Community Engagement

FACILITATOR GUIDE

AGA KHAN FOUNDATION

Community Engagement

FACILITATOR GUIDE

OVERVIEW

Upon completion of the video-based part of the Community Engagement blended learning course, course takers participate in a two-day face-to-face workshop to further develop their community engagement skills. This workshop is intended to be highly interactive and create opportunities for participants to complete hands-on assignments using the tools and concepts introduced in the video-based part of the course and in collaboration with colleagues. Additionally, participants have the opportunity to field test one or more of the tools and skills during the second day. This document is a step-by-step guide for facilitators of this face-to-face training.

SAMPLE AGENDA

The agenda for the face-to-face session will look something like this:

TIME		TOPIC
DAY 1		
9:00	9:10	Introduction to the workshop
9:10	9:30	Line-up introductions
9:30	10:15	This is Jeopardy!
10:15	10:30	BREAK
10:30	12:00	Introducing your project to a community
12:00	12:45	Venn mapping
12:45	13:45	LUNCH
13:45	14:45	PRA community mapping
14:45	15:30	Focus group discussions
15:30	15:45	BREAK
15:45	16:15	Field visit preparation
16:15	16:30	Day 1 wrap-up
16:30	17:00	Field visit group meeting
DAY 2		
08:00	08:15	Day 2 warm-up
08:15	13:00	Field visit
13:00	14:00	LUNCH
14:00	14:45	Field visit debrief
14:45	15:00	BREAK
15:00	16:15	Technology for feedback loops (optional)
16:15	17:00	360-degree performance review
17:00	17:30	Workshop wrap-up and evaluation

TOPIC: INTRODUCTION TO THE WORKSHOP

FORMAT	Large group discussion
DURATION	10 minutes
MATERIALS	Simplified agendas, pens, notepads, folders (all items, one per participant), flipchart, markers, name placards for participants – prepared, masking tape

- Before the workshop begins, arrange tables and chairs so that participants sit in small groups of 4-5. All tables should have easy viewing access to the front and back of the room as well as visibility to all other participant tables. You may choose a seating arrangement that groups participants according to their experience in community engagement, organisation affiliation, function within an organisation, etc. Whatever seating arrangement you choose, try to ensure participants get to mix as much as possible with others. However, pre-assigned seating is not required. Place workshop materials (agenda, pens, notepads, and folders) at each table for each participant.
- The purpose of this session is to begin the workshop on an upbeat yet professional tone.
- Begin by welcoming participants to the face-to-face workshop on community engagement.
- Introduce yourself: name, role, organisation, excitement to be in the workshop.
- Explain the purpose of the workshop: To enable participants to further explore the concepts and engage with the approaches and tools introduced in the video-based part of the course. Encourage active participation and listening from all participants and encourage questions and clarification when information is unclear or appears incomplete.
- Distribute the simplified agenda (see Annex A). Walk participants through it, emphasising that sessions will provide opportunities for hands-on practice. Explain that each participant will conduct a field test of one tool of their choice on Day 2. Allow for a few questions and answers from participants.
- Ask participants what should be the "ground rules" for the workshop. Write these down on a sheet of flipchart paper with the title "Ground rules" and stick them at the front of the room so that they are visible at all times. The ground rules might include things like active participation, active listening, restricted movement, no disruptions or use of technology not involved in a session, timely attendance, and so forth.

TOPIC: LINE-UP INTRODUCTIONS

FORMAT	Large group discussion
DURATION	20 minutes

- Introduce the activity as a way for you and the participants to get to know more about one another. By the end of this activity, the names, organisations, roles and tenure in the organisation of the participants will be known. In addition, the participants self-assess their knowledge of community engagement and share a skill, experience or knowledge they have on the topic. This last point helps the facilitator gauge who is attending and to adapt sessions to the participants' experiences.
- Have participants stand.
- Ask participants to organise themselves in a single line alphabetically by first name. Once participants have organised themselves, ask each participant to introduce themselves by first and last name (no other information should be shared at this time). If participants are in the "wrong" spot, they should move to the correct place in line.
- Ask participants to now organise themselves in a single line by how long they have worked at their organisation. Once participants have organised themselves, ask each participant to introduce where they work, their role, and how long they have worked at the organisation.
- Finally, have the group organise themselves by how much they know about community engagement. For example, they may know very little - only what was covered in the video-based part of the course - or they may be an expert in community engagement. Once participants have organised themselves, each participant should share one thing they know about community engagement. The one thing should be short.

TOPIC: THIS IS JEOPARDY!

FORMAT	Large group divided into small teams
DURATION	45 minutes
MATERIALS	Projector, PowerPoint presentation of Jeopardy questions, bells or other noisemakers (one per group), flipchart sheets (equivalent to number of groups formed), markers

- The purpose of this session is to help participants recall information presented in the video-based part of the course. Many of the answers and questions presented during the game focus on the theory and purpose of community engagement, specific approaches, and tools. The game will help you assess knowledge retention among the participants, identify leaders (which may be helpful for the Day 2 field assignments), and supports cohesion and high energy.

- Prior to the workshop, review the Jeopardy PowerPoint presentation and ensure you are familiar with the answers and corresponding questions. Adapt the presentation and questions as needed based on any predetermined focus of the workshop or specific participant needs.

- Introduce the activity to the participants. Participants should know that Jeopardy is a game of knowledge where the game show host (you) states an answer to which the contestants (participants in small groups) ring in with the corresponding question. The contestants respond with "What is…, Who is…" and so forth. The game is presented in five categories. Under each are five answers to which the contestants can provide the corresponding question. Each question is equivalent to a currency amount (you should consider changing the currency to the local one). Answers will be presented in sequential order from lowest value to highest (unlike in the game show on TV where the contestants select categories). Either keep participants in the existing small table groups (especially if you had preassigned seating) or create small groups of 4-5 participants. Distribute one bell or noisemaker to each group and explain these are for "ringing in" if the group knows the question to the answer provided by you, the game show host. Project the Jeopardy background and hang up the flipchart with the group names where the scores will be recorded. If there are two facilitators, one should be the game show host and the other should be the score-keeper. If you are the only facilitator present, then request one participant to keep score.

- Begin the Jeopardy game by saying - "Welcome to Community Engagement Jeopardy". Ask all questions and keep a score tally. Ensure that while the game is taken seriously it does not become overly competitive or combative - participants should have fun.
- At the end of the game, reveal the final scores. Ask participants what questions they have about any of the terms and definitions highlighted during the game.

TOPIC: INTRODUCING YOUR PROJECT TO A COMMUNITY

FORMAT	Small groups and musical flipcharts
DURATION	90 minutes
MATERIALS	"Troubled Water" discussion guide, copies of Play Pump articles, flipcharts, markers, speaker, soft calming music

- There are two options for facilitating this discussion. One week ahead of the workshop, facilitators can send the following video link to participants:

  http://www.pbs.org/video/frontlineworld-troubled-water/

  Ask participants to watch the first segment (minute 3 through 24) on their own and come prepared to discuss. This longer video clip covers many problems with the Play Pump concept and operations.

  Alternatively, you can show the video clip in class. If so, it is possible to show only a portion of this segment, minute 3 through 12. This segment covers key information regarding the promise and failure of the Play Pump model. It closes with communities discussing how they were not consulted before the installation of a Play Pump system.
- Introduce the session to participants by asking them to recall what the video-based part of the course started with: introducing your project to the community. Ask for a raise of hands of who was able to complete the Play Pump video ahead of time, unless you are planning to show it in the workshop. If most participants did view the video, move directly into the small group discussion. If not, consider asking someone to summarise what they saw and then show a short clip of the video (suggested clip is from minute 7:55 through minute 12).

- Divide participants into small groups of 4-5 participants. Distribute the "Troubled Water" Discussion Guide (Annex B) to each table. Small groups should spend approximately 15 minutes to complete their discussions.
- Take a few minutes to debrief with the groups about the "Troubled Water" exercise. Ask each group to share 2-3 reflections from their small group discussion. You can ask: What were your 2-3 major "take-aways" from the Play Pump example?
- Next, ask participants to identify a project in their groups, ideally using a real-life example. As a group, they will discuss the project and outline a strategy for introducing the project to the community. Each group should use a flipchart sheet to note key aspects of their strategy and information they must share. The strategy outline should take between 30 and 45 minutes.
- As groups complete their strategy preparation, ask that they select one participant from their group to present the strategy during a "Musical flipcharts" session. All other participants will review other groups' strategy flipcharts.
- Post the strategy flipcharts throughout the room. Participants should divide naturally and self-select a flipchart to start their review (note they will have a chance to review several if not all strategies). Explain that as the music plays softly, the presenters outline the project and strategy for introducing it to the community. Participants actively listen, raise questions, and make suggestions which should be noted by the presenter (using their notepad). After about 3 to 5 minutes, the music stops, and participants move onto the next flipchart. This continues for at least three rounds or more if time allows.
- Allow the original small groups to reconvene during which time the presenter shares the feedback collected with their small group for reflection and consideration. This should take approximately 3 to 5 minutes.
- You can then lead a quick debrief asking the entire group questions such as: What key strategies did your group consider for introducing the project? Is there a piece of particularly helpful feedback you would like to share?

TOPIC: VENN MAPPING

FORMAT	Small groups and then large group discussion
DURATION	45 minutes
MATERIALS	Flipchart paper, images of Venn diagrams

- This activity can be structured differently depending on whether the participants are operating within the same or similar geographic spaces, or whether there is significant variation in their backgrounds. If they come with similar experience, then it is possible to have them conduct a mapping activity that pulls on their project(s) experience. If not, it may be necessary to present a scenario.
- Begin by discussing the types of mapping approaches that were discussed in the videos: community mapping and stakeholder mapping. Ask participants what mapping is used for in the context of community engagement. Explain that, broadly speaking, "mapping" was presented as a way of showing the relationships among various characteristics or features in a given area. Sometimes a map presents features that are very tangible, such as geographic characteristics. Other times, a map could show elements that are quite intangible in nature, such as the interests or desires of certain actors in a given sector.
- Explain that you're going to play with a very simple approach to mapping, which wasn't covered in the video-based part of the course: Venn mapping, which allows people to visualise characteristics that are common (or not) between two or more entities (people, communities, organisations, etc.).
- If participants work on the same project or sector, choose three stakeholder groups that they commonly work with. Then, divide participants into three table groups.
- Ask each table group to make a list of the desires/interests of one of the three stakeholder groups. (Alternatively, you could ask them to map the needs or assets/capabilities of each of the groups.).
- Once the groups have taken 5-10 minutes to come up with a list, have them share their lists orally, noting points of overlap between the three stakeholder groups.

- Before the start of the workshop, you should have prepared ahead of time a 3-circle Venn diagram on a piece flipchart paper. Ask the three groups to map out the characteristics they listed out on the diagram, placing the characteristics that overlap with one or both of the other stakeholders in the appropriate segments of the diagram.
- You can then show other examples of Venn diagrams, some of which are mapping very abstract or concrete characteristics. Examples can be found ahead of time through a simple Google search, but a few possibilities are provided in Annex C.
- Depending on how much time is left, you can ask participants to think of other ways they could map or visualise the data they generated.

TOPIC: PRA COMMUNITY MAPPING

FORMAT	Small groups
DURATION	60 minutes
MATERIALS	Flipchart paper cut into large strips, 8 to 12 pack crayons or colour pencils, eraser, ruler, pencil, tape, flipchart paper, markers in red, blue, black, and green (all items one per group)

- Before the session begins, you should prepare a table of materials that's easily accessible to all participants.
- Explain to participants that they will work in small groups to create a Participatory Rural Appraisal (PRA) map. If participants are already working in or are from a community they know well, they should be grouped together for the session. Where participants do not work together or are not from the same community / know a community well, create small groups of 4-5 participants. In a case where participants do not know a community well, their first task will be to have one member volunteer to use their community as the example. The remaining participants will help craft the map and ask questions which support drafting the map.
- Each group should collect their supplies.
- Groups should set a scale (on the flipchart paper) for the map, possibly using distances between major community landmarks to establish the scale.

Groups can create a key using the flipchart and noting and drawing major landmarks with labels. Participants should note the location of major and auxiliary landmarks on the flipchart paper, and draw additional details especially those relevant to the project. They should also note the title of the map, the name of the community, the date the map was created, and the names of the participants who made the map.

- After participants have completed an initial draft, you should propose some discussion questions about the map:
  - Does the map present information that would be useful to the project or organisation that is active in the community in question? If so, how could the information be used?
  - Is there any information that is missing or unknown? If so, where in the community could that information be found?
  - Does the map convey any relationships (i.e. connections, lack of connections, etc.) between different stakeholders or assets within the community? Is there a significance to those relationships?
  - Would the results of this map likely be different if it were being drawn by community members? If yes, how? Would it be more accurate? Would there be more or different information presented?
  - Is it possible or likely that different types of stakeholders in the community would see the map differently?
- Groups then use these and other questions to review the map and better understand how it is a tool for community engagement. Groups should adjust their maps based on any major revelations during the discussion. They should take note of information they would like to have reflected in the map, but can't access in the workshop.
- During the final 5 to 10 minutes, bring participants together for a debrief. During the debrief ask questions such as: What challenges did your groups encounter? How did the discussion guide lead to adjustments in your maps? What considerations should you take in applying PRA in a community (i.e. gender, social status, occupation, age group, time of year / annual changes in weather or location of landmarks)?
- Post all PRA maps and keys for participants to review during the next break.

TOPIC: FOCUS GROUP DISCUSSIONS

FORMAT	Roleplay
DURATION	45 minutes
MATERIALS	FGD guides, FGD question and note sheets

- The purpose of this exercise is to give participants an opportunity to practice conducting focus group discussions. Rather than construct an artificial scenario in which participants take on personas, the facilitator can have participants interview each other about their jobs (or organisations).
- Participants should divide into groups of at least five people: enough for two facilitators and at least three discussants. You should think ahead of time about how to divide the participants. For example:
  - If there are different organisations reflected in the workshop, then participants from one organisation can interview another and vice versa.
  - If there are different types of staff in the workshop (i.e. programme staff, M&E staff, managers, etc.) then participants can interview each other about their job functions.
- Give participants 10 minutes to prepare. They should review the FGD guide (Annex D) and amend questions to fit with their topic. Participants should be reminded that these FGDs are supposed to be "semi-structured." That means that while they should be guided by a few overarching questions, they should ask follow-up questions where interesting issues arise.
- Each group should have 2 facilitators. Both facilitators should be free to ask questions. One should be the "lead facilitator" and the other the note-taker.
- Give participants 10 minutes to conduct the FGD. Don't worry if you cut groups off when they are in the midst of a good discussion. Time permitting, allow the group members to switch roles to give at least two more individuals a chance to serve as facilitators. Otherwise, jump right into a debrief discussion.
- In plenary, ask participants to review what it felt like to lead an FGD and to be a discussant. Ask facilitators what follow up questions they asked. Ask how they balanced covering the FGD guide and opportunistically asking questions. Explain that there is no hard and fast rule on how to approach this.

- Ask note-takers to share their experience trying to document the discussion. Note that a challenge in note-taking is in trying to capture critical information, without trying to document everything that is said. Ask participants if there was any information they weren't sure they captured correctly, or if there was anything they felt they missed. Note that it's good practice to review notes with their co-facilitator immediately following the FGD to make sure both facilitators heard things the same way. Furthermore, notes should be "cleaned up" and documented soon after the FGD, ideally the same day or a few days later.

TOPIC: FIELD VISIT PREPARATION (IF APPLICABLE)

FORMAT	Plenary
DURATION	30 minutes
MATERIALS	Signup flipcharts, facilitation guides sheets for approach / tools (Annexes E, F, G, H)

- The best learning opportunity is to actually practice using the community engagement techniques in an authentic way. Thus, if the workshop participants are part of a project team (or a few teams) that has a real need to engage with and generate information about target communities, it makes sense to build a field visit into the workshop. By contrast, **it is not ethical to conduct field research with communities if there is no reason to do so.**
  - In the event that it is not possible to complete field visits, you have has multiple options. You can shorten the workshop to over 1.5 days as opposed to 2 days. Many of the activities built into the training will provide participants with an opportunity to practice methodologies in a workshop setting. Also, in lieu of field work, you may be able to practice the methodologies in an organisation's office. Under this scenario, participants would map the features or assets of an organisation's office or complete an FGD with organisation staff on their work.
- If doing the field visit option, you should identify three local communities or community-based organisations prior to the workshop. The field visits should provide participants an opportunity to try out one community engagement approach / tool in a real-life setting. While any approaches / tools can be selected, for this session we've outlined options for *community*

sketch, community walk, and focus group discussions. As mentioned in the video-based part of the course, community sketches and community walks are often done in concert, but for the purposes of this exercise, they will be done separately.

- Introduce the field visit activity by explaining its purpose and duration. Using the sign-up flipcharts (one per approach / tool) ask participants to select (trying to evenly distribute themselves) their choice. If groups are not evenly divided, work with the participants to change groups.
- Distribute the facilitation guides to the groups (see Annexes E, F, G, and H) and ask that participants to use approximately 30 minutes after the day's wrap-up to meet with their group, review the facilitation guide, assign roles, and generally become more familiar with the approach / tool and their colleagues.

TOPIC: DAY 1 WRAP-UP

FORMAT	Poster feedback (plenary)
DURATION	15 minutes
MATERIALS	Flipcharts, markers

- Prior to the workshop, prepare three flipcharts with one question per flipchart: What is one thing you learned / enjoyed today? What is one thing you would like to have changed for tomorrow? What remaining questions do you have?
- In plenary, ask participants what questions they have about the day's sessions or the following day's sessions. Introduce the Poster Feedback activity and ask that each participant take a few moments before meeting with their field visit group to answer each question. Explain that the answers will help adjust the programme for Day 2 and future workshops.

TOPIC: DAY 2 WARM-UP

FORMAT	Individual work and plenary
DURATION	10 minutes
MATERIALS	Pen, paper/post-it notes

- The purpose of this activity is to provide a fun, first activity for the day that allows participants to get to know each other better.
- Ask participants to write on a scrap piece of paper or post-it note a fact about themselves that others in the room would not know. Once everyone has written something, they should bunch the paper into a ball and, with everyone's eyes closed, they should throw the paper into the middle of the room.
- Participants should each take a piece of paper and then take turns reading the statement out loud. After each statement is read, the group will try to guess who wrote the statement.

TOPIC: FIELD VISIT

FORMAT	Community sketch, Community walk, or Focus Group Discussion
DURATION	2-3 hours for the field activities not including travel time
MATERIALS	As described in Annexes E, F, G, H

TOPIC: FIELD VISIT DEBRIEF

FORMAT	Fishbowl discussion
DURATION	45 minutes

- The purpose of the "fishbowl" discussion is to provide the participants with an opportunity to share their experience conducting their field activity.

- Place 4-6 chairs in the middle of the room, with other seats organised around those chairs. In a fishbowl set-up, those in the middle of the room engage in an extended, semi-structured discussion, while those seated outside of the circle actively listen. You have a few options in terms of how to structure the participation of those seated outside of the circle at the start of the discussion:
  - **Option 1:** Set up the discussion as a "tag team" discussion. Under this arrangement, at any point in the discussion people can "tag" themselves into the discussion, with someone in the circle being tagged out. This approach tends to work well when there is a large number of participants who are eager to engage in the discussion.
  - **Option 2:** Rotate who sits in the fishbowl every 10 minutes or so. This can offer a more structured way to get additional voices into the discussion. This works well for individuals who are open to participation in a plenary discussion, but reluctant to initiate the engagement.
  - **Option 3:** Keep the initial group inside the fishbowl, but allow those seated outside of the circle to pose questions at any point in the conversation. At certain points in the conversation, turn the discussion "inside out," by having those seated on the outside own the conversation for 5-10 minutes.
- Pose and organise your own questions that fit the participants' actual field experience from the morning. Give participants substantial time to work with the questions once asked. For example, you may go 5 or so minutes without asking a question if the conversation is flowing and participants are asking their own questions. Here are some examples of the types of questions you can use:
  - What were some of the insights you picked up today about your host communities? What specific information did you learn? What do you know about the community that you didn't before?
  - Was there information that came up that you were not expecting? In other words, did you get answers to some questions you weren't asking?
  - What aspects of your activities felt most participatory or gave most control to local communities? Did any aspects feel less participatory?

- No matter which group you were in, how did you ensure that the voice of different participants was heard and that individual participants didn't dominate? Was that challenging?
- How will you (or would you) use the information from this field visit? What questions are you left with after the field visit?
- If you were to go to a different set of communities tomorrow what would you do differently? What adjustments would you make to the approach?

TOPIC: TECHNOLOGY FOR FEEDBACK LOOPS (OPTIONAL)

FORMAT	Plenary
DURATION	75 minutes
MATERIALS	Panel bios, Interview questions

- Prior to the workshop, identify two to four experts in the use of technology for feedback loops in the community / region who can serve on the panel. You should be creative in terms of the type of individuals you reach out to. You may want to reach out to:
  - Organisations that have set up "help lines" to capture citizen concerns, or SMS systems for capturing and pushing out messages
  - Organisations or research firms that conduct mobile data collection
  - Groups (including non-formal social movements) that have carried out effective social media strategies
  - Media, including community radio or online media
- Generate discussion questions ahead of time. One approach could be to allow workshop participants to generate a list of questions they are interested in exploring with the panelists. Some questions might include:
  - What are low-cost ways that allow CSOs to use technology to communicate with community members? What type of strategies typically work in low-resource communities?
  - What should a CSO consider when exploring whether to use technology to engage with communities? What have you seen go wrong for CSOs?

- What are the challenges and opportunities for collecting information with mobile technology? Are communities typically intimidated by or appreciative of the use of technology?
- How can staff best build their skills around technology use, such around social media?
- How can traditional and online media be used by CSOs to effectively communicate with and get feedback from communities?

TOPIC: 360-DEGREE PERFORMANCE REVIEW

FORMAT	Individual and/or small group
DURATION	45 minutes
MATERIALS	Flipchart paper, note cards or post-its, markers

- The purpose of this session is to allow participants to work either individually or in pairs to develop a sample questionnaire that they could use to get 360-degree feedback for one of their current projects / programmes.
- Hang up three sheets of flipchart paper with the following headings: "360 degree reviews: Purpose", "360 degree reviews: Process", and "360 degree reviews: Success factors."
- Ask participants to visit each one and use markers and note cards or post-its to fill in information about each – one idea per note card/post-it.
- The answers you are looking for are:
  - **Purpose:** *To develop feedback on an organisation's performance from a wide range of stakeholders (i.e. not just from community leaders, or a donor, etc.)*
  - **Process:** *To complete a 360-degree performance review, you can use a combination of qualitative and/or quantitative data collection techniques. Qualitative techniques may involve FGDs with key stakeholders built around mostly open-ended questions. Quantitative techniques may involve simple surveys built around mostly closed-ended questions.*

- **Success factors:** *It's to be clear about which stakeholders you want to survey as part of a 360-degree review process, and to think about the data collection techniques that will be most effective for getting information. Additionally, it's best to think of a few key categories of information you want to collect and prioritise a few key questions to ask for each category.*

- Depending on who the participants are, have them initially work individually (if they all come from different organisations / countries / projects) or in small groups or pairs (if they work within the same organisation or on the same project). Participants should develop a series of questions (up to 3 per category) following the 360-degree feedback questionnaire preparation guide (Annex I).
- If they are working individually, then they should now come together in pairs and review their questionnaire with another participant. If they are working in pairs, then pairs can combine to share and revise.
- Pull everyone into a plenary and ask for examples within each of the three categories. Allow a few minutes for questions and answers.

TOPIC: WORKSHOP WRAP-UP AND EVALUATION

FORMAT	Plenary
DURATION	30 minutes
MATERIALS	Matchsticks; evaluation form (one per participant)

- At the end of the of the workshop, it is helpful to give participants an opportunity to briefly discuss what they got out of the entire blended learning course and how they will use their new skills and knowledge going forward. To do this, facilitators could ask participants to stand in a circle and make a "matchstick statement."
- Hand each participant a matchstick. Go around the room and give each participant an opportunity to answer a single question such as: How will you use your new knowledge, skills, and abilities in community engagement in the next six months?
- Each participant must light their matchstick before answering the question and finish their answer by the time the matchstick goes out.
- Administer the standard course evaluation form.

Annex **A**

Simplified agenda

TIME	TOPIC
	DAY 1
EARLY MORNING SESSIONS	Introduction to the workshop
	Line-up introductions
	This is Jeopardy!
	BREAK
LATE MORNING SESSIONS	Introducing your project to a community
	Venn mapping
	LUNCH
EARLY AFTERNOON SESSIONS	PRA community mapping
	Focus group discussions
	BREAK
LATE AFTERNOON SESSIONS	Field visit preparation (if applicable)
	Day 1 wrap-up
	Field visit group meeting (if applicable)

TIME	TOPIC
	DAY 2
MORNING SESSIONS	Warm-up
	Field visit
	LUNCH
EARLY AFTERNOON SESSIONS	Field visit continued
	Field visit debrief
	BREAK
LATE AFTERNOON SESSIONS	Technology for feedback loops (optional)
	360-degree performance review
	Workshop wrap-up and evaluation

Annex **B**

"Troubled Water" discussion guide

The PBS Frontline documentary, "Troubled Water," tells the story of the promise and eventual failure of the Play Pump to clean water in Southern Africa. After attracting significant sums of money and support from individuals and institutions as far-reaching as the Clinton Foundation, the Bush Administration, and the Case Foundation, the Play Pumps social enterprise effectively ceased operations in 2010.

There are a lot of lessons that can be drawn from the Play Pumps story. Use the discussion questions below to guide your table conversation, but feel free to explore your own questions as well.

1. What was so attractive about the Play Pump concept? What problems did it aim to address, either directly or indirectly? Why do you think such a wide range of stakeholders got so excited by the model?
2. Why did the Play Pump concept end up not working? What were the aspects of the model that proved ineffective or broken?
3. Discuss how the Play Pumps seem to be introduced to communities, or at least certain communities? Why is this an issue? Could any problems have been anticipated through a different approach to introducing the concept to communities?
4. Imagine you could go back to 2006 when Play Pumps were scaling up. There are many basic issues with the model that you probably couldn't have fixed. However, how would you have advised the enterprise to approach community introductions?

Annex **C**

Example of Venn diagram

Source: http://www.conceptdraw.com/examples/sustainable-development-in-venn-diagram

Annex **D**

Focus group discussion (FGD) guide

In this focus group discussion (FGD), you will interview each other about either your job function or organisation. The goal of the facilitators should be to understand a day in the life of someone in the job function or organisation of the interviewees. The facilitator should ask questions that give a sense of what it feels like to work in that job or organisation. This should include understanding their key activities, concerns, etc.

The facilitators should take 10 minutes to determine about 4 key questions to cover in the discussion (note: in a 45-60 minute FGD you may have between 8 and 12 questions on average). A few questions that could be used are presented below. Facilitators should amend these questions or come up with new ones that are more appropriate:

1. How would you describe your main responsibilities in your current job? Which of these responsibilities take up most of your time?
2. What other individuals or departments do you interact with the most on a daily basis? What information or services are you getting from (or giving to) these individuals and/or departments?
3. How do you know if you're being successful in your current job? What are your specific measures of success?
4. Is there anything that you feel like people don't understand about your job? Are there particular skills required (or responsibilities of) your job that people are not aware of?

After you determine about 4 key questions for your FGD, write them down on the FGD answer sheet. Choose one person to serve as the lead facilitator and another person to serve as note-taker. The note-taker should do their best to take detailed notes on the ***key information*** raised in the discussion.

Annex **E**

Community walk guide

This is a simple guide to conducting a "community walk" in your target community. As you know from the video, a community walk is sometimes completed after a "community sketch." Given time limitations, your group will focus solely on the community walk methodology. But, you may have the chance to compare your findings with those of the group doing the community sketch, and later with those that completed focus group discussions.

Key steps include:

1. Determine what you are interested in: Before beginning your activity, think about what you want to find out. Are you interested in understanding the physical characteristics of the community? If so, that will guide you in what you ask participants to convey to you. Are you particularly interested in the social infrastructure of the community, such that you want to know where particular sub-communities are situated? Are you working in the education sector and interested in understanding how community members (particularly vulnerable households) interact with the school? Be clear about how broad or narrow you want to define your interests ahead of time, as that will determine how you engage on your walk.

   Establish roles: In your group, make sure you outline some roles and responsibilities. While everyone should be able to engage in the process, you may want to choose 1-2 people who can serve as lead facilitators. These individuals should be prepared to present the purpose and method of the activity. The lead facilitators should help the activity get started by asking participants to select a route. They may take the primary role in asking questions along the way, although others should jump in. The group should also have 1-2 note-takers to capture some of the information and insights that are not directly reflected on the map. If deemed appropriate, one person could take photographs of key features that come up. Other participants should be prepared to ask questions as appropriate, including by engaging in constructive side conversations with key stakeholders on topics that arise (see "deepening the discussion" below).

Note: You don't want the number of facilitators to overwhelm the number of participants from the community. If you have 2-4 facilitators leading a community walk, then only 1 or possibly 2 should lead the facilitation. If you have more than 6 people in your group, you may want to break the community groups into two and have them complete separate walks. You can then compare the results of the mapping at the end.

2. Convene your participants and explain the purpose: Once you arrive in the community and are with your participants, clearly explain the purpose and method of your activity. Explain that you're hoping to understand their community better. If there are specific features of the community you want to explore, explain that to the participants. If this is tied to a broader set of activities that are ongoing in the community, discuss that with the participants. Also, be clear that the results of this activity may not lead to any interventions as you don't want to create expectations that can't be met. **After explaining the purpose of the activity, explicitly ask for participants' permission before beginning the walk.**

3. Select a route: After participants are clear on the structure and purpose of the walk, ask them to select a route. Provide some parameters for this if you have them. For example, you may explain that you want to cover the entire diameter of the community. Or, you may note that you want to make sure to visit a few specific locations and what's in between. As much as possible, however, hand over control to the community members to determine a flow to the walk that makes sense.

4. Start walking: You don't have to make this complicated! Once participants have loosely decided on an itinerary, start walking. The lead facilitators should have prompted the participants to describe key features of the community along the way. Remind them of your particular interests. For example, tell them if you're interested in hearing about the history of particular structures, such as infrastructure or specific businesses. If you feel like participants are rushing or not taking time to note interesting features, slow things down and ask questions, such as: Where does this go to? Have the number of households changed much in recent years? What kinds of procedures are people able (and not able) to receive at the health centre? It's fine to ask some direct, closed-ended questions, but as much as possible try to steer the conversation toward more open-ended discussion that invites unexpected information. Sometimes it takes a bit of time and prompting to get participants into the flow of closely observing their surroundings.

5. Deepening the discussion: It is very likely that you'll have a lot of participants actively engaged in the discussion, but a few may hang back and engage less. You can take that as an opportunity. While most participants may be actively sharing information along the walk, some of the facilitators can engage more passive participants in side conversations about features that are being observed. These side conversations can explore questions such as: How often do catch ponds go dry? How long does it take the students in the farthest flung locations to get to school? These kinds of side discussions will bring out the voices of individuals who are less vocal and help form a more nuanced picture of the community.

6. Ask what you missed: Most communities you visit will be large enough for you not to be able to visit everything. Once you finish your walk but before you wrap up, ask participants what important features of the community you weren't able to visit. You can get at this in an open-ended way: If we had another hour, what would you want to show us? Or, what else would you like us to know about your community? If you're looking for more targeted information, ask specific questions.

7. Align with "community sketch" information: If the schedules can line up (and the "community sketch" group is operating in the same community), meet up with them and cross-check the features you mapped out. Are there elements that are missing or that are misrepresented? The purpose here is to allow the two groups to clarify their understanding of the community's features based on two separate activities.

8. Debrief: Either while in the community or back in the workshop, your group should debrief on what you learned about the community. What was the most important information that you picked up? What assets, infrastructure, etc. did you learn about that relates to the overall purpose or question you had up front? How could the information help you with your ongoing work in the community? What questions are you left with after the session? Your group's note-taker should be documenting this debrief.

Annex **F**

Community sketch guide

This is a simple guide to conducting a "community sketch" in your target community. As you know from the video, a community sketch can be done in conjunction with (or ahead of) a "community walk," in which community members guide you through their locality. Given time limitations, your group will focus solely on the community sketch methodology. However, you'll have the chance to compare your findings with those of the group doing the community walk, and later with those that completed focus group discussions.

Key steps include:

1. Determine what you are interested in: Before beginning your activity, think about what you want to find out. Are you interested in understanding the physical characteristics of the community, which is perhaps the most common reason for conducting a community sketch? If so, that will guide you in what you ask participants to map out. You may be interested in the physical characteristics of the community, but for a particular reason. For example, if you're interested in expanding the use of the health centre, maybe you're interested in the distances between vulnerable households and the health centre, or their comparative proximity to private pharmacies that compete with the health centre. In short, determine how broad or narrow your interests are for this activity.

2. Establish roles: In your group, make sure you outline some roles and responsibilities. While everyone should be able to engage in the process, you may want to choose 1-2 people who can serve as lead facilitators. The lead facilitators should be prepared to present the purpose and method of the activity and initiate it by asking the community members to begin mapping with some simple directions. They may break in periodically to ask targeted questions to push the activity along. The group should also have 1-2 note-takers to capture some of the information and insights that are not directly reflected on the map. This might include information about the history or aspects of particular features on the map. Other participants should be prepared to ask questions as appropriate, including by engaging in constructive side conversations with key stakeholders on topics that arise (see "deepening the discussion" below).

Note: You don't want the number of facilitators to overwhelm the number of participants from the community. Typically, you'll have 2-4 facilitators leading a community sketch. If you have more than 6 people in your group, you may want to break the community groups into two and have them complete separate maps. You can then compare the results of the mapping at the end.

3. Determine your materials: Think through what materials are readily available and will be easy for participants to use, such as markers and flipchart paper. These can work well for groups that are literate and used to working with paper. However, other groups may do better with materials that are more tactile. Whatever you decide, prepare materials that allow your participants to define the borders of the community and show various structures and assets within the community: households, fields, schools, health clinics, roads, etc. Materials could include natural materials, such as grass or leaves or things like rope, tape, talcum powder, etc. Really, the sky is the limit.

4. Convene your participants and explain the purpose: Once you arrive in the community and are with your participants, explain the purpose and method of your activity. Explain that you're hoping to understand their community better. If there are specific features of the community you want to explore, explain that too. If this is tied to a broader set of activities that are ongoing in the community, discuss that. Also, be clear that the results of this activity may not lead to any interventions as you don't want to create expectations that can't be met. **After explaining the purpose of the activity, explicitly ask for participants' permission before beginning the sketch.**

5. Let them start mapping: You don't have to make this complicated. Remember, this activity is about passing as much control as possible to community members. Emphasise that you're hoping everyone can participate in the process. Invite them to start mapping out their community. It can be helpful to suggest that they begin by defining the boundaries. If they have trouble knowing where to begin after that, you can offer some suggestions such as: Do you want to start with identifying where people's fields are? Or where most households are? Or where the school is located? Along the way, pay attention to what they're mapping. Let participants discuss and even argue amongst themselves as to where features should be shown and how. If you think things are missing, you can ask questions such as: What about the mosque? Where does the Saturday market take place?

6. Deepening the discussion: It is very likely that you'll have a lot of participants actively engaged in the discussion, but a few may hang back and be less engaged. You can take that as an opportunity. While most participants are busy mapping, some of the facilitators can engage more passive participants in side conversations about different features being mapped. You can ask questions tied to your overall research goals. For example, you might ask: How old is the school? How many teachers are employed there? Is there an active parent-teacher association? As much as possible, invite participants to engage in more open-ended conversation. For example, you could ask: What kind of changes have you seen in your community over the last 3 years? These kinds of side discussions will bring out the voices of some individuals that are less vocal and help form a more nuanced picture of the community. When the mapping is completed, have participants walk you through the main features of the community, again providing you with an opportunity to gather targeted information related to community assets of interest.

7. Align with "community walk" information: If the schedules can line up (and the "community walk" group is operating in the same community), meet up with them and cross-check the features you mapped out. Are there elements that are missing or that are misrepresented? The purpose here is to allow the two groups to clarify their understanding of the community's features based on two separate activities.

8. Documentation: If your participants were working with paper, then the community sketch will have already been documented in a form that can be taken with you. If not, make sure you take good pictures that will allow the sketch to be recreated later.

9. Debrief: Either while in the community or back in the workshop, your group should debrief on what you learned about the communities. What was the most important information that you picked up? What assets, infrastructure, etc. did you learn about that relates to the overall purpose or question you had up front? How could the information help you with your ongoing work in the community? What questions are you left with after the session? Your group's note-taker should be documenting this debrief.

Annex **G**

Focus group discussion (FGD) guide

This is a simple guide to conducting focus group discussion (FGD) in your target community. As you know from the video-based part of the course, FGDs provide a means of generating rich information and perspectives from a set of participants, typically between 5 and 15 individuals. These FGDs are semi-structured in nature, meaning that you determine a set of guiding questions, but are free to explore additional questions as the discussion proceeds. Some of the things you will want to practice in this activity include:

- Crafting guiding questions
- Recognising opportunities to explore new questions in real time during the discussion, while still covering enough of your guide
- Keeping a few people from dominating the discussion, and ensuring that shy voices are heard
- Reviewing what was heard and noted during an FGD

Key steps include:

1. Determine the primary purpose of the FGD: Before beginning your activity, think about what you want to find out. Do this by identifying an overarching purpose for your FGD. A purpose statement could be broader or narrower depending on the needs of your project. Examples of purpose statements include the following:

a. To understand local perspectives on key governance institutions

b. To understand utilisation patterns at the community health centre

c. To understand factors contributing to and inhibiting participation in the local parent-teacher association (PTA)

After you identify what you hope to get out of the FGD, write down a purpose statement on the FGD Question/Note Guide on the pages that follow. Remember, you'll want to structure the FGD so that you achieve your purpose, while remaining open to additional information you may not know you're looking for.

2. Determine guiding questions: In a real research setting, you may be conducting multiple or even dozens of FGDs and key informant interviews. Determining guiding questions ensures that you approach your discussion in a purposeful way that maximises your ability to get the information you're seeking. It also creates some level of standardisation across your interviews/discussions with similar types of stakeholders. For example, in a research activity you may have separate but related guiding questions for discussion with community members, government, local chiefs, etc. For a 45-60-minute FGD, you should expect to have about 8-10 guiding questions (probably no more than 12). You may have a few questions that are more closed-ended to get targeted information, but you generally want to pose more open-ended questions that will generate discussion and insight by participants.

Agree on a set of guiding questions for your FGD, writing them on the FGD Question/Note Guide on the pages that follow. Although you can modify the sequence of the questions (and the questions themselves) during the discussion, think about the order in which you ask the questions. You may want to ask one or two broad questions up front that invite open discussion from the participants. If you were exploring the issue of participation in the local PTA, you could include questions like:

a. Can you tell me about the history of the local PTA? Roughly how long has it been active and how has its role changed over the years?

b. What are the primary activities of the PTA? What are some of the actions it has taken over the last 6 to 12 months?

c. How would you describe the participation of the community in the PTA? How many people are typically attending meetings, planning events, or attending events?

d. For those of you that indicated you participate in the PTA, why do you engage in the structures? What are you trying to accomplish? How would you describe your motivation?

e. What are the greatest challenges you face in getting community members to participate in PTA activities?

f. What else do you think we should know about the PTA and its role in the community?

Notice that all of these questions are fairly broad. The hope is that they will kick-start a lot of discussion among participants. But note that some of the most important questions may be what is asked in between these questions. Participants are going to make interesting points, and you'll want to explore those with follow-up questions.

3. Establish roles: In your group, make sure you outline some roles and responsibilities. While everyone should be able to engage in the process, you may want to choose 1-2 people who can serve as **lead facilitators.** These individuals should be prepared to present the purpose and method of the activity. The lead facilitators should help the activity get started by asking the initial question. They will also set the pace of the interview, by playing the primary role in asking questions from the interview guide. The group should also have 1-2 **note-takers** who capture some of the information and insights that are not directly reflected on the map. Taking notes during FGDs is challenging. Note-takers should be ready to capture ***key information,*** i.e. information that relates directly to the overall purpose and questions being asked. This means note-takers must try to weigh what's really important in the moment, as trying to capture everything is usually not possible.

   Note: You don't want the number of facilitators to overwhelm the number of participants from the community. Typically, you'll have 2-4 facilitators leading an FGD. If you have more than 5 or 6 people in your group, you may want to break the community groups into two and have them complete separate FGDs. You can then compare the results of the discussions at the end.

   If you decide to have separate groups, think about how you divide up participants. As you'll recall from the video-based part of the course, some discussions are best had with "plural" or diverse groups. In other cases, "single identity" groups (i.e. all women, men, youth, etc.) create safer, more participatory environments.

4. Convene your participants and explain the purpose: Once you arrive in the community and are with your participants, clearly explain the purpose and method of your activity. You can use the FGD Question/Note Guide to map out how you plan to explain the purpose of the activity. Explain that you're hoping to understand their community better. If there are specific features of the community you want to explore, explain that to the participants. If this is tied to a broader set of activities that are ongoing in the community, discuss that with the participants. Also, be clear that the results of this activity may not lead to any interventions as you don't want to create expectations that can't be met. **After explaining the purpose of the FGD, explicitly ask for participants' permission before beginning the discussion.**

5. Start discussing: You don't have to make this complicated! The lead facilitators should initiate the discussion by posing the first question. Remember, don't be afraid to sit back and let the conversation go on for extended periods of time without moving on to the next question. However, follow the conversation carefully so that you're ready to probe into interesting details or move along with the interview guide. During the discussion, the note-takers should be doing their best to document key information.

6. Debrief: Either while still in the community or back in the workshop, your group should debrief on what you learned about the communities. What was the most important information you picked up? What assets, infrastructure, challenges, etc. did you learn about that relate to overall purpose of the FGD? How could the information help you with your ongoing work in the community? What questions are you left with after the session? Your group's note-taker should be documenting this debrief.

   A key element of this debrief should be making sure that everyone heard the information the same way. It is not uncommon for different facilitators/note-takers to understand what was said differently. If there are differences in understanding, talk through them and make a note if you can't resolve the differences.

Annex **H**

Focus group discussion (FGD) question and note guide

This guide is designed to help you structure your focus group discussions (FGDs). The guide provides you with space to outline the purpose of your FGD, think through how you will explain that purpose and ask for consent from FGD participants, and list guiding questions. The guide also provides space for taking notes under each question. You don't have to use this guide for capturing your notes but do keep in mind that it is a best practice to have interview guides that allow you to easily link your notes to questions.

Purpose statement

Outline a clear statement of the purpose or goal of your FGD.

Plan for explaining purpose during FGD

Make note of how you plan to explain the purpose and ask for permission or "informed consent" to conduct the FGD. Participants in research activities should always know the purpose and process of the research being conducted.

I Question

Notes

2 Question

Notes

3 Question

Notes

4 Question

Notes

5 Question

Notes

6 Question

Notes

7 Question

Notes

8 Question

Notes

Annex I

360-degree performance review guide

360-degree reviews provide you with an opportunity to solicit useful and comprehensive feedback about your organisational performance from a broad cross-section of stakeholders, including community-level stakeholders. These reviews will allow you to get specific ideas about where you can improve your programming or services and help you strengthen your relationship with the community.

Before developing your own 360-degree review guide, let's review what we mean by an open-ended versus closed-ended question. Imagine you were interested in understanding how a community views your organisation's field staff. In an FGD, you may ask the following:

> *Do you have regular contact with our field staff? If so, how would you describe their performance? How satisfied are you with their work?*

The first question is a closed-answer, yes/no question, but it is followed by two connected questions that could have a variety of responses. Answers could be captured by those taking notes during the FGD and facilitators could be ready to ask follow-up questions where desired. By contrast, the following closed-ended questions may be built into a survey:

> *How often do you have contact with our field staff? A) Once per week or more often; B) About once per month; C) Once every couple months; D) Almost never*
>
> *Are you satisfied with our field staff's performance? Yes or no?*
>
> *How satisfied are you with our field staff's performance? A) Very satisfied; B) Somewhat satisfied; C) Somewhat unsatisfied; D) Very unsatisfied; E) Don't know*

Open-ended questions can yield rich, sometimes unexpected information. By contrast, closed-ended questions can be more easily quantified, i.e. presented as numbers such as *45% of respondents were satisfied with field staff performance.* While you will tend to use more open-ended questions in an FGD and closed-ended questions in a survey, you can mix and match. You can ask targeted closed-ended questions in an FGD, just as you can ask more open-ended questions within a survey.

Before you conduct the 360-degree review, you will want to make a few decisions:

1. **Who will participate in the review.** Categorise your stakeholder groups and think about how many people you want to approach for feedback within each group. Define which stakeholders you want to get information from as part of your review.

2. **How they will participate in the review.** Consider your resources and ability to use the results of the feedback. Can you hire a data collector to conduct a survey? How many people do you want to survey? Do you have someone on staff who can analyse the results of the survey? If not, then focus group discussions (FGDs) may be a better method for collecting feedback. Is the content of your programme too sensitive to discuss in a focus group discussion where the participants may know each other? If so, an anonymous, confidential survey conducted by an outsider may be more appropriate than an FGD. Decide what data collection techniques will be most effective for getting information from these groups. Try to come up with 3-4 stakeholders you would want to include in this review:

STAKEHOLDER GROUP	DATA COLLECTION TECHNIQUES/CONSIDERATIONS
1.	
2.	
3.	
4.	

3. **What do you want to learn about the programme.** Typical areas of feedback include issues related to your organisation's alignment with local communities or stakeholders, communications skills, and activity or service delivery. Determine what categories of performance you want to assess. For the purpose of this exercise, we suggest you include the following:

   a. *Organisational and community alignment:* assess the extent to which your organisation's mission, vision, and values are aligned with those of the community.

   b. *Communication skills:* assess your organisation's ability to relay messages, listen, receive non-verbal communication, speak with clarity, negotiate with respect, and receive feedback.

   c. *Activity delivery:* assess your organisation's performance in delivering on its promise, achieving results on time, and working with the community to develop appropriate activities

   d. *Other:* Come up with another category of performanceyour motivation?

4. For each category, try to come up with 2-3 questions you may use in an FGD or survey. Practice with generating a combination of open and closed-ended questions.

Organisational and community alignment

Question One

.....

.....

.....

.....

Question Two

.....

.....

.....

.....

Question Three

.....

.....

.....

.....

Communications skills

Question One

Question Two

Question Three

Activity delivery

Question One

Question Two

Question Three

Other

Question One

Question Two

Question Three