

III-1 USING PARTICIPATORY TOOLS

Introduction

Participatory tools are specific activities designed to encourage joint analysis, learning and action. Special 'packaged' techniques can be very powerful ways of getting people involved. However, no one tool or technique is applicable to all situations. Beware of falling into the 'solution trap' – believing that a gadget will fix the problem. Some questions to consider:

Q. What is your aim or purpose?

Q. Who are your stakeholders?

Q. What is the setting?

Q. What resources do you have to hand?

Q. What level of participation do you and the group want?

These and many other questions need to be answered before you pick up a tool and try to use it to solve your problem. This toolkit presents a selection of tools in alphabetical order and discusses their strengths and limits. However, you will need to build your own personal toolkit that is appropriate for your own unique situation, taking into account the culture, resources, needs and capabilities of local people.

Each tool encourages different levels of participation. Nevertheless, the same tool can be run at vastly different levels of participation depending on the agreed purpose, the technique used, and critically, the attitude of the facilitator. Tools that generate a high level of participation can be used to assess the capability and desire of a group to work in this style, with relatively little direction.

PA tools should neither be seen in isolation nor just as activities for building rapport in the initial stages of a project or partnership. Part I has shown the value of involving people throughout a participatory process, and Part II has

discussed possible methods that link a series of tools together to generate richer information and achieve project or process goals.

The only way to realise the value of PA tools is to try them out. Explain their value to the group you are working with. Experiment. Learn what works and what doesn't. The golden rule is never assume that something won't work until you try it. The likelihood is that the communities and cultures you work with are highly receptive to creative and active methods. Tap into local creative forms and incorporate them into your activities.

III-1.1 Watch and listen: Guidelines for choosing the most appropriate tool

Think about which extension efforts have worked well (or not so well) in the community or organisation in the past. Learn how people think and communicate information. This will give you clues about what tools might work best.

For example, ask a number of local people directions to the next village, and observe the ways they relay this information. If people sketch a map or a diagram, this could mean that visual tools would work best for them. If people give verbal or written instructions, they may be comfortable with discussion-based or written tools. If verbal directions are particularly detailed, this may indicate an aptitude for tools like storytelling, drama and visualisation.

Do local people have books and magazines? Do they have pictures decorating their homes? Do they use symbols to decorate their implements? How is information relayed: by word of mouth, written materials, posters?

These kinds of observations will give clues about people's use of written, oral or visual

communication types. This will help you to make a shortlist of tools that are likely to work in a particular setting. Be aware too of other factors that may limit participation such as visual or hearing impairments, or other physical or learning disabilities that may make one tool more or less suitable than another.

Figure 12 on pages 64–65 shows a matrix of the dominant communication type of each tool presented in Part III (visual, oral or written), together with an at-a-glance summary of which tools are appropriate for which stage of the development process, and the level of participation for which they are most suitable.

III-1.2 Organising participatory exercises

Without being too formulaic, most participatory activities or workshops will benefit from:

1. an introduction, clearly explaining the purpose and benefit
2. some kind of icebreaker or warm-up activity to get people used to working together
3. a brief exploration of what people would like to achieve from the activity – any expectations or fears
4. some commonly agreed ground rules, such as:
 - each person has the right to contribute
 - there is no right or wrong observation, experience or feeling
 - there can be consensus, but also differences of opinion and experience
5. opportunities for regular synthesis, and clarification
6. clear summary of the process and outcomes
7. conclusions and clarification of agreed actions – who does what, and when.

It's important too to be sensitive to the daily and seasonal activities of different groups within a community when deciding when and

where such workshops should take place. For example, farmers are often away in their fields during the day and may only be free in the evenings; the busy parts of a woman's day may be different from a man's etc. Many communities and organisations have some sort of regular meeting which, in some cases, could be used as a venue for participatory workshops or shorter participatory activities.

III-1.3 Small group activity

There are many ways to form small groups. In some cases, it may be appropriate to divide larger groups randomly to prompt debate and get a mix of views within the group; in other cases, dividing by gender, age, means of livelihood etc may facilitate better participation of more disadvantaged groups and/or highlight differences between them.

You may find it useful to compile a list of participants and a bit about them in advance, so that you can think about how to split people into groups. During a workshop, ask participants to join with people sitting beside them; if you wish to split up people who have clustered together, ask them to form groups with people that they have not yet worked with.

Alternative 'random' group-forming methods suggested by VSO Pakistan, Ghana and Cameroon include:

- 'Numbering off' participants into groups, eg 'one, two, three; one, two, three...'. Letters of the alphabet, names of fruit or other items may be substituted for numbers.
- Before the workshop, add coloured dots to name badges. Ask participants to find the people with the same coloured dots on their badges and to form a group together. You may substitute small stickers of different items on the badges, eg animals, fish, birds, instead of coloured dots and then proceed as above.

The following checklist from VSO Ghana may help to organise small group activity.

Before the task:

- 'Break out' rooms or spaces are available to accommodate the small groups.
- Each small group forms a circle to 'close' it off from the other small groups and to enable contributions to be heard by all.
- The task should be clearly visible on a flipchart, distributed to all participants as a handout.
- Before beginning, invite the groups to clarify the task; nominate a chair, observer or reporter as appropriate; and check they have all necessary resources to complete the task.
- Ensure that the time available to the groups is adequate to the task.

During the task:

- Time limits are set, and notice is given to each group to conclude the task – "You have five minutes left", "You have one minute left", "Time is up". Flexibility must be considered where appropriate.
- The facilitator is available to the groups during the task.
- Groups are monitored for difficulties, misunderstandings, apathy, disagreements etc.

After the task:

- The whole group reforms to present their findings as appropriate.
- Creative approaches to presentations and feedback avoid repetition.
- The facilitator synthesises and concludes on the presentations to close the session.

III-1.4 How was it for you?

Hopefully this guide will have given you some principles to understand what participation is all about; a framework to help you organise your efforts; some guidelines on the essential attitude and function of the facilitator; and some practical ideas for methods and tools – just enough to give you the confidence to **have a go**. Try things. They might work. And they might help disadvantaged people to find their voice.

How well did you do? Ask the group. With any process, method, tool or workshop, it's always important to review how things went. This will provide feedback on the activity, but also on your progress as a PA practitioner.

Q. What did you find out about the topic/about each other?

Q. How did you work together?

Q. Did the activity help you to work together?

Q. Did the facilitator help to make things run smoothly?

Evaluation sheets or questionnaires are useful, but you need something else to liven things up. Many tools have been highlighted as having value for reviewing. Here are ten ideas from VSO Ghana to help you end on a high note:

1. 'The best thing about today was...'
Participants write or draw their answer.
2. Participants draw a road, river, mountain or other journey that shows their progress throughout the day, indicating highs, lows, challenges and successes.
3. The group imagine they are a directorial team who are asked to make up a storyboard for an exciting documentary on the workshop – with no budgetary restrictions!
4. Compose and perform a song/poem/rap about their major learning point.
5. Draw a map of their learning.
6. Draw a picture, logo or poster of their learning.
7. Devise and present a drama/mime of their learning.
8. Devise and present a tableau/group sculpture of their learning.
9. Draw up and present a press release on their learning.
10. Draw up and present an advertisement for their learning.

Move around as the small groups are preparing their presentations. Which appears to be the most lively and entertaining? It is a good idea to ask this group to present last, thereby ending the session on a bright note.

Figure 12: Toolkit matrix

Tools	Page	Level of participation					Phases of development process				Communication types		
		1. Informing	2. Consulting	3. Deciding together	4. Acting together	5. Supporting action	Analysis	Planning	Doing	Reviewing	Visual	Oral	Written
Answers on Cards	66	✓	✓				✓	✓	✓	✓	•	•	•
Bomb Shelter	68	✓	✓				✓	✓	✓	•	•	•	
Bridge Model	70			✓			✓	✓	✓	•	•	•	
Car Park	72		✓				✓	✓	✓	•	•	•	
Chrice Matrix	74		✓	✓			✓	✓	✓	•	•	•	
Community Case Studies	76		✓	✓			✓	✓	✓	•	•	•	
Community Financial Accounts	78		✓				✓	✓	✓	•	•	•	
Drawing and Discussion	80						✓	✓	✓	•	•	•	
Echo/Cascade Workshops	82				✓		✓	✓	✓	•	•	•	
Equality Tree	84		✓		✓		✓	✓	✓	•	•	•	
Expertise Market	86		✓	✓	✓		✓	✓	✓	•	•	•	
Fishbone Diagram	88			✓	✓		✓	✓	✓	•	•	•	
Five Questions	90		✓	✓	✓		✓	✓	✓	•	•	•	
Flow Diagrams and Webbing	92			✓	✓		✓	✓	✓	•	•	•	
Focus Group Discussions	94		✓	✓	✓		✓	✓	✓	•	•	•	
Forcefield Analysis	96		✓	✓	✓		✓	✓	✓	•	•	•	
Forum Theatre	98					✓	✓	✓	✓	•	•	•	
Gender/Diversity Analysis	102		✓	✓	✓		✓	✓	✓	•	•	•	
Group-Directed Tape Recordings	104					✓	✓	✓	✓	•	•	•	
Group-Directed Videos	106			✓	✓		✓	✓	✓	•	•	•	
Group-Directed Visual Images	108				✓		✓	✓	✓	•	•	•	
Guided Visualisation	110			✓	✓		✓	✓	✓	•	•	•	
Image Theatre	112				✓		✓	✓	✓	•	•	•	

Tools	Page	Level of participation					Phases of development process				Communication types		
		1. Informing	2. Consulting	3. Deciding together	4. Acting together	5. Supporting action	Analysis	Planning	Doing	Reviewing	Visual	Oral	Written
Impact Assessment	114				✓	✓	✓	✓	✓	✓	•	••	••
Local Solutions	118				✓	✓	✓	✓	✓	✓	••	•••	•
Maps and Mapping	120		✓			✓			✓	✓	••••	•	•
Matrices	124		✓						✓	✓	•	•••	•
Open-Ended Stories	126			✓					✓	✓	••••	••	•
Participatory Presentations	128			✓					✓	✓	••	••	•
People's Own Records	130		✓			✓			✓	✓	••	••	•••
Picture Stories	132		✓						✓	✓	••••	•	•
Problem Tree	134			✓					✓	✓	••	•••	•
Puppet Theatre	136					✓			✓	✓	•••	•••	
Ranking, Rating and Sorting	138		✓						✓	✓	••	••	•
Relationship Strings	142		✓	✓					✓	✓	••	•••	
Seasonal Calendar	144		✓						✓	✓	••	•••	•
Semi-Structured Interviews	148		✓	✓					✓	✓	••	••••	••
Social Norms	150	✓	✓	✓					✓	✓	••	•••	•
Stakeholder Analysis	152		✓						✓	✓	••	•••	•
Stakeholder Mapping/Venn Diagram	154		✓	✓					✓	✓	•••	••	•
SWOT Analysis	156			✓					✓	✓	•	••••	•
Ten Seed Technique	158		✓	✓					✓	✓	••••	••	
Thought Shower	160		✓	✓					✓	✓	•	••••	•
Timelines	162		✓						✓	✓	••	•••	•
Transects	164		✓						✓	✓	•	••••	
24-Hour Analysis	166		✓						✓	✓	••	•••	•
Yes, But...	168		✓						✓	✓	•	••••	

ANSWERS ON CARDS

LEVEL OF PARTICIPATION

- 5 Supporting action
- 4 Acting together
- 3 Deciding together
- ✓ 2 Consulting
- 1 Informing

PHASES OF DEVELOPMENT PROCESS

- ✓ Analysis
- ✓ Planning
- Doing
- ✓ Reviewing



Purpose

This is a participatory way for several individuals to respond to a series of predetermined questions. It is similar to a **Thought Shower**, except the group gives their opinion on several sequenced questions rather than a single topic. It is effective with literate people in communities or organisations, particularly as a means of accessing the voices of the general population/workforce rather than leaders and bosses. It involves only Level 2 participation unless the responses will be used to influence action.

Technique

1. Determine your list of questions.
2. Explain the purpose of the exercise to senior people, and recommend that they are not present. (This doesn't always work.)
3. Explain the questions to the group. Emphasise that their opinions are important, and will help to inform the development activity. Tell them what will happen to the information and who will see it.
4. After participants complete their comments, thank them, and consider asking one member of staff/interpreter to read out comments to each question for everyone to

listen to, or putting comments up on large flipchart for everyone to see. Comments may need to be translated and synthesised before circulation to appropriate people.

Resources

- flipchart sheets
- sticky notes or cards (different colours if possible to make collation easier)
- glue/tape.

Attitude checklist

Help participants to feel at ease. Clarify questions where necessary.

Benefits

- generates information from a lot of people at different levels quickly, and is easy to collate
- participants give information they might withhold during interviews
- prevents domination by senior people or social groups; everyone can express their views
- in many organisations staff don't often meet together as a team. Colleagues rarely have a chance to express their opinions and appreciate being asked.

Variations

This process can be carried out in peer groups if this helps to put people at their ease.

Potential pitfalls

- Social or work hierarchies influence personal decisions and responses.
- Participants may not be familiar enough with the topic to give meaningful answers.
- It is difficult to monitor whether all participants respond to all questions.

Sample applications

- assessment of potential project partners
- monitoring or evaluation of activities and performance.

Links to other tools

Comments may be further processed using variations of **Ranking, Rating or Sorting**.

REAL EXPERIENCE

VSO Thailand: monitoring and evaluating placements

QUESTION	REASON FOR ASKING
What are the good things about having a volunteer? What are the difficult things about having a volunteer? (any visit)	<ul style="list-style-type: none"> • Colleagues' perceptions of the volunteer are crucial for success • Shows volunteer what the staff value about them • Indicates extent of volunteer integration and awareness-raising • Evidence that volunteers and staff have shared skills • Problems of language are always mentioned – this reminds all parties that they need to develop strategies to overcome it • Good for placements where boss tends to control information
What do you know about the volunteer? What don't you know but would like to? (first visit)	<ul style="list-style-type: none"> • Indicator of how much volunteer has mixed with staff • Gives volunteer an opportunity to communicate their skills/experience to colleagues • Shows colleagues that volunteers may lack some knowledge that they can provide, eg tropical forestry • Indicates colleagues' perception of work/social contribution
What do you like in your work? What do you find difficult? (first visit)	<ul style="list-style-type: none"> • Makes volunteer more aware of constraints colleagues face and whether these can be solved or must be accepted • Gives volunteer idea of what their colleagues enjoy and areas they might be particularly interested in working on
What have you learned from the volunteer? What has the volunteer learned from you? (final visit)	<ul style="list-style-type: none"> • Reminds people that this is a two-way process • Shows balance of cultural awareness and skill sharing • Evidence that the colleagues feel they have learned and shared skills
What would you like the volunteer to do in the next year/18 months? (first/second visit)	<ul style="list-style-type: none"> • Gives colleagues' input into volunteer's workplan • Helps volunteer to identify colleagues' needs
What would you like the volunteer to do in their remaining time? (second/final visit)	<ul style="list-style-type: none"> • Encourages colleagues to prioritise • Encourages colleagues to think about sustainability
How will you ensure the volunteer's work is sustainable? (second/final visit)	<ul style="list-style-type: none"> • Encourages colleagues to think about sustainability • Encourages colleagues to think about what might happen when the volunteer leaves
How will your experience working with the volunteer affect the future? (final visit)	<ul style="list-style-type: none"> • May identify potential long-term effects of the placement • Opportunity for colleagues who will be leaving the organisation to identify transferable skills
What advice would you give to other organisations who are considering a volunteer? (second/final visit)	<ul style="list-style-type: none"> • We have used this with placements that have been successful • Information can be used at employers' workshops, enabling employers to learn from each other

BOMB SHELTER

LEVEL OF PARTICIPATION

- 5 Supporting action
- 4 Acting together
- ✓ 3 Deciding together
- ✓ 2 Consulting
- ✓ 1 Informing

PHASES OF DEVELOPMENT PROCESS

- ✓ Analysis
- Planning
- Doing
- Reviewing



Purpose

This discussion tool can be used for educational purposes (informing), for information-gathering about local cultural norms and perceptions, or for joint analysis of people's rights and capabilities.

Technique

1. Explain the following scenario:

There is room for six people in an atomic shelter. Within a few moments a powerful bomb will explode and before that happens six people must be safely inside. There are however ten candidates:

- a police officer with a gun
- a 16-year-old mentally retarded girl
- a 19-year-old homosexual Olympic athlete
- a 21-year-old female jazz singer
- a 50-year-old female jazz singer
- a 50-year-old black female Protestant pastor
- a peasant woman pregnant for the first time
- a 70-year-old philosopher grandfather
- a 35-year-old male biochemist in a wheelchair

- a Chinese communist man specialising in medical sciences
- a 40-year old retired prostitute.

2. Ask the group of participants to choose whom they are going to save and to explain their choice.

With a male group, women characters are often chosen for their reproductive role while men are chosen for their intelligence and scientific knowledge. The Olympic athlete is always selected, because he is young and strong, 'despite the fact' that he is homosexual.

Resources

Characters can be listed on paper, or presented as drawings, cut-outs or puppets.

Attitude checklist

- Intervention should be minimal – only to bring in the views of those who have not contributed, or to check agreement.
- Once choices have been made, 'Why' questions can be used to explore the reasoning of the group. If the purpose of the exercise is to explore notions of universal rights, these need to be introduced gradually once the group has had a chance to discuss their own interpretation and meaning.

Benefits

- This exercise is designed to make participants act on and explain their prejudices and stereotypes in deciding who is more dispensable to them and society.
- There is obviously no correct solution, but the discussion around these ten characters enables people to recognise and question their own discriminatory practices.

- As this can be a purely oral method, it is easy for people with mobility and visual disabilities to participate. It is also possible to adapt into a role play to facilitate the involvement of people with hearing disabilities.

Variations

Adapt the scenario to suit the culture, and/or adapt the characters to investigate different diversity issues (caste, ethnicity, HIV status etc). There are unlimited scenarios that can shed light on status, hierarchy, values and stereotypes.

Potential pitfalls

- The facilitator imposes their values on the group.
- The purpose of the exercise is not adequately explained.
- The exercise goes too far into sensitive issues too fast, without establishing adequate rapport.
- The characters or the scenario are not appropriate for the group.
- The group believes that there is meant to be a 'right' answer.
- The facilitator is not comfortable or adequately prepared to examine and challenge local culture.

Sample applications

- gender/diversity analysis
- orientation, building group trust
- education on diversity or rights-based approaches.

Links to other tools

- **Gender/Diversity Analysis** matrix to probe into local conditions and social norms.
- **24-Hour Analysis** to explore how different social groups spend their time.
- **Focus Group Discussions** or **Semi-Structured Interviews** to follow up issues.

REAL EXPERIENCE

Frank Zanderink: wildlife management volunteer, Zambia

Frank used his experience as a VSO volunteer in Zambia to create two similar exercises:

1. Who gets a space in the project truck and who would sit where?
2. Division of bush meat – who will receive meat and in what order?

In his role as a VSO trainer, Frank has successfully used these exercises to explore the influence of status and hierarchy on people's access to resources.

BRIDGE MODEL

LEVEL OF PARTICIPATION

- ✓ 5 Supporting action
- ✓ 4 Acting together
- 3 Deciding together
- 2 Consulting
- 1 Informing

PHASES OF DEVELOPMENT PROCESS

- ✓ Analysis
- ✓ Planning
- Doing
- ✓ Reviewing



Purpose

The Bridge is a tool for visioning and planning, helping people to identify where they are, where they want to be, and how to bridge the gap between the two.

Technique

1. Explain the purpose of the tool.
2. Participants draw or list characteristics of their current situation.
3. Participants visualise where they would like to be, and represent this with words, symbols or drawings.
4. A bridge is then constructed between the two situations. The upright sections

represent key supporting/enabling factors.

5. Post-it notes, levels, pictures or cards can be added between each factor to represent ways to achieve these things, strategies or aspirations.

Resources

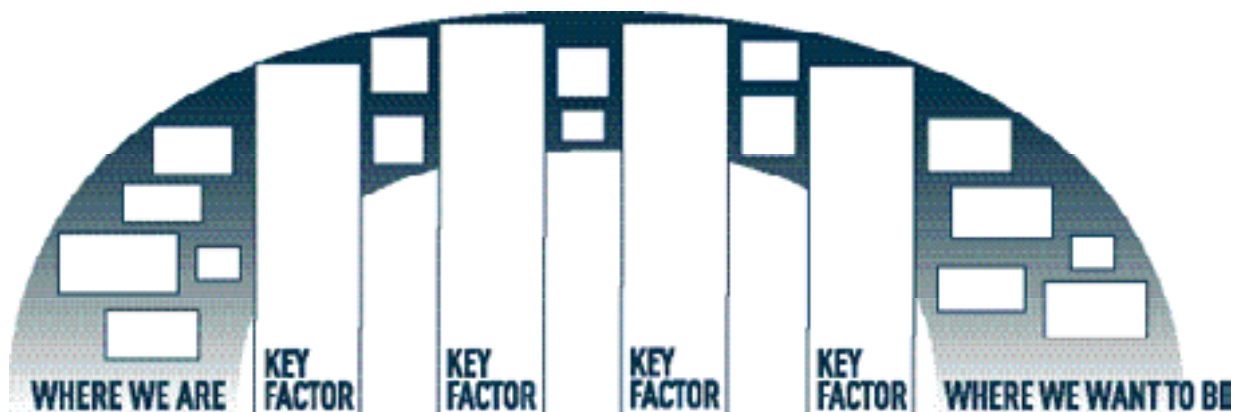
- floor/table
- paper and pens
- post-it notes and/or cards
- miscellaneous items to act as symbols.

Attitude checklist

- Be sensitive to the group dynamics. The task has several components and may need to be tackled in stages.
- Guard against domination by more vocal members. People lower down a social or organisational hierarchy may be unwilling to challenge the status quo regarding the current state of the organisation, decisions regarding the future and how to get there.

Benefits

- builds a common vision and sense of purpose
- helps local and external people to understand better their aims and potential contributions
- lends structure to analysis and planning.



Variations

- The Bridge may be a visual way to represent information gathered through a series of other problem identification, analysis and action planning tools (see below).
- Alternative visual images may be used, such as a rainbow, river, road, ferry etc.

Potential pitfalls

- The group gets stuck or the task seems too big to tackle in one go.
- The bridge concept is not appropriate or does not capture people's imagination.
- The visualised future is completely unrealistic, or dominated by vocal members.

Sample applications

- planning a volunteer's placement from beginning to completion, with the uprights representing jointly negotiated milestones linked by agreed actions
- can help organisations to re-evaluate their strategic direction
- can help communities to identify and plan development interventions in a structured way.

Links to other tools

- **Timelines** provide historical context on the current situation, enabling a greater understanding of possible futures and how to get there.
- Tools like **Mapping, Transects**, storytelling, **Drawing and Discussion** can help to evaluate the current situation.
- **Matrices** and **Ranking** tools can help to prioritise key issues.
- **Focus Group Discussions** or **Semi-Structured Interviews** can be used to probe into each stage of analysis and planning.
- **Visualisation, Open-Ended Stories** and development theatre techniques may help to vision a future goal.

REAL EXPERIENCE

Joanne Deverson: fundraising volunteer, South Africa

Jo found that she was unable to start the fundraising role that she was recruited for because her employing organisation did not have the capacity to support the work it wanted to do in empowering disabled people. She used the Bridge method with her colleagues to explore where they were (organisation collapsing and disabled people unemployed) and where they wanted to be (promoting rights and inclusion for disabled people). The vertical supports were identified as management, funding, skills and programmes. Several aspirations and strategies were suggested, including willingness to change; commitment to training and skill-sharing; and focus on grants and donations. The tool helped to remind the organisation of their shared goal and pathway.

Ecotourism volunteers, Kazakhstan

A community group used this tool to discuss potential for tourism development over a three-year period. They identified where they were at the present time and where they wanted to be in three years' time. Each pillar of the bridge was then used to represent objectives for each year. The steps needed to get to each objective were then added to form the bridge. The volunteers reported that "the participants really got into it and, while it didn't lead to a detailed plan, it helped the participants think about the steps involved, what their capacity was and what might be realistic objectives".

CAR PARK

LEVEL OF PARTICIPATION

- 5 Supporting action
- 4 Acting together
- 3 Deciding together
- ✓ 2 Consulting
- 1 Informing

PHASES OF DEVELOPMENT PROCESS

- ✓ Analysis
- Planning
- Doing
- Reviewing



Purpose

This exercise looks at diversity, cultural norms and power relations. It also shows how everyone has skills and capabilities regardless of their social status.

Technique

1. Ask participants either to represent themselves, or take on a role that is locally relevant (eg a village leader, religious leader, farmer, moneylender, single mother, person living with AIDS etc).
2. Give each participant a label identifying their role.
3. Ask them to line up side by side, with plenty of space in front of them.
4. Call out a **phrase** that relates to activities and opportunities. If the participants in their role feel that the phrase is true for them, they step forward one pace.
5. Other phrases are called out and the process is repeated.

Examples of phrases

You are first to speak in a meeting

You control the money you earn

You can vote

You have free time

You are literate

You own land

You have formal education

You are free to wear what you like

You are free to travel

You have access to transport

You are able to speak your mind

You have access to health services

6. Facilitate a discussion using questions such as “Who is most powerful/has most access?”, “Who has least access/power?”
7. Repeat the exercise but this time, call out **skills** and ask participants, still in role, to take a step forward if they believe they would have that skill.

Examples of skills

Planning	Driving	Cooking
Writing	Mental arithmetic	Organising events
Teaching	Physical strength	Childcare
Report writing	Budgeting	Reading
Painting	Resourcefulness	Local knowledge
Persuasive powers	Cooking	Spiritual knowledge
Networking	Listening	Vegetable gardening
Marketing	Basic healthcare	Public speaking
Negotiation	Sewing	Organising groups
Carpentry		

8. Conclude with a further discussion using questions such as “Did people with less power move further in the second part of the activity compared to the first?”, “Does this surprise you?”, “Why?”
The activity reveals different levels of power, access and disadvantage; and diverse skills, expertise and knowledge. The least powerful may have very useful skills.

Resources

- plenty of space
- sticky labels and pens.

Attitude checklist

- Ask probing questions to see why certain people have moved and others have not.
- Ensure that the activity is not seen as a competition – in fact, it should be emphasised how everyone has useful skills and knowledge, even if the distribution of power is inequitable.

Benefits

- helps to build understanding within the group
- helps to identify people with useful skills
- helps understand local power structures and how these need to be taken into account in subsequent activities.

Variations

The exercise can be transformed into a board game, using counters or labelled pieces of paper rather than people. This is less powerful than people physically taking on roles themselves, but is a useful alternative for small numbers of people, restricted space, or if any of the participants are disabled.

Potential pitfalls

- If participants represent themselves they may be hesitant about revealing imbalances of power.
- Revealing disparities between people may create resentment or conflict, if poorly managed.

Sample applications

Participants play themselves so that:

- you (and they) can learn about their capabilities and constraints

- they can examine their own social, cultural or organisational norms
- the activity can be steered towards empowerment and realisation of diverse group strengths and capabilities.

Participants play other people in order to:

- learn to empathise with the needs and characteristics of others
- challenge their own attitudes and behaviour.

Links to other tools

- **24-Hour Analysis** examines in more detail the daily lives of different social groups.
- **Drawing and Discussion**, other participatory visuals, or **Semi-Structured Interviews** can be used to follow up issues and examine links between diversity and disadvantage.

REAL EXPERIENCE

VSO pre-departure training

The Car Park game is used in VSO's pre-departure training to build participants' awareness of the diversity of skills, knowledge and power within a community (or other group of people), and how these may be influenced by social or cultural norms. By taking on a role, participants begin to think outside their own role and empathise with local people.

CHRICE MATRIX



Purpose

The Chrice Matrix is an analytical tool to look at previous efforts to solve a specific problem, explore reasons why previous efforts failed, and draw conclusions for future activities. It is therefore a reviewing tool in essence, but is not restricted to the reviewing phase.

Technique

1. Draw a matrix with three columns as follows:

Previous Efforts	Reasons for Failure	Conclusions and Possible Solutions

2. Encourage the group to discuss previous efforts in tackling the problem to be addressed. These are inserted in the left column of the matrix.
3. Then discuss effort by effort why they have failed. These reasons are added to the middle column.
4. Next, talk about the conclusions to be

drawn from former failures and difficulties by asking helping questions such as: "What would you do next time?" or "What would you avoid if you had to do this again?"

5. Finally, relate these conclusions to possible solutions/project ideas. These can be developed and taken into consideration for future planning. They can also be helpful in identifying alternative solutions to those already developed.

Resources

- paper and pens
- objects as symbols
- ground, floor or table.

Attitude checklist

- Approach the issue of failure constructively and sensitively.
- Do not be satisfied with easy explanations for previous failures; go into depth.

Benefits

- deepens awareness on possible constraints for a future activity
- acknowledges the historical context of development issues and local problems
- lessons learned inform the planning of new approaches to tackle the same problem.

Variations

- The Chrice Matrix could be coupled with a **Timeline** to show when previous experiences happened.
- Reasons for failure could be explored with different groups or stakeholders to see the problem from different perspectives, before reconvening for synthesis, conclusions and solutions.
- The Chrice Matrix can be transformed into an analysis of success rather than failure.

By completing the exercise twice (failures followed by successes), it may be possible to show how the same project or activity may have had both positive and negative elements.

- Symbols or drawings may be a more expressive means of gaining information in some groups; in other settings writing or oral discussion may be most appropriate.

Potential pitfalls

- The matrix format may be too prescriptive.
- The original methodology may focus unduly on 'failure'.
- Assumption of previous failures may not be the basis for a constructive relationship between facilitator and group.
- If you haven't established sufficient rapport with the group, and don't explain and introduce the exercise thoroughly, the following may occur:
 - The group associates negative feelings towards any future development activity.
 - The group perceives that the facilitator considers them a failure.
 - The group perceives that they have 'lost face'.
 - The group loses confidence in their capabilities.

Sample applications

- exploring a new community's previous experience with development projects in order to avoid past mistakes or overcome negative perceptions of development workers
- reviewing past projects or activities
- historical analysis for planning new projects
- troubleshooting during a project or programme.

Links to other tools

- **SWOT Analysis**
- **Matrices**
- **Timelines**
- **Ranking, Rating and Sorting**

REAL EXPERIENCE

Agriculture and Rural Development, Zambia

This example of a matrix designed for a specific purpose was developed and named after Ms Cecilia Chimbala and Ms Christiane Beck during a participatory workshop in Sikwaazwa Village, Kalomo District, Zambia.

Source: CATAD – Centre for Advanced Training in Agricultural and Rural Development

COMMUNITY CASE STUDIES

LEVEL OF PARTICIPATION

- ✓ 5 Supporting action
- ✓ 4 Acting together
- ✓ 3 Deciding together
- 2 Consulting
- 1 Informing

PHASES OF DEVELOPMENT PROCESS

- ✓ Analysis
- ✓ Planning
- Doing
- ✓ Reviewing



Purpose

A case study is a description and analysis of a specific situation or issue from a local perspective. This can be presented in a form that is most comfortable to the community. The purpose of a case study is to increase knowledge and understanding of any given community situation, and to generate information for initial analysis, generation of baselines, or to review issues and activities.

Technique

1. Introduce and encourage the process of developing the case study.
2. Mobilise a group of delegated community members to gather information on the chosen issue or situation. This is 'validated' by the rest of the community. Other information-gathering tools can be used to build a picture of what is happening.
3. Help communities to access and 'translate' any external information that may be useful (eg government records or urban markets).
4. The method of presentation for the case study should be chosen early in the

information-gathering and analysis stage. This may take the form of a performance or presentation, logged in a report or displayed as a mural. Whatever the medium used, it may be useful to synthesise the key points or findings in written form, so that the community has a 'conventional' record as a learning resource.

Resources

- dependent on the form that the case study takes
- writing and drawing equipment are core items
- photography, audio tape and video equipment may be used.

Attitude checklist

- Brief, guide and encourage the group, but do not shape the perspective of the case study.
- Be open to ideas about content and style/technique of presentation.
- Encourage people to build on local cultural forms where appropriate (puppetry, storytelling, writing etc).

Benefits

- Case studies written in the local language can be made into a reading book for local schools, increasing pride in local accomplishments and commitment to activities.
- The production of a case study helps encourage focused discussion, and is a powerful tool to build self-sufficiency.
- In the process of developing a case study, the community should analyse the reasons for change, as well as the possible effects of change.
- Case studies encourage integrated thinking and awareness of the complexities of real situations.

- Useful information is provided for both local people and development workers.

Variations

- Information gathering and analysis can consider the cultural context, gender relationships economic relationships, social and/or environmental aspects of an issue.
- Presentation can be in the form of drawings, popular theatre, songs, stories, photographs, slide or video presentations.

Potential pitfalls

- The case study may take a long time and the initial enthusiasm may be lost. If one person provides consistent encouragement and support, this potential problem can be averted.
- There should be one main issue or theme of the case study. These issues or themes must be placed in context and clearly understood to ensure that they remain the central focus. It is easy to get sidetracked as other important issues arise.

Sample applications

- a community's experience with drought and their historical efforts to manage the problem
- the effect of credit schemes on income generation opportunities
- a story about participation and its effect on the community
- the effect of new crop varieties on food supply over the last five years.

Links to other tools

- Other information-gathering tools can be used to develop the case study (**Maps, Transects, Matrices, Ranking, Rating and Sorting** etc).
- **Focus Group Discussions** or **Semi-Structured Interviews** can be used to follow up.
- If the case study is 'performed', **Forum Theatre** or other development theatre

tools can be used to analyse and play out alternative courses of action relating to the issue in question.

REAL EXPERIENCE

Traditional rice cultivation, East Java, Indonesia

A local environmental NGO worked with local communities to document the techniques and traditional ceremonies associated with rice cultivation in rural East Java. Modern rice varieties and increased use of inorganic fertilisers and pesticides had increased yields during the Green Revolution. But nowadays the negative effects of these practices are being felt, causing some farmers to become interested in revitalising traditional methods and varieties. However, much of the indigenous knowledge on traditional farming practices – where and when to sow and harvest, for example – has been lost over the years. Facilitated discussions between older farmers and younger members of the community revealed many of these traditions. These were then documented as case studies so that the knowledge would not be completely lost and could be drawn on by the younger farmers turning back to organic agriculture.

COMMUNITY FINANCIAL ACCOUNTS

LEVEL OF PARTICIPATION

- ✓ 5 Supporting action
- 4 Acting together
- 3 Deciding together
- ✓ 2 Consulting
- 1 Informing

PHASES OF DEVELOPMENT PROCESS

- ✓ Analysis
- ✓ Planning
- ✓ Doing
- ✓ Reviewing



Purpose

This tool is a type of **People's Own Records**, using basic single-entry bookkeeping techniques (receipts, input/output columns, etc) to record and monitor financial information. This helps people to appraise the profitability of new or existing income-generating activities by comparing their financial investment with the actual or expected financial return. It may also help to provide accountability to the community and assist with fundraising proposals. It can be used to assess change, support decision-making and planning, or form a part of monitoring and evaluation

Technique

1. Meet with the community to discuss what information they need, identify the probable inputs and outputs, where the information will come from, and who will be responsible for the accounts.
2. Design a record-keeping system that will easily provide the information needed, eg:
 - the type and amount of inputs required to implement the activity (materials and supplies to be bought, labour, interest

to be paid if a loan is needed etc)

- the financial cost of each one of the above inputs. Sum up the total cost
 - the financial cost of activity outputs, ie the total benefit. This may include different items, eg poultry raising will generate income from selling eggs and chickens, plus the money value of new stock)
 - compare the total cost with total benefit – this can be done by calculating the actual income (benefits minus costs), or by identifying the cost/benefit ratio.
3. Ask participants to make sense of these figures by asking to what extent the activity has been profitable, and what can be done to increase benefits and decrease costs.
 4. Follow up and assist with record keeping for ongoing accounts, balancing and reporting results to the community.

Resources

- paper and writing material
- calculator or other mathematical aids where necessary
- folder or other system to collate and store all information.

Attitude checklist

- Listen to the community's own analysis of their income-generating activities and what information they need, and use this to help them design an appropriate system.
- Explore a range of options.
- Consider whether numeracy and literacy are a factor.
- Build on local skills and capabilities to agree responsibilities for keeping records.

Benefits

- helps people to identify financial problems quickly
- provides information on which the

community can base financial management decisions

- allows participant to make sense of the actual financial value of an income-generating activity
- enhances the financial management skills and capacity of groups or households
- helps to identify organisational, operational or managerial issues, needs and skills required
- may help participants' families or groups to improve other activities outside the scope of development projects.

Variations

If numeracy and literacy are a factor, consider using more visual methods of recording data and presenting this to the community.

Potential pitfalls

- People lack basic arithmetic skills.
- Book-keeping records become too complex rather than sticking to simple principles.
- The facilitator dictates the book-keeping system without really listening to people's needs and preferences.
- The arrangement sets up a balance of power whereby people are 'reporting to' an external authority. The activity hence becomes 'consulting' rather than supporting local action.
- It may be difficult for participants to make realistic estimates of costs and benefits, particularly during an initial feasibility analysis.
- Forecasts made by the participants should be counterchecked through some form of direct investigation on the local market.

Sample applications

- as part of a participatory feasibility study, to check whether planned or suggested activities are economically viable
- as part of participatory monitoring and evaluation, to assess whether

implemented activities are actually generating the expected earning.

- beneficiary monitoring of income generation projects or micro-credit schemes
- generating records to support fundraising proposals.

Links to other tools

- See also **People's Own Records**.
- **Matrices** and **Ranking** may be useful tools that can be incorporated into financial record keeping.
- A variety of presentation tools may be used to communicate the information to a wider community.

REAL EXPERIENCE

Bureau of Indian Affairs, USA

Participatory approaches can be applied around the world, and this tool is no exception. The Indian Community Fire Protection scheme in the USA provides specific funds for Indian Tribal Governments that do not receive fire protection support from state or local government. Annual funding is provided to over 40 tribal fire protection programmes on reservations. Evidence provided by good community financial records enables communities to renew their funding indefinitely. This tool is the key to providing potential donors and partners in any sector with the assurance that communities can manage their own funds.

DRAWING AND DISCUSSION

LEVEL OF PARTICIPATION

- ✓ 5 Supporting action
- 4 Acting together
- 3 Deciding together
- 2 Consulting
- 1 Informing

PHASES OF DEVELOPMENT PROCESS

- ✓ Analysis
- ✓ Planning
- Doing
- ✓ Reviewing



Purpose

The Drawing and Discussion tool is most useful in a culture with a strong visual tradition. It can be used to gauge individual perception of a situation or develop a group analysis. Drawings strengthen the connection between thinking and doing; promote discussion at points where bridging, reforming or focusing are needed; and provide a visual objective statement. They also provide a record for comparison at a later date for evaluation.

Technique

1. Introduce the idea to the group. Explain that the main purpose is not to produce a work of art, but to bring out discussion on a specific subject.
2. When the drawing is completed (hopefully after much discussion), the group can analyse it. What does it tell them about the issue under discussion? Have they discovered things they did not know before? Have they seen things differently? The placement and size of objects in the picture often indicates the relative importance of issues.

3. The interpretations of the group should be recorded for future reference.

Resources

- paper, cloth, wood (may be waste materials or by-products)
- drawing implements.

Attitude checklist

- Let the group dynamics evolve. Often it is a simple matter of giving everyone a drawing implement and the opportunity to use it.
- Expect people to have reservations about their abilities and encourage them to have a go.
- Show them the work of others to increase their motivation.

Benefits

- Drawings allow people to overcome barriers of social hierarchy or language. They give a voice to the less articulate, and often express opinions and feelings quickly and more clearly than speech.
- People can see and jointly develop an analysis. It deepens group identity.
- Expenses are relatively minimal, and if good materials are used, the 'outputs' can be used at a later date for comparisons.
- It has a wide range of potential applications from individual to communal work. It can be used for comparative analysis with drawings from participatory baselines compared to drawings from evaluations.

Variations

- Drawings may be produced jointly by the community, or by individuals, and discussions focused around them. When one drawing is produced by a number of people, discussions can centre on the

relative importance of each new item introduced to the drawing. When individuals' drawings are done these can be compared and/or discussed in a group.

- It can be useful to conduct this exercise with separate groups such as men and women, land owners and landless, rich and poor, and then compare drawings in the larger group meetings.
- Having each member of the group draw their own picture and then using these to contribute to the larger group-produced picture may be useful to initiate the exercise.
- Be creative. Instead of drawings, try mosaics, symbols, collages, sculptures, 'museum exhibits'.

Potential pitfalls

- It may be difficult for outsiders to interpret drawings. Recording the group's interpretation will help overcome this.
- People may be insecure in their drawing skills at first. Assure the group that the purpose of the exercise is to understand an issue better rather than produce a masterpiece.

Sample applications

- Identify problems and priorities.
- Gauge community or individual perception of an issue.
- Summarise a feeling or opinion.
- Promote discussion
- Visualise a better future, or reflect on events from the past.

Links to other tools

- **Focus Group Discussions** or **Semi-Structured Interviews** can be used to follow up.
- See also **Community-Directed Visuals**, and **Picture Stories**.

REAL EXPERIENCE

Community-based natural resource management, Philippines

A conference for community leaders in the Philippines adapted this tool to make a session more active and enjoyable, and overcome regional language differences. Groups were asked to complete a 'museum exhibit' that reflected their own community's efforts to manage natural resources, and then present their exhibit to the other groups. The results were spectacular, including 'living exhibits' that came to life and performed role plays. The activity generated far richer data and sharing than would have been possible through discussion alone, and the empowering processes of creation, presentation and sharing could not have been fully anticipated even by the organisers.

ECHO/CASCADE WORKSHOPS

LEVEL OF PARTICIPATION

- ✓ 5 Supporting action
- ✓ 4 Acting together
- 3 Deciding together
- 2 Consulting
- 1 Informing

PHASES OF DEVELOPMENT PROCESS

- ✓ Analysis
- ✓ Planning
- ✓ Doing
- ✓ Reviewing



Purpose

This is a process of 'cascade learning', in which participants in any participatory workshop can be trained as local facilitators. These facilitators then assist the original facilitator to repeat the workshop several times with other groups. It is particularly useful for outreach, extension and awareness-raising activities that help people to evaluate information, and recommend suitable interventions.

Technique

Initial Workshop

1. Explain the cascade process to the community or organisation.
2. Ask them to select a group of potential facilitators. After learning the process they will co-facilitate further workshops.
3. Divide the participants (possibly two–three groups with about five members each). Each group selects a facilitator and reporter. These are responsible for preparing the group's output for presentation. The topic and tasks are explained. This may include a series of PA tools to structure the session.

4. Groups meet for an agreed length of time to complete their tasks. The facilitators and reporters help the group to organise a ten-minute presentation of their findings to the whole group.
5. Participants note the similarities and differences between the findings of each group. Why is this so? What are the implications of similarities and differences? Specify factors that prevent or encourage others to share.
6. Distribute the findings among the wider community for validation.

Echo/Cascade Workshops

Facilitators trained in the first workshop organise several repeat workshops. These echo workshops can target specific groups (men, women, old, young, middle managers, decision-makers), or two related groups with a shared interest or relationship. Leave as much of the facilitation as possible to the local facilitators. You should act as overall coordinator, observing and guiding the process.

During the final plenary session, you may facilitate the overall discussions and help the participants draw conclusions and reach decisions about action to be taken.

Resources

- pens and paper
- strips of paper or metacards
- masking tape
- board or flipchart
- pictures or drawings to stimulate discussion as required by the workshops.

Attitude checklist

- Avoid judgmental comments.
- Encourage talkative and dominant participants to direct their energy toward helping others.
- With personal or sensitive issues, start by

sharing some information or an example.

- Cite other people's experiences but protect their anonymity.
- Invest time in training and empowering local facilitators – make them the visible front end of the programme.

Benefits

- an empowering and sustainable process that builds local capacity to plan, organise and facilitate their own programmes, and evaluate complex factors and relationships
- suited to long-term development of community knowledge and practices
- several echo workshops reach more people than would be manageable in one meeting
- local facilitators will be more successful for opening up sensitive topics, and as community members, they can also immediately validate whether the information provided is accurate.

Variations

Cascade learning can be done on most subjects provided the content and process is clear.

Potential pitfalls

- Illegible contributions will hinder further discussion.
- Drawings require additional time for presentation, explanation and clarification.
- Discussion groups of more than 12 members will compromise participation and productivity.
- Don't mix different genders or ages when discussing very sensitive or personal topics.
- The workshops involve a sizable time investment in training and can raise local people's expectations. This technique is not appropriate if these expectations cannot be met or if your plans are short term.

Sample applications

- investigating local ethno-botany
- investigating local health practice and development needs
- raising awareness or promoting behaviour change (eg HIV and AIDS; human rights).

Links to other tools

- **Focus Group Discussions** or **Semi-Structured Interviews** can be used to follow up.

REAL EXPERIENCE

Andrea G, Sales and Francisco C Saladores Jr, Philippines

If evaluating an aspect of local practice or behaviour, the following question guide may help:

Practice	Why	Effect	Action

Prompter questions:

- What is the purpose of this practice?
- What is the effect of the activity (financial, cultural, environmental, health etc) Is it desirable?
- What do you do, or who do you consult, when problems arise related to this activity?

EQUALITY TREE

LEVEL OF PARTICIPATION

- 5 Supporting action
- ✓ 4 Acting together
- ✓ 3 Deciding together
- ✓ 2 Consulting
- 1 Informing

PHASES OF DEVELOPMENT PROCESS

- ✓ Analysis
- ✓ Planning
- Doing
- ✓ Reviewing



Purpose

This tool is a variation on the **Problem Tree** concept, and as such illustrates how the format of one tool can be adapted for another purpose. Originally seen in ActionAid's REFLECT method¹, the Equality Tree aims to build awareness of the links between the personal, institutional and public realms, and how these links can be used to improve gender relations. This may be an initial analysis, or a monitoring and review tool.

Technique

1. The picture of a tree is used: its roots represent the personal realm, the trunk represents institutions and its branches/leaves the political realm.
2. Participants are asked to write on cards what they do in their lives to build equal gender relations at those three different levels.
3. Cards are then stuck onto the tree and participants discuss the issues raised.
4. Facilitators can explore trends revealed by the diagram, eg there may be an imbalance in the number of cards between the trunk and the branches, indicating that

participants emphasised their efforts to change gender relations at the institutional/political level rather than in the personal realm.

Resources

- ground or table
- paper, cards, pens
- twigs, string, etc as appropriate.

Attitude checklist

- Clarify (a) your purpose and (b) the degree of mutual understanding between you and the group. This tool assumes that you have already explored current gender practices with the group, and they have indicated a desire to examine strategies for increasing gender equity.
- You need adequate experience and judgement to negotiate sensitive, multi-layered and cultural dimensions of the subject without alienating your participants.
- Your style will also depend on the intended level of participation. At higher levels you must be careful not to impose your own values, whereas 'education' and awareness-raising approaches assume that such an imposition has been requested.

Benefits

- Participants appreciate that gender equity operates at multiple levels.
- Facilitators and participants learn about each other's perceptions.
- It builds commitment to action.
- It introduces the idea of making change through personal action and collective lobbying.

Variations

- The technique can incorporate a pre-

prepared tree, or the group can construct one of their own using whatever materials are to hand.

- Other images could also be used to suit the audience, such as a building, a mountain, or a flowchart model.

Potential pitfalls

- The facilitator is not comfortable or adequately prepared to engage with local culture as it relates to gender equity.
- The exercise pursues a change agenda too quickly, without establishing adequate rapport or establishing basic information about local gender issues.
- Participants may not freely discuss or explain relations with partners or children within the household.

Sample applications

This tool could conceivably be used to analyse a change agenda for any issue, be this other aspects of diversity such as disability or HIV and AIDS, or other issues identified by the target audience as important to them.

Links to other tools

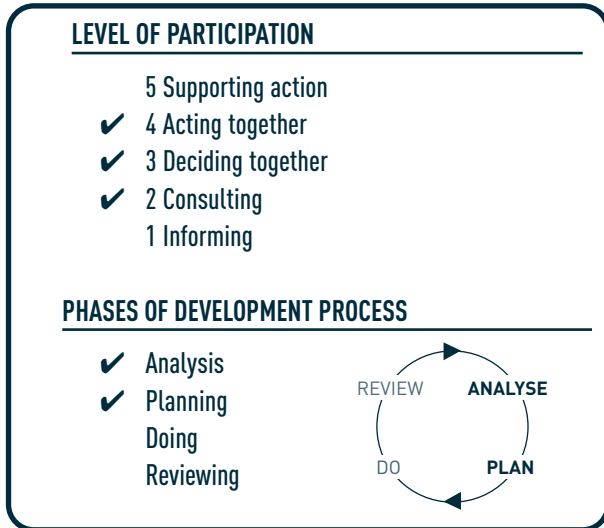
The exercise is best used after examining local gender relations and agreeing a commitment to gender equity strategies. Tools that may help include:

- **Gender/Diversity Analysis** matrix to probe into local conditions and social norms
- **24-Hour Analysis** to explore different uses of time and labour by men and women
- **Focus Group Discussions** or **Semi-Structured Interviews** to follow up issues and identify motivated individuals.

REAL EXPERIENCE

Excellent resources, information, case studies and gender analysis tools are presented and discussed by Bridge: www.ids.ac.uk/bridge These are based on a wealth of experience from field practitioners.

EXPERTISE MARKET



Purpose

This is a networking and information-sharing activity for individuals or representatives of organisations. It can be used to investigate the current demands and supplies of services, initiate or strengthen meaningful networks and investigate common aims and possible collaborative efforts.

Technique

Group Inventory (30 minutes)

1. Divide into groups. Each group makes an inventory of the skills, products, and services offered by group members on a large piece of paper, and numbers them under the heading 'Supplies'.
2. The top three–five features are highlighted – **Discussion**, **Sorting** or **Ranking** may help.

Inventory of Needs (30 minutes)

3. Prepare another piece of paper that presents each group's demands (needs).
4. Highlight the top three–five mutual needs, followed by key individual needs.

Templates:

Group 1: Supplies

- _____
- _____
- _____
- _____

Group 1: Demands

- _____
- _____
- _____
- _____

Organising a Market Booth (5 minutes)

- Display 'supply and demand' posters and any other materials that the participants have brought with them.
- Ask participants to copy their demands onto a personal 'shopping list'.

Template:

Shopping list of _____

Organisation _____

Supplies that meet our group's demands.

Group + Individual Demands	Group	1	2	3	4	5
•						
•						

Trading Process (2 x 30 minutes)

- Half of the group 'sells' their supplies in the market booth, while the other half goes out 'shopping' for their demands.
- Switch roles for a second period of trading.
- Shoppers should be encouraged to talk to other suppliers at their booths to identify whether the supplies meet their group's needs.
- Shoppers should write down the number of this supply on their shopping list.
- When finished, shoppers and suppliers return to their own group.
- The activity concludes with short group feedback. Shopping lists are compared, then collected by facilitators for circulation in a report or newsletter.

Resources

- flipcharts or other large paper
- marker pens
- individual's own publicity material.

Attitude checklist

- Facilitators organise, keep time and clarify the aims of the session. The participants are in control.

Benefits

- The marketplace may be a familiar forum for people to interact.
- Organisations and communities with similar needs realise that they are 'not alone'.
- It empowers people who have needs to appreciate their marketable skills and strengths as well.

Variations

There are various community and project applications that may draw on the marketplace idea. Replace 'supply and demand' with 'successes' and 'challenges' and allow people to circulate to share their good practice and investigate local providers who may be able to help them with their problems.

Potential pitfalls

- Some booths may receive several enquirers at once, leaving little time to talk to all interested parties.
- There may be replication of information by shoppers from the same group.
- The structure and guidelines for the marketplace may not sufficiently reflect local norms.

Sample applications

- An introductory activity to assess potential project or programme partners.
- An icebreaker with an applied purpose.

Links to other tools

- **Ranking, Rating or Sorting** may help to prioritise supplies and demands.

REAL EXPERIENCE

VSO Cameroon: strategic planning workshop, 2002

This tool was documented by VSO Cameroon, who successfully used the marketplace approach for networking, strategic planning and identification of partners.

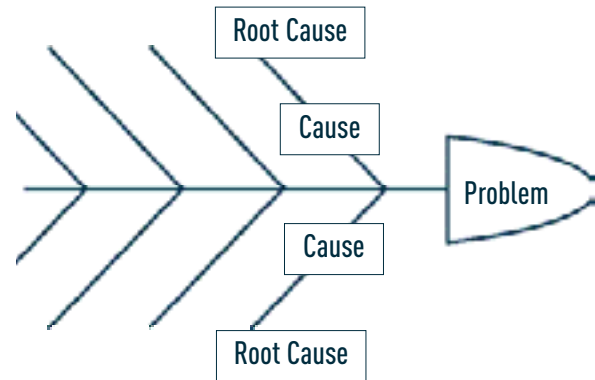
FISHBONE DIAGRAM

LEVEL OF PARTICIPATION

- ✓ 5 Supporting action
- ✓ 4 Acting together
- ✓ 3 Deciding together
- 2 Consulting
- 1 Informing

PHASES OF DEVELOPMENT PROCESS

- ✓ Analysis
- ✓ Planning
- Doing
- ✓ Reviewing



The process can be repeated almost indefinitely, adding more layers until root causes and themes emerge. The group can use pictures and symbols to make the exercise more creative, or overcome literacy or communication barriers. These must be clear and understood by all group members.

Purpose

This tool is an adapted **Flow Diagram**, used to identify the root causes of issues and problems. It assumes that the key problem to be investigated has already been identified through other tools. It is similar to a **Problem Tree**, but focuses exclusively on root causes rather than subsequent effects. It is useful to analyse and prioritise local perceptions of causal relationships.

Technique

1. A large drawing of the diagram above provides the structure for open discussion. This can be drawn on paper or gradually constructed.
2. The head of the fish is labelled with the problem to be analysed.
3. An initial period of discussion prompted by 'Why' questions helps to identify factors that may cause this problem. Group members add their suggestions to the lateral bones of the fish. Sticky labels or similar materials are useful, since these can be moved around if necessary.
4. The causes of each suggested factor are then investigated in turn:

Resources

- paper and pens
- sticky labels or metacards.

Attitude checklist

- Keep the group focused on the task. With the addition of more and more possible causes, it is easy for discussion to go off at a tangent. Nevertheless, the tool may open up new and unexpected issues that need to be explored.

Benefits

- explores group perception and analysis of their own key problem
- gives the facilitator and the group an insight into their common understanding of the problem
- develops symbols that local people recognise. These symbols can be used in subsequent educational activities
- can be used to facilitate discussion on a

problem of any scale from local to international

- targets root causes rather than symptoms of problems.

Variations

- Fishbone Diagrams can be easily transformed into **Problem Trees** and **Webs** if the format of the diagram becomes too restrictive.
- The same diagram can be used to trace the causes of success rather than problems.

Potential pitfalls

- The diagram becomes too large and too confusing.
- The diagram assumes linear cause and effect relationships.
- The process is dominated by a small number of individuals.
- Some participants feel unable to speak freely about the cause of sensitive issues.
- Failure to select a starting theme that is relevant to the group.

Sample applications

- identifying root causes of health problems, crop failure, organisational inefficiency, constraints on livelihood activities, gender equity, school attendance etc
- helping different stakeholders to identify root causes that lie within and outside of their sphere of influence
- as part of feasibility analysis, troubleshooting problems or reviewing projects.

Links to other tools

- See also **Problem Tree, Flow Diagrams and Webbing, Chrice Matrix.**
- **Focus Group Discussions** or **Semi-Structured Interviews** can be used to follow up.

REAL EXPERIENCE

Mara Rodriguez, Training Department, VSO UK

Mara used her management experience with Accenture and volunteer experience in Nigeria to inject greater participation into a team meeting with colleagues at VSO UK. She used the fishbone diagram to help the team investigate the cause of a key problem. The exercise transformed the meeting into an active 'workshop'. Feedback at the end of the meeting showed that the creative process had made the task much more enjoyable, and encouraged the team to think and participate much more than in a traditional discussion. Use of this exercise was part of a commitment by training officers to try and include at least one participatory tool in each meeting. The value of PA tools in organisational and corporate settings should therefore not be overlooked.

FIVE QUESTIONS

LEVEL OF PARTICIPATION

- 5 Supporting action
- ✓ 4 Acting together
- ✓ 3 Deciding together
- ✓ 2 Consulting
- 1 Informing

PHASES OF DEVELOPMENT PROCESS

- ✓ Analysis
- ✓ Planning
- Doing
- ✓ Reviewing



Purpose

This five-step tool compares analysis of cause and effect in local people's terms with cause and effect as it is understood by more mainstream practices or 'scientific' research. Judgements can be made about whether local understanding is neutral, consistent or inconsistent with scientific understanding.

Technique

1. Write a brief statement about the practice or belief to be analysed. The statement should describe the practice and say why it is done.
2. Identify parts of the statement that relate to the cause and effect of the practice or belief.
3. Identify the scientific research findings related to the cause.
4. Assess the belief or practice as neutral, consistent or inconsistent with scientific knowledge.
5. Specify the action to be taken:
 - Promote helpful indigenous practices.
 - Tolerate neutral practices.
 - Investigate practices that appear harmful, and explore alternatives.

Resources

- notebook and pens.

Attitude checklist

It is difficult to compare indigenous knowledge with scientific knowledge without imposing something of our own values. We may be pro-science or pro-local people. Facilitators must attempt to remain as neutral as possible, while accepting that they will have their own biases and value judgements.

Benefits

- helps discern whether a particular belief or practice has a scientific basis
- explores the difference between local and scientific views
- provides a way to plan future actions based on people's previous experience and explanations of their surroundings.

Variations

Five Questions can be used as an analysis or reviewing tool, and can be carried out as an extractive research activity, or as a joint process of mutual learning. Substitute writing for drawing and discussion.

Potential pitfalls

In many cases the tool will rest on a value judgement and as such it will produce subjective results.

Sample applications

It has been validated for assessing indigenous health practices (FAO) and has potential for wider applications.

Links to other tools

It can be linked to any other information-gathering tool. Use of a **Seasonal Calendar** or **Mapping** exercise can help to show when and where the indigenous practice under scrutiny takes place.

REAL EXPERIENCE

United Nations Food and Agriculture Organisation

- What is the practice/belief?
A pregnant mother should not eat squash or she will have a baby with a bald head.
- What are the cause and effect?
Cause: Pregnant mother should not eat squash; or
Effect: She will have a baby with a bald head.
- Scientific research findings related to cause:
Squash is a rich source of vitamin A.
- Neutral, consistent, inconsistent with scientific knowledge?
Inconsistent/harmful, since mothers will be deprived of a rich source of vitamin A.
- What action should be taken?
Offer alternatives. Recommend green leafy vegetables and other yellow vegetables rich in vitamin A to make up for the lack of nutrients if squash is not eaten.

FLOW DIAGRAMS AND WEBBING

LEVEL OF PARTICIPATION

- ✓ 5 Supporting action
- ✓ 4 Acting together
- ✓ 3 Deciding together
- 2 Consulting
- 1 Informing

PHASES OF DEVELOPMENT PROCESS

- ✓ Analysis
- ✓ Planning
- Doing
- ✓ Reviewing



Purpose

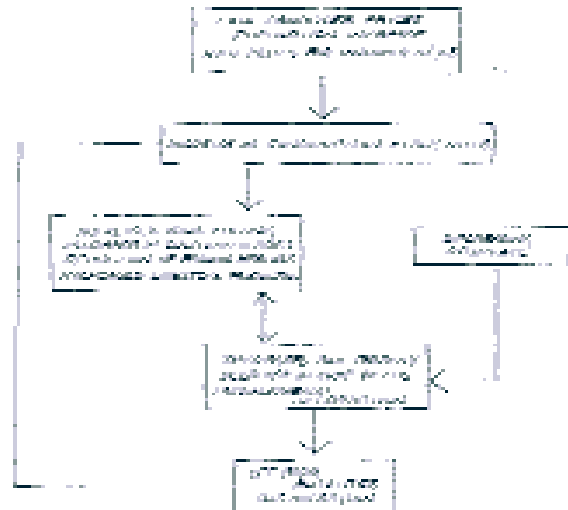
This method of problem analysis illustrates relationships between situations, problems, and their causal relationships on a flow diagram, or web, of inter-connected text blocks or sketches. It is useful to analyse and prioritise local perceptions of problems, relationships surrounding problems, possible causes and potential solutions.

Technique

1. Explain the process, objectives and expected outputs of the activity.
2. In the middle of the paper write the theme (situation or problem) to be discussed, using one or two keywords or a small sketch.
3. Ask what problems or situations relate to the theme. Ask volunteers to record each suggestion on a separate piece of paper using a phrase (less than ten words), small sketches or symbols. Clarify that everyone understands what the sketches and symbols mean, and label them.
4. Place all of the separate situations onto a large piece of paper or display on a wall.
5. For each situation or problem, ask what are its causes and consequences.

Encourage people to move them around and indicate their relationships using arrows. The arrow should point from the cause to the result or effect.

6. After the discussion is exhausted, ask the participants to reflect on the output. Ask what can be learned from the facts or perceptions of the facts.
7. The facilitator then summarises what has been discussed.
8. Redraw the output on a smaller piece of paper. Leave a copy with the group.
9. Some participants may avoid discussing sensitive issues during the workshop. The facilitator can follow up with people who still appear to have concerns to raise.



Source: Theis and Grady (1991)

Resources

- pens or chalk
- paper, blackboards or other writing surface.

Attitude checklist

Facilitate enough to get the activity started and keep it moving, but resist the temptation to impose your own perception of causes and effects between suggested issues. The purpose of the activity is to record the perceptions of the group.

Benefits

- records problems, relationships surrounding problems, the group's perception and analysis of these problems, and the value or weight they give to these problems
- enables local people to express their understanding of their situation. It reveals which problems should be given priority in planned development efforts
- develops symbols that local people recognise. These symbols can be used in subsequent educational activities
- helps raise awareness among group or community members regarding the causes of their problems
- has the potential to focus discussion on any scale of problem, from the individual organisation or village level, to district or country-wide problems or even the level of international relationships.

Variations

- Flow diagrams tend to focus on a single chain of cause and effect whereas webs do not assume a single chain, but a more complex web of interconnected issues.
- Webs and flows can be drawn on a single piece of paper, but the method above allows more freedom and flexibility, and allows drawings and text to be moved to more appropriate places when drawing arrows between them.
- The **Fishbone Diagram** is an example of how a flow diagram can be used to help structure our thinking and work form a holistic perspective.

Potential pitfalls

- failure to select a starting theme that has local relevance
- use of unfamiliar, confusing or inappropriate illustrations or symbols (test the process beforehand)
- controversial issues or problems lead to sticking points or breakdown of the group
- web becomes too complicated too quickly

- flow diagrams assume linear chains of cause and effect. Relationships may be more complex in reality.

Sample applications

- identifying development interventions that tackle root causes rather than symptoms of problems
- showing links between sectors, disciplines, livelihood activities, organisations or departments
- mobilising different stakeholders to identify common origins of their different problems.

Links to other tools

- **Focus Group Discussions** or **Semi-Structured Interviews** can be used to follow up sensitive issues.

REAL EXPERIENCE

Janno Barlage, volunteer physiotherapist, Papua New Guinea

“This was an incredibly handy tool for analysing complex problems at all levels, from basic to managerial. I used it to analyse provincial health services. We used flow diagrams in two stages. A ‘Why’ flowchart explored why different problems occurred, from which we could identify some common causes. A ‘How’ flowchart identified strategies for putting proposed solutions to problems into action. Another volunteer colleague used it in his school to find ways to get students more involved in the curriculum. It can be used in any sector.”

Janno is now a VSO trainer.

FOCUS GROUP DISCUSSIONS

LEVEL OF PARTICIPATION

- ✓ 5 Supporting action
- ✓ 4 Acting together
- ✓ 3 Deciding together
- ✓ 2 Consulting
- 1 Informing

PHASES OF DEVELOPMENT PROCESS

- ✓ Analysis
- ✓ Planning
- Doing
- ✓ Reviewing



Purpose

Open meetings are usually the first and most consistent exposure of development workers to a community. It may very well be here that the cohesion and trust of the community is gained. A Focus Group Discussion involves a smaller group of knowledgeable people (possibly 5–15), or those with a common concern who can speak comfortably together, share common problems and a common purpose. The outputs from such groups can be presented in larger meetings, giving a 'voice' to those in the community who are unable to speak up in a larger forum. They are used to find out information, build consensus, validate information gathered by other tools, identify problems and solutions, plan or review. They can be used in an extractive mode, or an empowered group may request an external person to facilitate their own activities.

Technique

Use the process below as a checklist – it can be adapted to more informal settings.

1. Involve community leaders or organisational managers in deciding criteria for group selection and suggesting

suitable people. Be on the lookout for biases, and ensure that the views and perceptions of disadvantaged people are represented. The precise composition of the group will depend on the topic, but should represent a cross-section of social groups and seniority.

2. Prepare for the meeting: set the date, time, and venue. Prepare guide questions that will serve to steer discussions. Assign someone, possibly a group member, to record the proceedings or action points. Personally visit the group members to clarify their involvement and explain the purpose and objectives of the meeting.
3. Start with informal introductions and a careful explanation of the purpose, objectives and potential benefits of the discussion, and how the information will be used. Use a guide question to start discussion – seek participation from all group members.
4. When consensus is reached, or when an issue cannot be resolved, introduce a new guide question. Introduce other techniques to trigger two-way discussion if needed.
5. Record key opinions, consensus points and agreed actions.
6. Seek responsibility for taking actions forward by agreed dates. Summarise these at the close of the meeting.
7. Distribute the results throughout the community/organisation.

Resources

- paper and pens
- masking tape
- chalkboard/flipchart
- dictaphone, video, slides (optional).

Attitude checklist

- Build rapport with group members.
- Let the discussion flow.
- Do not impose your own structure unless

the discussion becomes completely irrelevant.

- Maintain a sense of humour while facilitating.

Benefits

- an inexpensive, easy and direct way of gathering and sharing information
- groups generate more information, participation and partnership than individual interviews
- generates good quality information when used in combination with other data-gathering tools
- suited to cultures that favour groups, committees, and face-to-face communication
- helps the facilitator to learn local terms, concepts and norms of social interaction.

Variations

Use semi-structured guide questions, or a formal agenda. Experiment with slides or video.

Potential pitfalls

- Dominant participants monopolise or hijack the discussion for their own purposes.
- The facilitator holds onto power and stifles discussion by claiming that they are an 'expert' on the topic.

Sample applications

- Group discussions can provide local knowledge on farming and other livelihood practices, leadership structures and decision-making patterns, health practices and delivery systems, traditional medicines, labour sharing arrangements, local indicators of poverty and socio-economic standing, ethno-botany, and other information.
- In VSO placements, they can help to assess how effectively the volunteer was matched to the placement, and whether any unexpected issues arose after the

volunteer arrived that could be fed back for future learning.

Links to other tools

- Focus Group Discussions link well with any other data-gathering tool.
- They may also be used to triangulate information from **Semi-Structured Interviews**.

REAL EXPERIENCE

Daniel Bradley, researcher, Senegal

"I used group discussions extensively to investigate livelihood issues in rural Senegal. Discussion was a great way to follow up information gathered by other tools like mapping, transects, timelines and ranking. I spoke with nomadic herders, village leaders, elders, farmers, women's groups and government extension workers. Some discussions were carefully organised, but others arose spontaneously by sitting under trees and in the back of trucks chatting to people. The group forum and informal settings encouraged people to relax and interact naturally with me, which was the key to getting honest and unbiased data.

I had to learn how to slow down and be patient. Cultural norms required me to invest considerable time building rapport before engaging in data collection. Eventually, I realised that the 'getting to know people' process generated just as much useful information! I also learned how to drop my guide questions casually into the discussion rather than dominate the group with my own 'checklist'. When the discussion went off at a tangent I had to resist the urge to drag the discussion back to my own agenda, because these 'tangential' issues often revealed more about local priorities, perceptions and opinions than some of my guide questions. I modified my list accordingly, and used How?, Why?, Where?, When? and Who? questions to expand on people's answers. Simple maps, pie charts or ranking diagrams were often scratched spontaneously on the ground during group discussions to illustrate or clarify points."

FORCEFIELD ANALYSIS

LEVEL OF PARTICIPATION

- ✓ 5 Supporting action
- ✓ 4 Acting together
- ✓ 3 Deciding together
- ✓ 2 Consulting
- 1 Informing

PHASES OF DEVELOPMENT PROCESS

- ✓ Analysis
- ✓ Planning
- Doing
- ✓ Reviewing



Purpose

This is a diagramming technique to examine forces that help or restrain organisations and communities. These forces influence the ability of the group in question to achieve its goals. This may help in the early stages of orientation and planning, or may be used to monitor and review progress.

Technique

The position of a community or organisation in relation to its goals and productivity can be considered in balance with helping and hindering forces. Groups can examine these helping and hindering forces through a diagram or other exercise. Some examples are shown below:

Diagram



Table

current situation	how it should be	cause of discrepancy	internal action and person responsible	external assistance required

Scales

Use a set of scales with one pan labelled 'helping' and the other 'hindering'. Participants submit their ideas through freethinking and clarification, and these are recorded on sticky labels. The labels are fixed onto small weights or stones of similar weight and placed in the appropriate pan. The scales will show where the balance of forces lies to show whether overall the group is being helped or hindered. This can also be shown using a symbolic diagram, but a proper set of scales will be more thought-provoking.

Resources

- paper, pens, sticky labels if desired
- set of scales if using the technique above.

Attitude checklist

- It is important for the facilitator to create a blame-free environment. Examination of hindering factors may be difficult if this is linked with personalities, particularly those of people within the group.
- The facilitator must motivate, probe and manage conflict where necessary.

Benefits

- enables a group to analyse their own situation or review their own progress and needs
- helps groups to acknowledge that there are positive and negative factors that influence any activity

- helps groups to place their local objectives in a wider context, particularly regarding policy.

Variations

Different options are shown above. More complex and structured activities like the table may be more suited to organisations, whereas the scales technique may be effective in communities.

Potential pitfalls

- The task is not made sufficiently clear to liberate reliable responses. This will affect the outcome of a positively or negatively skewed force field.
- Hindering factors may raise some sensitive issues. It is important for the facilitator to motivate the group, particularly if the hindering factors seem to outweigh the positive ones strongly.
- The group assumes that hindering factors are associated with failure and plays them down.

Sample applications

- as part of a Participatory Organisational Appraisal
- to review performance at the beginning and end of a development intervention.

Links to other tools

- It may be usefully combined with other assessment and appraisal tools such as **SWOT Analysis** and **Stakeholder Analysis**.
- It can also be combined with learning from past lessons through **Timelines**, **Seasonal Calendars** or **Chrice Matrix**.

REAL EXPERIENCE

VSO Nigeria: Participatory Placement Assessment

This type of analysis is useful for any type of VSO volunteer placement, but is particularly suited to analysis of placements addressing the organisational and management capacity of NGOs. This tool helps organisations to assess their own needs, and in turn identify where assistance is required – either from VSO or other organisations. The output feeds into the purpose, objectives and indicators. It may also be useful at the end of placement to evaluate change over time.

FORUM THEATRE

LEVEL OF PARTICIPATION

- ✓ 5 Supporting action
- 4 Acting together
- 3 Deciding together
- 2 Consulting
- 1 Informing

PHASES OF DEVELOPMENT PROCESS

- ✓ Analysis
- ✓ Planning
- Doing
- ✓ Reviewing



Purpose



One of the signature tools of Brazilian practitioner Augusto Boal, Forum Theatre allows spectators to stop the action and replace an actor in order to explore alternative actions

that might improve the situation of conflict or difficulty being played out. Through this participation audience members become empowered to express feelings, tell a story, or bring up community concerns around an issue. Best facilitated by a skilled practitioner, these principles can be used in any role play activity.

Whereas traditional Western theatre presents a 'polished', finished performance, Forum Theatre is not meant to produce a masterpiece, it is a tool to understand a situation better. It presents unanswered questions on which to reflect and hopefully seek answers.

Technique

Analysis

1. This relies on an atmosphere in which people feel free to talk openly of

experiences or problems that are painful, difficult or taboo to discuss. **Image Theatre** or mime may provide a 'safe' environment to explore difficult issues in an indirect and enjoyable way. Since the activity is perceived as a 'game' and not real, it provides an entry point for the group to begin gradually to reveal and explore key problems.

Improvisation

2. Invite people to demonstrate and role play the problems. Most people begin by exploring their own experiences, and later start to study experiences of others. Ask people to take on unfamiliar roles. For example, men may be given roles as women. This encourages people to learn and explore new feelings and experience, and reflect on the implications of their everyday behaviour. These new thoughts and emotions are used as the basis for short improvisations, stories or scenes for a play.
3. The facilitator helps people to incorporate ideas into the narrative for a drama, or a discussion between the actors and the audience. Ask groups to create a short play exploring their chosen issue. Stress that the play should not have a definite ending, but should end on a cliffhanger – a point of conflict/dilemma/decision-making. Provide support as the group rehearse.
4. Ask each group to enact their play. Afterwards, ask the audience to comment on what they perceived to be happening in the play, and what they think the conflict/dilemma is. Examine the issue in its wider social, economic or political context. This approach brings to light the relationships and contradictions between problems. Explain that Forum Theatre (next section) will take the issues raised in the play further.



VSO/Raymond Brandes

Forum theatre

5. Invite groups to repeat their plays, allowing the audience to stop the action at any point to help solve a problem or resolve a contradiction in the play. They can replace the character, and show an alternative course of action, to see if it improves the plight of the character. By resolving the contradiction, the new 'actor' creates a new drama. This new drama may have new contradictions built into it and so the process becomes continuous. Other audience members can carry on freezing/replacing characters/restarting the action as appropriate.
6. This participatory dimension breaks down the barrier between the audience and the action: spectator become 'spect-actors'. Everyone becomes a participant. People are invited to play out their own possible solutions to real problems. Audience members therefore take responsibility for

suggestions/objections they make by witnessing the possible outcome. In this way, we have moved beyond analysis and learning to examination of possible actions.

Legislative theatre

7. This technique takes the method one stage further by reflecting on the theme of the play, problems explored, and the different solutions attempted. Participants are asked to make suggestions for a new law they would like to pass that would have helped the oppressed characters in the play. In this way, we have moved beyond analysis, learning and action to advocacy.

Resources

- an area to perform unrestricted
- props as required: the action should depict local issues, so all necessary props should be readily available.



Attitude checklist

- Facilitators should ideally be skilled in Forum Theatre. They must be excellent mobilisers and have the ability to create an environment in which people are motivated to express their opinions through physical demonstration.
- Experience has shown that once a group is presented with the idea, they proceed enthusiastically. An outside popular theatre group may be used to facilitate presentation if local expertise is not available.

Benefits

- It taps into primal, physical literacies that help people to express ideas and feelings.
- Performers and spectators alike do not only imagine change, they actually practice that change, reflect collectively on suggestions, and become empowered to generate social action. This generates a strong sense of collective identity and purpose – vital for self-mobilised action.
- It uses the potential of theatre as a 'rehearsal for life', helping the audience to

overcome fears, reflect and seek answers to community problems.

Variations

- This tool should always expand on local art forms, which may include dance, song, drama, mime or puppetry.
- Legislative Theatre is a variant that goes a step beyond the outcomes of Forum Theatre, by using these to generate suggestions for policy change. Participants can then lobby local institutions.

Potential pitfalls

- The entertainment value should not outweigh the learning value.
- Actors have to 'create' quickly, based on audience response.
- Participants must be warmed-down and de-rolled after the activity.
- This is a powerful, mobilising activity, and sufficient follow-up activities need to be planned to transform opinions and feelings into actions, otherwise participants will become frustrated or disillusioned with the process.

- It may be difficult to record the process and the outcome, especially if there is a great deal of audience response. Tape recordings, photographs or videos may be useful for recording.

Sample applications

- for analysis of possibilities, evaluation of activities and alternative behaviour, and as a means to celebrate achievements
- can be used often throughout a project to build a story
- to present the 'results' of analysis for verification by a wider audience
- to present (through video, slides or tape recordings) information to other communities and interested parties, as a strategy to scale-up and extend achievements to other areas.

Links to other tools

All development theatre techniques can follow on sequentially from each other as part of a process of enquiry and personal transformation. With the right kind of facilitation, it is possible in two or three hours to investigate an issue from first principles and attitudes (**Image Theatre**) to exploration of themes and injustices (Improvisation) to decision about possible action (Forum Theatre) and policy change (Legislative Theatre). This process works because it engages with people's passion, culture and creativity, which are all triggers to participation. For particularly sensitive topics, it may be preferable to use **Puppet Theatre**.

REAL EXPERIENCE

Raj Bhari: community development volunteer, Bangladesh

Raj's role was to work with NGOs and local theatre groups to help communities to explore social norms, problems and community issues through the medium of Theatre for Development. Raj worked with various traditionally disadvantaged groups, including women and transvestites. He found that the techniques really encouraged people to examine the consequences of their social norms and behaviour on disadvantage. He also found that Bangladeshis had few inhibitions about participating in drama-based activity – regardless of their position in social or management hierarchies. Tapping into people's own cultural tradition is clearly more important than being constrained by your own cultural baggage!

Raj is now a VSO trainer.

GENDER/DIVERSITY ANALYSIS MATRIX

LEVEL OF PARTICIPATION

- 5 Supporting action
- ✓ 4 Acting together
- ✓ 3 Deciding together
- ✓ 2 Consulting
- 1 Informing

PHASES OF DEVELOPMENT PROCESS

- ✓ Analysis
- ✓ Planning
- Doing
- ✓ Reviewing



Purpose

This is a matrix tool to investigate the impact of proposed development interventions. It was originally designed to analyse gender impacts but with scope to investigate other dimensions of diversity. It enables development interventions to take account of the different realities, strengths, needs and opinions of different people. The group composition should reflect the issues being assessed. It requires an experienced facilitator until group members can begin to facilitate the process themselves.

Technique

The technique tends to work best among similar peer groups or social groups (eg young women, young men, old women etc). The group's task is to fill in each category of the following matrix, by taking each level and describing the potential change or impact of the proposed project on each category.

Categories of analysis

	Labour	Time	Resources	Culture
Women				
Men				
Household				
Community				

Explanatory notes:

Labour: changes in (a) tasks, eg fetching water, (b) level of skill required, ie skilled versus unskilled, formal education, training; and (c) labour capacity, eg can the household deliver the number of people and amount of work needed for the project?

Time: changes in the time taken by tasks associated with the project activity.

Resources: changes in access to capital (eg income, land, credit) and control over changes in resources (more or less) as a consequence of the project.

Cultural factors: changes in social roles or status as a result of the project.

Women and men: include people of all ages in the target group or community.

Household: should be defined by the group themselves, eg 'all women, men and children residing together', rather than one nuclear family.

Community: refers to society at large within the project area as a whole. A clearly defined 'community' may not be meaningful in the context of the project.

Resources

- a writing surface and writing/drawing equipment
- pictures and puppets may be useful.

Attitude checklist

Investigating this sensitive field requires acute self-awareness. It may be difficult to identify the subtlety of inequity – this may be revealed by gaps and silences rather than explicit statements.

Benefits

- simple, systematic and specifically designed to meet the needs of community-based workers
- enables diverse groups to articulate a full range of expectations and perspectives concerning a particular activity or project. Over time, should inform more equitable decisions and actions
- integrates different levels of analysis to ensure that people's issues are not seen in isolation
- includes intangible resources (time and cultural issues) and provides an overview of the negative and positive effects of an activity
- helps anticipate resistance that an activity might meet from participants and non-participants
- monitors change over time if repeated through a development process.

Variations

The matrix can be expanded or modified to investigate other issues of diversity. Levels of analysis could include factors like age group, disability, class, ethnicity, caste, or other relevant levels.

Potential pitfalls

- It requires a good facilitator and repetition of the analysis over time to ensure that repressive social norms are constructively challenged.
- Where disadvantaged people's views have been repressed, this tool is insufficient to draw out their perspectives on complex relationships between problems and inequity. It requires a great deal of time

with people to make these issues visible and find ways of articulating them.

- Given this reality, there is a danger that a quick matrix can lead to false consensus and false confidence that all people have taken an equal part in defining the future.

Sample applications

- in the analysis phase, to establish a common understanding of diversity, disadvantage, equity and rights; and to evaluate the potential impact of planned interventions on these dimensions
- to build gender and other diversity dimensions into development plans and project design
- during monitoring and evaluation reviews, to address broader programme impacts.

Links to other tools

- The matrix must be used with other standard tools of analysis – it follows on well from **24-Hour Analysis** (where this analyses the different activities of women and men).
- It can complement a wider **Impact Assessment**.

REAL EXPERIENCE

Excellent resources, information, case studies and gender analysis tools are presented and discussed by Bridge: www.ids.ac.uk/bridge These are based on a wealth of experience from practitioners.

GROUP-DIRECTED TAPE RECORDINGS

LEVEL OF PARTICIPATION

- ✓ 5 Supporting action
- 4 Acting together
- 3 Deciding together
- 2 Consulting
- 1 Informing

PHASES OF DEVELOPMENT PROCESS

- ✓ Analysis
- ✓ Planning
- Doing
- ✓ Reviewing



Purpose

Group-Directed Tape Recordings can use interviews with community members, tell a story or record a drama or puppet show that has been developed by the group. They may support analysis, creation of baselines, or reviewing and celebration. They can be prepared by a group and presented to the wider community for analysis, given to local radio stations for broadcasting and awareness-raising, used in nearby communities for peer education and networking, or presented to other interested parties such as national governments or donors.

Technique

- Ensure that audio equipment and some skills are available. Depending on the quality, tape recordings may require trained people and some external direction for editing purposes. This must be clearly explained.
- If a high quality product is desired, for example a radio broadcast, editing may take some time.
- There is the problem that the group must rely on outsiders for audio equipment.

Resources

- audio tape equipment
- writing equipment to develop scripts if necessary.

The expenses may initially be high for tape recorder, editing equipment, microphone and tapes, but these may serve many organisations or communities.

Attitude checklist

- If this tool is being used to present results ensure that the results are suitable for tape recording. They should be more oral than visual.
- If this tool is being used to record discussions make clear to everyone present that the event is being tape recorded.

Benefits

- Communities with an oral (storytelling) culture can record information for analysis and future use (baselines, analysis, reviewing)
- It is useful for broader extension purposes such as themed radio programmes
- Tape recordings can be combined with slides, drawings or photographs.
- Verbal goal statements can be recorded.
- Local languages and/or dialects can be used and translated if necessary. Literacy is not required.
- Tape recordings can be heard repeatedly to analyse messages.

Variations

Other options available using this tool are to combine tape recordings with slides for a presentation, or to form a dialogue between communities. Tapes can also be used to record the output of other tools in oral form.

Potential pitfalls

- Tape recordings may be a new technique. It is important to ensure that the purpose of the recording is clear and people know they are being recorded.
- The tool may be difficult to implement without sufficient access to resources and skills, particularly if a high quality product is desired, eg for radio broadcast.
- External people need to understand the participatory process and allow themselves to be directed by the group.

Sample applications

- Develop a message to present results.
- Record stories or drama that have been developed using other tools.
- Assist with information gathering from meetings, focus group discussions, interviews.

Links to other tools

Tape recordings can be used to present the results of any other information and analysis tool.

GROUP-DIRECTED VIDEOS

LEVEL OF PARTICIPATION

- ✓ 5 Supporting action
- ✓ 4 Acting together
- 3 Deciding together
- 2 Consulting
- 1 Informing

PHASES OF DEVELOPMENT PROCESS

- Analysis
- Planning
- ✓ Doing
- ✓ Reviewing



Purpose

Group-Directed Videos – including film – involve the community or workforce in all aspects of production, deciding what ‘story’ will be told, choosing the images and ensuring that the product truly represents them. This empowers people in their own analysis, monitoring and evaluation of a specific situation or set of activities, and builds their skills while doing so. A video (or series of videos or films) can be produced for a specific purpose (eg information-gathering, problem analysis, reviewing, outreach work). The video can be used within the community, and can also be distributed to relay community concerns to government, donors, and other interested parties.

Technique

1. If the video is being used to communicate with others, local and external people work together to establish what information they need to convey, who their audience is, and how they want their messages to be conveyed. Not every message is suited to video; this medium should only be used if it is the best, most effective way to

communicate. If the video is being used to help with analysis, it is important that the person directing the camera understands what is being analysed.

2. Establish how, when and where the final product will be viewed. Ensure that the participants have the time to produce the desired end product. Determine a plan and a time frame for the different production phases: planning, message design, video taping or filming, pre-edit viewing, editing, post-edit viewing, presentation, distribution to outside groups. The level of desired participation at each phase will influence time and expense.

Resources

- **Video equipment:** Some video formats are more user-friendly and therefore more accessible to people with less technical knowledge. When considering equipment:
 - Get the best technical advice available, and use the format most commonly used in the region.
 - Make sure the system is compatible with available viewing equipment.
 - Professional equipment is more difficult to use than consumer video but has better quality.
 - Consider how easy it will be for group members to access and operate editing equipment.
 - Consider how to care for tapes under conditions of dust, dampness or temperature.
- **Video training:** The facilitator must be skilled in participatory approaches and communication. Without a free flow of ideas between the group and the camera, this is just another film shoot.
- **Video cost:** High costs have to be weighed against potential benefits. Skilled facilitators

(the main cost) often come with their own equipment. Establish what level of quality is needed to help determine costs.

Attitude checklist

- Let the group direct.
- Involve people at all stages of production, otherwise the project will become very extractive.
- The most important principle of this tool is that the group are the architects of the video-making process, not just the subject of the footage.

Benefits

- Video integrates movement and sound, so can be more effectively interpreted than still images.
- When local people direct their own videos, they give a true representation of themselves.
- People communicate their opinions more easily in their own surroundings.
- Video footage and the production process will help external co-workers to understand local perspectives, priorities and opinions. They can also inspire information sharing between communities and provide evaluation information to donor agencies and decision makers.
- Group-Directed Videos can gather information on complex processes like meetings and social interactions. They can be viewed frequently for analysis of group dynamics.
- The visual and oral format has many advantages for overcoming literacy barriers.

Variations

Group-Directed Tape Recordings, Visual Images, theatre, TV and film offer different benefits, depending on the purpose, message, style and content.

Potential pitfalls

- The tendency (unknowingly, or 'in people's

best interest') for external professionals gradually to take ownership over ideas, skills and production.

- Production takes more time than anticipated, and facilitators/external people may be tempted to do most of the work, reducing the participatory benefits.
- It can be difficult for large audiences to view videos.

Sample applications

- raising awareness of local issues and challenges
- highlighting good practice, innovation and success stories
- publicising positive outcomes of activities and programmes
- revealing constraints on local livelihoods for advocacy and lobbying.

Links to other tools

Videos may be used to document information gathered using other tools, or record performance tools such as development theatre or **Puppet Theatre**.

REAL EXPERIENCE

Anne Lewis: producer of TV documentaries for social change

“Community-directed film began as an experiment, to allow me to work differently. I've rejected the idea that you arrive as a film producer from somewhere else, make a film about people, then leave, edit as you see fit, and never see the people again. Instead, I create partnerships with people who are working on issues like community tradition, teaching children, or fighting for civil rights, health care or a clean environment. Then together we work on a piece of film. This is a different kind of relationship and it results in very different work. People are given the chance to represent themselves, rather than be portrayed via a few soundbites, with a narrator telling you what to think.”

www.inmotionmagazine.com/lewis.html

GROUP-DIRECTED VISUAL IMAGES

LEVEL OF PARTICIPATION

- ✓ 5 Supporting action
- ✓ 4 Acting together
- 3 Deciding together
- 2 Consulting
- 1 Informing

PHASES OF DEVELOPMENT PROCESS

- ✓ Analysis
- ✓ Planning
- ✓ Doing
- ✓ Reviewing



Purpose

Visual images may include murals and posters – large, semi-permanent drawings designed and drawn by community members or staff of an organisation. These are generally located where they can be frequently seen by members of the community or workforce. Their purpose is to develop visual objective statements in order to encourage and inspire. Drawings, photographs, and slides can also be 'directed' or edited by the community. These may be used to focus and stimulate group analysis, support and add interest to written results, or monitor change over time and record events.

Technique

The group goes through a process of collective discussion and analysis in order to (a) decide on the purpose of producing visuals (b) direct the artist if one is being used. Local choice of content, presentation and location of pictures and murals is important, especially if images are publically displayed. If an artist is hired, they must understand the objectives of the exercise and the community-directed process. The interactive process between the artist/

photographer and the group produces drawings that are, as much as possible, the insiders' perceptions. Preferably, the artist would be a community member. In order to give good direction to the artist, a first drawing can be done by the group.

Resources

- paper/wall/other drawing surface
- drawing materials, equipment for sculpture, photography materials.

Consider access to materials and skills, and expense and availability of processing facilities. Ensure that materials are sturdy. School drawings can be laminated or done on cloth. Photographs can be sealed. Slide shows can be made into more durable filmstrips.

Attitude checklist

- The facilitator's role is to encourage the group to take as much responsibility as possible for the image, including creation of the finished product if this is at all possible. It is natural for people to doubt their ability, but this will increase their sense of empowerment when the task is done.
- An alternative is for the group to commission a local artist. In this scenario, the facilitator must ensure that the artist does not impose their own ideas but interprets the wishes of the group.

Benefits

- This tool can be used to focus, analyse and present information from baselines, reviews or individual information gathering tools.
- The community becomes committed as they direct the artist.
- Images can enhance the credibility and interest of written reports.

- Visual images can be produced easily and economically using locally available skills.
- Murals and posters are constant reminders to inspire activities or change attitudes.
- Well-located murals and posters can provide constant monitoring and evaluation.
- Having an artist in the village can spur community interest and commitment.

Variations

- The community/organisation completes all of the work themselves.
- An artist or photographer can obtain direction and/or work with the group to produce images that capture the images the group choose. These may illustrate their story, monitor activities, or 'tell their story' in a slide/tape presentation. The group should discuss and edit photos/slides.
- Instead of conventional drawing materials like paint and paper, other approaches may be more effective in representing local materials, colours and styles. Earth and plants can be used to create natural pigments, and local materials can be used to create collages, mosaics and sculptures.
- Schoolchildren can be a valuable asset in producing drawings, and receive educational and extension benefits. A contest can be organised with the subject of the drawings:
 - 'What our village looked like when my grandfather was a child'
 - 'What our village looked like when my mother was a child'
 - 'What our village looks like now'
 - 'What our village might look like when I am old'.

Potential pitfalls

- The community/workplace must agree to the placement and content of the mural.
- Materials (paints and surface on which to paint) should be of high durability.
- External artists or photographers may

assume that they have artistic freedom and autonomy to direct the group (some training in participatory approaches and listening skills may be needed).

Sample applications

- Develop visual objective statements during implementation of a community project or organisational change.
- Develop community extension messages.
- Present past, present and future images for inspiration.

Links to other tools

See also **Drawing and Discussion**.

REAL EXPERIENCE

Petra Rohr-Rouendaal: VSO trainer

Petra has helped communities around the world to produce their own pictures. These have been created under very difficult climatic conditions and with very scarce resources. Communities have created pictures, murals, picture stories, textiles and puppets with her support. These have been used for education and awareness-raising, and as income-generation activities.

Petra has inspired volunteers for years and is never deterred by a challenge – including helping blind people to make sculptures. Her book *Where There Is No Artist*¹ helps development workers to have the confidence to use creative artistic methods, and is recommended together with the VSO publication *How to Make and Use Visual Aids* (Harford and Baird, 1997).

¹Rohr-Rouendaal, P (1997) *Where There Is No Artist: Development Drawings and How to Use Them*, ITDG Publishing

GUIDED VISUALISATION

LEVEL OF PARTICIPATION

- ✓ 5 Supporting action
- ✓ 4 Acting together
- ✓ 3 Deciding together
- 2 Consulting
- 1 Informing

PHASES OF DEVELOPMENT PROCESS

- ✓ Analysis
- ✓ Planning
- Doing
- Reviewing



Purpose

Guided Visualisation is a tool that encourages a mental trip into the future, unconstrained by what is in place in the present. Engaging in a deliberately imaginative exercise helps people to overcome their daily preoccupation with personal and short-term interests. Unlike most planning exercises, the first phase of the tool encourages 'dreams' and wishful thinking. This produces a vision for the future that may or may not be attainable in the lifetime of the participants, but is desirable for future generations. The specific objectives established in the second phase of the exercise should, in contrast, be attainable and measurable targets.

Technique

1. In a comfortable and quiet setting, participants are asked to relax, and close their eyes. They should be relaxed, but alert and aware. They are told they are going on a journey into the future, where their 'ideal' community or organisation exists, perhaps 50 years from now: one they would want their children to inherit.

2. A facilitator reads a prepared text describing a walk through the group's local area or organisation. The text does not describe the scene; it asks questions that set the stage for participants to visualise the features of their ideal environment. For a community, typical questions might be about their homes, the forest, coastal areas, agricultural fields, the river: What do they look like? What are people doing? etc.

Note: Visualisation is distinct from Guided Imagery, which is a therapeutic tool that describes a scene or image in great detail in order to relax people. Guided Visualisation is a planning tool that uses questions to trigger people to imagine their own desired image, rather than a prescribed one. It is therefore an 'activation' exercise rather than a therapeutic 'relaxation' activity.

3. When the 'walk' is complete, the participants open their eyes and reflect on all they have 'seen' by writing or drawing images they recall from their walk. The facilitator asks each participant to describe one of their images, and adds the pictures or text to a flipchart or board until all the images are recorded.
4. The facilitator helps the group to summarise the images into a vision statement. **Ranking, Rating and Sorting** may help this process. If images are sorted into categories (eg organisational structure, housing, water resources, livelihood activities etc), these may provide the basis for selecting some action objectives. These objectives are considered in the light of the overall vision statement, linked to specific activities, and assigned to volunteers for follow-up by an agreed date.

Resources

- prepared text
- suitable environment
- flipchart/paper
- pens and other drawing materials.

Attitude checklist

Accept that participants will be more familiar with the present state of their environment and the society they are imagining in the future. However, they will need clear boundaries for the future environment so that all participants visualise the same territory.

Benefits

- It is useful for groups wishing to find a shared vision for their collective future.
- Unlike other planning exercises, it allows people to think freely without the constraints of their immediate interests.
- It puts present differences in perspective, diffusing conflicts and permitting participants to see beyond their present concerns.
- It allows for a fun, interactive, non-confrontational process, and builds cooperative alliances where people can work together towards common objectives.

Variations

After creating a vision statement, the facilitator may ask a participant to start **Mapping** the ideal community on the basis of the images provided by the various participants. Other participants may add to this map and/or draw additional pictures. This 'future map' enables the features to be seen as a spatial plan, which may help to guide subsequent action.

Potential pitfalls

- Conflicts may emerge if people's images are very diverse.
- Success relies heavily on the quality of the facilitator and the support materials (written text and questions).

- It is inappropriate in a situation where people are currently facing a very pressing or sensitive problem.

Sample applications

- Participatory Organisational Appraisal
- planning organisational change or restructuring
- planning community development
- planning sustainable resource management.

Links to other tools

- **Drawing and Discussion**
- **Maps and Mapping**
- **Group-Directed Visuals**
- **Picture Stories**
- **Ranking Rating and Sorting**
- **Flow Diagrams.**

REAL EXPERIENCE

VSO pre-departure training

This exercise has been used on VSO pre-departure training courses. Volunteers imagine themselves in their placements and visualise what they would like to see, hear and feel. This helps them to prepare for the reality of change, and acts as a planning tool for working towards good performance and working relationships.

IMAGE THEATRE

LEVEL OF PARTICIPATION

- ✓ 5 Supporting action
- ✓ 4 Acting together
- 3 Deciding together
- 2 Consulting
- 1 Informing

PHASES OF DEVELOPMENT PROCESS

- ✓ Analysis
- ✓ Planning
- ✓ Doing
- ✓ Reviewing



Purpose

This activity allows people to articulate and represent their thoughts on a topic in an active and visual way by constructing physical sculptures and tableaux. It reveals differences and similarities in perception of the same issue. Using physical movement is a powerful way to overcome the boundaries and inadequacies of language. It is also effective in building cohesion between different social groups or different levels of a management hierarchy.

Technique

There are many Image Theatre activities. Here are two popular examples.

Sculpture

1. Split the group into pairs and explain that they will be making physical images using their partner. It is easier to explain that one person will be a sculptor and the other will be the clay. They are invited to make an image or statue of a word that will be supplied by the facilitator. This will relate to an issue of importance for the group or the wider community, identified through previous activities or spontaneously

using the participant's own suggestions.

When making the statue, the partners must make no verbal contact. The facilitator can show one as an example.

2. Once a set of images has been made, look at some or all of them and facilitate a discussion using questions such as:
 - Why did the sculptor choose that image?
 - What does this image show us?
 - Are any of the images similar? Why? If different, how and why?

Tableaux

Tableaux can be used to introduce themes and issues for subsequent **Forum Theatre**.

- In groups of five–seven, choose a theme or issue. Depict the issue in its worst possible outcome as a frozen image or a tableau.
- Then change the tableau and depict the most desirable outcome. Each group shows the others their tableau and they then guess what the issue is.
- Further elaboration may be introduced by asking each participant to introduce (a) a movement or (b) a repeated word/phrase that expresses the essence of their character in the tableau. This can generate further discussion before revealing what the chosen issue was.

Resources

- You will need a large room or open space.
- Image theatre works best without props – limit these to the odd chair, table or other feature that allows people to work at different heights.

Attitude checklist

Facilitators must be able to animate and mobilise, and encourage people to let go of inhibitions and express themselves. This is often easier in non-Western cultures that

have retained more of their cultural traditions and do not have a social aversion to creativity and performance!

Benefits

- It can communicate the essence of a concept in seconds; a discussion might take hours or never reach consensus.
- Participants are forced to think creatively and concentrate on body language and images as a communication form.
- It explores different perceptions of the same concept that are not always best expressed verbally.
- The process taps into creativity and passion, and builds commitment and empowerment.

Variations

One person is chosen to make a group sculpture of a specific theme, without speaking. Suggestions for group images will depend on the output of previous tools, project themes or group suggestions.

Discuss each group image in turn:

- What is being depicted in the sculpture?
- What are the differences and similarities between the sculptures?

Potential pitfalls

- Facilitators do not include sufficient icebreakers and warm-ups at the beginning.
- Participants are not sufficiently 'warmed-down' or debriefed at the end of the activity.
- The facilitator is not sufficiently confident or skilled in image theatre.
- Cultural norms do not permit close interpersonal interaction, particularly between men and women.

Sample applications

- exploring local perceptions of development, oppression or locally relevant themes

- articulating local opinion on sensitive issues (gender, HIV and AIDS, caste).

Links to other tools

All development theatre techniques can be done in isolation, or linked together in a process of mutual analysis and learning. See also **Forum Theatre** and **Puppet Theatre**.

REAL EXPERIENCE

Dunkin' Donuts!

The Royal Shakespeare Company facilitated a management workshop for this multinational company using theatre techniques, sculpture and tableaux. One activity required senior managers to represent 'leadership' as a sculpture. The group discussed the finished sculpture, which showed the leader standing on a chair, pulling his team up behind him. After discussion, the group agreed that this was the whole problem with the organisation – the managers should be at the bottom, supporting an empowered team to lead from the front. They agreed that the exercise had revealed a key issue that might never have been expressed or revealed through other methods. Clearly, participatory approaches work in the boardroom as well as at the grassroots!

IMPACT ASSESSMENT

LEVEL OF PARTICIPATION

- ✓ 5 Supporting action
- ✓ 4 Acting together
- 3 Deciding together
- 2 Consulting
- 1 Informing

PHASES OF DEVELOPMENT PROCESS

- ✓ Analysis
- ✓ Planning
- Doing
- ✓ Reviewing



Purpose

Impact Assessment is a specific example of a **Matrix** tool, generally used as an individual worksheet or large chart for group analysis. The worksheet provides a framework for groups to assess a development activity and judge the value of any change. Commonly used for environmental impact assessment, this particular version has been adapted to encompass social and economic impacts of development. The value of change is determined by scoring the activity against various categories. The total score is less important than the weight given to one factor compared to the others. This highlights key factors for closer monitoring.

Impact assessment can be used to (a) analyse the effects of completed activities; or (b) predict, as far as possible, the various positive and negative impacts the proposed activities might have. When these are understood, appropriate trade-offs can be suggested that are as favourable as possible to the people involved. The assessment also provides systematic and consistent value judgements that can be monitored over time.

Technique

1. Discuss the purpose of this tool with the group and how to use it. Test the materials with a small group first so that the problems are worked out and facilitators become familiar with the tool.
2. Determine which categories the group wishes to use to assess the impact of the activity. These may be broad (eg health, environment, economy) or more focused (eg soil, vegetation, surface water, groundwater). This can be done using other information gathering tools as appropriate. These categories form the first column of the Impact Analysis Worksheet – an example of which is shown on page 116. Categories can be recorded as text or small drawings or symbols. The number and type of categories will determine the scope of the assessment.
3. Present a scoring system in visible chart form. The group uses this to judge the impact of the activity within each category. An example of a scoring system is given below:

Significant positive impact	+2	Limited negative impact	-1
Limited positive impact	+1	Significant negative impact	-2
Not applicable, no impact	0		

4. If the purpose is to generate a general idea of people's perceptions, the group may score each category immediately in response to the question 'How will the proposed activity affect ...'. If a greater degree of precision is required, separate activities and tools may be needed to help the group to generate meaningful scores. Categories may be subdivided to generate more information.
5. Further adjustments, interpretations and calculations can be carried out as desired, eg
 - Total scores for each category can be used to rank the categories in order of importance.

- Notes can be made of categories that received only positive or only negative scores.
- Distinctions can be made between long-term and short-term impacts.

Resources

- paper, writing/drawing materials
- pre-prepared worksheets for lower levels of participation.

Attitude checklist

The participatory value of this tool is to involve people in designing the worksheet themselves and carrying out their own analysis. If the categories and scoring systems are all pre-selected, the group will feel less ownership over the process, and the facilitator will have missed an opportunity to find out categories locally perceived as important.

Benefits

- It builds awareness of sustainability and the potentially negative and positive impacts of activities.
- It provides an early warning of factors that are potentially negative.
- It can be used periodically throughout a project, to monitor (a) actual changes; and (b) people's perception of changes in terms of impacts and benefits.

Variations

Scores may be assigned by group consensus, or according to individual perception. Impact assessment can be used as a tool to generate answers quickly, or as a method, ie a framework for the coordinated use of several tools to generate greater information (see 'Links to other tools' below).

Potential pitfalls

- This tool will not provide exact, mathematically precise measurements. Greater precision may require a more prescribed, less participatory approach.

- A rigid worksheet cannot accommodate new categories that arise during the exercise.
- The tool may be too complicated. Present the worksheet in stages or as a series of smaller tools.

Sample applications

- Help to plan new, more sustainable projects.
- Review existing projects in order to make adjustments that minimise negative impacts.
- Adjust livestock stocking rates based on local survival expectations.

Links to other tools

- Use **Drawing and Discussion** to identify categories.
- Incorporate tools of **Ranking, Rating and Sorting** to assist scoring and analysis.
- Link the tool to a **Flow Diagram** to show the links between benefits and negative impacts.
- Use **Mapping** and **Transects** to assist scoring and place the impacts in their spatial context.

REAL EXPERIENCE

A sample worksheet (adapted from FAO)

The sample worksheet overleaf takes a holistic approach, using the categories of Sustainable Livelihoods Analysis (SLA – presented in Part II: Methods of this guide). These categories are unlikely to have been chosen by the group themselves (unless they are SLA experts!) suggesting that the facilitator has pre-selected the categories themselves, or is interpreting the group's own categories and responses within the SLA framework for their own purposes.

Category	Basic unadjusted score	Adjustments			Adjusted score	Positive / Negative impacts		Short term	Long term	Total score
		Ranking	No. people	Location		All +	All -			
Physical assets										
Economic assets										
Natural assets										
Human assets										
Social assets										
Strategies										
Policies										
Institutions										
Processes										
V1: Trends										
V2: Shocks										
V3: Seasonality										
Outcomes										

The sample prompter questions below are based on assessment of a new agricultural project:

Natural assets:

- Will the project affect the availability of water or water quality?
- Will natural vegetation be reduced or increased?
- Will natural regeneration be affected? Will the project increase or drain soil fertility?
- Will erosion be more or less likely?

Social assets:

- Will the project eliminate community use of resources?
- Will it change social relationships?
- Will it increase or decrease visits to other villages?

Strategies:

- Will the project change per capita food production?
- Will it affect off-farm activities?
- Will it affect the money that people earn?
- Will it affect the hours they work?

Institutions:

- Will the project affect land rights?
- Will it restrict access to resources?
- How will benefits be distributed?
- Who will profit? How 'fairly' will benefits be shared?

Vulnerability:

- Will the project affect the community's dependency on food aid?
- Will it affect dry season migrations?
- Will the community be able to store food surpluses?

Outcomes:

- Will the project affect people's goals?
- Will it meet their aspirations?

LOCAL SOLUTIONS

LEVEL OF PARTICIPATION

- ✓ 5 Supporting action
- ✓ 4 Acting together
- 3 Deciding together
- 2 Consulting
- 1 Informing

PHASES OF DEVELOPMENT PROCESS

- ✓ Analysis
- ✓ Planning
- Doing
- ✓ Reviewing



2. Suggestions are taken for strengths and drawbacks of current practice, and how these may be improved using a blend of other local skills and outside knowledge.
3. The group identifies how such changes could affect local knowledge and practice, or people's perceptions and use of it.
4. The practice is examined to see if it might be suitable for local use or practice elsewhere.
5. Make copies of the output and leave the original with the group.

Resources

- Paper, writing equipment.

Attitude checklist

Let the group analyse their own practice. A local facilitator will minimise the impression that local practice is being judged by an outsider. Facilitators should be careful to assess the potential implications of suggested 'improvements' to local practice.

Benefits

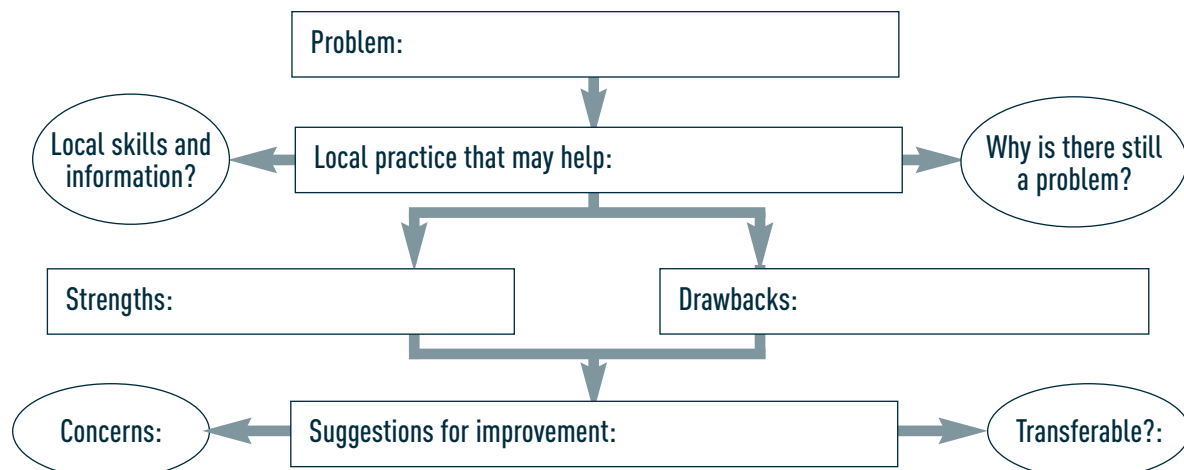
- mutual learning about the strengths and weaknesses of local practices
- highlights potential problems and improvements
- useful for skill-sharing, planning and identifying follow-up activities.

Purpose

This is a group exercise to investigate local solutions to a problem, list and explain the strengths and weaknesses, and investigate how development workers or other partners could support the solution. It provides a basis for building on or adapting local skills and technology. It assumes that a key problem has already been identified and uses a type of **Flow Diagram** to collate information on a potential local solution.

Technique

1. The group identifies local expertise and analyses why the problem exists.



Variations

The flow diagram above may be modified to suit the group and the task.

Potential pitfalls

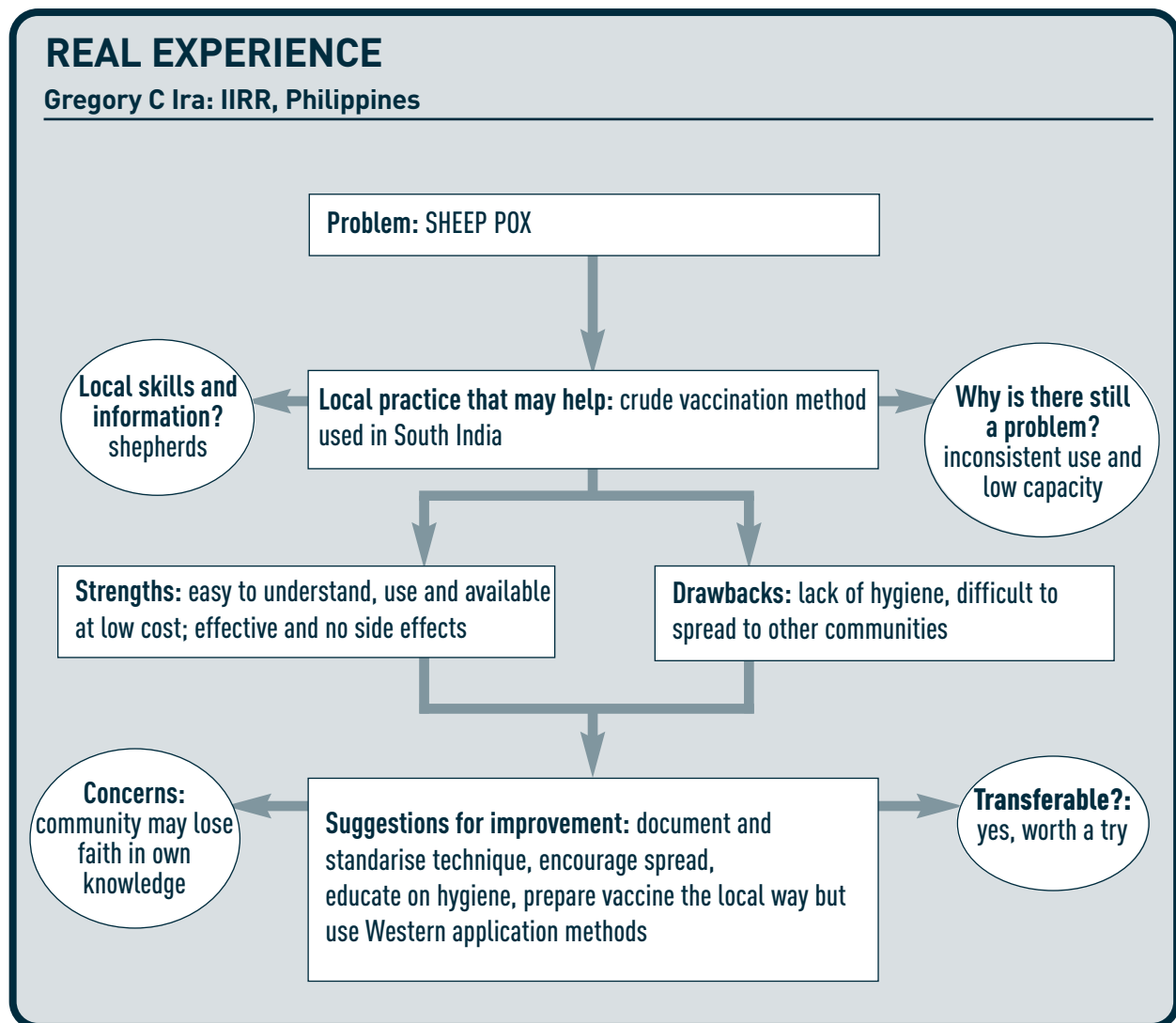
- The diagram is too complicated or presented too quickly.
- People do not speak freely about the strengths and weaknesses of their own practice.
- The group or the facilitator assumes that Western approaches are 'better' than local ones.

Sample applications

- development of appropriate technology solutions, eg collecting water
- evaluation of local health practice, eg use of traditional birth attendants
- analysis of organisational practice and the potential role of a volunteer.

Links to other tools

Focus Group Discussions or **Semi-Structured Interviews** can be used to follow up.



MAPS AND MAPPING

LEVEL OF PARTICIPATION

- ✓ 5 Supporting action
- 4 Acting together
- 3 Deciding together
- ✓ 2 Consulting
- 1 Informing

PHASES OF DEVELOPMENT PROCESS

- ✓ Analysis
- ✓ Planning
- ✓ Doing
- ✓ Reviewing



Purpose

Community mapping focuses on maps produced by the group to assist with planning, assessing change, constructing community/institutional profiles, monitoring or evaluation. The aim here is not for cartographic accuracy, but to find out what people know, and how they see their own territory and situation. This allows insight into local perceptions, and the process of group work opens opportunities for discussion and rapport-building.

Technique

1. Introduce the purpose or focus of the map to the group, making sure that this is clear to all. Participants create a map of their community territory, marking key features. These may include natural resources, land use, housing, services, facilities, infrastructure. People may use symbols or objects to represent features. It may help to identify common landmarks first (local names for lakes, rivers, roads, buildings,) and then identify other areas and features relative to these.
2. The map is best done on the floor to allow

people easy access, but the precise technique can adapted to the audience. VSO volunteers in Nigeria used chalk on a cement floor.

3. A cross-section of the community is required to validate the map.
4. Identify people with the skills to make a paper copy of the map when it is finished, add the names of participants and the date, and display prominently.
5. Local artists may help to add illustrations, or create a 3D sculpture of the area.

The map can be used to record data generated by other tools, plan actions, monitor change, or evaluate the result of development activity. It is a dynamic tool rather than a 'finished' product.

Resources

- Use anything that comes to hand. Let people decide. Their choice of objects and symbols may reveal illuminating information and attitudes.
- Provide pens and paper for recording the map.

Attitude checklist

- Let the participants create the map themselves.
- Do not expect accuracy – exaggerated or detailed areas will indicate where knowledge is greater or priorities are higher.
- Observe who seems to know most about certain areas for follow-up questioning.

Benefits

- Maps give a broad overview of the evolution of community land use and social infrastructure, and therefore have specific benefits for planning and monitoring work with natural resources, land use, watershed management, infrastructure and service provision.

- The finished map is a versatile teaching resource for education volunteers.
- Many different interventions can be identified using the one tool.
- Communities, some for the first time, can analyse the links, patterns and inter-relationships of different issues and uses of land. It builds a vital sense of place and belonging.
- Historical mapping stimulates discussion of why and how a problem arises and provides community insight into root causes.
- Maps and mapping can be a multipurpose tool, useful for extension, assessment, planning, monitoring, baselines, and evaluation.

Variations

- If this tool is used for planning, the various activities can be added to the map or overlaid.
- If it is used for monitoring, changes can be periodically recorded on the maps.
- If it is used for evaluation, a comparison of maps and other drawings or photographs at different times will be most useful.
- The exercise can be carried out with distinct groups (eg old men, young women, farmers, traders) to record different perceptions. This helps to capture the views of disadvantaged stakeholders who may otherwise find it difficult to express their opinions freely.

Potential pitfalls

- A comparison of individual maps may bring out feelings of inadequacy, or unwillingness to acknowledge specific ownership of land.
- Conflicts may result if inequities become apparent or underlying conflicts are brought to the surface.
- One person may dominate or direct the drawing if mapping is done by the group as a whole.
- Facilitation may be needed to encourage participation and verification, or to move the group past sticking points, sensitive issues or deep discussion.

Sample applications

- historical mapping of changes in land use, village growth or decline, and their effects
- identification of 'safe' and 'dangerous' areas by street children
- planning the best location for new buildings or infrastructure
- to establish a baseline: "this is where we are – where do we want to be?"
- to identify the location and type of livelihood activities, migration routes, trading links etc.

Links to other tools

- **Timelines** complement historical mapping and future planning, monitoring and evaluation.
- **Transects** allow you to 'enter the map' and verify the features and proportions.

REAL EXPERIENCE

Daniel Foster: social forestry volunteer, Malawi, Nepal, China

"I used sketch mapping when I was a volunteer in Nepal, as a training tool for community forestry. The activities were done in the village or the forest itself. The purpose of the sketch maps was to select suitable sites for:

- demonstrating techniques of forest management
- estimating the quantity and quality of the resource.

Another aim was to help forest users plan forest management.

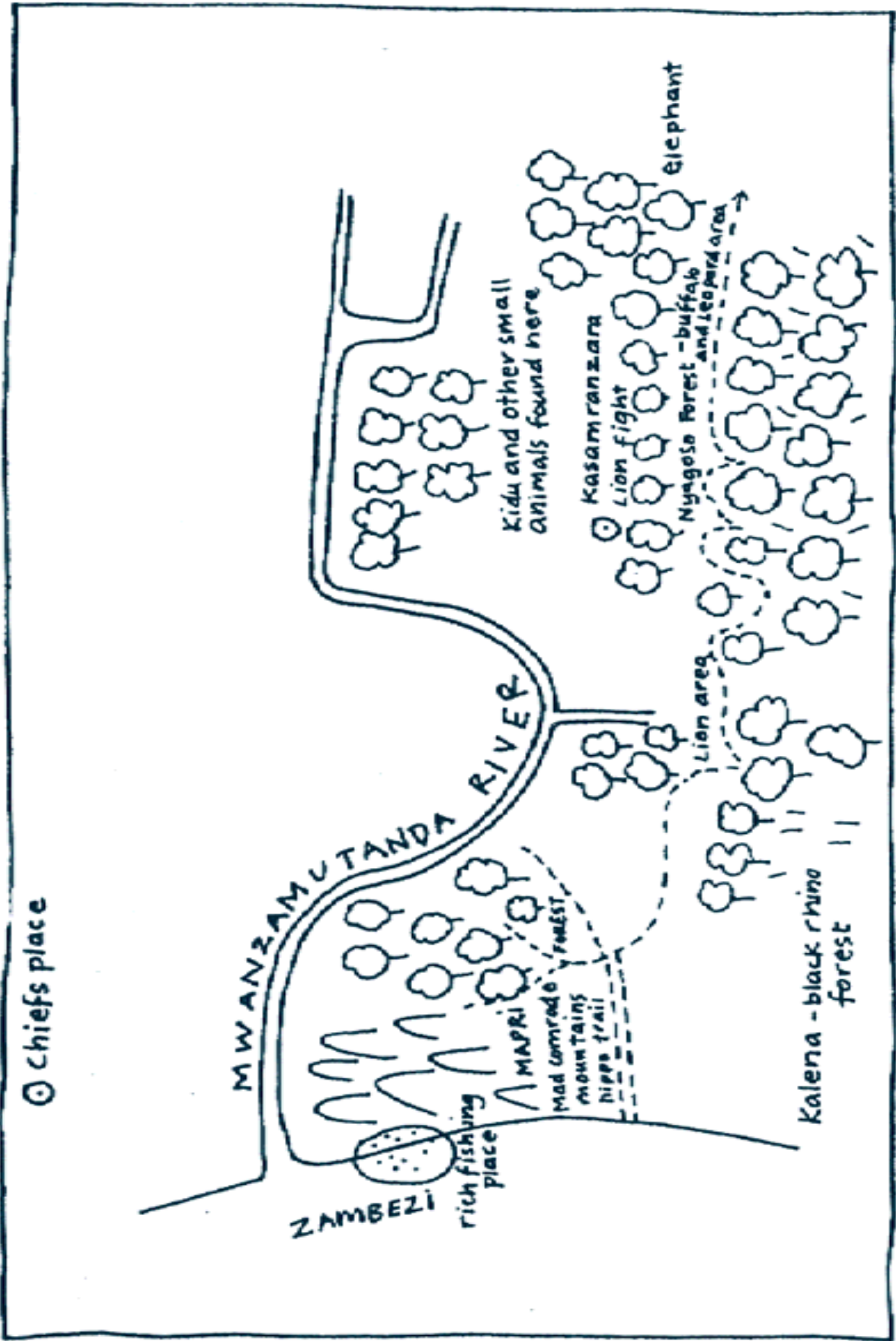
We used pens and paper, which was appropriate in the context of the course and seemed acceptable to everyone. We did the maps in small groups of mixed gender.

The only difficulties I recall were that sometimes the more educated members of the group would try and make a 'proper' map, with a scale etc – until we explained that this wasn't the point.

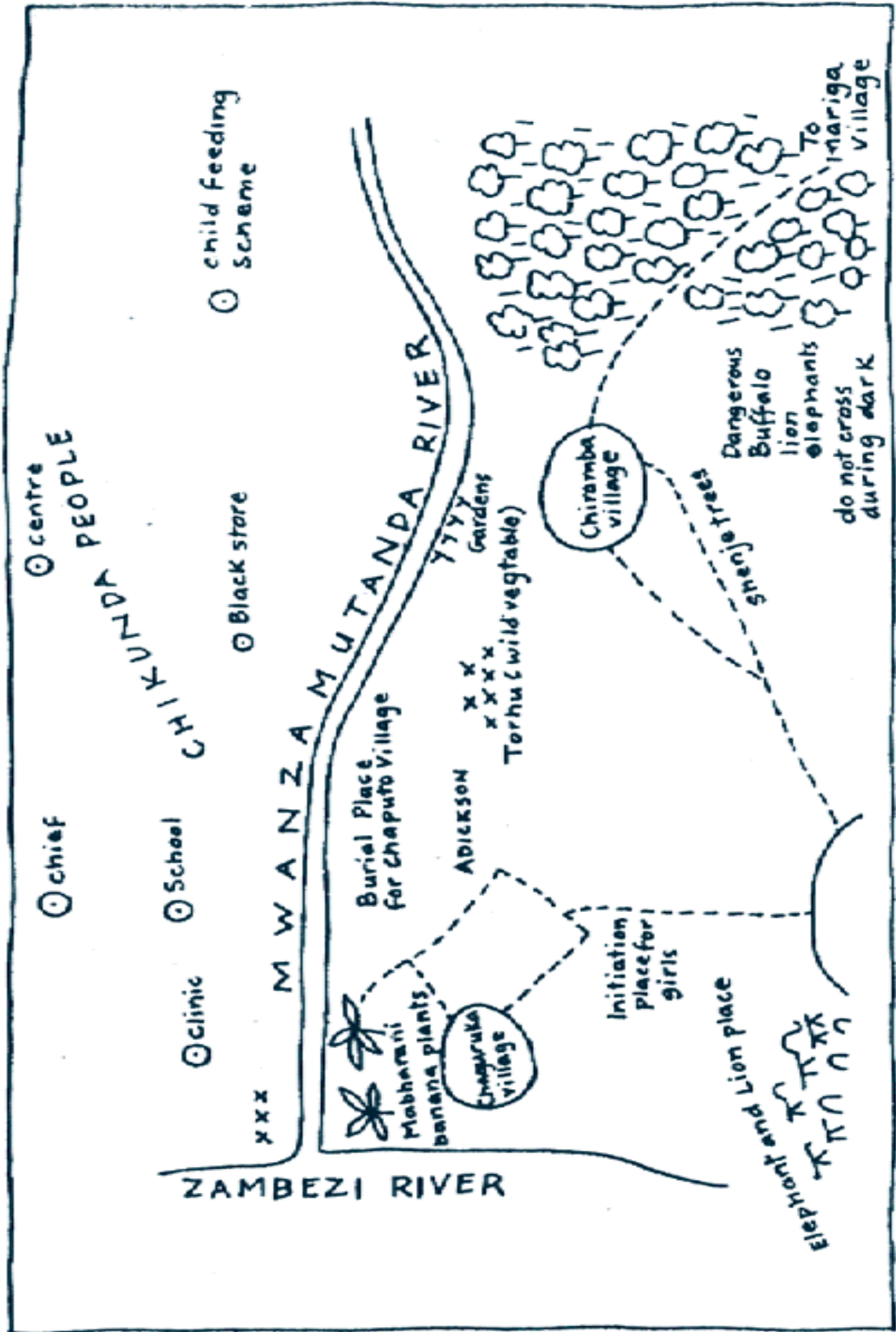
The activity was highly appreciated by the participants and the forest rangers alike."

Daniel continues to use these methods as a VSO trainer.

Examples of community maps drawn by men (above) and women (below)



Source: Harford and Baird (1997)



Source: Harford and Baird (1997)

MATRICES

LEVEL OF PARTICIPATION

- 5 Supporting action
- 4 Acting together
- ✓ 3 Deciding together
- ✓ 2 Consulting
- 1 Informing

PHASES OF DEVELOPMENT PROCESS

- ✓ Analysis
- Planning
- Doing
- ✓ Reviewing



Purpose

Matrices form the basis of many different PA tools, and provide a structure for **Ranking** and Scoring. They are flexible and adaptable, and can be used in any scenario where it is important to incorporate local preferences and choices into the decision-making process. As such, they are key to processes of empowerment, provided that the choices of the group are guaranteed to be used to shape decisions. The exercises can be repeated at different phases of a development process to monitor changes in preference.

Direct Matrix Ranking is the simplest way to assess the qualities of various items. Pairwise Ranking provides a system for discovering which items the group prefers out of a range of options.

Technique

Direct Matrix Ranking

1. Ask people to choose some items of importance to them (eg tree species, types of fuel).
2. List the most important items (three-eight items).
3. The group develops a set of criteria for assessing the quality of these objects. Elicit criteria by asking what is good and

bad about each item until there are no more replies.

4. List all criteria, turning any negative criteria into positive by using their opposite (eg 'vulnerable to pests' would become 'resistant to pests'). Put the items and the criteria for judging them into a matrix:

	Item 1	Item 2	Item 3
Criteria 1			
Criteria 2			
Criteria 3			

5. Individuals, or the whole group, then rank each item according to each criteria.
6. Elicit choices in stages by asking which is the best, then the next best item; or the worst, then next worst.
7. Of remaining items, ask which is better, or which criteria are most important to make the choice. Ask questions such as "If you could only have one of these, which one would you choose?"
8. At the end, it is important to ask which single item they prefer. This reveals which criteria people consider most important.

Pairwise Preference Ranking

1. This tool is useful for ranking smaller numbers of items (eg four or five). These may be placed directly into the matrix below by simply comparing pairs of items and asking which one the group prefers.

	Item 1	Item 2	Item 3
Item 1			
Item 2			
Item 3			

shading is optional, to avoid repetition of pair comparisons

2. This process may be assisted by getting the group to write or draw each item on separate cards. Place two of these cards in front of the group and ask them to make a choice, with reasons.
3. Record the response in the appropriate box of the matrix.

4. Present a different pair and repeat the comparison until all possible combinations have been filled.
5. List the results in rank order by sorting the cards according to priority.
6. Check whether any important items have been omitted from the list. Let the group add these in the appropriate position in the ranking list.
7. As a useful cross-check to the responses, ask the group which single item they would choose – in an ideal world, and in reality. This may reveal constraints on people's choices. This question is also useful if more than one item in the list scores highest.

Resources

- flipchart, chalkboard or large pieces of paper
- pens
- cards and pre-prepared pictures if necessary.

Attitude checklist

- Let people make their own choices.
- Ask people to explain their choices – this may be the most important information.

Benefits

- It can be adapted to a variety of situations and linked with any other tool.
- It encourages commitment, involvement and an active stake in decision-making.
- It quantifies choices and promotes discussion on the reason for the choices.

Variations

- Use simple pictures or symbols to represent each row and column of the matrix.
- You may want to allow repetition and validation by not shading any part of the pairwise matrix.
- Add further criteria – people may prefer one item at a certain time/season

Potential pitfalls

- Specific choices may disguise highly subjective criteria for making decisions.
- Reasons for choices are not automatically

recorded (a tape recorder may help).

- There may be lack of agreement over preferences.
- Participants who are more vocal, and/or hold more power, may dominate and mask the choices of the more disadvantaged.

Sample applications

- prioritising problems
- indicating preferences
- comparing activities or technologies.

Links to other tools

- See also **Ranking, Rating and Sorting**.

REAL EXPERIENCE

Daniel Foster: social forestry volunteer, China

Daniel used simple matrices to compare people's preferences for different types of tree species. Pictures of the distinctive leaves from each different species were used in a matrix for basic pairwise ranking. Since there were only a few trees grown in Yunan, the matrix was fairly simple, and a choice of tree could be established in a short space of time. The tool helped to gain an insight into local preferences, involved people in decision-making, and helped to train other forestry staff in PA.

Sample Direct Ranking Matrix using proportional piles as scores.

Ranking criteria	Albizia (A)	Albizia (B)	Albizia (C)	Albizia (D)	Albizia (E)	Albizia (F)
SIZE	●	●●	●●●	●●●●	●●●●●	●●●●●●
LEAF	●	●●	●●●	●●●●	●●●●●	●●●●●●
COLOR	●	●●	●●●	●●●●	●●●●●	●●●●●●
PRICE	●	●●	●●●	●●●●	●●●●●	●●●●●●
AVAILABILITY	●	●●	●●●	●●●●	●●●●●	●●●●●●
NET	●	●●	●●●	●●●●	●●●●●	●●●●●●

Source: Theis and Grady (1991)

OPEN-ENDED STORIES

LEVEL OF PARTICIPATION

- ✓ 5 Supporting action
- ✓ 4 Acting together
- 3 Deciding together
- 2 Consulting
- 1 Informing

PHASES OF DEVELOPMENT PROCESS

- ✓ Analysis
- ✓ Planning
- ✓ Doing
- ✓ Reviewing



Purpose

Open-Ended Stories have either the beginning, middle or ending of a relevant story, purposely left out. The audience discusses what might happen in the part of the story that has been purposely omitted. Usually, the beginning will tell a story about a problem, the middle will tell a story about a solution, and the end will tell a story of an outcome. The purpose is therefore to facilitate discussion within the group, explore problems and solutions, and identify people with ideas and skills.

Technique

The whole story needs to be designed beforehand, so that the part that is left out 'fits' the complete story. A storyteller with good two-way communication skills is needed. Depending on the amount of group discussion, telling the story and filling in the missing part may take up to two hours. The storyteller must be able to tell the story, listen, and respond to the community analysis. Using two facilitators can help: one to tell the story and one to facilitate the community in filling in the 'gap'. The story

and the response need to be recorded. Tape recordings can be helpful in this instance, although it is commonly believed that people with an oral culture have excellent memories.

Resources

The tool relies essentially on the skills of the storyteller, although the occasional prop or musical accompaniment may suit local storytelling styles and generate a fun and creative atmosphere.

Attitude checklist

- The group must lead the story.
- The facilitator is not there to provide solutions, but to encourage the ideas of the group.

Benefits

- This tool can be especially useful with groups who have a rich oral or 'folk story' background but less of a written tradition.
- This is a dynamic tool that elicits good group participation.

Variations

- The above technique starts with a story defined by the facilitator. Having carried out the activity, the community wishes to tell or incorporate other stories, and these may reveal further information about local events, attitudes and social norms.
- Stories can be combined with drama or puppetry if these media are also part of local traditions.
- For peer or cross-community learning, the final story can be presented to other groups and stopped at various points for them to suggest how the story might continue.

Potential pitfalls

- A good storyteller with good two-way communication skills may be difficult to find, and using two people (one to tell the story and one to encourage discussion) may be necessary.
- The group may assume that there is a 'correct' solution to the story when the point of the exercise is to explore their own ideas.
- The facilitator may direct the group according to their own views.

Sample applications

- exploring issues, problems, solutions and outcomes
- education and awareness-raising
- presenting the outcome of other tools in a creative format.

Links to other tools

- **Forum Theatre**
- **Puppet Theatre**
- **Participatory Presentations**
- **Picture Stories.**

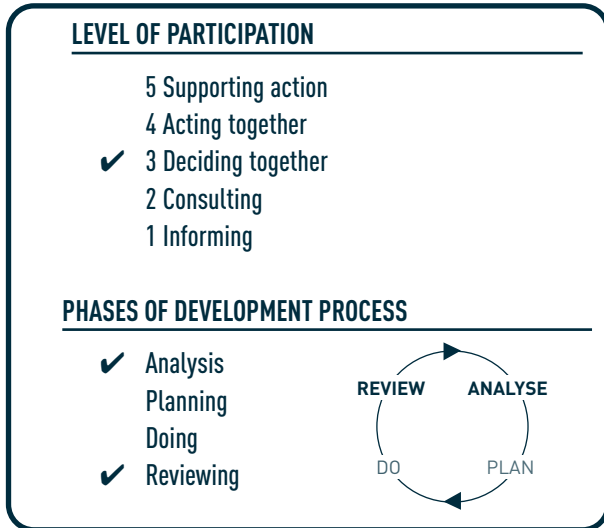
REAL EXPERIENCE

Volunteer pre-departure training

Open-Ended Stories have been used as a technique to investigate participatory planning, monitoring and evaluation in VSO's pre-departure training. A case study of a community-based project is presented with slides, with pauses at three key stages in the story. At each pause, the group is asked to assess the situation and suggest what might happen next. After group discussion, the 'real' story continues to reveal the actual events.

In this case, the technique is adapted for learning and education. If the tool is being used to explore the group's own solutions and perceptions, it is important that the story comes from the community themselves to avoid the pitfall of 'facilitator-directed storytelling'.

PARTICIPATORY PRESENTATIONS



Purpose

Slide shows are a classic way to send an audience to sleep! A traditional presentation operates at 'Level 1' participation (informing): the process is totally controlled by the presenter and the audience is passive. This tool may help to break down the barrier between presenter and audience, creating an open forum for sharing opinions. The group controls the course of the presentation.

Technique

1. The facilitator shows the first of 12 slides and asks, "What aspect of life in <Place X> do you think this illustrates?" Open questions encourage more people to participate.
2. Further comment can be stimulated by asking, "What part of the picture makes the point most clearly?"
3. The group should agree on significant aspects and useful information. These are summarised as a one–two word caption on a board next to the screen.
4. The procedure is repeated until all the slides are shown and there is a list of 12 captions on the board.

5. Invite the audience to look at the list and recall the pictures. Starting at the bottom, work upwards one at a time. Different people will remember different pictures, but together they will remind each other of all of them. Explain that they must select only **three** pictures that they think illustrate most clearly the people and the main issues.
6. People call out or underline their chosen captions. It is not unusual to have at least five or six captions suggested and underlined. Since the task is to reduce the list, this starts a discussion about priorities.
7. In defending their choices, members of the group draw on their experience and earlier observations. The facilitator may add information to achieve a balanced view. Open questions will give the group the satisfaction of making their own choices.
8. Finally, the facilitator gives a five–six minute talk based on whatever three pictures the group has chosen. By using their choice of pictures, the facilitator affirms their thoughtful work and will maintain their interest. Originally, the 12 pictures will be chosen because they are **all** important, so there will be no difficulty in giving a spontaneous talk based on the group's choice.
9. Follow with a brief question time and a brief positive summing-up to finish.

Resources

- slides and projector
- blackboard/flipchart/paper, pens
- suitable environment with facilities as required (eg electricity, blinds).

Attitude checklist

The facilitator must be willing to let the group make decisions. If the facilitator substitutes pictures of their own choice, this will devalue the group's thinking and lose their interest.

The facilitator's role is to guide group learning, offer information to help their decisions, and then respond to the preferences of the group by giving the presentation that the group is motivated to see.

Benefits

- It involves the group in what is traditionally a passive, non-participatory process.
- Active picture study reveals what the group thinks, not what the facilitator thinks.
- It reveals preferences and engages group decision-making as well as communicating information.

Variations

Combine this technique with **Open-Ended Storytelling**. Using all 12 slides or the final three choices, take suggestions from the group to create a story that addresses issues that are triggered – but not fully explained – by the slides.

Potential pitfalls

- The group expects a passive presentation.
- The group cannot prioritise their choice of slides.
- The facilitator's original choice of slides limits their ability to deliver a meaningful presentation from the final three choices.
- The slides are meaningless, irrelevant or misunderstood by the group.

Sample applications

- investigating local issues, priorities, opinions and preferences in the early stages of analysis
- reviewing ongoing project activities
- celebrating project achievements.

Links to other tools

Other tools that can be used interactively during presentations include photographs, **Drawings and Discussion**, video, tapes, cartoons, graphics/charts, **Puppet Theatre**.

REAL EXPERIENCE

Denys Saunders: VSO trainer

The process described above was kindly supplied by Denys Saunders, who in his own excessively modest words has been "making mistakes with visuals for active learning for over 50 years". Denys has worked as an educationalist throughout the world, and recommends active and participatory presentations not only for communicating with people in developing countries, but also for communicating developing country experiences to groups back home.

PEOPLE'S OWN RECORDS

LEVEL OF PARTICIPATION

- ✓ 5 Supporting action
- 4 Acting together
- 3 Deciding together
- ✓ 2 Consulting
- 1 Informing

PHASES OF DEVELOPMENT PROCESS

- ✓ Analysis
- ✓ Planning
- ✓ Doing
- ✓ Reviewing



Purpose

A household or community record booklet is a useful way for people to record what they feel is important information. This may include procedures for new activities, technical information, preferences, costs, labour inputs or any other information that helps to monitor a specific area or situation. Terms of measurement and indicators for monitoring are chosen by local people.

The recorded information is useful to the record-keeper, and when synthesised it is valuable to other local and external people. The tool can be used to judge whether new development activities are useful, test and compare old practices with new practices, define how best to improve future activities, and provide feedback on new, unfamiliar or untested activities or technologies.

Technique

1. Local people identify their reason for keeping track of information.
2. Then they are helped to define:
 - the overall method that will be appropriate for the purpose and the situation

- what will be measured
 - the terms of measurement (money, bags, kilos, days/hours of labour etc).
3. The facilitator helps local people to design a record-keeping booklet (one page, or a number of pages, depending on the situation) that will meet their information needs. This draft is used to reproduce a final, sturdy booklet. If appropriate, drawings can be substituted for writing, and tallies for measures.
 4. A number of booklets are produced and distributed with short introductory training. Consistent follow-up and evaluation of the utility of the tool is necessary to encourage continued and systematic use over time. Periodic meetings help to synthesise, compare and discuss the results.

Resources

- paper, writing materials
- suitable materials for binding or collating pages.

Attitude checklist

- Local people design, produce and analyse the booklet based on what they think is important, rather than using the facilitator's own blueprint.
- Facilitators must be open to comment and feedback about the use of the booklets, and encourage people to develop solutions and ways forward.

Benefits

- People make their own informed judgements about the pros and cons of new activities.
- The tool monitors inputs (resources, technology, labour, finance etc) and outputs (productivity, product diversity, reserves, secondary products etc) that local people perceive as important.

- Information can be compared between communities, households or organisations, and used to identify future research priorities.
- Provides site and situation specific information in a consistent format.
- Assists and improves administration and cost accounts.
- Retains valuable information about new techniques and solutions.
- The results may be quite general if the tool is used to assess activities over a wide area.
- Field testing must respond to feedback about the usefulness of the booklets. Space should be included to record unexpected factors.

Sample applications

- farmer's records of new varieties or techniques used in test plots
- organisation's records of new technologies or strategies.

Links to other tools

See also **Community Financial Accounts**, **Focus Group Discussions** or **Semi-Structured Interviews** can be used to follow up.

Variations

The tool can be modified for use in all types of activity, such as forestry, agriculture, new micro-credit schemes, health programmes, outreach activities, small scale enterprises etc. Substitute drawings and scoring systems to replace words and numbers as appropriate.

Potential pitfalls

- Low or inconsistent use of records may arise from lack of ownership over the design process.

REAL EXPERIENCE

Tree nursery record book (FAO)

Distribution record

Date	Name of farmer	Location	Seedling		Intended function	Remarks
			No.	Species		

Operating cost record

Date	Item material	Quantity	Cost	Remarks

Labour record

Date	Name	Activity	Hours

PICTURE STORIES



Purpose

Picture stories are illustrations of problems and solutions that can be prioritised or put in sequence to tell a story. They can be used as an educational tool to inform, but participation is increased when people can add to the drawings, create new drawings of their own, change the layout and content to illustrate their own points of view or concerns. This tool can be used to raise, discuss, and rank issues according to priorities; and also to identify and discuss appropriate community solutions to problems. Simple, colourful pictures create interest, and are easily understood and remembered.

Technique

1. The facilitator should prepare for this exercise by collating pictures or paste-ups that portray current and potentially sensitive issues. Ideally these should be locally produced and field-tested, to ensure that they communicate clearly.
 - If the sequence of pictures is predetermined, a flipchart is a useful piece of equipment. For greater

participation, separate the flipchart drawings and let the group put them together in the order that makes sense to them.

- If using cloth/flannel boards, make sure extra materials (eg figures of people, objects, animals) are available to allow issues and solutions raised by the group to be represented. Otherwise the facilitator may unduly direct the outcome of the exercise.
2. Introduce the objectives of the exercise. Encourage open discussion of each picture to determine its relevance to the group and the wider community. Encourage opinions about the subject matter and the position or priority of features that they show. Use prompter questions like: "What do you see in this picture?", "What does the scene say to you?", "How might we change this picture to explore the issue?" The group should direct the sequence of the drawings or paste-ups, and move them to indicate priority. With a small group (6–10 people) this can be done by individual people; larger numbers will have to rely on group decisions.
 3. Discussion is used to identify and rank the problems/issues, identify possible solutions, and represent possible consequences. Temporary removal and reintroduction of one or more of the posters can help determine its importance, and encourage discussion.
 4. The results of the final composition should be recorded with a photograph or drawing.

Resources

Flannel boards, flipchart drawings or some variation of these are ideal. Flipcharts are basically large sheets of cloth or paper with drawings and simple diagrams illustrating particular points. Flannel boards are picture 'paste ups' which can be attached in various combinations.

Attitude checklist

- Let the group make their own interpretation of the pictures, add to them, modify them, and make new pictures of their own.
- There should be no predetermined 'answer' unless the tool is being used for specific education and awareness-raising. The aim is mutual learning.
- The facilitator should stimulate discussion and help people reach decisions, but not direct them.

Benefits

- It gives an insight into local events, history, attitudes, opinions, values and perceptions.
- It triggers group discussion on issues that may otherwise be too sensitive to identify openly.
- It is especially useful in cultures with a visual orientation and low literacy.
- Repeated use of the tool can be used to monitor community needs, attitudes and opinions.
- Equipment is cheap and easily transportable; cloth sheets and flannel boards are durable for field conditions, resistant to tearing, heat, dust and rain.
- Replications of the final composition can be distributed to spread the group's findings.

Variations

This format can be used to deliver **Open-Ended Stories**, to consider problems, solutions and possible outcomes. Sequences may be used to examine relationships between problems, solutions and outcomes, or to make a historical record (see **Timelines**).

Potential pitfalls

- Illustration skills are needed if the drawings or figures are not pre-produced.
- The issues may be too complex to be fully explained in this form.

- Spontaneity and two-way communication may be limited unless the group makes choices and directs the course of the story.
- Always field-test drawings. Drawings of objects or people may be perceived as irrelevant if they are drawn in a style that is unfamiliar to the audience.

Sample applications

- to analyse common problems (fire, poverty, soil erosion, drought, increasing population, etc) and some common solutions to these problems
- to support presentations and discussions, stimulate discussion and community input
- to review and celebrate achievements.

Links to other tools

- It can be used in conjunction with other prioritising tools like **Ranking** and **Matrices**.
- **Focus Group Discussions** or **Semi-Structured Interviews** can be used to follow up.
- See also **Drawing and Discussion, Group-Directed Visuals, Open-Ended Stories**.

REAL EXPERIENCE

Denys Saunders: VSO trainer

Denys has been working with visuals for over 50 years in many developing countries:

"Written or spoken words can lead to many misunderstandings. If we see or do something together we have a greater area of shared meaning. We all have some experience of the subject, but need to think together and share perspectives so that all may gain. It is not only what you say or show, but also what the viewers do together."

PROBLEM TREE

LEVEL OF PARTICIPATION

- ✓ 5 Supporting action
- ✓ 4 Acting together
- ✓ 3 Deciding together
- 2 Consulting
- 1 Informing

PHASES OF DEVELOPMENT PROCESS

- ✓ Analysis
- ✓ Planning
- Doing
- ✓ Reviewing



Purpose

This is a **Flow Diagram** tool similar to the **Fishbone Diagram**, used to identify causes and effects of key issues or decisions. It is useful after problem identification to place issues in their wider context, and clarify that the issue in question is the real problem, not a symptom of a different problem. The Problem Tree format can also be used in reviews to show how the problem was tackled and what the outcome was.

Technique

Paulo Friere (1986) identified three key steps that may help to analyse problems using this type of tool:

- Identify the root causes of the problems affecting a community, organisation or project.
 - Analyse the situation created by the immediate causes.
 - Act to resolve the problems identified in the process.
1. Start with a key issue or problem that has been identified through other PA tools. The group draws the trunk of a tree, and labels this with the issue in question.

2. Freethinking and discussion is used to determine the various different causes of the problem. These are drawn as roots, and labelled. It may help to use sticky notes, since these can be moved around to distinguish between immediate causes and deeper root causes. Keep asking "What causes that?" until the final root cause is identified.
3. Next, the effects of the problem are drawn as branches of the tree. Once again, the diagram should identify links between issues by joining branches together. Find out what people know about each root cause and each symptomatic effect of the problem. Details and reasons may reveal further causes and effects.
4. Using a new diagram, each problem, cause and effect can be simply reworded into an objective that will tackle the issue. For example, 'lack of sufficient water' becomes 'improve water supply'. In this way, the Problem Tree is converted into an equivalent 'Opportunity Tree' or 'Objectives Tree' – showing a strategy for tackling the issues. These objectives then provide a basis for project and programme definition, to turn objectives into achievable actions.

Resources

Paper and pens. Alternatively, it can be drawn on the floor using twigs and leaves.

Attitude checklist

- Stay focused on the central problem. If it becomes clear that the problem in question is not the main problem preoccupying the group, then it is important to investigate why this is the case, and whether the activity/project is really targeting local needs.
- Probe suggestions using open questions.

Benefits

- enables a group to see issues in their wider context
- enables projects to tackle the causes of problems rather than their symptoms
- uses a visual technique that triggers creative thinking and retention of learning.

Variations

- The diagram does not have to be drawn literally as a 'tree' – it can simply take the form of a **Flow Diagram**. Nevertheless, the tree is a strong image that stimulates creativity and learning.
- Decision Trees try to identify the factors influencing important decisions taken by local people and thus clarify their priorities. People may find it difficult to analyse their decisions directly, so Decision Trees are often best used to illustrate information obtained from informants by other means.
- Opportunity Trees take the outcome of Problem Trees and illustrate the reverse – how key solutions or good practice are caused, and how they can potentially support a set of further positive outcomes.

Potential pitfalls

- Facilitators do not allow sufficient time to move from the Problem Tree to the Opportunity Tree. As a result, participants are left with no identified route out of their problems.
- Root causes often appear too big for the community to tackle – eg 'poverty'. They must be transformed into manageable action at the local level.
- The tree can turn into a very large and complicated diagram.

Sample applications

- the causes and effects of economic decisions or livelihood activities
- the causes and impacts of HIV and AIDS or poor school attendance on a community
- the causes and effects of deforestation.

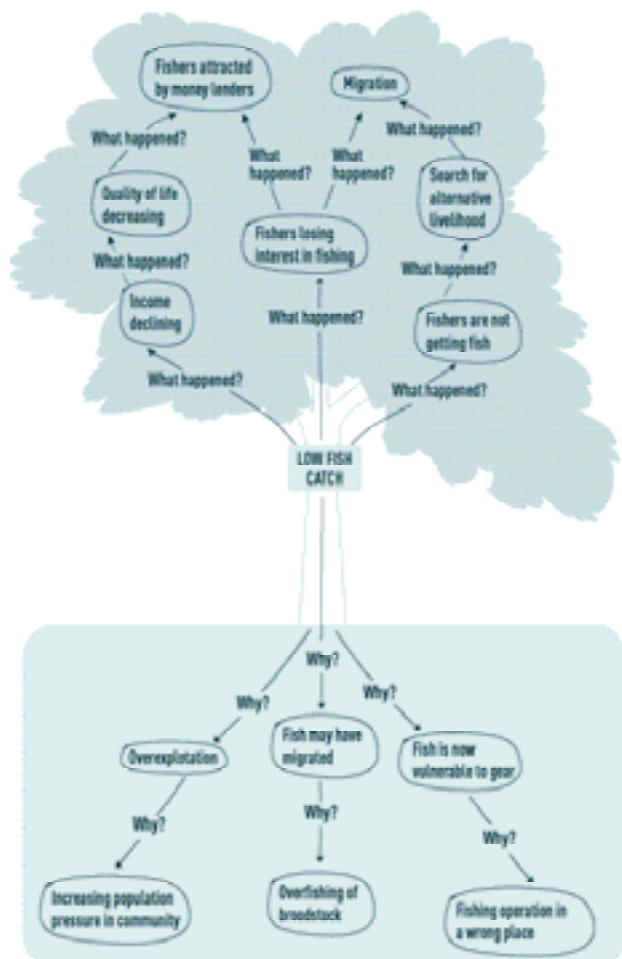
Links to other tools

This can be linked to other problem identification and planning tools such as **Guided Visualisation, Flow Diagrams, SWOT Analysis, Impact Assessment, Bridge Model** etc.

REAL EXPERIENCE

VSO Nigeria: Participatory Placement Assessment

Diagrams that show the relationship between causes, effects and solutions can be used in all VSO placements to develop their purpose, objectives and success indicators. The outputs from this type of tool can be referred to throughout a volunteer placement, to review to what extent the key problem, issue or purpose for the placement has been addressed. To what extent has the community/organisation been helped to tackle causes? What impact has the placement had?



PUPPET THEATRE

LEVEL OF PARTICIPATION

- ✓ 5 Supporting action
- 4 Acting together
- 3 Deciding together
- 2 Consulting
- 1 Informing

PHASES OF DEVELOPMENT PROCESS

- ✓ Analysis
- ✓ Planning
- Doing
- ✓ Reviewing



Purpose

Puppets are used to represent characters that act out the issues and/or story determined by the group. If an outside professional puppet group is used, the assistance of local people to develop scripts around the issues is essential. Puppet theatre shares many objectives and characteristics of **Forum Theatre**, in that it uses creative performance and audience interaction to analyse problems and solutions, but because the puppets are not viewed as 'real people',

they are ideal for dealing with sensitive situations.

Puppet theatre has high entertainment value in some cultures, and can reach and receive feedback from a wide audience.

Technique

1. The group identifies key issues and designs a presentation that will encourage response. After the messages and key issues are identified, the group explores how these can best be communicated to the audience. For example, the puppets can tell a story or act out a drama. The puppet group will require manual dexterity, voice and storytelling abilities. If local people are going to be the puppet group, they may require some training and rehearsal.
2. Construct puppets and stage if not available. To build puppets and stage, local materials should be sought: gourds or papier mâché can be used for puppet heads, stages can be made of local cloth and scrap wood, and lighting systems can be constructed from old tin cans. Often, however, these are not of good quality and materials have to be purchased. For guidelines on making puppets, consult *How To Make And Use Visual Aids* (Harford and Baird, 1997).



3. Select characters and begin designing the script. Rehearse the shows with a small group playing the role of the audience. Present the puppet show to the larger group. Record responses so that they can be used to develop the message and story in the future. See **Forum Theatre** for further ways that puppet theatre can have a development application.

Resources

- flipchart paper and pens for freethinking ideas and producing storyboards
- scrap cloth, wood, gloves, gourds, condoms, glue, tape, paint and other items to hand for constructing puppets
- large board or piece of cloth to make a screen/stage for the puppets
- tape recorder or video to record the performance if available and desirable.

Attitude checklist

- Let the group lead.
- Ensure that the activity builds on local forms of puppetry and performance.
- Assist with initial identification of problems and help the group to articulate this into a coherent performance that allows audience interaction.

Benefits

- enables sensitive issues (eg gender, land ownership, HIV and AIDS) to be discussed and examined in a way that might otherwise be taboo
- creative, flexible and spontaneous. Uplifting – anything is possible.
- memorable, enabling people to remember important learning points.

Variations

Local forms of puppetry and performance will give a starting point, eg African masks and stilt walkers; Javanese shadow puppets, Bollywood movies, local myths and legends.

Potential pitfalls

- Puppeteers must handle a variety of unexpected and often sensitive responses.
- Recording the responses for future use may be difficult. A tape recorder can help, or a number of people can take notes.
- The performance is under-rehearsed; or its entertainment value exceeds its learning value.
- Ensure that the messages/issues are relevant to the community. When the issues and messages are decided on by local groups, this problem is reduced.

Sample applications

This tool is multipurpose, and can be used to analyse situations; collect qualitative information; raise awareness or carry out extension work; and for presentation and communication of results. By using this tool continually, an ongoing process of audience feedback exists. This strengthens the group analysis.

Links to other tools

See also **Forum Theatre, Open Ended-Stories.**

REAL EXPERIENCE

Petra Rohr-Rouendaal: VSO trainer

Petra has helped community groups to make and use puppets for many years, often under extremely difficult conditions where resources are very scarce. She recommends puppets as a means of getting people to speak about issues they would not normally discuss. The audience is entertained, but they are also learning, analysing and making decisions. Puppets have been particularly useful in raising awareness and encouraging behaviour change around HIV and AIDS. "It's okay for a puppet to ask a man directly 'Do you use condoms? Why not?!' It's just a puppet. A person asking the same question in an open forum would be completely taboo, but somehow with a puppet it's okay."

RANKING, RATING AND SORTING



Purpose

These simple tools provide information about preferences and choices, making them among the most useful and adaptable. The tools provide insight to individual or group decision-making, and identify the criteria that people use to select certain items or activities. As well as demonstrating needs and priorities, the exercises can be repeated at different phases of a development process to monitor changes in preference. The process itself facilitates discussion and analysis.

Technique

1. Select a group that will be representative of the stakeholders from whom information is required (or repeat the exercise with different groups).
2. Explain the tool to the individual or the group. Keep the choices straightforward and make sure that people understand the exercise.

Ranking

- The group ranks a series of picture cards, labelled cards or symbolic objects in order

from first choice (most popular) to last choice least popular. Generally it is not recommended that more than six items be ranked at any one time.

- The group can be asked why they made the choice they did each time a choice is made, or after ranking a whole 'set'.
- When doing Pairwise Ranking (the person must choose between two items), begin with the two most similar items. A good question could be "If you could have only one of these, which would you choose?" The next question could be "Could you tell me why you have made that choice?"

Sorting

- This enables a set of information to be separated into categories.
- People are asked to separate a collection of picture cards, labelled cards or photos into piles or baskets that represent different criteria. 150 cards is about the maximum recommended number. Depending on the level of participation, participants may or may not have set these criteria or chosen the sample of data.
- The 'scores' can be added up and divided by the number of sorters to show rough percentages for each category.

Rating

- This a useful way to measure attitudes toward opinions, and perceptions of change. It works best with literate people, and those more accustomed to structured answers.
- Ask people to rate or score a series of statements (no more than 25) or suggestions for change: eg "The current teaching curriculum is strong on theory, but weak on practical exercises". Criteria used for rating could be: 1. Strongly disagree, 2. Disagree, 3. No opinion, 4. Agree, 5. Strongly agree.

- High scores are assigned to the opinions that will require most change. Be careful in your coding that you keep the scales the same for each answer ('agree' on the left, 'disagree' on the right) but your coding may vary according to the question.
- Total the points for each statement and divide by the number of participants to show the dominant opinion (eg 40 participants produced a total rating score of 165, demonstrating an average rating of 4.1, indicating that most people Agreed or Strongly Agreed with the statement). For all items which rate over 3.5, do further investigation to see what the problems are and how they can be resolved.
- Summarise results using a format that is easily understood.

Resources

- paper, pens
- picture cards
- forms to record responses
- baskets.

Attitude checklist

- Let people do it their own way. Use people's own terms and units of measurement.
- See if you can adapt local games.
- Probe the reasons for people's choices.
- Be patient.
- Consider having one facilitator and another person to record responses.

Benefits

- These are flexible tools, suited to a variety of situations and in conjunction with any other tool.
- Ranking and Sorting cards or objects encourages commitment and involvement.
- Ranking provides information on both the choices and the reason for the choices.
- Sorting presents group analysis of an issue or situation.
- Rating is an effective way to quantify opinion and preference.

Variations

An alternative to working with a mixed group of 'representative' stakeholders is to repeat the exercise several times with different groups (eg women, men, extension staff, project managers etc). Comparisons between these groups can illustrate differences in perception. It is particularly valuable to compare the perceptions of development workers with those of beneficiaries. It is vital to explore any radical differences or inconsistent expectations through dialogue in mixed groups. Unless differences are managed and necessary modifications are made, the process will almost certainly fail.

Potential pitfalls

- The choices that are made are very specific, so it is important to seek the views of all stakeholders. Since the results are subjective, findings may not be applicable to other areas.
- Tools are not pre-tested, and the physical objects (cards with drawings or writing) are not clearly understood by those who are to make the choices.
- Reasons for choices are not recorded (a tape recorder may help).
- The cards are not shuffled properly and hence suggest a 'correct' set of choices.
- Participants discuss the ranks they have assigned with affected parties, causing hard feelings within the community.
- Statements submitted for rating are unclear, too extreme or ambiguous.

Sample applications

- ranking possible changes to a school curriculum in order of preference, with reasons for choices
- ranking or rating the efficiency of different types of water pumps
- sorting community households into social strata; livelihood types; wealth groups (see next page).

BASKET ONE:	families who have enough to eat, send their children to school, and are able to help relatives from time to time
BASKET TWO:	families who seem to make ends meet, have the basics to eat but live very simply. These families neither take assistance from others nor are they able to give it
BASKET THREE:	families who are very poor, they do not have adequate food or clothing, and frequently need assistance from others

Links to other tools

These tools can be used in conjunction with practically any other exercise.

- The outcomes of choices can be displayed in space using **Community Mapping**.
- **Semi-Structured Interviews** or **Focus Group Discussions** help to probe into reasons for choices.
- Identification of preferences can reveal important topics for the group, which can be used to design problem-posing pictures and role-plays.
- Prioritised issues can be analysed using **Webbing**, **Flow Diagrams** or **Problem Trees**.
- Equally, it is simple to return to **Ranking**, **Rating and Sorting** options fairly spontaneously either during or after other tools in order to clarify choices, opinions and preferences.

*See also **Matrices** for ways to rank and compare data.

REAL EXPERIENCE

1. Karen Hampson: agriculture volunteer, Philippines; researcher, Southern Africa

Karen used various PA tools during surveys of farmers, consumers and traders. Ranking exercises were particularly useful to establish preferences between different types of crops.

Participants were asked to rank different seeds to establish which were preferred for eating, planting, labour, and resistance to pests, weeds and disease. The yields from each seed were also compared using ranking: which produced the highest/lowest/average yield? Reasons for their choices were also investigated.

It is vital to seek local opinion in this way to avoid costly and damaging mistakes. It is pointless promoting a new higher yielding variety of seed if local conditions and preferences (eg low resistance to pests, unattractive taste or colour) mean that it will not be successful.

Karen has since worked as a VSO trainer and in other international development roles.

1. Janno Barlage: volunteer physiotherapist, Papua New Guinea

Janno used Sorting as part of a method to analyse health services at a provincial conference. Participants were asked to list the main issues related to health. These were sorted into categories. Categories were progressively merged until a primary problem was identified. The problem was translated into a primary goal, which could be used as the basis for further problem analysis tools.

Janno is now a VSO trainer.



RELATIONSHIP STRINGS

LEVEL OF PARTICIPATION

- 5 Supporting action
- 4 Acting together
- ✓ 3 Deciding together
- ✓ 2 Consulting
- 1 Informing

PHASES OF DEVELOPMENT PROCESS

- ✓ Analysis
- ✓ Planning
- Doing
- Reviewing



Purpose

This group game provides a powerful but fun illustration of the complexity of inter-relationships. It can be used to build rapport, generate insights into links, relationships, bonds and conflicts, and encourages people to develop a sense of their collective unity and reliance on each other.

Technique

1. Participants stand in a circle, each person holding a handful of strings.
2. Ask each person in turn to hand a string to someone they have a link with, keeping hold of the other end. It might be someone they trade with, someone they teach, someone they work with, someone they childmind for.
3. This produces a web of strings that link people together, hence showing their interrelationships.
4. If the mood permits, explore potential conflicts of interest that people have with each other. To avoid confrontation, it may be more constructive for people to take on a role of another person. In organisations, people can represent different

departments or functions. Alternatively, each person can represent a different organisation working in the area.

Another technique is to start with conflicts and create a complex web, then gradually remove strings based on the bonds that link different people together. As the complex web drops away, people realise that, despite their differences, there are counter-balancing bonds that draw them together. It is important to end on a positive note!

Resources

- several lengths of string or similar material.

Attitude checklist

- Do not prejudge relationships.
- Offer open-ended questions.
- Ask people to explain the relationship.

Benefits

- allows the group to build a common sense of purpose and identity, and create a sense of empowerment
- raises participants' awareness of their own situation, and helps development workers orientate themselves in a new organisation or community
- may help to identify potential roles and partnerships for development activities.

Variations

- Ask participants to play each other, or people who are not present. It may be easier to discuss the bonds and conflicts of others, but this generates a different type of information that requires validation.
- Examine relationships between other factors or processes, eg farm items:

strings would show relationships between soil and plough, and seeds, seeds and water etc. This may be useful for education (level 1 participation) or learning local practice (higher levels of participation).

- String can be used to organise and monitor participation in meetings and group discussions as follows:
 - The group forms a circle.
 - The facilitator starts with the ball of string. When they have introduced the objectives, they introduce a question for comment. Holding on to the end of the string, the facilitator rolls the ball to the next person who wishes to speak.
 - The process repeats until at the end of the discussion, the group has created a web. This ensures that only one person speaks at a time, and reveals who has dominated and who has not participated.

Potential pitfalls

- The activity brings sensitive issues to light.
- The facilitator moves into discussion of conflicts too quickly without building sufficient rapport.
- The group is unwilling to reveal personal conflicts.

Sample applications

- assessment of community bonds, conflicts and relationships
- identification of communication links within an organisation
- matching strengths and needs as part of a partner assessment process.

Links to other tools

Stakeholder Analysis can be used to identify roles/organisations for participants to represent.

REAL EXPERIENCE

The String Game: VSO UK pre-departure training

Volunteers attending pre-departure training practise this tool by representing people they might meet in their placement. The web of supporting relationships and conflicts reveals the complexity of situations that new volunteers may find themselves in. Using a puppet, the participants are asked to consider where they might best position themselves. Underneath the web? Hovering above it? Tangled up in the middle?!

Some participants suggest that, over time, they may gradually take up their own position in the circle, holding their own bunch of strings. The exercise continues with identification of conflicts, which are shown by dropping the relevant string of conflict. This shows that, despite the complexity, there are also extensive links, friendships and support structures.

SEASONAL CALENDAR

LEVEL OF PARTICIPATION

- 5 Supporting action
- 4 Acting together
- 3 Deciding together
- ✓ 2 Consulting
- 1 Informing

PHASES OF DEVELOPMENT PROCESS

- ✓ Analysis
- ✓ Planning
- Doing
- ✓ Reviewing



Purpose

Calendars showing the distribution of activities, products, natural phenomena or problems through the year are vital for identifying seasonal variations which may not be immediately obvious to an external person unfamiliar with the locality.

Plotting different information on one calendar can reveal connections between different seasonal factors. Calendars created by groups can be expanded following further information gained through interviews and observations.

Technique

1. Find out how local people divide up the year. Don't impose a Western calendar if this does not reflect indigenous seasonal categories. Mark these divisions along the top of the calendar.
2. Focus attention on one particular variable at a time and encourage people to plot these on the calendar using drawings, symbols or objects. If the calendar is constructed on the floor there is plenty of space for symbolic items.

Example of first variable: water availability

Ask informants if they have water all year round. If not, when is water availability a problem? When is it not a problem? What about in the other periods? Alternatively, determine the four wettest months, then the four driest months and then the four middle months.

Example of second variable: labour demand

Determine the four busiest months. What is the busiest month? What happens then? What is the next busiest month? How does it compare to the busiest month – is it $_{?},_{?},_{?}$ as busy? And so on. Determine the four least busy months using similar questions, then the four 'middle' months.

3. Alternatively, relative quantities can be shown using proportional piles of seeds, small fruits, stones, goat droppings or other small and reasonably uniform counters. Sticks can be broken in different lengths and used to indicate relative magnitudes. In this way, an entire seasonal calendar can be constructed with sticks, stones and seeds on the ground. Use of such counters with different shapes and/or textures can facilitate the active involvement of people with visual disabilities.

Resources

- whatever comes to hand
- paper and pens to make a reproduction of the final creation.

Attitude checklist

- Let the community construct the calendar rather than directing the process.
- Encourage them to add more features using trigger questions.
- It is possible to discuss the calendar afterwards and develop more information that meets your own agenda.

Benefits

- Combining all seasonal patterns into one diagram shows correlations between different variables, and identifies problem or opportunity times within the year.
- The calendar can be cross-checked and refined over time.
- The process is informal and is a good way to get people working together and discussing issues.

Variations

- Calendars can be drawn on paper, a chalkboard, or laid out on the floor to suit the group.
- Calendars can be for any period of time – a week, month or year (see also **24-Hour Analysis**)
- Organisational calendars can help to plan formal skill-sharing into volunteer work plans.

Potential pitfalls

- The process may be dominated by more vocal individuals
- The facilitator doesn't acknowledge indigenous calendars and ways of representing time
- Not all people understand the symbolism of objects used to represent different seasonal features.

Sample applications

- water availability, rainfall, temperature and other climatic factors

- cropping patterns and food availability from different sources
- distribution of labour, outbreaks of seasonal diseases, changes in market prices
- cross-referencing different variables against each other to look for problems and causes

Links to other tools

Links well with:

- **Maps**
- **Transects**
- **Timelines**
- **24-Hour Analysis.**

and other orientation and analysis tools.

REAL EXPERIENCE

Juner Garcia: community development volunteer, Nepal

Juner demonstrated the use of seasonal calendars to a group of 12 other new volunteers from VSO Bahaginan in the Philippines, during pre-departure training. He asked the group to play the role of children in a small village, and successfully facilitated the creation of a seasonal calendar that showed relationships between climatic factors and common illnesses suffered by children.

This clearly demonstrated the value of recruiting southern volunteers like Juner, who are already experienced in community participation. VSO has accordingly placed greater emphasis on building the capacity of its southern National Partner Agencies who currently recruit volunteers in the Philippines, India, Kenya and Uganda.

KUMPULAN 104-104




















KALENDER MUSIM MASYARAKAT
DEKUN:

KEGIATAN SITUASI PERISTIWA	Puasa/ Ramadhan Des - Jan.	Liburan Syaikh Jan - Feb.	Lalang / Daulhaidah Feb - Maret	Lekonan Haji Dzulhijah Maret - April	Bebur Rutek/ Muharrom April - Mei	Bebur Abang/ Sapar Mei - Juni	Mahut / Sabul Awal Juni - Juli
Musim hujan angin							
Musim lean							
Musim Mudong							
Musim hujan							
Musim panas							
Musim lean							
Larangan /Marian Pakir Kakai							
Manganan /man Bersihon rumpas							
Naake = merikan dulu = rumpas dan Himpunan							
Musim Mudong							
Musim Kenyakit							

Peserta : Mahrim, Basrah, Sahrah, Ruseh, Silati

L : : : Basrah, Sahrah, Funi, Gerak, Sahrim, Mahani,

WOMEN'S SEASONAL CALENDAR LOMBOK

Siwung/ Rabiul Awwal Jul - Agst.	Suwany/ Muharrir/Awal Agst - Sept.	Suwany/ Jumadil Akhir Sept - Okt.	Rajab Okt - Nov.	Syalban Nov - Des.	Catatan/Keterangan
					High winds, little fishing frequent storms.
					tuna fish catches high during fasting months of Ramadan. Jan - March no fish
					Boil and preserve fish every month except in Feb - March
					Rainy season. Rough Seas.
					Hot season
					sell fish all year. when catches are big, can sell in the city.
					Looking for agricultural work in lean fish season
					Paddy planting
					Women + children collect mussels and crab on the beach when few fish avail.
					Harvest - labor opportunity
					Measles + diarrhea period. Every year Some children die.

Facilitator: Titik dan Agus, Ella

Source: Carriere et al (2002)

SEMI-STRUCTURED INTERVIEWS

LEVEL OF PARTICIPATION

- ✓ 5 Supporting action
- ✓ 4 Acting together
- ✓ 3 Deciding together
- ✓ 2 Consulting
- 1 Informing

PHASES OF DEVELOPMENT PROCESS

- ✓ Analysis
- ✓ Planning
- Doing
- ✓ Reviewing



Purpose

Unlike questionnaires, where detailed questions are designed ahead of time, Semi-Structured Interviews (SSIs) are more a focused, two-way **conversation** than a formal interview, using only a flexible interview guide. SSIs start with general questions or topics, followed by unscripted What, Why, How, When and Who questions according to the natural dynamic of the conversation. The majority of questions are created during the interview, allowing both the interviewer and the person being interviewed the flexibility to probe for details or discuss issues.

SSIs can be planned or more spontaneous, and have value at any part of a development process for gaining information relevant to specific issues. They provide a range of insights on key issues, and may generate quantitative and qualitative information.

Technique

Before

1. Design an interview framework – a checklist or matrix showing topics or questions for discussion. These may be directed by the output of previous PA tools.

2. Establish the sample size and a method for selecting appropriate interviewees.
3. Practise with other interviewers or local people first.

During

4. Record only brief notes during the interview. Elaborate on these notes immediately after the interview.

After

5. Analyse the information at the end of each day of interviewing. This can be done with the interview team or group.
6. Comparison of different people's responses can be used to 'triangulate' and verify information. Further triangulation is possible by discussing the overall results of the analysis with the community/organisation.
7. Qualitative information can be quantified by sorting or classifying the responses of different people.

Resources

- suitable environment
- interview guide
- tape recorder, dictaphone or video if appropriate.

Attitude checklist

- Make people feel comfortable.
- Never ask leading questions.
- Listen closely.
- Do not repeat the same question.
- Probe when necessary.
- Do not ask vague or insensitive questions.

Benefits

- less intrusive than formal interviews. Interviewees can ask questions of the interviewer
- helps development workers build rapport with individuals and gather rich data fairly quickly

- issues can be assessed from various angles to increase understanding. Triangulation helps to investigate 'objective' facts as experienced or perceived by different people
- can assess subjective attitudes, observations, behaviour, motives, and priorities
- confirms what is already known but also provides the opportunity for learning. SSIs often provide not just answers, but the reasons for the answers
- useful for individuals who would dominate group-based PA tools, or to explore more sensitive issues in a private setting.

Questionnaires and Semi-Structured Interviews compared:

Criteria	Questionnaire	SSI
Return quota	varied	high
Influence by a third party	possible	hardly possible
Length of the interview	medium	long
Influence of interviewer	low if interviewee is unassisted	high*
Accuracy of information	relatively low	high*
Reliability	varied	high*
Speed of implementation	relatively low	low
Costs	low	high
Representativeness	relatively low	relatively high*

*quality depends on the skills of the interviewer

Variations

- SSIs can be used with groups or individuals
- incorporate other PA tools
- record results on diagrams.



Potential pitfalls

- SSIs generate a lot of information. Team meetings can help identify similarities in responses.
- Insufficient rapport, understanding or trust in confidentiality will result in low quality data.
- Interviewers fail to find the balance between open-ended and focused interviewing.
- In a semi-structured group interview people may interrupt one another or 'help one another out', or not take turns. They may get off the topic completely.

Sample applications

Use it as follow-up to any other PA tool, or as part of a research methodology.

Links to other tools

Combine with **Focus Group Discussions** to capitalise on the strengths of both.

REAL EXPERIENCE

Example of an interview guide

Date/Time:		Interviewer:	
Location:		Interviewee:	
ISSUE	LOCAL AWARENESS	PROBLEMS	SUGGESTIONS
1. natural resources			
2. income-generation strategies			
3. land laws			
4. emerging issues			

SOCIAL NORMS

LEVEL OF PARTICIPATION

- 5 Supporting action
- ✓ 4 Acting together
- ✓ 3 Deciding together
- ✓ 2 Consulting
- ✓ 1 Informing

PHASES OF DEVELOPMENT PROCESS

- ✓ Analysis
- ✓ Planning
- Doing
- ✓ Reviewing



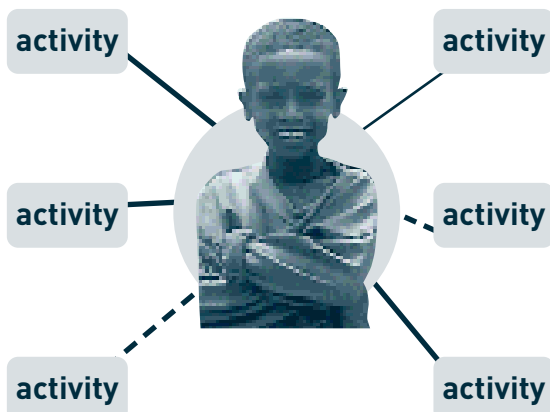
Purpose

This has been used by VSO to explore social causes of disadvantage, particularly relating to disability. It was developed by Hazel Jones – a VSO trainer with experience in Thailand – in conjunction with Save the Children. It was originally released as a video and handbook *Including Disabled People in Everyday Life*¹ and can be used to educate (level 1), or for joint analysis and action planning.

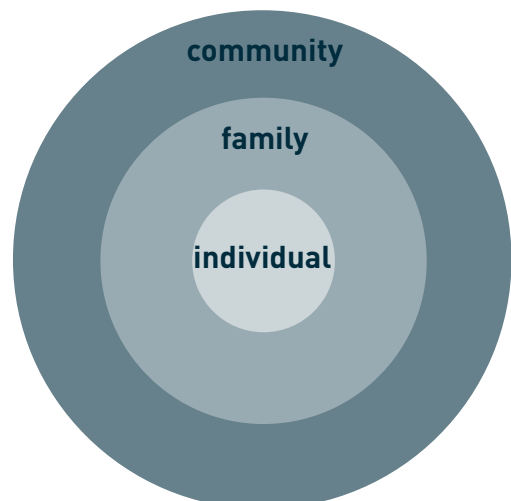
Technique

1. Participants identify normal daily activities for a child or an adult in their locality by adding labels, pictures or symbols of these around a picture of that person.
2. Participants consider the daily life of a similar aged disabled person whom they know (or create a representative case study). The picture is replaced with that of the disabled person, and participants draw lines of different colours or styles (solid, dotted etc) from the picture to each activity, to show whether they think: (a) the activity can be done unassisted; (b) the activity can be done with assistance; or (c) the activity cannot be done at all.
3. Participants consider the barriers the disabled person faces for each activity by adding labels on each line explaining why certain activities cannot be undertaken.
4. Display a large diagram showing concentric circles, labelled from the centre outwards as Individual, Family, Community/ Organisation, Wider Society etc. The group moves their labels from stage 3 into the relevant circle of the diagram, to show the origin of the barrier to participation. The capability of the disabled person is rarely the most 'disabling' factor.

Stages 1–3:



Stage 4:



- Identify actions that break down barriers and promote participation: what, who and when. Progress on an action plan must be reviewed by an agreed date.

Resources

- large paper or flipchart, pens
- pre-drawn pictures if required
- sticky labels or paper/glue/tape. Some volunteers have used stones or other materials for indicating the different categories.

Attitude checklist

- The facilitator's attitude/approach depends on the purpose: education and awareness-raising need a more directive approach than joint analysis and planning.
- The tool should overcome negative attitudes to disability and other dimensions of disadvantage that are influenced by social norms.

Benefits

- directly addresses the social causes of disadvantage, and translates learning into action
- challenges social norms and builds social responsibility
- adaptable to any setting, since the information comes from the group.

Variations

- Change the style from education/awareness-raising to joint analysis and action planning.
- Incorporate other **Ranking, Rating and Sorting** tools or **Flow Diagrams** to identify obstacles and causes.
- Address other dimensions of disadvantage created by social norms, such as caste or gender.

Potential pitfalls

- Instructions are not clear at stage 2: partici-

pants should not suggest 'why' at this stage.

- Honest responses (rather than what 'should' happen) are essential if stage 5 is to be effective.
- The facilitator interprets social norms as 'negative' without seeking explanations and context.

Sample applications

- awareness-raising about disability and other factors which may affect disadvantage
- mutual learning and analysis of the role and status of people with disabilities
- baselines and action plans to improve support services delivered to people with disabilities.

Links to other tools

May be blended with tools like:

- **Ranking, Rating and Sorting**
- **24-Hour Analysis**
- **Flow Diagrams.**

REAL EXPERIENCE

Annette Hughes: disability volunteer, Mozambique

Annette used this tool to raise awareness about the lives of disabled community members, and to explore how attitudes or lack of equipment restricted their full participation. Activities were undertaken with relatives, friends and neighbours of disabled people, as well as nurses, teachers and other influential community members. These were successful in empowering communities to support people with disabilities through carpentry, mobility assistance, shopping, childcare and help in schools. Annette became a VSO trainer on her return home.

STAKEHOLDER ANALYSIS

LEVEL OF PARTICIPATION

- 5 Supporting action
- 4 Acting together
- 3 Deciding together
- ✓ 2 Consulting
- 1 Informing

PHASES OF DEVELOPMENT PROCESS

- ✓ Analysis
- ✓ Planning
- Doing
- Reviewing



Purpose

This is used to establish the relative importance and influence of people, groups or institutions with an interest in a particular issue, activity or project. It can be used in conjunction with, or independently of, the **Stakeholder Mapping/Venn Diagram** tool. It adds value to the early orientation, analysis and planning stages of project activity or partnership development.

Technique

1. Work with a small group to complete the table below. First identify a checklist of stakeholders, for example by use of the **Thought Shower** method.
2. Put the identified stakeholders in the first column of the table. For each stakeholder, establish their interest, influence and importance using a simple description or the suggested scoring method shown below. This process may be through focused discussion or by individuals writing their opinions on sticky notes and adding these to each category.
3. Different participants' input may be synthesised by the facilitator with the

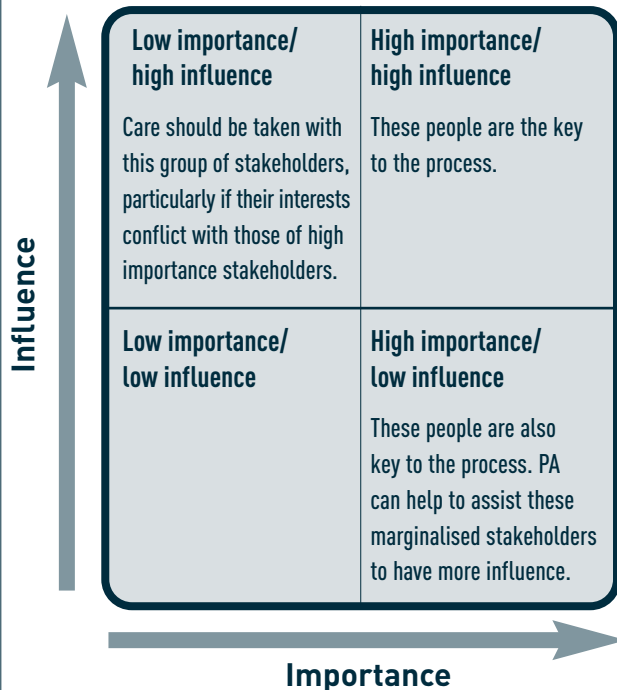
agreement of the participants, or consensus may be achieved through further discussion or voting.

Table

STAKEHOLDERS	INTEREST [in the issue/ activity]	INFLUENCE [over the issue/ activity]	IMPORTANCE [to the issue/activity]
checklist	description, reasons	-4 -3 -2 -1 0 1 2 3 4	1 2 3 4 5

4. Once the table is complete, the results can be mapped onto a matrix by the group (see below).
5. Use open questions to check the reasons and logic for the group's decisions.

Matrix¹



Resources

- paper, pens
- sticky notes if desired.

Attitude checklist

- Let the group lead the process.
- Be aware of the need to remain objective.

Benefits

- helps initial orientation and analysis of the likely players in the local development process
- useful in scenarios where it is important to work at different levels with different groups, organisations or departments. (The framework of Part I, Section 2 is important here)
- helps to identify possible allies, as well as potential constraints and risks to the process.

Variations

The tool combines the use of discussion, tables, matrices and rating/scoring. Any of these tools can be further developed or other tools substituted.

Potential pitfalls

- Inevitably the group is made up of stakeholders, and judgements about their relative importance and influence may need to be managed in a sensitive way.
- The tool may not be adequately explained or broken down into a series of steps, causing confusion.
- The facilitator influences the group with their presence or opinions – a neutral facilitator who is not a stakeholder in the process is therefore best for this process.

Sample applications

- as a tool for organisational analysis near the beginning of a project or partnership
- to assist orientation, plan work, identify the distribution of power and decision-making, and highlight important relationships.

Links to other tools

Can be used in conjunction with other orientation, information gathering or organisational assessment tools such as:

- **Venn Diagram**
- **Seasonal/Organisational Calendars**
- **SWOT analysis.**

REAL EXPERIENCE

Regional Environmental Impact Agency, Bali, Indonesia

Stakeholders involved in illegal trade in turtle meat were identified by brainstorming the production and marketing chain from local fishermen, through immigrant traders and other middlemen, to the consumer. This process revealed that there were many stakeholders who might not otherwise have been identified but who would be affected by a clamp-down on the trade or who could influence demand and supply. For example, different consumer groups were identified – from those who just liked the taste to the Balinese Hindu priests who used the meat for ceremonial purposes. In some areas, it was then possible to elicit the support of the priests who interpreted traditional beliefs in a way that decreed that the turtle was purely symbolic in the ceremonies and therefore a turtle-shaped representation could be used – it wasn't necessary to actually eat turtle meat and, indeed since the animal had spiritual significance, it should in fact be protected.

STAKEHOLDER MAPPING/VENN DIAGRAM



Purpose

Also known as a Venn Diagram or Chapatti Diagram, Stakeholder Mapping shows the key institutions and individuals in a community, together with their relationships and their importance in decision-making. This may also be useful for identifying the key stakeholders in a development intervention.

Technique

1. Explain the purpose of the tool to the group. Ask them to identify key institutions and individuals in the community and record these on a list.
2. The group cuts out (or draws) circles to represent each institution or individual. Bigger circles indicate more important stakeholders, or those with whom the group has the most contact. The circles are labelled.
3. Next, the group identifies the degree of contact and overlap between each circle in terms of decision-making. Overlap occurs if one individual or institution asks or tells another to do something or if they have to cooperate in some way. Arrange as follows:

- separate circles = no contact
- touching circles = information passes between institutions
- small overlap = some cooperation in decision-making
- large overlap = considerable cooperation in decision-making

4. Draw the diagram first in pencil and adjust the size or arrangement of circles until the representation is accurate. Alternatively, use lengths of string – these can be expanded or contracted until the right size is agreed. A reproduction of the string/paper/pencil circles ensures a permanent record.
5. Secondary sources, group interviews or key informants can be used to validate information.

Resources

- paper and pens
- string
- scissors.

Attitude checklist

When asking about groups and institutions, probe for information on leadership, membership, activities, decision-making processes, interaction or conflicts with other groups or institutions.

Benefits

- Helps to identify who needs to be involved in a development process or activity.
- The relationships shown can be useful in identifying potential conflicts between interest groups and in clarifying the roles of individuals and institutions.
- Provides richer information than is revealed through organisation's own literature.

Variations

Communities in Asia have coined the phrase 'Chapatti Diagram' for this tool, due to the shapes used to represent stakeholders.

Potential pitfalls

- Participants confuse the two variables of proximity and size of circles.
- Political alliances may influence consensus over who is 'important'.

Sample applications

- identification of different users of a specific resource and their links to ethnic, clan, family or village groups, or to service providers, such as government agencies, NGOs etc.
- organisational analysis: identification of interaction between different teams and/or individuals within an organisation
- planning with multiple stakeholders
- may also be used in the review stages to discuss how relationships have changed as a result of a development process.

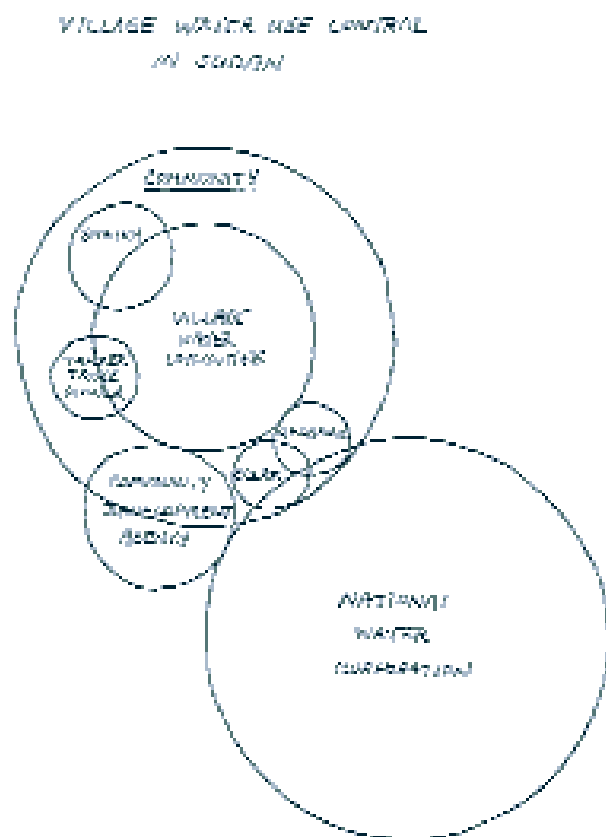
Links to other tools

- May feed into **Stakeholder Analysis**.
- Can also be used in conjunction with **Timelines, Maps, Transects** and other 'orientation' tools.

REAL EXPERIENCE

VSO Nigeria: Participatory Placement Assessment

This tool is useful in large organisations involving liaison with many different internal and external departments. It is also useful for assessing NGOs and their links with other stakeholders. As with the traditional Venn Diagram, participants were asked to draw circles to represent departments and organisations. However, annotated arrows were added to identify key relationships. The tool provides a much better insight into an organisation than its own organogram. It highlights communication channels and bureaucratic structures that may influence access to resources and decisions. This baseline information can be revisited at the end of a volunteer placement to review the volunteer's impact on networking and organisational structure and systems.



Source: Theis and Grady (1991)

SWOT ANALYSIS

LEVEL OF PARTICIPATION

- ✓ 5 Supporting action
- ✓ 4 Acting together
- ✓ 3 Deciding together
- 2 Consulting
- 1 Informing

PHASES OF DEVELOPMENT PROCESS

- ✓ Analysis
- ✓ Planning
- Doing
- ✓ Reviewing



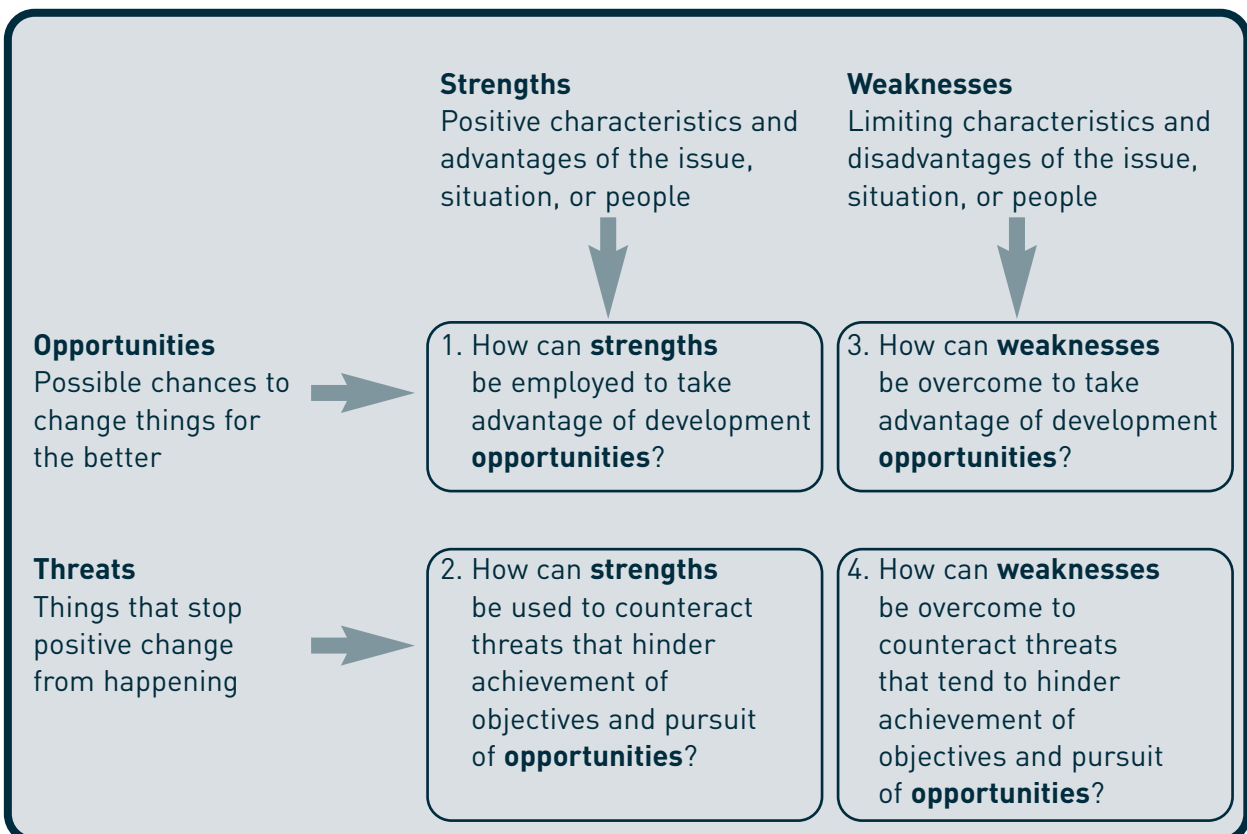
Purpose

SWOT stands for Strengths, Weaknesses, Opportunities and Threats. A **Matrix** tool used for planning organisational strategy, it is also successful in community settings. The tool

can handle most broad or narrow issues, as long as they are clear and understandable.

Technique

1. Describe the purpose of the activity, and identify the topic to be analysed.
2. Clarify a common understanding of strengths, weaknesses, opportunities, and threats (see below).
3. Draw a matrix that has nine fields (three rows and three columns). Label the fields as 'Strengths', 'Weaknesses', 'Opportunities' and 'Threats' as shown below.
4. Participants begin by listing all strengths and weaknesses in the respective fields. This is repeated for development opportunities and threats. The facilitator encourages discussion and analysis. The four empty fields of the matrix are completed using the following questions:



5. Participants select options and rate them according to their feasibility and potential benefit.
6. Discuss the results and agree actions.
7. Copy the matrix and leave the original with the group.

Resources

- flipchart or chalkboard or paper
- drawing equipment.

Attitude checklist

- Strengths and weaknesses must come from the group. Weaknesses identified by the facilitator are particularly disempowering.
- Provide guide questions or criteria to participants if specific information is required.
- Keep SWOT Analysis to ten people at most.

Benefits

- encourages discussion of both positive and negative sides to any given issue or situation. This helps to set the basis for negotiations and trade-offs
- facilitates open, in-depth, focused and frank discussions because agreement must be reached in identifying what is a strength and what is a weakness
- provides a useful structure/checklist to guide balanced analysis of a situation
- raises group awareness concerning the value of their knowledge, and channels this understanding into analysis and planning.

Variations

- 'Weaknesses' and 'Threats' may sound negative and disempowering. Some development workers prefer to use 'SLOC' – Strengths, Limitations, Opportunities and Constraints.
- Identify each strength, then each 'matching' weakness, and so on. A small 'test' of the tool use will help you to know which approach is going to work best in each instance.

Potential pitfalls

- Sensitive subjects may arise. The facilitator may wish to put these aside for later discussion.
- Some of the group may dominate discussion. Consider separate groups or interviews.
- Synthesising discussion into a few words may be difficult. The facilitator should always check to see that the participants agree with the reporting.

Sample applications

- to weigh the merits of a local practice, a new technology or a suggested partnership
- as part of an organisational analysis.

Links to other tools

Can be linked to other planning and analysis tools. **Focus Group Discussions** or **Semi-Structured Interviews** can be used to follow up key issues and report on strategies.

REAL EXPERIENCE

Participatory Placement Assessment, VSO Kazakhstan

- Describe weaknesses as 'development needs' although this may be lost in translation.
- Writing or moving around strengths and weaknesses should be done by less senior members of the group – use a pair of people if senior staff tend to intimidate the others.
- Ask participants to write their 'development needs' with a pencil or biro, to make it more difficult for senior staff to identify the author of the remark from a distance.

TEN SEED TECHNIQUE

LEVEL OF PARTICIPATION

- ✓ 5 Supporting action
- ✓ 4 Acting together
- ✓ 3 Deciding together
- ✓ 2 Consulting
- 1 Informing

PHASES OF DEVELOPMENT PROCESS

- ✓ Analysis
- ✓ Planning
- ✓ Doing
- ✓ Reviewing



Purpose

This is more a technique for carrying out other PA tools rather than a tool in itself. It involves the use of ten counters to represent relative amounts or preferences, and to foster a participatory attitude. It is essentially a form of 'proportional piling': a classic PRA tool in which small piles of stones or other counters are used to represent relative amounts. It can be used in conjunction with most PA tools to collect and open up qualitative information. Proportional piling is documented extensively in PRA literature. A manual solely on the *Ten Seed Technique* written by its creator, Ravi Jayakaran (World Vision) is referenced at the end of this guide.

Technique

An example from World Vision China is described below:

1. The group is asked what local people do for a living. This may produce a few responses such as agriculture, raising livestock, or migrant work.
2. Using ten coloured counters, the group indicates which is the most commonly

practised activity. The group can distribute the counters as they wish, and should achieve a consensus. This gives a rough, qualitative impression of the importance of different activities.

3. The facilitator may wish to probe further into the issue of people working outside the village. How long do these migrations last? The responses will indicate a new set of categories, eg one month, three months or up to one year. By assigning the ten seeds among these categories, the group can show what they perceive to be the most common practice.

Resources

- ten flattish seeds that do not roll – dyed or painted if desired
- pens and paper.

Attitude checklist

- Maintain a learning and listening attitude.
- Don't rush – ask open questions and allow people to 'interview the diagram' if direct discussion and eye contact is too intimidating.

Benefits

- encourages participatory attitude and group analysis
- taps into creativity and therefore removes mental constraints
- can be adapted to most PA tools.

Variations

The potential variations are limited only by the creativity of the facilitator.

Potential pitfalls

- The technique is dominated by a few individuals. Filter them out for focused interviews.

- Creative, 'right brain' activity brings people's hopes, dreams and expectations to the surface. These can be harnessed as a positive force for change, but elevated expectations may be a pitfall unless something is done to address these at the end of the activity.
- Equally, if the activity reveals inequity or oppression, this must be addressed quickly, or the participants will become frustrated and lose faith in the process. And of course the oppression will continue...

Sample applications

- Gather information and generate profiles.
- Analyse problems and assist decision-making and discussion.
- Assess change and review progress.

Links to other tools

The technique can be used with most discussion-based or diagramming tools.

REAL EXPERIENCE

World Vision China

Reasons given by female drug users for not using condoms when they sell sex:

1. Clients reject them
2. Rushed for money (need drugs immediately)
3. No condoms available
4. Rush for fear of being caught by police

CONDOM USAGE BY FEMALE DRUG USERS WHEN THEY SELL SEX

USE CONDOMS	DO NOT USE CONDOMS
● ●	● ● ●
● ●	● ● ●



These categories could be opened up further using the ten seeds, to show which was most common, the reasons why each occurred, and what action might help.

Source: Jayakaran (2002)

THOUGHT SHOWER

LEVEL OF PARTICIPATION

- ✓ 5 Supporting action
- ✓ 4 Acting together
- ✓ 3 Deciding together
- ✓ 2 Consulting
- 1 Informing

PHASES OF DEVELOPMENT PROCESS

- ✓ Analysis
- ✓ Planning
- Doing
- ✓ Reviewing



Purpose

Also known as 'Brainstorming' or 'Free-thinking', this is a form of group discussion in which members take turns offering ideas related to a specific topic. The shower of thoughts captures a 'pool' of group knowledge on a topic in a short time. Initial thoughts are often sketchy and not always thought through. Hence, this tool is a common introduction to other techniques that examine and expand on these ideas.

Technique

1. The facilitator asks each participant to give an idea related to a specific topic or question.
2. The facilitator writes each idea on a flipchart or other writing surface. Participants may take turns, or the process may be spontaneous.
3. Repeat until all ideas are exhausted.
4. Discuss ideas with the group. Encourage discussion and clarification.
5. Record the results.

Resources

- paper or other writing surface
- drawing materials

- cards or sticky notes if preferred.

Attitude checklist

- The facilitator/ group must respect all people and ideas.
- The facilitator must ensure no interruption, comment, contradiction, competition or argument during the Thought Shower, and they should help anybody who is struggling to express themselves.
- Facilitators should avoid offering their own ideas and judgements as this can disempower the group.

Benefits

- produces a quick overview or rough assessment of a specific subject
- useful for discovering 'What', but can also ask 'Why', 'How', 'Who', 'When', and 'Where'
- can lead into further information-gathering, or feed into setting priorities
- raises group awareness about their own knowledge.

Variations

- With illiterate people, record ideas as symbols/pictures, or read out all the contributions.
- Tackle shy groups or sensitive issues by asking for ideas on individual cards.
- When all ideas on the topic are exhausted, immediately ask for ideas on a completely different issue about their everyday lives for two minutes. Then return to the original question and ask for further ideas. Check which ideas you would have missed if you had just stopped at the end of the first Thought Shower!

Potential pitfalls

- Not all people get a turn and not all ideas are discussed.

- There are too many people for the facilitator to manage contributions.
- The card technique results in repetition of ideas, making it more difficult to consolidate the output. However, this can be dealt with using other tools (see below).

Sample applications

- wherever ideas or opinions are needed.
- as an introduction or component of most other tools.

Links to other tools

VSO Ghana recommends follow-up activity for any Thought Shower. This may include:

- clarification of ideas
- **Sorting** ideas into categories (eg positive/negative, strategic/procedural, external/internal etc)
- **Ranking** to prioritise; smaller sub-groups choosing topics to work on
- identification of gaps in the list.

REAL EXPERIENCE

VSO Bangladesh

1. Affinity Diagram: combined use of a Thought Shower with **Sorting** is commonly used by VSO Bangladesh to lend structure to problem identification or solution finding sessions. The author of this guide has also experienced this tool at DFID, while consulting on a UK Government White Paper – PA works just as well in the boardroom as at the grassroots!

Participants write their ideas on index cards or sticky notes, using one to three words. The cards are collected, mixed up, and then spread on a flat surface. Participants pick out any cards that list similar ideas and set them aside (note: try not to force cards into groups). A title/symbol describing the main theme is assigned to each group. Groups that are similar are placed next to each other. If groups are very similar, they can be combined under a new title.

2. Prioritising Ideas: **Ranking** techniques can follow straight on from a Thought Shower, but if there are lots of ideas, use the **Sorting** technique above first.

- *For 15–25 ideas:* For 15 ideas, give each participant five cards or sticky notes, numbered 1–5. Each participant votes by putting the note with number 5 next to the idea they favour the most, the number 4 next to the second best idea and so on. Add the number of votes next to each idea and write the total number next to the idea. Discuss the results of the first vote and check the pattern: are there any inconsistencies? Clarify and make any changes that are necessary. Vote again, using the same process.
- *For huge numbers of ideas:*

Round 1: Everyone votes for as many ideas as they wish. After voting, eliminate the least popular ideas – around 50% of the total.

Round 2: Everyone votes for only three ideas. Separate the most popular choices and again, eliminate about 50%.

Round 3: Everyone votes for only one idea. The idea with the most votes is the highest priority.

TIMELINES



Purpose

Timelines are a simple graphic method of representing a sequence of past events that a community or organisation considers important. This is a helpful tool for the early stages of building rapport and engaging in mutual learning about past history and current identity. Timelines also establish any previous experience with development projects and help development workers from repeating past mistakes. Like community **Maps**, the finished timeline is something that many groups will want to display prominently. It can act as a focal point, and may be used to plan subsequent activities.

Technique

1. Explain that the objective is to discuss the history of the community (or organisation or other group).
2. Draw a line on the floor, on a chalkboard, or on several pieces of paper joined together.
3. Ask people to begin by identifying significant events in the past and to add these to the timeline. Events may be represented in words, pictures or symbols, with dates where possible. These may include building of infrastructure (roads, schools, canals, railroads); introduction of

new crops or new livelihood activities; shocks like epidemics, droughts, flood or famine; changes in land tenure, administration and organisation; major political events (new president, war etc).

4. Each person can be given a series of cards which they can write/draw on and add to the timeline. Or they can choose their own symbols using available resources. This enables participation, and allows events to be moved around as the timeline expands or if there are changes to the agreed order of events.
5. Information from secondary sources (books, reports, archives) and from interviews with key informants (eg, old people, leaders, school teachers) may be used to supplement this information if a detailed and accurate record is required.
6. Group members can produce a final version of the timeline for display. However, the main purpose of the tool is not absolute accuracy, but a picture of what the **group** thinks is important.

Resources

- writing surface and writing materials
- cards if desired.

Attitude checklist

- Encourage discussion to triangulate data and bring in other members.
- Offer trigger questions (eg "Have you always...?") to keep the process going if necessary.

Benefits

- Timelines are an important part of getting to know the community and understand their situation before moving too quickly into an analysis of needs. Perhaps there have been past failures with development projects. This may provide early warning of resistance to new ideas.

- They allow older people to share their knowledge and experience.
- They affirm a common sense of identity and purpose in the group.

Variations

The basic timeline format can be substituted for a road, journey, river or 'historical profile'.

Potential pitfalls

- The facilitator doesn't acknowledge indigenous calendars and ways of representing time.
- The facilitator doesn't verify events or stimulate discussion on new topics.

Sample applications

- the history of a community or organisation
- the history of a water body, forest, migration path, agricultural area or other feature
- the history of the community in relation to the surrounding area
- extending the timeline into the future, ie 'visioning' what the group expects or hopes will happen.

Links to other tools

- **Focus Group Discussions** or **Semi-Structured Interviews** can be used to triangulate key events.
- Linking Timelines with **Mapping** can help to establish when and where things took place, and produce historical maps.
- 'Future' Timelines can use 'visioning' and other planning tools.

REAL EXPERIENCE

Violeta Vajda: VSO Partnership Development

Violeta used Timelines with six participants in a youth group of the St Vincent de Paul Association in Romania to document their past volunteering activities, and what they would like to see happen in the future. Violeta was impressed that the young people were motivated to do something for themselves. They took each other's views seriously and had trust in each other. Her facilitation priorities were to ensure that the youngest had a say – they were given the job of writing the ideas up on the flipchart to involve them more in the process. She also made notes reflecting on the activity, including other incidents and observations of the group that helped to build a picture of their progress.

The Future:

2003	<ul style="list-style-type: none"> • The centre's medical room to be improved • Future volunteers pass all subjects at school • Civic education a part of volunteering • We should visit old people's homes with gifts
2004	<ul style="list-style-type: none"> • We should organise another camp with young people as volunteers • Activities should be more diverse and involve younger children • I want to be a volunteer with Group 1 [the group for youngest children] • We should form a core group for future youth volunteering • When there are activities we should all participate
2005	<ul style="list-style-type: none"> • A new youth volunteering team made up of at least five members • Establish a training course for the young volunteers • More education and religion lessons
2006	<ul style="list-style-type: none"> • A new dance group • I want to become a volunteer with Group 2 • The group should have more resources and get further training
2007–2008	<ul style="list-style-type: none"> • Activities like dancing, plays, glass painting, handicrafts • More volunteers • Teach younger children to play an instrument • Keep the after-school club

TRANSECTS

LEVEL OF PARTICIPATION

- 5 Supporting action
- 4 Acting together
- ✓ 3 Deciding together
- ✓ 2 Consulting
- 1 Informing

PHASES OF DEVELOPMENT PROCESS

- ✓ Analysis
- ✓ Planning
- ✓ Doing
- ✓ Reviewing



Purpose

Transects are both a way of representing information and a technique to familiarise outsider facilitators with different parts of a community and local land use. Originally developed as guided walks through the different agricultural and ecological zones of rural areas, Transects have significant value in any situation for observing and questioning local people about different zones, infrastructure and amenities of urban areas, or parts of a school, hospital or business.

Transects are classically used after a **Mapping** exercise. They allow the facilitator to 'enter' the map, validate its features and probe into key issues. The transect can also be plotted on the map.

Technique

1. Choose a more-or-less straight line through the area being investigated. This can follow a **Mapping** exercise, a discussion, or an initial visit to the area. The line chosen should attempt to take in many of the different physical areas,

vegetation types, land-use zones and sections of the community as possible.

2. Walk along the line, accompanied, if possible, by one or more local people. Note what activities are going on and where.
3. Talk to people on the way, ask about what is going on, possible alternatives, seasonal variations and problems.
4. After the walk, record the main features observed in a diagram. By consulting with different people, try to distinguish distinct zones according to land use, vegetation, resident group etc. These features become a guide for discussions and interviews with other people in the community. It can also be used to communicate your findings to the community.

Resources

- sketch map and compass
- pens and paper to record information along the way
- other reference guides as appropriate (eg birds, ecology, maps etc)
- dictaphone to record sounds and personal observations if required
- consider making a video of the walk if this is desirable and not too obtrusive – guard against 'development tourism'.

Attitude checklist

- Let people show you their area.
- Compare your observations with what you had been told you would see.
- Use open-ended questions to probe. Ask about how things have changed: "How long has this been here?", "When did things change?", "Why?"

Benefits

- Allow first-hand observations to validate information from secondary sources.

- Offer flexible and spontaneous opportunities to gather rich and varied data in a relatively short space of time.
- Verify whether conditions are different than suggested: eg a VSO lab technician in Nigeria, asked to work with and maintain three pieces of equipment, discovered through a 'walk' that many other pieces of equipment were under-used due to inexperience in their use and maintenance.

Variations

- Vary the route and time of the walk. Evenings will give a different picture to daytime.
- Consider staying overnight in the area or partway along a long transect. This will give many more perspectives on the area and its inhabitants.

Potential pitfalls

- Access to certain interesting areas is restricted.
- You are 'chaperoned', restricting your ability to speak freely with local people along the way.
- The route or time available does not have sufficient flexibility to investigate interesting features that emerge, or to speak with people.

Sample applications

- identify actual uses and activities, and potential ones that could be developed in each zone
- determine who uses what resources in each zone
- identify principle problems encountered in each zone.

Links to other tools

Focus Group Discussions or **Semi-Structured Interviews** can be used to follow up.

REAL EXPERIENCE

Daniel Foster: social forestry volunteer, China

"Transects were important in my work with the Yunnan Forest Department – for training staff in PA and for increasing the participation of local people in forestry projects. Sometimes the transect followed a sketch map, but often it simply followed discussions with local forest staff and village leaders. I would pick out key areas of interest from the discussion and ask to see them. There were often great differences between what was said and what things were actually like on the ground!

Although I was often accompanied by an entourage of staff, it was possible to 'lose' some of my party by varying the pace. This allowed me to interview local people we met, who would have been intimidated by all the leaders. I used to pick leaves of local trees as we walked, which were great in starting discussions with locals about their uses and properties.

Transects helped me to monitor existing forest projects, and make observations for the feasibility of new activities, eg seeing which land uses, species or agricultural practices are already valued. The informal setting of these walks was also a great way to share important local knowledge and skills between colleagues."

Zone	road	gravel	ground	wood	dry
land use	farm	farmland growing	village	farmland growing	farmland
resources utilized	timber, bamboo	grain, oilseed, mulch, wood		grain, bamboo, oilseed	oilseed, grain
problems	erosion	drought, pests		drought, erosion, low well productivity	drought
opportunities	farmland recovery bamboo	pasture recovery farming	market recovery oilseed, grain, bamboo, wood	grain recovery farming	flood recovery farming

Source: Theis and Grady (1991)

24-HOUR ANALYSIS

LEVEL OF PARTICIPATION

- 5 Supporting action
- 4 Acting together
- 3 Deciding together
- ✓ 2 Consulting
- 1 Informing

PHASES OF DEVELOPMENT PROCESS

- ✓ Analysis
- ✓ Planning
- Doing
- ✓ Reviewing



TIME

ACTIVITY

0600:

0700:

0800:

0900:

1000:

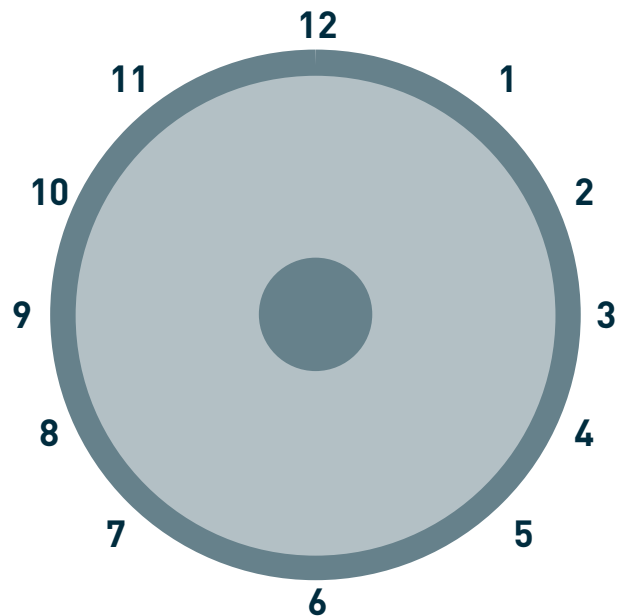
etc

Purpose

By asking people from different parts of the community to outline their average day and comparing the results, it is possible to investigate the impact of diversity on local livelihoods, access to resources and dimensions of disadvantage. Commonly associated with **Gender Analysis**, this tool is equally useful for investigating variations between various different social groups. It is useful in the early stages of orientation, but may also be valuable for monitoring and evaluating change.

Technique

1. Explain the purpose of the task, and let people produce an individual profile of their day, or a communal group representation. The format of the task is flexible to suit the group. Some possible structures are shown below:



2. This is followed with synthesis of the drawings and identification of roles. It is possible to show the amount of time that people are spending on (a) domestic activities; (b) income-generation; (c) political and decision-making roles (d) leisure activities etc.

The activity may be repeated for different social groups – eg men produce their perception of what they think women are doing. It may be appropriate to bring different groups together at this stage to expose and

challenge misperceptions and stereotypes. Women's working hours may be extremely long (eg the majority of domestic tasks plus labour for income-generation), but they may have little control over their own income and participate less in decision-making. However, cultural norms cannot be transformed in a day, and it is important to move with people's own agenda: what do they want to change?

Resources

- paper, pens and drawing materials

Attitude checklist

- Ideally, the facilitator should be as hands-off as possible, merely keeping participants on track, and providing motivation and clarification where necessary.
- Be prepared to deal with sensitive issues, potential conflicts and cultural smokescreens.

Benefits

- It provides development workers with an insight into local realities.
- It allows peer and social groups that experience similar activities and issues to develop a sense of unity.
- It reveals the roles of different people in society, the different problems they face, and the differences in their resultant needs.
- It may help development workers to identify who to work with, and to what purpose.
- It helps development workers to plan future actions according to suitable times of day when the target group will be available to participate in meetings, discussions and planned activities.

Variations

People can use text, pictures or symbols to sketch out their day.

Potential pitfalls

- Addressing diversity and disadvantage head-on may be difficult and even seen as confrontational by the community. Consider indirect approaches and proceed with caution.
- There is a fine line between being sensitive to local culture and proactively challenging social and cultural norms. Let local people lead the discussion – find out where people would **like** to challenge the status quo.

Sample applications

- identifying diversity-related development needs within a community
- assessing the potential impact of project activities on diverse groups
- monitoring changes in behaviour and labour distribution following development interventions.

Links to other tools

Information can be opened up using:

- **Ten Seed Technique**
- **Gender/Diversity Analysis**
- **Mapping**
- **Transects**
- **Semi-Structured Interviews**
- **Focus Group Discussions.**

See also the **Social Norms** tool.

REAL EXPERIENCE

**Daniel Bradley: researcher, Senegal;
VSO training officer**

"I used 24-Hour Analysis with men and women to gain an insight into their livelihood activities, the distribution of labour within a household, and to probe into who controlled household decisions. Combined with **Seasonal Calendars**, the tool also helped me to schedule other group activities at times when my target group was available and potentially dominant senior people were occupied!"

YES, BUT...

LEVEL OF PARTICIPATION

- ✓ 5 Supporting action
- 4 Acting together
- 3 Deciding together
- ✓ 2 Consulting
- 1 Informing

PHASES OF DEVELOPMENT PROCESS

- ✓ Analysis
- ✓ Planning
- Doing
- ✓ Reviewing



Purpose

This tool has been recorded by the Institute of Development Studies for increasing individual participation and clarifying opinions during group debates. It enables participants to explore and develop their views, behaviour and attitude. It also helps to give some structure to debate that may otherwise dissolve into chaos.

Technique

1. Write up and display a relevant statement on which there is likely to be a range of views. These can be generated by participants, or provided by you (examples below).
2. On the wall, spread out the following signs (usually left to right):

NO

NO, BUT

YES, BUT

YES

3. Give a little time for each person to reflect on their position on the statement.
4. Invite all participants to stand by the sign that represents their view.
5. Facilitate debate. It can be good to start with a minority, and ask them to argue their case.

6. Encourage movement if people find themselves being swayed by others' arguments.

Consensus is not necessary but can be sought through suggestions for change to the wording of the suggested statement.

Resources

- paper and pens
- a long wall with space in front of it.

Attitude checklist

- Encourage people to explain their own view rather than going along with dominant opinion.
- Encourage people to challenge and modify the original statement rather than try to force and consensus.

Benefits

- Adds structure to debate.
- Forces people to examine, clarify, challenge and develop their opinions and attitude.
- Can serve as a useful warm up, energiser or exercise for getting to know each other.
- Enhances individual participation in group activity and develops participatory attitudes.
- Generates a lot of reflection and learning.

Variations

- Substitute different signs.
- Add additional structure, such as everyone speaking in turn, a time limit etc. This helps if the debate is heated, there are dominant members or extra control is needed for other reasons.

Potential pitfalls

- Participants do not fully understand the process.

- The signs take people's focus away from the issues being debated.
- Lack of disciplined facilitation means that participants are drawn into arguments without clarifying their own positions.

Sample applications

- Possible statements on the theme of participation include:
 - a participatory approach requires 'X' at all levels in organisations
 - to empower others means disempowering oneself
 - empowering others is a source of personal fulfilment
 - if a boss dominates, it affects the whole organisation
 - participation is a way of life.
- It can also be used in reviewing, ie whether participants felt a particular activity was a success.

Links to other tools

It may be useful for developing or refining the conclusions of problem analysis tools (eg **Problem Tree, Ranking, Flow Diagrams** etc).

MORE INFORMATION

The Institute of Development Studies is a key source of information, resources and networking opportunities on similar tools, and PA in general:

www.ids.ac.uk/ids/particip/

APPENDIX I: PARTICIPATORY APPROACHES – COMMON ACRONYMS

AEA	Agro-Ecosystems Analysis
BA	Beneficiary Assessment
DELTA	Development Education Leadership Team
DPR	Diagnóstico Rural Participativo
FPR	Farmer Participatory Research
GRAAP	Groupe de Recherche et d'Appui pour l'Auto-Promotion Paysanne
MARP	Méthode Accélérée de Recherche Participative
PALM	Participatory Analysis and Learning Methods
PAR	Participatory Action Research
PD	Process Documentation
PIP	Policy, Institutions and Processes
PLA	Participatory Learning and Action
PfR	Planning for Real
PRA	Participatory Rural Appraisal or Participatory Reflection and Action
PRAP	Participatory Rural Appraisal and Planning
PRM	Participatory Research Methodology
PTD	Participatory Technology Development
PUA	Participatory Urban Appraisal
RA	Rapid Appraisal
RAAKS	Rapid Assessment of Agricultural Knowledge Systems
RAP	Rapid Assessment Procedures
RAT	Rapid Assessment Techniques
RCA	Rapid Catchment Analysis
REA	Rapid Ethnographic Assessment
REFLECT	ActionAid's participatory method of literacy development
RFSA	Rapid Food Security Assessment
RMA	Rapid Multiperspective Appraisal
ROA	Rapid Organisational Assessment
RRA	Rapid Rural Appraisal
SB	Samuhik Brahman (joint trek)
SSM	Soft Systems Methodology
SSI	Semi-Structured Interview
TfD	Theatre for Development
TfT	Training for Transformation
TST	Ten Seed Technique
VIPP	Visualisation in Participatory Programmes

Adapted from Pretty and Vodouhê (1998)

APPENDIX II: TYPES OF PICTURES FOR COMMUNICATION

Pictures can be classified in many ways, but here we will consider the choice of pictures for two main purposes.

1. Pictures to inform, describe, give facts or information

The facilitator:

- will, whenever possible, discover what listeners want to know, respond to their interests and then choose a relevant picture that will help meet their need
- may have to give people some information about something that is, at present, beyond their experience. They can add extra meaning to their description or explanation if they use a well-chosen picture
- uses a picture in a group so that everyone shares basically the same experience and meaning. (If they use words only, the meanings understood will vary with each listener's different experience of their words)
- may use questions to involve the listener, but their main aim will be to transfer information and ideas.

Informative/descriptive pictures:

- give a visual description that can be held in the mind
- are most useful when they focus on one main subject or idea
- indicate the shape, form and arrangement of various things
- need to use a visual style that viewers can understand
- can be shown in a series in order to tell a story or describe a process.

The viewer:

- may exclaim, "Now, I **see** what you mean!"
- receives visual information enabling them to relate the new word or idea to existing experience
- has a fairly passive experience and often

just accepts the new visual idea without having to make much mental effort.

Most people find informative, one-idea pictures relatively easy to use.

2. Pictures to encourage thought, study and reflection

The facilitator may have experience to offer but the emphasis now is not on the transfer of 'correct' information. The focus this time is more on the viewer and their process of discovery and problem solving.

The facilitator:

- aims to get the viewer to think, to work out the meaning and significance of the picture
- uses open-ended questions and dialogue to encourage people to describe what they see, relate it to their own experience, identify problems and look for causes and solutions
- is not **answering** questions, but **asking** them.

Study Pictures (These are sometimes called problem-posing pictures. Paulo Freire calls them 'picture codes'):

- deal with locally important issues, identified by the people
- usually have much more detail than the one-idea type
- often include people doing something in a recognisable situation
- give facts and information, but also raise issues related to life, work, society and the community. They show problems, not solutions
- may have different contrasting elements, which encourage thought and comparison, sometimes in more than one picture
- often have a certain ambiguity (unclearness, vagueness or uncertainty), which offers the opportunity for analysis in different ways

- give up their full meaning as they are discussed in a particular cultural situation
- may be made or selected by the people themselves.

The viewer:

- is actively involved. (**All** have a contribution to make)
- is encouraged to think about relationships, attitudes, approaches, values, priorities etc.

Because of their different experiences, people see things in distinctive ways. A great deal is gained when these different perceptions are shared, but it takes time!

Denys Saunders, VSO trainer

APPENDIX III: TOOL TEMPLATE

LEVEL OF PARTICIPATION

- 5 Supporting action
- 4 Acting together
- 3 Deciding together
- 2 Consulting
- 1 Informing

PHASES OF DEVELOPMENT PROCESS

- Analysis
- Planning
- Doing
- Reviewing

Purpose

Technique

Resources

Attitude checklist

Benefits

Variations

Potential pitfalls

Sample applications

Links to other tools

REAL EXPERIENCE

REFERENCES

- Barton T, G Borrini-Feyerabend, A de Sherbinin and P Warren** (1997) *Our People, Our Resources*. IUCN, Gland, Switzerland and Cambridge, UK. Also available online: www.iucn.org/themes/spg/Files/opor/opor.html
- Borrini-Feyerabend G** [ed] (1997) *Beyond Fences: Seeking Social Sustainability in Conservation*, IUCN, Gland, Switzerland. Also available online: www.iucn.org/themes/spg/Files/beyond_fences/beyond_fences.html
- Case DD** (1990) 'The community's toolbox: The idea, methods and tools for participatory assessment, monitoring and evaluation in community forestry'. *Community Forestry Field Manual 2*. Food and Agriculture Organisation of the United Nations, Rome
- Carriere E, J Hardjono and N Mukherjee** (2002) *People, Poverty and Livelihoods: Links for sustainable poverty reduction in Indonesia*. DFID/World Bank, Jakarta, Indonesia
- Chambers R** (1997) *Whose Reality Counts? Putting the first last*. Intermediate Technology Publications, London
- Cornwall A** (1996) 'Towards Participatory Practice: Participatory Rural Appraisal (PRA) and the Participatory Process' in de Koning, K and M Martin [eds.] *Participatory Research in Health: Issues and Experiences*. Zed Press, London
- Freire P** (1986) *Pedagogy of the oppressed*. Continuum, New York
- Harford N and N Baird** (1997) *How to Make and Use Visual Aids*, VSO/Heinemann, London
- IIRR** (1996) *Recording and using indigenous knowledge: a manual*. International Institute of Rural Reconstruction, Silang, Cavite, Philippines.
- Also available online: www.panasia.org.sg/iirr/ikmanual/
- Jayakaran R** (2002) *Ten Seed Technique*, World Vision International, China. Available as a pdf file from ravi.jayakaran@wvi.org
- Jolly S** (2002) *Gender and cultural change*, Institute of Development Studies (IDS), University of Sussex
- Linney, B** (1995) *People, pictures and power: people-centred Visual Aids for development*, Macmillan Education/TALC, London
- Narayan D** (1993) *Focus on participation: evidence from 121 rural water supply projects*. UNDP – World Bank Water Supply and Sanitation Programme. World Bank, Washington DC
- Pretty JN** (1994) 'Alternative systems of enquiry for sustainable agriculture'. *IDS Bulletin 25 (2)*: 37–48. (IDS, University of Sussex)
- Pretty JN and S Vodhouê** (1998) 'Using Rapid and Participatory Rural Appraisal', in Swanson BE et al, *Improving Agricultural Extension: a reference manual*, FAO, Rome
- Srinivasan, L** (1993) *Tools for community participation*, PROWESS/UNDP Technical Series Involving Women in Water and Sanitation. Pact Publications, Washington DC
- Theis J and HM Grady** (1991) *PRA for community development*, IIED/SCF, London
- Wilcox D** (1994) *The guide to effective participation*, Partnerships Online: www.partnerships.org.uk/guide/
- VSO** (2002) *Focus for change: VSO's strategic plan* VSO, London

PARTICIPATION RESOURCES ONLINE

Electronic toolkits and manuals:

Partnerships Online Guide to effective participation (basis of Part I, Section 2)
www.partnerships.org.uk/guide/index.htm

FAO
www.fao.org/participation/

World Bank Manuals and toolkits
www.worldbank.org/participation/tools&methods/toolkitsmanuals.htm

The Community's Toolbox (community forestry)
www.fao.org/docrep/X5307E/X5307E00.htm

Indigenous knowledge toolkit
www.panasia.org.sg/iirr/ikmanual/index.htm

FAO participatory nutrition project guidelines
www.fao.org/docrep/v1490e/v1490e00.htm

Oxfam toolkit for citizen participation in local governance (includes search engine)
www.toolkitparticipation.com

Improving agricultural extension
www.fao.org/docrep/w5830e/w5830e00.htm

Near FM community radio and media participatory learning manual
www.nearfm.ie/plm.htm

General resources:

Participation Resource Centre at the Institute of Development Studies
www.ids.ac.uk/ids/particip/information/index.html

IIED Participatory Learning and Action
www.iied.org/sarl/pla_notes/index.html

World Bank Participation and Civic Engagement Group
www.worldbank.org/participation/

Guidelines on practical approaches and methods for workshops participants, by Robert Chambers
www.ids.ac.uk/ids/particip/research/pranotes02.pdf

[Links last checked April 2004]