PRASAC II

Support Programme for the Agricultural Sector in Cambodia

Mission Report

Strengthening Participatory Impact Monitoring

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1 Introduction

1.1 Purpose of the mission

The tasks comprise three major aspects. First of all, the consultant should carry out a **rapid appraisal** exercise of the current M&E set-up with the view to identify options for strengthening participatory impact monitoring procedures within PRASAC in relation to both executing agencies and Community Based Organisations (CBO).

Second, a set of suitable **PRA tools** is to be identified and short user guidelines are to be prepared for future use in the Programme M&E system.

Third, an **M&E training workshop** with focus on participatory methods is to be held. Finally, the consultant shall share the findings and recommendations in a one-day workshop with project staff.

1.2 Timeframe

The mission was completed within one month with the fieldwork in Cambodia lasting from May 20th to June 18. The main activities can be summarised as follows:

- Briefing by PMU (1 day).
- Rapid appraisal study in 3 provinces including travel time (14 days + 3 travel days = 17 days).
- Preliminary analysis of results, preparation of PRA guidelines and adaptation of training workshop to local situation (4 days).
- Training workshop including hands-on exercises (5 days).
- Report preparation (2 days).
- Final discussions at the PMU office (1 day).

1.3 Methodology of the mission

An action research strategy was used for this study. The short time available for the mission did not allow pursuing a comprehensive research design. This would have required formulating the information needs for the monitoring with all key actors in advance in a sequence of workshops. Based on these and the existing logframe areas for impact monitoring, impact hypothesis and draft indicators would have been formulated. Then appropriate PRA tools would have been developed and field-tested in respect of each indicator. Such an approach, however, would have required at least 2 months time.

Due to the short time available, the mission had to take a different approach. Instead of a specific formulation of areas for impact monitoring, impact hypothesis and indicators, an existing and proven impact monitoring concept including participatory tools was used as the starting point. The concept was originally developed for an integrated rural development project of GTZ in Mali with several sectors of intervention similar to PRASAC[1]. This concept was then used as the starting point for field testing in Cambodia.

[1] The detailed concept is described in NEUBERT 1998.

In three cycles of field testing, in the provinces Kampong Speu, Kampong Chang and Prey Veng, the approach was continuously tested, modified and adapted. Each cycle comprised of a short training for the local counterparts and 2-3 days field testing in each province. Then 1-2 day's analysis and redesign of the tools followed each cycle.

The final toolset was then extended to CD and M&E staff of PRASAC in a 5-day workshop at the end of the mission.

2 EXECUTIVE SUMMARY

The use of participatory methods within PRASAC is limited to date. As the programme started in 1995 with the objective of providing fast relief to a country that had suffered two decades from civil war, attention was placed on helping a large number of villages as soon as possible. PRA tools were used to identify the needs of people. As such the tools were used for the task of situation analysis at the beginning of a co-operation between a village and the project. So far participatory methods have not been used in the context of monitoring.

The tools for participatory impact monitoring (PIM) tested during the mission proved as suitable for the Cambodian conditions. They should be further promoted and used in the monitoring system of the programme. The tools allow a good look into village life and impact of project outputs. The results indicate that PRASAC has achieved some impact with its activities in the area of infrastructure development (drinking water, rural roads). However, the impact on higher aggregated goals such as farmers' incomes, health of children is still less evident. Here some cases with good benefits and others with poor impact were found. Agricultural progress was very positive in some villages (mainly upland) while the lower lying areas suffered from repeated flooding.

The mission focused on the areas of DWS and SAP. Regarding the aspects of infrastructure provision (drinking water, rural roads, irrigation facilities) the tools provided good data for analysing project impact. For the area of agriculture, in particular the study of adoption processes, some problems remain. The main point is indicator formulation. Considerable differences in the extension messages between the different provinces could be identified. This made it very difficult to identify meaningful indicators. In this area more consultation between the agricultural staff is necessary to clearly work out the goals of extension. A 1-2 day workshop of agricultural co-ordinators in consultation with the Zonal-Advisors would be a possible way to identify indicators.

The same holds true for the activities in the area of credit and micro-enterprises. As these aspects were not dealt with in this mission, some more attention for this area is necessary. So far only, a few aspects of the credit programme were included in some of the tools. This area should be given attention by the credit and micro-enterprise section to work on the formulation of a few indicators. These will then also require some field testing and further modification and adaptation.

For the further use of PIM tools a step-wise capacity building process is suggested:

Project staff that now attended the workshop should continue to work with the tools. In each province a team of 4 staff will be necessary to do the fieldwork. In the current workshop 2-3 participants from each province were trained. This means that another 1-2 staff per province need to be trained. The staff that were already trained should identify suitable candidates and pass on their training knowledge to the additional new team members.

The current guidelines for the tools and the field recording sheets should be translated into local language. These guidelines should then be used in the training for new staff and fieldwork.

As gender issues are very important in development, it is crucial that the village surveys are done with men and women's groups. This yields a better picture of project impact.

To practice the tools staff should start with fieldwork in August. One village per province should be investigated each month. Then the data should be reviewed and all analysis steps should be carried out. As staff is still very weak in analysis, external feedback on their work is necessary. This should be done by the M&E section in PNH or be delegated to external support.

At the end of 2001 a full PIM survey should be started. This survey could be implemented on an annual basis to assess project progress and impact. A sample size of 8-10 villages per provinces resulting in an overall sample size of 50-60 villages on programme level would be adequate. For the first survey external support will be necessary. This support could ensure that the still missing indicators would be included into the survey forms. Furthermore, expertise is necessary to ensure that data collection and interpretation follows the same principles in all provinces. Formats to derive conclusions on provincial and overall programme level still need to be identified. To cover all these aspects, a follow-up mission with a timeframe of 6-8 weeks should be allocated for this purpose. Detailed terms of reference are currently developed.

The Zonal-Advisors raised the concern that the current monitoring system is already very time consuming and that new monitoring activities should take note of this bottleneck. For this reason a review of the existing monitoring system appears necessary. Many purely quantitative data are collected. An effort should be made to identify the really important indicators (vital indicators for the steering function of the programme) and to complement them with qualitative indicators. Overall, this review process should lead to a reduction of the amount of information collected. Data that is collected but not used only creates costs without any benefits. The guiding principle should be the KISS: keep it short and simple. This should allow the introduction of PIM without increasing the overall workload already required for monitoring and evaluation.

At the beginning of the mission, the decision was taken to look primarily into the possibilities of participatory impact monitoring. Therefore, only some few remarks on the possibilities of participatory methods for community development or extension can be made here.

Working with participatory methods for impact monitoring showed that the capacities of staff in this field are generally very limited. This is the key constraint. To use more participatory methods in areas like community development, credit or agricultural extension would once again require additional external expertise. To make a significant difference, it would be necessary to employ one expert on a full-time basis. Also phased coaching by short term experts with 2-3 missions per year could be an appropriate means to introduce these skills. To gain experience, it would be best to start with these activities in only one or two provinces. It would depend on the competence of the staff in the provinces and on the interest of the Zonal-Advisors to take up this new challenge.

3 Organisational set-up and interests on the different levels regarding the introduction of participatory monitoring tools

3.1 Program management unit (PMU)

In PRASAC II the program management unit has the central steering function of the project. The task of M&E is co-ordinated by one expatriate TA and a local counterpart. The section is responsible to develop general monitoring formats for all six provinces and to manage the central database for compiling all incoming monitoring data. For this reason the M&E section acted as main central partner for this mission.

The first discussions between the leader of the M&E section, Dr. Jäckel and the expert were used to further define the main areas and interests for participatory impact monitoring. Considering, the wide area of intervention of the project: domestic water supply (DWS), sustainable agricultural productivity (SAP), credit and micro-enterprises (CME) and project management and institutional support (PMIS), it was evident that this mission could not deal with all these areas simultaneously. Therefore, it was agreed to restrict the research for this mission on domestic water supply and sustainable agriculture. To some extend findings are also relevant for the other PRASAC results, but these still need to be reviewed by the concerned sections. Based on the findings for SAP and DWS, the other sections could try to formulate similar indicators for their sectors, test these and include these into the overall participatory monitoring format in due course.

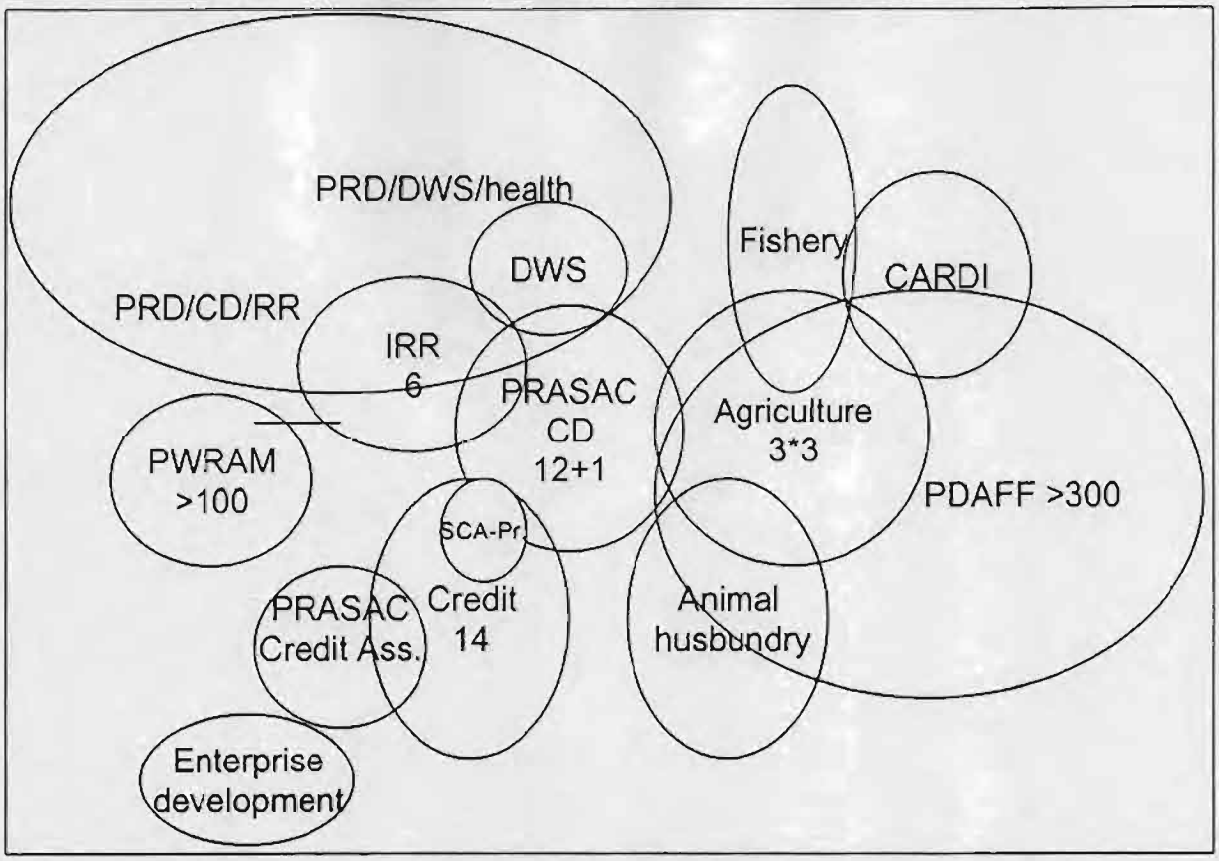
On policy level, discussions with the PRASAC Co-director Mr Staab indicated that the subject of participatory monitoring had not yet received much attention. Little specific requirements for the design of a PIM system were articulated. It was felt that the approach of PRASAC II was still influenced by the rather top-down planning set –up during the relief phase of PRASAC I and that the mission should explore the possibilities of how the project could take-up some participatory elements. The main point of concern raised was, that the mission should focus on looking for simple and feasible tools that could help to improve the existing monitoring system in a complementary way. It was seen as a major weakness that the current data focuses on counting the physical progress of the implementation only, while little is known about the actual quality of the services delivered.

Discussions with Mr Felts, programme officer of the Technical Co-ordination Office for the European Commission, went in the same direction. It was considered a good idea to look into collecting complementary qualitative data in order to gain a better picture of the overall performance and impact of the project on village level. Given the large size of intervention of PRASAC, it was understood that these activities could only be carried out in a very small sample.

3.2 Provincial level

Actual village implementation of PRASAC II is steered at provincial level. Similar as on national level the project co-operates with three Ministries on this level. Figure 1 illustrates the interactions at the example of a venn diagram drawn for Kampong Speu province. The project is represented by the CD circle. The size of the circle indicates the size of the organisation. The overlap between different circles indicates the degree of co-operation and information exchange between organisations. The numbers indicate the total number of staff working in the organisation. The circles linked to the CD section indicate the number of staff paid by PRASAC.

Figure 1: Organisational interaction in Kampong Speu Province



The diagram illustrates the complex set-up. The project co-operates with the three provincial branches of three Ministries (PRD, PDAFF, PWRAM). Within these organisation the project works with different departments (e.g in agricultre with: animal husbundry, agronomy and fisheries). In addition CARDI as a national research institution plays a certain role. To ensure field operations, PRASAC directly employs between 6 to 14 staff in the various partner organisations. As staff at the Provincial Ministry offices are paid only minimal salaries, this policy is necessary to ensure project implementation. However, high rates of absence of ordinary Ministry staff combined with the lack of telephone lines make co-operation extremely difficult. This organisational landscape is similar in all three provinces visited by the expert.

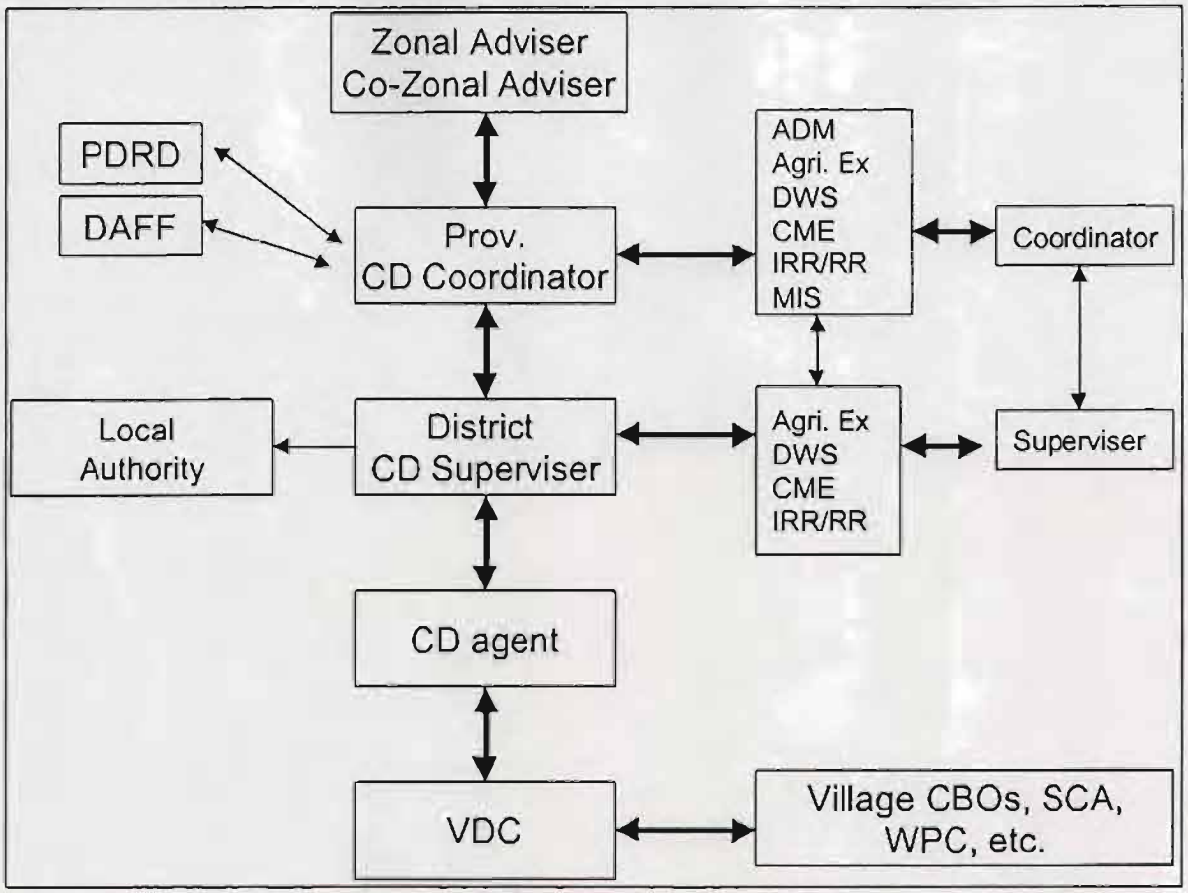
Besides the provincial offices, field work in the villages is managed by the district offices. The information flow is illustrated at the example of KCN province in the following chart. The thickness of arrows indicate the importance of information flows.

The agricultural field staff and CD field staff located in the districts create the linkage with the villages. While CD staff link mainly with the VDC, agricultural staff also link directly with farmers. The village development committees are the main partners for the planning and implementation of activities. The VDCs then link with other village organisations such as CBOs, SCAs, WUCs and WPCs. Information is first compiled on district level, involving co-ordinators for all relevant sections (Agricultural extension, DWS, CME, IRR/RR). These are overlooked by one common superviser. On provincial level the same structure exists with additonal co-ordinators for administration (ADM) and M&E/MIS.

The long chain of information transmission illustrates that there is a considerable chance for information getting distorted. While the transmission of hard quantitative information usually works reasonably well, complex qualitative information on problems encountered in the field generally do not reach higher levels (also because relevant reporting formats are much less

developped). Despite these long information chanels, information flow seems to be rather fast, as project staff visit villages very often (sometime more than weekly). Total time required for village plans and approval of village requests at provincial level planning and start-up of field work can often be achieved within 4 weeks.

Figure 2: Information flow in KCN Province



To which extend the capacities of staff in CD sections and M&E sections are already filled with tasks could not be investigated in detail. It seems that there is some free capacity available. Participatory impact monitoring, however, will require considerable time. This has to be considered in particular during the start-up and learning phase of staff. If PIM is introduced on an annual basis with one big survey of 8-12 villages per province, available staff capacities should be sufficient. However, the Zonal-Advisors indicated that their time resources are already fully used. During the field trip (3-4 days per province) the expert had only very limited chance to consult the advisors and time was limited to discuss the indicators used in the PIM in more detail. The consultation of the provincial staff was equally hampered by time constraints. The biggest problem, however, were the difficulty of local staff to express themselves in English. They are not used to express their opinion and it was almost impossible to obtain answers to methodological questions. Hierarchical thinking and the absence of a culture of asking questions and discussing different options for reaching a goal made a "participatory development" of the indicators for the PIM system impossible. Thus, the expert had to rely almost exclusively on his own experience.

3.3 Village level

This shortcoming was even stronger in the villages. Villagers could not be asked for their opinion on PIM. Villagers even more than staff are used to being told what to do or to receive orders or

instructions. There is as yet very, very little culture of discussion or joint reflection about problems and potential different solutions.

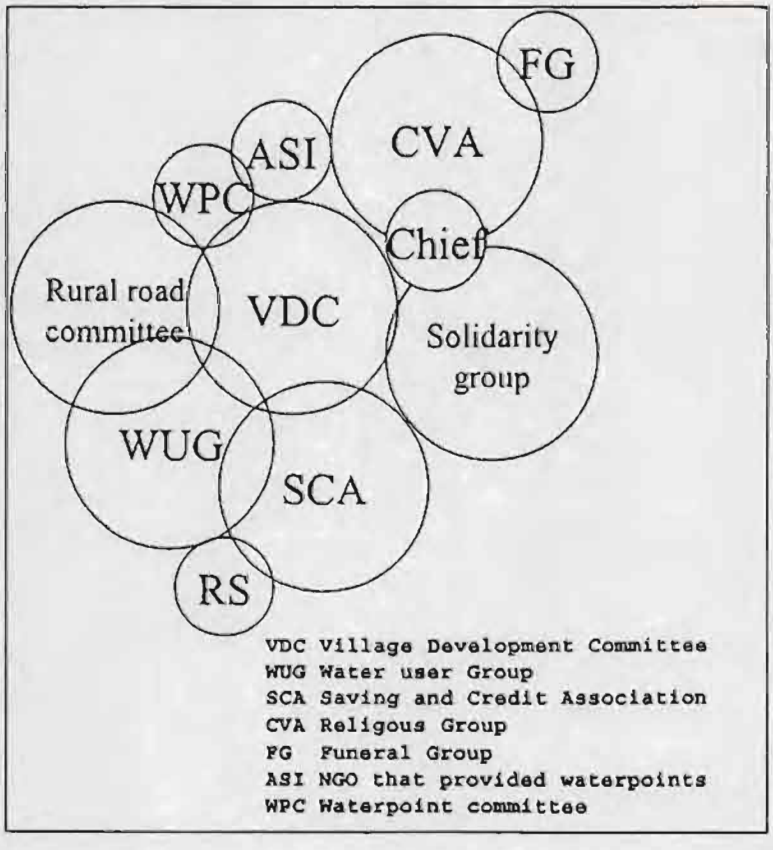
This does not mean that it would be impossible to integrate villagers in this process, but it is a long way to reach a meaningful level of participation in these decision-making processes. All that could be done at present was to test various participatory tools to find out which tool is best to obtain the required information for the project. This way of information collection must be called "extractive". The main difference between conventional surveys and the PIM survey developed here is that in case of the PIM more people are consulted and that group discussions help to identify consensus among villagers. From this "extractive" type of data collection to real consultation of villagers and empowerment in the sense of real decision power is still a very long way to go. To achieve this, it would be a prerequisite that staff have the capacity to act as good facilitators to promote these processes. These capacities are at present not yet developed. For the remaining time of PRASAC II such a goal cannot be reached. But a start in this direction can be made.

4 Results of the field work with participatory impact tools

4.1 Village level organisations

The fieldwork started with a first look at village level organisations. The venn diagram method was used to gain some insight into existing village structures. This tool was used in two villages. The results were similar in both villages. Figure 3 depicts the result at the example of Kouk Bantey village in KCN. Traditionally, the village chief plays a central role. However, since the creation of VDCs these also play a certain role. The exact importance of the VDC was difficult to determine, as the villagers changed the size of the VDC several times in the course of the exercise. The importance was ranked between medium to big. In case of the present village, the chief is no member of the VDC, but in other villages he is often part of the committee. The VDC has the role to co-ordinate planning. The main body for implementing village activities is the solidarity group. This group is directly attached to the chief. If the VDC would intent to organise the villagers for joint activities, it would have to involve the solidarity group for the actual implementation of measures. The solidarity group performs many different activities. The main activity has to do with agriculture.

Figure 3: Village level organisations in Kouk Banteay Village (KCN)



The group meets very frequently, in the agricultural season often daily. In contrast, the VDC meets very rarely, only when need arises. Another important village organisation is the CVA. It represents the main "religious" organisation and is linked to the monks in the commune.

Attached to the CVA is the funeral group that deals with religious festivities. Another important group is the water users group that co-ordinates irrigation facilities. However, for its work the group also largely depends on assistance from the solidarity group. Similar in importance is the rural road committee. But once again, its field activities are organised through the solidarity group. Of medium importance are the water point committee and ASI, an NGO that also supported the village in drinking water. All committees are set-up according to the rules determined by the national policy. Between 5 to 7 members are in each committee. As there are not many people that can read or write properly, 2-3 members in all committees overlap. In this sense the different committees are a more or less a closed circle of a few families. Most members are men and apparently close to retirement age. Only very few women are members. In general, women seem to be very poorly organised as in both villages investigated no traditional women groups of any kind existed.

Considering the fact that the VDC and other committees rely to a considerable extend on the traditional solidarity group and the village chief for the implementation of its activities, all committees appear as rather artificial structures. Also the rare meeting sequence of these organisations points towards their artificial existence. Nevertheless, all villagers greatly support the committees. This certainly has to do with the fact that the committees are seen as the only means to obtain outside support. The question if not the traditional solidarity group would be the most appropriate organisation to co-ordinate village activities led to irritation of both project staff and villagers. As mentioned earlier, any kind of questioning of official policy seems to be the "impossible" for Cambodians. This unconditional belief or respect for authority must be seen as a major bottleneck in building a modern, efficient and self-critical society.

Despite the limitations of the current village committees, the policy to strengthen these structures may still be valid. There is little alternative. However, it is questionable if strengthening "planning capacities" is the key. Besides planning, problem solving capacities must be developed, that enables the people to identify feasible improvements for their conditions of life. This also requires the development of practical concrete income earning opportunities. Given the low qualification of CD staff, no big loops ahead in terms of capacity building can be expected in the short term. Nevertheless, this path should be further pursued.

4.2 Selected PIM tools and results obtained

Village selection

During the field test of participatory tools a total of 11 villages were surveyed. The expert visited 8 villages. The remaining villages were surveyed by participating PRASAC staff only. Table 1 highlights the numbers of villages per province. In total 3-4 villages in each province were surveyed. The village selection criteria were as follows:

- The village should have received a full package of PRASAC services.
- Implementation of these activities should have been in the period prior to 1999 to allow for 2 years of time to study the impact and sustainability of project support.
- For comparison purposes, 2 villages were included that received only a limited package in 1999 or 2000.
- Village in "uplands" and villages in "lowlands" with access to irrigation were investigated.

Table 1: Number of villages visited per Province

PIM field testing	Province	No of villages visited
Pre-test	KSP	2
	KCN	3
	PRV	4
Training workshop	KSP	2
Total		11

Considering the small sample size of villages, it is evident that the findings cannot be used for generalisations. The findings must be understood as case studies. Some first conclusions will be presented under the following heading. During the process and for the training workshop the tools were continuously adapted to improve the quality of information. In this process 8 different versions of field questionnaires were used. Therefore the data sets do not correspond for all villages. The findings for each individual village are attached in annex 3. In the following section selected findings will be presented.

Some results using PIM tools

The first tool T1 trend analysis,was used throughout all villages. This tool shows a broad picture about developments and their perceived reasons. It depicts how a number of social criteria have developed during the past years. Comparing the year with project support to the years without project support permits to estimate the impact of project activities.

In Tables 2 and 3 two examples for results of the tool are depicted. The first village is an upland village that was rather little affected by flooding. The first indicator rice production shows a more or less continuous upward trend from 2 poor to 4 good. Cash income follows the same trend. Also health of the children improved from medium to good. In the case of the lowland village in PRV the case is very different. Floods heavily affected the village in 1995 and 2000 and dry weather in 1996 and 1999. In the years with poor weather condition rice production was rated 1-2, in the good year 3-4. Cash income fluctuated equally strongly. Health of the children improved substantially since 2000, but besides improved drinking water; this was attributed to the new health clinic opened in the district. Both villages were supported by PRASAC since 1996. While most indicators improved continuously in the first village, development in the second village was time and again affected adversely by climatic hazards.

PRASAC could do little to influence these overall trends. Looking more closely at some of the activities provided, more impact is visible. In both villages the supply with save drinking water could be improved significantly. Access to irrigation improved in the first village, but this was due to the villager's own initiative. Access to the market also improved, however, not PRASAC alone was responsible for rural road construction.

Table 2: Trend analysis Prey Samlok village KSP province

Social criteria	Years (Mark the year of PRASAC intervention with an arrow ⇓)							Comments
	94	95	96 ⇓	97	98	99	00	
Standard of living								
Agricultural yields	2	2	2.5	3	2.5	3	4	
Family income	2	2	2	3	3	3.5	4	
Health of children	1/3 [1)]	3	3.5	4	3	4	4.5	
Outside job opportunities	4	3	3	3	2	2.5	2.5	
Access to resources								
Access to drinking water	2	1	3	3	3	3	4.5	
Access to the market	½	1/2	2/3	3	3	3	4.5	
Access to irrigated land	2	2	2.5	3	3.5	4	4.5	
Access to agricultural inputs (seeds, fertiliser, animals, etc.)	½	1.5	2	3	3.5	4	4.5	
Knowledge								
about agricultural production	½	3	3.5	4	4.5	4.5	4.5	
competence in managing village affairs	2	2	2	3	3.5	4	4.5	

Rating scale: 1= very poor, 2=poor, 3= medium, 4= good, 5= very good

Table 3: Trend analysis Dam Rei Poun village PRV province, women group

	Years (Mark the year of PRASAC intervention with an arrow ⇓)							
Social Criteria	94	95 flood	96 dry ⇓	97	98	99 dry	00 Big flood	Main reasons
Standard of living								
Rice production per family [a)]	2	1	1	3	4	2	0	Dry , flood, no money , insect
Total family income (all income sources together)	2	1	1	2	4	1	1	animal sick
Health of children	2	2	1	3	2	3	4 [1)]	No money for medicine, 1) health project by government
Access to resources:								
Availability of save, clean, tasty drinking water	1	2	2	3	3	3	3	200 families ,only 20 hand pumps
Easiness to reach the market by road	1	1	1	1	1	2	2	Prasac built half of the road
Land area for dry season rice production (irrigable land)	1	1	1	1	1	1	1	No engineering , no pump, no money ,no diesel
Money spent for inputs (fertilisers, sprays, machinery, production animals) used by the family	1	1	2	2	2	1	1	97-98 Rice price good, but input prices high, fertiliser low quality, no saving from one year to the next
Knowledge:								
Knowledge about agricultural production	2	2	2	2	2	2	2	Advise does not work, training yes, but no better yield
Ability of village leaders and committees to plan and put to practice village activities	0	0	3	3	4	4	4	+ road, well, compost because of committee
Number of extension, or follow up visits per year a) all organisations / b) PRASAC only	4	0	4/4	0	1/1	1/1	1/1	only 1 training , no follow-up

Rating scale: 1= very poor, 2=poor, 3= medium, 4= good, 5= very good;

In the upland village the uptake of agricultural inputs and agricultural knowledge improved. In the second village agricultural knowledge and input consumption stagnated. In both villages the creation of the VDCs was seen as a positive influence that improved the competence of village management.

Overall, it can be noted that the tool provides to gain a good understanding about the general developments in the area. To determine the contribution of the project to these overall developments remains somewhat difficult. Here, the other tools provided additional insights.

During the field testing the tool "project activities" was used to investigate the magnitude and distribution of perceived project benefits and enable a comparison of different donor agents. This tool combined a look at adoption of project activities, income generation, related workload, gender and allowed an overall classification of the activities according to the benefits involved for the villagers. An example of the tool is found in table 5. The tool uses a scale of 1 (0-20 % of households) to 5 (80-100 % of households) to determine the number of households reached with inputs or training. This figure is compared to the number of families that carry on applying or using the inputs. As an example the table for Serei village (men's group) showed that the majority (4) of villagers could be reached with drinking water and these households also continue to use the water (4). For improved rice production the situation was similar. About half of the families (3) were trained and even more (4) apply the advice provided. For vegetable production the number of households reached was lower (1) but application rates were reported to be higher (2). The workload involved with the various activities was generally considered medium 2-3. As little differences on this question were recorded in the process of field testing, this column was given up in the final version.

Also the column on gender differences regarding project activities was given up. It proved more valuable to work on all tools separately with both men and women. Working with women was more time consuming, but it helped to gain a better picture of the village and provide a chance for women to articulate their views. In mixed groups women were not able to express their views adequately. The results of the women groups showed that PRASAC activities were often provided to men only. Discrepancies in the number of training received recorded by men and women showed this quite clearly.

An example for the impact of project activities on family income is shown in table 4. It shows that most cash income was generated from animal husbandry (54 %) followed by rice (23%) and seasonal labour (15%).

Table 4: Project activities and income generation (T2), Ankor Chea KSP, women group

Activities	1) Income earned with this activity: in %	2) Contribution of new advice or inputs towards total income rate 0 to 100 %	Comments
Improved rice production	23	30	Yield increase or tech
Improved vegetable production			
Fruit trees			
Fish ponds			
All other crops: e.g. sugar palm etc	5	0	Sugar palm only
Animal raising (pigs, chicken, dugs, and others)	54	0	-chicken -pig
Fishing			
Seasonal labour or other family members sending money in support	15		
other: local processing (rice threshing)			
Micro-enterprise centre/ credit financed activities	3	40	Credit, business technology
Total	100%		

Other crops accounted only for 5% of cash income. In the majority of villages these 3 income sources were found as the most important sources. In some villages income from rice was higher compared to the above example. The contribution of the new advice of technologies to the total income earned with the respective activity was rated with 30 % in the case of rice. Also other groups came to similar estimates in other villages. Partly, this can certainly be attributed to the project extension service. However, impact on livestock raising was rated 0. Considering that this is a major source of income, agricultural training should also focus on this area. Training on fruit trees, vegetables or fishponds was not provided in this particular village. Therefore no impact assessment was possible. A substantial income contribution (40 %) due to the credit programme could be recorded in this village.

Table 5: Project activities in Serei village (KCN), male group

Activities	Assisting organisations	Households reached with activity rate 1-5[a)]		Work load for this activity rate 1-5[b)]		Degree of income (benefit) attainted rate 0-10	Overall rank: most profitable, beneficial for your village	
		trained	applying	Start-up	maintenance		score	rank
Facilities for drinking water	Prasac, Otrist	4	4	3	3	2	18	1
Improved rice production (seed, fertiliser, IPM, etc.)		3	4[1)]	3		1.5	17	2
Construction or rehabilitation of irrigation infrastructures (increased area irrigable)	by villagers alone							
Vegetable production	Government	1	2	2		1.5	3	6
Fruit trees and forestry	PDAFF	1	3	2		1.5	9	5
Construction of rural roads	PRASAC	5	5	3	4	2	13	3
Planning and coordination of the:								
VDC					c)	0	10	4
WUC					c)			
other activities suggest by villagers								
SCA	Prasac	4	2				3	6

Notes:

a) 1= 0-20 %; 2= 20-40 %, 3= 40-60 %, 4= 60-80 %; 5 =80-100 %

b) Scale 1= very little workload; 2= little, 3= middle, 4=big, 5= very big workload

1) in terms of attending meetings

Table 6 looks at the subsistence benefits of project activities. Here a considerable impact can be recorded. Facilities for drinking water and rural roads lead to medium income savings and cheaper access to the market. Impact for fruit trees or vegetables are limited (1) as only small amounts of seed were distributed and the fruit trees are not yet bearing fruits.

Table 6: Project activities and income saving (T4) or subsistence benefits, Pou village KSP, male group

Project activities	Money saved or contribution to increase food production for home consumption	Comments
Facilities for drinking water	2	Reduce, expenses of material
Rural roads	2	Saving time
Improved rice production	2	Lack of technology
Improved vegetable production	1	Lack of technical training
Fruit trees	1	Lack of tree seed
Animal raising (pigs, ckicken, dugs, and others)	2	Lack of technical training
Fish ponds	0	

Scale: 0 = no money saved or no extra food; 1= little money saved or some extra food; 2= medium money saved or medium extra food; 3 = big money saved or big amount of extra food.

Table 7 summarises all benefits and asks the villagers to rank all project activities according to importance to them. In Pou village the villagers selected rice production as most important. Second ranked rural roads and third drinking water. In this village also training on livestock was provided. This ranked in fourth position. VDC training ranked very low, while this activity yielded much higher rates in many other villages. If this can be seen a good indicator for performance of the committee remains to be seen. So far information on this point were very contradictory.

Table 7: Preferred overall project activities (T5), Pou village, KSP, male group

Project activities	From which activities did you benefit most?		Comments, reasons
	1 Score	2 Rank	
1 Facilities for drinking water	16	3	
2 Rural roads	16	2	
3 Irrigation facilities	0		
4 Improved rice production	19	1	all families produce rice
5 Improved vegetable production	4	6	
6 Fish ponds			
7 Training on animal production	14	4	
8 VDC formation and work	13	5	
9 WPC formation and maintenance	3	7	It is still not promoted to village.
10 WUC formation and work	0		
11SCA credit activities	0		

Table 8 depicts the matrix of influences (T6). The pointing scale allows determining the influence of project activities on the listed social criteria. Row totals show the most strongly influenced social criteria (passive total) and column totals show the programme activity with the strongest impact on social criteria. The example of Kres Koet village shows that in this village training on

improved rice production showed the overall best impact. Impact on rice production was rated very strong (4) and also some other social criteria benefited considerably. Second best impact was attributed to rural roads followed by the rehabilitation of irrigation facilities. Some other activities like credit or drinking water received only medium ratings. However, in relation to the specifically most important social criteria (e.g. facilities for drinking water on access to drinking water or health of the children) all project activities received good marks of 3 or 4 (see table 8 figures shown in bold).

Overall, the results of this tool indicated good to very good impact. This may be a slight overestimation of the real situation. In the discussions in the field it was not always certain if staff discuss about real benefits achieved or whether the villagers talk about the potential benefit on their village. Nevertheless, in combination with the other tools, the information can be very useful. It is a good group exercise and the people liked to draw conclusions about impact between the different factors suggested.

Table 8: Matrix of influences (T6) Kres Koet village, PRV, male group

	Project activities							
Social criteria	Rehab. of irrigation	Rural Road	Improved rice production	Credit	Facilities drinking Water	VDC	WPC	Passive total
Rice production per family	4	3	**4**	2	3	2	2	**20**
Total family income (all income sources together)	3	3	4	2	2	2	1	17
Health of children	1	3	3	1	**4**	1	1	14
Availability of save, clean, tasty drinking water	1	2	2	1	x	**3**	**4**	13
Easiness to reach the market by road	2	**4**	3	2	1	1	1	14
Land area for dry season rice production (irrigable land)	**4**	3	4	2	2	1	1	17
Money spent for inputs (fertilisers, sprays, machinery, production animals) used by the family	4	3	3	2	1	1	1	15
Knowledge about agricultural production	4	3	3	2	1	1	1	15
Ability of village leaders and committees to plan and put to practice village activities together with the villagers and project staff	2	2	3	2	1	x	1	11
Number of extension, or follow up visits per year a) all organisations / b) PRASAC only	0	0	0	0	0	0	0	0
Sum active	25	26	**29**	16	15	12	13	

Scale: O= no influence, 1= small, 2=middle, 3=strong, 4= very strong;

The last tool village walk with observation is a very simple tool. All facilities for drinking water and their actual condition are recorded. This is complemented by the visual inspection of staff during the walk. As far as possible also agricultural facilities or the rural roads constructed are inspected. At the time of the survey it was not yet possible to observe agricultural activities in the field, but at a later period in the agricultural season appropriate indicators for observation could be added to the tool. Finally, an assessment of the performance of the village as a whole is made. This is based on all discussions during the day and the way villagers and committee members contributed to discussions. All these observations are ranked in a group discussion among staff only. This permits to crosscheck the villagers own ratings recorded with the previous tools. Table 9 depicts the results obtained for one village in PRV.

Table 9: Observations in Dam Rei Poun village, PRV

Observations	Villages rating	Staff rating
Quality of housing	2	
Maintenance of water points (tube wells)	1	1
Maintenance of wells (hand pump)	4	3
Maintenance of (jumbo) jars	n.a.	
Maintenance of rural roads	3	2
Agriculture	2	2
Wealth of the village overall rating compared to all other villages in the Province:1)		2
Behaviour (self confidence, motivation, activeness) of villagers 2)		3

1) Scale : 1= very poor; 2 = poor, 3 = average, 4 = somewhat wealthy, 5 = very wealthy.
2) Scale: 1= low activity, motivation etc. , 5 = very, very active and self confident village; n.a. = not applicable

Conclusions on current findings

It may be said that the current set of impact tools permits to gain a good insight into the impact of project activities in the village. Working with women and men separately can be seen as successful. Although it requires more resources for the survey, the better quality of information justifies the effort.

As could be seen from the many results, working with PIM tools is not easy. The open way of asking represents a completely new world to PRASAC staff. This led to considerable misunderstandings and also wrong translations that were used during the fieldwork. For this reason not all of the information is fully conclusive. Due to time constraints it was not always possible to correct these problems during the fieldwork. Quite often such problems and differences in questionnaires were identified during the feedback sessions back in the office. This highlights that it will still require some training for local staff to fully master the selected tools.

Overall, the adaptation of the original toolset developed in Mali to the conditions in Cambodian can be viewed as successful. For all services relating to the provision of infrastructure the current headings of project activities work well. However, for some of the agricultural activities a more detailed formulation of indicators would be necessary. This was attempted during the fieldwork, but on several issues no fully satisfactory indicators could be found. A major reason being that agricultural goals vary strongly between the provinces and it may be necessary to formulate some province specific indicators. This will require a review of current extension objectives and extension message to develop more meaningful indicators. These can then be integrated into the existing tool set. The same holds true for the activities in the area of credit and micro-enterprises. These are at present only included marginally.

5 Workshop results

After the two and a half weeks of field testing the expert returned to Phnom Penh and prepared the guidelines for the use of selected PIM tools. Together with the guidelines a programme for the workshop was developed.

The workshop was held from Monday 11 June to Friday 15 June at the Conference venue of the Ministry of Agriculture, Fisheries and Forests (MAFF).

5.1 Workshop content

The first day of the workshop focused on discussing the expectations of the participants, providing an introduction into monitoring with specific reference to impact monitoring. The afternoon was dedicated to the principles of participatory methods and some group work on preference ranking tools was done.

The second day was allocated for the introduction of the trend analysis tool (T1) and the project activities and adoption tool (T2). The day included theory and practical work.

On the third day all other tools were dealt with: project activities and income (T3), project activities and subsistence (T4), overall preferred project activities (T5), matrix of influences (T6) and village walk with observation (T7). The day included theory and practical work.

The forth day consisted of the practical application of the tools in two villages in KSP province.

The last day was used to analyse the findings gathered in the field, introduce the tools for analysis and the final workshop evaluation. The detailed workshop programme is attached in annex 2.

Expectations of the participants

More than half of the 20 participants of the workshop are attached to the respective M&E sections of the project. The other participants work in the CD sections. Despite this background, the participants had only rather unspecific expectations regarding the workshop.

Expectations were collected with the meta-plan method and include the following comments: gain more knowledge, analysis of information, indicators for PM, find out about participation, how to get villages involved. Regarding the atmosphere the participants wished: good participation, good sharing, practical work and empowerment for all.

Workshop and field day

The workshop ran very smoothly. The combination of theory and practice made it very interesting for participants to follow. However, the poor understanding of the English language caused some problems. About 1/3 of the participants had difficulties in understanding and that could only be partly solved by translation. The better English-speaking participants were responsible for translation, but this double function was not ideal. Assistance by a professional translator would have been the better option.

The group works during the first three days showed a good understanding on the part of the participants. On the field day, however, quite a few misunderstanding and wrong interpretations of formulations in the field sheets or the methods of application for the tools emerged. The language problem again added to these problems. This is part of the nature of participatory methods. They cannot and shall not be fully standardised.

Analysis of PIM tools

During the analysis of findings several weak points emerged. The participants had problems in using qualitative scales and in interpreting simple trends. Here the lack of a sound scientific education can be seen as the main reason. Even in identifying very simple trends several participants had considerable difficulties.

Interpretation of findings was equally difficult. The participants were reluctant to describe data and in drawing conclusions. In particular phrasing of conclusions in English was felt as very difficult.

The available time for analysis was too short to go into full detail with the analysis of all field data. As the key tool, the crosscheck matrix was introduced to compile the findings of all tools into one table to enable one overall statement on the impact of project activities. A result with help of this matrix is presented in table 10.

Table 10: Cross-check summary matrix Ankor Chea village, KSP

PIM tools	Factor	Selected items within tools	Project activities (services)			
			Facilities for drinking water		Rural roads	
			Male	Female	Male	Female
T1 Trend analysis	30	Criteria 1	1	1		
		Criteria 2	2	2		
		Conclusion	**1**			
T2 adoption	20	c6/ c15 No. of hh. reached	5	3		
		c7/c16. hh apply (MF)	0.6	1.3		
		c8. hh maintenance	3	3		
		Conclusion	**3**			
T3 income generation	10	1) Income %				
		2) Contribution of new techn. in %				
		Conclusion				
T4 Subsistence	10	Subsistence contribution	3	2		
		Conclusion	**3**			
T5 preferred activities	10	Rank category	2	1		
		Conclusion	**4**			
T6 Matrix of influences	10	Criteria 1	3	3		
		Criteria 2	4	4		
		Conclusion	**3**			
T7 Village walk and observation	10	Maintenance	3	3		
		Staff observation	**2**			
		Conclusion	**2**			
Overall conclusion		Conclusion	**2.7**			
Narrative justification			According to trend analysis and observation impact is only 1-2. However, the other tools indicate good impact.			

Note: different scales are used in this table. The scale may change according to the tool used (see tools T1 to T7 for specific scales). The figures printed in bold use the following summary scale: O = no impact, 1= little or marginal impact, 2= medium impact, 3= very good impact.

The example shows the results of all tools for drinking water. Based on the tool trend analysis the impact is poor, based on adoption, subsistence, the matrix of influences and the village walk it is medium, and based on the ranking of preferred activities it is very good. Thus all tools combined add up to an average of 1.7. This means the impact of the measures could be rated as a little below medium. This could be seen as a satisfactory result.

Based on the matrix a plan of action could be developed. Such a plan of action could focus on all those areas where very little or no impact could be achieved. The plan of action would then require a detailed search for the reasons of low impact. These results of this analysis should then be used to revise the overall project strategy and identify appropriate measures to improve the impact of the programme. Depending on the nature of problems this could be simply a repetition of training in an areas of need or a more comprehensive shift in project strategy.

5.2 Training results achieved and further training needs

Experience of PRASAC staff with participatory methods is still very limited. Participatory tools can be very powerful in fieldwork and the good participation and integration achieved with even illiterate villagers often leads to the belief that the tools are very easy to use and apply. This is only partly correct. The most powerful tools for problem analysis like semi-structured interviews are in fact very difficult to use. None of the staff that participated in the workshop would actually qualify to use such a tool. The main strength of participatory methods can only be achieved, if staff are capable of modifying tools by themselves and develop an own research design to investigate relevant questions.

The participants in the course are still very far from such a level of proficiency. At best they are now able to copy more or less precisely the current tool set. Even for a good application and analysis of the selected tools more practice is necessary. This cannot be achieved in a single workshop.

At the end of the workshop the participants rated their understanding of the workshop topics for most criteria in between medium to good. The expert would rate it lower in between fair to medium. Considering the low standards, this can be rated as a big step forward and a good success.

Table 11: Participants' rating on the achievement of workshop objectives

Topics of the workshop	Level of understanding and ability to use tools				
	poor	fair	medium	good	excellent
Basics concepts of M&E		1	8	8	
Basics principle of PRA		1	9	9	1
Understanding of the tools					
T1		1	18	17	
T2		1	9	11	
T3		1	4	8	
T4		1	5	8	
T5		1	6	7	
T6		1	8	8	
T7		4	8	7	
Analysis		9	7	8	
Fieldwork		12	6	2	

The participants also raised further training needs. These included:

- Stepwise improving process: monthly village fieldwork with feedback of a resource person.
- More training on evaluation procedures.
- Follow-up training for PIM.
- M&E report writing.
- More general training on M&E.
- GIS training.

To consolidate the PIM training continued application with feedback in the first application time are necessary. For a large-scale application with a larger group of villages, external support for data analysis will be necessary. A possible further training strategy is highlighted in the recommendations chapter.

6 Recommendations for the application of participatory methods

To promote participatory methods three main areas are of importance. First of all, frequent participatory fieldwork in a practical project context is necessary. Second, a good organisational climate and institutional support for participatory methods is necessary. Third, an interactive learning environment at educational institutions is required. None of these conditions are presently fulfilled in Cambodia. Due to the post-war situation, in particular educational levels are very low. The strong hierarchy from public administrations down to the village level will make it difficult to diffuse the ideas of participation and equal rights.

Under these conditions, it is not easy to promote participatory methods. It has to be considered as a long-term challenge. However, promotion of participatory methodologies should start now and PRASAC should try to contribute in that direction.

The existing hierarchical structures can work efficiently for simple and rather standardised problems (drinking water, rural roads, and health services). For more complex problems, as for example agriculture with strong annual changes in productivity due to changing climatic conditions or small-scale business promotion in uncertain markets, flexible and intelligent solutions are required. These can only be developed in a participatory way with all major actors.

The focus of training must be on increasing the problem-solving capacities of the people to enable them to identify appropriate solutions to their needs. Participatory methods can play an important role in this process. Step by step capacities must be enhanced. In the remaining two and a half years for PRASAC II no major break-through can be expected. This process requires long-term support. The following sections highlight what can be done in short-term.

6.1 Participatory methods for impact monitoring

The tools tested for participatory impact monitoring proved as suitable for the Cambodian condition. They should be further promoted and used in the monitoring system of the programme.

The mission focused on the areas DWS and SAP. Regarding the aspects of infrastructure provision (drinking water, rural roads, irrigation facilities) the tools provide good data for

analysing project impact. For the area of agriculture, in particular the study of adoption processes still represents some problems. The main point is indicator formulation. Considerable differences in the extension messages between the different provinces could be identified. This made it very difficult to identify meaningful indicators. In this area more consultation between the agricultural staff is necessary to clearly work out the goals of extension. Only then it will be possible to formulate the necessary indictors that can tell if these goals could be met in the past. A 1-2 day workshop of agricultural co-ordinators in consultation with the Zonal-Advisors would be a possible way to identify indicators. These could then be tested and adapted in a few villages.

The same holds true for the activities in the area of credit and micro-enterprises. As these aspects were not dealt with in this mission, some more attention for this area is necessary. So far only a few aspects of the credit programme were included in some of the tools. This area should be given attention by the credit and micro-enterprise sections to work on the formulation of a few indicators. These will then also require some field testing and further modification and adaptation.

For the further use of PIM tools a step-wise capacity building process is suggested:

1. Project staff that now attended the workshop should continue to work with the tools. In each province a team of 4 staff will be necessary to do the fieldwork. In the current workshop 2-3 participants from each province were present. This means that another 1-2 staff per province need to be trained. The staff that were already trained should identify suitable candidates and pass on their training knowledge to the additional new team members. As most of the staff trained is from the CD or M&E sections, it would be good to include also staff from agriculture or credit sections. This would raise the technical competence of the teams.

2. The current guidelines for the tools and the field recording sheets should be translated into local language. It is very important that good translations are made. These guidelines should then be used in the training for new staff and fieldwork.

3. As gender issues are very important in development, it is crucial that the village surveys are done with men and women groups. Preferably, the female PRASAC staff members should work with the women groups.

4. To practice the tools staff should start with fieldwork in August. One village per province should be investigated each month. Then the data should be reviewed and all analysis steps should be carried out. As staff is still very weak in analysis, external feedback on the analysis is necessary. This should be done by the M&E section in PNH or be delegated to external support. The expert can also follow-up this process by email. The staff would need to compile their data and interpret the findings and send these to the expert. Then the expert could provide the necessary feed-back. This should be done 2-3 times to build-up competence.

5. In November or December 2001 a full survey should be started. This full survey could be implemented on an annual basis to assess project progress and impact. A sample size of 8-10 villages per provinces appears as appropriate. This would result in an overall sample size of 50-60 village on programme level. For this project-wide survey external support will be necessary. External support could insure that the still missing indicators would be included into the survey forms. Furthermore, expertise is necessary to ensure that data collection and interpretation follows the same principles in all provinces. The present system of analysis considers each village as a case study. Formats to derive conclusions on provincial and overall programme level still need to be identified. To look into all these aspects, a follow-up mission for this purpose will be necessary. A total time of 6-8 weeks should be allocated for this purpose. Detailed terms of reference still need to be developed.

6. After the implementation of this survey, PRASAC staff should be sufficiently trained to carry out future PIM follow-up surveys under own responsibility.

The Zonal-Advisors raised the concern that the current monitoring system is already very time consuming and that new monitoring activities should take note of this bottleneck. For this reason a review of the existing monitoring system appears necessary. Many purely quantitative data are collected. An effort should be made to identify the really important indicators (vital indicators for the steering function of the programme) and to complement them with qualitative indicators. Overall, this review process should lead to a reduction of the amount of information collected. Data that is collected but not used only creates costs without any benefits. The guiding principle should be KISS: keep it short and simple. This should allow the introduction of PIM without increasing the overall workload already required for monitoring and evaluation.

6.2 Participatory methods for community development, credit or agricultural extension

At the beginning of the mission, the decision was taken to look primarily into the possibilities of participatory impact monitoring. Therefore, only some general remarks on the possibilities of participatory methods for community development or extension can be made here.

Working with participatory methods showed that the capacities of staff in this field are very limited. This is the key bottleneck. To use more participatory methods in areas like community development, credit or agricultural extension would require external expertise. To make a significant difference, it would be necessary to employ one expert on a full-time basis. Also phased coaching by short term experts with 2-3 missions per year could be an appropriate means to introduce these skills. To gain experience, it would be best to start with these activities in only one or two provinces. It would depend on the competence of the staff in the provinces and on the interest of the Zonal-Advisors to take up this new challenge.

Clearly, the proper use of participatory methods in situation analysis and the identification of solutions to local problems can be very rewarding. This would give the option to depart form standard package solutions and to really address specific needs. This would also give the chance to develop really sustainable solutions in selected areas. This could be potentially even more rewarding than impact monitoring where only the performance in the past is investigated. But it should be noted that developing problem-solving skills is even more difficult that using a fairly standardised set of PIM tools. Going in this direction certainly would be desirable, but it will require more external support. Present staff could not (or only partly) fulfil this task.

7 Persons contacted

Mr.Wolfram Jäckel, PMU MIS/M&E/GIS Specialist, Phnom Penh
Mr. Manfred Staab, Programme Co-Director, Phnom Penh
Mr. Hieng Sovannara, PMU MIS/M&E/GIS Assistant, Coordinator Phnom Penh
Mr. Tony Felts; Programme Officer, EU Technical Coordination office, Phnom Penh
Mr. Karl-Heinz Ochs, Rural Engineer Specialist, Phnom Penh
Mr. Wulf Raubold, Zonal Advisor, KSP
Mr. Eberhard Goehsing, Zonal Advisor, KCN
Ms. Srunn Sopheary, M&E Coordinator, KCN
Ms. Sourn Sony, MIS operator, KCN
Mr. Hao Phalsambath, Agr. Extension Co-ordinator, KCN
Ms. Anette Arndt, GTZ Advisor PDP CBRD, Kampong Thom
Mr. Cristoph Lorenz, Zonal Advisor, Prey Veng
Mr. Bun Leng, Co- Zonal Advisor, Prey Veng
Mr. Sam Ath, M&E officer, Prey Veng
Mr. Sok Van Oeum, CD Co-ordingator, Prey Veng

8 Diary of the mission

Sa. 19.5.2001

Leaving Pohlheim for Frankfurt airport. Flight to Cambodia.

So. 20.5.5.2001

Arrival in Thailand and onward flight to Cambodia. Arrival in Cambodia in the morning. Meeting Mr. Jäckel at the airport. Discussion of organisational issues. Check- in the hotel in Phnom Penh.

Mo. 21.5.2001

Meeting in the PMU office. Discussion of the scope of the consultancy. Meeting all relevant staff in the office.

Tue. 22.5.2001

Travel to KSP and meeting with Mr. Raubold (Zonal Advisor) and relevant staff at the Province. Discussion of the organisational set-up. Organisation of the field visits. Visit of District office and staff.

We. 23.5.2001

Preparation of field trip to the village. Meeting with the senior officer Mr. Felts in the EU co-ordination office. Discussion of the TOR and expectations on the mission.

Tu. 24.5.2001

Travel to KSP. Field PRA in one village (Prey Sam bok). Test of various survey tools. Discussions with chief and villagers. Revision of the PIM tools. Return to PNH.

Fr.25.5.2001

Travel to KSP. Field PIM in a second village. Test of various survey tools. Discussions with chief and villagers. Revision of PIM tools. Return to PNH.

Sa.26. .5.2001

Office discussions at the PMU. Analysis of village surveys. Preparation of further field visits. Screening of existing documentation.

So. 27.5.2001

Office discussions at the PMU. Analysis of village surveys. Preparation of further field visits. Design of new survey tools.

Mo. 28.5.2001

Travel to KCN. Visit of Kouk Banteay village. Discussions and venn-diagram with the village VDC. Late afternoon discussions in the provincial PRASAC office on the scope of the mission and the selection of further villages for detailed study.

Tue.29.5.2001

Training of PRASAC staff in the field tools. Meeting with Mr. Goehsing (Zonal Advisor), Ms. Sopheary (M&E Co-ordinator) and other staff of the Provincial office Selection of villages for the survey. Information flow analysis with the projects organisational environment.

We.30.5.2001

Field visit to Serei village. Full test of the survey tools with separate men and women groups. Village walk. Discussion of findings.

Tu. 31.5.2001

Field visit to Krasang Poul and Pority Krey villages. Test of the survey tools by local staff. Return to Phnom Penh.

Fr.1.6.2001

Public holiday. Analysis of the field finding.

Sa. 2.6.2001

Analysis of field findings. Meeting with Mrs Anette Arndt (GTZ project using participatory tools at a larger scale)

So. 3.6.2001

Study of documents. Adaptation of field tools. Preparation of new field phase.

Mo.4.6.2001

Travel to PRV Province. Meeting with the Co Zonal advisor Mr. Bun Leng and relevant Co-ordinators of all sections. Discussion of the interest and capacity of the office in impact monitoring. Short training of relevant staff in the selected PIM tools and organisation of the fieldwork in 4 villages for the next 2 days.

Tue. 5.6.2001

Field work in 2 villages (Dam Rey Poun, Prey Chhoeur Teal). Comparison of one village that benefited from the full package of PRASAC activities with a village that so far received very limited assistance. In the evening discussion of preliminary findings in the office.

We.6.6.2001

Field work in 2 villages (Trapaeng Prich, Trapong Kampouc). Comparison of one village that benefited from the full package of PRASAC activities with a village that so far received very limited assistance. In the evening discussion of preliminary findings in the provincial office.

Tu. 7.6.2001

Discussion of the results of the village exercise in the provincial office. Analysis of the PIM tools used. Discussion on how the survey tools should be further adapted. Late morning return drive to Phnom Penh. Discussion of findings with Mr. Jäckel. Start preparation of the final workshop.

Fr. 8.6.2001

More detailed analysis of field findings. Revision of field recording sheets. Start the preparation of the workshop.

Sa. 9.6.2001

Preparation of the workshop. Preparation of workshop documentation. Write-up of the manual for the use of selected impact monitoring tools.

So. 10.6.2001

Preparation of the workshop. Preparation of the workshop documentation. Write-up of the manual for the use of selected impact monitoring tools. Printing of the manual and handouts.

Mo. 11.6.2001

First day of the workshop. Introduction into impact monitoring and basics on participatory methods.

Tue.12. .6.2001

Second day of the workshop. Lessons and group work with the tools trend analysis and project activities and adoption.

We. 13.6.2001

Third day of the workshop. Lessons and group work with the tools project activities and income generation, subsistence, matrix of influences and village walk with observation. Preparation of the field day.

Tu. 14.6.2001

Field day in Kampong Speu province. Work with four groups in 2 villages. Full test of the new toolset. In the evening return to Phnom Penh. Short discussion of findings.

Fr. 15.6.2001

Final day of the workshop. Training on the steps for analysis of the various tools. Start with trend analysis followed by the cross-check matrix with a summary of all tools. Final workshop evaluation. Discussion of further training needs.

Sa. 16.6.2001

Write-up of the final report.

So. 17.6.2001

Further work on the final report.

Mo. 18.6.2001

Finalising of report. Printing and copying. Discussion of findings and debriefing with Mr. Staab, Tony Felts and Mr Jäckel at the PMU office. In the evening return flight to Frankfurt.

Di.19.6.2001

In the morning arrival in Frankfurt. Return to Pohlheim by train.

9 Literature

Neubert, Susanne 1998: SWAP – ein neues System zur Wirkungsanalyse armutsorientierter Projekte in der Entwicklungszusammenarbeit. Deutsches Institut für Entwicklungspolitik. Berlin.

Valhaus, Martina 2000: Orientierungsrahmen für das Wirkungsmonitoring in Projekten der Wirtschafts- und Beschäftigungsförderung unter besonderer Berücksichtigung armutsmindernder Wirkungen. Teil II. GTZ. Eschborn.

10 Annex

Annex 1: Workshop program

Programme

Participatory Impact Monitoring

Phnom Penh,Cambodia

11-15 June, 2001

Time	Methods	Topic/ Activity
		Day 1
8:00	Plenary	Opening -Welcome remarks - Introduction of moderator Presentation of the objectives of the training workshop Programme overview: activities for each day Organisational issues: orientation on the venue , logistics and other administrative concerns
	Game	Introduction of the participants
10:15		Tea and coffee break
	Plenary	Explanation of visualisation rules Expectations of the participants on the workshop
	Plenary	Host team formation
	3 groups	Group buzz on the terms: monitoring, impact and participation
	Lesson and discussion	Basic principles of monitoring systems
12:00-14:00		Lunch break
		Energiser: fruit salad
	Lesson	Basic principles of participatory methods
16:00		Tea and coffee break
	Group work	Preference ranking, pair-wise ranking, matrix ranking
17:30	Plenary	Daily evaluation, mood barometer
		Day 2
7:30		Observations/ recap
	Lesson, plenary	**T1** Introduction for the tool **trend analysis**
	Group work	Groupwork on trend analysis
12:00-14:00		Lunch break
		Energiser: As and Bs
	Discussion	Presentation of group works 1
	Lesson, plenary	**T2** Introduction into the tool **project activities and adoption**
	Group work	Group work on project activities and adoption
	Discussion	Presentation of group works 2
17:30	Plenary	Daily evaluation, mood barometer

Time	Methods	Topic/ Activity
		Day 3
7:30		Observations/ recap
	Lesson, plenary	T3 Introduction into the tool **activities and income generation**
	Group work	Group work on activities and income generation
	Discussion	Presentation of group works 3
	Lesson, plenary	**T4** Introduction into the tool **activities and subsistence production**
12:00-14:00		Lunch break
	Plenary	Energiser: 2 group competition (age, hight, shoe size, birth date
	Group work	Group work on activities and subsistence production
	Plenary	Presentation of group works 4
	Lesson, plenary	**T5** Introduction into the tool **preferred activities**
	Group work	Group work on Preferred activities
	Discussion	Presentation of group works 4
	Lesson, plenary	**T6** Introduction into the tool **matrix of influences**
	Group work	Group work on the tool matrix of influences
	Discussion	Presentation of group works 6
	Lesson, plenary	**T7** Introduction into the tool **village walk and observation**
	Plenary	Plenary work : Rating of observations
	Lesson, plenary	Short introduction into analysis
17:30	Plenary	Daily evaluation, mood barometer
		Day 4
7:30	Field day	Drive to Kampong Speu by car Meeting at the Provincial office Short general briefing on procedures
	2 villages, 4 working groups men and women	Onward drive to two villages Field work with set of PIM tools
		Lunch together with villager
		Continuation of work with tools Presentation of findings to villagers Closure of field day
16:30		Return to Phnom Penh
		Day 5
7:30		Observations/ recap
	Lesson, plenary	Analysis of findings with the **Cross-check matrix**
	4 groups	Group works with the Cross-check matrix
12:00-14:00		Lunch break
		Energiser: Streets and avenues
	Discussion	Presentation of results and conclusions
	Plenary	Final workshop evaluation: What was good and what was not so good? - Regarding content and atmosphere Further training requirements
17:00		Closure: • Words from PRASAD • Feedback from the participants • Words from facilitator • Giving out of Certificates

PRASAC II

Guidelines for the use of selected tools for participatory impact monitoring

- Description of tools
- Notes for facilitation
- Notes for analysis
- Field recording sheets

Workshop Phnom Penh

11-15 June 2001

Prepared by Dr. Lorenz Bachmann

1 General remarks

1.1 Selected areas of impact monitoring and existing limitations

PRASAC II is active in several sectors: domestic water supply (DWS), sustainable agricultural productivity (SAP), credit and micro-enterprises (CME) and project management and institutional support (PMIS). For this first introduction of participatory impact monitoring into PRASAC the sectors of domestic water supply and sustainable agricultural productivity were selected.

These guidelines were worked out after two weeks of field testing in the three Provinces Kampong Speu, Kampong Chhnang and Prey Veng.

Considering the limited time available for the field testing, a set of participatory impact tools that proved useful in an integrated rural development project in Mali were used as starting point for the adaptation of tools to Cambodian conditions. These tools rely on general project activities, but do not use specific indicators. However, during the field testing it became evident that while the simple use of activities in relation to the infra-structural measures provided good information on impact, in particular some of the agricultural activities proved too unspecific for this purpose. Therefore, a more detailed formulation of some indicators will be necessary. This will requires a review of extension objectives and extension message to develop more meaningful indicators. These can then be integrated into the tool set presented later. The same holds true for the activities in the area of credit and micro-enterprises. These were so far only included marginally.

During the field work it also become evident that there are considerable differences between the three provinces visited. If the tools will be used in six provinces, these difference are likely to increase. Therefore, it will be necessary to carry out some further testing in each province (1-2 villages) before the tools can be applied on wider scale.

1.2 Basic principles of participatory monitoring

During the first day of the workshop the basic principles of participatory methods were highlighted (see workshop transparencies pages 11-16). In addition, important principles of monitoring were presented (see workshop transparencies pages 1-10).

Therefore only some very important principles shall be recalled here. For the application the selected tools the following points are of vital importance:

- All tools are facilitated in groups. It is necessary that the facilitators ensure a good group discussion and try to ensure that all members of the group can share there point of view.
- To promote this equal participation, visualisation of the tools is an important prerequisite. The tables need to be drawn on big sheets of paper. All has to be written in local language. To facilitate the integration of illiterate participants (frequent among women) it is necessary to add symbols to explain the meaning of the words.

1.3 Separating perspectives

Each village survey should be conducted with men and women groups separately. For the empowerment of rural women this is an important aspect. In mixed groups women hardly have a chance to express their views. For this reason the project should work in each village with two teams of facilitators. The villagers need to be informed in advance so that the people can prepare for the exercise. Both groups of men and women should have between 5-15 participants. That is a good size for working in groups. As facilitation is a tiring job, 2 facilitators should share the work for one group.

After each group has finished working on its tools, both men and women should come together in the plenary and compare the main findings of tools 1 to 5. If there are major differences in the findings, these should be discussed and if possible corrected or clarified.

1.4 Village selection and sample size

The toolset for participatory impact monitoring require a full working day per village. This can only be done in a limited number of villages. As PRASAC works in more that 100 villages per Province, some criteria for selection could be: location within the main area of intervention, specific activity profiles, recipient of full or reduced packages of project services. A sample of 7-10 villages per province should be adequate to gain a realistic picture of project impact.

As impact monitoring examines the benefits on village level, it is necessary that the villages selected have received project services in the past. At least one year should have passed since the completion of major project activities. This is necessary to observe adoption and maintenance processes. For a better comparison, also 1-2 villages that have not yet received any (or very little) project services should be included in the investigations.

2 Description of the tools

2.1 Tool 1: Trend analysis

Purpose:

This tool shows a broad picture about developments and the perceived reasons. It depicts how a number of social criteria regarding the quality of life have developed during the past years. Comparing the year with project support to the years without project support permits to estimate the impact of project activities.

T1. Trend analysis (field questionnaire sheet)

Add symbol	Social Criteria	Years Mark the year of PRASAC intervention with an arrow ⇓								
		94	95	96	97	98	99	00	Trend	Main reasons for lowest and highest rating
	Standard of living									
	1. Rice production per family									
	2. Total family income (all income sources combined)			66						
	3. Health of children									
	Access to resources:									
	4. Availability of drinking water to all families									
	5. Easiness to travel to the next main market by road									
	6a. Land area that can be irrigated in the rainy season									
	6b. Land area that can be irrigated in the dry season									
	7. Interest rate for obtaining a credit locally									
	8. Amount of fertiliser used per land area									
	Knowledge:									
	9. Knowledge about agricultural production									
	10. Performance of chief or village committees to organise village work and achieve benefits for all families									
	11a. Number of any project visit of any organisation to the village for any reason									
	11b. like above but only Prasac visits.									

Rating scale1= very poor, 2=poor, 3= medium, 4= good, 5= very good

12. Changes in family wealth and rice production

	landless	rather poor	medium wealth	rather rich
Number of families (house holds = hh)				
Available land per family in ha				

13. Rice yield (take years from above trend table)

	year with lowest production	year with highest production
Total rice produced per average household (medium wealth) per year in kg/family/year		

Steps:

- Put up the matrix on a board, wall or any place that all people can see it.
- Explain the purpose of the tool as described above.
- Start with the headline and read out the years to work about. To make it easier for the people to remember the years, ask for major events during the years. This can be anything everybody would know (major natural disasters big floods or draughts, or political events like end of war, parliament elections, birth of the crown prince, etc.).
- Then add the year that the project started with activities in the years. It should be the year that major implementation started, not only a baseline survey or problem identification mission.
- Start with the first item and explain the rating scale from 1 poor to 5 excellent. Initiate a group discussion to find a consensus on how the first year should be rated. In case of rice production the people can discuss the yield and then state if they consider the yield between 1 to 5. Do this for every year. At the end ask if all years are correct. May be after all years are done they want to go back to one year and change the rating. Do so if necessary.
- Then look for the lowest and highest rating. Ask for explanations for these years and add these in the reasons column at the end.
- Go through all criteria in this way.
- At the end fill the two little tables at the bottom (items 12 and 13). Ask for the number of families in the village that could be grouped as rather poor, medium wealth and rather rich (the type of house roof sheets can be used as indicator).
- Then ask for the available land area that each group owns. Also make sure to have a good group discussion to find a good answer.
- Finally select the highest and lowest year in the trend table and ask for the average rice production per family. This should provide the difference between very good and very bad years.

Additional explanation of headings:

As the main harvests are done in December to January, the table should go up to the year with the last main harvest (e.g. surveys in February 2002 include 2001 as last year).

Term	Further explanation	Purpose of question	Advice for rating
1. Rice production per family	Take the average production for one year (total of all harvests)	To gain an idea about the changes in production and the impact of training	1 very low to 5 very high
2. Total family income (all income sources combined)	Include the income of both men and women from any source (e.g. rice, animal raising, seasonal work in the forest or factory	Determine the development of income and see if project had an influence	1 very low to 5 very high
3. Health of children	Ask to focus on water related diseases in particular diarrhoea	Investigate the impact of sanitation training and water provision	1 very poor health to 5 very good health
4. Availability of drinking water to all families	Consider the number of wells or jumbo jars available in the village	Investigate how many families can consume clean drinking water	1 if only few families have wells to 5 if all have clean water
5. Easiness to travel to the next main market by road	Existence of a rural road and its condition to travel to next market	Determine impact of rural road construction	1 if there is no road or very poor condition to 5 road in excellent condition

6a. Land area that can be irrigated in the rainy season	Development of land that can be irrigated due to Prasac activities	To determine if the village benefited from project irrigation scheme	1 to 5 to indicate an increase in area and satisfaction
6b. Land area that can be irrigated in the dry season	Development of land that can be irrigated due to Prasac activities	To determine if the village benefited from project irrigation scheme	1 to 5 to indicate an increase in area and satisfaction
7. Interest rate for obtaining a credit locally	Price for local credit at the money lender	Determine impact of credit activities	1 very high interest rate to 5 very good (low) interest rate
8. Amount of fertiliser used per land area	Quantity (no. of sacks per ha) of fertiliser used. Not the money spent for fertiliser!!	Cross check for the uptake of new technologies	1 low quantity to 5 high quantity
9. Knowledge about agricultural production	Personal rating of how well the people rate their agricultural knowledge	Check if project training leads to impact	1 low to 5 very well informed about agric. production possibilities
10. Performance of chief or village committees to organise village work and achieve benefits for all families	Competence of the village committee to plan and implement joint activities, to ensure maintenance of village resources and improve village life	Assess impact of VDC training	1 low performance (bad roads, no water, no solidarity, poor maintenance to excellent village resources, good maintenance
11a. Number of any project visit of any organisation to the village for any reason	Ask for the total no. of visits for any reason (preparation, co-ordination, extension, training, joint works, follow-up, etc.)	Gain an indicator for the magnitude of intervention and	estimated exact number of visits
11b. like above but only Prasac visits.	see above but only Prasac	Compare the input of Prasac with other organisations	estimated exact number of visits

2.2 Tool 2: Project activities and adoption

Purpose:

This tool examines the practice and adoption of project activities. It records the number of households that were trained and compares this figure with the number of households that continue to use or apply the training contents, in other words that have adopted the new technology or advice given to them. In terms of infrastructure, instead of adoption, the continued good maintenance of these facilities is investigated.

T2. Project activities and adoption (field questionnaire sheet)

a) Infra-structure

Activities	A. Assisting organisations	B. No. of households that received access or inputs or that were trained (R1-5)	C. No. of households that still use facilities properly or apply training contents (**MF**)	D. No. of households that respect payments and do necessary maintenance works properly (R1-5)	E. Comments
1. Facilities for drinking water					
2. Training in sanitation and hygiene					
3. Irrigation infrastructures					
4. Rural roads					

Add symbols

b) Agriculture

Activities	A. Indicators	B. Assisting organisations	C. No. of households that received inputs and/or that were trained (R1-5)	D. No. of households that still use inputs properly or apply training contents (**MF**)	E. Comments
5. Improved rice production	seed of better variety IRRI 66 or Kesar or other variety promoted				
	IPM				
6. Vegetable production	No of farmers using the package of seeds an advise				
7. Fish ponds			2)	2)	
8. other agricultural activity					
1)					

1) fruit trees should be taken up at a later stages as PRASAC only started promotion in 1999. It is a present to early to investigate impact

2) As the likely number of beneficiaries is low, do not use the scale but record the exact number of beneficiaries!

Rating scale R1-5: Visualise this as a big bar next to the above tables:

Basis for scale R1-5		
Calculate no. of hh (families) in the village per category	scale 1-5	No of hh in %
total no hh:	5	80-100
	4	60-80
	3	40-60
	2	20-40
	1	0-20

Rating Scale **MF**: This stands for multiplication factor. Example: if 10 hh were trained and 20 hh apply techniques this is 20/10 = 2. If 10 were trained but only 5 apply this is 5/10 = 0.5.

3) Tables for CD activities and training on VDC or other committees still need formulation of indicators and evaluation questions.

4) Table for credit activities still need formulation of indicators and evaluation questions.

Steps:

- Start with the infra-structure table.
- Put up the matrix on a board, wall or any place that all people can see it.
- Explain the purpose of the tool as described above.
- Explain the activities and ask for each which organisations assisted the villagers in the implementation.
- After all activities are completed continue with column B and ask for the number of hh that were reached or received access or inputs. For the rating use the scale at the bottom of the sheet. First ask for the total number of hh in the village. Then divide this figure by 5 and write this number in field with rating number 1. Multiply the figure by 2 and write this figure in rating field 2 and so on until field 4. Depending on which number of hh are now mentioned by the villagers, you can write the appropriate number (1-5) in the respective field of the table. If the villagers do not know the exact number of hh, move with your hand on a long bar chart with 5 marks and ask them to estimate the number of hh in this way.
- Continue in the same way for column C, and rate the hh that really apply the training contents. Use the multiplication factor (MF). To calculate this, take the figure of hh trained say 30. Then ask for the hh that sill apply (e.g. 15, because 5 wells have broken down and were not repaired). Now divide 15/30 = 0.5. O.5 or (50% of those trained) is the number to put into the table.
- Now work on column D and look at the maintenance. Using the ranking scale R1-5 like in column B, record the hh that do a proper maintenance job.
- Whenever some of the results are surprising or difficult to understand, add explanations in the last column comments.
- Continue in a similar way with table b) agriculture.
- The table is similar to table a) but a column A indicators was added. This is necessary to further define what the activities really mean. Two indicators for improved rice production are provided. For the other activities indicators still need to be developed. This should be done in consultation with agricultural staff and reflect the extension goals used in the last 2-3 years, in order to determine useful indicators.
- Once indicators are done, fill the Assisting organisations column first.
- Then, continue row-wise. Columns C and D (of table 2b) need to be filled in the same way as table 2a columns B and C. The main difference is that now we talk about the training or extension input (rice growing), where as before it was mainly the physical infrastructure input (wells, roads, etc.)
- Whenever some of the results are surprising or difficult to understand, add explanations in the last column comments.

Additional explanation of headings:

Terms used	Explanation
1. Facilities for drinking water	The physical provision of wells, jumbo jars etc.
2. Training in sanitation and hygiene	The training on sanitation and hygiene provided by PRASAC.
3. Irrigation infrastructures	Physical construction of irrigation sub-channels that lead to the village and that should be maintained by the village water users.
4. Rural roads	The rural road built for and by the villagers

A. Assisting organisations	All aid organisations (Governmental or NGOs) that assisted to this activity.
B. No. of households that received access or inputs or that were trained (R1-5)	Use rating scale R1-5 to determine the % of the hh trained that are then expressed as 1-5.
C. No. of households that still use facilities properly or apply training contents (MF)	Use the multiplication factor. Calculate the no. of people that use facilities or apply training as calculated in step 6 above.
D. No. of households that respect payments and do necessary maintenance works properly (R1-5)	Focus on maintenance and fey collection. Use scale R1-5 as explained in step 6 above.
E. Comments	Open for free comments that help to explain the entries made earlier. Add in particular were figures may be difficult to understand.
5. Improved rice production	Focus now on the training for improved rice. Discuss indicators for the training messages.
6. Vegetable production	Focus on vegetable production. Indicators still need to be defined.
11. Fish ponds	Focus on fish ponds
8. other agricultural activity	Specify any other major extension or training content extended by PRASAC to the villagers.
A. Indicators	A clear way of measuring what was done in respect of the items 5 to 8 mentioned above. Example Rice: Training on how to grow IRRI 6 rice variety.
B. Assisting organisations	see item table 2a A
C. No. of households that received inputs and/or that were trained (R1-5)	Now the focus in on the no. of hh trained. Express as 1-5.
D. No. of households that still use inputs properly or apply training contents (MF)	This now measures the adoption. For example if 10 hh were trained in growing IRRI 6, but only 5 hh now grow IRRI 6 (may be because the others lack the seed) then MF is 5/10 = 0.5. If 20 hh now grow IRRI 6 because they saw the advantage and purchased the seed on the market the adoption factor MF is 20/10 = 2.
E. Comments	see item 2a E

2.3 Tool 3: Project activities and income generation

Purpose:

The purpose of this is to determine the main sources of income in the village. This shall help to understand which role agriculture plays to feed the people and to provide income. In a second line it is an attempt to estimate how much of the income earned presently is due to the training provided by the project.

T3 Project activities and income generation (field questionnaire sheet)

Add symbol	Activities	A. Income earned with this activity in %	B. Contribution of new advice or inputs towards total income rate 0 to 100 %	C. Comments
	1. Improved rice production			
	2. Improved vegetable production			
	3. Fruit trees			
	4. Fish ponds			
	5. All other crops: e.g. sugar palm etc			
	6. Animal raising (pigs, chicken, ducks, and others)			
	7. Fishing			
	8. Seasonal labour or other family members sending money in support			
	9. other: local processing (e.g. rice threshing or milling)			
	10. Micro-enterprise centre/ credit financed activities			
	Total	100%		

A. Ranking: Use 20 seeds for each member of the group.

B. Use long bar chart with % marks to determine income contribution. Only rank the fields where income is earned.

Steps:

- Put up the table and explain the purpose as stated above.
- Then present all the activities listed. Ask if the villagers have other important income sources and add these at the end of the table.
- Then start the ranking exercise. Take down the poster and lay it on the ground in front of the people. Make sure you add symbols to explain the activities or repeatedly read out the categories.
- Give 20 seeds to each person. Ask each person to place the seeds according his personal income situation. Example: If a farmer earns all money with rice only, then all 20 seeds should be placed on rice. If a farmer earns half money from rice and the rest from all other activities he should place 10 seeds on rice and give 2 seeds each for all his other activities.
- Let all people make their rating
- Then count the number of seeds in each box. Calculate the total number of seeds use.
- Then determine .the percentage. Divide 100 by the number of seeds used. Example: 100/ 50 seeds used = 2. Each seed stands for 2 %. Multiply the activities in each activity with 2 and you obtain the percentage for each activity. Enter the value in the table.
- Put up the matrix back on the board. Now determine for each activity where the project provided advise, to which extend the money earned come from the new advice or technology promoted by the project. Us a bar chart to let the people estimate the contribution of the new activity. Or use seeds again (e.g. 10 seeds and let them divide between traditional income-before PRASAC and the income earned because of new advice). Alternatively, try to calculate according to the calculation in the table below.

Additional explanation of headings:

Terms used	Explanation
A) Income earned with this activity: in %	Let the villagers rate their income sources by handing out 10 seeds to all people present. Then calculate total in percent.
B) Contribution of new advice or inputs towards total income, rate 0 to 100 %	Using a bar chart with 5 marks for percentages rate with contribution the new advice made towards earning money. Example: If the villagers grow now 25 % of their land with IRRI 6 which has double yield, then half of their income from rice would come from improved rice. Then enter 50 % in the field. If no calculation is possible, let them estimate the contribution with the bar chart. Example Fruit trees. If the trees are not yet bearing, mark 0. If fruits are bearing, but not sold, equally mark 0.

2.4 Tool 4: Project activities and income saving or subsistence benefits

Purpose:

This tool helps to determine if the project activities led to income savings or increased the subsistence food production.

T4 Project activities and income saving or subsistence benefits (field questionnaire sheet)

Add symbol	Activities	A. Money saved or contribution to increase food production for home consumption rate 0-4	B. Comments
	1. Facilities for drinking water		
	2. Rural roads		
	3. Improved rice production		
	4. Improved vegetable production		
	5. Fruit trees		
	6. Fish ponds		
	7. Animal raising (pigs, chicken, ducks, and others)		
	8. SCA credit activities		
	9.		
	10.		

Scale:

0	no money saved or no extra food
1	very little money saved or very little extra food
2	some extra money or some extra food
3	medium money saved or medium extra food
4	big money saved or big quantity of extra food

Steps:

- Set up the table on the board and explain the purpose as above.
- Then go through the list of activities.
- For each activities let the people rate from 0 to 4 how much they benefit. If, necessary add comments to illustrate the ratings of the villagers.

Additional explanation of headings:

Terms used	Explanation
A Money saved or contribution to increase food production for home consumption, rate 0-4	The villagers should rate if they benefited from the activities either by having more food or by saving money (e.g. lower taxi fares, less medical to buy etc.)

2.5 Tool 5: Preferred overall project activities

Purpose:

The purpose of this tool is to find out from which activity the villagers could gain most profit. It should show which activity they liked most.

T5 Preferred overall project activities (field questionnaire sheet)

Add symbol	Activities	From which activities did you benefit most? A Score	B Rank	C. Comments, reasons
	1 Facilities for drinking water			
	2 Rural roads			
	3 Irrigation facilities			
	4 Improved rice production			
	5 Improved vegetable production			
	6 Fish ponds			
	7 Training on animal production			
	8 VDC formation and work			
	9 WPC formation and maintenance			
	10 WUC formation and work			
	11 SCA credit activities			
	12 other activity			

Activity fruit trees is to early to assess at present.
For the ranking give 6-10 seeds to each person. Always give a few seeds less than activities for ranking.

Steps:

- Put up the matrix on a board, wall or any place that all people can see it.
- Explain the purpose of the exercise as above mentioned.
- Now place the poster back on the ground in front of the villagers.
- Distribute 6-10 seeds to each participant.
- Read out all activities again an add symbols next to the table for illiterate people.
- Then ask everybody to put his seed on those 6-10 activities he/she considers most beneficial. It is also possible to give more than 1 seed to 1 activity to show preference.
- Then calculate all seeds in each row and put that score in the field.
- Now determine the rank by giving rank one to the activity with the highest score. Continue with the next highest score. etc. If there are many activities with the same score. You can ask the villager to rank again with only 1-2 seeds or by hand raising which one is more important to them. In this way you can determine a straight line of ranks.
- After the ranking, present the findings to the villagers and ask if this sequence expresses their understanding well. Add comments if necessary.

Additional explanation of headings:

Terms used	Explanation
A Score	Total number of seeds attributes to each activity.
B Rank	The order of activities starting from the highest score rank no 1 to the lowest rank.
8 VDC formation and work	The activity of setting up the VDC and training the VDC members in village planning.
9 WPC formation and maintenance	The activity of setting up the WPC and training the members in water point management and maintenance.
10 WUC formation and work	The activity of setting up the WUC and training the members in the management of irrigation facilities and maintenance of these.
11 SCA credit activities	The activities of the credit associations. Advice on credit taking, credit application and extension provided to run a proper business.
12 other activity	Add whatever is necessary

2.6 Tool 6: Matrix of influences

Purpose:

The matrix tells us how much influence project activities had on selected social criteria like food production, income or health. In this way the matrix is a good means to cross check findings of tools 2 to 5. It is also good to stimulate discussions as people are made aware that many factors influence each other and this helps to understand what happens in reality.

Steps:

- Put up the matrix on a board, wall or any place that all people can see it.
- Explain the purpose of the exercise as stated above.
- Now go column-wise through the table. Ask the question how much influence did activity one have on social criteria 1. Then continue with activity one on social criteria two. And so on.
- For the rating it is important to stress the relation of project activity on social criteria. Example : What is the influence of the provision of drinking water with wells on rice production. Attentions do not ask the other way round: influence of rice production of drinking water!
- To make the ranking more meaningful explain the scale and add the percent ratings. Example: For the influence of improved rice production training on agricultural production farmers should only rate 4 if their yield has improved by about 50% or more. If it was less, then they should take a lower rating. Use the bar chart to explain the percent rating.
- Go in this way through all the table column by column.
- At the end make the totals per column and determine the ranks.
- Discuss the findings with the villagers.

T6 Matrix of influences (field questionnaire sheet)

	PRASAC activities								
Social criteria	A Facilities for drinking water	B Rural roads	C Improved rice production	D Improved vegetable production	E VDC formation and work	F SCA Credit activities	rank only if relevant for village: G Training on animal production	rank only if relevant for village: H Irrigation facilities	Passive total
1. Rice production per family									
2. Total family income (all income sources combined)									
3. Health of children									
4. Availability drinking water to all families									
5. Easiness to travel to the next main market by road									
6. Subsistence food production (all non rice crops and animal foods)									
7. Interest rate for obtaining local credit									
8. Knowledge about agricultural production									
Total active									
Rank									

Scale:

0	no influence
1	small influence, plus +10 %
2	middle influence, + 25 %
3	strong influence
4	very strong influence; factor should increase in the range of +50 % or more
	negative sign may indicate negative influence

2.7 Tool 7: Village walk and direct observation

Purpose:

The purpose of this tool is to gain a visual impression of the village. By walking around, speaking to the people and examining a few of the project facilities staff should make an assessment of how well the village is maintaining the facilities and following the advice given by extension or during training.

T7 Village walk and direct observation (field questionnaire sheet)

The first part of questions are asked to the villagers during the discussions. The second part of activity is done after the village walk and return to office. It should be a joint rating of all staff that participated in the village.

Observations	A. Villagers	B. Staff rating scale 2)	C. Comments
1. Maintenance of wells (hand pump)	total: 1) broken:		
2. Maintenance of (jumbo) jars	total: 1) broken:		
3. Maintenance of water points (tube wells)	total: 1) broken:		
4. Maintenance of rural road	2)		
5. Condition/ maintenance of irrigation facilities	2)		
6. Agriculture: field practice of new technology visible?			
7. Overall performance of the village compared to all other villages in the Province			
8. Behaviour (self confidence, motivation) of villagers			

1) No scale, use absolute numbers: e.g. 12pumps, 3 broken etc.
2) Scale : 1= very poor; 2= poor, 3= average, 4= good 5= very good
Only show and ask about bold framed area in the village!

Steps:

- Some of the table findings are asked to the villagers to compare their point of view with that of staff. Only the sections in the bold frame should be visualised on the poster! The other parts are added in the office.
- Then start with the questions on wells. Ask for the total number of wells built. Then ask how many are still functional or broken. Ask for reasons if wells are broken or not maintained.
- The maintenance of roads and irrigation facilities should be rated by the villagers on the scale 1-5.
- After this the information collection is finished.
- Now all villagers should come to one joint venue and the results of the two groups (men/women) should be compared. In all cases where major deviations or differences are

found, these should be clarified and corrected with the both groups. This should be done for tools 1 to 5.

- After this the village workshop should be closed and the villagers should be thanked for their good contributions.
- Then the team should start the village walk with some villagers. The walk should be the basis for the rating of the tool once back to the office.

3 Analysis of findings

This exercise consists of two main analysis steps. At first tool number 1 is examined in detail. Then all tools are compiled into one big matrix. Based on this matrix a final conclusion on the project impact has to be drawn.

Analysis section 1:

- Start with Tool 1.
- Now fill the trend column. Calculate for each row the average before project start and since project intervention. For calculation use the arithmetic average. Note the exact value rounded to one decimal (e.g. 0.57 = 0.6). Round the figure and visualise the results as shown in the following example.
- Do this for both women and men data and then decide which trend is more likely to represent the situation in the village best. Adopt either one of the two values or adapt a value in between.
- Explain the value by using the comments from the original tables. Highlight major differences between men an women and justify your final choice. State to which degree impact is caused by PRASAC, any underling trend (e.g. weather) or other factors such as other projects.

Analysis for Tool 1: Figures from Ankor Chea village (KSP)

Social criteria	Trend ♀	Trend ♂	Overall trend	Main reasons for trend
Standard of living				
1. Rice production per family	0,9	0,4	+0.6	Slowly rising rice production. But occasional setbacks due to floods or draught. Limited project impact.
Total family income (all income sources combined)	0,4	0,6	+0.5	Income follows agricultural production. Major impact of climate, limited project impact.
3. Health of children	1,8	0	+1	Women say health of children has improved sharply. This is due to project but also new health clinic.
Access to resources:				
4. Availability of save, and clean drinking water to all families	0,4	0,6	+0,5	More water is available due to the project. But only a small part of families is reached so far.
5. Easiness to travel to the next main market by road	1,6	0,4	+1	Access has improved. But roads were built by villagers themselves. No project contribution.
6. Land area that can be irrigated	1,8	0	+-0	Unclear. Women speak of dry season rice production while men deny this. Water access due to project unclear.
7. Price obtained for selling rice	0,8	0,4	+-0	Prices fluctuate strongly. Overall prices seem to get worse.
8. Amount of money spent for agricultural inputs	0	-0,6	+-0	So far no trend for increase in the use of inputs. Due to rising input prices at best stagnating use. Project impact seems zero.
Knowledge:				
9. Knowledge about agricultural production	0,8	1	+1	Visible impact of training on knowledge.
10. Performance of chief or village committees to organise village work and achieve benefits for all families	0,6	1	+0,6	Men see stronger impact than women do. Overall some improvement due to project likely.

Analysis section 2: Cross check matrix

- Now all data is compiled into one summary matrix. Go through all tools and compile the data into the summary matrix for the respective project activities.
- There are 4 matrixes prepared for all major project activities. The grey fields are not for use.
- To find the right data, in some fields the respective co-ordinates (similar to a spreadsheet table) of the original table are indicated.
  For example: In T1 "i3" means item 3 "health of the children".
  In T6 "H1" means column H (=Irrigation facilities) and item 1 = Rice production per family. These indications are only given in the male columns but they apply naturally also to the female columns!
- Fill all the rows as necessary. Enter both figures for men and women. For each tool there is a separate conclusion row. Draw a conclusion based on the data. If data is contradictory, use the more plausible data.
- From tool 1 extract the findings from the overall trend column. Use the following conversion table to rate the impact. The rating of 0-4 applies to all conclusion fields in the summary matrix.

Trend value	Impact value	Impact description
> 2	4	very good impact
1,3 – 1,9	3	good impact
0,7- 1,2	2	some impact
0,3 – 0,6	1	little, marginal impact
<0 – 0,3	0	no impact

- For T 5 use the following table to convert ranks into impact.

Rank	Impact value
1-2	4
3-4	3
5-6	2
7-8	1
> 8	0

- At the end calculate the average of all tools. This is the arithmetic average of all tools. This represents the overall rating for impact. To indicate the importance of the different tools, a specific percentage may be attributed to each tool. In this way the overall rating can be made more meaningful. The percentage ratings need to be carefully selected. This can be done by the PMU.
- As the last step justify the overall rating.
- Based on the overall rating consequences for the project may be formulated. For example in case of very low ratings (0-1) corrective measures should be formulated. This could be follow-up training or other appropriate measures to ensure more project impact in the future.

An example for the calculation is provided for the example of drinking water in table 5.

1. Cross check matrix for drinking water and irrigation

PIM tools	Selected items within tools	Project activities (services)					
		Facilities for drinking water			Irrigation infra-structures		
		Male		Female	Male		Female
T1 trend analysis	Criteria 1 [a)]	*i3*			*i6a*		
	Criteria 2 [a)]	*i4*			*i6b*		
	Conclusion						
T2 adoption	2a B/ 2b C No. of hh. reached						
	2a C/ 2b D hh apply (MF)						
	2a D hh maintenance						
	Conclusion						
T3 income generation	A) Income %						
	B) Contribution of new techn. in %						
	Conclusion						
T4 subsistence	Subsistence contribution						
	Conclusion						
T5 preferred activities	Rank category 1)						
	Conclusion						
T6 matrix of influences	Criteria 1	*A3*			*H1*		
	Criteria 2	*A4*			*H2*		
	Conclusion						
T7 village walk and observation	Maintenance	*A1-3*			*A5*		
	Staff observation	*B1-3*			*B5*		
	Conclusion						
Overall conclusion	Conclusion						
Narrative justification							

2. Cross check matrix for rural roads and improved rice production

PIM tools	Selected items within tools	Project activities (services)			
		Rural roads		Improved rice production	
		Male	Female	Male	Female
T1 trend analysis	Criteria 1 [a)]	*i5*		*i1*	
	Criteria 2 [a)]				
	Conclusion				
T2 adoption	2a B/ 2b C No. of hh. reached				
	2a C/ 2b D hh apply (MF)				
	2a D hh maintenance				
	Conclusion				
T3 income generation	A) Income %				
	B) Contribution of new technology in %				
	Conclusion				
T4 subsistence	Subsistence contribution				
	Conclusion				
T5 preferred activities	Rank category 1)				
	Conclusion				
T6 matrix of influences	Criteria 1	*B5*		*C1*	
	Criteria 2			*C2*	
	Conclusion				
T7 village walk and observation	Maintenance	*A4*			
	Staff observation	*B4*		*B6*	
	Conclusion				
Overall conclusion	Conclusion				
Narrative justification					

3. Cross check matrix for vegetable production and others (e.g. fruit trees)

PIM tools	Selected items within tools	Project activities (services)			
		Vegetable production		other	
		Male	Female	Male	Female
T1 trend analysis	Criteria 1 [a)]				
	Criteria 2 [a)]				
	Conclusion				
T2 adoption	2a B/ 2b C No. of hh. reached				
	2a C/ 2b D hh apply (MF)				
	2a D hh maintenance				
	Conclusion				
T3 income generation	A) Income %				
	B) Contribution of new techn. in %				
	Conclusion				
T4 subsistence	Subsistence contribution				
	Conclusion				
T5 preferred activities	Rank category				
	Conclusion				
T6 matrix of influences	Criteria 1	*D6*			
	Criteria 2	*D8*			
	Conclusion				
T7 village walk and observation	Maintenance				
	Staff observation			*B6*	
	Conclusion				
Overall conclusion	Conclusion				
Narrative justification					

4. Cross check matrix for VDC training and SCA training

PIM tools	Selected items within tools	Project activities (services)			
		VDC training		SCA training	
		Male	Female	Male	Female
T1 trend analysis	Criteria 1 [a)]	i10		i7	
	Criteria 2 [a)]			i2	
	Conclusion				
T2 adoption	2d C No. of hh. reached				
	2d D hh apply (MF)				
	2a D hh maintenance				
	Conclusion				
T3 income generation	A) Income %				
	B) Contribution of new techn. in %				
	Conclusion				
T4 subsistence	Subsistence contribution				
	Conclusion				
T5 preferred activities	Rank category 1)				
	Conclusion				
T6 matrix of influences	Criteria 1			F7	
	Criteria 2			F2	
	Conclusion				
T7 village walk and observation	Maintenance				
	Staff observation	B7+B8			
	Conclusion				
Overall conclusion	Conclusion				
Narrative justification					

Table 5: Example with data of cross check matrix for drinking water

PIM tools	Selected items within tools	Project activities (services)			
		Facilities for drinking water			
		Male	Female		
T1 trend analysis	Criteria 1 [a)]	1	1		
	Criteria 2 [a)]	2	2		
	Conclusion	1			
T2 adoption	2a B/ 2b C No. of hh. reached	5	3		
	2a C/ 2b D hh apply (MF)	0.6	1.3		
	2a D hh maintenance	3	3		
	Conclusion	3			
T3 income generation	A) Income %				
	B) Contribution of new techn. in %				
	Conclusion				
T4 subsistence	Subsistence contribution	3	2		
	Conclusion	3			
T5 preferred activities	Rank category 1)	2	1		
	Conclusion	4			
T6 matrix of influences	Criteria 1	3	3		
	Criteria 2	4	4		
	Conclusion	3			
T7 village walk and observation	Maintenance	3	3		
	Staff observation	2			
	Conclusion	2			
Overall conclusion	Conclusion	16/6= 2.7			
Narrative justification		According to trend analysis and observation impact is only 1-2. However, other tools indicate good impact.			

Annex 3: Example of the village PIM for Pou village in KSP

It should be noted that the expert did not correct the English of the records. In this uncorrected form, it gives a better account of what quality of information can be presently obtained by PRASAC staff.

Name of village	Village code	Date	Group (male or female)
ANKOR CHEA		14/06/01	Female

T1. Trend analysis

add symbol	Social Criteria	Years Mark the year of PRASAC intervention with an arrow ⇓								
		94	95	96	97	98	99	00	Trend	Main reasons for lowest and highest rating
	Standard of living									
	1. Rice production per family	2	3	3	4	4	4	2		Flooded, Drought,PRASAC
	2. Total family income (all income sources combined)	2	2	2*	2*	2*	3	3		-
	3. Health of children	1	1	2	3	3	3	3		Illness but has heath service
	Access to resources:									
	4. Availability of save, and clean drinking water to all families	1	1	1	1	1	1	3		
	5. Easiness to travel to the next main market by road	1	2	2	3	3	3	2		-No drinking water -PRAAC preseuce
	6. Land area that can be irrigated	2	2	3	3	3	3	2x		Floded
	7. Price obtained for selling rice	2	3	3	3	3	3	2		More importatin
	8. Amount of fertilser used per land area	3	3	3	3	3	3	3		Not enough
	Knowledge:									
	9. Knowledge about agricultural production	2	2	2	3	3	3	3		Training of PRASAC
	10. Performance of chief or village committees to organise village work and achieve benefits for all families	3	3	3	3	4	4	4		Lead or organize a meeting for jar, road
	11a. Number of any project visit of any organisation to the village for any reason	0	3	54	54	60	60	60		
	11b. like above but only Prasac visits.	0	0	54	54	60	54	54		
	11c. thereof Prasac contacts to chief or VDC only	-	-	32	32	30	34	40		Training,credit, drinking water
	11d. thereof Prasac contacts with larger groups of the village	-	-	24	22	30	20	14		WPC, WUC

Rating scale1= very poor, 2=poor, 3= medium, 4= good, 5= very good

12. Changes in family wealth and rice production

	Landless	rather poor	medium wealth	rather rich
Number of families (house holds = hh)	3	30	23	7
Available land per family in ha	0	0.60h	0.65h	1.50

13. Rice yield (take years from above trend table)

	year with lowest production(94)	year wit highest production(97,98,99)
Total rice produced per average family (medium wealth) per year in kg/family/year	1100kg	2400kg

T2. Project activities and adoption

a) Infrastructure

Activities	5. Assisting organisations	6. No. of households that received access or inputs or that were trained (R1-5)	7. No. of households that still use facilities properly or apply training contents (MF)	8. No. of households that respect payments and do necessary maintenance works properly (R1-5)	9. Comments
1. Facilities for drinking water	UNICEF, PRASAC	3	1.3	1	10 of 40 were of trained,but have jar
2. Training in sanitation and hygiene	PRASAC,women affairs	3	1.3		
3. Irrigation infrastructures	PRASAC	3		4	All families used
4. Rural roads		4		4	Constructed by the villages

Add symbols

b) Agriculture

Activities	13. Indicators	14. Assisting organisations	15. No. of households that received inputs and/or that were trained (R1-5)	16. No. of households that still use inputs properly or apply training contents (MF)	17. Comments
9. Improved rice production	seed of better variety IRRI 66 or kesar or other variety promoted				
	IPM				
10. Vegetable production	No of farmers using the package of seeds an advise				
11. Fish ponds			2)	2)	
12. other agricultural activity					
1)					

1) fruit trees should be taken up at a later stages as PRASAC only started promotion in 1999. It is a present to early to investigate impact

Rating scale R1-5: Visualise this as a big bar next to the above tables:

Basis for scale a)		
Calculate no. of hh (families) in the village per category	scale 1-5	No of hh in %
Total no hh:	5	80-100
	4	60-80
	3	40-60
	2	20-40
	1	0-20

Rating Scale **MF**: This stands for multiplication factor. Example: if 10 hh were trained and 20 hh apply techniques this is 20/10 = 2. If 10 were trained but only 5 apply this is 5/10 = 0.5.

c) Tables for CD activities and training on VDC or other committees still need formulation of indicators and evaluation questions.

d) Table for credit activities still need formulation of indicators and evaluation questions.

T3 Project activities and income generation

Add symbol	Activities	1) Income earned with this activity: in %	2) Contribution of new advice or inputs towards total income rate 0 to 100 %	Comments
	Improved rice production	23	30	Yield increase or tech
	Improved vegetable production			
	Fruit trees			
	Fish ponds			
	All other crops: e.g. sugar palm etc	5	0	Sugar palm only
	Animal raising (pigs, ckicken, dugs, and others)	54	0	-chicken -pig
	Fishing			
	Seasonal labour or other family members sending money in support	15		
	other: local processing (rice threshing)			
	Micro-enterprise center/ credit financed activities	3	40	Credit, business tech
	Total	100%		

1) Ranking: Use 20 seeds for each member of the group.
2) Use long bar chart with % marks to determine income contribution. Only rank the fields where income is earned.

T4 Project activities and income saving or subsistence benefits

Add symbol	Activities	1 Money saved or contribution to increase food production for home consumption rate 0-3	Comments
	Facilities for drinking water	1	
	Rural roads	2	By villagers
	Improved rice production	2	Low price of rice
	Improved vegetable production	0	
	Fruit trees	0	
	Animal raising (pigs, ckicken, dugs, and others)	2	Easy to maintain
	Fish ponds	0	
	other		

Scale:

	no money saved or no extra food
1	little money saved or some extra food
2	medium money saved or medium extra food
	big money saved or big amount of extra food

T6 Matrix of influences

	Project activities								
Social criteria	11 Facilities for drinking water	12 Rural roads	13 Improved rice production	14 Improved vegetable production	15 VDC formation and work	16 SCA Credit activities	rank only if relevant for village 17 Training on animal production	18 Irrigation facilities	Passive total
1. Rice production per family	0	1	4	0	2	2	0	4	11
2. Total family income (all income sources combined)	2	1	4	2	2	2	2	3	18
3. Health of children	3	1	2	2	3	0	0	0	11
4. Availability of save, and clean drinking water to all families	3	0	0	0	4	0	0	0	7
5. Easiness to travel to the next main market by road	0	3	0	0	2	0	0	0	5
6. Subsistence food production (non rice)	1	0	1	2	1	1	1	2	9
9. Knowledge about agricultural production	0	0	3	3	3	0	2	0	11
Total active	9	6	14	9	17	5	5	9	
Rank	4	6	2	5	1	7	8	3	

Scale:

0	**no** influence
1	**small** influence, plus +10 %
2	**middle** influence, + 25 %
3	**strong** influence
4	**very strong** influence; factor should increase in the range of +50 % or more

negative sign may indicate negative influence

T5 Preferred overall project activities

Add symbol	Activities	From which activities did you benefit most? 1 Score	2 Rank	Comments, reasons
	1 Facilities for drinking water	8	1	Eaning time reduce dicise
	2 Rural roads	6+	4	Reduce the transport expanse
	3 Irrigation facilities	0		
	4 Improved rice production	3	7	
	5 Improved vegetable production	0		
	6 Fish ponds	0		
	7 Training on animal production	7	3	Give knowledge good yields
	8 VDC formation and work	5	6	
	9 WPC formation and maintenance	7	2	Get the peoject sustainable
	10 WUC formation and work	6	5	Easy to bring the water to the field
	11SCA credit activities	3	8	
	12 other activity			
	1)			

Acitivity fruit trees is to early to assess at present
For the ranking give five seeds to each person.

T7 Village walk and direct observation

The first part of questions are asked to the villagers during the discussions. The second part of activity is done after the village walk and return to office. It should be a joint rating of all staff that participated in the village.

Observations	**Villagers**	**staff rating** scale 1)	**add comments**
Maintenance of wells (hand pump)	total: broken:		
Maintenance of (jumbo) jars	total: 38 broken:0		
Maintenance of water points (tube wells)	total: broken:		
Maintenance of rural road	1)		
Condition/ maintenance of irrigation facilities	1)		
Agriculture: field practice of new technology visible?			
Overall performance of the village compared to all other villages in the Province			
Behavior (self confidence, motivation, activeness) of villagers			

1) Scale : 1= very poor; 2= poor, 3= average, 4= good 5= very good
Only bold framed area to be asked and shown on the poster in the village!

Name of village	Village code	Date	Group (male or female)
ANKOR CHEA		14.June .2001	Male

T1. Trend analysis

add symbol	Social Criteria	Years Mark the year of PRASAC intervention with an arrow ⇓								
		94	95	96	97	98	99	00	Trend	Main reasons for lowest and highest rating
	Standard of living									
	1. Rice production per family	2	2	2	2*	3	3	2	+ -	Lack irrisation
	2. Total family income (all income sources combined)	1	1	1.5	1.5	2	2	1	+ -	Flooding/10w for market Poice
	3. Health of children	3	3	3	3	3	3	3	+	
	Access to resources:									
	4. Availability of save, and clean drinking water to all families	1	1	1	1	1	2	3	+	Very far to collect the water Jumbo Jar
	5. Easiness to travel to the next main market by road	1	1	1	2	2	1	1	+ -	-nore- construction rural road and road dannage floot
	6. Land area that can be irrigated	4	4	4	4	4	4	4	+ -	Irrigated
	7. Price obtained for selling rice	3	3	3	4	4	4	2	+ -	Very cheap (no trader)
	8. Amount of fertilser used per land area	3	3	3	3	2	2	2	+ -	Using compost fertilizer
	Knowledge:									
	9. Knowledge about agricultural production	1	1	1	1	2	3	3	+ -	
	10. Performance of chief or village committees to organise village work and achieve benefits for all families	4	4	4	4	4	4	4	+	
	11a. Number of any project visit of any organisation to the village for any reason	2	30	80	100	140	170	210		
	11b. like above but only Prasac visits.	0	10	50	60	120	150	170		
	11c. thereof Prasac contacts to chief or VDC only	0	20	30	40	20	20	40		
	11d. thereof Prasac contacts with larger groups of the village	0	20	10	20	10	10	20		

Rating scale1= very poor, 2=poor, 3= medium, 4= good, 5= very good

2. Changes in family wealth and rice production 61 families (total land 37ha)

	Landless	rather poor	Medium wealth	rather rich
Number of families (house holds = hh)	5	9	47	0
Available land per family in ha		0.18	0.75	

3. Rice yield (take years from above trend table)

	year with lowest production	year with highest production
Total rice produced per average family (medium wealth) per year in kg/family/year	94.95 .96.97. 216kg/F/year	98.99 360kg/F/year

900kg/F/year 1500kg/F/year

T2. Project activities and adoption

a) Infrastructure

Activities	5. Assisting organisations	6. No. of households that received access or inputs or that were trained (R1-5)	7. No. of households that still use facilities properly or apply training contents (MF)	8. No. of households that respect payments and do necessary maintenance works properly (R1-5)	9. Comments
1. Facilities for drinking water	PRASAC	5	0.62		Jumbo Jar
2. Training in sanitation and hygiene	PRASAC	3	0.83		
3. Irrigation infrastructures	0	0		0	
4. Rural roads	0	0		0	

Add symbols

b) Agriculture

Activities	13. Indicators	14. Assisting organisations	15. No. of households that received inputs and/or that were trained (R1-5)	16. No. of households that still use inputs properly or apply training contents (MF)	17. Comments
9. Improved rice production	seed of better variety IRRI 66 or kesar or other variety promoted	0	0	0	Using local seed no contribute by PRASAC
	IPM				
10. Vegetable production	No of farmers using the package of seeds an advise	0	0	0	
11. Fish ponds		0	2) 0	2) 0	
12. other agricultural activity					
1)					

1) fruit trees should be taken up at a later stages as PRASAC only started promotion in 1999. It is a present to early to investigate impact

Rating scale R1-5: Visualise this as a big bar next to the above tables:

Basis for scale a)		
calculate no. of hh (families) in the village per category	scale 1-5	No of hh in %
total no hh:	5	80-100
	4	60-80
	3	40-60
	2	20-40
	1	0-20

Rating Scale **MF**: This stands for multiplication factor. Example: if 10 hh were trained and 20 hh apply techniques this is 20/10 = 2. If 10 were trained but only 5 apply this is 5/10 = 0.5.

c) Tables for CD activities and training on VDC or other committees still need formulation of indicators and evaluation questions.

d) Table for credit activities still need formulation of indicators and evaluation questions.

T3 Project activities and income generation

Add symbol	Activities	1) Income earned with this activity: in %	2) Contribution of new advice or inputs towards total income rate 0 to 100 %	Comments
	Improved rice production	5		
	Improved vegetable production	0		
	Fruit trees	0		
	Fish ponds	0		
	All other crops: e.g. sugar palm etc	0		
	Animal raising (pigs, ckicken, dugs, and others)	20		Traditional
	Fishing	0		
	Seasonal labour or other family members sending money in support	25		
	other: local processing (rice threshing)	0		
	Micro-enterprise center/ credit financed activities	0		
	Total	100%		

1) Ranking: Use 20 seeds for each member of the group.
2) Use long bar chart with % marks to determine income contribution. Only rank the fields where income is earned.

T4 Project activities and income saving or subsistence benefits

Add symbol	Activities	1 Money saved or contribution to increase food production for home consumption rate 0-3	Comments
	Facilities for drinking water	2	
	Rural roads	2	
	Improved rice production	1	
	Improved vegetable production	1	
	Fruit trees	0	
	Animal raising (pigs, ckicken, dugs, and others)	2	
	Fish ponds	0	
	other		

Scale:

0	no money saved or no extra food
1	little money saved or some extra food
2	medium money saved or medium extra food
3	big money saved or big amount of extra food

T6 Matrix of influences

	Prasac activities								
Social criteria	11 Facilities for drinking water	12 Rural roads	13 Improved rice production	14 Improved vegetable production	15 VDC formation and work	16 SCA Credit activities	rank only if relevant for village: 17 Training on animal production	rank only if relevant for village: 18 Irrigation facilities	Passive total
1. Rice production per family	0	2	3	2	2	3	2	4	18
2. Total family income (all income sources combined)	1	3	4	2	2	2	3	3	20
3. Health of children	3	2	3	3	2	1	0	1	15
4. Availability of save, and clean drinking water to all families	3	0	2	1	3	1	0	0	10
5. Easiness to travel to the next main market by road	1	4	2	2	1	1	1	2	14
6. Subsistence food production (non rice)	1	0	1	2	2	1	2	1	10
9. Knowledge about agricultural production	0	1	3	3	2	2	3	3	17
Total active	9	12	18	15	14	11	11	14	
Rank	8	5	1	2	3	6	7	4	

Scale:

0	**no** influence
1	**small** influence, plus +10 %
2	**middle** influence, + 25 %
3	**strong** influence
4	**very strong** influence; factor should increase in the range of +50 % or more

T5 Preferred overall project activities

Add symbol	Activities	From which activities did you benefit most? 1 Score	2 Rank	Comments, reasons
	1 Facilities for drinking water	10	3	No water resource
	2 Rural roads	8	4	Easy to travel
	3 Irrigation facilities	12	1	Irrigation (need irrigated)
	4 Improved rice production	4	6	
	5 Improved vegetable production	4	7	
	6 Fish ponds	8	5	No river close to the village
	7 Training on animal production	1	9	
	8 VDC formation and work	11	2	Easy for management
	9 WPC formation and maintenance	2	8	
	10 WUC formation and work			
	11SCA credit activities			
	12 other activity			
	1)			

Acitivity fruit trees is to early to assess at present
For the ranking give five seeds to each person.

T7 Village walk and direct observation

The first part of questions are asked to the villagers during the discussions. The second part of activity is done after the village walk and return to office. It should be a joint rating of all staff that participated in the village.

Observations	**Villagers**	**staff rating** scale 1)	**add comments**
Maintenance of wells (hand pump)	total: 0 broken:		
Maintenance of (jumbo) jars	total: 38 broken:		
Maintenance of water points (tube wells)	total: 0 broken:		
Maintenance of rural road	1) 4		
Condition/ maintenance of irrigation facilities	1) 0		
Agriculture: field practice of new technology visible?	[redacted]		
Overall performance of the village compared to all other villages in the Province			
Behavior (self confidence, motivation, activeness) of villagers			

1) Scale : 1= very poor; 2= poor, 3= average, 4= good 5= very good
Only bold framed area to be asked and shown on the poster in the village!