# PARTICIPATION TOOLS FOR THE PACIFIC

# PART 1: Engaging Pacific Civil Society Organizations

**This piece offers practical advice as to why working with civil society is important in the Pacific and how greater engagement between CSOs, government, and the Asian Development Bank can be achieved.**

## INTRODUCTION

### What is Civil Society?

Civil society is distinct from the government and the private sector and consists of a diverse range of individuals, groups, and nonprofit organizations. They operate around shared interests, purposes, and values with a varying degree of formality and encompass a diverse range — from informal unorganized community groups to large international labor union organizations.

Of particular relevance to the Asian Development Bank (ADB) are nongovernment organizations (NGOs), community-based and people's organizations, foundations, professional associations, research institutes and universities, labor unions, mass organizations, social movements, and coalitions and networks of civil society organizations (CSOs) and umbrella organizations.

**WHAT YOU NEED TO KNOW**

NGOs are one sector among civil society organizations


Source: Adapted from CIVICUS

### Why engage CSOs?

ADB recognizes the unique strengths that civil society brings including local presence and specialized knowledge.

**WHAT YOU NEED TO KNOW**

Engagement of citizen and civil society supports good governance, citizenship, and accountability of the state.

Provision of information and capacity development support to citizens and civil society leads to…

…increased citizen's and civil society awareness, capability, and willingness to participate. This enables the…

…citizens and civil society to monitor government functioning, voice concerns, and promote accountability.

Citizens and civil society voices and monitoring results are shared with authorities, media, and general public. This leads to…

…improved governance outcomes and development effectiveness.

Source: V. Bhargava. 2015. Engaging Citizens and Civil Society to Promote Good Governance and Development Effectiveness. *The Governance Brief. No. 23.* Manila: Asian Development Bank.

# TYPES OF CSOS IN THE PACIFIC

Civil society in the Pacific is a diverse group of informal, formal, membership-based, advocacy, service-providing, local, national and international organizations and networks. Its thematic focus includes:

- child rights and welfare
- climate change
- community development
- conflict prevention
- customary land rights
- disability rights and welfare
- disaster risk reduction and emergency response
- environmental protection
- education and capacity building
- economic empowerment and poverty alleviation
- food security
- forest protection and good management
- gender equality and women/girls' rights
- good governance and transparency
- housing
- human rights
- health
- family welfare and domestic violence
- wildlife protection
- youth issues

## International Nongovernment Organizations (INGOs) / Local Nongovernment Organizations (LNGOs)

These professional, intermediary, and nonprofit organizations provide or advocate providing services for economic and social development, human rights, public welfare, or emergency relief. Their various names include mass organizations (in the People's Republic of China and the former Soviet Union) and private voluntary organizations. International NGOs are international organizations not founded by an international treaty. They are typically headquartered in a developed country.

*Examples:*

**LNGO**
Red Cross societies, National Women's Federation, Women and Children, Crisis Center, Tonga

**INGO**
WWF, Oxfam International

## Community-Based Organizations (CBOs)

These grassroots organizations seek to directly resolve their members' concerns and advance their members' well-being. Their functions include activities on economic, social, religious, and recreational issues.

*Examples:*

water user groups, microcredit associations

## Informal or Unorganized Civil Society Groups

These grassroots organizations seek to directly resolve their members' concerns and advance their members' well-being. Their functions include activities on economic, social, religious, and recreational issues.

*Examples:*

water user groups,  microcredit associations

## Foundations

These nongovernmental entities, as nonprofit corporations or charitable trusts, offer grants to unrelated organizations, institutions, or individuals for scientific, educational, cultural, religious, or other charitable purposes.

*Examples:*

Ford Foundation, Aga Khan Foundation

## Professional Associations

These organizations represent their members' interests who engage in certain occupations or professions. They may also enforce standards on their members' profession.

*Examples:*

associations of engineers, chambers of commerce

## Independent Research Institutes/ Academia

These independent nonprofit organizations conduct research and analysis and disseminate their findings and recommendations.

*Examples:*

Divine Word University, PNG Institute of National Affairs

## Labor Unions

These formally organized associations of workers unite to advance their collective views on work-related issues, often organized by industry or occupation. They frequently associate themselves with umbrella federations, congresses, and networks.

*Examples:*

Fiji Nursing Association, PNG Trade Union Congress

## Coalitions/Networks of CSOs/Umbrella Organizations

These CSOs unite by a common geography, membership, set of objectives, or area of activity.

*Examples:*

Civil Society Forum of Tonga, Foundation for the Peoples of the South Pacific, Kiribati Association of NGOs, Pacific Islands Association of Non-Government Organizations (PIANGO)

# CHARACTERISTICS OF CSOS IN THE PACIFIC

Civil society in the Pacific is very diverse, but there are some trends and characteristics that assist in understanding the development and structure of civil society in the region.

## Civil societies in the Pacific have close connections with the village, clan-based, and chiefly systems.

Village, clan, and chiefly systems can be seen as the earliest expressions of civil society in the region. These systems of governance and societal organization existed in parts of the Pacific well before colonization, and many continue to exist today.

Chiefly systems are present in many Pacific island countries, and in some countries or regions, development activities are unlikely to succeed without the chiefs' agreement or assent. Village-based community groups are also prevalent throughout the Pacific and range from informal groups through to registered groups.

## Faith-based organizations are central to community life in the Pacific.

Beyond the clan, chiefly systems and village groups, many of the earliest CSOs in the Pacific were established by missionaries, who formed youth and women's groups. Missionaries arrived in the Pacific in the mid to late nineteenth century and included Anglicans, Methodists, and Catholics. The Anglican Diocese of Melanesia was formed in 1861.

Faith-based organizations are prevalent throughout the Pacific. Today the churches and faith-based organizations play key roles in delivering services to communities and organizing village life. Outside of the capital or major urban areas, the churches may be perceived as quasi-state bodies, delivering much of the health and education services. In some countries, the churches also advocate for social change. In Timor-Leste for example, the Catholic Church played an advocacy role during the Indonesian rule.

## Wantok and Kastom are important concepts for understanding civil society in Melanesia.

Important concepts for understanding civil society in Melanesia, particularly Vanuatu, the Solomon Islands, Fiji, and Papua New Guinea, are wantok, 'big man' and *kastom*.

### WANTOK

*Wantok* are the ties that bind kinship, language and clan groups, and these ties can cut across organizational and political groups, including civil society. Wantok ensures a high level of community participation and social protection, but it also creates reciprocity and obligations between kin.

### BIG MEN

The related concept of 'big men' is also important, which ties in with the chiefly system and those who can earn power and status by working for the community.

### KASTOM

Chiefly systems are informed by kastom, which is often understood as, 'tradition', 'custom' or 'customary law' and in some cases, is often used as a metonym for the 'chiefly system'*. Kastom is a fluid concept that is specific to place and embodies the distinctiveness of different groups. It involves traditional beliefs, practices, and norms and can influence decision-making.

* B. Douglas. 2007. Christian custom and the church as structures in 'weak states' in Melanesia. In H. James. *Civil Society, Religion and Global Governance: Paradigms of Power and Persuasion*. Routledge. London and New York.

## System of rank and nobility is central to some social arrangements in Tonga.

Tonga is the only hereditary constitutional monarchy in the Pacific. The system of rank has been central to social arrangements in Tonga. Traditionally, Tongan society was based on a rigid hierarchy with the King at the top followed by nobles, talking chiefs, and commoners. Rank still pervades society in Tonga, with the village parliament fono led by noblemen still in existence.

Rank has implications for civil society, as it prescribes who can speak out and who should remain silent. However, with the democratic transition and growth of civil society, lay people are now engaging in conversation and debate with those of higher rank.

## Many local NGOs were established in the lead-up to or post-independence of Pacific Island countries.

Prior to Pacific countries gaining independence from colonial powers, particularly throughout the 1970s and 1980s, many international NGOs established their presence in the colonial territories of the Pacific.

- World Vision, Care International, Plan, Oxfam, Foundation of the Peoples of the South Pacific and Live and Learn have offices in many Pacific countries and these were often established during colonial times.
- The Red Cross Society was present in Fiji in 1952 and in Tonga in 1961.

Many local NGOs, beyond the clan, village-based or chiefly organizations, were established post-independence.

Locally-based or indigenous NGOs tended to form in the lead-up to or post-independence.

- The Solomon Islands Development Trust was formed in 1982.
- The Wan SmolBag Theatre in Vanuatu opened its doors in 1989.
- The Civil Society Forum of Tonga was established in 2001.

## Civil society development in some Pacific countries has been influenced by conflict and division.

*Examples:*

**Timor-Leste:** The development of civil society has been shaped by the major phases in the country's history: Portuguese rule, Indonesian rule, and the restoration of independence.

**Solomon Islands:** The ethnic conflict in the Solomon Islands and the establishment of the Regional Assistance Mission to the Solomon Islands (RAMSI) led to some division within the civil society sector. There was also concern that RAMSI gave preference to international NGOs over locally-based organizations.

# 7 SPECIAL CONSIDERATIONS FOR WORKING WITH COMMUNITIES AND CSOS IN THE PACIFIC

These characteristics of Pacific CSOs have implications for how ADB and governments engage with local communities in a Pacific context.

## 1. Chiefly and traditional system

In many parts of the Pacific, unless time is taken to work through and with local chiefly or traditional systems, development projects may struggle to gain traction and community support.

*Examples:*

**Vanuatu:** It is imperative to gain the support of local chiefs before working in a rural area – if the local chiefs are not engaged and supportive, the community is unlikely to engage.

In some parts of in the Pacific, CSOs must seek permission to access communities from the local government administration (e.g. the provincial or district governor). After this, permissions must be sought from the village chiefs or elders, again before approaching community members.

CASE STUDY

**Chiefly system collaboration yields better development outcomes**

The New Zealand government supported the Tanna Island integrated water, sanitation, and hygiene project. The joint project of World Vision New Zealand, World Vision Vanuatu and the Department of Water Resources in Vanuatu supplied water and sanitation to 6,000 people in 18 communities on Tanna Island in Vanuatu. World Vision, the implementing NGO, developed a philosophy of strong engagement processes with local communities, which resulted in a successful project in terms of clean water, gender and sanitation outcomes.

World Vision spent extra time during project implementation building trust with the local communities, which included working very closely with the local chiefs, employing many local Tannaese staff, recognizing local customs, and working with local church groups. By taking the time to integrate into the local community and structures, World Vision was able to build community trust and acceptance of the project. The project's development partner, the New Zealand government, worked with the World Vision to allow extra time to integrate into the communities, with subsequent improvements in development outcomes.

## 2. Role of women

**Status of women**

Women in the Pacific face numerous challenges including lack of political representation, lack of participation in decision-making, gender discrimination, domestic and sexual violence and lack of employment opportunity.

Matrilineal societies are also present in the Pacific including the Marshall Islands, the Federated States of Micronesia, and Palau. In Tonga, the fahu custom describes the status of women within the family hierarchy.

**Engaging women in development work**

Women are often organized at the village or local level, particularly through village women's groups or church women's groups. Local CSOs tend to engage with these groups in development work. For example, the Vanuatu Women's Centre works with local networks in each community to combat violence against women (the local Committees Against Violence Against Women).

Often, permission must be sought by CSOs before engagement with local village women's groups. For example, the Samoan Ministry of Women, Community and Social Development's assent must be received before any CSO approaches the Sui Tama'itai (village women's group) in Samoa.

In many communities in the Pacific, it is culturally inappropriate for women to attend or speak out in decision-making forums. As such, some CSOs hold separate women's meetings to gain women's views.

## 3. Role of the churches and faith-based groups

**Church**
Church women's and youth groups are pervasive throughout the Pacific and play a very active role in people's lives.

*Examples:*

**Solomon Islands:** Church and faith-based groups are engaged with by local authorities to spread messages, information or ideas. Typically, community announcements are made after or during church services on Sundays. The steward may make an announcement.

**Papua New Guinea:** Announcements may be made at the village commons (sing-sing) after church.

**Faith-based CSOs**
Faith-based CSOs are very active in the Pacific. These consist of both international (Caritas, Adventist Development and Relief Agency and World Vision) and local (Pacific Council of Churches, Anglican Church of Melanesia and the Vanuatu Christian Council) faith-based NGOs. In many Pacific countries, meetings or events will open and close with a prayer or a prayerful song.

**Strengthening service delivery through churches**

Recognizing the central role of the church and faith-based organizations in Papua New Guinea, the Australian government provided AU$75 million to the PNG Church Partnership Program from 2004-2016. In partnership with the Governments of PNG and Australia, seven churches in PNG, and their Australian counterparts improved service delivery to local communities.

The project strengthened the capacity of the partner PNG churches and enhanced the engagement of the churches in PNG's public sector governance. Recognizing the pivotal role that the churches play-- oftentimes seen as a quasi-state entity-- in the delivery of health and education services in remote areas of PNG, the PNG Church Partnership Program expanded the capacity of partner churches to deliver pro-poor services, improved church capacity and strengthened inter-partner/church dialogue and communication.

The project evaluation noted that the institutional strengthening support provided was the most effective component of the project. It concludes building church capacity results in more effectively planned and managed pro-poor development activities in PNG.

Source: ADRA Australia. Papua New Guinea Church Partnership Program. *A Case Study in Sustained Investment in Church Development Capacity*.

## 4. Language and literacy

**Language**
The Pacific is very diverse linguistically with indigenous languages proliferating, and a range of European languages (English, French, Portuguese) also spoken in different countries.

*Examples:*

**Papua New Guinea** has over 600 indigenous languages while the Solomon Islands has over 100 indigenous languages.
**Timor-Leste** has had a range of national or official languages which reflect its conflict-affected history.
**Vanuatu** has three official languages: French, English, and Bislama.
**Fiji** has English, Fijian, and Hindustani as the most spoken languages.

**Literacy**
Illiteracy is also an issue that must be considered.

In some countries, promotional or communications materials are heavily picture-based and focus on story-telling, in part due to the oral culture and tradition of many Pacific Island countries. Some NGOs use comics with pictures and few words to mitigate illiteracy issues.

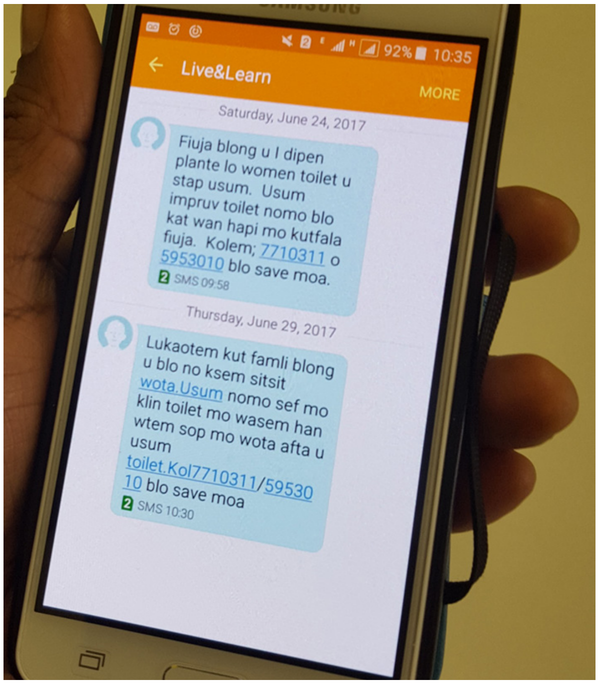
**Radio is the way to go in Solomon Islands**

Radio is the medium with the greatest penetration in Solomon Islands, with over 90% of the population having access to radio. Radios can be battery operated and thus not connected to the grid. NGO Vois Blong Mere (Women's Voices) Solomon Islands produces a 15-minute radio show in Pidgin English that is aired on Solomon Islands Broadcasting Corporation. It has produced a four-part radio series on family and domestic violence. Catholic Communications also produces radio content and newsletters. One radio station, Gud Nuis FM, is church-owned.

The Solomon Islands has enjoyed a range of other community radio initiatives. The Solomon Islands Development Trust, a prominent CSO in Solomon Islands, prepares and broadcasts a weekly 15-minute radio program called *Reach Out*. It is broadcasted on the Solomon Islands Broadcasting Corporation radio twice a week. The program focuses on sustainable livelihoods, transparency and good governance, peace, and development. The NGO Don Bosco ran a community radio station called Radio Bosco broadcast by volunteers for several hours a day, which focused on the Tetere community and provided spiritual guidance and educational information. United Nations Development Program conducted a program with the Government of Solomon Islands which established eight community-run FM stations in Isabel Province, linked under the banner of the Isabel Learning Network. The program started in 2006. Some listeners are in remote areas and use radios operating on solar power. They operate on the "Radio in A Box" or "FM Radio in a Suitcase" model. Several of these stations are still operating.

Source: Emma Walters with additional reporting from Pacific Women Shaping Pacific Development, Solomon Islands Development Trust, Community Media in Solomon Islands, and National Broadcasting Policy.

Radio is a popular medium for getting news and other information in Solomon Islands as it can be battery operated, reaching communities without electricity. Photo credit: ADB.




The NGO Live and Learn uses mobile phones for social messaging campaigns in Vanuatu. Photo credit: Emma Walters.

## 5. Use of mobile phone technology

Civil society in the Pacific is increasingly using mobile phone technology for spreading messages, alerting the community to issues, and for campaigns. While this medium is text-based, short, sharp community announcements are often made by text message.

Mobile phone penetration is increasing in the Pacific, with 4.1 million unique subscribers in 2014, compared to 2.3 million in 2009. This represents an annual growth rate of 12.6%, well ahead of the global and developing region averages for growth of mobile phone penetration.

While penetration is growing, it is still lower than other developing regions. At the end of 2014, the Pacific had a penetration of 37%, compared to the developing market average of 55%.

## 6. Patchy internet connectivity, but a taste for social media

While parts of the Pacific have access to reliable internet with reasonable bandwidth, many areas, particularly highlands, outer islands, and non-urban areas, have intermittent, little, slow, or no internet connectivity. This has implications for how ADB communicates with and receives communications from CSOs – ADB cannot assume that publishing materials online will reach all CSOs in a target area.

*Example:*

**Papua New Guinea:** Invitations to workshops outside Port Moresby are often delivered by phone, fax and by hand, as CSOs outside the urban areas may not have reliable internet connectivity or email addresses.

However, for some sections of civil society in the Pacific, the internet is proving a forum to campaign and connect.

*Example:*
**Solomon Islands:** Forum Solomon Islands International is a Facebook page for expatriate Solomon Islanders. It is highly active and robust in its criticism of the government. It has been registered as a CSO in the Solomon Islands.

Many other CSOs are active on Facebook in the Pacific.

## 7. Country and region-specific cultural traditions

There is a range of specific cultural traditions for each country of the Pacific, and in many cases, for different parts of the country.

*Examples:*
**Papua New Guinea:** Traditions and culture vary from clan to clan, region to region.

**Tonga:** If a non-Tongan is to engage with local communities then he/she must be highly skilled and knowledgeable about anga fakatonga or the 'Tongan way', such as the importance of presenting themselves humbly to be then given status.

**Fiji:** The cultural concept of madua (shyness) encourages acceptance and frowns upon the questioning of authority. This means that most often the chief or village elder has the final say in community decisions, and there are specific seating arrangements for community meetings, recognizing the social hierarchy.

In some countries of the Pacific, it may be more appropriate to meet with men and women separately. It is important to be conversant with the specific cultural traditions and social customs of the country in which one works.

CASE STUDY

### Community meetings in Fiji

For community meetings in many Melanesian countries, be prepared for a slower pace – both in preparation before the meeting and the meeting itself. In a typical rural setting, meetings may require participants to travel significant distances on foot and meetings often do not start on time. In addition, time must be given to allow for introductions, tea breaks, midday heat and home and work commitments.

Important meetings often begin and close with a formal ceremony. At community meetings, participants will sit cross-legged on traditional mats, usually observing a specific cultural protocol and seating arrangements, with gender and age playing a key part in designating participants' status. Traditional seating arrangements can impede lower status groups from fully participating. There is a group hierarchy around ceremonial kava drinking bowl, tanoa, which must be observed: those with higher status sit close to the kava bowl, while those with lower status sitting further away. As a guest or outsider, it is considered impolite to refuse the offer of kava. The concept of madua is important in Fiji. Translated literally as shame, or being ashamed, madua encourages respect of elders and an unwillingness to question authority.

In Fiji, visitors are invited to drink kava with village elders before doing business with the community.
Photo credit: Ryan Cifra.

Source: David Crosbie and Emma Walters, with additional reporting from Laverack G & Brown K (2003). Qualitative research in a cross-cultural context: A Fijian experience.

# 5 CONSTRAINTS OF PACIFIC CSOS

CSOs in the Pacific face many capacity constraints. Some are similar to the capacity constraints of the Pacific Island states as a whole while others are specific to the civil society sector.

## 1. Reliance on donor funding

Many CSOs are reliant on donor funding, particularly international donor funding. While funding may be high in times of crisis or emergency, international and local CSOs struggle for ongoing funding at other times.

Lack of funding impacts CSOs in several ways:

- Pacific CSOs find it difficult to retain highly skilled staff; many positions are filled by volunteers, with few or no paid staff;
- CSOs find it difficult to maintain or obtain necessary infrastructures such as equipment and physical resources;
- CSOs' internet and information and communications technology (ICT) capacity may be non-existent or limited;
- CSOs may tailor their activities to suit donor preferences; some CSOs operate on a project-to-project basis, rather than working towards an overall strategy. This is in part due to the scarcity of donor funds available for 'core' or operational or non-project-related salary funding. The requirements for pre-financing by CSOs and delays in disbursing funds to CSOs also cause capacity issues for Pacific CSOs.

In engaging with ADB, CSOs are keen to determine what funding is available for them, how long it will take and what the process is for accessing it.

It is very important for ADB and government implementing agencies when engaging with CSOs to be clear from the outset if there is funding (or no funding) available for them to access at the project level.

## 2. Difficulty meeting donor requirements

Many CSOs, particularly local CSOs, struggle to meet donor requirements in terms of proposals, reporting, governance systems, auditing, financial accounts and staff procedures.

**Proposals and reporting**
CSOs often put grant and proposal writing high on their list of capacity needs - this is high because of the overwhelming reliance of CSOs on donor funding for sustainability. The requirement to produce documents in English, and fill in forms with complicated logical frameworks in the inaccessible language (including Means of Verification, Objectively Verifiable Indicators, outcomes and output indicators, impact pathways) puts applying for funding out of the reach of some local CSOs.

**Online bidding**
Similarly, the requirement to bid online (such as through the ADB's consultant management system) is an onerous requirement for some local CSOs, particularly when internet and electricity connections are patchy.

**Financial requirements**
Many CSOs struggle to meet donors' financial requirements. Some local CSOs, particularly at the village level, will not have a bank account, let alone audited financial statements. Many CSOs' governance systems are weak, partly due to the lack of paid staff and high levels of volunteerism.

CASE STUDY

**Donors adapt to Pacific context to support civil society**

Many development partners in the Pacific recognize the challenges of engaging directly with local NGOs. Issues of less than optimal financial management processes, English language challenges, poor ICT capability, limited human resource capacity, and poor governance mechanisms are common with local NGOs.

Simultaneously, some development partners recognize that local organizations have deep connections with beneficiaries and local communities and understand local culture and power relations. A model exists in the Pacific with development partners engaging with larger and well-established NGOs and INGOs with these organizations in turn sub-contracting, partnering, and capacity-building with 'downstream' NGOs and CBOs. Development partners who utilize this approach include the Australian Government Department of

Foreign Affairs and Trade (DFAT), the New Zealand Government Ministry of Foreign Affairs and Trade (MFAT), the European Union (EU) and others.

**DFAT:** Under the Australian NGO Cooperation Program (ANCP), DFAT contracts with major INGOs including World Vision, Care International, Oxfam, Save the Children. Each of these INGOs then allocates funding to local NGOs around specific projects. Under the PNG Church Partnership Program, DFAT contracts with the Australian-based large NGOs, which then each subcontract to their in-country counterparts.

**MFAT:** The NZ Partnership Fund for International Development (NZPFID) is a contestable fund where a New Zealand-based NGO partners with a local-based NGO, and in some countries, there is a requirement to partner with a government agency.

**EU:** The EU provides grants to civil society through a range of mechanisms, generally through calls for proposals. It typically grants to larger NGOs, and then these organizations will subcontract to local NGOs.

## 3. Capacity differential between urban/rural and main island/outer island

There is often a disparity and capacity differential between civil society based in urban areas or capitals or main islands, and those based in regional, remote areas or outer islands. This disparity is both geographic and technological.

*Examples:*

**Fiji:** Most civil society is based in Suva.

**Vanuatu:** The transport and infrastructure challenges facing the dispersed population also affect the civil society sector.

## 4. Difficulty retaining qualified staff

There is a high demand for capable and qualified staff in the NGO sector. This is often a disparity between the staff qualifications of those employed by international NGOs and those employed by local NGOs.

International NGOs are more likely to have trained and qualified staff, as they are able to pay higher wages. Local NGOs find it difficult to attract staff with higher levels of qualifications.

In general, across the Pacific, those with high levels of experience and qualifications are in high demand.

## 5. Number of languages and level of fluency

Some countries have a multitude of local languages (Papua New Guinea, Vanuatu, Solomon Islands) while others have different generations fluent in different languages (Timor-Leste).

*Example:*

**Timor-Leste:** The official languages are Portuguese, Tetum, with English and Indonesian regarded as working languages under the constitution. Fifteen other indigenous dialects, including Fataluku, Kemak, Makassae, and Galoli, are also spoken.

The multilingual nature of the society of Timor-Leste has impacted on the capacity of civil society. The fact that some government publications are produced foremost in Portuguese (over Tetum), plus the decision not to include Bahasa Indonesia as co-official language (although it is a 'working language'), has caused some division between elements of civil society and government.

It has been suggested that the younger, Bahasa-speaking generation or the Tetum-speaking activists have found it difficult to engage with the government due to a perceived government preference for the use of Portuguese.

# TOOLS AND TIPS

## How to identify CSOs and their sectors?


**NGO Umbrella or peak bodies:** Start with contacting the peak body for NGOs in your country and ask for long-standing and reputable CSOs working in the relevant sector.

**Accreditation bodies:** Some countries have voluntary or government CSO accreditation bodies.

**Sector-specific NGO networks:** Some countries have sector-specific NGO networks such as Water, Sanitation and Hygiene (WASH). In Timor-Leste, there is a WASH network called BESI-TL. Find out if there are such networks in your country.

**Civil society briefs:** ADB has published civil society briefs on several countries in the Pacific and has data on many more. Visit http://www.adb.org/publications/series/civil-society-briefs.

**NGOC:** ADB has a dedicated center focused on civil society engagement. Visit the NGO and Civil Society Center at https://www.adb.org/site/ngos/ngo-civil-society-center.

**Government sources:** Government line ministries (such as ministries of health and education) are often aware of the active CSOs in their sector.

## What should you remember when engaging CSOs?

**Be transparent about funding**
Many CSOs have resource constraints. As a bank, they may see ADB as a potential source of funding. It is important to be clear and transparent about the availability of funding and not raise CSO expectations of funding.

**Make engagement two-way**
Provide opportunities for CSOs to give ADB feedback. Seek meaningful ways to showcase their expertise.

**Don't be a 'FIFO' expert**
Many Pacific CSOs are generally wary of 'fly in, fly out' (FIFO) visits by international consultants and donor agencies. Look for local experts, prepare to engage with CSOs over the long term and make sure you close the loop with the CSO by providing information on the outcomes of your engagement with them.

**Be targeted**
Target those CSOs with experience or focus in the sectors of ADB's work.

**Engage with CSOs in the design phase of projects**
Engaging with CSOs with local skills and knowledge early in the design of projects can lead to better development outcomes.

**Be aware of CSOs' capacity constraints**
CSOs are likely to require pre-financing and timely dispersal of funds; they may require capacity-building around ADB processes and procedures.

**Don't assume CSOs have internet connectivity**
Many CSOs in the Pacific have limited access to the internet and few, often outdated, computing/ICT resources. Uploading information to a webpage will likely only reach the well-resourced, urban-based CSOs.

**Communicate in local languages**
Be aware that some countries have a multitude of languages; be sure to use those that are in use in the project area when communicating with beneficiaries.

**Use culturally relevant approaches when engaging with local CSOs**
Much of the Pacific has a story-telling or oral culture: Talanoa and other storytelling approaches are broad cultural approaches in the Pacific that emphasize communication through storytelling and sharing. Recognize the traditions of the church: meetings often start with a prayer and finish with a prayerful song. Recognize local cultural norms around age and gender.

**Be aware of local power structures and how CSOs will work with these**
Be aware of the influence of local power structures including the nobility in Tonga and chiefly and kinship systems in Melanesia. Engaging with CSOs who work through local power structures may make the difference between community engagement and disengagement.

**Close the loop**
Tell CSOs how the information they provide will be used, and what the next steps will be. Later, tell them how the information was used, and the outcome of their input. This builds trust and promotes accountability.

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# PART 2: Stakeholder Analysis

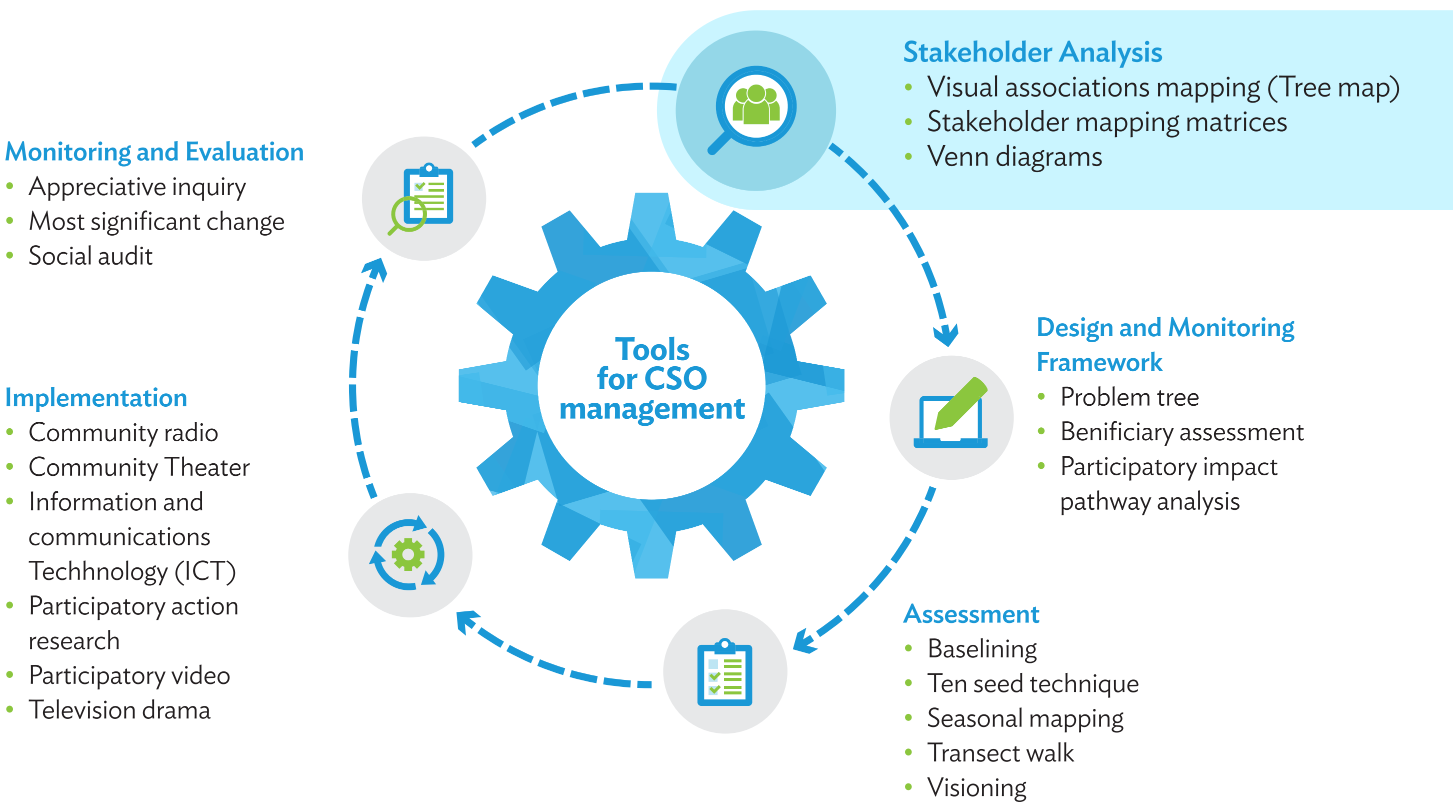
## Visual Associations Mapping, Stakeholder Mapping Matrices, and Venn Diagrams can be used as stakeholder analysis tools for CSO engagement in the Pacific.

## INTRODUCTION

### What you need to know

Engagement of key stakeholder groups in operations financed by the Asian Development Bank (ADB) promotes good governance, transparency, innovation, responsiveness, and development effectiveness. Effective engagement of stakeholder groups, including civil society, project beneficiaries, and project-affected people, requires the understanding and effective use of participatory tools throughout the project cycle. However, while one participatory tool may work well in one context, it may not be appropriate in another. This series of explainers provides a range of tools from which practitioners can pick and choose, according to different phases of the ADB project cycle, context, and available time/resources. Some tools may be specific to particular phases in the ADB project cycle, such as monitoring and evaluation tools, while others may be used throughout the project cycle, such as participatory assessment tools.

This piece focuses on **Tools for Stakeholder Analysis**.



# TOOLS FOR STAKEHOLDER ANALYSIS

Identification and analysis of stakeholders in ADB-assisted activities is a basic and key component of participatory approaches to engagement. Many stakeholder identification and analysis tools exist to identify stakeholders relevant to a project or policy. Several of these tools are visual tools, as opposed to text-heavy tools, which are often more readily understood and utilized in the Pacific.

## 1. Visual Associations Mapping (Tree Map)

**WHAT**

Tree Maps illustrate associations and stakeholder groups and the relationships between them. They are especially useful in working with low literacy populations and communities.

**WHEN**

Associations mapping is most often performed in the project preparation and design stages.

**WHY**

Understanding the associations and relationships between stakeholder groups and within communities is key to building a sustainable community initiative. Mapping associations is also a process that involves stakeholders and can create buy-in to a project or intervention. Similar to Venn diagrams, this pictorial representation of stakeholder relationships is suitable to the Pacific, with its focus on pictures and symbols, rather than text.

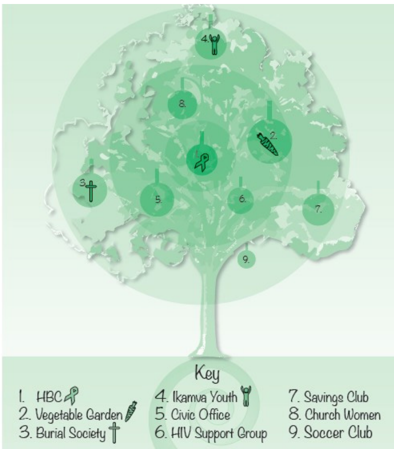
**WHO**

A social development specialist or locally-engaged NGO can lead this process. It is important that key stakeholder groups are included in the mapping process, to get a fuller picture of the important associations, and their influence on each other.

Example of a Tree Map created for an ADB-financed project. Photo credit: Emma Walters.

**HOW**

1. Make a list of stakeholders and create different symbols that represent each stakeholder group. Draw an outline of a tree on large paper.
2. Place the main organization or group being mapped at the center of the tree.
3. Place other organizations or stakeholder groups on other parts of the tree relative to the level of engagement with the main stakeholder group (further away on the tree means a distant relationship, while nearby on the tree means a close relationship). If the organization is large or powerful (relative to the main organization) draw a large circle around it. If it is small or has low influence, draw a smaller circle around it.
4. When the Tree Map is completed, review and ask:
    - What are the gaps between stakeholder groups?
    - What are the existing relationships that can be useful to the project or issue?




Source: N. Eliasov. 2013. Asset Based and Community Driven Development – Course Materials, Ikhala Trust, Port Elizabeth, South Africa.

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N. Eliasov. 2013. *Asset Based and Community Driven Development – Course Materials*. Ikhala Trust, Port Elizabeth, South Africa. pp34-35.

## 2. Stakeholder Mapping Matrices

**WHAT**

Matrices as used to map stakeholders' assets, strengths, motivations and constraints in relation to an issue, to assist with project planning and design. Stakeholder matrices can be strengths-based and focus on assets and strengths that stakeholders have or bring; or deficit-based or needs-based and focus on how the stakeholders are affected by a problem, and what constraints they have. Or they may combine the two approaches.

**WHY**

Analysing stakeholders and their assets, strengths, perception of the problem, interests, motivations, and constraints is essential to ensure that the project design is targeted or that the policy communication reaches those who have an interest or need to know.

**HOW**

1. Confirm the key issue that the stakeholder matrix is addressing.
2. Make a list of stakeholder groups in relation to a central issue. Make sure to include all stakeholder groups, across civil society, government and the private sector. Decide on the matrix to be used. There is a range of matrices available, some of which are reproduced below.
3. In a participatory workshop, put each stakeholder group on a different row and answer the questions on the chosen stakeholder matrix for each stakeholder group. Questions may include:
   - What are the stakeholder's knowledge, experience, skills and resources that could help with the project?
   - What role could the stakeholder group have in the project?
   - How important is this stakeholder group to the success of the project?
   - How is this group affected by the problem or issue?
   - Why do they want to address the problem or issue (motivation)?
   - What stops them dealing with the problem or issue (constraints)?
   - What is their relationship to other stakeholders?
   - What is the impact of this on your planning?

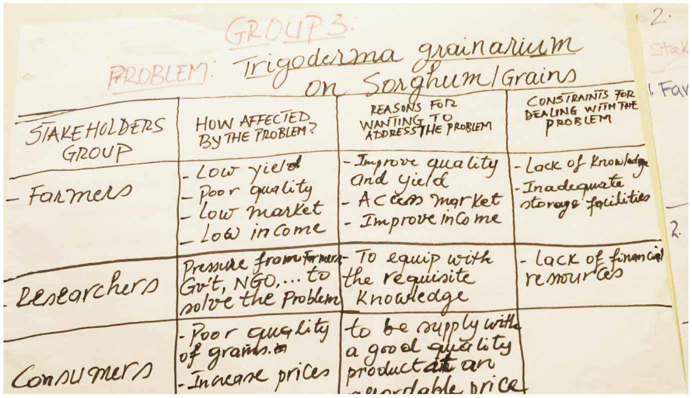
These heavily text-based methods of stakeholder analysis should be used in conjunction with other pictorial mapping tools in the Pacific, especially when involving communities and beneficiaries.

**WHEN**

Stakeholder analyses are conducted during the project design phase, but may be updated during implementation.

**WHO**

Stakeholder analyses can be prepared by a project leader or social development specialist, but should not be undertaken in isolation. It is important that stakeholder analyses are conducted in a participatory process with a range of stakeholders, particularly ADB staff, resident missions, developing member country officials and other project stakeholder groups.



Example of an external stakeholder mapping matrix. Photo credit: Emma Walters

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ADB. 2012. Strengthening Participation for Development Results. Manila. pp25-32.

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## 3. Venn Diagrams

**WHAT**

Venn diagrams are useful for identifying relationships between stakeholder groups, the relative power or influence of groups, how close or distant groups are to each other and the strength of relationships between groups. They can be used to assess current or future (desired) relationships.

**WHY**

Venn diagrams offer a visual tool that is particularly suited to the Pacific, in comparison with heavily text-based stakeholder analysis tools.

**HOW**

1. Identify an organization or issue whose stakeholders you will map.
2. List each of the stakeholders relevant to that organization or issue.
3. Cut circles of different sizes and write the names of the stakeholder groups on each circle. The size of the circle allocated to each stakeholder group indicates the relative power or influence of that group (large circles indicate more power and influence, while smaller circles indicate less).
4. Using a large piece of paper place the circles on the paper based on the relationships between groups: if two groups are closely connected, these circles may touch or overlap. If the relationship is distant, they will be placed far away from each other on the paper.
5. When this process is completed, assess the Venn Diagram as a whole asking:
   - What is missing?
   - What do the gaps indicate?
   - What work needs to be done to engage with close and distant stakeholders?
6. The banner photo for this piece is the example.

**WHEN**

In the preparation stage of the ADB project cycle, although they can be updated during the project cycle to track changes in relationships between stakeholder groups.

**WHO**

ADB Social Development Specialist; CSOs engaged to lead the stakeholder analysis; professional facilitator.


Example of a Venn Diagram created for an ADB-financed project. Photo credit: Emma Walters.

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ADB. 2012. Strengthening Participation for Development Results. Manila. pp25-32.

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# PART 3: Design and Monitoring Framework

## Problem Tree, Beneficiary Assessment, and Participatory Impact Pathways Analysis are useful tools when preparing the design and monitoring framework for CSO engagement.

## INTRODUCTION

### What you need to know

Engagement of key stakeholder groups in operations financed by the Asian Development Bank (ADB) promotes good governance, transparency, innovation, responsiveness, and development effectiveness. Effective engagement of stakeholder groups, including civil society, project beneficiaries, and project-affected people, requires the understanding and effective use of participatory tools throughout the project cycle. However, while one participatory tool may work well in one context, it may not be appropriate in another. This series of explainers provides a range of tools from which practitioners can pick and choose, according to different phases of the ADB project cycle, context, and available time/resources. Some tools may be specific to particular phases in the ADB project cycle, such as monitoring and evaluation tools, while others may be used throughout the project cycle, such as participatory assessment tools.

For this piece, the focus is on **Tools for Preparing the Design and Monitoring Framework**.

# TOOLS FOR PREPARING THE DESIGN AND MONITORING FRAMEWORK

The Design and Monitoring Framework must be founded on a participatory approach for the following reasons:

- ADB-assisted projects should be designed to respond to the needs of beneficiaries and be designed with the direct involvement of those beneficiaries.
- Participatory approaches build ownership of projects by beneficiaries and key stakeholders.
- A group process usually creates a better and more relevant design and monitoring framework.

## 1. Problem Tree

Problem analysis is one of the key steps of the design and monitoring process. It is done by developing a problem tree, which should be conducted in a participatory way.

**WHAT**

This tool is used to:

- Analyze the existing situation surrounding a given problem context,
- Identify the major problems and constraints associated with the problem, and
- Visualize the cause-effect relationship diagrammatically as a problem tree.

**WHY**

The project problem tree builds and helps clarify the problem that the project will address.

**WHEN**

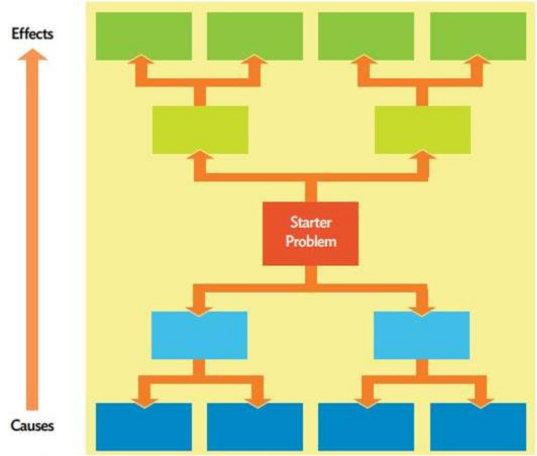
This is a requirement for the preparation of Concept Paper and also usually undertaken during TA factfinding (transaction [TRTA] or knowledge and support TA [KSTA]).

**WHO**

The problem tree is developed with the participation of the key stakeholder groups identified during the stakeholder analysis. It can be carried out in a half- to one-day workshop, depending on the nature and complexity of the development problem. It can also be performed in a series of smaller stakeholder workshops and the results of each merged into a comprehensive problem tree.

**HOW**

1. **Starter problem.** State the starter problem and place it at the center of the problem tree diagram. It may take several sessions to agree on what constitutes the starter problem, and it is important that a consensus is reached.
2. **Direct causes.** Using vertical logic, the problems that are the direct causes of the starter problem are added to the problem tree under the starter problem. Only existing problems, not anticipated future problems, should be included.
3. **Direct causes to root causes.** Step (ii) is repeated using direct causes as problems, and the direct causes of each of these problems are determined and placed below. The process is continued until the analysis is exhausted and very specific root causes are identified.
4. **Direct effects.** The direct effects of the starter problem are placed above the starter problem of the problem tree.
5. **Direct effects to final effects.** Step (iv) is repeated using direct effects as problems, and the effects of each of these problems are determined and placed above each statement.
6. **Review and refine.** The problem tree and the interrelationship of problems, causes, and effects at different levels are analyzed and adjusted accordingly. Clarify through discussion and consultation that this will be the core problem and causes that ADB will address through its project.




Source: Asian Development Bank Strategy, Policy, and Review Department.

CASE STUDY

### Problem tree clarifies the way forward for Samoa

CSO and government representatives met in Samoa and developed a problem tree to understand issues related to deepening ADB-government-CSO engagement. ADB convened the group to understand how it could best support this tripartite relationship in the Pacific through technical assistance.

Participants identified two to three issues each and wrote them down on colored paper; then each participant had an opportunity to explain his or her issues. The plenary grouped related issues together and presented them in a problem tree format. Participants then formed three groups to discuss the issues and come up with recommendations directed towards deepening ADB-government-CSO engagement. Each group reported the results of discussions to the rest of the participants. The discussions provided an opportunity for participants to clarify issues related to ADB-government and -civil society cooperation.

The participants made the following recommendations at the workshop:

- Raise awareness about ADB operations in the Pacific to optimize stakeholder participation and increase innovation in projects.
- Explore better ways to communicate since CSOs in the Pacific include village-level organizations and community associations who cannot access information easily, especially if it is only available on the ADB website.
- ADB engagement in the Pacific should be carefully aligned with its culture. Failure to understand the Pacific's culture and traditional practices hinder effective engagement.

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## References and Further Reading


ADB. 2019. *Guidelines for Preparing a Design and Monitoring Framework.* Manila.

Australian Government AusAID. 2005. AusGuideline 3.3 *The Logical Framework Approach.* pp 26-27.

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## 2. Beneficiary Assessment

**WHAT**

Beneficiary Assessment is a method used by the World Bank and other institutions at the design phase of programs. Beneficiary Assessment is a qualitative tool used to improve the impact of development work by systematic consultation with project stakeholders – including the vulnerable and poor – to ensure that their concerns are incorporated into the project design. It is a "systematic inquiry into people's values and behavior in relation to a planned or ongoing intervention for social or economic change.

**WHEN**

Beneficiary Assessment is a method is used for identifying and designing development projects, but can also be carried out during project implementation. Beneficiary Assessment usually takes between 3 to 5 months to implement in the Pacific and is a low-cost method, relative to project costs (The average cost of a Beneficiary Assessment is $40,000 to $60,000, excluding overhead costs).

**WHY**

Beneficiary Assessment provides an inclusive approach to project design and greater ownership amongst beneficiaries. Insights can be gained from Beneficiary Assessment about how local people and beneficiaries perceive a project; it can help create a framework for how beneficiaries will be engaged in the project, from inception through to completion; and it can provide a roadmap for how non-project beneficiaries will participate in and engage with project activities. It is not designed to supplement traditional forms of data gathering for projects. Rather, it is a complement to ensure that projects are demand-driven and sustainable.

**WHO**

The Beneficiary Assessment method may be directed by a social specialist, but it is important to use a team of locally-based interviewers (both male and female), fluent in local languages, with training and orientation in gender-sensitive approaches, conversational techniques and data collection methods provided to interviewers. CSOs can be engaged to facilitate a Beneficiary Assessment, including training of interviewers.

**HOW**

Three key tools are used in Beneficiary Assessment:

- **Conversational Interviews** are natural, free-flowing interviews which suit the cultural style of the Pacific, similar to talanoa. The features of conversational interviews are the establishment of mutual trust and respect; a good rapport must be established between interviewers and respondents. These interviews should take no more than 45 minutes to one hour, and note taking is not encouraged during the interview (interviewers should write up immediately afterwards). These conversational interviews occur with key people in a project affected area, such as school teachers, nurses and shop owners and are structured around a number of themes to gauge current scenarios and forecast likely perceptions of project impacts on affected persons.
- **Focus Group Discussions** (FGD) complement and cross-check the information from stakeholders and conversational interviews. FGDs often involve between 6-12 people with a common interest or characteristic (such as youth, young mothers, female entrepreneurs). FGDs are guided by a facilitator who ensures the discussion covers the topics of the investigation but ensuring inclusive participation. A researcher should take notes on the discussion.
- **Direct Observation and Participant Observation**. Direct Observation involves a researcher directly observing/counting the activities and behaviors of a target group, such as women attending a community tap or houses undergoing improvement works. Participant Observation involves the researcher embedding him or herself in the community for a protracted period, ranging from several weeks to several months, to record and fully understand the activities of the target community. The emphasis is on understanding the socio-cultural and political context of the beneficiary community. This usually involves conducting a small number (5-10) of in-depth household case studies. When reporting, a Beneficiary Assessment table should incorporate the key findings. The template could include the following five columns: beneficiary group, expected benefits, possible negative impacts, relevance of project objectives to beneficiaries, measures to ensure benefits and to mitigate negative impacts.

CASE STUDY

### Beneficiary Assessment of the Smallholder Agriculture Development Project (SADP) in PNG

SADP's development objective was to improve the living standards of rural communities in oil palm growing provinces in Papua New Guinea. It had two key outcomes: to increase smallholder oil palm sector productivity (including additional oil palm planting and provincial road upgrading) and to promote sustainable local governance and community participation mechanisms (including providing small community grants). A Beneficiary Assessment was undertaken to explore and assess for each major beneficiary group: their strengths, needs and concerns; how social grouping affects opportunities to participate in SADP activities; distribution of project benefits amongst different social groupings; how each social grouping can facilitate or obstruct project activities; identification of the most vulnerable and powerful social groupings; strategies to promote beneficiaries' participation, particularly vulnerable groups; potential direct and indirect adverse impacts of the SADP; and means of mitigating adverse social impacts on different social groupings. A Beneficiary Assessment template was used to map out these issues, results, and actions.

Source: G. Koczberski and G.N. Curry. 2007. Beneficiaries Assessment Report for the Smallholder Agriculture Development Project (SADP), Papua New Guinea

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## References and Further Reading


Better Evaluation. *Beneficiary Assessment.*

L.F Salmen. 2002. *Beneficiary Assessment: An Approach Described.* World Bank. p10.

Source: G. Koczberski and G.N. Curry. 2007. *Beneficiaries Assessment Report for the Smallholder Agriculture Development Project (SADP), Papua New Guinea.*

World Bank Group. *Beneficiary Assessment.*

## 3. Participatory Impact Pathways Analysis

**WHAT**

Participatory Impact Pathways Analysis (PIPA) is a practical approach designed to help project implementers and key stakeholders explain how the project activities and outputs could contribute to project goals. It works best for complex projects or where two or more projects within a program wish to coordinate.

Examples where coordinating could occur in an ADB project: a water supply system and sanitation scheme designed as two separate projects for the same city or an integrated sustainable urban development plan that covers transport projects, infrastructure provision, sustainable waste management, slum upgrading, and policy reform. (e.g. Fiji, Vanuatu)

As a participatory process for design, monitoring, and evaluation, it goes beyond the traditional logical framework approach to engage stakeholders using participatory approaches. At the core of PIPA is a three-day participatory workshop.

**WHY**

PIPA is particularly useful when used for gaining commitment and understanding of key stakeholders, or when two or more project teams wish to work better together.

This approach clarifies to stakeholders why a project exists and its potential for achieving impact. Through participatory workshops, the PIPA helps stakeholders identify and discuss assumptions about how the project activities and outputs could contribute to project goals. PIPA is used to conduct an evaluation of likely project impacts and how they will occur as well as identify areas for collaboration with other projects so as to be able to programmatically integrate. PIPA provides a framework for learning-based Monitoring and Evaluation (M&E).

**WHEN**

PIPA can be used at the beginning, middle or at the end of a project. Three days are required for the participant workshop.

**WHO**

Social or M&E specialist to train NGOs to undertake this work with project stakeholders. It is important to have project leaders involved in the workshop process.

**HOW**

At the heart of the PIPA process is a three-day participatory workshop aimed at engaging key project stakeholders. The workshop addresses the following points:

1. Developing a cause and effect logic, through a problem tree.
2. Developing a network perspective, through network mapping.
3. Developing the outcomes logic model and an M&E plan.

**Day 1** of the participatory workshop is developed to exploring the intervention's cause and effect logic. Stakeholders construct a problem tree of the issues.

**DAY 2** focuses on visioning success [see description of Visioning in Tools for Assessment] and determining what success looks like for different stakeholder groups (such as 'next users', end-users, politically important people or organizations and the project implementers). Workshop participants draw two network maps to show the relationship between actors 'now' and in the 'future' to illustrate what is required to achieve 'the vision' by joining them together.

**DAY 3** connects these two perspectives (problem tree and network mapping) and integrates them through the development of an outcomes logic model. The outcomes logic model describes how stakeholders may act differently for the project vision to be achieved. The outcomes logic model links these outcomes to the stakeholders who can action this change, which in turn provides the basis for future M&E. It is presented in table format. Following the workshop, the group may develop an impact logic model, which describes the impact logic: outputs, adoption, outcomes and long-term impact. The logic model's outcomes "provide an ex-ante framework of predictions of impact that can also be used in priority setting and ex-post impact assessment. PIPA engages stakeholders in a structured participatory process, promoting learning and providing a framework for 'action research' on processes of change."

*S. Alvarez et al. 2010. Participatory Impact Pathways Analysis: a practical method for project planning and evaluation. Development in Practice. 20(88). pp. 946-958.

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B. Douthwaite, et al. 2008. *Participatory Impact Pathway Analysis: A practical application of program theory in research-for-development.* Canadian Journal of Program Evaluation. pp 22, 127-159.

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*ILRI Tools Portal.* PIPA (Participatory Impact Pathways Analysis).

*USAID Learning Lab.* 2013.

## SOME DO'S AND DON'TS

The following suggestions for inclusive engagement with civil society organizations at the design stage come from AusAID's Guidance on M&E for Civil Society Programs

### DO

- Engage in effective power and gender analysis as key drivers of change
- Focus on building a common vision of change tailored to the local context
- Ensure that there is an appropriate and representative mix of perspectives involved, based on the power and gender analysis
- Ensure that adequate time, space and resources are built into the design for ongoing reflection, sense-making, and learning
- Ensure gender is properly considered at analysis and design

### DON'T

- Push CSOs or subcontractors working with CSOs to focus on narrow objectives at the expense of the process and creation of trust
- Assume that the design or analysis is correct; it will need to evolve over time
- Compartmentalize CSOs - respect their mandates and autonomy
- React punitively if your policies are challenged by CSOs; try and navigate different views with curiosity

# PART 4: Assessment

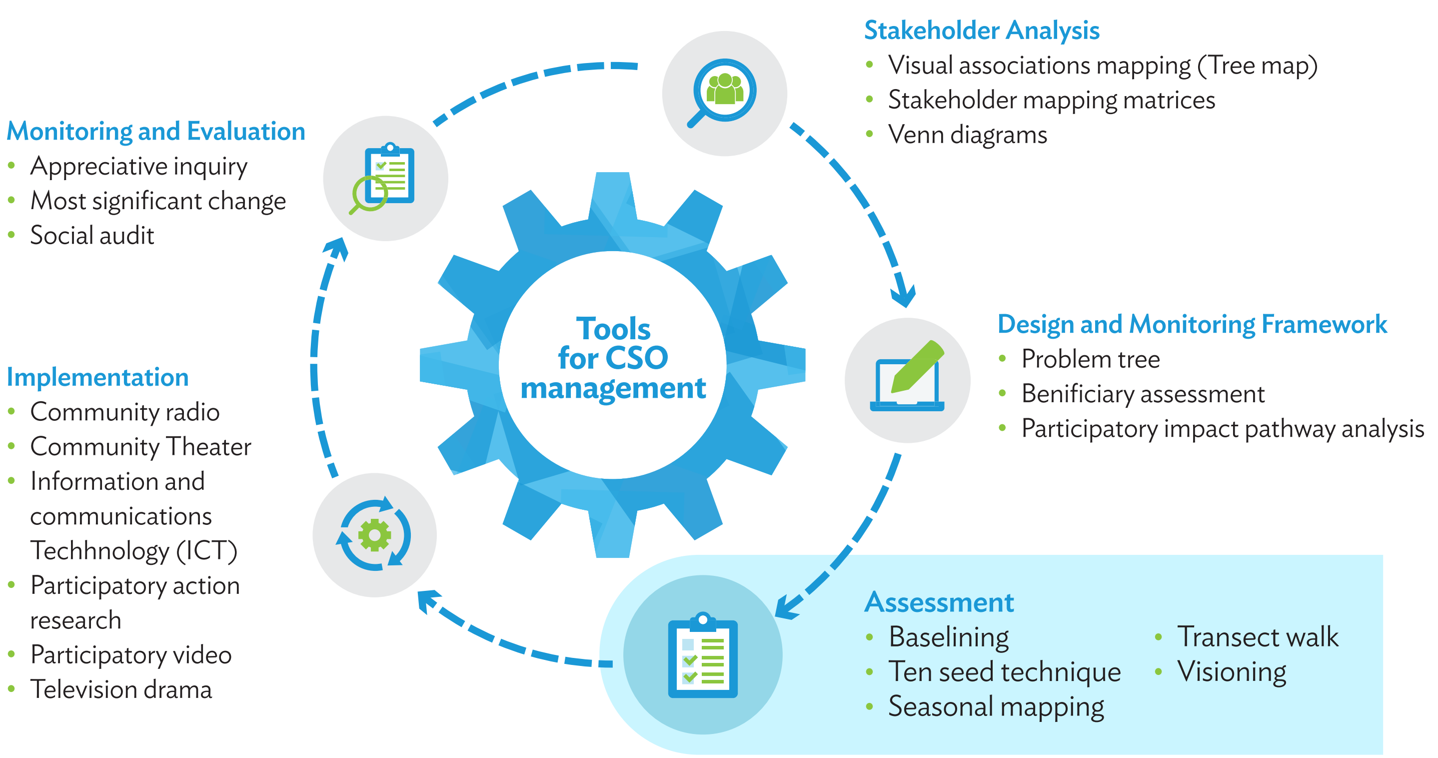
## Baselining, Ten Seed Technique, Seasonal Calendar, Community Mapping, Transect Walk, and Visioning are all participatory tools used for assessment.

## INTRODUCTION

### What you need to know

Engagement of key stakeholder groups in operations financed by the Asian Development Bank (ADB) promotes good governance, transparency, innovation, responsiveness, and development effectiveness. Effective engagement of stakeholder groups, including civil society, project beneficiaries, and project-affected people, requires the understanding and effective use of participatory tools throughout the project cycle. However, while one participatory tool may work well in one context, it may not be appropriate in another. This series of explainers provides a range of tools from which practitioners can pick and choose, according to different phases of the ADB project cycle, context, and available time/resources. Some tools may be specific to particular phases in the ADB project cycle, such as monitoring and evaluation tools, while others may be used throughout the project cycle, such as participatory assessment tools.

This piece focuses on the **Tools for Assessment**.



# TOOLS FOR ASSESSMENT

Participatory assessment methods are used to work with beneficiaries and stakeholders to examine their own strengths and weaknesses. Beneficiaries and local communities should be included in assessments of their situation.

## 1. Baselining

### WHAT

Baseline is the data that measures conditions before a project starts for later comparison. Baseline studies can be used for understanding the current situation. It provides a historical reference point for any intervention. It can be a complex multi-household socioeconomic survey. However, baseline studies can also be simple such as ranking and scoring exercises to determine the current scenario. Baseline data then can be referred to at 6-monthly or annual intervals to assess change. Baseline data is usually compared with 'midline' or 'endline' data. Rapid Rural Appraisals and Participatory Rural Appraisals use baselining.

### WHY

Baseline data provides a reference point from which to measure change. Without this data, it is very difficult to design an effective program and then to measure the impact of the program. Baselining also gives opportunities for community engagement and buy-in.

### WHEN

Baselining usually occurs during the design phase of a project. However, sometimes baseline data may be retrospectively constructed during project implementation.

### WHO

Baselining may be conducted by the project team, experts (statisticians, sociologists, economists, social specialists) and experienced CSOs. It should involve beneficiaries to build ownership of improving the baseline conditions.

### HOW

Baselining takes a number of forms, ranging from simple exercises in ranking and scoring to complex household surveys involving high-level data collection and analysis. Two simple baselining tools are the Ten Seed Technique and Seasonal Calendars. The picture below shows baselining in low literacy settings.

Photo credit: Lisa McMurray

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International Federation of Red Cross and Red Crescent Societies (IFRC). 2013. *Baseline Basics.* Geneva. IFRC.

FAO. *What is a participatory baseline?*

K. S. Freudenberger (no date) *Rapid Rural Appraisal and Participatory Rural Appraisal: A Manual for Catholic Relief Services Field Workers and Partners.* Maryland. CRS.

## 2. Ten Seed Technique

### WHAT

Developed by Dr. Ravi Jayakaran, this technique is a participatory learning and action tool to enable groups of people to prioritize and rank preferences. It is a very flexible tool and can be used for a range of prioritization activities including:

- Identifying community perceptions about their strengths and weaknesses and ranking these in order.
- Ranking preferred methods or approaches.
- Prioritizing potential solutions to problems.
- Ranking perceptions of key risks.

### WHEN

The Ten Seed Technique can be used at various points of the project cycle. It is especially useful in the assessment, problem identification, and solution identification stages.

### WHO

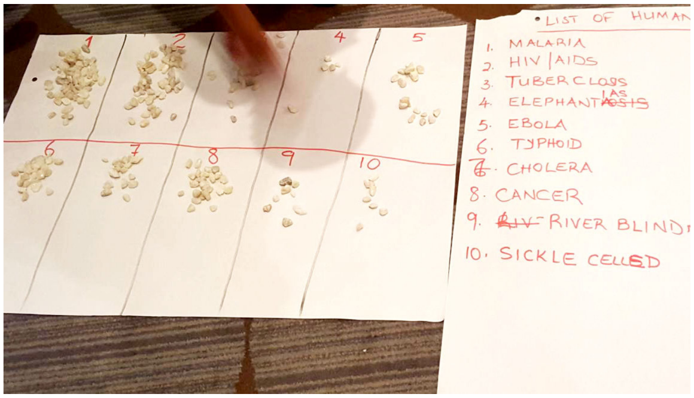
An appealing factor of the ten seed technique is that it can be used by anyone and is mostly used by field-based project staff.

### WHY

The Ten Seed Technique is simple to learn and very easy to use. It is especially useful in low literacy or low numeracy communities, as it can be achieved without text or numbers.

### HOW

1. ceferred farming practices, research questions, perception of health risks).
2. Brainstorm with a group of beneficiaries the range of potential options within the domain.
3. Draw the options in a circle on large paper, with one option per segment. This can also be done on the ground.
4. Give each participant 10 seeds (may be stones, sticks, red sticky dots, or bottle tops).
5. Each participant then 'votes' using their 10 seeds in order of preference. They place all seeds or some seeds on the segment that they give priority to. They may spread their 10 seeds across 10 options, or five, or two, or place all 10 seeds on one option.
6. The facilitator then summarizes the findings, describing those options that received most seeds and those that receive less. This generates a discussion and debate among participants that allows for rich detail to emerge




Sample of the Ten Seed Technique in use.
Photo credit: Emma Walters.

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Center for Sustainable Development. [Ten Seed Technique].

R. Jayakaran. 2002. *The Ten Seed Technique.* World Vision International. China.

TorqAid. *Ten Seed Technique (TST) and Seasonal Calendar.*

## 3. Seasonal Calendar

**WHAT**

A seasonal calendar is a participatory tool that explores changes in participants' resources over a year or seasons, or a day or a week. This tool is a key component in Participatory Rural Appraisals. Typically, it focuses on crops, weather, disease prevalence, food security or insecurity or similar themes. It provides useful baseline data which can then be used to measure changes following an intervention.

**WHEN**

A seasonal calendar exercise can be performed at any time. If mapping a short period, such as a day or week, the calendar may be completed in real time by the participant. If it is mapping a year, it can be completed by participants from memory. For this reason, seasonal calendars cannot be relied upon for complete accuracy and may be used in conjunction with other baselining tools.

**WHO**

Participants complete the seasonal calendar, with guidance from project or field staff, usually in a workshop setting. It may be appropriate to ask different groups to complete their own seasonal calendars (men/women) to see the gender differences in perceptions.

**WHY**

Seasonal calendars provide a visual representation of the changes in resources in a household or community. The visual approach of seasonal calendars works well in low literacy settings. It helps communities and project workers see the changes in resources over time (a day, a year) and what changes are desirable.

**HOW**

1. Determine the focus topics of the calendar. It may include:
   - Prevalence of disease
   - Food insecurity/scarcity
   - Lower price for sale of crops
   - Harvest
   - Rainfall

1. Draw a matrix on large paper or on the ground with the horizontal axis (columns) indicating each month of the year or season, and the vertical axis (rows) indicating the topics to be explored, using symbols to indicate each topic.
2. Ask the group to consider each row (topic) to discuss and agree when this occurs throughout the year. Start with rainfall, then follow with the planting of root crops, harvest and so on. Use stones or sticks or marks to indicate the relative amount of each item (e.g. months with more rainfall get more stones).

| Events | Months | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Jan | Feb | Mar | Apr | May | Jun | Jul | Aug | Sep | Oct | Nov | Dec |
| | X | X | X | | | | | | | | X | X |
| | | | | X | X | X | X | X | | | | |
| | X | X | X | X | X | X | X | X | X | X | X | X |
| | | | | X | X | X | | | | | | |
| | | | X | X | X | X | | | | | | |
| | X | X | X | | | | | | | | | X |
| | X | X | X | | | | | | | | | X |
| | X | X | | | | | | | | X | X | X |

Sample Seasonal Calendar by Emma Walters.

### References and Further Reading


Better Evaluation. [Seasonal Calendars.]

FAO. PRA Toolbox. [Seasonal Calendar.]

TorqAid. [Ten Seed Technique (TST) and Seasonal Calendar.]

## 4. Community Mapping

### WHAT

Community mapping is a visual or data-driven map of community resources or characteristics conducted by the community in which a project will take place. Community mapping can be geographical, social, household, historical and issue-based. Community mapping is a tool that helps residents and project teams better understand the range of social, physical, and natural assets in a community, and the links between them.

### WHY

Involving the community in mapping its resources and characteristics provides rich data for project design and provides a more responsive and sustainable intervention. Mapping also provides baseline data for later comparison. Mapping is not only an end product (with a data or spatial map produced), it is also a process of building community awareness and engagement, plus gives an opportunity for self-determination or self-organization. In the Pacific, visual tools may generate more understanding an acceptance than heavily-text based approaches, and may bridge the linguistic divide between project designers and local communities.

### WHEN

Community mapping is most often performed in the project preparation and design stages, but it can also be useful during implementation for monitoring of a project, or in evaluation to compare baseline against endline data.

### WHO

A social specialist can facilitate mapping exercises. Many local CSOs have mapping techniques or tools they regularly use and these may be engaged to work with local communities on mapping exercises.

### HOW

Community mapping can be a highly technical process, using mobile phone technologies, global positioning systems, and spatial analysis software. Conversely, community maps can be as simple as stones and lines drawn in the sand, or drawings with crayons on large paper.

Forms of community mapping beyond mapping natural resources and physical assets can include 'historical mapping', which may be used to map changes in environment and the likely causes and effects.

'Social mapping' illustrates household characteristics: income, use of resources, school attendance and social capital, or level of engagement in community groups, activities or projects.

A wide range of processes is involved in community mapping.

Mapping to identify village resources: municipality of Baucau, Suku Trilolo in Aldeia Lialailesu. Photo credit: Fernando Pires, Caritas.

CASE STUDY

**Community mapping in Fiji means better planning**

A non-profit organization, Community Architect Network (CAN), supports groups of young professionals to work on participatory design and planning and city-wide mapping and surveys, seeking design solutions to improve the quality of life and health of the community. Their community mapping handbook explains how people in Fiji used community mapping for the communities of Lautoka to come together and record their own situation, leading to citywide upgrading:

"In the city of Lautoka, Fiji, satellite images from Google Earth were used to overlay maps of the individual settlements, distinguishing between those on state land and those on native land. This satellite imagery helped to pinpoint existing infrastructure and that which was lacking or degraded. It also made it possible to identify areas of vacant land that could serve as possible relocation sites. All of this information was compiled onto one large map that was presented to the Lands Department. This city map functions as a sort of "virtual" land bank with regard to vacant land. In conjunction with the city map, the community members also carried out "people mapping", identifying key skills of community residents that could be useful during upgrading, such as carpentry, masonry and mat weaving."

"Following from this process a number of small-scale upgrading projects were launched and comprehensive site planning was initiated for the land close to the city. Unfortunately, this land has been found to be very flood prone and will not be developed. However, the design ideas and financial structures designed by the community can be applied to another site."

Source: Community Architects Network (CAN). *Community Mapping for housing by people*. Asian Coalition for Housing Rights.

## References and Further Reading

Community Architects Network (CAN). *Community Mapping for housing by people.* Asian Coalition for Housing Rights.

N. Eliasov. 2013. *Asset Based and Community-Driven Development*. Port Elizabeth: Ikhala Trust and Elamanzi.

Pacific Institute. Issues We Work On: *Community Mapping Initiative.*

## 5. Transect Walk

**WHAT**

A Transect Walk is a common form of community mapping, for mapping natural and physical resources. Done by the project team in conjunction with local people (preferably representing the key stakeholder groups), it is literally is a walk through the project area or community, noting the community conditions by observing, asking questions, looking and producing a Transect Diagram or Table. The aim is not only to map the physical 'seen' resources, but also the specifics such as the level of rubbish or the soil conditions.

**WHEN**

Transect Walks are most often done during project preparation, often to assist with site selection, but can occur during any point of the project cycle: during project preparation, during project implementation and as part of monitoring and evaluation. If Transect Walks are conducted several times throughout the project cycle, the first walk may serve as a baseline for later walks, while the end will provide rich data for monitoring and evaluation purposes. Any changes – positive or negative – can be monitored by conducting several walks throughout the project cycle.

**WHY**

Transect Walks provide a useful data collection tool, that can be used to triangulate with other methods of data collection. By including a range of stakeholders, different groups' understanding and perception of the issues and potential solutions can be explored.

**WHO**

Transect walks should include a facilitator, project staff, and community members but also should include key stakeholders such as CSO representatives, government staff, private sector representatives, and any other relevant stakeholders with an interest in the project. Including a range of stakeholders provides diverse perspectives.

**HOW**

1. Identify the key stakeholders and invite them to conduct a Transect Walk.
2. Explain the purpose of the Transect Walk: to walk an imaginary line from one section of the community or project area to another. Explain how the information from the walk will be used.
3. Decide the route of the Transect Walk: aim to get a good cross-section of the community or project area.
4. Divide the area into zones: for rural setting, this might be riverbank, field, communal washing area, or hilltop. For urban, it might be the marketplace, shop front, port, or church.
5. Decide the spheres of information you want about each zone: for rural it might be plants growing, soil conditions, erosion; for urban it might be institutions, financial assets, weekly purchases, accumulated rubbish.
6. As a group, conduct a walk across the different zones, noting findings about each of the spheres of information.
7. Map the findings on charts or tables (see downloadable template).
8. Analyze the findings by asking questions such as:
   a. What resources are abundant? What resources are scarce?
   b. Where do people get water and where does the water need to be?
   c. Where do people obtain firewood?
   d. Are there differences between the activities or presence of women and men in the different zones?
   e. What differences are there between zones, and why?
   f. What constraints or problems are there?
   g. What opportunities are there?
   h. What recommendations does this information lead to?

| | Road | Road embankment | Homes | Home-garden | Riverbank | River |
|---|---|---|---|---|---|---|
| Land Use | | | | | | |
| Dwellings | | | | | | |
| Soil | | | | | | |
| Vegetation | | | | | | |
| Animals | | | | | | |
| Rubbish | | | | | | |
| Other | | | | | | |
| Opportunities | | | | | | |

Sample template for a Transect Walk. Adapated from N. Eliasov. 2013. *Asset Based Community Driven Development - Course materials.* Ikhala Trust. Port Elizabeth, South Africa and Coady 2006.

### References and Further Reading


S. Keller. Sustainable Sanitation and Water Management Toolbox - SSWM.info. *Transect Walk.*

CGIAR, FAO, KM4 Dev Community, UNICEF, UNDP. Knowledge Sharing Toolkit. *Transect Walk.*

World Bank. Tool Name: *Transect Walk.*

## 6. Visioning

**WHAT**

Visioning articulates a desired future among stakeholders. It captures people's intentions and aspirations for the future about a particular development challenge or opportunity. It can be used to identify goals for organizational development, community development or the development of a project or program. Visioning explores what elements (stakeholders, resources) should be in place for the future development initiative to be successful.

**WHY**

Visioning is used to identify and articulate a common desired or preferred future among stakeholders. From this point of a democratically agreed future state consensus, stakeholders can then determine the necessary and logical steps to take them to this desired future state. Visioning is best conducted with a cross-representation of stakeholders so that key groups can identify common interests and agree on a preferred future state. Visioning uses participation as a source of ideas, to engage the community, discover community issues and build consensus.

**WHEN**

Visioning is best used at the beginning of the planning process. It usually takes place after problem identification and development of a problem tree but before any decisions about activities and process are made.

**WHO**

A facilitator working with key stakeholder representatives; an ADB social development specialist or facilitator from a local NGO can conduct visioning exercises.

**HOW**

The facilitator asks a visioning question to the group of participants. The visioning process can either be visual or narrative. It is important that the facilitator encourage this process to be creative and free-flowing. Encourage participants to mentally wear a 'white hat', not a 'black hat'. This means not focusing at this stage on problems and barriers to achieving the vision, but rather thinking expansively about 'what success looks like' for that community or project or organization.

The visioning exercise can start with the current state and then move onto the desired future state, or may simply start with the facilitator asking participants to draw or explain the desired future state. For a visual visioning exercise:

- Break participants into small groups with each stakeholder group represented in each group.
- Ask each group to draw a picture that shows the current state (such as "where are we now?" in terms of where this organization or community or development challenge). Ask each group to present their picture and describe the key points. The facilitator should draw out common themes across the group presentations.
- Then ask each group to draw what they would like their community or organization or development challenge to be like in 5 years' time if it was highly successful and if the participants had the power and influence to make that happen. The facilitator then asks each group to present its pictures and describe them in detail, and draw out common themes of what all groups would like to see.

For a narrative visioning exercise:

- The facilitator asks a question of the broader group about what the future would look like in 5 (or 10 or 15) years' time. In the case of an organization aiming to expand and develop, the visioning question could be "Imagine that organization X is as successful as it possibly could be in 5 years' time. What would it look like? What areas would it be active in? How would it support itself? What would its budget be? What resources would it have access to or own? How many staff would it have? What will the relationships with other stakeholders be?" and other questions to tease out what success looks like for that organization.
- The facilitator gathers the information from participants and puts it on a flip chart.

CASE STUDY

### Visioning helps an NGO country team redesign its program

Caritas Australia's Timor Leste program initiated a comprehensive design initiative in 2015-2016, following a changing country context and a recent project evaluation. The exercise began with a community mapping exercise and then included visioning activities.  The team focused on two of their four key outcomes areas, Just and Peaceful Relationships, and Sustained and Economic Wellbeing. Communities members discussed, based on their mapping results, what these two outcomes looked like to them. Visioning allowed the communities to 'dream' of a desired scenario and then work backwards to establish a pathway to achieve the vision.

The re-design took more than a year, but the team recognized the need to take adequate time to complete a thorough and comprehensive program design with meaningful community participation. Once the mapping and visioning exercises concluded, the team led two three-day-design workshops. Each workshop included key Caritas representatives and key partners. Building upon the findings from the consultations, partners, and staff collaboratively build two program logics, one for Protection and another for Sustainable Livelihoods.  From these two program logics, the teams designed a monitoring and evaluation framework to assesses key outcomes, intermediate, and immediate changes.

Source: Lisa McMurray and Caritas Australia

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## References and Further Reading


N. Eliasov. 2013. *Asset Based and Community-driven Development*. Port Elizabeth: Ikhala Trust and Elamanzi.

DFID. 2003. *Tools for Development: A handbook for those engaged in development activity.* DFID.

Victorian Government Department of Sustainability and Environment. 2005. *Effective Engagement: building relationships with community and other stakeholders – Book 3 The Engagement Toolkit.* Victorian Government. Melbourne.

Sustainable Sanitation and Water Management Toolbox. *Visioning.*

## SOME DO'S AND DON'TS

### DO

- Allow enough time for the use of the tools: rich learning is possible by engaging a range of stakeholders, but this process should not be rushed.
- Fully explain to the participants the purpose of the participatory exercise: explain why you are collecting this information, how the exercise will work and how the information gathered will be used.
- Use tools that are contextually appropriate: use images, phrases, terminology and languages that the participants understand.
- Be flexible: while there are guidelines for using each tool, they can be adapted as needed.
- Use other methods of data collection to triangulate the data collected during participatory assessments.
- Research and investigate power and gender relations prior to starting participatory assessment activities. In the Pacific, prior engagement with the local power structures (chiefly system) is important to gaining community trust and engagement.
- Start with a conversation/use talanoa: many Pacific cultures value informal conversations and getting to know one another before starting work or business.

### DON'T

- Assume that all community members have the time or willingness to be involved.
- Hold activities and workshops at times when the community or parts of the community is busy.
- Skimp on catering! Be aware that many community members may have to travel long distances, often by foot, to join your meeting. Food is a very important part of meetings and facilitated workshops in the Pacific.
- Use highly detailed questionnaires or surveys or large clipboards, laptops, tablets: many Pacific cultures are based on storytelling and conversation. Where possible, transcribe data immediately after the exercise instead of during.
- Be a FIFO (fly in, fly out) expert: the Pacific development community responds to commitment and local knowledge.

# PART 5: Implementation

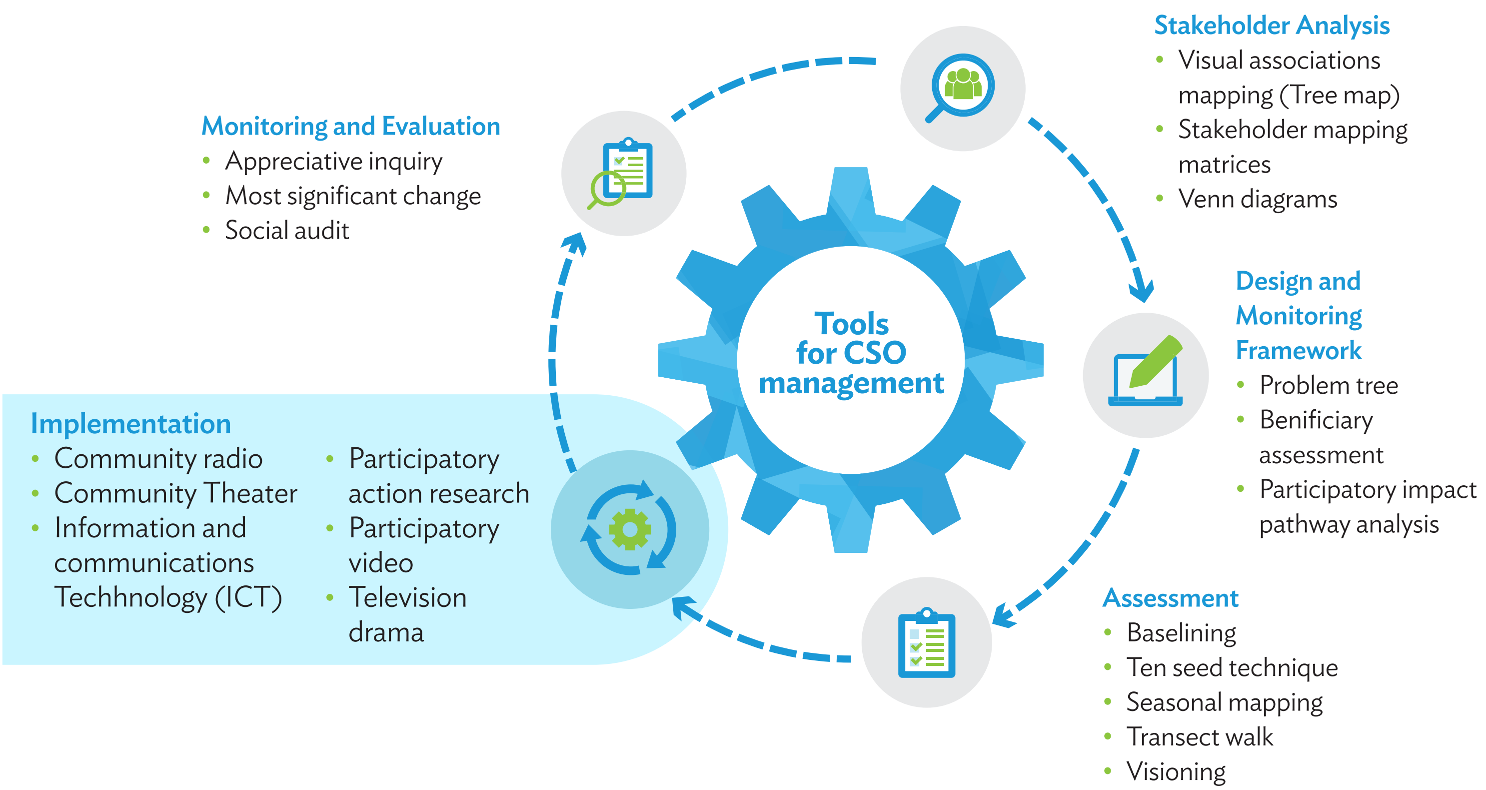
## Community Radio, Participatory Action Research, and Television Drama are some of the implementation tools for communications and behaviour change.

## INTRODUCTION

### What you need to know

Engagement of key stakeholder groups in operations financed by the Asian Development Bank (ADB) promotes good governance, transparency, innovation, responsiveness, and development effectiveness. Effective engagement of stakeholder groups, including civil society, project beneficiaries, and project-affected people, requires the understanding and effective use of participatory tools throughout the project cycle. However, while one participatory tool may work well in one context, it may not be appropriate in another. This series of explainers provides a range of tools from which practitioners can pick and choose, according to different phases of the ADB project cycle, context, and available time/resources. Some tools may be specific to particular phases in the ADB project cycle, such as monitoring and evaluation tools, while others may be used throughout the project cycle, such as participatory assessment tools.

This piece focuses on **Tools for Implementation**.



# TOOLS FOR IMPLEMENTATION

Tools for participation in project implementation often focus on the soft skills associated with an ADB-financed project, such as training beneficiaries on road safety (for a road project), raising awareness on HIV/AIDS or encouraging healthy behaviors such as handwashing (for a water/urban project). Many, but not all, of these implementation activities have a communications and behavior change element, which is explored in the participatory tools in this section.

## 1. COMMUNITY RADIO

### WHAT

Community radio is a tool for the rapid dissemination of important messages about social, cultural, and economic issues affecting the community. It can be a two-way format, through talkback, or one-way information dissemination, such as community service announcements about agriculture (pests, extension visits), education policies and health outreach.

### WHEN

Community radio can be used during project design, implementation, and monitoring. Radio can be used to engage with communities about a planned project and to keep communities up to date with project plans and implementation. Talkback radio is particularly effective in engaging communities in monitoring projects.

### WHY

Radio is a powerful and inexpensive mass medium for reaching communities in isolated areas. Remote villages have access to rural radio. Note that men are often the owners of radio receivers. Battery operated, hand-cranked or solar radios are also available, which is useful in areas with frequent electricity disruptions. The culture of the Pacific is an oral culture and particularly suited to this medium.

### WHO

Local CSOs with experience in radio production working with the project implementer and beneficiaries. Community radio stations may be owned by local CSOs, particularly church groups.

### HOW

Radio programs are most effective when produced in a participatory manner, with beneficiaries and stakeholders involved in production, in local languages, and with culturally appropriate content. Other important considerations include*:

- **Access.** It should ensure access for all parts of the community. Community radio gives an opportunity to provide a voice for the marginalized.
- **Diversity.** Community radio can embrace the diversity of a community, in both the content and the way it was created.
- **Independence.** It is owned and operated by an individual, not for profit groups. The community radio sector has codes of conduct that promote independence.

*P.K. Ngugi and C. Kinyua. 2014. The Concept and Philosophy of Community Radio Stations in the Kenyan Context. Journal of Mass Communication & Journalism

CASE STUDY

### Community radio programs raise awareness

The ADB-financed Ebeye Water Supply and Sanitation Project aims to reduce the incidence of waterborne diseases by improving access to safe water and sanitation on Ebeye, an island within Kwajalein Atoll in the Republic of the Marshall Islands. Ebeye has a population of more than 18,000 and a population density higher than Hong Kong.

The project will improve access to safe water and sanitation. However, the project recognizes the need to promote behavior change to improve hygiene standards to fully realize the project's benefits. Therefore, the project includes an activity to establish a community radio station to help disseminate information about, and increase awareness of, safe water use.

Children fetching water from a community tap in Ebeye. Phot credit: ADB.

Community radio is also an important tool for awareness raising in Fiji; femLINKpacific is a Fijian NGO promoting the important role of women in decision-making. It focuses on local governance systems and development processes using community media. The NGO manages FemTALK 89FM, which addresses the under-representation of women and young women in decision making at local and national levels through community radio. The Suva station runs 24 hours a day, hosted shows run from 7 am and 7 pm most days. FemTALK 89FM broadcasts weekly from both the Suva Community Media Center and from the Labasa Community Media Center in Vanua Levu, as well from a mobile 'suitcase' radio that travels to women in the rural areas.

Source: femLINKpacific: Media Initiatives for Women.
Water everywhere – and soon it will be safe to drink on Ebeye.

## References and Further Reading

UNICEF. Communications for Development (C4D). *Theater for Development, mass media, community radio and edutainment.*

P.K. Ngugi and C. Kinyua. 2014. *The Concept and Philosophy of Community Radio Stations in the Kenyan Context.* Journal of Mass Communication & Journalism

World Association of Community Radio Broadcasters. *What is Community Radio?*

## 2. COMMUNITY THEATER OR THEATER FOR DEVELOPMENT

### WHAT

Community theater is used to highlight issues that are challenging or taboo, which can be addressed in a socially-acceptable way through drama or comedy. Theater for Development (T4D or TFD) promotes civic dialog and debate around sensitive issues. It is participatory in nature, allowing communities to tell their own stories using their own language and idioms of expression. It more often directly involves the beneficiaries of the communication effort as storytellers, playwrights, and actors.

### WHEN

Community theater is most often used during implementation of a project for the development of soft skills. A WASH community theater initiative may accompany a larger urban services project; an HIV/AIDS awareness-raising theater production may be part of a larger rural road project.

### HOW

Local NGOs with experience in community theater should be engaged in the preparatory stages of a project to determine appropriate themes and opportunities for participatory engagement via community theater.

Some theater groups have existing long-term troupes of actors (such as the Rainbow Disability Theater Group, which is a troupe of 23 disabled actors in Vanuatu) while others recruit actors on a project by project basis. Wan SmolBag Theatre in Vanuatu has a core group which performs its plays to over 4000 people every year on a range of community health, governance, lifestyle, and environmental issues. Plays can be tailored or created to suit a community or development message or campaign and over 200 plays have been created and performed.

### WHY

Communities in the Pacific have a strong story-telling culture which is particularly suited to community theater. Some development-focused community theaters have become very popular and are in large demand to perform at schools and community venues.

Theater for Development takes away the 'expert syndrome' of an expert entering a community and telling the community what their problems are, how to address them and how to behave. Community theater can be used to address issues which are difficult to explore in other forms of communication including HIV/AIDS, domestic violence, sexuality, and reproductive health, water, sanitation, and hygiene (WASH) programs.

### WHO

Theater for Development requires a longer-term commitment from a qualified NGO based in-country. It is important that the production uses local stories and storytellers, is developed is in local languages and is culturally-relevant and appropriate. More often, local beneficiaries are engaged in the production as actors.

### CASE STUDY

**Community theater group tackles tough topics**

Stages of Changes is a women's community theater group based in the Solomon Islands. It focuses on addressing the taboo topic of ending domestic violence against women and children through theater. Most of the women in the troupe were not trained actors when they started and being in the theater group has empowered the women in their own lives. The plays that they perform are largely visual and do not have a lot of dialogs. The actors feel that community theater is effective since the audience can think about the play and start to understand the women's perspectives. Others feel that this is the right approach to address a very sensitive issue.

Solomon Islands Planned Parenthood Association created Stages of Change and the project was supported by the European Union, the British Council and British High Commission Office in Honiara. The Stages of Change NGO has been supported by the British Council and has toured the Solomon Islands.

### References and Further Reading

M. Baines. 2015. *Solomon Islands Women Empowered by Theater.* Radio New Zealand International.

Participate. *Theater for Development (TFD).*

UNICEF. Communications for Development (C4D). *Theater for Development, mass media, community radio and edutainment.*

*Wan SmolBag Theatre.*

# 3. INFORMATION AND COMMUNICATIONS TECHNOLOGY (ICT)

WHAT

ICT is defined as "an expanding assembly of technologies that can be used to collect, store and share information between people using multiple devices and multiple media."* The use of mobile phones and the internet not only aid information dissemination to stakeholders, but can be used as tools to encourage local participation.

Information and Communications Technology for Development (ICT4D) is a paradigm that recognizes the role that ICT can play in communications for development, particularly helping marginalized and poor communities. ICTs can be used to facilitate horizontal communication to build community participation, communication, and inclusion. ICT can be used to engage citizens in monitoring projects or issues, to gather information on community preferences, to disseminate real-time information to communities in times of crisis, to quickly disseminate public health (m-health or e-health) messages or gather data, and to engage communities with each other.

* U. S. Harris, E. Papoutsaki, & S. Kailahi. 2016. ICTs in Climate Change Communication in the Pacific Islands. Information technologies and international development, 12(4), 47-58.

WHY

Technology particularly mobile phones and the internet, has become relatively affordable (in some parts of the Pacific) for sharing real-time information and engaging with communities and stakeholders, particularly in remote locations. Technology can be a lower-cost alternative to face-to-face communication, and reduce the costs and risks associated with travel and distance. The potential to expand reach and scale out is significant with appropriate use of ICT. It is important to consider that internet connectivity in some remote, rural, highlands areas or outer islands may not be strong or existent.

WHEN

ICT can be used during all phases of the project cycle: during design, preparation, implementation, monitoring, and evaluation.

WHO

Project implementers can facilitate communication exchanges and engagement through ICT. Project beneficiaries are involved either as the passive recipients of information, or as active participants in two-way information generation and exchange. Usually, technical resource people will be required to identify and administer the technology.

HOW

Development communications is a fully formed discipline and requires specialist expertise. A few pointers for using ICT in development communications are:

- Identify the needs and goals of the audience. Although the purpose is for members to interact, it is important to determine the shared goal of the community.
- Communication approaches using mobile phones and the internet should be community-centered to ensure participation.  Establish netiquette or a Code of Conduct.
- Know your audience and use language or approaches to suit; often a multi-platform approach will be required.
- The technology should suit the requirements of the community: if the community has limited internet, other forms of communication should be used.

### Timor-Leste NGO operates an early warning, early response system via tablet

The NGO Belun is among the largest national non-government organizations in Timor-Leste and holds the most extensive community outreach program across the country. It operates an early warning, early response (EWER) system via tablet and the internet. The system uses a volunteer monitoring network to gather data and information about violent incidents and situational change in three municipalities of Timor-Leste. At its peak, it had 86 monitors in 43 subdistricts in Timor-Leste, who gathered data about violence and situation change across the country. Data is collected by the monitors and submitted to Belun's head office via tablet.

Data is then analysed by staff and uploaded into an online portal, the new Incident and Conflict Potential Data Portal. The portal displays maps with incidents highlighted, with each incident notes as verified or unverified. Each publication from Belun includes recommendations for policy reform and relevant intervention. The data is available for use by government, civil society, local, academic and international stakeholders to conduct their own analysis and prepare responses.

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## References and Further Reading


Belun. *Early Warning, Early Response (EWER) System.*

GMSA. *The Mobile Economy: Pacific Islands 2015.* GMSA.

U. S. Harris. No date. *ICTs in Climate Change Communication in the Pacific Islands*. Sydney: Macquarie University.

R. Heeks. 2008. ICT4D 2.0: The Next Phase of Applying ICT for International Development. *Computer* 41(6). pp 26-33.

*ICTs for Development.*

UNICEF. *Innovation in Communication: Information and Communication Technologies for Development.*

# 3. PARTICIPATORY ACTION RESEARCH

## WHAT

Participatory Action Research (PAR) is a qualitative research process which integrates participatory modes of inquiry that disclose the experiences of individuals and communities, for the purpose of taking action and influencing change. It makes use of a “cyclical process of fact finding, action, reflection, leading to further inquiry and action for change.”*

*M. Minker. 2000. Using participatory action research to build healthy communities. Public Health Reports 115 (2/3). pp 191-197.

## WHY

Its philosophy is based on “the concept that people have a right to determine their own development and recognizes the need for local people to participate meaningfully in the process of analyzing their own solutions, over which they have power and control, to lead to sustainable development”.* Participants are not subjects of research, but rather, are active contributors to research who participate in all phases of the research process.**

*H. Attwood. 1997. An overview of issues around the use of participatory approaches by post-graduate students. In IDS, Participatory Research, IDS PRATopic Pack Brighton: IDS, University of Sussex.

**D. Chandler and B. Torbert. 2003. Transforming inquiry and action interweaving 27 flavors of action research. Action Research. 1. pp 133-152.

## WHEN

Participatory Action Research can be used during project design to assist in ensuring that the intervention is targeted towards people’s needs. It can also be used during project implementation.

## WHO

The project team can undertake PAR directly, or engage a local knowledge partner or CSO to work with local communities on PAR.

## HOW

This involves recurrent stages of Planning, Action and Reflection, and Evaluation.* Typical stages of a PAR project, as described by Kindon, Pain and Kesby, are:

1. **Action.** Establish relationships and common agenda with all stakeholders. Collaboratively decide on issues.
   **Reaction.** Reflect on the research design, ethics, knowledge, and accountability.
2. **Action.** Build relationships. Identify roles and responsibilities. Collectively design research processes and tools. Discuss potential outcomes.
   **Reaction**. Reflect on research questions, working relationships and information required.
3. **Action.** Work together to implement research and collect data. Enable participation of all members. Collaboratively analyze findings and plan future actions.
   **Reaction**. Reflect on how the participants worked together. Ask what else need to be done.
4. **Action.** Begin to work on feeding research back to all participants and plan for feedback on process and findings.
   **Reaction.** Evaluate both the action and reflection processes as a whole.
5. **Action.** Collectively identify future research and impacts.*

*S. Kindon, R. Pain and M. Kesby. 2007. *Participatory action research approaches and methods: connecting people, participation and place.* Routledge.

## Participatory action research toward climate change adaptation in the Coral Triangle

CASE STUDY

In 2010, the ADB launched a regional technical assistance to address concerns raised by five Pacific developing member countries in the Coral Triangle: Fiji, Papua New Guinea, Solomon Islands, Timor-Leste, and Vanuatu. The project used participatory approaches and engaged communities in assessing the impacts of climate change and identifying adaptation actions that could be integrated into existing efforts to build resilient fishing and farming livelihoods.

The project team worked with fishing and farming communities, local NGOs, and representatives of regional and national government in Solomon Islands and Timor-Leste to identify and assess options for adapting to climate change. Through community participatory activities, participants identified likely impacts of climate change on fishing and farming livelihoods and actions that may help communities adapt to climate change. The communities selected adaptations they wanted to evaluate further for their economic, environmental, and social costs and benefits. Fisherfolk and farmers used this information to develop a plan for implementing appropriate adaptations.

The project addressed three considerations in carrying out these activities:

- First, the project equitably and genuinely engaged with community members, including women and children, and those marginalized and disempowered.
- Second, it considered socioeconomic and technical adaptation measures. When pursuing adaptation technologies, a socioeconomic environment that enables stakeholders to make informed decisions and act on them is critical.
- Lastly, activities addressed climate change adaptation as an integrated, multiscale issue, recognizing the individual and collective influence of community members, local NGOs, and government representatives in enabling adaptation.

Sources:

ADB. 2015. Climate Change in Coral Triangle of the Pacific Coutries: Supporting Communities to Adapt. *ADB Briefs.*
ADB. 2010. *Technical Assistance for Strengthening Coastal and Marine Resources Management in the Coral Triangle of the Pacific.* Manila.

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## 3. PARTICIPATORY VIDEO

### WHAT

Participatory video is a tool for individuals and groups which enables people to see themselves in relation to their world and the changes in it and focus on their own and their community's needs in light of these changes. Participatory video has been identified to have the potential to bring about personal, social, political and cultural change. Participatory video provides participants with a platform for discussion on shared issues of concern, and this can occur throughout the production process.

### WHY

It gives voice to those who make the films, allowing them to communicate their messages effectively to decision-makers and policy-makers. The process itself of making a video provides those involved with a deeper understanding of themselves, their concerns and the concerns of their communities.

### WHEN

It is usually undertaken during Technical Assistance factfinding (TRTA, KSTA). Video can also be used for starting dialog and community building that may prove beneficial in post-conflict Pacific societies which have faced internal strife.

### WHO

Participatory video is a group process, facilitated by a professional filmmaker, which builds participants' capacity to communicate with others. Participants in the participatory video process are usually those from the target group or beneficiaries, and their audiences may be decision-makers, the communities from which they come, or the broader public.

### HOW

Step-by-step as described on *Transformative Storytelling for Social Change:*

- Allot some time for the group to discuss and reflect on key community issues in confidence, before communicating to external audiences.
- The group produces a video material based on their own knowledge and perspectives to stimulate dialog with peers, outside of the immediate group. Storyboarding helps to develop a strong collective story.
- Editing the film is a key stage in the process. Paper edits are used to minimize the complexity of digital editing and allow for a more participatory process.
- Groups share the films with each other and plan how to use their films to generate debate and communicate with external audiences.
- The development of a communication strategy for the films is an important component of the process as it requires considering what can be communicated, to who and when—and the risks that might be involved.

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## 4. TELEVISION DRAMA OR EDUTAINMENT

**WHAT**

Television drama or edutainment is a powerful tool able to reach audiences with content that may be sensitive or even taboo. Television and DVDs can use drama to impart important social messages, but other formats include documentaries, comedies, lifestyle programs, and news.

**WHY**

Television is generally available to rural communities in the Pacific and is a powerful tool to communicate with a population with low literacy rates. DVDs are also used extensively in communities: often there is a community TV with a DVD player that many in the village will watch together. TV/DVDs act as a creative way of raising awareness in local languages and using examples that are close to the community's culture and tradition.

**WHEN**

Television/DVDs can be used in project implementation and monitoring.

**WHO**

Project implementer and beneficiaries, with the assistance of a commercial or not-for-profit production company.

**HOW**

Drama captures people's imagination like no other television format, and half-hour to one-hour episodes can be used to impart important information.

**CASE STUDY**

### *Love Patrol* Television Drama

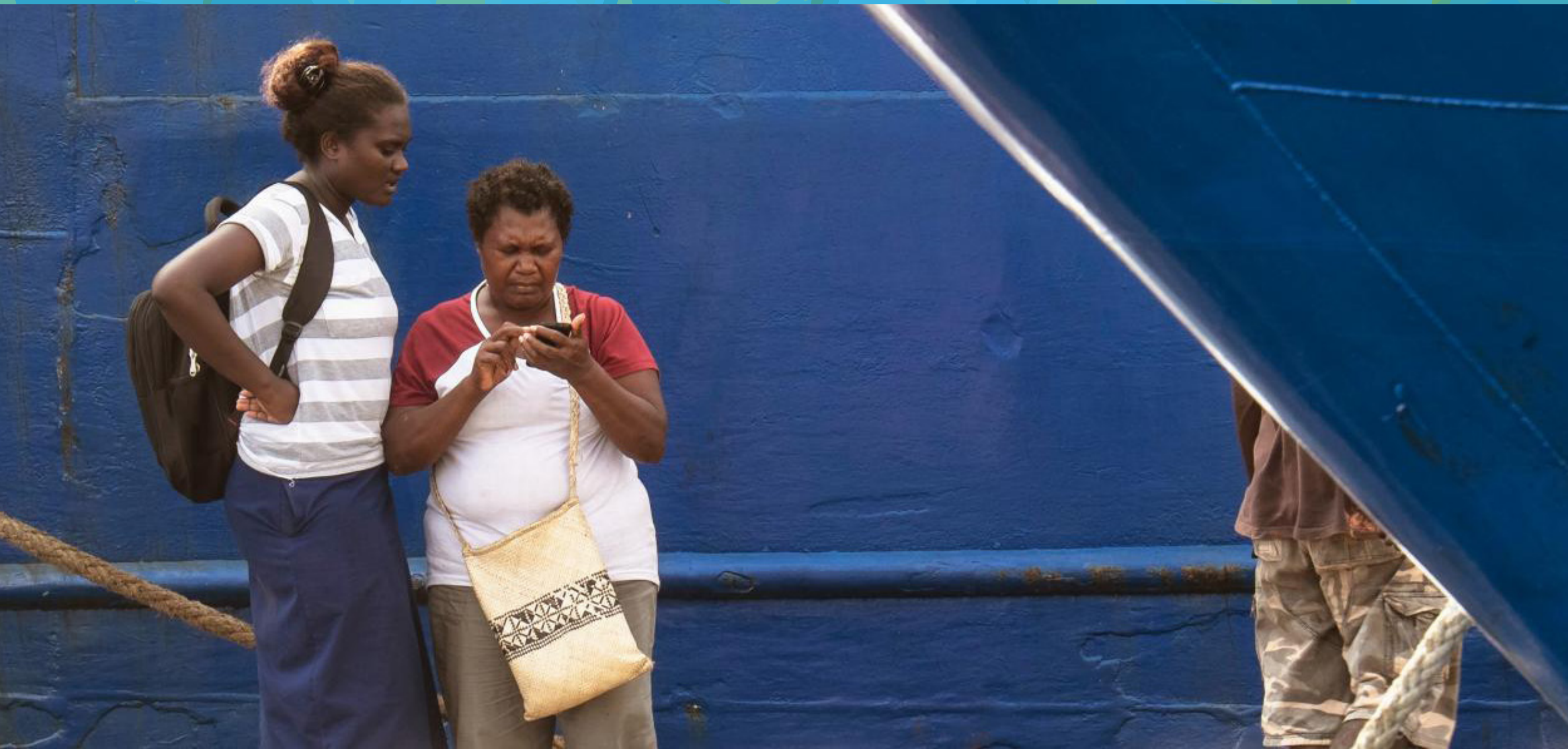
The ADB-financed HIV/AIDS Prevention and Capacity Development in the Pacific project contributed to improving the management and delivery of HIV and AIDS prevention by targeting vulnerable populations in 10 countries. Variable literacy rates in the Pacific and the geographic isolation of many island countries called for a medium that could reach out and communicate with the target population.

ADB financed the production of the third season of Wan Smolbag's Love Patrol, which raises awareness about safe sex and HIV/AIDS prevention. Photo credit: ADB

Wan Smolbag, an NGO based in Vanuatu, produced the *Love Patrol* television series. The show effectively reached vulnerable young people. Under this project, ADB financed the production of a third series, *Love Patrol 3*, which focused on safe sex and HIV/AIDS. This approach, called 'edutainment,' is growing across a number of countries around the world. The series was broadcast on primetime television in several Pacific countries, including Cook Islands, Fiji, Palau, Papua New Guinea, and Vanuatu. Data from the Cook Islands and Vanuatu suggested between 55% and 86% of the urban population saw *Love Patrol 3*. The project also supported the distribution of the *Love Patrol 3* DVD and accompanying resource guide to health agencies, NGOs, schools, community groups, and other organizations.

*Love Patrol* has proven popular. According to the Secretariat of the Pacific Community, "a random street poll showed that over 90% of people [in Port Vila, the capital] were watching every episode, even the repeats."

Source: ADB. 2011. HIV/AIDS Prevention and Capacity Development in the Pacific. Project Completion Report. Manila



The documentary on domestic violence, hosted on YouTube, can be viewed through various channels, including smartphones. Photo credit: ADB.

### Breaking the culture of silence around domestic violence in Solomon Islands

In the Solomon Islands, a strong culture of silence has surrounded gender-based violence, which is widespread. A women's group in the Solomon Islands, Vois Blo Mere Solomons, recognized that they would need an innovative approach to challenge cultural norms.

With support from UN Women and the Australian government, Vois Blo Mere Solomons has released a powerful 17-minute documentary about gender-based and domestic violence in their country. The documentary presents women who come forward and tell their stories of domestic abuse, against the prevailing culture. It also shares information about where women can get help, what services are available to them and how they can find them. The documentary is available on YouTube and will be used to create awareness about the impact of gender-based violence and to advocate for action to stop domestic violence. Vois Blo Mere Solomons will share the video widely across the provinces through schools, community focal points, and media networks.

Source: Pacific Women Shaping Pacific Development. 2017. *Vois Blo Mere Solomons Launches Documentary on Survivors of Gender-Based Violence.*

## SOME DO'S AND DON'TS

### DO

- Plan for participation in implementation during the design phase using participatory approaches.
- Be clear with participants on the purpose of their participation and the use of the results and outputs.
- Take the lead from the community on how to tackle sensitive issues.
- Encourage the use of local languages, situations, actors, and idioms for implementation activities.
- Be aware of and promote child and gender rights, confidentiality and informed consent.
- Conduct pilot tests to ensure that implementation activities encourage the desired behavior, skill, or knowledge.
- Provide adequate resources, time, capacity-building training and support.
- Recognize that the process of participatory implementation is as important as the outcome.

### DON'T

- Emphasize the role of the expert and Western values: participatory methods of implementation, especially in communications for development, is about empowering the community to put the expert/researcher/facilitator on an equal footing with the participants.
- Assume that people want to be involved in participatory implementation activities.
- Ignore the challenges of using mass media for implementation activities such as ownership of media outlets, cost, time, and access to electricity/internet by project beneficiaries.
- Assume the community has one 'voice': communities have diverse opinions and often conflicting views.
- Under-resource the implementation phase.
- Forget traditional gender dynamics.
- Assume that the learning will be one-way: facilitators and experts are learners, too.

# PART 6: Monitoring and Evaluation

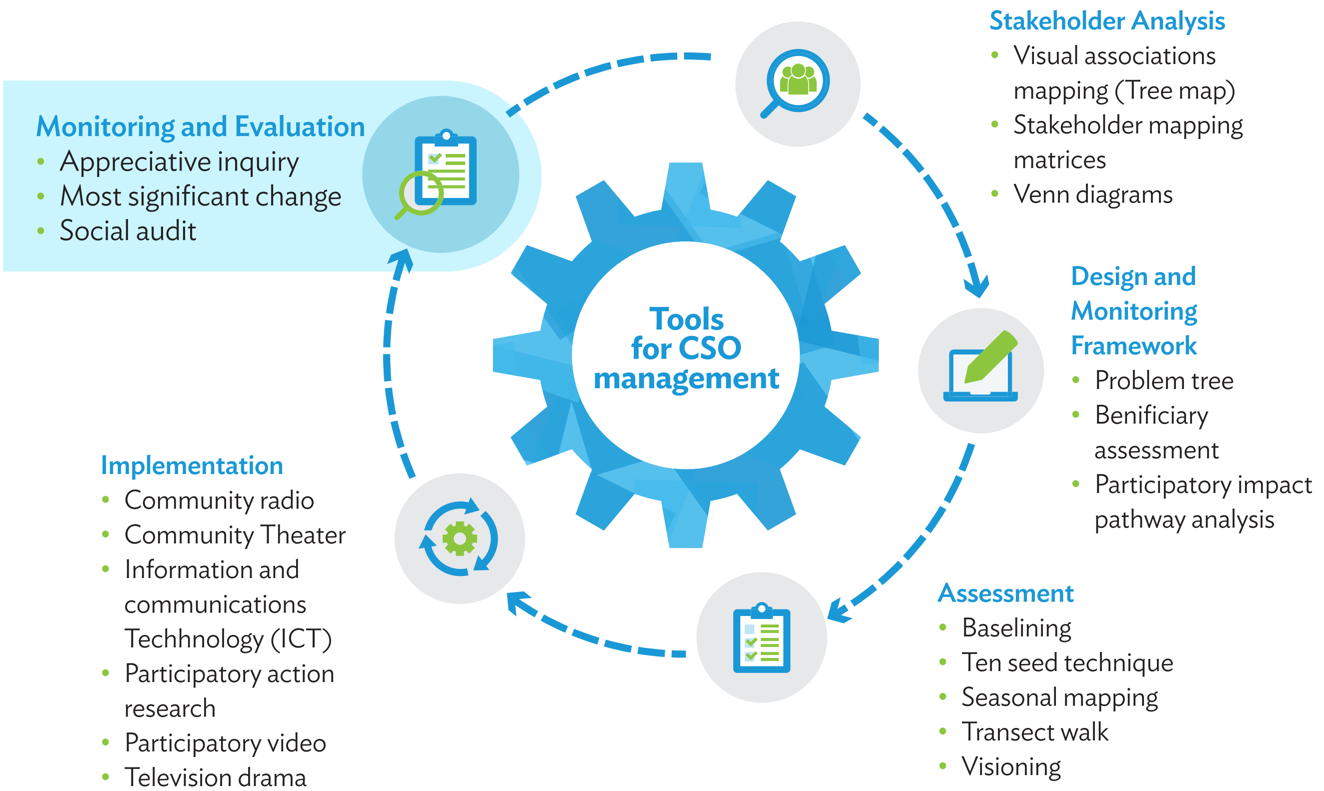
## Appreciative Inquiry, Most Significant Change, Social Audit are activities that can be used to engage stakeholders in project evaluation.

## INTRODUCTION

### What you need to know

Engagement of key stakeholder groups in operations financed by the Asian Development Bank (ADB) promotes good governance, transparency, innovation, responsiveness, and development effectiveness. Effective engagement of stakeholder groups, including civil society, project beneficiaries, and project-affected people, requires the understanding and effective use of participatory tools throughout the project cycle. However, while one participatory tool may work well in one context, it may not be appropriate in another. This series of explainers provides a range of tools from which practitioners can pick and choose, according to different phases of the ADB project cycle, context, and available time/resources. Some tools may be specific to particular phases in the ADB project cycle, such as monitoring and evaluation tools, while others may be used throughout the project cycle, such as participatory assessment tools.

This piece focuses on **Tools for Monitoring and Evaluation**.



# TOOLS FOR MONITORING AND EVALUATION

Participatory monitoring and evaluation is the process of engaging key stakeholders in the evaluation of a project or program. Stakeholder participation can occur at any phase of the project monitoring and evaluation cycle. Stakeholders can participate in the evaluation design, including forming the evaluation questions and choosing the evaluation approach, collection of data, analysis of data, preparing recommendations and how results are used. Participatory engagement of stakeholders provides for improved development results and is fundamental to good governance and transparency.

## 1. APPRECIATIVE INQUIRY

**WHAT**

Appreciative Inquiry is a method for monitoring, evaluation, and organizational change that focuses on strengths and successes rather than problems and weaknesses. It draws on a strengths-based approach as opposed to a needs-based or problem-based approach. It asks organizations to "first to discover what is working particularly well and then to envision what it might be like if 'the best of what is' occurred more frequently."* It focuses on what is the best in an organization or development initiative. It asks what is working well, what inspires people, what makes people proud. Appreciative Inquiry generates opportunities for people to dream about what the best situation would look like and encourages and enables people to be positive.

*T. T. Catsambas and H.S. Preskill. 2006. *Reframing evaluation through appreciative inquiry*. Thousand Oaks, Calif: SAGE Publications.

**WHY**

It builds stakeholder engagement and focuses on what is working well. It does not ignore problems; rather it focuses on what is working well and how this can be replicated. It is particularly useful where there is discord or hostility among or within stakeholders, previous evaluation efforts have failed or there is fear or scepticism about evaluation.

**WHEN**

It can be used as a monitoring or evaluation tool and therefore can be used during project implementation (to monitor progress) or in a post-project evaluation. Also, appreciative questioning can be used at the design and preparatory phase of a project.

**WHO**

This can be undertaken by an ADB social development specialist, a local or international CSO, or by implementing agency staff. All will require training in using the Appreciative Inquiry approach if they have not been exposed to it before.

Storytelling is relevant to many of the cultures in the Pacific and can be used in project evaluation. Photo credit: ADB.

## HOW

Central to the understanding of Appreciative Inquiry is the use of language and appreciative questions. There are different models for Appreciative Inquiry, including the 4-I model (Inquire, Imagine, Innovate, Implement) and the 4-D model of (Discover, Dream, Design, Delivery). The former is discussed below:

1. **Inquire.** In this phase, most Appreciative Inquiry processes will include some variation on four foundational questions. These questions ask participants to describe a 'peak experience' of the organization or program under question, what they value, and their 'three wishes' for the effective functioning of the program or organization. Generic examples of these four questions are:
   - Describe a high-point experience in your organization—a time when you were most alive and engaged.
   - Without being modest, what is it that you most value about yourself, your work, and your organization?
   - What are the core factors that give life to your organization, without which the organization would cease to exist?
   - What three wishes do you have to enhance the health and vitality of your organization?*

*A. T. Coghlan, H. Preskill & T.T. Catsambas. 2003. An overview of appreciative inquiry in evaluation. New Directions for Evaluation, 2003(100), pp 5-22.

2. **Imagine.** Participants are then asked to 'imagine' or 'dream' of a positive future for their organization, project, or program. A direction to participants of an Appreciative Inquiry process at this stage may be: Imagine that it is 2-3 years from now and you are preparing for an awards ceremony to celebrate the program's excellence. The ADB wishes to write an article on this exceptional program. You are so proud to be part of this program.
   - What is happening to make you proud?
   - What are people saying?
   - What is happening internally in the program or organization?
   - What changes or events made this success possible?

3. **Innovate.** Participants are asked to develop "provocative propositions (also called design statements, opportunity or possibility statements)." The aim is to build on past successes to develop actionable possibilities for the program or organization's future. This is the most difficult phase of Appreciative Inquiry and may stretch over months.

4. **Implement.** The final phase is where the organization implements the visions previously described and agreed. It also includes developing plans for monitoring progress, evaluating results and supporting/celebrating success.

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A. T. Coghlan, H. Preskill & T.T. Catsambas. 2003. An overview of appreciative inquiry in evaluation. *New Directions for Evaluation,* 2003 (100), pp 5-22.

## 2. MOST SIGNIFICANT CHANGE

**WHAT**

Most Significant Change is a participatory monitoring and evaluation tool developed in Bangladesh in the 1990s by Jess Dart and Rick Davies. It asks simple questions about what is the most significant thing that has changed in a development initiative and why. It involves generating and analyzing personal accounts of change and deciding which of these stories is the most significant. It can be a stand-alone tool or can be used across different stakeholder groups to assess priorities for the different groups.

**WHY**

This tool works well in storytelling societies, relevant to many of the cultures in the Pacific. Stories of change told by beneficiaries encourage dialogue and consensus building about significant perceived impacts. It is helpful in explaining 'how' change comes about (processes and causal mechanisms) and 'when' (in what situations and contexts).

**WHEN**

This is applied during the project implementation phase to enable lessons learned to be incorporated and used while implementation is ongoing and at the end of project evaluation.

**WHO**

It can be undertaken by CSOs, government officials, or ADB staff. It must involve field staff and beneficiaries from a project area as storytellers.

**HOW**

**Dart and Davies provide 10 steps in implementing this tool:**

1. How to start and raise interest
2. Defining the domains of change
3. Defining the reporting period
4. Collecting significant change stories
5. Selecting the most significant of the stories
6. Feeding back the results of the selection process
7. Verification of stories
8. Quantification
9. Secondary analysis and meta-monitoring
10. Revising the system.

However, this tool is a flexible system and not all steps may be relevant to all projects. Dart and Davies identify three of these 10 steps as fundamental to Most Significant Change: these are steps 4 (collecting significant change stories), 5 (selecting the most significant of these stories) and 6 (feeding back to the project stakeholders the results).

**A typical step-by-step guide for an ADB project may be:**

1. **Decide what will be the focus or 'domains of change'.** This might be the changes in a project on the quality of people's lives, the changes on their livelihoods; or the changes in relationships between key stakeholder groups.

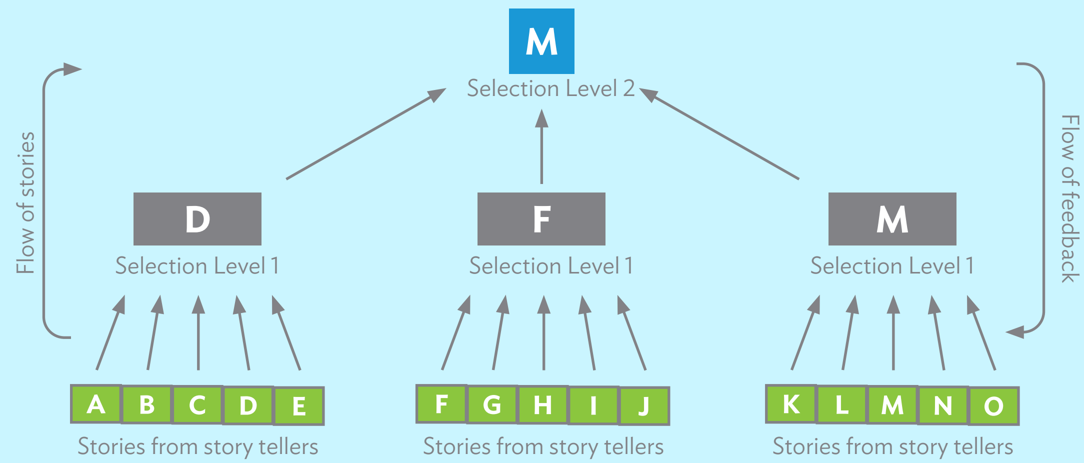
2. **Decide how significant change stories will be collected.** The different methods for collection include:
   - Fieldworkers write down unsolicited stories they have heard.
   - Interviews or focus groups with key beneficiaries or implementers.
   - Through paired interviews in a workshop setting.
   - The beneficiary writes the story of change themselves.

   For an ADB-assisted project, a local CSO may be engaged to interview beneficiaries, or the ADB CSO anchor could interview implementing agency staff and other key stakeholders.

3. **Collect the stories.**
   - Depending on the method used to collect the stories Information should be recorded on who collected the story, what the story is, and the significance of the story (to the storyteller).
   - Stories collected should be written in the words of the storytellers, to document the story as it was told.
   - Stories should be collected from groups of key stakeholders/beneficiaries (street, village, district) affected by the project or policy.
   - The writer would ask open questions within the selected domain such as "Looking back over the last month, what do you think was the most significant change in the quality of people's lives in this community?" The writer probes why the story is significant to the storyteller, using a question like "Why is this significant to you?"

4. **Select the most significant change stories.**
    - A group of stakeholders from the project area read aloud their individual significant stories of change.
    - An in-depth discussion is held with participants on the value of change and then one story from each street/village/district is selected in a participatory manner of the most significant change.
    - These stories of most significant change from different streets/villages/districts are then fed through a hierarchical process to the project team.
    - The project team considers each selected story, then in turn holds an in-depth discussion and selects only one story that describes the most significant change story.

5. **Feed back the results.** Feedback is then given to the community over which stories were selected and why. Feedback is important as it completes a communication loop and provides information on what was the selection process for the most significant change




Sample Flow . Source: R. Davies and J. Dart. 2005. *The Most Significant Change ('MSC') Technique – A Guide to Its Use.* p29.

CASE STUDY

**Evaluating a Pacific educational leadership master's program using Most Significant Change**

The Masters of Education in Educational Leadership course at the Queensland University of Technology in Australia is part of a national capacity building program for 18 Pacific Islanders. The university evaluated the course using the most significant change technique to determine the course's impact on the individual students. The evaluation complemented the standard evaluation process each semester.
The evaluators selected three methods to collect most significant change stories:

- individual interviews with the students
- focus groups, and
- reflective essays submitted by each student

The individual interviews focused on the following three questions:

1. What positive or negative changes have you observed in yourself and in your working life during the time that you have been studying for the Master of Education degree?
2. Which of these changes do you consider to be the most significant?
3. Why do you consider this change to be the most significant?

The team recorded and transcribed the interviews. Then they analyzed for themes around the significant changes. Two student focus groups verified the findings from the interviews. The focus group format also allowed free-flowing discussion and debate around the significant changes. Lastly, the team analyzed the reflective essays for themes.

The findings indicated that the key significant changes were:

- an increase in self-confidence
- change as a person, and
- recognition and respect by others.

While most of the significant changes were positive, there were some significant changes that were negative:

- envy from others,
- an increased workload, and
- lack of recognition as 'new leaders' by supervisors.

The university was therefore able to adapt the program based on the most significant change evaluation results.

Source: S. Choy and J. Lidstone. 2013. Evaluating leadership development using the Most Significant Change Technique. Studies in Educational Evaluation (link is external). 39 (4), pp. 218-224.

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## 3. SOCIAL AUDITS

**WHAT**

Social audits are accountability systems where citizens monitor and audit government policies and initiatives to make sure they are working for the needs of the people. They foster accountability in the use of public resources. Citizens monitor, track, analyze and evaluate government performance and the use of government funds.

**WHY**

Social audits increase transparency and accountability on the use of public funds. It also encourages citizen engagement with policy-makers. Social audits enhance service delivery by promoting dialogue between citizens and government, improved access to information and creating incentives for government initiatives to be effective and efficient. They engage citizens as active participants in development.

**WHEN**

Social auditing occurs at all stages of the project or policy development cycle: at the design stage, during implementation, and after a government policy or program has been put in place.

**WHO**

Citizens, NGOs, CSOs, communities, the media, parliamentarians, and the private sector can conduct activities under social audits.

**HOW**

There are many different tools and approaches in social audits, which are each quite detailed. To learn more, visit these external resources on citizen report cards, public expenditure tracking surveys, community scorecards, gender audit, and child rights audit.

**CASE STUDY**

**Government of Timor-Leste supports social auditing**

The Government of Timor-Leste has promoted civil society involvement in social audits. In the collaborative reviews, the beneficiaries of public funds join government officials in evaluating projects, policies, and their implementation. The government expects civil society to play a key role in the social auditing process, which encompasses the health, agriculture, infrastructure, and education sectors.

To formalize this cooperation, the government established a social audit unit and signed a Memorandum of Understanding with Timor-Leste's NGO peak body, FONGTIL, on social auditing. The European Union has financed the preparation of a social auditing handbook (link is external) and the Asia Foundation, with support from the Government of Australia, has worked with FONGTIL to establish the National Network for Social Auditing.

Over 2014-2015, the National Directorate for Water Supply and WaterAid, working with the network of organizations and NGOs involved in rural water supply in Timor-Leste, BESI-TL, conducted a social audit of rural water supply services (link is external). The aim was improving service effectiveness and efficiency through a participatory social audit approach. A community scorecard tool was used to rate the quality of water services in eight communities in Timor-Leste. The community scorecard approach engaged with 246 adults across eight communities. The results indicated that the services did not completely satisfy the users and did not meet all the national/international standards for water quality. The community scorecard tool itself was found to be an effective tool for engaging communities and monitoring service levels.

Sources: Emma Walters with additional reporting from *The Asia Foundation's Can Social Auditing Drive More Inclusive Development in Timor-Leste? Social Audit for Rural Water Supply Services in Timor-Leste Report.*

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## SOME DO'S AND DON'TS

### DO

- Plan for participatory evaluation at the design stage.
- Engage CSOs and communities early in the process and provide communities with opportunities for input into the selection of participatory evaluation techniques.
- Be clear on the purpose of the evaluation and the role that CSOs and communities are expected to play.
- Articulate the benefits that using a participatory approach will bring to the evaluation and to the stakeholders involved.
- Adequately resource the participatory evaluation effort.
- Inform CSOs and communities of the outcome of the participatory evaluation.
- Use the learnings from the evaluation in the design of future projects.
- Ensure that the evaluation utilizes the expertise and experience of women.
- Use simple evaluation tools.

### DON'T

- Have unrealistic expectations of the knowledge, skills and time availability of CSOs and communities – most will require significant training and support in using even the simplest M&E tools. This should be planned for in the evaluation design.
- Expect that all stakeholders will want to participate in the evaluation.
- Use overly complicated evaluation methodologies.
- Limit CSO and community engagement to data collection efforts.
- Give up! Participatory evaluation can empower communities and help future project design.