

Red Xeen KiND

Participatory Toolbox

Empowering Communities & Children for a Better Tomorrow



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ACRONYMS

AI	Appreciative Inquiry
CAP	Community Action Plan/ Children Action Plan
CPC	Community Planning Committee
M&E	Monitoring & Evaluation
MSC	Most Significant Change
NGO	Non-Government Organization
PICD	Participatory Integrated Community Development
PLA	Participatory Learning Action
PMEL	Planning, Monitoring, Evaluation and Learning
PRA	Participatory Rural Appraisal
PwD	People with Disability
REK	Red een Kind
RRA	Rapid Rural Appraisal
SLA	Sustainable Livelihood Approach
SMART	Specific Measurable Acceptable Realistic Time bound
UN	United Nations
UNDP	United Nations Development Program
UNICEF	United Nations Children's Fund

CHAPTER ONE

HOW TO USE THE MANUAL

This manual provides a general description of the participatory toolbox as a means to facilitate sustainable empowerment processes within marginalized communities. At the core of this process lies our agenda of children's wellbeing. Participatory tools are often used at the start by development programmers for collection of information. However, the tools can be used at any time during the life of a program, depending on the needs. Not just to serve program management purposes, but also to empower communities.

Tools are presented like a menu (optional) from which partner organizations can select and apply, based on the realities in practice. The use of tools should serve the purpose and should not be seen as a list of things to be done! Instead, the tools are to be used when needed and useful. Partner organizations are encouraged to train their competent staff (as empowerment facilitators) to effectively facilitate community empowerment processes for which the participatory toolbox can be used.

1.1 Participatory Toolbox

The participatory toolbox is both an approach and a set of tools that facilitates active participation (and inclusion) of local communities in various development activities. The participatory toolbox is a collection of several participatory tools and approaches, such as Participatory Rural Appraisal (PRA), Participatory Learning and Action (PLA), Rural Rapid Appraisal (RRA), the Do No Harm concept, Appreciative Inquiry (AI) and Sustainable Livelihoods Approach (SLA).

The participatory toolbox helps identify and empower marginalized groups to claim their rightful place in communities, while creating an environment for genuine collaboration with other actors. The following are the most notable benefits of the participatory toolbox:

- Inclusion of most marginalized groups
- Allows illiterate/ less literate community members and children to participate
- Strengthens/works with local structures and authorities
- Increases awareness about children's needs / issues (e.g. child marriage, labor)
- Enhances awareness on sustainable development
- Helps analyze issues and priorities at grassroots level
- Tracks issues and priorities at grassroots level over time and uses this for improving program design (PMEL)
- Facilitates consensus building
- Provides room to challenge 'status-quo' (e.g. gender roles)
- Empowers local communities (in the process), ownership building
- Promotes collective/voluntary resource mobilization.

The participatory toolbox is not only useful for community participation, but can also be used to involve stakeholders such as local government departments and other NGOs at meso level (e.g. district) in the development process. The tools can facilitate the development of a common understanding about the target area among the stakeholders; development priorities, the contribution of each stakeholder towards the development and common plans. Issues that are not considered a priority, such as child marriage or child labor, may come to the surface and enhance the effectiveness of the program.



Many of the participatory tools in this toolbox can also be used for Planning, Monitoring, Evaluations and Learning. Some of the tools presented in this toolbox can therefore be integrated within the multi-annual PMEL plan, which is an annex to a partner's SPP. In this multi-annual PMEL plan, the PMEL system of a partner is described. REK requires to have at least two participatory tools included in this plan. Please note that this means that the tools, if chosen as part of the PMEL plan, will be repeatedly conducted during the life span of the program. This to enable the measure of progress over time.

1.2 Principles of the Participatory Toolbox

When using the participatory toolbox, there are a number of principles to consider in order to make the use of the toolbox effective and really participatory. Some of the most important principles are listed as below:

- *Respect diversity:* a village is not homogeneous and there are often conflicting interests, be observant and listen carefully during your visits.
- *Facilitate participation for everyone:* be sure that all socioeconomic groups have a chance to voice their opinion/are represented in decision-making as much as possible. Social or cultural practices may make it difficult for women, youth, persons with disabilities etc. to have a seat at the discussion table.
- *Avoid the temptation to focus on the most vocal persons in the group:* don't fall into the trap of carrying out a meeting the 'easy way' by letting the more articulate or vocal members control the meeting - plan sufficient time for a visit. If insufficient numbers of people are present, reschedule.
- *Reconcile different interests:* try to achieve consensus as to the most pressing problems and to the solutions which everyone can accept/buy into.
- *Ongoing awareness raising:* if certain pressing issues are not considered a priority, continue with awareness-raising on those issues using tools from the participatory toolbox.
- *Exploit indigenous knowledge:* listen to the community - we bring expertise but should not bring readymade solutions. Facilitate dialogue so that groups think through their own problems.
- *Reconfirm the problems and solutions discussed:* don't assume you understood the situation, assure more than one perspective is reviewed, so that the information you collect is more informative and reliable.
- *Practice a more hands-on vs. classroom technique:* assure that people are not excluded from participation (i.e.: low literacy levels) and concentrate on oral vs. written communication and other tools such as pictures, hand drawn maps and physical objects. Adults learn differently than children.
- *Encourage participants to take responsibility for their own development:* they shouldn't wait for outsiders, but undertake activities they can do and that they regard as the highest priority. Participatory Development Approaches lead to changing attitudes and behaviors among all parties and move away from a usual



hierarchical or dependent relationship to one of partnership and collaboration by working together to solve a problem.

Also, the Do No Harm concept and Appreciative Inquiry should go hand in hand with the use of the Participatory toolbox. Appreciative Inquiry involves the art and practice of asking questions that strengthen a capacity to apprehend, anticipate and heighten positive potential in the community. The Do No Harm concept means that the wellbeing of people we are trying to help must be the focus of our efforts to help them. This means the cure must not be worse than the disease and the intervention must not destroy (or harm) that which it is meant to help.

1.3 Facilitation of the Use of the Toolbox

Good facilitation is key for a proper use of the participatory toolbox. Staff is required to acquire a set of relevant skills that are vital for facilitation of local development processes. It is important that the facilitator is able to ask the right questions to generate a discussion. As it is not a one-time event, regular engagement and support is also required from development practitioners for successful execution of the processes. The training on the use of the toolbox has been slightly adapted to make it more child-centered and more inclusive of the most vulnerable groups in the community.

An important principle of the participatory approach is that people are involved and gradually take ownership of the process. This means a gradual hand-over of the stick or marker pen to allow community members to take the lead in the use of a tool.

To ensure sustainable use of the toolbox by the community members, it is recommended to identify potential community facilitators, who can take the lead in the use of the toolbox. It is important that the facilitators receive training on the use of the tools and the application of key principles of the participatory approach. The training should be followed by coaching of the facilitators for some time.

Facilitators of the participatory development processes need to have certain competencies and skills. These are described as below:

- Is familiar with participatory tools (RRA, PRA, PLA, etc.)
- Has an understanding of local cultural norms
- Has good (active) listening skills
- Is able to ask the right questions to generate a discussion
- Is able to work with different groups (men, women, children)
- Has an understanding of multi-sectoral programs
- Cognizant of the root causes & effects of poverty
- Has negotiation skills (diplomacy)
- Has a sense of humor
- Is flexible
- Has good planning & time management skill
- Does not have a judgmental attitude
- Able to engage people and is persuasive
- Is open-minded, with a learning attitude

The facilitation is preferably done in teams of two or three who share the responsibilities of asking questions, time management and note taking.



Community Facilitation

1.4 Child Participation

Because the programs are child-centered, children have the right to be consulted about the issues that concern them. It is therefore necessary that the facilitators are able to facilitate the use of the participatory toolbox with children. A few key principles to be applied are:

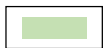
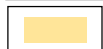
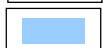
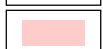

- Consider protection issues when deciding on the time and location of the activity
- Inform parents, caregivers and/or authorities about your plans to work with children on a certain topic.
- Ideally, have the facilitators work in pairs with the children (one of them can be a parent).
- Establish boundaries and good practices before working with the children (for the facilitators and for the children).
- Apply genuine participation (full freedom to participate and allow children to voice their opinion).



Child Participation

1.5 Various Ways of Using the Tools

Various types of tools can be identified. Tools have various purposes. The tools described in this manual have been divided in different groups which can be recognized by the color of the tool in the following chapters. These include:

	Tools to make people aware (4.1- 4.5)
	Tools to collect and analyze information (2.1-2.2, 3.1-3.3, 5.1-5.6)
	Tools to analyze data (6.1-6.3)
	Tools for planning activities (7.1-7.3)
	Tools to monitor & evaluate the success of an intervention (8.1- 8.3)

The awareness/ awakening/ mindset change tools are very much focused on children and empowerment because that is the focus on REK. The other tools are general ones and can be used for various purposes. Also the information collection and analysis tools can contribute towards awareness/ awakening (such as the 24 hour schedule on gender). The use of the awareness raising tools depends on the need. If a community is already very child focused it is obvious those tools don't need to be used. A community should be ready for the topic (for example child labor or marriage). Information collection on the topic done in a small group can be a good start to generate a discussion.

1.6 Thematic Use of the Tools

Various information collection, analysis, planning and monitoring and evaluation tools can also be used to look into general development issues such as children's wellbeing. But they can also be used to get an understanding about different themes (such as health, education and food security). The outcome of the use will depend on the questions the facilitator ask to generate information. For example:

- Resource mapping: What are the most important resources for food security?
- Seasonal calendar: What are the issues that impact health in the different seasons?
- 24 Hour schedule: What and when do men and women contribute towards children's wellbeing?

1.7 Phasing of the Use of Tools

Activities in the community differ from each other in each phase of the project/ program cycle. At the (community) entry phase, relationships are built. During the design phase, planning happens. For each of the phases, different tools are appropriate. Some tools can repeatedly be used in various phases. For example, the mapping and seasonal calendar can be used in the data collection phase and the monitoring and evaluation phase. In this manual 7 phases are identified:

1. Preparation phase (preparation with program staff and other stakeholders)
2. Entry phase (entry into the community, meeting with the leaders)
3. Awakening/ mindset change (awareness-raising about key issues)
4. Data collection (about an issue or theme)
5. Analysis phase (Analysis of collected data)
6. Planning phase
7. Monitoring & evaluation phase

During the life of a program or a project various cycles of awakening, data collection and planning can take place. Tools can be used flexibly at different stages of community development program.



In the following chapters you will find a description of each of the phases, the aim of the phase, the steps to be followed and the tools that are recommended to be used as part of the phase.

Not all tools need to be used at once. It is possible for the community and the facilitator to first address a few issues and later look into other issues.

Each of the tools included in the manual consists of the following information:

1. Purpose of the tool
2. Participants to be involved (men, women and/or children)
3. Time needed to use the tool (Duration)
4. Materials required to be able to use the tool

1.8 Further Reading

A lot of additional information on participatory tools is available on the internet. These are often described as Participatory Rural Appraisal (PRA) or Participatory Action and Learning (PLA). A useful site is the International Institute for Environment and Development (IIED) with the PLA notes: <http://www.iied.org/about-participatory-learning-and-action>.

CHAPTER TWO

PREPARATORY PHASE & TOOLS

Aim: Development organizations and external stakeholders prepare themselves to initiate development activities in the area and to facilitate the participatory empowerment process in community structures. Preparation is needed to coordinate activities and to identify communities and areas to target for the exercise.

Steps to follow:

- Development organization (partner) is trained in participatory approach including the tools.
- Review literature & gather secondary info regarding the local context
- Do a stakeholder analysis for the identified target area
- Organize a stakeholder meeting
- Conduct a stakeholder meeting and use tools mentioned below
- Assign experienced personnel to unfold the process with target communities

Methods to be used:

- Review of previous studies done in the target areas
- Review national statistics bureau (for some demographic and related data)
- Review government reports (at district, provincial level)

At this stage the development partner collects useful information to begin working with communities on participatory development. The main tasks are contacting relevant officials/informants, making appointments and arranging logistics.

It is advisable to contact and inform relevant stakeholders on this process, and solicit their participation from the start. A number of tools can be used together with other stakeholders to; 1. develop a common understanding about children's wellbeing/ child development, 2. determine which key issues to be addressed, 3 determine what each of the stakeholders does/ plans to do.

Tools to be used:

- Children's wellbeing/ development matrix
- Target area map including vulnerability assessment
- Pairwise ranking

The information collected through this process can be used when the communities do the planning process and to find out which stakeholders can be of help in the development process.

2.1 Child Development / Wellbeing Matrix

Purpose: To develop a common understanding of what makes children happy and unhappy in the target area and who plays a role to address the identified issues.

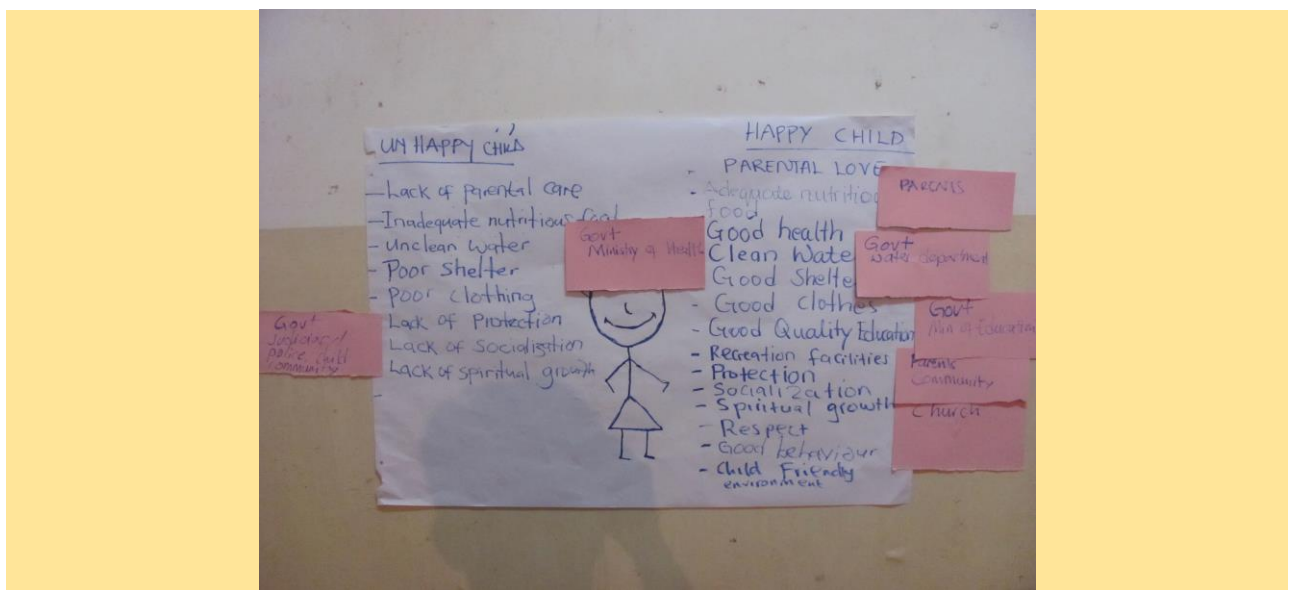
Participants: 5-8 people. Can be done with mixed groups of stakeholders (possible alternative is men and women groups).

Duration: about 45 minutes

Materials: flipchart paper, marker pens and colored cards

Process:

1. Make a drawing of a child in the middle of the flipchart
2. Write on one side of the drawing “happy” and on the other side “unhappy”
3. Brainstorm about what makes children happy in the target area and what the things are that make a child unhappy. Write those on the flipchart.
4. Write on separate cards who plays a role to address / contribute towards those identified issues. Stick those next to the item identified as contributing to happiness or unhappiness



Alternative ways of using the tool: Prepare drawings of a child at different stages of development (for example 0-7, 8-12 years) and discuss what a child needs for development/ wellbeing at that stage of development. Discuss what works, what doesn't work and who makes a contribution.

2.2 Target Area Mapping

Purpose: develop a map of the target area to get an understanding of where the different stakeholders are working, what issues they are addressing, with whom are they working etc.

Participants: Prepare one map with all stakeholders (no more than 8-10 participants) per map.

Duration: about 60 minutes

Materials: make a drawing in the soil and use materials from nature to signify objectives in the community or use a flipchart and marker pens

Process: Give a marker pen to one of the participants and ask him to make a rough map of the target area. Mark assets (services and physical resources) that contribute towards the wellbeing of children, issues that affect the wellbeing of children (dangerous place) etc. When other participants mention things to add to the map, hand over the marker pen to the other participants.

In the two earlier mentioned tools various issues have been identified that affect the wellbeing of children. Through pairwise ranking the involved stakeholders get an understanding of what are considered the key priorities that need to be addressed to improve the wellbeing of children. See tool 6.2 for the process of pairwise ranking.

CHAPTER THREE

COMMUNITY ENTRY PHASE & TOOLS

Community Entry:

Once rapport is built with authorities & their approval is sought for to unfold participatory development processes (dependent on the context), then community leaders will be contacted for more specific involvement. These leaders can be chiefs, opinion leaders and representatives of associations. However, if the development organization has already been active in the community, it may not be necessary to go into all these processes. Nevertheless, providing clear and accurate info regarding the process of participatory development will be crucial.

Aim:

The first aim is to develop understanding among community leaders of the intentions of the development organization (for example, contributing towards the wellbeing of children). To make community leaders aware and increase ownership of the focus on children's wellbeing. Awareness-raising tools 4.1 and 4.2 can be used. A second goal is to determine what has already happened in the community in terms of development/ improvement of children's wellbeing.

The programs are focused on the most vulnerable children and households. Therefore, identification and involvement of these children and households is crucial.

Tools to be used:

- Historical timeline
- Venn diagram-I (to identify & understand the relationship between the various groups)
- Vulnerability ranking

Process:

Once the Venn-diagram is established with general community leaders and different groups in a community are known, up to two representatives from each group will be selected. Pay attention to gender balance. These representatives will be contacts for their groups and help with mobilizing other group members at later stage.

Tips:

Once the entry phase is completed successfully, the next step is challenging the status quo: i.e. "attitudinal change" or "awakening". This part is done in collaboration with local community leaders, and representatives of the various groups (women, youth, children, farmers, traditional craftsmen, herbalists, religious leaders, traders, PwD, etc.)

3.1 Historical Timeline

Purpose: to determine what has happened in the community that has affected the development and wellbeing of children

Participants: normally done with elder members of the community, both men and women (7-10 per group).

Duration: 45 minutes

Materials: Marker pens and flipchart paper

Process: A timeline is written on a flipchart (past 40-50 years). This timeline can also be drawn in the soil. Ask the participants to share things that have been major happenings in the community and have impacted the wellbeing of children / development of the community. These can be both positive and negative events. Draw on the timeline what has happened and when it happened.

Reflection: What have been the positive contributions towards children's wellbeing? Who has contributed? What have been the negative factors? Has anything been done to alleviate them?

3.2 Venn Diagram I

Purpose: The Venn Diagram I is done with all the leaders in the community. The tool enables one to understand who / which groups are of influence on the wellbeing of children and the development of the community as a whole.

Participants: The leaders must actively participate in this exercise (5-8 people) including both male and female leaders

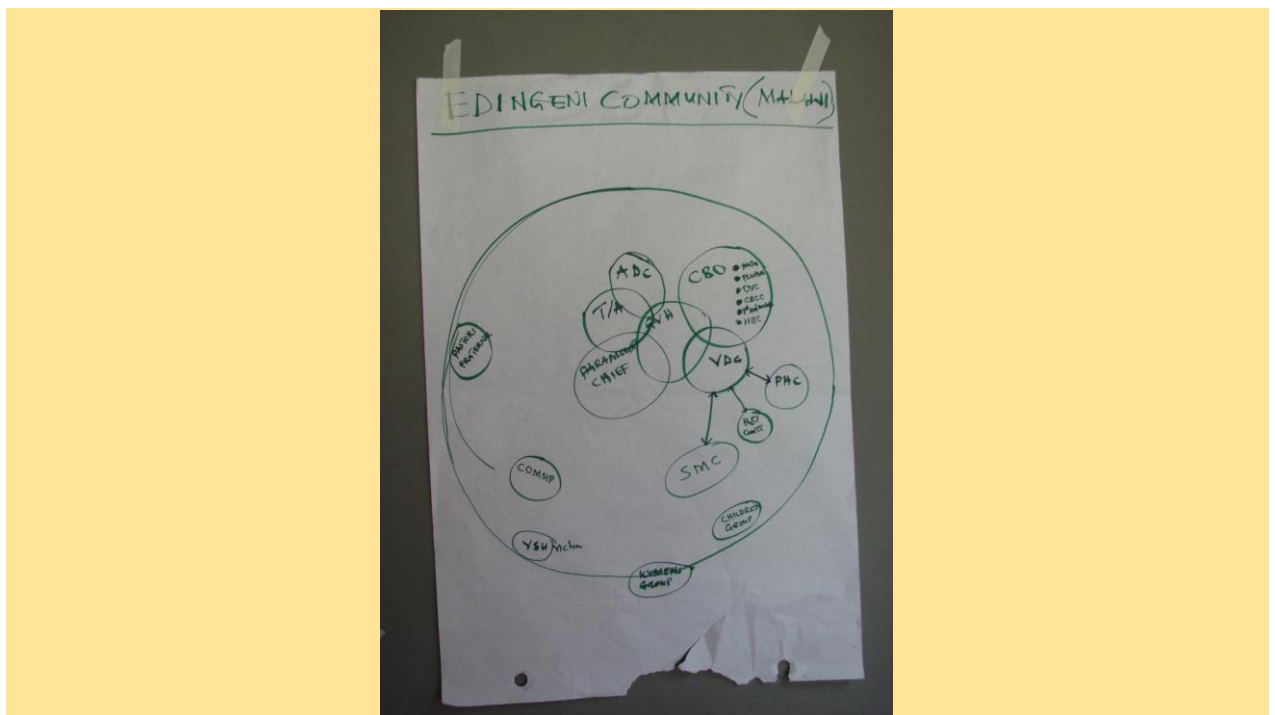
Duration: 30-45 minutes

Materials: marker pens and flipchart paper

Process: The involved leaders are asked to mention which groups (formal/ informal) and individuals have influence on development. A list is made of these groups. Then a circle is made on the flipchart signifying the community. The leaders are then asked to draw the circles, signifying the groups that have the most influence in the community with larger circles and more to the center.

Reflection: Discuss why some groups have more influence than others. How do the groups relate to each other? How does this influence the wellbeing of the community? Is this the correct situation? If change is desirable, what can be done to bring about change?

Alternative use of the Venn Diagram: ask the leaders who (which individuals, institutions or groups of people) contribute towards the wellbeing of children. Make a list. Draw on the flipchart which people, groups or institutions have the greatest influence on the wellbeing of children signified by a large circle at the center. Reflect on why certain people and/or groups have more influence than others and what it means for your development interventions.



3.3 Vulnerability Ranking

Purpose: The vulnerability ranking is to provide information on the most vulnerable groups in the community.

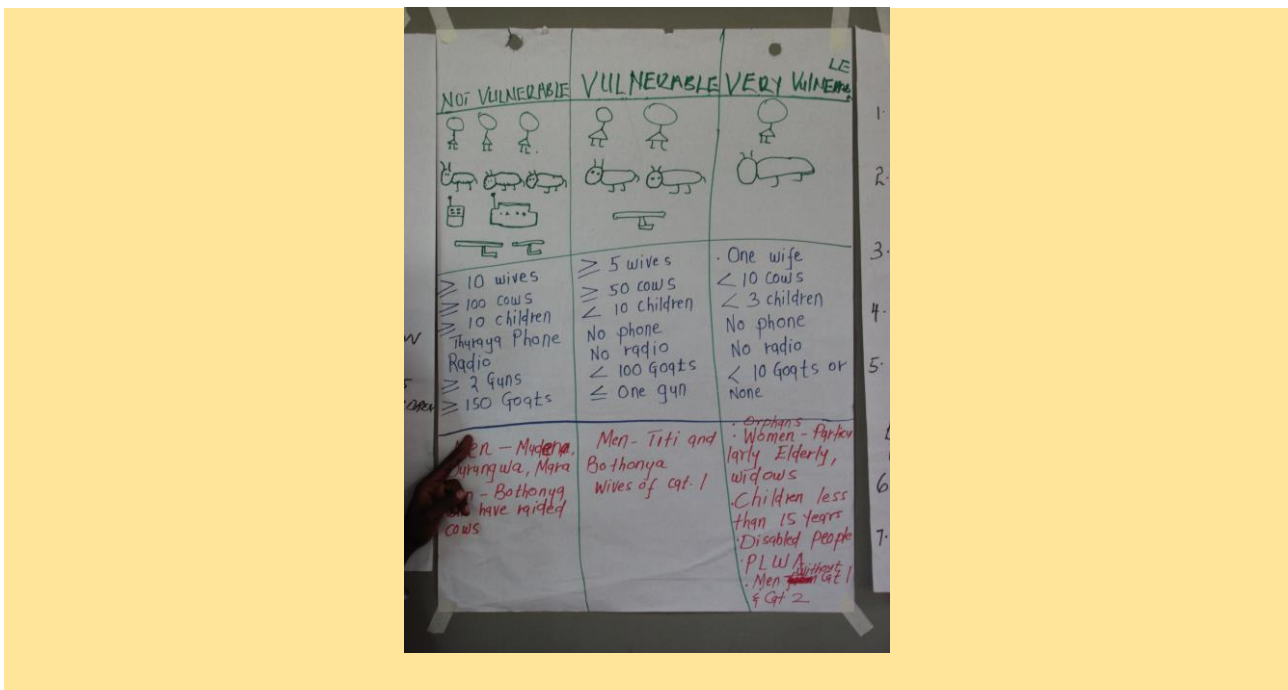
Participants: This is normally done with a diverse group of community leaders (preferably from different community committees, including both men and women), no more than 5-8 participants

Duration: 45-60 minutes

Materials: flipchart and marker pens

Process: The leaders are asked to discuss what vulnerability means and what the difference is between vulnerability and wealth? The leaders discuss what the characteristics of vulnerability are and what kind of groups can be identified in the village when considering vulnerability. Often, leaders will identify 3-4 groups. On the flipchart, columns are drawn with the heading displaying each of these groups. Then the leaders have a brainstorm session on the characteristics of these different groups. What do their living conditions look like? What do they own? How do they make a living? Depending on the size of the village, the leaders can make a list of all households and then discuss to which group the households belong. The name is written in the right column. If the village is big, they can take 10 stones (each stone representing 10% of the population and then determine which percentage belong to which group.

Note: if vulnerability ranking turns out to be too difficult, wealth ranking can be done looking at assets owned by the community members and different means of livelihoods.



Reflection: Discuss why certain groups are more vulnerable than others. What can be done to reduce their vulnerability? Do the different groups participate in development activities? Can the more vulnerable households be involved in future development activities?

CHAPTER FOUR AWAKENING / MINDSET CHANGE TOOLS

Aim:

This is a crucial stage for reflections & understanding of certain deeply rooted poverty-related issues. Community members discuss causes and effects concerning the exclusion of certain groups. They discuss socio-economic-political factors that might have affected their livelihoods. How can the local community use its potential and opportunities to escape poverty?

Process:

This part is not just an event, but rather a process of challenging longstanding beliefs and cultural barriers that hinder development of the communities and the wellbeing of vulnerable children. Besides community leaders & representatives of the groups, as many people as possible are invited to participate in the exercises (at least as observers). There is no rule-of-thumb, but the facilitator is in best position to use his/her judgment. Don't allow it to become too chaotic!

Tips:

Give everyone a chance to participate in the role-plays. Try to make a good mix of people from varying status. e.g. better-offs with the poor; disabled persons with non-disabled; elderly with the young; men with women; boys with girls; etc.

The key is to allow as much interaction as possible. Make a record of the main discussion points.

Tools: Role-plays and stories:

- Keep the Balloon Up in the Air
- The Safety Net
- River Code
- Secret in the Box
- Take a Step



Tool: Take a step

4.1 Keep the Balloon up in the Air

Purpose: Create an understanding among childcare stakeholders about the need to organize and plan the care for children in the community

Participants: Maximum of 10-15 (others as observers)

Duration: about 30 minutes

Materials: balloons

Process: Give each of the participants a balloon and ask them to fill it with air. Explain that each balloon represents a child in the community. The participants are to keep the balloon in the air. However, they are only allowed to touch each balloon only 3 times at a time. After looking after one balloon they need to move on to another.



Reflection: After 10-15 minutes, stop and have a discussion about how it went. What is required to keep the balloons in the air? If the balloons represent children what does it mean to look after the children in the community in a good way? What does it entail?

4.2 The Safety Net

Purpose: To create awareness among caregivers of what is needed to provide children with a safety net for their wellbeing

Participants: Maximum of 10-15 (including observers)

Duration: about 45 minutes

Materials: one or two balloons and yarn

Process: Ask 5-6 people to stand in a circle. One person receives the start of the yarn. Participants are asked to mentioned things or people (parents, education, health care etc.) that children need for their wellbeing. Each time a thing or person (an asset) is mentioned, the yarn ball is given to another person. The 5-6 people are to make a net. The creation of the net continues until a balloon can no longer fall through the net.



Reflection: How many assets were needed to prevent the balloon from falling through the net? How many assets does the community have? What does this mean for the safety and wellbeing of the children in the community?

4.3 The River Code

Purpose: to critically analyze issues of dependency syndrome & other negative cultural norms within different groups of a community. Groups can be motivated to suggest possible solutions for the problems they face.

Role Play - River Code is conducted with the help of three people (one woman & two men).

Participants: The role-play can be facilitated with youth and adult groups

Duration: 30-45 min

Materials: sufficient space to do a role-play (preferably outside). A road can serve as a river

Process: The facilitator explains to the 3 people what their role is. The three prepare to perform the role-play. After the role play has taken place, the facilitator asks the audience (community members) a number of questions to reflect on what they have seen.

The role-play is about a couple who need to go to a wedding. This is on the other side of a river. They go and travel. When coming at the river, they see that the water is very high. It is hard to cross. There is a strong farmer at work. He volunteers to assist them. The husband accepts the assistance. The wife does not. In the end the husband asks the farmer to be carried to the other side. The wife starts looking along the river, and in the end, finds a bridge that brings her to the other side.

Reflection after the role play:

What did you see? What did you hear? Who are the characters in the play? If it were you, which character would you want to be, the two men or the lady who refused to be carried? Why?

Look at all these characters and think of them as your relatives. If the strong man (farmer) was your father, brother, son or husband, what advice would you give him? If he insists on carrying them, what should be done with him? What advice would you give to the man who was carried? What advice would you give to the lady?

Looking at development, what is the river? The wedding? The farmer? The two men? The lady? Give examples of such projects. According to you, why are there many projects failing? As the people who know, what should we do to avoid these failures? But you had not consulted them in the beginning, so how do you come and tell them to take over what they had not owned?



4.4 The Secret Box

Purpose: to appreciate the importance of getting in touch with local community groups, which forms a basis for mutual cooperation, trust building and affects long-lasting change

Participants: representatives from different groups in the community

Duration: 45-60 minutes

Materials: a box, and 10-12 different objects that fit in the box and a cloth to blindfold a person

Process: Three people are chosen for this role-play (at least one of them a lady). A card box will be filled with different materials that vary in color, shape and function.

The three participants step in front of the audience one by one. The first participant (who represents someone from the area who travels a lot, is often gone) is blindfolded and can only shake the box to determine what is in the box, the second person (who represents someone who travels once in a while) is blindfolded but can also feel what is in the box and the third person, a female person (who is a local person who travels little) can see and feel the items. Each of the participants needs to say what he/she thinks is in the box. They get marks for the number of items they mention correctly.

Reflection: Why did the locally traveled lady get more marks than the widely traveled person? Why did the widely traveled person get few marks? Give examples of these people in development, people who just listen? Give examples of people who just touch. Give examples of the last person who was able to see, touch, hear, engage in consulting etc. What does the box symbolize? Who knows what is happening in the community? Who often makes plans for the community? Who should be making the plans?

Conclusion: Community members should participate in the development process as they know the context best.



4.5 Take a Step

Purpose: Critically analyze the causes and effects of vulnerability among the various groups and promote inclusive development that ensures equal opportunity for all.

Participants: This role-play is primarily meant for representatives of different groups. Typically not for children.

Duration: about 60 minutes

Materials: a field or big (school) yard

Process: A total of 14 people are asked to volunteer: 1. A businessman and his wife who own a supermarket in a city, and some other businesses in other towns, with their 4 children, 2. A livestock farmer with 50 cows, 100 goats, with 8 children, 3. An orphan girl living with her poor grandmother in a small hut, with no cow, no goat, 4 A 13-year-old orphan boy taking care of his three younger siblings and living in a shabby house, with random assistance from relatives, 5. A 15-year-old girl taking care of her bed-ridden mother who was once the sole breadwinner, with her 2 younger sisters, 6 A *drug addict* whose wife ran away, abandoning 3 of their children, 7. A primary school teacher with a wife selling vegetables in the local market and has 6 children, 8. An HIV + woman, a widow, with four children, 9 Class two graduates – a husband and wife, with no children, with a small plot of land to cultivate. A local chief having 10 children, from 3 wives, 10. A casual laborer with six children, 11. A local policeman who is a widower, with 3 children, got his own house, 12. A potter lady from minority tribe, with 5 children.

Instruct the different people to stand in a line on one side of the field and take a step when they think they can execute what the statement read says. The following is read:

You can afford proper (balanced) meals 3 times a day
 You can afford medical treatment whenever you are sick
 You can afford to buy mosquito nets for you and your dependents
 You can afford higher education for your dependents
 You can afford to buy clothing / gifts for you and all your dependents during Christmas
 You can afford secondary education
 You can own a radio and smartphone
 You can buy a TV set with decoder
 You can employ a watchman to protect your property
 You can buy a health insurance
 You are always invited to community meetings and your opinion is sought
 You can buy a bicycle for riding to work and back
 You can buy a pickup for transportation of your farm products, if you want
 You can afford to buy a plot in a city
 You can afford to go on vacation (with family) to a nice resort

The general participants should assess if these people are realistically capable of taking such a step and correct them. At the end, count the number of steps each person has taken and categorize them.

According to the steps the characters take, a graph is drawn and their steps are plotted in. When doing this in the community, the steps are plotted on the ground.

Reflection: While the characters are still standing in position, the other participants around them watch and ask the following: 1. who are the people who did not take a step? 2. Who are the people who took the most steps? 3. For the people who did not take several steps, how are you feeling? 4. Those who took steps, what advise do you want to give to those who took little to no steps? 5. Those who took a few steps, what advise do you want to give to those who took a lot of steps? 6. Whom do we compare these people to in real life – who cannot take a step towards development in our community? 7 Whose duty is it to take care of the people who did not take any step?

CHAPTER FIVE DATA GATHERING PHASE & TOOLS

Once the community is sufficiently sensitized & awakened, issue identification (opportunities & challenges in livelihoods) and further analysis will be undertaken. The need for sensitization will be based on preliminary information collected through interviews with leaders and community members, to determine how they view child development and the general development process. Are children's issues considered important? Do the people see the value of empowerment?

The next step is to divide the community into different groups, depending on local context, to reflect and exchange views and information about their own lives and the environment in which they live. Groups can be formed along gender lines (men, women, boys, girls) and age (elderly, youth, and children). Make sure more vulnerable sections of the community get involved.

Aim: to identify & analyze issues that are affecting community groups either positively or negatively.

Process: With the aid of appropriate PRA tools, different groups will discuss and reflect on issues that matter to them most. Using the tools mentioned below, a facilitator can help enrich the exchange of ideas by way of asking questions. S/he also needs to take notes during the discussion. Sufficient time should be allocated for this exercise.

Tools:

- Seasonal Calendar
- Community Mapping
- 24 Hour Day
- Resource Bag & Access and Control over Resources
- Child Development/ Wellbeing Matrix
- 10 seeds



Community Mapping

5.1 Seasonal Calendar

Purpose: to initiate a discussion about patterns of life within the different community groups and how they influence their wellbeing, in particular that of children.

Participants: Separate groups of 8-10 men, women, youth and children

Duration: 45-60 minutes

Materials: flipchart with marker pens

Process: Start off with a discussion on the different seasons recognized by the community. These can be 3-4 seasons. Discuss in which months they take place. Then discuss the weather patterns in the different seasons. What do they do in the different seasons? At home? In the field? Go to school? In what way does the season affect the health of the people in the community? How do the seasons affect their income? What social, cultural and religious activities do they have?

Depending on the focus of the development activities, the questions asked can be more focused on a particular thematic area such as health, education or food security.



Reflection: With regards to the wellbeing of children, the group can be asked: when are the children the happiest? What is the most difficult season for children? What makes life hard for children? What is done to address the hardships?

5.2 Community Mapping

Purpose: community mapping can be used for various purposes. To create an understanding of the resources that the community has, to discuss what is important for the community to make a living, to determine what the issues/ problems are that affect the wellbeing of children.

Participants: Mapping can be done best in groups of no more than 20 people (separating people according to gender and age)

Duration: up to 2 hours

Materials: The map is preferably drawn in the soil with sticks and using local materials that symbolize various elements of the area.

Process: The participants are asked to draw their map on the ground citing the following boundaries: major physical features, things they have done that they are proud of, available resources, resources that are source of conflict and where people live. Additionally, it looks at how communication with the outside can be improved. With combined focus on community development, the participants can also consider their achievements within the community and show stories on the ground that might relate to building a new road, reducing illiteracy in the family, etc.



In facilitation: Discuss major achievements of the community. What are things the community values and is proud of? Where do rituals take place? Ask questions about resources that cause conflicts, what areas the community is developing. What services are available? What human capacities does the community have (doctors, nurses etc.)? Where are they located?

Reflection: after the maps are completed, choose the map of the men and discuss their major findings. Then ask the women and youth to add the things that have not yet been mentioned and that they discussed. What they feel is important.

Afterwards, the map can be drawn on one or more flipcharts and can serve as a reference for the community for further future discussions.

Alternative use of maps: Maps can be drawn focusing exclusively on specific themes or issues. By doing so, a theme or issue can be analyzed in detail.

5.3: 24 Hour Schedule

Purpose: To generate an understanding of what the daily life of different groups (women, men, boys and girls) looks like and how gender roles affect the division of responsibilities in the households and the community as a whole.

Participants: To be done with separate groups of men, women, boys and girls

Duration: 45-60 minutes

Materials: marker pens and flipchart paper.

Process: Ask the different groups what their average day looks like. What time do they wake up? What are the first things they do? Where do they spend their time? Are there any changes per season?

Reflection: After each of the groups has completed the schedule, discuss the things they have in common, what the differences are and why they are different. Are tasks divided among the households members in a fair manner? Who or what determines their activities?

What are the trends with regards to activities? Are they different now from how it was done the past? How will that be in the future? Are we happy with these trends? What should happen?

40 - 65 yrs

24 hrs	Men	Women
6:00-7:00	wake-up 4p	Preparing breakfast
7:00-8:00	Take breakfast 4p	feed their children milking cows p
8:00-9:00	Opening the cow shed 4p going to the field 4p	Clearing the bushes from collecting fire wood p fetching water 4p
9:00-10:00	meeting with their agmates 4p	taking fire wood to market taking grass, vegetable, etc
10:00-11:00	Meeting/Chatting Playing games 4p	Selling fire wood, milk Vegetable, grasses etc
11:00-12:00	Chat, Play game Slaughter & roast animals 4p	Barter trading food for work
12:00-01:00	Eating/Cont'd Chatting 4p	Same activities from to 01:00 continued
01:00-02:00	Chatting continues 4p	The same activities continue
02:00-3:00	Chatting continues 4p	Coming back to home the market 4p

5.4 Resource Bag & Access and Control over Resources

Purpose: To raise the awareness among community members about the resources that are at their disposal

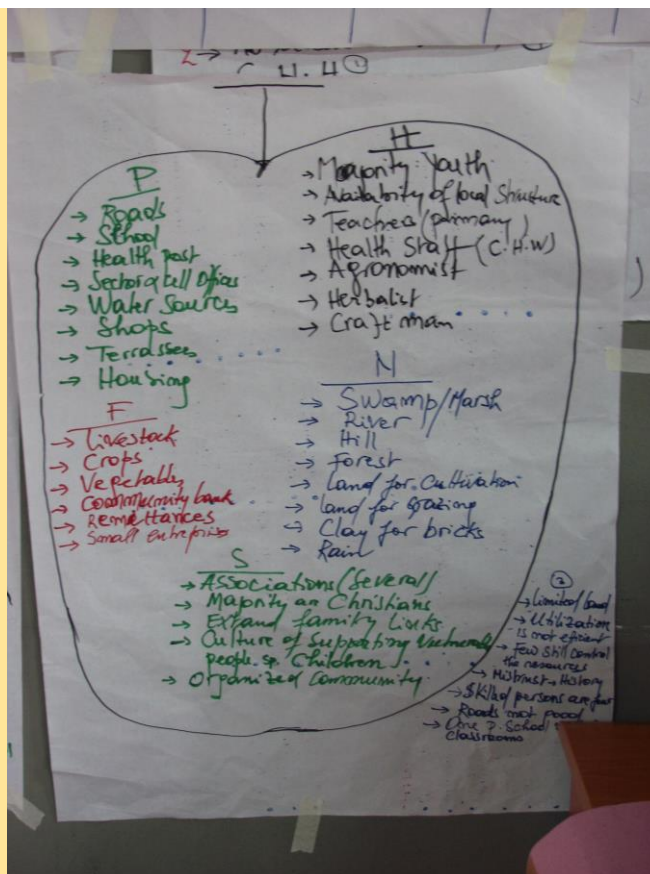
Participants: Children, youth, adults (groups of 5-15 people)

Duration: 40 - 50 minutes

Materials: flipchart and marker pens

Process: This is an activity during which different groups are asked to identify resources that are valuable to their wellbeing and especially for the wellbeing of children. You can either draw a bag or use some sort of bag as container. Discussions are held based on appreciative inquiry (AI). In this activity, participants brainstorm and identify all the important assets found in their villages. Sustainable Livelihood Approach (SLA) is followed to list all different types of valuable assets. These include: social, financial, natural, as well as physical assets. Write each asset on a card, then place it in the bag. See if you can cluster them into groups.

Reflection: Do the participants recognize the existence of these resources? Are these resources useful? In what way? Have these resources been used for the betterment of the wellbeing of children and the community's livelihood? If not, why not? What hinders the community from making progress in their livelihoods? What measures should then be taken?



Additional tool: Access and control over resources: Men, women, and children can participate. Community members will identify major local resources (these will be listed). Then, they form groups of men, women and children and see which resources they have access to, or control over (written behind the resource). Discussions can take place on the reason for control: "Is this the way it should be?"

5.5 Child Development / Wellbeing Matrix (see also 2.1)

Purpose: To develop a common understanding of what makes children happy and unhappy in the target area and who plays a role to address the identified issues.

Participants: children in the age of 8-12, youth and adults

Duration: about 45 minutes

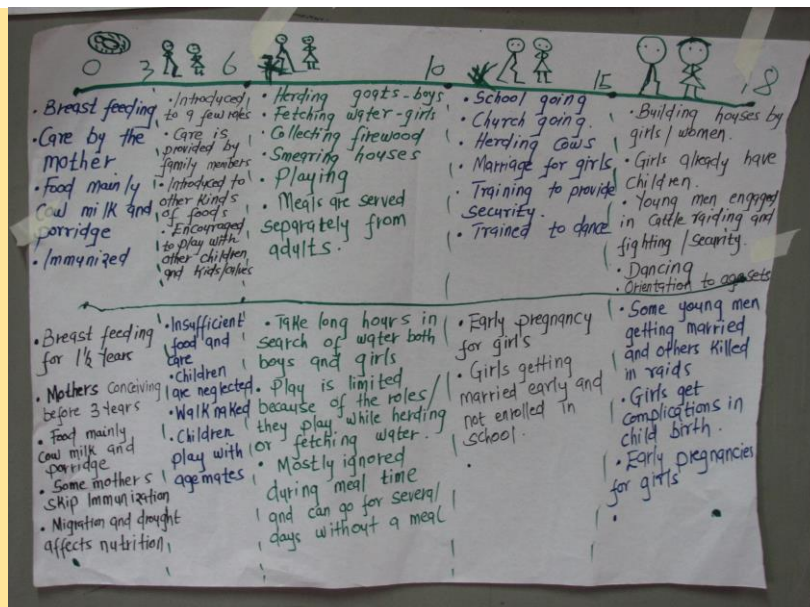
Materials: flipchart paper and marker pens

Process:

1. Make a drawing of a child in the middle of the flipchart
2. Write on one side of the drawing “happy” and on the other side “unhappy”
3. Brainstorm what makes children unhappy in the target area and what the things are that make a child unhappy. Write those down on the flipchart
4. Write on separate cards who plays a role to address / contribute towards those things identified. Stick those next to the item identified as contributing to happiness or unhappiness

Reflection: A discussion can take place on what should change, how do you want the things to look in 10 years time with regards to the wellbeing of children?

Alternative ways of using the tool: Prepare drawings of a child at different stages of development (for example 0-7, 8-12 years) and discuss what a child needs for development/wellbeing at that stage of development. Discuss what works, what doesn't work and who makes a contribution.



5.6 Ten Seeds

Purpose: Measure the percentage of the target group that has experienced change (for example, percentage that has adopted the new type of seed, birth control and the type of birth control adopted) or percentage of target group that apply a certain practice.

Participants: Representatives of groups and or community leaders (10-15 people)

Duration: 45 minutes

Materials: can be drawn on the soil using seeds or stones or using flipchart with marker pens

Process: A drawing is made either on the ground or on a flipchart of a matrix. At the left side of the chart, the various categories are registered. This can be various types of seed or various answers that can be given. For example, do the community members use birth control or not? What type of birth control is being used?

Use birth control	• •
Don't use birth control	• •

	Sterilization	Condoms	Pills	Natural planning
Percentage	••	•	•••	••••

Reflection: Are the numbers a surprise for anyone? Why? What are the reasons for this outcome? What is desirable?

CHAPTER SIX

ANALYSIS AND VISIONING PHASE & TOOLS

After 4 or 5 information collection tools have been used, sufficient information might have been collected to get an understanding of the situation. However, some information might not be sufficiently clear. In the end, the community wants to know what the issues are that we want to address. Sometimes an identified issue is just a symptom. Then the cause of an issue needs to be analyzed (cause and impact tree).

We also want to know what the most important issues to be addressed are, as the community cannot address everything at the same time. Therefore, a prioritization of issues needs to take place. This is done with the pairwise ranking.

Finally, there is a need to determine what aspirations/ dreams the community has for their children or related to a certain theme. Are the identified issues related to those aspirations?

These tools are further explained in 6.1-6.3.

6.1 Cause and Impact Tree

Purpose: Further analysis of issues on causes and impact that has been identified as a major issue

Participants: Community representatives, 5-10 people (but sensitive issues such as child labor or child marriage can also be discussed with community groups such as women, girls and boys)

Duration: 45 minutes

Materials: flipchart paper and marker pens

Process: Draw a tree with clear roots and branches. Write the main issue (for example, child labor or child marriage) on the main trunk. Ask the group why child marriage happens and write the things that are mentioned each on one of the roots. After discussing causes thoroughly, ask what the impact is of child marriage and write those on the branches.

Reflection: After collecting the information, the participants can be asked how they feel about the issue, the causes and effects and if anything needs to be done about it.

6.2 Pairwise Ranking

Purpose: to prioritize and select the most important issues that need to be addressed by the community.

Duration: 30-40 minutes

Participation: children, youth and adults

Materials: Pairwise ranking can be drawn on the ground using symbols or it can be drawn on a flip chart

Process: Look at the different tools done For example: Look at the *24 Hour Calendar* and study the working hours. Then go to the map and look at the issues that you, as a community, want to do something about. Look at the *Seasonal Calendar* and pick the things you want to do something about. Then go to your community *Resource Bag* and do the same. Etc. Finally, pick and list the things that you can do something about.

After you make a list of the things you feel you can, as a community, do something about, choose 10 of them and plot them in the *Pairwise* graph to show the priority of what you need to do first. The items in the *Pairwise Ranking* are arranged horizontally and vertically. But before making the graph, you do it on the ground for those who cannot write to be able to understand.

After they have raised the issues, there is a need to rank the issues so as to prioritize them. The list is therefore subjected to *Pairwise Ranking*, which is a comparison tool between the different issues raised by the community. A consensus is built on the importance of these issues by the entire community. The facilitators are expected to go through this process at the community level with the community itself and not in their offices. It is also important to note that issues will differ from one community to another (and even within the same community groups) and so will priorities. Every community has reasons for preference and choice of priority.

	Schools materials	Shelter	Food	Health	Recreation	Love	Morals	Alcohol Abuse	Dependence Syndrome	Cultural Practices		
Schools materials		+	School	Food	School	School	School	School	School	School	5	4
Shelter				+	Shelter	Shelter	Shelter	Shelter	Shelter	Shelter	6	3
Food											8	1
Health											7	2
Recreation											2	7
Love											4	5
Morals											3	6
Alcohol Abuse											0	
Dependence Syndrome											1	8
Cultural Practices												

6.3 Children's Wellbeing Visioning Matrix

Purpose: This tool aids the community in developing a vision (dream) for their future.

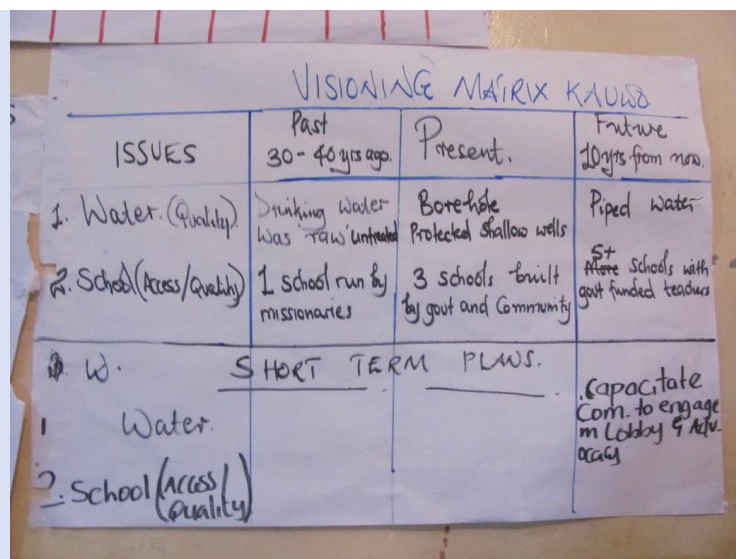
Duration: 60-70 minutes

Participants: Separate groups children, youth and adults (5-10 per group)

Materials: flip chart paper and marker pens

Process: In discussing the tool, important life issues have evolved from previous initiation and situational analysis tools have been identified. The community members should brainstorm and come up with these issues. These are listed in the plenary. The participants should choose five of the life issues and subject these to the *Visioning Matrix* for further analysis in groups, as indicated in the matrix below i.e. analysis of the past, the present and the future, what if nothing is done, and the preferred future. The aspects of life identified should be those that the community can influence and do something about. This exercise is done on the ground. The wisdom of the older generation is also sought.

The issues are placed on the left-hand column of a four-column matrix. The other three columns are: the past 40 years (this may vary according to the age bracket of the participants, it should be as far as what they can remember), present, and preferred future (the following 10 years). Each aspect of life is examined on how it was in the past, how it is at the present and how it will be in the preferred future. Present the matrix on the ground, using symbols for all issues identified. After the ground work, the issues can then be transferred into the table.



VISIONING MATRIX KAUSS

ISSUES	Past 30-40 yrs ago.	Present.	Future 10yrs from now.
1. Water (Quality)	Drinking water was raw untreated	Bore-hole Protected shallow wells	Piped water
2. School (Access/Quality)	1 school run by missionaries	3 schools built by govt and Community	5+ more schools with govt funded teachers
SHORT TERM PLANS.			Capacitate Com. to engage in Lobby & Advocacy
1. Water			
2. School (Access/Quality)			

Community members should brainstorm and come up with issues. These are listed in the plenary (this evolves around initiation and situation analysis tools). They choose five of the issues and subject them to the visioning matrix for further analysis, in groups identified in the matrix.

The exercise is done on the ground. Preferred future should be clear. Go through the preferred future with the community to make sure they understand and internalize it (as it leads to the next step and the plan of action depends on the outcome). Explain your preferred future and probabilities and write them down both in terms of quality and quantity.

CHAPTER SEVEN

DESIGNING, PLANNING PHASE & TOOLS

Aim: to facilitate a community-owned action plan with resources identified & mobilized locally. Essentially, this is a goal-setting phase!

At this stage, it's assumed that as much information/data as possible is already collated from previous exercises, to provide good planning that facilitates community-owned initiatives. Priorities are set, vulnerable groups are identified & their situations are well analyzed, possible remedies are suggested, potential risks & opportunities are explored. This will surely enhance understanding of issues on the ground to develop a widely-shared action plan.

Process: now, community representatives (Community Planning Committee, the CPC) will be elected to continue working on the details of the plan. They represent the different vulnerable groups identified in the community. Make sure the children are also sufficiently represented. It is better to nominate those with at least some level of literacy. The group will take responsibility to prepare 'a community action plan' and invite external bodies (experts, officials, aid workers, business people, etc.) to provide input to the draft of the community action plan.

Steps:

- Community planning committee will be elected (not more than 20 people)
- Consolidation of information/facts from previous exercises
- Make Community Action Plans (CAP)
- Invite external bodies (experts, government officials, etc.) to give input to CAP
- Share plans with the community and get full support
- Use CAP for resource mobilization (both internal as well as external)

Tools:

- Use of goal-setting matrix to set long and short-term goals.
- Future maps (CPC will be asked to make a community map with all the desired changes)
- Community Action Plan (planning with the details of what, who, how much, when)
- Resource Mobilization:
 - Wealth-Ranking (a PRA exercise to determine the economic status of community members. Based on this classification, the community sets a regulation on who needs to contribute what & how much?)
 - Venn Diagram-II (this is to show the positions of external bodies and their interest/influence in the community action plan).
- Presentation of CAP (external actors will be invited to comment on/enrich CAP before it becomes the final document)
- Proposal Development and sharing with relevant stakeholders

7.1 Goal Setting Matrix

Purpose: To determine long and short term development goals that are to be addressed by the community. This tool is used in the analysis of issues that have caused the present situation, the effects of nonintervention and finding solutions to these problems. This is done at the Community Planning Committee (CPC) level.

Duration: 80-90 minutes

Participants: Community Leaders / representatives

Materials: marker pens & 2 or 3 flip chart papers

Process (Long-Term Goals): This tool is used together with the visioning matrix. Long term goals show the preferred future of the community on the issues that have been identified as important to them. This tool seeks to change the preferred future on each issue into a statement. The long-term goals should be simple and straight to the point (SMART). It should be a statement describing the desired picture 10 years into the future.

Once the Visioning Matrix has been visualized on the ground and a presentation has been made, do a recap on the three timeframes used in developing the Visioning Matrix. Draw the community members' attention to the Preferred Future column. Ask the community to describe their visualized Preferred Future on each aspect of life / key issue identified. Facilitate them to develop the long-term goal statements from the Preferred Future by translating the visualized preferred future on each aspect of life into a general statement.

Process (Short-term goals): A time frame, shorter (preferably 3 -5 years) than the time set for the long term goals is established during which the community will implement some of the projects they have discussed and agreed upon during the visioning matrix/future discussion tool, as a step towards achieving their preferred future. Short-term goals are developed based on the identified activities in the "what do we do?" question column of the visioning matrix discussion tools. The short term goals should be SMART. The developed community goals should be tested against the basic principles of SMART goal.

SHORT TERM GOALS ① INCREASED HTC SITES FROM ONE TO FOUR BY 2013

ACTIVITY	WHO	WHEN	WHERE	HOW	MUCH
				DESCRIPTION	COST
IDENTIFY COUNSELLORS	CBO/VDC	JULY 2011	EDINGENI	- SIX COUNSELLORS (3 MALE, 3 FEMALE) - MINIMUM MSCE CERTIFICATE.	NONE
TRAIN COUNSELLORS	CBO/VDC	AUGUST 2011	MZIMBA EDINGENI	- Facilitation fee - Meals - Accomodation - Transport - Venue	3 FACILITATORS X 2300 X K5000 = 345000 6 COUNSELLORS X 2100 X K500 = 63000 6 " X 2100 X K1000 = 126000 6 " X 2100 X K600 = 72000 2100 X K2000 = 420000 K583200
Collect Kits for HD	CBO/VDC	Sep 2011	Mzimba DHO	Transport Lunch	3 Counsellors 2kps x K600 = K3600 Counsellor K500 = K1500 = US\$24
Procure 3 Bicycles	CBO/VDC	Sep 2011	Mzuzu	* Meals & Accomodation * Transport * Procurement (3 bikes)	x K3000 = 9000 x K8000 = 24000 US\$10 US\$1740

Short term discussion should be thorough, because it is at this time that the ownership of projects begins. This process is still done by the committee elected by the community members themselves.

Possible Addition Future Map: the goal setting matrix can be accompanied by a village map in which the drawn future plans allow the CPC and the community to have a visual of the changes that the community envisions (for the process see 5.2).

7.2 Community Action Plan (CAP)

Purpose: The CAP is a planning tool that outlays the ideas and activities agreed upon by the community to achieve their goal, as set on the various issues that have been raised as short-term goals. It enables the CPC members to consider the important elements of planning and captures the main elements of the community's plan, including the cost factor.

Duration: 120-150 minutes

Participants: Community representatives (5-8 members))

Materials: flip chart paper and marker pens

Process: First a list is made of the key priorities that came up during the pairwise ranking (not more than 5). The participants determine what activity needs to be done to address the issue.

The next step will be to determine *who* can contribute towards addressing the issue (first determine actors in the community and later outsiders). Then a schedule is made in time. *When* will the activities take place? *Where* will the activity take place? For example, the training of teachers. The last step is to determine the resources required. The participants are first encouraged to determine the resources available in the community before outside resource providers are considered.

The process is concluded when the plan is presented to the whole community and the various groups are given the opportunity to provide their feedback.

COMMUNITY ACTION PLAN

① To increase pupil enrolment by 80% in 2015

WHAT ACTIVITY	WHO	WHEN	WHERE	HOW MUCH RESOURCES	
				DESCRIPTION	COST
1. Create awareness in the community - Meetings - Door to door visits	• Village Elders • Chiefs • Local Authorities	April August December	In the villages Boma Nyat Churi	Human Resource	
2. Train teachers (30)	• THE COMMUNITY • Partners	April August December	• B.T.C	Facilitators Materials Meals	USD 300 PER TEACHER
3. Build more schools classrooms or avail more structures	• THE COMMUNITY	2 CLASSROOM PER YEAR BY 2015	BOMA NYAT CHURI	POLES GRASS SOIL STONES	(ONE YEAR INSERVICE COURSE)
4. Introduce mobile classrooms	• ASSISTANT TEACHERS • VOLUNTEERS	BY THE END OF 2015	BOMA NYAT CHURI	ASSISTANT TEACHER VOLUNTEERS	USD 150 PER PERSON PER MONTH
5. Establish ALPs & PTA	• ELDERS • TEACHERS • PARENTS	JANUARY EVERY YEAR	BOMA NYAT CHURI	• Elders • Teachers • Parents	USD 400 PER YEAR

7.3 Tools for Resource Mobilization

Wealth Ranking (see also 3.3): The *Wealth Ranking* tool is used to determine the economic levels of the community members, ranking them according to their economic ability. The tool brings out the economic potential of the community, which will be used by the CPC for purposes of resource mobilisation for their development activities.

Process: Different groups of wealth are identified (often 3-4 groups). The groups are described based on sources of income, assets owned etc. (indicators for wealth). Then they can subsequently categorize each household accordingly. This will help to determine who needs special assistance and who can contribute how much for community development projects.

Venn Diagram II (see also 3.2): At this stage, this tool seeks to identify and show the importance and relationships of institutions/organizations **external** to but working in the community. These institutions and organizations may include, among others, NGOs, government departments and institutions, private organizations, UN bodies, etc.

Process: The participants are asked to make a list of the external entities that (can) contribute towards the development of the community. The most important entities are drawn with larger circles and closer to the middle of the flip chart. Linkages are shown by drawing circles of entities near each other.

Thus, the potential external bodies will be identified (using the Venn-diagram) and contacts with them will be established. Strong networking is required at this stage. The team working on CAP can be mandated to establish contacts with potential partners for resource mobilization. External actors may consist of NGOs, knowledge centers, financial institutions, government bodies.

CHAPTER EIGHT

COMMUNITY-BASED PARTICIPATORY MONITORING & EVALUATION

A Planning Monitoring Evaluation & Learning (PMEL) plan will be developed and agreed upon with community members. Once a CAP is developed, it's ideal to see how the community can track changes in the planned actions.

Luckily, a number of tools described earlier in this manual can readily be used in monitoring and evaluation activities. These tools facilitate simple and participatory data gathering and analysis by the community (see 8.1 for the list of tools). Three additional tools are explained below:

1. Change Tracking
2. Most Significant Change
3. Empowerment Scorecard for Groups

These tools can greatly help community members to reflect on existing situations and compare it with past scenarios, while facilitating development of future goals. The different groups (children, youth, men and women) can be assisted to undertake monitoring of their own development processes.

Community-owned indicators (that can show changes) will be identified and agreed upon. These indicators must be simple, straightforward and meaningful to local people; therefore they should be encouraged to suggest their own success indicators.

It is essential for using the participatory tools for PMEL purposes that the tools will be conducted several times during the program cycle, so that progress over time can be measured and analysed.

The use of stories (see Most Significant Change tool 8.2), cases and testimonies can be promoted to grasp important changes in the lives of target groups. Qualitative data will be collected using the above mentioned tools. One of the PMEL requirements of REK is to biannually collect stories representing your program.

In addition, the community can be trained on the basics of PMEL and will be assisted in establishing a PMEL committee (this can also be the Community Planning Committee, CPC), that will be mandated to regularly conduct monitoring exercises. Literate people from the local community (preferably the youth) can be coached to conduct a regular monitoring exercise that involves good data collection, documentation, analysis and presentation of key findings. This effort can be effectively facilitated by a development organization that is actively working with the communities.

8.1 Existing Tools Used for Monitoring & Evaluation

Tool: Community Mapping (see also tool 5.2) (to gather & analyze data, increase understanding of a given situation by way of active reflection in a participatory way). Groups can make village maps on the ground using different locally available materials (ash, charcoal, sticks, soil, stones, seeds, etc.). Mapping can be done before the start of implementation (baseline) and then at different intervals of the project period (monitoring & evaluation). If a map is drawn on paper, the map can be reviewed and changes can be discussed. This is an easy and inspiring tool to use, especially with children and youngsters.

Tool: 24 Hours Calendar (see also tool 5.3) This tool is primarily used to determine gender roles. Like in community mapping, the tool also can be used at different intervals during the project period. Participants are asked the same questions as the first time. The changes over time are discussed. By using the 24 hours calendar as a M&E tool, community groups can enter into critical reflections on cultural beliefs and attitudes. This promotes understanding about balanced gender roles.

Tool: Children's Wellbeing Tool (see also tool 5.5) With this tool, perceptions of children's wellbeing can be determined by different groups. By using the tool at different stages during the life of the program, changes in the wellbeing of children can be followed. Comparing drawings of each age & gender group can be an interesting approach to understand the views and values attached to children's wellbeing issues.

Tool: Seasonal Calendar (see also tool 5.1) By doing the same exercise as before and then comparing the information with the first seasonal calendar, one can see the changes that have taken place over time. These can be changes in food security, disease prevalence etc.

Tool: Access to & Control over Resources (see also tool 5.4) With this tool, we will see who has control over what type of resources; who can access the what & how, and shows power relations during resource utilization. By using the tool over time, one can determine if a change in access and control over resources has taken place.

Tool: Resource bag (see also tool 5.4) This can be done during the start of community intervention and then at different intervals. By doing so, the community can see if there is an increase of available resources and a possible identification of resources that were already there.

Tool: Pairwise ranking (see also tool 6.2) During the M&E exercise, critical issues need to be prioritized and dealt with. The pairwise ranking matrix can help groups to make a thorough comparison of various issues, thereby picking the most pressing ones for further actions.



Tool: Venn-diagrams (I & II) (see also tool 3.2 & 7.3) Venn-diagrams ensure visualization of relationships among different groups. Using Venn-diagrams as an M&E tool, we can see changes in the groups that are active in the community and external entities contributing towards the development of the community.

Tool: 10 seeds Ten seeds are used to represent the community (10 seeds are 100 percent of the community). Representatives of the community are asked to give their opinion about a particular topic. During M&E, one considers to what extent the percentage of the community has changed over time.

8.2 Change Tracking

Purpose: Determine, for example, to what extent the problem of a disease has reduced or, for example, if agriculture production has gone up

Participants: The target group of 10-15 people of a particular intervention, such as producer groups for agriculture, diseases such as malaria, households or women, child labor can involve youth and children etc. who are a good representation of the target group

Duration: about 45 minutes









Materials: marker pens and flipchart paper

Process: Through this tool, the community group can determine, for example, if the production of a particular group has gone up a lot, moderately stayed the same or has dropped.

A drawing is made of, for example, one bag of maize in one column. This represents the situation before. Then in the second column drawings of various numbers of bags are made that represent a large or moderate increase or reduction or that the production has stayed the same.

Farmers are then asked to indicate what their experience has been with regards to the production. Has it gone up or gone down? This will provide information on the number of farmers that has experienced increase or reduction.

Finally farmers are asked to share the reason for the growth or reduction of production. This is registered on the flipchart.

Production before intervention	Production after intervention	View of farmers					Reasons for results
							
							
							
							

8.3 Most Significant Change (MSC)

Purpose: Hear from the community members what changes in the community are considered the most significant through storytelling.

Participants: groups of people who feel comfortable to share stories amongst each other (these can be men, youth, women and children).

Duration: about 60 minutes for collecting significant change stories at community level, another 120 minutes in selecting the most significant one.

Materials: pens and paper

Process: A group of people is asked in advance to think about what they feel are the most significant changes that have taken place in the community. This can be on a particular topic such as hygiene, child protection or agricultural production. A question is formulated, which can be specific or more general, such as “what is most significant change that has taken place in the area of food security over the past year?” The question is asked during the meeting with that particular group. The facilitator uses probing questions such as “why?” and “how?” to get a clear understanding about the change that has taken place.

Essential in the MSC approach is the methodology of the selection of stories. Since many significant stories are collected in the data collection phase, there is a large pool from which to pick the most significant one. First, community members themselves can select 10 of the most significant stories, the ones that from their perspective are most representative of the program.

After people have had the opportunity to share their stories, the group splits into smaller groups which decide on most significant story among all the stories. A total of 2-3 stories will come forward describing the most significant changes.

When selecting stories for program M&E, a group of program staff can make a selection of 3 stories out of the 10 to add their own perspective. Finally another final panel of program managers/ directors can select the most representative one, which can be published and shared.

8.4 Empowerment Scorecard for Groups

Purpose: to measure the level of empowerment of a group and to see progress over time. In a positive scenario, conducting the tool by the group will also trigger empowerment of the group, since they become aware of their own process.

Participants: a formal group such as a SHG, a producer group or a CLA. This can include groups of youth, women, men, farmers, teachers, parents or others.

Duration: 120-150 minutes

Materials: Empowerment scorecard, pens, documentation of previous exercises

Rationale:

The interventions of organizations supported by Red een Kind often include working with groups of people. Groups of youths, farmers, community members, women, parents or others. While such groups often have specific purposes, they often also have the objective to contribute to empowerment of the members. Getting insight in this process of empowerment is not easy and is therefore rarely done. The scorecard offers an instrument that can be used to get insight in the status of empowerment. And while groups discuss their empowerment, such discussions may themselves be empowering and lead to further improvements in people's situations. The intention is that the use of this scorecard leads to direct benefits for the group that spends its time on it, while it also provides useful information to Red een Kind and its partner organizations. The approach is most useful when the exercise is repeated regularly, such as every six months.

Process: Groups can do this exercise with an external facilitator, who guides them through the process and provides some explanations where needed. But groups can also decide to have this discussion without external facilitation. In this case, one member must be familiar with the design of the scorecard. During the discussions, it would be best to work with negotiated consensus as much as possible: group members put their arguments forward until they reach an agreement over the score.

The group itself determines how they define empowerment. The empowerment scorecard itself has 8 dimensions of empowerment identified: *Enabling a safe environment, Resilience, Self-esteem, Participation, Knowledge, skills & practices, Ownership, Networks and partnerships, Access to public services*

Each dimension is discussed in the group. The group discusses whether the dimension is applicable or not. If not applicable, the group records the reasons why it isn't. If applicable, the issues related to this dimension are discussed, as well as the "(nearly) ideal situation" (or it is developed when using the empty scorecard). These specific issues can be included or skipped and other issues can be added as relevant. The group then rates itself for this dimension and discusses what can be done to improve the situation. The focus of such discussion should be on what actions the group can take, so that there are real possibilities to indeed perform the action. This can also include actions, where group members stimulate others to take actions.

In the same way, each of the dimensions is discussed and rated or skipped over. After discussing all dimensions, other dimensions can be added as well and when the group feels this is relevant to their empowerment. These dimensions are rated in the same manner.