Training-Workshop on Community Appreciative Assessment and Participatory Planning

Rationale

The Community-Driven Development (CDD) has achieved certain successes in achieving poverty alleviation in many communities based on the experience of many international development agencies. The World Bank defines CDD programs as grounded on the "principles of transparency, participation, local empowerment, demand-responsiveness, greater downward accountability and enhanced local capacity"[1]

CCLFI and Peace and Equity Foundation (PEF) found that the most successful projects are those that leverage on the intangible assets that communities already have. Intangible assets include human and social capital, cultural traditions, access to natural capital, and support from external stakeholders including local governments and non-government organizations.[2] Projects deliver results when planning is community driven. This entails empowering the community to identify the changes they want and the poverty alleviation goals they set to achieve.

This short training course on Community Assessment and Participatory Planning can help community facilitators, external change agents and especially for community leaders themselves learn how to begin a community-driven development process towards achieving poverty alleviation goals. The training will explore the potential synergy of ideas from various participatory development approaches including appreciative inquiry, participatory action research and problem-solving methodologies. It will also look into community intangible assets and their implications for the community-driven development model.

Course Description

This short training course on community development planning aims to assist community development workers, local government units at the *Barangay* or village level and especially local communities to undertake a more meaningful self-assessment and planning for community development. The sessions, discussions and exercises throughout the training are based on the principles of participatory community development approaches that build on the ideas of Community-Driven Development, Participatory Action-Research, Appreciative

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[1] http:///www.worldbank.org/en/topic/communitydrivendevelopment (retrieved on July 26, 2017).
[2] Talisayon et al. Community Wealth Rediscovered: Knowledge for Poverty Alleviation. CCLFI and PEF, 2008.

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Inquiry, Theory of Change and Project Cycle Management including Participatory Planning, Monitoring, Evaluation and Learning.

Community-Driven Project Identification Framework

Appreciative Inquiry

Intangible and Tangible Assets

Stakeholder Analysis

Community Self-Assessment

Community's Vision

PROJECT IDENTIFICATION

Building the Problem Tree and the consequent Objective enables community-led assessment and planning that focuses on identifying problems. This process increases the community's awareness of its problems and helps develop skills in responding to these needs. The training course enhances this participatory approach to community assessment and planning by rethinking the process to integrate the elements of appreciative inquiry and helping the community to build its own Theory of Change towards its envisioned development goal.

To complete the process, the training will equip the community with skills on participatory planning, monitoring, evaluation and learning. Applying these skills, community members and leaders can identify indicators to measure the changes they have envisioned in their community development plan following their own Theory of Change.

Objectives

At the end of the training course, the participants will enhance their knowledge and skills on community appreciative assessment and participatory planning. Specifically, the training course will:

1. Enhance the participants' knowledge and skills on appreciative inquiry and its application to community self-assessment and participatory planning;
2. Enable the participants to develop a Theory of Change for a particular community development intervention;
3. Enhance the participants' knowledge and skills on participatory planning, monitoring, evaluation and learning; and,
4. Enable the participants to develop a community action plan with appropriate results indicators.

Target Participants

> Managers and staff of projects implemented in the community-level
> Members of the academe who study community development processes
> Community leaders and members

Methodology

The training-workshop is a combination of lectures, small group work activities and a community field activity. The lectures are brief reviews on participatory development concepts that will stimulate discussion based on the participants' own experiences in community development processes.

The participants, who are practitioners of community change processes and/or implementers of community projects, are expected to share their own experiences, knowledge and skills in the community process during the training. The training activity is designed as a community of practice to provide a venue for sharing of experiences and learn from each other's experiences towards enriching knowledge and skills on the subject.

The participants will include community leaders from a pre-selected partner community where the community field activity will be conducted. The output of the training course will serve as input to the community action plan of the partner community.

The five-day training course consists of the following modules:

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Module 1. Participatory Development

This module will discuss approaches in participatory development. It will review levels of community participation employed by various external agents and identify lessons from their experiences. It will introduce the concept of intangible assets and their implications for development planning. It will also discuss on how Appreciative Inquiry (AI), Participatory Action Research (PRA) and the Problem-Solving (PS) methodologies could be synergized to enhance Community-Driven Development (CDD) initiatives.

Topics:
- Lessons on Participatory Development
- Intangible Assets and their implications for the Community-Driven Development Process
- Appreciative Inquiry, Participatory Action Research and Problem-Solving Methodologies

Module 2. Theory of Change Development

Current community programs or projects require a certain theory of change to ensure that the project investment would lead to significant changes in the lives of local communities as a final outcome of the development process. This module will enhance the participants' understanding of the Theory of Change as well as their skill in facilitating the development of a theory of change in the community.

Topics:
- Introduction to the Theory of Change
- Theory of Change Development

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Module 3. Project Cycle Management and Participatory Planning, Monitoring

Understanding the project cycle management is a basic requirement for managers and staff of implementing projects in the community. However, it is not enough that project implementers understand this process. A second basic requirement is understanding participatory planning, monitoring, evaluation and learning. While these steps are integrated in the project cycle management, many project implementers lack the skills in facilitating a more participatory process for planning, monitoring, evaluation and learning. This module will provide the participants an opportunity to enrich their knowledge and skills on the topic through a practical application based on the theory of change.

Topics:
- Project Cycle Management
- Participatory Planning, Monitoring, Evaluation and Learning
- Developing Results Indicators

Module 4. Community Action Plan Development

This module is designed to enhance the participants' knowledge and skills in participatory community self-assessment and planning. To appreciate the theory, the module includes an actual field activity with community leaders and members including Barangay or village officials. Ideally, community development plans are results of the community's own assessment of their situation, building on what they already have, their resources and their current initiatives. Community facilitators need not believe that the community is helpless without external assistance. The idea is to begin with what the community already have and from there develop its own theory of change.

Topics:
- The Transect Walk
- Community Action Planning
- Developing the Community Action Plan

Training Design

Module 1: Participatory Development | Day 1				
Time	Activity/Topic	Expected Outcomes	Methodology	Materials/Equipment
8:00 am – 8:30 am	Registration			
8:30 am – 9:00 am	Introduction; Expectation check; Objectives; and Pre-training assessment	Mood Setting; Training contract set	Brief introduction; Sharing of expectation; Presentation of Objectives; Accomplishment of pre-training assessment	Meta cards; Pen markers; Pre-training assessment form; Overhead projector
9:00 am – 10:00	*"Lessons on Participatory Development"*	Participants have reviewed their knowledge and understanding of participatory development process.	Small group discussion; Participants share their understanding and experiences on Participatory Development	Manila paper, pen markers (or laptops)
10:00 am – 10:30 am	Coffee Break			
10:30 am- - 11:30 am	Plenary	Group reports	Small groups share their outputs to the plenary	Outputs (Manila paper or PPT presentation)
11:30 am – 12:00 pm	Synthesis: Identifying lessons on participatory development from Group reports	Participants have gathered lessons on participatory development from the group reports.	Facilitator summarizes the lessons learned from each group report.	PPT or Manila Paper
12:00 pm – 1:30 pm	Lunch Break			
1:30 pm – 3:00 pm	*"Intangible Assets and their implications for the Community-Driven Development (CDD) Model"*	Participants have explored the role of intangible assets in the Community-Driven Development model.	Brief lecture; Question and answer (Q&A)	PPT presentation
3:30 pm – 4:00	Coffee Break			
4:00 pm – 5:30 pm	*"Appreciative Inquiry (AI), Participatory Action Research*	Participants have reviewed and/or enhanced their understanding of the various	Brief lecture on AI, PRA and PS methodologies and their	PPT presentation

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Module 1: Participatory Development | Day 1				
Time	Activity/Topic	Expected Outcomes	Methodology	Materials/Equipment
	(PRA) and Problem-Solving (PS) Methodologies"	applications of the AI, PRA and PS methodologies in Community Development.	application to community development planning; Q&A	

Module 2: Theory of Change Development | Day 2				
Time	Activity/Topic	Expected Outcomes	Methodology	Materials/Equipment
8:00 am – 8:30 am	Recap	Participants have reviewed the main points from Module 1	A group is assigned to make the recap	Creative presentation
8:30 am – 10:00 am	*"Introduction to the Theory of Change"*	Participants are introduced to the Theory of Change as basis for Community Assessment and Planning.	Brief lecture on the Theory of Changes	PPT presentation
10:00 am – 12:00 pm	*"Theory of Change Development"* (with working break)	Participants are able to develop their Theory of Change models.	Small groups – each group will develop a Theory of Change for a specific project	Meta cards, Manila papers, markers
12:00 pm – 1:30 pm	Lunch Break			
1:30 am – 3:00 pm	Plenary	Group reports	Small groups share their outputs to the plenary	Outputs (Manila paper or PPT presentation)
3:00 pm – 3:30 pm	Break			
3:30 pm – 4:30 pm	Review Group Outputs	Participants have revised their respective outputs based on the suggestions from the plenary.	Small groups review of their outputs	Meta cards, Manila papers, markers
4:30 pm – 5:00 pm	Synthesis	Participants have shared their learning experiences on developing a Theory of Change.	Shared reflections	

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Module 3: Project Cycle Management and Participatory Planning, Monitoring, Evaluation and Learning | Day 3				
Time	Activity/Topic	Expected Outcomes	Methodology	Materials/Equipment
8:00 am – 8:30 am	Recap	Participants have reviewed the main points from Module 2.	A group is assigned to make the recap.	Creative presentation
8:30 am – 10:00 am	*"The Project Cycle Management Process"*	Participants have reviewed and/or their understanding of the Project Cycle Management Process.	Brief lecture on the Project Cycle Management; Q&A	PPT presentation
10:00 am – 10:30 am	Coffee Break			
10:30 am – 12:00 pm	*"Participatory Planning, Monitoring, Evaluation and Learning"*	Participants are able to clearly distinguish the levels of results: Outputs, Outcomes and Impacts.	Lecture on Participatory Planning, Monitoring, Evaluation and Learning	PPT presentation
12:00 pm – 1:30 pm	Lunch Break			
1:30 am – 3:00 pm	"*Developing Results Indicators*"	Participants are able to develop appropriate results indicators.	Small groups – each group will identify indicators using the respective Theory of Change model they have developed in Module 2.	Meta cards, Manila papers, markers
3:00 pm – 3:30 pm	Coffee Break			
3:30 pm – 4:30 pm	Plenary	Participants have contributed to enhancing each other's understanding of indicators at various levels: output, outcome, impact.	Small groups share their outputs to the plenary	Group outputs
4:30 pm – 5:00 pm	Synthesis	Participants have shared their learning experiences on developing results indicators	Shared reflections	

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Module 4: Community Action Plan Development| Day 4				
Time	Activity/Topic	Expected Outcomes	Methodology	Materials/Equipment
8:00 am – 9:00 am (or earlier)	Travel to the partner community (pre-selected)			
9:00 am – 10:00 am	Courtesy call to the Barangay Local Government Unit; Meeting with community leaders	Participants have discussed the objective of the community visit to the Barangay LGU and to the community leaders.	Community meeting	
10:30 am – 12:00 pm	*"Transect Walk"* (with working break)	Participants, together with the Barangay LGU and the community have discussed the importance of the transect walk as an important activity in participatory community assessment and planning.	Brief input on the transect walk	Manila papers, markers
12:00 pm – 1:30 pm	Lunch Break			
1:30 am – 3:00 pm	Actual Transect Walk	Through the joint activity the participants, Barangay officials and community members have identified community resources, infrastructures, land uses and other community resources.	The participants, together with Barangay officials and community members will walk through the main road of the community from end to end, hence, "transect walk".	Hats, umbrellas, or raincoats (if rainy); Participants may wear rubber boots or slippers
3:00 pm – 3:30 pm	Back to the Barangay assembly hall (snacks may be served)			
3:30 pm – 4:30 pm	*"Participatory Community Self-Assessment: Appreciation of*	Participants, together with the Barangay officials and	Identification of strengths and intangible assets,	Meta cards, Manila papers, markers

Module 4: Community Action Plan Development	Day 4			
Time	Activity/Topic	Expected Outcomes	Methodology	Materials/Equipment
	community resources and community initiatives"	community leaders and members have identified the strengths of the community including the community's intangible assets, as well as their opportunities, weaknesses and challenges.	opportunities, weaknesses and challenges will be based on the transect walk that was conducted.	
4:30 pm – 5:00 pm	Synthesis	Participants have shared their learning experiences on the activity.	Shared reflections	

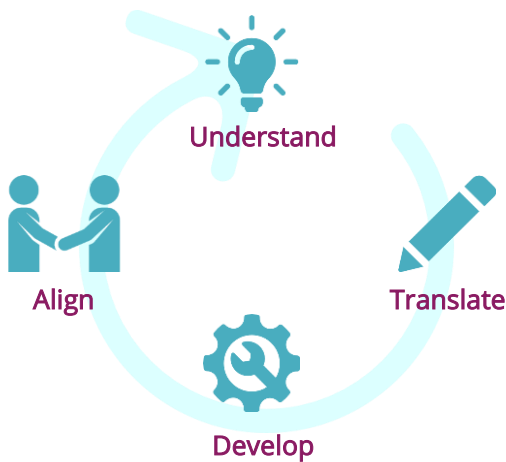| Module 4: Community Action Plan Development (continuation)	Day 5			
Time	Activity/Topic	Expected Outcomes	Methodology	Materials/Equipment
8:00 am – 8:30 am	Recap	Participants have reviewed the main points from Module 3 and the Transect Walk.	A group is assigned to make the recap.	Creative presentation
8:30 am – 10:00 am	*"Introduction to Participatory Community Action Planning"*	Participants have enhanced their skill in developing a community action plan.	Brief lecture on Community Action Planning	PPT presentation
10:30 am – 12:00 pm	Developing the Community Action Plan	Participants have developed a mock community action plan based on the transect walk that was conducted in the previous activity.	Group work – using a suggested template or format, the participants develop a community action plan, with targets and indicators.	Manila papers, markers
12:00 pm – 1:30 pm	Lunch Break			
1:30 am – 3:00 pm	Plenary	Participants have identified appropriate programs or projects	Each group share their outputs to the plenary	Group outputs

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		Module 4: Community Action Plan Development (continuation) | Day 5		
Time	Activity/Topic	Expected Outcomes	Methodology	Materials/Equipment
		or activities building on the strengths, opportunities as well as weaknesses and challenges identified in the transect walk.		
3:00 pm – 3:30 pm	Coffee Break			
3:30 pm – 4:30 pm	Synthesis and Wrap-up	Participants have reviewed the key points from the different training modules.	Shared reflections	
4:30 pm – 5:00 pm	Post-training assessment	Participants have identified new learnings from the training activity.	Accomplishment of post-training assessment	Post-training assessment form

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Design Thinking

People-oriented project design recognizes the importance that human interactions play in complex development processes. Design Thinking is a method that helps identify people's needs and capacities to solve complex development challenges. Another important step in project design is understanding the interests of other stakeholders. Other stakeholders with different views, interest, perspectives and relationships can influences the success or failure of a project or program. The design thinking process usually evolves around the following phases:

Understand

Align   Translate

Develop

Stakeholder Analysis

Identifying stakeholders is an important step to the success of defining and finding solutions for a development project. Stakeholders can help frame the problem, provide scientific data, refer to similar development experiences and solutions, bring new ideas and influence the project outcome.

One pathway to design a development intervention is to convene an inception workshop where the merits of an intervention can be discussed through the 'understand and translate' design thinking steps. Mapping stakeholders will help identify policymakers, promotors, influencers, relationships, support, financiers, governance structure and, if needed, a communication strategy to ensure that a wider group of beneficiaries and stakeholders are well informed on the progress and achievements of development interventions.

	Low Power	High Power
High Interest	Clients Beneficiaries	Project leaders, Local government, Funder, Staff
Low Interest	General Public	Other government agencies

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