



## THIRD PART (chapter XI)

# Tools and additional resources

This section offers resources for some of the more common tools used to enable and facilitate participation – all of the tools can be used in emergency situations or, with care and thought, can be adapted to them. This is not an exhaustive list – it provides reference materials as a starting point to begin exploring a range of tools and approaches. You will not find everything you need on the internet, so the list includes both websites and books. These will give a good grounding in the tools needed to adopt a participatory approach. The websites should be visited regularly to stay up to date with new developments.

## XI.1 General help

Knowing whose participation you are trying to encourage is an important factor in choosing which tools to make use of. It is also important to remember that participatory practice is not just a matter of applying methodologies or tools alone – it is about your whole attitude.

### XI.1.1 Sources of help for developing the kinds of attitudes and skills needed for using participative tools

#### a. Participation (Overview)

- BARTLE, Phil., *Community empowerment: Participatory management. Running a project, an NGO, a department or a company* (www.scn.org/gcad/modules/pm-inf.htm).   

This site presents Phil Bartle's Participatory Management module, which includes the following documents:

- Participatory management
- The participatory management of people
- Participatory management and positive attitude
- Using job descriptions
- Participatory management meetings
- Annual review
- Techniques of encouragement
- Tips for managers and mobilizers

- FAO, Participation in practise: Lessons from the FAO People's Participation Programme (www.fao.org/docrep/007/T9550F/T9550F00.HTM).  

This document contributes to the “new thinking” on rural development. Designed for political decision-makers and development agencies, it reviews the lessons learned during the FAO's People's Participation Programme (PPP). During the PPP, more than 13000 men and women created self-reliant groups to look after their own interests. By pooling their resources and working together they revitalised their communities and made major improvements in terms of

income, savings and agricultural production.

- FAO, Course: Participatory Project Formulation. (www.fao.org/participation/french\_website/content/contenue-du-cours.html).  

This course is a supplement to the website of the Informal Working Group on participatory methods and approaches: «Participation, sharing our resources» (www.fao.org/participation).

- FAO, Sustainable Development Department; Rural Development Division : *La dynamique des sociétés rurales face aux projets participatifs de développement rural : Réflexions et propositions d'action à partir d'expériences d'Afrique de l'Ouest*, 1997 (www.fao.org/docrep/V9860F/V9860F00.htm) 

This document aims to clarify the notion of “Participation of the most disadvantaged” so that it can be applied more effectively in development projects.

The working group chose an approach which they describe as “methodological pessimism” in order to better identify the obstacles and misunderstandings that a participatory development strategy can come up against. This involves dealing explicitly with ideas about participation commonly held, but rarely expressed, by those responsible for promoting it. These concern the practical difficulties caused by conflicts of interest, insufficient information about specific contexts, lack of time and administrative problems. Such difficulties always arise when Participation is considered a panacea.

- Bonnal, J. (edited by), *Participation et risques d'exclusion. Réflexions à partir de quelques exemples sahéliens*. FAO, 1995. Participation populaire n°9 (www.fao.org/DOCREP/003/V5370F/V5370F00.HTM). 

This document analyses how development projects have evolved in the Sahel and particularly in terms of participation. It also proposes how tasks and responsibilities should be shared for the development of the region.

- Chauveau, J.P. et Lavigne Delville, P., *Communiquer dans l'affrontement: la participation cachée dans les projets parti-*

*cipatifs ciblés sur les groupes ruraux défavorisés*, in DELER, J. P. (sous la dir.), *ONG et développement: du nord aux suds*. KARTHALA, 1998. p. 193-214. 

This chapter, based on texts by the *Association pour la Promotion d'une Agriculture Durable* (APAD) deals with the participation of disadvantaged people and how this can be done more effectively in development projects.

- Maïzi, P., *Participation et exclusion dans un projet de développement en Guinée*, in Working Papers on African Studies, n°37, Institut Für Ethnologie und Afrikastudien, 1999. 
- Lavigne Delville, P., *Des groupes cibles aux groupes stratégiques: participation et exclusion*, GREP, 2000 ([www.grep.org/ressource/pdf/05172.pdf](http://www.grep.org/ressource/pdf/05172.pdf)). 

This study is an attempt to identify what happens when a programme does not benefit the initially targeted population. In certain cases, people are not interested and therefore it is logical that they do not 'participate'. In other cases, it is local social mechanisms that are to blame (social stratification, nepotism, etc.). But in yet other cases, it is the operation itself that creates the exclusion, when technical choices and operational methods are not coherent with the objectives of the operation. It is therefore the operator's responsibility to be very careful about these issues.

### **b. Using a positive approach: Appreciative Inquiry**

This approach focuses on what *is* working rather than what *is not* working. Many traditional methods look for a problem, do a diagnosis, and then find a solution. Appreciative Enquiry is based on building on success. This process was originally developed by organisational change specialists, but it is easily adapted to the participatory emergency situation, particularly through the way questions are worded and discussions are focused. It is a tool for creating positive change from positive discussion.

**Online access:** pour accéder à une aide utile sur l'Investigation AppréciatiFor useful information on Appreciative Inquiry go to <http://appreciativeinquiry.case.edu/> (Appreciative Inquiry Commons), a worldwide portal devoted to

sharing academic resources and practical tools on Appreciative Inquiry and the growing discipline of positive change. Great selection of resources. 

*Previ Audit, Investigation appréciative: Transformez les problèmes en force: Une approche positive de l'organisation* ([www.previaudit.fr/Invest\\_Appreciative.pdf](http://www.previaudit.fr/Invest_Appreciative.pdf)). This document lists the basic principles and methods of the Appreciative Inquiry approach. 

*ICT-KM, Investigation appréciative* ([www.kstoolkit.org/Investigation+appréciative](http://www.kstoolkit.org/Investigation+appréciative)). Tools, publications and links to learn about Appreciative Inquiry. 

### **Recommended:**

- *The Thin Book of Appreciative Inquiry*. Perhaps the most useful book of its kind, it is only 70 pages (and smaller than A5 in size) and will easily fit in hand luggage. It contains masses of how-to exercises for turning the idea of appreciative enquiry into actual action. *Lessons from the Field* is a more hefty volume that discusses the theory – worth a read when there is time. 
- Hammond, Sue Annis (1998) *The Thin Book of Appreciative Inquiry*, 2nd edition, Plano, TX: Thin Book Publishing Co. 
- Hammond, Sue Annis and Cathy Royal (eds.) (1998) *Lessons from the Field: Applying Appreciative Inquiry*, Plano, TX: Thin Book Publishing Co. 

### **c. Making information-gathering participatory**

Emergency responses are often determined by local information-gathering and a participatory approach to information-gathering is easier to implement than traditional research techniques, in an emergency response. It is a process whereby the traditional 'subjects' of research take an active part in making their own voices heard, leading to results that are closer to the reality of the situation. Approaches include Participatory Learning and Action (PLA) techniques, including visual methods such as mapping, modelling, and ranking and scoring techniques. Participatory information gathering is also referred to as "interactive action research".

**Online access:** [http://www.iied.org/NR/agbioliv/pla\\_notes](http://www.iied.org/NR/agbioliv/pla_notes). (Participatory Learning and Action publication) is an excellent place to start for participatory information-gathering activities. 

For short online guides to a number of tools, such as focus groups and open and closed questioning techniques, go to <http://sru.soc.surrey.ac.uk/> (Social Research Update publication) and browse previous issues. 

**Recommended:**

- Chapter 3 of *Research for Development* gives a good overview of the ideas, with a short and useful discussion on how much participation is appropriate. Chapters 17 and 18 cover many PLA techniques, particularly valuable for involving people who cannot read and write. Probably the most useful guide to PLA tools is *A resource guide for trainers and facilitators*. Although written in 1996, it is incredibly useful. Both of these resources are easy to adapt to emergency situations.

- Laws, Sophie (2003) *Research for Development: A practical guide*, London, UK: Sage Publications Limited. 

- Leurs, Robert (1996) *A resource guide for trainers and facilitators of participatory learning and action*, Development Administration Group, University of Birmingham. 

**d. Participatory survey techniques**

Information-gathering includes the use of surveying techniques, not least because both qualitative and quantitative results are needed to inform decision-making. A survey is a situation where a number of people (usually a sample<sup>12</sup> of the target population) are asked for their opinion or for information, and then some form of analysis is undertaken in order to identify trends. This kind of approach can seem very non-participatory and can be very extractive in nature ('beneficiaries' give informa-

<sup>12</sup> Be careful. This is a technical term in some situations and in some sectors, and statistically valid samples are then necessary. If you are using it in a more general way, think about how to make sure that your sample is representative of the views within the population concerned.

tion but get no return). However, there are tools that can make the process much more participatory.

**Online access:** [www.soc.surrey.ac.uk/sru](http://www.soc.surrey.ac.uk/sru) (Social Research Update publication), already mentioned above, is useful for information on a number of specific methods. 

**Recommended:**

- In *Methods in Development Research: Combining qualitative and quantitative approaches*, Chapters 8–12, a number of participatory approaches to survey-type techniques are explored, including ranked preferences, spider diagrams, and sensory methods, as well as the pros and cons of participatory survey techniques. This thought-provoking manual also has a useful glossary.

- Holland, Jeremy et John Campbell (eds.), (2005) *Methods in Development Research: Combining qualitative approaches and quantitative approaches*, Rugby, UK: ITDG Publishing. 

- FAO, *Guide for the conduct of the constraints analysis component, Annex II - Participatory survey methods for gathering information*, (<http://www.fao.org/docrep/W8016F/w8016f01.htm>).   

- Groupe URD, *La MARP: La méthode d'analyse rapide et de planification participative* ([www.globalstudyparticipation.org](http://www.globalstudyparticipation.org)). 

- Lavigne Delville, P., Sellamna, N.E., Mathieu, Marilou, *Les Enquêtes participatives en débat: Ambition, pratiques et enjeux*, Karthala, 2003. This book discusses participatory investigation issues in a critical and constructive manner. It includes analysis of experience (in Africa, India, Albania and Brazil) and more theoretical discussion by practitioners and researchers focused on participatory investigation, how it is implemented and its effects. The methodological issues involved in participation, as well as its institutional, political and scientific implications are looked at from a variety of viewpoints. 

- Gueye, A.P., Dieng, M., *Le diagnostic institutionnel et la méthodologie de développement institutionnel: l'expérience du projet d'appui aux ONG/USAID au Sénégal*, Bulletin de l'APAD

n°8, *Les sciences sociales et l'expertise en développement* (<http://apad.revues.org/document1993.html>). Based on the experiences of USAID, this document analyses the improvements made by the Country Program Strategic Plan (CPSP) in terms of capacity building with NGOs, NGO groups and community groups, and in terms of the planning, design and running of development activities carried out with the participation of local communities. 🇫🇷

- Kleitz, G., *Les niveaux de l'analyse des méthodes d'intervention de l'aide au développement rural*, GRET, 1995. Aid projects are increasingly being criticised for being unwieldy: their predefined objectives and means make them ill-adapted to local contexts, they are insufficiently flexible and they do not involve beneficiaries enough. The influence of participatory approaches directed at the poorest sections of the population has meant that development strategies are moving towards greater support of local initiatives and the management capacity of farmers. 🇫🇷

- Kleitz, G., *Les méthodes de suivi et de gestion des procédures dans l'intervention pour le développement; quelques éléments pour une méthodologie*, GRET, 1995. 🇫🇷

### Ⓔ. Using facilitation techniques to encourage participation

There are many ways to facilitate. The best facilitators of participatory approaches probably have some knowledge of theory and an ability to rapidly understand the local situation and adapt their personal style to it. Though on its own it does not guarantee success, knowledge of facilitation techniques is essential.

**Online access:** The internet is full of facilitation resources – one helpful site is [www.unctv.org/bemorediverse/facilitators\\_Guide/index.html](http://www.unctv.org/bemorediverse/facilitators_Guide/index.html), which gives a good introduction to general skills and requirements. 🇬🇧

#### Recommended:

- As it is a very hefty tome, you won't want to carry *The Facilitator's Fieldbook* around with you, but it is the most complete guide to facilitation for this sector – covering step

by step procedures, sample checklists, guidelines, and templates. It's big, but it's brilliant!

- Le *Facilitators Guide to Participatory Decision Making* has more than 200 valuable tools and skills hand outs, worksheets etc. it has a strong focus on getting participatory groups to make sounder, saner decisions and is an excellent companion book. 🇬🇧

- Justice, Thomas and David W. Jamieson (1999) *The Facilitator's Fieldbook*, New York, NY: AMACOM. 🇬🇧

- Kaner, Sam (1996) *Facilitator's Guide to Participatory Decision-Making*, Gabriola Island, BC: New Society Publishers. 🇬🇧

- Saik Yoon, Chin, *Le Centre de Recherche pour le Développement International, La facilitation des processus de groupes participatifs: réflexions sur les expériences de communication participative pour le développement* ([www.idrc.ca/fr/ev-103616-201-1-DO\\_TOPIC.html](http://www.idrc.ca/fr/ev-103616-201-1-DO_TOPIC.html)). This document allows the different key processes of facilitation to be visualised and presents different case studies. 🇬🇧 🇫🇷

### f. Using PRA techniques in general

Many participation activities for emergency contexts are adapted from Participatory Rural Appraisal techniques or Participatory Learning Assessment – both are versatile, semi-structured processes through which people teach you about local conditions.

**Online access:** The best place to start is <http://www.ids.ac.uk/ids/particip/> (Institute of Development Studies - Participation, Power and Social Change) – the site for participation resources and news 🇬🇧. Check here for background reading and tools in downloadable PDF files and return regularly to stay informed about the latest developments in this continually evolving field. There are also useful links to other sites. Also worth multiple visits is [http://www.intrac.org/arena\\_part\\_dev.php](http://www.intrac.org/arena_part_dev.php) (INTRAC Participatory Development Arena) with links to just about everything you need to know. 🇬🇧

### Recommended:

- Chapters 4 and 5 of *Ideas for Development* are a good introduction to the subject, presented in a typically clear and straightforward way.
- For a more practical guide, *Methods for community participation* is, as it says, a complete guide for practitioners containing practical ways for making people's participation a reality and is worth having with you at all times. Adaptable to emergency situations.
- Chambers, Robert (2005) *Ideas for Development*, London, UK: Earthscan Publications Limited. 
- Kumar, Somesh (2002) *Methods for community participation: A complete guide for practitioners*, London, UK: ITDG Publishing. 

### g. Making workshops work

The term 'workshop' covers a variety of arranged and organised group meetings – but they are called workshops rather than talk-shops because there should be tangible results. Participatory workshops require specific organisational plans, agendas, and facilitators.

**Online access:** [www.dfid.gov.uk/pubs/files/toolsfordevelopment.pdf](http://www.dfid.gov.uk/pubs/files/toolsfordevelopment.pdf) – DfID Tools for Development [Les outils sur le Développement du *Department for International Development*]. This is a useful guide to many activities, and it includes a checklist for workshop organisation. 

### Recommended:

- Chapter 5 of *From the Roots Up* is the simplest to follow. Many guides already referenced here contain sections on making workshops work, particularly *The Facilitators Fieldbook*. In addition, *Participatory Workshops: a source book of 21 sets of ideas and activities* is a highly amusing and salutary read, as the reader travels from one problem to another with Robert Chambers' deeply honest illustrations of what not to do!
- Grubbels, P. and Koss, C. (2000) *From the Roots Up: Strengthening Organizational Capacity through Guided Self-*

*Assessment*, World Neighbors Field Guide, Capacity Building, Oklahoma City, OK: World Neighbors 

- Justice, Thomas and David W. Jamieson (1999) *The Facilitator's Fieldbook*, HRD Press Inc. 
- Chambers, Robert (2002) *Participatory Workshops: a sourcebook of 21 sets of ideas and activities*, London, UK: Earthscan Publications Limited. 
- Hannyoyer, François, *Animer un projet participatif: modes d'emploi*, ADELS, 2005. 

### h. Making sure you are being participatory in your attitude and actions

All participation manuals talk about attitudes. Your attitude is an important starting point.

**Online access:** [www.dfid.gov.uk/pubs/files/toolsfordevelopment.pdf](http://www.dfid.gov.uk/pubs/files/toolsfordevelopment.pdf) – DfID Tools for Development. In six pages (7.1 to 7.6) this guide sums up the main points and provides some useful checklists in connection with participatory management, which can be useful for checking your team's thoughts on the subject. 

### Recommended:

- Chapter 7 of *Ideas For Development* is a challenging and helpful read as it poses some hard-hitting questions to the reader.
- Chambers, Robert (2005) *Ideas for Development*, London, UK: Earthscan Publications Limited. 

**Learning to listen** is also of key importance – a number of short instruction sheets can be found online:

- Academic Resource Center (sans date), *Active Listening Skills, Idea Sheets* [online]. Logan, UT: Utah State University ([www.usu.edu/arc/idea\\_sheets/active.cfm](http://www.usu.edu/arc/idea_sheets/active.cfm)). 
- Academic Skills Centre (sans date), *Listening, Study Skills Library* [online]. San Luis Obispo, CA: California Polytechnic State University ([www.sas.calpoly.edu/asc/ssl/listening.html](http://www.sas.calpoly.edu/asc/ssl/listening.html)). 

- Campbell, Rex (1997) *Leadership: Getting it done* (Chapter 6: Attributes of Good Listening) [online]. Columbia, MO: Division of Applied Social Science, University of Missouri-Columbia ([web.missouri.edu/~campbellr/Leadership/default.htm](http://web.missouri.edu/~campbellr/Leadership/default.htm)). 
- University of Minnesota Duluth (sans date), *Listening Skills, in UMD Student Handbook*, Duluth, MN ([http://www.d.umn.edu/student/loon/acad/strat/ss\\_listening.html](http://www.d.umn.edu/student/loon/acad/strat/ss_listening.html)). 

**Learning to work with translators** is also a particularly important skill:

- Lynch, E. (1992) *From culture shock to cultural learning*. In E. W. Lynch and M. J. Hanson (eds.), *Developing Cross-Cultural Competence: A Guide for Working with Young Children and Their Families*. Baltimore, MD: Paul H. Brooks Publishing Co., 35-62. Cited in *Guidelines for Working with an Interpreter*. Children's Services Practice Notes [online], 4.1 ([http://sww.unc.edu/fcrp/Cspn/vol4\\_no1/guidelines\\_working\\_interpreter.htm](http://sww.unc.edu/fcrp/Cspn/vol4_no1/guidelines_working_interpreter.htm)). 
- Ethnicity online (sans date), *information and resources: translation and interpretation* [online]. Available from: [www.ethnicityonline.net/translation\\_interpretation.htm](http://www.ethnicityonline.net/translation_interpretation.htm) 

#### Other documents:

- FAO, *Travailler avec les groupements in Manuel de référence du producteur urbain: Guide pratique pour travailler avec les organisations de producteurs urbains et périurbains à faible revenu*, 2007 (<ftp://ftp.fao.org/docrep/fao/010/a1177f/a1177f03.pdf>) 

This chapter deals in detail with the question of training and working with urban producer groups. It looks first at the motivations guiding the creation of AUP groups and the benefits that they can bring to their members. It then describes a method for analysing the situation of a group and how improvements can be brought by using a SWOT analysis (strengths, weaknesses, opportunities and threats).

### HL.1.2 ⊕ Tools to use when working with local partners or other organisations

An important part of working with organisations is the need for an organisation to understand their own capacities. This approach is called guided self-assessment because the organisation assesses itself, thereby increasing understanding of itself and its potential, rather than simply receiving an external judgement. The following sources present tools that can be used by organisations to identify their strengths and needs and, as a result, make partnerships or relationships more successful.

**Online access:** [www.intrac.org/arena\\_org\\_cap.php](http://www.intrac.org/arena_org_cap.php) (INTRAC Organizational Capacity Arena) has discussion tools, updates, etc. 

#### Recommended:

- *From the Roots Up* is specifically aimed at working with small local civil society or NGO groups. The book is full of practical activities adapted to working with the kinds of non-international groups that might be found in an emergency situation. The stated aim is to work with people to discover their own capacities, rather than flying in and making your own mind up. It gives a step-by-step account of how to proceed, with some very useful materials and ways of working without technology or sophisticated materials and facilities.
- Grubbels, P., and Koss, C., (2000) *From the Roots Up: Strengthening Organizational Capacity through Guided Self-Assessment*, World Neighbors Field Guide, Capacity Building, Oklahoma City, OK: World Neighbors. 

### HL.1.3 ⊕ participatory monitoring and evaluation techniques

M&E is often carried out by external organisations at the end of a project. While both these options have their own benefits, there is little doubt that participatory approaches have enormous long-term value as well as increasing the likelihood of real lessons being learnt by all concerned.

**Online access:** The website <http://www.MandE.co.uk> has information on just about everything you need to get started with monitoring and evaluation, from logframes for emergencies to participatory field techniques. The site is not the easiest to navigate but it is worth the effort, and it also has discussion forums for learning from others and asking your own questions. Well worth multiple visits as it is updated regularly. 

**Recommended:**

- *Toolkits: A practical guide to planning monitoring evaluation and impact assessment* (Save the Children) is exactly what it says it is. Apart from giving a good introduction to the terms, it details 13 tools, all of which can be used in a participatory way. An excellent book for all types of context.

In *Outcome Mapping: Building Learning and Reflection into Development Programs* the focus is on changes in behaviour, relationships, actions and activities rather than project outputs. The book offers accessible advice and well laid out tools as well as debunking many of the myths of impact assessment and promoting participation.

- Gosling, Louisa with Mike Edwards (2003) *Toolkits: A Practical guide to assessment, monitoring, review and evaluation*, 2nd edition, London, UK: Save the Children UK. 

- Earl, Sarah, Fred Carden, and Terry Smutylo (2001) *Outcome Mapping: Building Learning and Reflection into Development Programs*, ON, Canada: IDRC. 

- Catley Andrew, Burns John, Abebe Dawit and Suji Omeno, *Participatory Impact Assessment: a Guide for Practitioners*, October 2008. Available at : <http://wikis.uit.tufts.edu/confluence/display/FIC/Participatory+Impact+Assessment>   

- Estrella, Marisol (edited by), *L'évaluation et le suivi participatifs: Apprendre du changement*, Karthala, CRDI, 2004. This book presents an overview of the themes and shared experiences of participatory monitoring and evaluation approaches from a variety of sectors and institutions. It is a selection of case studies and discussions between practitioners, academics, donors and decision-makers. 

- Aubel, Judi, *Participatory Program Evaluation Manual: Involving Program Stakeholders in the Evaluation Process*, USAID, 2000 ([www.childsurvival.com/documents/french\\_manual.pdf](http://www.childsurvival.com/documents/french_manual.pdf)). An experimental course in monitoring and evaluation techniques which ensures the participation of partners and agencies. The information gathered can then be used within the organisation and can help local actors run the programme more effectively.  

- Gaye, Ibrahima, *Culture et pratique de l'évaluation au Sénégal: quel enjeu pour les politiques publiques?: Session: Modalités d'institutionnalisation et de professionnalisation de l'évaluation au Sénégal* Thème: Évaluation Participative et Développement Local, République du Sénégal, 2008 ([http://evaluation.francophonie.org/IMG/pdf/Developpement\\_local\\_et\\_Evaluation\\_participative.pdf](http://evaluation.francophonie.org/IMG/pdf/Developpement_local_et_Evaluation_participative.pdf)) This document deals with the links between decentralisation, local development and participatory evaluation, because, according to the author, an evaluation is necessarily participatory. But who exactly are the participants? 

- Slocum, Nikki, *Méthode participative: un guide pour l'utilisateur: Suivi et évaluation participative (SEP)*, Fondation Roi Baudoin, 2006 ([www.kbs-frb.be/uploadedFiles/KBS-FRB/Files/FR/PUB\\_1600\\_Outil\\_9\\_SEP.pdf](http://www.kbs-frb.be/uploadedFiles/KBS-FRB/Files/FR/PUB_1600_Outil_9_SEP.pdf)). 

## XI.2 Participatory tool glossary

<b>Tool</b>	<b>Description</b>
<i>Brain-storming</i>	This is a free-form process that allows people to contribute all their ideas, then sort them, and investigate the linkages between them
<i>Community conflict analysis</i>	Much like stakeholder analysis, this tool allows the observer to get a reality-based insight into a situation – but it needs special skills to use well
<i>Consensus building</i>	Tools to help people adapt to a changing world, rather than using confrontational forms of negotiation. These tools help people talk to each other and move forward – very useful in high tension situations
<i>Diagnostic role play</i>	This is a way to find out what really happens and how decisions are made in daily life – often more useful than asking questions, which assumes some basic previous understanding
<i>Dialogue</i>	Semi-structured dialogue is at the heart of PLA and PRA techniques. This is a two-way process in which predetermined topics are discussed in a less formal way than in an interview
<i>Direct observation</i>	This is a common sense approach based on the idea that the collection of data through individual observation of body language, meetings, etc., can yield many results. However, this is a tool that, unless made participatory, can be the foundation of many of the misunderstandings that participation tries to prevent. In direct observation, all your own assumptions and understanding come through and many people advise against it. However, you cannot stop yourself from observing, and it can be useful as part of the triangulation of information and ideas and can give you things to talk and ask about. (See above for more on making research as participatory as possible)

<b>Tool</b>	<b>Description</b>
<i>Force field analysis</i>	This helps to shed light on the ‘forces’ which affect peoples’ lives, their levels of impact and importance, and helps the group to analyse what needs to be changed and how.
<i>Interviews</i>	Open-ended and semi-structured approaches give room for real participation, rather than simply demanding answers to ‘your’ questions with all their assumptions
<i>Livelihood information</i>	These are tools for identifying indicators and qualitative and quantitative data in a participatory way
<i>Logical framework (Log Frame)</i>	The logical framework or temporal logic model for project design can easily be non-participatory, for example, if it is written late at night by one person. Once the approach is understood (these references focus on this aspect) then a facilitator can develop a participatory method of developing the log frame using the other tools in this list.
<i>Mapping</i>	A map can provide a holistic picture of something – not just a physical environment. It won’t be to scale, nor necessarily complete, but it is a useful tool for understanding local perceptions
<i>Participative M&amp;E</i>	Beneficiary ownership is increased through their participation in the setting of indicators, creation of baselines, and self-evaluation
<i>Problem tree analysis</i>	This is used to identify the causes and effects of a problem, based on a group’s perceptions. It leads to problem-solving discussions around entry points and the group can start to design the project

## XI.3 Bibliography

### XI.3.1 Books in English

1. CHANGE Project (AED), with Save the Children (Malawi) (2002) *Guide to diagnostic role play* ([www.changeproject.org/pubs/drpguide.doc](http://www.changeproject.org/pubs/drpguide.doc))
2. DFID (2003) *Tools for Development: A handbook for those engaged in development activity*, Performance and Effectiveness Department, London, UK ([www.dfid.gov.uk/pubs/files/toolsfordevelopment.pdf](http://www.dfid.gov.uk/pubs/files/toolsfordevelopment.pdf)).
3. Gillham, Bill (2000) *The Research Interview*, London, UK: Continuum.
4. Gosling, Louisa with Mike Edwards (2003) *Toolkits: A Practical guide to assessment, monitoring, review and evaluation*, 2nd edition, London, UK: Save the Children UK.
5. Grubbs P and C Koss (2000) *From the Roots Up: Strengthening Organizational Capacity through Guided Self-Assessment*, World Neighbors Field Guide, Capacity Building, Oklahoma City, OK: World Neighbors
6. Holland, Jeremy with John Campbell (eds.) (2005) *Methods in Development Research: Combining qualitative approaches and quantitative approaches*, Rugby, UK: ITDG Publishing.
7. Justice, Thomas and David W. Jamieson (1999) *The Facilitator's Fieldbook*, New York, NY: AMACOM.
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11. Leurs, Robert (1996) *A resource guide for trainers and facilitators of participatory learning and action*, Development Administration Group, University of Birmingham.

Tool	Description
<i>Ranked preferences (Wealth ranking and well being)</i>	Ranking activities can be used to examine many topics, in order to get a genuine representative answer from a group. It also enables interventions to be more strongly based on reality.
<i>Risk analysis</i>	This is a simple tool for identifying risks and leading discussions of possible responses.
<i>Spider web</i>	This enables the plotting of change over time in multiple key areas.
<i>Stakeholder analysis</i>	Stakeholders can both benefit from and be harmed by interventions. This set of tools helps to identify stakeholder groups, their expectations, potential contributions, and their need for involvement. This can reduce surprise demands from surprising quarters during later implementation.
<i>SWOT analysis</i>	This is an analysis of Strengths, Weaknesses, Opportunities, and Threats for a group – a form of brain-storming with categorization which can precede ranking analysis.
<i>Time mapping</i>	Whether mapping a day, a season, or years, this is a useful way of understanding peoples' perceptions of what happens or what happened when. Disagreement can arise and there can be much to learn from the discussion as the group tries to reach agreement.
<i>Venn diagram (chapatti diagrams)</i>	This technique can be used to map relationships and spheres of influence using overlapping circles and circles of different sizes.
<i>Working with groups (workshops, focus groups, etc.)</i>	These references contain a wide range of tools that focus on work in groups. On the most formal level of group organisation there are guides to organising and running a workshop and focus groups techniques. But groups don't have to be formal and so tools such as how to create dialogue and develop keen listening skills when working with groups are valuable.

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**The following table shows what tools are dealt with in the sources above:**

Tool	Resources (numbered as per the bibliography)												
	1	2	3	4	5	6	7	8	9	10	11	12	13
Brain-storming							X	X					
Community conflict analysis													X
Consensus building							X	X					X
Diagnostic role play	X										X		
Dialogue			X				X	X	X		X		X
Direct observation					X								
Force field analysis									X				
Interviews			X		X					X	X		
Livelihood information					X	X			X				X
Logical framework (Log Frame)		X		X		X							

Outil	Ressources (numérotées selon la bibliographie ci-dessus)												
	1	2	3	4	5	6	7	8	9	10	11	12	13
Mapping									X		X		
Participative M&E		X		X		X							
Problem tree analysis		X			X								
Ranked preferences (Wealth ranking and well being)					X	X			X	X	X		
Risk analysis		X		X			X			X			
Spider web						X			X				
Stakeholder analysis		X		X			X			X			
SWOT analysis				X	X	X							
Time mapping				X					X		X		
Venn diagram (chapatti diagrams)									X		X		
Working with groups (workshops, focus groups,		X					X	X	X	X	X	X	

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## **Groupe Urgence Réhabilitation Développement**

Head office : La fontaine des Marins  
F-26170 Plaisians

Tel : +33 (4) 75 28 29 35

Fax : + 33 (4) 75 28 65 44

Website : [www.urd.org](http://www.urd.org)