

REPUBLIC OF YEMEN
MINISTRY OF AGRICULTURE AND IRRIGATION

IRRIGATION IMPROVEMENT PROJECT
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Main Technical Assistance Package for IIP

WORKING PAPER 18

Output Communication Specialists

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 **ARCADIS** EUROCONSULT

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photo 1: Pre-testing of flash-cards.

IRRIGATION IMPROVEMENT PROJECT
OUTPUT COMMUNICATION SPECIALISTS

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13 MAY - 15 JULY 2003

Sana'a – Yemen

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ABBREVIATIONS AND ACRONYMS

AE	Agricultural Extensionists (RAO)
APL	Adaptable Programme Lending (approach by IDA)
AREA	Agricultural Research and Extension Authority
DIMSSA	Institutional assessment approach: Diagnosis-Mission-Strategy-Structure-Action
EC	Executive Council of WUA
EDI	Economic Development Institute of the World Bank
FCA	Facilitator / Change Agent
IC	Irrigation Council
IDA	International Development Association
IE	Irrigation Extensionists (RAO)
IEI	Irrigation Engineering Institute
IIP	Irrigation Improvement Project
IMT	Irrigation Management Transfer
ISF	Irrigation Service Fee
IWMI	International Water Management Institute
LWCP	Land and Water Conservation Project
M&E	Monitoring and Evaluation
MAI	Ministry of Agriculture & Irrigation
NGO	Non-Governmental Organisation
NWRA	National Water Resources Authority
O&M	Operation and Maintenance
Ogma	(Traditional) earthen diversion weir
PIM	Participatory Irrigation Management
PIP	Project Implementation Plan
PIU	Project Implementation Unit
PMU	Project Management Unit
PPR	Project Preparation Report
PPU	Project Preparation Unit
RAO	Regional Agricultural Office of MAI
RDA	Regional Development Authority of MAI
RIA	Regional Irrigation Agency
RID	Regional Irrigation Department
RoY	Republic of Yemen
SIIP	Spate Irrigation Improvement Project (original name for IIP)
SLHIDP	Saturation and Localised High Impact Demonstration Programme (agricultural extension)
TA	Technical Assistance
TDA	Tihama Development Authority of MAI
ToR	Terms of Reference
UNDP	United Nations Development Programme
WBI	World Bank Institute
WIS	Water Institutions Specialist
WUA	Water User Association
WUG	Water User Group

WORKING PAPERS

- WP 1 – Water Management in Wadi Tuban & Wadi Zabid
Alan Clark
- WP 2 – Concept Paper Management Information Systems
Thomas R. E. Chidley
- WP 3 – Training Report No.1 – Orientation Workshops
Olaf Verheijen
- WP-4 – Procedure Manual on Participatory Irrigation Management
Olaf Verheijen
- WP 5 – Concept Paper for Flood Warning System
John Windebank
- WP 6 – Hydrological Analysis
David T. Plinston
- WP 7 – Community Awareness Campaigns
Darryl Kuhnle
- WP 8 – Gates Assessment – Interim Report
David A. R. Wood
- WP 9 – Initial Roads Study
Abbas A. Abu Taleb
- WP 10 – Training Report 2
Olaf Verheijen
- WP 11 – Training Report 3
Olaf Verheijen
- WP 12 – Issue Paper on PIM
Wicher Boissevain/Olaf Verheijen
- WP 13 – Irrigation Management (First Mission Report)
Wicher Boissevain
- WP 14 – Hydrological Analysis-Interim Report 2
David Plinston/Abdul-Aziz Abdullah Ahmed Al-Ariki
- WP 15 – Progress Report MIS-GIS
Reint-Jan de Blois/Mohammed Ahmed Abdulrahim Hodish/Abdulrahman Mujahed
- WP 16 – Training Report 4
Olaf Verheijen
- WP 17 – Mission Report Information Analyst
Tom Chidley

1 INTRODUCTION

From 13 May till 15 July the Arcadis communication specialist Ms. Chrisje van Schoot carried out a mission for the Irrigation Improvement Project.

The first three weeks of the mission were spent in the project areas of Wadi Tuban and Wadi Zabid, whereby, beside familiarization with the project rationale and its staff, the specialist was involved with preparations and on-the-job guidance of PIU staff related to the establishment of the first two Water Users Associations in Wadi Tuban. Moreover discussions with staff on gender issues in spate irrigation resulted in a programme outline for Family awareness and participation. First observations during these weeks indicated a need among staff and extensionists for further development of communication skills.

From 4 June onwards the Arcadis communication specialist teamed up with Mr. Abdu Ghalib Alyousufi, the PMU communication specialist, and worked continued in close and pleasant cooperation and mutual inspiration.

A joint programme was drafted whereby the PMU director Mr. Abdulillah Hatrum participated in setting priorities concerning evaluating the recently produced communication materials, drafting of a communication strategy and planning of communication activities c.q. production of communication materials, before spending time in a programme for family awareness.

After preparation of a draft design for a poster (or leaflet) on WUA membership advantages for field testing, both specialist went for two weeks to Wadi Tuban and Wadi Zabid to evaluate the IIP brochure and posters, pre-test the WUA membership campaign materials and assess the flash-card set for use by PIM extensionists in Awareness meetings as possible replacement for the flip-over sheets. The evaluation and field testing were concluded with a debriefing workshop for PIU staff and PIM extensionists during which also ideas and suggestions for the communication strategy, activities and materials were discussed.

A start was made with the development of communication skills for PIM staff and extensionists, when in Zabid from 5 to 7 July sessions were held on listening skills, presentation techniques, dealing with questions and participatory planning techniques (problem tree and priority setting).

The mission was concluded with both specialists joining forces in drawing up the communication strategy, planning of activities and materials production as well as defining specific fields of attention for the coming mission in Aug-Oct. 03 of the Arcadis Communication specialist.

ACKNOWLEDGEMENTS

Many words of appreciation and thanks go to the farmers, PIM extensionists, PIU directors and PIU/PIM and agronomy staff in Wadi Tuban and Wadi Zabid, as well as to the PMU director and staff and Arcadis Teamleader, consultants, office staff and drivers, as without their advice, dedicated assistance and hospitality this mission would not have been possible.

2 COMMUNICATION STRATEGY

2.1 INTRODUCTION

Designing a strategy on communication in Yemen, especially communication to and among the rural population, needs careful consideration.

A large number of the adult rural population is illiterate or semi-literate and have little exposure to or practice with reading. Moreover within the majority of elderly people pictorial illiteracy is not uncommon, apart from the fact that reduced eye-sight (and farmers often don't having glasses) can impair the reading ability.

Person-to-person and verbal group communication -e.g. supported with carefully read-out and explained printed and pictorial material-, works in generally very well, but these intensive communication methods are time consuming and expensive concerning the needed staff power and transport esp. when information has to be disseminated to many people.

Use of unsupported printed and pictorial material is however possible when carefully designed (easy to read letter-types, use of colour, appropriately designed pictures, simple language, etc). School going children and young adults in the family will be able to read the material and explain the messages to their parents, elder brothers, uncles, etc.

Enhancing the communication among the rural population itself, as is the intention of the IIP, with WUG representatives and WUA board members giving feedback to the water users and vice-versa, is another matter needing a careful approach and a lot of attention.

Traditionally keeping information to yourself (and then within your family or clan) is regarded as a virtue and perceived as crucial for survival and maintaining the position (and honour) of the family; (and probably for good reasons). Sharing of information and being transparent are seen as weaknesses and perceived as possibilities for others to undermine your position. In this respect it is worth mentioning that the Training & Visit extension method (based on contact farmers sharing their information with other farmers) did not work in Yemen.

Intensive and continuing guidance through e.g. communication skill development (group dynamics, negotiating and conflict resolution techniques) and training (administrative and financial management), incorporating whenever appropriate traditional values and practices, might lead step by step to an institutionalised and open communication needed for well functioning WUAs and WUGs.

2.2 AIMS

- To introduce aims and activities of the project to its audience and encourage its participation and involvement in improved irrigation systems.
- Advising on and developing of communication skills and institutionalising of communication practices within the WUA, WUG and farmers.
- To disseminate information on the project's activities, its progress and achievements.
- To develop communication skills and provide communication materials for use by the project staff and its audience.
- To enhance and streamline the internal communication between the IIP project staff.

2.3 AUDIENCES

- Farmer population in Wadi Tuban and Wadi Zabid
- WUA board members and WUG representatives in the project areas
- PIM staff Wadi Tuban and Wadi Zabid PIUs.
- Local leaders and organisations in the project areas
- Decision makers in the Ministries of Agriculture, Planning, Finance and Water
- Water-related organisations and institutions.
- Donor organisations.
- IIP staff and personnel (Sana'a, Tuban and Zabid)

2.4 METHODS, MEDIA & MATERIALS

Communication activities will be implemented by using the following methods, media and materials:

1. Group communication

1a. Printed communication

- leaflets
- manuals
- hand-outs
- brochures
- posters
- Flash-card sets
- Flip-over sheets

1b. Verbal communication

- Group meetings
 - Awareness
 - WUG formation
 - WUA formation
 - Preparatory design
 - Communication skill development

2. Mass communication

- Radio
News items, interviews, plays/dialogues, phone-ins, songs, poems.
- TV
News, documentaries, promotional spots.
- Written press, newspapers
News items, opinion articles, reports
- Exhibitions
- Poem contests
- PR brochures
- Calendars

3. Person-to person communication

- Farmers exchange visits
- PIM staff exchange visits
- Promotional stand at weekly markets

4. Internal project communication

- Newsletter (bi-monthly) depending on availability of extra staff
- Quarterly reports
- Annual reports
- Topical reports
- Field visits

2.5 IMPLEMENTING MECHANISMS

The PMU communication specialist prepares the communication planning and programmes, liaise with the media, and guides the process of the design and production of the communication materials.

Production of audio-visual programmes and printed materials is, under close supervision of the communication specialist, contracted out to the private or governmental sector as these have the sophisticated facilities and equipment needed, thus ensuring the best possible quality. Moreover this reduces the need for purchasing expensive equipment for the project. Small and simple (low-costs) leaflets and manuals will be produced internally with help of computers and printers available at the IIP offices.

2.6 BASIC REQUIREMENTS

- PMU office Sana'a:
- office space communication specialist
- 1 Office desk + 3 chairs
- 2 cupboards
- 1 big table
- 1 TV set
- 1 video recorder
- 1 video camera
- 1 DVD player
- 1 digital photo camera
- 1 computer (laptop) with Adobe photo-shop and publisher software
- 1 printer
- 1 scanner
- 1 projector
- stationary; Paper cutter, etc.
- 1 car

PIU Tuban/Zabid

- 2 digital photo cameras
- 2 white boards
- 2 TV sets
- 2 video recorders
- 2 video cameras
- 2 computers desktop with Adobe photo-shop and publisher software
- 2 wireless speaker systems
- stationary; paper cutter, etc

2.7 MONITORING & EVALUATION

Materials and programmes will be extensively screened and/or pre-tested (in field situations) before final design and production or printing.

Monitoring of activities and use of materials will be conducted by the PMU communication specialist through regular visits (app. 1 week per month) to the PIUs in Wadi Tuban and Wadi Zabid. Findings will be summarized in reports.

3 COMMUNICATION PLAN

3.1 INTRODUCTION

In the following paragraph the planning for the communication specialist is described – from July 2003 till June 2004. In the table the overall goals and the audience is explained, which results in a methodology and an estimation of the costs.

3.2 TENTATIVE COMMUNICATION PLANNING FROM JULY 2003 TILL JUNE 2004

TYPE	AIMS	AUDIENCE	NUMBER	DISTRIBUTION	COSTS
Leaflet WUA campaign. 6 pages; half A4, full colour, text, photographs, drawings.	To promote WUA membership among farmers. To inform them about the advantages of WUA membership and on WUA's aims, organisation and activities.	At least 3000 farmers in Wadi Tuban and 3000 farmers in Wadi Zabid	6000	From 1 Aug. 03 onwards. Through PIM extensionists and WUG leaders during step 8. At weekly markets.	210.000 YR
Announcement poster WUA membership campaign A3 B/W	To announce WUG meetings and inform many farmers about the possibility and main advantages of becoming a WUA member	Farming communities in Wadi Tuban & Wadi Zabid	500	Through PIM extensionists and IIP stand weekly markets	10.000 YR
IIP PR leaflet on Wadi Tuban; A4, 4 pp. Text + photographs	To promote opportunities for agricultural development in Wadi Tuban	Donors, government officials and decision makers, researchers, etc.	1000	Via PMU and PIUs Tuban and Zabid.	40.000 YR
IIP PR leaflet on Wadi Zabid; A4, 4 pp. Text + photographs	To promote opportunities for agricultural development in Wadi Zabid.	Donors, government officials and decision makers, researchers, etc.	1000	Via PMU and PIUs Tuban and Zabid.	40.000 YR

TYPE	AIMS	AUDIENCE	NUMBER	DISTRIBUTION	COSTS
Flash cards set PIM awareness meetings	To support the awareness meetings and increase the understanding of farmers on the IIP, its aims, activities and the benefits for farmers.	Farmers attending the awareness meetings	12 sets	6 for Tuban PIM 6 for Zabid PIM	84.000 YR
Flash cards set WUG formation	To support the WUG formation meetings and inform participants on role of WUG and members' benefits.	WUG leaders and farmers	12 sets	6 for Tuban PIM 6 for Zabid PIM	84.000 YR
Aden Radio programme; Interviews, live phone in; radio plays/dialogues, songs	To inform farmers and their families about the IIP Wadi Tuban, its progress on the project's activities, formation of WUGs and WUAs, importance of WUA membership; rehabilitation works etc. To give listeners the chance to phone in with questions, comments, etc	Farmers in Wadi Tuban. Formal & informal leaders in Lahej Govt. Related government and non-govn. organisations	Once a week at least one item + 1 repeat, for 3 months. Total 24 broad-casts. <i>To be continued when successful</i>	Wadi Tuban (programmes can be received country wide)	120.000 YR

TYPE	AIMS	AUDIENCE	NUMBER	DISTRIBUTION	COSTS
Hodeidah Radio programme; Interviews, live phone in; radio plays/dialogues, songs	To inform farmers and their families about the IIP Wadi Zabid, its progress on the project's activities, formation of WUGs and WUAs, importance of WUA membership; rehabilitation works etc. To give listeners the chance to phone in with questions, comments, etc	Farmers + families and general public in Wadi Zabid	Once a week at least one item + 1 repeat, for 3 months. Total 24 broad-casts. <i>To be continued when successful.</i>	Wadi Zabid and Tihama area.	10.000 per programme Total 120.000 YR
School note book for children with on out- and inside covers IIP information. 20pp.	To inform schoolchildren about the IIP and through them their parents.	Pupils of village schools in Wadi Tuban and Wadi Zabid	20.000	Through PIM extensionists and schoolteachers (e.g. at weekly market IIP stand)	400.000 YR
Poem contest + Selected poems A3 size 'newspaper'	To promote and disseminate IIP aims in a culturally highly appreciated way.	General public and farming communities in Wadi Zabid and Wadi Tuban	1 in Tuban 1 in Zabid 1000 copies	Local radio Weekly market IIP stand. Simple A3 poster	105.000 YR
Newspaper articles	To inform readers about the project and its progress	Policy makers in Sana'a, Lahej and Hodeidah.	5	Al Thawra Al Ayam 14 October Yemen Times Yemen Observer	40.000 YR

TYPE	AIM	AUDIENCE	NUMBER	DISTRIBUTION	COSTS
Educational Video on farmers exchange programme 15 min.	To promote formation and running of WUGs and WUAs through recorded farmers experiences and advice.	Farmers in Wadi Zabid and farmers in Phase II wadis (Rima, Mohr)	1 (+ 5 copies)	Aden TV Sana'a TV During awareness and WUG/WUA formation meetings in phase 2	1.200.000 YR
Promotional video (5 min) (to be edited from Video documentary)	To promote IIP progress and achievements	Decision makers and general public	1 (+ 5 copies)	Aden TV Sana'a TV	200.000 YR
Calendar 2004	To promote the IIP and especially the WUA benefits for farmers.	WUG leaders WUA board members Related organisations	5000	Through PIM extensionists and PIU/PIM staff	400.000 YR
IIP Information stand at weekly markets	To provide farmers with possibility of queries and feedback For distribution of communication materials and audio messages.	Farmer population + General public	Appr. once a month and with special occasions	Max. 2 extension workers with car at Al Jarahy Tuesday market Wadi Zabid and Al Hawta Tues-day market Wadi Tuban	-----

TYPE	AIM	AUDIENCE	NUMBER	DISTRIBUTION	COSTS
Communication skills development Sessions	To improve presentation-, meeting-, group discussions skills and gender awareness. To enhance and institutionalise communication between WUA board, WUG leaders and farmers.	PIM extension workers; PIM staff. WUA board members, WUG leaders in Wadi Tuban and Wadi Zabid	5 x 3 days per area for PIM staff + PIMex. 3 x 2 afternoons for WUAs per area		290.000 YR
Communication Skill Development Manuals & Hand-outs A4, text and simple drawings	To provide course participants with hands-on information on basic communication skills, etc. To assist PIM staff during Comm. Skill development in the second phase of IIP	PIM extension workers & PIM staff; WUA board members, WUG leaders in Wadi Tuban and Wadi Zabid	5 sets PIM x 30 copies. 3 sets WUG & WUA x 200 copies.	During the Communication skills development sessions with PIM staff and extensionists. During sessions with WUG & WUA board.	420.000 YR
Farmers exchange programme	To expose farmers in a for them identifiable way to similar and recognisable experiences on formation and running of WUGs & WUAs	Farmers in Wadi Tuban and Wadi Zabid (Zabid visiting Tuban)	1		175.000 YR

TYPE	AIM	AUDIENCE	NUMBER	DISTRIBUTION	COSTS
PIM staff & PIM extensionists exchange visit	To discuss and learn from each others experiences To increase motivation and encourage the input and dedication to the project work.	PIM staff and PIM extensionists from Tuban and Zabid. (Zabid visiting Tuban)	1		358.000 YR

4 ASSESSMENT OF COMMUNICATION MATERIALS

4.1 INTRODUCTION

In the first half-year of 2003, the following communication materials were produced:

1. IIP glossy brochure on aims and activities of the project (par. 4.2);
2. IIP Posters:
 - horizontal: on benefits of participatory irrigation management, and
 - vertical: with two illustrations depicting a situation (overgrown irrigation channel) when having to act as individual and a situation (cleaned up irrigation channel) when acting as group (WUA) together (par. 4.3);
3. Flash card set on aims and activities of the project as visual support to the awareness meetings (par. 4.4);

The brochure and posters were distributed in March and April this year, while the flash-cards set was being pre-tested in June and ready for final production in July 03 (par. 4.5).

4.2 BROCHURE

The brochure gets a very good reception when handed out to local village leaders, farmers as well as officials of related (non-) governmental organisations. Especially the glossy and durable cover and attractive layout in full colour, are well-liked and make an excellent impression. A number of people mention the striped background under the text, as slightly hampering the readability. Positive feedback on the text contents and wording has been received from project staff, PIM extensionists, and officials from various organisations as well as from the World Bank team leader/task manager. One newspaper published the complete text unaltered in an article about the IIP.

Feedback from farmers on the contents and wording could not be obtained, as the participants of the field assessment sessions, saw the brochure for the first time.

As the brochure is found highly attractive and easy to understand for a wide audience level, it has an excellent public relation and information potential and deserves as such a more intensive distribution than before.

4.3 POSTERS

In general it can be said that both posters do convey the intended messages, which are understood or through the text, or through the pictures themselves in case the persons are illiterate. The text does enhance however the pictorial message. Moreover the posters serve very well to initiate discussions about the IIP and the formation of WUAs among the farmers and with PIM extensionists.

When evaluating the posters with PIM staff, PIM extensionists and a number of farmers in Tuban and Wadi Zabid the following main comments have been noted down:

- The proverbs used as text in the posters are well understood, but clearly perceived as not coming from the area of the farmers in Tuban and Zabid but originating from the Central Highlands. This however does not hamper the understanding, and often lead the farmers to mention proverbs from their own area conveying the same meaning.

- Although the cartoon-like drawings of farmers on the poster worked well, almost all respondents commented on the clothing and headdresses as not being from Tuban or from Zabid. These should have been white and less colourful and the headdresses should have been more of the shawl-type instead of caps.
- Some respondents found the drawings of farmers too exaggerated in caricature and thus having slightly unpleasant faces.
- The figure standing/sitting alone from the group of farmers in both posters was not always given the intended meaning of being alone and helpless. Some farmers saw in the sitting figure (horizontal poster) a person using a mobile phone, while the figure with his hands in the air (vertical poster) was in some case perceived as being desperate, having got no lift from the car in the background.
- In the vertical poster depicting a 'before-and-after' situation, most respondents didn't see that the photograph was taken at the same location, as both pictures lacked distinctive recognisable objects (e.g. in the background on the horizon).
- In the vertical poster it would have been more logical if the words 'Before and After' had changed in 'without' (an association) and 'with' an association.
- In some cases the locations in both posters were not recognised as being in Tuban or even in Yemen. One farmer said it was a location in Europe, as it was very flat and the irrigation channel very well maintained.

4.4 FLASH-CARDS SET

The set of flash cards were designed to replace the pre-written flip-over sheets presently used by the PIM extensionists as support during the awareness meetings.

Reasons for replacement of the flip-over sheets are:

- Most of the farmers can not read the text on the sheets
- For the farmers who can read, seeing sheet after sheet of only text becomes boring.
- Although the written sheets do support the extensionists in their talk, most of them have difficulty in remembering to face the public while addressing them and not to read the text from the sheets with their back to the audience.
- The flip-over sheet and tripod is rather cumbersome to transport and needs space in - often cramped village meeting rooms.

When testing the flash cards set the following observations were made during field testing with farmers together with PIM staff and extensionists.

- The audience is far less bored as the talk of the extensionists is accompanied by coloured A3 size photographs.
- Text per photograph is short and in easy wording
- The extensionist is able to face the public, while reading the text on the back of the photographic card.
- Because the cards are rather small, for a larger audience the extensionists has to move around and towards the audience, which enhances the liveliness of the presentation and helps the extensionists to present himself in a more relaxed and dynamic way.
- The movements of the extensionists towards the audience, enhances the involvement of the audience and control of the meeting.
- The flash card set is easy to transport and to handle and can even be taken with the extensionists on the motorbike.
- Some of the photographs need to be adjusted to the locally specific situation (e.g. the fruits and vegetable photographs should show locally grown products)

- The cards need to be flexible bound together with two strong rings and mounted on a lightweight foldable triangle-shaped holder, which can be carried over the arm of the extensionists for easy handling.
- A number of photographs suffer in quality after being enlarged to A3 format and need to be replaced with high-resolution specimens.
- As the plasticized set displays an irritating reflection of the light impairing the 'readability' of the cards, the sets should be protected with non-reflecting plastic.
- All extensionists stated that they preferred the flash-card set to the flip-over sheets.

30 awareness meetings were held from March 02 till July 03 in Wadi Tuban. 14 awareness meetings were held from April 02 till July 03 in Wadi Zabid.

4.5 DISTRIBUTION

For the rather large number of remaining brochures and posters in the Sana'a, Tuban and Zabid offices, a detailed distribution planning has to be made by the PIM department. (number to be distributed at what time and in concordance with the planning of awareness meetings, WUG meetings etc., distributed to whom and by whom.)

For a smooth and regular distribution of the communication materials it is crucial that the PIM staff can easily collect the material from the store or the person(s) who received the copies from the PMU Sana'a.

As standard practice, enough copies of the brochure should be available in every project office and with every IIP/PIU/PMU staff member and PIM extensionists to be handed out to:

- -Sheikhs, village leaders and farmers attending awareness meetings
- -WUG leaders and farmers attending WUG formation meetings
- -Preparatory committee members WUA formation
- -Preparatory design committee members
- -Visitors to the IIP project offices (PMU, PIU/IIP and IIP/Arcadis).
- -Any organisations during official visits by IIP staff.

Also the female (ad-hoc) PIM extensionists should receive enough copies, for distribution to interested female farmers, teachers and/or (informal) female leaders during awareness meetings.

4.6 IIP IN MASS-MEDIA

Since the beginning of 2003 more than 10 articles about the IIP were published by Al Thawra, Al Ayyam, 14 October and Al Tanmiya al Zarai'ya newspapers. It should be noted here that the size of the article, the number of photos and the location of the article are in many cases directly related to the financial arrangements with the newspaper staff.

5 NEEDS FOR DEVELOPMENT OF COMMUNICATION SKILLS

During the field visits and attending awareness-, and other meetings the following needs for communication skills development among PIU/PIM staff and PIM extensionists were observed:

- Presentation techniques
- Group discussion techniques
- Meeting techniques; chairing and participating
- Conflict resolution techniques
- Participatory survey and planning techniques
- Use of teaching aids and visual material
- Pictorial perception
- Gender Awareness

In appendix A2 a communication skills development manual for presentation skills is presented.

COMMUNICATION MATERIALS
Produced during the first half year of 2003

TYPE	AIM	AUDIENCE	NUMBER	DISTRIBUTION	COSTS
Glossy brochure with text and photographs; 16 pp. Half A4	To promote the IIP and create awareness and provide general information about its main aims and activities.	Formal and informal local leaders in Wadi Tuban and Wadi Zabid; farmers attending awareness meetings; local (non) government organisations, media,	3000; 700 each for Wadi Tuban and Wadi Zabid	Ongoing distribution through IIP/PIU staff and PIM extensionists in Wadi Tuban and Wadi Zabid, Aden, Al Hawta, Zabid, Hodeidah and Sana'a.	274.500 YR
Poster; Horizontal	To draw attention to the benefits of participatory irrigation management.	Farming communities in Wadi Tuban and Wadi Zabid	3000 horizontal poster 1000 for Tuban 1000 for Zabid.	Mainly through the PIM extensionists at public places in all villages, app. 1 week before the awareness meeting.	348.000 YR total 6000 posters
Poster Vertical	To show the difference in irrigation maintenance when acting alone versus the formation of Water Users Associations		3000 vertical poster; 1000 for Tuban 1000 for Zabid	At agricultural shops and other public places in Al Hawta, Zabid and Al Jarady for the time of WUA formation in the area.	



Photo 2: IIP poster (vertical) on display during WUA foundation meeting in Al Araysh, Wadi Tuban.



Photo 3: Farmers in Wadi Zabid with IIP brochure.



Photo 4: Assessing IIP posters with farmers in Al Mahella village, Tuban.



Photo 5: Pre-testing flash-cards set with PIM extensionists in Wadi Zabid.



Photo 6: Pre-testing flash-cards set with PIM extensionists in Wadi Zabid.

6 SUGGESTIONS AND GUIDELINES FOR PRETESTING

6.1 PICTORIAL MATERIAL SUCH AS DRAWINGS, PHOTOGRAPHS, WITHOUT TEXT (E.G. POSTERS, LEAFLETS,)

- Ask the person to give his/her comment on the picture. (What is your impression, what do you see?) With every remark ask why and listen carefully to the explanation as it will give you insight how the person sees and perceives things. Don't point yourself to things or details as yet, as you want to know what is being seen first and attracts the attention and why. Questions could be what is important in this picture, and what did attract your attention, what did you see first.
- Only now you can ask the person for the details of the picture and point them out yourself to him. Find out if particular objects, persons in the picture are recognised. Don't correct the person if he sees the things different as you have intended, but ask him why this object is a sheep, or hammer, or why this person is a farmer or director etc. Only then you can ask what should be changed in the drawing to make it into the object or person you intended (sometimes this can be the colouring, the type of clothes, or the ears or tail of an animal wrongly depicted).
- Ask the person what is the meaning of this picture (the message). Don't correct him whatever he tells you, but ask him why. Only after his explanation you can tell him what kind of message is intended and ask him what should be changed or added or omitted to make this message clear and again ask him why!
- Ask the person if he thinks this picture (or poster, leaflet) is useful for him and why or why not.

6.2 PICTORIAL MATERIAL WITH TEXT

- Ask the person if he can read, if no follow the suggestions under point 1.
- If yes, also follow the suggestions under 1, but add the following:
- What is the person's opinion of the text, what does it mean to him, does it make sense. Why or why not. How should it be different??? Which words should be changed, why and how?

6.3 TEXT POSTER FOR FARMERS WITH A FEW SUPPORTING PHOTOGRAPHS.

- Hand out the dummy poster to the persons and show them the coloured one, telling them that it will be printed in colour.
- Tell them you want to know if the text is suitable for farmers like themselves and that they should tell you if the words are suitable or if they use other words, with the same meaning. And if the meaning is clear from the message to be transmitted to them.
- Start reading out loud (and the persons can follow what you read from their own copy) and ask after every sentence if there are any comments and why and suggestions for change.

- After reading the paragraph, ask them to look at the photographs. What do they see, why? Is it supporting and enhancing the text/message? Why or Why not. (You can use some of the techniques described under point 1).
- Ask the persons their suggestions where this poster should be displayed. Why? Then tell them your own ideas if different and ask their opinion. Why/Why not.
- Thank the respondents for their good help and that their suggestions will be incorporated into the final product.

7 SUGGESTIONS FOR THE FAMILY AWARENESS AND PARTICIPATION PROGRAMME

These suggestions are based on various discussions with Wadi Tuban PIM staff and the initial programme draft schedule made by PIM staff from Zabid/Tuban.

7.1 INTRODUCTION:

Project interventions like:

- Rehabilitation of irrigation structures and irrigation canals leading to improved water supply.
- The establishment of irrigation management organisations (WUGs and WUAs) are very likely to have influences on the daily life and practices of the farmers' families, including the role and position of women.

A number of examples can be mentioned:

- Women collect grass and small brush-woods growing along and in canals for livestock fodder and fuel wood. After cleaning up the canals and regular maintenance these free fodder- and fuel sources will no longer be available. Also families keeping bees might experience that through the reduction of flowering plants less honey and decrease of variety (taste) in honey is available
- Improved availability of water might lead to changes in type of crops. Crops for self-sufficiency are likely to be replaced by cash crops. This could result in a reduction of fodder crops for the livestock at home and possibility of stubble grazing. The need for more intensive weed control with cash-crops, will further decrease the availability of (free) fodder for livestock.
- With less free fodder available, chances exist that part or most of the livestock will be sold. This will have the following consequences:
 - o Women's role, responsibility and decision power will be reduced and from an active producer she will become a mere labourer.
 - o The diet of the family members will decrease in quality, which is especially detrimental for the young children, as fresh dairy products will be replaced by biscuits and soft drinks.
 - o Present independency of the women and their control over the quality and quantity of daily meals will suffer, as she will have to rely on her husband's cash income and his decision how much and what to buy from the shops in town.
 - o Women loose their bartering- and gift products and are dependent on their husbands for buying gifts from the shops.
 - o No more cash-on-the-foot for emergency situations in the household and thus more dependency on money loans among family and friends and increase of debts.
- Increase in crop area and/or intensification of crop cultivation and change to more labour intensive cash crops will increase the need for labour. As female labour is free, where women work on their family land or cheaper than male labour when hiring, women will see their workload considerably increased. Although hired female

workers will be able to get more income (in cash or kind), with the present low wages this might not balance the physical input and burden. Moreover with the increase in work possibilities, women might be forced to pay less attention to their tasks as mothers and housekeepers.

- With the possibility of WUAs setting quotas for landowners and sharecroppers/tenant membership numbers (e.g. 30% landowners and 70% sharecroppers/tenants) it could well be possible that female landowners will not get the chance to become a member of a WUA and thus will be unable to defend their specific interests.

7.2 OBJECTIVES

1. To create awareness among the spate water irrigation users and their families (esp. women) that project interventions might have various and sometimes unexpected effects on their daily life and well-being.
2. To assist farm families in predicting and anticipating on possible changes and to prepare them in exercising their influence, through direct or indirect participation in WUGs and WUAs.
3. To find out presently existing problems for the families with irrigated agriculture and what kind of effects the families themselves expect.

7.3 TARGET AUDIENCE

To ensure representation of different viewpoints during the discussions and avoid disagreement between generations, the selected women group could include:

- Elderly women (often opinion leaders and sanctioning behaviour of the younger ones)
- Poor landless women/day labourers
- Widowed/divorced female landowners
- Female school teacher
- Women working on their family's farmland
- Rich women (sitting at home)
- Wife of the Sheikh (???)

It is expected that through the group of participants, the information of the group session will be disseminated to the other women in the village by word of mouth. *(It is however important to have a check sometime after the meeting if this indeed has been the case)*

7.4 TIME

These sessions should be held at around the same period as the awareness meetings for the village men are being held.

7.5 METHODS

The awareness programme will consist of at least 1 afternoon session per village.

The programme can include the following topics:

- Finding out the existing knowledge among the women about the IIP
- Main aims of the project

- Explanation on WUGs and WUA and what are the advantages for water users to organise themselves in an association.
- Group discussion on experiences of the participants on how their life changed through interventions from outside (e.g. building of weirs by the Russian project in the past; more and better roads and transport to the village, etc) and how the improved irrigation can affect their daily life in future.
- Group discussion on possibilities how to take part in decisions in spate irrigation management.

During the session use can be made of various visual media and materials e.g.: photographs of the several preparation committee meetings to form WUAs and photographs of the preparatory design walks, aerial photographs of the area, flexible card system to built up de organisational structure of participatory irrigation management (farmers-WUGs-WUAs-Irr. Council)

It is expected that after the first session women might express the need for more sessions to identify the interventions needed, the ways in which those can be implemented and for assistance during the process of implementation.

Before conducting the sessions it seems a good idea to discuss the programme with the male PIM extensionists and through them to inform the village leaders, WUG leaders, WUA managing board (if already established). Involving the WUA board and the male extensionists is crucial, as future family involvement and (female) participation should be their concern and fall under their responsibility.

7.6 EQUIPMENT & MATERIALS

- Manilla sheets + felt pens
- Flash cards (???)
- Enlarged photographs of WUA meetings and design committee field walks
- Aerial photographs
- Schematic representation of the irrigation scheme
- Organogram PIM structure

7.7 STAFF

The awareness sessions will be carried out in Tuban by 3 female PIM extensionists, which are to be trained (on-the-job) by Fathya Arshad, PIM training specialist (Tuban).

Fathya will list the number of the awareness meetings and village names for three months (July-Sept), in order to prepare the budget for contracting three female extensionists.



Photo 7: Women inquiring about participation in WUA foundation meeting Al Araysh, Wadi Tuban.

LIST OF APPENDICES

Appendix A: Communication Skill Development

Appendix B: Governmental system of local administration in Wadi Tuban

Appendix C: Suggestions for agenda for founding meeting WUAs

Appendix D: Points on establishment WUA and the role of the Social
Department

Appendix E: Workplan Communication Specialist from 13 May till 15 July

Appendix F: Itinerary Communication Specialist mission 14 May till 15 July

Appendix G: Planned mission input 26 August till 8 October

Appendix H: Table of contents Arabic papers

A. COMMUNICATION SKILL DEVELOPMENT

A1 LISTENING SKILLS

Session nr 1 Listening (app. 2 hours)

Exercise: Dialogue and Monologue

Brief introduction about getting information through our ears. Listening is a skill, which needs a lot of practice.

Abdu Ghalib and Chrisje will play three scenes and the participants will observe what is happening. After the three scenes a discussion will follow.

Scene 1: dominant speaker, the other gets no chance to say anything or even ask questions

Scene 2: two people meet, and both start telling each other what they are concerned about. Each has a different topic and no one listens to the other and sometimes they speak at the same time

Scene 3: Two people meet greet each other and start a real dialogue, they ask each other questions, listen and respond.

The participants should discuss among themselves the following question:

- What did you see happening in scene 1, in scene 2 and in scene 3.
- Do we recognise these situations in real life and how?

Exercise Silent Listening

Chrisje gives a short talk of 2 or 3 minutes, on a subject the group has strong feelings about. The group should not ask questions or give comments.

The group is asked the following question: What helped you to listen well and what made it more difficult to listen. Keywords will be listed on a large sheet

Exercise Listening pairs

Dived the group in to pairs and let them discuss a subject on which they have different viewpoints. Let them discuss freely for a couple of minutes. Stop the pairs and give them the following rule:

After one person has spoken, the other one must summarise (to the speaker's satisfaction) what has just been said, before the other one can give his viewpoint.

Thereafter a group discussion will take place to find out what difficulties they experienced; these difficulties will be listed on a large sheet of paper.

Explanation + discussion:

Listening is not as easy as we think. Listening is an art, a skill and a discipline. As with other skills we need to learn it and it needs self-control. This self-control is needed to be really silent, keeping down our own needs and to give full attention and concentration to what the other is saying. Listening needs interest, interest in the other person, the speaker.

What inhibits us to listen?

- On-off listening: Most people think 4 times as fast as the average person can speak. We use the 'spare' time to think about personal and unrelated things.
- Bee sting listening:

- Open ears-Closed mind listening;
- Glassy-eyed listening
- Too-complicated-for-me listening
- Don't-rock-the-boat listening

Why do we listen

What are the effects of listening for others and ourselves

How to improve listening skills.

Materials needed:

Black/white board

Cards for writing keywords

Tape

Chalk and felt pens

Handouts: (to be distributed after the session)

Handout 1: Listening skills-Introduction

Handout 2: Advantages of listening

Handout 3: Improving listening skills

Handout 4: Objectives in listening in advisory relationship Do's and Don'ts in listening

HANDOUT 1 Listening Skills - Introduction

Listening is an art, a skill and a discipline. As with many other skills, it needs self-control
Listening is based upon hearing and understanding what others say to us.

Hearing becomes listening only when we pay attention to what is said to us and follow it very closely.

Listening needs interest, interest in the other person, the speaker.

Listening is more difficult than we think.

Here are some poor listening habits:

1. On-off listening

Most people think 4 times as fast as a person can speak. While the person is speaking, we have 'spare time' to think. Often we use this time to think about our own personal affairs or things we see around us instead of closely following what the other person is telling us. It also happens that we are already making up the 'answer' before having listened well to what the other person's argument is.

We can overcome this by paying attention to more than the words, and watch the non-verbal signs, like gestures, hesitation, etc to pick up the feeling of the speaker.

2. Bee sting listening

To some people certain words are like a sting by a bee. When we hear them, we get agitated, upset and stop listening. In Yemen these words can be e.g. communists, Bush,, etc. The moment these words are spoken, the listener gets agitated or even angry and loses contact with the speaker and fails (often refuses) to develop an understanding of that person. To overcome this find out which words are like bee-stings for you, so you are aware of your own reactions.

3. Open ears- Closed mind listening

Sometimes we decide rather quickly that either the topic or the speaker is boring and what he says makes no sense. Often we jump to conclusions that we know already what he will say or what he knows. Thus we find there is no reason to listen, because we will hear nothing new. It is better to listen and find out for sure if this is true or not.

4. Glassy-eyed listening

Sometimes we look at a person and we seem to be listening, but our mind might be far away, and half asleep. We get glassy-eyed and often a dreamy expression appears on the face. If many people are looking glassy-eyed, you can suggest a break or ask a question.

5. Too-deep-for-me listening

Sometimes we find that ideas are too complex and complicated and we switch off listening, because it seems too much of an effort to follow the explanation. Often if we don't understand, others do neither and it can help the group to ask for clarification or an example and make an effort to listen what is being said.

6. Don't-rock-the-boat listening

People do not like to have their own favourite ideas, prejudices and opinions overturned. So when a speaker says something that clashes with what we think or believe, we may unconsciously stop listening or even become defensive and plan a counter attack. Even if we want to attack the speaker, it is better to listen; find out what and why he thinks like this, so we can understand him better and respond in a constructive way.

HANDOUT 2 Advantages of Listening

1. Good listening prevents problems.
A good listener pays attention to instructions and warnings. People seldom become irritated with someone who listen to them and pays attention to what they say.
2. Listening keeps you informed
Life is a continuing learning process. The more you hear and understand, the more you learn personally and professionally.
3. Listening increases your capabilities.
The more information you have about your task, the better you will be able to carry it out. Through listening you get more knowledge than others.
4. Listening gives you a more intelligent appearance
This is really true! Listening not only enlarges your intelligence, you also look more intelligent. Remember how you in general judge people who don't speak a lot. Probably not as stupid!
5. Listening increases your power
Knowledge is power. Through listening you will get more information than others. This will help you with your activities.
6. Listening helps you to understand others better
What is more important than understanding the needs, motivation and the values of your fellow human beings. It is crucial to know how the people around you think and how you can make them react according to what you want. How to get to know others better than to listen to them.
7. Listening gains respect

Often we can hear people say; “At least he listened to me”. This shows respect for the one who listened.

8. Listening makes you a better negotiator
Only through listening we are able to find out how much the other is prepared to give and what is needed to convince him to give more.
9. Listening calms down the anger of others
The best reaction to emotions starts at your ears. If you listen to someone who is angry, you will understand the cause of the anger, you show your empathy and give the person the chance to let of steam and calm down. It is no use to start a dialogue with a person before we understand his anger can feel with him and can calm him down.
10. Listening increases the self esteem of others
If you stop your work to listen to somebody, you indicate that you value the person and take him seriously. This is one of the best ways to give your colleagues, children, partner, etc. more self-confidence.
11. Listening brings love in your life
The most convincing way of expressing love and care for others is to listen to them. One of the quickest ways to gain someone’s love is to listen to what he has to tell. Just look at the way in which children measure the amount of parental love to the listening skills of their father and mother.

HANDOUT 3 How to improve your listening skills

1. Shut your mouth.
You cannot talk and listen at the same time
2. Remind yourself that you are listening for your own good and success
Listening gives you power, respect and love and it gives you the information needed for working effectively.
3. You should want to listen better
Regard listening as a small investment of time and energy, which will give you a great return in the form of understanding
4. Be less egocentric.
You are almost the only one who thinks that yourself, and what you have to say, is more important than somebody else. You might be wrong!
5. Prepare yourself to listen
Think as much as possible beforehand about the speaker and his topic.
6. Listening is hard work.
Most people speak app. 120 words per minute, while the max. Listening capacity is 480 words per minute. That leaves a lot of time to think and wander of if someone else is speaking. Through eye contact, closely following what is being said, through sitting upright or to asking questions, we are able to concentrate better on the speaker.
7. Pay attention to non-verbal indications
Look for what the speaker might be saying through is body language. Listen to the tune of his voice.
8. Restrain yourself
Don’t interrupt. Don’t judge as long someone is speaking; Do as if everything what is being said is right (which is true, as the speaker himself believes in what he says).

Wait till the speaker is finished. If you get angry, ask the speaker to stop for a moment, tell him why you are angry and let him continue.

9. Don't prepare any answer, for as long the other speaks.
You need only a few seconds to think about your answer, before you come with it. The other will wait for you. A moment of silence between his words and yours won't do any harm.
10. Don't get side tracked; Ignore the noises around you, concentrate on the speaker, his situation and what he is saying.

HANDOUT 4 Objectives for Listening in an advisory relationship Do's and Don'ts in Listening

Objectives in listening in a helping relationship are:

1. We want people to talk freely and frankly
2. They should cover matters and problems that are important to them
3. They should be able to give as much information as they can
4. When they talk they should get a greater insight and understanding of their problems
5. We want to help them in discovering the causes for their problems and to figure out what can be done about those.

In listening **do** the following:

1. Show interest
2. Be understanding of the other person
3. Express empathy and feeling
4. Single out the problem if there is one
5. Listen for causes of the problem
6. Help the speaker to associate the problem with the cause
7. Encourage the speaker to develop motivation and competence to solve his problem
8. Teach yourself to be silent when silence is needed.

In listening **don't do** the following:

1. Argue
2. Interrupt
3. Pass judgement too quickly or in advance
4. Give advice unless it is requested by the other
5. Jump to conclusion
6. Let the speaker's emotions react too directly on your own
7. Tell your own experiences, unless asked for.

A2 PRESENTATION SKILLS

Session nr.2 Presentation (app. 2 hours)

As extension worker you will have to present ideas (e.g. the aim of the project, or the benefits of formation of a WUA) to a group of people and lead a discussion after the presentation.

In this session we will review and discuss:

- The importance of presentation skills
- Techniques to improve your presentation
- Techniques for dealing with questions.
- Introduction to group discussion dynamics

Exercise 1:

4 participants are asked to prepare and give a short presentation of max. 3 minutes about a simple topic (e.g. what is the best restaurant in Zabid and what could you eat there; How to do good maintenance for the motorbike). During and after the presentation questions can be asked. (Open to the presenter how to handle this)

After the first two presentations, both presenters can shortly comment themselves on their experience; what they felt, what were their strong and weak points. Thereafter the group is asked to give their opinions about strong and weak presentation techniques.

These are listed down on cards and hung on the blackboard.

The moderator gives additional explanation.

Then the 2 remaining participants will give their presentation. Discussion on the improvements will follow as well on handling of the questions.

The moderator will explain some additional techniques for handling questions.

At the end the most essential techniques for a good presentation and handling of questions will be listed on the blackboard.

Exercise 2:

The moderator will recall the just held discussion and ask the participants their observations about the discussion.

- Did all participants get a chance to speak
- Were members interrupted, how and by whom (the same persons?)
- Did some participants speak (much) more than others?
- Did other people silence them and how?
- Were some members mentally absent?
- Did some one take the lead?
- How did the presenters deal with the questions?
- Etc.

Participants are invited to brainstorm about how to deal with the various aspects of the group discussion dynamics and the moderator will give additional explanations when necessary.

Materials needed:

Black/white board
Paper cards, tape, blue tag
Felt-pens, chalk

Handouts:

Handout 5: Presentation skills
Handout 6: Dealing with questions

HANDOUT 5 Presentation Skills

1. Stand in a relaxed way or move now and then a few steps; if you are stiff and uneasy, your audience will also not be at ease.
2. Don't stand behind a table (or other barrier), but move towards your public.
3. Use your hands and face to illustrate your words, but don't exaggerate.
4. Keep eye contact with your audience and let your eyes roam over the group in front of you. Don't look only at one or two persons while you are talking.
5. While you are talking, observe the reactions of your audience. Do they look comfortable, are they listening? Glassy-eyed or falling asleep?
6. Check your voice, is it loud enough, can anybody hear you?
7. Use your voice for effects, play it like an instrument; change the volume (soft and loud), pitch (high and low), its speed (Fast en slow) and the stress to keep the attention of the audience. Speak softer towards the end of a sentence.
8. Articulate your words clearly. Don't speak too fast. Don't speak through your nose, but from your throat and belly.
9. Have some visual material at hand, it will make you at ease, as the audience will look at something else instead all the time at you. Moreover it will give variety and change to the presentation (breaking the monotony).
10. Have your (visual) equipment and materials ready before the presentation/meeting starts. Your audience will be very distracted if during your presentation, the flip-over board is being set-up, or name list is being sent around for filling in.
11. Practice your presentation (or story) at least three times till you are confident with it.
12. Know your audience. Who are they, what do they know already about the topic. What do they want and expect to hear? Are they interested in you and your message?
13. Interest and attract your audience with clear and lively language. Choose your words carefully, don't use difficult language, use 'images and examples' in your language, so they audience can see with their ears. Make a joke. Be enthusiastic yourself, belief in what you tell them.
14. Make your audience feel good. Support them and show empathy with them. Don't accuse or belittle them. Use their names or the name of their village or area in your talk. Make sure they like to listen to you.

HANDOUT 6 Dealing with questions

1. Look to the one who asks the question, but direct your answer to the whole audience. Don't start a dialogue with one person!
2. Listen closely to all the questions. Pay attention to the verbal but also to the non-verbal signals.

3. Be sure that you understand the question. If not ask for clarification or let the question be repeated.
4. If the audience is large (or noisy), repeat the question yourself. Make sure everyone hears the question, before you start to answer.
5. If you don't have the answer, don't make something up. Promise you will find out the answer as soon as possible (and make a note of it!)
6. Stay in the topic of the presentation or meeting. Don't allow questions, which distract from the topic. Explain that the question is interesting, but falls outside the subject and aim of the presentation/meeting.
7. Involve the audience in the question. Ask if there are persons in the audience who have an opinion or answer about the question. Apart from that it might give you interesting ideas, it gives you time to think about the answer.
8. Know your weak points. Be sure to have answers to the questions, which you rather don't like to hear.
9. Answer attacks and challenging questions with facts (and figures) never become emotional. Stay calm and control yourself. In that way the audience feels that you are on top of the situation and your opponent loses the argument.
10. Mention the names of people who are talking amongst each other when there is an opportunity in your talk. Mention them loud en clear and you are sure to get their attention and can signal them to be quiet.
11. Move towards talking or noisy people. If you are able to move around, approach the talkers up till app. two meters. Without saying anything they will probably stop their conversation.
12. Stop with your talk in mid sentence, look at the noisy people (other people in the audience might start to silence them) and continue when they are silent.
13. Ask a question about the topic directly to the noisy persons.

B. GOVERNMENTAL SYSTEM OF LOCAL ADMINISTRATION

Governorate/*Muhafidha*

Governor/*Muhafidh* appointed by the president

Present Governor for Lahej Governorate: Mr. Mansour Abdul Jalil
Abdu-Rab.

Deputy Governor: Mr. Ali Haydera Matar (is said to be very influential)

District/*Mudiriyya*

Director/*Mudir* nominated by the Governor, approved by the minister of Local Administration and the Prime Minister

Present Director Thuban District: Mr. Said Haydera

Present Director Al Hawta: same as for Thuban

In Thuban/Hawta population is 70.000

There are 12 districts in Lahej governorate

(A major city or town/medina has the status of a district)

Village/*Qarya*

Head/*Aqil* is elected by the local community and approved by the District director.

Depending on size and/or disagreement between groups more than one *aqil* can be elected.

Apart from the *Aqil*, a village can also have one or more *sheikhs*, depending on subgroups or clans in the village. The title of *Sheikh* is inherited. The Sheikh of Sheikhs (*sheikh al shuyukh*) is the overall leader.

Al Azeyba is the main tribe in Wadi Thuban and Mr. Abdul Qawi Mohammed Sha'ar is the *Sheikh al Shuyukh*.

The project area falls within two constituencies (nr 72 and 73)

The newly-elected (April 03) parliament member for 72 is Mr. Saleh Ali Farid

And for 73 Mr. Abdul Aziz Ahmed Karuw.

C. SUGGESTIONS FOR AGENDA FOR FOUNDING MEETING WUAS

(to be discussed with Preparatory Committee and adapted according to their wishes!)

Session 1:

1. Reading Holy Qur'an
2. Speech officials
3. Short Break

Session 2

1. Opening
 - word of welcome,
 - checking requested quorum,
 - purpose of meeting with mentioning the Agenda points (flipchart)
 - agreement on Agenda.
2. Report on activities Prep. Committee.
3. Explanation of by-laws
 - aims, purposes
 - organisational structure
 - Membership criteria
4. Discussion
5. Declaration establishment of the WUA.
6. Vote on by-laws
7. Stepping down of Prep. Committee and election of new chairman
8. Nomination of candidates for Man. Board and Audit Committee (flipchart + signed agreement paper candidates).
9. Selection of election committee (3 persons)
10. Election of WUA management board
 - in case other candidates are brought forward than already nominated:
 - distribution voting papers
 - voting
 - counting of votes
11. Election of Audit committee
12. Any other matters (possibility for people to ask questions, to congratulate, etc.)
13. Closing

D. POINTS ON ESTABLISHMENT WUA AND THE ROLE OF THE SOCIAL DEPARTMENT

As part of the establishment of an Association, the Social Department issues a license card to the Association + ID cards for the chairman, secretary and treasurer, which have yearly to be renewed.

Renewal is only possible when the yearly financial statement of the Association has been approved by the Social Department.

The cost of the license + ID cards totals 2000 YR annually.

The preparatory Committee has to open an account (with an approval letter of the social dept.) at the cooperative and agricultural credit bank (Lahej branch) in which they can deposit the collected membership fees and shares. The fees can be used by the preparatory Committee members for expenses (transport, photocopying, etc.)

Official registration and media announcement of the founding meeting of an Association at the Social Dept. can only be done after handing over a bank statement proving that a min. of 31 members have paid their membership shares.

The Association is bound to have monthly meetings of the management board and sent one copy of the minutes to the Social Dept and keep one copy in the file of the Association.

In case important decisions have to be taken, the managing board has to call for a general meeting.

(there are no further rules nor suggestions for regular communication with and dissemination of information to and feedback from the association's members, WUG, etc.)

In case of conflicts the following applies:

- Conflict between the Association and another organisation has to be solved by the court.
- Conflicts within the management, or between the management and the members can be negotiated through:
 - o -assistance of the social dept. and/or the agricultural office
 - o -advisory committee, which can be made up of outsiders (e.g. a honorary member) and/or from insiders.

E. WORKPLAN COMMUNICATION SPECIALIST FROM 13 MAY TILL 15 JULY

Week	Activities
13-16 May	<ul style="list-style-type: none"> • Travel from Amsterdam to Sana'a (13-14/5) • Meeting with TL, introduction to AEC/IIP office staff • Review of project working papers, quarterly report • Travel Sana'a-Aden
17-23 May	<ul style="list-style-type: none"> • Introduction with IIP/PIU wadi Tuban staff • Familiarization with IIP/PIM programme • Review of present IIP communication materials • Attending meetings with Preparatory committees for formation WUAs and Farmers design. • On-the-job training in meeting skills for PIM and Engineering staff.
24-30 May	<ul style="list-style-type: none"> • Training of engineering staff for field visit with preparatory farmers design committee; training Mrs. Fathya Hassan in use of digital camera. • Field visit with preparatory farmers design team • Preparation of WUA foundation meeting in close cooperation with Social Dept. • Development and planning of Family awareness programme. • Informal training of PIM staff on gender issues. • Travel to Sana'a. • Discussing proposal family awareness programme with training specialist Olaf Verheijen
31 May-6 June	<ul style="list-style-type: none"> • Introduction to PMU director and construction engineer. • Travel to Zabid • Introduction to IIP/PIU staff Wadi Zabid • Discussions with staff on awareness campaign and problems with dominant land-owning families. • Discussing draft proposal family awareness programme with PIM staff Zabid • Introduction with TDA/Agricultural Office director Wadi Zabid and with the women extension section. • Fieldtrip to Weir 3 and 4 in Wadi Zabid. • Travel to Sana'a • Meeting with PMU communication specialist Abdu Ghalib Alyousufi and reviewing materials made and discussing joint programme. • Consultants team discussions on PIM activities and priorities for the communication programme.

<p>7 -13 June</p>	<ul style="list-style-type: none"> • Meeting with Training specialist and PMU communication specialist on communication programme and priorities. • Development and design of draft poster for farmers on aims and advantages of WUAs, with Abdu Ghalib Alyousufi. • Making programme for field-visit to Tuban and Zabid; discussing field programme and input communication specialist with PMU director. • Travel to Aden/Tuban
<p>14-20 June</p>	<ul style="list-style-type: none"> • Discussing field programme Communication with PIU director and PIM staff Wadi Tuban and adapting it with their comments and suggestions. • Evaluation of IIP brochure and 2 posters with PIU director, PIM staff, PIM extensionists and farmers in Wadi Tuban. • Pre-testing flash cards with PIM staff, PIM extensionists and farmers in Wadi Tuban (as compared to the flip chart method). • Assessing the present status of distribution and bottlenecks of the existing communication materials. • Meeting with PIU director and PIM staff on findings of evaluation and pre-testing followed by discussing suggestions and comments on communication approaches and materials for the coming period. • Meeting with Radio reporter and radio programme presenter of Aden Radio on possibilities of using Aden radio and possibilities of making short informative radio programme about the aims and activities of the project. • Discussing Family awareness programme with PIM staff, the feedback from the PMU director on the priority ranking of this programme and tuning it down to less time consuming proportions. • Travel to Zabid
<p>21-27 June</p>	<ul style="list-style-type: none"> • Discussing field programme Communication with PIU director and PIM staff Wadi Zabid and including their comments and suggestions. • Evaluation of IIP brochure and 2 posters with PIM staff, PIM extensionists and farmers in Wadi Zabid. • Pre-testing flash cards with PIM staff, PIM extensionists and farmers in Wadi Zabid and comparing it with the presently used flip chart method. • Assessing the present status of distribution and bottlenecks of the existing communication materials. • Meeting with radio reporter and radio programme presenter of the agricultural programme of Hodeidah local radio on possibilities of using Hodeidah radio programmes and possibilities of making short informative radio programmes about the aims and activities of the project. • Meeting with PIU director and PIM staff on findings of evaluation and pre-testing followed by discussing suggestions

21-27 June	<p>and comments on communication approaches and materials for the coming period.</p> <ul style="list-style-type: none"> • Discussing Family awareness programme with PIM staff, the feedback from the PMU director on the priority ranking of this programme and on possibilities how to reach farmers families in Wadi Zabid. • Discussing with PIM staff the problematic situation in Wadi Zabid concerning the big land owners and the sharecroppers and possibilities on how to approach the big landowners to discuss their ideas and feelings about the project. • Travel to Sana'a.
28 June-4 July	<ul style="list-style-type: none"> • Debriefing PMU director on findings of field visits to Tuban and Zabid and presenting outline communication plan for approval. • Working with Abdul Rhalib on communication strategy and planning communication output for the coming three months. • Defining final contents of WUA membership campaign leaflet with Abdu Ghalib and Moh. Barakat. • Design, lay-out and printing of WUA membership campaign leaflet (and poster?) with Abdu Ghalib • Final design of flash-cards for awareness meetings with Abdu Ghalib. • Preparing communication skill training for PIM extensionists with Abdu Ghalib. • Travel to Zabid.
5 -11 July	<ul style="list-style-type: none"> • 3 days communication skills training for PIM extensionists in Zabid with Abdu Ghalib. • Travel to Sana'a • Finalising communication strategy and planning.
12-13 July	<ul style="list-style-type: none"> • Preparing end-of-mission report • Debriefing with PMU director • Travel to Amsterdam (14/15 July)

F. ITINERARY MISSION COMMUNICATION SPECIALIST 14 MAY 2003 TILL 15 JULY 2003

- 14/05 Departure Amsterdam
- 15/05 Arrival Sana'a; reading project documents; discussion programme with team leader mr. Pieter Raymakers.
- 16/05 Reading project documents; travel to Aden.
- 17/05 Introduction PIU and PIM staff Thuban; attending meeting preparatory committee WUA al Araysh and Birt Salem Complex.
Fact finding talks on present status of PIM programme with Kamal al Reshahy and Fathya Arshad. Meeting on possible changes in By-laws WUA with PIM staff, mr. Wicher Boissevain and mr. Mohammed Saleh Muthanna, director of Association establishment, Social dept. Min. of Social Affairs, Lahej.
Computer problems, but solved by dept. TL John Ratsey.
- 18/05 Preparing with staff, meeting preparatory design committee Al Araish/B.Salem. Attending meeting and observing meeting skills; evaluation of meeting with concerned staff and on-the job training on meeting skills.
Interview with two candidate female PIM extensionists, from Al Araysh/B.Salem on their awareness of the project activities, possible effects of the project on women's life and their suggestions on involvement of women in WUG and WUAs. Lunch with Wicher B. and Fathya A. at the house of Mr. Mohammed Saleh Muthanna (director Social dept.); finding out local administration set-up + names of present functionaries. Setting up computer into the office network with John Ratsey.
- 19/05 Short visit to Gender course for female extension agents (Rural Women Dev. General Directorate, Min. of Agric.) held at the adjacent office building. (IDAS). Contacting Abdu Ghalib Alyousufi, communication specialist at IIP PMU headquarters in Sana'a. (failed). Checking local administration system and names with Fathya and Kamal. Brainstorming with Kamal, Fathya and Talal Sufi on gender questionnaire and finding out where we can get hold of previous surveys on the area.
- 20/05 Discussing with Fathya letter TL on women awareness activities and the proposed work plan made by Fathya. Finding out more about cropping patterns in Wadi Thuban. Official introduction to the PIU Director mr. Anwar Abdul Karim Abdu Samat. Finalising overview local administration.
Discussion with Kamal and Fathya on communication strategies, especially concerning the communication between the WUA board/WUG leaders and the WUA/WUG members). Reading through IIP-PIM training papers. Collecting existing IIP media and discussing these with Kamal and Fathya.
- 21/05 Reading project documents (WB appraisal volumes) and report on Women in Irrigated agriculture in Wadi Thuban. Arranging new filing cabinet. Preparing and copying papers and photographs for the preparatory WUA formation committees and preparatory design committees Birt Salem and Al Araysh.
Discussing the idea of giving project activities feedback to the committees and farmers with the PIM staff.
- 22/05 Discussion with Wicher B. his experiences with establishing WUAs in Macedonia and adaptation to the Yemeni situation. Translating Arabic

- village/obar names into English with Wicher. Preparing prep.design fieldtrip with Wicher.
- 23/05 Meeting in village with preparatory committee WUA formation Birt Salem
- 24/05 Field visit with preparatory design committee in Birt Salem complex, training Fathya Hassan on use dig. camera. Informal training of PIM staff on gender issues, specifically discussing possible effects on women of improved irrigation. Discussing the standard meeting format for Associations from the Social dept. with Wicher and possible suggestions for adaptation for the WUAs.
- 25/05 Visit with PIM staff to Social Department (mr. Mohammed Saleh Muthanna) to discuss our suggestions, his experiences and the Social Dept. requirements on founding meetings of Associations. Visit to Women development section (Social department) and introduction with the director mrs. Hajad Musa'id and finding out which villages in Wadi Thuban they have been working in with women. Short visit to Agricultural Faculty in Al Hawta, meeting with Dr. Abdul Walli Haza Muqbil, prof. Agricultural Economics. Brief report on points social dept. Finalizing suggestions for agenda founding meeting WUA. Discussion with John and Wicher on the possibility of having three-dimensional sketches made of irrigation structures to be rehabilitated to assist farmers with the visualization and understanding to what they are going to select. Reporting on role of Social dept. and establishment Associations.
- 26/05 Discussing with Fathya and Kamal the contents and methods for women awareness programme on the project and its effects. Familiarization with the MIS explained by ReintJan. Serious power cut in office for three hours. Working on suggestions for Family Awareness Programme. Preparing with Kamal the meeting with the two Preparatory Committees WUA at the Social Dept. al Hawta.
- 27/05 Meeting at Social Dept. with Al Araysh Preparatory Committee (chairman only!) and with Birt Salem preparatory Committee (2 persons). Reporting observations made with Preparatory Committee and Social Dept. Discussing with staff the proceedings for the founding meeting and action list. Working on proposal Family awareness and participation Programme.
- 28/05 Briefing visiting teamleader on preparations and progress with formation of WUAs and the planned foundation meeting. Discussing with Fathya the draft for the family awareness programme. Meeting with PIU director mr. Anwar Karim and a.o. discussing his suggestions for Tuban input communication specialist. Travelling to Sana'a.
- 29/05 Briefing Training specialist Olaf Verheyen and PUM institutional specialist mr. Moh. Barakat with PIM specialist Wicher Boissevain on PIM activities and progress on WUA establishment in Tuban. Team meeting with consultants and TL. Reading report on women in irrigated agriculture in Wadi Tuban.
- 30/05 Discussing with Olaf V. and TL their suggestions on draft proposal for family awareness programme.
- 31/05 Formal introduction to the PMU director and staff and attending meeting with PMU director mr. Abdullillah Hatrum and chief construction engineer mr. Anwar al Girgary. Departure to Zabid. Meeting with Zabid PIU staff.
- 01/06 Getting guestrooms in working order with Wicher B., training of cleaning ladies and supervising cleaning up of kitchen, cupboards and bathrooms. Briefing by PIU staff on their progress and awareness campaigns. Discussing

- some of the visual supporting materials, made by the project staff and their initial experiences with using the IIP poster with farmers in Zabid (e.g. language and figures should be more localised) Formal introduction to PIU director mr. Khaled al Attas, discussing present spate irrigation problems in Wadi Zabid. Fieldtrip with mr. Jamal Badani, mr. Osama and Wicher B. to Weir 3 and 4 and various irrigation structures in between.
- 02/06 Finalising proposal family awareness and discussing the contents with PIM staff (Adel Al Saqqaf, Abdul Baki and Jamal B.), also for suggestions and comments from their side. Meeting with Wicher, Adel, Abdul Baki, Jamal and Osama on problems big landowners are said to have with the IIP concept and brainstorming on possibilities to remedy this situation. Reading and commenting on Wicher's guidelines 'How to form a WUA'. Trying to get the printer connected to the computer (failed as Zabid printer does not recognise XP)
- 03/06 Reading and commenting draft hand-out on Water users Association. Finding out local specific Arabic irrigation terminology and English translations. Some more training for the cleaning ladies in the guesthouse. Introductory meeting with TDA director Zabid mr. Najib al Maktary. Meeting with the TDA Women Extension section. Team discussion with PIU director Khalid al Attas on present problems with big land owning families in Zabid, problems with guards being withdrawn by TDA from irrigation structures, etc. etc. Departure to Sana'a. Briefing of Zabid visit to TL.
- 04/06 Re-acquainting and meeting with mr. Abdu Ghalib Alyousufi, PMU communication specialist, briefing on progress of work, reviewing and discussing dummy flash-cards sets and pre-test techniques, discussing bottom-up approach in design of communication media; visit to Rural Women Development General Directorate (min. of Agriculture) + visit to mr. Abdul Hafidh Karhash, DG agricultural production. Afternoon sessions with mr. Abdul Rahman Al Muassib, Director Pan Yemen and discussing his suggestions on possible ways to involve big landowners in Zabid into the project activities
- 05/06 Reading socio-economic study of Wadi Zabid by dr. Kamel al Rashahi.
- 06/06 Discussion with Olaf and Wicher on progress PIM processes in Wadi Tuban.
- 07/06 Meeting with training specialist Olaf V. and TL on WUA formation and constitution (articles of Association) + programme for coming week. Briefing Communication specialist PMU on specific needs for information materials about WUA formation and membership for farmers. Work on text for information material (leaflet and poster) on WUA membership for farmers. Attending farewell party of mrs. Jocelyne Talbot at NL ambassadors residence, meeting with various NL, international and Yemeni officials and friends.
- 08/06 Working with Abdu Ghalib on text WUA leaflet/poster. Writing workplan communication specialist; reading fieldreport training expert, etc.
- 09-06 Further developing WUA membership text, looking for photographs and illustrations for the leaflet; writing outline for media input for IIP communication and information campaigns. Working on English translation of text for WUA leaflet
- 10/06 Fine-tuning text for information leaflet; discussing participation into agricultural radio programme by local radio station Hodeidah with Abdu

- Ghalib and PIU director Zabid. Meeting with PMU director mr. Hatrum on programme and priorities of input communication specialist, discussing use of local radio stations for information to farmers and specifically the participation with Hodeidah local radio.
- 11/06 Meeting with CARE, mr. Mohammed Saad on their experiences with WUAs in Abyan. Working with Abdu Ghalib on WUA poster and leaflet and discussing field testing programme etc. with mr. Hatrum. Making outline for communication planning.
- 12/06 Reading fieldreport of training specialist and discussing some of the issues with him. Fine tuning English translation of the WUA membership information leaflet/poster
- 13/06 Writing down guidelines for evaluation or pre-testing of visual materials. Discussing the contents of the WUA information with training specialist and adjusting its contents with Abdu Ghalib.
- 14/06 Travel Sana'a –Aden. Discussing communication field testing programme with PIM staff and adjusting with PIM training programme of Olaf.
- 15/06 Meeting with PIU director mr. Anwar Abdul Karim and discussing field testing programme + showing examples of information materials. Evaluating IIP posters, project brochure and pre-testing flash-cards set and WUA poster with PIM staff, Evaluating IIP posters, project brochure and pre-testing WUA poster in Al Wahda village with 9 farmers.
- 16/06 Pre-testing flash-cards set with 12 PIM extensionists, + evaluating the IIP posters and the project brochure. Evaluating IIP posters, and project brochure + pre-testing WUA poster in Al mahella village. Counting of posters and brochures available in the office and discussing the distribution of information materials and the common bottlenecks with this.
- 17/06 Meeting with mr. Mansour Sayf Saeed. Radio maker and presenter Aden Radio, esp daily life-on-air programmes and weekly agricultural programme. Finding out if Aden programming would allow for short IIP slots. Discussing with Abdu Ghalib results from evaluation and pre-testing so far and organisation of the debriefing workshop. Collecting various photo files from Tuban activities and putting them on a CD rom for future use with production of information material. Testing of flash-cards set with farmers in al Thaleb village.
- 18/06 Debriefing workshop for PIU/PIM staff and discussion on communication strategy and planning. Discussing with Mrs.Fathya Arshad, PIM training specialist, awareness programme for families. She will make a list of awareness meetings to be done for the coming three months, in order to make a budget estimation to pay the female extensionists.
- 19/06 Working on communication planning; reading field report training specialist. Visit to Little Aden.
- 20/06 Travel Aden-Taizz with Abdu Ghalib and Olaf V.
- 21/06 Travel Taizz to Zabid. Discussion with PIM staff on field-testing programme and evaluating their experiences with IIP posters, brochure and the distribution. Finding out present status of distribution of communication materials. Meeting with PIU director mr. Khaled al Attas.
- 22/06 Attending workshop for PIM extensionists on principles of formation of WUGs and WUAs and noting down communication needs for the PIM extensionists. Evaluation of posters and pre-testing WUA membership poster

- with farmers in village near Wadi Nassri. Discussing with Abdu Ghalib the outline set-up on communication planning. Preparing with Abdu Ghalib the visit to Hodeidah local radio.
- 23/06 Visit to Hodeidah TDA, meeting with Ahmed Kassim Hadi, Extensionist and radio programme maker, discussing possibilities for making IIP messages for broadcasting through the agricultural programme of local radio station Hodeidah. Short meeting with Mr. Peter Burger of the consultants team of Wadi Siham project. Attending awareness meeting in Shubeitha village to find out farmers reactions to the contents and methods of the awareness meeting using the flip chart.
- 24/06 Conducting testing of flash cards for PIM extensionists and discussing their experiences with the flip chart compared to the flash-cards set. Attending awareness meeting in al Khariba village with use of the flash-cards set instead of the flip chart.
- 25/06 Discussing ideas for radio programme with PIM staff Zabid. Conducting debriefing workshop with Abdu Ghalib for PIM staff on findings of evaluation and pre-testing communication materials. Travel to Sana'a.
- 26/06 Briefing Mrs. Inga Rasing (associate expert) on IIP communication activities. Meeting with Mrs. Joke Buringa, DGIS Yemen desk.
- 27/06 Preparing debriefing workshop for PMU. Meeting with TL on programme for the remaining 2.5 weeks. Readjusting programme. Attending Women's lunch at Mrs. Nayla Sabra, WFP representative Yemen, introducing Mrs. Rasing to various women present.
- 28/06 Meeting with Abdu Ghalib, MOh. Barakat, Olaf V. on adjusting text WUA membership campaign leaflet. Discussing with Abdu Ghalib programme for the remaining 2 weeks. Reading training paper of Olaf + giving feedback.
- 29/06 Debriefing PMU director on findings of fieldvisits in Tuban and Zabid. Discussing with Abdu Ghalib communication plan and outline for strategy and Communication skills development programme for Zabid/Tuban. Working on communication planning. Discussing improvements for distribution of communication materials.
- 30/06 Working on communication planning and communication skill development sessions for Zabid.
- 01/07 Reviewing with Abdu Ghalib draft communication planning. Making arrangements for Zabid course. Discussing contents Zabid course with Abdul Ghalib.
- 02/07 Preparing lectures and handouts for Zabid course. Finalizing course programme for Zabid.
- 03/07 Finalizing hand-outs Zabid; starting work communication strategy with Abdu Ghalib.
- 04/07 Travel to Zabid with Abdu Ghalib and Mrs. Inga Rasing.
- 05/07 Conducting with Abdu Ghalib Communication Skills Development course for PIM extension agents in Zabid + afternoon field exercise in village.
- 06/07 Conducting Communication Skills Development course for PIM extension agents in Zabid with Abdu Ghalib + afternoon field exercise.
- 07/07 Conducting Communication Skills Development course for PIM extension agents in Zabid. Travel to Sana'a.
- 08/07 Working on communication planning and strategy.

09/07 Discussing and working with Abdu Ghalib on planning, strategy, assessment
 etc.
10/07 Discussing and working with Abdu Ghalib on planning, strategy, assessment
 etc
11/07 Report writing and tying up loose ends.
12/07 Finalizing report with Abdu Rhalib, printing and copying
13/07 Debriefing at PMU.
14/07 Departure Sana'a.
15/07 Arrival Amsterdam

G. PLANNED MISSION INPUT COMMUNICATION SPECIALIST 26 AUG. – 8 OCT. 2003

The communication specialist will be involved in the development and implementation of the following activities:

1. Communication skills development Sessions
Preparing and conducting 2x 3 days on meeting skills, group dynamics + practical exercises in presentation techniques and meeting skills for PIM staff and extensionists in Wadi Tuban and Wadi Zabid.
2. Communication skills development Manuals & Hand-outs
Writing and lay-out design of course manuals and handouts.
3. Assessing specific communication skills demands and needs among WUG representatives and WUA board members for preparation of communication skills development sessions for them.
4. Flash cards set WUG formation.
Text development, selection of illustrations (making photographs), design of lay-out and pre-testing.
5. Calendar 2004
Preparing design, photographs/illustrations/text and lay-out.
6. Aden Radio programme;
Preparing message content for interviews, dialogues, radio plays, songs, etc.; advising on ideas for scripting, advising on and control of quality; evaluation of programmes.
7. Hodeidah Radio programme;
Preparing message content for interviews, dialogues, radio plays, songs, etc.; advising on ideas for scripting, advising on and control of quality; evaluation of programmes.
8. School note book for children with on out- and inside covers IIP information.
Advising on text and illustrations, design of puzzle. Overseeing distribution.
9. Educational Video on farmers exchange programme
Defining contents for the video and preparing rough script outline.
10. Family awareness and participation programme

H. TABLE OF CONTENTS ARABIC PAPERS

1. Programme field visit for evaluation and pre-testing communication materials in Wadi Tuban and Wadi Zabid from 14-25 June 03.
2. Programme on Communication Skills Development course in Zabid from 5-7 July 03.
3. Course Notes & Handouts:
 - Listening skills.
 - Do's and don'ts in listening.
 - Participatory planning and problem tree.
 - How to divide roles between extensionists during meetings with farmers.
 - How to be a good presentator
 - Common mistakes in meetings with farmers (compiled from field exercise notes of PIM extensionists)