

COMMUNITY DEVELOPMENT TOOL KIT

15 VILLAGES IN ARMENIA



ARMENIAN CARITAS

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PREMISE

Citizens of rural villages in Armenia can work together to create benefits for themselves and their communities if properly motivated using participatory methodology training. They can plan and implement community projects, account for funds and with practice, begin their own fundraising activities.

PRE-CONDITIONS

- Any selected village and villagers need a motivation and a core group with a common interest. The ideal group should include representatives from all aspects of village life including municipal government, school, business and social life.
- Early identification of a person or persons of influence who support(s) the program and is/are willing to help with initiation and facilitation is critical.
- Villagers can be told about program, then must request the training. It can't be mandated. Unless 30-40 villagers are willing to attend initial meeting, chances of success are remote.
- A small fund for community projects should be available.
- At least two and preferably three trainers should be assigned to each village. Ideally, one of the trainers should be a person of influence from the community. The facilitators and the program itself need to be grounded in articulated values.
- Training should not interfere with the agricultural calendar.

PROCESS AND TOOLS

*See page 11 “NOTES FOR THE FACILITATORS” for important information about the process in general:

PROCESS STEP 1: Preliminary Actions – Village Identification

Assess readiness and determine:

- Is the mayor a positive influence in the community or at least willing to work with community members for village improvement?
- Are there any operating groups in which villagers have confidence?
- Is there a common meeting space?
- How do villagers get information – common source?
- Local non-governmental leader? If interested person of influence cannot be located, chance of success is remote.

Complete a village identification form for each village.

Village Selection Criteria:

The project implementers should agree in advance on the characteristics for village selection. Following identification of possible villages, the implementing leadership should select the “winning” villages by applying the selection criteria in an open, participative discussion.

**PROCESS STEP 2:
Host Community Meetings (1 to 3)**

MEETING 1: Project Introduction (Determination of Interest)

Announce the first meeting:

- Ideal attendance: 10% of village adults
- Minimum attendees at first meeting necessary for success: 30

During the first meeting describe the project:

- Values driven – describe each value and post values chart
- Use analogy: Learn to fish rather than giving fish
- Intent is to advise and provide skills to access resources on their own
- Solve community social problems together (requires commitment)
- Benefits: Self-determination, lessen dependence on unreliable or nonexistent outside sources, gain skills that will help in many areas of life (i.e. how to deal with officials, agencies, planning activities)
- Answer questions

24-Hour Clock Tool:

Good tool to use if the group resists talking about community issues (i.e, not my job). Draw big circle on flip chart page. Add clock numbers. Ask participants how a 24-hour day gets used and mark on FC. Results usually show majority of awake time is spent outside the immediate home.

Ask this group to talk with other villagers:

- Each person should be able to inform at least 5 other people
- At least 1/3 of the adults in the village should be informed and a strong majority of those informed interested in the concept

Schedule second meeting:

- The date for the second meeting should ideally take place within 10 days of first meeting
- The initial group and any other interested parties should attend
- Participants told of importance of coming on time and staying for entire meeting (plan on 2 to 3 hours)

MEETING 2: CAG Group Formation

Introduce CAG group structure during second meeting:

- Note that all positions are unpaid mandatory positions:
 1. Treasurer (local very trusted person)
 2. CAG chairman
 3. Secretary
 4. Leaders for each sub-Committee
- Form Leaders Committees structure determined by issues in village

Ways to identify problems in village in order to form Leaders Committees:

- Divide into small groups
- Brainstorm issues, concerns, problems in village (*alt*: begin with list of all things that work or are good things that should be kept and improved)
- Provide each group with flipchart paper and markers
- Combine all lists and categorize (i.e. infrastructure, buildings, education, youth, social services, elderly, etc.)
- If available, use sticky pads for brainstorming – one idea per sticky – saves time when storyboarding and are easy to move around



Tips for encouraging discussion on Leaders Committees formations:

- Facilitate group discussion on what sub-committees are needed based on village issues, concerns or important topics raised during brainstorming
- Describe possible duties of each position (*opt*: write duties on flip chart page for each position); include info that each chair is responsible for recruiting volunteers for his/her committee
- Let group decide what kind of nomination process and voting methodology they want (i.e., floor nominations, small group nominations, hand written ballot, check off, multiple candidate voting, etc.). Insist on secret ballot (in line with values and Democratic open process)
- Mention that team-related topics will be covered in future trainings (i.e. mission/charter development, planning, leadership, project proposal, group supervision, action plan development, working with volunteers, fund raising)

***Note:**

See Annex : p 24 for nomination form

MEETING 3:

Establish meeting effectiveness:

- Describe the importance of clarifying the purpose of each meeting and making sure the participants understand their various roles in the meeting
- Practice a GRIP exercise for first CAG meeting (problem identification)
- *Optional:* Use GRIP measurement tool (see Annex page 21) to determine degree of common understanding among leadership group
- Stress importance of secretary taking minutes at each meeting and distributing to all participants in timely fashion

Preparation of agenda and minutes

- Discuss why this is important
- Get requirement of agenda and minutes built into ground rules
- Ask: Have you ever been to a meeting when you weren't sure why you were there? Have you ever had to rehash old decisions because there is a disagreement about what was decided?

Create ground rules:

- With the leadership team, develop some basic ground rules on how group will work together. Consider asking participant to tell group when ground rules are being violated. (*Option:* Ask: Why should a group pay attention to ground rules (i.e. process)? Expected answers: Important that everyone feel he has opportunity to express himself within context of rules)
- Avoid one person dominating meeting
- Set expectations in advance (amount of time spent here can vary from group to group)
- Avoid lengthy process discussions if group is uninterested, however insist on process basics

GROUP LEADERSHIP/TEAM TRAINING:

Conduct training before CAG groups begin meeting
Minimum ½ day

- Develop one sentence description of "mission" of CAG group
- Use 15 word tool (i.e. small groups write up to 15 words on a flip chart, describing the purpose of the group; post results; note similarities and differences; agree on one statement of no more than 15 words)
- Another option: Have general discussion of purpose, list what group says on flip chart, give 2-3 people assignment of turning that info into a mission statement

PROCESS STEP 3: Introduction to Participatory Community Analysis (Community Research)

*Note: This is second stage of capacity building. Participants should include all CAG officers and committee leaders and other interested villagers. Concept is to train them to use the tool, then they use it with community and regroup to discuss results. (Minimum time requirement: ½ day)

Project management cycle:

- Introduce components of PM cycle and briefly identify some of the process tools
- Explain that the tools are for community research to help them identify and solve problems. (See annex _1).
- Note that information gathering is a key preliminary step
- Stress importance of involving as many people as possible in requesting input. (Improves buy in and will encourage greater participation in projects.)

INFORMTION GATHERING TOOLS:

Community mapping:

- Divide group into teams of 4-6 people, give instructions on community mapping, including a list of all the elements that should be included in the map (see Annex page 16)
- *Alternative:* Give limited instruction (i.e. "draw a map of the important things in the village") teams use markers to draw maps on flip chart paper, then whole group reviews, combines; point out and discuss similarities and differences
- Goal: a common map that can be used as a reference throughout project. Map should be permanently displayed in meeting room or if not possible, saved and brought to every meeting

Interviews using appreciative inquiry and semi-structured interviewing:

- Begin asking questions about what is good about village, what people like about the village, what things people want to preserve in the village, etc.
- Flip chart the responses
- Then ask what are problems, make list of each on flip charts (divide participants in groups of 4 – 6 for exercise, then combine results)
- Flip Chart results
- *Alt:* silent brainstorm by writing on stickies – one idea per sticky, then post FC paper, review and organize

**Facilitator: remind group facilitator is here to listen, not tell. When questions arise, address in context understood by participants. Let them speak, agree, then add additional information. Possible question(s) to ask: Do you want to live with the way things are now?*

- Group then decides how to use these two tools in gathering information for the rest of the village
- If using interviews, group should develop suggested questions with Facilitator's help in making the questions neutral and open-ended
- Facilitator should ensure that group develops a detailed action plan and sets a date for a results discussion meeting

PROCESS STEP 4: Problem Identification and Problem Priority Setting

At this point in the process, the CAG group needs to gather the information received from villagers, review the initial lists made in Process Step 3 and consolidate the information received into a list of problems that are then categorized and prioritized. The group should end up with no more than 3 - 5 top priority problems. They then select one for project planning and proposal development .

Problem identification:

- Combine results from community map and debrief group on interview results
- Have initial problems discussion and explore difference between description of issue and description of need (water example)
- List all problems on flip chart and discuss for understanding (If appreciative inquiry questions used, list good things that must be continued or expanded; if a long list, sort into different categories)
- *Option 1:* Add to lists using Talking Walls (see below)
- *Option 2:* Vote on top 5 using a multiple voting technique
- Use selected problems with next section on priority setting
- Secretary must keep list of problems for future reference

Problem Selection:

- To help determine which problems the group is most capable of solving perform a SWOT Analysis (See annex 1 page 31) on either the village itself or the CAG group
- Use previously obtained information to complete the form
- Review in parallel with the list of problems to further narrow the selection options
- Depending on size of group, use smaller groups to generate each area, then combine or use gallery walk to get additional ideas

Talking Walls: Use to generate ideas, energize group, build on each others' thoughts. Divide group into teams of 3 - 6 (if more than 6, may not get full participation of all members). Give each group a flip chart and markers. Instruct them to write ideas on chart for specific topic (in CAG context, could be identifying problems by category – i.e. give each group a category for possible problems, or solution to existing problem, etc). After 5 minutes or when you observe groups slowing down in their writing, ask them to post charts in different areas of the room. Then start each group on another group's chart, have them add ideas for 2 minutes, then move clockwise to next chart. Use short times for each interval (2 - 4 min).

Implementation/Benefit Matrix:

Draw two axes on flip chart. Ask participants to rate each problem (low or high benefit; low or high implementation cost/effort) and place into implementation/benefit matrix. Explain concept of "low hanging fruit" (i.e. items with modest benefit that are easy to implement). Explain those in the high benefit/low cost quadrant are most valuable.

Pair-Wise Ranking:

Once projects are narrowed down to 6 or fewer, this tool can be helpful in determining which projects the villagers believe are more important in comparison with the other listed projects. Have group come up with factors which make a difference in selection and apply to chart. Encourage them to reach consensus on the problem they want to tackle.

Problem Tree:

Another tool that can be used to narrow selection options
See Annex, page 29

***Important Note to Facilitator:** It is not necessary to use all of these tools. Use the one that best fits the circumstances. Remember that participants can get impatient with multiple exercises for the same purpose. Handouts (i.e. tools, techniques, etc.) should be distributed after the training, not used during class. Provide these for reference and future use purposes.

PROCESS STEP 5: Solutions, Proposal Development and Fundraising

At this point in the process, the facilitating group announces availability of mini-grants, providing clear criteria and application forms. The selection process should be described in detail, made through a neutral selection committee with no ties to the submitting parties and practice transparency in all its actions.

Identify possible solutions and address problems:

- Use planning model: Begin with description of present state, then future state, then describe the gap, brainstorm actions which would bridge the gap
- Select most promising actions via multi-voting
- *Opt:* Use Implementation/Benefit Matrix to determine most feasible
- The tools described in process step 4 can be helpful in categorizing and prioritizing the best solutions.

Trainings on project development and fundraising:

- Organize trainings on Project Planning, Designing Project proposal, budget planning, community participation and fundraising
- Announce availability of mini-grants and guidelines for competition
- Each CAG group should prepare their own proposals for mini-grants. Facilitators should critique and help with revisions
- Proposals are handed over for approval

Proposal implementation:

Before starting the project schedule sessions on project management and accounting. If facilitator observes a need, include some sessions w/ the whole group on teamwork, conflict resolution, etc. Because teams are in early stages of development, close facilitator monitoring of team dynamics would be very helpful.

IMPORTANT NOTES FOR THE FACILITATORS**Process Steps 1 – 2 :**

1. Your first meeting sets the tone for the entire process. Plan it thoroughly with your team. Have an agenda and a poster listing the values.
2. Discuss the values with the participants. They need to be willing to proceed under those operating principles.
3. Avoid talks about Soviet Union, especially criticizing. People still have nostalgia about their lives in Soviet period, if we consider the fact that during that period of time on a ground level people did not feel the destructive nature of the Soviet period, they mainly enjoyed the goods that they could earn easily and they were used to the situation that everything comes from “up” and they have to accept it. This situation lasted so long that several generations are still under the apathy that “someone has to do something for them”. If we start criticizing Soviet Union then we will have a big majority of community members who will consider you “not one of them” in this situation it will be difficult to integrate a change. It is better to build the conversation on the basis what is in the past is in the past and it is better to learn to live in the reality. The reality is that what we have is now. Need to choose between taking action to deal with the present or wallow in misery, crying for the past. A good aphorism: “The best place to find a helping hand is at the end of your own arm.”
4. Avoid creating expectations of financial rewards. Focus on human values and the reward of personal satisfaction. This understanding can mean the difference between success or failure. They have to know exactly what they can expect from you, what is expected from them. If you promise them 10 apples and you give them 11, they will be happy and enthusiastic. If you promise them 50 apples and give them 45 they will be unhappy and unenthusiastic.
5. Maintain patience at this early stage: People who challenge the process and decry change are the ones you need. If you can maintain the patience and perseverance to allow them the opportunity to evolve to a more positive point of view you will have a strong and committed leader.
6. Optimal attendance: 10% or more of villagers should participate. If village larger than 500 adults, there may be a need for more meetings to accommodate everyone who wants to participate. Group meeting size should be no more than 50 individuals (30 - 40 is optimal).
7. Be totally neutral during the election. Let the participants carry the entire responsibility for their choices. Then they will also assume the responsibility of their success or failure. Failures can provide some valuable lessons.

Process Steps 3 – 4 :

1. Always begin meetings with a review of meeting purpose and ground rules to demonstrate sound meeting practices and to reinforce the importance of understanding the ‘whys and whats’ of a meeting before it begins.
2. Find ways to put the markers in the hands of the participants – model behavior of sharing authority. This also imparts a sense of ownership.
3. Introduce stories that increase the personal responsibility towards the community. Try to research and use examples from the community that you are working with. Use these examples to draw out the outcomes of indifferent and destructive actions (i.e. taking stones from the old school building) and ask who suffers from that.

4. Participants may resist this activity, saying the others are going to tell the same what they say here. Remind them that this activity is important to building the sense of the ownership of the entire community. By involving other community members early in the CAG activity, others may join the group and suspicion and distrust will be minimized.

Process Step 5 :

1. Utilize the knowledge what they have in their background.
2. Be as simple and as practical as possible. Use examples that are connected with the daily life of the community.
3. Let them do whatever you teach at that moment. Try to avoid expressions such as: 'This is "right" and this is "wrong."'
4. Emphasize that the fundraising first must occur in their communities. A description of the nature and value of the community contribution should be incorporated into the project proposal. This is important for obtaining community buy-in towards the project. Those who contribute will be more inclined to protect and maintain a project in which they have participated.
5. Important issue here is transparency concept, sharing information with village to allay suspicions; this will enhance the community participation. You may want to include some additional team leadership training for officers – i.e., group ground rules (why its important), good meeting practices, conflict resolution.

FACILITATOR QUALIFICATIONS

- Good basic facilitation skills
- Knowledge of participatory meeting tools (PLA, RPA, PACA, etc)
- Some understanding of rural life issues or good willingness to observe and learn (at least one facilitator of team should have prior village work experience)
- Patience
- Good listening skills
- Flexibility – able to adapt format to group needs, introduce new materials or vary old to accommodate group
- Able to work in less than ideal conditions
- Belief in importance of self-determination and willingness to take time to let that happen in training sessions
- Passion for participative methodology and belief in its effectiveness
- Believe that each community knows their problems and how to solve them better than outside experts.
- Understand need to learn about the community
- Challenges harmful attitudes in a helpful way after people have had their say.
- Challenges overly simple views, such as that the past was 'all good' and the present is 'all bad.' Encourages the participants to think about things that have stayed the same, as well as things that have changed.
- Welcomes disagreements as they can help to clarify thoughts.
- Remind the participants to not only state their views, but to explain them. Keeps asking them: "Why do you think that?"

TIPS FOR SUCCESS

- Facilitators and the Parish priest have to speak the same “language” and their approach has to be almost identical. Make sure that all of your team 100% believes in what you are doing and teaching.
- Need common interest - common spiritual interest is best, makes it easier to appeal to person's "best" nature
- If religious person not involved in activity, find way to make spirituality part of the process (doing something because its the right thing to do, appeal to person's desire to do/be "good")
- Involve whole community for best results – best if common interest exists. If the common interest does not exist, work on accelerating it. If it does not happen, just leave, that is not the right time and the right place for that moment.
- Remember that changing behavior usually involves changing some part of our attitudes and beliefs. This is hard as we hold them deeply and are reluctant to value different views.
- Encourage people to understand each other and discuss deeply rather than to blame each other.
- Be aware of your own attitudes and do not let them influence the first discussions
- Allow people to express their views before inviting others to comment. Welcome disagreement and do not move on to the next statement quickly.
- Involvement of respected village elder (again, religious leader is best) – not governmental leader
- Works better if PSM group "balances" governmental interests (i.e., town officials may work with but not have control of group)
- Respect villagers' learning level and adjust process to accommodate – make the process work for them –
- Do not expect immediate results – be prepared to work through resistance and exercise patience, let group come to their own conclusions
- If group not interested, not attending meetings, etc, be willing to walk away – this type of training works only if the participants want a better life and are willing to try.

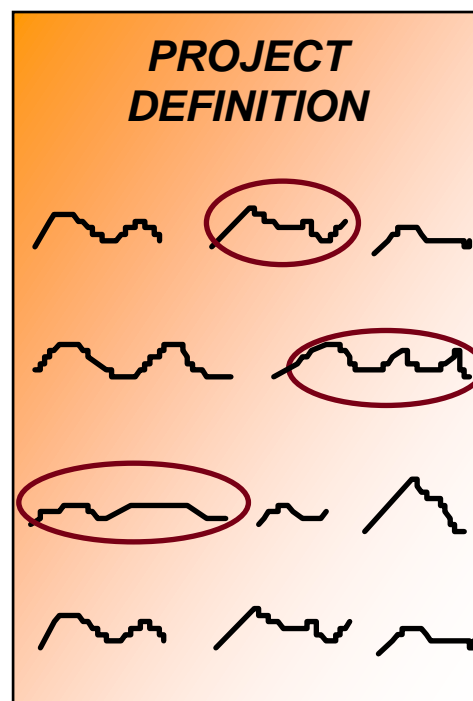
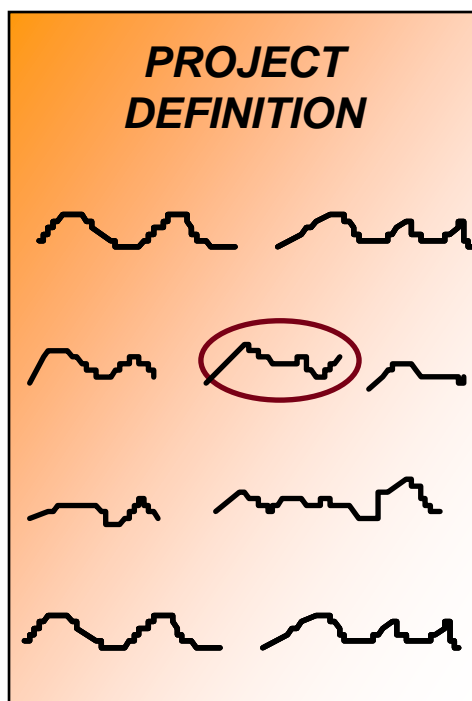
ANNEX 1

VARIOUS PARTICIPATORY TOOLS WITH DETAILED EXPLANATIONS

TOOL: 15 WORDS

Use this to check for alignment and understanding of the project

Each team member is given a flip chart page and marker. They must write, in 15 words or less, the project definition. Post all and check for agreement. First, look for words or ideas in common. Then, look for differences and discuss. Double-check all fuzzy words by circling them and asking “What does it look like?” Or “How will we know it when we have it”



TOOL: BRAINSTORMING AND STORYBOARDING

Brainstorming and Storyboarding are two complementary group activities that help elicit group ideas and consolidate group thinking on a particular problem.

[See a comparison of characteristics below:]

BRAINSTORMING:	STORYBOARDING:
Ideas are creative	Technique is analytical
Ideas are imaginative	Thinking is logical
Fast paced generation of ideas	Pace is slow
Session is short, lively, fun	Session is longer, more serious
Ideas are fuzzy, disconnected	Ideas are structured and detailed
Knowledge of issues not critical	Knowledge of issues is critical
Ideas diverge	Ideas converge



BRAINSTORMING: By following the rules for brainstorming, a group can freely generate a wide assortment of ideas which can be usefully worked with by using the storyboarding technique.

Brainstorming is a widely recognized technique to encourage creative thinking. Groups can use this idea generation tool to identify work related problems, their causes, and possible solutions.

Brainstorming uses the thinking and creative resources of the entire problem solving group. The ideas generated by a group are likely to be more numerous and creative than those of an individual. Brainstorming allows for the pyramiding of ideas. At the end of the exercise, the group screens the ideas for the good ones.

STORYBOARDING: Storyboarding provides a flexible way to manipulate many interrelated ideas and achieve group consensus concerning the concepts under discussion.

- Storyboarding is a technique to logically organize and visually display ideas. It facilitates the brainstorming process, improves communications among team members, and provides a visual of the issues under discussion. It helps a team develop a plan to solve a problem.

GUIDELINES:	GROUND RULES:
<ul style="list-style-type: none"> • Generate ideas freely and rapidly • Do not evaluate ideas, positively or negatively • Build on ideas of others • Try different and "wild" ideas • Avoid long discussions, clarify ideas only • Write word large and legible enough so all participants can see 	<ul style="list-style-type: none"> • Establish a structure for the flow. Once ideas begin to subside, open to all participants • If you don't have an idea, "pass" to the next participant • Record suggestions • KISS (Keep it short and simple) • No criticizing • Team play only. Have fun!

GUIDELINES	GROUND RULES
<ul style="list-style-type: none"> • Up to 15 people • A comfortable meeting room • No interruptions • Clear walls to display ideas (Corkboard or equivalent preferred) • Cards of varied size <ul style="list-style-type: none"> • and color or sticky pads • Pins or adhesive tape • Marking pens 	<ul style="list-style-type: none"> • Write down thoughts/ideas as they occur • Set procedure for discussion and clarification of ideas • Establish a known procedure to post cards

TOOL: COMMUNITY MAPPING

Community mapping is a technique that can provide basic information that helps both the villagers and project facilitators to understand more about a village. It provides information on the biophysical and socio-economic condition of a village as well as its cultural and social organizations. It serves as a baseline for planning, implementation, monitoring and evaluation of village development activities (including the selection of village organizing strategy).

Process:

1. Discuss with the participants village mapping and how to use it using the learning notes below. For a typical PSM project, the social and resource mapping profiles will be the most important. Depending of the size of the village, you may want to separate resources into physical and business. The others can be used or not used as the situation dictates. In some communities, participants may become annoyed at lengthy, complex, multiple processes. If you are only using one type of profile, be sure to include as many people as possible in the process.

2. Facilitate the conduct of village mapping using the procedures and guide questions below (use those most relevant to your purpose):

- What is the name of your village?
- Where is the location of your village? How far is your village from the closest city?
- How, when and by what means is your village accessible? (*Seasonal calendar can be used as reference*)
- What is the history of your village? When and how was it established?
- What are the basic physical features of your village (i.e. area of village, forests, fields, mountains, etc.)? (*Village land use map can be used as a reference*)
- What are the basic socio-economic information about your village (i.e. population, percentage of women, children, number of farms, number of families, number of households, literacy rate, religion, average annual income, etc.)?
- What are the basic social facilities, infrastructure, and services available in your village (i.e. schools, health centers, pharmacies, temples/churches, recreation, water, stores, transport, communication, irrigation, roads/trails, etc.)?
- What are the main means of livelihood in your village (i.e. grain and livestock production, handicrafts, forestry, etc.)?
- What are the village organizations or groups existing in your village?
- What are the basic needs or main problems in your village?

**Many of these questions can be used in village interviews.*

TOOL: SOCIAL MAPPING

Social mapping is a PRA method that involves the sketching/drawing of houses and other social facilities and infrastructure (i.e. temple, stores, rice mills, school, pharmacy, trails and roads, water pumps, irrigation and recreation facilities, etc.) in a village. These features have usually not been well specified in the village vision setting and village land-use maps. It helps to visualize and situate the location of households and other social facilities/infrastructure in a village. It serves as a baseline for planning, implementation, monitoring and evaluation of village development activities (including selection of village organizing strategy).

Process:

- Introduce to the participants social mapping and how to use it using the learning
- Notes.
- Ask the participants to review the village profile. Based on the village profile, ask
- The participants to prepare a simple social map using the following guidelines:
 - Where are the locations of the farms?
 - Where are the locations of houses?
 - Where are the locations of social facilities/infrastructure features in the Village? i.e., school, health center, stores, roads, trails, irrigation,
- Water pumps, church, recreation, water, transport, communication,
- Ask the participants to present and discuss the social map with the village.
- Administration and villagers in a village assembly meeting.

Procedure:

The PRA method of social mapping is conducted in close collaboration with the villagers.

Step 1 Plan and prepare for the exercise, i.e. How it is going to be done, where it will be conducted, and why it is necessary to be undertaken?

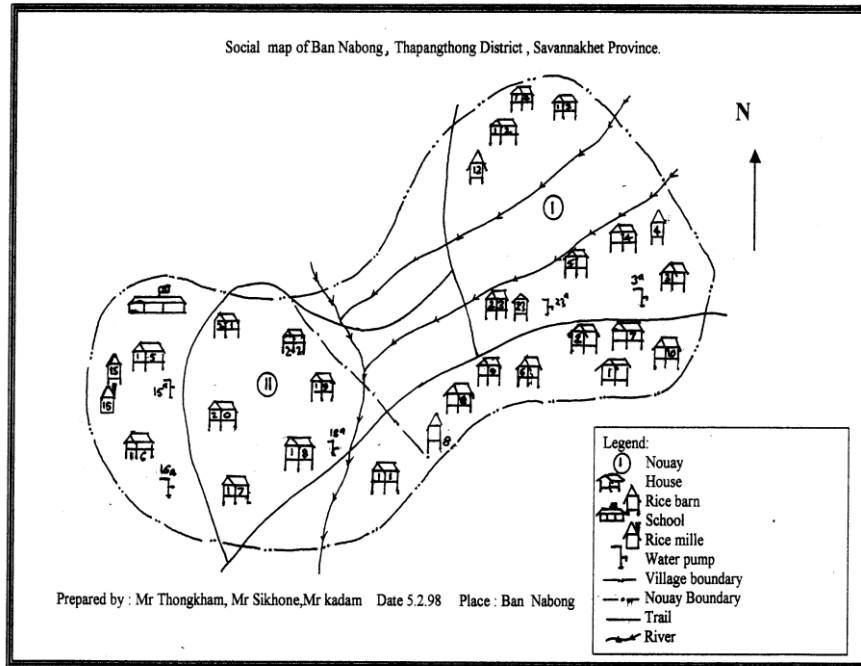
Step 2 Organize a social mapping team (include women and youth). Orient the team on how to conduct the exercise and its purpose and importance. Discuss what information is needed to be shown on the social map and how it relates to the overall project, emphasizing the desire to involve as many community members as possible. You may want to have a designated structure (symbols, details on what is to be drawn. You may, however, get more revealing results when leaving the instructions general (draw what's important in this village) and then combine results. Note similarities and differences.

Step 3 Choose an appropriate place and medium to conduct the exercise. In most instances, flip chart paper and a variety of colored markers will be all that is needed. Make sure there is a meeting place where consolidated maps can be hung and referred to throughout the project.

Step 4 Facilitate the exercise to enhance participation. Help the team get started by handing over the pen or marker. Make sure the participants understand the reasons for each step as you go thru the process. They will be using the same techniques when they work with other villagers.

Step 5 Observe how the exercise (process) is taking place. If at the end of the exercise, you find certain items to have been left out, ask the team about these. Encourage discussions, crosschecking, and analysis of the map so that key issues can be highlighted. Let the team invent its own way of mapping.

Step 6 Take notes of the process. Ensure a consolidated copy is retained and posted. Indicate the names of the team members to give them credit, date and place where the map was prepared.



TOOL: RESOURCE MAPPING

For economic development activities, map physical conditions (roads, water sources, fertile soil, grazing areas, etc) and existing business entities, including agriculture for use beyond subsistence living for families.

**Use same techniques and procedures as described above.*

TOOL: COST/BENEFIT MATRIX

<div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>HIGH BENEFIT EASY TO IMPLEMENT</p> </div> <ul style="list-style-type: none"> • Home runs • Big benefit • Pursue all! 	<div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>HIGH BENEFIT HARD TO IMPLEMENT</p> </div> <ul style="list-style-type: none"> • Requires a lot of work or high cost • Evaluate if effort if worth it • Consider magnitude of obstacles • May/may not be worth it
<div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>LOW BENEFIT EASY TO IMPLEMENT</p> </div> <ul style="list-style-type: none"> • Low hanging fruit • Some benefit • Quick successes • Get ball rolling • Do all! 	<div style="border: 1px solid black; padding: 5px; text-align: center;"> <p>LOW BENEFIT HARD TO IMPLEMENT</p> </div> <ul style="list-style-type: none"> • Probably not worth pursuing • Benefit not worth pursuing • Time consuming

Criteria for proposal development (sample)

- Projects which correspond to certain needs of the community
- Reflect community participatory research
- Have duration of 3-6 months,
- Proposals which reflect wide volunteer involvement
- Ensure maximum participation of community members
- Have at least 20% contribution from community side

Active Community Groups' activities are not paid. Expenses covered by the project should be directed towards the implementation of the activities but not to the salary payments. Staff salaries can be included in the community contribution part.

Criteria for village selection (sample)

- ✓ *minimum population 500*
- ✓ distance from the center
- ✓ accessibility in winters,
- ✓ the community budget situation
- ✓ readiness of local self government to work with the community action groups
- ✓ willingness to accept community participation in the updating of the village's strategic plan

24 Hour Clock Tool

Good tool to use if the group resists talking about community issues (i.e, not my job). Draw big circle on flip chart page. Add clock numbers. Ask participants how a 24-hour day gets used and mark on FC. Results usually show majority of awake time is spent outside the immediate home.

Appreciative Inquiry and Semi-structured interviews

Interview questions - types - Questionnaire

While making questionnaires it is important to make sure that (1) the questions do not have dual meaning, (2) it is possible to answer the questions with “yes” and “no” or within a comparison system through a grid of up to 5 or 10 points, (3) the questions are formulated briefly and with a purpose, (4) the questionnaire is as short as possible and (5) there is separate space allocated for explanations and suggestions.

Types of Questions

Open Question

This is the type of questions to which the respondents should answer in their own words, by themselves. There is enough space allocated for the answer so that the respondents can freely express their thoughts.

Closed Question

This is the type of questions to answer which the respondent should choose among the suggested options.

Mixed Question

This is the type of the question to answer which the respondent can either choose among the suggested options or as an alternative can add some other variant, which is not mentioned in the questionnaire.

Sample Village Interview QUESTIONNAIRE

1. Name of the village _____
2. Name of the interviewee _____
3. Gender of the interviewee Male Female
4. The age of the interviewee _____
5. What general community problems are there in your village? Please name three community problems prioritizing them as 1-very urgent; 2-urgent; 3-not so urgent.
 - 1) _____

- 2) _____
- 3) _____

What solution do you suggest for solving the above mentioned three problems?

- Solution for problem N1 _____
- Solution for problem N2 _____
- Solution for problem N3 _____

6. What problems are faced by the youth and children in the village? Please name three problems prioritizing them as 1-very urgent; 2-urgent; 3-not so urgent.

- 1) _____
- 2) _____
- 3) _____

What solution do you suggest for solving the mentioned three problems?

- Solution for problem N1 _____
- Solution for problem N2 _____
- Solution for problem N3 _____

7. What other types of problems are there in the village (environment, church, agriculture, etc.) Please name three problems prioritizing them as 1-very urgent; 2-urgent; 3-not so urgent.

- 1) _____
- 2) _____
- 3) _____

What solution do you suggest for solving the mentioned three problems?

- Solution for problem N1 _____
- Solution for problem N2 _____
- Solution for problem N3 _____

8. Would you like to take part in the solution of your community problems?

Yes No

9. If "Yes", please mention in the solution of which problems would you like to take part?

- general community problems
- youth and children problems
- other type of problems (please mention a concrete problem) _____
- other type of problems (please mention a concrete problem) _____
- other type of problems (please mention a concrete problem) _____
- Also please mention in which way would you like to assist in the solution of the above mentioned problems?
- will contribute my time (how many hours per day) _____
- will provide with construction tools and/or technical devices
- (what kind and how many) _____

will make financial contribution (how much) _____
 will provide construction materials (what kind and how much)

- other

10. Other thoughts, ideas?

Meeting Effectiveness Tools - GRIP

GRIP survey – use with project teams or groups to determine group effectiveness and common understanding. GRIP should be discussed at the beginning of every meeting as goals may change from one meeting to another and the group will be less effective if there is no common understanding.

Goals: (vision, mission, objectives)

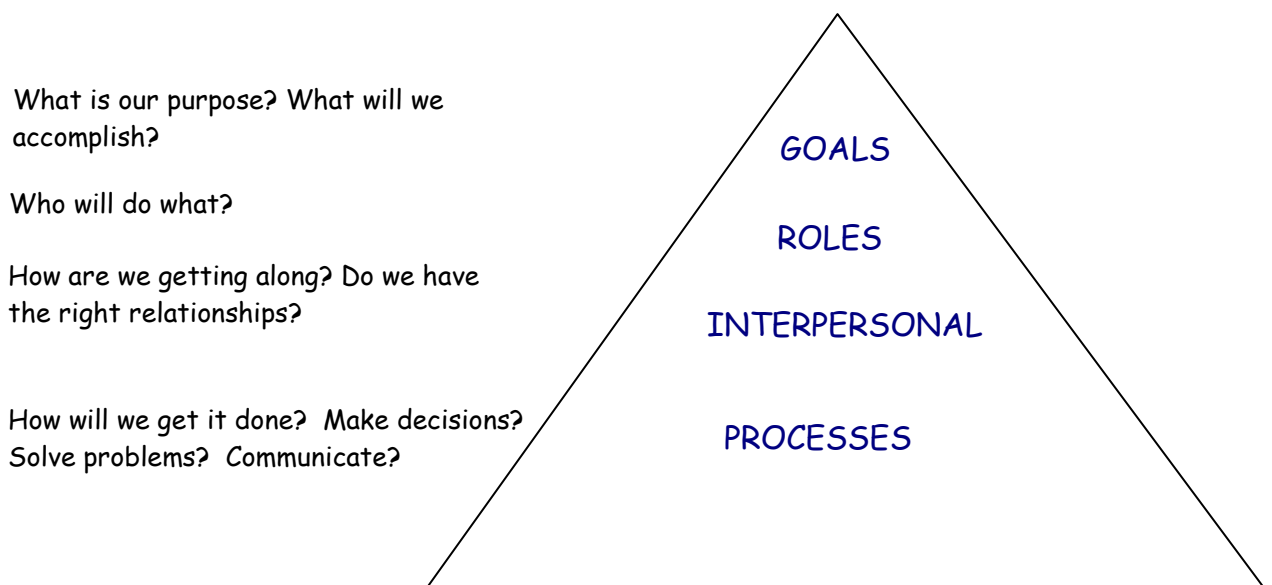
- Are the mission and goals of the team clear and accepted by all team members?
 - Are the mission and goals in tune with the team’s environment?
-
-

Roles: (allocation of work)

- Are the roles and responsibilities clearly defined and understood?
 - Do the defined roles fully support the team mission and goals?
 - Do team members have the right competence and resources to fulfill their responsibilities?
-
-

Interpersonal Relationships: (individual styles)

- Are the relationships among team members healthy and supportive of good team work?
- Is there a healthy level of trust, openness and acceptance?
- Is there evidence that the group members value the diversity within the group?
- Does the group support each other and the group as a whole?



Meeting Ground Rules

Purpose: insure meetings are effective, all participants feel included, disturbances are minimized.

Suggested ground rules:

- Be candid, open, honest, supportive
- Focus on the issue, not the person
- Encourage participation by all
- Stay on track – limit tangents – no war stories
- Listen
- One speaker at a time – avoid interruptions
- One meeting at a time – avoid side conversations
- Work together toward consensus – silence ≠ consent
- Make suggestions and present ideas
- Respect confidentiality
- Take risks – don't be limited by old ways of thinking or doing
- Be willing to assume responsibility
- Respect meeting time frames
- Focus on solutions

Form for minutes

Date:	Purpose:*
Meeting leader:	Recorder:
Others present:	
Agenda item: 1. 2. 3. 4. 5. 6.	Decision or action: 1. 2. 3. 4. 5. 6.

*Note: purpose/objective must be stated clearly so everyone knows why they are there.

Nomination Form**Nomination Form for CAG Group _____ Village**

I nominate the following:

Committee Leader: _____

Treasurer: _____

Secretary:

Committee Chairs:

(Name of Committee): _____

(Name of Committee): _____

(Name of Committee): _____

(Name of Committee): _____

Date: _____

Pair Wise Ranking

Pair-wise ranking is a tool that helps villagers set priorities (i.e. Problems, needs, actions, etc.). Ranking can be undertaken with key informants or group of villagers that represents a good mixture of interests. It can also be conducted based on gender to determine different preferences between men and women. For simple issues (i.e. Problems), villagers can rank them during the semi-structured interview. For complicated issues, ranking can be undertaken using pair-wise ranking in order to determine the villagers' preferences.

Sample of pair-wise chart:

Problems	1.	2.	3.	4.	5.	# mentions	Rank
1. Water sanitation	XXX XXX	2	1	4	1	2	3
2. Main road impassible in bad weather		XXX XXX	2	4	2	3	2
3. Cattle grazing area far away			XXX XXX	4	5	0	5
4. Limited job opportunities in village				XXX XXX	4	4	1
5. Limited growing season					XXX XXX	1	4

What are the procedures in using pair-wise ranking?

Step 1 Select time and place where the conduct of the ranking (pair-wise ranking) exercises will not be disturbed or disrupted.

Step 2 Look for key informants or other knowledgeable villagers who are willing And able to participate in the ranking exercise. Get good representation of the Villagers in terms of spatial distribution, gender, wealth class, etc.

Step 3 Explain and agree on the purpose and objectives of the exercise before Starting. Brief the villagers on how to conduct the exercise. Discuss Expected Outcome and its usage.

Step 4 Ask the villagers to identify and prepare a list of issues (i.e. Problems) to be ranked.

Step 5 Prepare a matrix on a large sheet of paper or blackboard. Indicate the issues on the top left side of the matrix.

Step 6 To get the villagers' preferences (through voting), facilitate the comparison of issues with one another. The first issue listed on the left side of the matrix will be compared with all the issues listed on the top. Repeat the process until all the issues have been covered.

Step 7 Note (write down) the number of times each problem was preferred. Make a summary of the preferences and rank them accordingly.

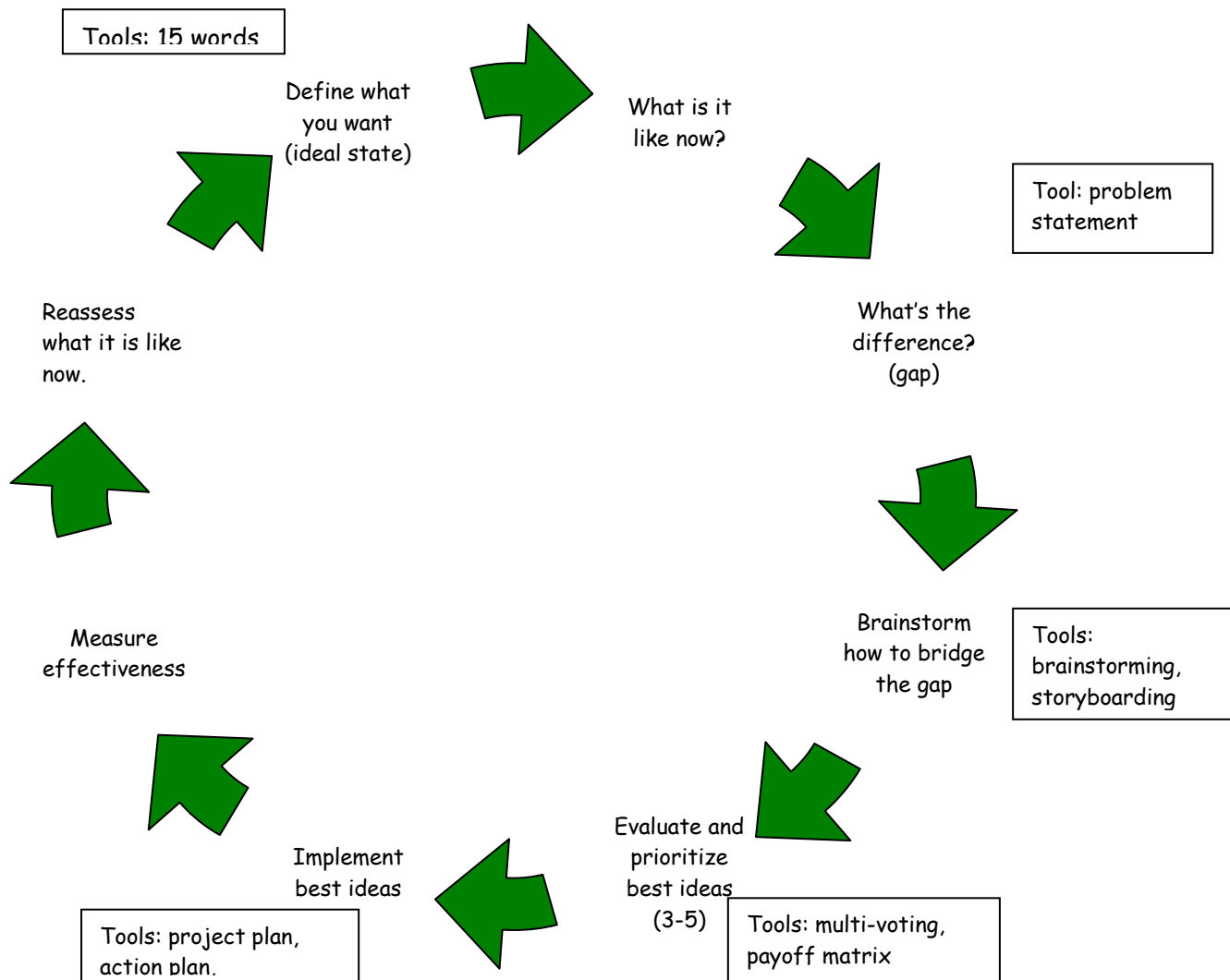
Step 8 Encourage discussions while the exercise is being conducted to enhance Probing and cross checking of information. Ask the villagers' reasons for their Choices and note these reasons.

Step 9 Give enough time to villagers to discuss. Do not rush the exercise.

Step 10 At the end of the exercise, briefly discuss, analyze, and summarize the results together with villagers.

Step 11 Record the details of the exercise in a notebook for future reference

Planning Model



How to use:

Components:

- **Desired State** – This represents the overall vision of the organization, department or group engaged in the planning process. It is the “what should be” statement. (Co X is known for its superb customer service). It doesn’t need to be as general as a vision statement. It could be a list of what various parts of the organization would look like if desired state is achieved.
- **Present state** - This is a description of how things are now. Should be described very specifically, using behavior words (i.e., “customers say our employees do not know our products” instead of “customers are unhappy”). This should be a detailed discussion. It is helpful to employ a SWOT analysis at this stage of the process to clarify areas of strength and weakness, etc.
- **Define the gap** – Describe what needs to happen for the desired state to exist. (i.e., customers say our employees understand the products well and answer their questions on the first call.”). You may need to describe gaps in several areas of the organization.

- **Brainstorm ways to fill the gap** - Brainstorm possible solutions for each of the gap areas.
- **Assess the results, prioritize** - First, review each idea generated to ensure understanding – clarify any questions. Then, start prioritizing. You can use multi-voting to narrow the list, then discuss the top results of that process. Use at least one cost/benefit tool with the narrowed list of results.
- **Select top 3 – 5 results and plan actions** – Based on the priority setting exercises, have the group pick no more than 5 results for implementation. A detailed action plan (ground level specifics with who, what, where, when, how described) should be developed for each result
- **Implement top results** – Leader of process should follow up to ensure plans are carried out.
- **Measure effectiveness** – Use multiple methods of measurement (customers, employees, financial, etc).
- **Correct action plans if necessary** - More follow up needed. Depending on measurement results, more discussion and a mini-planning session using this model may be necessary.
- **Reassess present state** – Have the original group look at results of actions and determine where things have changed for the better, remained the same or worsened. Necessary for next planning period.

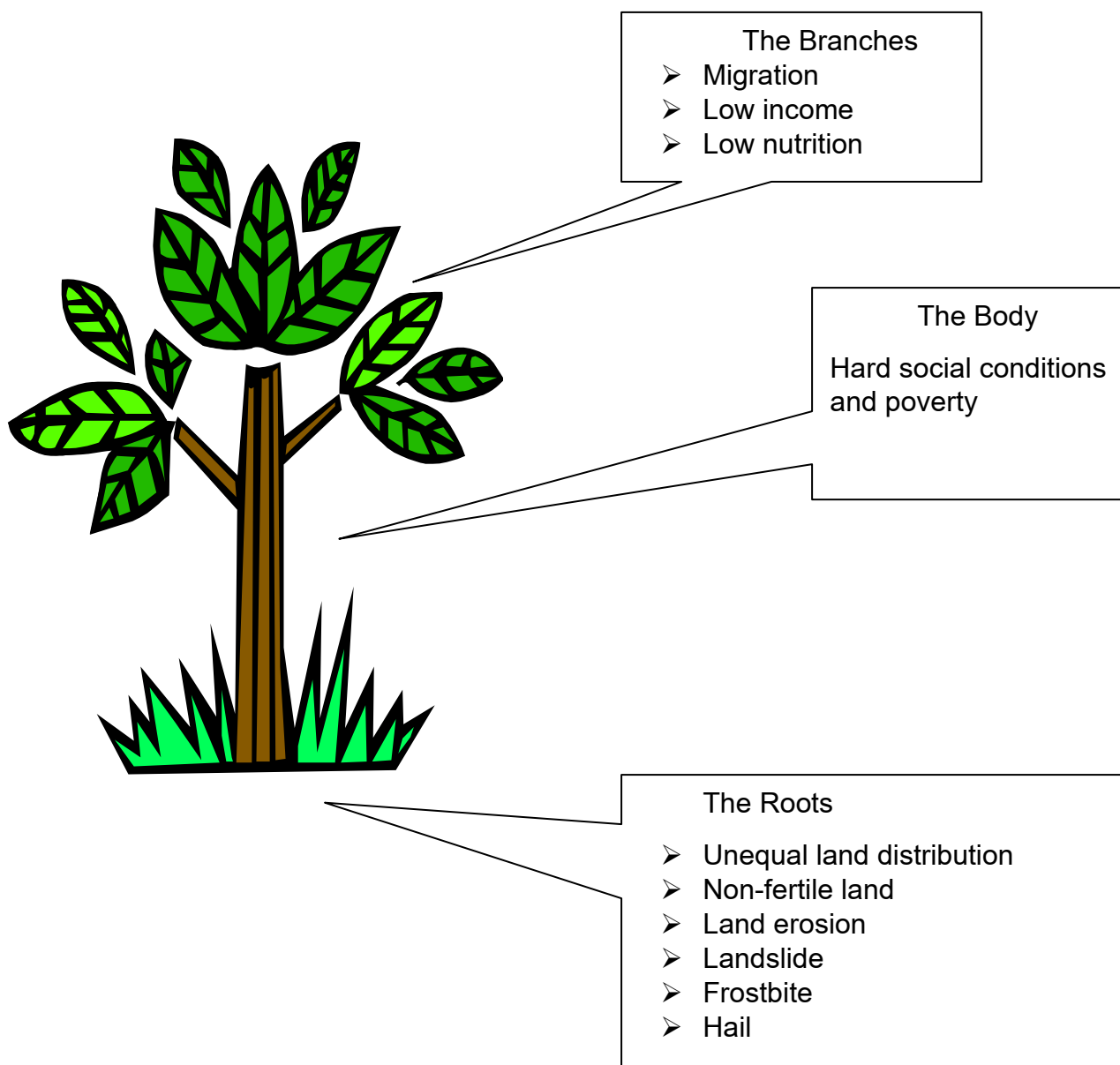
Priority Setting Model**Brainstorming and Prioritizing**

“Brainstorming” is active discussion the aim of which is to collect as many ideas as possible, and it is the first/important step for collecting the problem solutions from the participants themselves. The important rule of “brainstorming” is that there are no wrong opinions. After brainstorming it is possible to ask the community members to stick their suggested solutions onto the table prepared in advance (see the table below).

	NOW	IN THE NEAREST FUTURE	LATER
We can do on our own			
We can do it, but we need assistance/support			
We can do it, but we need finances.money			
We can do it through cooperation with the representatives government			
We cannot do it, but we can ask the representatives of the government or other institutions, organizations to help us			
Other...			

Problem Tree

“Problem Tree” type of research is a visual method to analyze the link between problems and their toots: This method is used to discover the problems and their effect on the community. The body of the symbolic tree are the problems, the roots show the reasons of the problems, and the branches are symbolizing the effect of the problem.



Project Planning Cycle

This format assumes you have already selected a problem and determined the desired solution.

Project definition:

- Write clear statement of purpose of project including desired end result (goal).
- Write specific outcomes that will be achieved and how they will be measured (no more than 4 or 5).
- Describe scope of project (what you will do, what you will not do)
- Describe deliverables, including tangible items and dates.
- Any constraints (external variables that must be managed)
- Any assumptions.

Background: describe the “why of the project”. It should include benefits, options considered and rejected, and overall time and cost.

Roles and Responsibilities: Include major participants and project leader.

Initial Plan:

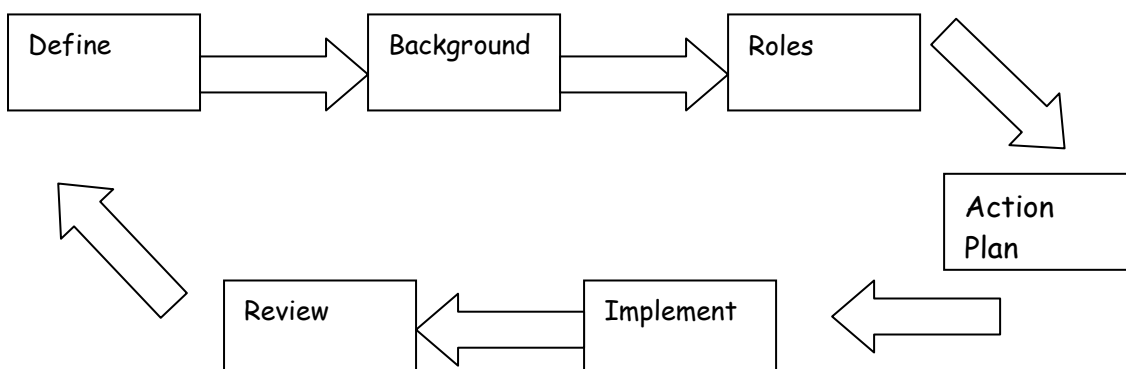
- Tasks – list major task elements with milestones – should refer to objectives/outcomes. (If complex project, use log frame)
- Human resources: describe days of activity, number of people for each and align or combine with task list.
- Schedule –develop Gantt chart that shows time and dependencies of major tasks.
- Budget: align with task list.
- Identify risks and contingency plans.
- Project monitoring and evaluation.

Implementation:

- Develop checkpoints to monitor progress.
- Schedule periodic reporting.
- Review Gantt chart periodically.
- Make necessary mid-course corrections.

Review

- Assess, compare actual to budget, prepare final report, compare results with objectives



SWOT Analysis

How to use: when looking at business opportunities within a community, base the analysis on the strengths, etc. within the community itself (e.g., What does the village do well?). For an existing business, use to analyze that particular business and base information on past results. For a proposed business, use to analyze market possibilities as well as the business itself.

<p>Strengths: What do you do well? What unique resources can you draw on? What do others see as your strengths?</p>	<p>Weaknesses: What could you improve? Where do you have fewer resources than others? What are others likely to see as weaknesses?</p>
<p>Opportunities: What good opportunities are open to you? What trends could you take advantage of? How can you turn your strengths into opportunities?</p>	<p>Threats: What trends could harm you? What is your competition doing? What threats do your weaknesses expose you to?</p>

Techniques To Reach Agreement

When a PSM group is involved in any kind of meeting where decisions must be made, there need to be ways to reach agreement or break gridlocks. As part of the GRIP process, this should be decided by the group *before* disagreement or decision making needs occur.

Depending on the importance of the issue, there are a variety of methods a team can use. All participants must have an opportunity to be heard and to gather as much information as possible. The magnitude of the issue should drive the method the group uses to reach agreement.

Applications:

- Voting:** If the issue is minor, this can be a viable approach. The team members are polled and the majority rules. Since a simple majority (51%) can make the determination, there may be a lower level of support as the other 49% may not be satisfied with the decision. This method tends to erode the level of acceptance by the group. As a result, the participants will give a lower level of support. Voting should be used *only* when the decision has minor importance.
- Multi-Voting:** This technique is useful when the number of items on the table needs to be culled down (for example, during the problem selection process). Team members determine how many issues they will address, then each person is allocated a certain number of votes and may cast his/her vote according to the rules the group has set forth. The drawback is that persons who vote last can have more influence on the ultimate outcome.
- Delegation:** Because the team entrusts a sub-group or an individual to make the decision, there must be a high level of trust among the participants. This method can work well if the team is at a high performing stage or when the issue or decision requires a specific expertise and can be delegated to such an expert.
- Consensus:** Team members agree to implement a decision because they believe their points of view have been heard and that the decision reached is the best one possible under the circumstances. All parties agree to proceed without reservation. This method requires excellent facilitation including a transparent process that allows each person to present his/her viewpoint. Everyone has to agree to “play fair” and consider all ideas, moving toward the solution that is the best overall option and avoid pushing one’s idea at all costs.
- This method provides the best chance for successful implementation because of the deliberation that has gone into reaching a decision and because all parties have bought in and agreed to support the decision.

ANNEX 2 – ISSUES AND SUGGESTIONS FOR WORKING WITH POST SOVIET COUNTRIES

Why is creating PSM difficult in post Soviet territories?

PSM is a method of community mobilization that is completely based on catholic social teachings. Teaching Christian values to people who have over the past 70 years dismissed the presence of God is a particularly difficult challenge. The second significant challenge we face is, aside from creating PSM in post Soviet territories, simultaneously encouraging the democratization of the population. Those who lived through Soviet period fell under a severely different political management structure that was more hierarchical and involved very different types of responsibilities than is required of citizens today.

During the transitional period from communism to democracy, many socio-political defections common to nations with similar political experiences appeared. These include the economic monopolies of very few, well endowed individuals (mafia), a high rate of corruption, unfair elections, etc. Each of these defections contributes to a social environment that inhibits the development of community organization. Community members gradually cease to believe that they are able to produce any substantial change. They either recede into their “turtle shells,” or else they integrate into one of the aforementioned societal defections for the sake of “better” living.

Animators must avoid criticizing the Soviet period, as many people still have nostalgia for those times. We must wholeheartedly consider that during the Soviet period, on a ground level people did not feel the destructive nature of the Soviet system, but rather they enjoyed the positive aspects thereof – they were able to earn an income and live easily. They had become accustomed to a situation in which their economic lives were organized before them, only necessitating that they make the proper adjustments and simply live their lives.

This situation was so long lasting that several generations still abide by the apathetic sentiment that “someone must do something for them”. This sentiment severed the notion of the “common good,” which became completely detached from the mindset of the population. While the State claimed ownership and responsibility over all elements of the economy and society, the people claimed nothing as their own.

For example, in many communities during the transitional period, stone, concrete, and other construction materials were illicitly removed from buildings, typically in order to sell thereafter, thus rendering the buildings dangerous for the inhabiting community members. Today, the same communities continue to wait for someone to come and reconstruct those same damaged buildings. Psychologically, we feel responsibility only for that which is contained within the walls of our homes. Anything

outside of those walls is simply someone else's responsibility. The animators must concentrate on reviving the sense of "common good" among community members. There are various exercises that can help to promote this. For example, our animators calculated with a certain group of community members their time spent inside of their houses as opposed to their time spent outside. "Excluding eight hours of sleep – five hours in the evening and two hours in the morning are spent at home, while the remaining nine hours are spent outside. We are truly ignorant towards the environment in which we spend the majority of our lives". This method proved helpful in many communities, but again, we must approach each community individually.

There is another problem that our animators must consider while working in the communities. Non-governmental institutions did not exist in the Soviet Union, however following its collapse, too many NGOs were established. Many of these NGOs operated in communities in order to integrate intended changes, however they very often lacked efficiency and rarely made substantial impacts to the communities. Many community development projects were implemented at various sites, however they were done without involving the local populations, and rarely dealt with the common perceptions of community members concerning community development. Ultimately, community members again fell under the impression that some institution was taking the responsibility for their community's development. Naturally, there was little concern for whether that institution was an NGO or the state.

I agree that this is a generalization. However, we ultimately must accept that this is a reality in the majority of our communities in order to create any substantial change. If we do not recognize these problems, then we risk too easily dismissing the community members as incapable, and furthermore we may overlook the real possibility that the mentality of these citizens can be permanently changed. We must hold on to the prospect that post-Soviet citizens can willfully work for the benefit of their communities, and contribute to the more general development of their countries.

We have begun our work truly believing that we are endowed with a nation of immense economic capacity. Its people, if they accept the correct approach to community development considering the difficult years through which they have lived, will undoubtedly be able to produce substantial changes.

It is imperative that we explain the differences between the communist and capitalist systems to community members, illustrating why communism was effective for a period of time, and why it is ineffective today. We must explain what the current system looks like, and furthermore how we must work, behave, and ultimately live in that system.

Producing change in citizen mentality is a long and delicate procedure. In order to do this, the team of animators that works with a community must hold a single, coherent ideology. The animators must speak same language and share the same views. Only in this case will they be able to appear convincing to the community. They must develop appropriate time frames for each of the communities, and the tools used

must be developed according to the individual needs and characteristics of the community.

The most important lesson for the animators to keep in mind is to be patient. We must remember that the attitudes of the people were developed over a long period of time, and likewise, positive change will also require time. Give it time!!!