International Federation
of Red Cross and Red Crescent Societies

Working with communities:

a toolbox

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May 2006

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Introduction by Chris Hurford

Community Development in the International Federation

Background
There are many National Societies who are involved in a wide range of community development activities through their programmes in disaster preparedness, disaster response, health and care and promoting humanitarian principles and values.

Such activities range from individual National Society programmes to global and regional initiatives spearheaded by the Secretariat, as well as those supported by Participating National Societies throughout the world.

Many National Societies' activities are heavily focused on working with communities due to the threat of natural disasters, or because health and other services are provided only at the national level by the state, or because the Red Cross Red Crescent's branch network offers unparalleled outreach through which to deliver services.

Definition
The Federation has defined community development as:

- *"the process by which communities, families and individuals grow stronger, can enjoy fuller and more productive lives, and become less vulnerable."*

In this context, a community is usually interpreted as a grouping of people who live together in a city, town, village or smaller unit. But the exact definition of 'community' can be much broader. This definition above does, however, provide a platform for a productive debate about what community development should be and how to go about implementing such a wide area of work.

Basic elements
Activities are not community development simply because they occur in a community. Community development projects, while maintaining flexibility and the capacity for change, need to be structured, focused and connected to community life.

A Common Approach to Community Development (See the overalll *Framework for National Society Development*) presents some key elements of any community development programme or project. They include:

- Directly responding to real needs
- Identifying need in collaboration with members from the most vulnerable communities
- Community ownership through participation and decision making
- Purposefully building local capacity
- People centred
- Respecting culture and social organisation
- Results based actions
- Addressing gender issues in an appropriate way

The importance of participation
Through every stage of the project cycle, active participation of volunteers, the vulnerable and the community should be promoted. Focusing on active participation strengthens the ownership of the program at the community level and increases the likelihood of success for its long term sustainability.

However, the term 'participation' can mean a great many things ranging from people simply 'participating' in an activity to being the principal actors and decision makers in a complex process. How we define participation and how it translates into the methodologies we can use will determine how meaningful our actions are, and to what degree they support communities in finding sustainable solutions.

The Federation's policy framework
The International Federation's *Global Agenda* for progressing *Strategy 2010* identifies four main Goals. The third of these Goals recognises the imperative of working effectively where needs are greatest – within local communities.

Goal III: Increase local community, civil society and Red Cress Red Crescent capacity to address the most urgent situations of vulnerability

A key draft Objective here states that:

- *"All National Societies will increase their capacities to work with communities in order to increase community capacities to reduce vulnerability."*

Whilst various existing Federation strategies, policies, tools and approaches are relevant to working with communities, a more focused and specific body of guidance and policy documents is being developed to help the Federation's membership work more effectively at this level.

'A Common Approach to Community Development' (2006) is a document that sets out possible ways forward. It suggests that a Community Development policy is developed, and explores the long term changes of perception, commitment, approach and resourcing that may be necessary for National Societies and the Secretariat in their pursuit of the Federation's Third Goal of its Global Agenda.

The International Federation is also progressing a wider *Framework* for *National Society Development* (See FedNet / Activities / Organisational Development / Framework for National Society Development). Various guidelines and tools are being rationalised and harmonised in order to create clearer and more consistent guidance to National Society strategic and operational planning and implementation at all levels. The *Common Approach to Community Development*, this Toolbox, and future community development-related materials should be seen as part of this wider Framework.

The Purpose of the Toolbox

This Toolbox is designed to provide quick and easy access for managers to a range of tools at each stage of a project or programme that seeks the engagement and participation of a local community.

It aims to make a very practical contribution to the increased effectiveness of the Red Cross Red Crescent's work with communities in its four core areas: Disaster Preparedness, Disaster Response, Health and Care, and Principles and Values.

It also aims to enable a coherent Federation approach by all members of the Movement when working with communities on a project or programme. It brings together and harmonises the many and diverse tools and approaches that have been developed over the years by National Society staff and volunteers, and by Secretariat delegates.

This Toolbox ensures that the concepts, terminology and methods used integrate with global International Federation planning and programming. It provides a common Federation approach when working with communities. Through every stage of the project cycle – whether gathering information, planning projects, implementing activities, or monitoring and evaluation – active participation of volunteers, vulnerable people, and the community is possible and must be promoted. Focusing on this active participation strengthens the ownership of the program at the community level and increases the likelihood of success for program sustainability.

The Harmonization Toolkit is designed for the audience of Branch Managers, program staff, community leaders and volunteers working with the community.

How the Toolbox works

It is designed to supplement the standard basic International Federation project planning and implementation guidelines, primarily:

- The Vulnerability and Capacity Assessment (VCA),
- The Project Planning Process
- The Monitoring and Evaluation Guide.

The various tools and approaches detailed here are therefore arranged within a basic Project Cycle framework of:

- Part A - Analysis of the situation
- Part B - Programming
- Part C - Implementation
- Part D - Reporting and Evaluation

The tools grouped under each section can also be used to help create the seven documents that the Project Planning Process Guidelines suggest should compose a project plan.

(relating to Part A): - Stakeholder Analysis
- SWOT Analysis

	- Problem/Solution Tree
(relating to Part B):	- Narrative Summary of Project
	- Logframe
	- Budget
(relating to Part C/D)	- Monitoring/Evaluation Plan

Each tool follows a standard format that is designed to give a clear and practical introduction for practitioners wishing to ensure that a community fully participates in a project or programme.

These tools do not have to be used exclusively for the category in which you find them. For example, Semi-Structured Interviews can be a useful tool to gather information about the community when you start the project. Likewise, it is a useful tool to assess what has changed over the course of the project through an evaluation. While you will find the guidance note on Semi-Structured Interviews under Assessment, its use can change based on your objectives.

Your objectives will influence how and when you use the tools in the Harmonization Toolkit. The tools have been written up as a general guideline on what the tool is and how it is used. It is not however meant as a template to be used strictly. You should take the guidance note into account, but adapt and adopt the tool to suit the local context and cultural climate of the environment that you are working in. Some tools will be more suited for emergency setting while others will take a longer time to implement and as such are better suited for a more stable, development context.

How this Toolbox was created

In 2004 the Federation Secretariat received a clear message from delegations that there was a confusing number of tools, techniques and approaches for working with communities that had been developed within the Federation. They requested that some synthesis and coherence of best practice be made, in order that National Societies could receive the best guidance on how to implement projects most effectively with communities.

After a period of collection, synthesis and consultation with National Societies and delegations, over 150 overlapping tools and practices being used within the Federation were distilled to those presented here.

Red Cross and Red Crescent staff and volunteers often receive new and different policies, guidelines and tools from the Secretariat and other Societies that, while intended to make their work easier, sometimes conflict or duplicate existing Federation resources. Terminologies and approaches can sometimes overlap and even contradict within documents targeted for communities, or between the various sectors of the Federation.

These tools were collected and synthesised from four different sectors of the Federation especially delegations responsible for Disaster Preparedness and Response (DP/DR), Health (H&C), Organizational Development (OD), and Principles and Values (P&V). The Toolbox does not introduce additional tools but makes reference to existing tools from within and outside of the Movement.

What the Toolbox is not

Unlike the VCA or Project Planning Process Guidelines, this toolbox is not intended as an “all-in-one” guide to community project planning and implementation, covering all aspects of the project cycle in chronological order.

Instead, it offers a library – stand-alone tools and techniques that may be helpful at various stages of the project cycle.

This toolbox is also a work in progress. Currently it synthesises only the practices and tools that already exist within the Federation membership. Some issues of specific relevance to implementing projects with a community await further development.

These include:

- Attracting and *retaining community engagement* and support
- Working with *local government*
- Managing *expectations and tensions* between the project and the community
- *Communicating* and awareness-raising within the community
- *Accountability*
- *Sustainability*
- *Measuring success* of the project in terms of community development and local capacity building
- The linkages between practice and *National Society policies and strategies* on working with the community

The toolkit will disseminated through the Capacity Building Framework, the revised Vulnerability Capacity Assessment, cross-referenced in the Community Based First Aid, and possibly linked to revised Principles and Values documents.

Further work in these areas, and in community development as a whole, is ongoing, and will appear on FedNet as it develops.

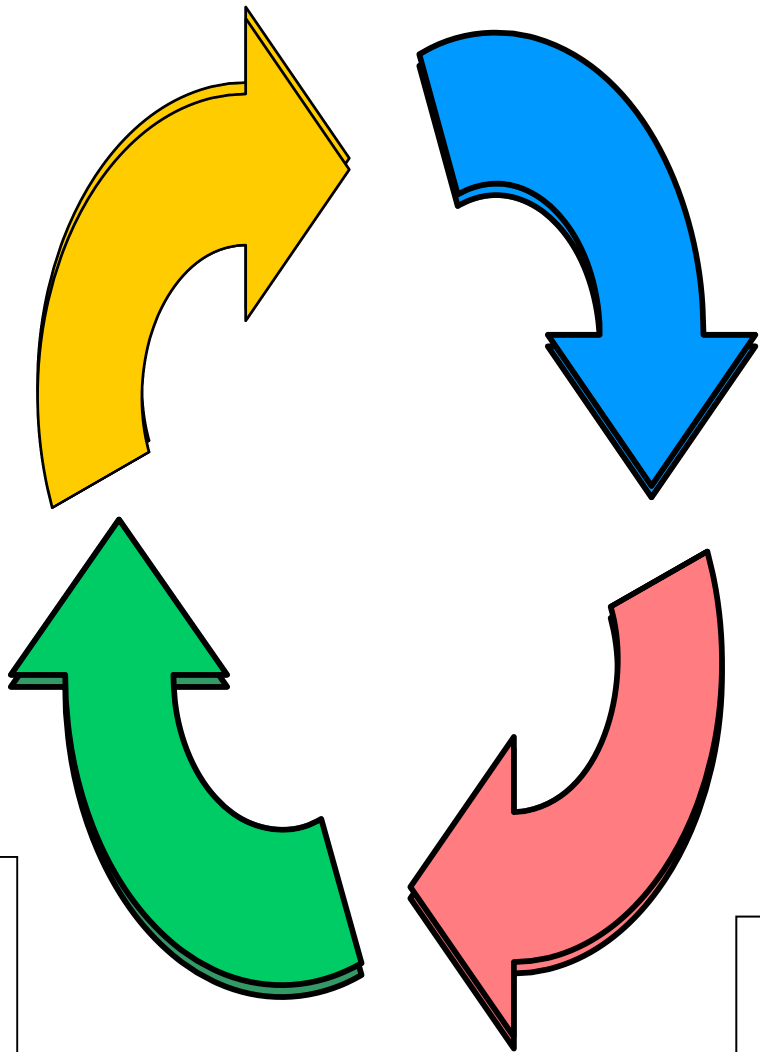
Toolbox for Working with Communities

EVALUATION & REPORTING

1. Lessons Learned
2. Participatory Evaluation
3. Writing a Report
4. Exit Strategy/ Handover

ANALYSIS

1. Brainstorming
2. Community Meetings
3. Direct Observation
4. Focus Group Interviews
5. Historical Profile and Visualization
6. Mapping
7. Questionnaire
8. Ranking
9. Seasonal Calendar
10. Secondary Sources
11. Semi-Structured Interviews
12. Story Telling
13. Transect Walk
14. Venn Diagram



IMPLEMENTATION

1. Community Mobilization
2. Working Together
3. Establishing a Branch
4. Establishing a Committee
5. Facilitation & Teaching Methods
6. Volunteer and Youth Management
7. Participatory Monitoring

PROGRAMMING

1. Planning
2. Job Descriptions
3. Project Planning Process
4. Finances

Part A Analysis of the Situation

The analysis phase, as defined in the VCA and Project Planning Methodology Guidelines, includes:

- The identification and understanding of the needs to be addressed, and the material, financial, human, political, cultural and social environment surrounding the project; and
- The feasibility of the project.

The following tools and techniques can help with this analysis, whether at the start of a project's life or during implementation and review.

They can also contribute to the creation of three key project documents recommended by the Project Planning Process Guidelines during this phase:

- Stakeholder Analysis
- SWOT Analysis
- Problem/Solution Tree

TOOLS IN THIS SECTION

A.1 BRAINSTORMING

What is it?

Brainstorming involves gathering a large amount of ideas in a very short period of time. It is an effective method to get participants engaged in thinking about and contribute their ideas by using as much spontaneity and creativity possible. It applies to all stages of a project, including assessments to identify problems and possible solutions, but also planning, review and evaluation.

Use it to…

- Generate original and innovative ideas from participants
- Enable participants to share a variety of perspectives on problems and possible solutions
- Promote open communication and interaction

Gender Issues

Schedule the session so that people can attend - this may be different times of the day for men and women. How can you involve quieter participants? Is it appropriate to hold separate session for men and women? Can a woman facilitate or co-facilitate the meeting?

What do you need to know to use the tool

The facilitator must be very dynamic to keep discussions going without breaks. If there is a note taker, *participants* must be able to read the points brought up. Alternatively, the facilitator can summarize the information in the feedback to the group.

Benefits

The results are likely to reflect the spontaneous and 'unfiltered' thoughts and feelings of the participants.

Pitfalls

- Brainstorming should not be used as a tool if the facilitator is not going to be supportive and open to all ideas. The idea is to generate quantity, not quality, ideas. These may at first seem superficial but can be further explored at a later stage using other tools.

Brainstorming = free ideas

Focus ideas later

- It is very important to adhere to the principle of neutrality and not judge people's responses.

- Brainstorming is not a useful tool if your objective is to get specific information about a specific topic.

- If this is the first activity being run with the community, it may be useful to start with a neutral topic which is familiar to the participants in order to encourage participation and increase their comfort level.

- Brainstorming can be challenging for the note-taker to keep up with the ideas and not interpret them into the note-taker's own words. The idea is to capture thoughts in their raw form without interpretation or judgment.

How to use this tool

Step 1

Identify the problem to be brainstormed.
Define why you are having the brainstorm and what you hope to get out of it. Be specific in identifying the problem statement, or the issue that you are examining, so that participants know exactly what is required of them.

Keep the topic limited and focused.

Step 2

Capture the information.
Identify someone to take notes, for example on a blackboard or flipchart. It is recommended that this person is different from the facilitator. This will assist participants and the facilitator to stay focused on the topic. The notes will also allow participants to see the other ideas contributed by participants.

If technology and the participants permit, using a video camera or recording device can be useful to capture the information. Be aware though that this can be a lot of information for participants to process when the video is played back. One way of addressing this is to involve the participants in making a film and editing the playback to identify the key issues.

Step 3

Group ideas.
With smaller groups of up to 10 people allow about 20 minutes of discussion, for larger groups allow up to 1 hour. After this time collect similar ideas, have participants explain why they put forward the ideas they did, and decide together which ideas to cross off or pursue further.

Step 4

Information sharing.
Let participants know what will be done with the list afterwards and what the intended next steps are.

Some Examples

Go Around: go around the circle and each person shares their idea.

Group Storm: break the participants into smaller groups and have them work on specific topics, then present their ideas back to the larger group. This can be effective at an early stage to get the participants to start filtering and prioritising their ideas.

Popcorn: everyone speaks their ideas out loud and they are recorded by one person.

Silent Storm: distribute pieces of paper and have the participants consider their thoughts and ideas then have them present them out loud.

Sticky Circle: each person is given 3-5 paper circles or Post-It Notes to write down their ideas in relation to the topic being discussed. The ideas can then be stuck on the wall and grouped together under categories for their similarities or differences.

Federation Examples

- Guidelines: Youth Policy and Strategy
- Gender Perspectives: Tools and Checklists
- First Aid in the Community: A Manual for Trainers of the Red Cross and Red Crescent Volunteers in Africa

External Examples

☑ National Parks and Services (http://www.nps.gov/phso/rtcatoolbox/fac_brain.htm)

Next Steps

1. Group together similar ideas. For example, if the brainstorming was about income generating activities, work with the participants to identify which ones will require money to get started, and which ones can be spontaneously started. The next step will be to further breakdown the project into smaller steps and design a *Plan* of the project.

2. It is very important to check back with the participants to validate the points raised and how ideas were grouped.

3. Determine if further analysis or probing is required. Another analysis tool such as a *Semi-Structured Interviews* or *Focus Group Discussions* may be used to further investigate an area raised during the brainstorming.

A.2 COMMUNITY MEETINGS

What are they?

Community meetings provide the opportunity to gather people together to share information and focus on a specific purpose. Meetings are entry points in consulting and inviting people's involvement. They can be a gathering of an entire community, or a small representation of a few members involved in a specific issue such as health care workers, youth, government representatives or vulnerable individuals. The important factor in a community meeting is that people are comfortable to come together, share their perspectives on common problems, and contribute ideas about possible solutions.

A community meeting is different from *Brainstorming* in that it has more focus on a specific topic but not as much as a *Focus Group Discussion* (which often includes the participation of experts on the topic).

Hosting smaller meetings rather than large community-wide meetings allows participants to share more freely and then have their point of view represented.

It is not always necessary to set up an entirely separate meeting - it is possible to include RC/RC items into a scheduled meeting such as a Parent-Teacher meeting or refugee camp management meeting, for example.

Use it to

- Encourage participation through small group discussions to be fed back into larger groups
- Get ideas from individuals, especially around planning, setting goals and objectives
- Create space to discuss ideas focused on a particular topic
- Introduce the Red Cross or Red Crescent and the work they do
- Sensitize the community to a specific topic such as disaster preparedness
- Identify issues facing the community and discuss solutions
- Review progress, evaluate program results and look at recommendations

What do you need to know to use the tool

A facilitator manages the group discussion, which may include a wide range of opinions and interests. The facilitator needs to be independent, attentive, a good manager of time and people, and skilled at encouraging participation by all.

Participants contribute their thoughts and ideas, while respecting the thoughts and ideas of others.

Note

Through a community meeting, it is important not to raise expectations of the community that new goods or services will be provided to them or that the Red Cross or Red Crescent will "fix" their problems. The community should be given opportunity to discuss concerns, after which there may be an opportunity to ground expectations by making a presentation about the Red Cross or Red Crescent, its history, objectives, and activities (See *Fundamental Principles* for examples of presentations).

Benefits

- Community meetings are effective to get a lot of people together in a short time.

- Meetings allow people to exchange knowledge, ideas and opinions in an open environment.

- If done as an open invitation, those who are highly motivated will attend and actively participate.

- A targeted community meeting can be an effective way of bringing people together who may not otherwise have an opportunity to speak at a large gathering such as women or vulnerable groups.

- Community meetings can be useful to motivate a group around a common vision, encourage cooperation, and problem solving.

Pitfalls

- It is important to include everyone who is present in the discussion, but do not force anyone to speak.

- Unless properly guided, discussions can become overly long or move away from the focal issue.

- The community or group may put the facilitator in a position of "expert" and expect them to carry the whole meeting. In this case, the facilitator should foster participation by turning any questions back onto the participants. For example:

- Participant: What are the solutions to all the problems we discussed today? Facilitator: Well what do <u>you</u> think are some possible solutions?

Gender issues

Is the location accessible to everyone? Schedule the meeting so that people can attend - this may be different times of the day for men as opposed to women. How can you involve quieter participants? Is it appropriate to hold separate meetings for men and women? Can a woman facilitate or co-facilitate the meeting?

How to use this tool

A successful meeting results from careful planning.

Step 1

Establish a clear purpose

Before the meeting, define your objective and clearly identify the message you want to get across. Some questions you might ask yourself include:

- Why is it that you want to have a meeting?
- What do you expect to get out of it?
- What do you think the community expects to get out of it?

Reasons you might want to hold a community meeting include:

- To discuss how the community responds to a disaster such as a hurricane
- To find out community perspective on a health issue such as TB
- To identify risks and hazards such as flooding or drought that affect the community
- To raise awareness about the work of the Red Cross or Red Crescent

Step 2

Review previous meetings
Review any records of previous meetings related to this purpose. What decisions were made and what actions were to be taken?

Step 3

Determine the venue
Arrange a convenient time and place for the meeting. Based on the purpose, consider the size and composition of the group. Remember that people have different time constraints; women may not be available to attend at the same time as men, and vice versa.

Step 4

Notify participants
Inform the community or the group of the purpose of the meeting using posters, home visits, public announcements, radio, telephone and/or word of mouth.

Step 5

Choose presentation style
Think about the presentation style. Will you sit in a circle and simply discuss? Will you use overheads/a blackboard/flip charts/handouts? Pay attention to issues such as which language to use, and possible illiteracy within the group.

Step 6

During the meeting
Guide the discussion by stating the group’s objective, or by asking a question related to the purpose of the meeting.

Encourage participation from all present while discouraging negative comments or long contributions by one or two participants, or interruptions.

At the end of the meeting, summarize key points either verbally, in writing, or using pictures to ensure the meeting purpose has been met or clarified. Agree on which individual(s) are responsible to take action decided upon in a specified time frame.

Agree on the date and time for a follow-up meeting.

Step 7

After the meeting

Write records of the meeting summarizing the key points, decisions made and actions to be taken.

Feed back to the participants what issues were raised during the meeting and probe for more information.

Helpful Tips!

- ensure the meeting will not overly depend on technology (ie power point presentations or handouts). Keep the information simple and accessible to everyone;
- find out if there are (cultural) norms on how to establish communication with community leaders, appropriate dress, and the best time to meet;
- prepare materials needs such as photocopies and handouts of experiences of other National Societies, Red Cross or Red Crescent texts; check visual aids, audio aids, and electrical outlets or generator power;
- foster a pleasant and comfortable atmosphere. Arrange snacks/drinks when appropriate;
- make the introduction brief, and tailor it specifically for those attending;
- begin and end at the stated time;
- start with items/topics/issues which are easy to get agreement on or acceptance of differences of opinion;
- allow conflicting opinions to emerge, being careful to accept differences of opinions, reasoning and knowledge. Do not judge others but ensure people are respectful;
- allow all community representatives to have a chance to speak and share their opinions;
- end on a positive note summarizing the key points raised.

Federation Examples

☑ Branch Development Training Manual
☑ Community Based Development
☑ First Aid in the Community: A Manual for Trainers of the Red Cross and Red Crescent Volunteers
☑ From Needs to Action
☑ Gender Perspectives: Tools and Checklists
☑ Guidelines: Youth Policy and Strategy - A Step-By-Step Approach

External Examples

☑ The Community's Toolbox. Available at www.fao.org/documents/show_cdr.asp?url_file=/docrep/x5307e/x5307e00.htm

Next Steps

1. Follow up with specific individuals to probe further on discussions points they may have brought up related to the topic. For example, a farmer may have commented

2. that his field gets flooded after a heavy rain. Consult him to get more ideas of what
3. he thinks is the cause and what options he may have to overcome this risk and bring this back to the group.

4. Look at what were the similar issues brought up in relation to the topic. What was different?

5. What was the main learning out of the meeting?

6. Use this meeting as a way to inform the project planning process.

A.3 DIRECT OBSERVATION

What is it?

Direct observation is a process of systematically observing objects, people, events and relationships. It is used throughout the entire assessment process. It can be a very easy means for gathering data about how people interact with each other and how they go about their daily activities. Direct observation can be done individually or with community members.

Use it to…

- document behaviour, physical aspects of a community and activities
- fill in information "gaps" that cannot be filled through the other tools
- support observations and conclusions made while using other tools

What you need to know to use the tool

The facilitator should be alert at all times to observe the surrounding environment, being aware of biases that exist and making sure information is cross-checked through the use of other tools. Skills in systematic recording of information are very important.

Benefits

- Direct observation is an essential research tool. It helps an assessment team understand the context in which the information will be gathered, validate conclusions made through the use of other tools, and gain a more complete understanding of the community and the relationships among its members.
- Direct observation allows participants to observe things that may be hard for members of a community to verbalise.

Pitfalls

- A challenge with this tool is that it is very subjective to the observer. Interpretation of information may be biased and can change quickly. The results of this activity should be verified later by the community.

- Careful recording of the information and systematization will contribute significantly to proper verification by the community. If not carried out with discipline, it can be hard to systematise and analyse the data.

- It is important to show respect as in many cases people are being observed without their knowledge. If this includes a meeting or similar activity, permission should be sought. If you want to take pictures or record audio, request authorization from the community members. This will avoid potential misunderstanding.

- Like any other tool, *Direct Observation* requires careful planning and must follow basic research rules. Direct observation needs to ensure that the people observed are representative of the overall population.

Gender issues

When observing the community, take the opportunity to talk with both men and women. Understand female and male problems from their perspectives considering age, disability, socio-economic status, ethnicity etc. Observe the services, hazards, and risks that apply to men and women within the community.

How to use this tool

Step 1

Deciding areas of focus

While you should always be doing informal observation, you will still need to decide in what areas you are going to focus your observations. A potential list could include:

Demographic information

- Distribution of the population (age, work, gender)
- Daily routine (school-aged children in school, adult present with children at home, working in the fields)
- Family structure (nuclear or extended family present, child-headed households)
- Community interaction

Infrastructure

- Types of housing and other infrastructure, use of latrines
- Construction materials, design and proximity of buildings
- Types of roads
- Green spaces and playgrounds
- Sports facilities

Health, Sanitation and other Essential Services

- Sanitation (sewers, running water - availability, functionality and type)
- Availability of electricity, water and telephone
- What basic services exist
- Distance people in the community have to travel to schools and health centres
- Animals in the street
- Institutions present
- Behaviour and attitude relating to prevention and hygiene

Daily activities

- What people eat
- Where they shop
- Religion – churches, etc.
- Recreation activities
- Types of transportation used

Visible vulnerabilities and capacities

Step 2

Assign Tasks

Make sure that all members of the assessment team are tasked with focusing on specific issues, while encouraging all members to maintain general observation.

Step 3

Record the Data

It is equally important that you record under what conditions you observed things and in as much detail as possible. This will help the team to remember the context and increase validity. For example, a crowd will behave differently in a soccer match rather than shopping in a market.

Step 4

Summarize

At the end of the day all notes should be put in a shareable and concise format. The entire group will then be able to understand the observations during the data systematization and analysis process.

Federation Resources

☑ Gender Perspectives: Tools and Checklists

Next Steps

Cross check information observed through the use of other tools such as *Interviews*.

A.4 FOCUS GROUP DISCUSSIONS

What is it?
A focus group discussion is a qualitative information gathering tool that is guided by a facilitator with a group of selected individuals and focuses on a specific issue.

Depending on the topic, a focus group discussion can be useful at any stage of the project planning cycle. It is usually held at a later stage in the community assessment with a group of people from similar and often specialized backgrounds. Although the discussions may focus on a specific topic, the group members may talk freely and spontaneously about the issue.

Use it to…
- Identify causes and possible solutions of problems in implementing a project
- Impact of activities, including the impact of health or disaster education on people's awareness level
- Get an idea of the way specific groups of people think and feel about a particular matter
- Generate discussion on a specific topic such as family planning needs, road safety, gender participation, disaster preparedness

What you need to know
The facilitator should be able to maintain the focus of the group on the topic, manage group dynamics and mediate any discussions or conflicts which arise.

Participants must have some knowledge and or experience on the specific topic. They should be able to express themselves clearly. Depending on the facilitation model, it is not required that they are able to read or write.

TIP!
The facilitator's role in a focus group discussion is to stimulate and support discussion. It is not to be an expert on the issue. The participants of the meeting are the experts and it is necessary to encourage their participation and sharing of information.

A focus group discussion is best facilitated with a group with similar experience on an issue (for example people who have an understanding of water and sanitation).

Language differences make this type of tool difficult to use.

Focus group discussions may not be appropriate for sensitive topics. Community members may not want to share their thoughts, feelings and opinions freely in such a group. This may include topics such as sexual behaviour, sexual gender-based violence, or stigma issues in HIV/AIDS. In this case holding smaller group discussions, or one-to-one interviews can be more appropriate.

Gender issues
Is the location accessible to everyone? Schedule the activity so that the relevant people can attend - this may be different times of the day for men as opposed to women. How can quieter participants be involved? Is it appropriate to hold separate focus groups for men and women? Can a woman facilitate the women's focus group?

How to use this tool

Step 1

Determine the purpose
Decide what the specific focus of your discussion will be, and set clear objectives. This will assist you to select the most appropriate questions.

Step 2

Decide who to include
Participants should be selected in such a way that they will feel comfortable to talk about the issue taking into consideration age, gender, race or economic background.

Identify a list of participants considering their role in relation to the topic and to each other. You may want to set some criteria for participation. For example, if the issue is around potable water, you may want to include women who use the well, the local Women's Committee, the District Health Officer, and the Minister of Water and Sanitation. You may not want to include all of them at the same time to ensure people are comfortable to present their ideas.

Step 3

Determine the questions you will ask
Some examples of questions include:
- What are the roles of the different agencies?
- What kind of assessment has the local government agency done?
- What do people do when their crops fail?
- What are the available resources?
- Do you have a (disaster, health, community) committee?
- Do you have a regional and/or local disaster plan?
- Who is responsible for the disaster coordination?
- What were the responses in the past?
- Do you have a contingency plan?
- When was it developed? Reviewed?
- Why certain behaviours/ activities are happening in the community?

Step 4

Select the recording methodology

Choosing a recording method for focus group discussions is especially important as the purpose of this tool is to capture the voice of the participants in their original form. It is therefore important to have a way to accurately capture this either through cassette-recording or thorough accurate note taking. Ensure participants are in agreement with conclusion and that the information recorded is being used only for the research or project.

Step 5

Encourage equal participation
Keep the discussion flowing, focusing on the objectives determined ahead of time as well as the sample questions.
It may be necessary to guide the participants by using phrases such as:
"Interesting point, but let's stay focused on the issue which is…"
"That is a valid point, but we should discuss it later during another meeting"

Step 6

Summarize the points made
At the conclusion of the discussion, summarize the key points made, ensure the participants are in agreement about the points, and ask for additional comments.

Federation Examples
- ☑ Community Based Development: A Manual for Facilitators
- ☑ Gender Perspectives: Tools and Checklists
- ☑ Keng Tung Communities
- ☑ Local Capacity Building Guide for East Africa
- ☑ Vulnerability Capacity Assessment Toolbox

External Examples
- ☑ DASCOH Participatory Rural Appraisal on Health
- ☑ International Development Research Canada (IDRC): Designing and Conducting Health Systems Research Projects: Volume 1 Proposal Development and Fieldwork (http://web.idrc.ca/en/ev-56615-201-1-DO_TOPIC.html)
- ☑ National Parks and Services Available at: www.nps.gov/phso/rtcatoolbox

Next Steps
Cluster information This involves identifying what are the main similarities and differences in the points raised by the participants. Was agreement reached? Is there a topic that needs to be further explored either through *Secondary Sources* or another tool?

A.5 HISTORICAL PROFILING and HISTORICAL VISUALISATION

What are these tools?
Historical Profiling and Historical Visualization are visual tools for gathering information about what happened in the past. They can assist a community in building a picture of past events affecting their community. They can also track changes in the environment, community behaviours and are useful to understand causal links. Analysis of the patterns can help generate an awareness that can influence the decisions of community members in the planning process.

Use them to…
- Get an insight of past events such as hazards or gradual desertification
- Gain an understanding of the present situation in the community (causal link between past and present for health issues or hazards and vulnerabilities)
- Make people aware of changes and present perceptions
- Serve as a base of information for further discussions on programs or projects within the community

Note
The tools can be used together or separately depending on time, interest and the information you wish to obtain.

Benefit
The tools are powerful in allowing people to voice opinions and share their history, lessons learnt and experiences in their own context.

What do you need to know to use these tools?
The facilitator should be able to maintain the focus of the participants on the selected topics. They should be someone who can establish trust and respect with the participants. Skills in systematic information recording are important. The facilitator should be able to mediate any discussions or conflicts which may arise.

Participants These tools are more relevant if people have lived in the community for some time and know the history.

Gender issues
Consider the division of resources among people and how vulnerabilities to hazards and risks affect them. Has that changed recently due to an epidemic, economic change, or disaster? The historical data identified by women may vary from men - compare the data from different groups.

How to use Historical Profiling
This tool promotes better understanding regarding the most relevant events in the past and the development of the community. It can build a shared representation of the community's common history and identity.

The aim of a historical profile is that the community identifies all the events and activities that have left their mark in the growth of the community. Through the profile of the community, especially the younger generations will get to know, understand

and appreciate the community's development over time. This can be a powerful tool as people learn, appreciate, and write down the efforts made by past generations. They will better value what they have and the achievements or mistakes of past community members.

Step 1

Identify areas of interest
Clearly define the topics that you are interested in. These might include food security, disasters, behaviour and attitude towards diseases and health issues, land distribution or conflicts.

Step 2

Determine participants
When selecting participants you will want to find people who know the community and are open and willing to share their experiences. It is good to have a wide variety of backgrounds in the group including people who are leaders, teachers, young and old.

Step 3

Plan the group discussion
Plan a group discussion (refer to tool A.2, *Community Meetings*) and invite the most relevant people who will be able to provide historical information about the community. In the discussions ask people if they can recall major events that are related to the topics selected in Step 1. These may include:

- major hazards and their effects
- changes in land use (crops, forest cover, houses etc.)
- changes in land tenure
- changes in food security and nutrition
- changes in administration and organization
- changes in coping with diseases and prevention
- major political events

Step 4

Capture the information
A note taker – either a participant, a specified person or the facilitator – should write the events discussed down on a blackboard or large sheets of paper in chronological order. Make sure participants are aware of this and have agreed that the information will only be used for the purpose of investigation.

Example
(From Make That Change)

The example below shows how and when major events occurred and how they impacted the community. Through discussion with community members you can find how the community has changed over time.

1944	First ten families settle in the community
1951	Construction of the train road and presence of 20 railroad workers
1954	Train station workers lived the village. Main railroad station was donated to the community and became the school
1957	Fire in the community destroyed two houses.The church was built with the support of the community
1960	Water system providing potable water to 1/3 of the population was constructed accounting for about 200 houses in the community. Electricity coverage was extended to ½ of the population.
1980	Paved road linked to main highway.
1987	Earthquake destroyed many houses and services
1989	A clinic for 30 beds was inaugurated
1990	Dengue outbreak killed four people
1991	Hurricane Alex severely hit the community and flash floods destroyed at least 120 houses while another 50 were damaged
1992	Community Disaster Group created
1994	Heavy migration to the capital due to heavy droughts and loss of jobs which affected the economic situation of many households
1999	Drainage collapsed along with tonnes of garbage
2003	A sports center was constructed

TIPS!

- **Life histories** are another method to ask individual informants to give a detailed account of their life or of a specific issue from a historical perspective.
- **History tracing** consists of asking individuals or groups to begin with current experiences and to go back in time. The purpose is to find causes which have contributed to the occurrence of a certain experience.
- Historical information is more effective when there is participation from senior citizens and the elderly, adults and young people. In some cases, according to cultural realities, it would be advisable to use this tool in two different occasions: with senior citizens and adults and then with young adults and young people. In other circumstances, it could make sense to do it based on a gender approach dividing up the group by men and women.
- Be aware of the emotion of the participants when they are involved in their past experiences

How to use Historical Visualization

Step 1

Identify the participants
Identify the oldest and youngest people in the community that are willing to participate. One way to do is to base it on their ages and the length of time they have lived in the community selecting a starting year.

Step 2

Define the themes
Decide on the themes you would like to address and ensure all the members of the community agree to these.

Step 3

Define the symbols

Pick a symbol to represent the persons, houses, trees, money, companies, etc that is being represented on the graph. Each symbol can represent one, ten, a hundred, a thousand of that item.

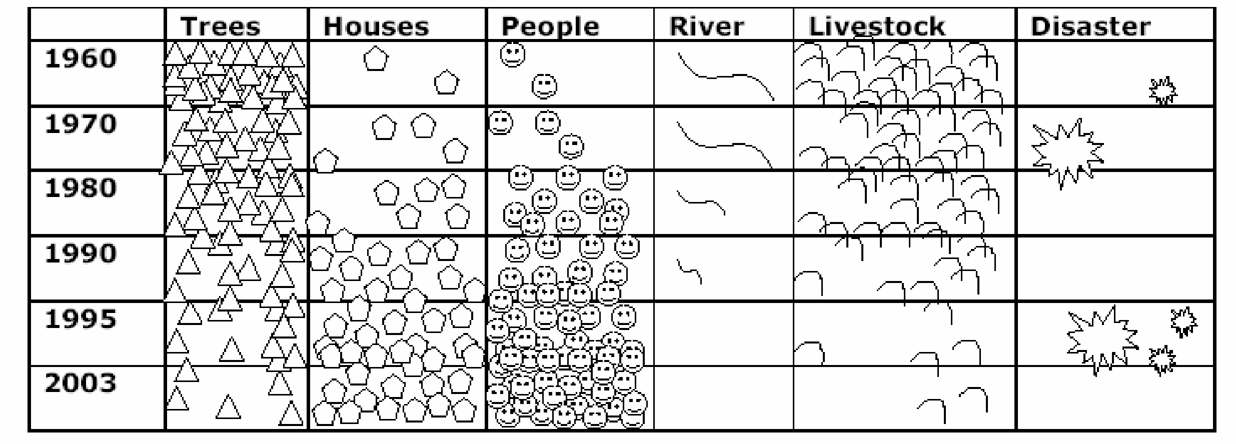
Step 4

Discussion

Promote an open discussion with the participation of all the group members.

Example

(from *Make That Change*)



Pitfalls

You need to ensure that there are enough people present who have a clear understanding of what has happened in the past.

Federation Examples

☑ Food Security Assessment
☑ Make That Change

Next Steps

The information collected through these two tools can be used to triangulate with other information so as to ensure validity. The data is also very important in the creation of a detailed baseline study.

A.6 MAPPING

What is it?
Mapping is a useful tool to visualize the resources, services, vulnerabilities and risks in a community. These may include health clinics, schools, water sources, shelter as well as identifying risks such as flood areas, health hazards, indicating which locations or groups are vulnerable.

Maps facilitate communication and stimulate discussion on important issues in the community. They help people to understand complex relationships and allow visual comparison of information.

Use this tool to…
- Find out about the resources that exist and identify appropriate activities (eg First Aid)
- Have common understanding about issues that face the community
- Stimulate discussion on resources and risks in the community
- Obtain general information relevant to specific issues
- Assist insiders with planning and designing

What you need to know to use the tool
Mapping is a simple but powerful tool. It does not require previous experience of the facilitator and mostly relies on visual input from participants.

Benefits
- This tool can give a broad overview of topics including health, disaster, financial and human resources that affect the community and how they have changed through time.

- Community mapping can identify many different sectors in one tool and can therefore
- be less time consuming than using a combination of other information gathering tools.

- Community maps are very visual and can allow communities to analyze the linkages, patterns and inter-relationships of issues and resources they have, hazard location, service distribution or resources.

- Community maps are useful for assessment, planning, monitoring, and evaluation.

Gender issues

Community mapping allows both men and women to illustrate their experiences and knowledge about their location. Very often, maps drawn by groups of women illustrate different resources, priorities, interests, and problems than those drawn by groups of men. Have men drawing one map and women another to compare the services identified by each group.

How to use this tool

Step 1

Determine who will participate.
When selecting participants you will want to find both men and women and possibly children who know the area and are open and willing to share their experiences.

Mapping can be done in smaller groups which is beneficial in order for everyone to have the opportunity to provide their input. Larger groups can be helpful to get a representation of various perspectives in the community at one time. Mapping can be done individually then bring participants together to compare their maps. It can also be done in gender specific groups before bringing the two groups together to compare their perceptions.

Step 2

Decide what purpose the map will serve.
Three key reasons for doing a community map include: to show hazards, to get an overview of the geography, and to show local resources.

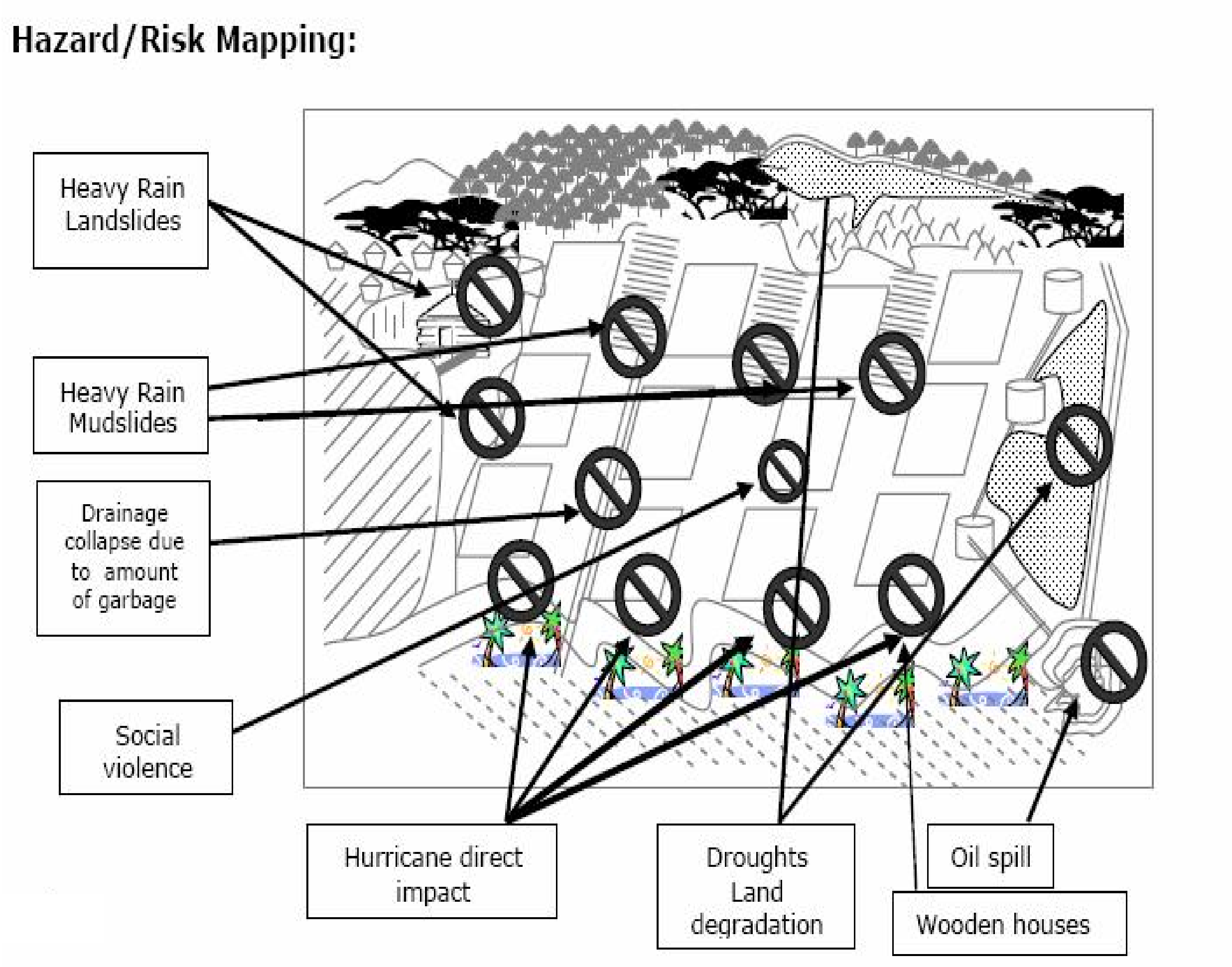
- **Hazard / Risk Map -** To show hazards or risks and their frequency and severity. Also used to identify vulnerable populations in the area.

- **Spatial Map -** To get an overview of the main geographical features in one area. Maps features such as arrangement of houses, fields, roads, rivers and other land uses, which resources are assessable and owned by the community and individuals.

- **Capacity Resource Map -** To show local resources and capacities as well as the gender differences or land use zones.

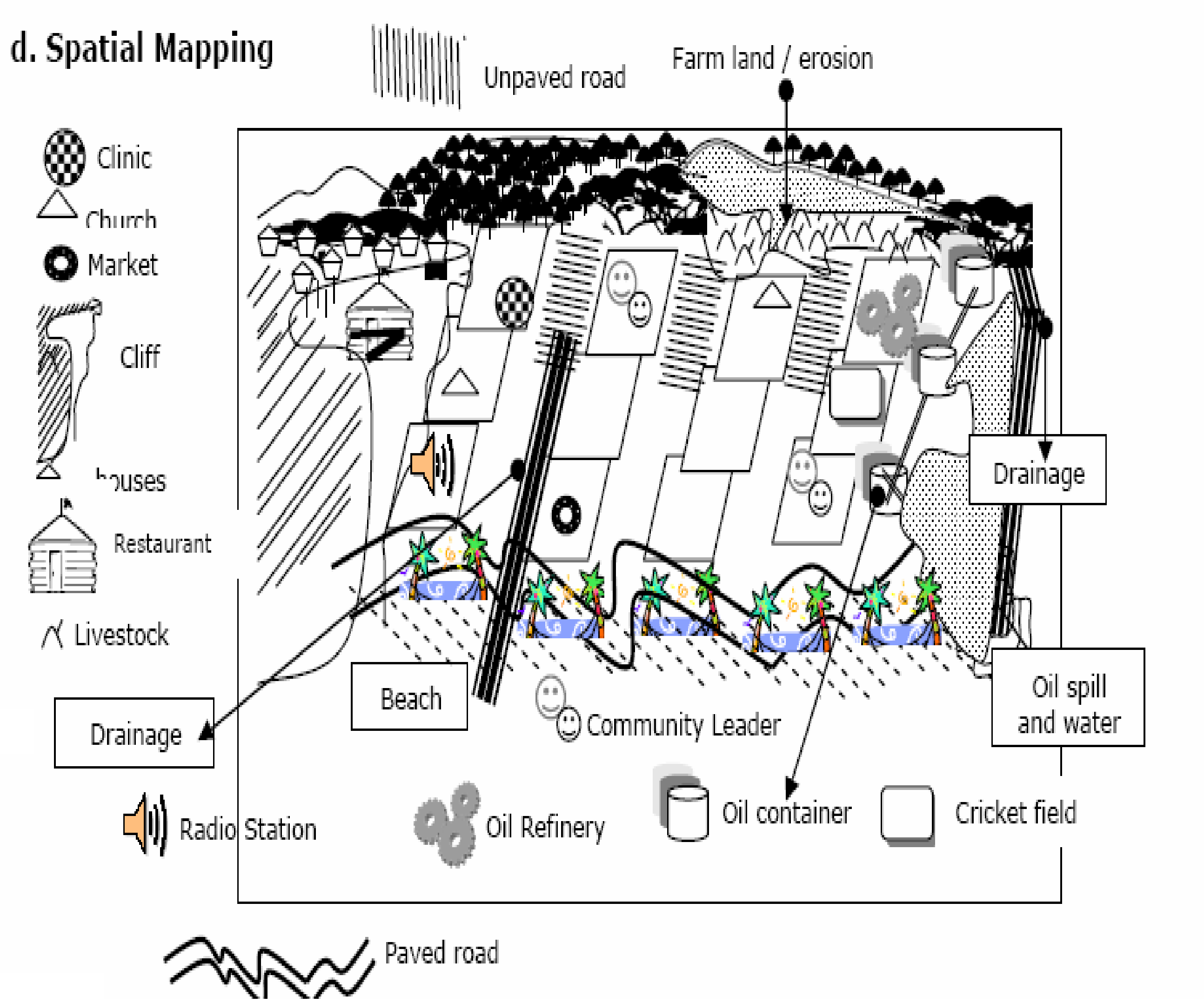
Hazard / Risk Map - To show hazards or risks and their frequency and severity. Also used to identify vulnerable populations in the area.

Example of a Hazard/ Risk Map
(from *Make That Change*)



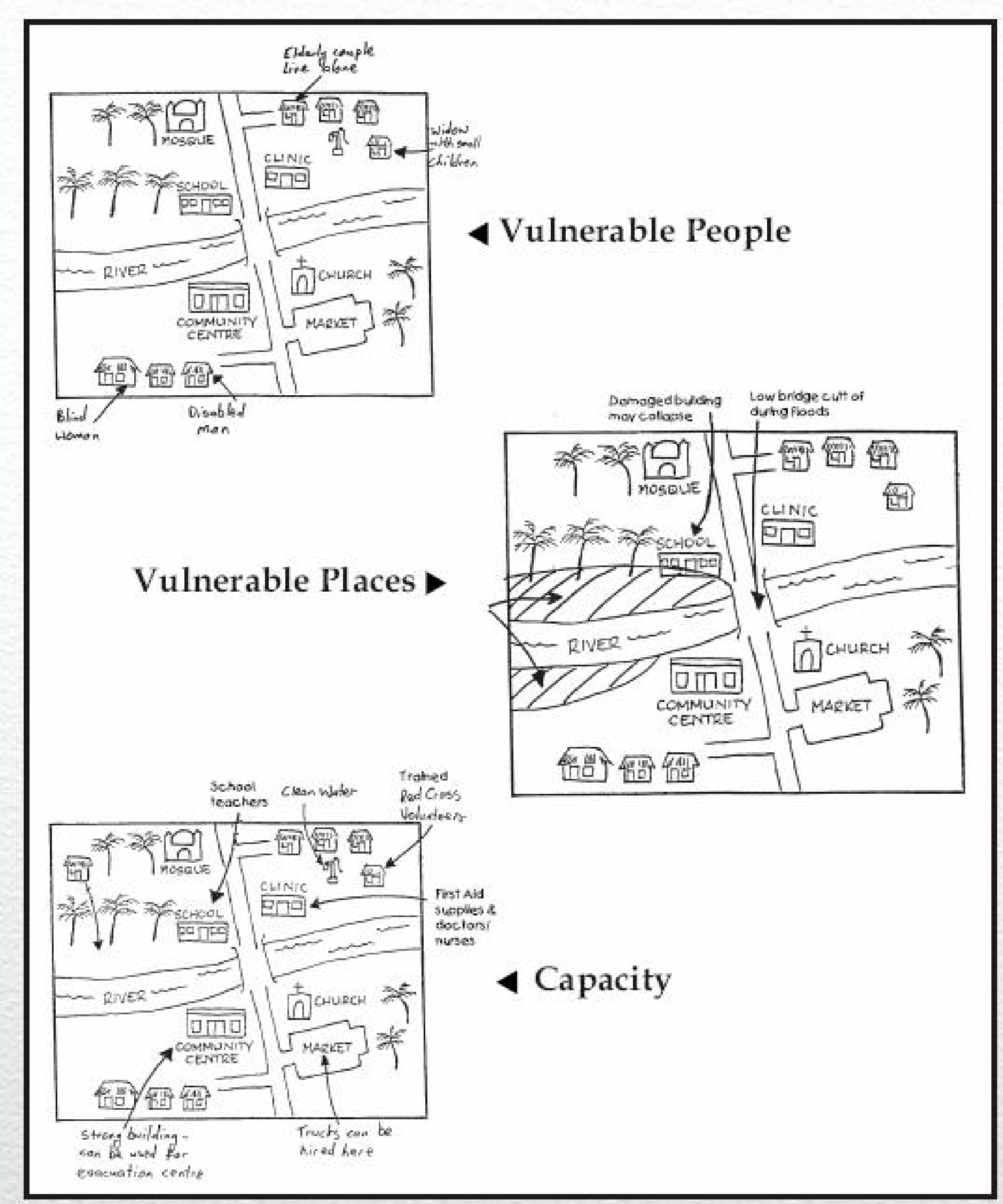
Spatial Map - To get an overview of the main geographical features in one area. Maps features such as arrangement of houses, fields, roads, rivers and other land uses, which resources are assessable and owned by the community and individuals.

Example of a Spatial Map
(from *Make That Change*)



Capacity Resource Map - to show local resources and capacities as well as the gender differences or land use zones.

***Example of a* Capacity Resource Map**
(from the Indian Red Cross ToT Curriculum for Community Based Disaster anagement



Note
If this tool is used for planning, various activities, community resources, important places, risks and hazards can be drawn in one map or overlaid.

If this tool is used for monitoring, changes can be recorded on the maps/

photographs at various stages of the project or used by other partner agencies for comparison.

If this tool is used for evaluation, a comparison of maps and/or photographs at different times will be useful.

Step 3

Decide what kind of map will be drawn.
For example people can fill in a map or draw a map individually and then compare with the group in order to create a community map. This may be especially useful if different interest groups in the community are involved as they will have different perceptions. If activities affect the different interest groups are presented, each of their perceptions should be recognized.

Maps can be drawn on the ground or in the sand, on a flipchart or blackboard. It is recommended to make the map out of material that can be preserved. Laminating the flipchart paper after the map has been drawn will preserve the map, so it can be shared with other agencies or used at a later stage in the project.

Some maps have already been printed such as aerial photographs, GPS printouts, urban planning blueprints, and district maps. These can be used as a baseline, then overlaid with a clear plastic sheet to sketch the areas of importance agreed upon in Stage 2.

TIP!
If the participants want to use the map at a later stage, it is important to use good quality paper and make the map available to community members for whom the map is made to benefit.

Agree with the group on a central location such as the community centre or government office where the maps can be displayed.

It can also be useful to take photographs or video to ensure that an accurate record of the drawn map is made (especially if drawn on the floor or on the ground)

Pitfalls

- Aerial photographs or GPS printouts may be difficult to obtain, expensive to buy and may contain sensitive information. They may also be difficult to read and interpret.

- Mapping can require a lot of time and cover a large area. Participants need to be adequately informed of how long the session may take.

- District maps or urban blueprints may be drawn along administrative boundaries and may not accurately represent the community.

- Conflicts may arise if inequities become apparent, or old hostilities are rekindled.

- A cross section of the community is required to validate the overall community perceptions. It is suggested to visit the area that has been mapped with community members to verify the information.

- One person may dominate or direct drawing if mapping is done by the group as a whole and the facilitator does not adequately guide the group.

Federation Examples
☑ Federation Handbook on Monitoring and Evaluation
☑ First Aid in the Community; A Manual for Red Cross and Red Crescent Voluntee
☑ Food Security Assessment
☑ From Needs to Action
☑ Gender Perspectives: Tools and Checklists
☑ Indian Red Cross ToT Curriculum for Community Based Disaster Management
☑ Make That Change
☑ Participatory Community Development: Toolbox
☑ Training Curriculum for NS in PRA and PHAST
☑ Vulnerability and Capacity Assessment
☑ Workshop on Community Participation in OD

External Examples
☑ Catholic Relief Services PRA Manual on Methods, Practise & Tools
☑ DASCOH Participatory Rural Appraisal on Health
☑ National Parks and Services Available at: www.nps.gov/phso/rtcatoolbox
☑ The Community's Toolbox Available at www.fao.org

Next steps
1. Analyze the information presented on the maps. What is similar? What is different?

2. Make the map available to the community and other agencies by displaying it in a central location such as the community center or a government agency.

3. Use this tool at a later stage to monitor. Find out what have changed. What improvements or new issues have occurred?

4. Use this as a source of information to plan by working with vulnerable community members

5. Use it as a tool to generate discussions with community members about the problems in the community, such as:
   - What can the community CHANGE?
   - What can the community INFLUENCE?
   - What must the community ACCEPT?

A.7 QUESTIONNAIRE

What is it?
A Questionnaire allows you to get more information about an issue. It provides an opportunity to involve community members and have access to up-dated knowledge about community needs and resources.

What do you need to know to use the tool
The *facilitator* should be organized, proficient in reading and writing and have good skills in interviewing and recording. They will also need to provide or arrange for expert statistical analysis of the data collected.

Participants will need to be either able to read the questionnaire if it is written, or listen to and answer the questions orally.

Note
Designing, testing and collecting the information for a questionnaire takes a lot of time and thought. It is also necessary to allocate adequate time afterwards to process and analyse the results.

Questionnaires are useful to get very specific information, but are not useful to create a dialogue themselves. To generate dialogue, a suggestion would be to hold a *community meeting or focus group discussions* after the results have been analysed to share them with the community members.

Gender issues
Pre-test the questionnaire with both men and women to make sure the questions are understood and sensitive to the context. When analysing the data, it can be disaggregated by gender, looking at difference in the roles and responsibilities that men and women carry out in the community.

How to use this tool

Step 1

Clarify the objective
Undertaking a Questionnaire may be an outcome of another tool such as during a *Transect Walk* (A.13) when it was noticed that there is not much for youth to do in the community. The objective then is to find out if the community would support the creating of a Youth Centre.

Step 2

Design the Questionnaire
Write questions related to the area of interest. The questionnaire may be designed to gather basic data - for example, “Do you think it is a good idea to create a youth centre?” This type of questionnaire is a <u>quantitative questionnaire</u> as the results can be added up.

The questionnaire may also be designed to get more information in which case you do not want to ask a question which can be easily answered by “yes” or “no”. In the example above the question asked might be “What do you think about creating a youth centre in the community?” This is what is known as a <u>qualitative questionnaire</u>.

TIP!
Test the questionnaire with a few community members in order to obtain feedback on their understanding of the wording of the questions. For example the question "what do you think about…" may be better structured by saying "what are people's opinion on…" in different contexts.

Step 3

Ask the community
Decide who will answer the questions and how many questionnaires should be filled. The smaller number of questionnaires is completed, the less accurate the results will be. Therefore you want to do 'sampling' which means you get a representation of the population. Sample populations that you may want to choose include:

Random sample **-** the first 50 people who walk by are asked to complete the questionnaire.

Quota sample **-** a specific number of people from chosen categories are asked (eg 25 women, 25 men, 30 people under 18, 10 people between 18-45, 10 people over 45)

Step 4

Record information
Write down people's responses either directly on a sheet of paper or in a notebook. Make sure to do this straight away so you don't forget the responses of the community participants.

Pitfalls
It is important to limit the questions to only the necessary information required. If the questionnaire gets too long, the respondents will get tired.

When introducing the questionnaire to people, try to be neutral in your presentation. Make sure they know what it is for and why you are asking them questions.

Federation Examples
- ☑ Community Development: A Manual for Facilitators
- ☑ First Aid in the Community: A Manual for Red Cross and Red Crescent Volunteers
- ☑ From Needs to Action
- ☑ Gender Perspectives: Tools and Checklists
- ☑ Integrated Assessment: community baseline format for PMI – example of a community health questionnaire used in Indonesia Red Cross
- ☑ Make That Change

External Examples

☑ Interworks Disaster Management Community Baseline Data – Available at www.interworksmadison.com

Next Steps

1. Analyze the questionnaire. Go through all the sheets and make sure they are clearly filled in and completed. Does it appear that all the questionnaires have been accurately answered?

2. Collate the answers- this means looking at how everyone answered each question. If it is a yes/no answer, a statistical figure can be extracted. For example, 56 of 80 people answered that “yes” they would like a youth centre, or 70% of those asked.

3. If the questions are not direct yes/no answers, try to group similar answers together. For example, if the questionnaire looks at the causes of health problems in the community and most people answer that there is a lack of clean water and lack of education about sanitation, these answers can be obviously grouped together.

4. Identify any shortcomings in the questionnaire - for example, if it was conducted during the rainy season when few community members were out. This will affect the overall findings of the population of people being questioned.

A.8 RANKING

What is it?
Ranking means placing something in order. In ranking, a list of objects (such as, different natural hazards) is evaluated by applying different criteria (e.g. occurs every year, occurs every month, occurs seasonally, occurs once in a lifetime) and assigned a value (for example: between 1 and 5).

Use it to…
- Quickly identify problem areas and preferences according to individuals and compare them with assessments of others
- Guide people to rank problems in terms of:
  What can be *changed* about the situation?
  What can be *influenced* about the situation?
  What must be *accepted* about the situation?
- Have the community themselves decide and agree on what is a priority item to be addressed
- Assign a value to a wide range of variables

Benefits
This tool can be useful to assess people's expectations, beliefs, judgements, attitudes, preferences and opinions.

It is a helpful follow-up tool to take participants one step further in their critical thinking as well in the analysis of any situation.

What do you need to know to use the tool
The *facilitators* should have previous training experience to use this tool. They should be able to mediate group discussions especially if conflicts arise. They should have skills in managing large amounts of information and maintaining focus on the topic.

Gender issues
Consider organizing two separate groups allowing the men and women to each identify the most important needs and concerns they have. Comparing the outcomes can inform the staff in planning projects that are more tailored to the priority needs of the beneficiaries.

How to use the tool

Step 1

Identify what is to be ranked
Generate a list of what is to be compared. This can be effectively collected by means of a brainstorming session (See tool A.1, *Brainstorming*), through a focus group discussion (See A.4, *Focus Group Discussion*) or by first interviewing key informants (See A.11, *Semi-Structured Interviews*).

Example: What are the different parts of a house?

Step 2

Identify the criteria for how it will be ranked
Example: What are the main natural hazard that threaten your house?
- Wind
- Fire
- Earthquake
- Eruption
- Floods

Step 3

Identify the priority
Ask the participants to rank or score each item against each criteria. This can be done on a scale of 1-5 or 1-10 or by allocating a fixed number of marks for each criterion, which can then be distributed between all of the items being ranked. Determine whether 1 or 5 indicates a positive assessment.

House Parts	Wind	Fire	Earthquake	Eruption	Floods
Roof- zinc	3	2	3	1	1
Ceiling	2	5	1	1	1
Windows	5	5	2	1	1
Doors	2	2	2	2	2
Drainage	5	1	1	1	5
Walls	3	3	1	1	3
Floor	1	4	1	1	3
House Base	1	1	2	1	1
Trees by House	5	5	1	1	1
Road	5	1	3	1	3

Step 4

Probe for details
Ask questions such as "Which do you prefer?" or "Which is the bigger problem?". When all the possible combinations have been explored, the results are entered into a table.

Step 5

Analyze the results
When the participants have finished ranking the information, ask them to interpret the results. Have the participants identify which criteria are dominant, which are less important and which item would be given overall priority.

Example: The question is "What is the best to…?"

	Chicken	Cow	Goat	Pig
To raise	2	1	5	3
To eat	1	5	3	5
To sell	2	5	2	5

The participants identified four main meat sources and determined the criteria are what is best to eat, raise or sell.

- Goats are the preferred animals to raise, then pigs, then chickens and cows
- Cows and pigs are the most preferred to eat, with goats at 3 and chickens at 1
- Cows and pigs are the preferred to sell; goats and chickens are of equal preference

Therefore, the community raises four types of animals: chickens, goats, pigs and cows. They are raised for three reasons: to eat, to sell, or to raise. For consumption, the community prefers to raise goats, but not to eat or sell them. The community prefers to eat or sell cows and pigs. Chickens are not considered good to raise, eat or sell.

TIP!
Define the criteria positively e.g. "prevents water pollution" instead of "pollutes water"

Example: Institutional Ranking
This involves the design of a diagram which identifies the roles and importance of organizations (both local and external) and the perceptions by the community of these organizations. This type of ranking also identifies individuals, groups and organizations that have a role within the context of the issue being examined (eg. health or disasters) and can provide assistance to the community.

Steps to use this tool:
1. In plenary, participants identify 6-8 key organizations that have an important role in the community.
2. Each participant then votes, using a numeric scale, ranking the organizations with 5 being the most relevant and important, and 1 the least.
3. By *relevance* we mean the degree of participation that these organizations have and offer as benefit to the community, whilst *importance* refers to the importance of the one organization in relation to others.
4. Points are then added, for each individual organization, first in the relevance column, then for importance. Then an average value for each column is determined (see table below).

List of institutions	**Relevance**	**%**	**Importance**	%
Church	1524134251	4	34152413141	4
School	2514112541	3	11212121211	2
Health Centre	1321415141	3	34231413241	3
Red Cross	5515125151	4	31213124131	3
Police	4342444141	4	54154541432	4
Agricultural Assoc.	4545241524	4	51423142314	4
General Bank	5425241524	4	13122131251	2
Banana Plantation	5241131521	3	21312314421	2
Specific NGO	3415121232	2	43211111324	2

The idea of this exercise is to reflect on how some organizations can continue being very important to the community but at the same time could focus more on the needs and development of the community and therefore become more relevant. At the same time, other organizations which are perceived as being relevant can increase their level of relevance.

Federation Examples

- ☑ Food Security Assessment
- ☑ Gender Perspectives: Tools and Checklists
- ☑ Make That Change
- ☑ Participatory Community Development: Toolbox
- ☑ Vulnerability Capacity Assessment

External Examples

- ☑ The Community's Toolbox. Available at www.fao.org
- ☑ DASCOH Participatory Rural Appraisal on Health

Next Steps

1. Use responses and results from the ranking to inform planning for intervention on how the community views the problem.

2. Some of the issues prioritized may be more relevant to be covered by the local government agencies and should be referred to the appropriate agency or non-governmental agency which covers that area.

A.9 SEASONAL CALENDAR

What is it?
A seasonal calendar is a tool which helps to explore changes taking place in a community over the period of one year. It can be used to show different events such as hurricanes or floods, social and economic conditions including economic recession, long periods of droughts, and activities such as carnivals, holidays and harvest.

A seasonal calendar can be used to identify periods of stress, hazards, disease, hunger, debt, vulnerability. It identifies what people do during these periods, their coping strategies, when they have savings, and when they have time for community activities. The calendar can be used to identify division of work between men and women in the community as well as a planning tool for the best time to implement a project.

Use this tool to…
- Identify people's work load at different times of the year
- Understand variations in availability of resources (such as food, water and income) through the year
- Examine the local relationship between weather, disease outbreaks and natural disasters

What you need to know to use the tool
The *facilitator* should have a good understanding of group dynamics, maintain the focus on the chosen topic, and be able to manage conflict.

The *participants* should understand how to fill in the chart and be able to draw or represent the symbols used for the categories mapped. The tool is more relevant if the participants have lived in the community for some time and are familiar with changes over time.

Gender issues
Compare calendars of different groups to see how men's calendars differ from women's. Use this information to inform programming and planning of events such as meetings.

How to use this tool

Step 1

Set the timeline for the calendar
Using a reference period of 15 months is helpful so that individual activities are not limited. Start at the beginning of the year as used locally - in other words, the beginning does not have to be January. The starting point may coincide with the harvest season, the rainy and dry season, or certain key celebrations.

Step 2

Select the material for the calendar

Seasonal maps can be drawn on the ground using seeds, sticks, coins and other locally available material. To refer back to the information at a later stage, it is useful to take a picture or video record the map.

Step 3

Determine the categories to be mapped
Time intervals are created across the top (these can be the months of the year or seasons such as dry period and wet period) and seasonal factors are created down the side (security, diseases, food etc.).

Step 4

Determine values
Ask participants then to fill in the calendar. If it is difficult to capture precise information, start with general information such as when is the peak of the rainy season and when is the peak of the dry season.

Variation: A seasonal calendar can be scaled down to a ***daily activity calendar***. A daily activity calendar is used to identify the variety of activities which an individual undertakes over the course of a day and the duration of each activity. This tool can be used to identify the different tasks performed by men and women for example and when they do them. This information can then be used for scheduling meetings, activities or the overall project.

Federation Examples
- ☑ First Aid in the Community: a Manual for RCRC Volunteers
- ☑ Food Security Assessment
- ☑ Gender Perspectives: Tools and Checklists
- ☑ Make That Change
- ☑ Participatory Community Development
- ☑ Training Curriculum for NS in PRA and PHAST
- ☑ Vulnerability Capacity Assessment Toolbox

External Examples
- ☑ Catholic Relief Services PRA Manual on Methods, Practise & Tools
- ☑ DASCOH Participatory Rural Appraisal on Health

(Provided by Xavier Castellanos, Regional Delegation for Mexico, Central America and the Caribbean)

SECURITY	J	F	M	A	M	J	J	A	S	O	N	D
Low income				x			x	x	x			
High income	X	X	X								X	X X
Immigration & Migration	X	X	X	X	X	X X			…		X	X X
Burglaries				X					X			
Assault	X	X	X	X	X	X	X	X	X	X	X	X
Drug Trafficking		X	X	X					X	X		X

Vehicle accidents				X					X			X
Domestic violence	x	x	x	X	X	X	X	X	X	x	x	X
HEALTH	J	F	M	A	M	J	J	A	S	O	N	D
Flu, coughs, colds	X										X	X
Stomach illness (vomiting, diarrhoea)	X					X	X					X
Conjunctivitis			X	X	X							
Waterborne disease (fungi, sores)						X	X	X	X			
Head lice	X	X	X	X	X	X	X	X	X	X	X	X
DISASTERS	J	F	M	A	M	J	J	A	S	O	N	D
Hurricane						X	X	X	X	X	X	
Forest fire	X	X	X	X	X							
Agriculture Fire						X	X	X				
Floods								X	X	X		
Fire												X

This table tells us that during the months that there have high income (February, March), head lice is the only main health concern reported. During the low income months of July, August, September, waterborne diseases and stomach illness become a health concern in the community. Burglaries and vehicle accidents coincide with low income months.

Next Steps

1. Compare the information with that collected during other analysis exercises (for example, A.10 *Secondary Sources,* A.2 *Community Meetings*, or A.8 *Ranking)*.

2. Cross-check the information in the calendar. Do the start and end points of crop seasons coincide with the local rainfall data? Does male labor demand and high wage months coincide with these periods? Do prices go down at harvest time? What are the different effects on gender?

3. Analyze the seasonal calendar by looking for links between different parts. How do disasters affect the community's economics? When is their workload heaviest? What relationship exists between birth rate and income? What is the relationship between the wet and dry seasons and diseases? What is the relationship between food shortage and migration? What is the relationship between weather and disasters?

A.10 SECONDARY SOURCES

What is it?
Secondary sources mean collecting information which already exists, usually in the form of written reports or documents. This tool allows for an overall panorama of the community.

The assessment which you are doing is likely not the first assessment to be done in the community. The challenge is to find the reports, results, and people who have undertaken or participated in assessments already done with the community. This includes documents and reports from other organizations, local government authorities and social facilities.

Use it to…
- Get an overview of the situation based on the work others have already undertaken
- Cross-reference information that has been presented through other tools
- Get an idea of the challenges facing the community and history on what has been done

What do you need to know to use the tool
Secondary sources are mostly based on written material. Therefore the use of this tool requires an ability to read more complicated materials. It is important that the facilitator is very clear and keeps the team focused on the objectives to ensure not too much information is collected.

Benefits
Secondary Sources can be a time- and cost-effective way to get a broad perspective on issues facing the community in a short period.

Statistical information can be useful to establish a baseline for indicators to be measured against later.

Gender issues
In many circumstances, primary documents are often written by men about men. Keep this in mind when consulting secondary sources. What sources have been written by women or about women?

How to use this tool

Step 1

Determine what information you want to collect
A wide range of information is available and is needed to provide adequate information about the situation in a community. To not get overwhelmed - it is important to remain focused only on the information which will be necessary and relevant to address the assessment of the community and the kind of project which will be undertaken.

Tip!
A practical way to get this information is by doing a questionnaire (see Step 3) about the things that you would like to get from the particular area of research. Questions such as the social conditions in the area can be complementary to the research.

Step 2

Make a list of sources for potential information
For example:

Libraries:
- Local library
- University library
- Local, regional and state governments
- libraries
- Related organizations
- Clearing houses
- Journals or magazines
- Books
- Newspapers
- Maps (aerial, GIS, topographical, satellite imagery)
- Data and statistics
- References
- Examples of databases: Medline, PsychInfo

Other Organizations:
- Other National Societies
- Community based organizations (eg Oxfam, World Vision, CARE)
- Networks and coalitions
- Local, regional and state governments
- Private sector or business suppliers
- Other needs assessments
- Reports (SitReps, Project reports, Annuals reports)
- Data and statistics
- Budgets
- Expert opinions from key individuals
- Expertise (e.g., experience conducting focus groups)
- Testimonies
- Guidance

Internet:
- UN organizations (UNHCR, UNICEF, WFP, WHO)
- Government sites
- Foundations
- Educational Institutions
- Summary reports
- Data and statistics
- Access to libraries
- Links to related websites

People:
- Government officials
- Local authorities (police, health care workers, fire fighters, social workers etc.)
- National Society Colleagues
- (I)NGO workers
- Community Leaders (elders, religious leaders, health or school officials
- Teachers
- Groups (eg Women's Group, Farmers' Group)

Step 3

Determine the purpose
Some questions which you might want answered include:
- Location & geography of community
- Main economic activity & income breakdown (by household, by person)
- Access to community (road infrastructure & transportation methods)

- Population (total, births, deaths, distribution, age, occupations, migration)
- Community resources (services available to community members)
- Community organizations
- History of risks in the community including health risks such as Ebola or malaria outbreaks or disaster risks such as earthquakes
- Vulnerable areas such as hazard areas or area densely populated by vulnerable member eg a low-income area
- Location of emergency shelters and environmental hazards
- What political parties or social movements have been active over the past number of years?
- What security issues exist in the region?

Step 4

Analysis

This gathered information will provide a first impression and overview of the local community, problems they are facing, and capacities which exist to address issues.

Look for what information gaps exist from the secondary sources that are reviewed. This will be the basis for further investigation using other tools.

Pitfalls

- There can be overwhelming volumes of information on a topic (or alternatively there may be no access to information at all). Being focused and clear about the objectives will assist in narrowing down the focus to ensure the most effective sources for information are used.

- When no information is available about the specific community, try to research the region.

- Be careful to focus on relevant sources rather than collecting every possible bit of information or known source.

- Information can become quickly outdated or be influenced by political opinion. It is important to know when the source is authored and the original purpose why it is written.

- Especially when using the internet or World Wide Web, information can be presented
- to look very authentic. A major hazard is that false information is deemed as being from a reliable source. It is necessary to verify the authenticity of the source of the information and cross reference with other sources or tools such as interviews (See *semi structured*).

TIP!
If the data being examined has been collected by a professional agency such as the National Statistics Office, it is reasonable to assume that the contents are reliable. Otherwise it is advisable to find out the data collection methods (what tools are used, who does the survey and when).

Federation Examples

☑ Community Based Development: A Manual for Facilitators
☑ Federation Handbook for Monitoring and Evaluation
☑ Food Security Assessment
☑ Gender Perspectives: Tools and Checklists
☑ Make That Change
☑ Vulnerability Capacity Assessment Toolbox

Next Steps

1. To assist analyzing the information collection, some of questions to be asked include:
   - “What new learning has come out of this?”
   - “What priorities have others identified?”
   - “What major trends exist?”
   - “What conflicting information exists?” (this includes conflicting information with other sources of information such as *semi-structured interviews*)

2. Information from *secondary sources* can be very useful before doing a vulnerability capacity assessment. It is very important that team members have access to the information before they enter the community.

3. Use these questions to guide the selection of other tools such as *surveys*, *semi- structure interviews,* or *community meetings* to cross check the information gathered during the secondary source review.

4. Synthesize and summarize the information and share it with the participants. What is their response? Do they think that this is an accurate reflection?

A.11 SEMI-STRUCTURED INTERVIEW

What is it?
Semi-structured interviews are a form of guided interviews when only a few questions are decided upon ahead of time. This type of interviewing technique is often practiced by journalists and can be used to both give information (such as raising awareness about tuberculosis) and receive information (such as finding out what people know about tuberculosis).

In conducting a semi-structured interview, the interviewer does not use a formal survey questionnaire. Instead the interviewer has some general topics to cover through the discussion. Relevant topics (such as hazards) are initially identified and the possible relationship between these topics and the issues such as availability, expense, effectiveness become the basis for more specific questions which do not need to be prepared in advance. Many or even most of the questions will be formulated during the interview.

Use it to…
- Gain a deeper understanding of the issue as compared with a *questionnaire*
- Examine values and attitudes as well as understanding and knowledge

What you need to know to use the tool
The facilitator will need some previous experience in interviewing to make sure appropriate and accurate questions are being asked as well as to maintain the focus
of the conversation on the issue. They should have skills in recording information.

Participants should have some knowledge and or experience on the topic. They must be able to express themselves clearly.

Benefits
- The interviewer can address and respond to new data presented as it is being presented by the person answering questions.

- There is more flexibility in asking questions and less intrusive to those being interviewed as the being interviewed can ask questions of the interviewer.

- Using an interview guide and some general questions to ensure that all areas are covered as well the information obtained from semi-structured interviews will provide not just answers, but the reasons for the answers.

- When individuals are interviewed they may be more open to discuss sensitive issues particularly with an interviewer who is not from the community. This tool also allows direct contact with potential beneficiaries.

Gender issues
Pre-test the basic questions with both men and women to make sure the questions are understood and sensitive to the context. When analysing the data, it can be disaggregated by gender. If possible, have women work with women and men work with men.

How to use this tool

Step 1

Decide who will do the semi-structured interview

To keep communication consistent, it is recommended to create a small team of interviewers - generally 2-4 people. These may be people from outside the community, or people from within the community such as local professionals who have knowledge and experience on the topics. It is recommended that people have some experience doing interviews, such as social workers.

Step 2

Decide who will be interviewed

When doing a semi-structured interview you may want to do it with a small group of people at the same time so that they can share ideas together and also can save time. It may also be beneficial to interview people individually to get a number of different answers related to the same topic.

Step 3

Decide on the topic and guiding questions

Conduct the interview informally and mix questions with discussion.

An example of a topic might be: how do people in this community cope with flooding? In this example, key questions might include:

- What are the problems caused by flooding (economic, social, etc.)?
- What are the overall coping strategies?
- What are the coping strategies for each problem?

TIP!

Interviewers can practice interviewing each other and/or with a few community members in order to become familiar with the questions, and get feedback on the two-way communication skills.

Step 4

Record the information

Write only brief notes during the interview - this will help the person answering the questions to build trust with the interviewer. Immediately following the interview elaborate upon the notes so you do not forget any of the answers or information shared by the participant.

If the person agrees, you could video or tape record the interview. However, be aware that people may hold back information when they are being recorded.

Step 5

Analyze

Analyze the information at the end of each day of interviewing. This can be done with the interview team or individually. Cluster similar answers together and identify the key issues which the community members identify.

Step 6

Discuss

Discuss the overall results of the analysis with community members so that they can challenge the perceptions of the interview team. This can make the process even more participatory.

Pitfalls

- As with all participatory approaches, talking with people takes a fair amount of time. This method can be heavily biased by the culture, gender, and perspectives of the interviewer or the person answering the questions.

- A lot of extra information may surface during interviews. Team meetings can help identify similarities in responses, and this additional information may be useful to other sectors of the Movement including the health sector, disaster, or organizational development delegates.

- Assure that, in a personal interview, the person being interviewed understands and trusts that the responses will be confidential. If a recording device such as a tape recorder or camera is used, permission from the interviewees must be asked.

- It may take some practice for the interviewer to get used to asking direct instead of vague questions. More skill is required to use this method in order to probe questions than using questionnaires or survey .

- It is important to take some notes or record, but not to intimidate people by writing through the whole interview. After the interview, it should be followed up by completing the notes.

- 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.

- Interviewers need some skills. The most common problem with interviewers is asking leading questions (which assume a certain answer) or open questions (which lead to vague 'yes' or 'no' answers), failure to probe when necessary, failure to judge the answers correctly, and asking insensitive questions.

Federation Examples

☑ Gender Perspectives: Tools and Checklists
☑ Guidelines for Youth Policy and Strategy: A Step-By-Step
☑ Make That Change
☑ Participatory Community Development, Training Manual
☑ Vulnerability Capacity Assessment Toolbox

External Examples

☑ Catholic Relief Services PRA Manual on Methods, Practise & Tools
☑ The Community's Toolbox. Available at www.fao.org

Next Steps

1. Use results from interviews to inform planning for intervention on how the community views the problem.

2. If recording the information, playing back the video or tape to participants can be a method of sharing the information with the community members. Make sure that people give permission to do this.

A.12 STORY TELLING

What is it?
In all cultures around the world, story-telling is used to teach people about their behaviour, attitudes and knowledge. Often stories are used to teach us what is acceptable and what is not acceptable behaviour in the community. They can also be helpful for providing feedback to the community about all aspects of a project's assessment, planning, or evaluation.

Use it to…
- Enable the community to tell about itself in a natural way
- Share information about behaviour change without directly referring to specific people
- Transmit knowledge related to a specific topic of discussion

Criteria
The *facilitator* needs to be creative and dynamic to identify and encourage stories from the community itself and to invent other stories that will appeal to the community. It is very important that everyone understands the symbolism in the local context.

The *participants* need to be able to share their own stories and to listen to other stories and understand the information. Very little written or visual material is required.

It is necessary to have a very good understanding of the local context to ensure the message is clear and relevant to the participants.

This tool requires a great deal of imagination on the part of the facilitator.

Benefits
This can be a very effective tool to motivate people to identify, form and change their attitudes or beliefs.

Story telling can be an effective way to bring people together on a common topic, emotionally raise their awareness, and focus people to work together.

Gender issues
Find out the current and emerging roles and responsibilities of men and women, young and old in the community and reflect this in the story telling.

How to use this tool

Step 1

Find out the context
If you are new to the community, orient yourself with the local story telling techniques through talking with the elderly, community leaders, historians, and politicians to get a sense of the imagery and techniques they use for story telling.

Step 2

Determine the topic
Whether you are encouraging stories from the community or telling your own, be very specific about the topic that you would like to cover such as attending antenatal classes for pregnant women, disaster preparedness in the community, or leadership structures in the local branch.

Step 3

Set the story line
As in all stories, there is a beginning, middle and end. There is usually a moral to the story and includes anecdotes and a plot.

Step 4

Try the story
If time permits, try telling the story to a few people ahead of time. These may include people from Step 1 such as historians, the elderly, and local leaders.

Step 5

Tell the story
Share the story with the community members and get their reaction and feedback.

Pitfalls
Story telling can take a large amount of time. If a decision or change needs to be made quickly, this is not likely to be the best option for working with the community.

Federation Examples
- ☑ First Aid in the Community: A Manual for Trainers of the Red Cross and Red Crescent Volunteers in Africa
- ☑ From Needs to Action
- ☑ Gender Perspectives: Tools and Checklists

External Examples
- ☑ National Parks Service Community Toolbox (http://www.nps.gov/phso/rtcatoolbox/gatinfo_story.htm)
- ☑ The Community's Toolbox. Available at www.fao.org

Next Steps
1. Get people's response and reaction to the story. Ask them to adopt and adapt the story and tell it to others in the community. Becoming a story teller rather than just a listener is a good way to involve the community in spreading the key messages.

2. As the storyteller, identify what you have learned in the process about the community, their identification with the issue presented, and what will now be done to address the issue.

A.13 TRANSECT WALK

What is it?
Transect walks involves walking through the community to observe the people, the surroundings and the resources. It is a process of seeing the community to specifically note the sites and topography of the area - to understand inter-relationships based on space. It is useful during the assessment to get a sense of issues and capacities which exist in a community. In the programming and evaluation phase it can be used to see what changes have occurred in a community.

Use it to…
- Build trust with the community by being visible
- Cross-check verbal information
- To visualize interactions between physical environment and human activities over space and time
- To identify issues that might be worth further exploration
- To identify danger zones, evacuation sites and local resources used during emergency periods, land-use zones, health issues, commerce in the community
- To identify problems and opportunities which may include areas such as:
  - Housing or sanitary conditions
  - Food available and sold in open-air markets
  - Informal street commerce
  - Roles of men, women and children

What you need to know to use the tool
The facilitator does not need extensive previous experience to use this tool but should be able to record and systematize the information gathered.

Participants accompanying the facilitator should have a good understanding of the community.

Gender issues
When walking through the community take the opportunity to talk with local people. Observe the services, hazards, and risks that apply to men and women.

How to use this tool

Step 1

Identify the area
Determine the area that you are going to transect. This can be done based on the work of the *community map* drawing a line across the community. Another way is to walk from one direction to another, for example from North to South, or from the highest point to the lowest, from the mountains to the water.

Step 2

Identify the purpose
Make a checklist of the locations or area that you want to visit. This may include:
- Social environment of the community: church, sports fields, shopping areas, restaurants, main areas of people gathering (children, adolescents, adults).
- Physical environment: characteristics of housing construction, roads and streets,

drainages, etc.
- Neighbouring communities: how close is the neighbouring community? Does the neighbouring community have any influence in the selected community you are working with? For example, does garbage from community A affect community B? Do people from community B go to community A to access health care?

Step 3

Interviews
Take time during the walk to stop and talk with people.

Step 4

Record information
Write down what you see and hear. Later this can be transferred to a transect diagram (see below).

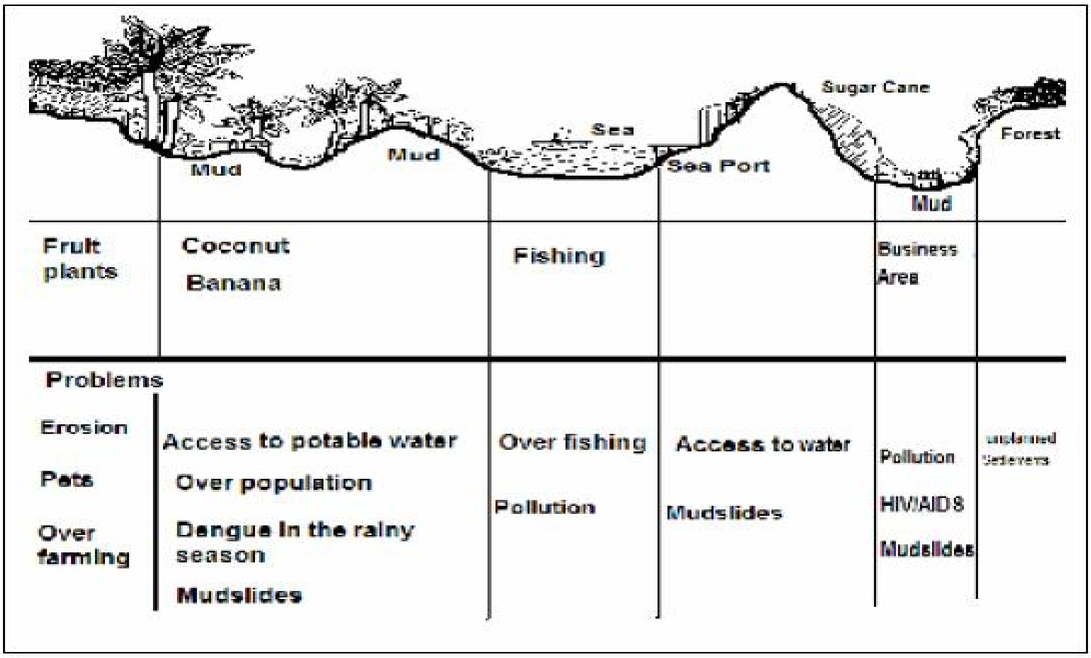
Pitfalls
Being new to the community you may not know the areas to walk through. It is helpful to bring participants, volunteers, a translator, community leaders or government officials with you but be aware of their influence in what you do. This may also affect how people will respond to you.

Federation Examples
☑ Gender Perspectives: Tools and Checklists
☑ Make That Change
☑ Participatory Community Development
☑ Vulnerability Capacity Assessment Toolbox

External Examples
☑ Catholic Relief Services PRA Manual on Methods, Practise & Tools

Next Steps
1. Write the observations of what you saw when walking through the community similar to the systematized information in *direct observation.*

2. Draw a diagram of what you saw.



The above is a simple example (from *Make That Change*). Other areas which you may like to include:

- Characteristic of the terrain
- People's behaviour and attitudes
- Characteristics of the region/zone
- Lifestyle
- Sectoral capacity
- Potential risk
- Identified problems

3. What are the problems specific to your area of intervention? What issues can be highlighted to partner organizations or government agencies?

4. Determine areas either physical or issues that need to be further explored and select the tools to use including interviews or *Semi-structure interviews*.

Community Resource	**Specific Problem**	**Possible Solution**
Community water taps	Water spillage around pump. Prevalence of malaria and colds. People have noticed a decrease in pressure.	Partially due to build-up of debris around water source. Identify community members to regularly clear debris. Raise issue with District Water Commission

A.14 VENN / CHAPATI DIAGRAM

What is it?

A Venn diagram (also known as a Chapati or Roti Diagram) is a useful tool to examine similarities and differences between institutions, partners, people, and issues in a community. Venn diagrams are made up of a variety of circles, each representing a different actor or influence in a situation and sized and placed accordingly. They are useful for clarifying the different interest groups, institutions and decision-making patterns as indicated by the different types below.

Use it to…

- Clarify the different interest groups, institutions and decision-making patterns
- In organizational development it can be useful to the claims people have on others during a period of hardship and how institutions, both internal and external operate to provide resources during an emergency.
- If doing monitoring and evaluation, the diagrams can be revisited to assess changes in the size of different circles, changes in boundaries and the reasons for this

What you need to know to use the tool
A high degree of experience in facilitation is required to use this tool. The *facilitator* should fully understand the objectives of the tool and what the diagrams are saying about issues in the community.

Participants should be prepared for the activity as it can be quite abstract. This tool mainly relies on visual analysis of interaction with institutions and relationships so it does not require a high degree of reading or writing.

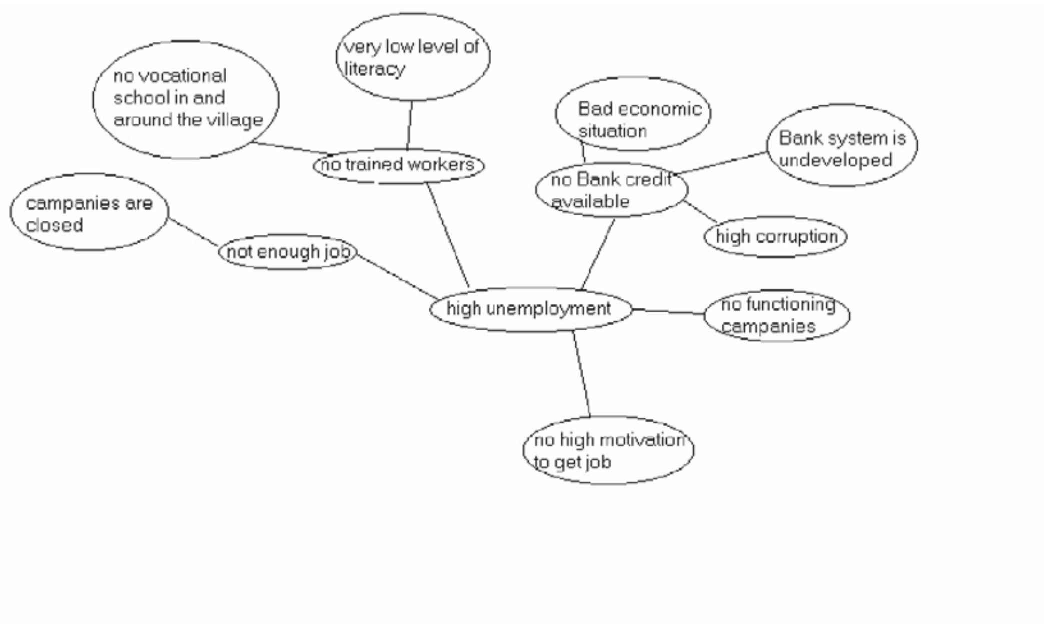
Gender issues
Divide the group into men and women to show how groups of individuals relate to one another and to institutions. A comparison of different types of diagrams drawn by men and women will show different patterns of relationships and exchange within the community. Take these similarities and differences into account when planning community based activities.

How to use this tool

Step 1

Identify the principle players
Have participants reflect on the main organizations in the community. Which ones are from outside (eg is an International non-governmental organization)? Which are the local services (eg religion, education, health, sports, cultural)? Are there political groups? What community committees exist such as the Parent-Teachers' Association or Community Farm Committee?

Another approach is to start with the main issue in the centre and have the participants identifying the contributing causes of the problem. An example reflecting on causes for high rates of unemployment from the Participatory Community Development Guide is:

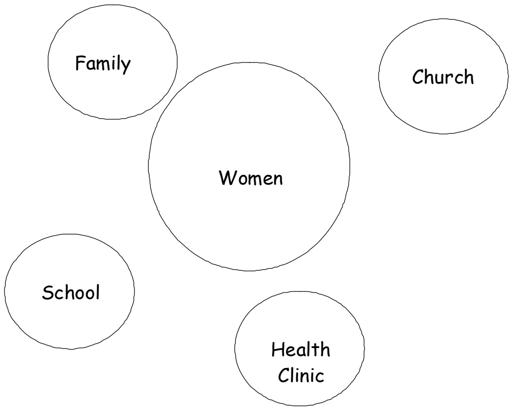


Step 2

Self in relation to others.

Have participants cut or draw circles of different sizes to represent the items that they want to compare. This may be relationships between institutions (identified in Step 1), decision making patterns or issues. This can either be done using paper or drawn on the ground. If it is done on the ground, it is a good idea to take a picture so it can be used for later reference.

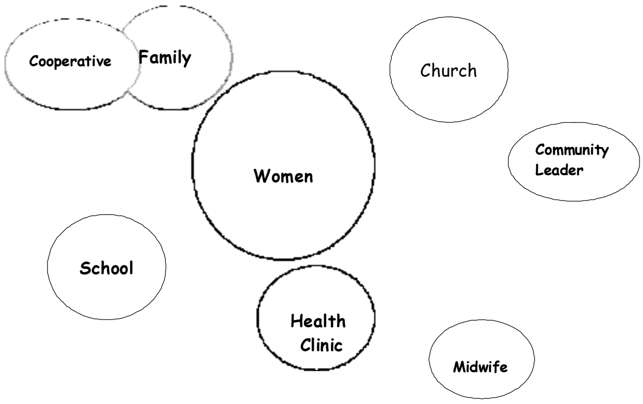
One example explores what relationships exist between women and community organizations. This is based on *Stumbling Toward Gender Aware PRA Training in Indonesia* by Judith Dent; PLA Notes (1996) Issue 25, pp.19–22, IIED London. Available at:
[http://www.iied.org/sarl/pla_notes/pla_backissues/documents/plan_02505_ 000.PDF](http://www.iied.org/sarl/pla_notes/pla_backissues/documents/plan_02505_000.PDF)



Step 3

Determine relationships

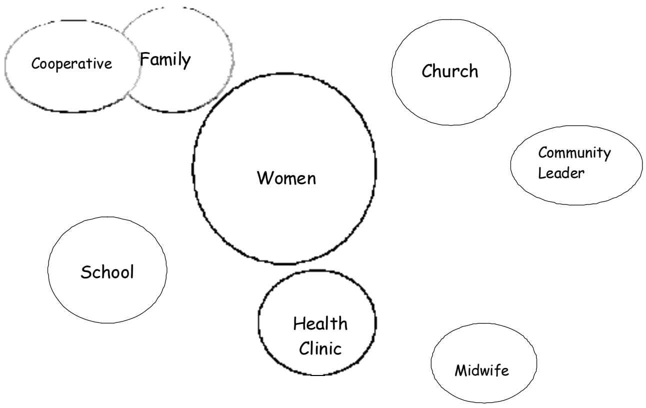
Ask participants to place the circles on the ground to represent what characteristics they have in common with other circles.



Step 4

Compare

What is unique about each circle? Where are the overlaps, and what does this mean?



- Most important to women are their families, the church, the health clinic and school
- Furthest from the centre - benefits least felt are the Community Leader, Midwife and Cooperative
- No relationship between money lender or banks were identified (this is not referred to in the diagram)

Pitfalls

- Requires good understanding of cultural context
- This method relies upon relative homogeneity of perceptions from the participants. Conflicts may arise if done in a community with strong divisions along economic lines, caste, religion etc. In this case, it is advisable to do the Venn Diagram in smaller, more homogenous groups.
- There is no set method of doing a Venn Diagram. It is not specifically two or three overlapping circles. As with all participatory methods, it is about the process for participants to identify what is important to them and what is less important.

Federation Examples

☑ Gender Perspectives: Tools and Checklists
☑ Make That Change
☑ Participatory Community Development: Toolbox
☑ Vulnerability Capacity Assessment Toolbox

External Examples

☑ Catholic Relief Services: PRA Manual on Methodology, Principles and Tools
☑ DASCOH Participatory Rural Appraisal on Health

☑ International Institute for Environment and Development (IIED) Participatory Learning and Action.

Next steps

1. If presenting issues facing the community, continue the activity by *Brainstorming* (A.1) possible solutions and have community members *Rank* (A.2) the priority of the issues.

2. Cross-check the information presented through other tools. For example, if the issue presented addresses the different relationships between men, women and children, a *daily calendar* (A.9) can be used to go into more detail about the specific task differences between the community members.

3. If the Venn Diagram highlights services offered in a community, it is useful to cross reference this through a *community map* (A.6) identifying the services which exist in the community.

A.15 CAPACITY REQUIRED TO USE EACH TOOL

PO	Tool	Visual	Oral	Written	Facilitation
1	Brainstorming	☆☆	☆☆☆	☆☆☆	☆☆☆
2	Community Meetings	☆	☆☆☆	☆	☆☆☆☆☆
3	Direct Observation	☆☆☆	☆☆	☆☆☆	
4	Focus Group Discussions	☆☆	☆☆☆	☆☆☆	☆☆☆☆☆
5	Historical Profile/Historical Visualisation	☆☆☆	☆☆	☆☆	☆☆☆
6	Mapping	☆☆☆	☆☆	☆	☆☆
7	Questionnaires/ Surveys	☆	☆☆☆	☆☆☆	☆☆☆
8	Ranking	☆☆	☆☆☆	☆☆	☆☆☆☆
9	Seasonal Calendar	☆☆☆	☆☆	☆	☆☆
10	Secondary Sources			☆☆☆	☆☆
11	Semi-structured Interviews		☆☆☆	☆☆☆	☆☆☆
12	Story Telling	☆			☆☆☆☆☆
13	Transect Walk	☆☆☆	☆☆	☆	☆☆
14	Venn Diagram	☆☆☆	☆☆	☆☆	☆☆☆☆☆
* Adapted from FAO (1990) “The Community’s Toolbox” D'Arcy Davis Case. Available at http://www.fao.org/documents/show_cdr.asp?url_file=/docrep/x5307e/x5307e00.htm					

RANKING KEY	Visual	Oral	Written	Facilitation
	Does not require use of visual ability.	Does not requirepar ticipant to speak.	Does not requiret hat participant isa ble to write	No previous fa cilitationexperi ence isrequired to usethis tool
☆	Rarely relies on participantto look at and understandvisual material such asvideo, poster s or overheads.	Rarely relies on participantt o listen to and provideinput to discussion	Involves basicab ility to read orwr ite basicsentence s.	Some previous facilitationexpe rience isrequire d to usethis too l
☆ ☆	Involves the use of somevis ual aids and requires thepar ticipant to make someanalys is of what is visuallyseen	Involves some discussions	Involves someab ility to read orwr ite, eg a note-tak er	Basic facilitation experience isrequ ired to usethis too l
☆ ☆ ☆	Relies entirely on visualobser vation andunderstanding. Re quiresparticipant to makeconn ections between visualmateria l presented and largercontext.	Relies entirely on verbalc ommunication andunders tanding. Requiresparticip ant to makeconnections b etweendiscussions and lar gercontext.	Involves writingo r coding egwriti ng downinterview replies,reading ac ompletenewspape r	Some training in facilitation isrequ ired to usethis to ol
☆ ☆ ☆ ☆				Previousfacilitati onexperience an dtraining on thist ool are requiredt o use this tool
☆ ☆ ☆ ☆ ☆				A high degree of experience andtra ining arerequired to usethis tool

Part B Programming

The programming phase, as defined in the Project Planning Methodology Guidelines, includes:

- Discussion and decision concerning the goal, objectives, expected results, activities, indicators and implementation steps.
- Definition of who is responsible of what, when, how and how often.
- Estimation of project costs taking into account risks and assumptions

The following tools and techniques can help with these programming elements. They can also contribute to the creation of the three documents recommended by the Project Planning Methodology Guidelines during this phase:

- Narrative Summary of the project
- Logframe
- Budget

TOOLS IN PART B

B.1 PLANNING

This section has a specific community focus and should be read and used in conjunction with the Federation's broader planning guidance, particularly the Project Planning Process (PPP).

What is it?
Planning is a way of making decisions before taking action. It involves establishing concrete goals, objectives and expected results as well as outlining the activities necessary. It identifies the necessary resources and partnerships to achieve them in an effective and efficient manner. To make sure a project achieves its goal, proper indicators should also be established during the planning phase.

Based on the information collected during the analysis phase, an alignment of resources, actions and timeframes can be made with the community in order to collectively address a clearly identified problem.

Use it to…

- Prioritize the issues facing the community and come up with a project plan to address them.

- Involve the beneficiaries in the community as much as possible in every stage of the planning.

- Promote the values of the National Society and of the community by making sure these are respected and consulted when planning.

How to use this tool

Step 1

Linking Analysis to Action: Setting Priorities
Looking at issues, strengths and weaknesses brought up during the information gathering, it is now time to determine the priority for action to be taken. The guidance notes on *A.8 Ranking* can assist this process.

Step 2

Setting the Goal
It is now possible to set the Goal. The Project Planning Process defines the Goal as:

"What the NS is committed to achieving in the longer-term planning timeframe in order to address the key strategic issues, accomplish the mission and move towards the vision. It is a general statement and higher level than are more measurable objectives."

The Goal of a project should therefore demonstrate how the successful completion of this project will contribute to the longer term strategies of the organization or community.

Determine what the project aims to achieve. Some questions to ask include:
- What situation does the project want to contribute towards making a change?
- What is causing this situation?
- What does the community think that it can change?

- How will the community go about making a change (what steps will be taken)?

Often an overall goal is not achieved by one project alone. Instead multiple projects contribute to its accomplishment which includes linking projects across different sectors, parallel projects by other agencies, local authorities and non-governmental organizations. Identification of these parallel projects which may feed into the overall goal can be recognized through *Partnership* mapping.

An example of such an overall goal might be: "To improve the health status of people living in Town A through water and sanitation programs joined with community based First Aid."

Step 3

Setting the Objectives

According to the Project Planning Process, an Objective is:
"a measurable target of specifically what is desired to be achieved in order to progress towards the goal."

Write down, in simple language, **what** the community wants to achieve, **how** you will go about doing this, and **who** will benefit from these actions.

Be as clear and as specific as possible as this project statement forms the basis for the monitoring the implementation and evaluation of the results of a project. Instead of just writing "To make potable water available", it is more clear and specific to write "To make potable water available to 25% of the population of a given community within a walking distance of half and hour, by the end of the project period."

Examples (from *Needs to Action):*
"We want to prevent the spread of AIDS by x% over x years within our community"

Step 4

Setting the Expected Results

According to the Project Planning Process, an Expected Result:
"refers to concrete, specific results and tangible products (goods and services) produced by undertaking a series of activities"

Examples (from *Needs to Action):*
"We want to prevent the spread of AIDS by x% over x years within our community (this is the Objective) by setting up a program of education for young people run by young people (this is the Expected Result)"

"In order to improve the level of nutrition of street children within our community (this is the Objective) we want to provide them with morning meals in the old shack beside the bus station (this is the Expected Result)"

Step 5

Identifying the Activities

These are the *"specific tasks undertaken to achieve the Expected Result".*

Now that you have defined the expected results of the action to be undertaken, elaborate on the details of the individual steps to be taken and activities to achieve this aim.

Example (from *Needs to Action):*
"The provision of morning meals for street children (expected result) involves renovating the shack next to the bus station, raising awareness among the children that the service is available to them, fundraising for the equipment and regular food needs, training the volunteers…"

Activities required to achieve an Expected Result of 'an improved sanitation in village x' might include:

- Community meetings for start-up.
- Two water technicians based in the district to supervise community volunteers.
- Material for repairs and construction of communal latrines and bath houses purchased and transported
- Construction in each community with training undertaken
- Ongoing supervision and technical advice to volunteers for construction of 32 facilities.

Step 6

Determine the resources required
Once it is clear what you will do to achieve the Objectives of the project, clarify how you will do it. Some questions from the example above might include:

- *How many children should the meals provide for?*
- *How many volunteers will be needed?*
- *Should members of the community be involved, or just Red Cross/ Red Crescent volunteers?*
- *What financial and material resources are available? What are other sources inside or outside the community that could help with the human, financial, and material resources needed?*
- *How is the work going to be organized? Will there be a committee? A group leader? A working group?*

Relate these to the Branch and National Society strategic and operational plans.

Step 7

Determine the beneficiaries
In the example provided, the beneficiaries are the children who will get to eat their morning meal at the shack. It is important to include these children in the planning process and in the overall work involved in the project. Some ideas for the participation of the children include having some of them to help with the rehabilitation or renovation on the shack, or volunteering to serve some of the meals.

Step 8

Determine the timeline
Be realistic in thinking how long each step will take to make sure people's expectations are appropriately met. Think carefully about how long it will take to train new people,

raise money, raise awareness, or recruit new members. These steps can take longer than first anticipated.

> **Tip!**
> A *seasonal calendar* (A.9) can help to identity important dates such as wet and dry seasons as well as important holidays. This can be useful information to use in planning and to decide when a project will take place.

Example

Example of Action Plan					
Objective to be achieved	Results and Activities	Period of completion	Responsible	Resources needed	Budget
Please draw and complete the action plan you can use at your Branch					

(From Branch Development Training Manual: South Africa Branch Development)

Federation Examples
- ☑ Better Programming Initiative
- ☑ Branch Development Training Manual: South Africa Branch Development
- ☑ Community Based Development: A Manual for Facilitators
- ☑ Federation Handbook on Monitoring and Evaluation
- ☑ First Aid in the Community: A Manual for Trainers of the Red Cross and Red Crescent Volunteers in Africa
- ☑ From Needs to Action
- ☑ Guidelines: Youth Policy and Strategy, A Step-By-Step Approach
- ☑ Project Planning Methodology Guidelines

Next Steps
Now that the project has been planned, the next step is to <u>do the project</u>! Through the implementation, it is important to regularly meet with the people organizing and benefiting from the project, and *Monitor* how things are progressing.
- What has changed as a result of the project?
- What is going well? What is not going well?
- What could have been done better in the planning process?

Another tool which can be useful, and which, for many projects, is essential is the completion of a *Logical Framework* (B.3, below).

B.2 JOB DESCRIPTIONS

What is it?
A job description acts as an agreement or contract between two parties. It protects the rights of an employee or volunteer as well as the organization. It also clearly allocated roles and responsibilities within the project.

A Job Description is a useful tool for performance measurement. It clearly lays out the expectations of what work needs to be done. It can be used in the Training, Supervising and Evaluation of the employee.

A Job Description includes the following areas:

Job Title:
Keep this as clear and concise as possible.

Purpose of the Work:
This area explains the person’s role in relation to the objectives of the organization and position.

Duties and Responsibilities:
This area contains the principal duties, continuing responsibilities and accountability of the person. It should contain the essential job duties or responsibilities that are critical to the successful performance of the job.

Skills or Attitudes Required:
Includes necessary education or experience, human qualities such as patience, good with others, ability to facilitate, and any specific skills required.

Special Considerations:
This area includes any special requirements of the person including the need for a driver’s licence, or specific certification such as First Aid.

Time requirements per week / length of assignment:

Reports to:
Identifies the chain of command and communication for the person.

Benefits:
Details what training is provided or what certificates may awarded.

Closing Date for Application

Contact Name for Further Information:

An Example of a Job Description *(from Participatory Community Development):*

Title: *Participatory Community Development Coordinator, Red Cross Local Branch*

Job Purpose: *To coordinate and facilitate a Red Cross Participatory Community Development Program.*

Duties and Duties and Responsibilities: *To facilitate the Participatory Community Development Program in close cooperation with the stakeholders including (I)NGOs, local authorities, Red Cross volunteers and vulnerable people.*

Skills or Attitudes Required: *Good facilitation skills, presentation and planning skills (workshop and activity planning). Excellent interpersonal and team work skills, including the ability to communicate with a range of people and organizations. Good organizational and administrative skills. Ability to work directly with vulnerable people.*

Special Consideration: *driver's licence required*

Time requirements per week / length of assignment: *Six months, potential to extend.*

Reports to: *Branch Secretary and National Participatory Development Coordinator.*

Closing Date for Application: *June 2006*

Step 1

Determine the task
What is the task that is to be accomplished?

Step 2

Determine the role
What role is the person joining the Red Cross or Red Crescent to do? What abilities will they need to perform the duties and what additional training will be required?

Step 3

Write the job description
Using the template above, fill in the fields for the desired skills and traits of the employee or volunteer.

Step 4

Advertise

Post the job in the local newspaper, on bulletin boards, through relevant internet sites, or newsgroups. The more widely the position is advertised, the greater the pool of applicants and higher the likelihood of getting the most qualified and appropriate candidate/volunteer.

Pitfalls

When someone has left a job, there can be a tendency to re-post the job description exactly as it has been written. Instead, it is important to look at where the Red Cross or Red Crescent Branch is planning to go, the specific skills the new person needs to bring, and the human characteristics desired to help get there.

Examples

- ☑ Dengue Fever & Dengue Hemorrhagic Fever: A Guide for Cambodian Red Cross – useful to see three levels of intervention and communication between levels
- ☑ Participatory Community Development: A Manual for Country Coordinators, Local Coordinators and Facilitators

B.3 Project Planning Process

What is it?
The Project Planning Process is a Logical Framework which provides structure and a logical method to plan, implement, monitor and evaluate a project, programs, and National Societies. The objective of a Project Planning Process is to design projects.

The Project Planning Process is more fully explained in the Project Planning Process pages in FedNet. Here, the implications of creating a logical framework within a community context are highlighted.

Use it to…

- Clearly identify what interventions will take place, who are the responsible people, what timeline they are working with and what the indicators for success look like
- Provide and action oriented plan to address and improve the current situation in a community

Criteria
Project Management to the level of a structured Logical Framework can be a very different and even alien way of thinking for many community members. Having information in written form may also decrease the accessibility for many community members to use this tool.

There are, however, alternative methods such as the Logic Tree suggested below from the Participatory Community Development Guide.

Another visualization is to draw a house and use the floor as the activities, the framing as the expected results, the walls as the objectives and roof as the goal. These help to move participants away from filling in boxes. Drawing pictures can help to address the structure of the Logical Framework at the same time to make it more accessible to the community.

Designing a Logical Framework takes time and thought. It is not simply a task of filling in boxes. It is a process of thinking and planning step by step to lead to the desired results and objectives.

Although it is designed to capture a project, projects have a life of their own. It is important to revisit the Logical Framework at various stages through the project to ensure it is accurately capturing the project and the indicators are being met.

Benefits
A Logical Framework helps to summarize all the necessary steps, responsible people and timeline for a project. It also includes the target indicators and budget for the project.

Through the various steps in designing a Logical Framework, there is space for participation and sharing information to make the process as much as possible transparent, objective and logical.

How to use this tool

Step 1

Analysis of the situation
Based on tools used in the assessment, a problematic situation has been identified and some ideas around possible solutions have been made. The Analysis will help to determine what process to follow to achieve the positive change and to determine what resources are available to address the situation, what budget is needed, the timeline, and the people responsible for each step.

Four areas to cover when analyzing the situation are:
- The intervention should be action oriented.
- It should be oriented to improve the existing situation.
- It should be participatory, taking into account the point of view and existing capacity of the participants.
- It should allow room for creativity, to plan the changes needed to improve the situation.

Example: Through *Community Meetings, Community Maps,* and *Focus Group Discussions,* the people in Town A have identified that a joint project in First Aid and water sanitation would improve the health status of the vulnerable in the community.

Step 2

Establish the overall goal
See B.1 Planning for a definition and examples of a Goal.

Step 3

Establish the objectives of the project
See B.1 Planning for a definition and examples of an Objective.

In a Logical Framework, the objective should always be referred to as if it has already been accomplished. For example: “To undertake review of existing water projects in villages K & L in conjunction with CBFA training.”

Key Indicators are used to demonstrate whether the objectives are achieved, for example: “Existing water supplies are repaired and two new facilities are built. 70% of the community members have and increased understanding of CBFA and hygiene.”

Means of Verification are methods by which progress can be ascertained: for example, field monitoring and reports.

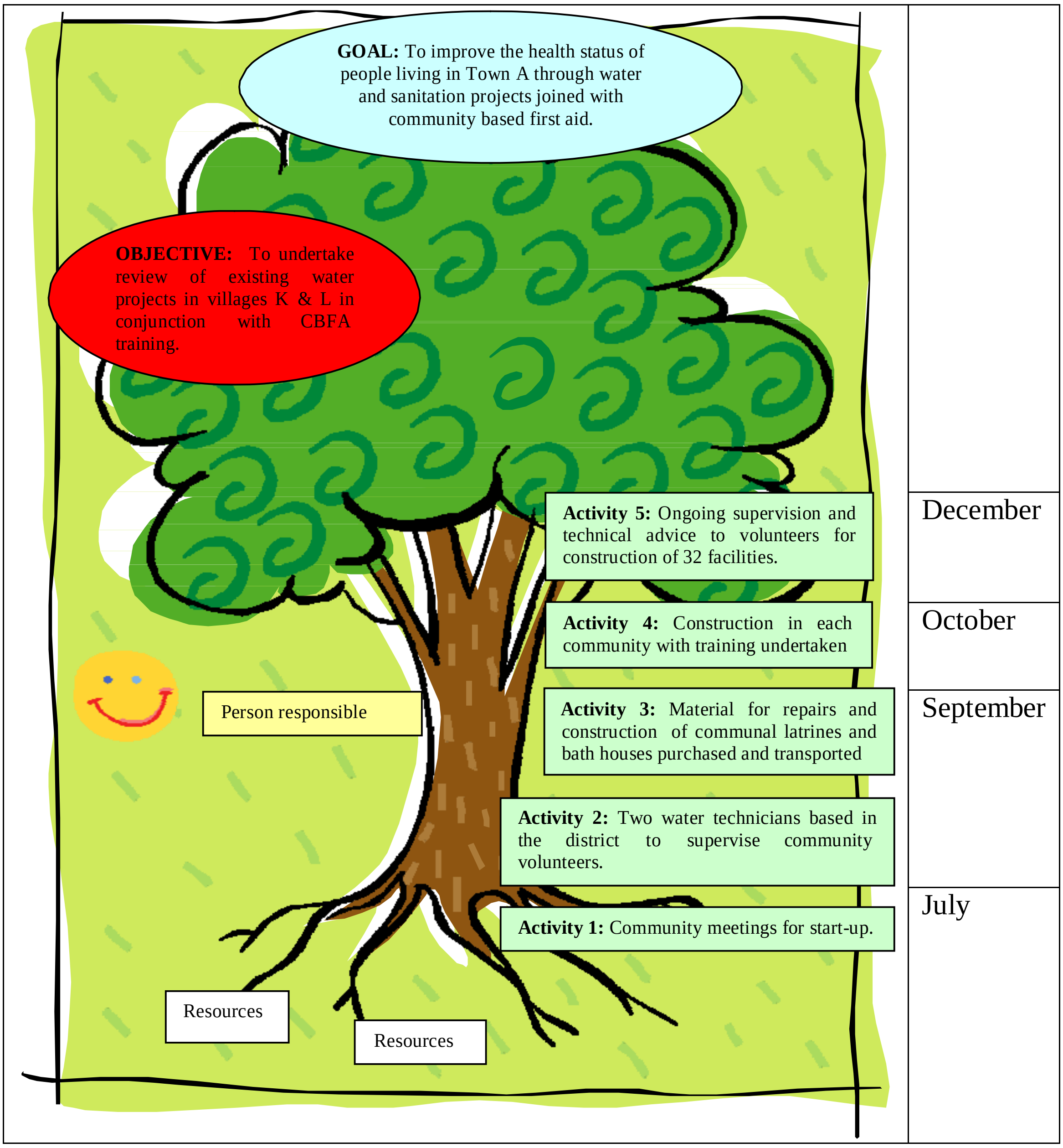
Step 4

Establish the activities to achieve the objectives
See B.1 Planning for a definition and examples of an Activity.

Step 5

Establish the timeline and costs
The resources are the materials and means available to produce the project’s expected results; they are needed to implement the planned activities. This includes the people responsible to carry out certain tasks, the money available and money required.

Task	Timeline	Costs
▪ Community meetings for start-up.	July	1000
▪ Two water technicians based in the district to supervise community volunteers.		
▪ Material for repairs and construction of communal latrines and bath houses purchased and transported	July through September	4500
▪ Construction in each community with training undertaken	July through October	5000
▪ Ongoing supervision and technical advice to volunteers for construction of 32 facilities.	July through December	1000



Adapted example from the Participatory Community Development: Manual for Country Coordinators and CBFA/PHAST Logical Framework

OBJECTIVES	Key Indicators	Means of Verification	Assumptions
Overall objective: To improve the health status of people living in rural communities of A and B Districts through water/sanitation and community based first aid.	Morbidity and mortality rates due to common infectious diseases is reduced	Ministry of Health Statistics	There are no extraordinary epidemics in the targeted communities
Specific Objective I: To reduce illness caused by poor water and sanitation using local resources, involving community participation and mobilisation in sub villages.	All 38 families in the targeted communities will participate in the building of family home latrines. Decrease in reports of water borne diseases	Register of completed works MOH Clinic reports	Community is committed to participate in the construction of their own latrines.
Specific Objective II: To develop a wider understanding of CBFA and hygiene in the targeted communities of D, E and F.	70% of the community members have an increased understanding of CBFA and hygiene	Analysis of pre and post of knowledge Field monitoring reports	Community members available for information sessions due to farming commitments.
Specific Objective I I I: To undertake a maintenance review of existing water projects in F and G in conjunction with CBFA.	Existing water supplies are repaired and two new facilities built 70% of the community members have an increased understanding of CBFA and hygiene	Field monitoring and reports	Volunteers available to assist with works and training

Assumptions

It is important to think through what assumptions are being made. Key points:

1. Major stakeholders especially donors and participants expect you to have good plans which identify and respond to the important assumptions.
2. If you fail to identify important assumptions, then the project is at risk and may fail because conditions which occur which could have been foreseen and addressed.
3. If you fail to identify important assumptions, then you are not planning well and you cannot count on success. Donors and partners cannot have confidence in your plans.
4. If you identify the important assumptions, you can revise and strengthen your plans with appropriate changes to respond to the contingencies which are within your control.
5. If you identify the important assumptions correctly but conditions change and they are beyond your ability to respond, then the activities and available resources may fail because of conditions which occur contrary to the assumptions and beyond your control. At least you and your donors will know why.
6. If you identify the important assumptions correctly and they are found to be valid, then the activities and available resources should logically and definitely lead to achievement of the expected results and objectives (as long as the rest of your planning process is also valid).

Pitfalls

A Logical Framework assumes that the nature of the problems can be determined at the beginning of the planning process. This does not allow for an exploratory style project that seeks to learn from experience.

The Logical Framework can sometimes be seen as a requirement of funding agencies and not as a design or management tool. It is intended as a planning tool to design a well-thought out creative and innovative project.

Federation Examples

☑ Branch Development Framework
☑ CBFA/PHAST Logical Framework for the Keng Tung Communities
☑ Federation Handbook for Monitoring and Evaluation
☑ Measuring the impact of projects designed to reduce discrimination
☑ Participatory Community Development: Manual for Country Coordinators
☑ Project Planning Process Guidelines

Next Steps

1. Understand the logic of the Logical Framework.

2. Make the Logical Framework available to the community. Hold a *Community Meeting.* (A.2) to share the stages of the Logical Framework.

3. Re-visit the Logical Framework at various stages to ensure the project is being accurately reflected by the Framework and that it is meeting the indicators first established. Refer to the guidance notes on *Participatory Monitoring* (C.7)

Project Planning Process (PPP)
PPP is an International Federation approach to project and programme planning, including internal and external analysis, and is useful for strategic, operational and budget planning purposes. It reflects the widely used 'logical framework' approach to project planning.

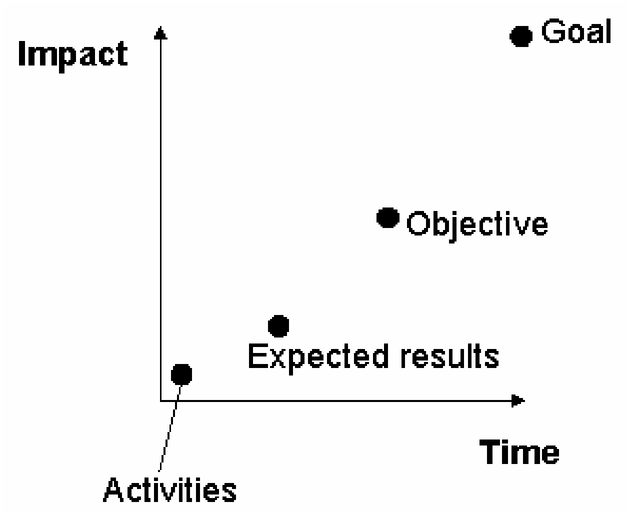
Project Goal
The project goal is the higher aim to which the project will contribute – a longer term improvement in the lives of vulnerable people. The Project Goal should support the National Society's Strategic Objectives (as summarised in the Strategic Plan and detailed in the annual Operational Plan).

Project Objective
This is the aim that the project alone is designed to achieve, without the support of other projects. It is a more focused aim. Achieving the objective will help progress the wider goal. The objective may be achieved at the end of the project or soon after. A project can only have one objective.

Project Expected Results
These refer to concrete, specific results and tangible products (goods and services) produced by undertaking a series of activities. The target beneficiaries of the project will benefit directly from these results. Expected results are short term, to be completed during the life of the project. A project can have several expected results.

Project Activities
A project activity refers to the specific tasks undertaken to achieve an Expected Result; any process used to transform a combination of inputs or resources (human, information, material, financial) to achieve results (outputs, outcomes, impacts) of the project. Activities must be completed during the life of the project. A project will have many activities.

Project Assumptions
Expectations about external factors (risks and constraints) which could affect the progress or success of a humanitarian action, but over which management has no direct control



B.4 FINANCES

What is it?
There are three main elements to finances which are covered below: budget planning, accounting, monitoring and reporting. Branch management members all need to have an understanding of the basic principles of managing funds. Money is such a sensitive issue in that it should be handled with utmost care and transparency.

This section supplements the basic guidance to budgeting, accounting and financial monitoring and reporting given in the Financial Management Section and the Project Planning Process in the OD site on FedNet. Many National Societies have also developed tools and systems for finances. Consult your headquarters to find out what resources are available to assist you before implementing the following guidance note.

Budget Planning

A budget is the financial plan of a project: it expresses the costs of the resources needed to implement activities in order to achieve objectives. The budget is part of a good planning process.

A budget is a financial way of looking at a plan of action; in this sense, budget planning is about planning objectives as well as finance. The budget is one way to make sure the financial management targets are met and money is being used accountably and transparently.

Tip!
The finances should be overseen by the Committee (See guidance note on *C.4 Establishing a Committee*) and verified regularly by the committee and the branch managing the project.

How to use this tool

Step 1

Determine all the items that you will need to include in your budget. For example, if the project is to build a latrine at the community centre, you will need cement, nails, zinc roof, wood, and transportation of the material. Also consider how labour will be included - will people volunteer and receive lunch? Will you have to pay a contractor?

Step 2

Quotations
The budget reflects how much you think everything will cost. The committee or the branch may have a set amount over which you must get quotations from three different service providers in the community. A quote involves consulting a professional to find out how much it would cost for them to provide the service - this should be written down and the company’s name, the date, what the quote is for, and how much it is, should be included.

Clear specifications should be written to describe as precisely as possible what you want done. The bidding should be on a competitive and confidential basis.

Usually the cheapest quote will be the one selected; however, sometimes a slightly more expensive quote is chosen because the material is better quality that will last longer and require fewer repairs. It is important to document in your report why the quote is chosen.

Step 3

Receiving the money
How will the money be received and how often? This should be decided between the branch representative and the community committee. Usually money is released in stages as activities are completed and reported on in a project. If a large amount of money is required for a single purchase, payment directly to the business, or a wire transfer is recommended for everyone's safety.

Step 4

Storing the money
The community committee should decide with the branch representative how the money will be stored (eg in a bank or a locked cash box) and who is responsible. If a bank account is opened, it is suggested that there will be two people who have to sign the bank account to withdraw money and that the account is in the name of the community committee, not individuals.

Step 5

Monitoring
The branch representative should decide with the community committee how the monitoring of funds will be done. This is to make sure the amount purchased agrees with the budget, as well as the quality and type of item. For example, if the budget stated 64 bags of cement should have been collected at a cost of 4.50 each, then this should be verified by the branch representative when the bags are collected and again when they are going to be used. Verification can happen on a regular basis (eg every month), or by activities (eg. after purchases are made and before the activities start).

Example of a Budget

Date	Item	Number of Units	Unit Cost	Total	Notes
	Detailed item eg bag of cement	10	0.45/ bag *should be based on current costs; if making a large order (over a certain amount) get more than more than one estimate of cost- see Step 2 above	4.50	Any comments such as price increases due to inflation

Accounting

Accounting involves explaining how much money is received according to the budget and how much money is spent on the services and items purchased. Money can be received from income generating activities such as:

- Membership fees
- Sales (income generating projects)
- Trainings or subscriptions (eg First Aid course or monthly publication)

- Locally raised funds (local businesses, funding agencies or government grants)
- Donor funds
- Fund-Raising Events (auction, raffle, dance)
- Donations

Money received into a Red Cross or Red Crescent project should be acknowledged in the accounts at the branch and National Society level of accounting. Make sure the accounting systems are coordinated to reflect this information.

One way to help keep track of money received and spent is to maintain a cashbook.

> **Tip!**
> A separate cashbook should be kept for separate bank accounts and separate projects.

Example of Accounting

Date	Item	Cost	Amount Received	Total Balance	Notes
			50.00		
June 10, 2006	Cement	10.45			The price increased due to inflation.
June 11, 2006	Nails	15.05			Were able to buy bulk.
TOTAL		25.50		(24.50)	

Step 1

Receipts

A key element in accounting is to have receipts. These should always include:

- Date
- Name of business
- Item
- Costs
- Signature
- Stamp of business (optional)
- Community group that purchased the item (optional)

If there is a bank account for the project, a monthly printout of the bank account should be included with that month's finances as the "receipt" of the account.

Step 2

Financial Monitoring

The branch representative should decide with the community committee how monitoring of funds will be done. This includes verifying the items budgeted for and the items received are the same. If there is a difference, this should be justified and included in the report.

Financial Reporting

Reporting is the regular feedback to donors about how the money is spent and a statement to beneficiaries about how the money used is going to their benefit. In some countries it is required for government officials to monitor the activities of the organization.

The financial report can be made separately or included in the report written about the project. For more information about *writing a report*, consult the relevant guidance note.

The report summarises over a certain period of time of the National Society's income and expenditure against budget and should include a section on variance analysis - this is the section used to explain any changes in the budget and expenses. For example, there may have been sharp inflation between the time that the budget was prepared and the actual items purchased. These should be explained in detail why financial decisions are taken.

Federation Examples
☑ Southern Africa Branch Development Training Manual

External Examples
☑ Health Communication Partnership. Available at www.hcpartnership.org
☑ MANGO (Management Accounting for Non-Governmental Organizations). Available at www.mango.org.uk.
☑ South Africa Education and Training Unit. Available at www.etu.org.za

Part C: Implementation

The programming phase, as defined in the Federation's Project Planning Methodology Guidelines, includes:

- The transition from theory to practice; the promotion of the plan
- The wider communication of the objectives to be achieved
- Use of monitoring mechanisms

The following tools and techniques can help with these programming elements.

TOOLS INCLUDED IN PART C

C.1 COMMUNITY MOBILIZATION

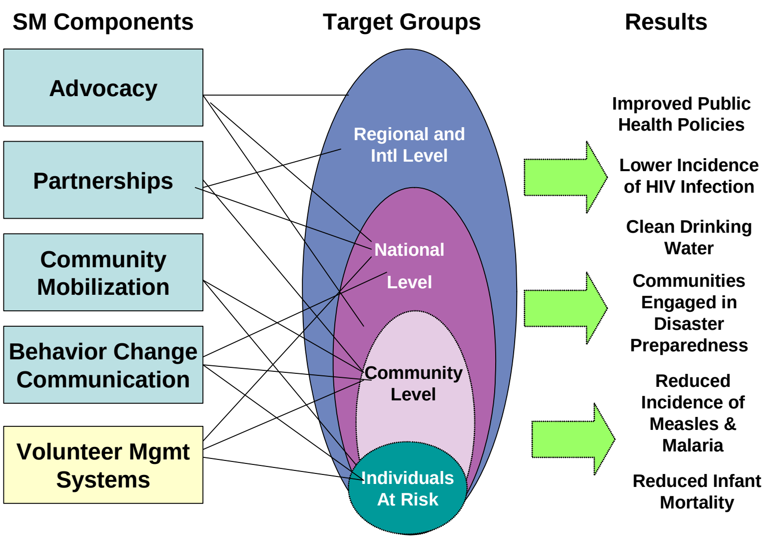
What is it?

Community Mobilization is a participatory process conducted at the local level to achieve a specific purpose - health promotion or disease prevention or disaster preparedness. Community mobilization is one key component of successful social mobilization.

Social Mobilization is an approach or a collection of activities that influence segments or all sectors of society to change behaviour or take action. It is the fundamental way that the 183 Red Cross and Red Crescent National Societies around the world address the needs of the most vulnerable. It is about transforming information into sustained action by making people aware of the issues, working with other organizations, communicating for behaviour change, and fostering a sense of community by active participation at every level.

There are five areas covered by social mobilization: advocacy; partnerships; behaviour change communication; community mobilization and volunteer management. There are five key areas to Social Mobilization. Partnerships is further explored in C.2 *Working Together*, and there is a Guidance Note specifically on *Volunteer Management* (C.6)

Red Cross and Crescent Social Mobilization



Use it to…

- Increase community awareness and knowledge
- Change behaviour and build capacity to act on certain issues
- Bring together the broadest resources possible on important community issues
- Build connections between local and national levels

What you need to know

Facilitator: ability to put together media campaigns and organize events to raise awareness on the issues. The facilitator is able to create networks and build partnerships with other organizations or existing interest groups.

Participant: has an interest and is committed to advance the identified issue and will work to contribute to build democratic governance.

Community Mobilization is a coordinated approach and therefore requires a great deal of time and support from everyone involved. It is not just about community participation: it is about engaging the potential and efforts of local government, non-governmental sector, communities and citizens to work towards sustainable social, economic and political development. It is therefore necessary that adequate support both financial and human resources are available to address the issue and that the ambitions of the mobilization campaign is not too large.

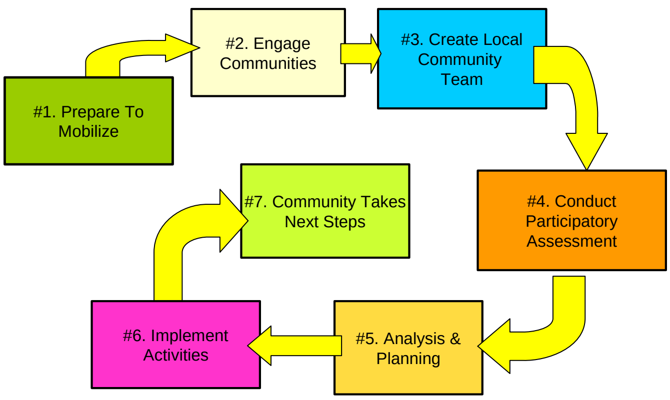
Benefits

- Build potential sustained positive political and social change.
- Disseminate and reinforce information on a particular topic or issue.
- Develop trust through action between partners leading to new joint initiatives.
- Strengthen the capacity of partnerships.
- Development of the organizational capacity (Community Mobilization)
- Social mobilization is beneficial as it can provide connections between experiences and lessons learned at the local community level to be heard and taken up by supporting structures, policies, and political arenas.

How to use this tool

"The power of one is stronger when united with the power of many. Organizing into committees raises the capacity, impact and leverage of an issue as people work together to raise issues faced by the community. Working together as a group means that there is potential for greater impact than if a person was to work alone."

From A Common Approach to Social Mobilisation:



Step 1

Prepare to Mobilize

This step includes identifying the issue, health promotion or disease prevention or disaster preparedness and the resources (both people and partnerships) that will be involved. The first step is to identify the health or disaster issue and the community where the message will be targeted. Make sure that the idea is in-line with existing information on national, district, and community needs, as well as the National Society's strategic priorities and those of local government.

The issue should not be too broad, or participating community members will get frustrated in the process of trying to achieve the desired impact. Decide who will be involved as part of the community mobilization team.

Some helpful questions:

- What resources and tools are necessary? (Training materials, skilled staff. Information material?)
- Is the community (government, NGOs and other organizations) aware of the campaign?
- Has the campaign been coordinated with Headquarters, NGOs, local government?

Step 2

Engage Communities

The objective of this step is to have commitment of the community to proceed with the mobilization campaign. Make sure the community is aware of and involved in the issue. You may want to hold a *Community Meeting* (See A.2) to disseminate information and get input. Consult with other community organizations (Refer to tool C.2 *Working Together*) and potential existing community structures that could be involved in the community mobilization campaign.

Step 3

Create Local Community Team

Once people are aware of the issue, identify local community team members. Keep in mind diversity of age, religion, gender and social class. Establish a work plan of who will do what and when. This is also the stage to identify indicators and how the project will be monitored. (Refer to tool C.7 *Participatory Monitoring* and the *Next Steps section* below) Make sure a clear communication channel is established between the community, team, branch, and National Society.

Step 4

Conduct Participatory Assessment

Find out as much as possible about the issue in the community. Select relevant Assessment Tools (see Part A, above) to work with the branch and community members. Involve other organizations and institutions where possible to collect and analyze data, and identify local resources.

Step 5

Analysis & Planning

The Branch leaders conduct training for the identified team members. Together, they analyze assessment findings and develop a work plan and budget.

Once the information has been shared with the team, share it with the community and those involved in the initial assessment. If there are issues which were identified within the assessment that are outside the capacity and mandate of this community mobilization campaign, refer the issues to other partners such as local government or other NGOs.

Step 6

Implement Activities

Now the team members have been trained. It is their turn to train community members who together implement the campaign. The Red Cross or Red Crescent Branch and team members conduct project activities following the established roles and responsibilities laid out in Step 3. Periodic Team and *Community Meetings* should be held to keep people informed about progress, as well as keeping regular communication with the local government and National Society.

Step 7

Monitor and Evaluate

Throughout the implementation of the campaign, monitor using the indicators developed in Step 3. After the conclusion of the project, evaluate areas of success and areas for improvement (refer to tool D.2 *Participatory Evaluation*).

Federation Examples

☑ A Common Approach to Social Mobilisation

External Examples…

☑ Health Communication Partnership *How to Mobilize Communities for Health and Reproductive Change*. Available at www.hcpartnership.org/

☑ The Centre for Development and Population Activities (CEDPA) *Social Mobilization for Reproductive Health*. Available at www.cedpa.org

☑ The Communication Initiative. *Social Mobilization for Reproductive Health*. Available at www.comminit.com

☑ United Nations Development Program (UNDP). *Social Mobilization and Local Governance*. Available at www.undp.org

Next Steps

Plan a meeting with the team and participating community members to decide next steps. Are there follow-up initiatives that can strengthen the capacity of the community such as a Community Based Disaster Preparedness Program, International Humanitarian Law or Community Based First Aid? Would it be possible to scale up the initiative and share good practise with other Branches?

Evaluate the overall project. What went well and what could be improved next time. Refer to Tool D.2 *Participatory Evaluation*. Some indicators to help you include the following.

- Decisions and action taken by team members and the community
- Voluntary local initiatives implemented
- Tangible community resources contributed to the project

C.2 RELATIONSHIP DEVELOPMENT

What is it?
Red Cross and Red Crescent Societies are not the only voluntary organizations that carry out the humanitarian work in the community. There is a need to share information with other organisations engaged in humanitarian work, and to pull together the scarce resources to better serve the vulnerable populations adequately avoiding wastage through duplication. Relationship development is working together.

Establishing partnerships with other agencies can strengthen the benefits to the community. In a successful partnership two or more organizations will work together on a clearly defined problem to find a common goal and solution.

Some NS are involved in CAS[1] processes, through which the National Societies achieve more effective cooperation and coordination with its partners. The branch level would be involved in that process in relation to international and national partners. Good cooperation practice that is applicable to the community level can be found in the *Guidelines for Improving Cooperation - CAS*, available from the Federation Secretariat.

In the Red Cross and Red Crescent Movement you can count on all kinds of internal support at local and national level. Often Red Cross and Red Crescent volunteers working in the community are well aware of the services provided by other organizations. The aim of this guidance note is to provide a more systematic approach to establishing working relationships with these organizations. You need to be alert and find out what is happening at your level of operation. You can get help, advice, allies, support and ideas from:

- the branch (staff and volunteers)
- your local committee
- other local committees
- the district, province/division/region
- National Headquarters (staff and volunteers)
- The Delegation of the Federation and the ICRC
- Other humanitarian organisations offering similar services.

Use it to…
- Establish networks
- Share training
- Promote advocacy
- Share resources (including tools and indicators)
- Monitor and evaluate

Benefits
- Providing improved and better coordinated services at the community level
- Avoidance of duplication
- Sharing ideas, training activities, information and resources
- Dissemination of the Red Cross and Red Crescent philosophy and activities

[1] CAS stands for Cooperation Agreement Strategy

Pitfalls
When looking to work collaboratively with an organization at the community level, be sure to keep in mind the Fundamental Principles of neutrality, impartiality and independence and that the nature of the partnership does not jeopardize these principles at the community level.

Gender
Does the organization have policies that include gender, race and sexuality? Does the organization have a Code of Conduct? What gender-based assessment, planning, programming and evaluation activities does the organization do? How are men and women equally involved?

How to use this tool

Step 1

Identify potential partners
Make a list of other humanitarian/voluntary organisations that operate within your community. This can be operationalized into creating a database of local organizations. Ensure one person is responsible to keep the information up to date.

This might include:

Government Representatives;
- Local Government
- Social Welfare
- District Officials
- Health Care Providers
- Educational Offices
- Police
- State Emergency Response Unit (eg FEMA)

United Nations and its local representatives such as:
- UNAIDS
- UNESCO
- UNICEF
- UNHCR
- WHO
- WFP

Civil Society and Community Based Organizations:
-(I)NGOs
-Youth NGOs (Scouts, Girl Guides)
-Alliance of YMCA etc.
-Religious Groups
-Schools
-Women's Groups

Step 2

Identify their main activities
Establish what these other organisations are doing and compare with your Branch activities

Questions that you might ask include:
- What is the organization's mission and role?
- What is the organization's history? When and why was it formed?
- What are the projects that the organization undertakes?

- How many members are there? Are they active or passive? Is this number increasing or decreasing?
- What sectors does the organization cover? (Eg. Health, education, vocational training, tracing, disaster preparedness or response, agriculture, environmental work etc.)
- What is the organizational structure? (An organigram is a useful tool to look at to see everyone's role and communication reporting lines in an organization)
- What is attendance during meetings?
- How are decisions made?
- How does the organization involve community members in the assessment, planning, monitoring and evaluation of projects?
- What kind of assessments has your organization done?
- Does the organization distribute material to the community? If yes, what?
- What training programs does the organization run for its staff? For the community?
- What other organizations does the organization partner with?
- What promotional material does the organization have? (eg brochures, posters, flyers etc.)
- What opportunities exist to work or train together?

Step 3

Avoid Duplication and Confusion

Discuss how you would avoid the duplication of intervention and the dissemination of conflicting information/messages to the community.

A tool that can help in this assessment is a SWOT (Strengths, Weaknesses, Opportunities, Threats)

Step 4

Creating An Action Plan

Draw up an action plan for collaboration on joint projects in your community. For example:

Name of Organization	**Contact Person**	**Area for Cooperation**	**Timeline**
Salvation Army:	Mrs. X	Could support with their volunteers to disseminate the project as they already work in the community	She will share information with volunteers at next meeting April 15.
Health Clinic:	Dr. Y	Will provide assistance to any injure person and could also teach first aid	Is available to do a First Aid Training in November.
Police:	Constable M	For the specific project no relevance	Maintain contact and share information on project progress.
Supermarket:	Mr. J	Can help for the dissemination of the project and for the collection of funds	Can set up a money collection fund in June.

Ministry of Health	Director	Could facilitate collaboration with other agencies	Organise and conduct inter agency meeting
Ministry of Transport	Mr. Q	Has offered trucks and transportation for larger projects	Contact him at least 3 weeks ahead of time.
UNICEF	Ms. C	Provides drugs, vaccines supplies, bednets and IEC material	Contact 1 months in advance of planned activity.
Women's groups:	Mrs. C	To use their building for the planning meetings	Is willing to share building Tuesday nights.

Step 5

Sometimes there is benefit in formalizing partnerships. This is especially true if finances are involved. A tool to facilitate this is a Memorandum of Understanding or Memorandum of Agreement specific activities jointly undertaken.

Federation Examples

☑ Branch Development Training Manual
☑ Guidelines: Youth Policy and Strategy A Step-By-Step Approach
☑ A Common Approach to Social Mobilization

External Examples

☑ **ActionAid** Participant Selection Criteria (http://www.actionaid-gambia.org/pdfs/PartnershipSelectionCriteria.pdf)
☑ **CARE** Partnership Field Guide (http://www.kcenter.com/phls/Abbreviated%20Partnership%20Field%20Guide%20-%20Pocket.pdf)

Next Steps

Recognizing what other actors exist in your community you can refer community issues to them when doing other programmatic activities such as an assessment. During a community mapping exercise for example members might identify drinking water as a problem. Knowing that KTR is the NGO responsible for water supply, you can refer this information to the appropriate people.

When planning an activity or intervention, ask yourself if there is opportunity to collaborate with a partner organization to save on both human and financial resources. At the time that your are interested to evaluate the participation of girls in HIV/AIDS programming, another NGO may be interested to examine how the same target group is benefiting from educational programming they are providing.

C.3 ESTABLISHING A BRANCH

This section should be read in conjunction with the Federation document *Institutional Development Application Guide: Setting Up a New Branch*. Many National Societies also have their own policies and guidelines for branch establishment and development. The notes here are intended to complement to the existing material.

What is it?
A branch is the smallest component of a National Society and serves a variety of roles in a community. One of the most important of these roles is to deliver services to the vulnerable people in the community. A Branch is not necessarily a physical building; it could be volunteers undertaking activities in a community. A disaster such as a flood or a disease outbreak epidemic may occur and the vulnerable people may move into a new area. A community may want to establish a Branch where there was not one before, or the Headquarters (HQ) may be scaling up their impact in the country by expanding the network of branches.

Branches of the National Society Red Cross and Red Crescent help to expand the organization by reaching out to communities and the most vulnerable. A network of branches throughout a country means fulfilment of the fundamental principle of Unity "There can only be one Red Cross or Red Crescent Society in any one country. It must be open to all. It must carry on its humanitarian work throughout its territory." Much of the success achieved by a National Society to reduce the vulnerabilities and strengthen the capacities of the most vulnerable groups is done through branches.

Use this tool to…
- Set up a branch, or a unit that could eventually become a Branch
- Increase knowledge on how to work with local branches

What do you need to know
From the Branch: A core group of people who know about the Red Cross or Red Crescent who are committed to the fundamental principles and dedicated to follow the systematic approach for establishing a branch. Within this group, there is demonstrated strong leadership, decision making, problem solving, communication and coordination abilities. Financial resources should be secured for each stage of branch development- these may initially come from the Headquarters, but local funds and sources of funds should be quickly established.

From HQ: There should be adequate support in both human and financial resources. The National Society provides strong leadership to the existing local leadership and is motivated to support the establishment of a branch.

The National Society should have a model for successful local branch development, as well as a local and regional support system. If these do not exist, focus should be placed on capacity building of the National Society so that adequate branch support can be provided.

Benefits
Greater impact of the work of the National Society Red Cross and Red Crescent in delivering services to the vulnerable.

Pitfalls
Many National Societies have their own policies and procedures for establishing a branch. They also have experience with other branches within the country and can contribute considerable expertise. It is important to maintain open and clear communication with the HQ through every step of the process to ensure the branch will be launched with full support.

How to progress this tool

Step 1

Community identification
A group of interested individuals within the community where no branch currently exists or a branch development officer from HQ will identify the need for a branch and the services that the Branch will provide.

Step 2

Two-way information sharing
Gather information about the community focusing on who makes decisions and how they are made, what the main services exist, and start to identify the vulnerable populations. Those initiating the establishment of a branch need to have a thorough understanding of the community, the capacities and vulnerabilities in the community. This information can be gathered from the assessment tools in Part A of this Toolbox.

Those involved in establishing a branch should also adapt the national programs to the local needs in dialogue with the National Society's headquarters and any regional offices. The National Society's *Strategic Plan* and annual *Operating Plans* will be important documents here.

This is also the time to share information about the Red Cross or Red Crescent, its mission and activities within the country, and your intention to establish a local branch. Get peoples' support and seek leaders who can help you achieve your goal. These leaders may include heads of local government, religious leaders, civic leaders, non-governmental organization members, youth groups or womens' groups.

Step 3

Identify core leaders
From the group of motivated individuals and consultation with community leaders, identify a core group of excellent leaders. This is the critical stage for people to take ownership of their branch. Ensure relevant community leaders support the process.

This is also the stage to define the legal base and mission, derived from the National Society, Division or Chapter.

Step 4

Elect a Board
Once people are informed about the Red Cross or Red Crescent, follow the National Society statutes, rules and procedures to hold a meeting to start the new branch. Make sure relevant people are invited and elect a board.

Step 5

Maintenance
The function of a branch lies in its role and responsibilities to the community and is given guidance and support from normal National Society functions.

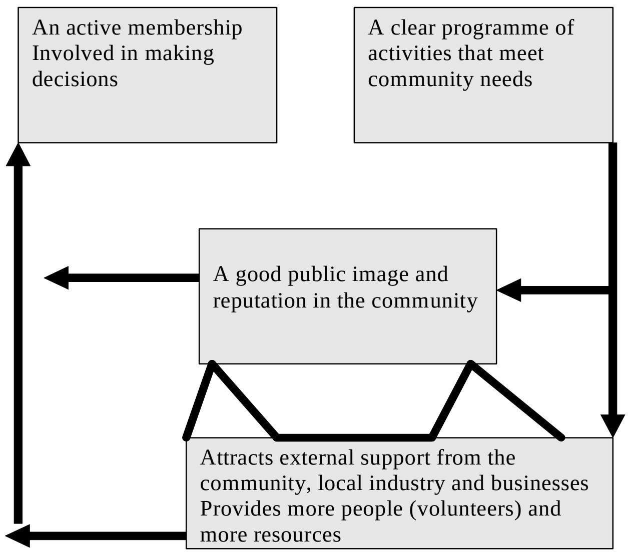
Formation of local committees and youth, recruitment of volunteers and members allow the branch to plan and implement regular activities to achieve its mandate. Refer to the tools *Establishing a Committee, Volunteer Management, Gender* and *Youth.*

Step 6

Sustainability
Ultimately, sustainability is about the work of the branch and the effectiveness of the people delivering them. The standards of the performance of the branch and the outputs are what the community will look at if the contribution of the branch is to be long-term.

Example
From *Southern Africa Branch Development Training Manual*

A Successful Branch



Federation Examples
☑ Basic Steps in Systematic Top Down Local Branch Development
☑ Institutional Development Application Guide: Setting Up a New Branch
☑ Southern Africa Branch Development Training Manual

Next Steps
A tool to measure the standard by which a national Society will be judged its effectiveness is the *Characteristics of a Well-Functioning Society*. Although these characteristics apply directly to a National Society, many of them are relevant to the establishment of a branch.

Branch Development Indicators for Well Functioning National Societies

Expected Result*:* Sustainable branches meet local needs through volunteer-based activities with effective support from the NS HQ**.**

Key Objectives and Strategies and Key Success Indicators:

1. *NS has broad and even geographical distribution of branches to meet needs*
- Branches are in place, active and recognised by local authorities in all regions and districts throughout the country (e.g., at least 90%)

2. *Branches provide services in response to local needs, in line with NS strategic priorities*
- Branches make plans based on Vulnerability and Capacity Assessments and Project Planning methodology
- Branch Manager performance is monitored, on previously agreed criteria, providing regular feedback on progress, results and priorities for improvements

3. *NS has efficient and effective internal organisation of national and local structures*
- Responsibilities for headquarters and branches and their mutual support are clearly defined
- Audits at branch level are carried out properly and in a timely manner, and action is taken when needed.

4. *Branch governance is independent, responsible, and trustworthy*
- Branch board members are elected on explicit criteria for transparent and timely elections
- The composition and member profile of the branch board are specified
- Separation of volunteer branch governance and staff management provides clear roles and responsibilities for each

5. *Branches are respected and supported by the local community*
- Increased total and % of human and financial resources are mobilized by branch network

6. *Youth are involved in decision-making including governance, programs and advocacy*

Youth participate on branch board & branch decision-making bodies (% of members)

Key Indicators of Progress
- NS has long term plan for branch development to reach all vulnerable communities
- NS has plans for branch strategic planning, skill-building and sustainability
- NS has clear standards on reporting for community, branch and NS
- Branches mobilises its own resources and submits monthly activity and financial reports
- Branches are accountable to community, local stakeholders, as well as NS HQ
- Branches conduct a self assessment every 3 years
- NS defines minimum required services to be provided by branches and branches agree
- Programming, financial and management authority delegated to branches and implemented
- NS sets increasing targets for branches in membership, fundraising, volunteers and services

C.4 ESTABLISHING A COMMITTEE

What is it?
A committee is a team of people who take responsibility for a specific focus. This may be organizing community members around disaster preparedness such as evacuation planning, public education, early warning systems and shelter management. The committee may be responsible for mobilization and advocacy about a health issue such as the use of bed nets to reduce the incidence of malaria. Before starting to work with the community, make sure you have a committee of trained and ready people to take on the project.

Use it to…
- Carry out a specific responsibility such as conduction or updating a VCA
- Develop community disaster management plans
- Mobilize the community around an issue such as HIV/AIDS
- Respond to a disaster such as a Dengue or Haemorrhagic Fever outbreak

What you need to know to use it
Committee member: should come and represent the community. They care about their community and its people, be committed, be able to communicate well with others, willing and able to cooperate with others in the committee and the community, and abide by the Fundamental Principles. They should also have a good understanding of the issue which the committee is addressing or receive training to be up to speed.

Committee: should engage communities in the analysis of the situation. Programs that are planned with and by the community are most likely to secure long-term support and resources for sustainable development.

A committee is not an ideal structure as it does not guarantee progress, democracy or good management. It is a practical way of working together.

Benefits
"Before one becomes a member of a [committee], the individual struggles against a harsh environment. Once s(he) is organized in a broad-based group, the individual has the leverage with which to address and tackle problems which s(he) could not have done alone" (Pandey 2002- cited in UNDP article below).

Gender
Is there a percentage of committee members that must be men or women? What are the opportunities for participation in decision making for women and men?

How to use this tool

Step 1

Establish responsibilities
Clearly identify what the role and responsibilities of the committee will be. A useful tool to do this is to establish Terms of Reference or TORs. At this stage also make sure committee members are clear about concepts and methodologies working with communities. Review relevant materials such as CBDP, CBFA, or PCD.

Step 2

Select members
Determine who should be part of the committee and how their participation will be determined- either by election, nomination, or expressing an interest. Should the committee members come from the Red Cross or Red Crescent only, or is there added value of having community leaders and professionals?

Step 3

Create an Action Plan
An Action Plan with corresponding timeline and person responsible should be agreed upon and monitored by the committee leader. How often will the committee meet? Who will the committee report to at the branch, District, Regional or HQ level? Who will be responsible for this communication and communication with local authorities and NGOs?

Step 4

Community awareness
Make sure the community can identify who you are and what you do. Wearing a Red Cross or Red Crescent arm band is one way to raise awareness with the community. Strategize on how information gathered through the committee will be shared with the community.

Step 5

Monitor
Review roles and responsibilities to make sure people are able to accurately fulfil the work that they are doing. Also review the action plan to make sure the committee is on time and in-line with the expected outcomes of the issue they are focussing on. If necessary, make changes to either the roles and responsibilities or the action plan.

Federation Examples
- ☑ Branch Development Training Manual
- ☑ Community Based Disaster Preparedness Course
- ☑ Indian Red cross TOT Curriculum for Community Based Disaster Management
- ☑ Make That Change
- ☑ Participatory Community Development: Manual for Country Coordinators

External Examples
- ☑ UNDP Social Mobilization & Local Governance. Available at http://www.undp.org/poverty/docs-civilsociety/social-mobilization-local-governance.doc
- ☑ DASCOH Community Management Promotion- tools for assessment of village development committee

Next Steps

Indicators of capacity of a committee
(based on *DSCOH Community Management*)

- Level of management and organization of the committee
- Values and beliefs
- Long-term Motivation
- Participatory assessment and planning
- Implementation Capacity
- Monitoring, evaluation and action
- Resource mobilization and provision
- Sharing and generating knowledge
- Building linkages and partnerships
- Process extension and movement building

C.5 FACILITATION AND TEACHING METHODS

What is it?
Facilitation and teaching methods cover the way in which training is delivered. Training allows National Societies and branches to ensure a common understanding of the material delivered, rally around a common vision, and catalyse achieving objectives. Conducting training is the fundamental building block to empowering the community to take charge of their lives and build civil society. When working with communities there are certain elements to keep in mind to ensure participation and engagement of the community.

While training is about learning new information, facilitation is process oriented. This means that while you have an end goal in mind, the process of people's participation and contribution is just as important

Use it if…
Through the process of training and facilitation, community awareness is raised concerning how to take appropriate action on issues they face.

What you need to know to use it
A facilitator facilitates the learning experience - this means building understanding with the participants and making the training a person-centred learning process. Promote equality, such as sitting in a circle and encouraging active participation from everyone.

Existing community structures and leaders have traditional helping systems which are valuable resources in training and facilitation. Their use should be encouraged.

Make sure that the purpose of the training is very clear with established objectives and indicators. Developing an evaluation form before the training is one way to help determine what your objectives are and make sure participants are clear about these as well.

Tip!
Good facilitation is helping people to learn and act constructively towards solving the specific problem that was posed in the beginning. *No session is complete until the learners have made their "action plan" for implementing the solution into their own community*. This supports learners as they act to gain greater control and transform the events (?) that shape their lives. This process, *learning by doing,* encourages self reliance, sustainability of the training, higher retention of the material learnt and building capacity for effective actions.

How to use this tool

Step 1

Select presentation methods
Try to use a combination of presentation methods by using flip chart paper, blackboard, slides, videos, overheads or PowerPoint as technology permits.

Encourage work in small groups. Besides audio-visual material, various teaching methods are used to make learning easier:

- The expository method: oral explanation (the most common method).
- The interrogative method: systematic set of questions to the trainees so that they find the answers themselves.
- The active method: case study, simulation games, and exercises.

Illustrate as much as possible with personal experiences and practical examples to make the material presented real and grounded in reality.

Step 2

Use simple language

There are three basic elements to keep in mind when facilitating a training or workshop:

- Keep it simple
- Keep it flexible
- Keep it active

If possible, make the presentation in the participants' primary language. Keep complex terms, expressions and concepts to a minimum but instead use clear and simple language. Speak slowly, clearly, and loudly so that everyone can hear and understand.

Step 3

Active listening

Active listening means that you hear what is being said and not what you would like participants to say. Paraphrase important points and repeat to community to ensure that participants are clear on what have been said.

Example of Active Listening (from Jan *2000 Disaster Preparedness Course*)

Householder: "In order to address the flooding at Pond Street, we will have to break down the wall at the Post Office to allow the water to flow in its natural course. The flooding only started after the wall was built, so the wall is the cause of the flooding."

Facilitator: What I hear you saying is that the flooding at Pond Street started after a wall was built at the Post Office. Therefore to correct this situation it is necessary to knock down this wall. Is this correct? Is there general agreement on this?

Step 4

Impartiality

The facilitator plays a very important role in the process of community participation. At the same time that communities have elements that connects and unifies them. Facilitators must also be aware and sensitive to address the issues that divide the community. If there is a problem to be solved or an issue to be addressed, invite discussion, but be wary of letting conversation drift off the topic or get too personal.

Step 5

Flexibility

Facilitation and teaching methods need to adapt to the situation. Keep in mind the current needs and competence of the participants. Resources and presentation style should be adapted to the learning abilities of the participants.

Federation Examples

- ☑ Community Based Development
- ☑ Community Based Disaster Preparedness Course January 2000
- ☑ First Aid in the Community: A Manual for Trainers of Red Cross and Red Crescent in Africa
- ☑ From Needs to Action
- ☑ Guidelines for Youth Policy and Strategy: A Step-By-Step
- ☑ Participatory Community Development; Toolbox

Next Steps

Be sure to list what the other tools are telling you and incorporate this into your facilitation and training methods. Undertaking a *seasonal calendar*, for example, will help establish when major holidays and festivals take place. As a facilitator or trainer, you can use this information to make sure that training is not scheduled during a major event such as Ramadan, Christmas, Succoth, or other national or religious holidays.

C.6 VOLUNTEER and YOUTH MANAGEMENT

This section is intended to supplement the more detailed guidance given in Federation documents such as the Branch Development Training Manual, The Federation's Volunteer Policy and Federation Volunteer Service: Volunteer Management Cycle.

What is it?
Most societies have traditions of helping others, such as family, neighbors, and those affected by poverty, sickness or disaster. Developing a volunteer management system at the community level is an extension of this willingness to volunteer and help others. Engaging volunteers is one of the fundamental principles of the Red Cross and Red Crescent and is essential to our work. The strength and existence of Red Cross and Red Crescent Societies depend much on volunteers who offer their time and resources to the Movement for no gain.

A Red Cross and Red Crescent member is a person who has formally agreed to the conditions of membership as required under their National Societies' constitution or rules, and is usually entitled to elect representatives of governing bodies and to stand for elections. Red Cross/ Red Crescent volunteers may or may not be members of their National Society[2].

> Example:
> A member of the public who carries out voluntary activities offering his/her skills, knowledge and expertise to help vulnerable people, not motivated by desire of financial and material gain abiding by the Society's constitution, rules and regulations *(Southern Africa Branch Development)*

Use this tool to…

- Organize a large scale event such as a measles vaccination or immunization campaign, distribution of mosquito nets, or awareness raising on diarrhea; volunteers can assist in all aspects of the campaign
- Reach all areas of the community to raise awareness on an issue such as HIV/AIDS, general health and hygiene, water sanitation, disease prevention and health promotion, disaster preparedness and mitigation measures, community rescue and relief
- Emergency relief distribution such as food parcels, hygiene kits, clothes
- Provide interim care in emergencies through First Aid and Safety Services
- Actively engage youth in community work and recreational activities
- Form committees on disaster management, community contingency plans
- Organize a clean-up campaign in the community to prepare against situations such as Dengue Fever or malaria
- Organize social services which are not available through the government for the elderly, actions with people with disabilities, distribution of second hand articles, or activities for displaced people
- Promote advocacy campaigns against discrimination
- Involve youth volunteers to plan and implement peer-to-peer activities with the younger groups of the community

[2] Policy Volunteering, Decision 15, 12th Session of the General Assembly, 1999
http://www.ifrc.org/who/policy/voluntee.asp

It is not recommended to use a volunteer management approach if the project is short term and people will be paid including per diems. This can have long term negative impact not only for the future of Red Cross and Red Crescent activities in the community, but also for other volunteer based organizations that are working in the community. In this case, it is necessary to be honest and transparent about the intention of the project. If people will be paid, for example in a temporary mass-vaccination campaign, make this very clear to all those involved that for this one event, people will be temporarily paid. In this case a contract should also be signed according to the national law.

To promote transparency and reduce tension within the branch and local structures, harmonize administrative support provided to staff and volunteers. For example, according to national law, it may be necessary to provide someone with a meal after they have worked for 6 consecutive hours. What is your branch policy on ID cards? Hotel expenses?

*This is an example and not to be adhered to strictly. It is a suggestion to improve transparency and relationships between volunteers and staff. It should be adopted and adapted as necessary within a branch or national Society.

Expense/ Action	**Volunteers**	**Staff**
Transportation	Will be covered up to a maximum of X for a distance greater than Y Km	Will be provided transportation in RC/RC vehicles.
Hotel	Will be covered up to a maximum of X for an overnight stay in a rural community, and W in an urban community.	Will be covered up to a maximum of X for an overnight stay in a rural community, and W in an urban community.
Per Diem	A meal is provided when a session lasts longer than X hours.	X is provided when you are away from the duty station in a rural community, Q when you are in an urban community.
Coffee Break	Is provided when a session lasts for more than X hours and a Per Diem is not provided.	Is not covered.
Uniforms	One will be provided for volunteers who contribute more than X hours per week. The volunteer is expected to maintain it in clean order.	One will be provided for the staff when they are working in the field. . The staff is expected to maintain it in clean order.
Visibility	A budget of 10% of the event costs will be available to the volunteer committee for media publications (radio adds, posters, banners etc).	A budget of 10% of the event costs will be available to the volunteer committee for media publications (radio adds, posters, banners etc).
Work Space	Necessary materials and equipment is prepared in advance for the volunteers use. (eg posters, handouts, photocopies etc.)	It is the responsibility of the staff member to prepare the material that they require for an event.

Benefits

Volunteers are generally highly motivated individuals who are willing to dedicate large amounts of time to a project or specific area. It is not possible to run a program by one person. The engagement of the community to work with the community is essential to achieve effective programming.

Gender issues
Ensure the diversity of the community is represented when recruiting volunteers. Reflect on the relevance of volunteers' roles with respect to the needs and attitudes of the community. For example, if a woman wants to be attended by a woman health care provider. Volunteers should be managed so that there are both men and women to provide services to community members.

How to use this tool

Step 1

Planning the volunteer position
The first step when deciding to incorporate volunteers in community programming is to have a very clear idea of what the volunteers will do. Think about all the different positions, duties and responsibilities that the volunteers can cover. Discuss with the volunteers about the expectation of the volunteers and their contributions to the Red Cross/ Red Crescent and make sure they understand what they need to do.
Use this information to create position descriptions.

Recruitment, screening, training, supervision and evaluation of the volunteers will have to be based on these descriptions.

For example, the role of Community Volunteers in an Epidemic or disease outbreak may be to:

- Coordinate with the health authorities (either inform them of the outbreak or be informed by them)
- Immediately informing the community members about the outbreak of the epidemic in the community
- Keep the healthy people away from the infected patients without discrimination. Specially take care of the vulnerable groups like infants, children and old people.
- Advise the community members and try to provide clean drinking eater, safe food and proper usage of the latrines and their personal hygiene.
- Provide help in caring for patients
- Make plans for immediate referrals for health care services
- Control spreading rumors in the community. If the causes are known, help to reduce or prevent them. Make the community aware of the facts.
- Update the community members with the latest epidemic scenario in the community
- Investigate the causes of the epidemics
- Train with key messages and promote community hygiene and engage in disease prevention.

Step 2

Recruitment

Once you are clear on what the volunteers can do, the next step is to find the people to fill the positions. When recruiting leadership positions, approach people who have abilities and are influential in the community.

If recruiting people for financial assistance, make sure they have experience with technical matters such as familiarity with tax deduction.

Think about what criteria is necessary of that person. This might include the following:
- gender
- minimum/ maximum age
- physical ability (good health?)
- psychological conditions
- special considerations. Eg they like to work with the elderly, children, outside... etc.

Step 3

Interviewing and placing
Once volunteers express interest in volunteering for Red Cross, it is crucial to screen, interview and place them quickly. Connecting them with the networks of practitioners or other volunteers will help them get oriented and feel part of the Red Cress Red Crescent. This is to ensure that their abilities match the areas where support is needed whether it is as a community resource person, a relief response person, or someone to undertake regular work in the community such as mobilizing volunteers in blood donation or doing house visits.

Step 4

Orienting and training volunteers
As soon as a decision is made to 'place' the volunteer, the volunteer should be provided with Red Cross orientation particularly on the Fundamental Principles. The volunteer should also receive appropriate training on promotion of community action with focus on their area of interest. An induction course of 4-5 hours is recommended. *Avoid unnecessary training*.

Providing appropriate skills and community-based training is the key to success of the volunteer program. Successful training helps volunteers feel more satisfied with their experience, and it helps volunteers do a better job for Red Cross.

When volunteers are trained, consider if they can gain skills across sectors. For example, a training program may want to include advocacy on disaster preparedness at the same time as raising awareness on Ebola or malaria.

Step 5

Supervising
Competent supervision and support is essential to the effectiveness of volunteers. The quality of supervision can determine the success or failure of a volunteer program.

Step 6

Recording and Reporting
The volunteer manager has responsibility for establishing a file similar to personnel record that includes:
- Information from references
- Completed and signed Volunteer Registration Forms
- Copy of personal identity document
- Signed copy of Volunteer Agreement

- Signed copy of Code of Ethics and Fundamentals of Voluntary Service
- Record of orientation and training received
- Volunteer Time Sheet and Training Log
- Copy of accident reports, correspondence etc.
- Performance Evaluation
- Record of recognition
- Exit interview

Step 7

Evaluating
Providing evaluation and feedback is a crucial part of supervision. Evaluation is not about the organization evaluating the volunteer. To create a positive environment for volunteers and in order to do things better, volunteers are encouraged to express their opinions and suggestions.

Step 8

Recognizing and retaining
Retaining volunteers also means recognizing their efforts.

Formal recognition can be achieved through initial registration and identification. This can be followed with certification after trainings such as First Aid certificates, or a community special event.

Informal recognition can occur through attending events planned by the volunteers or acknowledgement by community members, friends or families.

Tip!
In some National Societies, volunteers are selected and trained, but some are not active in regular activities. Instead, they are kept on reserve for specific purposes. For example, someone has been trained in the Fundamental Principles and has skills in Swahili-English translations. A database of these volunteers, their skills and contact information is kept and regularly updated by the branch.

These volunteers should be contacted and included in an update-training every 6 months.

Pitfalls
At the outset of recruitment the motivation of volunteers may be very high. They are clear on their role and have a lot of energy and enthusiasm to contribute. Over time however, this may decrease and they are no longer very interested. It is important to find ways of continuing to motivate and recognize volunteers openly in the community.

Some ideas to do this include:
- A community (bulletin) board which announces the names, maybe the pictures, and achievements of the volunteers
- Profiles of the volunteers can be posted on the Volunteer Website under FedNet
- Motivation packages such as receiving rubber boots, a flashlight, or Red Cross/ Red Crescent hat at various stages such as # of hours volunteered or # workshops/ information sessions delivered

- Taking time during a special event such as in a polio vaccination program to recognize the individual volunteers
- Provide space and opportunities for volunteers to come together, share their experiences and support one another regularly
- If necessary provide debriefing and psycho social support to volunteers who have been involved in disaster response and health in emergencies
- Organizing annual meeting/congress to bring them together from the various branches and help them share ideas and learn from each other.

People should not be forced to volunteer by external pressures. For example, some governments require that people work for voluntary organizations as a substitute for military service or when they are unemployed. The Red Cross Red Crescent does not regard this kind of work as volunteering. People should a volunteer because they want to do the work, and not because they want to earn money or other privileges

Federation Examples
☑ ARCHI 2010 Volunteers and Community Health
☑ Branch Development Training Manual
☑ Code of Conduct
☑ Federation Volunteer Policy
☑ Federation Volunteer Service: Volunteer Management Cycle
☑ Guidelines for Youth Policy and Strategy: A Step-By-Step
☑ Indian Red Cross Society ToT Curriculum for CBDM
☑ Principles and Values
☑ Southern Africa Branch Development

Next Steps
Look at the *Characteristics of Well Functioning National Societies* and *Local CAPI* to ensure that you are meeting the benchmarks for success. For example:

Indicators for CAPI volunteers
(* Adapted from the Lake Victoria Project on Local CAPI**)**

Volunteers	**Baseline Year:**	**Year:**	**Year:**	**Variance**	**Remarks**
Baseline					
Volunteer code of conduct exists					
Volunteer policy exists and is used					
* Clear distinction between members and volunteers					
Recruitment					
Formal recruitment process is carried out					
* Job description issued					
* Application forms filled in					
* Interviews conducted					
* Selection made					
Volunteer training tailored for specific needs is carried out					
Volunteers selected for emergencies					
Retaining					
What is the total number of volunteers registered with the branch					
Of this number, how many are active(i.e. give at least four hours service a week)					
Volunteer deployment structures exist i.e. Action/Service Teams					
Database of emergency volunteers in hibernation is kept and maintained every 6 months					
Supervision of volunteers carried out in accordance with existing structures and guidelines					
Administrative support such as workspace, materials, communication (phone & internet access), bathroom, transportation and authorized reimbursements are provided where appropriate and necessary.					
Records on volunteers are kept * Name and coordinates * Skills and Training Completed * Availability for volunteering * Hours volunteered per week/month * Value of those hours volunteered per year					
Innovative methods for motivating volunteers are in use					
Volunteers performance appraisal is systematically carried out					
Reward/ Recognition					
Volunteers are rewarded					
If rewarded give details:					
1.13 Volunteer retention rate is high					

C.7 PARTICIPATORY MONITORING

This section should be read in conjunction with the Federation documents *Handbook on Monitoring and Evaluation* and the *Project Planning Process*.

What is it?
Monitoring is “checking something regularly or at regular intervals in order to find out how it is progressing or developing; watching over somebody or something, especially in order to ensure that good order or proper conduct is maintained.” It is a regular, systematic activity or a process carried out to observe the implementation of any program. Monitoring helps to ensure the progress and achievements of results. Its main objective is to collect data and information to plan or adjust if necessary for future considering the positive and negative aspects of the program. Therefore, monitoring plays a very crucial role in implementing, designing and planning effective programs.

Participatory Monitoring is the ongoing and regular collection by the community of information that reveals how a project in proceeding in relation to its planned course, and what aspects of it, if any, need correcting.

Use it to…
- Collect data on ongoing programs to ensure they are meeting the indicators and targets established
- Ensure compliance with expenditure budget
- To find out the exact scenario of the ongoing training program. For example: Date/time, and location of the training program, no. of participants, their data, trainers name, pre and post test marks, financials etc.
- Collect necessary information for re-designing the current or a future training program.
- Find out strength and weakness of the program and draw out appropriate guidelines.
- Facilitate the evaluation process of a program

Monitoring can involve a lot of writing which may be exclusive for illiterate community members. It is possible to make adaptations to the activity such as using illustrations or symbols for what is being monitored (goal) then making piles with sticks or pebbles to show the amount or desired number.

Before initiating a project, it is very important to have a baseline of reliable and accurate data for ongoing monitoring of the project.

Benefits
Monitoring is the backbone of any training project, and in its absence, it is difficult for project managers to develop effective policies, provide directives, or share success of the project with other branches or Headquarters. Therefore, timely monitoring at different levels and a good system established are the key elements for any successful project.

Gender Issues
Is separate data collected for men and women? Are indicators gender sensitive? How is the project influencing the lives of men as opposed to women?

How to progress this tool

Step 1

Determine the goal and desired results
Outline the goal of the project, the steps and activities that will be done to achieve this, and what the result of the goal will be. A tool to assist this is the *Planning* guidance note. Monitoring concerns itself with the activities and outputs of a project- refer to the guidance note on *Logical Framework*.

This is the stage to set a date for project evaluation. Based on human and financial resources, this could take place in the middle of the project, or after it is completed.

Step 2

Set indicators
Indicators are measurements to help judge progress. They answer the question "What does success of the project look like?"

Make sure the indicators for monitoring are tied to the *Logical Framework* for the project. The indicators should be easily verified and be able to be measured by different people and community members to get the same measurement.

Aspects to consider when determining indicators include:

- Content, quality and sustainability of the project and activities including their relevance to the community, local and National Society priorities
- Organization of staff and volunteers in terms of support and management
- Characteristics of the implementation context and National Society capacity
- Nature and impact of the services delivery on the community and the National Society

Step 3

Data collection
Once indicators have been agreed upon, what method will be used to collect data? This might include quantitative data such as numbers of children immunized, or could be qualitative based on emails, *Community Meetings* or *Semi-Structured Interviews*.

Other questions to consider at this stage include:
- Who will be responsible to collect this information?
- Does the person have the necessary skills and training?
- How often is data collected? When is it collected?
- Who is responsible to analyse and interpret the data?
- What formal or informal monitoring processes and system already exist (with other sectors) to collaborate on data collection and share observations on progress?
- Is the data shared with branch, regional/ headquarters level for assessment and coordination with regional performance and activities?
- How will the data be used?
- How will it be shared with the community, local government, or NGOs?
- How much will it cost to regularly monitor?

Step 4

Reporting and feedback
Specify the format for documenting and reporting the monitoring data. How will this information about the progress of the project be presented and who will it be presented to (local government, community members, NGOs). Clarify how this information will be shared and incorporated into the current project and potential future projects.

*A simple example (*from *Training Curriculum for NS in PRA and PHAST*) may be:

Goal	Number or Amount	How to Measure	How often to Measure	By Whom

Federation Examples
- ☑ Gender Perspectives: Tools and Checklists
- ☑ Handbook on Monitoring and Evaluation
- ☑ Indian Red Cross Society Training of Trainers Curriculum for Community Based Disasters
- ☑ Project Planning Methodology
- ☑ Training Curriculum for NS in PRA and PHAST

External Examples
- ☑ Health Communication Partnership. Available at http://www.hcpartnership.org/Publications/Field_Guides/Mobilize/htmlDocs/actTogether/actTogether_sum.htm

Next Steps
Share the lessons learned of the project with the branch, regional or headquarters level staff. Writing a case study is often a beneficial way to share information with other current or future initiatives.

Part D: Evaluation and Reporting

The Evaluation phase, as defined in the Monitoring and Evaluation Handbook and the Project Planning Methodology Guidelines, includes:

- Assessing to what degree the planned objectives are achieved or not;
- Producing a mid-term review, a final report and implementation of the exit strategy.

The tools and techniques in this section can help with these monitoring and evaluation elements.

They can also contribute to the creation of the document recommended by the Project Planning Process during this phase:

- A monitoring and evaluation plan

What is the difference between participatory monitoring and participatory evaluation? Monitoring is a tool to better manage the implementation of the project. Evaluation is a tool to assess a project, its design, implementation and impact. Both participatory monitoring and participatory evaluation fully involve the participants in planning, implementing and assessing the process.

TOOLS INCLUDED IN SECTION D

D.1 Lessons Learned
D.2 Participatory Evaluation
D.3 Writing a Report
D.4 Exit Strategy / Handover

D.1 LESSONS LEARNED

What is it?
Through the course of a project many expected and unexpected lessons are learned. Part of the evaluation and follow-up process is to try to capture these lessons to incorporate them into better program implementation for the future, and systematize the learning so mistakes are not repeated over again.

Use it to…
- Improve management of programs
- Change or modify current operating strategies
- Assist in current or future decision making
- Provide greater breadth of impact and learning of the project

If the intention is to use the lessons learned exercise to improve management or performance of projects, it is necessary to ensure that some sort of feed-back system is in place to institutionalise and systematize the learning. This could be in the form of writing case studies that will be disseminated, having a staff review, retreat or discussion of the results, or sharing a report or summary with implementing agencies. Make sure this is decided in advance.

Some of the best learning has come from mistakes. When preparing lessons learned it is important to acknowledge mistakes as much as celebrating accomplishments and what work well. Alexander Fleming discovered the use of mold in making the antibiotic penicillin when the samples he was studying accidentally became contaminated.

An important difference between *Lessons Learned* and *Participatory Evaluation* is that evaluation is specific to the project while *lessons learned* are intended to provide more generalized learning that can be shared across branches, National Societies and regions. Lesson learnt can also be captured by bringing community members involved or benefited from the project to share among themselves. The lessons learnt can be across the different sectors in health, disaster preparedness, volunteer management and branch development.

Benefits
Systematizing and acknowledging the lessons learned through a project provide instructive generalizations that can improve other aspect of programming in a branch or National Society.

Gender Issues
How has the project impacted the lives of men as opposed to women?

How to progress this tool

Step 1

Reflect
Provide a brief history of the project, the context, what the objectives are and any other relevant information such as the project budget, timeline, process and impact indicators and beneficiaries.

Step 2

Systematize

Provide a short write-up about the lessons learned from the project focussing on the following areas:

- What are done right?
- What should be done differently?
- How can it be done more effectively in the future?
- What experiences can be passed on to peers?

Tip!
As much as possible, try to use action statements - these will advise the reader what they should consider doing based on your experiences.

Step 3

Contact information

Make sure to include the names and contact information (full name, position, organization, address, email, telephone number) of everyone who was involved in the project as well as the contact information for the funding agency (eg DIPECHO and Danish Red Cross). This is useful information for people who want to follow up some information in a couple of years.

Federation Examples

☑ Federation Handbook on Monitoring and Evaluation
☑ Global Health and Care Forum 2005
☑ Panama Forum on Integrated Community Programs Case Study Template Oct 2005

Next Steps

Now that the *lessons learned* have been collected, disseminate them through organized discussions with staff and volunteers, circulate a report or summary to other implementing partners and concerned agencies- such as local government.

D.2 PARTICIPATORY EVALUATION

What is it?
"Evaluation is the objective and systematic assessment, focused on the beneficiary level, of an on-going or completed project, its design, implementation and impact. The aim is to determine the relevance and fulfillment of objectives with the criteria of effectiveness, efficiency, impact, relevance and sustainability" (from *Project Planning Process*).

Evaluation of the process and outcome of a project is essential in order to help the project work better and distill learning from good and bad experiences. Participatory Evaluation is "evaluation in which representatives of agencies and stakeholders (especially including beneficiaries) work together in designing, carrying out and interpreting an evaluation."

Participatory Evaluation can be planned for set times throughout activities, occur mid-way through the project, or after specific stages. During a Participatory Evaluation exercise, community members, the National Society, participating Societies or external evaluators look at the impact, achievements and results of a project or ongoing program.

Use it to…

- Provide accountability
- Revisit previous activities (eg. *Community Map, Ranking, Venn Diagram*) to evaluate what has changed in the community since the activities were first done. Changes which may have occurred outside the scope of the *Logical Framework* but still critical to appreciate as a consequence of the project.

For example: To make food more secure, a chicken raising project was started in the community. The participating women learned to manage a budget, fundraise money, and enter information onto the computer. Becoming computer literate was not an expected outcome of the project. But before the project started, very few women had ever used a computer before and now 100% of them are comfortable with basic data entry onto a computer.

What you need to know to use it
The *facilitator* should have a high degree of experience to use this tool. Good group management, the ability to record and systematize information, and mediating conflict are all skills that are good to have when using this tool.

Participants will have to analyse the impact and outcomes of the activities that have been going on through the project. Depending on the tools used, written, visual and oral means will be used to do the evaluation.

Gender Issues
Is separate data collected for men and women? Are indicators gender sensitive? How has the project impacted the lives of men as opposed to women?

How to Achieve Progress

Evaluation can be done against a project plan or logical framework to review indicators and the set objectives. It can also be done by re-visiting activities such as a *Community Map*, *Venn Diagram* or *Ranking Exercise*.

Step 1

Clarify the reasons for an evaluation

It is important to clarify the rationale for doing an evaluation. Generally an evaluation is done to ensure accountability that the project is achieving its objectives, that the indicators are being met, or at the request of the donors or National Society.

Questions that may be helpful in determining the reasons include:
"Why are we doing an evaluation?"
"Who is the evaluation for?"
"Who is participating in doing the evaluation?"
"What do we want to know?"
"How and who are going to follow up and implement the recommendations?"

Step 2

Plan the evaluation

The time that is taken to carefully prepare and plan a Participatory Evaluation is time well spent. It helps everyone know why they are evaluating and how they are going to do it.

Prepare a timeline with participants clarifying exactly what activities will happen, when, and who will be responsible.

For example:

Evaluation Task	When	How long?	Who?	Complete?
Detailed explanation of the purpose of the evaluation, background of the project, the current state of project, the key issues for the evaluation, who will participate, how long it will take, and how it will be written up and shared with the community.	3 months before starting the evaluation	1 week	Participants and Facilitator	
Review project documents (eg Assessment activities such as *Community Maps*, notes from *Focus Group Discussions*, or *Questionnaires*)				
Report of evaluation	Within 3 weeks of finishing	5 days	Team Leader	
Feedback workshop with community	Within 1 week or report	½ day	Evaluation Team	

Step 3

Select the Evaluation Team

Determine who will be the key people responsible to collect and analyze the information for the evaluation. These may be people from within the community, National Society staff, or external professionals.

Tip! When putting together the Evaluation team, it is important to keep in mind language abilities, interpersonal skills, gender balance and experience.

Step 4

Conduct the Evaluation

For each evaluation question and indicator that is chosen, the evaluation team identifies where information is available, and how it will be obtained. Some information may be available in an unanalyzed form, and require some effort to analyze. Other information may not be readily available, and will have to be gathered.

If information is not readily available, it must be decided which information gathering tool will be used to obtain information. Remember it is possible to use one tool to gather information for a number of indicators. Refer to the guidance notes for information gathering tools which may useful in Participatory Evaluations:

Community Meetings
Ranking
Secondary Sources
Semi-Structured Interviews
Stories
Surveys/ Questionnaires

Step 5

Compile, analyze and share the results

In an Evaluation Team, there is generally one person responsible to *write a report* summarizing key findings, recommendations, what was learnt during the evaluation. Community members can participate by being included for their feedback when the report is still in draft form.

Once the report has been finalized, the branch should share the evaluation report with local government contacts, NGOs or other relevant parties.

Pitfalls

Undertaking a Participatory Evaluation is time consuming and requires commitment of people both the beneficiaries and those conducting the evaluation.

Cross referencing information is important to make sure the information being collected is accurate and reflecting the inclusion of as many people benefiting from the project as possible.

Examples

☑ Community Based Development
☑ From Needs to Action
☑ Gender Perspectives: Tools and Checklists
☑ Guidelines for Youth Policy and Strategy: A Step-By-Step
☑ Handbook for Monitoring and Evaluation
☑ HIV/AIDS M&E Tools Peer Education Prevention Form
☑ Participatory Community Development

- ☑ Project Planning Process
- ☑ Southern Africa Branch Development Manual
- ☑ Training Curriculum for NS in PRA and PHAST

Next Steps

Incorporate the recommendations from the evaluation into the current project by deciding with the community what actions will be taken, when and by who.

Share the information and lessons learned with other implementing agencies.

D.3 WRITING A REPORT

What is it?
Reports are written for supervisors, donors, community stakeholders and most importantly for ourselves. Reporting is a very important tool for information sharing, awareness raising, reflecting on the major issues and documenting and systematizing achievements and challenges. A report can be written during all stages of a project: to consolidate the information gathered during the assessment, to update the monitoring data, to provide feedback on the plans, or to document the overall process of a project.

Use it to…
- Highlight the Red Cross/ Red Crescent response and effectiveness in delivering the project
- Indicate the lesson learned and make recommendations relevant to the current situation and focus on the outcomes and results
- Reports are useful tools for lobbying, advocacy, soliciting funds, and raising awareness

Tip!
Remember to include feedback from the community when writing up the issues.

Benefits
If easily accessible and regularly referred to, reports are a way of maintaining institutional memory of what activities have been done, what went well, and the lessons learned.

Reports are beneficial to assemble all the interpretations and conclusions, identifying recommendations, reflecting on the lifecycle of a project and consolidating all the information.

Pitfalls
Quality over quantity is critical in report writing. Managers, donors, staff and volunteers are much more likely to read a report which is a few pages rather than hundreds of pages long. Make sure the information that you are presenting is SMART (Specific, Measurable, Attainable, Realistic and Timely).

Gender issues
Think about including a section on gender in the report to detail how the project has affected the lives of men and women, their participation at different stages and what considerations exist for the future.

How to use this tool

Step 1
Gather facts
The report should document the entire process of the project, but remember to be clear and concise to make sure your report will actually be read rather than sitting on a shelf!

If you have maintained an effective and simple monitoring and filing system, the process of writing the report should be easy.

Make sure facts presented are reliable and accurate. Tools you may want to refer to include *Secondary Sources*, outcomes of *Focus Group Discussions*, analysis of *Community Maps* or *Transect Walks*, the *Problem Tree* or *Logical Framework*, as well as the data presented in the *Monitoring* and *Evaluation* tools.

Step 2

Outline objectives & audience
Clarify your objectives in writing the report. Why are you writing a report? What is the timeline? Who will be involved?

Determine who the audience is. The information presented will be tailored differently if the final document is meant for agencies external to the Federation or if it is for the Red Cross or Red Crescent national societies. Similarly the writing style should be different if it is meant for a manager or a community committee.

Tip!
Use simple language. If writing is in English it might be helpful to consult the plain English websites: http://www.plainenglish.co.uk or http://www.plainlanguage.gov.

Step 3

Key Messages
A report is an excellent way to raise awareness about what have been done. Make sure the achievements, challenges, and lessons learned are clearly identified.

If appropriate, use the report to reflect upon expenses made on the project. If the community committee is holding a budget, the report is often used as a request for more funds to be released and a summary of what has been spent and how it has been spent.

Step 4

One responsible person
While consultation with the community and those implementing the project should happen, at the end of the process, one person should be responsible to finalize the report.

Step 5

Approval and dissemination
Once the report has been finalized, submit it to the key people responsible. This may be the project leader, Branch Manager, someone at National Headquarters or the Board. Once they have reviewed and approved the report, disseminate it to all interested parties - this could be government, non-governmental organizations, or other branches.

Make sure copies are distributed and remain in the community.

An Example

(From *Participatory Community Development: Country Coordinators Manual)*

- ***Introduction:*** Why? Where? Why are we writing this report? What are the aims of the report?
- ***Background:*** Some basic information about the beginning of the programme. This may include the reason for the initiative and the process to identify the project.
- ***Main content*:** Determine the structure: chronological; challenges, barriers, lessons learned. It is very important to *plan*, before you write. You may want to write about the methodology, the facts, the events as well as illustrating the community work with concrete stories, quotations and photos. The ***project concept*** should be presented very clearly, with an explanation of all the components.
- ***Annex:*** Use this section for visual information such as pictures, statistics, diagrams or maps.

Federation Examples

☑ Federation Handbook on Monitoring and Evaluation
☑ Gender Perspectives: Tools and Checklists
☑ Guidelines for Youth Policy and Strategy: A Step-By-Step Approach
☑ How to do Vulnerability Capacity Assessment; A Practical Step By Step Guide for Red Cross and Red Crescent Staff and Volunteers
☑ Indian Red Cross ToT Curriculum for Community Based Disaster Management
☑ Participatory Community Development: Manual for Country Coordinators
☑ Participatory Community Development: How to write a Good Report

Next Steps

Distribution

Once the full report and summary have been approved and finalized, they should be distributed to all interested stakeholders. At country-level, the national society will decide who should receive the full report, or who needs the summary. Summary reports may be added to the International Federation webpage upon request of the National Societies.

Advocacy

National Societies may also consider disseminating report findings as an advocacy tool. This can be done through press releases, press interviews, radio/television coverage.

Program Improvement

Incorporate the recommendations and feedback in the report. How can the findings of the report improve the program at the community level? If there are concrete actions to be taken, make sure people are delegated clear roles and responsibilities to carry out these tasks.

D.4 HAND OVER / EXIT STRATEGY

What is it?
In essence, handing over to the community means that the community has gained capacity to take full ownership of a project or program. Handover does not mean that ties with the Red Cross or Red Crescent are ended. It means that the community takes responsibility over directing development while the Movement remains available for continued future support.

An exit strategy "should be designed to secure the investment that has been made in the area" (Project Planning Process Guidelines)

Phasing out from a community or a specific project can happen in different ways. There is no one effective way to do this.

Use it to…
- Plan for the eventual completion and hand over of the project to the community
- Collect data on ongoing programs to ensure they are meeting the indicators and targets established

Criteria
- Participatory evaluation must have taken place. It is important to know how the community has changed and adopted the projects taking place to ensure people have the adequate skills and ownership to direct future development on their own.
- Timing has to be in accordance with the needs of the community; do not stay past the needs just because it is too emotional to leave and do not leave too early if the capacity is not there to take over the project.

What you need to know to use the tool
The process of facilitating a handover is delicate. It requires time, patience, and commitment. The facilitator should possess good conflict mediation skills, effective communication, trust, and strong leadership.

The process is challenging and must be approached with a clear purpose and strong commitment by all stakeholders with a time line.

Gender Issues
How will men and women be involved in the continuation of the project?

How to progress this tool

Step 1

Start at the beginning
An exit strategy should be developed in conjunction with planning, in other words from the very beginning even before a project has started.

Tip!
Although the exit strategy should be planned in the beginning, be prepared to adapt and re-evaluate the plan as the project is being implemented.

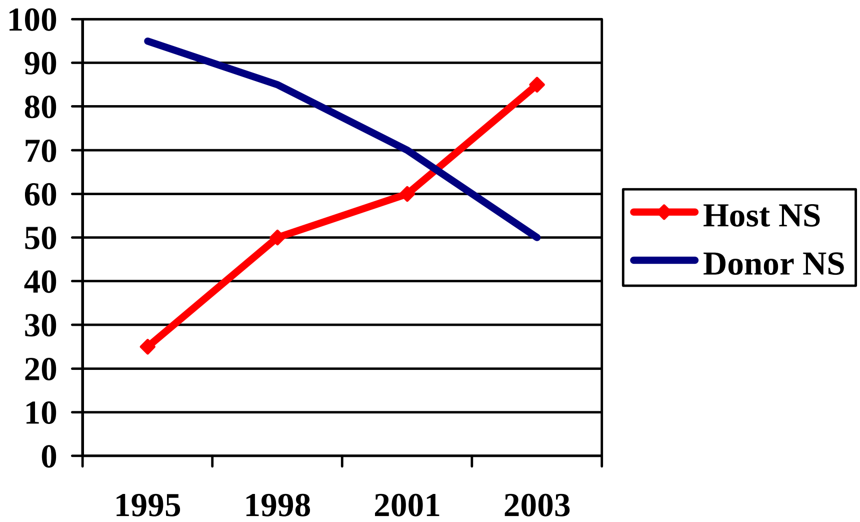
Step 2

Temporary vs. permanent
Make a clear distinction between support services that are temporary and those which are intended to be permanent. Planning with the community, develop phases for exit.

For services expected to be temporary, indicators should be developed along with a timeline of how phasing out and the exit strategy will happen and what it will look like.

For services that are intended to be permanent, local options for funding should be investigated and established as quickly as possible to sustain the service over the medium and long term. In this case a handover strategy should be developed so that local ownership, direction and management of the service can happen in a progressive transition.

Handover between a donor NS and on the host NS for the management of a project could look like this:



Step 3

Outstanding issues
Make sure enough time is allotted to the handover process to tie up any loose ends. Things to consider include:

Roles	Objects
• Action plans • Coordination strategies • Governance Instruments - Constitution, rules and regulations and other relevant documents; • Accounting system • Monitoring system • MOUs/ policy/ guidelines	• Meeting Minutes • Files • Project –complete and incomplete records; • Receipt book/ bank account/ pass book/ financial records; • Equipment/Assets registers • Inventory book • Immovable assets • Membership register/ volunteer

	database • Stakeholders, donors, networks and partners lists • Training records and manuals;

Step 4

Identified leader

Ensure a new committee or leader has been clearly appointed to take over management of the project. A tool to assist this is an organigram.

Examples

☑ Cambodia Case Study Exit Strategy
☑ FACT Exit Strategy and Handover List
☑ Participatory Community Development: Manual for Country Coordinators
☑ Southern Africa Branch Development