



COMMUNITY ENVIRONMENTAL ACTION PLANNING TOOLKIT

PARTICIPATORY TOOLS AND
METHODS TO ENGAGE
COMMUNITIES



CONTEXT AND ACKNOWLEDGEMENTS

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The Toolkit describes almost 40 tried and tested participatory tools and approaches that might be used to facilitate discussions and mobilise community members towards elaborating a CEAP.

It should be read in conjunction with the accompanying “Handbook on Community Environmental Action Planning” and the “CEAP Facilitator’s Guide”, also developed by ProAct Network.

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PARTICIPATORY TOOLS FOR COMMUNITY ENVIRONMENTAL ACTION PLANNING

1. OVERVIEW OF PARTICIPATORY TOOLS



The CEAP process is guided through the use of a combination of different participatory tools. Facilitators and others guiding the process should be familiar with how these tools might be introduced and used and confident in their use. (Photo: UNEP)

This Toolkit contains 37 participatory tools that have been selected as a starting point for use in a community environmental action planning (CEAP) process. It is intended to be used alongside the accompanying “CEAP Handbook” and “CEAP Facilitator’s Guide”.

This section opens with some key considerations to be taken into account when using these tools and then presents each in a standardised format, offering a summary of the tool and what it can be used for, and why and how it should be used. Notes are also provided for facilitators, as are some examples of the application of the tools.

1.1 Effective use of the tools

- If you are unfamiliar with participatory based tools it may be helpful for users to look through the Toolkit and familiarise yourself with as many tools as possible. This will help you to use the tools creatively and be confident to adapt them to suit your needs.
- Using participatory tools may not always be easy. If you encounter strong resistance and realise that people are uncomfortable doing certain things, adapt the tool or chose another one.
- To help “break the ice” with communities it is often useful to use a tool which you know will work well as this helps you and participants to feel relaxed about the CEAP session. Tools which people have found most useful for this purpose are usually quick and simple, such as mapping tools or transect walks.

Tools covered in the following pages include:

Participatory community-based analysis tools. These tools can be useful during different steps of the CEAP, from Starting Together, through Analysing Together and into the Planning stage. Sometimes, even after a first round of planning, one may find that some issues and related root problems have not been sufficiently analysed or are not well understood so another round of analysis and discussion can be started, if necessary. Among these tools are:

- **mapping tools** which help communities and organisations get an overview of natural resources and environmental services and how these affect – or are affected by – their community, households and individuals;
- **time analysis tools** intended to see how situations change over time;
- **linkages and relationship tools** which help you develop a greater understanding of the causes and effects of environmental issues; and
- **prioritisation and quantification tools** to help communities and organisations to count, measure and rank environmental issues.

Action planning tools which help communities and organisations make plans that can help them develop sustainable environmental responses.

Monitoring and evaluation tools that serve primarily to evaluate people’s views on the success and the impact of community activities. Many of the participatory assessment tools can also, however, be used or re-used for evaluation.

Tools for many different uses – a selection of tools that can be used at community, committee or organisational levels. These do not specifically focus on natural resources, but simply help to facilitate discussion and allow you to look at different issues, including organisations and processes.

Participatory tools for training of trainers – a selection of tools which can be used to raise awareness on attitudes and behaviours particularly in training of trainers/facilitators.

The following points should also be noted when planning a CEAP session:

- discuss with your colleagues/co-facilitators the objective of the CEAP session and what is expected from this;
- read the tool – and different tools – all the way through beforehand to make sure you understand it;
- consider what key questions you will ask to help you facilitate it and match your topics with the tool;
- if some colleagues in the facilitator’s team are not sure how to use the tool, try it out – do a test run – in the office; and
- discuss and decide which tool might best to use for each respective question.

2. WHICH TOOL(S) TO USE?

2.1 Matching tools with topics/issues

When we have set the objectives for a CEAP session, we need to match the right tools to the issues we will be addressing. There are no rules about which tools can be used for which issue. The CEAP Handbook suggests tools that might be used for particular issues for each stage of the CEAP process. But these are just suggestions and we encourage facilitators to be creative and adapt the tools to suit the particular situation and needs.

2.2 Which tools with whom?

We also need to consider which tools will work best with the people who will be using them. Some tools work best with people who share the same characteristics, for example the same gender, age or social group. Where this is the case, you will find guidance in the “Why use it?” section describing each tool.

We have tried to select tools which, in general, do not require high literacy. With most tools, however, people are encouraged to use symbols rather than words so that everyone can understand and participate fully.

Some tools work better in large groups, others in smaller groups. As a general guide, tools that require a lot of detailed analysis, or are of a very personal nature, are best used in small groups. The table below offers a rough guide to whether tools are best used with small or larger groups.

We also need to think seriously about how much time is available to cover all of the objectives. Some tools can deal with a lot of issues at once, while others concentrate on just one issue in depth.

2.3 How each tool is laid out

If you look through the tools, you will see that they are all laid out in the same way.

What is it?

This gives a brief summary of the tool and what it can be used for.

Why use it?

This gives an idea of what the tool is most commonly used for. It is recommended, however, that all tools are adapted to suit particular needs and circumstances.

How to use it

Each tool provides step-by-step guidance on how it can be used. But it is only guidance, not strict instructions. Remember to be flexible.

If something doesn't work very well, we encourage you to use your own best judgment and adapt it to suit the circumstances. Similarly, the questions used in this section are examples only.

The questions will vary according to who it is used with, in which context and when and for what topic.

It is always important to define and remember why a certain tool is used in a CEAP session. We should not use a tool just for the sake of using it, but only knowing what will be the use of using it: will it help the community to understand things better? Will it help to see different interests and different perceptions? Will it help build consensus?

Remember!/Facilitator's Notes

This provides useful guidance on what to remember when facilitating the tool, or alternative ways in which it might be used. Please feel free to add your own facilitator's notes to help you.

2.4 Which CEAP tools to use and when

Tool type	Approximate time tool takes	Optimal group size	Literacy required	
Mapping	¾ to 1 hour	Medium - large	None	To provide an overview of how environmental issues affect the community, households and individuals within the community
Time analysis	1 hour	Small	None	To provide an understanding of how situations change over time
Linkages and relationship	¾ to 2 hours	Medium	None	To provide greater understanding of the causes and effects of environmental issues
Prioritisation and qualification	½ to 1 hour	Small - medium	None	To count, measure and rank the effects of environmental issues
Action Planning	2 to 3 hours	Small - medium	Some	To make plans which can help address the causes and effects of environmental degradation

Small = 2-7 Medium= 8-14 people Large= 14-30 people

Using tool wisely

- **Match the size of the group:** Tools which involve very detailed analysis, or deal with very personal issues, are best used in small groups.
- **Split the group in peer groups:** Tools dealing with sensitive issues or different interests are also best used with peer groups, for example divide people by age and gender.
- **Give clear instructions** about how to use the tool – take time to do so. It can help to provide an example.
- **Allow for enough time:** Most of the diagramming tools in this Toolkit take an hour or two to complete. Some of the more involved tools will obviously take much longer to prepare and carry out.
- **Step back and let participants do it:** Where drawing is part of the exercise, let the participants draw by themselves – facilitators should not be drawing. Let the group organise themselves.
- **Stimulate the discussion:** Think of some key questions to help members of the group discuss some key points related to the issue.
- **Use local materials:** Make the tools unthreatening by using local materials and encouraging people to work in their own ways.
- **Combine tools:** Use several tools one after the other to build an empowering sequence.
- **Start with easy tools you know have worked well previously.** When people get comfortable with the process, try out more challenging tools.

TIPS FOR DRAWING AND MODELLING EXERCISES

- Encourage participants to share responsibility for creating the drawing, for example, by sharing the pen.
- Remind people that the quality of the drawing is less important than the quality of the discussion that the drawing stimulates.
- Some people may feel uncomfortable because they feel that they are not “good” at drawing. Remember that what counts most is the quality of discussion rather than drawing.
- Some people may feel that such visual tools are “childish” and be unwilling to use them. Remind them of the advantages of visual tools over verbal tools and that adults use visual tools such as maps, signs and computer icons all the time to make life easier!
- Encourage people to make their drawings large so that they can fit in as much detail as possible and so everyone can see what is being drawn.

3. TOOLS FOR COMMUNITY ASSESSMENT, ANALYSIS AND PLANNING

3.1 Stakeholder analysis

What is it?

A methodology for understanding a landscape's dynamics by identifying the key actors directly or indirectly related to the landscape, and assessing their respective roles (interests, influences, rights, duties...) in the landscape.

It refers to a range of tools to bring stakeholders together, in order to get them engaged in a process of multi-stakeholder planning, dialogue, negotiation, conflict resolution and capacity development.



Many people are likely to be unfamiliar with the use of participatory tools so it is especially important that facilitators take ample time to explain why these items are being introduced to a community, with what purpose and how they might be used. In some cases it may be necessary to adapt certain tools to suit a particular context.(Photo: UNEP)

Why use it?

- To better understand a landscape's reality.
- To create mutual understanding/common concern.
- To facilitate a process of shared learning.
- To help empower and build capacities.

How to use it

A good stakeholder analysis includes various steps and combines different tools, for example:

- snowballing – find some stakeholders, discuss with them and ask them about other people who have an interest or a role in this area ... like this you find more and more stakeholders;
- **Transect Walks** and consult with people you meet on the way;
- analyse stakeholder interests and influence;
- analyse stakeholder power and relations (**Venn Diagram**); and
- **Stakeholder Matrix**.



Snowballing

Snowballing is a simple way of identifying different stakeholders. Each time we meet a stakeholder we end the discussion by asking: "Who should we talk to next?" When no new names or groups are mentioned we know that we have identified most stakeholders.

How deep we go into each of the steps depends on how complex the situation is and how many different interests are encountered.

Step 1: "Collect" Stakeholders

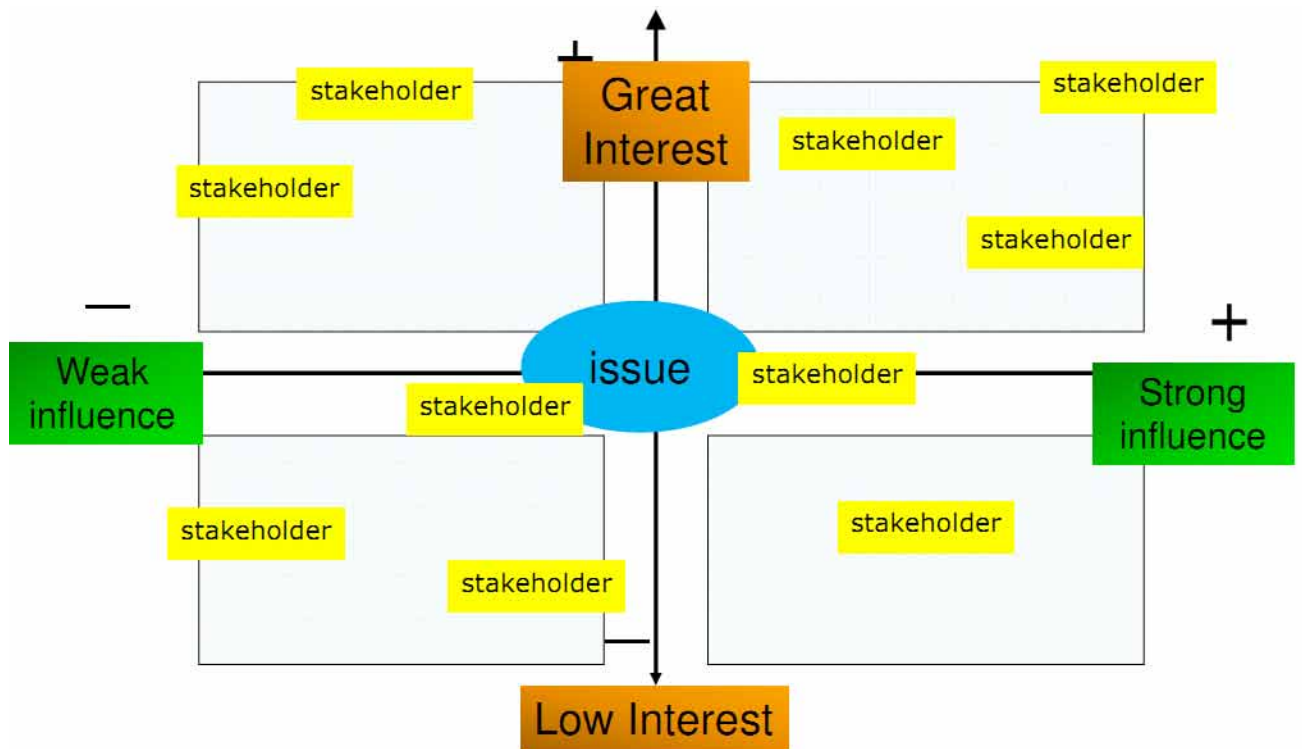
Write the stakeholders on cards or find symbols for them – to be understood by non-literate participants – and place them on a poster or on the ground.

- Discuss how these stakeholders relate with each others and connect stakeholders with lines, symbolising their relations.
- Discuss how much power each stakeholder has in relation to environmental issues – or in general – in the community. Attribute these powers using symbols or objects, e.g. seeds or pebbles, to represent scales.
- Discuss ways how power relations between the different stakeholders can be balanced.

Step 2: Stakeholders Interests and Influence

Start a new poster or draw the structure on the ground and agree which issues you are going to analyse, e.g. the use of firewood, water or rangeland management. Then take the stakeholder cards or symbols and place them in order according to their interest and strength of influence.

Ask for each stakeholder group: Do they have a strong interest in the matter or little interest? And do they have great influence on the matter or little influence?



Stakeholders	Interests	Power	Need to be involved in which CEAP step?
1. Primary stakeholders			
.....			
.....			
2. Secondary stakeholders			
.....			
.....			
3. Tertiary stakeholders			
.....			
.....			



Remember!/Facilitator's Notes

We can make sure that we have identified all stakeholders by using our existing knowledge and contacts, by using information from rapid assessments – such as mapping – and by asking stakeholders that we meet to identify other stakeholders – a process known as snowballing.

3.2 Stakeholder participation matrix

What is it?

This tool identifies who should participate in a project or activity, at what stage and to what degree. When we have discussed the interest and power of the stakeholders in a Stakeholder Analysis, it will be easy to further discuss their involvement.

Why use it?

Using the participation matrix helps to:

- identify the different people, groups or organisations who should participate in a project;
- agree at which stages of a project different people, groups or organisations need to be involved;
- agree how different people, groups or organisations need to be involved in a project;
- strengthen the impact and sustainability of a project by involving all the appropriate stakeholders to the degree they wish to be involved; and
- avoid conflict or disagreement during a project by ensuring that everyone is involved in the way they want to be.

Stakeholders	Interests	Power	Need to be involved in which CEAP step?
1. Primary stakeholders			
.....			
.....			
2. Secondary stakeholders			
.....			
.....			
3. Tertiary stakeholders			
.....			
.....			

How to use it

1. We can do this in a matrix, again using the cards or symbols that were used in the Stakeholder Analysis. We then ask: “In which of the CEAP steps does this stakeholder group need to be involved?”

2. Define your stakeholders and gatekeepers:

Stakeholders are people who have an interest in the outcome of a project. Discuss who the primary stakeholders of the project are – the groups, communities or organisations that are expected to benefit – or not – from the project. Draw or write each primary stakeholder on a separate card. Make five copies of each card.

Gatekeepers are people who control access to communities or groups who will be closely

involved in the project. For example, gatekeepers in a project working closely with school students will include teachers and parents. Discuss who the gatekeepers for the project are. Draw or write each gatekeeper on a separate card. Make five copies of each card.

Discuss who the secondary stakeholders are – for example, donors and other organisations working in the same area of work, community or religious leaders, local government departments or agronomic extension services. Draw or write each secondary stakeholder on a separate card.

3. Alternatively, we can also use a different table, as shown below. Discuss the meaning of the words to be used for the column and row headings:
 - informed means stakeholders are just told that an activity is going to take place;
 - consulted means stakeholders are asked about their opinions on an activity; and
 - joint decision-making means stakeholders make decisions about an activity together.
4. Take one column at a time, e.g. assessing together. Take each of the different stakeholders or gatekeepers in turn. Discuss how each stakeholder or gatekeeper should be involved in the assessment. Agree what type of involvement they will have. For example, should the stakeholder self-mobilise, be involved in joint decision-making about the assessment, be consulted or will they simply be informed? Place each card on the matrix as appropriate.
5. Repeat this for each stage of the project with each of the different stakeholders and gatekeepers.
6. When the table is complete, look at the whole matrix. Talk about whether the matrix makes sense or whether it should be changed. Move cards if necessary.
7. Summarise and record the main points of the discussion.
8. Now present the matrix to all these stakeholders and discuss with them whether they agree with the matrix. Adjust their type and degree of participation as they wish to participate.

Example participation matrix showing who should be involved, how and when in a project

Stage of Project	Starting together	Assessing together	Planning together	Implementing & acting together	Monitoring together	Evaluating together (including impact assessment)
Degree of participation						
Involved in joint decision-making						
Consulted						
Informed						



Remember!/Facilitator’s Notes

Participants’ understanding of the terms gatekeepers and stakeholders may vary, so it is important to discuss this at the beginning of the activity.

3.3 Mapping community assets and issues

What is it?

Maps allow people to illustrate the physical, environmental and social features of their community and how these features interrelate with each other.

Why use it?

Maps are useful for:

- beginning to understand a community: what are the geographical boundaries of the community? What are its main physical features – bridges, roads, buildings, terrain, field systems?
- understanding the main social features of a community: how many people live there? What ethnic groups live there?
- understanding the main environmental features of a community: what natural resources are available – rivers, forests, pasture, wildlife? What is the quality and quantity of those natural resources?
- identifying what natural resources and environmental services are available to who, and who uses them, how and for what? For example, what resources and services are available to women? Which are available to men?
- exploring different people's views of the quality and quantity of resources and services;
- understanding the reasons why some people have access to resources and services and others do not;
- understand mobility within a community or region; and
- starting to identify strategies for increasing access to existing resources and services.

Broad maps can be used to show a wide area in rough detail, while focused maps can be used to concentrate on a specific area, but in far greater detail.



Being able to adapt to local situations is extremely important for facilitators, in this case, making use of locally available resources to compose a “map” of the community, based on people’s own observations. In such instances it is important to capture the final result on a photo or diagram, for later consultations. (Photo: UNEP)

How to use it

1. Divide large groups to look at resource use by different people – for example, men and women.
2. Communities can draw their map on the ground or on a large piece of paper. The ground is better as it allows for corrections to be easily made, and for the map to expand indefinitely.
3. Begin a map by suggesting someone draws a geographical feature everyone recognises, for example a river, road or mosque. Then hand over the stick or pen to another community member and ask them to continue it showing the main physical, social and environmental features of the community.
4. Once this is done: Agree what else to show on the map – for example the quality and quantity of different natural resources.
5. If you worked in groups and produced different maps, have groups present to each other and discuss matters.



Remember!/Facilitator's Notes

- Let communities draw the maps and don't let any one person dominate.
- The bigger the map, the more people can draw at once.
- You can use maps as a basis for other tools and subjects e.g. scoring the availability of different natural resources using Matrix Scoring.
- A Transect Walk might be useful either before or after mapping.
- Use lines and arrows to show the mobility of different groups for different activities e.g. the movements of pastoralists.
- People can use maps to show their current livelihoods, e.g. which natural resources they use.
- People can use their maps as a way of planning future changes and activities.
- Use different colours or symbols to show different things on maps, e.g. a tick to show something is good, a cross that it is bad, or different kinds of seeds, stones or leaves to depict resources.

See also

Household Mapping
Transect Walks
Well-being Mapping

3.4 Household mapping

What is it?

Household mapping is mapping of a single, or small group of households. It helps to map out and identify in detail what natural resources people are using, how and for what.

Why use it?

Household mapping is useful to:

- identify what natural resources are used for construction;
- identify water and sanitation issues;
- identify what natural resources are used by households and how they are used, e.g. charcoal burning or fuel-efficient stoves;
- understand the quality and quantity of natural resources used by a household, e.g. food reserves;
- understand the composition of households, to help identify vulnerable members, for example;
- triangulate findings from a community map.

How to use it

1. Explain the purpose of household mapping to participants.
2. Ask them to draw a typical household in the community. A floor plan map might help.
3. Ask them to map everything in the household they get from the environment – food and non-food items, building materials, fuel, water and so forth.
4. How do they obtain these items? Who is responsible for obtaining and maintaining them? Which ones are hard to come by and which are readily available? How much do they cost?
5. Ask them to identify which are essential, which are good to have but non-essential and which are luxury items.
6. What strategies does the household use for maintaining their livelihood and how might these be improved?

Remember!/Facilitator's Notes

- Because household maps involve people's personal, sometimes private lives, they should be used sensitively and respect people's privacy.
- To respect people's privacy, rather than concentrating on one individual's household, you may find it easier to ask communities to map out a "typical household" or a "household of someone you know".
- Household maps can be used alongside community maps to look at issues in more detail and/or verify finding from community maps.

See also

Community Mapping
Transect Walk
Well-being Mapping

3.5 Transect walk

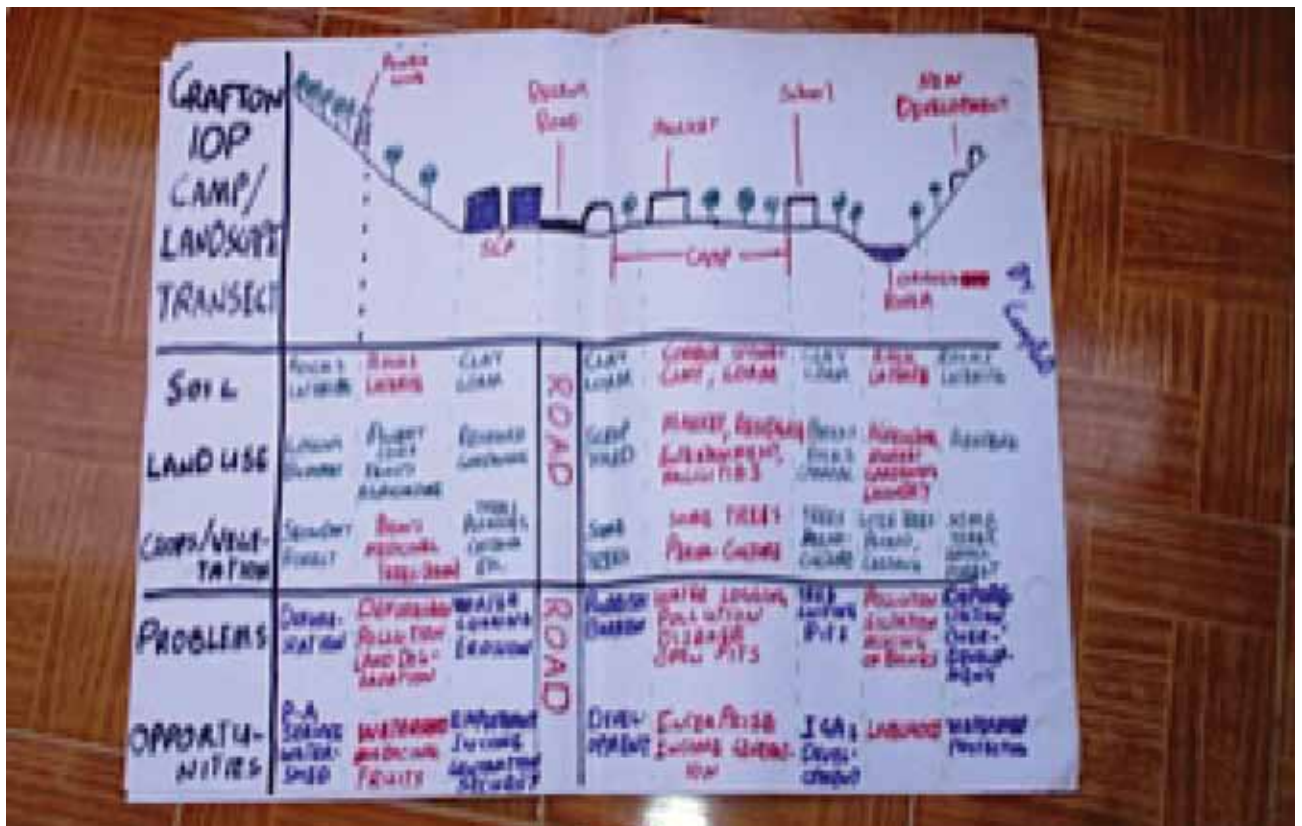
What is it?

A transect walk is a walk through a community or location to identify different places, people and activities regarding the environment and the community.

Why use it?

Transect walks are useful to:

- identify what people do and where they do it, for example, places where people meet, work and relax;
- provide people with a first-hand knowledge of an area and the location of specific resources or activities;
- observe how people interact with one another in different places;
- observe the environment – for example, sanitary conditions, availability and quality of natural resources;
- identify where different people in the community or location can be found – for example community leaders or key organisations;
- meet and talk with people; and
- identify places where community action or project activities can be focused – for example, places where irrigation schemes could be built.



An example of a transect walk showing how natural resources and features of the landscape change across a selected portion of a community's lands. This is an important way of quickly capturing some general features of the landscape and the way in which people use it. (Photo: ProAct)

How to use it

1. A location can be divided into sections and shared between several small groups.
2. Explain the purpose of transect walks to participants and together decide on any key issues to be explored, or key areas to be identified, during the walks.
3. Decide on the location to be “walked”. Plan approximate routes to be taken but keep routes flexible to allow for the unexpected.
4. Decide on any key issues to be discussed with people met during the walk. Keep these plans flexible to enable people to identify issues of concern. Issues identified may differ from those expected by the group.
5. Agree a time and location for groups to meet to share and discuss what they have learned. If useful, the information can be used to create or add to a community map.
6. A variation of a transect walk is historical transects. These are diagrams showing how the same location has changed over time

Remember!/Facilitator's Notes

- The time – of the day, week or season – when a transect walk takes place will influence what is learned. It may be useful to return to particular locations at different times.
- Transect walks can include periods of observation – for example, when having a meal or a rest – as well as active walking and exploring.
- If cameras and videos are used, remember to first ask permission.

See also

Community Mapping

3.6 Well-being mapping

What is it?

Well-being maps are maps that show relative well-being in different households in the community. For example, well-being maps can show which households are the poorest and the kind of support they need.

Why use it?

Well-being maps are useful to:

- understand different people's views of well-being and problems. For example, what is well-being, what is ill-being? What are the problems that most affect people's well-being?
- explore the reasons why people or households experience well-being or ill-being;
- identify areas or households where there are many problems as this can help target community action;
- identify the poorest and most vulnerable households within a community; and
- explore strategies that people use to improve their well-being.

How to use it

1. Explain the purpose of the tool to participants and ask them to draw a map of their community showing all of the individual households. Make sure no households are left off the map.
2. Ask participants to number each of the households on the map – for example, if there are 50 households, ask them to number them from 1 to 50.
3. Make a card for each numbered household and ask participants to sort these cards into five categories, category one being those best-off households with relative well-being and category five being those worst-off households who are experiencing relative ill-being. Categories two, three and four will show households which fall in-between those worst and least off.
4. For each category, ask participants to think about criteria which make some households better and some worse off. What makes some households experience more ill-being or well-being than others? These may be social, economic or environmental factors. List these reasons under each category.
5. Return to the map and indicate on it whether each household is in category one, two, three, four or five and discuss what is shown on the map.
6. Ask participants to identify which are the worst off households and what kind of assistance they need to experience more well-being.



Remember!/Facilitator's Notes

- Encourage participants to think of well-being as broadly as possible, not just in terms of environmental or material wealth.
- You can create a well-being map from an existing community map.

See also

Community Mapping

3.7 Problem tree or cause and effect

What is it?

This tool helps communities to analyse the causes and the effects of a problem.

Why use it?

Using a cause and effect diagram helps to:

- identify the root causes of a problem and therefore begin to identify ways to address a problem;
- provide a non-threatening way to talk openly about a problem and identify its root causes;
- raise awareness of, and concern about, the causes and effects of a problem; and
- explore the relationship between the causes and effects of a problem.

How to use it

1. Select a problem to discuss – for example, deforestation. Draw or write the problem in the middle of the diagram.
2. Encourage participants to discuss the immediate causes of the problem – for example, one immediate cause of deforestation might be the use of firewood for cooking. Draw or write each cause on the diagram underneath the problem. Use arrows to show how one thing causes another.
3. For each of the immediate causes, encourage the participants to identify the causes behind it. Keep asking: But why does this happen? For example, one cause of using firewood for cooking might be the cost of alternative cooking fuels. Draw or write each of these causes underneath the immediate cause. Repeat the process until all of the possible causes of causes have been identified, i.e. the root cause of the problem has been identified.
4. Now encourage people to identify the immediate effects of the problem. Draw or write each one above the problem. For example, an effect of deforestation might be increased soil erosion. Keep asking: What happens next? Again, use arrows to indicate how one issue affects another.
5. Follow the same process as before, this time until all of the possible effects have been identified. For example, one of the effects of soil erosion might be increased flooding.
6. Discuss what the diagram shows. For example, how do the many causes and effects interrelate with each other? Which are the most important? What things can we do something about?
7. Ask participants what could be done to address the causes of the problem and lessen the effects (see **Solution Tree**)



Remember!/Facilitator's Notes

This tool can highlight differences of opinions, even conflicts, within communities. Explain that it aims to share a range of different views, not to decide which are right or wrong.

See also

Solution Tree

3.8 Solution tree

What is it?

This tool helps participants identify solutions to problems. It is especially useful if used immediately after the Problem Tree.

Why use it?

Using the solution tree helps communities to:

- provide a visual and non-threatening way to identify long- and short-term solutions to problems identified in the problem tree; and
- identify solutions to both the causes and the effects of a problem.

How to use it

1. Explain the purpose of the tool to participants.
2. With participants, review the problem tree/cause and effect diagram they drew previously. Ask them to think about activities which could address the root causes of the problem. For example if one of the root causes of deforestation was “no other affordable cooking fuel”, then a potential activity might be the “provision of affordable cooking fuel”.
3. Now make a large drawing of the trunk of a tree and draw or write the solution on the trunk. For example if the main problem on the problem tree was deforestation, the solution tree’s main solution – or objective – will be reforestation.
4. Go through the problem tree. Start from one root at a time and move from the roots up, turn every negative statement a positive one. Write or draw the positive statement (“solution” of this problem) on a new card or paper and put it on top of the original problem. For example the “provision of affordable cooking fuel” leading to “less cutting down of trees”, leading to “enough trees”, while the branches of the tree become the effects of “enough trees”, for example “less desertification”.
5. Your problem tree has now become a solution tree! You can now use this solution tree to write Aims and Objectives and Action Plan Activities.

See also

Problem Tree
Action Planning
Aims and Objectives
Feasibility Matrix
Impact Matrix
Sustainability Matrix

3.9 Seasonal calendar

What is it?

A seasonal calendar is a diagram of changes over the seasons, usually over a period of 12-18 months.

Why use it?

Seasonal calendars are useful to:

- identify seasonal patterns of change – for example, changing availability of natural resources or income, work and migration patterns;
- explore relationships between different patterns of change – for example, the relationship between income levels and movements of populations for work;
- identify when people may be particularly vulnerable to insecure livelihoods;
- explore seasonal patterns of well-being and hardship and how different people are affected. For example, when do people have the most income? When do people have free time?
- identify times during the year when people are available for involvement in community action.

FACTORS	J	F	M	A	M	J	J	A	S	O	N	D
Clearing field of weeds	■											
Livestock moved to new grazing area			■						■			
Water shortages			■						■			
Etc												

Seasonal Calendar

- What resources are important at different times of the year
- Times of labour competition and resource scarcity
- Differences in the way men and women might use natural resources

How to use it

1. Small/medium groups can make seasonal calendars. Divide larger groups to compare how seasonal changes affect different people.
2. Discuss what calendar and seasonal landmarks are used locally, for example, by month, dry or rainy season, festivals or religious ceremonies.
3. Draw a horizontal calendar line (from left to right) marking seasonal landmarks.
4. Agree on what activities, events or problems are going to be discussed and mark changes in these along the calendar line.

5. Participants may find it easier to start by discussing general issues such as climate, economic activity and income. They can score with beans or seeds to show quantitative seasonal change – for example, an increase in income levels can be shown with a lot of seeds placed on the month in which the increase occurs, while a decrease the next month will have just a few seeds on it.
6. Discuss reasons for change and the relationships between the different seasonal events, activities and problems.



Remember!/Facilitator's Notes

- It is important to enable participants to use their local calendar and seasonal landmarks if a 12-month calendar is not used locally.
- Different lengths of sticks placed along the calendar can also be used to show increases and decreases over time.

3.10 Division of labour chart

What is it?

This tool helps to show how roles and responsibilities are divided between different people, such as women, men and children.

Why use it?

Using a division of labour chart helps to:

- identify how roles and responsibilities are divided between different community members, such as women and men or old people and youth;
- explore how different activities link to the environment. For example, how does women's use of water affect the environment?
- discuss the relationships between different community members (such as men and women) and how they link to the environment.

How to use it

1. Explain to participants the purpose of the tool.
2. Divide participants into groups of the same sex, age, and so forth.
3. Ask participants to identify symbols to represent different stages in the day. For example, a sun might be dawn and a moon might be evening. Draw these symbols down the left-hand side of the chart.
4. Encourage participants to describe a typical day in the community, including what activities they do at what times. Ask them to write or draw the activities on the chart next to the appropriate symbol.
5. Bring different groups of participants back together and encourage them to compare their division of labour charts.
6. Encourage participants to discuss what is shown on the charts. For example:
 - What activities take up most of their time?
 - What activities do they like most or least?
 - How do the charts vary, for example, between women and men?
 - What activities are connected to the environment and sustainable livelihoods?
 - What would happen if roles and responsibilities changed – for example, if a person, or several people, in a household became sick or died and others had to perform their roles?

Example of the division of labour among men and women in a village in Rwanda

Time	Women	Men
6:00-6:30	Wake up, bathe, pray	Wake up, bathe, pray
6:30-8:30	Domestic duties (breakfast, housework)	Farm work
8:30-9:00	Food preparation	Farm work
9:00-11:30	Water collection	Rest

11:30-1:00	Farm work	Rest and pray
1:00-2:00	Lunch preparation	Rest
2:00-3:30	Eat lunch, rest, pray	Eat lunch
3:30-5:30	Collect water and firewood	Farm work
5:30-6:00	Farm work	Meet friends
6:00-7:30	Collect vegetables	Rest
7:30-8:30	Dinner preparation	Rest and pray
8:30-10:30	Bathe, eat dinner, pray	Bathe, eat dinner, pray
10:30	Go to bed	Go to bed



Remember!/Facilitator's Notes

- Rather than using symbols, participants can write the hours of the day down the side of the chart.
- The division of labour is likely to vary not only by gender, but also by age, ethnic group, wealth and so forth. Sometimes it is useful to draw charts for several different types of people in order to get an overview of the community as a whole.
- It is important to record when people are carrying out several tasks at once. For example, a woman might be working in the fields while also looking after children. This helps to give an overview of people's full roles and responsibilities.
- Sometimes, it is useful to ask participants to do a chart for the other group. For example, you can ask women to do a division of labour chart for men. When each has done this, they can share what each thinks the other does – this usually leads to some important and humorous discussions!
- This activity can also be carried out by drawing pie charts, either on pieces of paper or on the ground. This involves dividing the pie into different sized slices to show how much of each day is given to each type of activity. For example, eating might be a small slice, while sleeping might be a large slice.

3.11 Assessment summary matrix

What is it?

An assessment summary matrix organises all information from an assessment.

Why use it?

The assessment summary matrix helps to:

- organise information from a participatory assessment into manageable quantities;
- summarise information from a participatory assessment; and
- analyse information from a participatory assessment.

How to use it

1. Decide which part of the participatory assessment to concentrate on (see below, “Remember!/ Facilitator’s notes”).
2. Use *Card Sorting*) to organise information collected during the participatory assessment by objective, issues or topics.
3. Draw a matrix with six columns. The number of rows is the same as the number of issues that were looked at during the assessment.
4. Explain the column headings. Write or agree symbols for the column headings.
5. In the left-hand column, write or draw the different issues that were looked at during the assessment (see example below).
6. Work through one row at a time, answering the questions at the top of the column headings.
 - what questions were discussed?
 - which tools and methods were used?
 - who were they used with?
 - what problems and needs were identified?
 - what suggestions for action were made?
7. When the activity is complete, look at the matrix. Include any information that is missing. Discuss whether there is gap in the information and whether further information needs to be collected.
8. Repeat steps two to seven for the other parts of the assessment.

Assessment Summary Matrix for an Assessment of Environmental Services

Issue	What questions were discussed?	Which tools and methods were used?	Who were they used with?	What problems and needs were identified?	What suggestions for action were made?
Needs and services					
Options for services					
Accessibility of services					

Barriers to services					
Quality of services					
Improving services					

Remember!/Facilitators Notes



- An assessment may have a number of parts or may have only one part. For example, a prevention assessment may have four different parts, such as:
 - one part assessing the situation and needs at community level;
 - one part assessing the situation and needs at household level;
 - one part assessing the situation and needs relating to natural resources and environmental services; and
 - one part assessing the situation and needs relating to environmental laws and policy.
- It therefore maybe easier to make a different assessment summary matrix for each part of an assessment, or for a single topic at a time.

See also

Card Sorting
 Problem Tree
 Solution Tree
 Action Planning
 Feasibility Matrix
 Impact Matrix
 Sustainability Matrix

3.12 Visioning

What is it?

In visioning, people draw a picture of a positive future which they imagine for themselves and their community. This tool is useful when people are working together to identify new activities, services and resources.

Why use it?

Visioning helps to:

- imagine a positive future – a vision – where the environmental situation has improved and people have improved livelihoods;
- identify services, activities and resources that will help achieve this vision;
- identify who might be involved in providing these services and activities;
- identify possible difficulties in bringing about the vision; and
- discuss how to solve these difficulties.

How to use it

1. Visioning works best with groups of up to 12 people.
2. Ask participants to think about the current livelihood and/or environmental situation in their community. Who is affected, and how? What environmental services or natural resources exist? What is the quality of these services or resources?
3. Encourage participants to close their eyes and imagine a future in which the entire community have improved livelihoods and the environment is being managed in a more sustainable manner. Everyone in the community is involved in sustaining the environment.
4. Ask each participant to draw this vision. What services exist? What would their role in this vision be? What would other people's roles in this vision of the future be?
5. Ask the participants to share their pictures with each other in small groups.
6. Encourage people to discuss their visions in detail, using the following questions:
 - In the visions, what new activities, services and resources exist?
 - Who is involved in carrying out the activities or services?
 - What would each of their roles be in this vision?
 - How did the vision come about?
 - In the visions, what difficulties were experienced in implementing these activities and services? How were these difficulties solved? What made things easier?
7. Ask the small groups to share their visions and discussions with the larger group. Encourage participants to ask questions about the drawings and make any comments or suggestions.

Remember!/Facilitators Notes

- It is important that participants feel relaxed in this exercise and that they take the time to imagine a very positive future.
- Encourage people to be as imaginative as they can. Remember that it may be difficult for some to imagine a service or a project that they have never seen.

3.13 Desired change

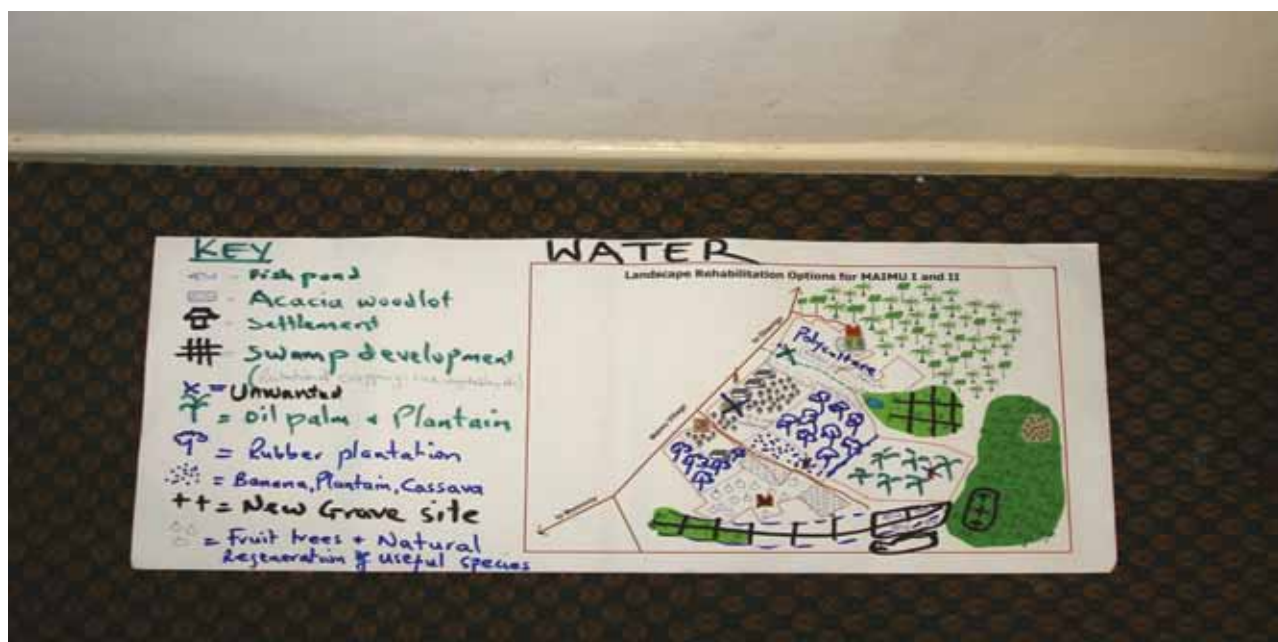
What is it?

A desired change diagram is a picture that shows the changes that people would like to see in the future.

Why use it?

A desired change diagram is useful to:

- identify different people's hopes for change in the future;
- identify different people's expectations of community action or project activities;
- provide baseline information that can be used in the future to see if that change has been achieved or not;
- explore how well the objectives of a project or community initiative match the priorities of different people within the community; and
- start identifying strategies for change.



Helping people to develop a vision for the future they would wish to see for themselves and their community is a powerful means of getting people to think collectively about their future. Looking at the “big picture” is not always an easy task for some people so added facilitation and assistance is often needed to help in this process. (Photo: ProAct)

How to use it

1. Small or large groups can make a desired change diagram. Divide large groups into peer groups.
2. When this tool is used to develop a community-level analysis, it is important to make sure that different views are well represented, as people are likely to have different ideas about what changes they would like.
3. Agree on the time period to be discussed, for example “two years” or “by the next rainy season”.

4. Ask participants to draw pictures showing important changes they would like to see at the end of the time period.
5. Discuss what is shown in the pictures.
6. Looking at what people desire to change, agree what the objectives of a project should be.
7. Discuss the pictures again after a period of time to see which of these changes have happened.



Remember!/Facilitator's Notes

- Describe time periods according to local calendars. For example, people may measure future landmarks in terms of seasons, festivals or holidays rather than months or years.
- You can also use the desired change diagram to start a discussion about what strategies will bring about the desired change.
- Participants will usually identify some desired changes that are not related to project activities. This helps show how relevant project activities and objectives are to different people's priorities. To focus on changes related to project activities, discuss project objectives with participants before starting.

See also

Most Significant Change

3.14 Low hanging fruit

What is it?

Low hanging fruit is a tool that involves drawing a tree and its fruit. The tree represents the project or programme, while the fruit represent different activities or services within the project. If the fruit are “low hanging”, they will be easier to carry out and achieve. If they are “higher”, they will be likely be more difficult to accomplish.

Why use it?

- For project and programme planning.
- To discuss why certain activities or services would be easier than others to introduce or carry out.
- To discuss both barriers and opportunities to carrying out or introducing new activities or services.

How to use it

1. Explain to participants the aim of the exercise: to identify which activities and services will be easier to start and which will be harder, and to discuss some of the barriers and opportunities to starting these activities and services.
2. Ask people to draw a tree which has both high and low branches.
3. Ask people to draw on separate cards new activities or services that they think should be introduced to ensure sustainable livelihoods and/or environmental sustainability.
4. Explain the idea of low hanging fruit: low hanging fruit is the easiest fruit to pick from the tree and links with the idea that some services and activities would be easier to introduce and carry out. Fruit that is hanging higher on the tree would be harder to pick.
5. Ask participants to place the activities and services on the tree according to whether they think they are low or high hanging fruit.
6. Ask participants to discuss things that will get in the way of carrying these out and opportunities that exist to begin these activities or services. If, after discussion, they wish to move the fruit lower or higher up the tree, let them do so.
7. Ask one of the participants to present a summary of the tree and encourage others to ask questions and make any comments or suggestions.
8. If the tree has been drawn on something which cannot be kept – for example, the ground – it is useful for someone, when it is finished, to make a copy of it onto a piece of paper for future reference.



Remember!/Facilitators Notes

- Ensure that people are given the opportunities to discuss both barriers and opportunities before placing their cards on the tree.
- This tool can follow any other tools that have been used to discuss the introduction of new projects and services – for example *Visioning*.

See also

Feasibility Matrix
Sustainability Matrix
Impact Matrix
Visioning

3.15 Ranking lines

What is it?

This tool involves drawing a line and placing things on it in order of their importance.

Why use it?

Using a ranking line can help to discuss priority or feasibility, depending on what questions we ask. It can also:

- put things in order of importance and show the reasons for the order;
- explore the concerns and priorities of different people;
- explore which problems are most serious or most common, and why;
- sort out information gained during an assessment; and
- select strategies according to agreed criteria, for example, the strategies that are most feasible, affordable which are likely to have most impact.

How to use it

1. Agree what issues to rank – for example, the most practicable methods of reducing deforestation or the most severe environmental problems facing a community.
2. Draw or write each of the items to be ranked on separate papers or cards. These are called “ranking cards”. For example, options to reduce deforestation could include planting additional trees, enforcing regulations, creating green belts, reducing the demand of wood by introducing fuel-efficient stoves.
3. Agree the first reason for ranking these items. For example, participants could rank these options in terms of affordability.
4. Draw a long line and show what the line represents. In the above example one end of the line should represent the most expensive option and the other the least expensive.
5. Discuss each ranking card and decide where to place it on the line in accordance with the chosen ranking criteria. Cards reflecting the most expensive and least expensive options would be placed at opposite ends of the line and cards of equal ranking can be put beside each other.
6. Repeat the process for other criteria. Draw a new ranking line for each criterion.
7. When the activity is complete, discuss what the ranking lines show. For example, compare where items have been placed on different lines. Are there items that always appear high or low on the ranking lines? How can the information shown by the ranking lines be used?

Remember!/Facilitator's Notes

- Ranking lines often focus on problems. Be aware that participants may feel overwhelmed, so allow enough time for discussion at the end of the activity.
- Allow a maximum of three or four criteria.
- Different objects, instead of paper or cards, can be used to represent different items on ranking lines. Alternatively, participants can stand along a line to represent different items.

See also

Matrix Scoring

3.16 Matrix scoring

What is it?

This tool uses a grid to list, score and compare things against the same criteria. For example, if a community is collecting information about different forms of cooking fuel strategies, this tool can help compare one type of cooking fuel over another according to their own criteria of what makes a good cooking fuel. A selection can then be made to use the most appropriate and sustainable form of cooking fuel.

Why use it?

Matrix scoring provides a way to score and compare different things against the same criteria. It can be used for scoring the quality and/or quantity of almost any subject – problems, solutions, resources or services.

How to use it

1. Agree on what subject and options to discuss. For example, “what is the most sustainable cooking fuel?”
2. Brainstorm all of the different types of cooking fuel and write these individually on cards. These are the “cooking fuel options cards”.
3. Draw a matrix – a big rectangle with rows and columns. The number of columns is the same as the number of options cards.
4. Put one option card at the top of each column. Do not put a card at the top of the left-hand column.
5. Agree with participants on criteria for prioritising the options. This will depend on what is important to the participants. For example, criteria for a good, sustainable cooking fuel might be “low cost”, “availability”, “gives off a lot of heat”, “smokeless”, “doesn’t damage the environment” and so forth.
6. Draw or write the criteria in the boxes in the left hand column of the matrix. Do not write in the top box of the left hand column.
7. Agree a scoring method – for example, numbers 1-10, where 1 is very low and 10 is very high.
8. Give each option a score for each of the criteria. Use beans, seeds or stones for this. Show each score on the matrix. It is OK to give the same score to different options.
9. Add up the scores for each option.
10. When the matrix is finished, encourage the participants to discuss what the matrix shows. Talk about whether the matrix makes sense or whether there should be further discussion.
11. Discuss how to use the information on the matrix.

Remember!/Facilitator's Notes

- The selection of criteria for scoring is a very important part of this process. Help people take enough time to discuss and agree the criteria. A communities' criteria for something may not be the same as your personal criteria.
- Criteria for scoring must be either all positive or all negative, because they are to be scored and added up. For example, if the participants are talking about good sustainable cooking fuels, "more safe" is a positive reason and "more dangerous" is a negative reason.
- Using beans or stones to score allows participants to make changes easily during discussion, enables low literate people to take part and provides an automatic visual indication of what the scores are.
- Some criteria may be more important to some people than others. For example, it might be more important for a cooking fuel to give off a lot of heat than to be smokeless. You can adjust for this by weighting criteria, i.e. asking participants to rank and score the most important criteria and multiplying the scores by a certain amount to reflect the relative importance of different criteria. This is called "weighted matrix scoring".

Example matrix scoring for community fuel preferences and criteria for good cooking fuel

Criteria	Firewood	Charcoal	Gas
Low cost	*****	****	*
Low weight	**	***	***
Easy availability	****	*****	*
Heat for cooking	***	****	*****
Smokeless	*	***	*****
Total	***** 15	***** 19	***** 15

3.17 Feasibility matrix

What is it?

This tool involves drawing a matrix to assess how realistic or practical it is to carry out a strategy or plan. It usually follows on from using a tool that has produced solutions or strategies to a problem, e.g. *Solution Tree*.

Why use it?

Using the feasibility matrix helps to:

- compare how feasible (realistic and practical) different activities or strategies are;
- discuss ways to make it easier to carry out each strategy;
- identify any activities or strategies that are not practical enough to carry out; and
- select which activities or strategies to use according to how feasible they are.

How to use it

1. Discuss the meaning of the word “feasibility” – realistic , practical, doable – with participants.
2. Explain that for an activity or strategy to be feasible, it must be both internally and externally feasible:
 - **internal feasibility** refers to how doable or realistic the activity is in terms of factors relating to your organisation or community. Does it have the human, physical and financial resources to carry out the strategy or activity?
 - **external feasibility** refers to how doable or realistic the activity is in terms of how acceptable the activity will be to the group or groups of people you wish to work with.
3. Select an issue and the possible activities or strategies that the group have identified to address this issue.
4. Draw a matrix with four rows and four columns. Draw or write the column and row headings, as shown below.
5. Take one activity or strategy at a time. Decide what its internal feasibility is – high, medium or low? Now decide what its external feasibility is – high, medium or low. Write the activity in the corresponding box in the matrix. For example:
 - activities which are highly feasible both internally and externally will go in the top left-hand box; and
 - activities which are not very feasible both internally and externally will go in bottom right-hand box.
6. When all the activities are in place, look at the whole matrix. Talk about whether the matrix makes sense or whether it should be changed. Look at the whole matrix and discuss:
 - are there any activities that are in the low part of the matrix that need to be changed or improved?
 - do any strategies need to be removed because they are not feasible?
 - do we have enough financial, physical and human resources to carry out all the highly feasible activities at the same time?
7. If it is not practical to carry out all the activities, agree which activities to remove.

Example feasibility matrix for improving irrigation water supply

External Internal	High	Medium	Low
High	Dig new irrigation channels (5)	(4)	Build a dam to create a water catchment area (3)
Medium	Dig a well (4)	(3)	(2)
Low	(3)	Pipe water (2)	Impose fines on people wasting water (1)

3.18 Impact matrix

What is it?

This tool involves drawing a matrix to show what impact a strategy or activity is likely to have.

Why use it?

Using an impact matrix helps to:

- identify the likely impact of a strategy or activity. For example, it looks at:
 - **the coverage of an activity** – activities that reach many people are likely to have more impact than those that reach only a few people;
 - **the intensity of an activity** – activities that work with the same group of people over a long period of time, using participatory techniques, are likely to have more impact than one-off activities which do not fully engage with people; and
 - **the balance** between the number of people reached and the intensity of the project.
- discuss how to improve the likely impact of a particular strategy or activity; and
- identify any activities or strategies that are unlikely to have an impact and therefore should not be done.

How to use it

1. Explain the meaning of the words “impact” – the likely result of a project – “coverage” and “intensity”.
2. Explain that the likely impact can be judged according to coverage of that activity or strategy multiplied by the intensity of that activity or strategy: $\text{impact} = \text{coverage} \times \text{intensity}$.
3. If the group has not already identified potential activities and strategies to that problem, do this now.
4. Draw a matrix with four columns and four rows (see example below). Draw or agree symbols for the column headings.
5. Take each activity or strategy in turn. Decide with participants the number of people the strategy will reach – high, medium or low coverage.
6. Discuss how intense the activity or strategy is: high, medium or low intensity.
7. Write the name of the activity or strategy in the corresponding box of the matrix:
 - high coverage and high intensity activities should be placed in the top left-hand box of the matrix; and
 - low coverage and low intensity activities should be placed in the bottom right-hand box of the matrix.
8. Look at the whole matrix. Talk about whether the matrix makes sense or whether it should be changed. Move cards if necessary.
9. Discuss: if strategies that are in the low part of the matrix need to be improved and if any strategies need to be removed because they may have little impact.

Example impact matrix for improving irrigation water supply

External Internal	High	Medium	Low
High	Dig a well (5)	Dig new irrigation channels (4)	Build a dam to create a water catchment area (3)
Medium	(4)	Pipe water (3)	(2)
Low	Impose fines on people wasting water (3)	(2)	(1)



Remember!/Facilitator's Notes

- It is essential to look at the intensity of the activity as well as the number of people it will reach. An activity that works with people once or twice may have less impact than an activity that involves the same people over a period of time.
- As well as discussing the likely impact of activities, it is also important to discuss its feasibility (see *Feasibility Matrix*).
- Use the *Sustainability Matrix* tool to combine the results of the feasibility and impact matrices, and assess what the best strategies to use are.

See also

Feasibility Matrix

Sustainability Matrix

3.19 Sustainability matrix

What is it?

The sustainability matrix combines the results of the impact and feasibility matrices to come up with an overall score for sustainability for each proposed activity or strategy.

Why use it?

It can help identify the most sustainable strategies for addressing a community issue.

How to use it?

1. Explain the purpose of the activity.
2. Discuss what is meant by sustainability, i.e. the likely sustainability of an activity is a combination of an activity's internal and external feasibility and its impact. Explain that by reviewing the feasibility and impact matrices the sustainability of a proposed activity can be assessed, and a choice made about what are the best activities to implement.
3. Note that in each box of the feasibility and impact matrix, there is a number (1-5). These are the feasibility and impact scores for each activity within that box.
4. Take all of the feasibility scores for each activity and place them in the sustainability matrix below under the feasibility score column.
5. Do the same for the impact scores for each activity and place these in the impact score column.
6. Add the feasibility and impact score together and place this score in the sustainability score column. The highest scoring activities are the most sustainable activities and ones which communities should prioritise working on. In the example below, the most sustainable activities are to dig a well and irrigation channels.

Example sustainability matrix

Activity/strategy	Feasibility score	Impact score	Sustainability score (sustainability = feasibility + impact scores)
Dig a well	●●●●●	●●●●●	●●●●●●●●
Irrigation channels	●●●●●	●●●●	●●●●●●●●
Build a dam	●●●	●●●	●●●●●●
Pipe water	●●	●●●	●●●●●
Impose fines	●	●●●	●●●●

3.20 Laws and policies matrix

What is it?

This tool uses a matrix to look at the impact of laws and policies on issues connected with the environment.

Why use it?

Using the laws and policies matrix helps to:

- explore how laws and policies relate to the environmental situation;
- identify how laws and policies affect the activities of a project;
- identify whether laws and policies discriminate against certain people, e.g. women;
- identify which laws and policies have the greatest impact, and why; and
- identify which laws and policies are easier to change, and why.

How to use it

1. Discuss the meaning of laws – (customary and statutory national, international and local laws – and policies – a course of action adopted by a government or organisation.
2. List all the laws and policies that are related to the environmental situation in the community, for example laws about inheritance and property rights. Think broadly about how laws and policies impact on people's livelihoods.
3. Draw or write each law or policy on a separate card.
4. Draw a matrix with four columns and three rows (see example below). Explain the column headings. Write or draw the column and row headings.
5. Take each of the laws and policy cards in turn. Discuss whether the law or policy has a low, medium or high impact on sustainable livelihoods or the environment. Discuss the reasons for this.
6. Discuss whether the law or policy would be easy to change, quite hard to change or difficult to change.
7. Place each card in the appropriate place on the matrix according to how high its impact is and how easy it will be to change. For example: Laws or policies which have a high impact and are hard to change would be placed in the top right-hand box of the matrix
8. Discuss how to change the law or policy. Discuss who needs to be involved in this.
9. When the activity is complete, look at the whole matrix. Talk about whether the matrix makes sense or whether it should be changed. Move cards if necessary.
10. Discuss what the matrix shows about the impact of laws and policies on sustainable livelihoods and the environment. Discuss which laws need to be changed and how. Identify priorities for action and who needs to be involved.



Remember!/Facilitator's Notes

This tool encourages discussion. Remind participants that it is OK to disagree.

Example Laws and Policies matrix affecting the sustainable livelihoods and the environment

Ability to change	Easy	Medium	Hard
Impact of change			
High	Implement a policy of fuel-efficient stoves		Change property inheritance law in women’s favour
Medium	Implement a reforestation policy		
Low			

4. TOOLS FOR PROGRAMMING AND PLANNING

4.1 Writing aims and objectives

What is it?

The tool helps to write aims and objectives for a project or activity.

Why use it?

Writing aims and objectives helps to:

- identify and summarise the purpose of a project or activity;
- identify and summarise what a project hopes to achieve;
- provide a framework for planning; and
- provide information for monitoring and evaluation.

How to use it

1. Review the Solution Tree(s) the community has done.
2. Discuss the meaning of the word “aim” – the overall purpose of the project.
3. Look at all the solution trees and discuss and agree the overall improvement that the project hopes to achieve by addressing these problems. Ask a participant to turn this into a short sentence. Ask other participants if they agree with this. Once agreement is reached, record this as the project aim.
4. Discuss the meaning of the word “objective” – a statement about the specific activities of a project and what a project will achieve through these activities.
5. Explain how objective writing helps to answer the following questions:
 - **what** will change as a result of the activity?
 - **who** will be most involved in the activity? Who will benefit most from these changes?
 - **how** much will the activity change a problem?
 - **when** will the activity be completed?
 - **where** will the activity take place?
6. Explain that objectives should be SMART: specific, measurable, achievable, relevant and time-bound:
 - **specific** – an objective should say exactly what will be achieved, with who, how, when and where;

- **measurable** – so you are able to tell exactly when the objective is achieved;
 - **achievable** – it must be realistic given the circumstances you are working in and time you have available;
 - **relevant** – it must relate to the problem being addressed; and
 - **time-bound** – it must be achieved by a certain date. For example, a project addressing use of sustainable cooking fuels might have as one objective: “Within two years 75 per cent of households in the village will be using fuel-efficient stoves”, while an objective for a PLA assessment might be “Within one week young women will have assessed the quality of environmental services in the district and made an action plan of how they can be improved to better suit their livelihood needs”.
7. Take one problem at a time.
 8. Using the What? Who? How? When? Where? questions, decide on an objective that would address the problem.
 9. Ask a participant to put the objective into a short sentence. Ask other participants if they agree with this. Record this as one project objective.
 10. Repeat this process for each problem until a list of objectives is created.
 11. Read out the objectives one by one. Make sure that each objective will contribute towards achieving the aim.



Remember!/Facilitator’s Notes

It is important to be as precise as possible in the wording of objectives. However, this is often very difficult in practice.

See also

- Problem Tree
- Solution Tree
- Action Planning
- Feasibility Matrix
- Impact Matrix
- Sustainability Matrix

4.2 Action planning

What is it?

This tool uses a simple matrix to plan who will do what, by when and with what resources. It is especially useful for planning with communities and groups of individuals.

Why use it?

Action planning helps to plan:

- which activities to do;
- who will implement the activities;
- when the activities will be done by; and
- what resources will be required to implement the activities.

It is an especially useful tool to use after objectives have been set.



Presenting all of the components of a CEAP – after many weeks or months of work – is always a special moment when people become excited about seeing the fruit of their work being compiled into an action plan. (Photo: ProAct)

How to use it

1. Draw an action planning matrix (see below).
2. Ask participants to identify solutions and objectives to address a problem.
3. Ask people to think about potential activities which will make those solutions come about, and put these in the left hand column.
4. For each activity, ask who should carry it out. Should it be done by them alone? With others? Or by other people or organisations? Write the names of each person or organisation in the appropriate column.

5. Now ask participants when each activity should be done by. Should it be done straight away – now – soon (within weeks/a few months), or later – a few months later? When they have decided broadly when it will be done by, ask them to write a specific date in the appropriate column.
6. Now ask participants to consider what resources will be required to implement each activity successfully. These could be physical (for example, transport), financial or environmental resources. Write these resources in the last column.
7. Agree with participants which individual people will take the lead responsibility for each activity to make sure it is done. Write the names of these people next to each activity.
8. Ask participants to look at the action plan as a whole. Does it make sense? Is anything missing? Is it realistic?



Remember!/Facilitator's Notes

- It is important to be very specific when discussing activities. Help participants to break down large activities into small ones.
- Remember, if a stakeholder is not present when their roles and responsibilities are being discussed, they must be fully consulted before plans are finalised!

Action planning matrix

ACTIVITY	By whom?			By when?			Resources required
	On our own	With others	By others	Now	Soon	Later	
Activity 1							
Activity 2							
Activity 3							
Activity 4							

4.3 Project planning timeline

What is it?

This tool uses a timeline or calendar to show what a project will do, and when.

Why use it?

Using a project planning timeline helps to decide:

- what will be done – for example, what activities will we use to start together, assess together, plan together, act together, monitor and evaluate together?
- who will do each activity?
- when will each activity be done?
- if a plan is realistic
- if additional resources will be needed.

How to use it

1. Consider the project you wish to implement. Identify all those activities required to mobilise communities for this to happen.
2. Write or draw each activity on a separate card.
3. Draw a long line – timeline – to represent the length of the project, for example 2-4 years.
4. Agree a way to divide up each year. For example, people may see the year divided up into seasons, quarters, months or by important ceremonies and festivals.
5. Discuss the order in which activities will take place. Place the activity cards on the calendar in the order they will take place. There may be overlap between activities and some activities may be repeated, but this is OK.
6. Look at each activity card. Discuss who is responsible for each activity. Draw or write who is responsible underneath the appropriate activity. Some activities may be done by more than one person or organisation.
7. Look at the timeline. Identify any activities that may have been forgotten. Look at whether activities related to the following have, if necessary, been included:
 8. activities to address identified problems;
 9. activities to build community capacity;
 10. activities to build partnerships with other organisations; and
 11. monitoring and evaluation activities.
12. Write or draw additional activities identified on separate cards. Place these on the timeline.
13. Look at the timeline. Discuss whether it is realistic. If it is not realistic, what changes need to be made? Are additional resources needed to carry out the work plan? What are these resources? How do we get them?



Remember!/Facilitator's Notes

- It is important to be very specific when discussing activities. Help participants to break down large activities into small activities.
- Remember that if a stakeholder is not present when their roles and responsibilities are being discussed, they must be fully consulted before plans are finalised!

See also

Action Planning

Stakeholder Participation Matrix

5. TOOLS FOR PARTICIPATORY EVALUATION AND MONITORING

5.1 Output/outcome matrix

What is it?

An output/outcome matrix is a chart that shows what activities are working well and what needs improving, according to those who are participating in it.

Why use it?

An output/outcome matrix is useful to:

- monitor the progress of activities with members of the community or project;
- evaluate activities with members of the community or project;
- understand what different people think about activities that were done;
- explore the positive and negative results of activities;
- explore who has been involved in the activities, who has benefited from them and why;
- explore what could be improved about the activities; and
- start to identify what other activities might be needed.

How to use it

1. Small or large groups can make an output/outcome matrix. Divide larger groups into peer groups to explore different views.
2. Agree what activities are to be discussed. Show the activities down the left-hand side of the chart, on paper or on the ground (see example below).
3. Agree on important questions to be discussed about the activities. For example:
 - has the planned activity taken place?
 - have all the people who wanted to be involved in the activity been involved?
 - as the activity had the effect people wanted?
4. Show these questions along the top of the chart.
5. Discuss each questions for each activity listed.

6. Participants can use counters to score the degree to which an outcome or output has been achieved for each activity. For example, scoring out of 10, with 10 being “completely achieved” and 0 being “not achieved at all”.
7. Discuss what is shown on the chart, and then discuss the following:
 - are there services or activities which were planned but have not taken place?
 - what is the most positive change?
 - what is the most negative change?
 - how can we improve activities?



Remember!/Facilitator's Notes

- When this tool is used to develop a community level analysis, it is important to make sure that different views are well represented.
- Discussing negative as well as positive views will help show how to improve the activities. Discuss ideas for new activities.
- If participants know less about the activities than expected, explore the reasons for this.

5.2 Most significant change

What is it?

The most significant change tool is a story that describes an important change that has happened due to a particular project or activity, and what a person thinks about this change.

Why use it?

The most significant change tool is useful to:

- understand the impact the activity or project is having on people;
- understand what, if anything, has changed as a result of project activities;
- understand the reasons for this change;
- explore what people think about this change, for example, do they think it is a good change or a bad change;
- identify what changes are seen as significant by communities and what are not; and
- identify how to improve project activities.

How to use it

1. Agree how often to use the most significant change tool and with whom. For example:
 - at the end of the project with primary stakeholders to evaluate the impact of the activity; or
 - every three or four months, together with all project stakeholders to monitor progress.
2. Ask a stakeholder (or small peer group) to identify what they feel has been the most significant change related to the project during the time period.
3. Ask the stakeholder to describe the significant change. Asking them to draw pictures of the most significant change can be used to help the discussion. Ask why the person thinks this change is significant.
4. To find out about specific changes, you can also ask stakeholders what they think is the most significant change for:
 - themselves as individuals;
 - the peer group they belong to;
 - the community as a whole; and
 - the services in the community.
5. You can use how people define significant change to set community-based goals for the project. For example, if people say that a significant change for them was “the community works closer together now”, then “the community works closer together” can become a new goal of the project.
6. Share most significant change stories with different people involved with the project.



Remember!/Facilitator's Notes

- Describe time periods according to local calendars.
- Encourage participants to tell stories about negative changes or frustrating experiences in order to build up a balanced view.
- If people have trouble identifying changes related to project activities, explore the reasons for this. Perhaps there have not been any significant changes?

5.3 Evaluation wheel

What is it?

An evaluation wheel shows proportions by using a picture of a wheel – for example, it can show the extent to which the multiple objectives of a project have been met

Why use it?

Using an evaluation wheel helps to:

- discuss what has been done;
- discuss ideas about what should be done;
- identify which needs are met and which needs are not met;
- show progress made towards objectives; and
- compare an actual situation with a potential situation, for example how much a project has achieved as opposed to how much can still be done.

How to use it

1. Discuss the items or issues to be evaluated, for example the extent to which the different objectives of a fuel-efficient stove project have been met.
2. Draw a large circle. Divide this circle into sections according to the number of items or issues to be evaluated. In the above example, the wheel could be divided into sections for reducing gender based violence, reducing wood consumption, providing income generating activities, and improving domestic safety in cooking areas.
3. Label each section of the wheel.
4. For each issue or item, shade in the section of the wheel to show how much has been done
5. Start shading at the centre of the wheel and move outwards. If something is fully done or a need is fully met, shade in the whole section. The non-shaded area shows how much has not been done, or how much the need is not being met.
6. Discuss the results of the activity and what they mean. Discuss how to use the information.



Remember!/Facilitator's Notes

- The sections of the wheel can be of equal size. Alternatively, the sections can be used to show how important each piece of information is by being different sizes, like a pie chart.
- Different people in the community may have very different views about the size of the non-shaded sections. That is OK – draw several evaluation wheels and find out why people's views are different.

5.4 Measuring empowerment

What is it?

This tool uses a trend line to allow people affected by environmental issues to monitor their levels of empowerment over time.

Why use it?

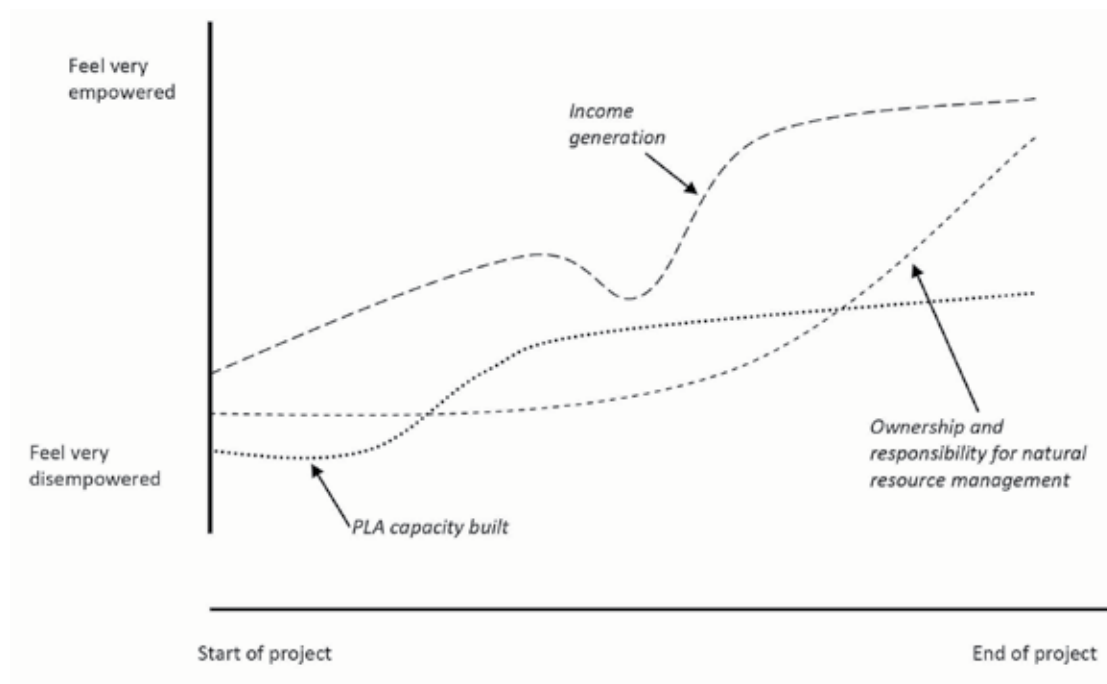
This tool helps people affected by environmental issues to:

- understand what empowerment means to them;
- see how much power they have and how it changes over time;
- identify specific project activities or events that give them power and those that take it away;
- identify how different types of power influence each other;
- identify where power needs to be increased, or perhaps decreased;
- identify opportunities and constraints for increased empowerment; and
- identify community indicators for monitoring and evaluating empowerment in a project.

How to use it

1. Explain to participants that we are empowered when we have sufficient levels of four different types of power – knowledge power, resource power, positional power and personal power and that we all have some power to ensure a sustainable livelihood.
2. To ensure they understand the different types of power, ask participants to think of examples of each type of power with regard to sustainable livelihoods.
3. With regards to sustainable livelihoods, ask participants to think of examples from their own livelihood of when they felt extremely empowered or disempowered with regard to each of the different types of power.
4. These two extremes then become the limits of the “perceived degree of power” axis on their individual trend diagrams (see diagram below).
5. Participants are then asked to think how much of each type of power they had before the project with regard to sustaining a livelihood. This is marked on the trend diagram.
6. From the time before the project to the present, ask them to draw a trend line for each type of power, indicating when their level of empowerment went up or down relative to the two extremes.
7. Suggest that they should mark critical incidents when that power increased or decreased up to the present moment.
8. Now ask them to consider what happened in each incident and why they felt the way they did. What was the situation? Who or what was involved in making them feel that way? The situation should be drawn on a post-it and added to the diagram.
9. Ask participants to pair up and share their diagrams. Ask them to think about and report back on the following:
 - what things made your sense of empowerment increase or decrease?
 - how do your different types of power relate to each other?
 - what are your hopes and fears for each of these types of power?
 - what things could strengthen or weaken each type of power for you?

Example empowerment trend diagram for a community CEAP team member



Remember!/Facilitator's Notes

- This can be a very sensitive exercise and bring up painful memories. Be prepared to deal with these tactfully and adequately.
- By carrying out this exercise at the start of a project, people's own criteria for what empowers them can be used as project objectives or indicators.

6. TOOLS FOR FACILITATION IN VARYING SITUATIONS

6.1 Thought shower/brainstorming

What is it?

This tool involves participants sharing their opinions, feelings and ideas on a particular topic. Thought showers are also called “brainstorming” or “ideas showers”.

Why use it?

Using a thought shower helps to:

- provide a non-threatening way for people to express their opinions and feelings ;
- allow participants to explore new ideas; and
- identify where there is, or is not, agreement about issues relating to a particular topic.

How to use it

1. Divide participants into four groups and give each group a different coloured pen.
2. Think of four challenging situations relating to the management of natural resources in the community. Examples might include the threats to water resources or improved management of rangelands.
3. Write each situation on the top of a large piece of paper. Put the pieces of paper up on walls or trees in different places in your work area.
4. Ask each group to stand by a piece of paper. Ask them to write down as many ideas as possible about how to improve the challenging situation. Before they start, stress to participants that at this stage any and all ideas should be written down without anyone judging them.
5. After five minutes, shout out “Change!” and ask each group to move to another piece of paper. Ask them to add to the ideas written by the previous group.
6. After five minutes, shout “Change!” again. Repeat the process until all of the groups have added to all of the pieces of paper.
7. Bring the participants back together. Read through what they have written on the pieces of paper and ask them to explain anything that is unclear.

8. When the activity is complete, encourage the participants to discuss what they have learned. For example, how difficult was it to think of ideas? Did the groups have similar or different ideas? Which of the ideas could be put into practice quickly? What resources would be needed?



Remember!/Facilitator's Notes

- Thought showers aim to help people to express themselves freely and openly. So it is important to create a safe space where people will not be judged for what they say.
- If some people have difficulties with writing, ask all participants to use symbols instead of words.
- There are many other ways of doing thought showers. Other examples include using:
 - unfinished sentences: ask people to suggest a way of finishing a provocative sentence, e.g. "One thing our community could do to improve the situation is ...";
 - picture galleries: ask each participant to draw a picture of what a particular environmental or resource management issue means to them. Display the pictures on the wall or on trees and then encourage people to ask each other about what they have drawn and why.

6.2 Card sorting

What is it?

This is a very simple way to sort issues when there is a lot of information to hand.

Why use it?

Using card sorting can help to sort and organise information into categories. This might include:

- organising information gained during an assessment into manageable quantities for analysis and report writing;
- sorting information according to different categories or criteria;
- drawing linkages between different issues;
- for brainstorming ideas.

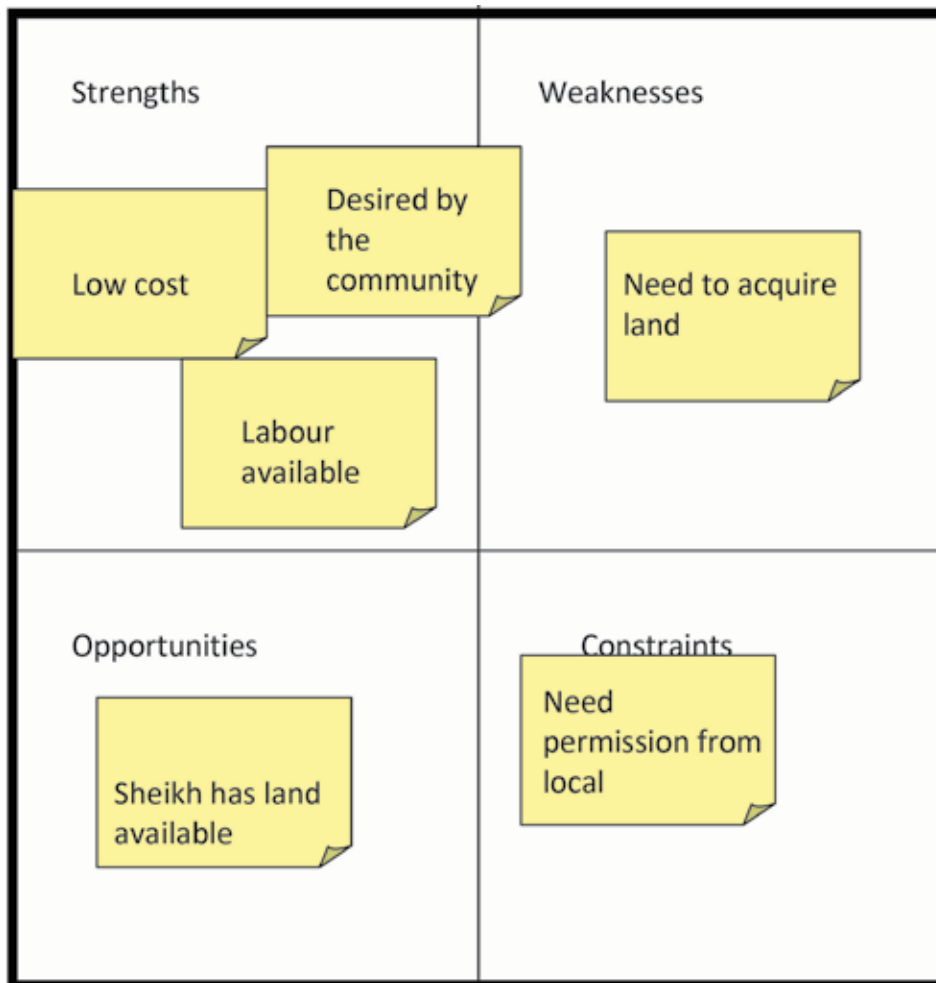
How to use it

1. Card sorting works best with small groups of people.
2. Agree the issue to be explored, for example water use,
3. Ask participants to write down or draw on separate cards all of the different things which relate to the issue, e.g. the how, what, where, who, when and why of water use? This might be what communities have already discussed about water use using other tools, or it might be starting afresh with a new topic.
4. Ensure all the cards are face up so that all the cards can be seen by all the participants.
5. Now ask people to sort the cards into different categories according to their own criteria about the issue to be explored. For example, categories regarding water use might be sanitation, cooking and drinking, cleaning or irrigation.
6. When the activity is complete, discuss what it shows. For example, what is in each category and why? Why did people use these categories? Discuss how to use the information.

Remember!/Facilitator's Notes

- For information gathered from participatory assessments, participants can use the same technique to sort information by the assessment objectives, e.g. people's knowledge about sanitation, their attitudes towards it and their behaviour towards it.
- For assessing feasible – doable – activities, participants could sort them into different categories, from easy to very difficult.
- You can also use card sorting also to rank things in order of preference, priority or importance or for sequencing things, e.g. sequencing a list of activities required to build a well.
- The number of ways card sorting can be used is limitless. Think how you could use it.
- Allow participants to come up with their own categories if these have not been established yet. This may look very disorganised and slow at first, but have trust that they can do it!

6.3 Strengths, Weaknesses, Opportunities and Constraints (SWOC) analysis



What is it?

This tool uses a matrix to encourage discussion about what the strengths, weaknesses, opportunities and constraints of a particular situation are.

Why use it?

Using a SWOC analysis helps to:

- review the strengths and weaknesses of an organisation or an activity;
- identify the strengths, weaknesses, opportunities and constraints in a given situation;
- decide whether a group has the ability to carry out a project;
- look at the impact that the introduction of a new strategy may have on an organisation's staff, volunteers, supporters and activities; and
- show the strengths, weaknesses, opportunities and constraints of different projects.

How to use it

1. Discuss the meaning of the words:
 - strengths – the good points about an organisation, its activities or a situation;

- weaknesses – the weak points of an organisation, its activities or a situation;
 - opportunities – the positive openings that exist for the organisation, activity or situation; and
 - constraints – the things that are or will get in the way of the organisation, an activity or situation achieving its goals.
2. Draw a matrix with two rows and two columns (see example below). Write or agree symbols for headings of each box in the matrix.
 3. Take each box in the matrix in turn:
 - Discuss the strengths of the organisation to carry out an agreed project, strategy or activity. For example, looking at a reforestation project, a strength may be that three people have training in reforestation. Draw or write all the strengths in the box in the matrix.
 - Discuss the weaknesses of the organisation to carry out an agreed project, strategy or activity. For example, a weakness may be the lack of volunteers to carry out the reforestation project. Draw or write all the weaknesses in the box in the matrix.
 - Discuss what opportunities there are to carry out a new project, strategy or activity. Opportunities are usually things outside the group or organisation. For example, an opportunity may be a good relationship with the church. Draw or write all the opportunities in the appropriate box in the matrix.
 - Discuss what constraints or threats exist which will prevent or hinder a new project, strategy or activity. Constraints are usually things outside the organisation or group. For example, a constraint may be that people have too little time to be involved in reforestation activities. Draw or write all the constraints in the box in the matrix.
 4. Discuss how participants can make use of the strengths, reduce the weaknesses and constraints and make use of the opportunities to achieve their goals.
 5. Summarise the main points of the discussion. Agree the next steps for action.

Remember!/Facilitator's Notes

A SWOC analysis is best done by small groups. When working with large groups, divide participants into smaller groups of 5-8. Each small group can then work on different topics, e.g. activities, organisations or situations, or one group identifies strengths, one weaknesses, one opportunities and one constraints. The groups can then share their analysis with each other later.

7. TOOLS FOR SPECIAL CONSIDERATIONS: GENDER, CONFLICT, EMERGENCIES

7.1 Do no harm framework

What is it?

The Do No Harm Framework is a tool which helps analyse how a particular project or activity may contribute to either increasing or decreasing conflict within, or between, communities.

Why use it?

The framework can be used for micro-conflict analysis, project planning and programme quality, and impact assessment of a programme on conflict. Its overall intention is to help project stakeholders ensure that a project, at the very least, does no harm. It can also be used to help design projects which actually reduce the potential for conflict within, or between, communities.

How to use it?

The logic driving this framework is that international assistance – through resource transfers or implicit ethical messages – can:

Make conflict worse	Help end war
<ul style="list-style-type: none">• By feeding inter-group tension• By weakening inter-group connections	<ul style="list-style-type: none">• By lessening inter-group tension• By strengthening inter-group connections

Things which make conflict worse are called “dividers”. Things which help to end conflict are called “connectors”.

1. Analyse **dividers** and sources of tensions between groups: systems and institutions; attitudes and actions; [different] values and interests; [different] experiences; symbols and occasions.
2. Analyse **connectors** across sub-groups and local capacities for peace: systems and institutions; attitudes and actions; [shared] values and interests; [shared] experiences; symbols and occasions.
3. Analyse the **aid programme**: mission, mandate, headquarters; describe the local programme

in terms of why; where; what; when; with whom; by whom and how.

4. Analyse the aid programme's **impact** on dividers/tensions and connectors/local capacities for peace: is the programme design, its activities, or its personnel increasing or decreasing dividers/tensions? Is it supporting or undercutting connectors/local capacities for peace?
5. Consider **options** for programming redesign and re-check the impact on dividers/tensions and connectors/local capacities for peace: how can the programme details be redesigned so it will "Do No Harm" and strengthen local capacities for peace? Ensure the redesign options avoid negative impacts on the dividers or connectors.

Example questions for an environmental project, from a do no harm perspective.

- Does the project include any planting, agricultural or similar activities?
- Does the project involve invasive species, dangerous chemicals, or genetically modified organisms?
- Does the project involve large monoculture plantations?
- Does the project produce hazardous waste?
- Has the project complied with national legal requirements? For example, in many instances irrigation works require permitting or authorisations from national and state governments.
- Does the proposed project intervention take place in an ecosystem that is protected under legislation or traditional usage by local communities
- Are there critical natural habitats located at or close to the proposed project implementation site?
- Could project activities create increased stress on this site through activity displacement or invasive species introduction?

Has there been consultation with protected area sponsors and managers, local communities and other local relevant stakeholders for the protection of critical habitats?

8. TOOLS FOR TRAINING OF TRAINERS

8.1 Good / bad facilitation

What is it?

This is a fun role play in which people get a chance to practice their facilitation skills in a relaxed and safe setting.

Why use it?

This tool helps people to: consider what are good and bad facilitation skills; practice their facilitation skills and receive feedback from their peers; and learn how to embrace error and learn from their mistakes without embarrassment.

How to use it

1. Ask participants to think about the best facilitator they know and list what made this person a good facilitator. Consider knowledge, skills, attitudes and behaviours.
2. Now ask them to think about the worst facilitator they have experienced and list what made this person bad at facilitation. Again, consider their knowledge, skills, attitudes and behaviours.
3. Now split participants into two groups.
4. Tell one group of participants that they are going to perform a role play of a CEAP session. Two people from this group will try to facilitate the rest of the participants in their group to use a CEAP tool as best they can. They should bear in mind the good and bad practices previously listed (see separate *Facilitator's Guide*).
5. The other group will sit around them and observe the two facilitators at work. If they think that one of the facilitators has made a mistake in some way, they should get up, tap the facilitator on the shoulder and take over facilitation. The original facilitator then joins the other group and becomes an observer.
6. Each time either one of the facilitators makes a mistake, one of the observers should take over. Let the role play continue until all of the observers have had a chance to step in and take over the facilitation.
7. Then swap group roles so that both groups have had a chance to facilitate, observe and be participants of the CEAP role play.
8. Debrief participants about what they have learned about being a good and bad facilitator.



Remember!/Facilitator's Notes

Please also refer to the separate *CEAP Facilitator's Guide*.

8.2 Bad/good listening

What is it?

This exercise makes the contrast between “bad” and “good” listening techniques. It re-enforces learning of the key points of active listening.

Why use it?

This exercise helps people practice and re-enforce active listening skills.

How to use it

1. Give a brief presentation on the key points of active listening.
2. Break participants into pairs. In each pair, ask one person to play the speaker and one person to play the listener.
3. Explain that the speaker is going to talk for three to four minutes (on any topic) and that the listener is to demonstrate bad listening techniques – in other words, the opposite of the points made in the presentation.
4. When this is done, debrief by asking the speaker what it felt like to be with a bad listener. Ask the speakers what the bad listeners were doing or not doing.
5. Go back into the pairs and swap roles. This time instruct the listener to practice good listening techniques. When the speaker has finished, debrief by asking the speaker what it felt like to be with a good listener. Ask the speakers what the good listeners were doing or not doing.
6. From this discussion, draw out the key points about active listening.



Remember!/Facilitator's Notes

Remember that active listening includes the use of body language, facial expressions, questioning, summarising and rephrasing, in addition to mere listening. See Active Listening in the *CEAP Handbook*.

8.3 Probing deeper

What is it?

This training exercise practices the skill of probing deeper into an issue by asking follow-up questions. Facilitators will begin the session with a set of key questions, but it is essential that facilitators are able to respond flexibly to answers they are given and can use other questions to then probe deeper.

Why use it?

This tool helps people to practice effective questioning skills, especially how to probe deeper to get to the core of an issue.

How to use it

1. Give a short presentation on the six “helper” questions – What? When? Where? Who? How and Why? – and their importance as open-ended questions (see **Open and Closed**).
2. Break into pairs. Ask one member of the pair to think of a story or incident that their partner does not know about. Explain that their partner is going to ask them questions about it. Their task is to answer these questions as briefly as possible.
3. Instruct their partner – the questioner – to try to use each of the six helper questions at least twice to find out about this story or incident.
4. After five minutes, end the questioning and debrief what it was like to try to probe deeper.
5. Swap roles and repeat the exercise.



Remember!/Facilitator's Notes

- The most effective helper question for probing deeper is to keep on asking “*But why...?*”
- Other effective questioning techniques involve asking open-ended, probing, or clarifying questions, as well as questions on personal points of view. See Effective Questioning in the *CEAP Handbook*.

See also

Open and Closed
Sensitive Subjects

8.4 Open and closed questioning

What is it?

Asking open-ended questions, which cannot be answered with a “yes” or a “no”, is an important skill because it opens up discussion and helps in gathering more information. This exercise practices this skill.

Why use it?

This tool helps people to practice effective questioning skills – especially how to ask open-ended rather than closed questions.

How to use it

1. Prepare a brief (one paragraph) case study of a typical local person describing their life circumstances. Divide the participants into groups of six people.
2. Explain that in each group of six there will be two teams (A and B) of three people: in each team, there will be a local person, the questioner and an observer. Give the local person in each team a copy of the case study to read, and ask them not to show it to their team members.
3. Explain that in the A teams in each group, the questioner is only allowed to ask closed questions and the role of the observer is to check that they do this. In the B teams in each group, the questioner is only allowed to ask open-ended questions and the role of the observer is to do the same.
4. Explain that the questioners have five minutes to find out as much as they can about the local person in their team.
5. At the end of the time, ask the questioners in the A teams to tell the rest of the group what they learned about the person. Then ask the questioners on the B teams to do the same.
6. Compare the difference between information gathered from asking closed and open-ended questions, and discuss lessons learned about effective questioning.



Remember!/Facilitator's Notes

- If you want all participants to have a chance at practicing open-ended questions, prepare four more case studies.
- Refer to Effective Questioning in the *CEAP Handbook*.

See also

Sensitive Subjects
Probing Deeper

8.5 Sensitive subjects

What is it?

This training exercise helps people to develop the skills necessary to ask good questions about sensitive subjects.

Why use it?

This tool helps people to:

- consider what topics and issues might be sensitive in participatory sessions; and
- develop strategies to talk about sensitive topics with people.

How to use it

1. Ask participants to think which sensitive issues may come up in participatory sessions regarding environmental issues and sustainable livelihoods, e.g. conflict over scarce resources.
2. Make a list of these sensitive issues and group similar issues together into topics.
3. Identify three or four groupings of sensitive topics, and ask participants to break into smaller groups to look at one of these groupings.
4. Ask each group to discuss their sensitive topic:
 - what might make it hard to ask questions about it?
 - what would be good questions to ask to talk about this topic sensitively without doing any harm?
5. Now ask each group to practice these questions in role plays.
6. Bring the groups back together to discuss what was learned about asking questions about sensitive subjects.



Remember!/Facilitator's Notes

It might be a good idea to make a sensitive questioning checklist from the results of this exercise. People can then use this checklist during CEAP sessions in the field.

See also

Do No Harm Analysis

8.6 Saboteur!

Examples of types of saboteur and how to deal with them

Passive sabotage	Strategy	Active sabotage	Strategy
Gender	Divide up male and females	Speaking loudly or shouting	Ask all participants to remain silent for one minute to consider a question
Looking bored	Do an energiser, or give them a role	Non-constructive criticism	Ask the group what is more useful to them – constructive or non-constructive criticism?
Saying nothing	Ask them what their thoughts are	Interrupting or speaking all the time Use a “talking stick”, which only the person holding it can use	Use a talking stick, which only the person holding it can use
Constantly moving around	Do a lively energiser, then ask everyone to sit down and remain seated	Changing the topic	Bring people back to the main topic
Distracting body language	Ignore	Making irrelevant comments	Ask how that relates to the topic
Inappropriate setting, e.g. asking women to meet in a place where they might feel uncomfortable	Ask participants to suggest a better place to meet	Refusing to participate	Ask them what would help them participate
Inappropriate timing	Ask participants what time suits them best	Being late	Make them a timekeeper

What is it?

Saboteur is a training tool to train people in some of the appropriate attitudes and behaviours required in facilitation.

Why use it?

Saboteur helps people to:

- understand the different ways in which people can dominate or sabotage – spoil – a participatory session; and
- develop strategies for dealing with saboteurs.

How to use it

1. Ask participants divide into groups of three.
2. Tell them that one person is going to interview another person – the interviewee – about an aspect of their life. The third person is going to try to sabotage the conversation in any way

they can think of.

3. Give each person three minutes in their roles, then ask them to change roles.
4. Continue doing this until each person has performed the role of saboteur, interviewer and interviewee.
5. Now debrief participants in plenary by asking:
 - How did it feel to be sabotaged?
 - How did it feel to sabotage?
 - What different strategies did the saboteur use to try to sabotage the interview?
 - What different strategies did the interviewer and interviewee use to try to stop the saboteur sabotaging?
 - What strategies can we use to sabotage the saboteur during a participatory session, without disempowering or excluding them altogether?



Remember!/Facilitator's Notes

- Ask saboteurs to use types of sabotage which they are actually likely to come across, rather than extreme examples.
- Be particularly attentive to not let this exercise get out of control as some people make take these roles very seriously.

See also

Good v Bad Facilitation
Trust Game

8.7 Trust game

What is it?

This training exercise helps people to understand issues of confidentiality. It also helps people to gain trust in each other.

Why use it?

The trust game helps people to understand:

- the importance of confidentiality; and
- what it feels like to give people sensitive information about themselves.

How to use it

1. Ask participants to sit around in a circle. Explain to participants that this is a serious exercise about trust.
2. Ask participants to think of a secret they have which they would not want anyone else to know. Ask them to write this down on a small piece of paper, fold it up and not show it to anyone.
3. Now ask participants to pass their piece of paper with the secret in it to the person to their left.
4. Ask each person around the circle how it feels to have their secret in someone else's possession. You can record some of these responses on a flipchart if you wish.
5. Now ask each person how in turn how it feels to have someone else's secret in their possession. Again, you can record these on a flipchart if you wish.
6. Now ask participants to give the pieces of paper with the secret on them back to the person the secret belongs to. Once this is done, tell participants that they can all destroy their pieces of paper and relax! No one has had to share their secret.
7. Debrief participants by asking them:
 - What does this tell us about confidentiality in participatory approaches?
 - What kind of things might people share with us which should be kept confidential?
 - What rules should we have about confidentiality during CEAP?



Remember!/Facilitator's Notes

- Remind participants that "trust" is a verb! Trust is something you do rather than have. You have to earn and keep earning trust, and it can be taken away at any time if you break someone's trust. We all like to think that we are trustworthy because of who we are or our position. But people are unlikely to trust you automatically just because you are a doctor or some other professional. Whoever you are, trust has to be built and maintained.
- The point of this game is not for participants to share their secrets. If some do, that is up to them, but no one should feel pressured in any way to do so.

8.7.1 Example results of a trust game – training of PLA trainers

How do I feel when someone has my secret in their possession?

- Nervous.
- Anxious.
- Trusting /not trusting that they will keep it a secret.
- Unsure how they will use the information.

How do I feel about having someone else's secret in my possession?

- Privileged.
- Powerful – I know something others don't.
- Trustworthy.
- Unsure what to do – keep the secret or look at it.

What does this tell us about confidentiality?

- Carrying someone else's secret can be a burden.
- When people give us their trust, we should keep it.

What should be kept confidential?

- What people tell us confidentially.
- Information which could increase discrimination.
- Information which could increase the risk of physical or emotional violence towards them.
- Information which could increase discrimination against them.
- Information which could be used by the authorities in a harmful way against them or others they know.

What rules should we have about confidentiality?

- Keep confidential information to ourselves.
- Keep confidential information safe: keep confidential information in a safe, or code information so that people's identities are kept secret.
- Only let people share information which they wish to share – don't force people to share what they don't want to.
- Develop a policy about what information should be shared with the authorities and what will be kept confidential.

