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MINISTRY OF AGRICULTURE AND IRRIGATION

IRRIGATION IMPROVEMENT PROJECT

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Main Technical Assistance Package for IIP

WORKING PAPER 23

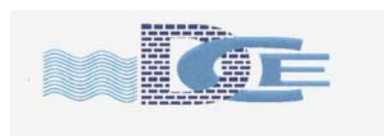
Second Output Communication Specialists

October 2003

 **ARCADIS** EUROCONSULT

IN ASSOCIATION WITH





YEMENI ENGINEERING GROUP

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20 Dec. 2003 –20 Jan. 2004

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ABBREVIATIONS AND ACRONYMS

ACA	Agricultural Co-operatives Association
AE	Agricultural Extensionists (RAO)
APL	Adaptable Programme Lending (approach by IDA)
AREA	Agricultural Research and Extension Authority
CV	Curriculum Vitae (Bio-data, or summary of experience of proposed staff)
CWR	Crop Water Requirement
DIMSSA	Institutional assessment approach: Diagnosis-Mission-Strategy-Structure-Action
EC	Executive Council of WUA
EDI	Economic Development Institute of the World Bank
FAO	Food and Agricultural Organisation of the UN
FCA	Facilitator / Change Agent
GDI	General Directorate of Irrigation
GoY	Government of Yemen
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
iSIS	Hydro-dynamic modelling software
IWMI	International Water Management Institute
LRAO	Lahej Regional Agricultural Office
LWCP	Land and Water Conservation Project
M&E	Monitoring and Evaluation
MAI	Ministry of Agriculture & Irrigation
MCM	Million Cubic Metres
MIS	Management Information System
NGO	Non-Governmental Organisation
NWRA	National Water Resources Authority

O&M	Operation and Maintenance
OED	Operations Evaluation Department of the World Bank
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
PY	Project Year
RAO	Regional Agricultural Office of MAI
RDA	Regional Development Authority of MAI
RIA	Regional Irrigation Agency
RID	Regional Irrigation Department
RoY	Republic of Yemen
SC	Steering Committee
SIIP	Spate Irrigation Improvement Project (original name for IIP)
SLHIDP	Saturation and Localised High Impact Demonstration Programme (agricultural extension)
SMC	Scheme Management Council/-> SWUF
SMM	Spate Management Model
SMU	Scheme Management Unit
SRADP	Southern Rural Agricultural Development Project
SSHARDA	Sana'a/Saada/Hajja Development Authority
SWUF	Scheme Water User Federation
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
WM	Water Master (appointed by RAO - paid?)
WSP	Water Service Provider
WUA	Water User Association

WUG Water User Group
YR Yemeni Ryaal

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

1. INTRODUCTION

The second input of the Arcadis communication specialist to the IIP took place from 27 August till 10 October 2003. During the whole period the work was carried out jointly with the PMU communication specialist Abdu Ghalib Alyousufi, which in combination with the excellent cooperation of all PIU office and field staff, resulted in very good team work, sharing and improving on ideas and increasing synergy.

The tentative programme made during the first week in Sana'a was followed largely through, however findings in the field led to certain changes, so as to remedy conditions which needed immediate attention.

Three weeks of fieldwork in Tuban and Zabid centred on the development of communication skills of the 24 PIM extensionists. Class room sessions with participatory learning exercises, on-the-job guidance during afternoon meetings with Farmers and Water Users' Groups and plenary evaluation of the meetings afterwards, enhanced the self-confidence and motivation of the participants, resulting in improved individual performances and better meetings. During the sessions as well as the meetings, it was observed that developing of communication skills remains a matter of continued and constant attention both for PIM extensionists as well as PIM staff and even more so for those engineers who have direct dealings with e.g. farmers design committees, etc.

With the participatory design process gaining momentum, specific communication needs have become apparent (e.g. participatory ranking of priorities, the visualisation of technical designs) and the communication specialists were asked to pay special attention to these. Hence quite some time was devoted to identifying with staff the present steps and status of the process, specific bottlenecks and sounding out suggestions and ideas to improve the communication within the process.

Moreover it became clear that the assimilation of guidelines and advice from short-term consultants to the PIM/PIU staff indicates another communication bottleneck in need of attention.

A proposal was drawn up and approved by the PMU director for exchange visits between the PIM extensionists from the PIU Tuban and the PIU Zabid, to be carried out before and/or after the holy month of Ramadhan.

Other programme items of the communication specialists during this period dealt with the use of local radio, as radio Hodeidah (farmers programme) has started broadcasting short messages about the IIP/Wadi Zabid, the production of an IIP calendar for 2004, the produced WUA promotion flyer and so-called WUG meeting 'announcers', the improved awareness meeting flashcards and the ready-for-printing-waiting-to-be-financed WUG formation flashcard set.

In between some hands-on training was given to PIM- and secretarial staff in Tuban on use of digital camera and composition of photographs

Financial constraints appearing at the start of this mission, seem in the process of being solved, at the time of writing this report.

1.1 ACKNOWLEDGEMENTS

First and foremost, the continuing presence, dedicated input and inspirational support of Abdu Ghalib Alyousufi enhanced the overall effectiveness of this mission and is greatly acknowledged here.

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



Farmer during awareness meeting in Wadi Zabid, pleading for a better water distribution

2. COMMUNICATION SKILLS DEVELOPMENT

To improve upon the rather poor communication techniques observed during the previous mission, the following communication skills development sessions were held for PIM extensionists:

TUBAN:

08 Sept: 09.00-10.30 Listening skills

11.00-13.00 Presentation skills; leading a meeting, dealing with questions

16.00-18.00 Observation exercises during farmers meeting

09 Sept: 09.00-10.30 Problem analysis and cause/effect problem tree

11.00-13.00 Priority listing through participatory ranking methods

16.00-18.00 Observation exercises during farmers meeting

10 Sept: 09.00-11.00 Evaluation yesterdays' meeting linking with session contents previous days

ZABID:

13 Sept: 09.00-10.30 The use of pictures in extension, basics of pictorial perception

11.00-13.00 Human types of behaviour in meetings

16.00-18.30 WUG formation meeting (observation exercises)

14 Sept: 09.00-10.30 What is gender

11.00-13.00 Evaluation yesterday's meeting and review main points presentation skills and preparation of individual presentations.

16.00-18.30 WUG formation meeting (observation and guidance)

15 Sept: 09.00-13.00 Individual presentations and plenary review and guidance for improvement.

TUBAN:

From 20 to 22 September the same programme as Zabid, with an additional session on reasons for cancelling the previous afternoon WUG formation meeting and the role of the extensionists in this. A ranking exercise was conducted to prioritise the reasons.

During the 3 weeks in the field, 10 meetings with water users were attended by the communication specialists. Observations and findings concerning organisation, structure, logistics and communication were as much as possible incorporated in the morning sessions, as well as extensively discussed with the PIM staff. (See also chapter 3 WUG formation meetings).

2.1 EXPERIENCES & ANALYSIS

When attending meetings, be it at the project with PIM staff or in the field with PIM staff, extensionists and farmers, in many cases it was observed that basic meeting-and presentation skills are lacking, resulting in meetings being boring, top-down, sometimes chaotic and messages not or only partly coming across, which could easily backfire later on. Also the credibility of the project as being participatory might get compromised.

This is unfortunate as in general the PIM extensionists and staff are very committed and putting a lot of effort in preparing and conducting the meetings. Moreover it is unnecessary as after acquiring some basic communication skills, most people can easily make meetings interesting, orderly and effective.



WUG formation meeting before the communication skills development sessions

It was noticed that at all levels within the PIU, people view a meeting or presentation as contents only and are not really aware that methods and techniques exist to 'sell' the contents to the audience. For most of them, a presentation or meeting has reached its goal when they have got rid of their message. Seen the common meetings- teaching and presentation 'styles' around in Yemen, devoid of any techniques to appeal to the interest of the audience, this is not really astonishing. Most people are not aware that such techniques exist, let alone that presentations and meetings will become radically different, much more interesting and effective, when communication techniques are being employed to carry the information across.



With simple techniques, like circular seating and selection of a suitable location, meetings become easier to manage..

When attending the afternoon meetings, after the morning classroom sessions, it became apparent that extensionists and PIM staff did not automatically connect the theory and exercises of the morning sessions with their practical work during the afternoon meetings with farmers. Hearing about communication techniques, even accompanied with practical examples given by the facilitators and participatory exercises, does not at all guarantee that the participants automatically adopt these advocated techniques in meetings and presentations. Also PIM staff in general seem not to be aware of their role to assist the extensionists in improving their communication skills, as 'mistakes' during meetings were neither corrected nor discussed afterwards and consequently keep persisting during the meetings, and becoming standard practice.

Another obstacle to the development of communication skills was discovered with the course evaluation in Tuban, when it turned out that a number of extensionists took the examples (specifically selected from their daily life experiences to make it easy) used in practical exercises too literally, instead of 'translating' those to various situations in farmers meetings. Thus one of the exercises, in which an example was used to rank their salary into priorities, was not understood as a ranking method which could also be applied to e.g. list priorities in rehabilitation of irrigation structures. An extra hour was spent with the extensionists to explain the aim of the exercise followed by applying the exercise (done by the participants) with various other examples.



Extensionist practicing the ranking exercise

Comparing the attitude and behaviour of the extensionists in Zabid and Tuban during the communication skills development sessions, it was felt that the Zabid group was easier to address and involve than the Tuban group, as some of the latter group were rather slow in treating the course in a serious way, showing interest and active mental participation. The fact that the course room was rather hot and stuffy (through power cuts and an insufficient air-conditioning system) might be called somewhat to their defence.

A marked contrast however was that all members of the Zabid group were always in time when the sessions started at 9.00, while in Tuban even after strong pleas, sessions were started with less than half of the extensionists present. As group the Zabid extensionists were agile, highly interested and compliant without being meek, while the Tuban group felt more laid-back and stiff, with some persons quick-witted, creative, highly motivated and skilled. By the third day of the second series of sessions, the Tuban group finally became more dynamic and working with them felt much lighter.



When doing the individual presentations all extensionists of the Zabid group were courageous enough to stand in front of their colleagues and invite constructive criticism on their presentations, while in Tuban 3 extensionists didn't turn up, because they didn't feel up to it (as we found out later). These 3 persons were also regarded by the PIU management as the weakest of the group.

Individual presentation exercise in Zabid



Individual presentation in Tuban

The design of the sessions was such that one way lecturing (teacher centred) was reduced to a minimum, (although both communication specialists feel that this still can be improved) while transfer of knowledge and skills was done through participatory learning, using various question techniques and

especially practical exercises. The theory was always supported by visual materials, examples from daily life, simulation exercises, role plays, etc.

The use of practical exercises, role plays and supporting visual material (see Appendix A notes and hand-outs) proved to be very useful in keeping people's attention and in getting the message across. The extensionists were clearly enjoying this participatory learning approach and the facilitators were able to check to what extent messages came across and where the participants experienced difficulties in grasping the contents.



Especially the session on human characteristics in meetings (see photos above), where behavioural types were compared with ascribed behaviour of certain animals (e.g. stubbornness of a donkey) was very popular with the extensionists, while the presentation skills session with a 5 min. presentation exercise for every participant, were seen as very useful. Many extensionists commented afterwards that it had given them more self-confidence when standing in front of a group.

The session on use of pictures in extension and explanations about the existence of pictorial illiteracy became very realistic when it turned out that some of the extensionists failed to recognise certain depth indicators like perspective lines and overlap and almost all of them had problems with recognising a highly stylized poster of a mother breastfeeding her child. The old woman/young girl drawing was also a real eye-opener and generated a lot of

discussion about different ways of looking at things and the difficulty to change one's views. (See the illustrations in Appendix A. under A1.)

In the gender awareness session it was quite revealing to notice how even after the explanation between gender (social)-determined behaviour and sex (biological)-determined behaviour, quite a number of participants still struggled to find the correct answer to statements like 'Construction workers in Yemen are men'. (gender), 'With agricultural labour women are often paid in kind and men in cash'. (gender) and 'Men's voices break at puberty and women voices do not'. (sex).

When the extensionists were asked to write down what they learned from the sessions, the following statements did occur the most:

- To use simple words and language and not using strange words.
- To use your voice in various ways to attract attention
- To keep the subject short as not to bore the farmers
- To pay attention to the handwriting on whiteboards or flip over sheets.
- To stay within the subject.
- How to deal with angry farmers.
- How to get attention of the farmers or to silence them in a polite and pleasant way.
- How not to be nervous anymore and to become more relaxed in front of an audience
- Understanding better the different types of behaviour of people during a meeting
- To keep eye contact with all the farmers and not only with a few.
- Not to distribute pamphlets during a meeting but before or afterwards.
- To encourage shy farmers to participate.
- The meaning of gender
- That not all people can understand pictures.

Although within the above statements some are rather general, lacking specific details which would have told us a bit more about the level of assimilation of meeting and presentation skills, it can at least be concluded that the participants have started to become aware of communication techniques, their effect on meetings and even more important, their realization of increased self confidence and ability to influence meetings.

Extensionist using his home-made flash cards, during the individual presentation exercise.



2.2 RECOMMENDATIONS

Acquiring skills is all about being able to practice these skills and being monitored and assisted during these practices. As one can not learn to drive a car from a book or hearing somebody else talking about it, similarly mastering communication skills is all about the possibility to practice under guidance. Learning by doing.

Consequently it is very important that the extensionists will be further assisted to practice and improve the techniques which they became aware off during the above mentioned sessions. Especially as the majority of the extensionists do need more practical exercises to acquire these skills.

These should include:

- More individual exercises in presentation
- Practical exercises in preparing and facilitating meetings
- Attitude- and behaviour awareness and change.
- On-the-job monitoring and guidance

Presently meetings are being organised and implemented by the extensionists from that particular village or familiar with the area. As the level and capabilities of extensionists differ among them, it is recommended to team up extensionists with various capabilities so they can learn from each others strong points and guide each other in their weaker sides.

As until now PIM staff has not been very successful in monitoring and improving the communication performances of the PIM extensionists, special attention should be paid to upgrade and update the training-to-train skills of the PIM staff.

3. WUG FORMATION & OTHER MEETINGS

Due to the high frequency of meetings in Zabid, the communication specialists during their 5 days visit, could attend 4 WUG formation meetings and 1 awareness meeting. During the 10 days in Tuban 4 WUG formation meetings and 1 preparatory WUA committee meeting were attended, as meetings were organised 3 times a week and twice a meeting was cancelled when too few farmers turned up. Meetings were held during 16.00 and 18.00. No participatory design meeting could be attended as during the period of the communication specialists field visits none were held. (see also chapter 5 on Participatory Design Process)

3.1 EXPERIENCES AND ANALYSIS

As being mentioned in chapter 2, PIM staff and PIM extensionists put in a lot of effort and dedication to organise and conduct the meetings with farmers, WUG's and WUA's. Being insufficiently aware of using communication techniques and neither mastering these techniques, the meetings are open for a lot of improvements. Some of the bottlenecks observed (e.g. the voting system, distribution of hand-outs, etc.) could be dealt with immediately, while others related to the individual skill development of the extensionists will need more (practice) time.

During the WUG formation meetings the audience have to elect a WUG leader and WUG secretary, which was done by raising hands in the air when a particular name was mentioned after which the raised hands were counted.



As however some people stuck both hands up and sometimes children and the odd onlooker (no WUG member) as well, this voting system was often fraud.

PIM staff holding one hand down from over-eager voter during WUG formation meeting in Zabid

The suggestion of the communication specialists to use coloured cards, handed out at the beginning of the meeting while being registered, was adopted very quickly and proved to be much easier to handle and less susceptible to fraud.



Similarly the advice to register participants names at the beginning of the meeting, instead of during the presentation/explanations or question time, which disrupted of course the speakers and was negatively affecting the attention of the audience, resulted in a more orderly and attentive atmosphere.

The standard, and very disturbing practice of distributing hand-outs, promotion folders and/or attendance lists during the meetings was also addressed and changed to before or after those meetings, attended by the communication specialists.

The use of the flip-over sheets, with pre-written text on WUA awareness and WUG formation to be read out by the extensionists remains a matter of concern. Although devised as a memory support for the extensionists, it doesn't work that way. On the contrary it forces the extensionists into 'bad' communication techniques because of the following reasons:

As the text on the sheets is 'high-level-office-language', the extensionists don't feel comfortable with the text and rely completely on reading from the sheets, sentence by sentence, often haltingly and without life in their voices (droning). With app. 17 sheets of text, this is very boring for the audience, which start losing attention after the 6th or 7th page.



Seeing the audience's attention dwindling, the extensionist (knowing he has still 10 or more sheets to go), increasingly loses his confidence and starts to hurry through the pages to get it over as quickly as possible.

With the flipchart facing the audience and the text too complicated to learn by heart, the extensionist has by now turned his back to the people, thereby becoming inaudible and putting the ones struggling to keep awake, definitely to sleep.

Because of the pre-designed flipcharts with ready text, the extensionists feel obliged to use this text, instead of addressing the audience in their own words, probably with more enthusiasm and to a much better effect.



By using the flipchart, the extensionists has to stand up, while esp. in Tuban the audience is sitting on the ground¹, craning their necks to look at the extensionists and flipchart. This is already a physical top-down approach and doesn't stimulate a participatory atmosphere.

As the tripod supporting the

flipchart needs space, as well as a smooth and level piece of ground, it can often not be placed at a favourable position allowing everyone to see it. Consequently the extensionist seems to be forced to address the audience from a less strategic position.

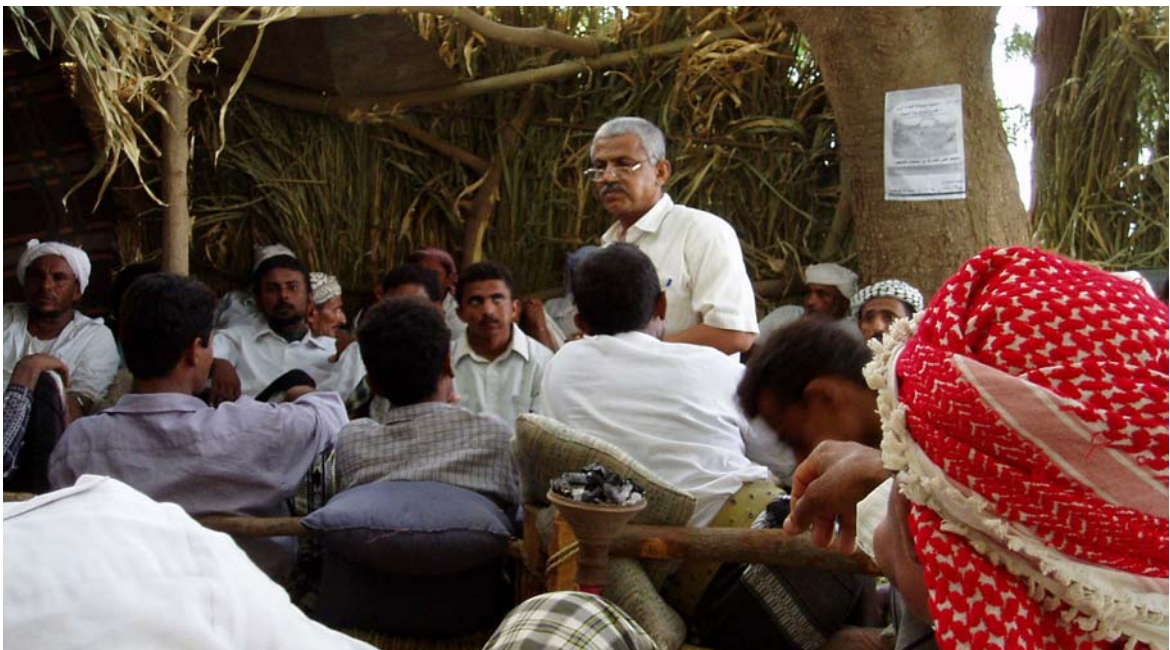
It was observed that without use of the flipchart (with a short checklist on paper or by using the flashcard set) extensionists automatically sat down at the level of their audience and their presentation was more animated and better attended to by the audience.



¹ In Zabid the people are seated on high Tihama beds, thus being face to face with a standing extensionist.

One of the main reasons why meetings sometimes do become disorderly and audience losing attention, is the fact that extensionists are not keeping eye contact with the audience (the roving eye), but during their presentation look at one or two persons only. This also happens when answering questions, which then often results in having a dialogue with the person who asked a question while the rest of the audience is left out of the conversation. As we think that nobody is actually reading this report, we have a small surprise for the persevering reader. Make yourself known to us and we will treat you to a free lunch at Sheibanis.

Addressing the audience from one position only, instead of moving around, gives people a chance to loose attention and start discussions with neighbours. This is often ignored, extensionists sometimes trying to raise their voice or just resigning to the fact that their messages are heard by only a few people nearby. Techniques as moving up towards people who don't pay attention or are chatting on the side, putting a hand on their shoulder or if the presentation allows, mentioning their names, were welcomed by the extensionists, but as mentioned before, they need to be reminded on the spot, when such situations in meetings occur.



Walking around in meetings is a good technique to keep the attention of the audience.

When two WUG formation meetings (concerning the same WUG group in Tuban) had to be cancelled, because only few farmers (and not enough to vote) came to the meeting, a special session was devoted to find out possible reasons for the low attendance. When it turned out that the extensionists initially disassociated the reasons from their tasks and functioning and saw no reason to take responsibility for having to cancel the meeting, special attention was paid to discuss their roles as extensionists and the human tendency to blame everybody else (instead of oneself) and thereby unable to affect change.

The extensionists mentioned what they thought would be the reasons for farmers not attending the WUG meeting in Sabr. The sequence is according to the priority ranking (as exercise in ranking methods) given by the extensionists.

- Most of the farmers participated already in other WUG groups².
- Negative feeling of farmers on what the project can do for them.
- Project does not give attention to already formed groups.
- Most farmers have work somewhere else (and are not depending on spate irrigation).
- There is no equal water distribution.
- This particular group is at the tail of the wadi, thus receiving hardly any spate water.
- Invitation for the meeting did not reach the farmers.

After this session the extensionist took the matter to heart and within two days the WUG formation meeting in Sabr was arranged again and very well attended.

3.2 RECOMMENDATIONS

Besides getting more participatory learning sessions on group behaviour and dynamics, facilitating meetings, etc. it is crucial for the extensionists to receive on-the-job guidance during meetings. This should be done continuously by PIM staff but also extensionists can help each other in improving their techniques.

It is very important that PIM staff become more aware of their training role and regard their function not only as supervisory and organisational.

During WUG-, WUA-, and other meetings special attention should be paid to:

- Use of simple and familiar language
- A well prepared meeting structure and pre-arranged division of tasks
- Keeping a roving eye, including all the audience in the meeting.
- Avoiding dialogues between project staff and one particular member of the audience.
- The extensionists or PIM staff addressing the meeting should choose his position carefully (also for moving easily around) so he can see all the audience and the audience is able to see and hear him clearly.
- Teaming up of extensionist with different capabilities to ensure a strong team and optimal performance.
- PIM staff and extensionists should try to avoid taking the best seating at the meeting, even if the farmers out of courtesy direct them to these places. They should try to sit among the farmers as this will break down the top-down atmosphere.
- When organising a meeting place, it has been seen that especially in Wadi Zabid, farmers take a lot of effort to arrange the place with Tihama beds, which are often carried by them over some distance to the meeting location. It would create a lot of

² when counted however, of the 31 expected farmers, 18 are already members of other WUGs, leaving still 13 farmers to attend, of which only 5 or 6 came. These were just sent away, instead extensionists talking to them about the project, or finding out why they came to the meeting and others not.

goodwill and certainly would decrease the top-down atmosphere, if the PIM staff and extensionists would lend a hand (or the back of their car) to the farmers with bringing/removing of the Tihama beds³.

Exchange visits between Zabid and Tuban PIM extensionists will be beneficial for all participants as sharing of information, exchange of experiences and lessons learned will increase the understanding of project aims and PIM approaches, stimulate motivation and improve work performance. (see appendix B Programme Proposal for Exchange Visit PIM Extensionists)

³ In Zabid it was observed how 6 farmers carried three Tihama beds on their backs over quite a distance from their village to the meeting place, while three project cars just passed, leaving them plodding alongside the road and choking them in clouds of dust.

4. MEDIA

Since the middle of July the following media were produced:

- WUA promotion flyer; 4000 copies under distribution
- 6 Announsters (low-cost A4 posters to announce WUG meetings)
- Improved version of IIP awareness flashcard set distributed to PIM Zabid/Tuban
- WUG formation flashcard set (ready for printing)
- Various hand-outs to support the CSD sessions (to be compiled into a manual)
- Brief radio broadcasts on the IIP, esp. Wadi Zabid via Hodeidah local radio Tihama Farmers Programme.

The **WUA promotion flyer** (see Appendix F) came from the printers in the third week of August and was distributed to the PIU offices in Zabid and Tuban (2000 each). It is distributed at WUG formation meetings and well received by the farmers who are attracted by the practical format and colourful design. The lay-out (big fonts, short text, and simple language) invites to reading and in general people keep on reading the text and pocket to flyer to take it home.



Farmers at the WUG formation meeting in Al Wahd, Tuban, reading the WUA promotion flyer

The so-called ‘**announsters**’ (see appendix F) are A3 posters printed in black and white with a photographs and text to stimulate farmers to come to the WUG formation meeting and space is left where extensionists can fill in the date and location of the meeting. In Tuban some of the announsters were copied in a reduced half A4 size to be handed out to farmers in villages.



The IIP **awareness flashcards** set has been reduced from 37 to 22 cards and has been bound with a ring band. Thus it is easier to display and presentation takes a shorter time, to keep the attention span of the farmers. It was said to be especially effective with the awareness meetings for women in Tuban, who liked it a lot.



The **WUG formation flashcards set** has as yet not been printed due to outstanding bills with the printers for the previous IIP printing work. At the beginning of October the Arcadis team leader promised to pay the 200 dollar necessary for printing 8 sets, so it is expected that by mid October extensionists can start using the sets.

A number of **communication course notes and hand-outs** (see appendix A) supporting the Communication Skills Development sessions were produced and will be added to the hand-outs from previous sessions into a future course manual.

The Tihama farmers programme of **Radio Hodeidah** started with short informative broadcasts on the IIP, (overall aims and present activities), by using e.g. interview techniques. The agriculture specialist of the PIU in Zabid, Mr. Ahmed Muallim wrote 8 episodes on spate irrigation issues and the IIP in story form, with dialogues between a farmer and his wife, including jokes and local sayings, which could certainly be used for the programme. The problem however is that Radio Hodeidah (also called Kitchen radio) is in the air between 9.00 and 15.00 (the programme Tihama Farmer is broadcasted around 11.30), when all farmers are out of the house. Many farmers and all extensionists said they never listened to the Hodeidah programmes, and had also not heard the IIP related broadcasts. Most farmers asked said they listened to the farmers' programme of Radio Sana'a, broadcasted at 6.45 in the morning. It is the intention to find out if there are possibilities with this programme to arrange for a number of broadcasts.

At the time of writing this report, work has started on the design and production of an **IIP week calendar for 2004**. The calendar will be specifically designed for farmers in Wadi Zabid and Wadi Tuban, with information on agriculture, flood distribution dates, proverbs and sayings, e.g. Ali bin Zayd or local equivalents, riddles, short poems, etc.

The **distribution** of IIP brochures and posters has improved a great deal at the PIU's in Zabid and Tuban⁴ and after pointing out during last mission that too many media were gathering dust in the stores, PIU directors and PIM staff have taken action to provide the PIM extensionists with promotional material whenever needed. With the material becoming increasingly adjusted to the needs, the extensionists themselves ask now for the flyers, or folders before going out to a meeting.

⁴ Recently extra copies of the IIP brochure and posters have been requested.

5. PARTICIPATORY DESIGN PROCESS

5.1 FINDINGS

During discussion in Tuban and Zabid with PIM and engineering staff, it became clear that the participatory design process, which during this period is gaining momentum, is a matter of concern for all involved in this process. Staff, especially wondered if the farmers and members of the preparatory design committees, will really come up with the right priorities for rehabilitation works reflecting the wishes of most of the WUG members, instead of those of the most dominating or powerful farmers, or, as already happened, come up with long lists of works, which are not reflecting the priorities, but all the repairs they can think of.

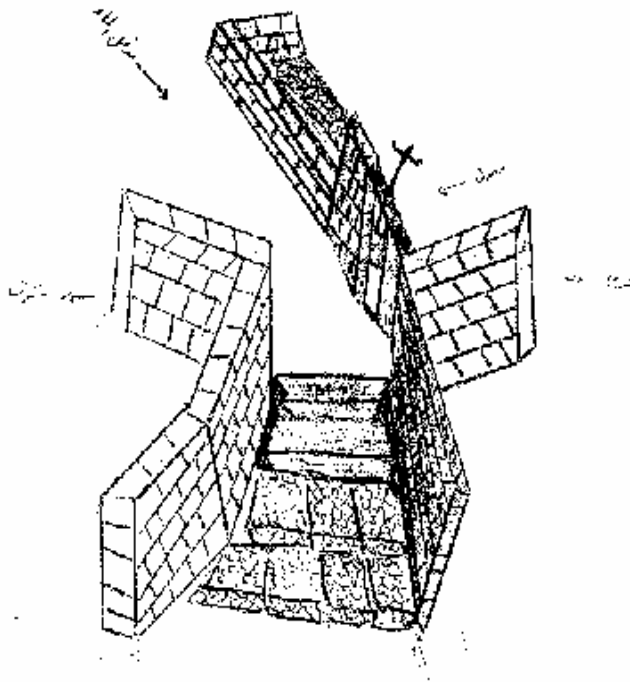
Another matter of concern is that farmers will probably not be able to read the technical design drawings of the selected works and consequently might get, sign and pay for a structure which they had expected to be different.

Moreover it was discovered that the guidelines for the participatory design process, as laid down by the PIM consultant mr. W. Boissevain and distributed in June 2003 to the staff, seemed to be forgotten, resulting in a different, more random and shorter approach. At the time of writing this report mr. Boissevain has returned to Tuban to get this process into its original shape again.

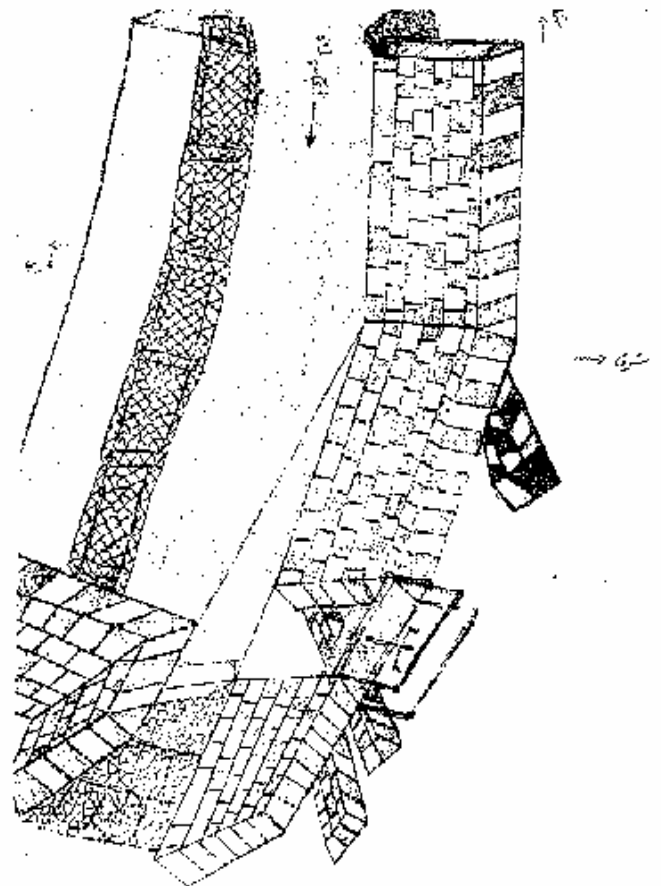
Concerning the visualisation of technical design drawings for farmers, one of the extension agents in Tuban (who had made some flash cards himself with drawings of irrigation structures) was asked to make an 'easy' drawing based upon a technical design, thereby advised on the correct interpretation by engineer Fathya Hassan. As these drawings look rather naïve and the perspective lines are far from congruent, Fathya discarded them as incorrect. The communication specialists (laymen in engineering) had no difficulty in understanding them (the drawing can be viewed from different directions) and are under the impression that farmers will be able to 'read' them as well. It will be worthwhile to pre-test the drawings on a farmers audience and members of a preparatory design committee.



One of the flash cards home made by Amin, one of the extensionists from Tuban.



Amin's drawing adapted from technical design before corrections by Fathya



Amin's second drawing after having discussed the corrections with Fathya

In our view it will also be possible to make simple and low-cost models of the structures, using clay, metal and styrofoam. One could even think of preparing structure parts, so engineers and farmers could built the models together.

As problem analysis and participatory ranking methods were part of the Communication Skill Development sessions, PIM extensionists were given the opportunity to become familiar with these and did exercises in participatory ranking techniques. Engineering and PIM staff responsible for the participatory design process have not been in these sessions and being unfamiliar with these techniques, will just ask the farmers to list what is most important for them to be repaired, which is a rather crude and not very thorough way of priority listing.

With PIM and engineering staff being pressed for time, offers to conduct extra sessions for these staff could not be honoured during this mission. It is the intention to try to give these sessions early during the next mission input.

5.2 RECOMMENDATIONS

Right at the start of the first participatory design meeting, farmers should be informed about the project criteria from within the farmers can select their priorities.

The staff in charge of the participatory design process has to stress and to make sure that within every step of the process, the preparatory design committee will give feed back and consult the farmer members before taking the next step.

Participatory ranking techniques should be used in the meetings, as it gives the farmers a more thorough chance of priority setting and a better overview of all the listed items together. Besides recording the results in writing also photos should be taken from the ranking result to include in the report and contract.

Engineering and PIM staff directly involved in participatory design meetings should be trained in participatory ranking techniques.

Drawings and models should be made and used (preferably with the farmers together) to avoid farmers misinterpreting the technical design drawings. Photos should be taken to be included in the contract.

LIST OF APPENDICES

Appendix A: Communication Skills Development-Course notes and Handouts

A1: Understanding Pictures and Use of Pictures in Extensions

A2: Types of Human Behaviour in Meetings

A3: Gender Awareness

A4: Problem Analysis and Participatory Ranking Methods

(in Arabic)

Appendix B: Programme Proposal Exchange Visit PIM extensionists

Appendix C: Tentative Mission Programme 27/08—10/10 2003

Appendix D: Itinerary Mission 27/08—10/10 2003

Appendix E: Programme Oct-Dec.2003 and proposed input for next mission

20 Dec 2003 –20 Jan.2004

Appendix F: Samples of produced media

A. COMMUNICATION SKILL DEVELOPMENT SESSION NOTES & HANDOUTS

A.1 UNDERSTANDING PICTURES & THE USE OF PICTURES IN EXTENSION

Objectives:

After the session participants should:

- Be aware that understanding of pictures has to be learned like reading words.
- Be able to describe a number of difficulties in representing reality in pictures and how these difficulties are solved.
- Be able to critically examine pictures before use and make sure their audience understands the picture and its message.

Method:

1. Introduction

In the English language we have a famous expression which says: “a picture paints a thousand words”. May be you will also agree that using a picture gives more clarification than a long explanation. At least in extension work we often use pictures for this reason, esp. when we know that people cannot read or have difficulty with reading.

However, is this really true, can pictures take the place of words???

Sometimes we can hear extension workers remarking that even when they used pictures, people didn't understand the message and must be really stupid.

Is that true????? Well let's see.

2. Awareness raising that pictures are not always self explanatory (through exercises)

Show the highly stylized poster of a mother breastfeeding her child to the participants and ask them what they see. (most people will not be able to recognise this and tell them what it depicts).

Another example is shown (pictogram of train window and bottle).

Our conclusion is that we need to learn to read the picture, like reading words.

May be the next picture will be easier to recognise:

This picture of the old woman/young girl can be recognised in two ways, (don't tell the participants as yet) but ask the participants to write down the answer to the following questions:

Describe what this woman is wearing

- What is the colour of her hair
- What does she have around her neck
- What is the age of the woman?

Some of them will see the old woman, others will see the young girl. It is one picture, yet people see different things. Let participants explain to each other what they see, till all of them can alternate between the two different representations.

Conclusion: people might see different things in one picture. Once you have one viewpoint, it is not easy to 'change' your mind and see something else (This topic can also be used for training in conflict solving)

However recognising the objects in the picture is one thing, often there is also a message in the picture, esp. when we use pictures in extension to give specific information.

What is the message in the next picture? Show the picture, but don't explain that it is a father telling his son he will give him a phone call from the airplane. (without the text, 'I will phone you from the air', this picture is open to many explanations).

Give the participants three minutes to think about the message and let them tell what they think the message is.

Conclusion: understanding the picture and its message is not as easy as we think.

Let's see and discuss why.

3. Pictures and their limitations. (explanation with examples)

What are pictures?

Pictures are just sheets of paper, flat, with some lines and dots, (they could come from flies!) sometimes splashes of different colours on it, in which we try to capture reality, the three dimensional world. We cannot walk around a picture, and look at its backside. A picture has many limitations, let's find out which ones. (ask also the participants to come up with suggestions)

- A picture has two dimensions, height and width, but no depth. E.g something that is further away or in the distance.
- The objects in a picture cannot move, movement cannot be depicted, e.g. somebody running very fast, or a car approaching.
- A picture cannot show lapse of time (the time going on). Some one leaving the room and coming back after 10 minutes. Pictures are frozen moments.
- A picture cannot show something that is absent. E.g. a farmer who isn't at home, a student who escaped from his classroom.
- A picture cannot depict abstract concepts, like honesty, cleverness, or don't smoke and don't drink this water.

So people have agreed on a kind of pictorial language and the most common one is the one which came from the 'West'. But many cultures have their own pictorial languages (e.g. use of colours and symbols).

4. Pictorial solutions to overcome the limitations (explanation + examples)

Now let's see how the limitations in the pictures have been solved so we can read them if we have learned how to do it. (Remember that many people who did not see a lot of pictures in their youth, had no chance to learn how to read the pictures in the general (western) language.

- Making depth and distance, or an object looking round etc. Use of perspective lines, shading (patches of darker and lighter colours), making an object smaller than the other one, putting an object higher on the page, objects overlapping each other. Showing participants examples of this (Hunter/Elephant pictures). Ask them at which animal the hunter is pointing his spear.
- Making movement; through short lines, dust clouds and/or body posture, different frames in sequence (1,2,3, etc). (show examples, picture of boy shaking his head, car with lines around the wheels or behind it, etc.)
- Lapse of time: sequence in different frames, and/or arrows, clock showing different times, same person getting older, etc.)
- Depicting things which are absent: sometimes an empty space, with a question mark (?) or a cross (two lines crossing each other)
- Depicting abstract concepts: An often symbol are used, like a cross over a cigarette or a danger symbol (skull and crossbones) or colour like red, but in some cultures red means also happiness and love!

Before we can understand these codes and symbols we have to learn about their meaning!!!

Sometimes in extension we like to show things which we cannot normally see with our eyes, like the details of small insects or the internal organs of human beings or animals. So small insects are drawn in a very large way and people will not recognise them (we don't have mosquitoes this big). The symbol for a human heart is also very different from how the real organ looks and not many people have seen it in reality.

In pictures you also often see just a hand, or an arm, or just a head. Sometimes people will think that it is cut of from the body and will be bewildered by this.

Small details in a picture can be very important for recognition. People look in a picture for something that is familiar to them! Once in Kenya extension workers used a drawing of a goat, but everybody said it was a sheep. Only after they put the tail standing up, people recognised it immediately as a goat! Once I made a drawing of a fat and healthy sheep. The farmers however said it was ill. When I asked why, they pointed to its ears, which were hanging down. (7 o' clock position). Only when I drew the ears a bit less hanging down (4 o'clock position), they said it was a healthy sheep.

Recognition by people of photographs compared to different types of drawings.

Show the experiment from Nepal with six different types of drawings and photographs and explain.

6. Guidelines for using pictures in extension (explanation + hand-out)

Depth: Be careful when you use perspective lines, overlaps, superimposition and foreshortening of limbs.

Movement: Make sure that people understand the lines and whirls for speed or for movement, because in reality these are not there!

Time lapse: Never put a lapse of time in one picture frame, like somebody drinking polluted water and then being sick. Make two frames of it and make sure that people understand that it deals with the same person.

Details: Details of persons, animals and objects should be correct. Use only those details which are necessary for understanding and recognition. If you have too many details it will distract the attention of the people.

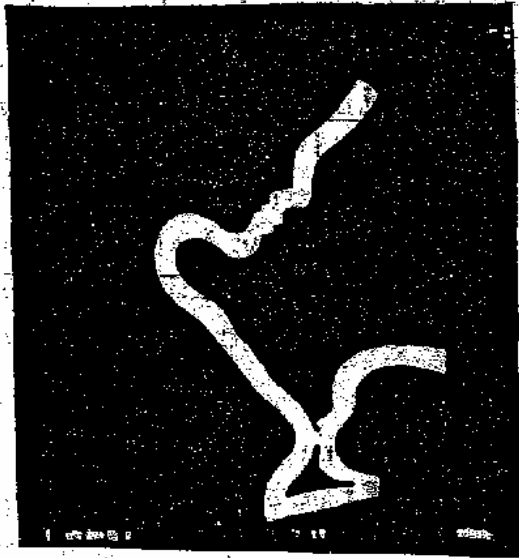
Familiarity: The picture should represent things that people will recognise. Things which people have never seen before, will not easily be recognised. If you use examples from other countries people might say that the message does not apply to them.

Enlargements: Small objects or animals, like insects are sometimes being enlarged in pictures, be sure that people will recognise them and not tell you that they don't have such large insects as the ones in your picture.

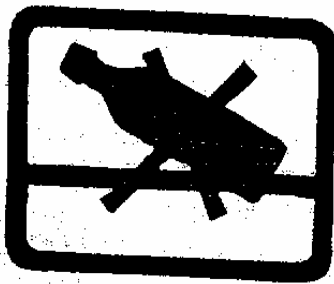
Symbols: Symbols like arrows, crosses or strokes have to be explained to people. Did you ever see a cigarette with a cross over it?

Sequence: If you are telling a story in pictures using a number of frames, make sure that you know from which direction the people are used to start reading.

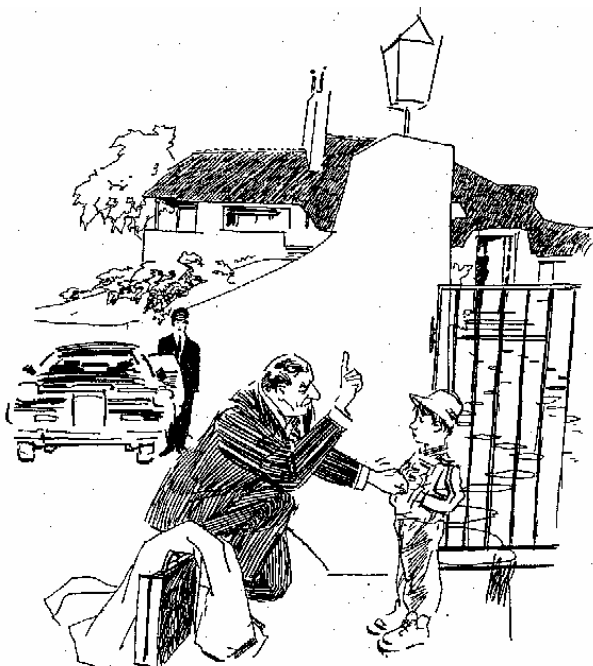
Colours: Always make sure that the objects in your pictures have the right colours. Grass is green and not red or blue. Colours also often have a special meaning, which might differ from country to country.



Highly stylized illustration from a mother breastfeeding her baby.



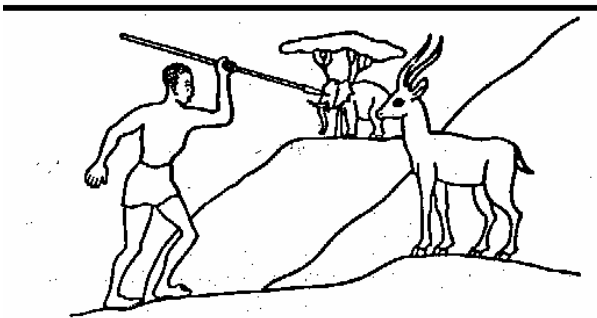
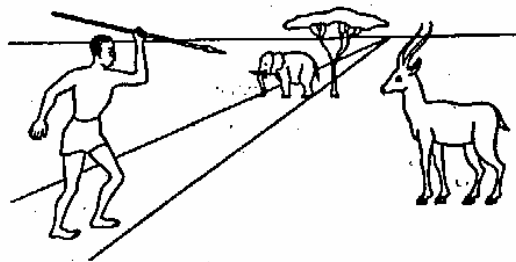
Pictogram: don't throw bottles from the train window



*'I will phone you from the air'.
Without this text (and for illiterate viewers)
the illustration is open to many interpretations*



Young girl or old woman.....?



Perspective lines and overlap to indicate depth. Some of the extensionist said that the hunter was pointing his spear to the elephant.



Lines indicating movement.

A.2 TYPES OF HUMAN BEHAVIOUR IN MEETINGS

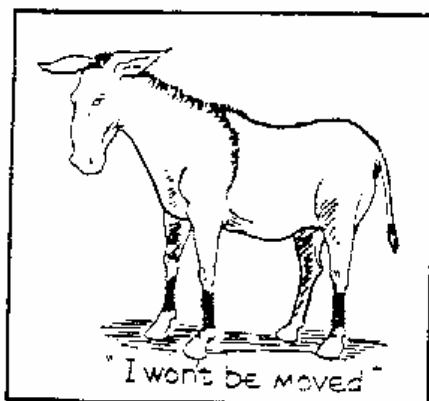
10. UNHELPFUL BEHAVIOUR IN A GROUP Animal Codes

We all delight in hearing we have been helpful in a group, but it is hard to face honestly the fact that some of our behaviour has not been helpful. This exercise uses humour to make this easier.

It should only be used after a group has been together for some time and when hard work in groups has broken down the first politeness, and participants have shown some of their characteristic reactions in time of stress.

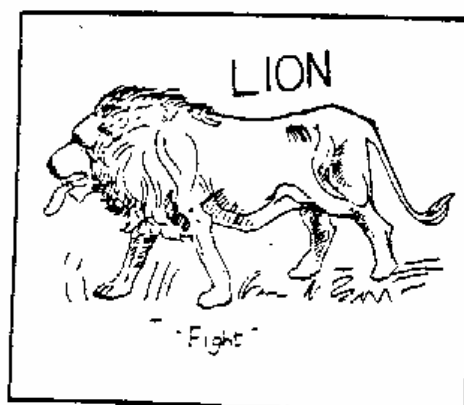
Procedure

1. The animator explains that we need to look at the negative as well as the positive side if we are to improve our leadership skills. Animals show in a very clear way some kinds of human behaviour.
2. The animator(s) describe with actions, gestures and humour each type of behaviour, and then they put up a picture of the animal described.



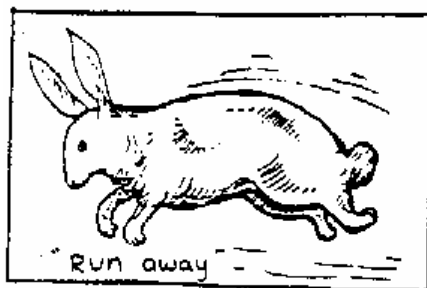
The Donkey

who is very stubborn, will not change his/her point of view.



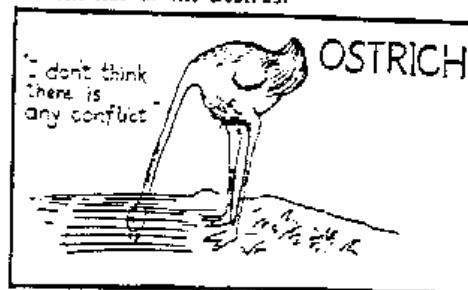
The Lion

who gets in and fights whenever others disagree with his/her plans or interfere with her or his desires.



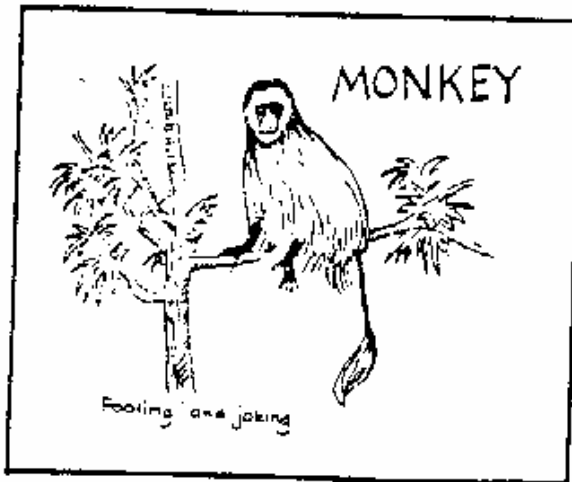
The Rabbit

who runs away as soon as (s)he senses tension, conflict, or an unpleasant job. This may mean quickly switching to another topic. (Flight Behaviour)

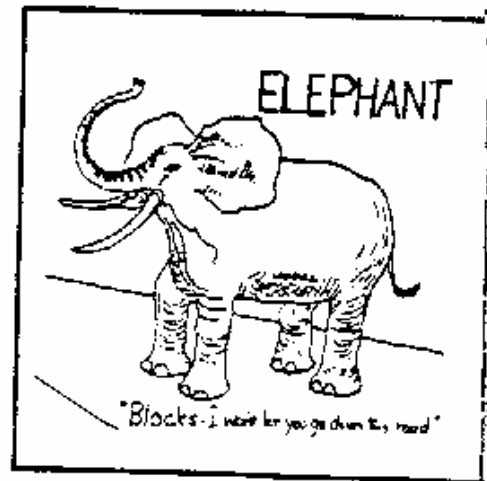


The Ostrich

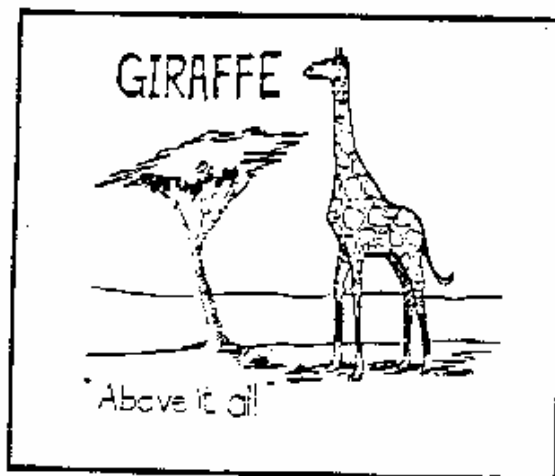
who buries his or her head in the sand and refuses to face reality or admit there is any problem at all.



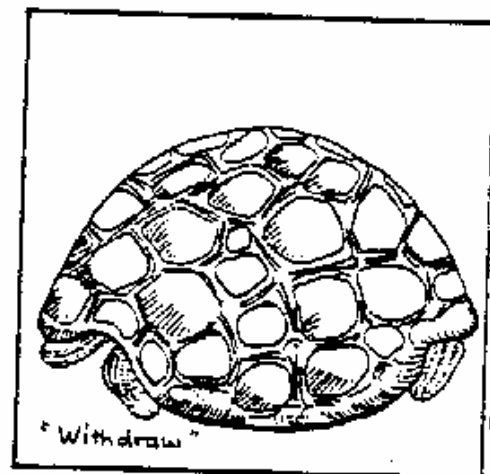
The Monkey
who fools around, chatters a lot and prevents the group from concentrating on any serious business.



The Elephant
who simply blocks the way, and stubbornly prevents the group from continuing along the road to their desired goal.



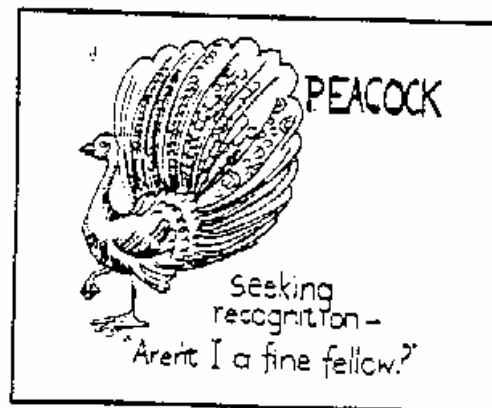
The Giraffe
who looks down on the others, and the program in general, feeling, 'I am above all this childish nonsense.'



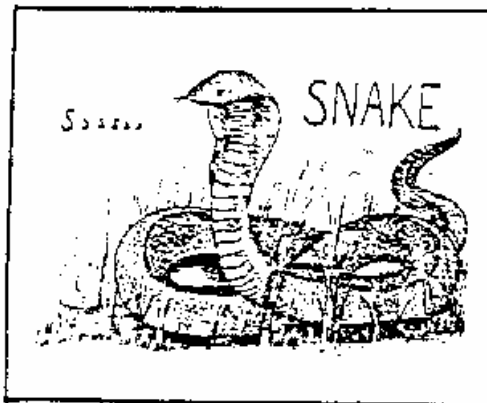
The Tortoise
who withdraws from the group, refusing to give his or her ideas or opinions.



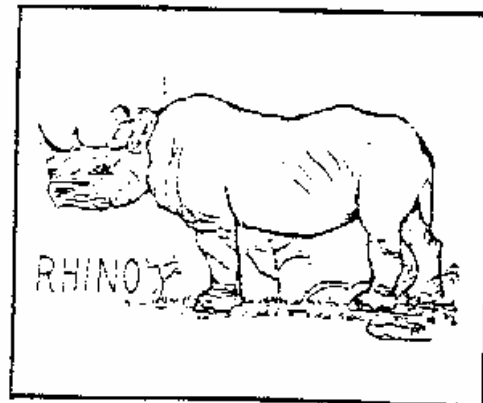
The Cat
who is always looking for sympathy. 'It is so difficult for me . . . miauw. . .'



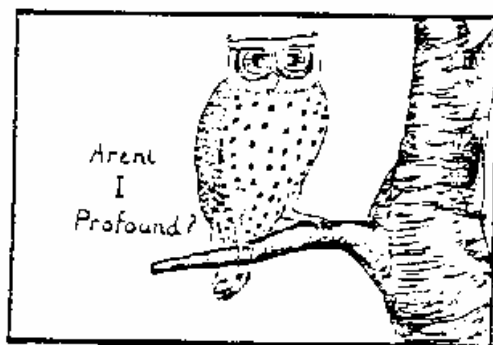
The Peacock
who is always showing off, competing for attention. 'See what a fine fellow I am!'



The Snake
who hides in the grass and strikes unexpectedly.



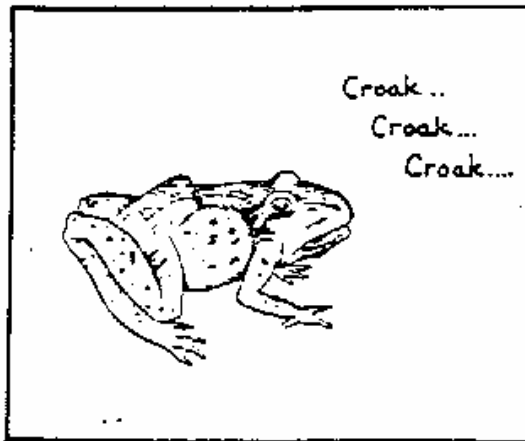
The Rhino
who charges around 'putting her/his foot in it', and upsetting people unnecessarily.



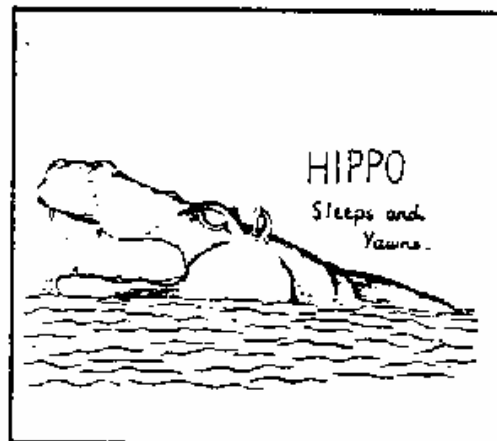
The Owl
who looks very solemn and pretends to be very wise, always talking in long words and complicated sentences.



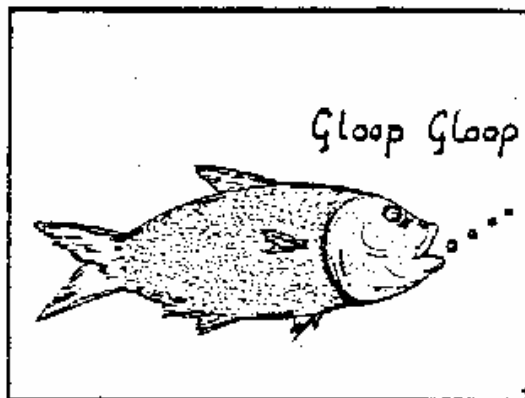
The Mouse
who is too timid to speak up on any subject.



The Frog
who croaks on and on about the same subject in a monotonous voice.



The Hippo
who sleeps all the time, and never puts up his head except to yawn.



The Fish
who sits there with a cold glassy stare, not responding to anyone or anything.



The Chameleon
who changes colour according to the people she is with. She'll say one thing to this group and something else to another.

3. After each animal has been explained and the pictures put up, the participants are asked to find a partner with whom they feel at home and discuss:
'If and when they have behaved like anyone of these animals during the workshop?'
4. Later these animals provide the group with a helpful vocabulary for giving feedback to one another. This should not be imposed upon people but only given if it is requested.

Time About 45 minutes.

Materials Pictures of animals.

Getting Appropriate Participation

BEHAVIOR	WHY	WHAT TO DO
OVERLY TALKATIVE	<ul style="list-style-type: none"> • He may be an "eager beaver" or a showoff. • He may be well informed and is anxious to show it, or just naturally garrulous. 	<ul style="list-style-type: none"> —Don't be embarrassing or sarcastic . . . you may need his skill later. — Slow him down with some difficult questions —Interrupt with: That's an interesting point . . . now let's see what the group thinks of it". — Let the group take care of him as much as possible.
HIGHLY ARGUMENTATIVE	<ul style="list-style-type: none"> • Combative personality . . . heckler. • May be normally good natured but upset by problems. 	<ul style="list-style-type: none"> —Keep your own temper in check . . . don't let group get excited either. — Find merit in one of his points . . . express your agreement (or get the group to do so) . . . then move on. —When he makes an obvious misstatement, toss it to the group . . . let them turn it down. —Talk to him privately during a break . . . try and find out what's bothering him.
QUICK AND HELPFUL	<ul style="list-style-type: none"> • Really trying to help. • Makes it difficult by keeping others out. 	<ul style="list-style-type: none"> —Cut across him tactfully by questioning others. —Thank him, suggest "we put others to work." —Use him for summarizing.
RAMBLER	<ul style="list-style-type: none"> • Talks about everything except subject. • Uses farfetched analogies, gets lost. 	<ul style="list-style-type: none"> —When he stops for breath, thank him. Refocus his attention by restating the relevant points, and move on. — Grin, tell him his point is interesting, point to blackboard and in a friendly way indicate we are a bit off the subject. — Last resort, glance at watch.
PERSONALITY CLASH	<ul style="list-style-type: none"> • Two or more members clash. • Can divide your group into factions. 	<ul style="list-style-type: none"> —Emphasize points of agreement. —Minimize points of disagreement (if possible). —Draw attention to the objective. —Cut across with direct question on topic. —Bring a sound member into the discussion. —Frankly ask that personalities be omitted.
OBSTINATE	<ul style="list-style-type: none"> • Won't budge! • Prejudiced. • Hasn't seen your point. 	<ul style="list-style-type: none"> —Throw his view to group. Give them a chance to straighten him out. —Tell him time is short, you'll be glad to discuss it later. Suggest he accept the group viewpoint for the moment.
WRONG SUBJECT	<ul style="list-style-type: none"> • Not rambling, just off base. 	<ul style="list-style-type: none"> —Take blame: "Something I said must have led you off subject, this is what we should be discussing" (restate point or use board). —Don't embarrass them.
SIDE CONVERSATION	<ul style="list-style-type: none"> • May be related to the subject. • May be personal. • Distracts members and you. 	<ul style="list-style-type: none"> —Call one by name, ask him an easy question. —Call one by name, then restate the last opinion expressed made by a group member, and ask his opinion of it. —If you are in habit of moving around the room, stand casually behind members who are talking. THIS SHOULD NOT BE MADE OBVIOUS TO GROUP.
INARTICULATE	<ul style="list-style-type: none"> • Lacks ability to put thoughts in proper words. • Is getting idea but can't convey it. • Needs help. 	<ul style="list-style-type: none"> —Don't say, "What you mean is this." Say, "Let me repeat that" (then put it in better language). —Twist his ideas as little as possible, but have them make sense.
DEFINITELY WRONG	<ul style="list-style-type: none"> • Comes up with comment that is obviously incorrect 	<ul style="list-style-type: none"> —Say, "I can see how you feel." —Say, "I see your point, but can we reconcile that with the (true situation)?" HANDLE DELICATELY.

**ASKS YOU FOR
YOUR OPINION**

- Trying to put you on spot.
- Trying to have you support one view.
- May be simply looking for your advice

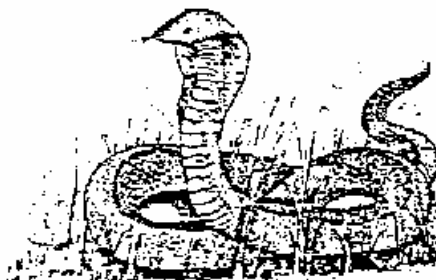
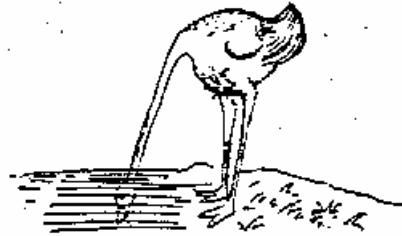
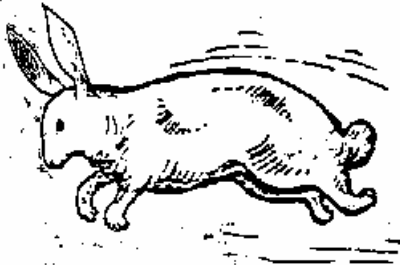
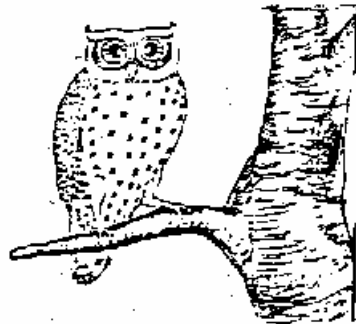
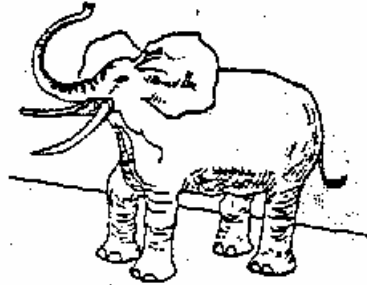
- Generally, avoid solving trainee problem. Help- -yes.
- Never takes sides.
- There are times when you must—and should—give a direct answer. Before you do, try to determine the reason for your view. Say, "First, let's get some other opinions . . . Joe, how do you look upon this point?" (select a member to reply).

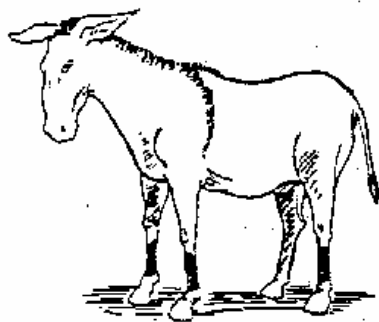
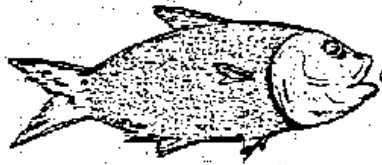
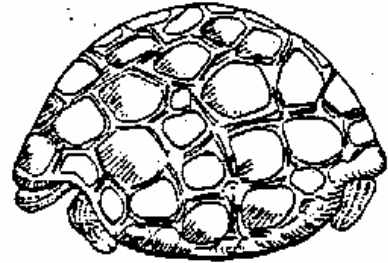
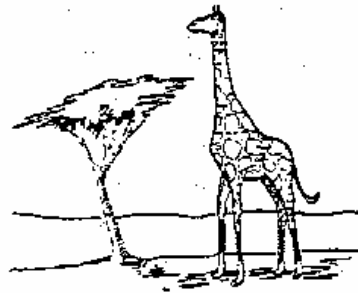
WON'T TALK

- Bored.
- Indifferent.
- Feels superior.
- Timid.
- Insecure.

- Your action depends on what is motivating him.
- Arouse his interest by asking for his opinion.
- Draw out the fellow next to him; then ask the quiet man to tell the fellow next to him what he thinks of the view expressed.
- If he is seated near you, ask his opinion so that he'll feel he is talking to you, not the group.
- If he is the "superior" type, ask him for his view after indicating the respect held for experience. (Don't overdo this. Group will resent it.)
- Irritate him for a moment by tossing a provocative query.
- The first time he does talk, compliment him. Be sincere!

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مشروع تطوير الري دورة تنمية مهارات الإتصال وادي تبين، م/ لحج 20-22 سبتمبر 2003

انواع السلوك الإنساني واثره في المجموعة

كل شخص يسعد لسماع المديح. مثلا ان يقال عنه انه كان عنصر نشيط في المجموعة، وفي نفس الوقت يصعب على كثير من الناس تقبل النقد حقل بعض التصرفات غير الصحيحة.

هذا التمرين يستخدم الدعايه للتعريف بعدد من التصرفات غير الجيده. ويجب ان لايجرى إلا بعد ان يكون اعضاء المجموعه قد تعرفوا على بعضهم البعض وفهموا طباع بعض.

إجراءات:

- يوضح المدرب اهميه النظر الى الجوانب السلبيه وكذا الايجابيه اذا اردنا تحسين مهارتنا القياديه. الحيوانات تعبر بصوره واضحه جداً عن بعض انواع السلوك الانساني.
- يصف المدرب بالحركه والإشاره والدعايه كل نوع من انواع السلوك، بعد ذلك يحدد المتدربين صوره الحيوان المقصود.

انواع الطباع:

1. عنيد جداً، ولا يغير وجهه نظره... فمن هو؟
2. يتدخل في كل شيء ويقاقل عندما لا يستجيب الاخرين لخطئه او يواجهونه او يؤثرون على مصالحه... فمن هو؟
3. يهرب عندما يحس ان هناك تشديد (زره) او صراع او عمل غير مريح... هذا ربما يعني الانتقال بسرعه الى موضع اخر (المتهرب)... فمن هو؟
4. يدفن رأسه في الرمال ويرفض مواجهه الحقائق او الاعتراف بان هناك مشكله... فمن هو؟
5. مهرج وثرثار ويعيق المجموعه من التركيز في عمل جدي... فمن هو؟
6. يقلل الطريق، ويعناده يعيق المجموعه من مواصلة المسير إلى هدفهم الذي يسعون اليه... فمن هو؟
7. ينظر إلى الاخرين بترفع، ويعتبرهم ادنى منه، وان برامجهم ليست من مستواه... فمن هو؟
8. ينسحب من المجموعه، ويرفض ان يدلي بأفكاره وأرائه... فمن هو؟

اليوسفي وكريستينا، مهارات الإتصال، مشروع تطوير الري، سبتمبر 2003

9. متمسكن.. ويبحث دائما عن العطف... فمن هو؟
10. دائما يحاول إظهار جماله، وجذب الاهتمام اليه... فمن هو؟
11. يتخفي، ويتدغ فجاءه... فمن هو؟
12. يظهر بمظهر الوفاق و الرزانة، ويحاول ان يبدو حكيما جدا. دائما يتحدث بكلمات قوية وعبارات معقدة... فمن هو؟
13. جبان، ويخاف ويتملص من المشاركه في أي موضوع...فمن هو؟
14. (ييقظ) هنا وهناك حول نفس الموضوع وبصوت ممل... فمن هو؟
15. ينام طوال الوقت، ولا يرفع رأسه إلا لئيتانب...فمن هو؟
16. يغير لونه وتصرفاته بحسب الناس الذين يكون معهم. يقول كلام معين لهذه المجموعه وكلام اخر للمجموعه الاخرى... فمن هو؟
17. يجلس(ساجح) ولا يحس لأبأحد ولا بشيء... فمن هو؟

مشروع تطوير الري دورة تنمية مهارات الإتصال زبيد، 13-15 سبتمبر 2003

ضمان المشاركة الفاعلة للمجموعات

السلوك	كيفية التعامل معه
<ul style="list-style-type: none"> كثير الكلام ويقاطع الآخرين 	<ul style="list-style-type: none"> قاطعه هكذا: (هذه نقطة جيدة.. ما رأي البقية) او .. (ملاحظة مهمة.. ولكن سنتحدث عنها في وقت لاحق)
<ul style="list-style-type: none"> نشط في الكلام ومتعاون 	<ul style="list-style-type: none"> قاطعه بلباقة عبر توجيه الاسئلة للآخرين. في نهاية الجلسة دعه يلخص اهم النقاط التي تم التطرق اليها في الجلسة.
<ul style="list-style-type: none"> يتكلم خارج الموضوع 	<ul style="list-style-type: none"> قاطعه عندما ياخذ نفس.. لشكره، وافت انتباهه الى موضوع الجلسة. ابتسم.. وقل له ان ما قال مهم ولكن خارج الموضوع الذي نتحدث عنه.. والذي هو.....
<ul style="list-style-type: none"> جدال وصراع بين اثنين 	<ul style="list-style-type: none"> ابتسم وتدخل لتهدئتهم.. وتنبههم ان يوجهوا الحديث لكل المجموعه. اعطيهم فرصه لطرح اراءهم.. واحدا بعد الاخر.. وبإختصار.
<ul style="list-style-type: none"> اثنين يتكلموا مع بعض 	<ul style="list-style-type: none"> ارفع واخفض صوتك اثناء الحديث. وجه سؤال لواحد منهم.. او قل: ايش رأيك يا فلان في هذه النقطة؟ اسقط قلم او اي شيء اخر، فإذا نظروا اليك، اشعرهم بان عرنك عليهم. اذا كنت معتاد التحرك اثناء التحدث، قف بجانبهم وبدون مايشعروا انك تريد منهم السكوت.
<ul style="list-style-type: none"> يريد التحدث ولكن لايجيد التعبير 	<ul style="list-style-type: none"> قل: خلوني اعيد ماقاله الاخ... (ثم اعد صياغة وطرح ما قال بصيغة مفهومة للجميع).
<ul style="list-style-type: none"> هادئ وساكت طوال الوقت 	<ul style="list-style-type: none"> شجعه على الكلام من خلال طلب رايه في الموضوع. عندما يتكلم هز راسك لتشجيعه على الاستمرار. اشكره بعد ام يتم كلامه.
<ul style="list-style-type: none"> شخص سابح وغير منته 	<ul style="list-style-type: none"> ارفع واخفض صوتك اثناء الحديث. وجه له سؤال.. او اطلب رايه. اذا كنت معتاد التحرك اثناء التحدث، قف بجانبه وبدون مايحس انك تريد منه الإنتباه.

مفروع تطوير الري
تطوير مهارات الإتصال

مهارات التقديم

- بصفتك مرشد زراعي ، قد يُطلب منك أن تقدم أو تشرح لمجموعات من المزارعين أفكار المشروع أو فوائد تشكيل الجمعيات ، وتنظم النقاشات بعد الشرح أو التقديم. وهناك نقاط يجب الاهتمام بها عند تقديم أو شرح موضوع لمجموعة من المزارعين:
1. قف بشكل مريح أو تحرك بضعة خطوات من حين لآخر. إذا كنت جامد أو غير مرتاح فإن الحاضرين سيكونون كذلك.
 2. لا تقف خلف طاولة (أو حاجز آخر) ، ولكن تحرك باتجاه الحاضرين.
 3. أستخدم يديك ووجهك أثناء الكلام ، ولكن لا تبالغ.
 4. أحرص على وجود "إتصال بالعيون" بينك وبين الحاضرين ، وطوف بعيونك على المجموعة التي أمامك ولا تنظر إلى واحد أو اثنين فقط عندما تتحدث.
 5. عندما تتحدث ، راقب رد فعل الحاضرين. هل يبدو عليهم الإرتياح؟ هل ينصتوا؟ هل هم سارحين أو منحسين؟
 6. قس قوة صوتك ، هل هو عالي بما فيه الكفاية؟ هل هو مسموع لكل فرد من الحاضرين؟
 7. أستخدم صوتك للتأثير ، كأنك تعزف على آلة موسيقية. غير نغمة صوتك (خشن- لطيف- ناعم) ودرجته (عالي - منخفض) وسرعته (سريع- بطيء) ونبرته. وذلك من أجل جذب إنتباه الحاضرين. نكلم بنغمة لطيفة كلما إقتربت من نهاية الجملة.
 8. أنطق الكلمات بوضوح. لا تتكلم بسرعة، ولا تتكلم من "خرك" ولكن من حلقك.
 9. أحرص على وجود وسائل بصرية في متناول يديك ، إنها ستشعرك بالراحة والإطمئنان. لأن الحاضرين سوف ينظرون إلى شئ آخر عوضاً عن النظر عليك طوال الوقت. هذا بالإضافة إلى أنها تكسب التقديم أو المحاضرة تنوعاً وتشويقاً وتكسر الرتابة والملل.

10. تأكد من جاهزية الأدوات والوسائل "البصرية" قبل بداية الإجتماع أو المحاضرة. خذ في الحسبان أن تركيز الحاضرين وإستماعهم للشرح سيقبل وسيحدث تشويش إن تم تركيب السبورة الورقية أثناء الإجتماع أو تم تسجيل أسماء الحاضرين بينما أنت تتحدث.
11. تكرب في البيت أو أمام زملائك بإلقاء الموضوع المراد تقديمه للمزارعين على الأقل ثلاث مرات حتى تصير واثق من قدرتك على تقديمه وإلقاء الحديث أمام المزارعين. وهذا سيجنبك الإرتباك أمام المزارعين.
12. أعرف الناس (الذين ستتحدث أمامهم). من هم؟ وماذا يعرفون عن الموضوع؟ ماذا يريدون؟ ماذا يتوقعون أن يسمعوا؟ هل هم مهتمون بك ومتشوقون لسماع حديثك؟
13. تقنن في تحفيز الحاضرين وجذب إنتباههم من خلال إستخدامك كلمات واضحة ومفعمة بالحياة. اختر الكلمات بعناية ، ولا تستخدم كلمات صعبة ومصطلحات غريبة. استخدم الأمثلة والتوضيحات أثناء الحديث. ولا تنسى تلطيف الحديث بالطرفة والدعابة. كن متحمسا وواثقا مما تقوله لهم.
14. أجعل الحاضرين يشعرون بالإرتياح ، ساندتهم وأظهر التعاطف معهم. لا تلومهم أو تقلل من شأنهم. حاول ذكر أسمائهم أو أسماء قراهم متى كان ذلك ممكنا أثناء الحديث. وأجعلهم يحبون الإصغاء لحديثك.

توزيع الادوار بين اعضاء الفريق

يجب توزيع الادوار بين اعضاء الفريق قبل تنفيذ الاجتماع، احدهما يعمل كمنسق والآخر كمسجل :

(1) المنسق : ويقوم المنسق بالمهام التالية :

- تقسيم وتنظيم المشاركين في النقاش .
- حث الجميع على المشاركة الفاعلة في النقاش.
- الاصغاء وطرح الاسئلة .

(2) المسجل : ويقوم بالمهام التالية :

- تسجيل اسئلة وملاحظات و آراء المشاركين.
- تدوين الملاحظات حول مدى تفاعل ومشاركة المزارعين في النقاش.

كيف تكون منسقاً جيداً

1. ان تكون مستمعاً جيداً .
- الاهتمام بما يقوله الناس والاصغاء جيداً لملاحظاتهم ومناقشاتهم .
2. ان تكون هديداً الانتباه .
- الانتباه الى تفاعل الحاضرين والى من يتكلم ومن لا يتكلم ومدى تفاعلهم مع الاسئلة والموضوعات المطروحة، ومعرفة متى يجب التدخل لضمان اعطاء فرص متساوية لكل من يرغب في الحديث.
3. ان تطرح الاسئلة بفعالية .
- طرح الاسئلة وتعميق الفهم لدى المشاركين . كلمة (لماذا ؟) كافية في الغالب لتعميق مستوى النقاش . من ؟ ماذا ؟ متى ؟ اين ؟ كيف ؟ اسئلة جيدة للحصول على تفاصيل اكثر .
4. ان تكون مرناً .
- تقبل آراء المشاركين والقدرة على تكيف وتغيير الاسئلة والتجاوب معها.
5. ان تكون منظمياً .
- تنسيق وترتيب الحديث والنقاش لمنع ضياع الوقت .
6. ان تكون لبيباً وواضحاً .
- الالمام والدراية بالموضوع من كافة جوانبه والقدرة على التواصل بعبارة بسيطة و اسئلة واضحة .
7. ان تكون حازماً وليس متسلماً .
- معرفة متى يجب التدخل خلال النقاشات ومتى يجب الصمت والقدرة على توجيه النقاش التوجيه الصحيح .

A.3 GENDER AWARENESS

First session on Gender Awareness for PIM extensionists⁵

Objective:

1. To introduce the term 'Gender' to a group unfamiliar with the concept.

Method:

1. Asking the group if they understand the difference between 'gender' and 'sex'.

2. Short explanation of the difference between gender and sex

The word gender was first used about 30 years ago to describe the characteristics of men and women which are **socially** decided in contrast to those characteristics which are **biologically** decided.

People are born female or male, but learn to be girls and boys who grow into women and men. They are taught what the appropriate behaviour and feelings, roles and activities are for them and how they should relate to other people. This learned behaviour is what makes up the gender identity and decided the gender roles.

Gender roles for women and men differ a lot from one culture to another and from one social group to another within the same culture. Race, class, economic circumstances, age --- all of these influence what is considered appropriate for women and men. As culture is changing over time, so gender patterns change as well. Sudden crisis, like war or famine, can totally and quickly change what men and women do. Sometimes for a short period, but also sometimes for ever.

The gender roles made up by the society have a strong influence on the daily life of women and men:

For example in working life: Although both men and women have roles in production of goods and services and public life, tasks ensuring the basic needs at family and household level fall almost entirely on women's shoulders. One of the results is that all over the world women have longer working hours than men.

Often this work is not recognised as real work and it is not expressed in money, let alone be remunerated (being paid for).

Men's agricultural work is often cultivating cash crops (and thus bringing in money) women's food production for the family is not paid and taken for granted.

⁵ Adapted from The Oxfam Gender Training Manual

In the public sphere it is the men who hold the high status positions and have decision making power, women mostly have the roles of support persons and organisers. Men's work in this sphere is highly rewarded, women's work is often under-valued.

Men's work is most of the time mechanized, while women tend to work with their hands or with simple and often inadequate hand tools.

In relation to sharing the world's resources and benefits gender inequality is very obvious:

According to UN statistics:

- Women perform 2/3 of the world's work
- Women earn 1/10 of the world's income
- Women are 2/3 of the world's illiterates
- Women own less than 1/100 of the world's property

Also in relation to human rights, culture and religion we find different roles for men and women determined by the society.

Once we realise the difference between biological roles (which cannot be changed) and the gender roles (which can be changed), we are able to look in a new way to our own life and our role in the society. Becoming aware of gender roles and understanding its reasons and roots give us a better possibility and choice for changing some and accepting others.

3. Hand out sheets of paper to participants and ask them to write the numbers 1 to 10 on the paper.

Reading out the following statements from the handout and ask participants to write 'G' against those they think refer to gender and 'S' to those they think refer to sex.

- Women give birth to babies, men don't (S)
- Little girls are gently, boys are tough (G)
- Over the last years, in Yemen girls attending secondary schools have better marks than boys (G)
- Amongst daily labourers in agriculture in Yemen, often women are paid in kind and men are paid in cash (G)
- Women can breastfeed babies, men can bottle-feed babies (S)
- Construction workers in Yemen are men. (G)
- In ancient Egypt men stayed at home and did weaving. Women handled family business. Women inherited property and men did not (G)
- Men's voices break at puberty, women's voices do not. (S)
- In one study of 224 cultures, there were 5 in which men did all the cooking and 36 in which women did all the house building (G)
- According to UN statistics, women do 67% of the world's work, yet their earnings for it amount only to 10% of the world's income (G).

Distributing the handout and discuss the answers with the group. Focus on the following questions and key ideas:

- Did any statement surprise you?
- Do the statements indicate that gender is inborn or learned?
- Gender roles vary greatly in different societies, culture and historical period
- Age, race and class are also major factor with determine gender roles.

مشروع تطوير الري
دورة تنمية مهارات الإتصال
زبيد، 13-15 سبتمبر 2003

مفهوم الجندر

النوع الاجتماعي (الجندر):

يشير مصطلح النوع الاجتماعي الى الادوار والمسؤوليات التي تحدد لكل من الرجل والمرأة والمكتسبه عن طريق التربيه الثقافيه والاجتماعية .
هذه الادوار والمسؤوليات تختلف من مجتمع الاخر ، وايضا داخل المجتمع الواحد كما انها تتغير عبر الزمن .

ويختلف مصطلح (النوع الاجتماعي) عن مصطلح (الجنس) في أن الاخير يشير الى الاختلافات الحيوية بين الرجل والمرأه .

ضع كلمة (جنس) أو (جندر) ، مقابل العبارات التالية ، بحسب نوعية الاختلاف بين النساء والرجال الذي تبينه العبارة.

1. النساء يلدن الاطفال، اما الرجال فلا.. ()
2. الفتيات الصغيرات لطيفات، والفتيان مشاكسون.. ()
3. في نتائج الثانوية العامة هذا العام، معظم اوائل الجمهورية من الطالبات.. ()
4. في القطاع الزراعي، أجر النساء اقل من أجر الرجال.. ()
5. تستطيع الامهات ارضاع الاطفال من الثدي، والرجال يستطيعون ارضاعهم بالرضاعة.. ()
6. معظم عمال البناء رجال.. ()
7. في بعض المجتمعات القديمة، كان الرجال يعملون في البيت وتذهب النساء للعمل خارج البيت. كما كان يتم تسجيل الممتلكات باسمهن.. ()
8. يتضخم صوت الذكور في سن البلوغ، اما الإناث فلا.. ()
9. اعمال البيت ورعاية الاطفال تقوم بها النساء، ويعمل الرجال خارج البيت لتوفير متطلبات الاسرة.. ()
10. في كل دول العالم، تعمل النساء اكثر بكثير من الرجال، ومع ذلك يحصلن على دخل اقل.. ()

A.4 PARTICIPATORY RANKING METHODS



تحليل المشاكل وترتيب الأولويات

تحليل المشاكل وتحديد الاحتياجات:

بعد جمع وتحديد المشاكل التي تواجه المزارعين ، فإن الخطوة التالية التي يفترض أن يقوم بها المرشد هي تحليل هذه المشاكل بمشاركة المزارعين لإكتشاف الأسباب التي أدت إلى وجود هذه المشاكل وكذا التعرف على الآثار أو العواقب الناتجة عنها. وهذا يسمح بمعرفة وتحديد الحلول والاحتياجات والإستراتيجيات التي يفترض إتباعها.

ومخطط تحليل المشاكل يعرف أيضاً باسم شجرة تحليل المشاكل ، حيث نفترض أن المشكلة تمثل ساق الشجرة والجذور أسباب المشكلة والأغصان تمثل آثار المشكلة أو العواقب. والسبب الرئيسي قد يكون ناتج عن أسباب أخرى أدت إلى حدوثه ، كما أن الآثار أو العواقب قد تقود إلى عواقب أخرى.

ترتيب الأولويات:

بعد تحليل المشاكل وتحديد الاحتياجات ومعرفة مسبباتها، فإن الخطوة التالية هي ترتيب الأنشطة أو الاحتياجات بحسب أولويتها أو أهميتها ، وذلك بمشاركة المزارعين أنفسهم.

وترتيب الاحتياجات بحسب الأولوية يفيدنا في التركيز على الاحتياجات الأكثر أهمية ثم الأقل منها ، أو على الأهم فالمهم. وبالتالي الحفاظ على الموارد والجهود من التشتت.

ولإدراج أي نشاط في برنامج العمل يجب ان تتوفر خمسة شروط وهي:

- ١) وجود مشكلة تهم قطاع (واسع) من المزارعين.
- ٢) وجود حلول متوفرة.
- ٣) وجود مخصصات
- ٤) يدخل ضمن الإختصاص.
- ٥) ذو أولوية.

هناك عدة طرق لترتيب الاحتياجات حسب الأولوية سنكتفي هنا بالإشارة إلى إثنين منها:

١. الترتيب المزوج:

- يتم كتابة الاحتياجات أفقياً وعودياً بنفس الترتيب.
- تظل الخانة الأولى ، ويتم مقارنة الإحتياج الأول من العمود الرأسي مع الإحتياج الثاني من العمود الأفقي ويكتب الإحتياج الأهم في مربع الإنتقاء.
- يتم مقارنة الإحتياج الأول مع الثالث بنفس الطريقة.
- عند الإنتقال إلى السطر الثاني يتم تظليل خانتين، ويتم مقارنة الثاني مع الثالث ... وهكذا.
- عند الإنتهاء من مقارنة الإحتياج مع بعضها البعض. يتم حساب تكرار كل إحتياج. والإحتياج الأكثر تكراراً يكون ذو مرتبة أعلى من حيث الأولوية.

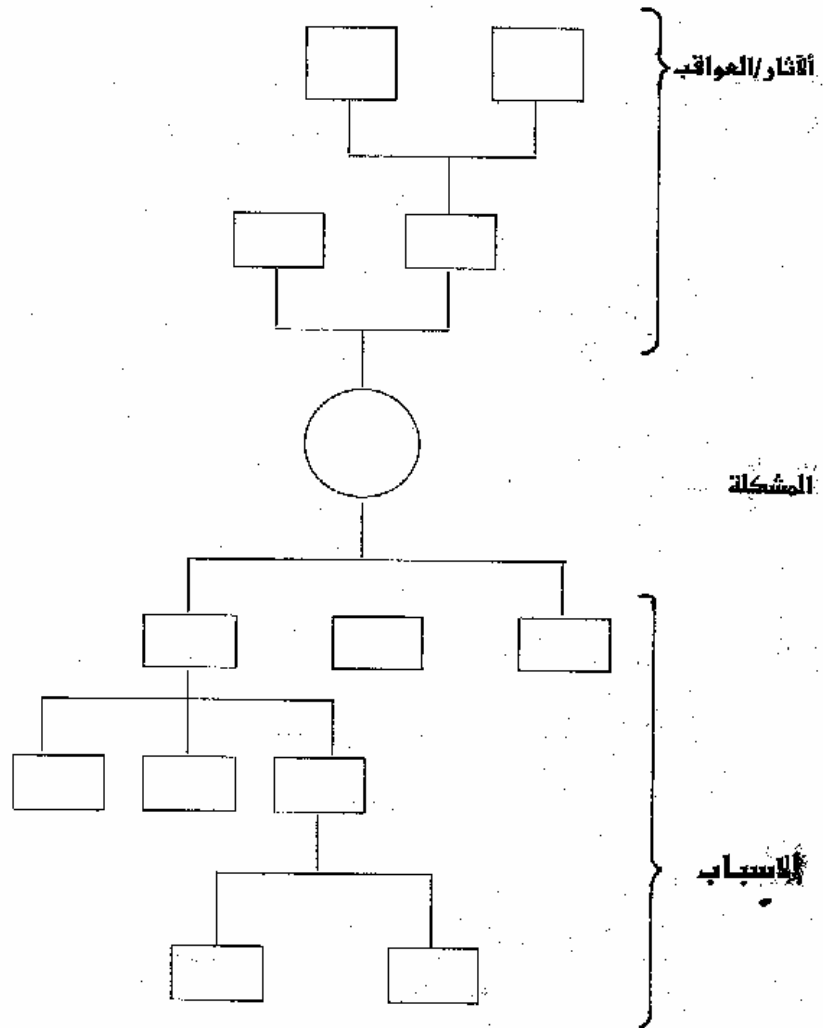
٢. طريقة العشرين حصاه:

هذه الطريقة سهلة وعملية ، خصوصاً عند تطبيقها مع المزارعين كما أنها توضح القيمة الحقيقية والأهمية النسبية لكل إحتياج.

الطريقة:

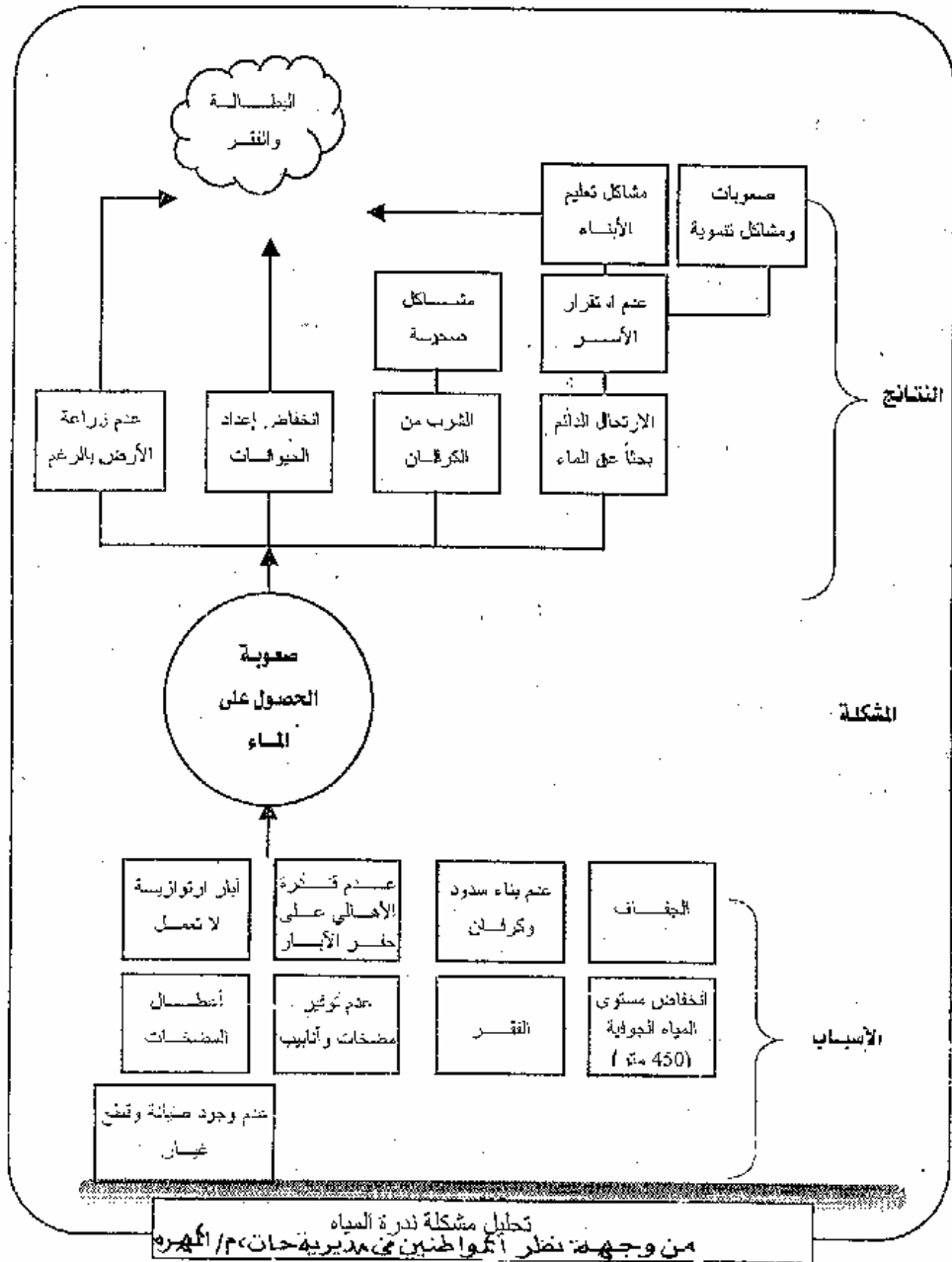
- بعد تحديد الإحتياجات ، يكتب (أو يرسم) كل إحتياج على ورقة مستقلة.
- يتم جمع عشرين حصاه صغيرة (أو عشرين غطاء من أعطية المشروبات الغازية).
- أطلب من المشاركين تقسيم الحصوات العشرين على الإحتياجات بحسب أهمية كل إحتياج.

تحليل المشاكل



A27

نموذج



نموذج

اهم المشاكل بمديرية حات 3 / المهرية

المشكلة	اسبابها	الحلول المقترحة من وجهة نظر المواطنين
1. صعوبة الحصول على المياه	1. الجفاف . 2. انخفاض منسوب المياه الجوفيه 3. عدم تركيب مضخات على الابار المحفورة . 4. قلة مدد الكرفان وانعدام السدود . 5. كثرة اعطال المضخات المركبة .	1. انشاء سدود وكرفان لحجز مياه الامطار . 2. عمل مسح فني لمعرفة امكانيات الابار التي سبق حفرها . 3. تركيب مضخات على الابار المحفورة . 4. تدريب كوادر محلية لصيانة المضخات . 5. الاشراف على حفر الابار وتركيب المضخات من قبل السلطه المحليه لتلافي سلبيات الماضي . 6. بناء خزان كبير في مركز المديرية .
2. البطالة	1. عدم توفر فرص للعمل . 2. ضعف التعليم . 3. عدم وجود تعليم فني .	1. الاهتمام بالتعليم من قبل السلطات في المحافظة والحكومة .
3. ضعف التعليم وانتشار الامية	1. قلة عدد المدرسين . 2. قلة عدد الفصول الدراسية . 3. عدم وجود سكن داخلي وتغذيه لابناء البدو الرحل .	1. توفير احتياجات المديرية من المدرسين . 2. بناء فصول اضافية . 3. توفير سكن وتغذيه لابناء البدو الرحل .
4. تدهور تربية الابل والماعز	1. قلة المراعي بسبب الجفاف . 2. ندرة الماء . 3. غلاء الاعلاف المركزة المستورده من سلطته عمان . 4. الامراض التي تصيب الحيوانات . 5. صعوبات في التسويق .	1. توفير الاعلاف المركزة المصنعه محليا وباسعار مناسبه . 2. وضع محاتجات لمشكلة الماء في المديرية . 3. توفير الخدمات البيطريه . 4. انشاء مقصب للحمال وسوق للحيوانات . 5. انشاء جمعيه لتربي الابل .

A29

الترتيب حسب الأهمية باستخدام المقارنة المزدوجة

الموضوع	1	2	3	4	5	الترتيب
.1	■					
.2	■	■				
.3	■	■	■			
.4	■	■	■	■		
.5	■	■	■	■	■	

B. PROGRAMME PROPOSAL EXCHANGE VISIT PIM EXTENSIONISTS

Objectives:

- To exchange information and learn from experiences related to
 - Community awareness campaigns
 - WUG formation meetings
 - WUA formation process
 - Preparatory design meetings
- To increase understanding of the project aims and PIM approaches.
- To increase team spirit and feelings of project belonging and loyalty.
- To enhance motivation and improve work performance. (i.e. through the possible emerging of a somewhat competing atmosphere between both extensionists groups).

Intended outcome:

After the visit, the PIM extensionists are expected to:

- Point out 3 to 5 differences and similarities concerning the PIM approach and the extensionists' work, in their area and the one they visited.
- describe at least 3 points what they learned from the visit and how it can improve their individual and/or group performance.
- make an action plan to implement and monitor suggested improvements (together with the 3 PIM staff).
-

Target groups:

12 PIM extensionists + 3 PIM staff PIU-Wadi Tuban

12 PIM extensionists + 3 PIM staff PIU-Wadi Zabid

Time:

Wadi Tuban group to visit Zabid mid October 2003⁶

Wadi Zabid group to visit Tuban after Eid al Fitr, beginning December 2003

Duration & Programme:

4 days including travel

- Friday: Travel Sabr-Al Jarahi (Al Jarahi-Sabr) by public transport (bus)
- Saturday morning: Welcoming + project & programme information. (present status of the progress so far, problems and remedies, etc.)
- Saturday afternoon: Attending ongoing field meetings with WUGs/WUA's
- Sunday morning: Field visit to wadi and various irrigation structures

⁶ Due to time pressure, the visits have been postponed to end Dec 2003-January 2004

- Sunday afternoon: Attending ongoing field meetings
- Monday morning: Small group & plenary discussion on weak and strong points of farmers meetings, PIM process and the role of the extensionists in these. Evaluation of the programme and recommendations for return visit (Zabid to Tuban).

Budget:

Per Person:⁷

Accommodation: 3 days x 1000 YR = 3.000

Travel Allowance: 4 days x 1000 YR = 4.000

Transport: 2 x 1500 YR = 3.000

Internal transp.: 1000 YR = 1.000

Contingencies: 550 YR = .550

Total 11.550 YR
x 26 = 300.300 YR
+transport and DSA coordinator 10 days = 84.000 YR
TOTAL-----384.300 YR

Action:

1. Discuss proposal with IIP/PMU director
2. Discuss proposal and budget with PIU directors Tuban and Zabid
3. Discuss proposal with PIM staff and extensionists Tuban and Zabid.
4. Distribute proposal to relevant consultants for comments
5. Finalizing proposal by AG Alyousufi and sending copies to all parties concerned
6. PIM staff Tuban/Zabid to prepare visit logistics at locations (coordinated by phone through AG Alyousufi) and to organise post-mortem meeting and submit the report (see: expected outcome) to Abdu Ghalib within one week after the visit.

Total coordination, supervision and facilitation by PMU-Communication specialist Abdu Ghalib Alyousufi

⁷ Local consultants (PIM staff) to take care of their own financial arrangements.

TENTATIVE PROGRAMME COMMUNICATION SPECIALISTS
27 AUG - 10 OCT. 2003

ACTIVITIES	Week 1 28/08 05/09 Sana'a	Week 2 06/09 12/09 Tuban	Week 3 13/09 19/09 Zabid	Week 4 20/09 26/09 Tuban	Week 5 27/09 03/10 Zabid/Sana.	Week 6 04/10 09/10 Sana'a
Mission programme; Preparing and discussing	==					==
Communication skills development sessions; Preparing course contents, manuals and handouts.	=====					
Hodeidah Radio programme; Reviewing broadcasts tapes Discussing review + advising on coming programmes.	==		==			
Aden Radio programme; Initiating broadcasts.		=		==		
Calendar 2004; Preparing design, making photographs/illustrations/text and lay out.	==	=	=		==	==

C.

ACTIVITIES	Week 1 28/08 05/09 Sana'a	Week 2 06/09 12/09 Tuban	Week 3 13/09 19/09 Zabid	Week 4 20/09 26/09 Tuban	Week 5 27/09 03/10 Zabid/San.	Week 6 04/10 09/10 Sana'a
School note book for children; Preparing contents for cover pages. (text, illustrations, puzzle) (cancelled by PMU)	=					==
Flashcards WUA awareness; Distribution		=	=			
WUA promotion flyers + WUG meeting announcement; Advising distribution Evaluation		=	=			
Monitoring progress, performance & on-the-job guidance of PIM extensionists and staff.		=====	=====	=====	=====	
Communication skills development course (part 1); 3 days sessions on listening, presentation & meeting skills and PRA.		=====				

ACTIVITIES	Week 1 28/08 05/09 Sana'a	Week 2 06/09 12/09 Tuban	Week 3 13/09 19/09 Zabid	Week 4 20/09 26/09 Tuban	Week 5 27/09 03/10 Zabid/San.	Week 6 04/10 09/10 Sana'a
Communication skills development course (part 2): 3 days sessions on group dynamics, practical meeting & presentation skills, pictorial perception, gender awareness for PIM staff and extensionists			=====	=====		
Assessing specific communication skills demands and needs among WUG representatives and WUA board members + preparation of first communication skills development session for them. (felt as too early and postponed to later date.)		=====	=====			
Conducting first session on Comm. skills WUA board members. (see box above)				==	==	

ACTIVITIES	Week 1 28/08 05/09 Sana'a	Week 2 06/09 12/09 Tuban	Week 3 13/09 19/09 Zabid	Week 4 20/09 26/09 Tuban	Week 5 27/09 03/10 Zabid/San.	Week 6 04/10 09/10 Sana'a
Investigating pictorial adaptations for communication of technical designs drawings to farmers + design committees		==	==	==	==	
Family awareness and participation programme. Monitoring progress, assessing impact and advising on further implementation.		==		==		
PIM Extensionists exchange visit. Preparing programme				=	=	==
Coordination with AREA extension programme on developing joint communication strategy					=	

IIP Communication Programme Aug-Oct
 Yemen/30 05-03/CS-AGY

C.4

C4

D. ITINERARY COMMUNICATION SPECIALIST 27/08 – 10/10 2003

- 27-28/08. Travel to Yemen, arrival Sana'a
- 29/08 Installing ACDS 5.0 photo-edit programme on computer and getting to grips with it. Organising IIP photo files on computer.
- 30/08 Meeting with TL Pieter Raymakers. To PMU; meeting with PMU communication specialist Abdu Ghalib Alyousufi, briefing on progress over the last 6 weeks + present bottlenecks for the programme, discussing the fresh-from-the-press WUA promotion flyer, making outline for the programme for the coming 6 weeks and meeting with PMU director Abdulillah Hatrum. Writing tentative programme, meeting with Wouter Hoenderdos. Providing Martin de Graaff with names for Arcadis proposals.
- 31/08 To PMU; Finalising mission programme with Abdu Ghalib, reviewing manuals and papers on community skill development, brought from NL. Discussing possible course contents.
- 01/09. To PMU; Presenting and discussing mission programme communication specialists with PMU director Hatrum. Selecting topics for communication skills dev. sessions and tasks division. Arranging Tuban programme and contacting Tuban PIU director about it. Emails to IIP TL and dept. TL about programme and field visits communication specialists.
- 02/09 To PMU; Trying to locate radio broadcast tape, but was not yet collected from bus station. Reviewing calendars and discussing objectives and ideas for possible IIP calendar. Discussing with AG monitoring communication performances of PIM staff/extensionists, ideas on possible mediation between Zabid staff and fine-tuning programme Tuban.
- 03/09 Preparing topics (gender awareness, use of pictures in extension) for CSD course. Meeting with Abdallah Musleh, information officer LWSS Aden support project (Arcadis/EU). Collecting course and extension materials for field visit.
- 04/09 Meeting with ADRA (NGO to support Primary Health and Education for women and young girls) representative Mrs. S. Beatty. Working on tentative checklist for performance monitoring PIM staff/extensionists.
- 05/09 Travel to Aden with AG
- 06/09 Meeting with PIU director Anwar Abdul Karim and PIM staff Tuban and visiting PIM staff of Zabid, about clashing of programmes (exchange visit of Zabid PIM staff to Tuban) and decision to postpone the com. skills development sessions for PIM extensionists to Monday. Short meeting with PIM extensionists to inform them, about postponement of programme and to ask them to jointly prepare a list (to be presented on Monday morning) with their strong and weak points during meetings with farmers and how they deal with these. (they didn't do this) Preparing handouts with AG. Attending part of meeting Zabid/Tuban staff, discussing results and problems with meeting

- facilitator Inga Rasing. Discussing with AG apparent training needs PIM staff on communication skills and how to remedy these.
- 07/09 Discussing with John and Inga ideas of including extra sessions by communication specialists on participatory ranking techniques and priority setting for PIM and engineering staff (Tuban/Zabid) for their work with preparatory design committees. Attending meeting with staff Tuban/Zabid. Working on performance monitoring checklist. Meeting with PIM staff and Fathya Hassan (engineering dept.), discussing different roles of engineering and PIM staff in preparatory design process in order to find out training needs for communication skills. Attending with AG afternoon meeting for WUG formation in al Wahd.
- 08/09 Conducting with AG communication skills development sessions for PIM extensionists; lectures and exercises on listening skills and presentation techniques, dealing with questions, etc. Evaluating yesterday's WUG formation meeting with AG and defining more specific training needs for PIM staff and extensionists in Wadi Tuban.
- Further preparation of sessions and hand-outs for the second part of the Communication skills development course for Zabid and Tuban with AG.
- 09/09 Conducting sessions for PIM extensionists on problem analysis and ranking methods, using participatory techniques and exercises. Writing detailed programme Communication specialists for the next two weeks in Zabid and Tuban. Discussing translation of hand-outs with AG. Work was rather hampered by three long lasting powercuts.
- 10/09 Discussing with Fathya Arshad the programme for the next visit to Tuban of the communication specialists. Discussing and arranging logistics for the travel and stay in Zabid with John R., Richard Sewardziak and Abdallah Sharif. Briefing from Fathya Arshad on the PIM awareness meetings for women with female extensionists. Attending meeting with Al Thaleb preparatory committee for WUA formation. Reviewing recently made PIM photos and downloading them in computer. Discussing with Fathya and Hijam possible training during next visit to Tuban for use of digital camera, photographic skills and techniques and improved filing in PIM computer.
- 11/09 Finishing lecture formats and hand-outs on use of pictures in extension and gender awareness. Shopping and packing for Zabid.
- 12/09 Travel to Zabid; unpacking, cleaning and arranging rooms and kitchen in guesthouse, etc.
- 13/09 Arranging training room; conducting with AG communication skill development sessions for PIM extensionists. Review listening skills, use of pictures in extension and pictorial perception, human types of behaviour at meetings. Attending with AG afternoon meeting for WUG formation in Kurayn. Evaluating meeting with AG to bring up a number of points in tomorrow's sessions.
- 14/09 Continuation communication skills development course. Gender awareness, review yesterday's meeting and discussing suggestions for improvement of the voting system. Preparing individual presentations. Team meeting with PIU

- director Khalid al Attas. Travel to village for afternoon meeting, but due to flooded wadi village could not be reached.
- 15/09 Continuation Comm.skills development course with practical presentation exercises and monitoring/correction. Attending WUG formation meeting in Al Mawi/Yussufi area.
- 16/09 Arranging and editing photographs made during the previous days. Attending awareness meeting in Al Jarahi.
- 17/09 Meeting with PIM staff to discuss findings and recommendations on work extensionists + guidance for farmers design committee meetings. Discussing evaluation papers of PIM extensionists on the communication skills development sessions. Attending WUG formation meeting.
- 18/09 Travel to Aden.
- 19/09 Working on itinerary; preparing communication skills development sessions for Tuban.
- 20/09 Conducting with AG communication skills development sessions (part 2); same programme as previous week in Zabid. Afternoon WUG formation meeting in Sabr cancelled as only 6 farmers turned up. Discussing with AG process of participatory design, present bottlenecks and role of communication within the process.
- 21/09 Conducting with AG second day CSD, Special attention was paid to the cancelled meeting of yesterday, its reasons (using a ranking method) and the role and actions of the extensionists concerning this matter. Reading manual dig. photocamera and training of Hijam, Bilqis, Fathya A. in basic use digital camera
- 22/09 Conducting with AG day 3 of CSD, practical exercises in presentation skills. Attending afternoon WUG formation meeting in Al Wahd. On-the-job training of Fathya and Bilqis in composition of photos.
- 23/09 Discussion with AG, Fathya Hassan and Nassr (engineers) on making 3-D models and drawings of technical design drawings. Filing and selecting photographs. Evaluation of yesterday's WUG formation meeting with AG and lessons learned. Briefing Amin (extensionists) with Fathya Hassan and AG on making simple drawing of technical design. Discussing with Bilqis the photographs she took yesterday at the WUG formation meeting. Attending afternoon WUG formation meeting in Sabr.
- 24/09 Installing ACDsee photo editing programme on PIM computers, explaining its uses to Bilqis. Debriefing on findings communication specialists to PIU director Anwar Abdul Karim. Transferring photofiles to CD-rom as back-ups. Evaluation PIM extensionists sessions + re-explanation and exercise on ranking method. Travel to Sana'a, short meeting with AREA's Director of ETD, Dr. Khalil al Sharjabi, discussing agricultural extension contract with IIP.
- 25/09 Briefing Olaf Verheyen on field visits to Tuban and Zabid. Discussions with Frank van Steenberg on participatory approaches in IIP and present experiences within the project.

- 26/09 Cleaning of kitchen guesthouse
- 27/09 Selecting, editing and printing photos for report and PR purposes.
- 28/09 To PMU. Briefing PMU director mr. Abdullillah Hatrum on field visits together with Abdu Ghalib, discussing its findings and reviewing and adjusting mission programme. Contacting PIM Zabid to find out their meeting programme with farmers. Meeting with AG and Moh. Barakat on performance of PIM extensionists in Tuban and Zabid. Discussing with AG programme for the coming days and outline of mission report. Briefing Wicher on ideas for transferring technical design drawings into simple drawings and/or models for farmers. Discussing with Wicher the steps of the participatory design process and the possible communication needs for it.
- 29/09 To PMU. With AG discussing and preparing proposal for programme and budget exchange visits PIM extensionists Zabid/Tuban and vice-versa. Brainstorming on ideas for IIP calendar 2004. With AG reviewing Wicher's paper on steps in the participatory design process, discussing possible inputs for communication. Reading and commenting upon TOR AREA agricultural extension input for IIP. Discussing request of PIU director Tuban for model development of irrigation structures and possibilities to do this together with farmers and PIU staff/extensionists in combination with a training on participatory ranking (priority setting) to be given by AG in October. Contacting Fathya Hassan on progress with developing 3 D drawings from technical designs (failed).
- 30/09 To PMU. Finalizing proposal extensionists exchange programme. Discussing TOR AREA. Contacting Fathya Hassan in Tuban and Nassr (failed). Discussing lay-out, costs, nr. of copies, possible photographs and drawings etc. of the calendar. Brainstorming on participatory approaches and critically reviewing the input of both communication specialists (strong and weak points of the programme) and how to improve.
- 01/10 To PMU. Contacting Fathya Hassan, who faxed the second drawing of PIM extensionists Amin. Discussing the drawing with Eng. Fawzi Mujahid and mr. Hatrum and further brainstorming with them on making models of styrofoam. Some very good suggestions were brought forward. Explaining proposal on exchange visit PIM extensionists to PMU director and getting his approval. (including the budget) Discussing i.a. with Head Eng. Mr. Anwar Girgary more on AREA TOR and possibilities and restrictions for communication specialists to comment. Reviewing guidelines for participatory design process with AG and wondering about the status of this paper, follow-up etc. Discussion about communication needs and approaches of consultants guidelines to the executing staff in the field. Discussing continuation of programme during the coming 2 months and the next mission input of the Arcadis communication specialist. Discussing comments for inception report AREA input.
- 02/10 Working on mission report
- 03/10 Working on mission report

- 04/10 To PMU; meeting with PMU director on coming programme PMU communication specialists and proposing ideas on next mission input of Arcadi communication specialist. Working on mission report.
- 05/10 With Abdu Ghalib meeting with Arcadis IIP TL Pieter Raymakers, debriefing him on this mission activities, AG's coming programme and ideas for next mission input. Working on mission report.
- 06/10 Struggling to get report into Arcadis/IIP report template. Discussing with AG on first draft of report.
- 07/10 Working on report. Discussing report with AG , including his comments
- 08/10 Working on mission report, review with AG.
- 09/10 Finalizing and printing report. Writing contribution to 2nd quarterly progress report.
- 30/10 Departure Sana'a to Amman
- 31/10 Departure Amman-Arrival in Amsterdam.

E: PROGRAMME OCT-DEC 03 & PROPOSED INPUT NEXT MISSION DEC 03-JAN 04

During the period between the end of the present mission and the start of the next input, (10 oct. till 20 Dec.2003)⁸ the PMU communication specialist mr. Abdu Ghalib Alyousufi will take care of the following programme items

1. Production of the IIP calendar 2004, including fieldvisits to collect specific local information from Zabid and Tuban and preparing distribution.
2. Overseeing printing of WUG formation flashcards sets and distributing them to Tuban and Zabid.
3. Finalizing programme proposal for exchange visit PIM extensionists, organising and participating in both exchange visits.
4. Preparation for training on modelling irrigation structures.

The proposed programme items for next mission with 4 weeks field input are:

1. Continuation of Communication Skills Development sessions for PIM extensionists in Tuban and Zabid on practicing meeting facilitation and presentation, attitude and behaviour awareness and change, group dynamics, etc. (3 days preparation + 2x3 days)
2. Counselling PIM staff on their tasks in performance monitoring and training of PIM extensionists (training-to-train). 2x1.5 day
3. Training of PIM staff and engineers involved in participatory design with ranking methods and participatory modelling irrigation structures from low-cost materials. (2x3 days)
4. Identifying specific information and communication needs in the WUA contracting process (1 day) and design preparation of appropriate communication materials. (2 days)
5. Monitoring WUG, WUA and participatory design meetings to identify communication bottlenecks and remedy these by extra CSD sessions and supporting communication approaches and materials.
6. Overseeing distribution of 5000 copies of the IIP 2004 calendar. 2x1 day
7. Evaluating WUG formation flash cards
8. Reviewing first draft of O&M manual on proper dissemination potential and short pre-testing with target groups. (2 days).
9. Debriefing, feed-back discussions and reporting. (5 days)

⁸ From 26 Nov. till the first week of December Ramadhan and Eid al Fitr will be celebrated.

F. SAMPLES OF PRODUCED MEDIA

ماذا نعني من جمعيات مستخدمي المياه



ما هي جمعية مستخدمي المياه؟

هي جمعية أهلية طوعية معترف بها رسمياً، يشكلها ويديرها المزارعون الذين يسقون حقولهم من مياه السيول.



ما هي أهداف الجمعية؟

- تقوية وتنسيق العمل التعاوني الجماعي لمستخدمي مياه السيول، والحفاظ على مصالحهم وتحقيق متطلباتهم.
- المحافظة على قنوات الري والإشراف على عملية توزيع المياه.

ما هي وظائف ونشطة الجمعية؟

- تشغيل وصيانة قنوات الري التي تشرف عليها.
- وضع خطط توزيع مياه السيول على الحقول الواقعة في منطقة عملها.
- تقدير وتحصيل رسوم مقابل خدمات التشغيل والصيانة.
- تمثيل المزارعين أعضاء الجمعية في الاجتماعات التي تعقد مع الجمعيات والهيئات الأخرى.
- حل النزاعات التي تنشأ حول توزيع مياه السيول.
- القيام بنشاطات اجتماعية / اقتصادية لتجديد دور الجمعية وخدمة أعضائها.



ما هي شروط العضوية؟

- ان تكون مالكا او مشاركا او مستأجرا لأرض زراعية في نطاق عمل الجمعية.
- الالتزام بالنظمة ونوائح وقرارات الجمعية.
- دفع رسوم الإنضمام والتسجيل.



ما هي حقوق أعضاء الجمعية؟

- حق المشاركة وطرح الآراء في اجتماعات الجمعية.
- حق الترشيح لعضوية مجلس إدارة الجمعية.
- الحصول على حصصهم من مياه الري نظير رسوم أقل من تلك المحددة لغير الأعضاء.
- الحصول على أي خدمات تقدمها الجمعية لأعضائها.



مع بيان مشروع تطوير الري، منعا ٢٥٦/٢٥٦١، زيد ٤٥/٢٥٦١٠٤، تعج ١٨/١٩١٨/٢٠٢٠

لنساهم معاً في تأسيسه :

مجموعة مستخدمي المياه

- تصفية وصيانة قنوات الري
- تحسين توزيع مياه السيول

منه أجل :



أخي المزارع ..

إحرص على المشاركة في اجتماع تأسيس مجموعة مستخدمي المياه

سيُعقد الاجتماع في

يوم / / ٢٠٠٣ م . الساعة الرابعة عصرا

مع التحيات لمشروع تطوير الري

مشروع تطوير الري

- ماهي أهداف المشروع ؟
- ماهي الأعمال التي سيقوم بها ؟
- ماهي شروط التنفيذ ؟



أخي المزارع ..

شارك معنا في الإجتماع الذي سيعقد

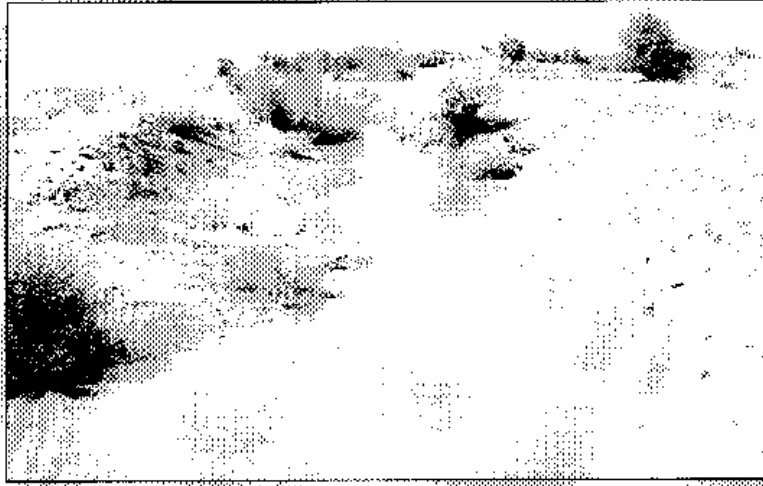
يوم ٢٤ / / ٢٠٠٣ ، الساعة الرابعة عصراً

للتعرف على أهداف وأنشطة :

مشروع تطوير الري

معاً من أجل

- تصفية وصيانة قنوات الري
- تحسين توزيع مياه السيول
- تحسين الإنتاج الزراعي



أخي المزارع ..

شارك معنا في الإجتماع الذي سيعقد

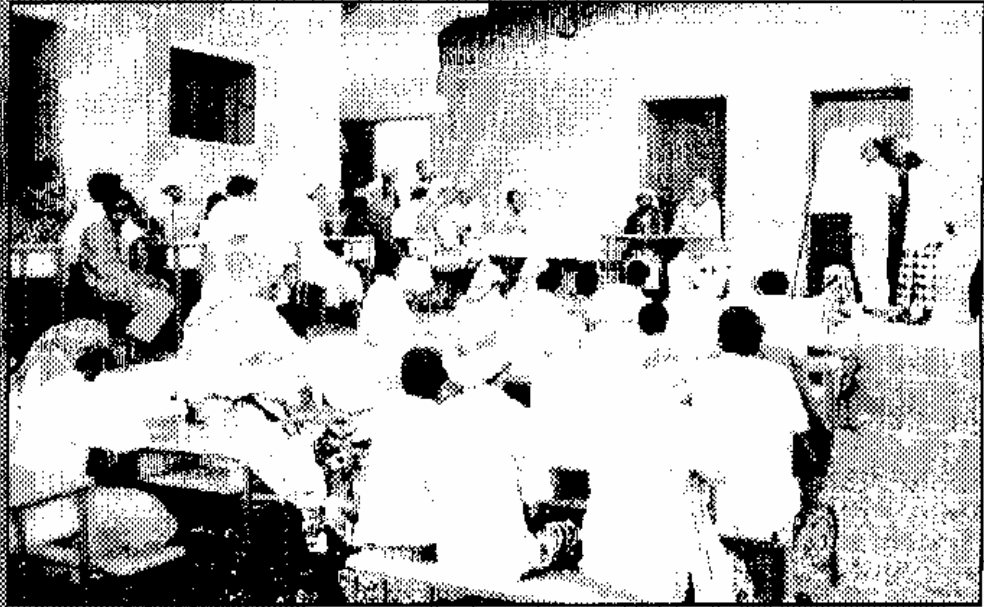
يوم / / ٢٠٠٣م ، الساعة الرابعة عصراً

للتعرف على أهداف وأنشطة :

مشروع تطوير الري

أخى المزارع . .
إحرص على المشاركة في

جمعية مستخدمي المياه

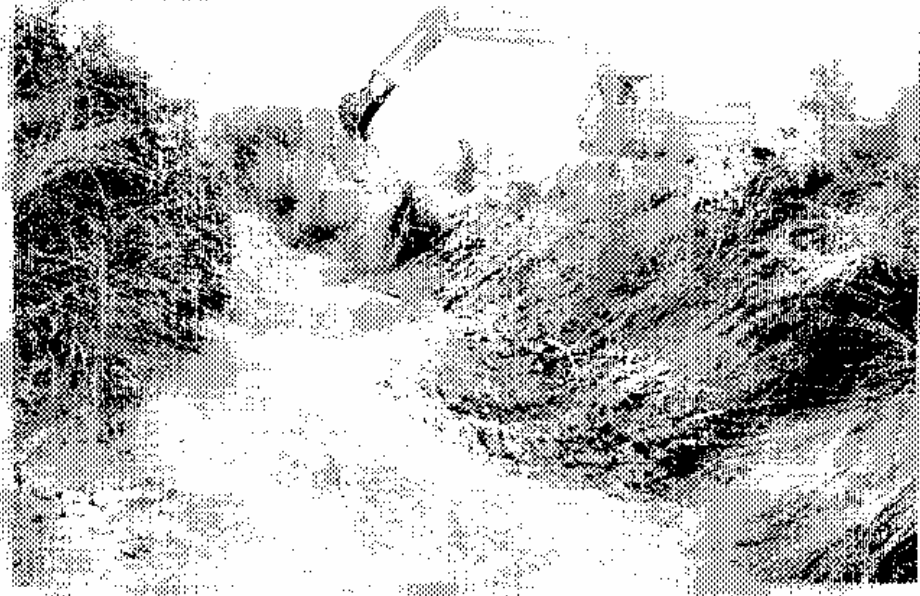


من أجل :
تصفية وصيانة قنوات الري
تحسين توزيع مياه السيول
الحد من النزاعات حول توزيع المياه

مع تحيات مشروع تطوير الري

ألقى المزارع . . .

من أجل : • تصفية وصيانة قنوات الري
• تحسين توزيع مياه السيول



إحرص على المشاركة في إجتماع تأسيس

مجموعة مستخدمي المياه

سيُعقد الإجتماع في

يوم / / ٢٠٠٣ م ، الساعة الرابعة عصراً

مع تحيات مشروع تطوير الري