

HANDBOOK

"STEPS & METHODS TO MOBILIZE THE COMMUNITY"

This is a simple handbook composed of:

1. Community Development Methods
2. Steps on how to mobilize the community
3. Key ingredients & checklist for community development
4. Steps to make a 1 year and 3 months plan
5. Procedures for monitoring & evaluation
6. General structure for writing reports for community meetings.

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CHAPTER 1

DESCRIPTION COMMUNITY DEVELOPMENT METHODS

The Community Development Methods mentioned in this handbook are tools, which are coming from the Technology of Participation (ToP) and Participatory Rural Appraisal (PRA) techniques.

The Technology of Participation has been designed by an organization called "The Institute of Cultural Affairs". This Institute is based in the USA. The methods have been developed in 30 years experience of community development, social work and working with the commercial business sector. Please consult *Annex L* for the literature list and consult website: www.ica-usa.org

The participatory rural appraisal (PRA) techniques (developed in early '70s by the University of Sussex) are a set of around 20 tools, which can best be used for participatory assessments in organisations or communities. Some of the tools are the mapping and the stakeholder analysis. The methods have been most commonly used in rural development. Books about the PRA have been published by the International Institute for Environment and Development (IIED) in London. Please consult *Annex L* for the literature list and consult website: www.IIED.org

With ToP and PRA methods people can be consequently involved in the decision making and implementation of activities. ToP and PRA are being used on diverse continents around the world and it considers the cultural differences and wishes of people in different cultural settings and environments.

Following is a description of the methods that are most commonly used for Community Development.

A. The Basic Conversation or Evaluation method, principles of group discussions and exchange of knowledge.

How do you prepare useful and productive discussions/ evaluations?

How do you use the experiences of people in a group?

How do you bring innovative solutions above the table?

How do you stimulate positive feedback?

With this method we introduce a number of guidelines on how to prepare a successful group discussion, in which people feel free to share their views, feelings, insights and to use these on a positive way in combining and exchange these with other people.

This method is very useful for assessing problems & needs, participatory monitoring and evaluation, group discussions, resolving difficult issues and conflicts and leading effective meetings.

Please consult *Annex A* for the procedures.

B. The Workshop Method, the basis of team decisions

What is needed to canalise the opinions of group members?

How do you combine and share the different ideas?

How do you build consensus within a group?

How do you develop joint solutions?

With this method we introduce a number of skills and knowledge which will combine the different insights in a group towards effective co-operation. The participants will practise with the "five-step workshop model", that will work through brainstorming, organizing to a consensus based decision making.

This method is very useful for assessing problems and needs, identifying solutions and projects, formulating project tasks and responsibilities. The method is very helpful for managing and running projects and enthousiasmizing people .

Please consult **Annex B** for the procedures.

C. Community Action Planning

The Community Action Planning is a planning process, where a group passes through a process which them helps to develop a plan on a participatory way which has the support of everybody in the group and where people commit themselves towards implementing activities.

The planning process has both elements of mid-term and operational planning in itself. The process is dynamic, participative, flexible, realistic and considers the different thinking stages of people in the decision making process. The Participative Planning process consists of five steps:

Victory: What are our perspectives and wishes for the future?

SWOT - analysis: What are the strengths in the group? What are our weaknesses? What are the opportunities? What are the threats and dangers that can hinder our project?

Commitment/ Goals : What are the project goals we would like to achieve? What are the elements needed and what are the conditions to fullfill this project? During this phase the group is looking for a consensus.

Strategic Directions and key activities: Which strategies and key activities do we have to implement which help us to accomplish our visions and will help us to remove the contradictions?

Implementation: How? When? What are we going to do at what time to accomplish our goals?

This method is very useful and powerful for planning any kind of project. It energizes and enthousiasmizes people in a very short amount of time. It provides a basis for regular follow-up meetings, monitoring and evaluation .

Please consult **Annex D** for the procedures.

D. Stakeholder analysis/ Venn Diagram

The stakeholder analysis or venn diagram is a tool which describes the relations between different institutions, organizations or key people who are involved with a project or problem. Through this diagram the key stakeholders are visualized and related to each other on importance and frequency of contact. The Venn Diagram is one of the methods from the Participatory Rural Appraisal (PRA).

This method is very useful for identifying stakeholders for a project . It also provides deeper insight on who should be involved and not be involved in a project.

Please consult **Annex F** for the procedures.

E. Mapping

The mapping is a method, which visualizes the key resources, infrastructure, people and other means in a defined area. The Mapping is also one of the PRA-methods.

This method is very useful for identifying resources and means in a community . It also provides deeper insight on what resources or infrastructure are well provided for and which are not and should be improved..

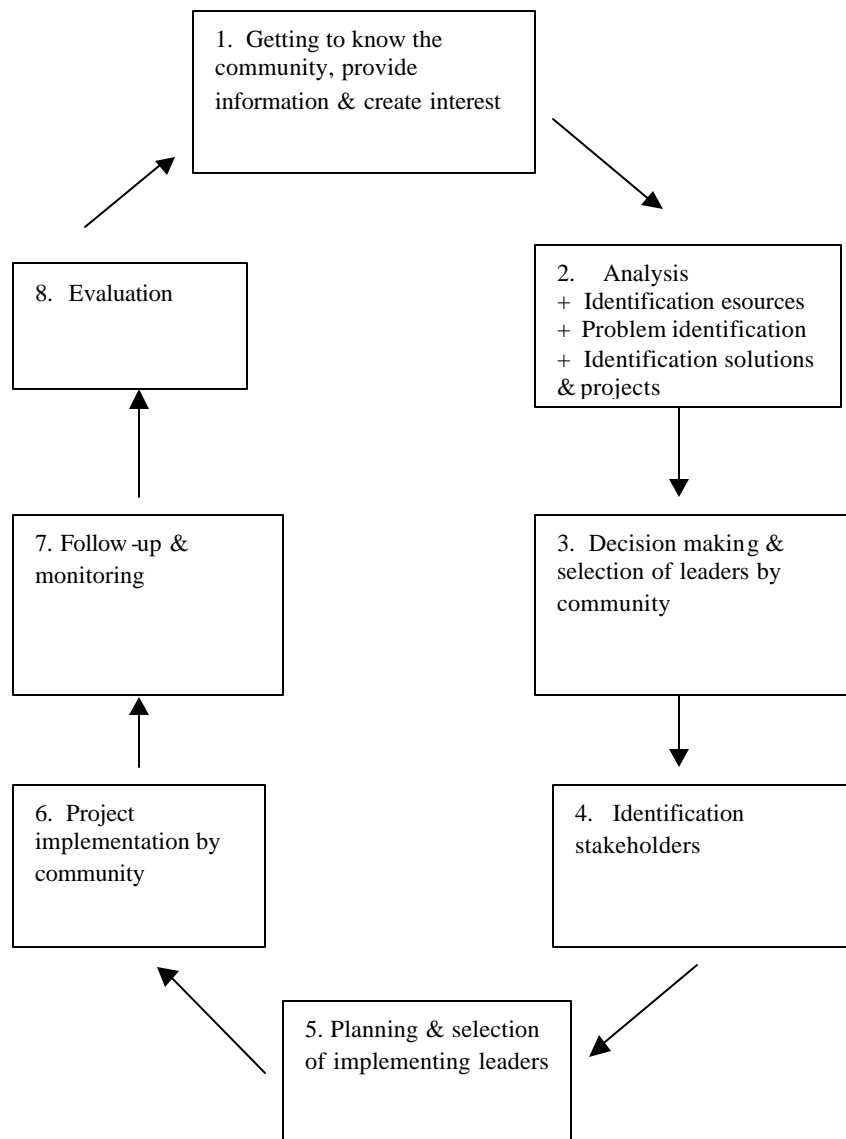
Please consult **Annex G** for the procedures.

CHAPTER 2

STEPS TO MOBILIZE THE COMMUNITY

When working with the community, it is advised to apply the Community Mobilization Cycle. This cycle is composed of 8 steps and can regularly be used when enabling the community to solve their own problems and initiate their own projects.

The cycle is build up as follows:



Based on the community development methods mentioned in chapter 1, these five methods can be applied as follows in the Community mobilization cycle. Following is an overview.

Steps of the community mobilization cycle	Method
<i>1. Getting to know the community, provide information & create interest</i>	<ul style="list-style-type: none"> • ORID Conversation method • Mapping
<i>2. Analysis</i> + <i>Identification resources</i> + <i>Problem identification</i> + <i>Identification of solutions & projects</i>	<ul style="list-style-type: none"> • Workshop method • Mapping
<i>3. Decision making & selection of leaders by community</i>	<ul style="list-style-type: none"> • Workshop method
<i>4. Identification stakeholders</i>	<ul style="list-style-type: none"> • Workshop method • Venn Diagram/ Stakeholder analysis
<i>5. Planning & selection of implementing leaders & people</i>	<ul style="list-style-type: none"> • Workshop method • Community Action Planning
<i>6. Project implementation</i>	<ul style="list-style-type: none"> • ORID Conversation method • Workshop method
<i>7. Follow-up & monitoring</i>	<ul style="list-style-type: none"> • ORID Conversation method • Workshop method • Venn Diagram/ Stakeholder analysis
<i>8. Evaluation</i>	<ul style="list-style-type: none"> • ORID Conversation method

A description of these community development methods can be found *inChapter 1*.

CHAPTER 3

KEY INGREDIENTS & CHECKLIST FOR COMMUNITY DEVELOPMENT

Following are 9 key ingredients, which are important for encouraging and stimulating community development.

The checklist can be used for verification to check if your project is fulfilling the criteria for having a successful community development programme.

1. Identification of community needs

- Regular dialogue between government functionaries and communities before community needs are identified
- Using existing formal and informal organizations to identify community needs

=====
Checklist (Cross if yes):

- 0 Did we have a meeting with the local government and local leaders?
- 0 Did we get permission from the local authorities?
- 0 Did the local authorities have a meeting with the community?
- 0 Did we have a meeting with the community to identify their needs?
- 0 Did we do a stakeholder analysis to identify the different formal and informal institutions?
- 0 Where formal and informal organisations present at the meeting?

=====
2. Participation in project planning process

- Training for community leaders to plan community projects
- Changes in procedures to ensure bottom-up planning process
- Working with more than one group and organization during the planning process

=====
Checklist (Cross if yes):

- 0 Did we do a joint planning with the community to plan for a local project?
 - 0 Had the planning a participative character?
 - 0 Did the local leaders participate?
 - 0 Did we invite more than one institution or local organization?
- =====

3. Choice of location of services, beneficiaries and community leaders

- Involvement of community in choice of locations, beneficiaries and leaders
- Working with more than one community
- Seeking community's consensus through community workers
- Training community leaders

=====
Checklist (Cross if yes)

- 0 Did we involve the community in selecting the location of the project?
 - 0 Did the beneficiaries participate in the meetings? And where they listened to?
 - 0 Did the community select their own leaders?
 - 0 Did the community have a consensus about selecting their priority project?
 - 0 Did we train the community leaders to improve their leadership skills?
- =====

4. Control over allocation of project resources

- Decentralization of financial and administrative authority
- Increased role of community development committee in allocation of project resources
- Training of community leaders in financial procedures and management

=====
Checklist (Cross if yes)

- 0 Does the community have control over the financial transactions?
 - 0 Is there a community development committee or community association having control over the project resources?
 - 0 Does the community development committee/ association have a bookkeeping system?
 - 0 Have the community leaders and leaders of the community development committee been trained in financial procedures?
 - 0 Have they been trained in management?
- =====

5. Mobilization of community resources

- Involvement of both formal and informal leaders in mobilizing community resources
- Providing more information to communities before asking them to contribute
- Seeking community contributions only about those activities affecting them directly and immediately
- Encouraging consensus in the community before the drive to mobilize community funds

=====
Checklist (Cross if yes)

- 0 Are the formal and informal leaders involved in mobilizing the community resources?
 - 0 Has the community received information about the project in advance before contributing resources?
 - 0 Is the project, that is being done, affecting and benefitting the community directly?
 - 0 Did arrive the community to a consensus about mobilizing and generating community funds?
- =====

6. Implementing project activities

- Having the community themselves responsible to implement their own projects;
- Standardization of procedures for project implementation under community control and supervision
- Provision of adequate training to community leaders and work concerning implementation of project activities

Checklist (Cross if yes)

- 0 Is the community responsible for the implementation of their own project?
 - 0 Are there standardized procedures for project implementation and control over the resources? Or is there an Operational Manual?
 - 0 Did the community leaders have training in project planning?
 - 0 Did the community leaders have training in leadership skills for implementation?
-
-

7. Periodic monitoring and evaluation of the project

- Giving the responsibility for the local project monitoring and evaluation to community development committee
- Training community leaders in methods of monitoring and evaluation of project performance

Checklist (Cross if yes)

- 0 Is the community development committee / association responsible and taking responsibility for monitoring & evaluation?
 - 0 Did the community leaders have training in monitoring & evaluation?
-
-

8. Symbolization

- Make the community to come up with a symbol which reminds them of the process and work they went through and which helps them to realize and understand what they achieved

Checklist (Cross if yes)

- 0 Did the community celebrate achievements or the completion of the project?
 - 0 Did the community make or come up with the symbol, which explains the significance of their project?
-
-

9. Networking and continuous learning

- Encourage exchange and interchange visits between communities or projects;
- Facilitate the exchange of failures and successes;
- Build in structures for continuous learning and development.

=====
Checklist (Cross if yes)

- 0 Do members or leaders from the community visit projects in other communities and were experiences and knowledge exchanged?
 - 0 Does the community development committee/ association receive colleagues from other communities to exchange learnings & experiences?
 - 0 Do the different stakeholders in the community share learnings and experiences about failures and successes?
 - 0 Do the leaders of the community development committee/ association get continuous opportunities for attending training courses?
- =====

CHAPTER 4

STEPS TO MAKE A 1 YEAR AND 3 MONTHS PLAN

1. Formulation of the focus question for the planning

<p>2. Rational objective: To have a practical one year and three months plan on paper</p>	<p>1. Topic: What is the scope/ topic of the planning?</p>	<p>3. Experiential objective: Discussion to come to deeper insights on problems and come to the one year and three months plan.</p>
<p>4. Participants</p>	<p>7. Focus Question Combination of the topic, time frame, participants and beneficiaries</p>	<p>5. Beneficiaries of the planning</p>
	<p>6. Time Frame</p>	

2. Vision Workshop

Facilitate a workshop with the focus question: "What do we want to see in place x years / months from now?"

What do we want to see accomplished x years from now?

3. Current Reality Workshop

In this phase we analyse the strengths and weaknesses of the department/ organisation/ staff and the opportunities and dangers that are coming from the external world.

The following aspects are being considered;

- Strengths: What do we have that helps us accomplishing our vision?
- Weaknesses: What are we lacking? Where are we weaker?
- Opportunities: Where do we see external possibilities to work towards our vision?
- Dangers: What challenges do we see on our way? What external threats may block us?

4. Institutional Structure

Review the present structure of the organisation involved:

- Goals and objectives: What is our formal mandate and mission? Why do we exist?
- Structure and activities: How do we organise our activities?
- Co-ordination: How do units/ departments within the organisation work together? Who is responsible for what?

5. One-year planning

Facilitate a workshop with the focus question: What are we going to do the first year?

Have a calendar designed with the following parts:

	Objectives of each unit or department	Qtr. 1	Qtr. 2	Qtr. 3	Qtr. 4	End results or accomplishments	Estimated budget & no. of staff
Unit							

6. Three months planning

Facilitate a workshop with the focus question: What actions do we have to take to prepare and complete the planned events for the next three months?

	Specific objective of each unit	Month 1	Month 2	Month 3	End results or accomplishments	Estimated budget & no. of staff
Unit						

CHAPTER 5

QUESTIONS FOR FOLLOW-UP MEETINGS, MONITORING & EVALUATION

Goal of the meeting

To evaluate and reflect on the progress of the project. To analyze what has been done, not done, what should be improved and what (new) steps should be taken in the coming period.

Amount of time : Between 30 minutes and 3 hours.

Objective (Fact) level

1. What has been done during the last period or what was done since the previous meeting?
2. What planned activities from the time-plan have not been done?
3. What results have been achieved?
4. How many and which people participated?
5. How much money has been spend? Compare expenditure with the budget. What other resources have been used for this project?

Reflective level

6. Which activities or moments did you like the most (in this project)?
7. What were difficult moments?
8. Where did you have differences of opinion or conflict? How did you solve this?

Interpretative level

9. What have been the benefits of this project sofar? What have we gained?
10. What has not worked well or should be improved?
11. What have we learned sofar from this project?

Decisional level

12. What issues do still need further discussion?
 - Make a list of these issues. Discuss each item with the group and try to come to solutions.
13. What activities are we going to do in the next period?
Make together a one-month, three months or six-months timeplan.
Indicate, who will be responsible for each activity.
Review the budget and indicate costs for each activity. This should be based on the available resources and budget.
14. When are we going to meet next?

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ANNEX A

Procedures Basic Conversation Method (ORID)

Introduction

The Basic Conversation Method (ORID) is a structured list of questions, that take a group on a journey of consciousness and learning. This method is useful for reflecting on experiences such as a film, a project site visit, a planning session, a work day or any common or extraordinary life event.

The Basic Conversation Method (ORID) can become the basis for:

- Collecting data and ideas
- Giving out information
- Discussing difficult issues
- Reflecting on important issues and events
- Getting ready to do a problem-solving workshop
- Group preparation of reports or presentations

Basic Conversation Method Overview

Rational aim: What does the group need to know, or to understand, or to decide?
What topic does the group need to develop?

Experiential aim : What does the team needs to experience with each other?
- excitement, joy, intrigue etc.....

Objective (Fact) level

GETTING THE FACTS

Focus attention.

Questions begin with what people

- See, hear, touch, smell, taste

Reflective level

EMOTIONS, FEELINGS, ASSOCIATIONS

Questions illuminate:

- People's emotional responses;
- What they feel about something - what angers, excites, intrigues or frightens
- What past associations they have

Interpretative level

VALUE, MEANING, PURPOSE, LEARNING

Questions highlight:

- Layers of meaning and purpose
- The significance people attach to a subject
- The story out of which they live.

Decisional level

FUTURE STEPS

Questions allow individuals to decide their relationship and response to the topic and the discussion they have had together.

Helpful hints to set up a basic conversation

Each basic conversation is tailor-made for best results. Questions have to be relevant to the subject and the group. It is important to prepare questions in advance. Here are some recommendations for the best kind of questions to use in a group discussion:

1. Specific Questions get better results;
2. Ask for specific examples and illustrations in answers;
3. Ask open-ended questions that can not be answered with "yes" or "no".

Sample Questions

Objective (Fact) level

1. What scenes do you remember?
2. What colours?
3. What bits of conversation did you hear?
4. How many people were there?
5. What did you observe?

Reflective level

1. What was your first response?
2. Where do you remember the whole group reacting?
3. Where were you excited, frustrated?
4. How did you feel when that happened?

Interpretative level

1. What is this event or film about?
2. What were the most significant events of the week?
3. What are advantages/ disadvantages?
4. What did you learn?
5. How was this day important to you/ us?
6. Which of these actions would be first priority?

Decisional level

1. What would you say about this event to someone who was not there?
2. What changes are needed
3. What next steps will be take?
4. Who is going to take responsibility?

Paper tiger exercise

Rational Objective : To share experiences & learnings about this exercise and connect this to teamwork in daily life

Experiential Objective : To gain deeper insight in the dynamics of teamwork

Context/ preparation:

Split the group into sub-groups of 4 - 6 people. Each group will make an animal (it could be any kind of animal) out of a news paper by tearing.

Instruction:

- Each group gets a maximum of five minutes.
- Each person can only make one tear per round.
- Have a maximum of 4 rounds of tearing
- It is not allowed to talk
- Visual signs are allowed

Basic Conversation (ORID)

Ask the following questions in the next 15 minutes

Objective level

1. Which animal did you make?
2. Which scenes do you remember?
3. Which noises did you hear?
4. Which words or remarks do you remember?
5. Which emotions did you see?

Reflective level

6. Where did you feel excited during this exercise?
7. What was frustrating?
8. To what kind of real life situation did this exercise you make think of?

Interpretative level

9. Which steps were successful in reaching the end result?
10. Which steps were less successful?
11. What did you miss in this team process of working together?
12. What did you learn from this exercise?

Decisional level

13. What is something new or different in your daily life, what you would do after completing this exercise?
14. Which name would you give to this exercise?

ANNEX B

PROCEDURES FOR BRAINSTORM WORKSHOP METHOD

Design a Focus Question

Fill in the following matrix

<u>Rational Objective</u>	<u>Topic</u>	<u>Experiential objective</u>
		Describe what you would like to experience with the group during the proces
What would you like to achieve with the group in regards to content	<u>Focus question</u> Formulate out of the topic and the rational objective a focus question. Mostly the question starts with What steps can we take? Or How can we? Etc...	

Context

Highlight the focus question;

For example

"What are practical ways to build effective teamwork?"

Explain the purpose/ objective and product of the workshop?

Explain the workshop process

Warm up questions

Can you mention an occasion from the past (related to the topic) ?

What was going well? What was nice?

What was difficult?

What have you learned from that?

What are some things that need to be improved?

Repeat the Focus question

Can somebody give an example? (2 times)

Brainstorm

Individual brainstorm (at least 10)

Highlight the 5 most important ones

Form sub-groups

6 - 10 ideas per group

a) Write big, b) one idea per card, c) 3 - 5 words per card

As a facilitator you have to estimate for around 30 cards at a maximum. This is not related to the size of the group.

Organize

Two most effective ideas?

One creative ideas?

Which cards are similar or have the same intention?

Most difficult idea?

Are there cards/ ideas which are different?

Place the symbols

Collect the remaining cards with the symbol in the right hand corner?

Is there a card which is not there? Please look at the notes of your individual brainstorm.

Write these on cards?

Naming

Read the focus question?

Read the result from each column? Start with the biggest?

Summarize each column or cluster in one to five words?

Go from the biggest to the smallest column?

Evaluation

1. Read the focus question and the results
2. Which outcome is the nicest?
3. Which one is the most difficult to realize?
4. Which is the most important to work on?
5. What will be our next step?
6. Where are you going to work in the next step?

ANNEX C

Format for doing a Workshop

Rational Objective	Topic	Experiential Objective
	Focus Question	

1.	2.	3.	4.	5.	6.

ANNEX D

PROCEDURES COMMUNITY ACTION PLANNING

PREPERATION OF THE COMMUNITY ACTION PLANNING

Step a: Decide about which project or topic you would like to do a Community Action Planning

Step b: Decide how long the workshop will take?

Decide about the process you will go through?

1. Context and decide about Parameters (What, When, How?) 10 % of time
2. Victory (Vizualize the future by brainstorming on a flipchart) 10 % of time
3. Current Reality / 10 % of time
4. Decide about Key Actions and Divide tasks / 30 % of time
5. Time planning, presentations and decide about next steps / 30 % of time

Step c: Decide about who will facilitate what?

Step d: Prepare your materials and setting of the room

- Prepare materials such as 1) flipcharts, 2) objectives and What, When, How chart, 3) Questions you will ask, 4) Setting of the room.

IMPLEMENTATION OF THE COMMUNITY ACTION PLANNING

Context

Check with the group on What kind of Project, they would like to make an Action Planning.

Decide or redecide about the project.

Explain the process.

1. Context
2. Victory
3. Current Reality (Strengthes, Weakness, Benefits, Dangers)
4. Commitment/ Goals
5. Key Actions and divide tasks
6. Time planning

Show these steps on a flipchart.

If a decision has been made about the project, che ck the following:

- **Who** will implement the project? How will the people in the group name themselves?
- **What** will be implemented?
- **When** will it be implemented and completed?
- **What is** the reason, why it will be implemented? What is the objective?
- **How?** Who will finance or provide the contributions and how much will be contributed?
- **Where?** Where will the final celebration or opening of the project or completion date of the project take place?

Make an empty flipchart and fill this

Who? What? When? Why? How is it financed? When?
--

Check with the group on what experience they already having done similar projects?

1. Share experiences?
2. What went well?
3. What was going difficult?
4. What did you learn from that?
5. What should be improved when we are going to do this project?

1. Victory

Victory (15– 20 minutes)

Ask the group to imagine it is the day after the completion date of the project. Ask them to visualize and dream what they see, hear, smell, feel and taste on the completion date of the project.

Give people one minute to think for themselves.

After that, list down all the ideas of the group members in a Symbolic Egg on a Flipchart

2. Current Reality (10 minutes)

Current Reality

Ask the group to come back to the date of today.

Analyse the strengthes, weaknesses in the group. And analyse the oppotunities from which the project can benefit. And the dangers that can be encountered.

Make a matrix on a flipchart.

Fill the flipchart.

- What strengthes do we have in the group to accomplish our victory?
- What weaknesses (or capacities we not have) are not in the group
- What oppotunities from which we will benefit in this project?
- What are dangers or threats we can encounter during the project?

3.Commitment (15 minutes)

Step 1: Give the group 2 minutes to look at the Victory and the Current Reality

Step 2: Formulation conditions/ limitations/ requirements

Ask the group, under which conditions/ limitations they would have the project completed:

Example:

- We want to complete the project with a balanced budget?
- We want to have the involvement of at least 10 volunteers?

Ask the group, and put each conditions on a postes

Step 3: Formulation minimal completed things in project

Ask the group, the things they would like at least to be completed in the project.

Example:

- A school with a capacity for at least 100 children
- At least 6 capable teachers present

Ask the group and put these on postes

Step 4: Check the consensus

Check for each postes if there is a consensus on this. The consensus should be. Are we willing to put our time, energy and resources in accomplishing this? If not, than the postes should be taken away.

Step 5: Make a statement and build consensus

Make a statement and build consensus on what the group wants to work for.
Out of the results from step 2 and 3 make a statement.

A likable statement could be:

We want to complete the project within the next months and it should have at least:

-
-

Under the following conditions/ limitations

-
-

4. Key Actions Workshop (30 – 50 minutes)

Context

1. Introduction. Have somebody from the group to read the commitment
2. Show the workshop question:
What key activities do we have to take to accomplish our commitment?
3. Explain the purpose and process of the workshop
4. Ask for an example of a Key Action?

There are criteria.

Key actions should be actions which can be implemented by the group and are realistic.

Cards as: Assign a co-ordinator, time planning, divide tasks are not allowed.

Actions should be practical.

Brainstorm

1. Individual brainstorm. Brainstorm at least 10 key actions?
(Ask people to look at the Victory, Current Reality and Commitment)
2. Highlight the 5 most important?
3. Form subgroups
4. Ask 7 or 8 ideas per group
1 idea per card, write big, 3 – 5 words per card

Organize

1. Collect the 3 most important actions?
2. Are there any questions of clarity?
3. Cluster the cards on similarity?
4. Collect ideas which are different?
5. Again recluster?
6. Place symbols
7. Collect remaining cards
8. Check if there are any Actions missing. Check individual brainstorm. Collect new cards

Naming

1. Read focus question. Have the group to summarize each cluster in 1 – 5 words. Write the summarized in 1 – 5 words?
2. Start with the biggest cluster and go to the smallest?

Reflection

1. Have the group to read the workshop question and the outcomes?
2. Which Action do you like the most?
3. Which one is the most difficult to implement?
4. Which is the most difficult to implement?
5. Check with the group if all actions are covering the commitment?
6. Ask which activities can be done by a same working group? Try to narrow down the actions to three working groups
7. Indicate what is in Group 1, 2 and 3
8. Ask people to sign up in which working group they would like to work on?

5. Time planning, presentations and Reflection

Prepare flipcharts on the following way

Time Plan:		Key activity:	
Names of the members in the working group:			
Final result of the activity:			
Activities	Deadlines Starting date - Ending date	Responsible person(s)	Budget & working days or other resources
Stages of implementation 1. 2. 3. 4. 5. 6. 7. 8.			

MAKE SURE THIS IS PREPARED IN ADVANCE. IT MAKES EXPLANATION EASIER.

Instruction of the working groups

1. Formulate for your own working group **the final results** you would like to achieve in the coming time period
2. Formulate **Actions or stages of implementation**, your working group is going to complete and implement. **Indicate starting and ending dates.**
3. Formulate the **first or starting activity** for your working group
4. Make an estimation of **your costs and amount of working days** you need for your working group?
5. Who will be **the co-ordinator or responsible person(s)** of your working group?

PUT THESE INSTRUCTIONS ON A FLIPCHART FOR EXPLANATION

Each group gets 20 – 40 minutes to complete their calendar.

Ideas should be written on cards with a marker.

Presentations (5 minutes each group)

1. If the working groups are ready, they get five minutes to present their plan. Flipcharts are put on the wall
2. 2 – 3 minutes will be given to the other participants to ask questions of clarification.

Final reflection and next steps

Ask as a facilitator the following questions:

1. Which activity are you looking forward to work on?
2. Which is the most important?
3. Which is the most easiest to implement?
4. Which is the most difficult to implement?
5. What difficulties can we expect?
6. How can we deal with that?
7. What activities need to be co-ordinated or linked?
8. What things of this plan need to be reviewed?
9. What are the first actions we are going to do in the coming month? Write the actions on a flipchart.
10. Who will be the final responsible person for each working group?
11. When will be the next meeting? Where will it take place?
12. What will be the agenda?
13. Who will document the workshop results and outcomes of this meeting?

ANNEX E

Format for doing a Community Action Planning

A. CONTEXT	
<i>Project</i>	
<i>When shall it be completed?</i>	
<i>Who or which organizations shall implement?</i>	
<i>What resources are available?</i>	
<i>Goal of the project</i>	
<i>Where?</i>	

B. VICTORY

C. CURRENT REALITY	
<u>Strengths</u>	<u>Opportunities</u>
<u>Weaknesses</u>	<u>Threats/ Dangers</u>

D. RESPONSIBILITIES/ COMMITMENT/ GOALS
<i>We undertake to establish by</i> <i>Which consist of the following components</i>
Components
Under the following conditions

E. KEY ACTIONS WORKSHOP & DIVISION OF TASKS

Workshop question: *What activities must we carry out to ensure, that the main responsibilities/ goals are fulfilled?*

1.	2.	3.	4.	5.	6.
Group members	Group members	Group members	Group members	Group members	Group members

F1. Time Plan		Key Activity	
Names of the members in the working group			
Final result of the activity:			
Activities	Deadlines Starting date - Ending date	Responsible person(s)	Budget, no. of working days or other resources
Stages of implementation 1. 2. 3. 4. 5. 6. 7. 8.			

F2. Time Plan		Key Activity	
Names of the members in the working group			
Final result of the activity:			
Activities	Deadlines Starting date - Ending date	Responsible person(s)	Budget, no. of working days or other resources
Stages of implementation 1. 2. 3. 4. 5. 6. 7. 8.			

F3. Time Plan		Key Activity	
Names of the members in the working group			
Final result of the activity:			
Activities	Deadlines Starting date - Ending date	Responsible person(s)	Budget, no. of working days or other resources
Stages of implementation 1. 2. 3. 4. 5. 6. 7. 8.			

F4. Time Plan		Key Activity	
Names of the members in the working group			
Final result of the activity:			
Activities	De adlines Starting date - Ending date	Responsible person(s)	Budget, no. of working days or other resources
Stages of implementation 1. 2. 3. 4. 5. 6. 7. 8.			

F5. Time Plan		Key Activity	
Names of the members in the working group			
Final result of the activity:			
Activities	Deadlines Starting date - Ending date	Responsible person(s)	Budget, no. of working days or other resources
Stages of implementation 1. 2. 3. 4. 5. 6. 7. 8.			

F6. Time Plan		Key Activity	
Names of the members in the working group			
Final result of the activity:			
Activities	Deadlines Starting date - Ending date	Responsible person(s)	Budget, no. of working days or other resources
Stages of implementation 1. 2. 3. 4. 5. 6. 7. 8.			

ANNEX F

PROCEDURES STAKEHOLDER ANALYSIS / VENN DIAGRAM

PREPERATION OF THE VENN DIAGRAM WORKSHOP

Goal of the Venn Diagram workshop:

1. To understand institutional linkages and relationships amongst institutions you are dealing with in regards to the topic
2. To reveal important linkages and constraints in your own institution or the institutions your working with.

a. Step a : Design the focus question

Decide about the topic, objectives and focus question

Fill in the following matrix

<u>Rational Objective</u>	Topic	Experiential objective
What would you like to achieve with the group in regards to the content	Fill in the topic	Describe what you would like to experience with the group during the process
	Focus question Formulate out of the topic and the rational objective a focus question Mostly the question starts with: What are the institutions and their relations who are working on health in this region? Which instutions do I consult, when I am sick?.....	

b. Step b. Decide how long the workshop will take?

Decide about the process you will go through?

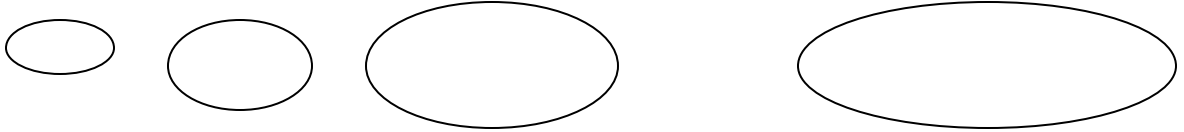
1. Context: How many minutes? 10 % of time
2. Brainstorm: How many minutes? 20 % of time
3. Organize: How many minutes? 20 % of time
4. Name: How many minutes? 20 % of time
5. Reflection: How many minutes? 10 % of time

c. Step c: Decide about who will facilitate what?

d. Step d: Prepare your materials and setting of the room

- Prepare material such as 1) flipcharts, 2) objectives and focus question on flipchart, 3) frameworks to be filled, 4) Questions you will ask, 5) Setting of the room.

Prepare **empty coloured circles** from different sizes. Five or six for each size



IMPLEMENTATION OF THE VENN DIAGRAM WORKSHOP

Context

1. Present Focus question
2. Explain product and process

Warm up questions

3. Formulate them according to ORID or conversation method

Example

1. What are some activities you are doing, related to the topic?
2. What are some institutions you are working with, or you approach in regards to this topic?
(ask one or two examples)

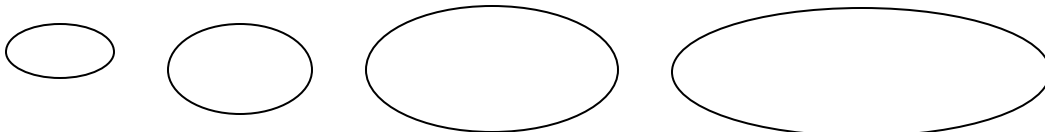
Repeat the purpose of the workshop. And lets start brainstorming the institutions.

Brainstorm

1. Brainstorm all the institutions you work or are dealing with in regards to the topic
(Individual brainstorm)
2. Work in small groups. (Around 3 – 6 people per group)

List down all the institutions in order of importance.

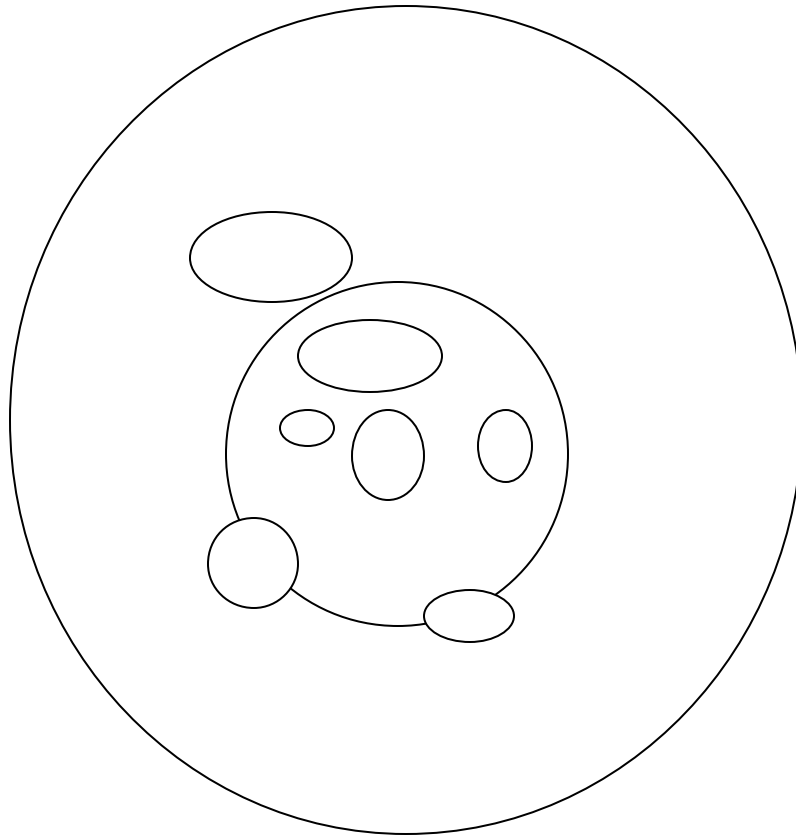
3. Write the most important institution on a big circle. The least important one on a small circle



Least important <-----> Most important

Organizing & Clustering

Have a flip chart with two circles.



Put your organisation or group in the middle of this flipchart

Ask the group to place their institutions, to put on the flipchart.

The organize question is: What is the frequency of contact you have with these institutions?

The institutions you are most dealing with, or participating with, or are most in contact with, you put the closest to you.

If the contact is less frequent, the institutions comes further away from you.

Above is an example on how the flipchart will look like, after all the names of institutions on the coloured circles have been collected.

Naming

Are there some institutions missing?

Take away the institutions or cards which are double?

Fill the holes and make the matrix complete

Reflection

- Have a discussion about the result through using the discussion method
- What do you see in the matrix?
- Which results are surprising?
- Which did you already expect?
- Which relationship is the most important?
- Which relationship is less important?
- Which relationships or linkages are strong at the moment?
- Which relationships or linkages are not good at the moment?
- Which relationships or linkages need to be improved?
- What learnings do you draw from this exercise?
-
- Draw conclusions
- What steps do we have to take to improve things?
- What is the next thing we are going to do?

ANNEX G

PROCEDURES MAPPING

PREPERATION OF THE MAPPING WORKSHOP

Main goal of mapping

1. To demonstrate that we all have different mental maps and to get common understanding about resources, knowledge, locations and other things we have in the community
2. To exchange experiences about this and gain new insights.

c. Step a : Design The Objectives

Decide about the topic, and objectives

Fill in the following matrix

<u>Rational Objective</u>	Topic	Experiential objective
What would you like to achieve with the group in regards to the content	Fill in the topic	Describe what you would like to experience with the group during the process

d. Step b. Decide how long the workshop will take?

Decide about the process you will go through?

1. Context: How many minutes? 10 % of time
2. Make the Map: How many minutes: 20 % of time
3. Fill the Map and Discussion: 60 % of time
4. Conclusions: 10 % of time

c. Step c: Decide about who will facilitate what?

d. Step d: Prepare your materials and setting of the room

- Prepare material such as 1) Empty flipcharts, 2) objectives and focus question on flipchart, 3) Questions you will ask on flipchart, 4) Setting of the room.

Put markers, newspapers, magazines, scissors etc.... ready

IMPLEMENTATION OF THE MAPPING WORKSHOP

A. Context

1. Present the Goal/ Intention of the mapping exercise
2. Explain product and process

B. Drawing/ Make the map (10 minutes)

Ask the group to make a map of their neighbourhood or region they are working in.

Ask the group to draw the border lines, Biggest cities, main rivers, lakes . Etc.....

C 1 Fill the Map with facts and discussion

Ask the group three or four questions and ask them to put symbols or pictures on the chart.

Option 1

There are two options. You can decide to pre-fabricate symbols and ask participants to make use of these symbols.

For example. Please indicate the place you live, draw a house

Or please show your family situation. Please draw your partner,
no. of children.

Option 2

You can leave it up to the group to make their own symbols.

Examples of questions which can be asked are :

- Indicate your name and place you live?
- Indicate the place you work?
- Where are the water supply spots in the community?
- Where are shops?
- Where are factories?
- Where are schools located?
- Where are other CBO's located?
- Who and where is the target group?

MAKE SURE YOU HAVE THESE QUESTIONS ON FLIPCHART (MAX. 3 – 4 QUESTIONS)

Give people 10 minutes to fill the Map with symbols

Questions for reflection (10 minutes)

- What do you see in the map?
- Check each question one by one.
- Which things are surprising?
- Which did you already expect

C 2. Fill the Map with in-depth answers and discussion (10 minutes)

At this stage you can ask more in-depth questions.

You can again choose for the two different options.

Examples of more in-depth questions are?

- What is working well in this community?
- Where do you face problems or difficulties?

- What are some resources which are missing?
- Which resources have not been used yet? Where are they located?
- Which things need to be changed etc.....

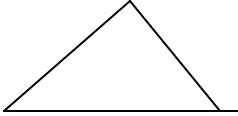
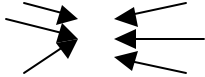
MAKE SURE YOU HAVE THESE QUESTIONS ON FLIPCHART. MAX. 3 – 4 QUESTIONS.

D Reflection (10 minutes)

- Have a discussion about the result through using the discussion method
- What is surprising in the map?
- Check each question you asked one by one.
- What learnings do you draw from the map?
-
- Draw conclusions
- What things need to be improved in this community?
- What steps do we have to take to improve things?
- What is the next thing we are going to do?

ANNEX H

Types of Leadership

	HIERARCHICAL LEADER	LEADER AS FACILITATOR
<i>ASSUMES</i>	AUTHORITY 	Many diverse Perspectives 
<i>KNOWS</i>	<u>WHAT</u> TO DO	<u>HOW</u> TO DO IT (METHODS)
<i>SEEKS</i>	THE <u>RIGHT</u> DECISIONS	A DECISION THAT PEOPLE OWN & WILL BE IMPLEMENTED TOGETHER
<i>RELIES ON</i>	INDIVIDUAL ABILITY	GROUP ABILITY

ANNEX I

Framework for Organizational Analysis

Name of the organization/ association :
Country:
Year when the organization/ association started
Mission of the organization
Goals and plans of the organization for the next 5 years :
Projects or activities which the organization is implementing already
Target group (s):
Annual budget
Main achievements during the last three years :
Number of staff:
Describe your organizational structure:
With how many and which communities do you work?
Which projects do your communities implement indepently?
What works well when you work with communities?
What difficulties appear while working with communities?
What must be improved?

ANNEX J

Framework for analyzing the community on tourism-related developments

Name of the community: Country:
What projects or initiatives have been implemented in your community during the last 3 years? : Which organizations/ associations work in your community on tourist-related issues and how many?
Which sites are most popular in your community?:
On average, how many tourists visit your community per year?
On average, how much money do tourists spend in your community per year?
Which skills, or infrastructure are necessary and what must be improved to promote development of tourism and protection of nature?
What initiatives, or projects related to tourism or ecological protection can be implemented with resources, available in the community?
What skills, or knowledge you must possess to promote development of tourism?

ANNEX K

QUESTIONS FOR FOLLOW-UP MEETINGS, MONITORING & EVALUATION

Goal of the meeting

To evaluate and reflect on the progress of the project. To analyze what has been done, not done, what should be improved and what (new) steps should be taken in the coming period.

Amount of time : Between 30 minutes and 3 hours.

Objective (Fact) level

14. What has been done during the last period or what was done since the previous meeting?
15. What planned activities from the time-plan have not been done?
16. What results have been achieved?
17. How many and which people participated?
18. How much money has been spend? Compare expenditure with the budget. What other resources have been used for this project?

Reflective level

19. Which activities or moments did you like the most (in this project)?
20. What were difficult moments?
21. Where did you have differences of opinion or conflict? How did you solve this?

Interpretative level

22. What have been the benefits of this project sofar? What have we gained?
23. What has not worked well or should be improved?
24. What have we learned sofar from this project?

Decisional level

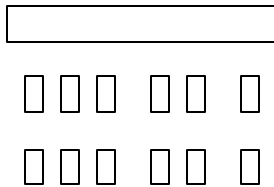
25. What issues do still need further discussion?
 - Make a list of these issues. Discuss each item with the group and try to come to solutions.
26. What activities are we going to do in the next period?
Make together a one-month, three months or six-months timeplan.
Indicate, who will be responsible for each activity.
Review the budget and indicate costs for each activity. This should be based on the available resources and budget.
14. When are we going to meet next?

ANNEX L

TYPES OF MEETINGS WITH PUBLIC

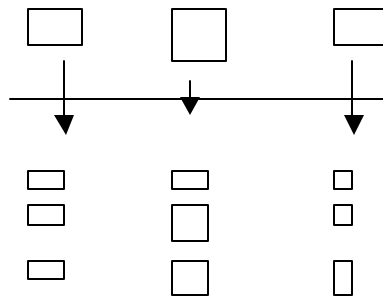
1. Public Meeting

This is an open meeting where responsible leaders meet with the public. Interaction is possible.



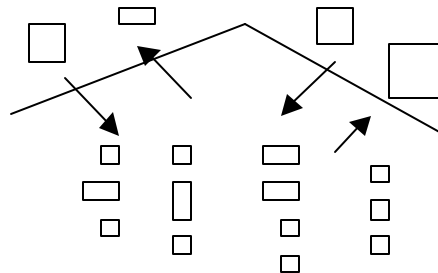
2. Briefing

This is a meeting where people are being informed about a certain issue. Interaction is not usual.



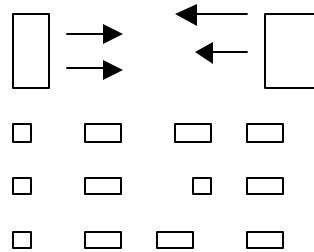
3. Discussion Forum

This is a interactive meeting, where the discussion leaders are discussing with the audience.



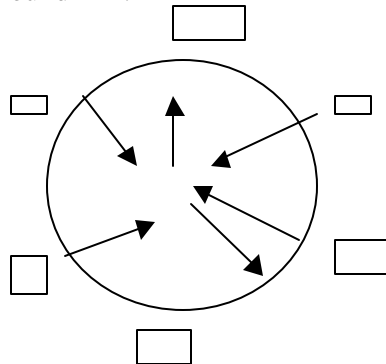
4. Panel discussion

During this meeting, two panels are interacting and discussing with each other. The audience is watching.



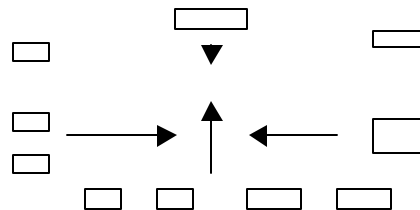
5. Circle discussion

In a circle discussion meeting, the discussion leader or facilitator is in the middle. People are making a circle around him.



6. Workshop

In a workshop the discussion leader or facilitator is making the group to communicate with each other to come up with ideas and solutions.



7. Conference

This a big gathering were different types of meeting variations are being used.

Some types of conferences are:

- Open Space conference
- Furture search conference
- Mixture of discussion forums and workshops.

ANNEX M

Literature List

Bergdall, Terry D. (1993)

Methods for active participation: experiences in rural development from East and Central Africa.

Oxford University Press: Nairobi, ISBN 0-19-572785-1

Pretty, Jules N; Guijt, Irene; Scoones, Ian; Thompson, John (1995)

Participatory learning in action IIED participatory methodology series, The International Institute for Environment and Development: London. ISBN 1-899825-00-2.

Spencer, Laura J.

Winning through participation - The Group Facilitation Methods of the Institute of Cultural Affairs

Kendall/ Hunt Publishing Company, ISBN 0-8403-6196-3

Stanfield, R. Brian

The Art of Focused Conversation - 100 ways to access group wisdom in the workplace -, The Institute of Cultural Affairs - Canada;

New Society Publishers, Canada. ISBN 0-86571-416-9