENT ul understanding um goals & objectives ficient resources MELINESS of project MITA Chompability -projer SUPPORTIVE GOVERNMENT - KANNOW - SOUND JOHN - CAMATA SAILAN enabling environment - Community Consulting - PISK MONTONIN · OCCESSIVILITY FALL MININ

Topics

What are the different stages of the programme cycle?

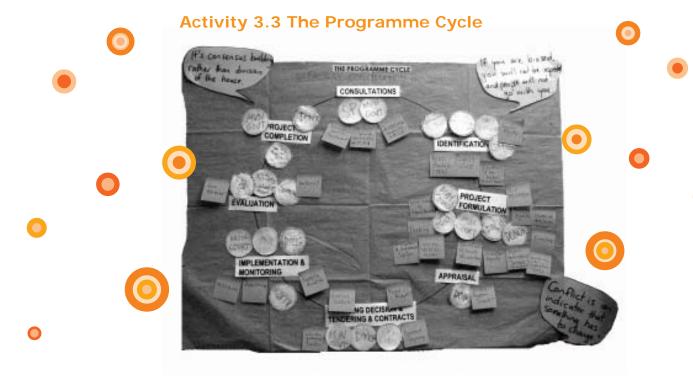
Who are the stakeholders involved and at what stage(s)?

How and when do stakeholders participate in the design of a project?

How can we ensure that the log frame design is people focused, culturally-driven, and related to issues of ownership?

Activities

- 3.1 Review
- 3.2 Preview
- 3.3 Programme Cycle
- 3.4 Logical Framework
- 3.5 Reflections



Time: 45-60 minutes

Materials:

- Cards
- Flip-charts
- Pens
- Scotch tape

Objective:

 Model and analyze a basic programme cycle to show a) that it is always subject to change and b) at what stage various stakeholders are involved in it





- 1. Form groups of 4-5 persons.
- 2. Give each group a sheet of flip chart paper and ask them to draw a large circle.
- 3. Distribute a set of 'event' cards to each group. Ask participants to place the cards around the circle according to the most likely or logical sequence they can identify. The cards contain the words:

COUNTRY CONSULTATIONS
IDENTIFICATION
PROJECT FORMULATION
APPRAISAL
FINANCING DECISION & TENDERING & CONTRACTS
IMPLEMENTATION & MONITORING
PROJECT COMPLETION
EVALUATION

4. Invite the groups to comment, one-by-one, on the programme cycle they have created. Ask them to consider the following questions before commenting:

How does your own personal/group experience influence the sequence you have made?

Is the sequence always cyclic?

- 5. Following feedback show the participants the generally accepted logical programme cycle as illustrated below.
- 6. Invite the groups to compare their programme cycle with this illustration and with the programme cycles prepared by the other groups.









IMPLEMENTATION & APPR MONITORING

FINANCING DECISION &

EVALUATION

PROJECT COMPLETION

7. Elicit from the participants a) explanations on the terminologies, if differences of understanding arise b) why there are differences, if any, on where they have placed the event cards.

TENDERING & CONTRACTS

COUNTRY CONSULTATIONS

IDENTIFICATION

PROJECT

FORMULATION

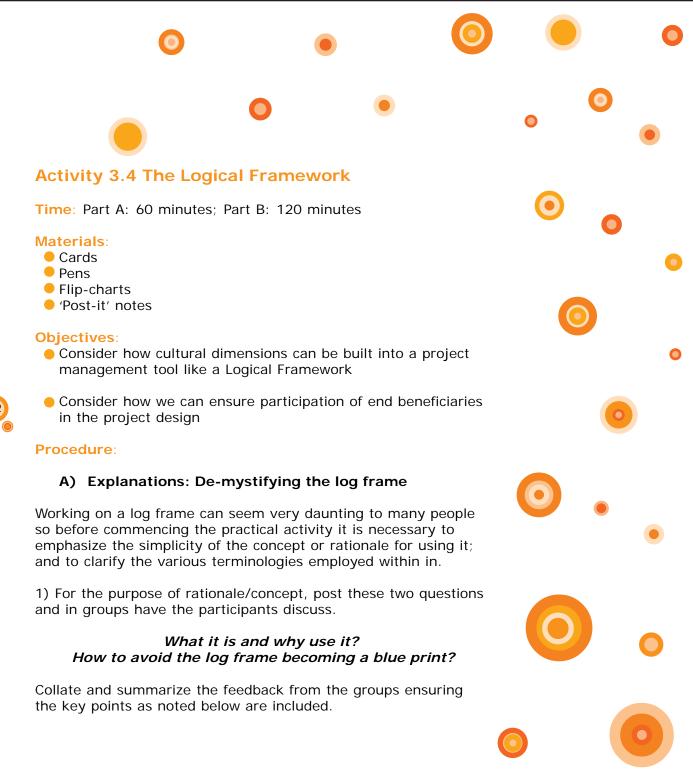
APPRAISAL

- 8. In groups, ask the participants to think of a project they are presently involved in and then consider what stakeholders are involved at which stage(s) of the programme cycle. Invite a volunteer from each group to report the result.
- 9. Wrap-up the activity with a summary of the main points of the discussion.

Note: As the name suggests, the programme cycle is usually presented in a cyclic format but it can just as easily be presented in a linear format. The main point to be emphasized, regardless of the format used, is that there is no guarantee that the programme cycle will always follow its logical pattern uninterrupted. For example, following appraisal assessments it may be necessary to revisit the project formulation. Or there could be some financial consequences that could result in a review or restructure of the project.

We gratefully acknowledge **Nelia Salazar y Pallaria** for the above activity.

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What it is and why we use it

First we need to remind ourselves that a log frame is only one of many tools we can use to help us plan and manage a project. Quite simply, project information is presented in a table format and the objective of doing this is to clarify the project's goal, purpose, and outcome. The table format of a log frame encourages us to present key information clearly and concisely.

How to avoid the log frame becoming a blue print

It is important to remember that because the log frame is a tool designed in advance of project implementation it can never be considered as final. The information presented in the log frame is not set in stone. The log frame is a 'living' document that must be constantly revisited and adjusted accordingly in line with changes or shifts in external circumstances that impact on the project.

2) For the purpose of terminologies, this can be best approached by using chart 1 which shows each TERM used and the corresponding MEANING. *This chart is adapted from BOND Guidelines Notes No.4 Series 2.*

This chart could be given as a handout the previous day for participants to read and thus here only clarifications need be made if necessary. Remember, the main point of Day 3 is not to 'teach' how to use a log frame but on how to use it effectively so that it remains 'people-focused'. For clarity, examples of the meaning of each term have been put into the context of the proposed project for HIV reduction amongst male sex workers in Town X mentioned in the introduction section.















TERM	MEANING	EXAMPLE
Narrative Summary	The goal, purpose, outputs and activities are described in the left-hand column in the logical framework (the Objectives Column)	See below.
Goal	The ultimate result to which your project is contributing-the impact of the project.	Reduction of HIV infection.
Purpose	The change that occurs if the project outputs are achieved-the effect of the project.	Increase of safe sex practices adopted by male sex workers in town X.
Outputs	The specifically intended results of the project activities-used as milestones of what has been accomplished at various stages during the life of the project.	50 % of target group reached by (date). 75 % of that number registered as members of the drop-in centre. 100 % of target group reached by end of project (date) with 75% as members.
Activities	The actual tasks required producing the desired outputs.	Outreach programming. Drop- in centres. Condom distribution. Voluntary counseling and testing (VCT).
Indicators	Also referred to as measurable or objectively verifiable indicators (OVI) quantitative and qualitative ways of measuring progress and whether project outputs, purpose & goal have been achieved.	Interviews with drop-in centre members. Statistical data on HIV infection rate.
Means of verification	M.O.V. is the information or data required to assess progress against indicators and their sources.	Increased distribution of condoms. Target number achieved in increase of members to the drop-in centre.



TERM	MEANING	EXAMPLE
Assumptions	Factors external to the project that are likely to influence it but over which the project management has little control, and which need to exist to permit progress to the next level in the LFA.	Sex workers are receptive to the safe sex messages. Local government is supportive of the outreach programming. Commercial work places of the sex industry support and do not try to block the project.
Super goal	The long-term results of continued achievement of the goal of the project.	HIV infection rate continuously decreases. Sustainability!
Inputs	What materials, equipment, financial and human resources are needed to carry out the activities of the project?	Drop-in centre, peer educators, condoms, doctor/ nurse for VCT testing.

B) Log frame practice session

 Form groups, dictated according to the majority group topic interests. Ideally these groups could comprise the same groups that worked on the stakeholder analysis activity the previous day.
 Hand out the blank log frame table, as shown overleaf, and ask each group to transfer the table onto flip chart paper.



OBJECTIVES	MEASURABLE INDICATORS	MEANS OF VERIFICATION	IMPORTANT ASSUMPTIONS	RISK ASSESSMENT
GOAL			(Goal to Supergoal)	Rate Risk
PURPOSE			(Purpose to Goal)	Rate Risk
OUTPUTS			(Outputs to purpose)	Rate Risk
ACTIVITIES			(Activity to output)	Rate Risk

2) Then hand out the log frame DFID model (table 2) which includes an explanation for each item for the participants' easy reference.

This model is taken from DFID's "Guidelines on Humani tarian Assistance", May 1997 and is referred to in BOND Guidelines Notes No.4 Series 2. It has been adapted to include Risk Assessment.

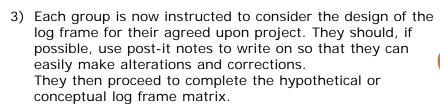


Table 2: Log Frame

01		MEASURABLE INDICATORS		IMPORTANT ASSUMPTIONS	RISK ASSESSMENT
W p	OAL /ider problem the roject will help to esolve	Quantitative ways of measuring or qualitative ways of judging timed achievement of goal	Cost-effective methods and sources to quantify or assess indicators	(Goal to Supergoal) External factors necessary to sustain objectives in the long run	
Tir protection to the transfer of the transfer	the immediate mpact on the project area or arget group i.e. the change or benefit to be chieved by the project	Quantitative ways of measuring or qualitative ways of judging timed achievement of purpose	Cost-effective methods and sources to quantify or assess indicators	(Purpose to Goal) External conditions necessary if achieved project purpose is to contribute to reaching project goal	Rate Risk
TI sp de ex p	hese are the pecifically eliverable results expected from the roject to attain the purpose	Quantitative ways of measuring or qualitative ways of judging timed production of outputs	Cost-effective methods and sources to quantify or assess indicators	(Outputs to purpose) Factors out of project control which, if present, could restrict progress from outputs to achieving project purpose	Rate Risk
Th ta	ctivities nese are the sks to be done produce the utputs			(Activity to output) Factors out of project control which, if present, could restrict progress from activities to achieving outputs	Rate Risk

NOTE: The two boxes in the centre of the 'Activities' row are not used for Measurable Indicators and Means of Verification as the progress and success of the Activities are measured at the Outputs level. Remember, the Activities are carried out to achieve the Outputs.





- 4) During this practice activity remind participants that they must try to relate each activity or component to ownership (who owns the project?) and ask them to consider how could this be done. Is there something they could do prior to designing the log frame? See notes below.
- 5) Once completed invite a spokesperson from each group to present and explain their respective log frame. The focus should be on people and participation, not the worthiness of the project itself.

Notes on Log Frame Design Procedure

In setting-up the group practice session on log frame design the facilitator may wish to consider suggesting ways or strategies that can be employed so that the resulting project document is people-focused, culturally-driven, and related to issues of ownership. At stage 4, in the above-listed procedure outline, this would be the place where you may want to consider eliciting suggestions from the participants before they proceed to complete their log frame matrix.

During the course of our workshops, it was decided to see what strategies each group devised themselves, without any prior input. The results were interesting as on several occasions groups did begin with a 'role-play' in which they were the end beneficiaries and *they* provided input regarding the problem and proposed solution from *their* perspective. This was usually done in the form of creating problem/solution trees visually. This information, when considered and then transferred by the

participants when they took the role of the project designers, helped ensure that the document they arrived at was still focused on the people that the project was directed at and was thus 'culturally sound'.

In facilitating this activity it may be desirable to leave the participants to their own devices to see what they can come up with. However, with groups that may be finding the very concept of designing a log frame document intimidating, it could be helpful to suggest that they begin the activity with 'problem trees'.

The following notes comprise a combination of criticisms voiced in using the log frame as a planning tool and problems in the actual use of it; and suggestions to counter these problems to ensure it can be used as an effective tool.

How to ensure participation so that the log frame is 'people friendly' and process oriented

The common criticisms of the log frame as a 'useful' tool are

- (1) It is not 'participatory' because it is devised by a group of project planners that are far removed from the end beneficiaries.
- (2) It is abstract in style in reference to the processes contained within it and in reference to the persons responsible for taking action to generate or provide necessary information.

To avoid the 'pitfalls' listed above a pragmatic approach needs to be adopted before trying to design the log frame.

Although the log frame design will be the written output/result of the project team, it does not mean that it precludes valuable information and inputs from the end beneficiaries. These stakeholders can be involved and a practical way to include their ideas and concerns is to have them use the cause-effect tree. The simple method of making a problem- solution tree is very effective. It makes clear the problem(s) as seen by the end beneficiaries and gives an indication of their preferred solution(s) to address the problem.

Furthermore, the inclusion of this critical information helps ensure better communication and the attainment of consensus on how to implement the project.

On the issues of appraisal, evaluation, and the collection of qualitative data; the inputs of the end beneficiaries from the very beginning is critical. Quite simply, the assessment of what these stakeholders 'input' to the project concept on its goal and purpose, and what they actually get as 'output' upon project completion, can provide realistic qualitative data.

(2) Abstraction

Being concise is a feature of a log frame design and as indicted above it can result in abstract notations and does not detail who exactly does what or how they may do it. To avoid misunderstanding later on that could occur regarding project concept, ownership, and/or responsibility; ensure that more detailed notes are made and agreed upon. These notes should include responsibility assigned for each action to be taken within the key steps of the project and also act as a supporting document.



Avoiding log frame design problems

(1) Specific objectives

Not being specific enough is the most common culprit leading to problems in the design of a log frame. For example, if the goal of the project is listed as 'improved quality of life', this in fact becomes impossible to quantify and monitor. Thus, the focus has to be on the immediate objective of the project. Clear distinctions have to be made between longer-term objectives that the project may 'influence' and the immediate objective that project should deliver upon. Accordingly, in our example project for HIV reduction in Town X the target group is specifically defined as male sex workers in that town; the project does not assume as its objective an overall reduction in HIV infection for the whole populace.

(2) Assumptions and Risk Assessment

Quite often assumptions and risks may primarily constitute unfounded notions or ideas. For example, assuming the project in question will have local government support simply because the project is designed to benefit the local community can not be assured. Some basic research has to be undertaken to support the assumptions being made. Assessing the associated risks requires a good dose of realism too. It is advisable to rate the identified risks according to levels of high, medium, and low. This affords a more effective monitoring system to be established; obviously with greater attention being paid to the highly rated risks that could negatively impact on the project. In our project for HIV reduction in male sex workers in Town X, the assumptions made would need to be researched, following which, the risk assessment of each assumption would be carefully rated. This influences the decision-making process that follows and helps ensure the project is kept 'on track'.



The importance of this was highlighted by one group that decided not to follow the log frame model. They began with the problem/solution trees and then transferred this information into a SWOT analysis. At this point they ended the activity. During feedback, one participant argued that for the process to be complete, not only did assumptions have to be made but a risk assessment undertaken. It was also pointed out that this was a failing of the typical log frame matrix because although it paid attention to 'assumptions', there was little focus on associated 'risks'. It was this participant who strongly advocated the usefulness of rating the risks according to the threat levels they posed. This format of problem trees, SWOT, assumptions, & risk assessment was used in a subsequent workshop as an alternative to the log frame and presented as the "SWOTARA" – SWOT + Assumptions + Risk Assessment.

Questions Checklist

How can I promote participatory planning rather than 'blueprint' planning?

What by-products of participatory planning like ownership, control, access to resources, responsibility and accountability, do I need to focus on?

How could the use of a log frame matrix benefit a project?

Could I use the design of a log frame to help address the actual needs and expectations of people?





Conclusion

The value of any development tool relies on how it is applied by the user. Effective use of any tool-and the log frame is but one such tool- requires that the project planner is able to visualize the project being planned within a wider overall context. Thus he/she will be able to anticipate future situational changes that may impact on the project and therefore be able to plan ahead to address possible envisioned risks by devising contingency measures. By considering development tools as organic tools that can evolve and change in response to changes affecting all the stakeholders' involved helps to ensure that the project being implemented remains relevant and inclusive.





Acknowledgements

Anuchit Jittrathanakul was the former participant who advocated the need to ensure inclusion of risk assessment and that the 'rating' of those risks is undertaken. He also suggested the introductory 'conversation' in this chapter as a means to highlight in a simplified way some of the key issues raised within log frame design. We gratefully acknowledge the contributions of Anuchit.





"One of the most difficult things is not to change society, but to change yourself."

Nelson Mandela



DAY 4

Representation, Interpretation and Communication

Introduction

The overall aim of Day 4 is to identify what cultural factors individuals. professionals, organizations and institutions may bring to the planning process. Continuing the journey of critical reflection and analysis, Day 4 activities have been selected to encourage an exploration of values. ideas, beliefs, attitudes and behaviours among the many different stakeholders involved. The challenge was to find ways to unpack this cultural baggage in the various contexts in which the workshops were taking place, and to facilitate discussion on sometimes difficult. personal or sensitive topics. Understanding that participants may easily be taken out of their comfort zones, and acknowledging Chambers' (2005) warning that participatory activities can, "...lift the lids from domains that are unpleasant, hidden, private, or dangerous", the aim was to find activities that could be constructive whilst non-threatening.

The alternative activities or approaches presented in this second edition of the Guidelines are the result of observations made during each of the 6 workshops. On-going monitoring by the team of facilitators, feedback from the daily reviews as well as

overall group dynamics very much influenced our decisions about which of the activities to use, when, and how to use them. Approaching the issues raised through shorter, snappier activities which encouraged laughter proved effective. As a starting point we decided to focus on the organisations and institutions represented by the group. This was followed by a gradual move to the individual level and an emphasis on personal agency; leading to a realisation that what we choose to do or not to do does in fact, make a difference.

Activity 4.3 explores our perceptions about the power, mission, scope of work, work practices, rules, regulations, procedures and so on of the different development stakeholders represented by the group. Each organisational group not only defines itself but is also asked to view itself through the eyes of an outsider. The activity rapidly uncovers the boundaries we consciously or unconsciously create regarding our willingness or reluctance to engage with certain "others", and the influence this can have over what kind of interaction actually takes place

when/if the different parties are brought together.

It became apparent that as the various organisational groups discussed what words to include in their lists, how individuals chose to represent themselves and interpreted their own behaviours or practices, and how they felt that others saw them varied considerably. This was apparent not only among those from what were assumed to be similar types of organisation, but also between individuals from different centres, offices or departments of the same organisation. Whilst each group was able to agree on lists of negative and positive organisational characteristics in the broader sense, the important lesson learned was that in terms of our work partnerships, the important factor is not so much which organisations we are involved with, but who is involved at the individual level. It is the relationship that develops between individuals and the effectiveness of the communication that takes place between them that creates space for innovation and creativity, allowing the partners to find new solutions and build new bridges that can lead to successful and sustainable development.

In the development world, the frequent use of the word "empowerment" has many interpretations. More often than not it implies the giving of power from a supposedly 'superior' group to a 'subordinate' group through, for example, the transfer of technical skills or knowledge. At times it incorporates a notion of one group relinguishing power so that another group can take the lead or 'be in the driving seat'; but rarely does it give much attention to the way power shifts constantly between these two extremes. Activity 4.4 allows participants to develop role plays around everyday relationships to illustrate and draw attention to these shifts, taking into account the numerous coping strategies all of us develop to simply get by, get on or get what we want. If transferred to the work context, heightened awareness of these shifts may help us to better understand what is actually happening between the various stakeholders of a project or programme; to know who is speaking for whom; to know when yes actually means yes; or to be more aware of ulterior motives and private agendas.

Activity 4.5, like 4.3, recommends entering into dialogue with an open mind. Following stereotypes and norms does not provide us with reliable clues, and acting on limited information can be misleading. Among the facilitators there were some reservations about whether to use this age line up since it may serve to reinforce an age hierarchy within the group. On each occasion, based on observations of group dynamics on previous days, as well as feedback during the daily reviews, we did use it and discovered it was the source of much laughter. Participants were invariably surprised by the final line up and this provided a great platform for constructive discussion related to our attitudes towards age, experience, creativity and respect. linking back to the values introduced in the cultural mapping activity of Day 1.

Whether through a quick character assessment based on the few days of the workshop as in Colleague Card Sort or a hasty decision regarding who should receive sponsorship to attend a conference, Activity 4.6 draws out the feelings associated with judging and being judged. Tension rises as participants are pressured into judging others, and into making decisions they feel are neither fair nor informed. By imposing unrealistic time frames and giving only limited information to work

with, the comfort levels of the group are challenged. This discomfort, however, provides the fuel for a lively and animated follow up discussion on how they felt throughout the process. Parallels are drawn to our work contexts, with recognition given to the fact that many of us are all too familiar with making decisions in this way, and in some cases on a regular basis.

In an ideal world, all the relevant stakeholders should have input to influence and respond to judgements being made about them and on their behalf. They should also be included in the decision making process. However, we must also be realistic. As individuals many of us are not in a position to change the work practices of our organisations, at least not overnight. What we can do is to be more aware of the consequences of the decisions we do make, the actions we initiate and the actions we endorse. We can also, as Chambers (2004) points out, "...be alert for moments and places where small actions can have big effects." It is up to each of us as individuals to take the first steps toward change, at least within our immediate area of influence and the relationships we build with colleagues in our organisations or counterparts from other stakeholder groups.



TOPICS

How does the way we represent ourselves affect our interaction with other stakeholders?

What may happen as we interpret the realities of others or seek to represent others?

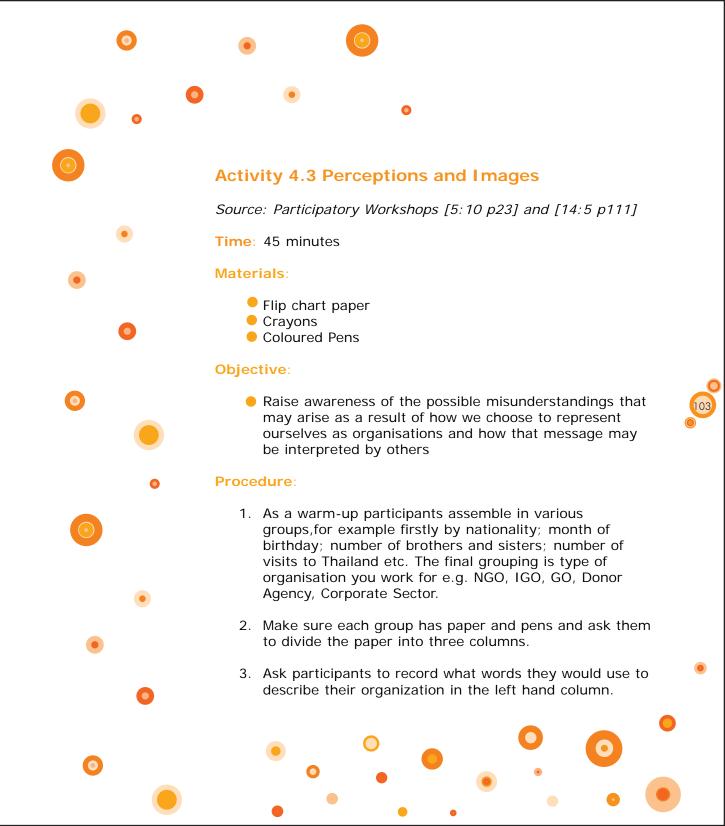
How can we safeguard against this?

How can communication be improved?

Activities:

- 4.1 Review
- 4.2 Preview
- 4.3 Perceptions and Images
- 4.4 Dominant Subordinate
- 4.5 Attitudes and Assumptions
- 4.6 Colleague Card Sort
- 4.7 Resourceful Facilitator
- 4.8 Reflections









- Ask participants to repeat the activity, the second time considering how they think other organisations see them. These results should be recorded in the middle column.
- 5. Display the results and invite all participants to mingle to see what has been written and to add words in the right hand column if they wish.
- 6. Invite reflection and comment.
- 7. Refer to specific examples of critical views stated by participants and collected by resource persons during previous days and reflect on possible impact.



Adapted from Participatory Workshops [18:1 p166]

Time: 90 minutes

Materials:

- Flip chart
- Pens

Objective:

 Raise awareness and encourage analysis of dominantsubordinate / upper-lower relationships, drawing attention to an individual's behaviour in response to where they are located at any given time in a relationship

Procedure:

- 1. A timed brainstorm activity in which the whole group helps to create lists of what they consider upper-lower relationships e.g. parent child, teacher student, boss secretary. As participants decide how/ where to record their examples on the flip chart, this generates discussion on expected stereotypes versus realities. It reveals strategies used by the different players in order to shift power in their favour.
- 2. Participants are asked to form groups of around 5/6 and to use the discussion to stimulate ideas for role plays based on these upper –lower relationships.
- 3. Each group is invited to perform their sketches on the workshop "stage".
- 4. Invite comment form the group and summarise the key points of the performances.



Activity 4.5 Attitudes and Assumptions—An Exploration

Source: Participatory Research with Older People: A

Sourcebook [p46]

Time: 30 minutes

Materials:

None

Objective:

 Recognise our natural tendency towards developing preconceived ideas and to encourage an analysis of our assumptions, conclusions and beliefs

Procedure:

- 1. Ask participants to line up in order of age, with the youngest person at one end and the oldest at the other end. They should do this **without talking** and **without signalling** to each other in any way.
- 2. Once everyone is in line, ask participants to talk to each other, find out each other's age and if necessary rearrange themselves.
- 3. Then ask the group to sit down and discuss the exercise.
- 4. Was the line accurate the first time?
- 5. Why? Why not?
- 6. How did they categorise people by age?
- 7. How reliable were their assumptions?





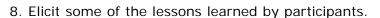












- 9. Relate to participants' project experience to identify and provide further examples of where assumptions were made that affected a project/ programme they worked on (e.g. gender, disability).
- 10. Consider measures that could have been taken.
- 11. Summarise above discussion in the form of a checklist.

Alternative:

Source: Participatory Research with Older People: A sourcebook [p46]

Use photo images with groups organizing the images in a variety of ways, for example positive and negative images, common images, similarities and differences.

Activity 4.6 Colleague Card Sort

Source: Participatory Workshops [18.18 p178]

Time: 30 minutes

Materials:

- Post-it notes
- Pens

Objective:

 Draw out the feelings associated with judging and being judged



Procedure:

- 1. Identify two characteristics for sorting and ranking e.g. ability to listen/ good teamwork /gender sensitivity/ creativity.
- 2. Working in small groups of 5/6 people each group is given a post-it pad on which to write the names of all members of the other groups, one per post-it.
- 3. Choose one of the identified characteristics and ask each group to rank members of the other groups according to that characteristic. Post-its are placed along a vertical line with zero score at the bottom and 10 at the top. We found creativity a good starter as there was greater willingness to accept that some people were simply more creative than others.
- 4. Allow time for participants who wish to see the results to circulate and find out where they have been placed on the line.

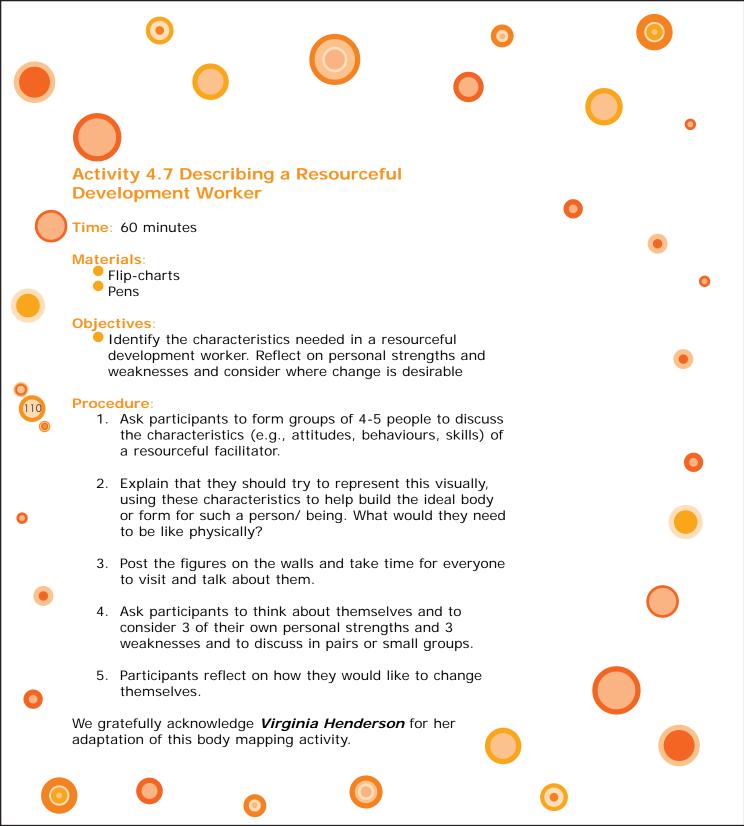


- 5. Repeat process with next characteristic. The second characteristic should be more challenging in that it is perhaps more valued by the group in the context of their work e.g. good listener.
- 6. Invite the group to comment and discuss on how they felt throughout the process and the strategies they adopted to complete the activity and/or compensate for these feelings.

Alternative:

Taking advantage of the November 2005 Culture and Development conference, an alternative activity was set up whereby participants were requested to help us decide which of them should receive scholarships to attend the conference. Working in small groups of 5/6 persons, each had a chance to present reasons why they should attend. They were instructed that there should be no discussion or further questions during these presentations. At the end of the session, each member of the group was asked to note down the names of two people they personally chose to eliminate. Again there was to be no discussion with other group members as this was a personal choice. It soon became apparent that the initial decision to reject two proved optimum as one of the common strategies to avoid choosing was for individuals to name themselves. Having to select one other person to join them in this "rejected" minority group did manage to increase the tension. The selection papers were collected as this, in a sense, 'obliged' them to complete the activity. At the same time it increases the tension as they did not want to hurt anyone's feelings and they assumed their choices would be revealed - which they weren't. As with the Colleague Card Sort, follow up discussion focused on how participants felt throughout the process.







21-moral
22 culturally sensitive 4-Skillful 7- Cooperative

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Questions Checklist

What are my personal values, ideas, beliefs and experiences?

How do they differ from the people I work with?

How does that impact on my work?

To what extent is change desirable or possible given my work context?

How long will this take?

How will I know if I am successful?



Conclusion

In our work context as in our personal lives, there is a tendency to gravitate towards and develop relationships with those we perceive to share our values or practices. Our perceptions of others and the assumptions we make about others we base on the knowledge we have and it is all too easy to forget just how limited that knowledge may be. It is not difficult to see how this "exclusive" behaviour can lead to missed opportunities, restricting possibilities and leaving little space for creativity or innovation.

These activities were selected for their capacity to raise self-awareness and to help participants identify where changes in their own attitudes and behaviour could begin to make a difference, however slight. They encourage all of us to make a conscious effort to work in ways that will allow us to reach common understandings, and thus move towards a lifestyle that is inclusive and respectful of difference.





"Reconciliation is to understand both sides; to go to one side and describe the suffering being endured by the other side, and then go to the other side and describe the suffering being endured by the first side"

 Thich Nhat Hanh contemporary Vietnamese Buddhist monk, peace activist, and writer



Conflict Mediation & Transformation

Introduction

Throughout the workshop week, participants have been intensively engaged in coming to shared and broadened understandings of such seemingly commonplace terms as 'culture', 'development', and gaining new perspectives on 'resources' and 'tools'. They have thought about what and who the 'stakeholders' are in their work contexts and the sort of resources a facilitator (like themselves) might need to function effectively with different people, organizations and situations. Participants have looked at how 'culture' should be embedded in any typical development programme and project tools such as the logical framework. They then turned the focus of their analysis from the conceptual, general and external, and onto themselves as individuals - as people – working with others in settings that are rich with diversity and difference, by experiencing what it means to understand perceptions, make assumptions, judge and be judged by others, and how we behave how we act and treat other people in our relationships. A key or critical feature of establishing and maintaining fruitful relationships is being able to actively listen to the stories or messages being told. Day 5,

through the case study presentations, provides for an inter-active forum. This platform provides the opportunity for participants to engage, to give advice and consolidate, building upon relationships established throughout the week. It also helps to reinforce the importance of active listening.

All the activities on the final day are designed to 'pull together' for each person the past week's experiences for themselves. It is expected that by the end of the day, most participants will have come to some realization about how they have been working and interacting, and about how this has affected their perceptions of socalled 'problems' in the workplace. In other words, it is anticipated that most participants will leave the workshop with a deeper understanding about what they have to do to be more effective in their work and relationships.

Following the usual preview and review, the day begins by establishing common understandings of the words conflict, mediation, and transformation (Activity 5.3). This activity also builds further upon the power shifts within relationships examined on Day 4. The following activity on the 'danger of words' is optional in the sense of whether it is

deemed necessary dependent on what has been expressed throughout the week by the group. Activity 5.4 highlights that it is not words like 'tolerance' that are being challenged but the way in which we use such words which can negate the intended meaning. In this regard, the activity does serve a useful purpose if only as a reminder that we need to take care when expressing ourself. We need to think twice before talking about 'empowering' people or 'giving people a voice' or indeed referring to a group of people as a 'target'. There is the risk that this all too familiar (and seemingly harmless) language serves to reinforce a particular group way of thinking and the existing relationship of power and decision-making.

Presentation of case studies, Activity 5.5, comprises the bulk of the content of Day 5. The delivery of the case studies in an inter-active manner with contributions from the listeners, and not just the presenter, helps to emphasize the point that listening to what people have to say is fundamental in making progress. This is indeed a classroom based activity but the principle of active listening and valuing what people have to say, does apply, of course, as a guiding principle of the case study actually being presented. As noted by Copley, Haylor, & Savage in 'Telling Stories,

Understanding Lives, Working Toward Change' (2006)

"... the importance of stories rests less on their being told, than on their being listened to. When we listen to other people's stories, we are demonstrating that we value what they have to say. When we act on what people are telling us, we are showing that we believe they know what is best for themselves"

Finally, Activity 5.6 encourages participants to offer a verbal assessment on the whole week with specific reference to the 'problem' they had each identified at the outset. It is invaluable, as qualitative evaluation input, and thus advisable to record by video camera if possible.

TOPICS

What is meant by conflict mediation and transformation?

What approaches and methods can be used to mediate conflict?

How can one anticipate and plan to resolve potential conflicts?

How has this workshop helped me in my work context?

Activities

- 5.1 Review
- 5.2 Preview
- 5.3 Conflict, Mediation, and Transformation: Self-Analysis & Awareness
- 5.4 The Danger of Words
- 5.5 Approaching & Transforming Situations of Conflict: Case Studies
- 5.6 Workshop Evaluation and Outcomes



Activity 5.3 Conflict, Mediation, and Transformation: Self Analysis & Awareness

Time: 45-60 minutes

Materials:

- Flip-chart
- Cards

Objectives:

- Build shared understandings of the meanings of the terms conflict, mediation, and transformation
- Highlight the difference between mediation leading to transformation (and thus a sustainable resolution) versus mediation leading to a short-term or temporary solution

Procedure:

- 1. Elicit from participants what types of conflict they are familiar with and list them onto flip chart paper.
- 2. The range of 'conflicts' should reveal those of a personal nature, e.g. parent/child, partners/spouses; internal work related conflicts between e.g. employee/boss, colleagues; external work related conflicts, for example between implementing agency/donor agency, implementing agency/end beneficiaries; up to and including -national/regional/international conflicts of a political/economic nature.
- 3. In assessing the range of conflicts presented it is to be noted that we are dealing with a potential source of conflict every day- at home and/or at work and that 'conflict' is not only defined as a situation with national/ regional/international consequences i.e. a revolution, an invasion, a war etc. The point being made here is that



maybe without even realizing or acknowledging it, we all have our own strategies for dealing with conflicts. This leads to the next part of the activity on mediation and transformation.

- 4. Divide the participants into 5 groups and assign each group one of the listed conflict categories. For example (1) Personal- family, (2) Internal Work- boss, (3) Internal work- colleagues, (4) External work- donor agency, (5) External work- End beneficiaries.
- 5. Each group is directed to consider mediation strategies they use in each case. In the report-back stage list the strategies mentioned.
- 6. Now pose the question whether these strategies only result in a temporary solution to the conflict or will they address the root causes of the source of conflict?
- 7. In the ensuing discussion and wrap-up, highlight the fact that transformation requires that the conflict must be tackled at its root cause in order to achieve a lasting resolution. Any current outcome of a conflict can always be addressed but is likely to be on a temporary basis only providing an immediate solution rather than a lasting resolution if the root of the problem is not dealt with. This is akin to 'papering' over the conflict that will later reoccur because the conflict has not actually been transformed.



Activity 5.4 The Danger of Words

Time: 30 minutes

Materials:

 Quotations and comments from participants collected throughout the week

Objectives:

- Clarification of certain terminologies used in the work context of culture and development to ensure better understandings and avoid offence
- Highlight that language is constantly changing as are terms and concepts, especially the 'buzz-words' often found in development discourse. As such we have to be sure that what we say is what we mean and recognize that it could mean something else to others

Procedure:

- Select some of the comments made by the participants during the week. These comments should include key words such as empowerment, tolerance, respect, multiculturalism, etc. Four to five words/phrases should be sufficient. Posting them one by one on the whiteboard, ask the participants, in groups, to consider their interpretation of the meaning of each word and how they use the word or phrase.
- After time for discussion choose one of the words/phrases and invite comments from each group. If no differences are expressed within the groups, direct them to consider the chosen word specifically in relation to the terms: conflict, mediation, transformation.





























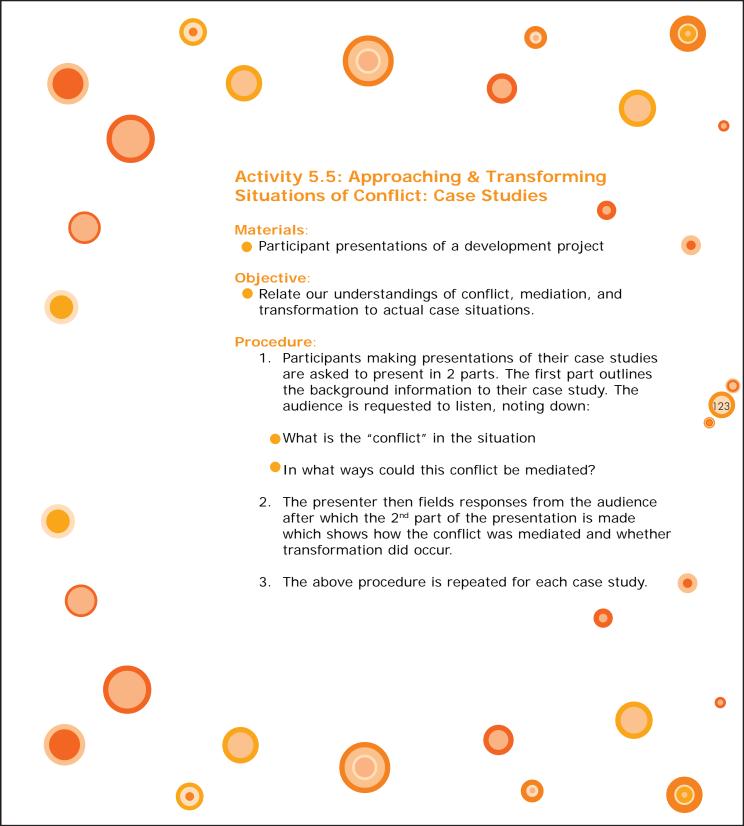


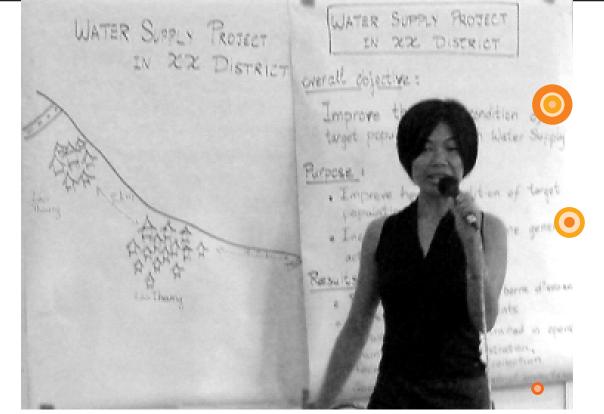




- 3. If necessary, demonstrate. For example, explain that 'tolerance' is not always a positive concept. Tolerating somebody or something does not imply acceptance or respect and thus is negative. Emphasize that how we *use* the word/phrase must clearly express what we *mean*.
- 4. If a lively discussion evolves, it is best to let it run its course as this activity is a key link between what we understand conflict, mediation, & transformation to mean Activity 5.3 and how we practise what we understand in reality through the case study presentations –Activity 5.5. For example, the commonly used word 'empowerment' raises many questions along the lines of who has the 'right' to empower any one person or group of people. Multiculturalism could mean the mutual isolation of cultures and not simply the promotion of the existence of different cultures alongside each other. Again it is how we use words and not the words themselves that can be problematic.

A very useful reference on the definitions of concepts and the danger of words can be found at the UNITED for Intercultural Action Web Site at www.united.non-profit.nl/pages/info13.htm





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Notes on procedure: The above strategy of each case study being presented in 2 parts ensures the participation of all the participants, and not just the presenter. Moreover, it affords the opportunity for inter-active dialogue and the suggestion of mediation tactics that possibly the presenter had not previously considered. Presentations can take the format of power point or just the simple use of flip charts. In one case, a group of presenters performed their case study via role play. The options are many. The use of visuals is particularly useful if possible. Finally, any case study to be presented should not be confined to success stories alone. Participants should equally be encouraged to present a case study that they consider failed in part or completely. We learn from mistakes and it must be noted that conflict mediation and resolution is a process; a learning process. It is unique in its own specific context and thus necessitates individualistically derived approaches and strategies.



Activity 5.6 Workshop Evaluation and Outcomes

Time:

 Varies depending on participant numbers but 3-4 minutes per participant is suggested.

Materials:

Video recorder

Objective:

• The objective is for each participant to talk about their experiences of the workshop in terms of its outcomes for them thus providing on-site qualitative evaluation.

Procedure:

In random order invite each participant, in turn, to verbally express their feelings about the workshop and what use(s) it could have within their work context.

At the conclusion of this feedback it is suggested that each facilitator also speak individually for a few minutes.



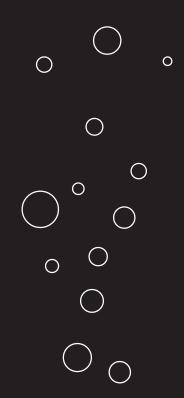


Transforming situations of conflict is a process that requires a thorough examination and understanding of all historical and social perspectives of those involved to ensure that the root causes of the conflict, and not just the current outcomes, will be addressed. It requires active listening and mutually constructive and respectful dialogue to arrive at a transformation and thus a lasting resolution, as opposed to a temporary *solution*.

Achieving conflict transformation thus necessitates a diagnostic approach to ensure that the root causes of the conflict are identified and addressed. Only tackling the present symptoms of the conflict will provide some relief but not a cure. We can think of it as applying a band aid to a wound without treating the infection.







PART THREE

CONCLUSION

POST SCRIPT

"In this time of globalization, with all its advantages, the poor are the most vulnerable to having their traditions, relationships and knowledge and skills ignored and denigrated, and experiencing development with a great sense of trauma, loss and social disconnectedness"

- James D. Wolfensohn, World Bank President

Wolfensohn's comment quoted above may clarify or validate the need for developing *Guidelines* such as those presented here - so that we can attempt to reverse the trend of negative developmental experiences. However, is it enough to only recognize that globalization does not benefit all but in fact can have extremely negative impacts? It is a statement of fact but offers no remedy for action. The comment below, from one of the participants, highlights a key issue:

"I'm not sure if this kind of workshop has been conducted for senior government officials and big donor agencies like DFID, World Bank and ADB. I would recommend that we spread out this workshop concept in a wider range..."

The key issue alluded to here is that even if the World Bank or any other organization of similar stature in principle identifies and articulates the *problem* but does not respond to it then that *problem* will remain. The initial suggested response is that staff of major donor agencies become better

acquainted with the ongoing developmental strategies taking place. As another participant concluded:

"Culture is part and parcel of development and vice versa and the process is crucial to ensure increased sustainability of programmes"

This simply sums up that culture is an integral part of development. Failure to recognize this and respond accordingly will lead to the trauma, loss, and social disconnectedness that Wolfensohn refers to. And thus the development project will not be sustainable.

Margaret Mead, the anthropologist, once said:

"Never doubt that a small group of thoughtful committed citizens can change the world; indeed it's the only thing that does".

Participants to the workshops, by far and large, expressed such a view and by the end of Day 5 felt energized and optimistic. However, the prevailing concern that changes in attitudes and perspectives was needed at the 'top' remained. 'Top-down' directives alone do not work but likewise 'bottom-up' initiatives in isolation can not attain the desired outcomes. It's a question of getting everyone on board. This in itself is not easy. And this is because we need to get the donors, implementers/project managers, and 'end beneficiaries' together. In fact, at some of the workshops we did manage to have participation from some of the major players in the development world. More of a problem was being able to interest 'end-beneficiaries' to join. Usually

the composition of the participants comprised the 'middle-men' or project managers. However modest this may be, it is a good starting point as one participant observed:

"Working in the development area is like swimming in the big sea. That's why each organization, each development worker has their own 'belief' in their approach to development and culture... this workshop helps mobilize participants to share experiences- it's a good chance for all to review their approaches and maybe revise them as well"

Many participants did indicate that they could have encouraged a person(s) they were working with at the grassroots level to attend but they had been concerned whether the workshop would be an appropriate forum. Hopefully, in future workshops the participation of 'end-beneficiaries' will be realized and complement an increased participation from major donor agencies as well.

Perhaps more significantly is the momentum gained from the workshops and the ability of participants to 'spread the word' and in particular at the grass-roots level. It was noted by another participant:

"I'll disseminate, reflect, generalize and apply the knowledge and skills gained from this workshop to be an agent of change where change is needed at the community level, grass-roots level, and the ethnic (national) group level" Networking benefits derived from the workshops was an observation frequently made by the participants:

"This valuable training can be used and practiced in the workplace as well as to develop community, and networking with all stakeholders such as government, INGO, LNGO, grass roots level and private sectors"

"I found this kind of intensive training useful for interaction and setting a country-wide network"

"The workshop gives new guidelines in transforming development programmes to become sensitive in cultural needs and to strengthen national or regional networks"

The networking concept and an increased sense of solidarity bought about by 'strength in numbers' was, to some extent, an unexpected positive outcome. Many participants thought the problems they were experiencing were unique to them. Many did not realize they had colleagues in the same country, let alone the same town, that they could turn to for advice and support. Many did not appreciate that their own concerns and opinions were valid. The following two comments are quite illuminating:

"This workshop seems to encourage me to understand and to give value to myself and others"

"I observe that this workshop values the ideas and reflection of the participants"

This increased feeling of self-confidence and the realization that one's colleagues are perhaps one's most valuable resource has led to a renewed vigour and a very pragmatic approach to sharing experiences and strengthening networks.

As Raff Carmen points out, development is:

"...first and foremost, an act of creation. At its core lies the human capability to create knowledge - again and again, and together with others" (1996)

Successful development is dependent on the *ability* of people.

Patta Scott-Villiers notes:

"Since individuals are the ones who mediate relationships, with the support from their organizations, then personal development becomes a central focus of good development". (Inclusive Aid 2004)

In conclusion, these workshop guidelines can be viewed as a personal development training strategy that can, hopefully, act as an impetus for any individual to recognize and develop further their own strengths. In thus doing so, they could be better equipped, through a heightened state of self-awareness and confidence to ensure that in their work context good development takes place.

The global significance of *good* development can not be underestimated. *Good* development can help reduce poverty and thus promote peaceful societies.

As stated by the 2006 Nobel Peace Laureate, Muhammed Yunas:

"Poverty is a threat to peace"

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Asia Europe Foundation www.asef.org

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Cambridge Scholars Press www.cambridgescholarspress.com

Development Gateway www.developmentgateway.org

Development in Practice www.developmentinpractice.org

Discovering Diversity www.discoveringdiversity.org

Earthscan www.earthscan.co.uk

EDIAIS – Enterprise Development Impact Assessment Information Service www.enterprise-impact.org.uk

Global Development Learning Network www.gdln.org

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United Nations Population Fund www.unfpa.org

United for Intercultural Action www.united.non-profit.nl

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