People First Impact Method

Facilitator's Toolkit

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The Oakdale Trust
Cordaid
Plan
aidlink
The Joffe Charitable Trust

Contents

Acknowledgments

The People First Impact Method (P-FIM) grew out of the combined experience of Gerry McCarthy and Paul O'Hagan. It has given a voice to 5,602 community members in 8 countries with 598 national front line staff from 240 organisations between 2010 and 2013. Many people and experiences over the years have inspired this toolkit. These have included various mentors and thought leaders who have challenged and energised our vision and commitment - always questioning and encouraging. As these processes have come to fruit, several people have made important contributions in helping us refine the approach and move forward with clarity and purpose. We would like to thank, Rebecca Sutton, Angela Rouse, Astrid Devalon, Marie-Claire Hernandez, Joss Garman, Mwende Munuve, Ofelia Garcia, and Alex Jacobs for their input and our publisher, Identity Partner and Bushdwellers for their logo design. Donors who provided funding and support are the Joffe Charitable Trust, Oakdale Trust, Aidlink, PLAN International, FAO REOA and Cordaid. Special gratitude is due to the thousands of people who participated in P-FIM exercises and who have shaped the approach and design.

Terms Used

The following terms are used throughout:

1. Community group refers to those people who are met within the community.
2. Participant/s refers to agency personnel who participate in and carry out the exercise.
3. Group work refers to field activities by participants.
4. The community refers to people targeted by development or emergency aid.
5. Agencies refer to government departments, UN, NGOs, donors, Red Cross and Crescent Societies.
6. Organising Agency refers to the agency responsible for convening a P-FIM exercise.
7. Goal Free Discussion refers to the agenda set and led by the community.
8. Goal Focus Discussion refers to the two-way discussion of specific agency and community issues.

Toolkit Purpose

P-FIM adds significant value to agencies that endeavour to engage communities fully in their own development. It is complementary to existing participatory approaches and shares common conceptual origins. It is primarily a methodology for assessing and evaluating impact. The tool also supports accountability processes, project and programme design, monitoring and evaluation, policy and strategy development. It is designed to be implemented by front-line programme staff.

Engaging with, listening to and identifying changes taking place in communities, requires an appreciation and awareness of ourselves and others. The first two days of a P-FIM exercise focus on aspects of human development, inter-personal communication and social change, so that we are able to engage, facilitate, listen and record properly. While each step is important, our experience shows that the Communication Pyramid, the Wheel of Life and the People First sessions are transformative in assisting field teams to form relationships of respect, trust and openness with communities.

The toolkit is a facilitator's guide to enable participants to confidently facilitate P-FIM exercises independently. It is recommended that each facilitator should have participated in at least one exercise as a participant and a trainer of trainers (TOT) workshop. Practical planning templates and participant handouts appear alongside the relevant chapter or session. These are available for print out on the website www.p-fim.org Handouts should be shared at the end of each day unless suggested otherwise. We encourage adaptation and flexibility so that the exercise is responsive to local cultures. Care should be taken not to dilute the core principles of giving communities a voice, ensuring objectivity and, identifying and attributing impact.

For soft copies of the toolkit:
Templates (English & French); handouts (English & French) and; reports and further information please visit: www.p-fim.org and http://www.linkedin.com/pub/people-first-impact-method-p-fim/53/339/841
To obtain hard copies of the toolkit write to contact@p-fim.org

Foreword

Across the aid sector, the voices of ordinary people are mostly not being heard. Compelling evidence shows how the aid structure unwittingly sidelines the people whom we aim to serve. Important decisions are frequently made from afar and often based on limited or inaccurate assumptions. As a result, precious funds are not always spent in line with real priorities, or in ways that should help people build their own confidence and abilities.

A significant cause of the problem is that agencies wrestle to balance their relationships with donors, on the one hand, and with local people and communities, on the other. Too often, the demands of writing donor proposals and reports squeeze out the space for dialogue with communities and other stakeholders. There is a risk that communities and agency front line staff are increasingly disempowered by the very processes that should be helping them. As a sector, we urgently need to work differently.

The People First Impact Method (P-FIM) is a new approach, born of long experience of community engagement. It provides a practical way to properly engage communities. By training front-line staff who are rooted in the local context to use simple, proven techniques, it enables community members to discuss their issues and to share their knowledge and views openly e.g. about what is working, what is not working and why. Agencies, governments and donors learn first-hand about positive and negative changes and the issues that are most important to local people; often including crucial perspectives that agencies are unaware of.

The method can be applied in all contexts whether emergency or development to ensure that the voice of people is heard including the most marginalized. It can be used to understand a context prior to agency engagement or as part of programme evaluations and assessments. P-FIM is a reliable way for local people to fulfil their right to influence strategies and policies.

There is growing consensus that the humanitarian and development sector needs to work differently. P-FIM puts people where they belong, at the centre of their own development. The method has powerful potential to inform how donors, governments and agencies make decisions. As such, it can help us make better use of limited resources to achieve more, while also fulfilling our responsibilities to donors and senior decision makers.

I am delighted that the creators of P-FIM have captured their experience in this toolkit and are making it widely available. I am sure that staff at all levels of agencies, governments and donors will find it an important addition to our collective commitment to give communities a voice.

Alex Jacobs

Alex Jacobs
Director of
Programme Quality
Plan International

Introduction

P-FIM gives communities a voice as the most important actors

in development and humanitarian response.

The starting point is people, not projects or organisations.

1.0 What is P-FIM?

P-FIM is a tool and an approach that gives communities a voice. It identifies the causes of positive, negative and neutral change in their lives. It emphasises active listening, understanding context; shared ownership and responsibility for improved response. The exercise doubles as a personal and professional learning experience. P-FIM supports two-way accountability processes, assessment, evaluation, programme design, monitoring and evaluation, policy, strategy development and it operates to scale.

1.1 What P-FIM does?

P-FIM exercise reports ensure the community voice is widely heard. Reports inform:

- What is working and is not working.
- Whether we are doing things right and doing the right things.
- What should be in community development plans?
- What should be in local government development plans?
- What should be in supporting agency plans
- What and who donors should fund?
- Important trends and issues that require urgent action.

1.2 Resources required

- One trained and experienced exercise leader.
- Five consecutive days.
- 24 Local staff and volunteers from a wide range of organisations operating in the area e.g. government service departments, NGOs, CBOs, UN, businesses and Red Cross / Crescent volunteers etc.
- Teams of 3 perform the roles of facilitators; reporters and observers e.g. 8 teams of 3 meeting 8 community groups.
- Participants should be different ages and genders; able to relate well; be trusted and respected; live and work locally; speak the local language/s; understand the culture and; speak and write the national language to a reasonable level.
- Basic workshop venue close to the exercise area.

1.3 Responsibilities of the organising agency

Select one staff member to work closely with the exercise facilitator from start to finish.

- Formally write and invite agencies to participate in advance.
- Communicate the purpose of the exercise.
- Coordinate all participating actors.
- Manage the exercise budget and expenditure.
- Select the exercise area.
- Inform communities and stakeholders on what is being planned in advance.
- Invite local personnel and volunteers of agencies to participate.
- Select a basic workshop venue accessible to the exercise area.
- Ensure good geographic coverage of the area targeted with due regard to travel times for field work.

1.4 Where should the P-FIM Exercise take place?

- The exercise should be conducted in a representative area where the organizing agency is planning, carrying out or has completed development or humanitarian work.

1.5 Who should be involved?

Participants should be front line staff and volunteers from several organisations operating locally. In line with the community profile, participants should be a mix of women and men and young and old. People who are local to the area, have a positive trust relationship with target communities and the basic skills to facilitate and report on group discussion should be chosen. They should understand customs, culture and language. The requirements are to achieve depth and quality of communication with communities in an open and inclusive process; show that P-FIM is non-agency centric; that objectivity is achieved by local actors and; that agency collaboration can deliver high quality, objective, qualitative and quantitative evidence. Agencies working in the target area should be requested to release personnel to participate in the exercise.

All participating agencies own the final outcome of each P-FIM exercise, are credited equally in the final report and can use the information to improve their work. Primarily, the information is owned and credited to the participating communities. The Organising Agency should explain from the outset that the findings will be used to understand the root positive, negative and neutral causes of change.

1.6 How many participants and agencies should participate?

24 participants is a good training number to work with allowing 8 community discussions to take place per field exercise. Exercises have been conducted effectively with as few as 21 participants and as many as 36.

Planning instructions for the organising agency

Dear ______________________________

The requirements for organising a P-FiM exercise are:

One person within an agency based in the area of the proposed exercise to work as organiser. The organiser's role is to engage 24 participants to conduct field work; organise a venue; disburse allowances (it may help to have a second person responsible for this); mobilise communities; arrange transport to and from the field and; arrange refreshments for field work. They should be respected, trusted, speak the language, know the area, the agencies operating locally, and the people, well.

1. One venue close to the programme area booked for 5 full days for training (e.g. Sunday through to Friday), de-briefing and presentations after field work. Daily Lunch and 2 coffee / tea breaks (except on the mornings of field work) should be provided for.

2. Participants should be people who live and work locally. For example staff or volunteers of partner agencies, NGOs, local government, community members, Red Cross / Crescent, UN, business staff. Not all have to have an association with a particular programme or project. They must speak the local language/s; understand the culture; speak and write the national language to a reasonable level; be trusted and respected locally. They should be able to relate well to people. There should be a good gender balance and different age ranges among participants.

3. Participants will normally travel to and from the venue from their homes. Accommodation is not normally required for most participants - unless as an exception to those commuting longer distances.

4. 5 full days consisting of 2 days training; 1 morning for field work; 1 half day to work on field work findings and; 1 day for group presentations of results.

5. Vehicles to transport participants to communities on the morning of day 3 and day 5. The number of vehicles required will depend on the number of participants, distances to selected community groups and routing. These will be decided on the morning of the first training day. The organiser needs to be present on the morning of the first training day when communit y groups and locations are agreed by participants. After this the organiser begins mobilising community groups and organising transport. Transport can include agency vehicles, hired transport or by foot if communities are closeby. The organiser should be present again at the end of day 2 and day 4 to inform participants on arrangements for the following days.

Yours sincerely,

Name:

Contact details:

Template for invitation of agency participants

Organization Logo

P-FiM People first Impact Method

Date

Dear *Name of person or organisation*

Re: Invitation to participate in a People First Impact Method (P-FIM) training and field exercise from *date* to *date* **between** *time* **at** *name / address of venue.*

Organisation name warmly invites *X number or names* of staff from your organisation to participate in the above process. The objective is to give **communities** a **voice**, to **identify** and to **attribute** impact in order to **improve** our work. The emphasis is on fully listening to communities, understanding their context and; shared ownership and responsibility for improvement of our engagement with them.

Those participating in the training and field exercise should:

- Be from the area
- Speak the local language
- Understand the culture
- Speak and write the national language to a reasonable level
- Have good people skills

We encourage participation of people of all ages (i.e. young adults to elders), gender and backgrounds as a representative cross-section of the community. A good gender and age balance is important.

Schedule	Date
Day 1 Training	
Day 2 Training	
Day 3 Field Exercise/ debriefing	
Day 4 Presentation of results	
Day 5 Fiel Exercise / debriefing	

The P-FIM exercise doubles as an important personal learning experience that will assist them in their lives and work. Participation in the exercise is a 'hands on' experience. Participants will receive 2 days P-FiM training and then be deployed in teams of 3 on the third and fifth days when they will engage in discussion with representative community groups. A certificate of participation will be awarded to all who complete the training and field work. If you would like any further information or to confirm participants please contact:

Yours sincerely,
Name:
Contact details:

1.7 Schedule

0830	Opening	Learning Review	Travel to Field	Team Presentations	Travel to Field
	Setting the Scene Group Identification *« Which groups we will meet »*	Open Questioning Techniques	Community Discussions <u>Goal Free</u>		Community Discussions Goal <u>Focussed</u>
1000 – 1020	Tea Break	Tea Break		Tea Break	
	Group Mapping *« Where we will meet the groups »* Wheel of Life *«Fundamental Human Needs»*	Start-up Question Translation	Return to Venue	Team Presentations	Return to Venue
1300 – 1400	Lunch	Lunch	Lunch	Lunch	Lunch
	Communication Pyramid *« Understanding Communication »*	Self- Awareness and Improvement « Preparing for Role Plays » Role Plays	Group Work on Findings	Focus Questions Preparation and Translation	Group Work on Findings
1530 – 1550	Tea break	Tea break	Tea break		Tea break
	People First *« Projects, Organisations and Change »*	Role Plays Field Work Logistics	Group Work on Findings		Team Presentations Evaluation
	Evaluation	Evaluation	Evaluation	Evaluation	Certificate Presentation
1700hrs	Close	Close	Close	Close	Close

Colour Codes	Session related to exercise purpose	Session related to field work	Session related to training input	Travel in field	Session related to participant work

Participant Handout 1

Introduction to the week

The overall objective is to give communities a voice, to identify and to attribute impact in order to improve our work. Together we will identify and select the groups and places that we feel are fully representative of the community in order to meet this objective.

We want to know whether we are doing the right things and doing things right. The community will tell us. How we communicate and engage with communities is as important as the work we do. This process will increase our awareness and responsibility for the quality of support we provide and build community ownership for the positive changes that we all want to see. Over the next 5 days we will learn from each other and especially from the community. We will improve our personal awareness and communication skills and work as one team from different organisations.

Giving Communities a Voice

We want to hear the voices of the people and understand the context of their livesfrom their perspective - not our own voices or our agency issues.

Impact

We will listen to the changes that people feel are taking place in their lives. These are positive, negative and neutral. We want to hear about their reality and understand their context.

Identifying Impact

We will record the most important things happening in peoples' lives.

Attributing Impact

Based on what the community groups tell us we will learn about the causes of these changes.

Schedule

The first 2 days will be focussed on learning, training and personal development. This will be practical, participatory and fun! We will share experience, discuss, read and role-play in an enjoyable atmosphere. There will be time for group work, individual reflection and feedback. You will be trained to carry out field work in teams of 3 as facilitators, reporters and observers. Each team will work with one community group. Tomorrow we will decide together on who will be in each team and with which group. You don't need to take any notes - we will learn by doing and reflection. Handouts for the sessions will be given at the end of each day.

1st Field Visit

On the morning of the third day transport will be provided to take you to your community group. It will be arranged by the organising agency. Each discussion should take between 2 to 3 hours. This discussion will be goal free. If a group is sharing deeply let the conversation develop and conclude naturally.

Participant Handout 1

Lunch will be ready on return. On arrival, each team will work together to capture the group discussion on flip charts in a standard format that will be provided. It is important that all team members are present to complete the feedback.

Presentations

On the morning of the 4th day each group will be given 15 minutes to present their findings in plenary. One team member can do this. This will be followed by 10 minutes for clarifications and questions. In the afternoon we will prepare for the next morning's field work.

2nd field visit

Transport will be provided. Each discussion should take between 1.5 to 2 hours. This will be goal focussed with the same team and the same group. When you return your team will work together and capture the group discussion on flip charts using the template provided. All team members need to be present. Lunch will be provided.

Presentations

In the afternoon of the 5th day each group will present their findings. This will include brief clarification questions. After all presentations an evaluation will be completed followed by presentation of participation certificates.

The findings from the community will be consolidated by the facilitator and form the basis of a report. The community voice will be more widely heard. The learning used to inform evidence based advocacy, policies, strategies and programmes.

Background

This approach developed from reflection on experience, learning from previous exercises and research. Many people from hundreds of organisations in several countries have been trained to give a voice to thousands of people and to identify and attribute significant changes in their lives. The People First Impact Method (P-FIM) grew out of Gerry McCarthy and Paul O'Hagan's years of experience working in international development and humanitarian assistance. P-FIM can support accountability processes, assessment, evaluation, project and programme design, monitoring and evaluation, policy and strategy development.

Day 1

Training & Preparation

Preparation and training

2.0 Training approach

The P-FIM training prepares us to hear the community voice. We need to develop the skills to give people space to share their perspectives. Active listening to another person or group requires self-awareness, practice and awareness of others, so that we hear and accurately record what is said - accurate recording avoids misinterpretation and loss of valuable information. It provides the community the space and opportunity for open two-way communication on issues important to them and to agencies.

Training should be adapted to context

Preparation is important

- Ensure the venue is cleaned and properly set up.
- Arrange seating that encourages active participation e.g. a circle of chairs.
- Fully utilize space in the training venue.
- Set up flip charts and place training materials so that they are easy to access e.g. sticky dots, post it notes etc.
- If available use different bright coloured A4 sheets.
- Write the exercise schedule in advance on the A4 sheets and the session objectives on the flip charts.
- Use black or blue markers so that messages are easily read. Use colour to highlight writing on flip charts.
- Post the schedule on a wall for easy reference.
- Encourage participants not to take notes. The focus is on active learning. Unless required as part of a specific training session, only give handouts when participants are leaving at the end of each day.

Your role is to facilitate an active learning experience so that the participants are confident and able to facilitate community discussions. Keep linking the training to what participants will be doing in the field. The process should change thinking from being 'agency personnel' to 'sons and daughters' of their area. Being a son or daughter is important so that the discussions are between 'us and us' and not 'them and us'.

We learn in many different ways. With this in mind the training involves team exercises; individual reflection; reading; role plays; group discussion; group work and fun. Work with and involve the participants fully. Their experience, knowledge and skills are essential right from the first session. The exercise is ultimately theirs with their community. The more active the experience the more that learning is owned and personalized.

You should take the lead at the beginning of day one. As the exercise continues the participants will play the greatest role. Eventually, the communities will take the lead.

2.1 Opening the training

Time

15 - 20 mins

What you need

- 2 rolls of masking tape
- 2 pens
- 3-4 soft hand balls

Make participants feel welcome as they arrive. The organizing agency should register the names, organisations, contact details and roles of participants on arrival and departure. Ask participants to assist with set-up e.g. 1 or 2 people write participant names on masking tape. This will enable you and others to identify everyone by name.

Once you have enough participants begin with a game to make use of the time while others are arriving. For example say your name and that you will be facilitating this exercise (good to add something personal about yourself). Call another participant's name. Throw them a ball and ask them to tell everyone their name and what they do. They should then call another participant's name, throw the ball to them and continue in the same way. Once everyone has introduced themselves, say that you are going to introduce a second ball and then more balls. Before each ball is thrown the person's name should be called. Introduce up to 3-4 balls. This will enable everyone to recognize the other participants and create a positive atmosphere. To end the game -keep the balls as they are thrown to you. You can use other exercises that will achieve the same purpose. Make sure that latecomers introduce themselves at an appropriate time.

2.2 Setting the scene

Session objective

Discuss the exercise purpose and daily schedule so that participants can fully engage with the training and field work purpose.

Time

1 hour

What you need

- Pre-prepared flip charts
- Post it notes
- Marker pens
- Coloured fluorescent pens

1. When introductions are complete, welcome everyone. Introduce the exercise purpose saying, "The objective of our work together is to give communities a voice, to identify and to attribute impact in order to improve our work." Have this written up so that you can refer to it. You can help people engage in the discussion by having each word (or phrase) written on separate cards. Ask for 3 volunteers, and ask them to form a sentence with the cards. Once the sentence is complete explain, "This is what we are going to do". Ask, "How many different organisations are represented here? Many! Though we come from different agencies, we are going to work together as a team committed to the service of our people".

2. Explain that impact is about the differences or changes that have taken place in people's lives. It is about "So what" questions that allow people to engage deeply with issues important to them. So what difference did that make?

3. Introduce 4 ground rules important for the success of the exercise a) No mobile phones or texting apart from breaks - put them on silent (only emergency calls taken outside) b) No laptop computers c) Don't be late and d) One voice and one conversation (i.e. respect the opinions of others). Say, "I need a volunteer to ensure our ground rules are respected. Anyone who 'breaks these rules' will wear this funny hat (put it on) and perform a traditional dance and song. If more than one person 'breaks a rule' they can sing and dance together. We need to make the most of the limited time available. Innovate if you have other ways of achieving the same result.

4. Post the full exercise schedule on a wall in a discreet place for reference - not a focal point. Stand beside the schedule and invite participants to stand where they can see it. Go through each day explaining briefly what will happen. At the end of each day's overview ask for questions. Keep it short and avoid explaining training sessions in advance.

5. Before everyone returns to their seats ask them to think about their hopes, fears and expectations. Allow 10 minutes to individually write these on 3 post-it notes. One for hopes, one for fears and one for expectations. Ask them to post these on a pre-prepared flip chart as per step 4. You can review these durIng breaks. Ask 3 volunteers to read out the hopes, expectations and fears e.g. after lunch or afternoon coffee break - so that any issues arising can be addressed early.

6. A representative from the organizing agency should be present to explain payments (e.g. perdiems, travel allowances etc) and respond to any queries about allowances etc. Keep it short and direct.

2.3 Group Identification

Session Objective

To identify 8 community groups for field work

Time

1 Hour

What you need

- 1 Flip chart sheet
- Marker pens
- A4 papers
- Pens
- Sticky dots
- Post it notes (sticky notes)

How to do it

Team Voting

1. Introduce the session objective.
2. Give participants 10 post-it notes each.
3. Ask everyone to reflect in silence for 10 minutes about which community groups they feel are important to meet in order to achieve the exercise objective.
4. Tell them to clearly write one group per post-it note and up to 10 groups. When finished invite a volunteer to read their groups and post them on a flip chart.
5. Invite another 2 volunteers to do the same. If they have the same groups place them on top of the ones already mentioned.
6. Ask if there are any groups who have not been mentioned. Add these to the flip chart.
7. Invite everyone to place their remaining groups with those already on the flipchart.
8. Ask a volunteer to write clearly on A4 paper each group as they are mentioned e.g. elderly, women, community leaders, street children etc. 1 group per A4 sheet.
9. Place the groups in a line on the floor and confirm that all groups are included.
10. Give each participant 10 sticky dots or a marker. Explain that each person has 10 votes. They vote for the groups they feel are most important to achieve the exercise objective. If they feel that some groups are more important than others they can give these more votes - not exceeding 10 votes (note picture below).
11. Ask for 4 volunteers to count the number of votes for each group and to write the total on each A4 sheet using markers.
12. Get them to place them in order from the highest to the lowest number of votes. Place groups with equal votes side by side. Select the top 8 ranked groups. Confirm that those chosen represent the community including the vulnerable. Confirm it will be possible to meet these groups. If not possible to meet a group remove it and select the next highest ranked group. If 2 groups have equal votes in the top 8, discuss and agree which group to drop, based on the profile of groups already selected.
13. Once the 8 groups are confirmed collect the A4 papers and remove those not selected.
14. Return to the session objective and ask if it was met.

2.4 Group Mapping

Session Objective

To identify places where the 8 groups selected for field work can be located and met

Time

1 to 2 Hours

What you need

- 8 groups written on 8 A4 sheets
- Marker pens
- A4 sheets

How to do it

1. Introduce the session objective.
2. Have in hand the names of the 8 community groups selected in the previous session.
3. One by one show the participants each group. Based on their knowledge of the area, ask whether the group can be met or not. The organising agency should also confirm the practicality of meeting these groups.
4. The ideal number of people per group is 15. A small variation is OK. This number allows depth and quality of communication.
5. Decide the most practical and accessible venue to meet that is covenient to each group. Ask a volunteer to clearly write the name of the place and venue where each group will be met.
6. Place the group name on the floor with participants seated around. Ask where the place is in relation to the training venue. Explain that ' we are making a map of the places where the field teams will go'. Place all groups in relation to the training venue (see photo oppo site).
7. With the community mobilizer, ask participants if they know people in the selected groups and agree who is best placed to make contact with each group, write the participant's name and phone number next to the group they are going to contact. Participants should contact each group during their own time in conjunction with the community mobilizer who will visit each group. They will ensure that the purpose of the meeting is clear and that important messages are understood.
8. The person responsible for contacting a group should be in the team that meets the same group (unless there is a good reason not to e.g. family member who may be inhibited by their presence).
9. Follow the same process with each of the 8 groups.
10. When places and groups are matched, place them on the wall or floor. There may be more than one group in the same location. This is OK provided they meet separately e.g. school girls in a classroom and street children at the market in the same village.
11. Once the session is complete the person responsible from the organising agency should leave immediately to start mobilising all the groups.
12. Return to the session objective and ask if it was met.

Mapping locations for community discussions

2.5 Mobilising the community groups

Objective

Ensure that groups are organised and available to meet the field teams

Time

1 day depending on distances

What you need

- Person with extensive knowledge of the area and a good relationship with the target community
- Able to speak local languages
- Knowledge of local cultures
- Good interpersonal skills
- Vehicle

How to do it

1. Start the mobilisation as soon as the groups and places have been selected.
2. Utilize existing local relationships.
3. Observe local protocols for engaging the community e.g. inform local authorities, chief etc. before meeting directly with communities and groups.
4. Clearly present the objective of the exercise.
5. Use simple concepts and easy to understand language.
6. Agree date and time when the group will be available for the exercise.
7. Each group should self-select participants.

2.6 Wheel of Life

Session Objective

Deepen our understanding of what it means to live a fully human life so that we better understand the community group aspirations.

Time

1 to 1.5 Hours

What you need

- Flip chart sheets
- Marker pens
- Post it notes

How to do it

1. Introduce the Session Objective.
2. Give participants 10 post-it notes. Ask them to reflect for 10 minutes on "What is required to live a fully human life?" They should write one requirement per post-it note.
3. Pre-prepare a large circle with four sections (e.g. drawn on four flip charts). Draw an outer circle. In the centre of the large circle clearly write "Fully Human Life". Write in the four segments: Having; Doing; Knowing; Relating. In the outer circle write Becoming.
4. When participants have finished writing, say "We are going to create a wheel of human life." Put the wheel on the floor. Stand in the middle of the wheel (if on a wall stand beside it). Invite the participants to stand around you in a circle. Say, this is my life, this is your life, this is the life of every human being. Everyone wants to live a fully human life. To reach our full potential. So what does a fully human life require? A fully human life has 5 inter-related dimensions. Let's explore these. Move from section to section and discuss the different aspects of a fully human life. Ask for real-life examples so that participants understand and own the process. Conclude by saying that these needs are common to all people in all situations regardless of culture, status, race or religion.
5. Ask participants to place their post-it needs into the section of the wheel where they fit e.g. food, water, shelter into the 'Having' segment of the circle.
6. Return to the session objective and ask if it was met.

Participants engaging with the 'wheel of life'

Participant Handout 2

The Wheel of Life

Life has a clear beginning. We are born. Life has a clear end. We die. Between birth and death is what we become. We all want to live a fully human life, to reach our full potential on our own journey through life. What does it mean to be fully alive? In living our lives to the full there are 5 inter-related dimensions that are common to all people in all situations regardless of culture, race or religion. Let's explore these.

Having

We need to have basic things to survive. Food, water, shelter, fuel etc.

Doing

In order to have things we need to do things to provide for our basic needs, to build and create our home and family. We can produce these things ourselves e.g. as farmers or traders etc, or we can try to earn money through employment to buy these things.

Knowing

To do things in order to have things we need to know what and how to do them. Fisherfolk need to know how to catch fish; the pastoralist how to look after animals; the farmer how to grow crops; the tailor how to make or mend clothes and; same for the musician, the writer, the doctor, the taxi driver, the lawyer, the teacher etc.

Relating

We are social beings. People who have been imprisoned in solitary confinement for long periods say that isolation from others is the most painful separation. We build relationships in families, partnerships and with friends. We grow as children, teenagers and adults in and through our relationships. This meets our need for intimacy, love, acceptance and belonging.

Becoming

Having, doing, knowing and relating are not static. Our lives involve constant growth and movement towards being more ourselves through all these aspects. We are always becoming through our relating, knowing, doing and having. We are always searching - always growing. In times of disaster people often show exceptional self-sacrifice and resilience that is testimony to them as people. All over the world, parents make great sacrifices for their children. For a greater cause people give of themselves. Nelson Mandela spent 27 years in prison in the fight against apartheid. We create and admire things of beauty even in the darkest situations. These 5 dimensions are essential to human development and form the basis of our human rights.

2.7 Communication Pyramid

Session Objective

How to achieve depth and quality of communication with the community groups.

Time

1 to 1.5 Hours

What you need

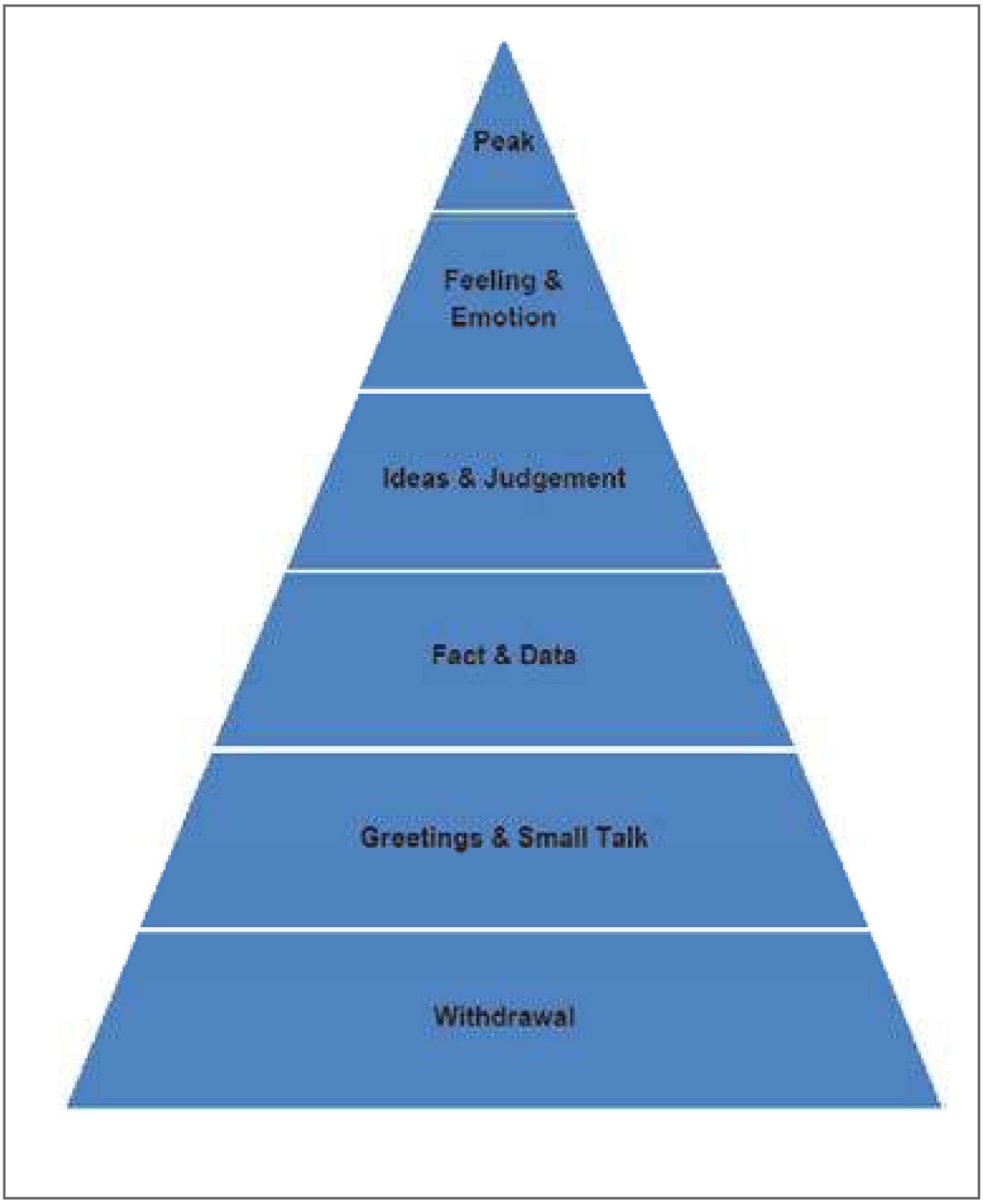
- Chairs
- Flip Chart
- Marker pens
- Sticky dots

How to do it

1. Introduce the Session Objective.
2. Prior to beginning the session, on a flipchart draw a triangle comprising six sections. Cut out each section and write the 6 communication levels a) Withdrawal b) Greetings and Small Talk c) Fact & Data d) Ideas and Judgement d) Feeling & Emotion e) Peak. Give one segment each to 6 participants. Request them to conceal these until asked to show the group.
3. Arrange participants in pairs seated facing each other with adequate space between each pair.
4. Ask them to spend 5 minutes discussing their journeys to the workshop that morning.
5. Now give a personal example of something of deep symbolic meaning in your life. Ask each pair to spend 10 - 15 minutes discussing something that has personal symbolic value to them.
6. Now ask the participants to form 2 half circles with their chairs around you and to remain seated.
7. Ask "who knows what the ancient Egyptians built"? Someone will answer "pyramid." … OK, we are going to build a pyramid.
8. Start building the pyramid. Ask "who has Withdrawal" and so on. Put each section on the floor in the middle where participants can clearly see. At each stage brainstorm what participants understand each communication level to mean and request examples.
9. When the pyramid is complete, give each participant 2 sticky dots. Ask them to stick one dot on the right side of the pyramid showing the level of communication they felt they reached in the first conversation. When all have done this ask them to stick the second dot on the left side of the pyramid at the level they felt they reached in the second conversation. Usually there is a clear difference between both conversations - with more dots on the lower left of the pyramid for the first discussion and more dots on the higher right of the pyramid for the second discussion. Highlight this. Some participants may have voted for a lower level of communication for the second conversation. Highlight this and explain a reason may be that those concerned may not have felt enough trust and confidence to communicate openly and may have withdrawn or remained at small talk. This is normal. Emphaise that in the field work we want to achieve depth and quality of communication with the community groups so that we go beyond discussion of data and facts (lower part of the pyramid) to communication about how people feel and are motivated on important issues in their lives (highter part of the pyramid). The truth about how people feel is in the upper levels. Issues that people have strong feeling and emotions about.
10. Return to the session objective and asked if it was met.

Participant Handout 3

Communication Pyramid



We put ourselves in the mind-set that we are daughters and sons of this area living among our own people. We want to facilitate and engage conversations with our people in a natural way. We will use the communication pyramid to achieve this. There are different communication stages and levels. Varying degrees of quality and depth. People initially talk about the facts and figures of their lives (data) at a superficial level. When people openly share how they feel about an issue they go beyond data and share at the upper levels of the pyramid (feeling, emotion and peak) where impact is best identified and measured. Let's consider these communication levels.

Withdrawal

No communication. It usually demonstrates withdrawal. People do not feel respected. There is little trust. They do not feel free to discuss important things. Negative experiences e.g. broken trust or trauma due to disaster can cause this. When there is trust and respect we help create the space for people to share at a deep level.

Greetings and Small Talk

Every culture uses customary greetings. Respect and use these as they establish the foundation for respect and trust. Initial light chat about general things creates rapport and a positive atmosphere. Take an interest in the group.

Fact and Gossip

People usually begin discussion by first naming an issue - fact or data. Discussion is led by the group as they describe the facts and data themselves. They decide which issues they want to focus on.

Ideas and Judgements

The group discuss a topic and with our support, the group members begin to share their personal opinions and thoughts on it. As facilitators, we do not share 'our view'. We allow the group to have its own conversation. We simply allow the discussion to progress naturally from fact and data to a deeper sharing of ideas and judgements.

Feelings and Emotions

When the group members share their feelings and emotions we know that they are truthfully opening up. They may be upset, frustrated, happy or angry. Respect and actively listen without controlling the topic. Shared feelings reveal knowledge and wisdom that data alone cannot do. This level removes barriers to communication. Emotion is linked to motivation. It is only issues we feel strongly about that we are prepared to act on. These are among the key impact issues in a community that we want to hear, identify and record. Proverbs and symbols are often used when people communicate at deeper levels. It is important to also record these as they add depth of meaning to what is said. Encourage participation of the whole group.

Peak

Depth of communication is felt. It is the level where the greatest and real changes are expressed. Total openness - the group members are open and united - we are accepted. It can be a moment of silence - no words. It may happen after a moment of deep personal revelation. It may only occur when you are leaving and group discussion is over. Be attentive to this.

Participant Handout 4

Symbols and Communication

"When reeds are combined, they form a strong basket."

Every family, community and nation has stories and images telling of their important events, heroes and memories. There is usually something significant behind these things representing an experience or person. Symbols communicate deep meaning and profound human experiences and personal history. All people and cultures have and create symbols, proverbs and stories. Entire life philosophies of societies are often expressed in proverbs handed down from generation to generation. Anything can have symbolic personal or communal value. Symbols can be stories, proverbs etc, that convey meaning to individuals, groups and societies. They exist within societies and communities and within the intimacy of families and relationships.

For example in Northern Ghana the seats of deceased family members are kept in the family compound - a symbol of the important place of ancestors. Symbols are communication points that evoke strong feelings, memories and meaning. The handing down of family heirlooms from generation to generation is important in many cultures.

The deepest level of communication and meaning is often through the language of symbols. They enable us to express and describe our experience. They are concentration points of impact. They can be therapeutic. It is very important for people, even in the midst of an emergency, to be given the space and respect to discuss and share what is most important to them and why.

When people use symbolic language, we know they are getting to a deeper communication level - the higher levels of the communication pyramid. We need to be engaged and in touch with this and to respond appropriately and encouragingly, so the group can identify and name what the impact is in their lives. Being in touch with meaning and key experiences of the past and present is central for a group to achieve a shared understanding of the changes they see as most important and what they want changed.

2.8 People First

Session Objective

To deepen awareness of the wider context of change within people's lives.

Time

1 to 1.5 hours

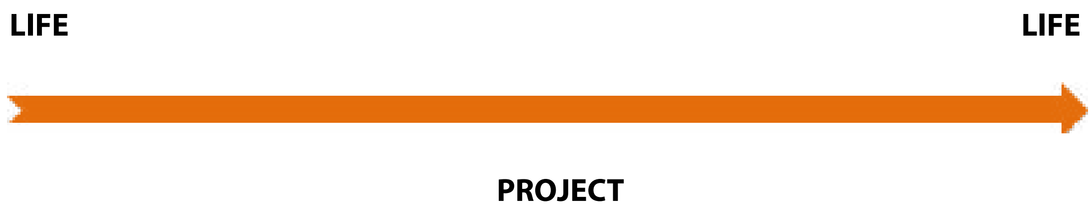
What you need

- Flip chart papers
- Scissors
- Marker pens
- Coloured pens

How to do it

1. In advance, cut out 2 earth shapes - 1 large and 1 small (roughly coloured blue to show the seas & brown for continents) and 2 sun shapes - I large and 1 small (coloured yellow). Ask for 2 volunteers. Give one the sun shape and show it to everyone. Ask what it is until someone says "the sun." The volunteer should then stand in the centre holding the sun. Give the other the earth shape and ask them to do the same. Ask the person holding the earth to stand still while the person holding the sun walks in a circle around the earth. Explain that from the 4th century and for over a thousand years this is what everyone believed. The sun revolved around the earth. The earth was the centre of the universe. "A thousand years later a Polish astronomer named Copernicus said "that's rubbish". Dramatically tear up the big earth and small sun. Take the big sun and small earth and give them to the volunteers. Now ask the earth volunteer to walk in a circle around the sun. Explain that Copernicus taught us that the earth revolves around the sun. The sun is the centre of our universe. Put the big sun down and walk around it holding the small earth so that everyone can see. Say, "He said the earth revolves around the sun. He was right. This is known as the Copernican Revolution." Ask the volunteers to put the sun and the earth on the floor in the centre. Explain that we must always appreciate that the community is the centre and all external support should revolve around the community. Hence the importance of placing people first by properly understanding the wider context of change.

2. Have the Life & Projects Diagram copied on a flipchart. Show this to everyone and ask people, "When does life begin? (They usually say at birth). OK at birth, we are all born. When does life end? At death. We all die. In between birth and death is what we become. Remember the Wheel of a Fully Human Life". Important influences in a person's life are many. Ask participants to share examples. Explain that what is true for a person is equally true for a community i.e. that many in fluences and issues shape community life. For five minutes, ask participants to write 2 examples on post-it notes and post them on the Life & Projects Diagram. These illustrate the diversity and scale of change. Explain that an agency project is often only a small part of the life and context of a community. To fully understand the point, ask participants to read the People First Handout. When finished place the diagram on to the floor.



The team discuss how projects fit within the wider context of people's lives

Projects can have positive, negative and neutral impacts

3. Prior to the session cut out one large circle and 4 small circles from a flip chart. Write in the large circle "Community" and for each of the small circles, "Projects, Positive, Negative and Neutral." Explain that we have seen that the sun and not the earth is the centre of our universe. In our community, who should be at the centre? The community or our organisations and projects? Someone will say the community is the centre. Show the Community Circle and place on the floor.

4. Explain that all projects (e.g. by the community, agencies, government, business, others) impact on a community. Show everyone the projects circle. Place it touching the larger community circle. Ask for examples of the kind of impacts projects can have. As people say positive, negative and neutral ask for examples and put the Positive, Negative and Neutral circles touching the community circle. Explain that when you listen to the voice of the community they will speak about positive, negative and neutral impacts in their lives. They should feel confident to speak freely so that a true understanding of context is gained. Link this session to the importance of reaching the upper levels of the communication pyramid and a fully human life demonstrated in the Wheel of Life.

5. Return to the session objective and ask if it was met. Note that this marks the end of Day 1 to be followed by the Daily Evaluation Exercise in the next chapter.

Participant Handout 5

People First

We saw in the Wheel of Life that the context of people's lives is much broader and deeper than the space filled by projects and agencies. The starting point is people - not projects or organisations. This is a fundamental difference. We should understand context and change from the perspective of people - what is working, what is not working and why.

The Copernican Revolution

For over 1,000 years we believed that the earth was the centre of our universe and that the sun revolved around the earth. In the 16th century Nicolaus Copernicus proposed that in fact the sun is the centre of the universe and not the earth. This we now know to be true.

In terms of our work and the organisations we work for what is the centre of the universe? Is it the community or our organisation and our projects? Think carefully about this.

The voice and perspective of communities is too often almost totally missing or limited to an agency or programme centred focus. We need to see the world through the eyes of communities and not our own.

How can we know what is working or not working by only looking at our organisation and its work? Agency interventions are only part of a wider context and often only a small part. P-FIM helps us to be open, humble and honest about what is happening and the kind of impact that we as agencies, donors and government are having. It builds an appreciation for the role of others especially the central role of the community. By properly putting communities at the centre, we challenge conventional wisdom that perceives expertise as external and allow a true understanding of the need to engage in two-way communication - with communities playing a lead role. This increases ownership and responsibility among the staff of organisations.

Like the earth revolves around the sun, we should revolve around the community

2.9 Daily Evaluation

Learning Objective

To know what we have learned, what has gone well and what can be improved.

What you need

- Flip chart papers
- Marker pens
- Coloured pens
- Sticky dots

How to do it

1. It is important to get feedback from participants so that you are constantly in touch and able to address any issues that may improve the learning experience and training. Giving participants a voice is consistent with giving the community a voice. Conduct a mini evaluation at the end of each day. Here are some ideas on how to do this.

2. Pre-prepare a flip chart with 2 columns. At the top of one side write Went Well and on the other Improve. Ask the participants to take 10 mins before they leave to think about what went well and what needs to improve. This should be anonymous - they should not write their names. They should write this feedback clearly on 2 different post-it notes and stick on the correct column as they leave. Put the flip chart in a discrete place where you cannot observe. Review the feedback so that anything that needs to be discussed with the organising agency is done that evening or early next morning. Feedback should be given after the review exercise the following day. Select 2 volunteers to present back to the group on what went well and what needs to improve. Change what can be changed and address directly what cannot. If something is out of your control e.g. allowances - ask the organising agency representative to address it. It is best to be open and honest. Do not dwell on issues. This helps set the scene for how participants will interact with the community groups during field work - with openness and honesty.

3. Another evaluation technique is a chart with a line from 0-10. Ask participants as they leave to rank how they felt the day went with a sticky dot or a tick against the line. Closer to zero is not very good and to 10 is very good. When reviewing the following day, allow them to explain how they scored. Regular feedback is important.

Day 2

Preparation &Training

Day 2

Preparation and training

3.0 Learning Review

Session Objective

To confirm and affirm Day 1 learning

Time

30 minutes

What you need

- Small ball or other soft object

How to do it

1. Introduce the session objective.
2. If anyone has a disability or young child, invite them to sit beside you to monitor the activity.
3. Ask participants to form 2 equal lines facing each other (e.g. 2 lines of 12 in group of 24).
4. In each line, give each person a number (e.g. 1 to 12). Start counting from opposite ends so that corresponding numbers are diagonally opposite. You should have two people in each line with the same number.
5. In the middle of the 2 lines place the small ball or other soft object.
6. Explain that you are going to call a number. The two participants with the same number have to try to get the ball first. The one who does not get the ball has to answer a question on the previous day's learning.
7. Ask a series of questions from "What is the exercise objective?" or "What is the first level of the Communication Pyramid." Confirm that all understand the different levels of the communication pyramid. If a person does not fully know an answer, invite others to assist. Allow space for comments and ideas so that the learning is internalised.
8. When you have covered each communication pyramid level and other key learning from the previous day, review the session objective. Ask them to return to their seats.
9. Select 2 volunteers to present back to the group the feedback from the evaluation on Day 1 - What went well and What needs to improve. Discuss any issues that need to be resolved. Finish by saying that "We have given and heard your voice. This is what we will be doing when we meet with the communities.".

3.1 Open and probing question techniques

Session Objective

To know and practice open questioning techniques

Time

1 Hour

What you need

- Open questioning technique handouts

How to do it

1. Introduce the session objective.
2. Give each participant a copy of the Open Questioning Techniques Handout.
3. Allow the participants 15 minutes to read and reflect on it.
4. Divide the participants into 6 groups. Ask them to discuss the handout for 25 minutes. Appreciate that some participants may have limited English. Ask a volunteer to read and explain the handout so that everyone understands.
5. Call everyone back into plenary.
6. Ask participants for examples of open, probing and closed questions. Actively engage with participants sharing illustrations and examples and ask them if they can distinguish between the different types of questions. Encourage everyone to engage. Emphasise that we will be using open and probing questioning techniques with the community groups to reach the upper levels of the communication pyramid.
7. Return to the session objective and ask if it was met.

Participant Handout 6

Open and Probing Question Techniques

Asking questions effectively

Creating rapport and a positive atmosphere is critical. Establishing respect and trust with the group and especially between the group members is essential to open communication. Asking the right question at the right time and in the right way helps facilitate depth of communication. We want to achieve depth and quality of communication in this exercise . . . the kind of conversation that people have once "the agency 4x4 vehicle has left the community".

For communities who are recipients of humanitarian and development aid, achieving depth of communication can be challenging. Previous experience, raised expectations and frustrations may be felt. Frequently, the interaction of organisations is to obtain data and information to raise funds and write reports. It is organisation centred. Many communities are fatigued and frustrated by this. Appropriate engagement requires active listening and respect for community feelings.

Asking appropriate questions and at appropriate times as set out in the Communication Pyramid is important. Applying good questioning techniques takes effort and practice. This quality of communication is very different from data collection.

Here are some common questioning techniques - when and how to use them:

Closed Questions

A closed question usually receives a single word or short answer. For example, "Are you thirsty?" The answer is "Yes" or "No"; "Where do you live?" The answer is generally the name of a town or village. We will not reach the upper levels of the communication pyramid using closed questions. We have to use open questions.

Open Questions

Open questions elicit longer thoughtful answers. They usually begin with: What, Why or How? An open question asks the other person to share their experience, knowledge, opinions or feelings. We want to arrive at the communication level where people are removing barriers and communicating at a peak level. This is how we identify and know key impact changes and their causes. It also provides the foundation on which to gain a depth of understanding and insight on specific issues.

Open questions are good for:

1. Showing respect - appreciating others experience
2. Developing confidence, trust and openness
3. Growing in awareness of ourselves and others
4. Learning - gaining knowledge and information

Probing Questions

"Tell me", "describe to me", "give me an example" are probing questions that can follow an open question. Asking probing questions takes us deeper, facilitates understanding and allows the community's conversation to grow as they explore their lives and issues.

Probing questions are good for:

- Gaining clarification to ensure you have understood what the group has said and demonstrating that you value the community's experience and insight.
- Allowing the conversation to grow as they explore their lives and issues, moving from fact and data to feeling and emotion.

3.2 Goal free question translation

Session Objective

To ensure that the target questions are clear and understood by the community groups.

Time

1.5 to 2 hours

What you need

- Flip charts
- Marker pens

How to do it

1. Introduce the session objective.

2. Ask which languages are spoken in the 8 community groups selected – write them down.

3. Do a group forming game. The number of groups formed should match the number of languages required. Ensure that all languages are covered and that people are comfortable in their groups.

4. How we relate with the community and how we ask our target questions is important. For this reason, discussion is in the local language(s) and our target questions are translated into the local languages. The translation should focus on concepts and not on literal translation so that concepts and words make sense in the local cultures. We want communities to feel free to openly discuss issues most important to them. The target questions will facilitate the process. To illustrate this, explain that "the elephant is not afraid of the spear, only the point at the end". The point needs to be sharp to be effective. Our target questions need to be accurate in the field work. Like the spear, they should hit the target.

5. Give each group 1-2 flip charts and markers. Allow 30 minutes to discuss and clearly write the translations. One person per group should feedback in plenary. Discuss each so that adjustments or improvements can be made. Communities may have no concept of a 2 year timeframe, so it should be related to a reference point that everyone remembers, like the last drought or when the conflict ended etc. Take care that the translated wording does not only evoke discussion on positive change. Watch for this as people should feel free to talk about positive, negative and neutral changes in their lives. The use of words and meanings has to be locally correct. Let them lead the process. If a group is taking a lot of time, select 2-3 volunteers to revise over lunch and present later.

6. Explain that when asking target questions to remember the Communication Pyramid e.g. using greetings and small talk to establish a rapport with the group. When the atmosphere is right we can ask the target question - followed by open and probing questions. Note that the translation process allows the participants to take the lead in the exercise. This is important as they alone will meet with the community groups.

7. Return to the session objective and ask if it was met.

3.3 Self-Awareness and Improvement

"Preparing for role plays"

Session Objective

Prepare participants for group discussion through role-play, constructive feedback and team selection.

Time

1 hour.

What you need

- Facilitator, reporter and observer role handout
- Giving and receiving feedback handout

How to do it

1. Introduce the session objective. Explain again that the field work will be carried out in teams of 3 from different organisations (where possible). Each team member will perform a separate role of; facilitator, reporter or observer in the group discussion.

2. Invite everyone to stand around you. Ask what animals live in the bush or what animals people keep at home. Once an animal is named, ask what noise the animal makes. Continue until you have 3 animals and 3 noises. Stand in the middle and say, "I am going to tell you a story about 3 animals e.g. lion, camel and goat. When I mention an animal I want you to make that animal's noise". Say, "Once upon a time there was a lion (roar), goat (bleat) and a camel (moan). They were all friends. The goat (bleat) was a facilitator, the camel (moan) a reporter and the lion (roar) an observer. One day the camel (moan), lion (roar) and goat (bleat) decided to go to the village to listen to the voice of the community and to identify and to attribute impact so that they could improve their work. The goat (bleat) facilitated with such skill that the people felt respected and trustful. The camel (moan) reported with such accuracy on the key changes, that the people felt their voice was heard accurately. The lion (roar) was so insightful with her observations that the people said, "We have never been able to talk in this free and open way before." The lion (roar), goat (bleat) and camel (moan) walked home feeling they had learned something powerful from this experience - it had changed their way of thinking about the community".

3. Give the participants the Facilitator, Reporter and Observer Role Handout. Ask them to read this individually for 10 minutes. When complete ask participants to form small groups and discuss for 20 minutes the content of the handout in their own languages. Focus especially on what they feel makes a good facilitator, reporter and observer. Re-group in plenary. Discuss and review together the content of the handout summarising the role that each team member will play in the field work.

4. Give the participants the Giving and Receiving Feedback Handout. Ask them to read this individually for 10 minutes. When complete form small groups (use a group forming game if required) and discuss the content in their own language(s) for 20 minutes. In plenary, discuss and review the content of the handout summarising the key points a) We all need to improve b) We all need feedback c) Feedback needs to be received and given in a constructive way.

5. Give each participant a post-it note. Ask them to clearly write their name, organisation and mobile number (if they have one) on it. Stand by the list of groups and places and ask everyone to reflect on which group they would like to meet e.g. it may not be suitable for young people to meet with elders or for men to meet with school girls. Group mobilisers should be appointed to their group. Encourage women to be present in groups of children, girls, women and vulnerable people e.g. a group of vulnerable girls should only be met by women. Ask people to select their group of choice by sticking their name to it. Working with the representative of the organising agency confirm in plenary that a) you have the most suitable teams to meet each group b) that they are from different organisations. Move the names accordingly with the consent of the individuals concerned until you have 3 participants matched with each group. Close by asking everyone to write down the names and contact numbers of their team members.

6. Return to the session objective and ask if it was met.

Participant Handout 7

Receiving and Giving Constructive Feedback

Our interaction with others and how they advise, support and challenge us is essential for our personal and professional growth. We become more self-aware through interaction with others. For this reason, to be good facilitators, reporters and observers we need feedback. When we perform these roles well, it facilitates the right atmosphere within community groups. Good facilitation, reporting and observing is the foundation that allows group discussion to progress naturally to the upper levels of the communication pyramid. We may not be fully aware of how our behaviour, attitudes or body language come across. These dimensions are part of communication. Communication is not only words. How we think about and relate to others can make all the difference to the quality of communication. How we carry ourselves and communicate can create confidence and depth of communication or the opposite. In order to give communities a voice it is essential that we enable an atmosphere of respect, trust and openness. People need to feel at ease with each other and with us.

When doing role-plays, you may see or hear things that are good examples of how to relate with people. You may also see the opposite. We need to recognise and give credit for what we do well and be open to learn where we can improve. We can all do better and no-one is perfect. Constructive feedback is essential. We cannot learn without it. Feedback helps us become more self-aware. Self-awareness and awareness of others is critical to becoming more skilled in inter-personal communication.

Honest and constructive feedback is much like receiving a gift. We need open minds and hearts in order to hear, receive and engage with feedback so that we own what we learn. Our natural instinct may be defensive and not all feedback may be accurate. However, it is important that we are open to listen. It takes courage and trust to give and receive constructive critical feedback. Feedback reflects another's perspective and experience of us. Allow the other person to complete what they're saying before responding, as opposed to reacting. Centre and balance yourself before receiving feedback. Do not take it personally. How we engage this process will greatly assist us when we engage with community groups. Be open in the present moment - pay close attention and listen. Thank the person for their feedback even if you do not fully agree with it.

The purpose of constructive feedback is to provide information that will make improvements possible and create better results. When you give feedback you are putting your interpersonal skills to the test. If you have strong emotions about the feedback, take a "time-out." Choose your words carefully as your response is also feedback. The way you say something can have a positive or negative impact. Depending on your choice of words, you can establish a good rapport or a bad one. Give specific examples of what was done well. If something needs to improve give a reason why and state the likely impact it could have on the community. Being specific and clear assists the receiver in understanding the issue and what may require change. Ask the recipients how they felt the role play went and what they feel can improve. Work with the attitude that feedback is a fun way to grow.

3.4 Role Plays

Session Objectives

To practise the field work skills

Time

3 hours

What you need

- 2 teams of 3 volunteers
- 6 volunteers
- Pre-positioned chairs for groups (8 groups)

How to do it

1. Introduce the session objective.

2. Ask for a team of 3 to volunteer. Request them to discuss among themselves who would like to be facilitator, reporter and observer. Place 3 chairs in the centre and ask them to be seated. Ask for 6 volunteers to bring their chairs and sit opposite the team of 3. Ask the 6 volunteers to role play the community group that they will visit tomorrow e.g. women farmers. Request the remaining participants to sit quietly in a circle around the discussion. Remind everyone the exercise purpose is to give communities a voice, to identify and to attribute impact and improve our work by reaching the higher levels of the communication pyramid using the target questions and open and probing techniques. Invite the team to role play these techniques in the language that they will be using in their group for 10 minutes. Ask everyone else to observe the exercise and to remain silent while the role-play is underway. They should be considering appropriate feedback to assist the role-play teams and the overall process.

3. End the discussion. Congratulate the volunteering team for their courage for being the first and explain that you know that it is not easy being in their position. Remind everyone of the principles of receiving and giving feedback. Invite the other participants to provide feedback with a focus on what went well and what needs to improve. Cover any issues not given in the feedback. Explain that role-plays help us to be effective in the real life discussion. We may use more appropriate seating arrangements in the actual group discussion e.g. it may be appropriate for the reporter and observer to sit within the community group. Try to avoid a situation where the team have chairs and the group are on the ground. It should be a meeting of equals. Did the team use greetings and small talk to establish a connection with the group? Did the team members introduce themselves? Did they explain the purpose of their visit? Did they use open and probing questioning techniques? Did they ask any of the target questions? Was their body language appropriate?

4. Pre-position 6 chairs in different places for group work. Match each team with another and ask them to decide on which role each team member would like to play e.g. facilitator, reporter and observer. One team should then role play the field team and the other the community group that they will meet. Each team should practice for 10 minutes and then receive feedback from the other team for 5 minutes. Reverse the role of the teams and repeat. They should continue practising until the roles of facilitator, reporter and observer are clear and each team is clear who is best suited to be the facilitator, reporter and observer in the field work. They should practice as much as possible in the time available. You should observe each role play and provide guidance and advice when appropriate.

5. Show them the coffee bean image - downloadable on the P-FIM website - asking them to find the “little man in the beans”. Use this to illustrate the disposition required to be an observer - someone who see’s important things that the rest of us may not be able to notice.

6. Return to the session objective and ask if it was met.

The “little man” is bottom centre left staring out

Participant Handout 8

Facilitator, Reporter and Observer Roles

Understanding Fundamental Human Needs, Communication, Context of Change and Awareness of Self - enable us to properly engage with communities. The skills of a good facilitator, reporter and observer enable us to openly engage and accurately hear and record what community groups say. In order to meet community groups in inter-agency teams of three - facilitator, reporter and observer, we now consider what it means to be a good facilitator, reporter and observer.

Our training should give us confidence that we can carry out field work. We can be courageous and confident that we will give our people a voice - playing their full role in their own development. Take care that you do not to fall back into the way we usually do things!

- Remember people's right to life with dignity.
- Remember that our priority are the factors the community perceive as important and why.
- We are not looking at things in reference to our agency or project.
- We are hearing communities speak about the important issues in the context of their lives.
- Remember the importance of body language and of proverbs and symbols.
- Remember we want communities to reach the upper levels of the Communication Pyramid.
- We are not extracting data. It is a conversation by and between the community itself.
- Stick with open (not closed) questions (What, Why, How) that encourage people to talk, not questions that get a simple 'yes' or 'no' response.

1. **Facilitator Role**: Introduce the team and ask the group to introduce themselves; openly explain the purpose of the meeting and why this approach is being used; allow the group to decide and lead on issues they want to discuss; encourage all group members to share their views; periodically request the reporter to summarize issues and statements made and ask the group to confirm their validity. Focus on facilitating the discussion among the group. Naturally conclude the discussion and explain how the information gathered will be shared.

2. **Reporter Role**: Introduces their role and clearly states that the reporter will only record statements made by the group and that these will be agreed and approved by the group; fully complements the facilitator by listening intently to the discussion and accurately recording issues discussed, key phrases and key statements made. Along with the observer, the reporter may assist the facilitator e.g. to bring a discussion back on track.

3. **Observer Role**: The role of the observer is to observe and record the atmosphere in the group and the points at which the communication level changed in relation to the communication pyramid. They see things that the facilitator and reporter may not be aware of. This adds to the objectivity of the approach

3.5 Field Work Logistics

Session Objective

Ensure that teams are deployed in an effective and efficient way and on time.

What you need

- Person present from the organising agency that has responsibility for organising the community mobilisation, administration and logistics.

How to do it

1. Invite the person responsible for organising logistics to brief the participants on the field work arrangements:
- Time of departure.
- Place of departure.
- Where and when each team will meet their group.
- Allocation of vehicles noting teams going in the same direction or meeting more than one group in the same location will share vehicles.
- The logistics person and team should be given the mobile number of the driver.
- When the exercise is complete, all teams return to the venue to begin debriefing.

2. They should be informed that drinking water and a small snack e.g. biscuits, will be provided for each team and for the 15 community group participants. This should be shared at an appropriate moment during the discussion. Each team should be responsible for loading and unloading this from the vehicle before departure and when they arrive.

3. It should be explained that the discussion will take some community members away from their regular livelihood activities. The exercise should not in any way impede people from providing for their family. Often participants are among the very poor. People should be treated with respect and it may be good to provide a small sitting allowance in cash for each group member. This should be given according to the guidelines of the organising agency e.g. list of names and signed for. The reporter usually takes responsibility for this. The sitting allowance should not be mentioned or given until after the discussion has ended. If the number of group participants exceeds 15 people the drinks and snacks are usually shared - likewise with a sitting allowance. Agree a solution with the group at the end of the discussion.

4. Each discussion takes between 2.5 to 3 hours. Allow it to come to an end naturally - people need to be respected, especially if they are sharing deeply with strong feelings and emotions. Discussions may end at different times. Teams should return immediately to the training venue when finished for lunch (to be kept) and to begin de-briefing.

5. Explain that the reporters should record the number of adult women, girls and female youth; number of adult men, boys and male youth. The total number in each group. Use the locally understood age range definitions .

6. On return each group will take lunch. As they return, each team will be provided a with a flip chart report format that should be discussed and completed by each team alone. Each team should fill the report immediately to ensure they capture the main changes objectively and accurately. The report-format should only be shared when the teams return from the exercise. All teams must complete the report at the training venue on the afternoon after field work and before leaving for their homes.

7. Return to the exercise objective and ask participants to complete one of the evaluation methods

Day 3

Goal free field work

Day 3

Goal free field work

4.0 Facilitator role during field work

1. At this stage you give full control and responsibility to the organising agency to deploy each team to the field - this is their responsibility - handover to them and let them organise it. Trust that things will come together even though dispatching 24 people can appear chaotic. Be present and assist in the background if necessary.

2. As participants are settling in their vehicle, quickly re-iterate the key points from the training as this is the point where it all comes together: What is the exercise objective? How are you going to achieve this? What level do we want to reach on the communication pyramid? What are the target questions? What questioning techniques will you use? Don't forget the importance of greetings and small talk. Encourage the teams as they leave. This last minute reminder can be very helpful and reassuring.

3. When they have left, write up the reporting format for each group exactly as shown in the report format illustrated on page 45. Arrange work areas for each team with flip charts and markers available. This will save time later.

Example of team feedback report following group discussion

4.1 Reporting on field work

Session objective

To accurately and objectively record the community's voice, identify and attribute impact.

Time

2 to 3 hours

What you need

- Flip charts Marker pens
- Separate group working areas

How to do it

1. Ensure that you are at the venue to receive the first returning teams. Explain what they need to do. Emphasise that they should not discuss the content of the community discussions with other participants. We will do this later. We want to maximise objectivity, refrain from interpretation and not contaminate the results. This is the community's voice not ours. Explain that one team member will present the findings in plenary the next day, so the work must be completed today.
2. Post the report format on a wall in central view. Gather teams who have returned around you. Ensure that all members of each team are present for the briefing.
3. Explain that this is a standard report format to ensure consistency. Each team should complete the report together. Complementarity of the observer, reporter and facilitator roles is key. Guide them through it. Advise that it is best to complete a draft before filling the flip-chart. Ask the teams to fill in the group name e.g. 'people living with disabilities'.
4. Fill in; the location where the discussion took place; number of adult women, girls and female youth; number of adult men, boys and male youth; total number of people met.
5. Each team should select up to a maximum of 6 impact statements or declarations of impact. There may be less - that's OK. There may be more - try to limit to 6 statements that corresponded to the higher levels on the communication pyramid. The input of the observer is important. Explain that the impacts are the real changes or differences most strongly felt when the group responded to the target questions and as the conversation deepened. Each impact statement should be ranked as positive, negative or neutral - tick one category only. If something is considered both positive and negative then rate it neutral.

6. Each statement has 10 points to allocate to the causes of that impact. The causes are forces within the community itself, government agencies, faith organisations, UN agencies, Red Cross / Crescent agencies, NGOs, Business, Events e.g. drought, flooding and others (others is any cause of change that does not fit in any of the categories e.g. politics). If an impact is the result of more than one actor, distribute the 10 points according to the weight of importance reflected in the community discussion. If a major impact is "Improved food security due to introduction of new rice varieties", the drivers of this change may be several e.g. the community requested seeds from the Agricultural Office. People knew that the UN's Food and Agricultural Office was working with the government on this. Allocate the 10 points to the Community, Government and UN weighted according to what the community said.

7. If they did not mention a particular actor but a team member knows that another organisation was involved, reflect only what the community said. This is their perspective not ours. Each row of scores should always add up to 10 points. If the group mentioned the name of a particular government department, UN agency, NGO, business or event then write this against the score in smaller writing. Against the score write down the communication level that reflects the impact statement as it was made. Finally record any proverbs, stories or powerful experiences that were used to explain the impacts. These often illustrate an issue better.

8. As they begin to fill out the report format verify that this is being done correctly. The impact statements are actual impacts and not outputs. Ask the team to recall the deeper changes in relation to the output e.g. borehole. What difference did it make? E.g. Women are spending more time with their families. They do not walk so far to collect water. Check that scores add up and actors named are being recorded. If an Impact is ranked as "Greetings and Small Talk" then it is probably not an impact.

9. When each group has completed their work, photograph the report (in case of loss or damage), fold the report, mark the community group's name on it and keep it safe. Teams can leave as soon as they complete. Invite them to complete one of the daily evaluation methods.

Day 4

Presentation of findings and preparation

Day 4

Presentation of findings and preparation

5.0 Team Presentations

Session objective

To ensure objectivity, increase awareness, responsibility and ownership of field results.

Time

4 Hours

What you need

- Central presentation area (wall or flip chart)
- Presenter from each team

How to do it

1. This is an important moment. Community groups and participants will probably have found the P-FIM exercise transformative. It is like a photo snapshot of the life and context of the community and who the drivers of change are. Participants will be aware of issues and challenges that they may not have known about in their own community.

2. Invite one person from the first group to present. Encourage presenters to be brief, to the point and avoid repetition - not more than 15 minutes. If presenting on a wall pre-prepare masking tape strips and ask 2 volunteers to remove and replace each presentation. You should keep these for consolidation of all results for the final report. Keep introductions short. Name the group, place, number of women, girls, female youth, men, boys, male youth and total group number. Working from left to right present each impact statement, whether it was positive, negative or neutral, the scoring, any actors were named in the community discussion and level of communication. When the report presentation is complete, any proverbs or experiences shared by the community should be recounted to illustrate the impact statements. When complete other members of the team should be invited to add anything that may not have been covered. Stay on the topic. Only at the end should the other participants be given the opportunity to ask for clarifications or questions in relation to lack of clarity, rationale for scoring, incomplete information etc. Each presentation including questions should not take more than 30 minutes. It is vital that you ensure the discussion does not go off topic or become a debate on impact statements recorded. This is not the time for personal opinion. It is the time to listen to and record the community voice. If you have an audio recorder it can be helpful to record the presentations and discussions (with permission of participants) to capture the richness of the presentation and discussion - this also reinforces objectivity and enables you to focus on facilitation rather than taking notes. It is important that you keep time. Thank each group for their effort.

5.1 Goal-Focus Question Preparation and Translation

Session Objective

To ensure that the focus questions can easily be understood by community groups

Time

1 to 1.5 Hours

What you need

- Flip charts
- Marker pens

Introduction

The first field work discussions were "goal free." They had no specific focus. People were able to talk about what is important to them and to describe their context in their way. If a community's main experience of organisations is questionnaires or requests for data and information (the lower levels of communication), they will understandably become fatigued and even angry. This is especially the case in disasters where there is a large humanitarian response. The first goal-free discussion therefore returns to basics and if done well establishes respect, trust and openness. This provides a foundation where communities and organisations can openly engage in a two-way goal-focused discussion. This conversation addresses issues important to the community (i.e. dominant issues emerging from the goal-free discussion) along with issues that agencies want community insight and direction on. This merging of issues represents a two-way dialogue encounter based on mutual respect and equality, resulting in an appreciation of important community issues which can inform agency strategies and response. Standard 'focus group' discussion is fundamentally different from the goal-focused method used by P-FIM.

How to do it

1. Introduce the session objective.

2. Ask the participants to consider the range of issues emerging from the goal-free discussion. Based on frequency and level of importance, participants list the top 4 to 5 issues e.g. need for timely and accurate livestock market information etc. These will form part of the goal-focussed discussion. Issues that the organising agency wants the community to discuss will also be shared with the participants e.g. who is most vulnerable in your community and why? When is the best time to deliver cash-transfers? How should we develop a community led Monitoring & Evaluation process etc? They will consider if there is over-lap of community and agency issues. They will consider the wording and develop a common number of focus questions for the goal-focus discussion - not more than 4 issues.

3. The same participant teams will meet the same community groups. Team member roles and responsibilities are the same. This is important as the level of trust and communication already established provides a basis for deeper sharing. The teams will explain that they wish to openly discuss issues important to both agencies and the community. This will establish the quality of communication required of community and agency going forward.

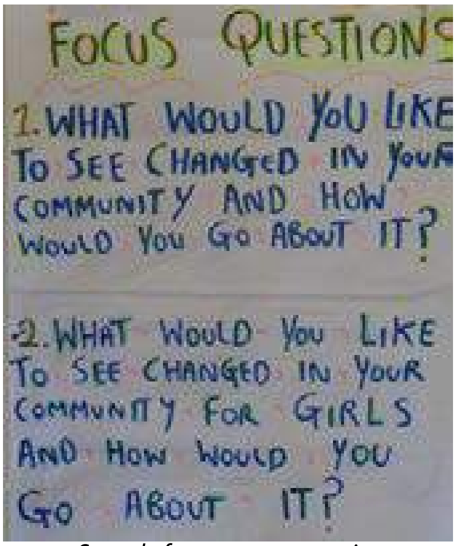
4. The organising agency may require specific information in relation to e.g. cash transfers, education, disaster risk reduction, WASH, health, resilience, ownership, early warning, vulnerable groups etc. This information may be needed for assessments; programme design; accountability, evaluation and M&E etc. Community feedback in this context can be very enlightening.

5. Pre-prepare a flip chart with focus questions clearly written. Ask participants to self-select their language groups based on the number of languages spoken in the community. This exercise should be quick and easy given the previous translation work. 'Masters' of the local languages should be in their language groups. Note that concepts or ideas that we take for granted e.g. resilience as a word or concept may have no local parallel. Even in an area with several ethnic groups, translation may be easier for some than others. The guide is meaning and concept, not literal translation. It should make local sense.

6. Give each group 1-2 flip charts and marker pens and allow 30 minutes to discuss and clearly write the translations on the flip chart. One person to present back in plenary.

7. Feedback in plenary for final discussion and agreement on the focus questions.

8. Return to the session objective and ask if it was met.



Sample focus group questions

5.2 Field Work Logistics

Session Objective

Ensure that teams are deployed in an effective and efficient way on time.

Time

20 to 30 minutes

What you need

- Person present from the organising agency that has been responsible for organising the community mobilisation, administration and logistics.

How to do it

1. Present the session objective.
2. The organising agency should brief participants on travel arrangements for the next morning's field work. It is best that the routine and drivers where possible are the same as the previous day. Procedures should be the same regarding transportation of water, snacks and community sitting allowances.
3. The discussions should be shorter than the previous i.e. 2 to 2.5 hours. All teams should aim to return for lunch.
4. After following the normal protocols of greetings and field work, the reporters should feedback to the group on the results of the previous visit, by summarising the impact statements and confirming the accuracy of these from the community perspective note this is only confirmation. Avoid re-opening the goal free discussion.
5. The teams should clearly set out the goal-focused discussion agenda and explain that it encompasses issues important to the community and the agencies.
6. They should also record the number of adult women, girls and female youth; number of adult men, boys and male youth. Total number of people in each group.
7. Explain that the report format on their return will be simply to record the group responses to the questions exactly as they shared them.
8. Return to the exercise objective and ask participants to complete one of the evaluation methods as they leave.

Day 5

Goal Focused Field Work

Day 5

Goal focussed field work

6.0 Facilitator role during field work

1. Confirm all field work logistics are in place with the organising agency focal person.
2. Encourage the teams as they leave.
3. Arrange work for each team of 3 with flip charts and markers available.
4. Ensure that all the certificates of participation are ready.
5. Ensure that P-FIM exercise evaluation forms are ready.
6. On a flip chart draw a final evaluation ranking chart using a local landmark e.g. river or hill.
7. Pack up all materials that are no longer required – everything apart from a flip chart stand and final evaluation ranking chart.
8. Ensure you have a full list of names and contact information for all participants.

Final Evaluation Ranking chart

6.1 Focus Group Report Format

Objective

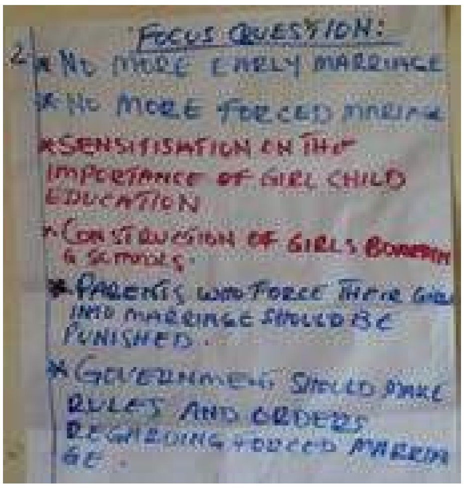
To accurately capture the focus group discussion

Time

1 to 1.5 Hours

How to do it

1. On return from the field each group should take lunch or if early, start work on their report.
2. On flip charts they should fill in the place where the discussion took place. Number of adult women, girls and female youth. Number of adult men, boys and male youth. Total number of people met. Key points from the discussion in response to each question should be written in short bullet point form.
3. As soon as each group has completed their presentation, debrief individually with them in a quiet place. If you have an audio recorder use this to save time taking notes. Verbally summarise and audio record the key points.
4. Depending on agency needs and if time allows, the participants could be asked the same questions anonymously. This would enable you to see the alignment between community views and those of front line staff.
5. Fold the presentation. Write the name of the community group on it and keep safe.



Sample focus group report

6.2 Evaluating the entire exercise

Session Objective

To enable participants to reflect on their learning; allow you as a facilitator to get feedback for improvement and; capture learning to improve the P-FIM tool.

Time

30 minutes to an Hour

What you need

- Evaluation forms

How to do it

1. When each group has individually debriefed on their focus group discussion, give each team mem-ber a copy of the evaluation form and ask them to complete it. Remind them that it is anonymous and no need to write their names.
2. When complete collect each form and keep in a confidential, safe place.

Participant Handout 9

Evaluation Form

Exercise Objectives

1.1. Overall, how would you rate this training and field exercise?

Poor	Adequate	Good	Very Good

1.2. To what extent were the objectives of giving communities a voice and determining impact met?

Not Met	Partly Met	Mostly Met	Fully Met

1.3. Are you able to (for each please tick only <u>one</u> box)?	Not met	Partly met	Mostly met	Fully met
To understand that projects are not an end in themselves. They are only a part (often a small part) of people's lives?				
To more deeply appreciate the range and character of what is required to lead a fully human life?				
To more deeply appreciate and apply the different levels of communication?				
To appropriately select groups for field exercises?				
To know the characteristics of good Facilitation, Reporting and Observation?				
To apply the skills developed in effective facilitation, reporting and observing?				
To express how you felt the Focus Group Discussion went and what the key impact differences were?				
To accurately record community impact statements from the exercise and attribute the drivers of impact?				

1.4. Was there anything outside the control of the facilitator that could have been improved?

2. Content

2.1. To what extent was the experience relevant to your role or job?

Not at All	To a Small Extent	To a Moderate Extent	To a Great Extent	To a Very Great Extent

2.2. Was there anything not included in the training that needs to be? If so what?

2.3. To what extent did the exercise support your learning?

Not at All	To a Small Extent	To a Moderate Extent	To a Great Extent	To a Very Great Extent

2.4 **Relevance and Appropriateness**

2.4.1. What is your attitude towards the P-FIM approach?

Strongly Against	Against	Neutral	In Favour	Strongly in Favour

2.4.2. To what extent have you applied the knowledge and skills from the training and field exercise?

Not at All	To a Small Extent	To a Moderate Extent	To a Great Extent	To a Very Great Extent

2.4.3. To what extent will the knowledge and skills developed in the training and field exercise be useful in your work?

Not at All	To a Small Extent	To a Moderate Extent	To a Great Extent	To a Very Great Extent

2.4.4. To what extent has your behaviour changed during the training?

Not at All	To a Small Extent	To a Moderate Extent	To a Great Extent	To a Very Great Extent

2.4.5. If so why do you think it has changed?

3. The facilitator / s

3.1. The training and Facilitation was:

Poor	Adequate	Good	Very Good

3.2. How do you think the facilitation of the training can be improved?

4. Training handouts

4.1. The handouts were: Not useful ☐ Quite useful ☐ Useful ☐ Very useful ☐

4.2. Is there additional information you think should be made avaiable or added?

5. Personal Integration

5.2. What did you learn on the training and field exercise that is par ticularly useful?

5.3. How will you apply this learning in your work?

5.4. How do you feel that your organisation could benefit from P-FiM?

6.3 Closing

Objective

To assess and celebrate what has been achieved and recognise the effort of everyone.

Time

30 minutes

What you need

- Sticky dots
- Final evaluation ranking chart

How to do it

1. Place the final evaluation ranking chart in central view either on a wall or flip chart.
2. Explain that we are about to close the exercise. Provide each person with one sticky dot. Point to the final evaluation ranking chart. Ask everyone to reflect on their experience this week. Compare it to climbing a mountain or travelling along a river (use a local land mark). The objective of the exercise was to give communities a voice, to identify and to attribute impact in order to improve our work. Taken as a whole how far do you think we have travelled to reach this objective? Ask everyone to mark individually the point they feel that we have reached on the chart. Discuss the reasons for the scoring. Usually if the scoring is half way towards the goal or lower, it is because participants feel that we have started to give communities a voice and they realise that there is a long way to go.
3. Allow for some brief closing remarks. Present certificates of participation individually. Gather everyone together for a group photograph (optional).

Inter-agency team East Pokot Kenya

Reporting

7.0 Consolidating Goal Free findings

Objective

To consolidate the community impact statements and attribute impact

Time

1 day

Background

Communities have shared important experiences, knowledge and wisdom. Their voice has been heard and their statements recorded. They have described the most critical issues in the context of their lives. Their views should be respected. This chapter will enable you to present the core findings from the exercise in a clear and concise way. It is the responsibility of the facilitator to consolidate the Goal Free Findings.

What you need

- Computer with Excel and Word or equivalent programmes

How to do it

1. You should present the number of groups involved in the exercise. This information is taken from the group identification and mapping exercise on the first day[1].

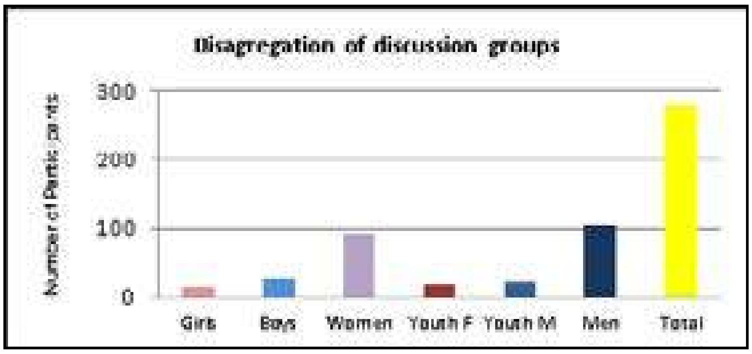
No.	Selected for field work	Place	Rank
1	Pastoralists	Bore	25
2	Village Elders	Bashin	18
3	Orphans	Bubley Town	16
4	Religious Leaders / Elderly	Central Town	15
5	People Living With Disabilities	Madesha	13
6	Female Youth	Dodele	12
7	Women	Longbow	11
8	Male Youth	Shortbow	10

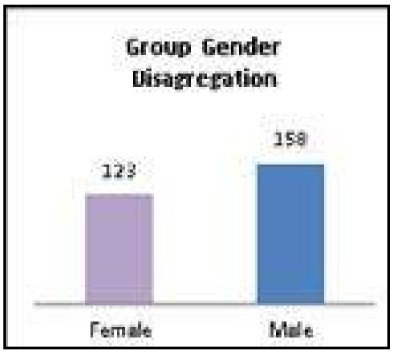
2. Create an Excel spreadsheet. In the first sheet separate the following information.

Girls	Boys	Women	Female Youth	Male Youth	Men	Total
14	28	93	16	23	107	281

1 All information in tables is fictitious while describing a typical situation

3. From this basic information in step 2, using the Excel "chart commands" you can create a number of charts to present the same information in different ways e.g.





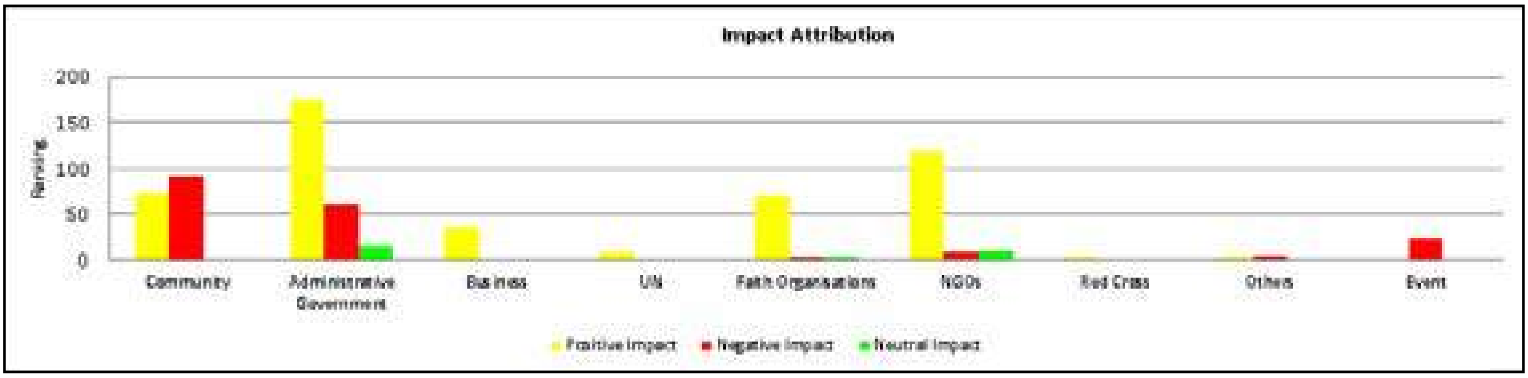
4. Enter each of the goal free group reports into another Excel sheet as shown below. Continue until all the 8 reports are in one sheet in a randomly descending order. Insert any key experiences or proverbs etc - that illustrate impact statements as comments.

NO	Group	Region	Place	Women	Men	Youth F	Youth M	Girls	Boys	Total	Impact Statement	Effect	Community	UN	Government	NGO	Red Cross	Faith Orga-	Business	Others	Event	0-10	Communication Level
1	Elders	Tamtam District	Sukata	10	5	0	0	0	0	15	Improved income from new livestock breeds and sales	Positive	2	0	2	0	0	6	0	0	0	10	Feeling & Emotion
2	Elders	Tamtam District	Sukata	10	5	0	0	0	0	15	Livestock diseases greatly reduced	Positive	3	4	3	0	0	0	0	0	0	10	Feeling & Emotion
3	Elders	Tamtam District	Sukata	10	5	0	0	0	0	15	Community owned water points established and managed	Positive	4	0	3	3	0	0	0	0	0	10	Peak
4	Elders	Tamtam District	Sukata	10	5	0	0	0	0	15	Poor community engagement in agency discussions and plans	Negative	0	3	2	5	0	0	0	0	0	10	Feeling & Emotion
5	Elders	Tamtam District	Sukata	10	5	0	0	0	0	15	Poor management of the environment resulting in reduced grazing	Negative	3	2	3	2	0	0	0	0	0	10	Peak
6	Elders	Tamtam District	Sukata	10	5	0	0	0	0	15	Training undermined by lack of access to veterinary drugs	Neutral	2	0	4	4	0	0	0	0	0	10	Feeling & Emotion

5. Copy the above information into another sheet. Using the "Sort & Filter" command, create 2 additional spreadsheets with all negative and neutral impacts. You now have 3 sheets that have all the positive, negative and neutral impacts. Name these sheets accordingly.

6. For each of the positive, negative and neutral (you may or may not have neutral impacts) vertically add up all the scores for each actor and in another sheet create the following table with the scores. Using the chart command then you can create an impact attribution graph on the following page. This gives a clear view of who or what is responsible for this negative, positive and neutral impact.

	Positive Impact	Negative Impact	Neutral Impact
Community	74	92	1
Administrative Government	175	60	15
Business	36	0	0
UN	9	0	0
Faith Organisations	69	3	3
NGOs	119	9	11
Red Cross	3	0	0
Others	3	4	0
Event	2	22	0

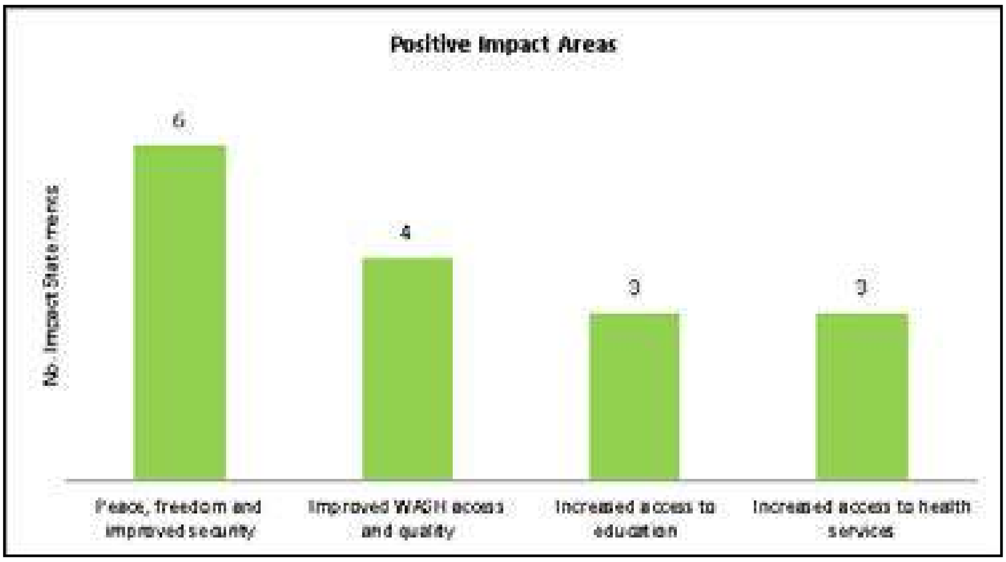


7. Now work your way through each of the positive impact statements. Where they are the same or similar start grouping them into categories. You might rename the main headings to accurately reflect the area of change e.g. "New borehole"; "Community cleaning days"; "Clean water"; "Women do not have to walk so far to collect water". Consolidate these statements into one heading e.g. Improved WASH access and quality.

No. Statements	Improved WASH access and quality
1	New borehole
2	Community cleaning days
3	Clean water
4	Women do not have to walk so far to collect water

8. Once you have grouped all the positive impacts into their headings create the following table. From is using Excel "Chart" commands you can create a graph to clearly show the most positive impact areas.

Positive Impact Areas	No. Statements
Peace, freedom and improved security	6
Improved water access and quality	4
Increased access to education	3
Increased access to health services	3



9. Now do exactly the same with the negative and neutral impact statements.

10. The report findings can be expanded by a narrative to provide more background and details if required.

7.1 Consolidating Goal Focussed Findings

Objective

To consolidate the goal focussed findings, so that they can be clearly communicated.

Time

1 day depending on number of focus questions.

Background

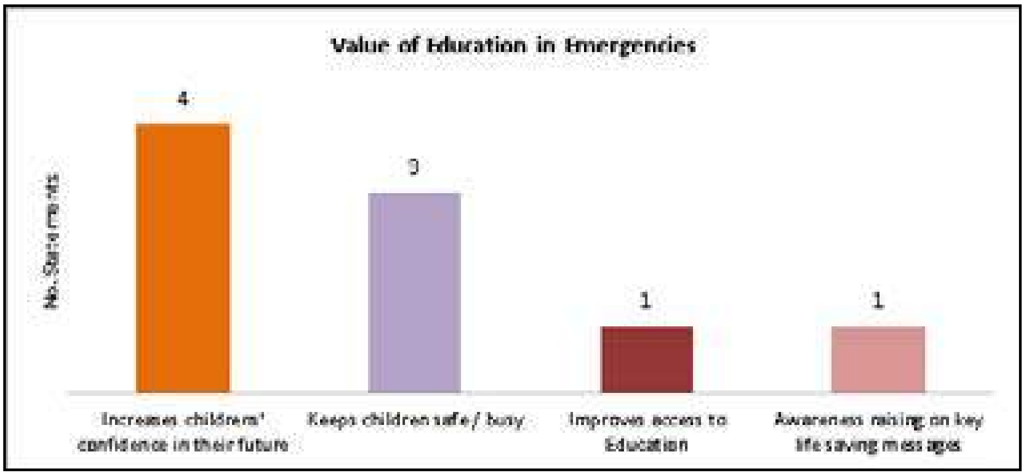
Administrative Government departments and agencies may require information from communities to inform policies, strategies and programmes. This information is the focus of the second community discussion and considered alongside the major issues that emerged from the goal-free exercise.

What you need

Computer with Excel and Word or equivalent programmes

How to do it

1. Using the existing spreadsheet from the goal-free exercise. Write each focus group question and all the group responses under it in separate sheets e.g. Focus question 1: What would you like to see changed in your community relating to disaster risk? This should be the heading of one excel sheet. List the groups and their responses in the same sheet. Focus question 2: How would you go about making these changes? Follow the process above. Focus question 3: If you had extra resources in your community how would you invest them to reduce these disaster risks? Follow the process above.
2. Following the same procedure as the previous report, group the responses under appropriate headings.
3. Create graphs in the same way to present the key responses.



4. The report findings can be expanded by a narrative to provide more background and details if re quired. The narrative can follow standard evaluation formats. Care should be taken not to interpret or modify the community statements.

Annexes

Annexe 1: Planning Checklist

No	Task	Responsible	Dead-line	Status
	Prepare budget cf. annexe 2	Organising Agency		
	Decide on general exercise area	Organising Agency		
	Agree appropriate dates for exercise	Organising Agency		
	Invite participating agencies	Organising Agency		
	Select workshop venue	Organising Agency		
	Invite participants	Organising Agency		
	Confirm participant attendance	Organising Agency		
	Purchase stationery supplies	Organising Agency		
	Set up workshop room	Organising Agency		
	Confirm coffee breaks and lunch	Organising Agency		

Annexe 2: Exercise Budget Template

Item description	No. of Units	Unit Cost	Total
Facilitator / s			
Participant allowances			
Transportation			
Stationary			
Accommodation			
Lunch			
Coffee breaks			
Community sitting allowances			
Water			
Communication			
Administration			
Total			

Annexe 3: Stationery List

Priority	Description	Quantity
1	Complete Flip Chart Paper Pads	2 sets of 20 sheets
2	Black and blue markers	24 markers
4	Paper Masking tape	4 rolls
5	Note Pads and Pens	25
6	Coloured Highlighters (Stabilo Boss)	1 pack or 4-5 different bright colours
7	Flip Chart Stands	2
8	Sticky Notes	5 packs
9	Small Self-Adhesive circles or squares (sticky dots)	5 sheets or 1 roll

Annexe 4: Certificate of Participation

ORGANISATIONAL
LOGO

People first Impact Method

This is to certify that participated in a People First Impact Method (P-FIM) training and field exercise from DATE to DATE in PLACE, REGION and COUNTRY. P-FIM supports communities to identify impact differences in their lives and determine what the drivers of impact are in order to improve agency performance.

NAME
POSITION
ORGANISATION

NAME
POSITION
ORGANISATION

"Right away when we leave this place we are going to change the approach of our organisation. We have only been looking at projects and not people!" Agency staff, Jonglei State, South Sudan

"So many agencies visiting us, all asking the same questions that we felt like cutting down the mango tree where we hold our meetings." Women's Group, Eastern Equatoria State, South Sudan

"Our communication with communities was focussed on collecting data and information for our proposals and reports. We need to radically change how we do things." Haitian Agency Personnel, Port-au-Prince

"P-FIM is one of the few, successful methodologies that you can use to assess a situation, find out about impact and other changes in a simple way and with no harm. It is not complicated and can be used with limited guidance and supervision. It builds the expertise of people in listening and asking questions and supports the user in how to communicate well with people". Fathelrhaman Abdelrhaman PhD, Youth Development Programme Manager, War Child Canada

"P-FIM significantly improves humanitarian performance by putting people at the heart of the humanitarian endeavour and drawing attention to the importance of going beyond project and agency based approaches". Ofelia García, Acting Research & Policy Director / Humanitarian Response Index Senior Manager, DARA

"What difference do humanitarian responders make? How do we know? And whose opinion really counts? All too often evaluations assess agencies and do not reach out to communities. P-FIM turns this on its head. Humanitarian actors would do well to recognise that they are not working in isolation. That a wider perspective could do more to ensure quality, relevance and value for money." Angela Rouse, Senior Programme Manager at CDAC Network

"P-FIM contributes to protect people's dignity by asking the people first and considering their views and perceptions - a must. It is great to have such tools to guide us!" Sylvie Robert Independent Consultant specializing in Humanitarian Quality & Accountability, M&E, Knowledge Management, Experience Capitalization

"The substantive results of community research using P-FIM were reliable and the process was transformative. P-FIM empowered our staff, enabling them to engage with communities in a way that few thought possible. Given the constraints and complexities of Darfur, P-FIM completely changed our idea of what was possible." Rebecca Sutton, J.D., MSc (former Sudan Country Director for War Child Canada)

"It is best to hear first from those who receive an assistance and benefit directly. I strongly recommend that every humanitarian organisation considers this methodology to inform and enrich its learning." Ebou Faye Njie, Regional Humanitarian Program Officer West Africa, Oxfam America

"P-FIM is an inter-active evaluation methodology that determines real impact from the community perspective. It is dynamic and objective capturing the "voice" of the community, allowing for constructive feedback and criticism in project development." Melanie Montinard, Programme Manager, Viva Rio, Brazil

"P-FIM is changing the perspective of monitoring and evaluation: Asking communities what has changed in their lives instead of focusing on the impact of agencies or projects helps to put our little contribution into perspective - the community perspective". Astrid de Valon, Independent Consultant / Humanitarian Quality & Accountability / Capacity Building Specialist