

**UPGRADED PARTICIPATORY INTEGRATED
COMMUNITY DEVELOPMENT (PICD)**

TRAINING MANUAL

INCORPORATING

**HUMAN RIGHTS BASED APPROACH
PROGRAMMING**

&

APPRECIATIVE ENQUIRY



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ABBREVIATIONS

CAPs	:	<i>Community Action Plans</i>
CDG	:	<i>Community Development Group</i>
CDPC	:	<i>Community Development Planning Committee</i>
KDDP	:	<i>Kilifi District Development Program</i>
NGOs	:	<i>Non-Governmental Organizations</i>
PICD	:	<i>Participatory Integrated Community Development</i>
PID	:	<i>Participatory Integrated Development</i>
SMART	:	<i>Specific, Measurable, Achievable, Realistic, Time Bound</i>
STIPA	:	<i>Support for Tropical Initiatives in Poverty Alleviation</i>
UNDP	:	<i>United Nations Development Programme</i>
UNICEF	:	<i>United Nations Children's Fund</i>
US \$:	<i>United States Dollars</i>
WFP	:	<i>World Food Programme</i>

1 Introduction

1.1 Purpose and relevance of this PICD Manual

This manual has been written with the intention to provide information needed to facilitate a community driven development to be primarily used in any community development extension work in Somalia. Bearing in mind that CDD activity takes place in Puntland and Somaliland, there may be some variations from region to region in using this manual. The manual is designed to assist those working with communities in the implementation of the CDD component and other project components. The manual draws on the experiences and lessons learnt in Somali community.

1.2 Scope

This manual describes a participatory planning process that has been followed in the Community Driven Development (CDD) project. The outputs of this manual are summarized as follows;

- A description of the PICD process highlighting the background of the methodologies used, being a combination of conflict- sensitive programming, appreciative inquiry as well as right based approaches to community development.
- Clear elaboration of PICD process based on the principle of planning
- Definition of the key operational terms
- Explanation of tools used at different phases of the process, their outputs and practicality
- Aspects of human rights approach such as inclusiveness of the marginalized, effective participation, gender sensitive, empowerment and sustainability.
- The process brings out community action plans which the communities implement through resources mobilized from within and without.

1.3 Intended Users

The principal intended users of this manual are the facilitators, agencies, community development workers, government departments and communities who have the task of implementing community driven development in Somaliland, Puntland and South Central. The manual will also be of assistance to all line ministries and agencies who need to understand how the participatory integrated community development is used.

1.4 History of PICD process

PICD is a capacity building programme for the community. When every organization comes to the community in a different way, not responding to the community wishes, and the community is not contributing towards the programme there is no sustainability.

In East Africa there has been a struggle with participatory development for many years. The struggle started on how to involve players to take up responsibility. It was realized that what was planned and taken to the people was never sustainable. How can the person who is not involved in planning be responsible for them and the *learned* go down and work with them?

A meeting was held in Kenya in 2001 where various players¹ from East Africa converged and shared what they were doing. A visit was paid to KDDP where PID was being done and that is where Dr Rolfe Grafe² introduced the Do No Harm concept. All the concepts talked of people's participation and this saw the need for a common concept so that there was no confusion with many terminologies. This need was left for the following year when the various players met in Kabaale, Uganda where they came up with commonly used tools in all the concepts and incorporated everything; this gave birth to the name Participatory Integrated Community Development (PICD). Development practitioners tried PICD for one year and in all these meetings Dr Rolfe Grafe was involved.

¹ Leaders of the concept

² The founder of Do No Harm Concept

1.5 Preparatory Stage

There is need to involve relevant government line ministries and local councils/authorities right from the beginning in order for them to ensure sustainability and ownership of the project. The following activities need to be carried out before facilitation is conducted at community level;

1. *Discussion with the line ministry*

- Clearance from the central government (Ministry of Interior) and the districts and get the commitment from line ministries for their technical support during the process.
- Provide information at government level, to inform them of the processes being undertaken in their area of jurisdiction

2. *Discussions at organizational level*

The organizations discuss their involvement and possible support incase any of the community micro-projects comes up in the CAPs and eligibility for project financing in the following three broad categories:

- Social infrastructure and service delivery: These are micro-projects that produce benefits for the whole community or a large section of the community e.g. water development, crop and livestock production, natural resource management provision etc.
- Safety nets: Mechanisms will be established for promoting micro-projects in support of the most vulnerable community members to take a step (including marginalized and indigenous groups, the elderly, the disabled, HIV and AIDS affected and infected orphans).
- Income-generating activities (IGAs): These will be micro-projects that raise income or provide other direct benefits to the participants. Such micro-projects may be implemented by a sub-section of a community. Likely activities will include livestock and crop production and related trading activities, production of goods and services such as housing materials for sale, processed foods for sale, fishing, bee keeping and value additions to locally produced products, e.g. packaging of honey, fish processing, canning of fruits, etc.

3. *Criteria selection based on the mandate*

The selection criteria will be district specific. However, the following are broad guidelines:

- Taking into consideration all discrete development areas/livelihood zones;
- Targeting the most vulnerable/marginalised and isolated communities;
- Considering the presence of other development actors to avoid duplication;
- Recognising the willingness, initiatives and commitment of communities to development work;
- Identifying previously left out areas by other development agencies that should be accorded priority by the Project.

4. *Set a team composed of all sections to meet and discuss with the district local councils*

Formation of the local planning committee comprising of local council, private sector and civil society to discuss the project vision with at district local councils.

There is an increasing interest by the Somalia private sector in concepts of 'corporate social responsibility'. At the same time, members of Somalia Diaspora overseas are likely to make a large contribution to wellbeing in the project area through remittances. The project will promote a mechanism for harnessing the interest of the formal private sector operating in the area – and for tapping the energy and goodwill of Somalis abroad.

Such structures have 6 salient characteristics:

1. They serve as grant-making bodies;
2. Possess a broadly-defined mandate addressing crucial social development needs;
3. Serve a geographically defined community;
4. Draw on a broad range of donors (especially the private sector);
5. Are governed by a board reflecting key community stakeholders; and
6. Possess sustainable endowments.

These characteristics, along with their potential to build social capital by forging networks within and outside communities, make a community funding a platform well suited to bringing together the Diaspora and the private sector in the service of local development.

5. Identification of sites by local councils and assessment done together with the district authorities and line ministry

The selection criteria of the PICD sites include the following;

- communities that are seen as struggling
- Situated in the interior
- Lack basic services such as water, health and education.
- Lack support from donor/international communities.

6. Identification and training of facilitators and partners

- Facilitators should be locals of at least 25 years of age with knowledge of Somali language
- Should have a minimum academic qualification of Intermediate level and above or 6 to 7 years experience in community development
- They should be people with unquestionable character and politically impartial
- The selection must be gender sensitive with at least one-third of them being women
- They should include representatives of government, NGOs, CBOs and CSOs with mixed professional disciplines
- The selection of the facilitators should be done by the local authorities in every district in consultation with the project implementation group
- There should be flexibility on the posting of the facilitators within the district
- The facilitators should be paired for each community/site.

7. Orientation of stakeholders

The District Planning Committees will organise one-day orientation workshops at the district level for opinion leaders, departmental/partner agencies' heads, as well as arrange for informal gatherings at the community level to:

- Help identify and build on successful development initiatives focusing on communities within the project area in each district;
- Enable the operational procedures and processes of CDD to be clarified in the districts;
- Introduce the principles, simple techniques and skills of participation, which all those associated with CDD should know – so helping to establish a participatory working climate for each district, as well as setting guidelines for the approaches to be used with Project area communities;
- Clarify the structure, content and requirements for the CDD programme and refine the criteria for the selection of participants and the selection of target communities;
- Familiarise departmental heads and other policy making staff in government ministries, NGOs and opinion leaders, with the purpose and strategy of the community-driven development approaches;
- Clarify the criteria being used to approve community action plans;
- Explore the rationale for adopting a participatory strategy in the development process and provide information on gender mainstreaming;

1.6 Local Council linkage with the community

- The profiling/assessment is conducted
- Assessment done in terms of who does what, relationships existing between the local councils and the community and the gaps that are present
- Local authorities are then trained on their roles and responsibilities in relation to service delivery and economic development
- Formation of district consultative forum.
- District consultative forum composed of community representatives from various groupings existing in the community, civil representatives and the private sector
- During the district forum meeting. The visioning element is brought forth where the community, local authorities and private sector envision on how they want their district to be. They then come up with 5 year objectives for the district, analyze opportunities that exist in the district vis a vis their objectives, draft an action plan, participants define roles and responsibilities of stakeholders in the district and the participants draw the district pact that formalizes the roles particularly the involvement of the council and this will entail formation of a local planning team that is made up of local councils and civil society representatives to support the process.
- On financial resources the council's annual budget to include not just the investment cost but also recurrent cost even if is in the form of community contribution

- The recurrent costs should reflect community, private sector and the councilors contributions
- Capacity of the council to be built on asset management
- Councilors to be involved in the process from the mobilization phase as this ensures the sustainability of the process.

1.7 Facilitating the process

In using the PICD tools, emphasis is placed on doing the work practically on the ground and making use of locally available materials hence making the process applicable and familiar to community members. The power of the pen and elite capture is minimized, so that the illiterate members of the community do not feel marginalized and left out of the process. The PICD approach incorporates topical community development issues, such as gender, natural resources management and conflict management.

Why people must participate

There is a no "know it all" person.

Many hands make work light

For a long time now there is minimum participation in public activities while it is maximum in private agenda such as weddings and funerals. Public activities are normally left for the government and thus people do not feel part of these activities. Communities have developed dependency syndrome.

The number of community members who attend the meetings will determine the process of the community facilitation. Where the groups are too large, it is important to divide the community into smaller groups. This may be done on gender, age or random grouping system depending on the specific community. At the end of each session, the versions from the different groups are triangulated; preferably using the elders' version as the main version and finally one version is agreed upon and adopted. Two copies of the final tool are made on the flipcharts/newsprints for permanence of record. It is recommended that the community members make their final copy which is also copied to the agency.

2 Getting started

The participants take two minutes to greet each other after which introductions are done in the following format;

- » Name
- » Where you come from by country
- » Marital status
- » Your hobby, likes and dislike
- » Area of work
- » How long you have been involved in PICD/Development work
- » Share one new experience that the participants do not know

2.1 Time Schedule

The time schedule is agreed in plenary as follows;

<i>Time</i>	<i>Schedule</i>
	Session 1
	Tea Break
	Session 2
	Lunch Break
	Session 3
	Tea Break

2.2 Norms

To guide the workshop, participants develop the following norms and agree on penalty for those who violate e.g. singing and dancing to a traditional song.

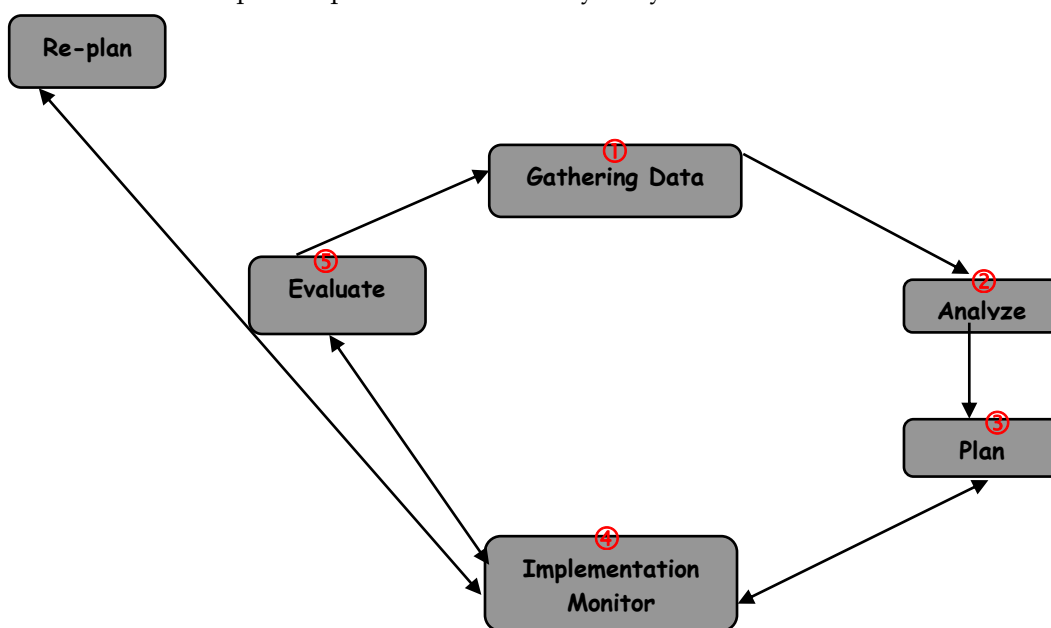
2.3 Responsibilities

Responsibilities are assigned as follows (tabulated below);

<i>Responsibility</i>	<i>Person Assigned</i>
Sheikh	
Chairperson	
Time Keeper	
Magistrate	
Energizer	
Welfare Officer	
Translators	

3 The Planning Cycle

One has to think ahead before he starts using tools in order to plan to get results out of it. Every tool has a reason why it is being used. The background of PICD is based on the principle of planning. In every plan a number of things are done. In the PICD process the community should be involved at ALL stages. This is also an important part of the community entry.



It is good to clarify the motivation of attending the meeting without creating expectations. If you have the commitment to drive your people, then you will get the satisfaction with the PICD process. The message you are taking to the community is “wake up, stop sleeping”.

4. The PICD Phases

The Facilitator takes the participants through the process and outlines the PICD Phases as follows;

Community Entry Process

Village Elders Meeting

Initiation Stage / Awareness Creation and Attitude Change

- River Code
- Secret in the box
- Take a Step
- 65 Year Old Couple
- The Boat is Sinking

- The Diamond Farm
- Data Gathering and Situational Analysis**

- Community Mapping
- 24 Hour Day
- Seasonal Calendar
- Resource Bag
- Family vision
- Pairwise Ranking
- Visioning Matrix
- Visioning Matrix Discussion

Design (Planning Phase)

- Formation of Community Development Planning Committee (CDPC) or Community Planning Committee (CPC)
- Long term goals
- Short term goals
- Future maps
- Community Action Plans
- Resource Mobilization
 - Wealth Ranking
 - Venn Diagram 2
 - Presentation of CAPs and wealth ranking
 - Proposal Development

Areas to note;

- » The process of facilitating the PICD process takes not less than 30 days because the community have to agree on the amount of time they can spend and when, because, some of the members cannot come a whole day and yet have businesses to do
- » It is important to use all the tools because each tool has a reason why it is being used.
- » Development of CAPs is the most important part of the process and the community needs time to do this. It is at this stage that they need a specialist with the technical knowledge to give quotations. CAPs can take 10 days to develop.

5. TOOLS USED

5.1 Community Entry Process

Steps to Community Entry Process;

- » Identify the leader of the community
- » Identify the leaders around him
- » Identify all the groups existing in the community
- » Use the Venn Diagram 1 to identify relationship of the groups in the community
- » If all the information is not identified verification is done with the Sheikh (if he was not in at the time of drawing the Venn Diagram I)
- » Invite the representatives of all the groups for a meeting for you to convince them of the PICD process
 - what days do we meet?
 - what time do we meet?
 - if it is the whole day, what do we do about lunch?
- » Dispatch them to go and convince their different constituents to come and attend the meeting

5.1.1 Organize community meeting through leaders/elders

This should be as realistic as possible. For this reason there is need to discuss with the elders and other leaders and arrange for a major elders meeting. All the elders need to understand the intentions of the process so as to identify the community members. At this time the schedule of the community is also identified. As in any group/community process, it is necessary to have all the key stakeholders in the beginning. This ensures that the process addresses issues of interest to all parties and helps to reduce the chances of obstacles and opposition to the vision and action plans that emerge. Since this process is

experiential and transformative the more people that can participate the better. Even so the facilitator should determine whether the group consists of people from similar circumstances with common interests, or if members come from more divergent backgrounds. This is usually found out with the help of Venn Diagram 1. The first visit should be aimed on changing the attitude of the community. There is no need to hurry the process, but should go with the speed of the community.

5.1.2 Village Elders Meeting

The chief and village elders are one of the most important groups in the community. There is need to know who they are, the traditional elders and the influential people. The first meeting is with the community elders - the facilitator introduces him/herself and the agenda and with the help of the elders identifies all the local institutions. The facilitator makes him/herself clear as he/she seeks the elders' permission to access the community. There is need to be organized so that the facilitator is not caught off guard. This tool seeks to identify/ show the importance and the relationship of the local institutions existing within a community. These institutions would include amongst others the clan elders group, local women's group, youth group, burial committee, traditional leaders etc. The facilitator lists the groups then plots them in the chapatti diagram as seen.

After the meeting with the elders, the facilitator creates time to talk to the different groups in the community to explain the objectives of the organization and process. The organization does the mobilization also to supplement the efforts of the elders and inform the other groups about the major meeting that is being organized by the elders on an agreed day. A second meeting with the groups' representatives is organized comprising of at least 2 - 3 representatives from each group. The last meeting is with the entire community at least 200 - 300, mobilized by the group representatives.

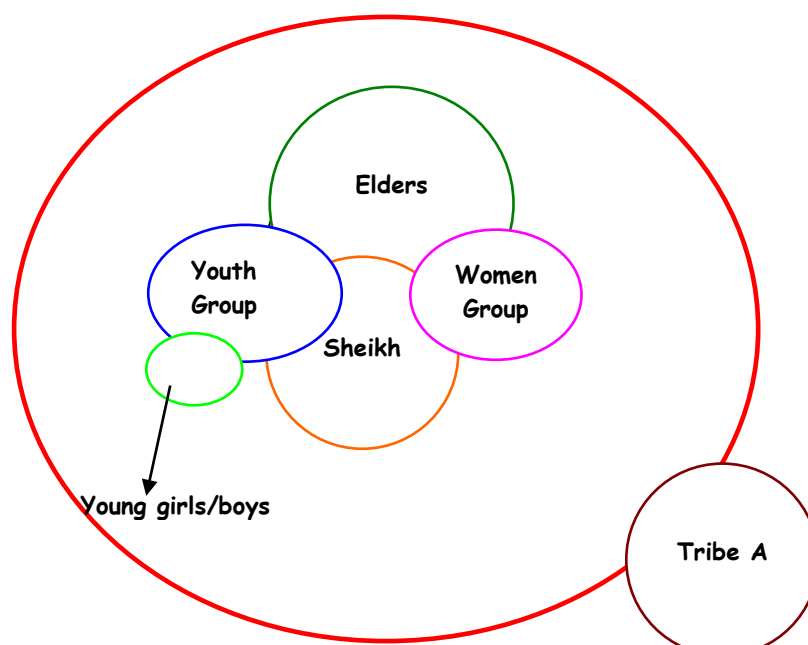
At leaders' meeting make a contract with them on:

- Days of meeting (timing)
- Feeding if people have to meet through to evening
- Attendance of the meetings and mobilisation of the community members
- Their task in the process responsibilities
- Meeting venues and times to meet

5.1.2 Venn Diagram I

The Venn Diagram I tool is done with all the leaders. The tool enables one to know the relationship between different groups existing in the community. The Sheikh is involved because they will have spiritual authority and conviction to tell you the truth. In conclusion, when using the tool (Venn diagram I) you are trying to convince the leaders and representatives before you invite the community.

Example of a Venn Diagram I



5.2 Initiation Stage/Awareness Creation and Attitude Change Phase

This phase addresses attitude issues and enables the participants to discuss and understand what development is and why they must participate in their own development. The phase aims at changing the community members' attitude towards development. They should be able to identify with and embrace development that is sustainable i.e. participatory development. This phase also helps the participant be aware of exclusion, disparities and injustice and help the participant brainstorm on ways and means of addressing them. To facilitate the discussions, **the river code, the secret in the box, take a step, the boat is sinking and 65 year old couple** are used. The purpose is to change the attitude of the community on dependency, participation, marginalization and discrimination on gender basis

5.2.1 The River Code

Role Play

This is a role play that depicts three people, two men and one woman walking together and discussing issues. They suddenly meet a flooded river. They find a man working near the swollen river on his farm. Feeling trapped and unable to go over to the other side of the river where they have a function they ask the man how they can cross the river. The man offers to help them. He offers his free services and carries the first two people, the men, across the swollen river. The woman refuses to be carried and requests to be guided to walk across the river.

This role play should be done outside the room. The participants should be asked to use their two senses of seeing and hearing only.

Discussion on the tool

- » *What did you see?*
- » *What did you hear?*
- » *Who are the characters in the play?*
- » *If it were you, which character would you want to be, the two men or the lady who refused to be carried? Why?*
- » *Look at all these characters and think of them as your relatives. If the strong man was your father, brother, son or husband, what advice would you give him?*
- » *If he insists on carrying them, what should be done to him?*
- » *What advice would you give to the two gentlemen who were carried?*
- » *What advice would you give to the lady?*
- » *Looking at development,*
 - *What is the river?*
 - *The wedding?*
 - *The farmer?*
 - *The two men?*
 - *The lady?*
- » *Give examples of such projects*
- » *According to you, why are these many, many projects failing?*
- » *We who know, what should we do to avoid all these failures?*
- » *But you had not consulted them in the beginning so how do you come and tell them to take over what they had not owned?*

Conclusion

The river code is very important to facilitate. The questions should be asked *off the cuff* without looking at the papers. In conclusion let us teach the community how to cross the river, and stop carrying them.

5.2.2 Secret in the Box

Role Play

Three people are chosen from among the participants. One who had most widely traveled (*Internationally*), one who had traveled moderately (*within Africa*) and one who was locally traveled (*within Somalia*). A box containing various items but sealed is given to the most widely traveled and asked to name the items in the box by shaking and hearing the sounds and guessing. The second one who was moderately traveled is blind folded and asked to touch the items in the box and name them without removing them from the box. The third person who was locally traveled is asked to open the

box, look at what is in the box, consulting with other participants and naming the items, even reading the labels (*as the people mention the items, they are listed on the flip chart*).

In order for participants to understand the meaning of the box, being a tool meant to change people's attitude ask them the following questions. Let them discuss with you and discover the meaning for themselves.

Discussion on the tool

- » *Why did the locally traveled lady get a lot of marks?*
- » *Why did the moderately traveled one get a little more than the widely traveled?*
- » *Why did the widely traveled get few marks?*
- » *Give examples of these persons in development, people who just hear*
- » *Give examples of people who just touch*
- » *Give examples of the last person who was seeing, tasting, consulting, touching etc.*
- » *What is the box?*
- » *Who knows what is in the community?*
- » *Who plans for your community, among these three?*
- » *What about the second, who should plan, who knows what is in the box?*
- » *What should we do?*
- » *But who should assess?*
- » *But do the communities know they know, do they actually believe they know, do the international organisations know the community knows?*
- » *So what do we do?*
- » *Who is going to change the "giants" (donors, academicians, international NGOs, researchers) can they listen to some of these old women who cannot speak English?*
- » *Who should do this?*
- » *List the rights of the community*
- » *List the responsibilities of the community*
- » *If the community has the above rights and responsibilities, are the others justified to plan for them?*
- » *So what should we do to these "guys"?*

In reality, community members know what they have and should plan around this. The development workers' role should be a facilitating one whereby they facilitate the community to do what they would like to do with the resources they have.

The problem is that development agents do not readily accept that community members know and can actually do their own planning when facilitated. The agents are blinded by the pride they have in the formal education they have. The agents usually take cluster plans based on other communities' experiences and expect the community members they work with to adopt them. When the community members fail to adopt these plans because they are not familiar to them, the development workers claim the particular community is not development conscious or is resistant to change.

However in participatory development, emphasis is put on community members doing their own planning based on their experiences. The role of the development agent is to facilitate them do their planning and not expect them to implement plans developed by the agent and prepared based on other people's experiences. The development worker should not assume what is in the box but facilitate the community members to open their own box (when they are ready to do so) and agree on how to best utilize the resources within.

5.2.3 Take a Step

The tool helps us to visualise how often we do exclude other categories in the community. We do not use pro-poor methods in our development strategies. This indicates that our targeting methods should be revised so that development projects work with all categories of people. There is need to involve all categories of community members in the community process. Identifying the marginalised is a function of the tool.

Role Play

When choosing players in this role play, make sure people do not play their real roles or positions in the play i.e. do not make a real poor person in the community play the role of a poor person in the play, instead, make a Spiritual leader or Sheikh role play the *miraa* chewer.

Characters in the role play

- A businessman and his wife with a supermarket in Borama, a similar one in Dubai and have 6 children
- A livestock keeper with 300 cows, 500 goats and 100 camels and 13 children
- An orphaned girl living with her poor grand-mother in a grass or paper covered house, no cow, no goat
- A 13 year old boy taking care of his three younger brothers and sisters and their house is falling down, their parents are dead
- A 15 year old girl taking care of her bed-ridden mother who was the sole bread winner from casual labour with her 2 twins of the age of 5 years (sisters)
- A *miraa* chewer whose wife ran away with 3 children and has been retrenched
- A primary school teacher with a wife in the local market and has 6 children
- Class two graduates – husband and wife
- Religious leader with two wives and six children
- A casual labourer with six children

Instruct the different people to take a step when they think they can execute what the statement read says. The general participants should assess if these people are realistically capable of taking such a step and correct them. At the end, count the number of steps each person has taken and categorise them.

- You can afford balanced meals 3 times a day
- You can afford medical treatment whenever you are sick
- You can afford to buy mosquito nets for you and your dependants
- You can afford university education for your dependants
- You can afford to buy clothing / ornaments for you and all your dependants during annual celebrations
- You can afford secondary education
- You can employ a watchman to protect your property
- You can buy a health insurance
- You are always invited to community meetings and your opinion is sought
- You can buy a bicycle for transporting your goods
- You can buy a pick-up for transportation of your farm products
- You can afford to buy a plot in Dubai
- You can afford to go for holidays in New York (abroad)

According to the steps the characters take, a graph is drawn and their steps plotted in. When doing this in the community, the steps are plotted on the ground

While the characters are still standing in their steps positions and the other participants are around them watching, ask the following:

- » Who are the people who did not take a step?
- » Who are the people who took most of the steps?
- » For the people who did not take a step or few steps, how are you feeling?
- » The people who took most steps what advice can you give to the ones who did not take a step / few steps?
- » The people who did not take a step, what advice can you give to the people who took a lot of steps?
- » Are these groups of people found in your community?
- » Whom do we compare these people who cannot take a step with in development in our community?
- » Whose duty is it to take care of the people who did not take any step?
- » Is there a system to take care of these people in the community / area / nation?
- » Whom do we usually work with?
- » What do we do?

Discussion on the tool

- » *Opinions of those who took zero steps*
- » *Opinions of those who took one step*
- » *Opinions of those who took the most steps*
- » *Is this scenario common in our community?*
- » *Whose duty is it to ensure that these people are taken care of?*
- » *Do these people who cannot take a step attend community meetings?*
- » *Who are those who make decisions?*
- » *If the people we work for do not attend meetings, what should we do?*
- » *A question for development workers, those of you who write proposals, for whom do you ask the money?*
- » *Do they benefit, are their opinions listened to?*
- » *What do we do?*

Conclusion

In conclusion, all these people have different needs; money, security, employment, food, health etc. If all these things are taken and integrated into the action plans, all these people will participate, because their needs are taken care of.

5.2.4 The Diamond Farm

...not far from river Sabelle, there once lived a farmer by the name Hemed, who owned a large farm with orchards, grain fields, and gardens. He was a wealthy and contented man- contented because he was wealthy and wealthy because he was contented. One day he was visited by a spiritual leader, a wise man from the East. The spiritual leader sat by the fire and told Mr. Hemed how the world was made.

“He said the Almighty thrust a finger into the fog and slowly turned it round and round, increasing the speed until it gradually became a ball of fire. Then he said the ball of fire rolled through out the universe, burning its way through other cosmic fogbanks and condensing the moisture until it fell in floods of rain upon its surface, which cooled the outer crust.

“When the melted mass burst out and very quickly cooled, it became granite. That which cooled less quickly became silver and even less quickly, gold. “And diamonds; said the spiritual leader, diamonds are congealed drops of sunlight.’ Declaring diamonds the highest of God’s mineral creations; the spiritual leader said that one stone the size of Hemed’s thumb could purchase the whole country. If Hemed had a mine of diamonds, he could place his children on the thrones of the countries throughout the world.

Hemed went to bed that night a poor man – poor because he was discontented and discontented because he thought he was poor. ‘I want a diamond mine,’ he repeated to himself throughout his sleepless night. He woke the spiritual leader early the next morning. “Will you tell me where I can find diamonds?” he asked. “Diamonds,’ said the pries. ‘What do you want with diamonds?’ “I want to be immensely rich,’ replied the Mr. Hemed candidly. “Then go along and find them, that’s all you must do,’ advised the spiritual leader. “But I don’t know where to go,’ Mr. Hemed pleaded. “Well,’ said the spiritual leader, ‘if you look for a river that runs over white sands between high mountains, you will always find diamonds in those sands’ “I don’t believe any such river exists,’ Mr. Hemed challenged. “Of course, it does. There are many of them,’ said the spiritual leader. ‘All you have to do is find them’

Mr. Hemed went to the window and looked out; his gaze fixed on the mountains that bordered his farm. ‘I believe you. I will go! He resolved. “He sold his farm and collected his money. Leaving his family in a neighbour’s care, he went off in search of diamonds, starting with the nearest mountains. Next, he searched in the Ethiopian hills in the coast. Finally, he wandered River Nile. When the last of his money had been spent, he stood in rags at Cairo of Egypt, watching the waves roll in. Soon the penniless, hopelessly wretched man cast himself into the oncoming tide and sank beneath the water, never to rise again.

“One day the man who had purchased Hemed’s farm led his camel into the garden to drink. As the beast lapped, the brook’s clear water, Hemed’s successor noticed a curious flash in the shallow stream’s white sands. Reaching into the water, he withdrew a black pebble with an eye of light that reflected all the

colours of the rainbow. He took the curious stone into the house, put it on the mantel, and returned to his chores. "Some days later, the spiritual leader visited him. The moment the spiritual leader saw the gleam from the mantel, he rushed to it. "There is diamond here!" he shouted. "A diamond! Has Hemed returned?" "No, he hasn't returned and that's no diamond, the new owner answered. It's nothing but a stone from out there in the garden." "But I know a diamond when I see one," the spiritual leader insisted, "and I tell you that's what this is, a beautiful diamond". "Together they rushed to the garden stream. They stirred the white sands with their fingers, and they discovered more stones, even more beautiful and valuable than the first. Thus was the diamond mine of Sabelle discovered – the most magnificent in history, exceeding even the Kimberly diamond mine. For decades, every shovel from near that stream revealed gems that would decorate the crowns of monarchs. Had Hemed remained at home and dug in his own garden instead of wandering aimlessly into a life of frustration, poverty, and suicide in a strange land, he would have had acres of diamonds".

No story in the literature of mankind better illustrates that your greatest riches are within your own reach, in your own backyard. You can stop looking on the outside wealth and happiness. Water yourself, immerse yourself in the awareness that your acres of diamonds are within you. Mine them and you will be rich.

Questions

What lessons do we learn from this story?

In Somalia, where do we seek for resources?

What does this teach you about your personal life?

5.2.5 The Boat Is Sinking

In this role play there are eight (8) people in a boat, a mother and her young child, a student, an able businessman, a doctor, a head teacher, a policeman and the Cox -swain in the middle of a lake. As they sail along, a storm breaks out and the boat starts sinking. The passengers and the Cox -swain get worried and as a result the Cox -swain decides that all luggage be thrown out. The boat continues to sink and they decide to throw out some of the passengers, the mother and her child, the farmer, the policeman and the student. The doctor, the businessman, the head teacher and the Cox -swain are left in the boat.

Q: What did you see?

Q: What did you hear?

Q: What was happening?

Q: Does this scenario exist in our community? Give examples.

Q: Why does this happen?

Q: What should we do?

Those considered poor and less important are thrown out in the implementation of community projects. Other ways in which people are thrown out include redundancy, in employment, the disabled and the disbursement of loans and other community input which are mainly given to the able. Community development should be inclusive. Nobody should be termed as less important as all people have something to contribute at their own level. Community members should be encouraged to seek options or different ways of approaching community development issues to ensure that even the poor are included.

The role of the development agent is to facilitate the change of attitude of the community members from a situation where they are dependent expecting everything to be done for them to a situation whereby they use the resources they have, plan around them and start off their development activities even if in a small way.

5.2.6 The 65 Year Old Couple

A story is told of a couple.....

Once upon a time there was a man who fell in love with a young lady. He loved her very much such that when he was 25 year old and she was 23 years old they got married.

At the age of 35 and his wife was 33, they had not had children but continued believing that God would give them children. When the woman was 45 and the man was 47, the parents started worrying and

asked their son to take action and marry another woman to give him children. They wanted to see their grandchildren before they died. He refused to succumb to their pressure for him to marry a second wife. She too was now reaching menopause and was giving up. After this age they gave up ever having children.

At the age of 65 years and the wife was 63, they heard a voice telling them, My children you have been very faithful, you are going to have a child. The condition however is that the two of you agree on the sex of the child you would like to have and I will give you. You must only choose one sex, do not say any"

Sequence of facilitation/questioning

Participants are asked to place themselves in this situation and as an individual participant without consultation with another person writes on a paper the sex he/she would choose to have?

- *Count the votes*

At the community level not all people can write, this should be modified appropriately for the situation in the field.

- *What are your reasons for choosing the sex you chose?*

Q: In real life situation are the reasons given true today?

5.3 Data Gathering and Situation Analysis Phase

5.3.1 Community Mapping

The mapping tool is used to get a physical picture of the community, the surrounding landscape and its boundaries. It shows the resources in a community, which include infrastructure, houses, water sources, schools, churches, crops, hills and other important aspects that can be mapped.

The participants are asked to draw their map on the ground citing the following boundaries, major physical features, things they have done that they are proud of, available resources, resources that are source of conflict and where people live. Additionally, it looks at how communication with the outside can be improved. With combined focus on community development, the participants can also consider their achievements within the community and show on the ground stories that might relate to building a new road, reducing illiteracy in the family, etc.

The maps are drawn on the ground using symbols. The main purpose is to ensure that even those who cannot read and write participate, without feeling handicapped because of inability to read and write. This helps in avoiding *the elite capture*.

In facilitation

- » *Identify the gaps*
- » *Identify resources that might cause conflicts and talk about them*
- » *Identify the areas the community is developing*
- » *Who are the neighbours?*
- » *What services are available (markets, schools etc)?*
- » *Identify the human capacity in the community (doctors, nurses, farmers etc)*
- » *Discuss the areas to be improved*
- » *Discuss the community achievements*
- » *Identify parts of the community where major activities e.g. rituals take place*
- » *Discuss:*
 - *Areas where the marginalised stay*
 - *Areas where the rich stay*

Areas to note;

If the community has for example, 100 people they should be divided in order of gender or age groups e.g. the girls will show where they fetch water, the women will show where the fetch water, firewood, the market place and where the children go to school, the elder men will show the grazing area, mosque, meeting place etc.

In most cases the women's map ends up being the best and the men have the best boundary. Once the maps have been drawn choose the elders map (since they are the decision makers). Ask them what they are missing that is in the other maps that should be included in the map. At the end of the process we have a community map composed of all inputs from other maps.

Conclusion

The map helps the community to identify what they have. It helps them to know where to begin, to know what resources they have. It is baseline information. If you are doing a baseline survey, community mapping is a very important tool to use. This tool assists the community to come to know what they have and appreciate it.

5.3.2 24 Hour Schedule

The 24 hour schedule is a tool used to analyse the way the different sectors in the community spend their time on a daily basis. This tool, if well analysed, reveals the time spent by both men and women on productive activities. It is a self reflection tool that enables the community to start questioning their activities. The approach uses examples within the community and comparisons are made locally. This is intended to provide the participants with examples from within them, from their own fathers, own mothers and their own children.

Generally, the participants should be divided into groups on the basis of the ages; the youth, the middle age, and those of advanced age. The young men are divided into men and women and then asked to determine what girls of their age group living in the rural areas do on a normal day for 24 hours. The middle aged men are asked to determine what the women of their age group do and likewise for the women. Those of the advanced ages are asked to reflect back on the duties performed by their parents; the women reflecting on their mothers and the men reflecting on their fathers.

At the community level, subdivide the community members into age groups to capture most of the information. These could be the old men, young men, Morons / male youths, the elder women, young women and the girls.

In facilitation of this tool do not just stop at the gender issues but look at the trends taken in the schedules. The subject matter is the work trends. Look at all the schedules of the different groups. The discussions should lead the men to discover their work habits. As the current men discover that their fathers worked for longer hours than they do.

Discussion on the tool

- » *What are the trends emerging from this?*
- » *What does this tell us?*
- » *Is this something that is affecting development world or other people?*
- » *If we see all these things that we listed here, what do we have in common with the development world?*
- » *Before we go to the development world, let us look at ourselves first by looking at these trends, how were the Somalis of today and those of tomorrow?*
- » *What does this tell us about development?*
- » *What should we do?*

5.3.3 Seasonal Calendar

The tool depicts the pattern of life in a community. It shows the activities and events in the particular community in the course of a year. It indicates the regular cycles and patterns of activities and happenings in a community over a period of twelve months. It includes among other activities the annual rainfall patterns, water availability, disease patterns, animal diseases, migration patterns, farming activities, social and religious ceremonies etc.

The calendar also identifies the times when the men and women are busy and gives a picture of the gender roles, social, religious and even economic activities in the community. In cases where issues are gender specific, the development agency is able to plan with the community when to meet with the desired sex and age group. It also identifies when the community is engaged in totality. For groups that

are interested in programs that are season specific such as agriculture, it can help in planning when activities should be done. Knowledge of the seasons helps in sensing any abnormalities in the patterns and can therefore act as an early warning system.

It also identifies those who work more in the community and the resources that are available in the community. It also shows the strengths and resources of the community. This is a SWOT (strengths, weaknesses, opportunities, threats) analysis of the community.

For example the seasons in Somalia

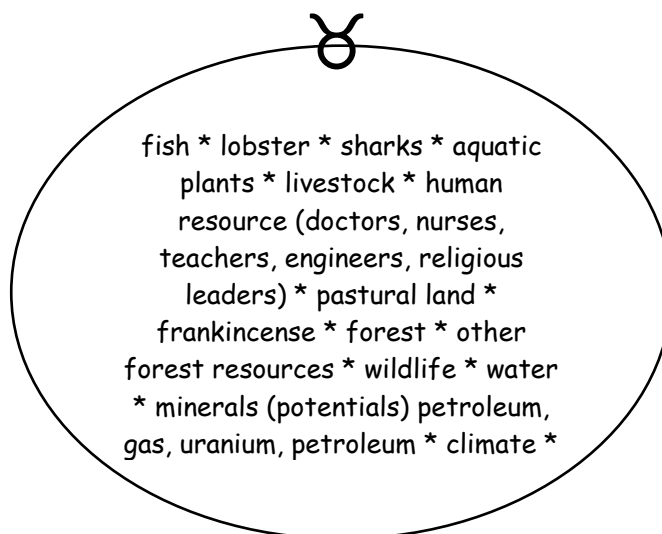
Season in English	Season in Somali	Months
spring	Gu	January- March
summer	Haga	April - June
winter	Dira	July - September
autumn	Dayr	October - December

List examples of activities that take place throughout the year
 Participants go into groups and present the seasonal calendar on the ground.

5.3.4 Resource Bag

Participants identify the resources in community in plenary in a resource bag

Example



Discussion on the tool

- » *Why is it that we are not utilising our resources effectively to reach our objectives?*
- » *What can the community members do among themselves in a bid to solve these issues?*
- » *What should the development organisations do?*
- » *If you have all these things in your community resource bags, what is it that is making you not develop?*

The first two questions are discussed and documented.

The tool of Problem and Resource Bag was changed to **Resource Bag** because emphasis is now on resources. In the upgraded version it was realized that we should deal with resources.

If we approach the community through problems it is too much they cannot deal with it but if we approach through the resources that they have it becomes easy. It is relevant to look at the positive side.

5.3.5 Family Vision

This is a tool that is incorporated into the PICD process. The issues that will come out of this process will be incorporated into the other issues that have come out of the initiation and data gathering tools and further analyzed in the pairwise ranking and visioning matrix tools.

Family Visioning Process

Start by sitting quietly in a comfortable environment where you won't be disturbed. Then close your eyes and ask your subconscious mind to give you images of what you're ideal life will look like if you could have it exactly the way you want it.

1. Focus on the financial area of your life. What is your annual income? How much do you spend per day, month etc (cash flow). How much do you earn per month or weekly. How much have you saved and invested. What is your total net worth?
 - o What does your home look like?
 - o Where is it located?
 - o How many acres of land
 - o What color are the walls?
 - o What does the furniture look like?
 - o Walk through your perfect house, filling in all the details.
2. Next visualize how you are communicating, e.g. motor bike, car, bicycle etc.
3. Next visualize your ideal job or career, where are you working? What are you doing? With whom are you working? What kind of client or customers do you have? Is it your own business?
4. Then focus on your free time, your recreation time. What are you doing in the free time you have created for your self? What kind of vacation do you take? What do you do for fun?
5. Next, what is your ideal vision of your body and your physical health? Are you free from all diseases? Are you flexible as well as strong?
6. Ideal vision of your relationship with your family and friends. What is your relationship with your family like? Who are your friends? What is the quality of relationship with your friends? Are your friends loving supportive, empowering? What kind of things do you do together?
7. What about personal area of your life? Do you see yourself going back to school? Getting training, attending workshops, what game do you want to play, where do you want to travel to?
8. Finally focus on the community you live in, the community you have chosen. What does it look like when it is operating perfectly? What kinds of community activities take place there? What about your charitable work? What do you do to help others and make a difference? How often do you participate in the community activities? What services are readily available, how is the security? What are the income levels of the people etc?
9. The security of self and children (protection), schooling, health and water.

Each participant comes up with an individual vision. This is not documented as part of the process, but can be shared with family members back at home.

Participants are asked the following questions:

How did you feel when using the tool?

Discussions

As Facilitators and change agents you should have a vision in life. To help someone develop his vision you should be able to develop your own vision. You should take control of your own life.

We should encourage men and women (spouses) to come together and plan i.e. family plan. This is an area we should seriously take in order for us to develop. Community development works only if it starts from the family. We cannot come up with community action plans if at the family level you cannot plan.

Looking at Somali situation, according to the tradition, it is the man who plans himself (whether he has two wives, one wife or more). He does not consult with his wife and children. We should campaign so that women are involved.

Participants group into two (men and women) and answer the following question

What is the best way of planning?

5.3.6 Pairwise Ranking

Look at the *24 Hour Calendar* and study the working hours. Then go to the map and look at the issues that you as a community want to do something about. Look at the *Seasonal Calendar* and pick out the things

you want to do something about. Then go to your community *Resource Bag* and do the same. Finally, pick out and list the things that you can do something about.

After you make a list of the things you feel you can, as a community, do something about, choose 10 of them and plot them in the *Pairwise* graph to show the priority of what you need to do first. The items in the *Pairwise Ranking* are arranged horizontally and vertically.

But before the graph, you do it on the ground for those who cannot write to be able to understand.

After they have raised the issues, there is need to rank the issues so as to prioritise them. The list is therefore subjected to *Pairwise Ranking*, which is a comparison tool between the different issues raised by the community. A consensus is built on the importance of these issues by the entire community. The facilitators are expected to go through this process at the community level with the community and not in their offices. It is also important to note that issues will differ from one community to another and so will priorities. Every community has reasons for preference and choice of priority.

From the exercise the issues are ranked as follows (5 issues):

- I Water
- II Education
- III Drought
- IV Marginalization
- V Livestock

Pairwise ranking is drawn on the ground using symbols

5.3.7 Visioning Matrix

This tool aids the community to develop a vision (dream) for their future. In discussing the tool, important issues of life have evolved from previous initiation and situational analysis tools identified. The community members should brainstorm and come up with these issues. These are listed in the plenary. The participants should choose five of the issues of life and subject these to the *Visioning Matrix* for further analysis in groups as indicated in the matrix below i.e. analysis of the past, the present and the future, if nothing is done, and the preferred future. The aspects of life identified should be those that the community can influence and do something about. This exercise is done on the ground. The wisdom of the older generation is also sought.

The issues are placed on the left-hand column of a four-column matrix. The other three columns are: the past 40 years (this may vary according to age bracket of the participants, it should be as far as what they can remember), present, and preferred future (10 years to come). Each aspect of life is examined for how it was in the past, how it is at the present and how it will be in the preferred future. On the ground, present the matrix using symbols for all issues identified. After the ground work, the issues can then be transferred into the following table:

Period Issues	Past (40 years)	Present	Preferred Future (10 Years, With Action)
1			
2			
3			
4			
5			

This helps us to come up with issues that need to be addressed. This important tool will assist the community to see their progress and retrogression and prioritisation of issues to be addressed.

Steps to visioning matrix

- » *Community members should brainstorm and come up with issues. These are listed in plenary (this evolves around initiation and situational analysis tools)*
- » *They should choose five of the issues and subject them to the visioning matrix for further analysis in groups identified in the matrix below*
- » *The exercise should be done on the ground*
- » *Preferred future should be clear*
- » *Go through the preferred future with the community to make sure they understand and internalize them (**as it leads to the next step and then plan of action depend on it**)*
- » *Explain your preferred future and probabilities and write them down both in terms of quality and quantity*

5.4 Planning Phase

After analyzing their situation, developing a vision for their future and identifying the steps they would undertake to achieve their preferred future, the community has to plan for this project(s) as per what is reflected in the future map.

5.4.1 Formation of Community Development Planning Committee (CDPC) or Community Planning Group (CPG)

All the community members cannot be available to attend all the PICD sessions from the first to the last phase as they are busy with other day to day activities that are not necessarily related to the PICD process. Hence, a smaller representative group is identified which is mandated to carry on the process on behalf of the community. The criterion for selection is developed together with the elders and all the community members. This is then shared in the community meeting for input by the wider community to ensure that all their views are represented.

While election of Community Planning Group (CPG) takes place after *Visioning Matrix*, which is done by all community members, the idea should be floated at community entry point when you meet the leaders. This gives them time to prepare and consider the magnitude of the work and effort that will be put in. It makes them consider the idea so that it does not come as a shock at this time. Many times it also motivates them to continue to come for the meetings continuously. Explain that the community will come for at least five meetings after which it is the CPG that will continue with the planning to complete the process and also to lead it.

The selection of the CDPC should be based as much as possible on existing community structures as will have been confirmed after developing the first *Venn Diagram* (identification of local institutions). The committee should be gender balanced and also include the elderly, the youth, people with disabilities and the educated. It should include influential people (those who command respect from the community members) as they will be responsible for mobilising the community around the activities arising from the development of the plans.

Throughout the process, the community is reminded that at a certain point they will be asked to select their representatives. They should represent all the groups in *Venn Diagram 1*. The committee is formed after the *Visioning Matrix*. At this point the community has explained their visions and will then hand over the work to the planning committee. The groups that were identified in *Venn Diagram 1* are then asked to choose their representatives.

This group will be responsible for the development of the long-term goals, short-term goals, future maps, CAPs and resource mobilisation. The team then reports to the community all the plans and waits for the endorsements. The committee is accountable to the community members who have chosen them. It could be a short lived committee to steer the accomplishment of the planning. The group will depend on *Venn Diagram 1* to be sure of participation and representation to include all the marginalised. Through this you will empower the people who are not known as leaders in this community.

The participants are divided into their regions and asked to reflect back on Venn Diagram 1 to identify the groups they think should be in the Community Planning Group. They then develop the criteria for selection of the committee / group and representation of its membership.

Criteria for Selection of Committees

Developing criteria for selection of the committee is facilitated by the development actor, but should come from the community. The criteria should ensure inclusiveness. Selection criteria for selection of community planning committee should be clearly set.

Facilitating the First Meeting of the CPG

The first meeting of the CPG is facilitated by the process facilitator(s).

The committee will once again present the *Visioning Matrix* on the ground the way the community did it. With this they carry out the *Visioning Matrix* discussions, analysing the “why”, “what” and “when” they moved to the present situation. The committee members then translate the *Preferred Future* on every aspect of life, as they understand it and this gives the long term goals.

The agenda of the meeting may look like this:

1. INTRODUCTION
2. TASKS AHEAD
3. ROLES AND RESPONSIBILITIES OF CPG
4. TERMS OF REFERENCE FOR CHAIRPERSON, SECRETARY AND TREASURER
5. CRITERIA OF SELECTION OF CHILDREN, SECRETARY, TREASURY
6. ELECTION
7. WORK PLAN

5.4.2 Visioning Matrix Discussions

This tool is used in analysis of issues that have caused the present situation and the effects of none intervention and finding solutions to them. This is done at the Community Development Planning Committee (CDPC) level. The discussion can take one week to one month.

Answers to the following questions are discussed on the issues raised

1. Why did we come from the past to the present, what happened?
 - *The reasons can also be positive and therefore the analysis looks at the strengths and the efforts that have been used to make the difference and hence the things to be done would build on the strengths.*
2. What can we do to move from the present to the referred future?

The “*what*” enables one identify strategies that will enable us reach our vision

Participants are divided into groups and answer the questions above.

5.4.3 Long Term Goals

This tool is done hand in hand with the visioning matrix. Long term goals depict the preferred future of a community on the issues that have been identified as important to them. This tool seeks to change the preferred future on each issue into a statement.

The long term goals should be simple and straight to the point. It should be a statement describing the desired picture 10 years into the future.

Summary of Steps towards the Long Term Goals

- » *Once the Visioning Matrix has been visualised on the ground and presentation made, do a recap on the four timeframes used in developing the Visioning Matrix.*
- » *Draw the community members’ attention to the Preferred Future column.*
- » *Ask the community to describe their visualised Preferred Future on each aspect of life / key issue identified.*

- » *Facilitate them to develop the long-term goal statements from the Preferred Future by translating the visualised preferred future on each aspect of life into a general statement.*

5.4.4 Short Term Goals

A time frame, shorter (preferably 3 -5 years) than the time set in the long term goals is set during which the community will implement some of the projects they have discussed and agreed upon during the visioning matrix/future discussion tool as a step towards achieving their preferred future. Short term goals are developed based on the identified activities in the "what do we do" question column of the visioning matrix discussion tools. The short term goals should be SMART³. The developed community goals should be tested against the basic principles of SMART goals

Short term discussion should be thorough because it is at this time that ownership of projects begins. This process is still done by the committee elected by the community members themselves.

Short term goals were developed in groups and from the results the following **gap was identified**

- » The short term goals are not SMART

5.4.5 Future Map

The Future Map is a translation of the community's short term goals into the envisaged completed projects after the first quarter as stated in the short term goals. It shows the location of the foreseen / planned projects on the existing *Community Map*. Anything which can be visualised, natural or man-made, can be included in the map. The ingredients come from the *Visioning Matrix* and the short term goals. It shows the dreams of the community. It makes the community understand their vision and what they are doing. The communities' aspirations are seen. It stimulates responsibility and enhances ownership of the plans.

The CDPC here develops the future maps and then invite the community to come and see and approve the map. The community members can also adjust and change the future map. The CDPC will then adjust the plans according to the input of the community. The community should be facilitated to listen to the input.

Look at the short term goals and the map, then try and put in the map what your short term goals are. If you talk of building schools, show where the school will be, if water, show where the well(s) or borehole(s) will be. This is known as *Future Map*. Thus you take the three-year goals and plot them in.

On the ground, present what the community map should look like after accomplishment of the short-term goals. Each group should plot the new changes in the actual positions they will be located in reality. This gives the changes that should be seen when the projects are implemented within the stipulated time.

Prepare the committee not to defend their maps so much but to explain and convince the rest of the community members as to why they want it to look as it is. The CDPC should factor in the input from the community members on the day of presentation.

The following question is then asked

- » *How does the map make you feel?*

5.4.6 Technical Input by Line Ministries and Local Authorities

- The line ministries and local authorities are invited to share a bigger picture of the identified issues with the community just after the future map and before development of CAPS
- Risk analysis and verification on projects identified is conducted
- After CAPS development district consultative forums are developed to carry on with incorporation of CAPs into the broader district plan.

³ Specific, Measurable, Achievable, Realistic, Time bound

5.4.7 Community Action Plans (CAPs)

The CAP is a planning tool that outlays the ideas and activities agreed upon by the community to achieve their goal as set on the various issues that have been raised in the short-term goals. It enables the CDPC members to consider the important elements of planning and captures the main elements of the community's plan, including the cost factor.

The budget is an important part of the plan for it gives a general view of what the community vision will cost and hence makes them think of how to raise funds for the implementation of the plan. The Community Action plan is for the community and at this time the costing is theirs and NGOs are not expected to appear in the list of who is supposed to do the activities.

The process of making CAPs is time consuming, since the community needs to consult and re-consult. How long would it take to prepare and come up with a community action plan with six issues?

Components of the CAPs

These will be varied within the community. Group approach in the CAP may or may not be included; however, community approach is encouraged to take care of all people in the community.

Example

Community Action Plans (CAPs)

Short Term Goal Statement:

<i>What?</i>		<i>Who?</i>	<i>When?</i>	<i>Where?</i>	<i>Resources required</i>	
<i>Main</i>	<i>Sub-activities</i>				<i>Description</i>	<i>Cost</i>
1.	a.					
	b.					
2.	a.					
3	a.					

The CAP will help the community confirm if the plans they have come up with are achievable or are way beyond their means. It should be emphasized that the CAP developed at the community level is not for seeking donor assistance but a CAP of the activities/projects the community members can start off in their own small way using the resources they have. It should be clear that the facilitating organization's role is to ensure that they have the capacity to come up with their own plans. The facilitating organization would contribute to the community's efforts if they have the resources, but if not, they would assist the community by linking them to other organizations and people who could be of help.

After the CAP development negotiations can be made with the different organizations approached **BUT** during planning, it is done with an assumption that nobody is going to give them neither money nor technical input.

5.4.8 Resource Mobilization

5.4.8.1 Wealth Ranking

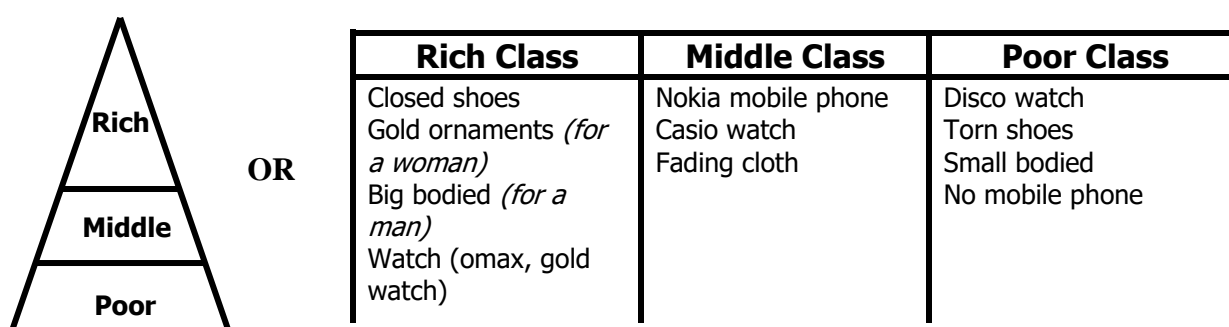
This is a fund raising tool to accomplish the community action plans. The *Wealth Ranking* tool is used to determine the economic levels of the community members, ranking them according to their economic ability. The tool brings out the economic potential of the community, which will be used by the CDPC for purposes of resource mobilisation for their development activities. To do this, a ranking criterion has to be developed.

- (1) Ask the CDPC members to identify the wealth groups / classes existing in their community. At this point, one can use the take a step classification as an alternative or ask the committee to list the aspects by which an individual is considered as rich, middle class or poor.

- (2) Let the CDPC members set a criterion describing each of these classes (rich, middle, poor). The criteria identified describing each of the classes / groups should include aspects of the common occurrences and undertakings in a community e.g. housing structure, economic activities, land ownership, types of food consumed and the frequency, education of the children, transport mode, medical care sort etc.
- (3) Ask the CDPC to identify all the households in the community and indicate the name of the household head.
- (4) The characteristics of each household should be identified and compared and / or contrasted to the criteria developed for the economic classes in the community.
- (5) Classify all the community households into the economic classes identified. This should be verified by the community.

Example of a Community Ranked into Three Classes

The following diagrams can be used to rank the community. In this case, the tabular diagram was the one used, showing the participants' criterion for the rich, middle and poor classes of people. The table immediately thereafter are the wealth rankings of the participants themselves, based on the criteria set.



The wealth ranking is done among the participants under each class and criterion listed above

Example

Rich Class	Middle Class	Poor Class
Hibo	Zeinab	Abdi
Jamal	Mohamed	Ahmed
Bashir	Asha	Amiir
Nafisa		
Nimco		
Lucas		
Total = 6	Total = 3	Total = 3
@ 1,000 USD	@ 500 USD	@ 100 USD
USD 6,000	USD 1,500	USD 300
Total amount to be contributed = USD 7,800		

Assuming we are a community that wants to raise US\$ 7,800 for a project we want to do. However, this money is not enough for the work that we want to do, so we list all the donors that we have and do *Venn Diagram II*.

Before then, they need to find out how their community raises money.

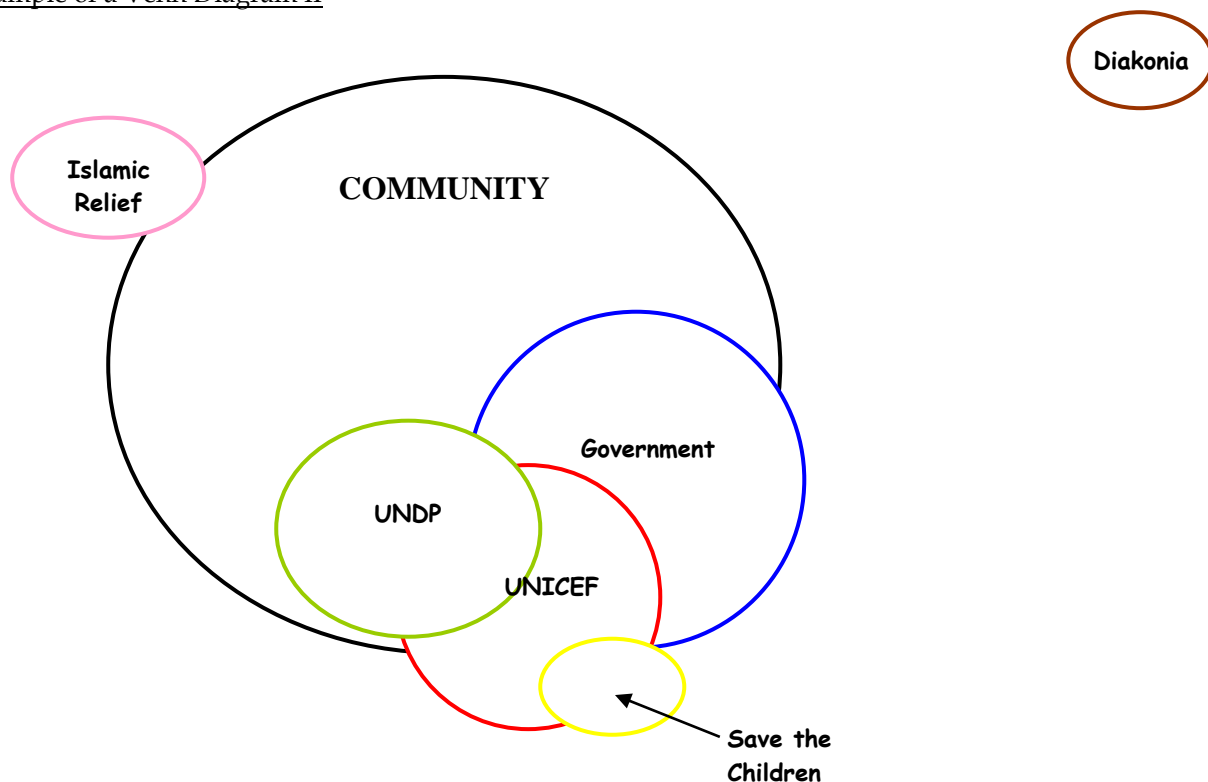
5.4.8.2 Venn Diagram II

The tool follows the same principles of *Venn Diagram I*: Local Institutions. However, at the planning phase, this tool seeks to identify, show the importance and the relationship of institutions and organisations external to but working in the community. These institutions and organisations would include, among others, NGOs, government departments and institutions, private organisations etc.

After the budget has been developed and the community gives its contribution it is at this level that they start thinking of other agencies e.g. UNICEF, Government, AAH, WFP, UNDP, UNHRC, Islamic Relief, Save the Children, Diakonia, CARE. From the list they show the importance and the relationship in the following context

- » those agencies working with them and also other communities (e.g. Government)
- » those agencies working with them and the Government (e.g., UNICEF)
- » those agencies working with them, the Government and other agencies (e.g. UNDP)
- » those that do not work with them but are working with other agencies (e.g. Save the Children)
- » those who are not working with them, the Government nor other agencies (e.g. Islamic Relief)

Example of a Venn Diagram II



After the tool has been used the committee sit down and strategies how to approach the agencies and institutions

5.4.8.3 Presentation of CAPS and Wealth Ranking

The CDPC presents the CAPs and community wealth ranking to the entire community members who will then verify. The community may change the positions of some of the households from middle class to rich and from low to middle class.

6. Capacity Building for Communities

Training in participatory community-driven development processes and practices underlies the implementation of the CDD component. The following are some of the trainings to be conducted for the implementing community groups:

- Community members and management committees will benefit from a substantial training programme designed to increase their capacity to identify appropriate community priority projects;
- They will be trained on the identification and targeting of benefits, especially to the vulnerable and marginalised groups;
- They will be trained on accounting procedures for the funding received for the micro-project;
- There will be special sessions on methods to avoid, reduce and mitigate impoverishment risk related to the economic or physical resettlement of individuals, households or entire communities;
- The training programme includes extensive PICD for all communities, which will be updated throughout the project implementation;

- The management committees and selected additional community members will be trained in proposal development (See Annex I), leadership skills and report writing, procurement and financial management, resource mobilisation, participatory monitoring and evaluation;
- Exchange visits will be organised to other communities undertaking similar projects;
- Financial management and technical training will be provided for sub-groups of communities who are implementing particular CDD projects that require upgraded technical skills, as well as awareness raising of important cross-cutting development themes, including the environment, gender etc.

7. Cross cutting Issues

The facilitators are expected to bring out cross cutting issues and address them during the PICD process facilitation

7.1 Inclusion of Marginalised Groups

In most of the districts there are marginalised communities or groups who are discriminated due to a combination of factors including historical, ethno-cultural, livelihood strategies, population numbers and socio-political and developmental factors. The marginalised groups are 'voice-less' and are not usually targeted for development interventions and would need strategies that would allow special targeting of these groups and the project staff would need to recognise these groups and target them separately from the main community in the region.

There is need to carry out affirmative action for the marginalised groups and other vulnerable groups in the project communities. Apart from the marginalized groups these groups include the disabled, elderly, youth and widows among others. *Doing this may marginalise them more however, the consultants suggest that this group be addressed and their absence from the project be noted.*

There should be representatives from these groups in the training and planning committees and they should be allowed to participate in the whole process especially in the PICD training. At least 3 persons from these groups should be included in the CDC and at least one of the officials should be from these groups. The project team should ensure that they prioritise activities/projects targeting the vulnerable/marginalised groups in every community that the CDD component is being implemented. The larger community should be encouraged to contribute towards projects targeting these groups to make it easier for them to participate and benefit from the project.

7.2 Conflict Sensitive Approaches to Community Driven Development

Conflict is a normal process in human development, conflict if managed can lead to growth; however the experience in communities is that conflict has not been managed and has led to violence. In this section we shall explore how. Conflict can be a resource to the development process.

Undertaking development and agreeing on process and procedures can raise tension and heighten the division already existing. Introducing external assistance like financial and material resources into any are usually leads to competition and division in communities and there is need to consider the effects of the project on the existing relationship between groups in the project area.

In order for Development process to be conflict sensitive there is need to look at how conflict affects the situation, projects, the teams and the organisation as a whole. The following tools can help in raising awareness to the issues that teams require to be conscious of and design strategic response to.

7.3 Gender Mainstreaming

Gender inequalities do not just disappear simply through giving voice to women or including them in development activities. Simply placing women on local project committees can do little to make them heard or bring them into committee activities in a meaningful way. There is need to pay more attention to impediments to participation and empowerment. This requires an in-depth analysis of power and empowerment, one that pays attention to material and institutional forces, cultural factors as well as survival strategies.

Women, as well as men, need to be directly involved in decision making concerning their lives and community interventions. Project regulations should be structured to help ensure that both women and men have access to and benefit from project interventions and are integrally involved in its implementation.

Practical Steps

- Establish gender roles, priorities and access to resources in the community
- Identify any barriers to gender appropriated project implementation
- Create ways to reduce or remove barriers
- Ensure the participation of women and men
- Provide any capacity building necessary to ensure that community women and men have the skills needed to fulfill their CDD roles
- Include gender specific indicators in monitoring and evaluation systems and involve both sexes in monitoring and evaluation
- Ensure that any partner working with communities encourage the same working strategy on gender

7.4 Environment Awareness

The Project as mentioned earlier in the introduction covers arid and semi arid districts of the country and is prone to droughts, therefore it is imperative for the projects to be aware and address environmental issues. The environmental awareness being discussed is natural resources management, diseases brought by sanitation and public health, etc.

During the community-driven development process it is important that the environmental awareness is discussed during the analysis, planning and implementation. Throughout the project as the environmental issues and impact are tracked, it is also important to research on community methodologies and implementation. This will help check on any bad impacts on the environment or on the people living or working in the area. Where any possible bad impacts are identified, the project committee must identify actions that are needed to make these impacts as small as possible. These actions are called a Mitigation Plan which may involve changing the technical design, or may involve other types of action.

7.5 Sustainability

Most communities are inclined to accept new infrastructures and equipment, without figuring out how they will continue to be used in the long run. Communities should be capacity built so that they ensure the sustainability of investments, using their own resources instead of relying on external support. The project should ensure that all proper processes are followed from the entry to the project implementation and handing over. The project staff should ensure that the communities are involved and active all along and are taking the lead in the implementation of interventions. The community should promise to assume responsibility for operation and maintenance of investments and should be given additional strengthening to play a more vital role in planning, implementation and monitoring of interventions. There should be clear definition of roles of the different stakeholders. Sound monitoring and evaluation systems needs to be put in place in order to avoid waster and to be able to make mid-course corrections. We should continuously remind the communities that any investment over time, should not be dependent upon external support / financing and they should be aware of the investments requiring supplies and maintenance in order to function.

Tips for Sustainability

- The issue of charging fees for services
- Having a maintenance plan for replacement and repair
- Safety nets
- Creating structures for exit strategy

When facilitating the PICD process, the facilitators should ask the participants to identify what is needed to maintain each need mentioned and put proper strategies into place. The following are some possible questions to ask:

- How much might it cost to maintain an investment?
- Where do the funds for the maintenance of the investments come from?
- Who is going to ensure that the investments are properly maintained?