

# PARTICIPATORY POVERTY ASSESSMENT: SHINYANGA REGION, TANZANIA

OCTOBER 1998

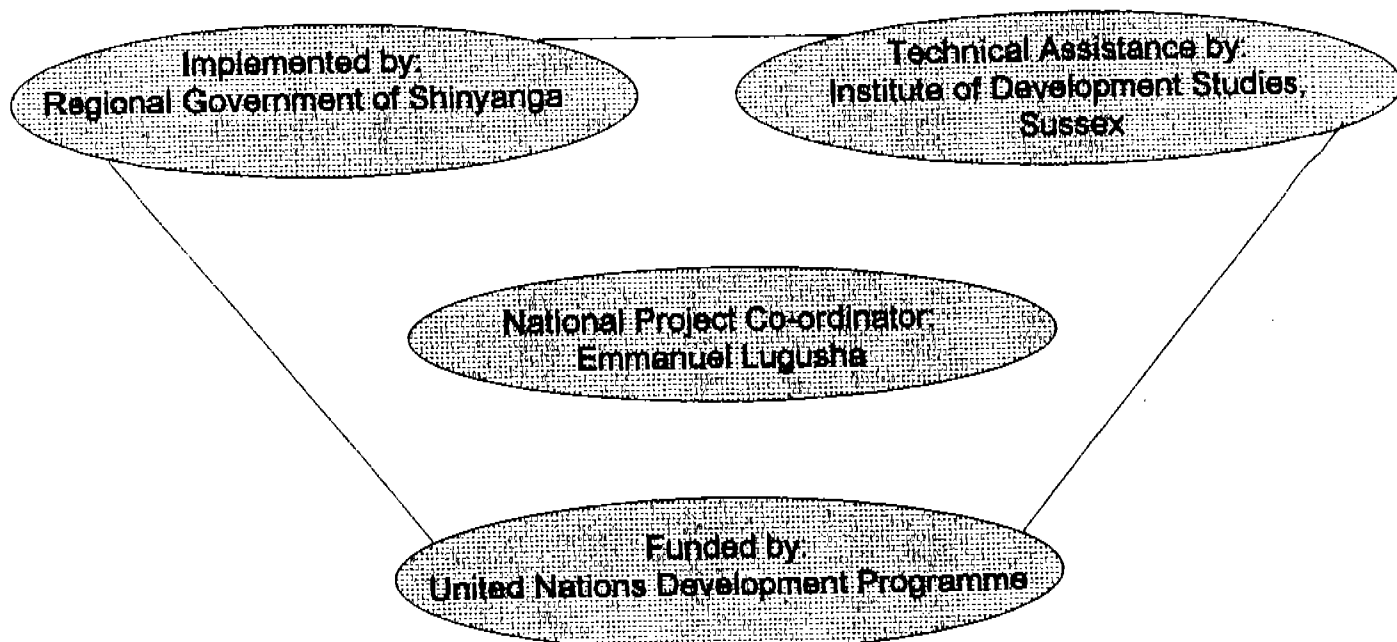
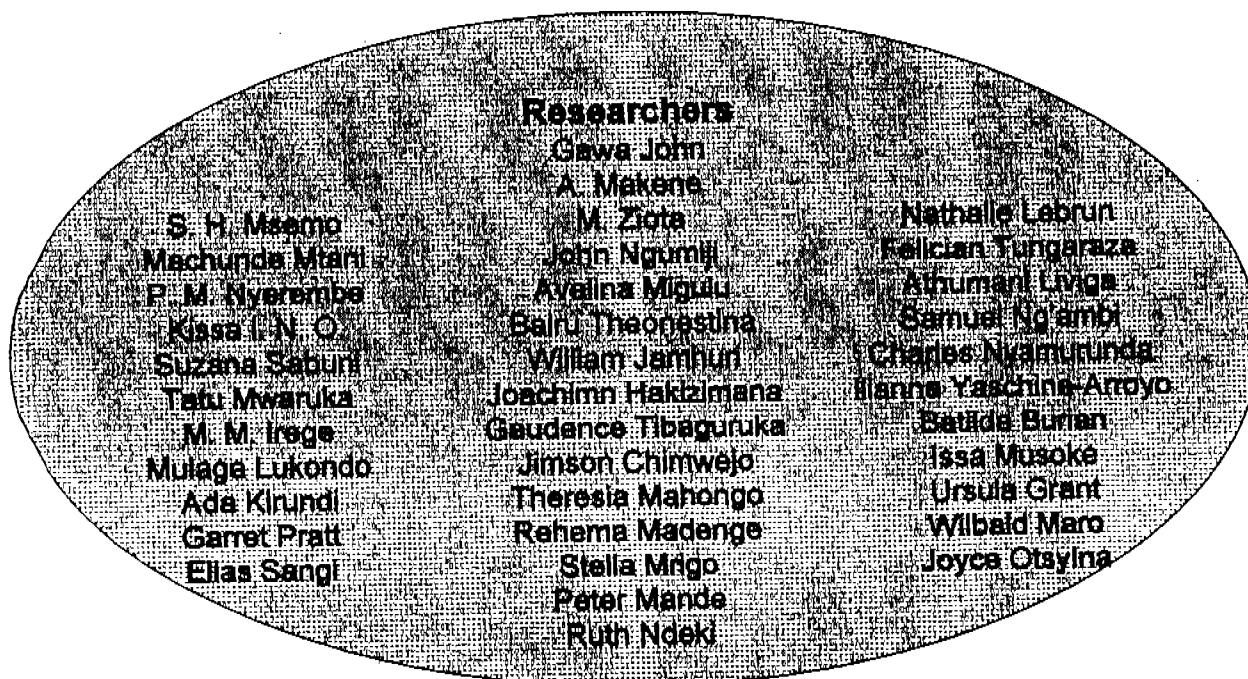
## *Final Report*

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## **PREFACE: Understanding the Human Development Report Project**

The overall purpose of the Human Development Report Project is to enhance the living conditions and the lives of the people of Shinyanga, in the medium and long term, from the perspective of the poorest.

The project hopes to achieve this through its three main objectives. Firstly, the project aims to build capacity of district and regional government staff to undertake participatory research, planning and development. To achieve this objective, 25 government staff were trained in participatory research (including Participatory Rural Appraisal and Theatre for Development). Their skills were immediately put to the test as they did participatory research at village level. This should assist government to initiate and implement further such participatory action research processes and projects, should they wish to.

The second objective was the production of a Human Development Report. The HDR details the nature of poverty as seen from the perspective of the poor and considers actions that could be taken to improve the situation, as well as suggesting policy guidelines for the region as a whole. The third objective of the HDRP is to facilitate local action and change. This objective was promoted at the local level through a process of village-level action planning and follow-up; and at the regional and district levels through support from a steering committee composed of central, regional and district government officials, NGO's active in the region, United Nations Development Programme and Institute of Development Studies.

The key institution in the HDRP was the Regional Government of Shinyanga, where the project was based. The Regional Government implemented the project with funding from UNDP and technical assistance from IDS. The Vice President's Office and Prime Ministers office provided advice and guidance through the steering committee, as did locally active NGO's. Ownership of the project lay with the regional government.

Two major types of research activity formed the basis of the HDRP, namely a Participatory Poverty Assessment and nine Sector Studies. The PPA was implemented by Regional and District-level Government staff, together with other development professionals, through the use of action-oriented participatory research methodologies. This research was conducted in eight villages around the region and focused on the local village-level perceptions and realities of poverty and potential action.

Each sector study was conducted by a national consultant, who also took part in the PPA training and fieldwork. The sectors investigated were environment, culture, gender, social services, governance, cotton production, livestock keeping, mining and urban environments. The results of the PPA and the sector studies were synthesised into a Human Development Report for Shinyanga.

This project is regarded as Phase I of an approach being piloted by the Shinyanga Regional Government and UNDP. It is envisaged that Phase II will build on this project by further investing in the capacity of District and Regional Government staff to realise their potential to engage in participatory research and planning; reinforcing the learnings from this project; engaging with more villages and communities; linking into other government and non-government development initiatives; and most importantly, implementing development initiatives with local villagers as identified by them. Particularly, the first and third objectives are medium and long term objectives that will only be fully realised through Phase II and further projects of this nature.

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## Glossary of Accronyms

CCM	Chama cha Mapinduzi
DC	District Commissioner
DRDP	District Rural Development Programme
DWSP	Domestic Water Supply Programme
EDP	Essential Drugs Programme
HASHI	Hifadhi Ardhi Shinyanga (Environment Conservation Programme Shinyanga)
HDRP	Human Development Report Project
IDS	Institute of Development Studies
IKAP	Indigenous Knowledge Attitude and Behaviour
MCHC	Maternal and Child Health Care
NGO	Non Governmental Organisation
PPA	Participatory Poverty Assessment
PRA	Participatory Rural Appraisal
RMA	Rural Medical Aids
SHIRECU	Shinyanga Region Co-operative Union
TBA	Traditional Birth Attendants
TPDF	Tanzania Peoples Defence Forces
UNDP	United Nations Development Programme
UPE	Universal Primary Education Programme
UWT	Union of Women Tanzania
VEO	Village Executive Officer
WEO	Ward Executive Officer

## Glossary of Terms

baraza	elders committee
bomba	shallow wells
burundani	entertainment
kisima	natural wells
kufugwa	a system of going to live with the rich is times of need
malambo	ponds
ndagashida	traditional
ngoma	traditional drumming and dancing
pombe	beer brewed locally
sungusungu	traditional security force
tembe	traditional style of house, with mud walls and flat grass roof
vihenge/ vilindo	storage containers for food
shamba	field
mboga	vegetables
mchicha	spinach

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## 1. Introduction

The overall purpose of conducting a participatory poverty assessment (PPA) in Shinyanga Region was to contribute towards the improvement of people's lives, building on and linking into current realities and activities.

Specifically the objectives of the PPA were to:

- build the capacity of government staff in terms of participatory action research
- produce a high quality synthesis document detailing the situation in eight study areas as seen through the eyes of local people
- to facilitate and promote local action based on the views and plans of local people.

The overall approach adopted to achieve these three objectives, and within this approach the process used to implement the PPA workplan is described below. Limitations of the methodology, process and research are noted and finally the chapter provides a brief description of the structure of the report.

### 1.1. Action Research and Process Methodology

In recent years an activity known as Participatory Poverty Assessments (PPA) has emerged. PPAs have differed widely in their objectives, coverage and methodology. Some were designed solely to assess poverty from a holistic perspective, while others have gone on to influence and inform policy. Coverage has varied from country level to local administrative units. The methodology used is chosen to suit the objectives and has varied from rapid, more structured participatory approaches to flexible, action-oriented approaches.

There are many participatory approaches to development, research and action currently in use. These differ in terms of their overall philosophy, primary purpose, techniques, degree of structure, relative emphasis on process and empowerment versus techniques and information, and the various roles assigned to outsiders and insiders. Some participatory approaches focus on techniques for extracting information from local people. Approaches such as Rapid Rural Appraisal (RRA) are useful in attaining information about local situations and priorities but they do not challenge the conventional power and control of outsiders. Approaches such as Participatory Action Research (PAR) concentrate on the location of power and roles of outsiders relative to insiders, emphasising control by insiders. Theatre for Development uses techniques based on local songs, drawings and interactive local theatre to explore local issues, with the former also placing more emphasis on process. Self-Esteem, Associative Strengths, Resourcefulness, Action Planning, Responsibility (SARAR) and Community Action Planning (CAP) are relatively more structured than other approaches. The former uses pre-set pictures to facilitate the sharing of information while the latter has a pre-set sequence of exercises.

Participatory Rural Appraisal (PRA) is an approach to development that is being used in many countries and is the main approach used for the Shinyangan Participatory Poverty Assessment.

#### 1.1.1. Participatory Rural Appraisal

PRA has been described as *"a growing family of approaches and methods which enable local people to express, enhance, share and analyse their knowledge of life and conditions, to plan and act"*.

In terms of the overview of participatory approaches noted above:

- a) PRA encompasses a variety of tools that can be used for extracting or facilitating information sharing. Illustration 1.1 shows some common PRA methods used, with examples of fieldwork applications.
- b) PRA tools are used within a set of principles, attitudes and behaviours. The nature of these and the sincerity with which these are adopted can render the process either extractive and disempowering or facilitating and empowering in promoting local ownership. Key principles, behaviour and attitudes promoting the latter are shown in Illustration 1.2. It is these principles, behaviour and attitudes that distinguish an empowering PRA process from other development approaches.
- c) Drama, songs and story-telling can and have often been used within the framework of PRA.
- d) PRA does not have any pre-set sequences for methods but rather encourages flexible sequencing. Tools can be used in a number of ways and new tools are constantly being invented. Categories for individual exercises are generated by local participants and are not pre-set.

**Illustration 1-1: Common PRA Methods used in the Shinyanga PPA**

Common PRA Methods	Some Applications in Shinyanga PPA
causal and flow diagramming	to investigate causes of and linkages between problems; to brainstorm and identify solutions
group discussion	to compare contrasting views from within a community discuss sensitive information with a specific community group
mapping	to map local resources; identification of the poor; planning for the future
matrix ranking & scoring	to compare, rank and prioritise problems; evaluate causes of problems; rank desirability of crops, compare gendered access and control over resources
seasonal calendars	to show how access to credit, food availability, work load, health and rainfall fluctuate during the year
time trends/ historical trend analysis	to analyse how factors such as land use, rainfall, crop yields, population size and disease have changed over the years/ decades and why
timelines	to learn the history of the community through noting events of importance to the community
transect walks	to get to know the area to inform the research
Venn/ Institutional diagramming	to investigate the importance and relevance of local and external institutions in addressing local needs
wealth & well-being ranking	exploring local people's perceptions of the well-off and worse-off in their community
pie charts	distribution of income and expenditure
planning matrices	to develop a detailed plan of action to implement an identified solution

**Illustration 1-2: PRA Principles, Attitudes and Behaviours Promoting Local Empowerment**

PRA Principles,	Attitudes & Behaviour
<ul style="list-style-type: none"> <li>● exploratory &amp; interactive learning</li> <li>● critical self-awareness</li> <li>● facilitation</li> <li>● multi-disciplinary &amp; balanced team composition</li> <li>● respect and trust</li> <li>● personal responsibility</li> <li>● honesty and openness</li> <li>● optimise trade-offs</li> <li>● sharing</li> </ul>	<ul style="list-style-type: none"> <li>● seek diversity</li> <li>● cross check information</li> <li>● embrace error</li> <li>● hand over the pen/ stick</li> <li>● recognise and offset biases</li> <li>● relax and be nice</li> <li>● be curious and observant</li> <li>● be humble and sensitive</li> <li>● learn from local people</li> </ul>

For the Shinyanga PPA, the approach adopted has been one which attempts to share control over the process between various players, depending on the stage of the process. Examples of sharing of decision making are given below.

**Illustration 1-3: Involvement in Decision-making**

Decision	Regional Govt.	District Govt.	Local Govt.	Villagers	IDS	UNDP
Selection of research sites	x	x			x	
Selection of Researchers	x	x				x
Local Research Agenda		x	x	x		
Project Research Agenda	x				x	x
Control of Funds	x					x
Methodology and Research Design	x	x			x	
Synthesis	x	x			x	
Report Writing	x	x			x	
Evaluation of Capacity Building	x	x			x	

Another aspect of the PRA methodology, of critical importance in this project has been the recognition and analysis of diversity within groups such as 'the community'. Such diversity can be along the lines of gender, age, ethnicity, class and combinations of these, in relation to perceptions, daily realities, needs and priorities.

### 1.1.2. Advantages and Limitations of PRA

Like any methodology, PRA has its advantages and limitations.

#### Advantages

- PRA tools can be used with individuals or with group of people (small and large).
- The facilitator usually initiates the exercise and then steps back allowing local people to share, record and debate information. This allows local people more freedom to express their own ideas.
- Visualisation, a critical aspect of PRA, encourages wide participation and allows those less confident in their views, to express them visually.
- The visual nature of PRA means that the non-literate are not discriminated against.
- The visual nature of PRA facilitates the debate, checking and changing of information as the materials used to record information can easily be moved (such a stones on the ground) in comparison to pen on paper. It is fairly common for similar PRA exercises to be done with different groups simultaneously and then for these groups to present the results to each, stimulating debate.
- Visualisation allows for a level of analysis not possible through discussion alone.
- The innovative sequencing of methods can enhance the impact and analysis of information shared, creating a detailed picture of the complexity and diversity of people's lives and perceptions, that is not possible through conventional methods such as questionnaire surveys.
- There is place for outsider's knowledge in seeking local solutions. The key though is that such knowledge is appropriately and sensitively introduced, ensuring that it does not dominate and shut out local people's knowledge and perspectives. PRA can facilitate an interactive process between outsiders and local people.

### Limitations<sup>1</sup>

- While PRA stresses that outsiders should learn from local people, it is also recognised the local people do not have all the answers.
- While the tools and techniques of PRA are easy to use, adopting the approach is challenging. There are many interests that need to be negotiated and conventional views that need to be challenged. Handing over power to local people is difficult, both personally and in terms of institutions and bureaucracies. Often the approach cannot fit within systems that have top down procedures and therefore only part of the approach can be adopted.
- While the approach stresses the handing over of power from the powerful to local people, it is difficult to assess who the powerful are, who needs to be empowered, when these people have been empowered and who is disempowered in the process.
- Participatory approaches and PRA easily be abused, because of the extent to which good practice relies on personal behaviour and motivation. PRA can be used as a manipulative tool.
- Participatory processes are costly especially on time.
- Through seeking and recognising diversity and encouraging debate over differing view, conflicts may be raised within the community which the community are not ready to deal with at that stage.
- Expectations are raised by the nature of the work as issues around poverty are discussed by the local community with people who are often in relative power and wealth, when compared to themselves.

## 1.2. Shinyanga PPA Process

While the two basic research activities of the project, namely the PPA and the eight sector studies, were quite distinct from each other, attempts were made throughout the process to link them as much as possible, but without compromising the quality of either. The following flow diagram (Illustration 1-5), shows the entire process of the HDR. This section will focus on the process of the PPA (the shaded parts of the flow diagram). Aspects relating mainly to the Sector Studies and also those relating to the production of the Human Development Report are unshaded in the flow diagram.

### 1.2.1. PPA Team

The PPA team was made up of government personnel, national consultants, students from IDS and project facilitators and trainers.

A total of 25 government personnel were selected to take part in the PPA as researchers<sup>2</sup>. Three government staff from each of the district offices and four regional government staff were selected for the project. Criteria for selection were:

- middle level staff (not senior staff)
- ability to understand and read English
- gender balance
- availability for the duration of the project

<sup>1</sup>. It is important to distinguish between the limitations of the PRA methodology and poor quality PRA or bad practice.

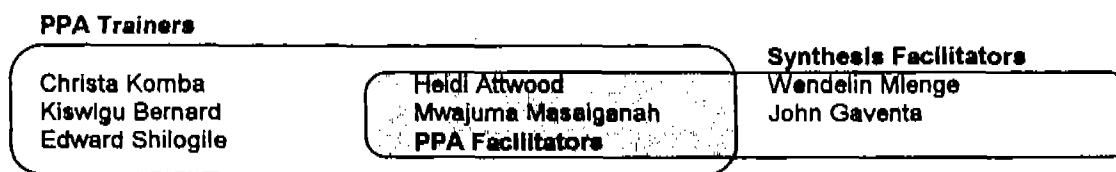
<sup>2</sup>. Unfortunately, one woman fell very ill during the training and had to withdraw from the project. During PPA fieldwork, her place was taken by one of the PRA trainers.

Illustration 1-4: List of Names of PPA Researchers

<b>Government</b>	<b>Staff</b>	<b>(24)</b>	<b>National Consultants (8)</b>	<b>IDS Students (5)</b>
Gawa John	P. M. Nyerembe	Avelina Migulu	Felician Tugaraza	Ada Kirundi
A. Makene	Kissa I. N. O.	Bairu Theonestina	Wilbald Maro	Garret Pratt
M. Ziota	Suzana Sabuni	William Jamhuri	Joyce Otsylna	Ursula Grant
John Ngumiji	Tatu Mwaruka	Joachimn Hakizimana	Batilda Burian	Ilianna Yaschine-Arroyo
Stella Mrigo	M. M. Irege	Gaudence Tibaguruka	Issa Musoke	Nathalie Lebrun
Peter Mande	Mulaga Lukondo	Jimson Chlmwejo	Athumani Liviga	
Ruth Ndeki	S. H. Msemo	Theresia Mahongo	Samuel Ng'ambi	
Ellas Sangi	Machinde Mtani	Rehema Madenge	Charles Nyamurunda	

In addition to government personnel, eight national consultants and five masters students from IDS took part in the first part of the PPA process. The national consultants and students attended the training and each formed part of a PPA field team. The IDS students continued with the PPA field teams, assisting with village report writing and the PPA synthesis workshop.

A team of five trainers led the PPA training in July, 1997 and assisted with fieldwork in August. Three trainers had experience with PRA and two had experience with Theatre for Development. Two of these trainers and two additional facilitators were brought in to facilitate the synthesis workshop towards the end of September. Two facilitators remained, to continue guiding the process of the PPA.

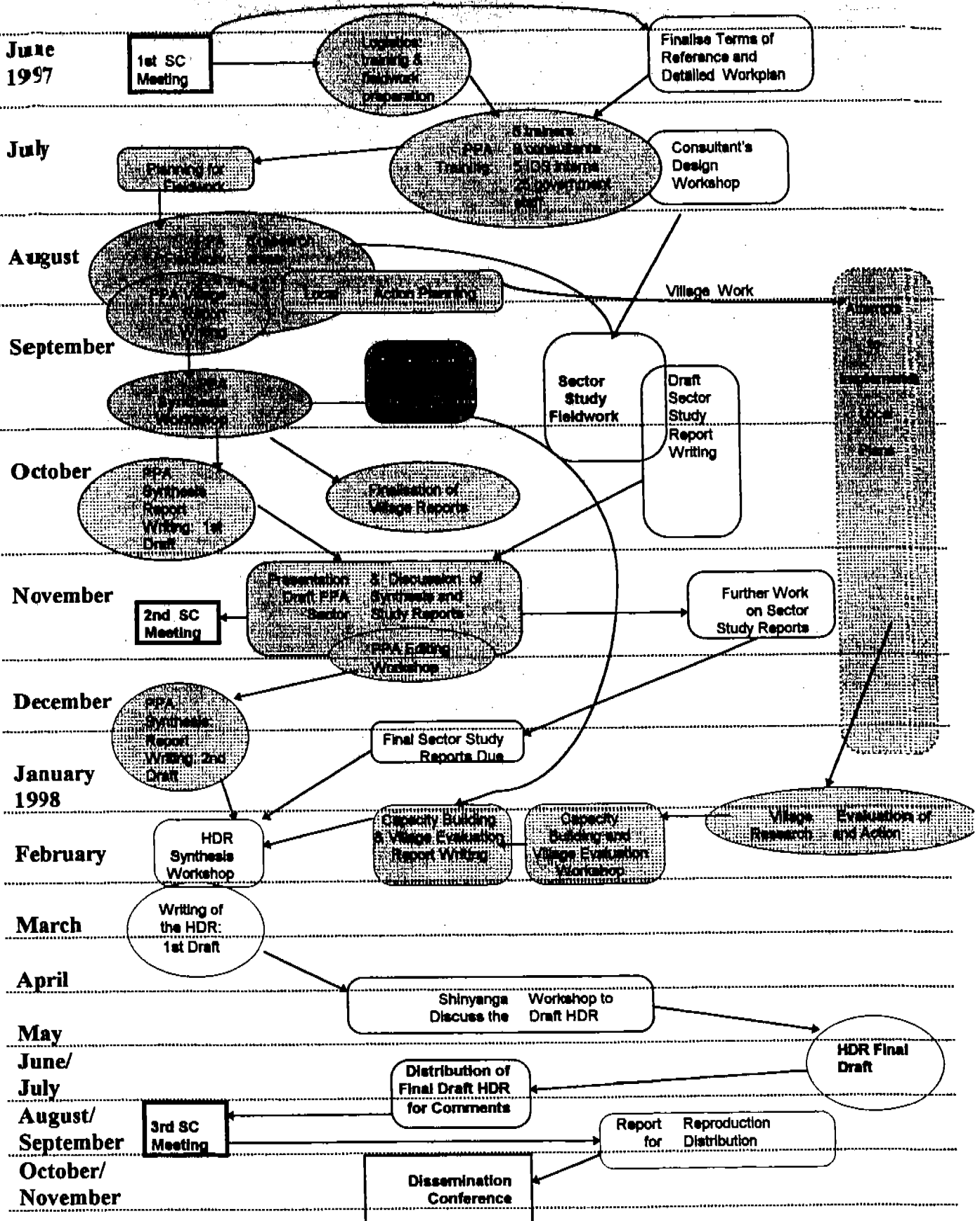


All government staff were involved with the PPA research until the final draft village reports were produced. At the end of village report writing, nine government staff were selected to take part in the synthesis process through a joint selection process between researchers and trainers. There was at least one person from each field team. Attempts were made to retain a gender balance, however this did not materialise because some of those chosen could not attend the synthesis workshop.

Out of these nine people a core of six wrote the first draft of the PPA. After the editing workshop in December, a further selection process was needed to simplify the process of group report writing. Four people were selected to write the second draft of the PPA, with assistance from the other two.

In February 1998, 16 of the original 24 researchers attended a brief workshop in preparation for the evaluation of the PPA process in the villages. After the village evaluation, these researchers then presented and discussed the findings. Together with eight people from the Government PRA training workshop in September 1997, the group proceeded to evaluate their own capacity building as a result of their participation in the project.

Illustration 1-5: Flow Chart of HDRP Process



### 1.2.2. The Spirit of the HDRP

A wide range of people, organisations and institutions were involved in this project. As such, it was critical that all players had a similar vision for the project and worked together as a cohesive team. To facilitate team building and decision making throughout the process, a set of operating principles was adopted by the project. The table below provides some examples of how these principles were articulated during the project process.

<b>principle</b>	<b>explanation</b>	<b>articulation</b>
<b>participatory process</b>	↳ ... All actions, activities and processes concerning the project should be conducted in a participatory way, fostering broad involvement.	↳ The involvement of government researchers was not limited to that of research, but included report-writing and self-evaluation.
<b>commitment</b>	↳ ... Given the range of players involved in this project, it is essential that all individuals and organisations are committed to working together for a successful project and that this commitment is reflected in their actions.	↳ Researchers on the project showed a high level of commitment to the success of the project.
<b>flexibility</b>	↳ ... All project details cannot be specified up front, if the project is truly participatory. Flexibility with regard to project plans will be key to the success of the project.	↳ The time frame for the implementation of the project was extended as the need arose. Budgets were adjusted accordingly.
<b>joint decision-making</b>	↳ ... Decision should be taken by a core group of people representing the various institutions involved and not by one person or institution, as this enhances joint ownership of the project, promoting success and follow-up action.	↳ Decision were made by a loosely formulated group (the project action group) as they arose and not by any one individual.
<b>team work</b>	↳ All people involved have a role to play in the project. The project will not succeed if individuals are not supported in their role or if any one person does not attempt to fulfil their role to their best ability.	↳ Activities were largely done by teams and not individuals (e.g. report-writing, evaluation, field planning)
<b>capacity building</b>	↳ Besides the specific capacity building objectives, actions and the involvement of various players should be guided by a general spirit of capacity building. In other words all players should seek to share their knowledge with others and so encourage them to learn.	↳ A consistent effort was made to involve government researchers in synthesis and report-writing.
<b>recognition of diversity</b>	↳ People's views, actions and perceptions may differ according to a range of issues, such as relative power, access to resources and opportunities, gender, age, race, ethnicity and so on.	↳ Selection of research sites and of village participants was guided by this principle.
<b>gender sensitivity</b>	↳ Discrimination against women is common, leaving women relatively disempowered when compared to men. Particular attention should be paid throughout the project to involve, support and empower women.	↳ There was a strong focus on gender dimensions of poverty in the fieldwork. Arrangements were made for the mother of a young baby to attend the training.

<b>principle</b>	<b>explanation</b>	<b>articulation</b>
<b>equality</b>	↳ All human beings deserve respect and should be treated equally.	↳ Attempts were made to pay all government researchers the same per diems, despite their different levels within the government system.
<b>inclusiveness</b>	↳ The project should seek to include rather than exclude interested parties.	↳ Some attempt was made to include NGO's, however this was limited.
<b>affirmative action</b>	↳ Where possible, Tanzanian resource people should be selected for the project, over and above foreigners.	↳ Four out of five trainers were Tanzanian.
<b>transparency, honesty and trust</b>	↳ Actions, communications, documents, intentions and processes should be open to all people who are concerned with the project.	↳ During problems with the delivery of money, the exact nature and cause of delay was explained to researchers.
<b>accountability</b>	↳ People should be accountable for their actions in relation to the project. UNDP, IDS and Regional Government should be accountable to the people of Shinyanga, whom this project is intended to benefit.	↳ Village reports were presented to villagers as a record of the research.

### 1.2.3. Methodology Training and Preparation for Fieldwork

The PPA training was conducted over a period of three weeks, from 7 to 26 July 1997, followed by one week of planning for fieldwork. The training took place at the Kizumbi branch of the Moshi Co-operative College, just outside Shinyanga, which is a residential training facility. The training was attended by the team of 37 participants listed in section 1.2.1.

The objectives of the training workshop were to:

- a) gain skills in:
  - Participatory Rural Appraisal (PRA)
  - Participatory Planning and Action
  - Theatre for Development
  - report writing in participatory research
  - analysis of difference
  - concepts of participatory research and process
- b) build team cohesion
- c) build a common project vision
- d) prepare for fieldwork
- e) enjoy the training, while learning

During the training, participants practised participatory methods in a nearby village, Nhelegani, focusing on issues of poverty, while in the classroom addressing other issues such as concepts of participatory research and building a common project vision. Participants practised community planning techniques and began to design their approach to the PPA fieldwork. The selection of research areas and research teams also took place during the training. A full training report was produced.

In the last week of July, selected participants travelled to the research sites to request permission to work in the area, while the remainder finalised their plans for fieldwork.

#### 1.2.4. Selection of PPA Research Areas

One purpose of the PPA research was to gain an in-depth understanding of poverty and the way poverty is perceived and experienced by different people in the community. As such a small number of research sites were needed. A total of eight research sites was decided on. Factors contributing to the choice of this number included:

- an adequate number of sites to gain insights into poverty
- allowances of team sizes of 4 or 5 people
- information from 8 study areas is manageable in terms of synthesis
- one study area could be selected from each district, with an additional study area should problems be experienced in any one study area<sup>3</sup>

Government researchers drew on their knowledge of working in their district (and often on experience from working in other districts) to select villages for the study. The aim in selecting the study areas was to capture the diversity of the region. To begin the selection process, the variety of climates, livelihoods, relative locations and social infrastructures found in the region, were considered.

Illustration 1-6 shows the criteria for selection and the research areas selected.

The village of Mwalo in Bukombe was visited prior to fieldwork along with other seven villages (as mentioned above) and were welcomed to work in the village. However on arrival the team found that for three days, villagers did not turn up for meetings. After discovering some of the reasons for this, the team took a decision to shift to another village in Bukombe with similar characteristics to that of Mwalo. They choose the sub-village of Businda, which is in Igulwa Village. A fuller description of the study areas based on the PPA research is given in Chapter 2.

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<sup>3</sup>. Initially, Shinyanga Urban was the district to have 2 reserch areas. This was motivated by the fact the Nhelegani, the village in which PRA and Theatre was practiced during training should be included in the study on ethical grounds. However, during the selection process this was abondaoned as Shinyanga Urban is a small district and greater diversity could be found in other distracts. Finally two study areas in kahama were choosen.

Illustration 1-6: Selection Characteristics of PPA Research Sites

District	Village	Rain	Near Forest reserve	Near a game reserve	Near lake	Soil	Crops	Live-stock	Hunt-ing	Indus-try	Fishing	Mining	Char-coal	Bee keeping
Meatu	Mwanalele	very dry	no	no	yes	light	sorghum millet cotton	yes	no	no	no	no	no	no
Bariadi	Matongo	average	yes	yes	no	black	Maize	yes	no	no	no	no	no	no
Maswa	Mwang'anda	dry	no	no	no	black	Sorghum Paddy Cotton	yes	no	no	no	no	no	no
Shinyanga Rural	Songambele	average	no	no	no	light	millet sorghum cassava maize cotton	yes	no	no	no	no	no	no
Shinyanga Urban	Nhelegani	average	no	no	no	light	sorghum millet paddy	yes	no	no	no	no	no	no
Kahama	Nyanghwale	average	no	no	no	light	maize paddy ground nuts	yes	no	no	no	yes	no	no
Kahama	Kangeme	Wet	Yes	Yes	no		Tobacco Paddy	Yes	yes	no	no	no	no	no
Bukombe	Mwalo	wet	Yes	Yes	no	Black	Tobacco Millet Sorghum Maize Paddy	yes	no			No	Yes	Yes

Illustration 1-6 (cont.): Selection Characteristics of PPA Research Sites (cont.)

District	Village	Lumbering	Gardening	Trading	Tribe/cultural	Dispensary	School	Other social services	Near to town	Near to trading centre	Accessible	Government/NGO/donor projects
Meatu	Mwamalele	no	no	no	Wasukuma / Wataturu	yes	yes	milling machine	no (90km)	small trading centre	no	CSPD, DRDP
Bariadi	Mitongo	no	no	no	Wasukuma	yes	yes	yes	no	no	no	yes CSPD
Maswa	Mwang'anda	no	no	no	Wasukuma		yes		no	no	yes	no
Shinyanga Rural	Sungumbela	no	no	yes	Wasukuma	yes	yes	shallow wells	no	yes	yes/no	DWSP
Shinyanga Urban	Nhalegani	no	yes	no	Wasukuma	yes	yes	milling machine	yes	yes	yes	Domestic water supply
Kahama	Nyanghwale	no	no	no	Wasukuma				yes	?	yes	DRDP
Kahama	Katigama	yes	no	no	Wanyamwezi	no	yes	no water supply	no (97km)		no	no
Bukombe	Mwalo	yes	no	no	Wasumbwa & Wasukuma	no	yes	no	no		yes	

### 1.25. PPA Fieldwork

PPA fieldwork took place at eight different locations in the Shinyanga region, between 2 and 25 August 1997. On average, fieldwork took place over a period of 20 days and the team resided in or very close to the village, either in residential houses, Chama cha Mapinduzi (CCM, the ruling political party) or guest houses.

Village and District	Team Composition	Gender	Accommodation	No. Days
Mwamalele, Meatu	3 Meatu district government employees 1 student intern 1 consultant	3 Men 2 Women	CCM Office	19
Maiongo, Bariadi	3 Bariadi district government employees 1 consultant	2 Men 2 Women	Unoccupied Village House	20
Mwang'anda, Maswa	3 Maswa district government employees 1 student intern 1 consultant	3 Men 2 Women	CCM Office	17
Songambe, Shinyanga Rural	3 Shinyanga Rural district government employees 1 student intern 1 consultant	3 Men 2 Women	CCM Office/ Guest House	20
Nhelegani, Shinyanga Urban	2 regional government employees 1 employee from Shinyanga Urban Town Council 1 consultant	2 Men 2 Women	Government Dispensary Living Quarters	20
Nyambula, Kahama	2 regional government employees 1 employee from Shinyanga Urban Town Council student intern 1 consultant	3 Men 2 Women	Village Homes	21
Kangeme, Kahama	3 Kahama district government employees 1 HASHI government employee 1 consultant	4 Men 1 Women	Guest House	17
Buinda, Bukombe	2 Bukombe government employees 1 employee from Shinyanga Urban Town Council student intern 1 consultant	3 Men 2 Women	Guest House/ Village homes and Own Residence	17

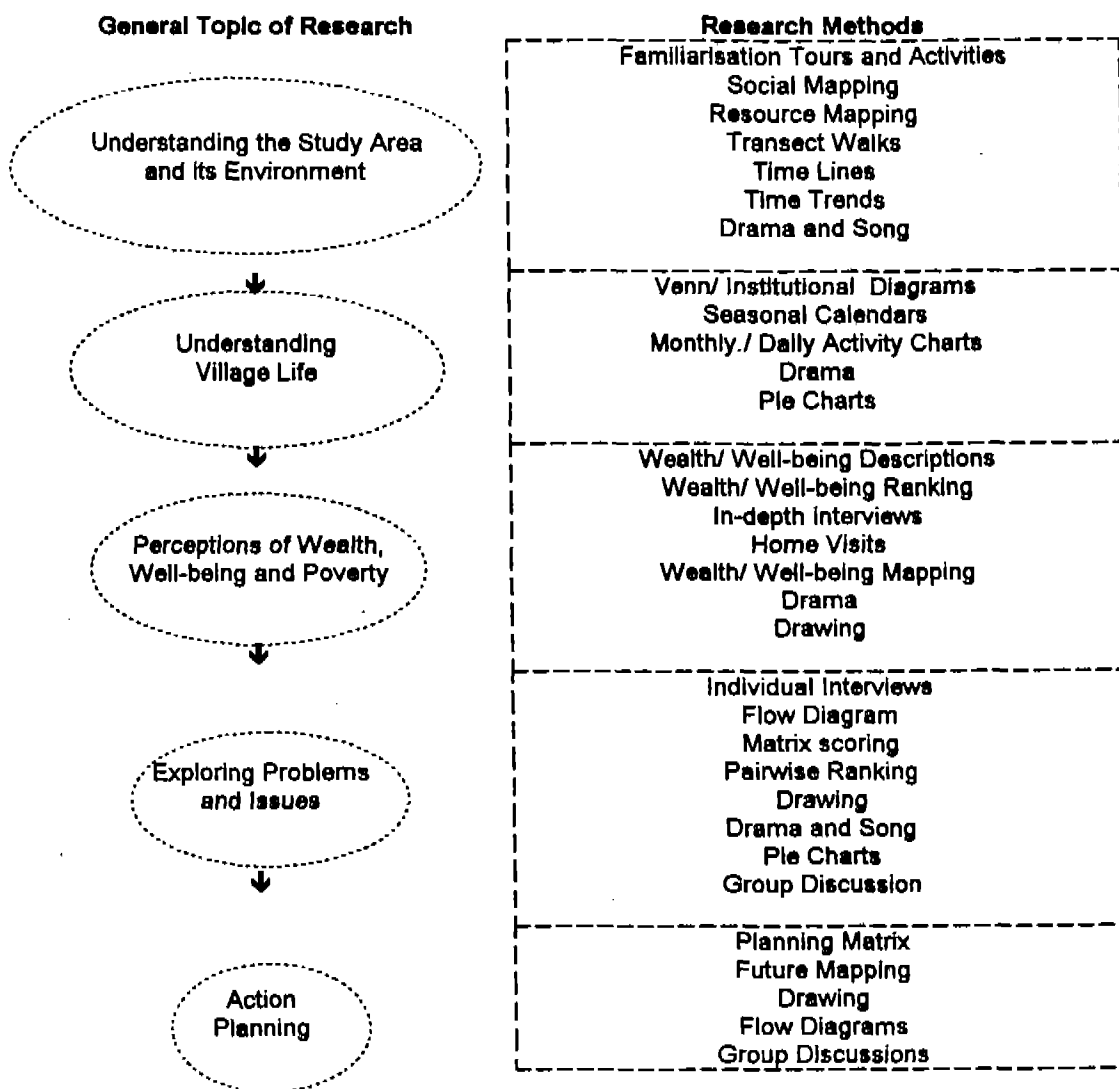
During the week prior to fieldwork, each team prepared a fieldwork plan, which was presented to the entire group. Each fieldwork plan focused on exploring poverty and gender issues from the perspective of the poor and used mainly Participatory Rural Appraisal methods, but also included Theatre for Development techniques and some conventional qualitative research techniques. While teams did draw on ideas from other teams, each team began their research with entirely different fieldwork plans.

Plans always differ from reality and most teams found that they had to adapt their fieldwork plan. The general approach was to begin by exploring broad non-threatening aspects of the village and village life, such as the physical layout of the village, village surroundings, environmental factors, and activities and then to move on to issues such as livelihoods, gender relations, and wealth and well-being stratification. After identification and further exploration of local problems the teams completed their fieldwork by exploring possible solutions and engaging in action planning with villagers.

On the departure of the field teams, villagers remained with their village action plans. Villagers were encouraged to attempt to implement their plans, particularly those that did not require much or any outside assistance. The teams informed villagers of their intention to return approximately six months later.

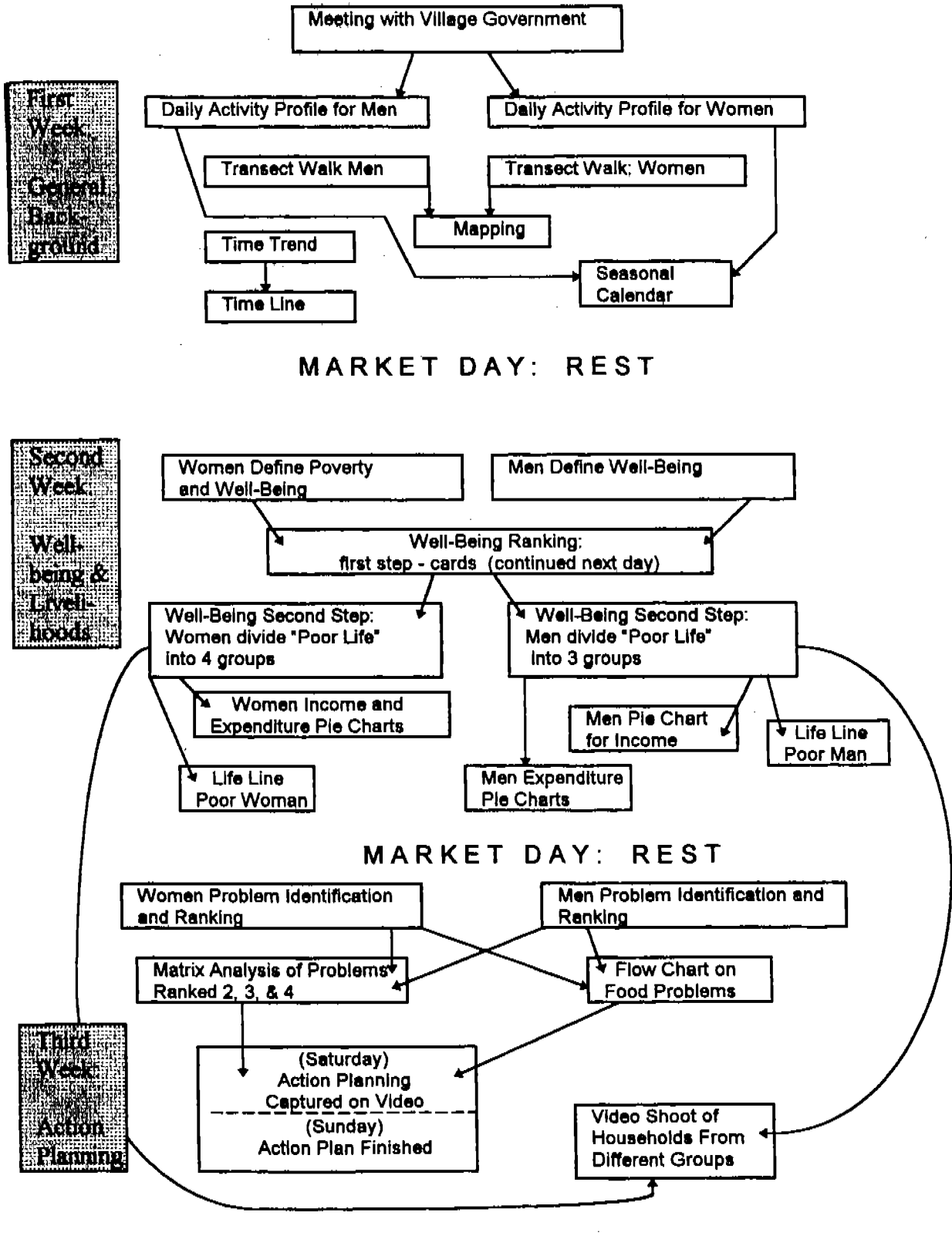
Illustration 1-7 gives an overview of the general approach and methods used.

**Illustration 1-7: Generalised Fieldwork Process**



The fieldwork process is never a linear. Illustration 1-8 is an example of the fieldwork activities conducted in Mwamalole, Meatu.

Illustration 1-8: Flow Chart of Fieldwork Process in Mwamalole Village



### **1.2.6. Village Report Writing**

During fieldwork, the research teams produced exercise reports which recorded the information and process for each activity with the community. In some cases, particularly in Mwang'anda and Kangeme, villagers would assist the team in recording events and discussions and copying diagrams. Based on their exercise report, teams also began to draft their Village PPA Report, while continuing with the research. In the last week of August, research teams returned to Kizumbi training centre to produce a final draft of the village PPA report in English and in Swahili.

### **1.2.7. PPA Synthesis Report Writing**

In the week of 22 to 27 September, nine researchers returned to Kizumbi training centre to take part in a PPA Synthesis workshop. The purpose of this workshop was:

- a) to learn how to bring information together in a participatory process, and
- b) to create a detailed structure for the PPA synthesis report and to identify how to fit information from 8 village reports into it.

Eighteen people participated in the workshop, including 4 facilitators, 9 Shinyangan government employees, and 5 IDS student interns. Based on presentations of the village reports, cards noting key issues and information were generated. Through a series of card sorting procedures, a detailed synthesis outline and structure was created. All eight village reports were then coded to indicate where each piece of information fitted into the overall synthesis structure. (A detailed account of the synthesis process is available as a project document.)

A team of 8 government employees and the National Project Co-ordinator then proceeded to write the first draft of the PPA Synthesis Report. Six concentrated on writing the report, while the others assisted by searching for information in the village reports and discussing linkages and patterns. The remaining three also continued to finalise the English and Swahili versions of the Village PPA reports.

### **1.2.8. Presenting, Editing and Finalising the PPA Report**

In November the report writers presented their first draft of the PPA synthesis report to national and international consultants. The PPA facilitators and report writing team engaged in group editing, critically commenting on their own work and drawing on the comments of consultants. Based on discussions, some reorganising of the report structure was required. Report writers were then allocated chapters and the second draft of the PPA Synthesis report was produced by end December, followed by a final edit by one team member.

### **1.2.9. Evaluation and Follow-Up**

In February 1998, two evaluation processes took place, firstly to evaluate the PPA process in the villages and secondly to assess capacity building amongst government researchers on the project.

After a brief preparation workshop, researchers returned to four of the eight original research sites (the other four were inaccessible due to the heavy rains) for about one week. The purpose of the follow-up visit was to ascertain if anything had changed in the villages due to the PPA process. This report is concluded with results from this village evaluation. Researchers then focused on their own capacity building and engaged in self-evaluation to assess the extent to which the project had attained its third goal of capacity building in the area of participatory research. The results of both these evaluations were written up by government researchers in the Capacity Building and Village Evaluation Report and is available as a project document.

### **1.2.10. Process Management**

The project was co-ordinated by Emmanuel Lugusha, National Project Co-ordinator (NPC) who, with the assistance of the project secretary, drivers, and the NPC counterpart made sure that the project proceeded according to plan, sorting out difficulties as they arose. When needed the NPC sought the assistance of the Project Action Group, which functioned as a practical decision-making body. The third level of management was a Steering Committee, set up at the inception of the Human Development Report Project, to oversee the project. This Steering Committee provided general guidance to the project as a whole and met twice during the PPA process.

### **1.3 Shortcomings and Limitations**

Each research process has limitations. Below numerous limitations and shortcomings are listed. By the nature of some of them, it is not possible to say whether it in fact was a limitation, however the possibility is noted. Although there are many limitations, in many cases attempts were made to rectify them immediately. These have also been taken into account when interpreting results.

#### **1.3.1. Process**

- a) Due to the intensive nature and length of the training, an maximum of around 35 participants could be accommodated (with an ideal number of 25). Given the involvement of 8 national consultants and 5 IDS students, this allowed for only 25 regional and district level government staff to be trained and actively involved in the PPA. While this limited capacity building in terms of number of people, it did promote and allow for a higher quality of capacity building.
- b) The limitation in the number of people attending the training also meant that no NGO staff could be involved in the research process. Co-ordination with activities of local NGO's was attempted, but not realised in any significant scale.
- c) Linked to the number of people that could be trained was the number of research sites selected. This can be seen as a limitation, although including more villages in the PPA would have further complicated the processes of synthesis and report writing.
- d) By nature of the selection process for study areas, this was limited to the knowledge of those in the training.
- e) The timing schedule for the research project was tight. In one instance, this meant that an area selected for research had to be abandoned as the team did not have the time to engage in the necessary processes to gain acceptance of the research project by the community. As such the research is biased against communities in which there were mobilisation and leadership problems.
- f) Some minor incidents of coercion took place, to ensure villagers' participation in project activities (such as invoking by-laws to assure attendance at PPA meetings).
- g) Due to the nature of synthesis report writing, only 6 government staff could be involved in this activity.
- h) Due to the limited number of staff in certain districts, not all of those selected to take part in the PPA could gain release from their districts for all activities in which their presence was requested.
- i) Due to flexibility of the workplan and implications for flexible budgeting and the nature of budgeting procedures within UNDP, project funds were often late. This had quite a strong demotivating influence on government staff, particularly as prior to their fieldwork trip, per diems were not available for the full three weeks.

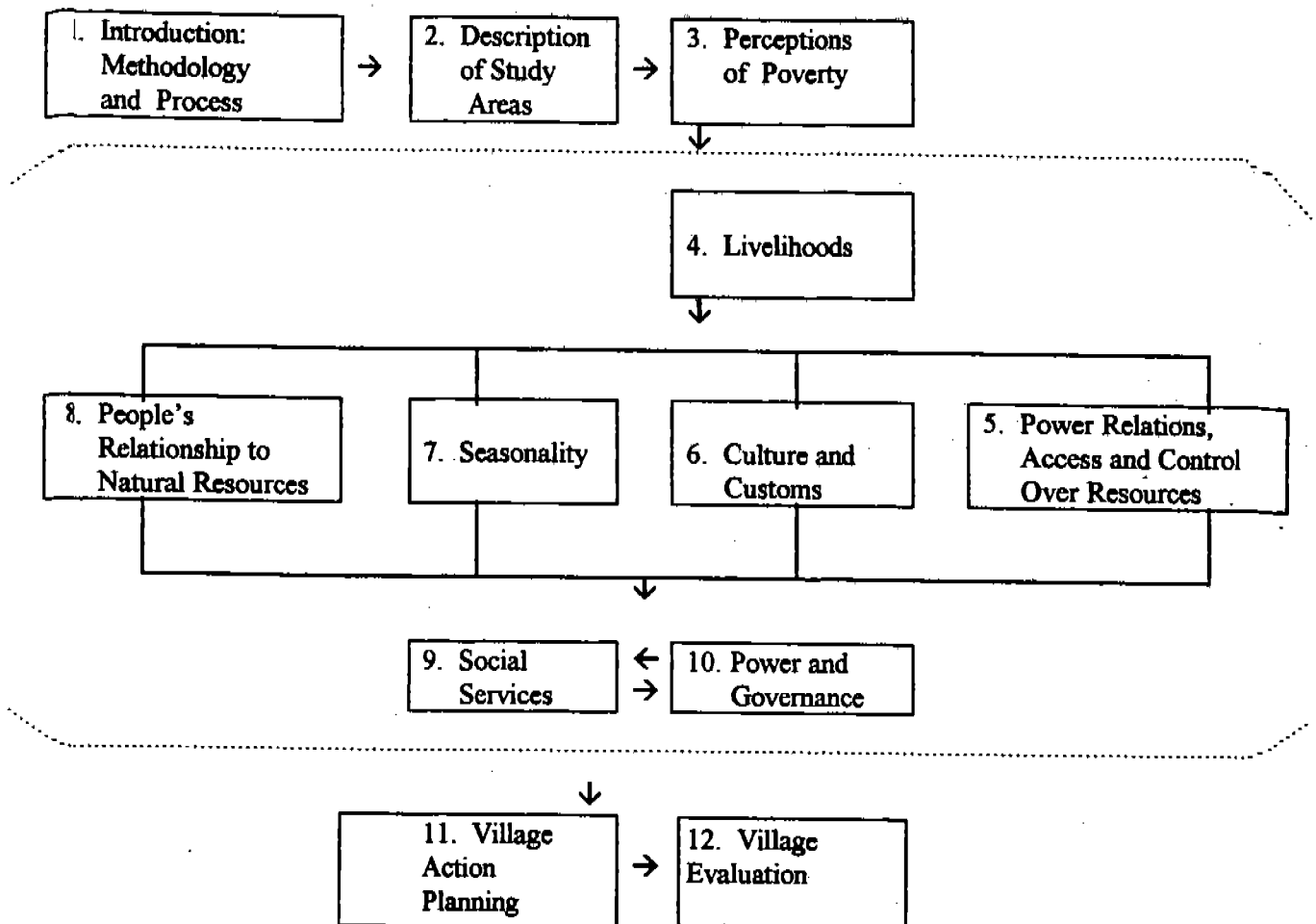
### 1.3.2. Research

- a) Research took place during the dry season, after harvest, which is a time when people have relatively more money and leisure time. This benefited the research from the point of view that villagers had time to participate, however it could have influenced the way they expressed their situation as life is generally easier in the dry season.
- b) The very poor often have less free time to participate in village activities than the richer. This was accounted for by visits to the poorer households and meetings for people in the poorer groups. However, participation could still have been biased towards richer people
- c) Women did not have as much time to participate in meetings compared to men. This was particularly noted in Mwamalole, Songambebe and Matongo, where women would leave sessions early to prepare food for the families. Efforts were made to account for this, by scheduling sessions at a time more convenient for women.
- d) Lack of transport in some research areas, particularly Songambebe, restricted the ability of the team to move between sub-villages and hold meetings away from the central sub-village.
- e) Participation in PRA gatherings necessitated the movement of people. The sick and disabled were therefore less able to participate.
- f) Some research teams stayed in CCM offices. This was known to have an affect in Mwang'anda where sub-village leaders who were not members of CCM were hesitant about collaborating with the PPA team. As the team agreed to work in an adjacent sub-village, this was overcome.
- g) Three weeks fieldwork did not prove to be enough time for the teams to accomplish their full research agenda. This is evident from the results of planning where limited time meant that plans were not laid out in detail in some instances and the viability of plans were not thoroughly thought through. Analysis of results by villagers and across different grouping in the community was limited also by lack of time.
- h) The common language in most of the research areas was Sukuma. Although each team did have at least one Sukuma speaking person, this created difficulties and the team were not always able to split up to work with different groups of villagers and sometimes they had to use local people as interpreters, which could have impacted on the views expressed and those translated to the team.
- i) The research was designed to gain understanding of the different kinds of situations found in Shinyanga region. As such the results are not statistically representative of the population of Shinyanga (nor were they meant to be), but rather illustrative of its diversity.
- j) Each team developed their own research plans using different methods and these were further modified by villagers and situation encountered in the village. As such each team covered slightly different aspects (while staying with the general research topic) using different methods, and so information is not always directly comparable across research sites.

### 1.4. Structure of the Report

The flow of chapters in this report was the subject of an intensive group session for report writers. The issue was how to fit batches of non-linear information into a linear structure. The structure used for this report emerged from a process of putting chapter headings and sub-headings on cards and visually considering and debating different options. Illustration 1-9 is a visual representation of the outcome of the discussion on the flow of chapters in this report.

Illustration 1-9: Flow Diagram of Chapters



After this chapter on methodology and process, chapter two gives a brief overview of each of the study areas, based on information shared by villagers during fieldwork. The next chapter presents local people's perceptions of wealth and well-being and local categories of wealth, well-being and poverty. The chapter looks at the realities of poverty as experienced locally and attempts to identify who the poor are. Causes of poverty are also outlined. In the rest of the report, linkages are made back to chapter three as it helps to explain how poverty is experienced by different groups of people within communities.

Chapter 4 discusses common livelihoods found in the study areas. Factors affecting these livelihoods are then discussed, namely:

- power relations, and access and control over resources, which includes relations between rich and poor and men and women (Ch. 5);
- traditions, beliefs, culture and customs of the various communities (Ch. 6)
- the seasonal nature of life in Shinyanga region (Ch. 7), and
- the nature of the local environment and the way people relate to it (Ch. 8).

These four topics, particularly the latter two, also have a strong bearing on peoples experience of social services. This, together with provision of social services and coping strategies when social services fail is discussed in chapter 9. Local government structures, traditional and other social institutions are discussed in chapter 10. This chapter provides a fuller understanding of issues behind the provision of social services. Village action planning and villagers' assessment of the changes that occurred at the village-level during the six month period after the fieldwork, concludes the report.