



Centre for International Development and Training

**PAPER SUBMITTED FOR
THE INTERNATIONAL WORKSHOP ON TEACHING AND LEARNING
PARTICIPATION
IDS 2-4th April 2003**

**CASE STUDY:
WIDENING PARTICIPATION AT THE UNIVERSIDADE FEDERAL DA REGIÃO
AMAZÔNICA (UFRA), BELÉM, BRAZIL**

Patricia Daniel, Philip N. Dearden and Syglea Lopes

This paper is based on work carried out under the
UK DFID funded Institutional Strengthening Project (Pro-UFRA)
co-ordinated by the University of Wolverhampton
Centre for International Development and Training

THE BRAZILIAN CONTEXT

The Higher Education sector in Brazil has recently begun to place emphasis on the need for universities to fulfill “their commitment to society... in concrete, everyday actions” (Lianza, 1999:41) through developing alliances with social movements in order to address injustice and widen access to the less privileged. Días (1999:61) suggests that higher education can contribute to the process of democratisation by “making the effort to permanently adapt itself to changes in society.” Traditionally the sector has been characterised both by an internal fragmentation at the level of curriculum and by an external fragmentation between universities and the public sector for which they are supposed to train professionals (UNI-Bahía, 1997). In order to fulfill its true social mission, the higher education sector requires radical institutional change, which includes the formation of external partnerships as well as a process of “democratisation within the university itself” (Santos de Faria, 1999:43).

As regards the area of Agrarian Studies, authors like Milloé (et al, 2001) Ribeiro and Saffioti (2001) argue that the traditional emphasis on technical solutions is no longer adequate and that the curriculum needs to have an integrated social sciences perspective. While some institutions have attempted to address this problem by promoting changes at the level of curriculum *content*, others have approached it through changes in teaching/learning *methodology*. Ladím (et al, 2001) highlights the importance of developing an *interdisciplinary* curriculum as this will better prepare students to see how they might act more effectively in the social arena. According to Ferreira (et al, 2001) this will also ensure better retention and better final results. Miguel (2001) describes the need for an *active, autonomous and analytic approach to learning* in the formation of professionals, as in this way they will develop the capacity to understand “the social reality” (*a realidade social*) and to become agents of social transformation.

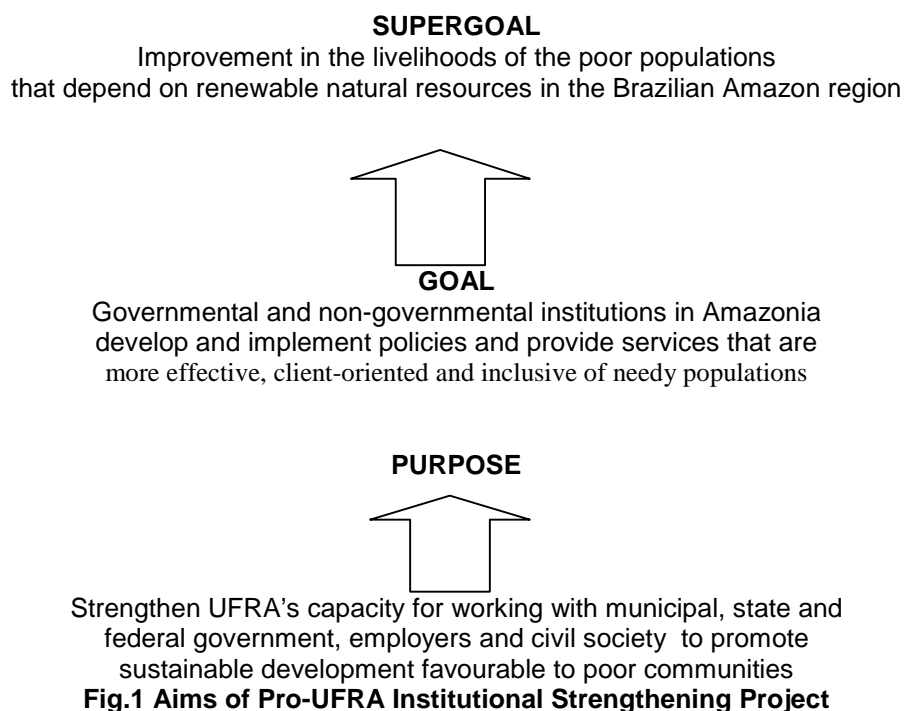
Change can be initiated through different approaches. One example is through emphasising rural extension activities as a key part of the curriculum, with the aim of developing a dialogue between students and grassroots communities, along the lines promoted by Paulo Freire (1977, discussed in Ribeiro and Saffrioti, 2001) or through action research at community level (Ramirez, 2001). Another is through the formation of partnerships with external stakeholder groups, representing the public sector and civil society, an approach which has been used by the Federal University of Bahía (UF Bahía). Initiatives in institutional change developed by UF-Bahía and the University of Mexico (see Zepeda del Valle, 2001) have emphasised the importance of addressing all aspects of the university *at the same time* – strategic planning, management, teaching / learning, the curriculum, research, partnerships, student composition etc. They have also recognised the importance of the process of democratisation and internal as well as external participation.

However, it is recognised that change is not easy, as there is both internal and external resistance, as well as “persisting attitudes of suspicion among the community in relation to the university” (UNI-Bahía, 1997:18). For all involved, according to Gasparetto (2001:2) “personal, professional and institutional change is painful” since it requires us *to start the process from within ourselves*.

CASE STUDY: THE FEDERAL RURAL UNIVERSITY OF AMAZÔNIA (UFRA)

During 2002 the Faculdade de Ciências Agrárias do Pará (FCAP) celebrated its 50th anniversary and attained a new status as the Federal Rural University of Amazônia (UFRA). The institution offers degree courses in Agronomy, Forestry, Veterinary Medicine, Zootechnology and Fisheries. There is a postgraduate programme which includes Tropical Plant Biology and Forest Management. UFRA also provides specialist or updating courses for professionals. Research is carried out in all areas of specialisation. There is also an Extension Unit, which is responsible for offering projects and courses to external groups and supporting student placements. With its main campus in the city of Belém, UFRA also has 5 other rural bases in different municipalities: a farm school at Igarapé-Açu; a fisheries station at Castanhal; experimental stations at Benfica and Cuirana; and a new campus in Parauapebas.

As the oldest higher education institution of agrarian sciences in Brazil and the only one in the North, FCAP-UFRA has the potential to make an important contribution to poverty reduction and increased equality in the Amazonian region. To this end, an institutional strengthening project (Pro-UFRA) has been funded by the UK government through the Department for International Development (DFID) in collaboration with Brazil's Ministry of Education and Culture (2001-2004). This highly ambitious project involves radical change to enable the institution, which has previously had a focus on technical skills and solutions, to integrate a social development perspective and develop its capacity to contribute effectively to social transformation in the region. Its aims are presented in figure 1.



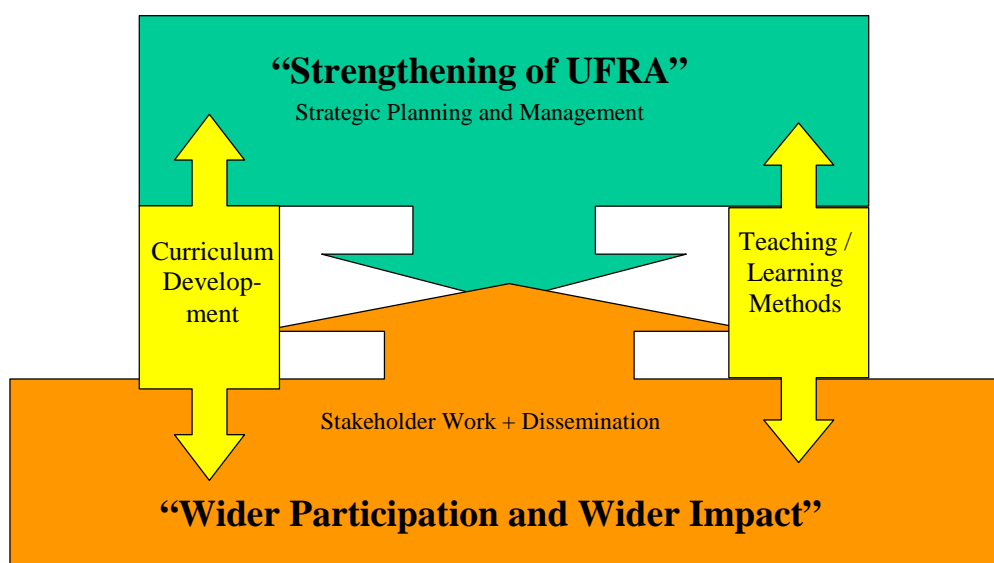
APPROACH

The project is coordinated on behalf of DFID by the University of Wolverhampton Centre for International Development and Training (CIDT). It is our experience that participation cannot be taught before it has been learned. Participation in and by a HE institution involves the development of inclusive and equitable working partnerships, not only externally, between the institution, its public and private sector partners and the communities they all serve, but also internally, between staff and students, between departments and management functions. To this end, the project set up a number of internal working groups to address the need for change in key areas: strategic planning; management; curriculum development; teaching and learning methods; relationships with external stakeholders; and dissemination of good practice. Composition of these groups draws on a range of internal stakeholders - technical and administrative staff, academics and students from a range of disciplines (see Fig. 2).

Fig. 2 Organisational structure of the Pro-UFRA project

The development of participation was seen as as both a process and a product in which all key areas was integrated (see Figure 3). Three key areas of participation were identified: a) participatory teaching, learning and curriculum development b) widening access to HE and c) widening support to both communities and to the private sector. Capacity building, using participatory methods, was carried out for and by all working groups. Workshops were also held to bring the different groups together to share plans, skills and experiences. More comprehensive training programmes have been instituted for two areas: teaching / learning methods and stakeholder involvement, both of which have a strong focus on participatory methodology.

Figure 3. Relationship between the FCAP/UFRA project outputs (Dearden, 2002)



The impact so far of the teacher training programme has been most positive with reports of improved teaching being clearly made by a number of students. An increased teacher training programme is now in place to quickly train all UFRA staff in participatory teaching methods. Joint workshops have also been held to look at the curriculum in the light of stakeholder needs and interests as a basis for plans which, as Gil (1994:32) suggests, “define the objectives which the faculty aspires to meet, the profile of the professional it aims to form and the strategies to be adopted in order to facilitate the teaching/ learning process.” Discussions around HE legislation have highlighted the fact that there is space within official guidelines to widen the content of the curriculum in order to more effectively meet the new vision of the institution (see Semester Report, 2003).

In terms of general impact, the approach taken in all the activities during the first year of the project has already resulted in UFRA staff taking on many aspect of the management of the project itself with increased confidence, capacity and commitment to participation at all levels of work. The current model for institutional development reflects a much less hierarchical and more integrated approach than previously (see Figure 4).

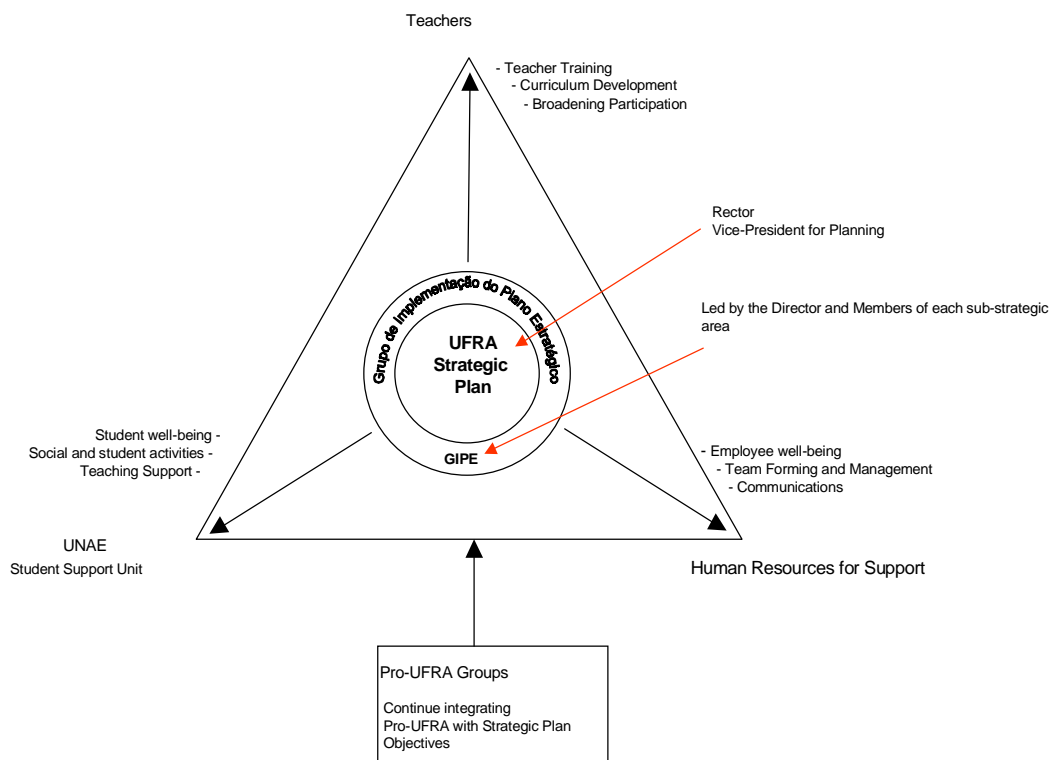


Fig. 4 Model for institutional strengthening (Pro-UFRA Semester Report, 2003)

WORK OF THE STAKEHOLDER GROUP

The Stakeholder Participation Group has played a key rôle in the development of the project so far. At the outset it had two main objectives:

- i) to develop and support the process of stakeholder needs analysis which will inform strategic planning and curricular reform
- ii) to establish participatory processes and mechanisms for representation that will ensure key stakeholders are fully involved throughout the life of the project and beyond.

The first step was identification of key stakeholder groups. These can be classified as *external* (groups outside UFRA) and *internal* (academic and technical staff, students etc). External stakeholders were classified as follows:

- a) *primary* – vulnerable groups or communities who lack support for development and can be directly affected by activities and organisations (either positively or negatively)
- b) *secondary* – other organisations or individuals involved in or with an intermediary role in the development of communities or services.

There are many strands to this work, which is on-going. It involved developing more formal links with the government sector (local, state and federal levels), non-governmental organisations and civil society as well as other education / research institutions and the private sector. It also involved the development of appropriate survey methods for use among different stakeholder groups within UFRA and outside. Moreover, one aspect which was highlighted very early on was the need to develop methods of working directly with poorer communities. To this end, a pilot training programme was introduced, which had three stages, outlined below.

1. Focus on primary stakeholders

Pilot fieldwork using Participatory Learning and Action (PLA) methods was carried out with the stakeholder working group and community leaders in an *assentamento*¹ in the municipality of Paruapebas, with the support of municipal technicians from the Secretariats for Rural Production and Environment. Different PLA tools were used with a range of stakeholders within the settlement to highlight some of the key problems and also identify the key resources the community can build on.

Triangulation was carried out in a workshop with municipal technicians, which raised very similar issues to the community and also highlighted some of the political problems in moving forward with plans for a more integrated rural development, one of which involves conflict between INCRA (National Institute of Colonisation and Land Reform) and IBAMA (Brazilian Institute for Protection of the Environment). Practical suggestions for UFRA's future contribution to rural development in the municipality were also produced.

This stage established the effectiveness of the PLA approach as one which UFRA could use in both understanding the characteristics of marginalised communities and

¹ a new colony built for people from the North-East under the federal resettlement programme operated by INCRA (National Institute for Colonisation and Land Reform) in collaboration with the civil society movement for landless people *Movimento sem Terra (MST)*

developing relationships with primary stakeholders; in addition it was clearly one which could be used by communities themselves to reflect on their problems and identify their own solutions. The whole experience emphasised the importance of learning about reality outside the academic sphere – not only the complex nature of poverty but also the internal political struggles which impede development (see Daniel, 2001).

2. **Bringing secondary stakeholders together**

The second stage involved training and practice in stakeholder research methods for staff, students and public sector partners². The course was held at the UFRA campus in Belém and brought together a range of secondary stakeholders for the purpose of developing relationships, as well as widening access to capacity building, within the framework of the project. Three main aspects were included; the importance of secondary data; questionnaire design and analysis; skills for working with focus groups.

Through discussion and collection of secondary data, it became clear that there was in existence a wide range of information on both internal and external stakeholders which could be analysed to support project planning; working with a multiple stakeholder group facilitated this exchange of information. Examples included: data on the student composition; requests for support made to the Extension Unit by outside agencies; requests for training made by municipalities to different agencies.

A pilot questionnaire on ‘the image of UFRA’ was designed and administered by the participants during the course. The results of the questionnaire were seen as important to disseminate to the other working groups, and to highlight the fact that the stakeholder work underpinned the development of other areas of the project. Focus group discussions among the participants provided insights into perceptions of the institution held by external stakeholders, teachers and students as separate groups and then a general profile of UFRA as an animal was developed: “*slow to react, hides when provoked, with limited vision, could contribute a lot more...*” While the questionnaire was able to provide quantitative data, it was recognised that the focus group was also an economical approach, bringing different actors together at the same time and raising a variety of issues in a more dynamic way. (See Custance and Walley, 2002).

3. **Bringing primary and secondary stakeholders together**

A follow-up course was held which focussed on training in PLA methods for the same group of staff, students and public sector partners. This experience involved fieldwork in 3 rural communities in the island district of Mosqueiro, just outside Belém. Classroom-based practice of PLA tools in mixed groups highlighted

² Public sector partners included AMAT (Association of Municipalities of Alto-Tocantins) INCRA (National Institute for Colonisation and Land Reform) PLANFOR (National Plan for Professional Development) POEMA (Programme for Poverty and Environment in Amazônia) SAGRÍ (Secretariat for Agriculture) SECON (Secretariat for the Economy) SETEPS (Secretariat for Work and Social Promotion) UNICAM (Cooperative University of Agri-Business in Amazônia) and the Federal School of AgroTechnology of Castanhal

factors involved in participation (forcefields analysis); relationships between different stakeholder groups (venn diagram) the resources that UFRA can draw on to have a positive impact on livelihoods in the region (mapping) and historical factors affecting development (time line).

Fieldwork was also carried out using mixed teams. The communities involved in the fieldwork were chosen because of their proximity to Belém, their proximity to each other (within 1 or 2 kilometers) and because UFRA had already begun to develop activities in the area through the Extension Unit. They were:

- *Curva Da Mica*, a community of small farmers, consisting of around 50 families who have migrated there over time from the mainland;
- *Sucurijuquara*, a larger, established community, traditionally dependent on fishing and farming, cut off from the mainland until the new road was built. Now 70% of its income comes from construction work in Belém;
- the recently established settlement (*assentamento*) of *Martires de Abril*, still under the aegis of the MST, with 98 families organised in 10 blocks of 10, each nucleus with its own co-ordinator; this community is mainly dependent on agriculture for survival.

Back in the classroom, the 3 teams exchanged findings. Although this was only a preliminary appraisal, which needs to be consolidated, a wealth of information about the 3 communities was gathered. It was striking that each community had quite different characteristics, despite their proximity to each other, and this finding suggests caution in generalising about 'poor communities'. Comparison between the communities highlighted different strengths which could be shared, as well as common needs that could be met collectively. Conflicts within and between communities were also identified, particularly over use of land and access to other resources. Moreover, there was a general lack of confidence in local government, which engendered suspicion about the motives of newcomers: "Are you working for a politician?" one team was asked (see Daniel, 2002). This experience mirrors findings of other participatory research in the state (see Salgado and Catellanet, 2001).

IMPACT OF STAKEHOLDER WORK

There are several general outcomes of this participatory work with stakeholders which now underpin developments in the institutional strengthening project (see Daniel and Lopes, 2002). These include the following:

- an increased understanding of poverty and its complexities (and a recognition of the positive resources that a community can draw on) as well as a commitment to addressing poverty issues in the region (*curriculum content*)
- proven methods which staff and students can use to work with poor communities and a commitment to including participatory fieldwork activities in the curriculum for all students (*methodology*)

- a clearer understanding of the needs of different (primary and secondary) stakeholder groups and a recognition of the need for partnership between groups to avoid duplication of effort (*stakeholder participation*)
- closer relationships between stakeholders and the value of this on both a personal and professional level, as evidenced by immediate feedback from participants in the PLA fieldwork:
 - “friendship, skills, practical application...”* (external stakeholder)
 - “a closer interaction with my students”* (lecturer)
 - “I learnt to listen before speaking and deciding”* (community leader)
 - “how can small farmers be included in future initiatives?”* (municipal technician)
 - “two realities can exist in the same space”* (community leader)
- multiplication of learning by stakeholders in their own area of work, with colleagues and developing new community-based projects (students, staff, public sector partners, community leaders). For example, training for other agencies, research, projects developed by Junior enterprises³
- a recognition of the important rôle that can be played by the Extension Unit through its external contacts and partnerships and through closer articulation with all departments in the institution.

Specific developments in the second year of the project build on and will consolidate these short-term gains (see Pro-UFRA Semester Report, 2003). One of these is the establishment of the External Advisory Committee (*Comitê de Assessoramento Externo*) which is composed of members of public and private organisations, NGOs and representatives of civil society associations. Besides serving in an advisory capacity, the CAE will also be a strong ally in disseminating Pro-UFRA. The project maintains articulation with needy communities through survey work, which will inform discussions on curricular reform and indicate to the Extension Unit and Junior enterprises specific demands to be met by UFRA. However, when these demands are beyond UFRA's remit, the institution is much better placed now to articulate with other public agencies and NGOs who can address the needs identified.

In addition, a pilot project is currently being established in the municipality of Igarapé-Açu (where UFRA maintains a Farm-School) which is intended to serve as a model for other Higher Education and development institutions in Amazônia. The municipality belongs to the Northeast Pará meso-region and the Bragantina micro-region. To begin with, the project will work with the *Novo Brasil* community and later on, expand to include more communities. Draft criteria for evaluation of pilot projects are presented under Appendix A. Training in survey methods will be provided for students, staff and public sector partners who will be involved in the project over the next 2 years.

³ Junior enterprises are small student companies who develop and carry out both paid and unpaid work on behalf of community groups and other agencies, independently of their studies at UFRA

With this work, the intention is to:

- a) identify the needs of those communities, in order to ensure they are reflected in the new UFRA curriculum;
- b) establish lines of research to be placed in a specific programme on poverty and environment through the Research and Graduate Studies Support Unit (UAPG);
- c) involve the Junior companies in service to the communities (through projects, courses etc);
- d) develop extension activities in accordance with UFRA availability;
- e) and, principally, permit these communities to be capable of managing themselves, in accordance with the aims of the government programme for rural production management⁴

DISCUSSION

In the foregoing sections we have only been able to outline some of the major achievements of Pro-UFRA. We would not claim to have had all the answers at the outset and indeed have experienced a number of problems in the implementation of the institutional strengthening project in its first year or so. Through the implementation process itself we have been able to develop insights and understanding into the move towards internal and external participation, which have helped to inform and re-form our approach. In retrospect it is possible to identify certain factors which may be applicable to other institutions attempting a similar process of radical change. In the forcefields analysis below (Fig. 5) we attempt to match up the hindering forces with the helping forces for the purpose of clarity. However, in reality, this has been a holistic process with different factors interacting with each other at different times.

4

Fig. 5 Forcefields analysis: factors affecting participation

HINDERING FORCES	HELPING FORCES
<p>Within UFRA</p> <p>1. Resistance to change within the institution</p> <p>2. Perceived threat of changes affecting employment security and working conditions</p> <p>3. Lack of understanding of the aims of the project and its importance in the development of the institution</p> <p>4. Suspicion of DFID / UK government involvement and motives</p> <p>5. Project management decisions located outside the institution</p> <p>6. Traditional lack of participatory mechanisms within the institution and consequent lack of experience in participation; fragmentation of internal relationships and perceived conflicts of interest</p> <p>7. Internal fragmentation of the curriculum with departments working in isolation</p> <p>8. (Willful?) misunderstanding of MOEC regulations on curriculum content</p>	<p>Development of communication channels, cross-disciplinary teams and ownership of project gains</p> <p>Success of application to upgrade status from HE college to University provides motivation and</p> <p>Study Visits to the UK especially looking at widening access, stakeholder participation and equity issues within institutional development</p> <p>Development of closer relationships with donors</p> <p>Project leadership taken over by UFRA Director; Championship of participation and change by key members of staff (and students!)</p> <p>Learning participation by doing it! Development of mixed teams through participatory facilitation; cross-fertilisation between working groups; piloting new participatory research methods and disseminating results; participatory teaching / learning methodology courses</p> <p>Interdisciplinary teams; information about MOEC guidelines and discussion on possibilities</p>
<p>Outside UFRA</p> <p>9. Fragmentation of public sector (and NGO) initiatives</p> <p>10. Political conflicts between federal, state and municipal government levels</p> <p>11. Perceived corruption at municipal level among grassroots communities and general suspicion of political motives affecting development initiatives</p> <p>12. Historic focus on environmental issues relating to Amazônia as opposed to social development and an integrated livelihoods approach</p>	<p>Willingness of public sector partners to work in partnership towards shared solutions evidenced in all stakeholder interactions</p> <p>The new government under Lula places a greater emphasis on poverty-reduction and democratic decentralisation</p> <p>UFRA is relatively autonomous and politically unaligned; it therefore has the potential to both circumvent local government activity and to influence it; Positive experiences in pilot fieldwork with communities</p> <p>The new DFID Country Strategy (2002) focus on poverty reduction and promotion of equality</p>

CONCLUSION

From our participatory work so far, we have seen how UFRA can have both a direct impact and an indirect influence on rural livelihoods, taking into consideration a range of resources: social, human, economic, natural and physical. We have highlighted some of the short-term internal and external difficulties in partnership working in order to achieve the long-term goal of promoting sustainable development for poor communities. As a relatively autonomous and politically disinterested institution, UFRA can have an important influencing role on local government activities, both currently and in the future, through students trained for social responsibility. In summary, we believe that, through its own process of *institutional* change, UFRA is an ideal position to promote a process of *regional* transformation, through an approach which places participation and partnership at its core.

February 2003

REFERENCES

- CUSTANCE, P. and WALLEY, K. (2002) Consultancy Report on Training for Stakeholder Surveys Part 1, Belém: FCAP/DFID/CIDT/Harper-Adams
- DANIEL, P. (2001) Consultancy Report on the Second Visit to Advise on Stakeholder Surveys, Belém: FCAP/DFID/CIDT
- DANIEL, P. (2002) Consultancy Report on Training for Stakeholder Surveys Part 2, Belém: FCAP/DFID/CIDT
- DANIEL, P. and LOPES, S. (2003) *Relato das Experiências do Grupo de Interesse no Processo de Fortalecimento Institucional*, Belém: UFRA/Ministerio de Educação e Cultura/CIDT
- DEARDEN, P.N. (2002) FCAP Widening Participation Strategy, Belém: FCAP/CIDT
- SANTOS, W.H. (2001) *Proposta de Transformação Institucional: Universidade Federal Rural da Amazônia*, Belém: Ministério da Educação / Faculdade de Ciências do Pará
- DIAS, M.A.R. (1999) 'Política para o Ensino Superior a partir da Conferência de Paris', *Universidade e Sociedade*, IX, No. 18: 61-66
- FERREIRA, A.S., FERREIRA, M., MANCIO, A.B. (2001) 'Contextualização de Conteúdos e Qualidade de Ensino no Curso de Zootecnia da UFV', *Revista de Educação Agrícola Superior*, Vol.19 (01): 102-110
- FREIRE, P. (1977) *Extensão ou Comunicação?* Rio de Janeiro: Paz e Terra
- GASPARETTO, A. (2001) 'Avaliação e mitologia grega', Itubana: Sócio Estatística
- LANDÍM, J.R.M. et al (2001) 'O Estudante de Medicina Veterinária: Um Estudo sobre os Ingressantes da FCAV/UNESP, 1988-2000', *Revista de Educação Agrícola Superior*, Vol.19 (01): 88-101
- LIANZA, S. (1999) 'A Universidade, a Sociedade e os Trabalhadores', *Universidade e Sociedade*, IX, No. 18: 41-42
- MIGUEL, M.D. (2001) 'As Questões Agrárias que Envolvem o Ensino e Aprendizado nas Ciências', *Revista de Educação Agrícola Superior*, Vol.19 (01): 25-35

- MILLÉO, M.V.R., FILHO, L.D. E CAVALLET, V.J. (2001) 'A Universidade Brasileira e o Tecnicismo,' *Revista de Educação Agrícola Superior*, Vol.19 (01): 6-12
- Pro-UFRA (2003) Semester Report, Belém: UFRA/DFID/CIDT/ABC
- RAMIREZ, L.V. (2001) 'Investigación y Planeación Universitaria: Los Encuentros Posibles en el Desarrollo Educativo' , *Revista de Educação Agrícola Superior*, Vol.19 (01): 13-24
- RIBEIRO, M. E SAFFIOTI, H. (2001) 'As Ciências Sociais Aplicadas e o Processo de Formação em Ciências Agrárias no Brasil', *Revista de Educação Agrícola Superior*, Vol.19 (01): 33-45
- SALGADO, I. E CASTELLENET, C. (2000) 'Potencial e limites da pesquisa participativa para o planejamento de gestão e do uso dos recursos naturais: o caso do município de Uruará na região da Transamazônica', *Agricultura Familiar: Pesquisa, Formação e desenvolvimento*, Vol.1 No. 2: 89-111
- UNI-BAHÍA (1997) 'Parceria e Mudança Institucional', contribuição à discussão no seminário de Programa UNI em Miami, de 13 a 16 de agosto de 1997
- ZEPEDA del VALLE, J. (2001) 'La Educación Agrícola Superior en México en el Umbral del Nuevo Milenio: El Desafío de la Calidad', *Revista de Educação Agrícola Superior*, Vol.19 (01):62-87
- SANTOS de FARIA, D. (1999) 'O compasso da universidade e do movimento Docente', *Universidade e Sociedade*, IX, No. 18: 43-45

APPENDIX A.
EVALUATION CRITERIA FOR PILOT PROJECTS / EXTENSION ACTIVITIES
(Daniel, 2002)

CRITERIA
<p>1. Involvement of the community in the process</p> <p>1.1.Number of people involved 1.2.Variety of groups involved: women, youth etc 1.3.Number of activities developed 1.4.Participation throughout the process 1.5.Solutions and strategies are those defined by the community 1.6.Evaluation by the community itself 1.7. Level of satisfaction of the community with the project</p>
<p>2. Impact on the livelihoods of the community</p> <p>2.1.Increased level of social organisation and cohesion 2.2.Development of human capital (skills, knowledge, confidence) 2.3.Increased income (eg Access to credit (before and after) Profits from selling products locally) 2.4.Increased use of natural resources (eg. development of cultures, increased agricultural production, secondary production eg flour) 2.5.Development of infrastructure (eg. use of old buildings) 2.6. Sustainability of impact of (any of) the above</p>
<p>3. Impact on staff, students and external stakeholders involved</p> <p>3.1.Increased understanding of poverty and how to contribute to its reduction 3.2.Increased commitment to reducing poverty and inequality 3.3.Increased capacity to work in partnership in interdisciplinary teams 3.4.Development of skills in participatory work with communities 3.5.Development of technical skills (eg. teaching, research, production etc)</p>

4. Impact on Partnerships

- 4.1. Level of collaboration between team members
- 4.2. Development of partnership working between (members from) a range of institutions (FCAP, government, NGOs and civil society)
- 4.3. Increased interest from partner institutions in multiplying the work elsewhere
- 4.4. Development of new partnerships and projects
- 4.5. Multiplication of PLA approach

5. Impact on FCAP

- 5.1. Involvement of staff from different departments
- 5.2. Change of attitudes (lowering of resistance) towards a social development focus
- 5.3. Evidence of needs of primary stakeholders to include in the Strategic Plan
- 5.4. Impact on curriculum change (focus, content, methodology, practical placements)
- 5.5. Enhanced work with external partners (secondary stakeholders)

6. Lessons Learnt / Impact on Knowledge

- 6.1. Understanding of livelihood needs and strategies of / for different communities
- 6.2. Evaluation of participatory methods of working with poor communities
- 6.3. Processes in developing partnerships
- 6.4. Role of training in social development
- 6.5. Contribution to institutional change

