



Developing a Participatory Community Goal Identification Process for Foundation for Sustainable Development

Molly Brennan MNA, Shelly Helgeson MPA, and Danielle Lam MPA



Topic

Partner Organization: Foundation for Sustainable Development (FSD) is a San Francisco-based nonprofit dedicated to achieving community-driven goals through asset-based development and international exchange in Africa, Asia, and Latin America.

The student project team worked in consultation with FSD to begin the process of developing a set of tools to measure their social impact. The first question that needed to be answered to begin the evaluation was, "What are the communities goals?"

Using FSD's asset-based approach of focusing on the strengths and capacities of a community, the project team developed a participatory goal identification tool.

Goals

To provide FSD with a multi-site participatory community goal identification process that allows them to confidently pursue their mission of asset-based community-driven development and provides a standard in which to measure their social impact.

The survey instrument must be:

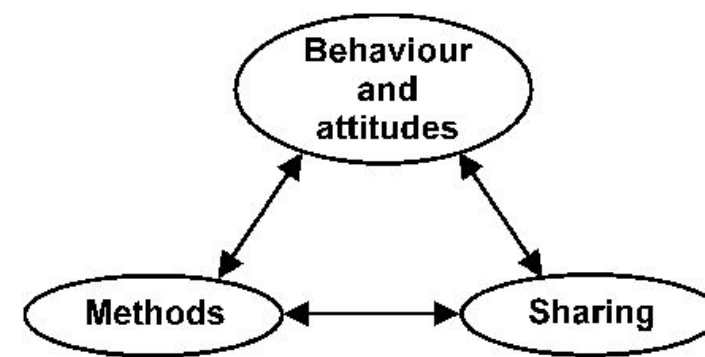
- Applicable in multiple communities
- Culturally competent
- Resource efficient
- Mission compatible
- Data driven
- Non-text based
- A baseline for future evaluation

Methods

- A thorough literature review of approaches and methods, as well as their supporting theories and coinciding tools for application
- Comparative analysis of case studies demonstrating successfully applied methods and tools in an international community development context
- Expert interviews with professionals in the field of international development
- Consultations with FSD staff at the headquarters in San Francisco and at program site in Jinja
- Pilot Goal-Identification Process in Jinja, Uganda to receive feedback and improve process

Results and Analysis

Tool Name/ Developers	Method(s)	Intended Outcomes	Advantages & Disadvantages
The Diamond Method: Linda Mayoux (2009)	Gender Action Learning System (GALS) - Adapted from Participatory Action Learning System (PALS)	To progressively build organisational structures for collective action & community-led gender advocacy	Advantages: • Flexible • Best when integrated into other methodologies Disadvantages: • Hard to write instructions for novice facilitators
PAR Tool (No formal name given): Alisha M.B. Brown, Laura Edwards & Daniel M. Roberts (2015)	Participatory Action Research/ Cooperative Inquiry	To increase student school attendance & active engagement, confidence, self-esteem & to teach teachers to incorporate participatory methods of instruction in classrooms	Advantages: • Integrates reflection in every phase • Evaluation occurs in real-time Disadvantages: • Hard to implement in large group of participants
PATEM: Alexey Kuzmin (2012)	Participatory Training Evaluation Method	To collaboratively evaluate participants' reaction to a given training	Advantages: • Provides rich information • Becomes organic part of training Disadvantages: • Requires some preliminary work to identify intended use & users • Not intended for short training events
H-Diagram: Lin Liu & Laura Pan Luo (2014)	Participatory Rural Appraisal methods: participatory visualization through diagramming	To evaluate an agricultural management project & assess how the project has affected the community & farmers' lives.	Advantages: • Obtains quantitative & qualitative data • Enables a shared, mutual learning process for all • Rich, important background knowledge, including local culture & customs is obtained Disadvantages: • Potential single voice domination • Hard to capture dissenting viewpoints
Semi-Structured Interviews & Participatory Community Workshop (No formal name given): R. L. Ison & Lynn M. Webber (1994)	PRA: Semi-Structured Interviews (SSIs)	To understand community problems & to inform the researchers on an existing program's new direction	Advantages: • Many opportunities for cross checking to ensure accuracy of data • Planning for action/change Disadvantages: • Time consuming • Some participants may feel excluded or less important than those interviewed



The 3 Pillars of PRA, Chambers, 1992

Participatory Community Goal Identification Process:

Phase One – Introduction: Designed to set the foundation and guidelines of participation for the group

Phase Two – Data Collection: To inspire participants to individually answer questions related to their ideal community and foster a group discussion

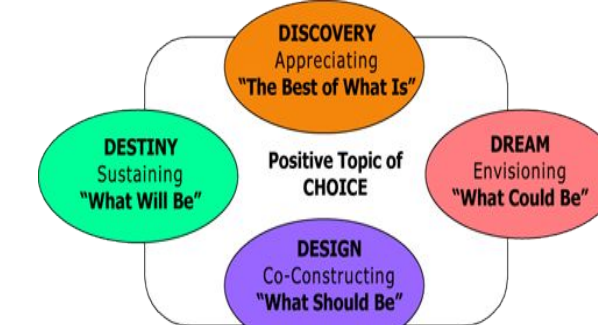
Phase Three – Goal Identification: Participants vote on the different community priorities

Phase Four – Review of Priorities: To collect any additional information that may have been generated by conversations during the voting process

Phase Five – Reflection and Appreciation: Participants reflect on the process and discuss where improvement could take place

Phase Six – Report and Evaluation: Communicate the results by filling out provided report and evaluation form

The 4-D Cycle of Appreciative Inquiry, University of British Columbia, adapted With permission from The Appreciative Inquiry Summit, 2003



AI Questions Used in Pilot Handbook for Priority Identification

Discovery

1. What is the good life?
2. What is your favorite thing about your community?

Dream

1. 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?
2. What is your idea of the perfect community?
3. If you could have one thing for your community, what would it be?

Results from Pilot Program in Jinja, Uganda

Community Identified Priorities

PRIORITY	VOTES
HEALTH	64
EDUCATION	62
AGRICULTURE & NUTRITION	26
RELIGION	17
EMPLOYMENT	15

Just to let you know that it was a good exercise for our communities and they loved it. Thank you so much for this new approach... It is such a powerful tool that generates genuine community priorities without any bias. We were all surprised by the way communities determined their priorities without any attached sentiments as it always is. Thank you!

- Margaret Nassozi Amanyire,
FSD Program Director, Jinja
Uganda

Participant Evaluation of Goal-Identification Process

100% of the 91 participants said they would be interested in attending a similar workshop

What did you think of the process?

"The approach of the research broadens the mind"

What did you enjoy about the research?

"The organization of the workshop. All ideas have come from us which is wonderful."

Do you feel your voice has been heard today?

"Our Ideas have been taken as important."

Recommendations

- Ensure project goal alignment between FSD offices to make the most of limited communications with international staff
- Communicate with all FSD site teams early and often to overcome the challenge of distance from the site. Collecting details like cultural norms of the population as well as availability of materials, and spaces is invaluable when creating survey instruments.
- To prevent the skewing of data caused by community members not comfortable sharing their thoughts; Understand community power dynamics through communication with FSD staff and research on cultural competencies.
- Create a feasible, yet statistically relevant sampling method. Due to time and resource constraints, we used a nonprobability voluntary, convenience sampling methodology with 100 participants.
- If possible, eliminate the use of technical language in the survey instrument.

References

- Participatory Rural Appraisal (PRA):**
Chambers, R. (1992). *Rural appraisal: Rapid, relaxed and participatory*. Brighton: Institute of Development Studies Publications.
- Appreciative and Cooperative Inquiry:**
Appreciative Inquiry. (n.d.). Retrieved December 2, 2015, from <http://www.hr.ubc.ca/learning-development/odl-service-solutions/appreciative-inquiry/>
- Tripp, David. Action research: a methodological introduction. *Educ. Pesqui.* [online]. 2005, vol.31, n.3, pp. 443-466. ISSN 1678-4634.
- Case Study Analysis:**
Abdullah, M., Bakar, N., Sulehan, J., Awang, A., & Liu, O. (2012). Participatory Rural Appraisal (PRA): An Analysis of Experience in Darmareja Village, Sukabumi District, West Java, Indonesia. *Akademika*, 82(1), 15-19.
- Adamowski, J., Halbe, J., Inam, A. & Prasher, S. (2015). Using causal loop diagrams for the initialization of stakeholder engagement in soil salinity management in agricultural watersheds in developing countries: A case study in the Rechna Doab watershed, Pakistan. *Journal of Environmental Management*, 251-267.
- Brown, A., Edwards, L. & Roberts, D., (2015). Participatory action research in two primary schools in a rural Tanzanian village: An exploration of factors to cultivate changes in teaching and learning. *Educational Action Research*, 23(2), 366-382. doi:10.1080/09650792.2015.1009925
- Ison, R. & Webber, L., (1995). Participatory Rural Appraisal Design: Conceptual and process issues. *Agricultural Systems*, 47, 107-131.
- Kuzmin, A. (2012). Participatory Training Evaluation Method (PATEM) as a collaborative evaluation capacity building strategy. *Evaluation and Program Planning*, 543-546.
- Luo, L., & Liu, L. (2014). Reflections on conducting evaluations for rural development interventions in China. *Evaluation and Program Planning*, 1-8.
- Mayoux, L. (2009). Diamonds are a Girl's Best Friend? Experiences with the Gender Action Learning System. *The International Handbook of Gender and Poverty*.
- Swift, J & Umar, Abdi Noor. (1994). *The Problem and Solution Game*. RRA Notes, Issue 20, pp. 138-141, IIED London.