Village Book: Community led planning and development processes

A training manual

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Content

Foreword

Externally designed, top down plans which are based on assumed knowledge of a community's problems, run the risk of activities and projects being implemented that do not address the real needs of the people concerned. It has long been affirmed that people themselves know their problems and issues and have their own ideas about what they need, based on their reality.

The participatory village development processes which comprise the Village Book focus on communities assessing and analysing their current needs, agreeing on solutions and priorities, and making concrete village development plans. It is not only about planning. It is essentially about a dynamic process of, and for change, which is continuously reviewed and updated as the community takes action and as the environment changes.

This manual is designed to prepare facilitators with the knowledge, skills and understanding required to effectively guide community members to undertake participatory and inclusive processes of analysis and planning. It urges attention to who participates, who decides and who benefits.

The President of the Government of the Republic of the Union of Myanmar has promoted bottom-up, people-centered development. The Village Book is a practical tool to realize this vision. The Village Book provides micro-level development plans, based on people's expressed needs and their dream for a better future in their village. The Village Book enables development actors – both state and non-state – to understand the scenario in the village and to intervene according to people's expressed needs.

But the Village Book is not the answer to everything. Comprehensive development requires policy makers at regional and national levels to bring a macro-level vision for just and equitable progress, looking far beyond a single village's boundaries. Village Books are highly relevant and have the potential to contribute to the National Development Strategy. Complied at Village Tract level the Village Books can feed into Township development plans, leading to the state/regional and ultimately national development plans.

It is ActionAid's belief, based on our experience of supporting the Village Book process in hundreds of communities in nine states and regions, that this is an effective approach to support inclusive and just development, and enhanced social cohesion. We hope that this manual will be useful for development professionals and government officials who want to develop local level plans through a bottom up approach.

Thank you to the many people who have contributed to the development of this manual, in particular Bahadur, Khin Khin Mra, Yi Yi Win and Moira O'Leary.

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1. Introduction

The Village Book captures the general situation of the village, both quantitatively and analytically, in terms of social, economic and demographic conditions, information on the most excluded groups and their vulnerability, social and cultural practices prevalent in the area, gender relations, power dynamics in the village, and their understanding of and preparedness for disasters. The crucial point being, that the information is sourced from the community and processes are owned by the community. It will be used by the community and AAM and partners to prepare the village development plan, to engage the relevant actors, particularly local government to coordinate development activities, and to hold them accountable. This plan can be integrated with the local government's plans, incorporating the change the community is seeking.

In essence the village book contains six components:

1. Analysis of the village

2. Mapping the status of rights

3. Baseline of the situation

4. Participatory indicators of change

5. Village development / action plan

6. Detailed implementation plan
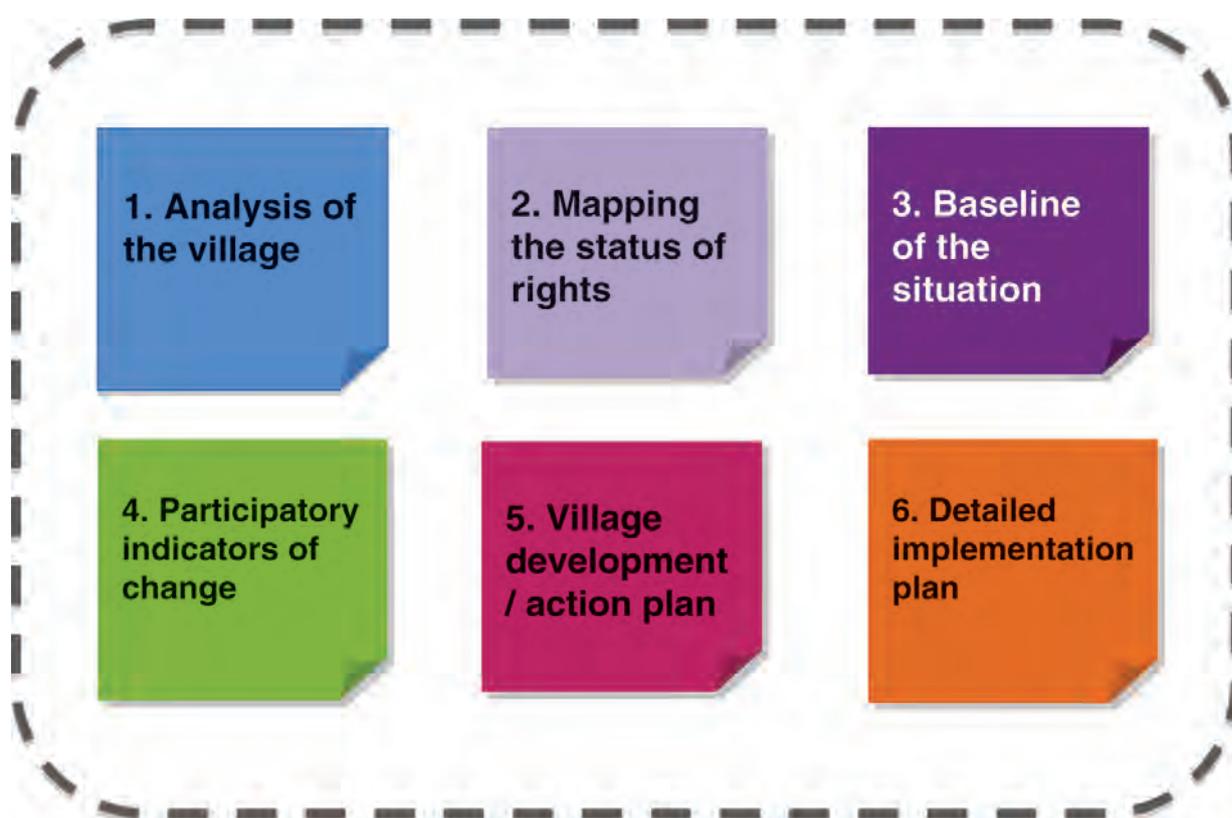
2. Background

Traditionally, the understanding of poverty has been based on comparisons of standardized quantitative measures including income and welfare statistics. The data reveal only a partial picture and none of the elements of poor people's experience of poverty; their denial of basic rights or the ways in which they cope with the situation. Poverty varies from place to place, situation to situation, season to season and community to community. Recognising this highlights the increasing need for a complete understanding of poverty which requires the inclusion of social factors and the perspectives of the poor and poorest people. These factors could include understanding the process of the emergence of poverty, why it persists, and how its alleviation is essential if one is to devise effective, appropriate strategies for comprehensive social and economic development. Participatory processes have, therefore, been evolved that seek to understand poverty from the perspectives of people who are poor, especially from the most vulnerable and disadvantaged sections of the community.

Myanmar is now in a period of political and economic reform. At this stage, AAM and its partners are devising strategies to reconcile the relationship between state-society and community-community relationships through trust and tolerance building, to enhance democratic practices. It is envisaged that this will lead to the social, economic and political development of the community. To this purpose, AAM implements and supports programs with a rigorous process of community participation and empowerment. Participatory methodologies and decision-making processes are used as tools in community mobilization and in developing village development plans. The primary principles of working together, understanding each other, and cooperating with each other are fundamental to building communities.

3. Preparing the facilitator to guide the village planning process and Village Book development
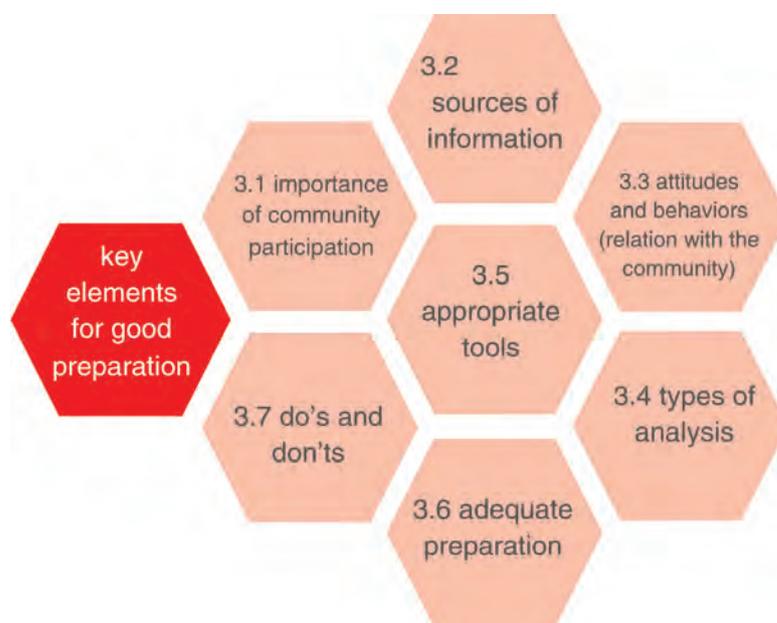
3.1 Importance of community participation

The team should thoroughly understand the importance of participation and the principles to be followed to ensure meaningful community participation. Passive participation will lead to disempowerment of the communities. The flow diagram below shows how community participation is important in the community empowerment process.

It is critical that the facilitator builds the trust and understanding of the community members prior to starting the process. This can be done by explaining her/his role, the purpose of the exercises and how the village development plan will benefit the community.

Types of participation - there are generally three types of participation that development stakeholders practice:

    i.   tell
    ii. consult
    iii. co-create

Tell: the development agency decides everything and the community is just informed of what they are to do in the village. In most cases, the agencies do not explain the reasons for deciding on a particular activity. They do not even say why they want to do it. They do not listen to the concerns of the community or give space to its priorities. 'Telling' is also what the agency perceives as development for the community.

Consult: the development agency makes decisions and then consults the community about the decisions. The agency negotiates with the community but does not make changes or give priority to the needs of the people.

Co-create: In this type of participation, the community and the development agency sit together and make decisions collectively with the value of mutual respect. The decisions are made based on the community's expressed needs through a process of sensitisation, facilitating collective decision making and ordering of the prioritised need. The community gets the opportunity to make informed choices.

Exercise - Role plays on different types of participation

Facilitate role plays of each of the above types of participation (depending on the number of participants) as this will provide the participants with a better understanding of the 3 different types of participation.

Conclusion: We should always practice the "co-create" type of participation as it facilitates active participation and empowers the communities. The diagram below further clarifies how it will lead to community empowerment.

It is critical to understand and remember that the Village Book is for and belongs to the people in the village. We should be very careful not to take ownership away from the community. The most important thing is that the community members understand the purpose of village development planning and the Village Book and how it has been developed.

Figure 1. Importance of community participation to achieve community empowerment
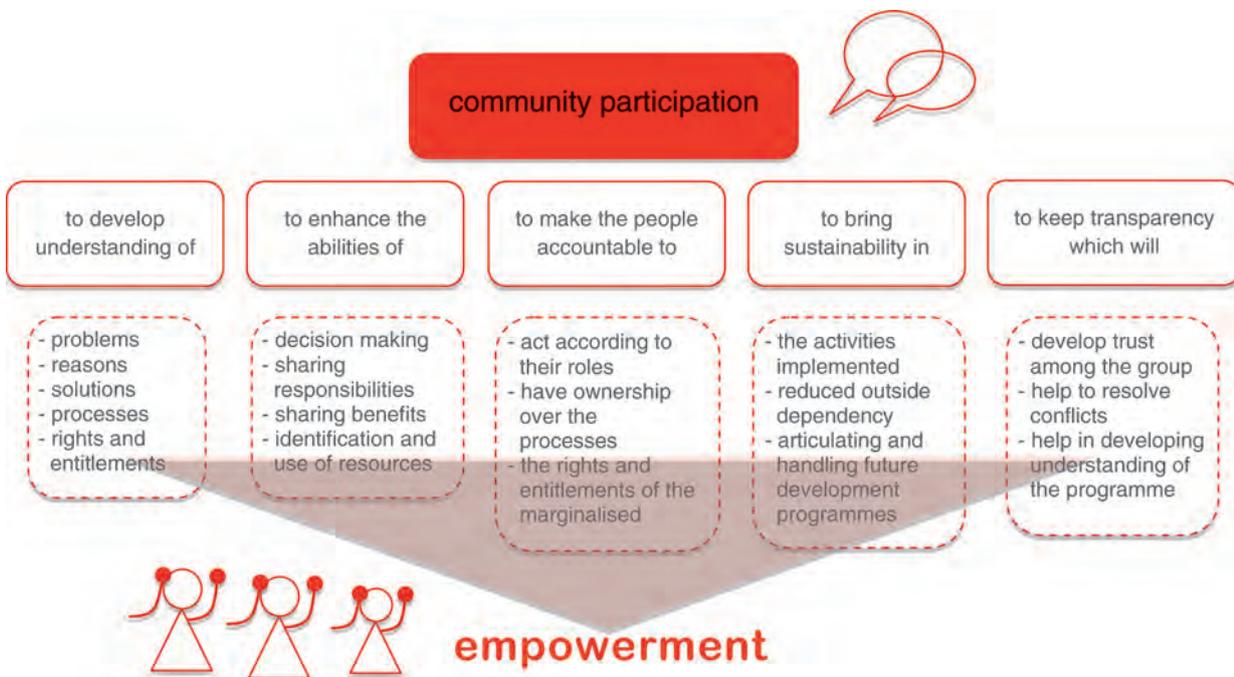
3.2 Sources of the information

Usually we meet the influential and informed people when we go to a village, due to various reasons. Hence the information we collect reflects the perspectives of these people and tends to exclude women and vulnerable groups. We need to understand the following dimensions when we think of collecting quality information.
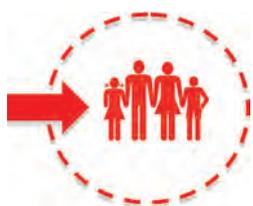
Reaching the poorest people: The poorest and most vulnerable people are usually too busy with their day-to-day survival; do not have the confidence to speak out in public; or think they will not be listened to – and so frequently are not included. It is important to understand who the poorest people are in the village and how to involve them in the process as they are key to information regarding poverty and marginalisation. For example, landless people can provide more accurate information regarding their situation, women can better articulate the issues of women etc. Therefore, we need to find different ways to reach out to the most marginalised and take appropriate measures like providing information, organising meetings at suitable times in convenient places, encouraging them to speak during community meetings and supporting their points of view.

Distribution of resources: In general, the resources in a village are distributed unevenly. Often, around 20% of people control 80% of the resources. Our focus should be on the people who are resource-poor and have the least power.

Endowments, entitlements and services framework: The wellbeing of people largely depends on their access to endowments, entitlements and services.

- Endowments are inherited properties and assets,
- Entitlements are the provisions of rights and schemes by the government,
- Services are the services provided by the government to the public.

In a village situation, some people may have access to all three, some may have access to entitlements and services, some to only services and some do not have access to any of the three. We need to understand the community from all perspectives and focus on the people who don't have access to any of the 3 categories.

3.3 Attitudes and Behaviours (relationship with the community)

Attitude and behaviour form the basis of any relationship. It is important to have the right attitude and behaviour to establish and maintain good relationships with community members.

Attitude:

Attitude cannot be seen physically by anyone but can be felt during our interaction as it is reflected in our behaviour. Attitude is a chain of thoughts developed on the basis of our perceptions, mindsets and values, and is entirely internal. It is expressed in our outlook and way of seeing things. If our attitude is indifferent to the poor, investment of unlimited finance and programs will not bring about the desired change as the basic relationship has not been built on understanding. We should be open to learn from the community and believe that they have abilities to analyse things.

Do not interpret: We should not interpret things based on our understanding and experiences. Always try to get clarity if the community responses are not clear.

Be non-judgmental: We should remain open during the discussions and debates we facilitate. We should not jump to conclusions and judgments based on what we think. If we are biased, we will fail to understand the power dynamics at the community level and it will further marginalize the vulnerable groups. We need to understand the problems of the vulnerable from their perspectives and not act on what we think are their problems. This attitude will also play a positive and enabling role in building good relationships.

Behaviour:

Behaviour is the manner in which a person conducts herself or himself reflecting their own thought processes and perceptions. Since this is visible, it forms a very important basis for establishing trust and relationships through our communications in terms of actions, body language and speech.

Actions: When we interact with the community our openness should be visible. If the body language indicates power and closed mindedness then the community will not be open to share their thoughts. It is important to include community members from all walks of life in our interaction. If we focus only on the village authorities and people with power and wealth in the community, the voices of women and marginalised people will not be heard and they will be excluded from participation. It is therefore important to respect all members and to include them.

Eye contact: it is important to maintain eye contact while interacting with the community members. This will communicate that we mean what we say and the people are important to us. If we are looking elsewhere while talking to them, it shows that we are not interested in them and what they are saying. Acknowledging them while they are talking is also important.

Seating: Another significant component of our behaviour is where we sit during our interaction with the community. The meetings/interactions should be conducted in a place convenient to the community and according to their free time. The meetings should be held at the place decided by the community and not in a place which we think is suitable. The level of seating should also be equal. Care should be taken to see that women are not seated lower, at the back or on the margins but are in equal positions with men.

Opportunity to express views: During the community interaction, at household and group level, we should give space for everyone to speak equally. When the women or vulnerable groups are silent due to cultural constraints, we should encourage them to speak and listen carefully to them. However, we should not keep bombarding them with questions. We should facilitate an equal learning and sharing process. We should listen actively and explain repeatedly until people have completely understood.

Culture: We should respect the local culture (unless it discriminates against women, minorities or poor people). For example, we should eat the same food the community eats and not ask that special food be prepared for us. Being choosy portrays a powerful position and denotes the community as indebted receivers. We should also respect the time and energy spent by the community in hosting us.

Women: We should exhibit an appropriate and respectful behaviour towards women, irrespective of their position. Mocking, passing silly remarks and comments about women is totally unacceptable. In meetings, it is critical to facilitate women's participation and to include them in all the processes. Our behaviour should be a model for men in the community to treat women as equals.

3.4 Types of analysis

It is important to organise the information collected for the village analysis to enable focused and structured discussions, and for easy understanding of the crucial components. For the purpose of developing the village development plan and the Village Book, the information is categorised into the following 5 key analyses:

1. **Vulnerability analysis:** To assess the dynamic nature of poverty in relation to vulnerability, to shocks and cyclical deprivations, and the key assets of poor people to cope with these.

2. **Women's situation analysis:** To identify different dimensions of poverty concerning equity, dignity, positioning and denial of women's rights.

3. **Power Analysis:** To understand powerlessness, both as a determinant and consequence of deprivation and institutions that contribute to cushioning the consequences of deprivation and to foster collective action for problem solving.

4. **Social Analysis:** To identify the multi-dimensional processes that cause and perpetuate poverty, including the problems/constraints of the poor to access services and the causes social inequality.

5. **Economic analysis:** To understand the livelihoods and related vulnerabilities that push people into a cycle of poverty.

3.5 Appropriate tools

Generally, standard quantitative tools, which are measurable with definite indicators, are used in poverty assessments. These exclude people's participation and rely on general statistics. This suits general surveys that often do not consider the socio–economic situation of the poorest people. In contrast, participatory tools aim to address this gap and promote inclusion of the most vulnerable groups. They facilitate an enabling atmosphere, promoting active participation from the most marginalized people in the community. They also support a more thorough analysis of the situation, the prioritisation of key issues, the identification of relevant actors and development of a suitable action plan that is owned by the entire community. They also help to build positive relationships within and outside the community.

The tools:

Some of the Participatory Rural Appraisal (PRA) tools for effective participatory analysis used in the development of the village development plan and the Village Book are: the social map, resource map, seasonal calendar (seasonality diagram), timeline, wellbeing analysis, cobweb analysis, Venn diagram and focus group discussions.

3.6 Adequate preparation

Facilitator's preparation to conduct an effective Participatory Poverty Analysis:

Prepare yourself

Before starting each analysis and going to the community, think about: What to do? How to do it? How to handle problematic people? How to involve all community members, particularly women? How to bring out the politics of issues etc.

Have faith

The first step for participation is to have faith in the abilities of the community and poor people in analysing and understanding their situation. Give opportunities to the people to express their views.

Give examples

Enrich the understanding of communities on poverty and vulnerability through sharing information and examples. Also give examples of how various issues are addressed in other parts of Myanmar.

Build relationships

Use the process as an opportunity to create new and valuable relationships between service providers and poor communities by involving government authorities at various stages of the village development plan and the Village Book development process.

Enhancing the visibility of the most vulnerable and marginalized people

Emphasise the importance of understanding who is marginalised in the village and why their needs should be given priority during implementation.

Enhancing the visibility of women

Make sure the community understand why women are excluded for cultural reasons – why this is unjust and the importance of hearing women's ideas.

Focus on capacity building

During the process, the focus should be on awareness-raising of the community through debates and information dissemination on related issues so that people who are poor can effectively discuss issues with a fuller understanding.

Take sides

During interactions with the community, the voices of the poorest people are generally left out or the issues related to them are omitted. The facilitator should take the side of the poorest people during these interactions so that all their issues are considered and their participation is ensured.

3.7 Do's and don'ts

Avoid generating expectations: It is important to explain to the community about the limitations of the process very clearly to avoid unrealistic expectations. Communities should be aware of the purpose of doing the exercise and that there will probably be a lack of resources to implement the entire plan.

Information sharing: Conclude discussions at the end of each exercise and make corrections to the information collected. This will also help the communities to understand the issues from different perspectives.

Triangulation: Generally during the community consultation process the involvement of the community will be in small groups of 15 to 20 people. So at the end of the completion of the analysis the results need to be shared with the larger community to cross check the information. This will help the larger community to be aware of what is happening in the village and better understand their own situation.

Reviews: Regular reviews by the team supporting the village development plan and the Village Book processes should be held to ensure the quality of the process and results. This should not be left to the end of the process.

Documentation: Should be done on the same day so that all the information is captured and analysed appropriately.

4. Process flow diagram of village development planning and the Village Book development

Figure 2. Participatory village development planning process and village book production

| STEPS	TOOLS	PROCESS
1. Comprehensive Village Analysis Social analysis Economic Analysis Vulnerability/Risk Analysis Women Rights Analysis Power/Relationship Analysis	Social Map, Resource map and Season Calendar Wellbeing analysis, Timeline Cobweb analysis Venn diagram	to discuss and identify the community's situation and problems using each of the analyses with the support of specific guided questions is important
2. Mapping Status of Rights Understanding problems from a rights perspective	- Problem prioritization through card sorting - Problem tree analysis - Matrix for rights mapping	help people to understand reasons for problems and prioritizing which problem is leading to violation of which right and entitlement
3. Participatory baseline	Reviewing baseline indicators from the 5 analyses in line with the problem and their situation	to identify required baseline information to establish success indicators/ to understand status of the success indicators
4. Participatory indicators of success/change	Dream map Matrix – linking baseline to change/success indicators	Identify change indicators for overcoming the problem/ rights denial
5. Village Development Plan Planning to take action to solve the identified problems	Village Dev. Planning Matrix – long-term plan to address prioritized problems	Identify resources, roles, time lines and capacity needs
6. Detailed Implementation Plan Acting to solve one problem	Detailed Implementation Plan Matrix – specific activities and tasks	Identify specific resources, time lines roles and responsibilities

The Village Book will have baseline indicators, participatory success indicators and a village development plan which, when finalized, are approved by the village tract leader and township authorities. This will form the basis for development work (ActionAid's Local Rights Programming), implementation, monitoring and measuring change

5. Comprehensive Village Analysis – Step 1

This is the first step in developing the village development plan and the Village Book. This step requires putting into practice the processes discussed in section 3 above such as going to the appropriate people to get information, building trust and maintaining good relationships with the community.

The appropriate tools and content of the analysis are:
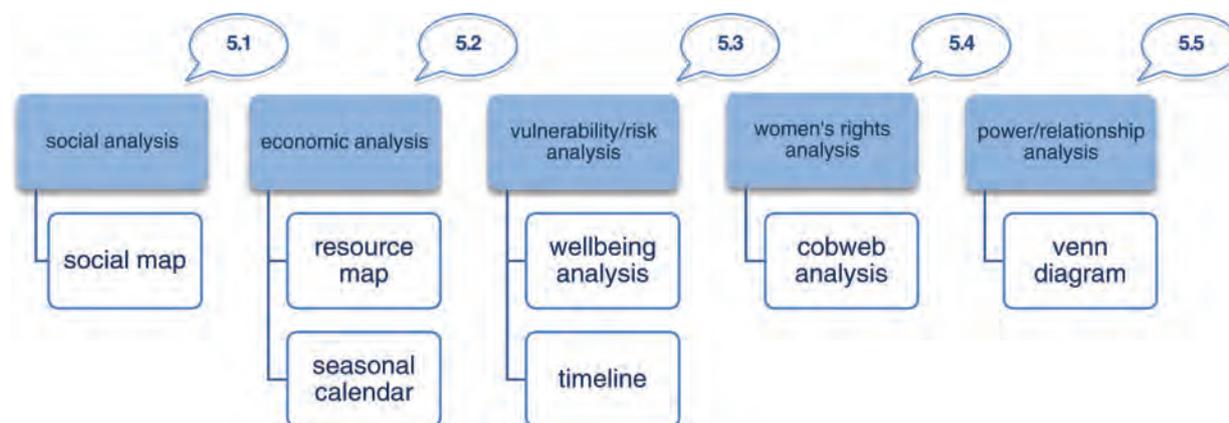
It is often preferable that the most powerful people are absent or otherwise engaged during the analysis as they tend to influence other people and the voices of vulnerable people will be suppressed.

5.1 Social Analysis

Social analysis is done to understand the social composition and social cohesion within communities, and to assess the control and access to social/communal infrastructure in the village. This is done by using a tool called the Social Map.

Social Map: This is a bird's eye view of a village that shows the demographic details and the social infrastructure available for the people including houses, roads, schools, drinking water sources, etc and their relation to the people. Discussion following the drawing of the social map helps people to understand who is accessing and who is controlling the available infrastructure, and if or why it is not accessible to poor and/or marginalised people of different ethnic, religious, class groups etc, or those excluded on the basis of gender, age, and disability.

A. Process of drawing a Social Map:

1. Gather people in a common place where everyone in the village, irrespective of status, can come and participate.

2. Explain the purpose of the exercise and how it is useful for the village social analysis. Ask participants to locate the magnetic pole directions (north, south, east, west) on the ground or on flipchart paper, depending on the situation. It is usually better to draw the social map on the ground using locally available materials (and then copy this onto paper). Draw the boundaries of the village.

3. Draw the roads and any streams/rivers running through the village.

4. Ask participants to identify other prominent and communal infrastructure in the village such as schools, drinking water sources, hospitals, religious places, bridges, cyclone shelters, etc.

5. Indicate all the houses as per their location and type of construction.

Figure 3. Example of Social Map

B. Analysis of the Social Map: Analyse the map after completion through generating discussion among participants on each of the visible things on the map.

Document the key points in the meeting minutes format. (see Annex 3)

1.   Who are the community members

At first, discussion should be around the houses and number of adults (women and men), children (girls and boys) in each household. This will enable everyone to understand the demographic details by sex and age segregation.

　　1.1 Total number of families (make sure that all families are included i.e. poor families on the periphery of the village, families of married children living with their parents etc)

　　1.2 Number of male, female, children

2.   Who are the vulnerable community members

　　2.1 Who are the most vulnerable people in the community? (Probe: Does this include female headed households, older people living alone, people with disability etc.) Why are they vulnerable? Where do they live? (Highlight their houses on the social map.)

3.   Social infrastructure and its use

Discuss each of the social/collective infrastructure like drinking water sources, schools, primary health centres, roads etc in the village. Discussions should cover who is benefiting, who is not benefiting, if or why poor people are not benefitting, etc. The discussions should bring out the issues of power in accessing the social/communal infrastructure and the power dynamics need to be understood from the perspective of women and poor people. That is, discussions need to bring out the group and gender dynamics in the village.

　　3.1 Drinking water:

- Where do people get drinking water?
- How many ponds or wells? Are these clean enough to drink?
- Is there enough drinking water throughout the year? Are there any periods in the year when there is a shortage of drinking water? In these periods, where do people get drinking water?
- Does everyone have access to drinking water? If not, who and how many people don't have access to drinking water? Why?
- Are there other problems related to drinking water?

　　3.2 School:

- Is there any school in the village? (Primary/middle/secondary)
- What is the condition of the school buildings? Classrooms, equipment/teaching aids, toilets. Is the school suitable for all seasons? Are there enough class rooms (primary/middle/secondary)?

- If there isn't any school in the village, where can children go to school? How far is it?
- Can all the school age children go to school? How many children of primary education age (approximately 6-11 years old) are not going to school? How many are girls/boys? Why are they not enrolled/dropped out?
- Are there enough teachers? How many teachers? Are they government appointed or community teachers?
- Is there a nursery school in the village?
- How many high school graduates are there in the village?
- Are there any other issues/problems regarding education?

3.3   Primary health care:

- Is there a primary health centre/clinic in the village? What are the primary health services available in the village? What medicines are available?
- If not, how far is the nearest primary health centre located from the village? Is it easily accessible to all people?
- Is there a community health worker in the village? A midwife? Other health providers?
- What do people usually do when they/their children get sick? Where and to whom do they go?
- Who are the households unable to access primary/health care services? Why?
- What are the common diseases people suffer? When? Why?
- Do people in the village use toilets?
- What are other problems related to health?

3.4   Roads, bridges, footpaths, transportation:

- Can the road(s) and footpaths in the village – and the roads connecting to other villages – be used throughout the year?
- If not, when can they not be used and why not?
- What are the main means of transportation?
- Who faces the most problems in terms of transportation? Why?
- In terms of an emergency situation (urgent cases) can all people access transportation easily?
- What are other transportation issues in the village?

4. Integrating disaster preparedness

4.1   Vulnerable places
- Where are the most vulnerable places in the community?

4.2   Vulnerable people

- Who are the groups most vulnerable to disasters? (Older people, pregnant women, people with disability, children etc).
- How are the members of these vulnerable groups affected by disasters?

4.3 Safe places
- If there is a disaster is there a shelter or safe place for people to go?
- Is it easily accessible for vulnerable people?
- If there is no shelter or safe place, where do you plan to go? How will you go there?

4.4 Disaster alert/communication

- From whom, and where can people in the community get information about disaster alerts?
- Can all people get access to the information? For example, people in the village, in the paddy field etc.
- If they cannot get information directly, how can they be informed?

5. Community members and relationships between them and with neighbouring villages

Discuss the different ethnic, religious and/or other groups present in the village, the level of social cohesion within the village and if there are any conflicts among the groups - and how these are affecting the most vulnerable people.

5.1 Who are the different ethnic and religious groups present in the village? Are there any other groups?

5.2 Number of families in each ethnic and religious group?

5.3 Are there any conflicts between these groups? If so, what are they?

5.4 Who and how are people affected by the conflict in the village?

5.5 Do all the villagers work together for social welfare/community development?

5.6 Does the village have good/friendly relationships with their neighbouring villages?

5.7 What are other issues related to social cohesion in the village?
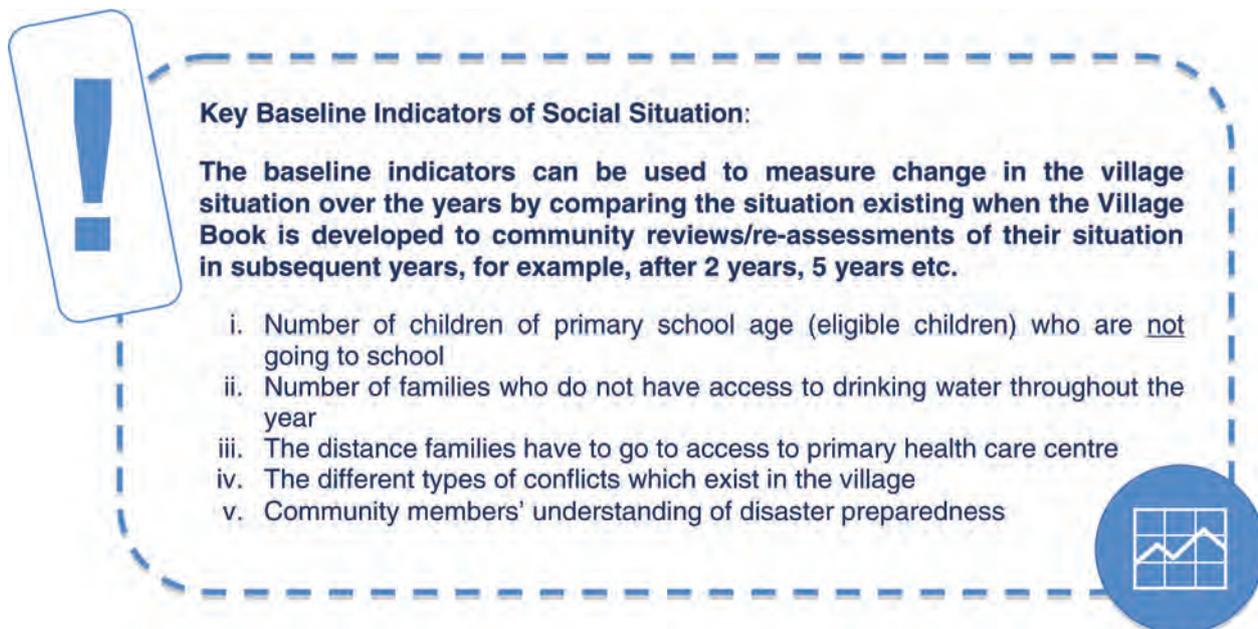
Key Baseline Indicators of Social Situation:

The baseline indicators can be used to measure change in the village situation over the years by comparing the situation existing when the Village Book is developed to community reviews/re-assessments of their situation in subsequent years, for example, after 2 years, 5 years etc.

  i. Number of children of primary school age (eligible children) who are <u>not</u> going to school
 ii. Number of families who do not have access to drinking water throughout the year
iii. The distance families have to go to access to primary health care centre
 iv. The different types of conflicts which exist in the village
  v. Community members' understanding of disaster preparedness

5.2 Economic Analysis

Economic analysis is carried out to understand the different economic resources in the village and their linkage to the livelihoods of the people. For this purpose we may use 2 PRA tools:

    (i)   Resource Map and
    (ii)   Seasonal Calendar

The Resource Map helps us to understand the various resources that are available and their access to and control by poor and marginalized people. The Seasonal Calendar helps us to understand the livelihoods people do using these economic resources, the income from the various livelihoods at different periods throughout the year, and the months/times at which food is scarce.

(i) Resource Map: a Resource Map is drawn to understand the location of various economic resources that exist in the village, who (rich, powerful, poor people, women) is accessing these resources and who is controlling these resources.

A. Process of drawing a Resource Map:

i.   Gather people in a common place where everyone in the village, irrespective of status, can come and participate. Ensure that community members engaged in different types of livelihood options are present while doing the economic analysis. Also ensure that landless people are present and encourage them to speak during the analysis of the identified resources.

ii. Explain the purpose of the exercise and how it is useful for the village economic analysis.

iii. Ask them to start by locating the magnetic pole directions (north, south, east, west) either on the ground or on flipchart paper, depending on the situation. It is usually better to draw the Resource Map on the ground using locally available materials, and copy the map onto paper after the exercise is finished.

iv. Facilitate participants to draw the boundaries of the village and identify different economic resources like cropping land, water bodies, streams, canals, forest, pasture lands, markets, forest, rice mills, factories, mining areas etc. It is important to consider the boundaries of the village with neighbouring villages while drawing the resource map. It is also important to consider the resources of the village even if they are not within the village boundary.

See Figure 5 for an example of a resource map.

Figure 5 Example of a resource map.
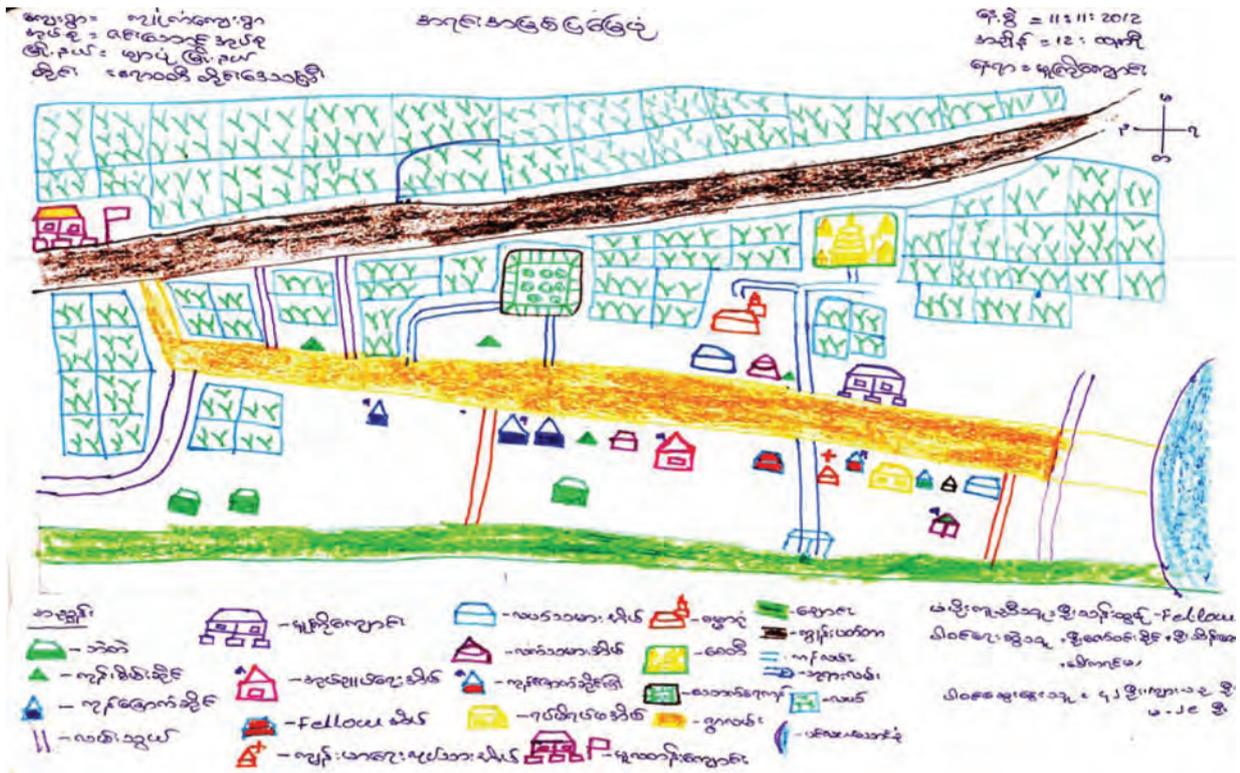
B. Analysis of the resource map:

Document the key points in the meeting minutes format. (see Annex 3)

1. Different Economic Resources

 - What are the different economic resources available in the village?

a. Cropping land   b. Pasture land
c. Water bodies (ponds/wells)   d. Streams/rivers
e. Forest   f. Rice mills
g. Factories   h. Mining area
i. Markets   j. other

(Document the discussions under the sub-heading of each resource like land, water, forest, factories, etc)

- What are the linkages between the livelihoods of community members and the economic resources?

- How is each resource useful/beneficial for people?

2. Livelihood Assets

Complete the matrix below using the following questions:

- What kinds of livelihood tools/assets are available in the village? (Nets, boats, carts, bicycles etc)

Figure 4. Livelihood assets

Livelihood tool/asset	How can these assets help them in times of disaster?	How can disaster impact on these assets?	When disaster happens, how can these assets be protected from loss or damage?	Who has the responsibility? (Owner, task force members, VDMC etc)

3. Access to and control over resources

Discuss and make sure that the views of women, older people, people with disabilities and members of marginalised/minority groups are heard and understand if/how each of the identified resources are accessible and beneficial to them.

- Are the resources abundant or scarce?
- Can everyone access the resources equally? Who has access and who is deprived of access to resources? Are the vulnerable/poor people benefitting from these resources?
- How many families are suffering from scarce or no resources? Why are they unable to access the resources?
- Who has control over the resources? Who decides how the resources will be distributed?

Discuss the problems related to the optimum utilization of each resource like land, water for irrigation, forest and forest products, factories, etc. The discussions should bring out any issues of power over the utilization of these economic resources at the village level.

- Which policies and practices are restricting the utilization of these resources – particularly by women and by poor people?
- What are other problems related to resource utilisation?

(ii) Seasonal Calendar: This exercise will be carried out using a matrix tool to understand different livelihood options in the village, their period of availability and income over a period of a year, and when food is scare. This will help people to understand the livelihood patterns in the village and the issues associated with each livelihood option.

**A. Process of drawing up a Seasonal Calendar:**

Involve the same community members that were part of drawing the resource map.

1. Identify the various livelihoods done by the community members and write them each on a separate flash card. Place all the livelihood options in the first column of what will become a matrix. (A matrix is a series of rows and columns used to analyse a specific issue against various parameters/factors.) List the 12 months of the year on separate flash cards and place them across the top as the first row. (See the matrix for a Seasonal Calendar in Figure 7.)
2. Above the first livelihood option, insert 2 rows: one for "weather" and ask participants to describe the weather/season for each month of the year; the second for "disasters" and ask participants to state which disasters are likely happen in which times of the year.
3. Now pick up one of the livelihood options and mark the period of availability to do this livelihood option against the relevant months. Similarly mark the period of availability for each of the other livelihood options, one after the other.
4. To the right of the 12 months create another column (Income) which can be divided into 3 sub columns using flash cards to record the approximate income per (i) day (ii) month (iii) year from each particular livelihood option.
5. Two more columns can be added to record (i) the number of families involved in each type of livelihood and (ii) the number of women headed households involved for each.

Make sure the views of women are heard and captured on each of the identified livelihood options and analyse how they are accessible to women, as well as to older people and people with disability, and how they are benefiting from them. (Record the issues in notes, not on the calendar.

6. After the number of women headed families column, build another column to list the problems related to each of the livelihood options in terms of: income, period of availability, discrimination issues, child labour, health hazards, environmental hazards etc.

7. After completion of the livelihood analysis, add a final row: Food security, that is, the availability of food throughout the year. This is used to understand the periods of food shortage in the village.

8. If required, further rows can be added, for example, availability of irrigation water etc.

Figure 6. Example of Seasonal Calendar
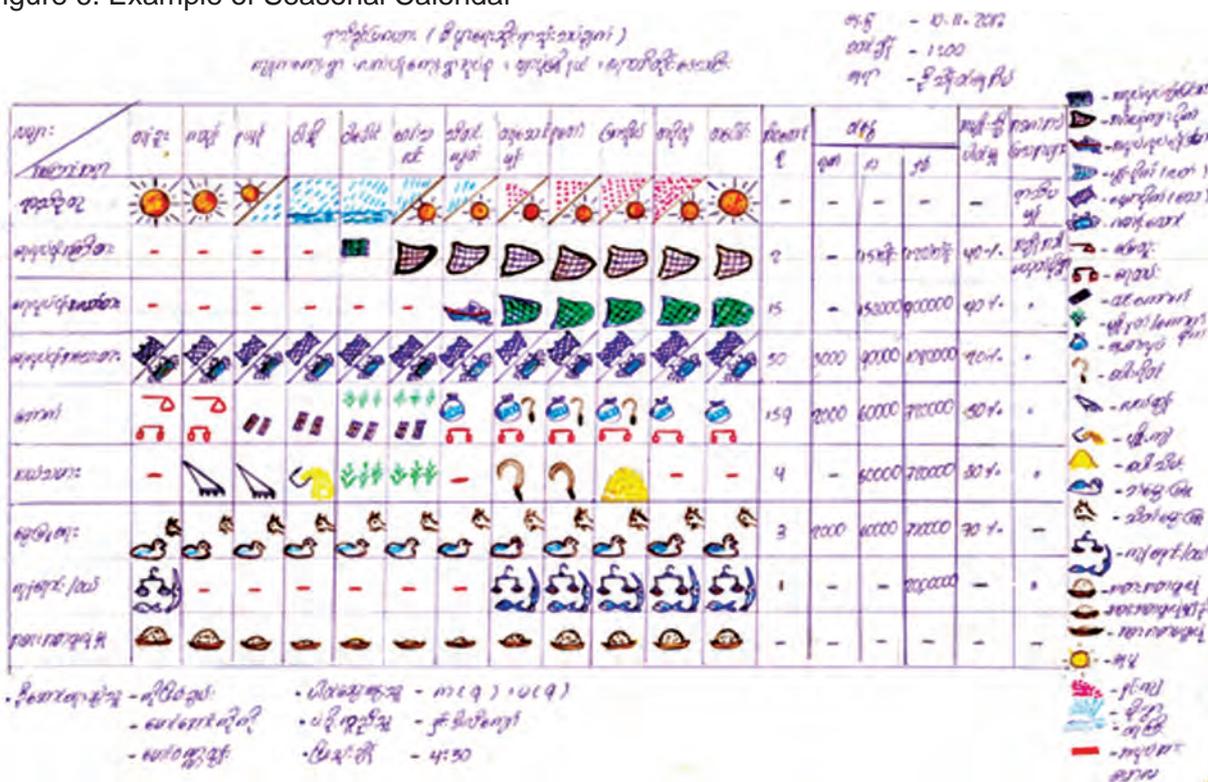
B. Analysis of the Seasonal Calendar:

Document the key points in the meeting minutes format. (see Annex 3)

1. What are the main livelihoods?

1.2. For each main livelihood:

-   How many households do this livelihood? How many of these are women headed households?
-   Is this livelihood conducted throughout the year?
-   What do people do when they cannot do their main livelihood?

2. Income and expenditure

-   For each livelihood option, what is the average income people can obtain daily/monthly/yearly (according to the frequency of when produce is sold)
-   Discuss with participants if their overall annual income is enough to cover their expenditure throughout the year?
-   How do they solve the problem if there are periods with insufficient income?
-   What are the main problems related to livelihoods in the village?

3. Women's livelihoods and income

-   What are the main livelihoods of women?
-   Is the income of women headed households similar to that of households headed by men – or less/more?
-   Do women get the same amount for a daily wage as men?
-   What are the main issues for women related to their livelihoods?

4. Integration of disaster preparedness

-   Which disasters happen in which month/season?
-   In which month(s) are disasters most likely to happen?

Figure 7. Example of the matrix to construct the Seasonal Calendar

	content	Jan	Feb	March	April	May	June	July	August	...	income daily	income monthly	income yearly	No HHs	No WHH	problems
	weather															
	disaster															
	farm/agriculture-rice															
vegetables	rosele															
vegetables	peanut															
vegetables	sesame															
	casual worker															
fishing	prawn															
fishing	crab															
fishing	fish															
livestock breeding	chicken															
livestock breeding	pig															
livestock breeding	duck															
	food security															
	water for agriculture															

HH - households
WHH - women-headed households
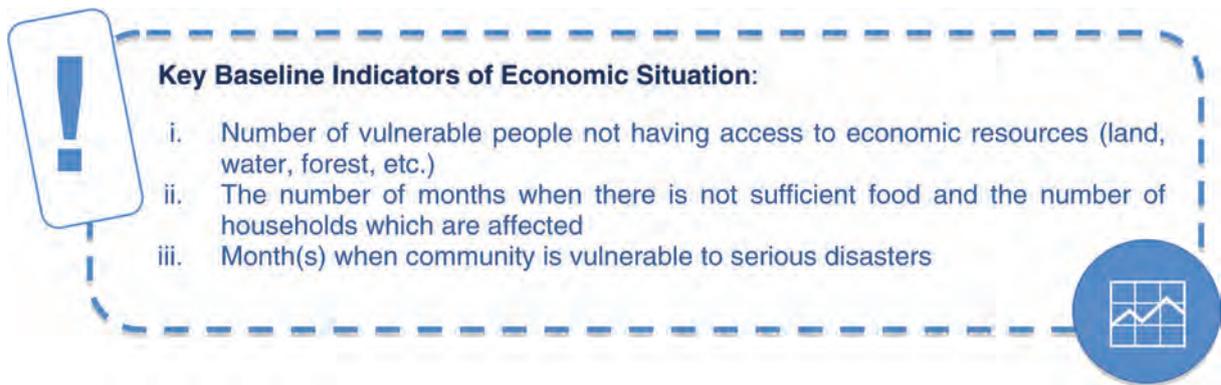
5.3 Vulnerability Analysis

This analysis will be carried out using two PRA tools:

(i) Timeline
(i) Wellbeing analysis.

The Timeline is used to capture how important events which happened over a period of time (the past 30-50 years) have affected the life of the community. The Wellbeing analysis is to identify vulnerable people in the village and understand factors contributing to their vulnerability, a crucial component of village analysis.

(i) Timeline: A Timeline is a matrix to understand when different events occurred in the village over a period of time. These events could be human made, natural disasters or political incidents (e.g. revolutions, change in govt, etc) that forced people to become vulnerable. We do this exercise to understand the various factors that have led to or increased the vulnerability of people.

A. Process of doing a Timeline:

As discussed earlier, a matrix is a series of rows and columns used to analyse a specific issue against various parameters/factors. In this case we analyse the events according to various factors such as when the event occurred, how people were affected, how they were supported/ how they coped with the situation etc.

1. Gather people at a common place where everyone in the village can come and participate. Make sure that older people who can remember back 30-50 years are included.

2. Explain the purpose of the exercise and why it is important to understand the vulnerability situation of the community.

3. Ask participants to list the events that happened over a period of time (maybe the last 30-50 years - it may be even longer depending on the age of the participants) and get them to write each event, one per flash card. Ask people to explain the event and arrange all the events in the first column in the order of occurrence.

4. The second column is used to understand when the event happened. Ask people to write the time of occurrence – that is, year and season - of each event on flash cards and arrange them against the events in the second column. (See figure 8) Make sure that disasters are included.

5. The third column describes the impact of these events (disasters or conflicts) on the community in terms of life loss, property loss, injuries etc. The effects of each event may be written on a separate flash card and placed against the event to understand them better.

    (i)   Impact on people: How many households were affected? Who were the people most affected? How many deaths and serious injuries?
    (ii) Places: Which locations in the village were affected? That is, where are the vulnerable places?
    (iii) Property: What was the impact on property? Loss and damage? (Crops, assets etc)

6. The fourth column is built with information related to how people coped during and after the event. Who supported them, including the government, and what did they do themselves?

Figure 8. Example of a Time Line

1. Event	2. Year & month	3. Vulnerabilities/impact			4. How did people cope/assistance provided?
		i. People	ii. Place	iii. Loss of property	
Cyclone Nargis	2008				

B. Analysis of the Timeline

Document the key points in the meeting minutes format. (see Annex 3)

1. What are the key events which occurred in the village? (Man made disasters, natural disasters, or incidents) Write the problems faced by people under the sub-heading for each event.

2. How many people were affected? Are all people affected equally? Who are the most affected?

3. What was the situation for the most vulnerable people? How did they cope?

4. How did people cope during challenging situations? Who provided help?

5. What are the most vulnerable times of year in the village?

6. What are the short and long term consequences of disasters? (On health, education, social problems etc)

(ii) Wellbeing Analysis: This is done to understand the various categories of people that exist in the village and the factors contributing to their wellbeing and vulnerability. Analysis of the tool helps to identify the vulnerable people in the village and the reasons for their vulnerability.

A. Process of doing a Wellbeing Analysis:

A matrix is a series of rows and columns used to analyse a specific issue against various parameters/factors. In this case, we will analyse the wellbeing status of community members according to the different characteristics of the wellbeing categories of families in the village, the number of families in each category, the factors contributing to the improvement or deterioration in the wellbeing status of families etc.

1. Gather people at a common place where everyone in the village can come and participate.

2. Explain the purpose of the exercise and why it is important to understand the wellbeing status of people in the community. Please note that in the Timeline, the vulnerability analysis is about the people becoming vulnerable due to disasters. But in the context of a wellbeing analysis, vulnerability is about consistent suffering and lack of access to basic needs, services and social status.

3. As a first step, facilitate the community to identify different categories of families/people based on their wellbeing status. See Figure 10. Let the people decide the number of categories and names of the categories (e.g. rich, middle-class, poor, very poor, with usually 3-5 categories in total). Help them to understand the categorization clearly so they can easily decide which category each family belongs to. Write each category on one flash card and place them in the first column in sequence.

4. Ask people to draw/write the characteristics of each category on one flash card and place them in the second column against the respective category. This will help them to better understand the characteristics.

5. Facilitate the community to write the names of all the families in the village on separate flash cards (this would be better done before the start of the meeting to save time) and ask them to place each family's card in the third column against each wellbeing category. (The numbers of families in each category should be recorded.)

6. Now discuss if there are some families whose wellbeing status has improved in recent years and they have moved from a lower category to an upper category. If so, identify the families, specify the reasons, write this information on flash cards and place against the category. Build a fourth column using this information. (The numbers of families should be recorded.)

7. Similarly, find out if some families' wellbeing situation has deteriorated in the past few years by moving from an upper wellbeing category to a lower wellbeing category. If so, write the names of the families and reasons for their deteriorating wellbeing status. Write the information on flash cards and place against the wellbeing category in a fifth column. (The numbers of families should be recorded.)

8. After completing the exercise facilitate the community to identify which category of people are facing the greatest difficulties in their life and are most vulnerable. Let people decide if it is only the bottom most category or the lowest 2 categories.

9. Identify the houses of these vulnerable people on the social map (If done when drawing the social map, compare the families identified.)This will help to pinpoint the vulnerable people in the village by name and location of their houses.

Figure 9. Example of a Wellbeing Analysis

Figure 10. Example of a Wellbeing Analysis Matrix

Category	Characteristics of the category	Households names	Number of households	Households increasing in wellbeing status over last 5 years		Households decreasing in wellbeing status over last 5 years	
				Names and numbers of households	Reasons	Names and numbers of households	Reasons

B. Analysis of Wellbeing

Document the key points in the meeting minutes format. (see Annex 3)

1.   Who are the vulnerable families/groups in the village?
2.   What are the reasons for their vulnerability?
3.   What changes took place in the last 10 years which affected their wellbeing status?

Key Baseline Indicators for the vulnerability situation:

  i. How many families are vulnerable? Who are the vulnerable families?
  ii. What are the underlying reasons for their vulnerability?
  iii. How many families moved into (i) a higher well being category (ii) a lower wellbeing category in the past 5 years?

5.4 Woman's situation analysis

This exercise is to understand the conditions and status of women in the village. This assessment should be carried out from the perspective of women's rights to understand the factors affecting the development of women in the village. For the analysis, we will use a tool called the Cobweb because it looks like a spider web when the exercise is completed.

Note: No men should be present in the women's group while doing this exercise. The response of the women members might be hampered even if one man is present during the exercise. The exercise can be done separately with women and men and after each group completes their separate analysis, their cobwebs can be compared and discussed so that the perceptions of women and men regarding why they think the situation is like that can be shared.

A. Process to do a Cobweb analysis:

1. Organise a meeting with women's group members or women in the village at a place commonly agreed by them.

2. Explain the purpose of the exercise and why it is important to understand women's condition and status in the community.

3. Initiate discussion using a brain storming exercise on the key components/dimensions of women's development and what they perceive about their situation.

4. Make a list of various key components of women's development that are linked to their rights, such as: high school education, participation in village affairs, leadership, decision making in village affairs, access to resources, employment opportunities, income from daily work, responsibility for household work, ownership of resources, feeling safe and secure from violence. Ask them to draw pictures representing these components on separate flash cards.

5. Make a point at the centre of some flipchart paper and draw lines to different directions from the centre (as shown in the Figure 9). Ask the women to place one flash card at the end of each line so that the line represents that particular component. (see Figure 11)

6. Mark up a scale of 0 to 10 on each of the lines representing the different components, with "0" (lowest) at the centre and "10" (highest) at the outer end.

7. Ask people to score on the scale of 0 to 10 with regard to the status of women in the village on each component assuming 10 is the highest performance. Score all the components in the same manner. Mark the scores on the line. Explain that the score is based on how they perceive the overall situation. After completing the marking on all the lines, join the markings using one particular colour.

8. Again facilitate discussions to score on each component with regard to the conditions and status of men on the same components according their perceptions, in the same manner explained above.
9. Join all the markings of men's status with another colour so that the difference between the status of men and women is clearly seen in the diagram.

Figure 11. Constructing a Cobweb Analysis
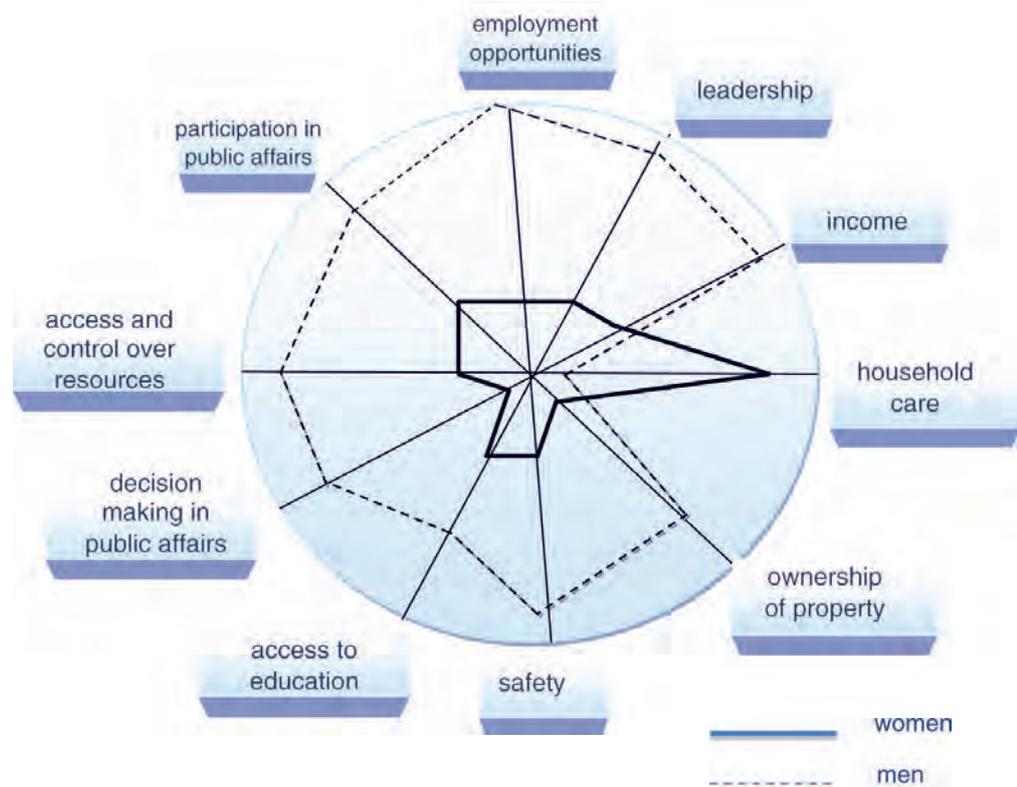
Figure 12. Example of a Cobweb Analysis
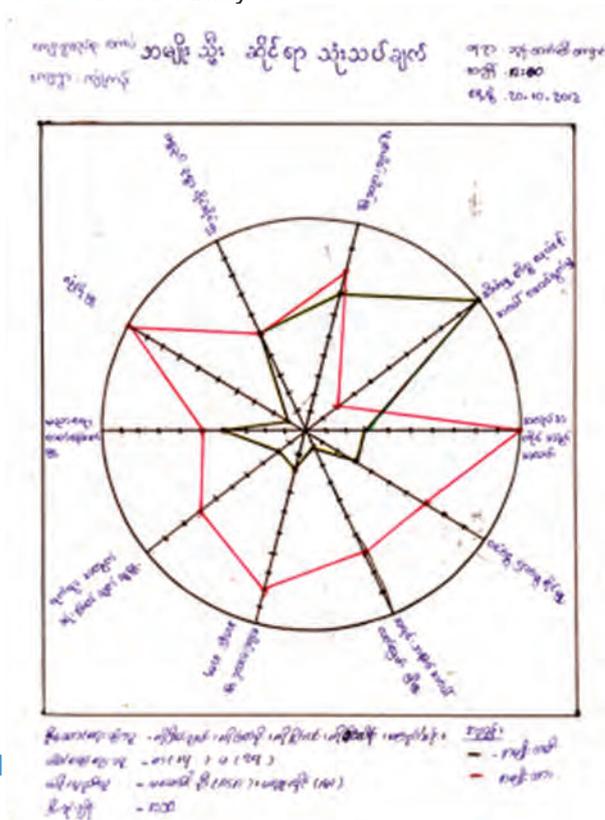
B. Analysis of Women's situation:

Document the key points in the meeting minutes format. (see Annex 3)

After completing the exercise, facilitate discussion on each component that has been considered in the cobweb. The questions for the analysis could include:

1. Why do they think that women's score/status in each component is different
    (less or more than) than that of men? What are the key reasons for this?
        Document the information, keeping each of the 10 components as a sub-heading and
        write down the analysis and information gathered for that component. If the participants
        cannot articulate their situation and to stimulate discussion the facilitator may need to
        provide some examples, or information about equal rights for men and women, etc
2. What are the key challenges women are facing?

Key Baseline Indicators of Women's Situation:

I. What is the score given to (i) women and (ii) men on each component on the cobweb?

Component	Score for women	Score for men
1. Participation in public life		
etc.		
10.		

II. The number of women in leadership positions in the village
     (list the position and names)

5.5 Power and relationship analysis

A Power and relationship analysis is done to understand who makes or influences decisions in the village and if or how the power is used for the benefit of poor and marginalized in the village. This is done through an exercise called the Venn Diagram. The key components of a Venn Diagram are the strength of the relationship and the distance of institutions/groups/powerful people/positions of authority from the community. In analysing power at village level, the exercise can be used to determine the importance and responsiveness of different stakeholders associated with the village like local authorities, village committees, religious committees, CBOs, NGOs etc. The relative distance from the community indicates the responsiveness of the particular stakeholder and the closeness of their relationship to the community.

A. Process of drawing a Venn Diagram:

1. Prepare by cutting flipchart paper into circles of different diameters or collect stones of different sizes before the beginning of the exercise.
2. Ask the participants to list all the institutions/groups/powerful people/positions of authority in the village i.e. those who make decisions about the development of the village, for example, people such as the village head, village tract leaders, monk/pastor, teachers, village elders, moneylenders, NGOs or village CBOs (youth group, women's group, disaster management committee, disaster preparedness and response task forces, social welfare groups etc) may be listed.
3. The people/community are put at the centre of the diagram. Ask the community members to identify the relative importance of each of these influential people/institutions – this is indicated by the size of the circle or the stone that represents them. That is, the relative size reflects the relative importance of the person - the more important the person/institution the larger the circle/stone. Write the name of each institution/group/powerful person/position of authority on the circle/stone and arrange them around the central point which represents the people/community.
4. The responsiveness/closeness of the influential person/institution to the community is indicated by their distance from the people/the centre. If the institution is close to and supports the community it will be located close to the centre; if the institution does not engage or provide any support with the village people it will be located far from the centre.
5. Ask the participants to move the circles/stones either closer to or further away from the centre (the people), depending on their relative responsiveness, i.e. how much support they provide to the community.

Figure 13. Example of a Venn diagram

B. Analysis of the Venn Diagram:

Document the key points in the meeting minutes format. (see Annex 3)

After locating all the circles/stones pick them up one at a time and discuss the following questions. Make sure that the influential people are not part of the exercise while it is being conducted.

Document the information under the subheading of each of the influential people/institution/ group.

1. Who are the key development/social/religious and other individuals/organisations/ institutions in the village?
2. Why is that particular person/institution important or unimportant (based on the relative size) and how are they useful for the community?
3. Who are the most powerful leaders? Are they elected, selected or appointed? Are women involved?
4. Does leadership vary for different groups or issues? Are there women leaders? If not – why not?
5. Who are the formal decision makers? Who can participate in decision making? In the village, how transparent are the processes of decision making on community issues?
6. How do powerful individual/groups/institutions support (or ignore) the development needs/rights of poor people in the village?
7. Are some groups/people excluded from village affairs? Who are they?
8. Do some groups dominate village affairs? Who are they?
9. What is the relationship between government administration officials and the community?
10. What is the relationship between different groups in the community? Are there any difficulties or conflicts?
11. What are the issues/problems related to decision making and use of power in the community?
12. Which, if any, groups are working on Disaster Risk Reduction/Disaster Response and what are their activities? Do they consider vulnerable groups in preparedness and response?
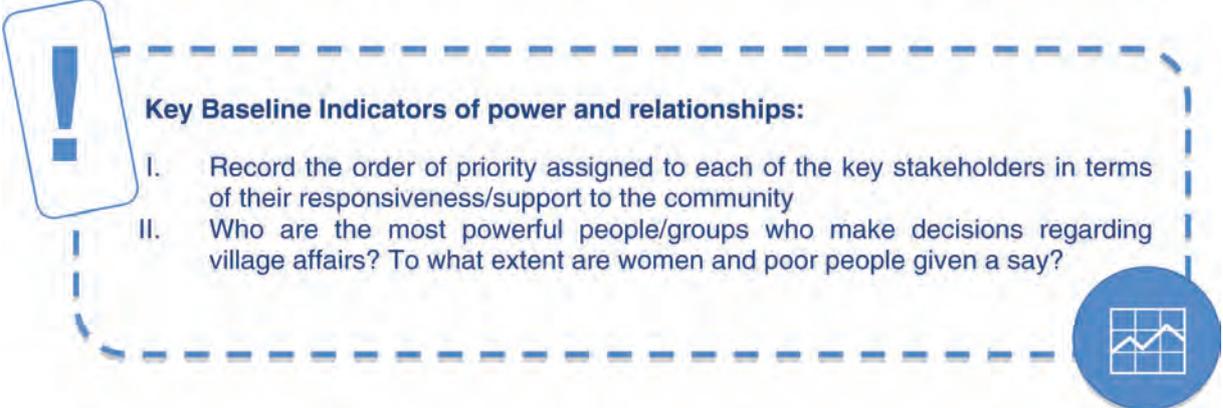
Key Baseline Indicators of power and relationships:

I.   Record the order of priority assigned to each of the key stakeholders in terms of their responsiveness/support to the community
II. Who are the most powerful people/groups who make decisions regarding village affairs? To what extent are women and poor people given a say?

6. Mapping the status of rights – Step 2

This is the second step in village development planning and the Village Book development process. It involves identification of the community's problems that emerged from each of the five analyses undertaken in section 5, the prioritisation of these problems by the community and the analysis of which rights are being denied with regard to each problem.

6.1 Problem prioritisation

Document the key points in the meeting minutes format. (see Annex 3)

1. With the community members, the facilitator needs to collate the problems emerging out of each of the 5 analyses completed above. Write or draw each problem on a flash card. It is always better to draw pictures representing the problems for easy identification by illiterate people.

2. After identification of all the problems, prioritisation of these may be done through the card sorting method. The participants are asked to arrange the cards in ascending order according to importance, with the most important problem at the top and the least important at the bottom. (See figure 14.)

Figure 14. Example of Problem prioritisation
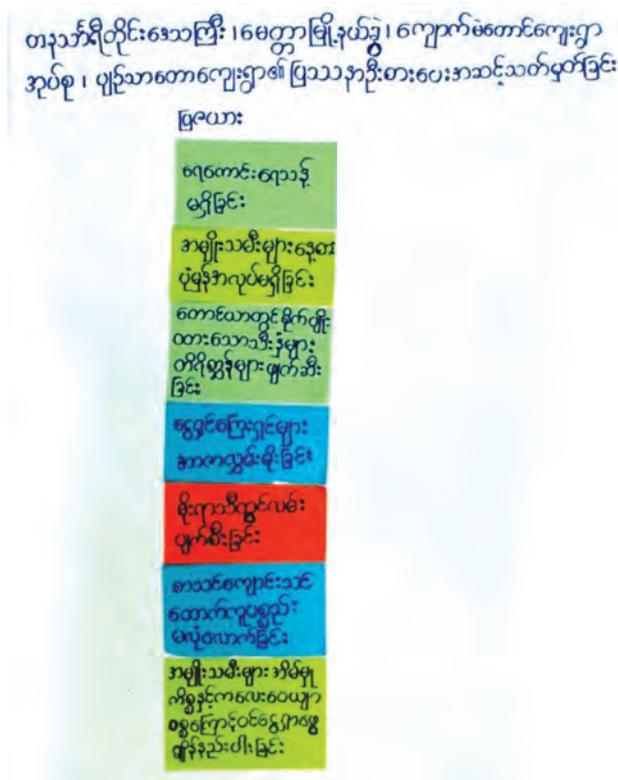
Explain the importance of social problems like lack of education, health, ethnic/religious or other conflicts in the community as there is a danger that economic problems or infrastructure will take priority.

Be aware of who is involved in prioritising the problems and whose perspectives are considered to be important. The facilitator needs to ask women, older people, people with disabilities and the poorest people if they have had a say in deciding what is important and encourage them to help make decisions. Verify why the participants think each problem is more or less important than the others, as reflected in the order in which the problems have been arranged.

3. After completing the prioritisation of all the problems in ascending order of importance, pick up the last two cards and ask the community which one among the two is more important. Put the less important one at the end and place the other card above the least important problem. Then compare this card with the next prioritised problem. Again, ask participants to select which card is more important to them and arrange it in order according to prioritisation. Similarly, the facilitator should continue the process until all problems have been compared and prioritised. This is to verify the initial prioritisation and will resolve any minor dilemmas arising from the prioritisation.

6.2 Problem Tree Analysis

A "problem tree" is used to analyse the causes of the problem and the ways to tackle these accordingly.

Document the key points in the meeting minutes format. (see Annex 3)

A. Process to conduct a problem tree analysis (select only the top 4-5 prioritised problems from 6.1)

1. Draw a tree with trunk, roots and branches. Write the problem on the trunk of the tree (e.g. lack of women's participation in public affairs). (See Figure 15)

2. The participants to brainstorm the causes of the problem and write each cause as a root of the tree (e.g. Cultural & traditional understandings of women's role, too busy with domestic work, lack of confidence, etc). When participants identify a cause, ask why that causes the problem in order to ensure that the root causes are identified. For example, the causes of the problem of lack of water can be drought, lack of resources to harvest water etc. Why do they lack resources to harvest water?

3. Next ask participants what are the effects of the problem i.e., what happens as a result of the problem – and write the effects as the branches of the tree. For example, the effects of lack of water are: migration, no crops etc. (if the latter is probed – what is the impact of lack of crops – food shortage, lack of income etc).

The problem tree analyses will result in a detailed understanding of the causes of the key problems and their impact.

Figure 15. Example of a Problem Tree

6.3 Rights mapping/understanding problems from the rights perspective

The final step in mapping the status of rights is to develop a matrix, as shown in Figure 16. After completing the problem prioritisation process, there will be a list of problems in order of priority as one column. This is used to start building a matrix, using the problems as the base. The next column to be developed will be regarding rights. This is basically to facilitate the community's understanding that the problems result from the denial of certain rights. Each problem is discussed one at a time to identify which rights are linked to the problem. The rights are then listed in the second column of the matrix, related to the specific problems in the first column.

Document the key points in the meeting minutes format. (see Annex 3)

Figure 16. Matrix for Rights Mapping, baseline situation and change indicators

No	Problem	Right denied	Baseline of current situation	Change indicator
1	No school	Right to education		
etc.				

Figure 17. Example of Rights Mapping

7. Baseline of the current situation – Step 3

The baseline, which documents the situation in the village at the beginning of the planning and development process, can be established by consolidating the key baseline indicators from each of the five analyses (social, economic, vulnerability, women's situation, power and relationships). As the village book contains extensive information it is important to have a limited, manageable number of key baseline indicators which can be used to measure change in the village situation over the years by comparing the situation existing when the Village Book is developed to community reviews/re-assessments of their situation in subsequent years, for example, after 2 years, 5 years etc. The comparison is done by asking the same questions for each of the analyses.

Document the key points in the meeting minutes format. (see Annex 3)

A third column (in Figure 16) is added to be the baseline of the problem and rights. This can be discussed by picking up each problem and collecting baseline information from the relevant analysis/PRA tool (see Table 1 below). The facilitators should help people to collect the information from the earlier analyses done.

Table 1. Baseline indicators for the 5 analyses

1. Key Baseline Indicators of Social Situation:
    I. Number of children of primary school age (eligible children) who are not going to school
    II. Number of families who do not have access to drinking water throughout the year
    III. The distance families have to go to access to primary health care centre
    IV. The different types of conflicts which exist in the village
    V. Community members' understanding of disaster preparedness

2. Key Baseline Indicators of the Economic Situation:
    I. Number of vulnerable people not having access to economic resources (land, water, forest,...)
    II. The number of months when there is not sufficient food and the number of households which are affected
    III. Month(s) when community is vulnerable to serious disasters

3. Key baseline indicators for the Vulnerability Situation:
    I. How many families are vulnerable? Who are the vulnerable families?
    II. What are the underlying reasons for their vulnerability?
    III. How many families moved into (i) a higher well being category (ii) a lower wellbeing category in the past 5 years?

4. Key Baseline Indicators of Women's Situation:
    I. What is the score given to (i) women and (ii) men on each component on the cobweb?

Component	Score for women	Score for men
1. Participation in public life		
etc.		
10.		

    II. The number of women in leadership positions in the village (list the position and names)

5. Key baseline indicators of Power and Relationships
    I. Record the order of priority assigned to each of the key stakeholders in terms of their responsiveness/support to the community
    II. Who are the most powerful people/groups who make decisions regarding village affairs? To what extent are women and poor people given a say?

8. Participatory indicators of change/success – Step 4

8.1 Dream Map

Once the baseline is done, facilitate discussions with the people on their vision for the village. How do they want to see the village in the next 5 years or 10 years? What changes do they want in the situation?

Document the key points in the meeting minutes format. (see Annex 3)

The social map drawn earlier is drawn again using different colours for ease of understanding. The participants add their dreams of an improved or better situation to the map. This will build a common perspective, vision and thinking about the development of the village.

The facilitator needs to be vigilant regarding what is being planned and whether it will include or benefit the poorest and marginalised community members/groups and how their needs will be taken care of. This Dream Map will become the basis to develop the success indicators (as described in section 8.2).

Figure 18. Example of a Dream Map
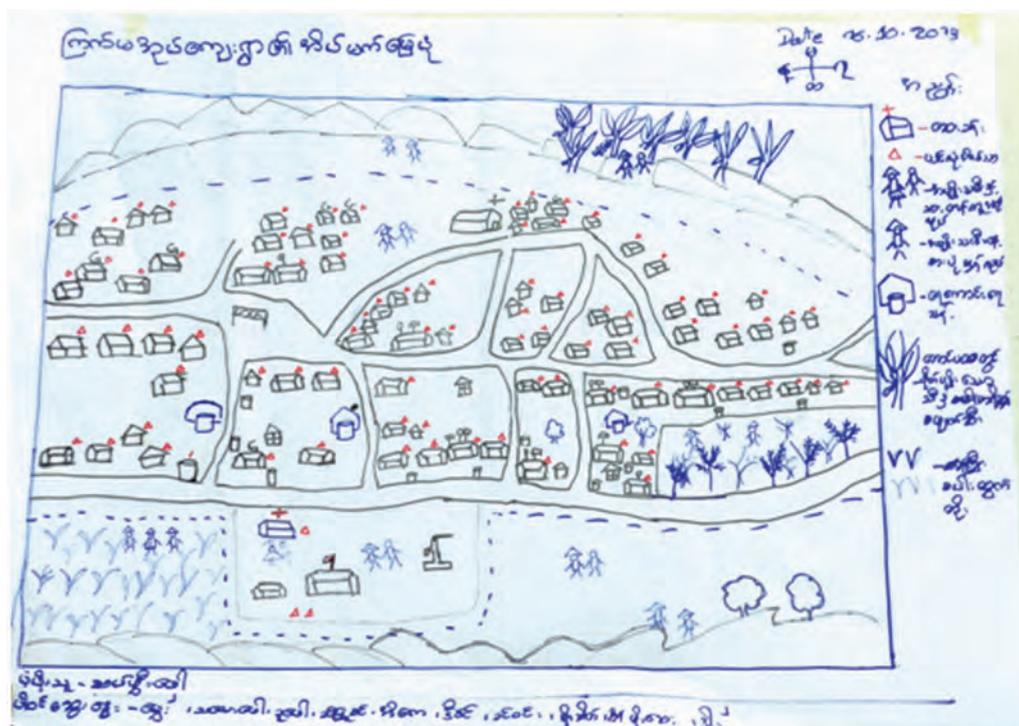
8.2 Indicators of change/success

After completing the visioning exercise – dream map – the facilitator must go back to the matrix (Figure 16) that was built up in sections 6.2, 6.3 and 7. S/he must start facilitating discussions to identify the success indicators as the fourth column of the matrix. The basis for the success indicators is the baseline indicators and the dream map i.e. the change(s) people want to see.

Document the key points in the meeting minutes format. (see Annex 3)

The change/success indicators measure the definite progress from the status of the baseline in terms of both quality and quantity. One change indicator for each problem should be derived after explaining the problem again and how the community would like to measure change as they envisaged in the dream map. This step will ensure the complete understanding of the community and help them derive realistic success indicators in terms of the change they want to bring in the baseline of the situation. For example, if the problem is the lack of education, success indicators could be: an increase in the number of eligible children going to school, an increase in the number of teachers and an increase in number of classrooms able to accommodate all school-age children.

In the end the matrix will look like Figure 16. Present the entire matrix to the community at the end of the exercise and help them to understand the baseline of the problem and the change they want to bring with reference to the baseline.

9. Village Development/Action Plan – Step 5

The Village Development Plan may be prepared using Table 2. The table will be include the key prioritised problems and outline the activities identified by the community to address the problem. It may be necessary to have a number of activities to achieve the desired change as outlined by the change indicators.

Document the key points in the meeting minutes format. (see Annex 3)

Table 2. Matrix for Village Development Planning

No	Problem (in order of priority)	Activities to address the problem	When	Who does what (community, government, NGO) including resources (budget) required
1.	Children unable to get an education because there is no school	Building primary school	2013	- School Committee - fund raising and mobilisation of voluntary labour - Village elders - …
2.	Small scale fisher folk unable to fish because they do not have a licence	Advocate with government authorities to designate common fishing ground	2013	- Village development committee - …
3.				
4.				

Figure 19. Example of a Village Development Plan

10. Detailed Implementation Plan – Step 6

Each problem should have a detailed implementation plan so that the community is prepared accordingly.

Table 3. Format for Detailed Implementation Plan

Problem	Desired Change	Detailed activities	Resources required		Budget required	Responsible	When
			community	external			

Document the key points in the meeting minutes format. (see Annex 3)

1. Set up a matrix with the column headings as shown in Table 3.

2. Fill in the first column based on the problem prioritisation exercise (6.1), and the second column based on the dream map (8.1).
3. For the detailed activities, break down the specific tasks that need to be done in order to achieve the desired change. To do this, ask the participants to look at the root causes in the problem tree and discuss what needs to be done – step-by-step.
4. For each task, discuss what resources are required (column 4) and whether these are available in the community or have to be sourced externally; whether any funds are required; who will take responsibility to implement or mobilise people, identify people with the technical skills required etc.

Figure 20. Example of a Detailed Implementation Plan

11. Using the Village Book to link with government plans and mobilise resources

All the contents of the Village Book including the context, the critical analysis and Village Development Plan is shared and reviewed with the villagers in a large meeting. The Village Book is a "living document" and should remain open to corrections or amendments after discussions and reflection.

Linking to local authorities and government development plans

After completing the community level processes and the finalisation of the Village Book, it should be presented to the village head and/or the village tract administrator for their approval and signature. Where possible, the villagers and village heads in the village tract should come together to share and discuss their village plans. Township authorities are invited to the Village Tract meeting, or the villages present their books and a consolidated village tract plan to the Township authorities.

Purpose of the village book:

(i)   Advocacy. It can be used as an advocacy tool with township/state/national level government to influence local level government development plans, mobilise resources and provides the evidence to push for policy and practice change.

(ii) Planning. The Village Development Plan should be linked to the township development plans and used to coordinate and organise the interventions of development actors/stakeholders in the village.

12. Using the Village Book to measure change

- **Keep multiple copies of the Village Book.** There should be at least 4 copies of the Village Book - one each for the Village Development Committee/village head, the Fellow/ community facilitator, the project team and the township authorities.

- **Baseline.** The baseline documents the situation in the villages at the beginning of planning and development process on key issues (**see section 7**). Key baseline indicators from each of the five analyses (social, economic, vulnerability, women's situation, power and relationships) have been identified to measure the nature and extent of the problem. Change in the village situation over the years can be measured by asking the same questions for each of the analyses after 2 years, 5 years etc so that a comparison can be made.

- **Monitoring reference.** The Village Book can also be used as a reference document for any monitoring by and with the community - by project teams, donors or visitors.

- **Periodic Updates.** Update the Village Book periodically to show the achievements, as well as to document emerging issues and problems. For example, at quarterly meetings of the community, the Village Book can be used as a guiding document and monitoring tool while reviewing the village development, and revising/updating the Village Development Plan according to new problems and issues emerging over time.

13. Training to facilitate the Village Development Plans and Village Book process

Training to ActionAid and partner staff and Fellows

· The training is designed to build the capacity of the Fellows and staff to enable facilitation of participatory processes in the community. Training will be provided in two rounds, each of 8 Days. (See Fellow Training Schedule in Annex 1)

a. Fellowship Round 1 Training: 8 days

In Round One, in an 8 day module, Fellows and staff are trained to understand and conduct three types of analysis: social (social map – section 5.1), economic (resource map, seasonal calendar – section 5.2) and vulnerability (time line – section 5.3). During the training, Fellows and staff have the opportunity to practice the tools in the community. The Fellows need to clearly understand the purpose of the analysis and the corresponding tool(s) to use, and the way in which to facilitate the tool. They need to know how to relate and communicate appropriately so they can build trust and confidence.

b. Application in the community: 2 months

After Round One training and their return to their community, the Fellows firstly build trust and rapport. They undertake initial discussions with the community to explain their role, the purpose of the village situation analysis, the village development plan etc. They then mobilize community members and facilitate their analysis on the 3 components: social, economic and vulnerability situation, during the two month period before the Round Two Fellowship training. Following the facilitation of each tool the Fellows then conduct the analysis with the community, asking the questions suggested in the relevant section of this training manual. The information on the village profile and from each analyses is recorded - and this forms the beginning of the Village Book. The Fellows share this information at the second round training, along with their experience – achievements and difficulties – in facilitating the process.

c. Fellowship Round 2 Training: 8 days

The Fellows' understanding of village development planning, the Village Book concept and analytical skills are strengthened during the second round training. Firstly, they reflect on their experience in the community (b above).

Vulnerability analysis (wellbeing tool – section 5.3), women's rights (Cobweb tool – section 5.4) and power and relationship analysis (Venn diagram – section 5.5) are presented in the second round training. These are also practiced in the community. (See Fellows Second Round Training in Annex 1)

Fellows are also trained to map the status of rights/rights register including conducting critical problem analysis skills (section 6), developing the Baseline (section 7), developing the Change/success Indicators through conducting the Dream Map exercise (section 8), and to formulate the community-led Village Development Plan (section 9) and Detailed Implementation Plan (section10).

d. Application in the community: Ongoing

After the second round training, the Fellows facilitate the remaining analyses and village development plan processes in the village. Following problem prioritisation etc, Fellows facilitate the formulation of village plan/action points and detailed implementation plans (section 10) as part of the Village Development Plan with the communities. All the action points and their implementation plans are documented in the Village Book by the community.

The process typically takes around 10 months to complete.

The process of data collection and analysis will involve the community, field staff and project manager of the partner organization and AAM, since collection of baseline data is an integral part of the project and provides a deeper understanding of the situation in the programme area and of the people in the community. ActionAid and partner staff provide the necessary support to Fellows to help them to facilitate the processes/analyses with the community. They also monitor and review the village level processes regularly.

e. Linkages with local authorities and government development plans

The community leaders and Fellow present the village book to the local authorities for their sign off. The village books are then presented to the Township authorities. This is to highlight the specific issues of the communities, how the communities are working to address their problems, and to link these community plans to the Township development plans so that resources can be accessed, and to advocate for policy and practice change (see section 11).

To provide an introduction to "bottom-up, participatory planning processes", an 8 day module has been designed. This introduces all the key elements of the situation analysis and village development planning, as well as the appropriate way to facilitate the process to achieve meaningful community participation.

Training to government officials

A suggested 8-day training schedule for government officials is provided in Annex 2.

Annex 1. Fellow training schedule for the Village Development Planning Process and Village Book

FELLOWS ROUND ONE TRAINING

Village Development Planning Process and Village Book

Session	Day	Time (duration)	Training manual section
- Introduction to Village Development Planning Process and Village Book - Behavior and Attitude Facilitation/ Information - PRA	1	Morning session 8.30-12-00	Section 1, 2 Section 3 Section 3
Social Map		1.00-4.30	Section 5.1
Social Analysis	2		
Resource Map	3	Morning session	Section 5.2
		Afternoon session	
Economic Analysis	4	Morning session	
Seasonal Calendar		Afternoon session	
Economic Analysis	5	Morning session	
Time Line		Afternoon session	Section 5.3
Vulnerability Analysis	6	Morning session	
Meeting Minutes Field Trip Preparation		Afternoon session	Prepatation for field visit
Field trip	7	The whole day	Practice of tools and analyses
Feed Back Sessions	8	Morning session	
Feedback Sessions Village Book Documentary Action Plan		Afternoon session	AAM DVD on village book Plans of activities in the village

FELLOWS ROUND TWO TRAINING

Village Development Planning Process and Village Book session plan

Session		Day	Time (duration)	Training manual section	
Refresh of the mind /Sharing Session		1	Morning session 8.30-12-00	Reflection on village activities	
Sharing Session			1.00-4.30		
Well-Being Analysis/ Well Being Map		2	Morning session	Section 5.3	
Vulnerability Analysis			Afternoon session		
Power Analysis/ Venn Diagram		3	Morning session	Section 5.5	
Analysis			Afternoon session		
Women Analysis/Cob Web		4	Morning session	Section 5.4	
Analysis			Afternoon session		
Problem Ranking		5	Morning session	Section 6.1	
Problem Tree			Afternoon session	Section 6.2	
Problem+ Right	Current Situation (Baseline)	6	Morning session	Section 6.3	Section 7
Dream Map			Afternoon session	Section 8.1	
Change Indicator				Section 8.2	
Village development plan		7	Morning session	Section 9	
Detail Implementation Plan				Section 10	
Use of the village book How to approach the community to develop village Book			Afternoon session	Sections 11, 12, 13	

Annex 2. Training schedule for Government Officials – Participatory Bottom-up Village Development Planning Processes (Village Book)

Day	Time	Agenda (topic)	Section in this manual
1	8:30-9:00	Registration	
	9:00-10:00	Opening Speech	
	10:00-10:15	Welcome Speech	
	10:15-10:30	Tea Break	
	10:30-12:00	AAM experience on village book in Myanmar and collaboration with government	
	12:00-1:00	Lunch	
	1:00-3:00	Community Development Concepts	
	3:00-3:15	Tea Break	
	3:15-5:00	Community Development Concepts	
2	8:30-9:00	Recap	
	9:00-10:15	Basic concept of Facilitation Skills for village book	
	10:15-10:30	Tea Break	
	10:30-12:00	Basic concept of Facilitation Skills for village book	
	12:00-1:00	Lunch	
	1:00-3:00	Basic concept of Facilitation Skills for village book	
	3:00-3:15	Tea Break	
	3:15-5:00	Basic concept of Facilitation Skill for village book	
3	8:30-9:00	Recap	
	9:00-10:15	Introduction to Village Development Planning and Village Book	
	10:15-10:30	Tea Break	
	10:30-12:00	Participation and its importance	Section 3
	12:00-1:00	Lunch	
	1:00-3:00	Social Map Analysis	Section 5.1
	3:00-3:15	Tea Break	
	3:15-5:00	Social Map and Analysis	Section 5.1
4	8:30-9:00	Recap	
	9:00-10:15	Economic Analysis	Section 5.2
	10:15-10:30	Tea Break	
	10:30-12:00	Economic Analysis	Section 5.2
	12:00-1:00	Lunch	
	1:00-3:00	Resource Map analysis	Section 5.2
	3:00-3:15	Tea Break	
	3:15-5:00	Seasonal Diagram	Section 5.2

Day	Time	Agenda (topic)	Section in this manual
5	8:30-9:00	Recap	
	9:00-10:15	Vulnerability Analysis	Section 5.3
	10:15-10:30	Tea Break	
	10:30-12:00	Vulnerability Analysis	Section 5.3
	12:00-1:00	Lunch	
	1:00-3:00	Time line	Section 5.3
	3:00-3:15	Tea Break	
	3:15-5:00	Well-being	Section 5.3
6	8:30-9:00	Recap	
	9:00-10:15	Women Situation Analysis	Section 5.4
	10:15-10:30	Tea Break	
	10:30-12:00	Cobweb	Section 5.4
	12:00-1:00	Lunch	
	1:00-3:00	Venn Diagram	Section 5.5
	3:00-3:15	Tea Break	
	3:15-5:00	Women and linkages	Sections 5.4, 5.5
7	8:30-9:00	Recap	
	9:00-10:15	Problems Ranking for the village	Section 6.1
	10:15-10:30	Tea Break	
	10:30-12:00	Problem Tree	Section 6.2
	12:00-1:00	Lunch	
	1:00-3:00	Problem Analysis	Section 6.2
	3:00-3:15	Tea Break	
	3:15-5:00	Baseline of the current situation	Section 7
8	8:30-9:00	Registration and Recap	
	9:00-10:15	Dream Map & indicators of change	Section 8
	10:15-10:30	Tea Break	
	10:30-12:00	Villages Development Process	Section 9
	12:00-1:00	Lunch	
	1:00-3:00	Detailed Action Plan	Section 10
	3:00-3:15	Tea Break	
	3:15-5:00	Detailed Action Plan	Section 10
9	9:00-5:00	Field Trip (Practices Session)	
10	8:30-9:00	Experiences Sharing and Learning	
	9:00-10:15	How to engage with community for village book process	
	10:15-10:30	Tea Break	
	10:30-12:00	How to link and network with local government for village book process	
	12:00-1:00	Lunch	
	1:00-3:00	Closing Speak	
	3:00-3:15	Closing Speak and Thanks	
	3:15:3:30	Tea Break	
	3:30-5:00	Logistic Arrangement	

Annex 3.Format for Meeting Minutes/Documentation of Village Meetings & Example

Meeting Minutes

Place: *name of village; name of village tract; name of township, name of state/region*

Purpose of Meeting: *key reason for having the meeting*

Date: …..…………………………	**Start Time**: ……….……..
Place of meeting: …………….	**Finish Time**: …………….
Facilitator's name: ……………………..	**Duration**: ………………...

People present in the meeting:

……

…………………………………………………………. etc

Key discussion points: (*Include–explanation of purpose, key questions & discussion points, conclusion*

....

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. . ………………………………………………………………….etc

add pages as required

Name of person writing minutes:……………….. Name of village representative present: ………………

Signature: …………………………………………..   Signature………………….....…………

Please take attendant lists and their signature as well

Meeting Minutes

Place: Ayodavillage; Ayoda village tract; NgaPu Taw Township, Ayeyerwaddy Region

Purpose of Meeting: To draw the village social map and do the analysis

Date: 14.2.2013   **Start Time**: 10:00 AM

Place of meeting: At Primary School   **Finish Time**: 1:00 PM

Facilitator's name: NawPhawSay   **Duration**: 3 hours

Key discussion points:

Fellow NawPhawSay started by welcoming everyone and explaining the purpose of the meeting and the reason for drawing social map. Phaw Mu Na requested the villagers to give their time to join the meeting. Phaw Mu Na. Village leader, U Aung Min said that we can give the time as this is for our village development. PhawSay asked the villagers to think about what the village looks like and to please draw the boundary of the village. Daw Than Oo said the village looks like an egg surrounded by water and she started drawing the boundary of the village. Then other people started suggesting and drawing the roads, houses, ponds ………………………………… ……………………………………………………………………………… …………………… ………………………………. (*recorded the key points of discussion*) ………………… …… …… ……

PhawSay asked how many people and households in this village and KoAung Thu Said about 400 people and 60 households in this village.

………………………………………………………………………………………………… ……… ……………………………………………………… (*recorded key points in answers to the questions to analyse the social map in the Village Book Training Manual*) ……………..…… …… …………..…………………………………………………………………………………..……..…… ……………………………………………………………………………………………… …………… ………………………………………………………………………………………………… ………… ………………………………………………………………………………………………… ………… ………

Conclusion: The main discussion points and agreements made in today's

meeting……………………………………………………………………… ………………………….. …………………………………………………….Thank you very much for giving your time.

Documenter's name: Representative from the meeting:

Naw Lay LayU Aung Min

Signature:……………………………………Signature: …………………………………..

act:onaid

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