PARTICIPATORY COMMUNITY GOAL IDENTIFICATION PROCESS

FACILITATOR HANDBOOK


FOUNDATION FOR SUSTAINABLE DEVELOPMENT

NOVEMBER 2015

A PROJECT BY UNIVERSITY OF SAN FRANCISCO
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PREPARATION

INTRODUCTION

The Participatory Community Goal Identification Process Facilitator Handbook is a guide for Foundation for Sustainable Development (FSD) on-site program staff to conduct annual community-goal setting evaluations. The handbook includes detailed information about preparation, goal identification process, and data reporting.

OVERVIEW/BACKGROUND

Through the University of San Francisco’s Social Impact Practicum course, FSD partnered with graduate student project team: Molly Brennan, Shelly Helgeson, and Danielle Lam. In an online forum, the project team interviewed Lisa Kuhn, FSD Executive Director, and exchanged emails regarding project expectations and scope of work. The project team worked diligently to catalogue concerns, challenges, and limitations conveyed by Director Kuhn and program staff. Based on initial correspondence and provided materials, FSD is seeking to measure and evaluate their impact in all of their international program sites. The first step in this process is to identify the community goals or priorities directly from the community members in order to evaluate if FSD efforts are aiding the realization of these community driven goals.

Director Kuhn recommended piloting an evaluation program with their site office in Jinja, Uganda. This site was chosen because of FSD’s strong history of community involvement and the site directors understanding of the importance of evaluation. The ultimate project goal is to create a program evaluation framework that can be modeled for other FSD sites.

GOALS AND OBJECTIVES

FSD would like to further its ability to complete its mission to achieve community driven goals. The process detailed below will facilitate identification of community goals by enabling the collection of the priorities of each community where FSD work. The community will set their own goals and FSD will assist in achieving those goals. Facilitators will provide a participatory environment where diverse members of the community will feel comfortable sharing their thoughts and feelings about what they would like to see in their community. Another goal of this process is to share the information with FSD’s local partners, so they are also better able to serve their communities.
REQUIRED MATERIALS

- Note cards or small pieces of paper
- Box with lid
- Notebook (for note taker)
- Computer (if available)
- Pens/Pencils
- Markers (for drawing priority symbols see instructions below)
- Large Sheets of Paper (or blackboard and chalk)
- Stickers (for voting, if not available can use markers or chalk)
- Light snacks
- Attendance sheet

LOCATION

Find a space that can comfortably accommodate 20-25 participants and two facilitators with the ability to move around the room or outdoor location and sit in a circle. A space to write down the responses of the group and draw symbols is also necessary.

The location may be indoors or outdoors. The choice is up to the facilitators based on what they think would make the participants more comfortable. If the choice is an outdoor location, be sure to have an indoor back up location in case of rain.

RECOMMENDED STAFFING

1. Discussion Facilitator
2. Note-taker

One facilitator should always be from FSD. If groups are separated by gender, then both facilitators should be of the same gender. If two FSD staff are not available, a facilitator should be drawn from the community and preferably given the role of the note-taker.

PARTICIPANTS

Gather 20-25 people for a goal-identification workshop. Facilitators should begin the planning process and participant recruitment at least a month before the event date. There must be at least 20 people involved to make the survey/study statistically significant. With this number of participants in each sub-group, enough opinions will be
gathered from the community that it is significant in obtaining a general idea of the greater community goals.

It is necessary to have a diverse group of community members in attendance in order to ensure there is a good representation of people at different stages of their lives and with differing experiences. It is necessary to have this diversity in order to understand where the priorities of the community members intersect.

**Note:** The type of demographics included in the study will depend on the cultural identity and norms of the community. This will also influence whether men and women will be separated into different groups, or if participants will be separated by age, etc. It is the choice of the facilitators to determine what subgroups of a community will be created to get the most accurate reflection of community priorities and goals.

**Potential Demographics**
- Gender
- Age
- Ethnicity
- Religion
- Nationality (refugee contexts)
- Sexuality
- Vocation
- Number of children
- Income

**SAMPLING METHODOLOGY**

The following sampling methodology will create a random sample that is representative of all subgroups existing within a community, while also remaining culturally sensitive in study design. Twenty-five people will be selected from each identified demographic subgroup to participate in the process.

Recommended materials include:
- ☐ Small pieces of paper or cards
- ☐ Boxes with lids

**Note:** The most important issue is not random sampling, but bringing forward representation from all groups, including the poorest and most vulnerable, to develop and articulate their views.
INSTRUCTIONS:

1. Identify the demographic subgroups of the population you would like to participate in separate processes. For example, men, women, youth, elders, etc.

2. Solicit interest for participation from a wide group.¹

3. Instruct those who are interested in participating to fill out a card or write on a piece of paper –
   ✓ Name
   ✓ Gender
   ✓ Age
   ✓ Contact Information (if applicable)

Note: It is acceptable for others to write this information down for interested participants who may have trouble writing this information on their own.

¹ Suggestion: Try not to target participants from just one interest group, socio-economic class or partner organization. Spread the word across as many areas as possible to ensure you are getting as representative group as possible. (It is understood that there may be limits due to community size and transportation requirements.)
4. Have the interested persons place their card in a designated box with lid on it.²

Note: Ideally there should be numerous boxes around different program sites or locations in the community, making it as easy as possible for a wide variety of individuals to express their interest in participating.

5. When the deadline to submit an interest card has passed, empty the cards from the box and sort them by the subgroups you have identified beforehand. For example, men over the age of 18 in one pile, women over the age of 18 in another pile, men under age 18 in one pile, women under 18 in another pile.

6. Put each pile in a bowl or box and then randomly select 25 cards out of each subgroup’s cards. These will be your participants.³

Note: You may also divide interested participants by program site or location and randomly select an allotted number from each site.

² Suggestion: Depending on your timeframe, you could collect interest cards over several weeks or even just a few days.

³ Suggestion: If a group does not have enough volunteers to select 25 cards, you may need to continue to invite participants until the quota has been met. You should only invite targeted participants if you are having trouble filling the 25 places.
7. Contact participants to let them know they have been randomly selected to participate in the community goal identification discussion.

QUESTIONS & RESPONSE METHOD

SELECTED PROMPTS (QUESTIONS):

✔ What is the good life?
✔ What is your favorite thing about your community?
✔ How do you want your child’s life to be different from yours? OR How do you want your life to be different from your parents’ life?
✔ What is your idea of the perfect community?
✔ If you could have one thing for your community, what would it be?

The selected questions are intended to discover the group values and define important goals in lives and communities. By asking the five questions, it will begin the process towards defining the community-driven goals. The questions are both open ended and specific to encourage conversation. Having the different types of questions will help the facilitators adjust the type of conversation that inspires the most discussion in the group. When all participants have answered the questions, the facilitators will gain a better understanding of the community goals and aspirations.
Note: Questions can be altered depending on the demographics of the group participating in the exercise. For example: For adults you would ask, “How do you want your child’s life to be different from yours?” For youth you would ask, “How do you want your life to be different from your parents’ life?”

RESPONSE METHOD
It is important to the integrity of the process that all participants contribute to the community goal-setting conversation. However, it is likely that some individuals are more dominant speakers while others may be resistant to discuss their thoughts in front of a group. Skilled facilitation will be integral to a balanced discussion and accurate data collection.

Suggested Method
- Distribute numbers as people enter the meeting room and ask them to speak in that order

Alternate Method(s)
- Speak in order of age
- Speak in order of birthday month (i.e. all January birthdays speak first, followed by February, then March and so forth)
PROCESS

PHASE ONE: INTRODUCTION

*Estimated time duration: 15 minutes*

Phase one is designed to set the foundation and guidelines of participation for the group. Additionally, facilitators will review the agenda and provide an overview of the schedule. As a result, participants will gain a fuller understanding of FSD, the purpose of the workshop, and an overview of upcoming exercises and discussions.

INSTRUCTIONS:

1. As participants enter the discussion area, provide each individual with a number and record their name on a piece of paper to document attendance.

2. Invite all participants to sit down in a circle.

(One option for set up is demonstrated below.)

Image: [www.do-good-lab.org](http://www.do-good-lab.org)
3. Welcome and thank participants for attending.

4. Introduce all present staff including you.

5. Explain that the Foundation for Sustainable Development’s mission is to achieve community-driven goals. State that participants are in attendance to participate in exercises designed to solicit goals and priorities important to the community.

6. Invite participants to go around the circle and introduce themselves. In addition to providing their name, ask them to also say one word to describe themselves.

   Note: You can ask any question that you believe would help community members get to know each other and that would put them at ease for the discussion.

7. Review the timeline with participants. The timeline should also be posted as a visual.

   ✓ The process will last approximately 3.5 hours. Start time is xx am/pm and the end time is xx am/pm.
   ✓ The discussion is two hours long, including answering questions and discussing what is important to participants and defining community priorities.
   ✓ Upon entering the venue, all participants were provided a number. Each participant will answer the prompt/question in order of number; number one will speak first and so forth.
As a group, participants will create symbols that indicate the themes selected during the discussion period and then a volunteer from the group will draw them.

Following the symbols, 15 minutes will be provided for participants to select their top three themes by placing a sticker/marking a star next to the theme symbols.

8. Set ground rules with the group. Prepare a sheet of paper or area of the blackboard to record rules determined by the group. Create about five or more ground rules that are agreed upon by all participants.

Example Ground Rules
1. Listen when other people are speaking
2. Be respectful of opinions different from yours
3. Don’t interrupt others

Note: At the beginning of each day of process, reinforce democratic principles of dialogue. Have a facilitator/participant remind the others:

- That each of us are humans and are equals;
- Each of us have unique experiences and knowledge that are different from the others;
- There is equal need for each of us to share our thoughts, insights and opinions so that we can learn from each other.

Note: If note-taker is from the community and not FSD staff this may be good for them to state since the group may see them as more of a peer.)
PHASE TWO: DATA COLLECTION

Estimated time duration: 2 hours

It is important to inspire participants to individually answer questions related to their ideal community and foster a group discussion that will define what the group views as the goals of their community. Additionally, facilitators should aim to engage the community and develop themes based on participant answers; therefore translating to goals and developing symbols associated with those goals. A list of community goals and corresponding symbols will be created and charted on the paper/blackboards on the walls of the room or tables where the event is taking place.

SYMBOL CREATION

Before beginning this exercise the facilitator should ask if there is a member from the group who would like to volunteer to draw symbols representing themes. The group will collectively determine a symbol that will represent each theme. Creating symbols and drawing them on the board further facilitates engagement and community participation. Those that cannot read can remember the themes by the pictures drawn on the paper or board.

EXERCISE OVERVIEW

There are five questions that will be posed to the group. Each participant will answer only one of the five questions.

OPTION ONE

Example:
1. Participant one answers question number one
2. Participant two answers the second question
3. Participant three answers the third question
4. Participant four answers the fourth question
5. Participant five answers question the fifth question
6. Participant six answers the first question
7. and so on until each person has answered one question

First the facilitator will set an example by answering one question and asking the community to identify themes in her answer in order to create symbols.

After each participant answers a question, the facilitator will help the group identify themes that occurred in their answer. They will write these themes as headings on a piece of paper or chalkboard and write a word or two under the theme headings that relate to the person’s answer. As new themes arise from participant answers, a new piece of paper with the theme heading is created or written on the board. If a participant mentions a theme in his answer that is already identified, the facilitator will write the word or words relating to her answer under the theme.
OPTION TWO

Participants are broken into five groups each getting one of the five questions. Half of the time in the discussion will be used for individual discussion. Each small group will speak in the order of the numbers they received. Then the group will come back together and each participant will give a summary of their response to the question they answered and the themes they identified. The identified themes will then be drawn as in the process above. (One difficulty presented by this approach is that with only one note taker important details may be lost.)

QUESTIONS
✓ What is the good life?
✓ What is your favorite thing about your community?
✓ How do you want your child’s life to be different from yours? OR How do you want your life to be different from your parents’ life?
✓ What is your idea of the perfect community?
✓ If you could have one thing for your community, what would it be?

MATERIALS NEEDED
✓ Large surfaces to write on - large pieces of paper or chalkboard
✓ Markers or chalk
✓ A notepad and pen or computer for note-taker

INSTRUCTIONS:
1. Ask if there is a person who would like to volunteer to be the “artist” for the day.

2. Give the artist a marker or chalk and ask them to await further instruction.

3. Now, tell the audience you are going to tell them about your idea of the “good life”.

4. Tell your story. For example, “The good life to me is waking up in the morning and walking my daughter to school. I do not have to go to work that day so, instead I work in my garden and find that my vegetables have grown well during the night. I go to the market and buy my family’s favorite food and prepare a dinner. When my husband and daughter come home, we share a nice meal…”

5. After you are finished with your story, ask the group, “What are the themes that relate to my idea of the good life?” Ask the group, “What is a good symbol for this
particular theme?” Someone from the group can shout out an answer. The agreed upon symbol is then drawn by the volunteer artist next to the written theme.\(^4\)

Image: http://r4d.dfid.gov.uk/PDF/Outputs/Disability/PolicyProject_pra.pdf

6. When the group understands the concept, ask the person who drew number 1 to answer the first question.

7. As the first participant answers the question, the note-taker should be taking careful notes.

8. When the participant is finished answering the question, briefly summarize the answer you heard, highlighting the key points.

9. Ask the group what themes they heard from the answer. As themes are suggested, write them on different pieces of large paper or the board.

10. Ask the group, “What is a good symbol for this particular theme?” Someone from the group can shout out an answer. The agreed upon symbol is then drawn by the volunteer artist next to the written theme.\(^5\)

11. Once all themes have been identified from the first participant’s answer, ask for the person who drew number 2 to answer question number 2.

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\(^4\) **SUGGESTION:** You may need to help the group understand this concept. You can offer help by saying, “Why is it important to me that I walk my daughter to school?” The group may answer, “Because you want her to have an education.” or “You want her to be safe.” You would then offer that the themes could be “education” or “safety.”

\(^5\) **SUGGESTION:** If there are many suggestions, the facilitator can quickly conduct a vote by a raise of hands. For example, “Who likes a house for the symbol of Home Life? <People vote by raising hands> “Who likes a heart as the symbol for Home Life?” <People vote by raising hands> The symbol that gets the most votes wins and the artist from the group or the facilitator then draws the symbol next to the matching word on the table.
12. Again ask the group to identify themes from the person’s answer.

13. If new themes arise, write them on a new piece of paper and have the artist draw a corresponding symbol decided upon by the group.

14. If a theme is identified that is already written down, simply write a word or two that relates to the participants answer under the pre-existing theme.

   **Note:** If the literacy level of the group is very low use checkmarks under the symbols instead of words.

15. Circulate through each participant, alternating through the five questions. Be sure each person in the group answers just one question each.

16. After every participant has had the opportunity to answer a question and the corresponding themes have been identified, you are finished with this lengthy phase. Congratulations! 😊

**ALTERNATIVE DATA COLLECTION:** If you are working with a large group or have limited time constraints there is an option to break participants up into small groups to discuss one of the assigned questions together.

1. Divide groups into 5-7 participants (This could be done by the numbers assigned to each person as they enter the workshop. For example: 1, 6, 11, 16, 21 are all in one group)

2. Provide the small group with their assigned question and ask them to discuss all possible answers as a small group.

3. After allowing ample time for rich discussion among the small groups, ask each participant to report out in turn by their assigned number as is suggested in the first set of instructions.

4. You would then follow the same instructions of theme extraction and symbol identification that begin on Step 9 of the previous Data Collection instructions.

   **Note:** If time is extremely limited you can have each small group elect a representative to report out the outcomes of the small group. However, with this method, there is risk of losing the rich detailed conversation occurring in each small group and that not all voices felt like they are heard.
PHASE THREE: COMMUNITY PRIORITY IDENTIFICATION

Estimated time duration: 15 minutes

This phase will be the time to vote on the different community priorities that the group came up with during the previous data collection phase. By the end of this phase, everyone will have had a chance to cast their votes and take a break from sitting and structured activity.

MATERIALS NEEDED:
✓ 3 stickers per participant;
✓ If stickers are not available, use markers to make check marks

INSTRUCTIONS:
1. Display the pieces of paper with identified themes around the meeting space; or be sure they are visible on the board; or put them on a table or the ground in the middle of the circle where everyone can see them.

2. Ask the group to consider the themes developed in the previous phase and decide what they think are the three most important themes for their community?

3. Give the group a few minutes to think about this question.

4. Distribute 3 stickers to each participant, or if there are only markers or chalk, share them. Then have everyone cast their three votes.

5. Then ask the participants to go around the room and place their stickers or mark a checkmark next to the top 3 themes they believe are most important for the community.

NOTE: The participants do not need to rank their top 3 priorities by 1st, 2nd and 3rd place, but rather should choose their top 3 priorities in no particular order.

Image: http://dotmocracy.org/faq
6. Be sure to let the participants know how much time they will have to complete this task. Give a warning when there are five minutes remaining.

7. While participants are placing stickers on the paper or starring on the board, facilitators should circulate the room to answer any questions and facilitate the process.6

PHASE FOUR: REVIEW OF THE PRIORITIES

*Estimated time duration: 15 minutes*

Phase four is intended to collect any additional information that may have been generated by conversations during the break and voting process. Confirm and report back to the group the results of the priorities. Understand from the group if the results seem accurate to them.

**INSTRUCTIONS:**

1. Before bringing the group back together to review results, count the number of stickers for each theme and record the results.

2. Reassemble the group and review the results of the voting process. For example: “Education has been voted by this group as their top priority with 10 votes, followed by Health with 8 votes”.

3. Review all of themes and the votes they received.

Image: https://childrenincrisis.files.wordpress.com/2012/05/sierra-leone-pea-2.jpg

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6 **SUGGESTION:** If participants are having trouble choosing their top themes, facilitators may find it helpful to refer to their notes taken while the participant was answering his/her questions and help pull out themes again from the answer. If participants are having difficulty choosing between two themes, the facilitator can also ask probing questions such as, “What is more important for you? For your children to have a good education or for you to have a job?”
4. Then review the top 5 highest scoring themes one more time. (For example: “You have chosen the following 5 themes as the issues that are most important to you...”)

5. Ask the group if they think the results present the reality of the priorities of the community. Why or why not?

6. The note-taker should be sure to take careful notes during this discussion.

**PHASE FIVE: REFLECTION AND THANK YOU**

*Estimated time duration: 15 minutes*

Participants reflect on the process and discuss where improvement in the process could take place. Make participants feel appreciated for their participation in the process. As a result, the group will feel thanked and appreciated for their participation and the facilitators will gain a better understanding of how the process worked for the community.

**INSTRUCTIONS:**

1. Get the group to reflect on the community priority identification process that just took place. Ask them:

   - What are the challenges in this exercise?
   - Did you enjoy today? Why or why not?
   - What did you learn?
   - How did the process of identifying community priorities make you feel? What did it make you think about?
   - Did you feel that your voice was heard today?

2. Ask the group: “Please raise your hand if you would be willing to attend another event similar to the one that took place today.”

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7 **SUGGESTION:** If the group tends to talk over each other, it may be best for the facilitator to ask participants to raise their hand and be called on before speaking. Not everyone needs to answer this question, but it would be ideal to hear from at least several voices from the group.

8 **SUGGESTION:** Not everyone needs to answer these questions aloud to the group, but it would be ideal to have at least 5-8 diverse voices answer one of the questions.
3. Count the hands raised and record this on the report sheet.

4. Thank everyone for attending and dismiss the group.
POST/WRAP-UP

PHASE SIX: REPORT AND EVALUATION

Organize notes and documentation for future reference. Communicate the results to the FSD main office by filling out the provided report and evaluation form and preparing the final submittal package provided in the appendix of this handbook. The final submittal package will be used for further analysis and recording. The facilitation team will provide valuable feedback to improve the evaluation process and gain a better understanding of community goals.

INTERNAL DISCUSSION PROMPTS:

• What are the challenges?
• What solicited the most involvement from participants?
• Did you learn any new goals from the community?
• What validated community goals you already knew?
• What worked and didn’t work in each of the phases?

INSTRUCTIONS:

1. Review checklist in the attachments section of the evaluation and report form.

2. Collect paper or capture by photograph, the visual representations of priorities set by the community.

3. Collect notes from the note-taker.

4. Facilitators meet and reflect on how the priority setting process went.

5. Complete the evaluation and report form after the internal debrief meeting.

6. Package all items for final submittal to FSD headquarters.
APPENDIX

APPENDIX A – THEME MATRIX

The sample themes and images below are meant to be guidelines. In order to make the process truly participatory, and get the most genuine feedback, it is important to have the community name and create the symbols for the themes in Phase Two of the process. The community-defined language can be different than how you define them in your report and evaluation.

One purpose of the report and evaluation form is to match community-defined themes with preexisting themes for future measurement. For example: if the community defines a theme as “Better Schools,” this could include discussion about having a school building, learning materials, and more teachers. In your final report you would document this language and match it with the theme “Education.”

Some responses may fall into more than one category as many of these issues are interconnected. When this is true, make a mark under each symbol that applies.

<table>
<thead>
<tr>
<th>Potential Themes</th>
<th>Symbol Sample</th>
<th>Sub-Themes</th>
<th>Possible Discussion Connected to Themes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health</td>
<td></td>
<td>Access to medical care, medication, facilities, AIDS/HIV, sexual health, preventative care, mental health</td>
<td>“My mother was sick and I couldn’t afford her medicine.”</td>
</tr>
<tr>
<td>Education</td>
<td></td>
<td>Schools, literacy, teachers, job training, access to learning materials, affordability, quality, grade level</td>
<td>“We have a school here, but it only goes through 5th grade. I want my children to be able to get more education.”</td>
</tr>
<tr>
<td>Agriculture</td>
<td></td>
<td>Home gardens, farming practices, drought, crops, price of seed, sale price of crops, animals</td>
<td>“One of the best parts of my day is going out in my garden in the morning and picking vegetables for our meals.”</td>
</tr>
<tr>
<td>Food Security</td>
<td></td>
<td>Availability, accessibility, cost, ability to grow their own food (plants/animals)</td>
<td>“We have enough food so that we are not hungry most of the time.”</td>
</tr>
<tr>
<td>Category</td>
<td>Issues</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------------------</td>
<td>------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Safety</td>
<td>Travel risks, community trust, police/military presence and behavior, sexual assault, rape, gangs, militant groups, homes</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>“I would love to feel safe instead of afraid when I have to walk home from school by myself.”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Infrastructure</td>
<td>Roads, access to electricity, access to water, access to communication tools and information (phone lines, internet, etc), government, homes</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>“It would be easier to sell our crops if there was a road that came to our village.”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technology</td>
<td>Availability of indoor/outdoor lighting, phones, computers, communication</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>“My child cannot do their homework at night because we don’t have a lamp.”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Women’s Issues &amp; Gender Equality</td>
<td>Sexual health, pre and postnatal care, domestic violence, maternal health, infant health, access to education, gender equality, division of labor, child care</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>“I want my daughter to be able to go to school so she has opportunities I never had.”</td>
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<td></td>
</tr>
<tr>
<td>Water</td>
<td>Access to clean water, availability of clean water, location of water source, use of time, waterborne illness</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>“We have to get our water from the river. It takes a long time to get there and sometimes the children get sick because the water isn’t clean.”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transportation</td>
<td>Access to and availability of transportation, cost, distance to school, jobs, food, water, services</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>“The nearest medical clinic is a 3 hour walk from my home. It would be great if there were one closer”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employment</td>
<td>Access to/availability of jobs, job training, higher education, microfinance, access to loans, business</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>“I want to start a business. If I had access to a loan I would be able to do it.”</td>
<td></td>
<td></td>
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<tr>
<td>Youth Development</td>
<td>Access to jobs and education, learning about healthy habits and relationships, mentorship, leadership, after school activities, bullying</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>“When I grow up I want to be the president (insert aspiration).”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community Empowerment</td>
<td>Self-representation, government representation, leadership, independence</td>
<td></td>
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<td>“In a perfect world the government would listen to our needs.”</td>
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APPENDIX B – GOAL-IDENTIFICATION DAY AGENDA

Participatory Community Goal Identification Process
Foundation for Sustainable Development
DAY OF PROCESS AGENDA

1. PRE-PROCESS SET-UP - 30 minutes
   a. Gather needed materials
   b. Prepare food
   c. Set-up space

------- PROCESS BEGINS-------

2. PHASE ONE: INTRODUCTION - 15 minutes
   a. Introduction of facilitators
   b. Purpose of meeting
   c. Introduction of participants
   d. Review agenda
   e. Set ground rules

3. PHASE TWO: DATA COLLECTION: QUESTION AND ANSWER | GROUP DISCUSSION - 2 hours
   a. Review instructions
   b. Facilitator provides example
   c. Questions and answers from participants and theme identification

4. PHASE THREE: COMMUNITY PRIORITY SETTING - 15 minutes
   a. Participants identify top 3 priorities

5. PHASE FOUR: REVIEW OF THE PRIORITIES - 15 minutes
   a. Review the results of priority setting
   b. Discuss results

6. PHASE FIVE: REFLECTION AND THANK YOU - 15 minutes
   a. Participants reflect on the process
   b. Thank you and dismissal of participants

------- PROCESS ENDS-------

7. PHASE SIX - REPORT AND EVALUATION - (Facilitators Only)
   a. Report findings
   b. Evaluate the process
APPENDIX C – INTERNAL EVALUATION REPORT FORM

REPORT & EVALUATION FORM:
PARTICIPATORY COMMUNITY GOAL IDENTIFICATION PROCESS PILOT
November 2015 | Jinja, Uganda

Instructions to FSD Local Program Staff

Thank you for hosting the Participatory Community Goal Identification Process in Jinja, Uganda! Please complete the following report and evaluation form in order to submit workshop results to FSD headquarters. The report form is designed to assist data collection and capture facilitator feedback and recommendations for process improvement.

Report Form – page 2 (estimated 15 minutes)
- Participant data
- Location information

Evaluation Form – page 3-4 (estimated 30 minutes)
- Overall assessment
- Organization and logistics

Attachments – page 5 (estimated 20 minutes)
- Final documents to include in submittal package
REPORT FORM

Date: ______________________     Location: ______________________

Start Time: ____________________     End Time: ____________________

Facilitator(s) Name: ____________________________________________

Number of participants invited: _______     Number of participants in attendance: _______

Number of participants interested in attending another workshop: _______

List all themes created during the workshop and indicate the top five community priorities by recording them in the designated blanks listed below:

- Number 1: ____________________________________________________
- Number 2: ____________________________________________________
- Number 3: ____________________________________________________
- Number 4: ____________________________________________________
- Number 5: ____________________________________________________
- ______________________________________________________________
- ______________________________________________________________
- ______________________________________________________________
- ______________________________________________________________
- ______________________________________________________________
- ______________________________________________________________
EVALUATION FORM

GENERAL ASSESSMENT

1) What was your overall assessment of the event? (1 = insufficient - 5 = excellent)

   1  2  3  4  5

2) Which aspect of the workshop did you find most insightful or useful?

   •
   •
   •
   •
   •

3) Did the workshop achieve the project objective to gain a better understanding of community priorities?

   Yes        No

   If no, why?

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

4) Knowledge and information gained from hosting the workshop—

   Met your expectations?        Yes   No   Somewhat

   Will be useful/applicable in my work?        Yes   No   Somewhat
5) What are your suggested improvements?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

ORGANIZATION AND LOGISTICS

6) Was there sufficient amount of time for the workshop exercises?

Yes    No    Somewhat

7) Was the number selection process to collect participant responses effective?

Yes    No    Somewhat

8) What can be prepared ahead of time to create a more streamlined process during evaluation day? What would minimize the facilitator's day-of responsibilities?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

9) Additional comments

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
ATTACHMENTS

FINAL CHECKLIST BEFORE SUBMITTING PACKAGE

☐ Sign-in sheet collected at the beginning of the workshop during number distribution

☐ All theme sheets

☐ Any additional visuals used during the workshop

☐ Recorder notes collected by second facilitator

☐ Completed evaluation and report form

THANK YOU!
APPENDIX D – GLOSSARY

Asset Based Approach: A way of approaching community work that focuses on the strengths of the community and builds on what is already working.

Assessment: A process of gathering and discussing information in order to develop a deeper understanding of a chosen topic; to evaluate, measure, and document the progress or success of an event, project, or program.

Community Driven Goals/Priorities: When an organization defines their goals based on goals set by the community.

Cultural Identity: The feeling of being part of a group that has its own culture such as where you are from, your religious beliefs, or a social group of any kind.

Culturally Sensitive: To act in a way that respects the cultural identity of all groups.

Data Collection: Gathering information to answer a specific question, such as in this case; “What are community goals?”

Demographics: The different ways the people can be defined as groups, such as gender, age, ethnicity, religion, nationality, sexuality, income, region, and others.

Discussion Prompts: Questions or comments a facilitator uses to help a participant when they are having difficulty answering a question presented in the discussion.

Evaluation: The act of collecting information and looking at it to find out what’s working and what’s not in a project or program.

Facilitator: The person or people leading the discussion. In this process there is also a notetaker.

Goal Identification: The process of finding out what goals, such as access to water or education, are most important to a community.

Ground Rules: The rules participants come up with as a group that everyone agrees to follow during the discussion.

Logistics: The details of what is needed to coordinate the community group involved, facilities, transportation, food, and supplies needed to organize the discussion and the steps to complete this goal.

Matrix: A table containing organized information.
**Participant Samples:** The groups of community members chosen to participate in the goal setting process.

**Participatory Rural Appraisal:** An approach to community development that is guided by community knowledge and opinions. It is led by a team that must include local community members. The process involves discussions, visuals and, question and answer periods to enable local people to set their own goals and participate/lead the development of their own communities. It is commonly used by international development NGOs.

**Phases:** The different steps or stages in the process

**Random Sample:** When anyone in the community has a chance of being chosen to be included in the study. The process in this handbook does not involve random sampling because all participants are connected to FSD partner organizations and must volunteer to be included in the drawing of final participants. Participants not connected to FSD programs do not have a chance of being chosen. The one random component is that participants are drawn from the group of the community members who put their information into the selection box.

**Reflection:** A period of time given to a group of people to think about and respond to an experience, such as their answers to the questions in the discussion.

**Representation:** When members a community members that have different experiences because of who they, are such as men and women, are part of a group, and the opinions of that group are heard as part of the community, there is representation of that group.

**Response Method:** The way the community answers a question in the process such as speaking in response to discussion questions or voting with stickers when choosing themes that are most important to them.

**Sample Sub-Groups:** From the group chosen to be part of the discussion, the facilitators may then separate the groups by characteristics such as gender or age so community members are comfortable sharing the true feelings.

**Sampling Methodology:** The way community members are chosen to participate in the goal setting discussion. An example is that this process uses voluntary sampling where all of the participants indicate their interest in being involved before being selected.

**Statistically Significant:** In the case of this process, statistically significant means there are enough people from different groups in the community participating in that discussion that it gives a good representation of the beliefs of the whole community.
**Submittal Package:** Documents to be sent by facilitator to FSD headquarters after completing the Participatory Community Goal Identification Process. This package should include the following:

- Completed evaluation
- Completed report form
- Participant Sign-in sheet
- Theme sheets
- Any additional visuals used during the workshop
- Recorder notes
- Photos or recordings if taken

**Symbols (of themes):** Pictures drawn, preferably by a volunteer participant, that represent the themes community members choose during the question & answer phase. The symbols should be decided by the group.

**Themes:** Topics or ideas related to community goals that come up during the discussion phase of the process and the symbols that are drawn to represent them, such as health, education, or women’s empowerment. See matrix for samples.