



Venn-diagram I (3.2)

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| Description: | The Venn diagram - I (circle of influence) is done with all the leaders in the community. |
| Goals of the session: | The tool enables one to understand who/which groups are of influence on the well-being of children and the development of the community as a whole. Through the exercise, circle of influence & the possible interrelations/inter-dependence between the various groups will become clear. |
| Target group: | Men, women, elders, youth, and children. Community leaders, male and female, form mixed groups of 5-8 people (they represent the community). |
| Preparation time: | 15 minutes. |
| Duration: | 1-2 hours. |
| Materials: | Use flipcharts, pens, and markers. If these are not available, local materials, such as sticks and stones, can be used to draw on the ground. |
| Copyright: | Freely usable. |

Process

Groups of about 10 people each are formed, containing both men and women. The involved leaders are asked to mention which groups (formal/informal), institutions, and individuals have an influence on development in the community. A list is made of these groups, institutions, and individuals. Then, draw a big circle on the flip chart, representing the community. The leaders are then asked to draw the other circles representing the various groups, which the leaders have mentioned, that have the most influence in the community with larger circles and more to the center, while less influential ones are drawn with smaller circles, and they are put further away from the center. The interactions or relation(s) (if existing) amongst the various groups can be illustrated with their circles coming together, even overlapping. Groups with smaller circles, far from the center, and with no connection with the other groups are regarded as most marginalized or isolated. See the picture on the third page of this document.

Reflection: after all groups have been drawn on the flipchart, let several adult community members and the community leaders discuss why some groups have more influence than others. How do the groups relate with each other? How does this influence the well-being of the community (and children in particular)? Is this the correct situation? If change is desirable what can be done to bring about change?



Alternative ways of using the tool: ask the (community) leaders who (which individuals, institution, or groups of people) contribute towards the wellbeing of children. Make a list of all the individuals, institutions, or groups of people that they mention. Then, draw on the flipchart the individuals, groups, or institutions that have the greatest influence on the wellbeing of children with a large circle at the center. Additionally, draw the individuals, groups, or institutions, with the least influence on children's wellbeing, with smaller circles, further away from the center. The interactions or relation (if existing) amongst the various individuals, groups, or institutions can be illustrated with their circles coming together, even overlapping. The smaller circles, far from the center, and with no connection with the other circles are regarded as individuals, groups, or institutions with the least influence on children's well-being.

Reflection: after all the mentioned individuals, groups, and/or institutions have been drawn on the flipchart, let the adult members and community leaders discuss on why certain people, groups, and/or institutions have more influence than others and what it means for your development interventions.

With the children: children can be separated into two groups, one for children from 10-14 years old and one for youth of 15-18 years old.

Process: the children form groups of 5-8 children per group, groups should contain both boys and girls. The group(s) with the youth from 15-18 years old, can perform this activity the same way as described above for the community leaders.

However, for the group of children ranging from 10-14 years old, the activity has a different format and contains different questions. For this group, let them draw a circle, representing themselves, at the center of the paper. Then, ask the children to mention people who are involved in their lives. You can ask questions, such as:

- who do you play with the most?
- Who helps you the most?
- Who do you like/love the most?
- Who do you not like?
- If you are sad, who do you seek comfort with?

With these questions, it can be found out whom the children share positive relationships with and with whom they do not. Make a list of everyone the children mention. Then, let them draw on their paper everyone they mentioned that they have a positive relationship with, with a large circle at the center. Additionally, let them draw smaller circles further away from the center, representing everyone who they do not like that much, or have a less positive relationship with.

Reflection: ask several children from different groups about their paper and ask them which people are the closest to themselves and which people are standing the furthest away from them. You can make a short list of communalities and differences of the answers. Then, end the reflection with a summary which people are standing most often

the closest to the children and which people are most often standing further away from children.

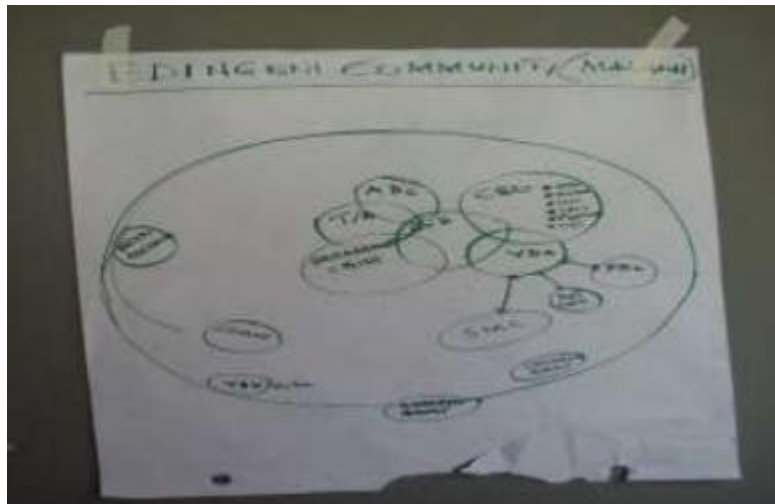
Alternative for children (10-14 years old)

Before carrying out this activity, draw small figures, which represent for example a father, a mother, a brother, a sister, a friend, an uncle, an aunt, etc. And cut these out, make several of these figures, enough so that all the groups who take part in this activity, have one of each character. Then, you let them draw a circle, representing themselves, on a piece of paper. When every group ay group has a piece of paper and the figures, you can ask the above-mentioned questions (who do you play the with the most, who helps you the most, etc).

Reflection: Ask a child from every group about their paper and ask them which people are the closest to themselves and which people are standing the furthest away from them. You can make a short list of communalities and differences of the answers. Then, end the reflection with a summary which people are standing most often the closest to the children and which people are most often standing further away from children.

(Optional: reflection with all different groups)

After all the groups, thus the community leaders and the children have drawn their circles and had a small discussion with their own groups, a larger discussion can be held, containing the maps of all groups. During this discussion, with every group's input a list of communalities and differences can be made.



For more tools and information, go to our [Participatory Toolbox](#).