



Sustainability Tools

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Phases of the Project

Purpose: to make the staff aware of the different phases in a sustainable project.

Participants: the staff.

Duration: 20-30 minutes.

Materials: Flipcharts, copies of the phases-scheme (see below).

Use this tool in phase:

Process:

1. Don't show the phases-scheme in advance to the staff.
2. Take 6 flipcharts and write the years:

Flipchart Year 0	Entrance and Acceptance
Flipchart Year 1	Setting the ground
Flipchart Year 2	Deepening
Flipchart Year 3-4	Consolidation and expansion
Flipchart 5	Making the shift
Flipchart 6,7,8	Phase Out.
3. Ask the group to stand up. Tell the group you are going to mention different kind of results as described in the phases-scheme as below and that you will ask the staff members to walk to the sheet with the year they think the result needs to be achieved.
4. You can choose which results you will mention but make sure you don't make it too easy for them! Ask it crisscross and let the participants explain after each result why they have chosen for this particular year. Ask different people to explain their choice, even when they stand at the 'wrong year'. Stimulate the group to find out the correct answer before you give the final answer.
5. Make sure you give the phases scheme at the end of the exercise to each staff member, it might be helpful to remind these important phases of the project.

Year 0
Entrance & acceptance

- Approved multi-annual plan (MAPP)
- Stakeholder / community preparation
- Clear sustainability and phase-out plan
- Link with government structures / schemes and private sector players
- Setting up a CAM structure

Year 1
Setting the ground

- Established social resilience and protection through SHG's and other community groups
- Livelihood resilience through SHGs & farmer groups

Year 2
Deepening

- Deepened social and protection resilience and other community groups
- Established basic economic resilience
- Basic structures for child protection and development established
- Established basic structures for sustainability (CLAs / CBOs)
- Value chains and Small Medium Enterprises identified

Year 3+4
Consolidation & expansion

- Social resilience and protection consolidated
- Functional structures for child protection and development
- Economic resilience consolidated
- Economic development with SMEs established
- CLAs have an active link with key government departments

Year 5
Making the shift

- All structures like SHGs, CLAs, youth groups established and functioning
- Responsibilities for child centered community development handed over to CLAs / CBOs or government departments
- Linkages with community (CLA, CBO, government) with SMEs established

Year 6,7 or 8
Phase-out

- Responsibilities for child centered community development handed over to CLAs / CBOs or government departments
- CLAs / CBOs are pro-actively setting up new structures and systems for further community development
- Phasing out the Community Ambassador Model

Phases of a sustainable CCCD project



Looking Back

Purpose: to make the staff aware of the importance of sustainability.

Participants: the staff.

Duration: 20-30 minutes.

Materials: Flipcharts, markers.

Use this tool in phase:

Process:

Take two flipcharts, write on them:

Team A: a sustainable project

- What is a 'sustainable project' according to you? Mention 5 characteristics.
- How will this project look after 10 years?
- What were the key factors that caused this success?

Team B: a non-sustainable project

- What is a 'non-sustainable project' according to you? Mention 5 characteristics.
- How will this project look after 10 years?
- What were the key factors that caused this failure?

1. Tell the group that you will divide the group into two teams. Each team is an evaluation team who is visiting a project after 10 years of the closing of the project.
2. Let each group discuss the questions on the sheets and let them write the answers on the sheets.
3. Let the teams present their findings to the bigger group.

Facilitator vs Teacher Quiz

Purpose: to let the staff experience the difference between the role of a facilitator and the role of a teacher.

Participants: the staff.

Duration: 15-20 minutes

Materials: none.

Use this tool in phase:

Process:

1. Explain that you are going to name actions. The staff has to think about if that is a typical action for a facilitator or a teacher. If they think it's of a teacher: stand up, if they think it's of a facilitator: sit down.
2. After each action, ask specific staff members why they think their answer is right. Discuss with each other WHY this is typical for a teacher/facilitator.

- He starts out with his own knowledge (T)
- He encourages and values different views (F)
- He asks questions instead of answering questions himself (F)
- He lectures from the stage (T)
- He believes in 'the right answer' (T)
- He provides information in one direction (T)
- He uses practical, participatory methods (F)
- He starts by assessing the group (F)
- He follows a learning plan (T)
- He makes sure the information flows in all directions (F)
- He considers participants as 'equal' (F)
- He has a formal relationship with his pupils (T)

3. Let the group make a small play about the differences between teachers and facilitators. For instance:
 - Someone in the group asks a question and the field officer gives the answer directly versus someone in the group asks a question and the field officer repeats the question and asks "does someone have an answer? How can you solve this together?"
 - At the end of the self-help group the field officer finishes the gathering with "next time we are going to talk about saving money with the self-help group" versus "next week we see each other again, what subject do you want to talk about? What do you need as a group?"

Alternative way: if possible, write down the sentences on a whiteboard or paper and separate the 'teacher actions' from the 'facilitator actions'. In this way, the staff can literally see the differences.

Asking the Right Questions

Purpose: to make the staff aware of their facilitating role.

Participants: the staff.

Duration: 20-30 minutes.

Materials: none.

Use this tool in phase:

Process:

1. Don't tell the staff in advance the purpose of this exercise, they will discover themselves.
2. Prepare the meeting with one staff member who will play 'a community member'. This staff member will play the role game twice.
3. The first time: The staff member plays a community member who wants to share his/her concern about a boy from 8 years who had not attended school for a long time.
4. Ask one of the other staff members what kind of solutions he/she has in mind to solve this issue.
5. The second time: The staff member plays again the same role game.
6. Ask one of the other staff members to ask questions directly to the community member instead of solving the problem on his/her own.
7. Eventually, you can help the staff member with formulating the open questions like
 - How long has this boy not gone to school?
 - What could you do as a community member?
 - Has this child parents? Have you talked to the parents?
 - Is there contact with the school?
 - Has this issue been discussed in the self-help groups?
8. Evaluate the exercise with the group. What is the difference between the first (staff is solving the issue) and the second game (community member is activated to solve his/her own problems)? How does the community member feel in the first and in the second game? What will probably give the most sustainable results and why?

Open and Closed Questions

Purpose: to make the staff aware of the effect of closed-ended questions and open-ended questions.

Participants: the staff.

Duration: 20-30 minutes.

Materials: none.

Use this tool in phase:

Process:

There are two kinds of questions: closed-ended questions and open-ended questions. Closed-ended questions are questions you can answer with 'yes' or 'no' or one single word. Open-ended questions require more than a one-word answer.

Closed-ended questions:

- Are you feeling better today?
- Have you already completed your homework?
- Can I help you with that?
- Are you pregnant?

Open-ended questions:

- How do you manage to raise those children alone?
- How did you and your best friend meet?
- What is your favorite memory from childhood?
- What makes you happy?

1. As leaders of the group, you have a conversation while the rest is listening. One of you is the one who asks questions, the other one gives answers.
2. First, ask only closed-ended questions. You will notice that it's hard to continue the interview because the answers are so short.
3. Finish that conversation and tell the group you are going to try another technique. Now only ask open-ended questions. You will notice that it creates a smooth conversation.
4. After that, ask the group what the difference was between the two conversations. What is the effect of closed-ended questions and open-ended questions? Which one can you use best while working in the community?
5. Think with the group about how you can turn a closed-ended question in an open-ended question. For instance:
What is your favorite day of the week? → What is your favorite day of the week and why?
Prepare together a list of questions (close-ended) that can be used in the community and let the group come up with open-ended suggestions.

Feedback: Positive versus Negative

Purpose: to make the staff aware of the power of positive feedback.

Participants: the staff.

Duration: 15–20 minutes.

Materials: when possible, use a whiteboard / a paper and markers to make a drawing. It's also possible to draw in the sand (with a stick).

Use this tool in phase:

Process:

1. Ask for 2 volunteers (person A and person B), they need to go to a different room/away from the group. Explain to them that they are going to make a drawing. Person A is going to draw a lion, person B is going to draw a giraffe. They may not tell the group what they are going to do.
2. Tell the group that when person A is coming back to the group, they only may give negative feedback. They can say things like 'what are you doing?', 'what is he making?', 'I don't understand', 'it is so unclear, what does he mean?', 'that looks ugly', etc.
3. Tell the group that when person B is coming back to the group, they only may give positive feedback. They can say things like 'wow, that looks good', 'you're a good drawer', 'what a nice drawing', 'I can see you are talented!', 'I love it!', etc.
4. Let first person A come back to the group and make his drawing, the group gives negative feedback.
5. Following, let person B come back to the group and make his drawing, the group gives positive feedback.
6. Discuss with the group what just happened. What was the effect of negative feedback? And what was the effect of the positive feedback on the drawer? How are person A and person B feeling right now? Why is positive feedback better? What can we learn from this and use while working with the community?

Non-Verbal Signs

Purpose: to make the staff aware of their own non-verbal attitude.

Participants: the staff.

Duration: 20-30 minutes.

Materials: a timer.

Use this tool in phase:

Process:

1. Explain the difference between verbal and non-verbal communication.

There are two kinds of communication: verbal communication and non-verbal communication. Verbal communication is all communication using words. Non-verbal communication is about communicating WITHOUT words. For instance communicating with your attitude, your facial expressions, your behavior or the volume of your voice.

This activity is about non-verbal communication. To work together with the community in a (social and emotional) safe and pleasant way, non-verbal communication is very important. In this activity we zoom in to 3 ways of non-verbal communication:

- Good eye contact
Making eye contact gives the impression that you are interested and listening actively.
- Minimal reinforcers
Make clear you are listening by nodding your head and making noises like 'hmm hmm' and 'aha!'.
- Attitude
What is the attitude of your body? When you talk with your arms crossed you look reserved. By having an open attitude (literally) you give people the feeling that you listening and are interested in what they say.

2. Let the team split up in couples, let them find a spot where they can talk together.
3. Person A is the one who is going to tell about last week: what did he/she do? While person A is talking, person B is NOT following the three points, so he/she makes NO eye contact, does not nod or 'hmm' and has a closed attitude. Person B is not showing interest in the story of person A. (Time for 1 minute and then let them stop).
4. Person A is again going to tell about last week, but now person B will DO follow the three points: he/she makes eye contact, nods and 'hmm's' and has an open attitude. Person B is showing interest in the story of person B. (Time for 1 minute and let them stop).
5. Now let them switch: person A becomes person B and the other way around. Let them do the activity again as described above.

6. When the one-minute conversations are done, start a group conversation about their experience. How was it to not listen at all? And how was it to tell your story to a not interested person? What was different when the other person was listening, making eye contact, etc.? What do we learn from this what we can use while working in the community?