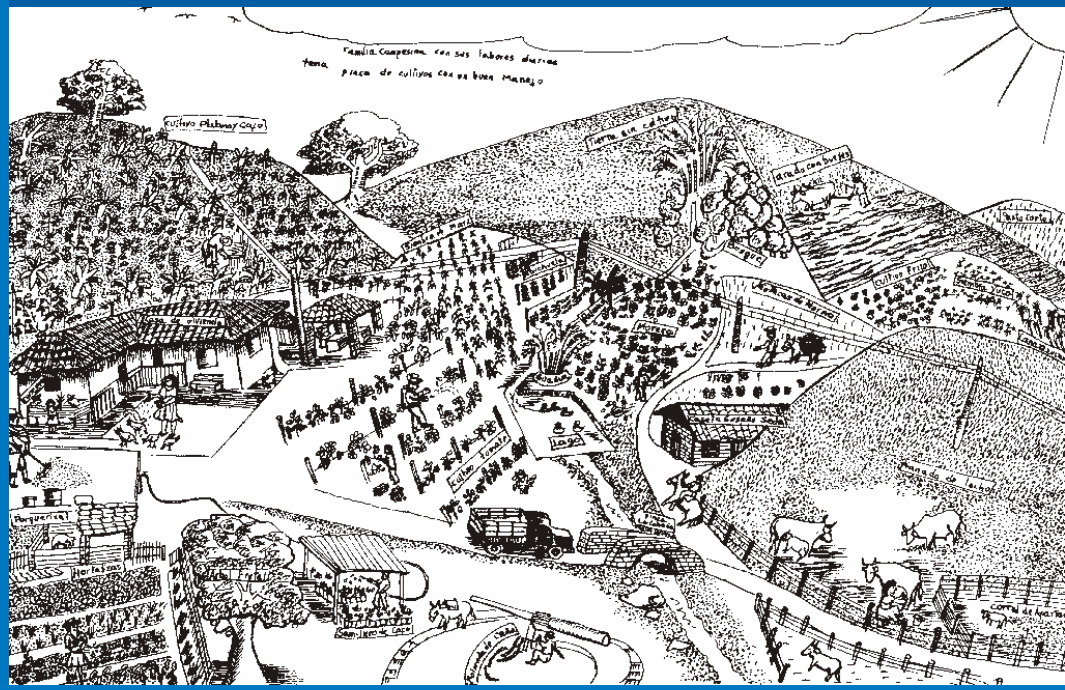
# The Diagnosis

# 03



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Rural Innovation Institute

CIAT
Centro Internacional de Agricultura Tropical
International Center for Tropical Agriculture

IPRA
Investigación Participativa

The International Center for Tropical Agriculture (CIAT) is dedicated to the aleviation of hunger and poverty in tropical developing countries, through the application of science to increase agricultural production while conserving natural resources. CIAT is one of 18 international centers of the Consultative Group for International Agricultural Research (CGIAR). The CGIAR is a group of 40 countries and international agencies that support agricultural research for development in the tropical countries of the world.

Participatory Research in Agriculture (IPRA) is a CIAT special project created in 1987 with the objective of developing methodology for involving small-scale farmers in the design and evaluation of appropriate agricultural technology. IPRA is sponsored by the W.K. Kellogg Foundation.

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## Handbooks for CIAL

# The Diagnosis

HANDBOOK No. 03

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Investigación Participativa

**Presentation**

This handbook is the result of participatory research carried out by several institutions and rural communities. The handbooks were designed by farmers. The examples are based on real cases and form part of the experience of the Local Agricultural Research Committees (CIALs) that participated in the project from the beginning. The following CIALs collaborated in the preparation of this handbook: Cinco Días, El Diviso, Pescador, San Bosco, Sotará and Portachuelo in the state of Cauca, Colombia.

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- IPRA Project
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We are members of
the Local Agricultural
Research Committee
we test ways to improve
agriculture in our community.

Let's think about our
farming activities:

...about what worries us and
...what we hope for in the future.

Let's think about changes
to improve our agriculture.

**We research, test and experiment** with
new things to select the ones that work the best.

We meet and analyse what concerns us
in our agriculture.
We talk about our situation.
What is happening,
...why it is happening.
In other words, we do a **diagnosis.**

We do the diagnosis
with farmers in the community
who have experience with local crops.

**The community participates in our diagnosis.**



Based on this diagnosis, the community
can decide what the Local Agricultural
Research Committee
is going to do research on.

The community presents proposals
during the meeting.

Everyone participates in the decision about
which topic we will investigate.

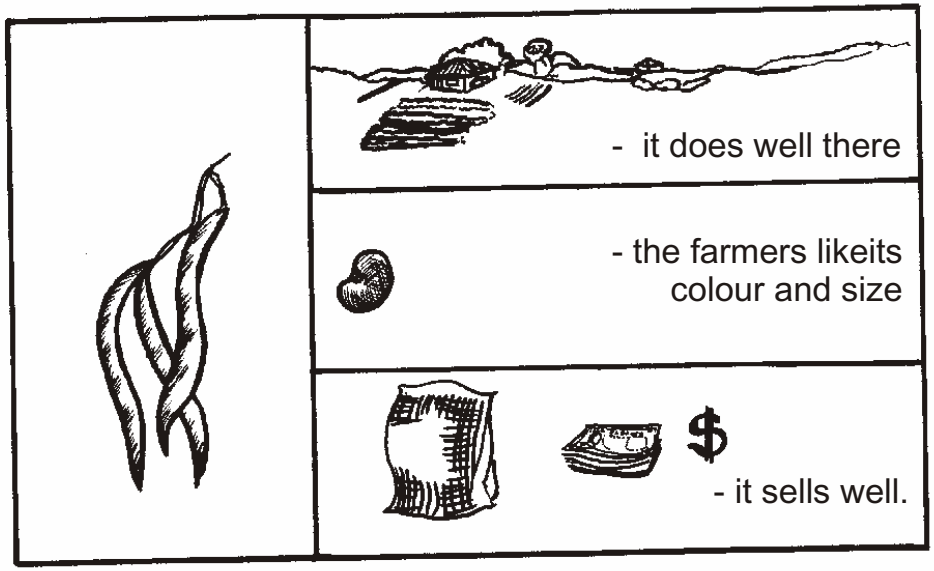
**The Committee's diagnosis helps us analyze:**

*...why a topic is important

*...what the results from our research are good for.

There may be things we want to change and things we want to stay the same.

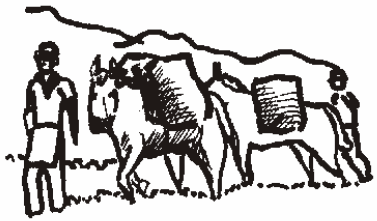
For example, one Research Committee did a diagnosis and decided to continue using the seed of the traditional bean variety in the zone because...




**In this case, the seed is something the farmers want to keep.**

There may be things we want to change to improve
the way we are farming.

In one community the farmers are coffee growers.



At harvest time they hire labourers
and give them food.
The labourers prefer food made from maize.

The maize produced in the village
is not sufficient to feed everyone during the harvest.



In the diagnosis
the community decided to investigate
how to grow more maize.

They wanted more maize to feed
their families and labourers
at harvest time.

They did not want to buy maize from the village shops
because it is too expensive.

**The cause of the problem is**
the maize variety being grown in the village
does not yield well.

**The solutions to the problem they want to test**
are new maize varieties.

**Their diagnosis helped this Community decide three things:**

Their most important problem
is they do not grow enough maize
to feed everyone.



The diagnosis helped this community
to decide what their Local Research Committee
should try to find out is from their experiment.

Which maize varieties grow best in the village

Are there varieties that can be harvested earlier
than the ones they usually plant?

Can fertilizer be used at a lower cost
than the recommendations?.

Are there varieties that give
a bigger harvest and get
a better price in the market?

**The Committee organises a meeting for the diagnosis.**

We invite people from the village
who are experienced farmers
to learn their opinions.

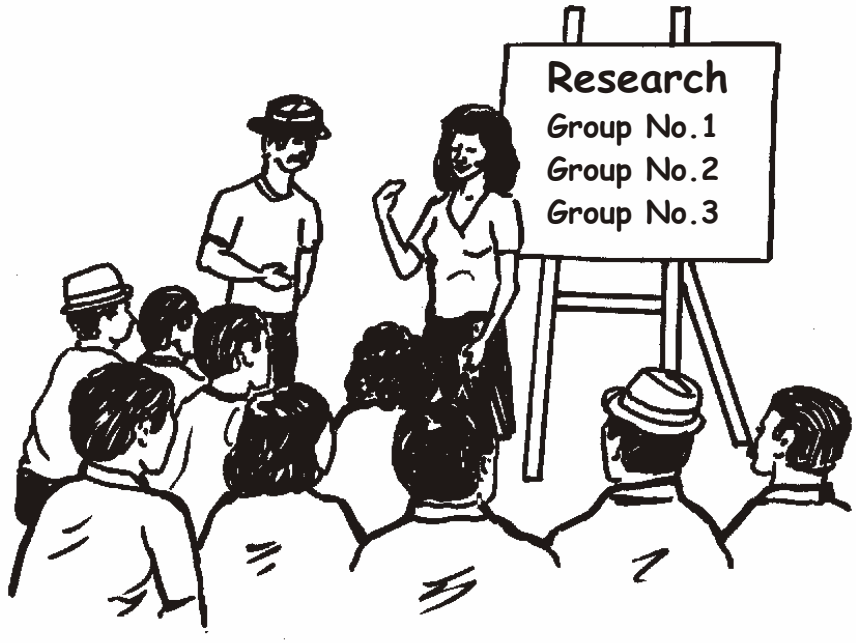
We can also invite the technicians who know
about local farming.



At the beginning of the meeting, we all work together.

**We need moderator** who knows how to do a diagnosis.
Our moderator comes from a Local Research Committee
in a village nearby.

The moderator explains how we are going to do the
diagnosis to everyone in the meeting.



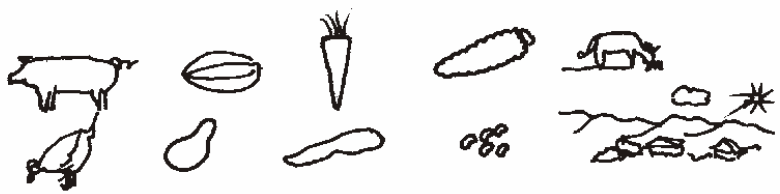
If there are lots of people at the diagnosis,
we can divide up into groups of six or eight people
If we are not too many, we can all work together.

**We talk about**
**the questions we have**
**about farming.**

**We talk about...**

**What do we want to improve on our farms?**

**What new ways of farming do we want to test?**





In the groups we all give ideas
on what research should be done and why.

Each group chooses ideas
to present to everyone else.

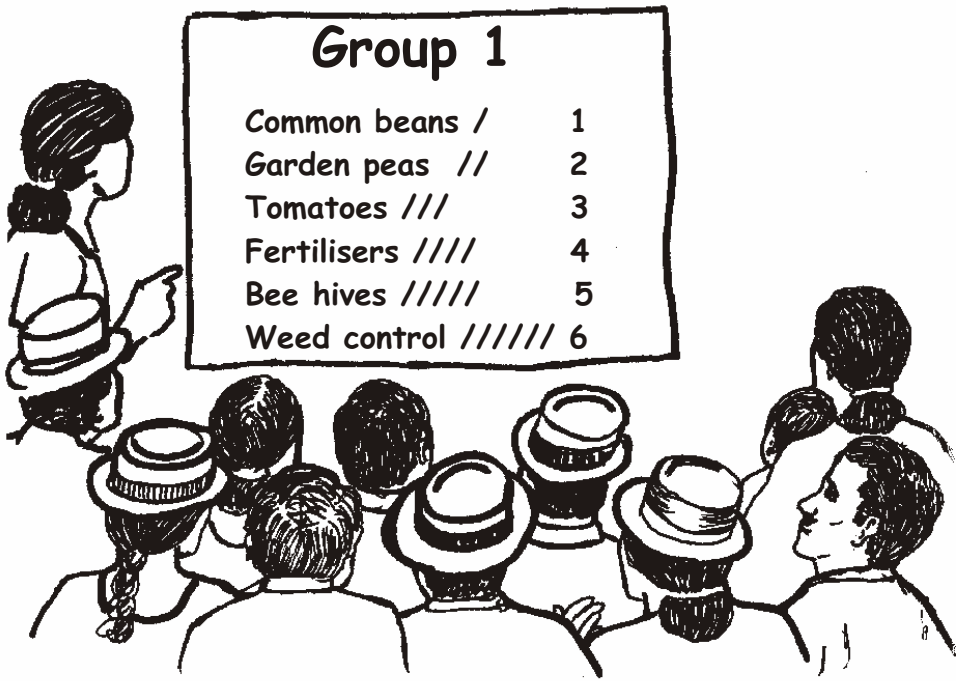
One person from each group is in charge of
presenting the ideas to everybody else.

In the diagnosis done by
the coffee growers Committee,
two working groups were formed.

The farmers gave their ideas
on the changes that they wanted to make.
They voted to select the most important topics.

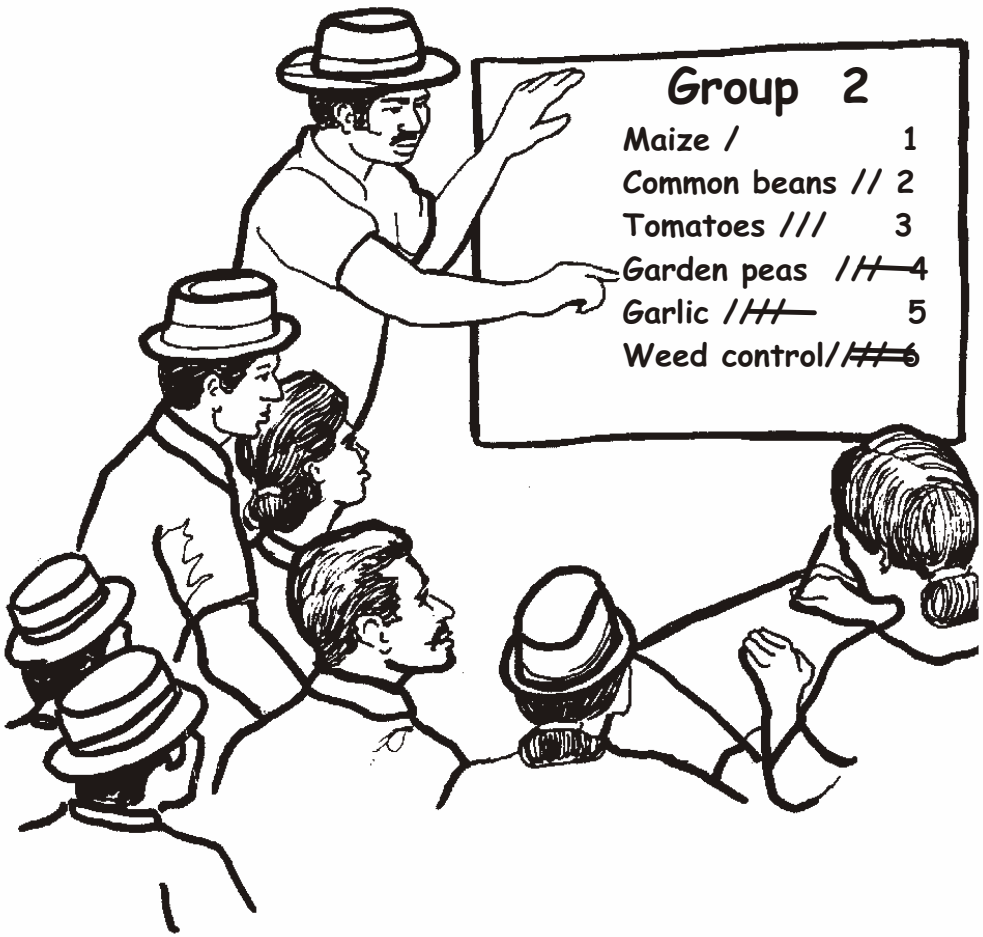
**GRUPO NUMERO 1**

**IDEAS PARA LA INVESTIGACION**
**ORDEN DE IMPORTANCIA**

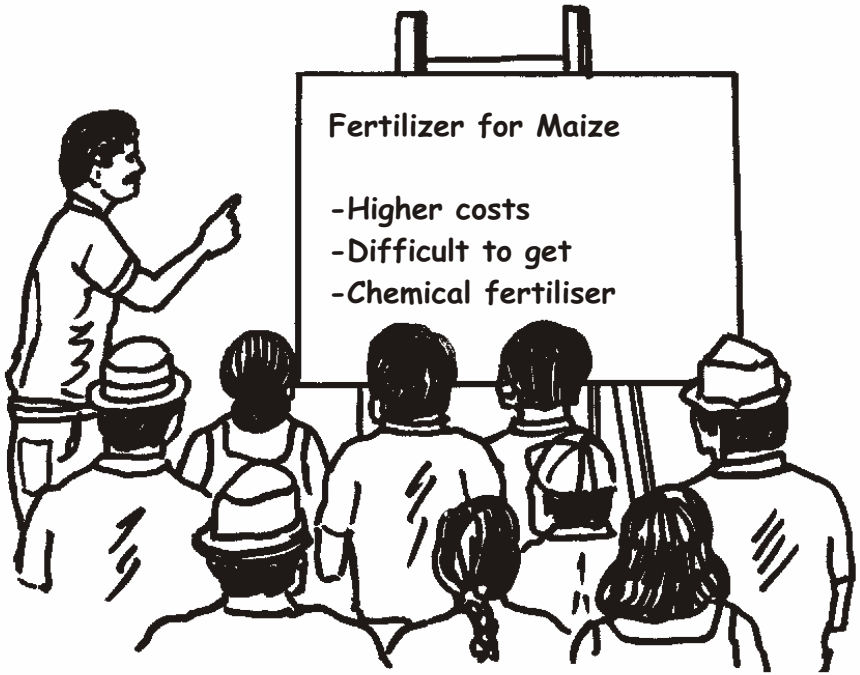


**GROUP NO. 2**

**IDEAS FOR RESEARCH**
**ORDER OF IMPORTANCE**






If we are working in small groups,
we get back together in one big group
to talk about the ideas
presented by each group.

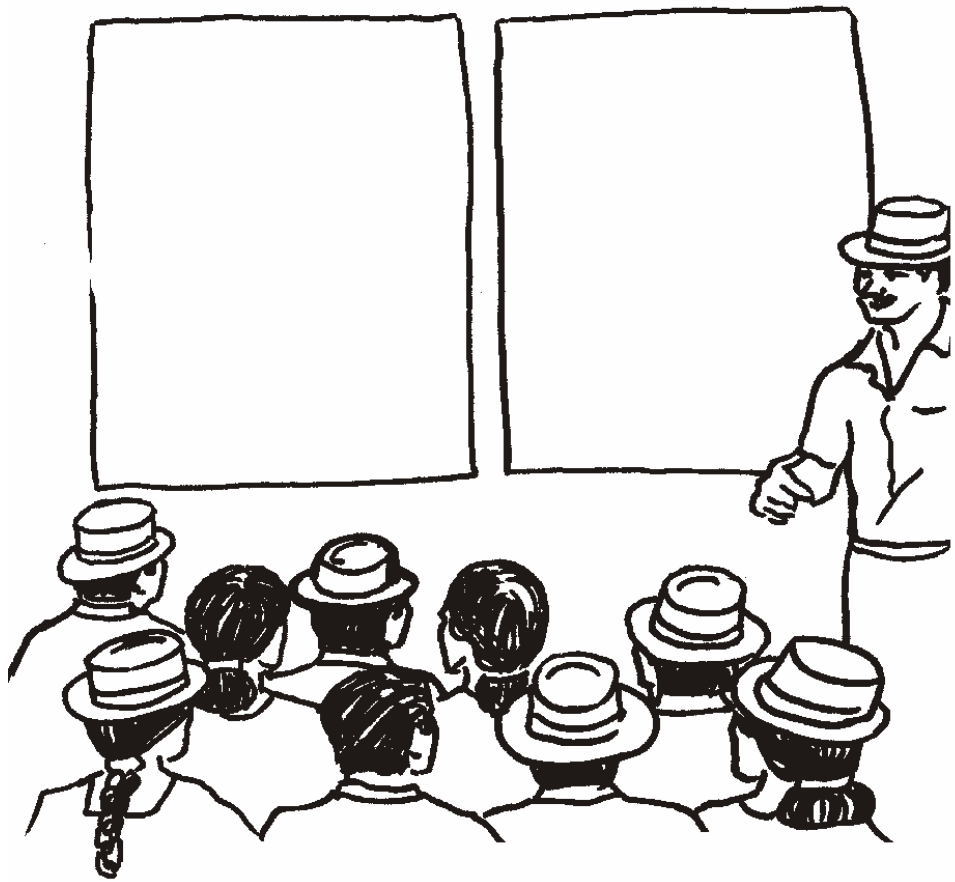
**By discussing these ideas**
**we find topics for our experiment.**

Nos dividimos otra vez en grupos.

**Votamos para elegir los temas de los proyectos.**

In our diagnosis we worked in small groups.
Each group presented different ideas for experiment.

These ideas were topics for research.

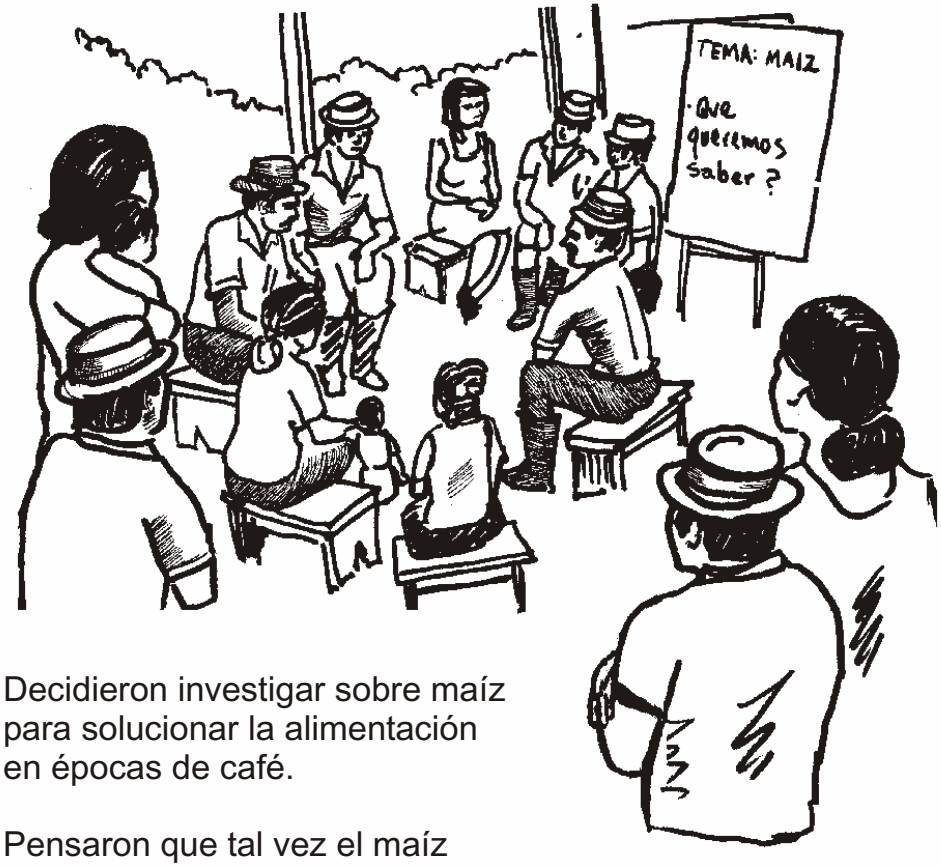


El fríjol y el tomate
eran importantes para los dos grupos.

Solamente un grupo había propuesto el maíz.

Cuando estaban todos reunidos en la asamblea analizaron y discutieron los temas.

Decidieron que el maíz era el tema más importante.

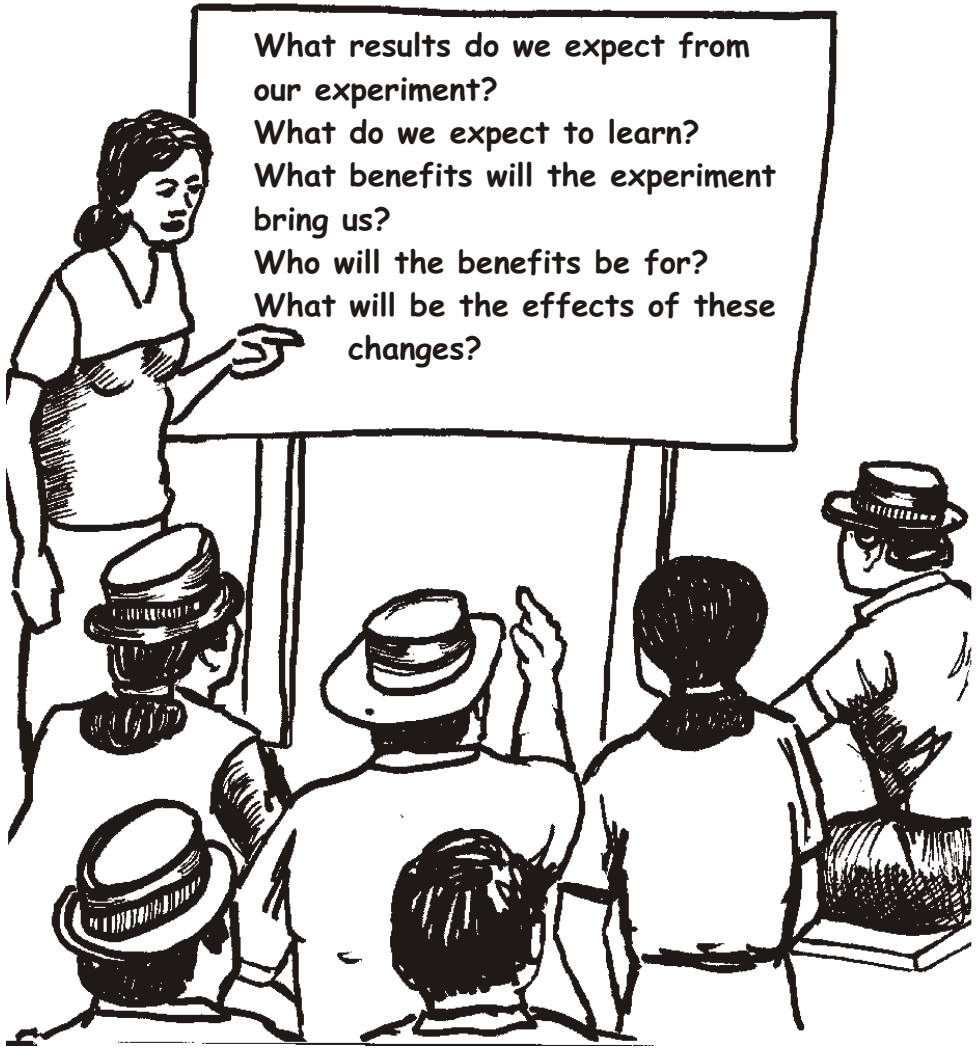



Decidieron investigar sobre maíz para solucionar la alimentación en épocas de café.

Pensaron que tal vez el maíz podía llegar a ser otra fuente de ingresos.



**Then we need to decide which topic is the most important for us.**
**To do discuss.**



To decide which topic is the best one for our experiment.

We answer questions about

**COST:** How much will the experiment cost us?
**TIME:** How long will it take us to see results?
**LEVEL OF DIFFICULTY:** How difficult is it to do?



**RISK:** What risk of loss is there?
Is the risk worth it?

**BENEFITS:** What benefits will it bring us?

**KNOWLEDGE:** What do we already know about this topic?
What do others know?

**INTEREST:** How interested is our community in this topic ?

**ENVIRONMENT:** How might this new way of farming affect the soils, the water, the plants and animals or the people in our community?

We can make a drawing like this one to compare topics. We can draw it on paper or on the ground.

| TOPIC | COST | RISK | BENEFITS |
|---|---|---|---|
| Maize | ☺ | ☺ | ☺ |
| Beans | ☺ | 😐 | ☺ |
| Tomatoes | ☹ | ☹ | ☺ |

**Por dónde comenzar?**

Los caficultores decidieron ensayar nuevas variedades de maíz.

Para ellos el maíz es muy necesario
para alimentar a la familia y los trabajadores
que contratan en la cosecha de café.
Y puede llegar a ser otra fuente de ingresos.

**We decide on the topic for our experiment.**
**It is the one we think will be most helpful**
**in improving our agriculture.**

**This is how we use the diagnosis.**

We decide on the topic we are going to test or research
We discuss why we want to do research on this topic.



Now we've done our diagnosis, we can
progress rapidly in our research.

We are now ready for the next step.
**We are going to plan our experiment!**