

# CHANGES THAT IMPACT



**A METHODOLOGICAL TOOLKIT for  
EMPOWERMENT AND MONITORING**

Rosario Quiché - Dagny Skarwan

ONG-IDEAS

## CONTENT

- 04 FOREWORD: Welcome to the  
METHODOLOGICAL TOOLKIT  
for empowerment and monitoring
- 06 1. **Empowerment based on planning of change  
and participatory monitoring**
- 07 a. Making decisions that impact our lives  
and give strength to our group
- 08 b. Advocacy and our participation in projects and initiatives
- 09 c. Observing our changes = Participatory monitoring  
of outcomes and impacts
- 11 d. Principles for participatory planning and monitoring
- 15 2. **THREE TOOLS FROM THE BOX AND THREE KEYS AT A GLANCE**
- 16 a. Key characteristics and advantages of the TOOLKIT
- 22 b. Guidelines to prepare and facilitate self-  
assessments and their analysis.
- 23 c. Under which circumstances and conditions  
is it useful to apply the TOOLKIT?
- 24 3. **THE TOOLS: STEPS AND MEASUREMENTS**
- 3.1 **DAW – Differentiated Analysis of Well-being**
- 25 a. Tool's purpose: What can we use it for?
- 26 b. Steps for a Well-being Analysis – DAW
- 37 c. Advice to facilitate DAW tool
- 39 3.2 **Key 1: Vision of Change**  
What is the vision of change and how to formulate it?
- 41 3.3 **Tool to achieve Collective Change – “CC”**
- 42 a. What is the Collective Change tool?

- 43
  - b. With which types of groups can Collective Change be applied?
  - c. Steps to achieve a Collective Change
- 51
  - d. Monitoring of CC: periodical measurements of change
- 56 **3.4 Key 2: Action Plan to plan how to reach CC objectives**
- 57 **3.5 Tools to achieve Individual Change – “IC”**
- 58
  - a. What is Individual Change tool and what is it used for?
  - b. Steps to achieve Individual Change
- 59
  - c. Monitoring of IC, the periodical measurements of change
- 65
- 72 **3.6 Key 3: COMPARISONS of IC and CC measurements and tools**

A publication of the ONG-IDEAs Project “Strengthening of monitoring of effects and impact of non-governmental organisations’ projects in 11 countries of Latin America” based on the more complex “NGO-IDEAs Impact TOOLBOX”- Latin America version of 2018. NGO-IDEAs is a project of 7 German NGO consortium, co-financed by the Federal Ministry of Economic Cooperation and Development (BMZ).

Keywords: Participatory Monitoring, Planning, Empowerment, Impacts, Advocacy, Self-effectiveness.

Guatemala, April, 2018.

Free rights. Tools presented in this publication can be applied and adjusted freely. We promote the dissemination and reproduction of the publication, provide that the source is acknowledged. We want to motivate users to consciously apply the tool, oriented towards effects and impact in development processes, and true to the methodological principles of NGO-IDEAs.

design and layout: Studio DEF

Illustrations: Cesar Ixcot

Translation: Ana Carolina Monteroso

Some icons used in this publication were taken from the [thenounproject.com](http://thenounproject.com)

its authors are: Alberto Miranda (page 08), Joel McKinney (page 62), voneff (page 62). I

Printed in Guatemala

# FOREWORD

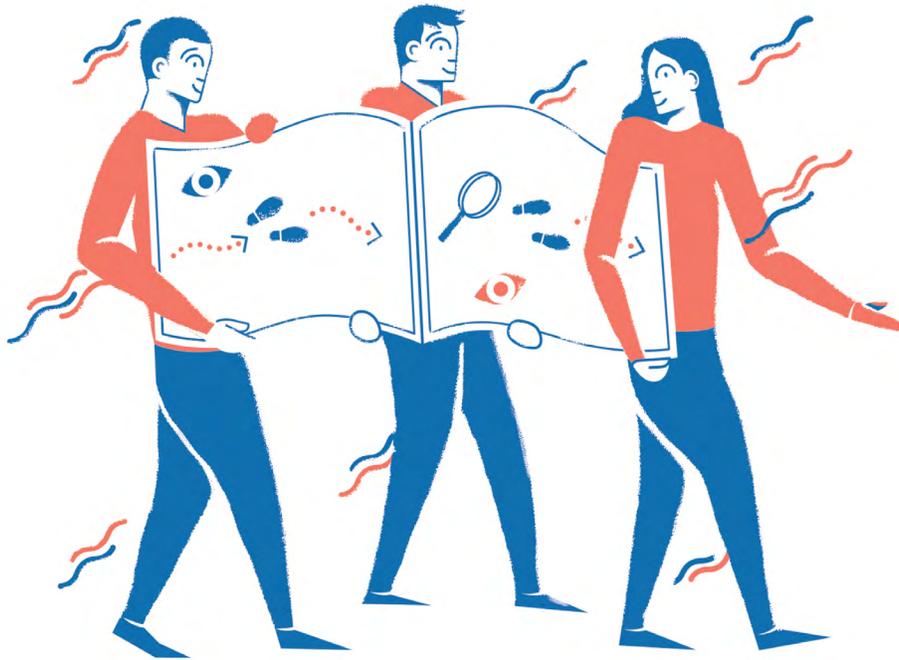
## Welcome to the **METHODOLOGICAL TOOLKIT** for empowerment and monitoring

### Why read and take advantage of this TOOLKIT?

If you are a leader of a CBO or of an organisation, if you are a promoter or local technician in an association, if you, as a stakeholder, are trying to make decisions to guide your organisations to achieve changes, these instruments or tools can provide you with ideas and expand your horizons to facilitate reflection in your organisation, and make decisions.

Since 2015, many NGOs in Central and South America have been trained by the NGO-IDEAs Project for participatory monitoring of effects and impacts. Trained facilitators have had the opportunity to implement the NGO-IDEAs TOOLBOX with their groups. They have noticed that there is a need for an agile TOOLKIT based on experience so that groups in the community can use it. Here you will learn about some examples that other groups analysed, and where the power of the people to pursue their objectives is evident.

From the start, we want to tell you that NGO-IDEAs is NOT an NGO! The name NGO-IDEAs has been generated based on the acronyms: NGO with Impacts in Development, Empowerment, and Actions. Its story is long...



The purpose of the METHODOLOGICAL TOOLKIT for empowerment and monitoring is the dissemination of this way of work to observe changes and make decisions. It can be used to empower groups, train local facilitators or promoters so they can act and reflect about their changes. It is a BOX of Empowerment!

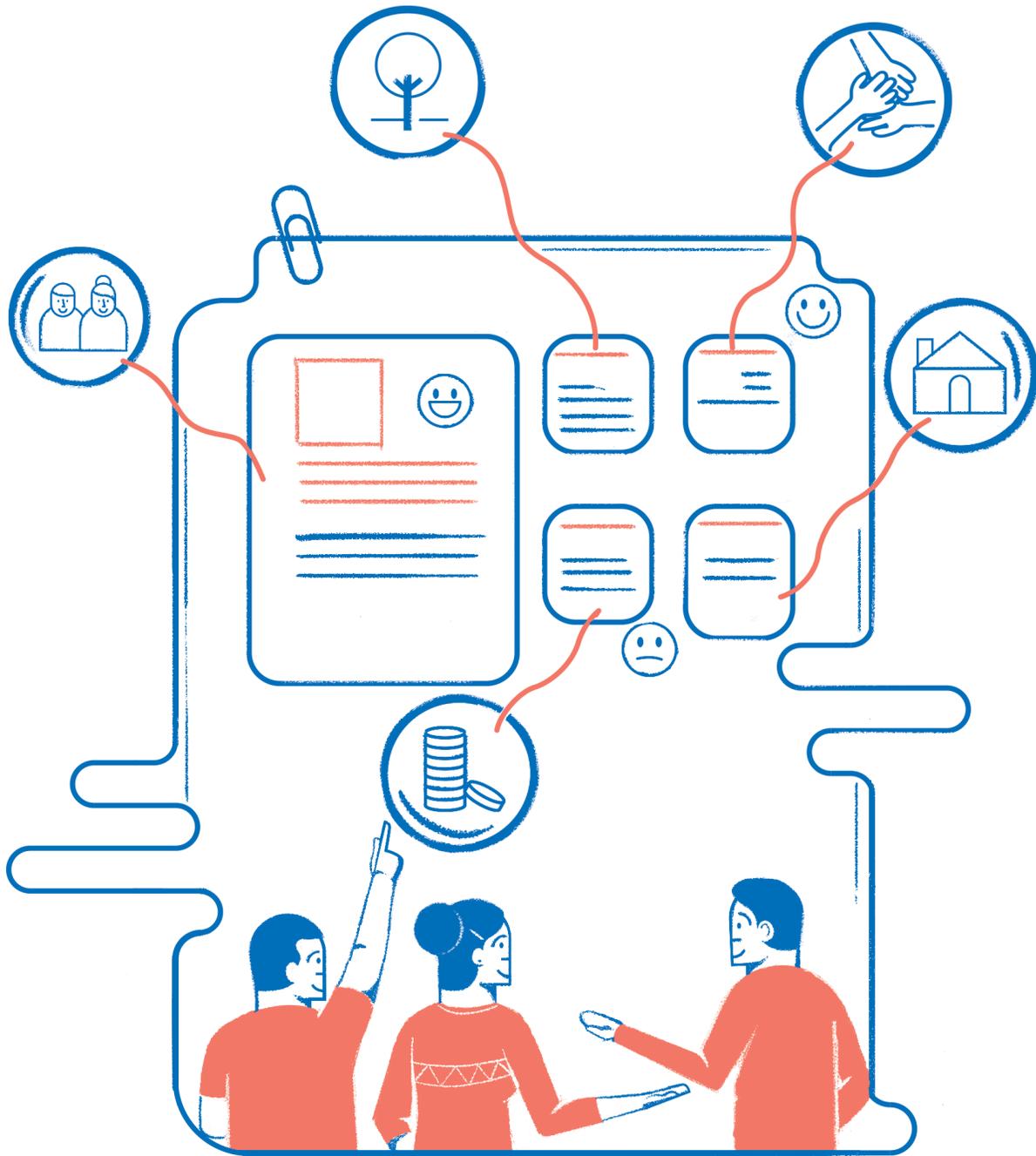
We thank all the NGOs and groups that have participated with their efforts and voices in the Project. We wish them a great future based on the reflections that the tools allow us.

On the internet, you will be able to see some videos that help to understand how the NGO-IDEAs IMPACT TOOLBOX and the the METHODOLOGICAL TOOLKIT for empowerment and monitoring work and in how it can be useful to you.

**In Central America: La diferencia es el impacto? Un viaje con las Herramientas de Impacto**  
[https://youtu.be/p\\_CljghLIA](https://youtu.be/p_CljghLIA) (Is the difference the impact? A trip with Impact Tools?)

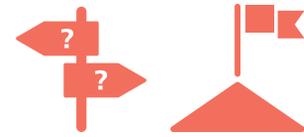
**In South America: Aprendiendo de nuestros Cambios**  
[https://www.kindernothilfe.org/es/V%C3%ADdeos\\_Publicaciones-p-366.html?rewrite\\_engine=fast](https://www.kindernothilfe.org/es/V%C3%ADdeos_Publicaciones-p-366.html?rewrite_engine=fast) (Learning from our Changes)

At the end of the document you will find a list of NGOs that already know the NGO-IDEAs TOOLBOX. Please, get in touch with them! They can for sure give you practical advice! Mainly, you can request training as local facilitators for participatory monitoring in their group or organisation.



## **1. EMPOWERMENT BASED ON PLANNING OF CHANGE AND PARTICIPATORY MONITORING**

# a.



## Making decisions that impact our lives and give strength to our group

In a group and in an organisation, there are common interests among members. Our identity is nurtured by shared values to transform our realities. We share some personal characteristics, knowledge, responsibilities, sorrows, and joys. So that all members become identified with the group, so that they care and are motivated to participate, it is important to establish and clarify the objectives that bring us together and give us a horizon.

To ensure that we all agree on these objectives, it is better if they have been established in consensus. Establishing objectives is a step towards empowerment, and to commit to achieving those changes. Whether we progress in a fast-paced or slow-paced manner, what matters is knowing how much we got ahead and how we accomplished it.

This is what planning and monitoring is about: knowing where we want to go, and whether we are adequately moving toward that goal walking well. This applies for a person, for a group, and for organisations. Making decisions based on the changes we monitor allows to correct the path and improve our actions. It is a right, and more so if we are citizens who fight for our rights and are aware that the world can change. We are part of the change, and our changes are the ones that contribute to it.

Having objectives strengthens us all, whether we are children, young people, or adults. We need to have a clear path; our drive for empowerment is big. Participatory monitoring empowers, it is our own appraisal, our analysis, our commitment, and our actions. Being heard is a right we all have!

A youth group in El Salvador told us what empowerment means for them: to have a voice and a vote, the capacity to make our own decisions in issues that affect us.

After some time, group members will be able to monitor the changes occurring in areas they defined by themselves (for example: changes accomplished in work, income, food, education, violence prevention, and commitment with the community) for which they themselves have made contributions.

In this METHODOLOGICAL TOOLKIT we find tools that can help us to jointly formulate objectives, observe our changes, and reflect whether we have reached them or not, so we can decide how to best move forward.

# b.

## Advocacy and our participation in projects and initiatives



An objective describes the situation we want to have in the future. In the first place, our objectives mean commitment and responsibility. These are useful for a better oriented, better thought out work, avoiding wearout. By having objectives, we can observe whether activities turn out as we have intended. However, we do not GUIDE ourselves only by activities and actions. We go beyond, we observe the effects of our action, whether it really benefits or strengthens us, whether we are overcoming the problems affecting us, and whether we are having bigger accomplishments.

With this TOOLKIT, we intend to create momentum for participation in development projects and participation in management committees or commissions. It facilitates our proposal, and it helps negotiate with others so that we are active participants, rather than only beneficiaries or a target group in a project.

Another way of participating in a project is when we can determine whether it will benefit us.

With the TOOLKIT, we can do that. We can analyse how each of us envisions a well-being situation, and whether benefits offered by an organisation really mean the benefits and changes that we want and need. For the NGO and its project, linking our objectives with their proposals and projects is part of transparent management. It demonstrates the NGO's capacity for fair work with the community's participation in project planning as well as in monitoring.

- The NGO and its partners are interested: How are training, guidance, accompaniment, inputs, and materials useful and relevant?



- Whether the NGO works in a participatory way, plans activities with its groups, but also, whether they can support people so that they can set their own objectives.



## Observing our changes= Participatory monitoring of outcomes and impacts

Monitoring means periodical observation and reflection about what we have accomplished with the purpose of adjusting, correcting, and planning our actions. Participatory monitoring draws our views to objectives, actions, and the effects they cause.

Participative monitoring of outcomes and impacts can be approached from two angles, always with the certainty of making decisions to generate lasting and sustainable outcomes, and real impacts and accomplishments.

*“Complicated words”* – outcome and impact! We have often been asked to explain in a way one can understand. Simply put, an “outcome” is the change generated as an immediate response to our action, and “impact” an indirect consequence.

By knowing the results of projects or policies and determining what generates impact and benefits, groups can better negotiate and advocate. This improves our participation and capacity to analyse and monitor other group work. As a result, we

can better negotiate with the project and make our own proposals based on evidence.

We might have heard: *“There cannot be field work without change monitoring”*.

It is our right to know projects and programmes results that allegedly have to benefit us. Monitoring is about rights and participation of the whole group, not only the NGOs’ leaders or staff.

Questions arise and we look for answers:

For example, if we are part of a youth group, can we also manage outcomes and impacts? Many times we are invited and trained, but is this really useful? Is this the training young people need?



Decisions in a group or organisation can be taken democratically, so everyone can participate. This can be accomplished through participatory monitoring. The group members will use resources and time more efficiently. People's commitment increases if they know that their effort leads to results. In a women's group, a good leader will only make decisions once everyone understands. In order to be accountable to group members and make decisions, we need information. We can accomplish this with the TOOLKIT's tools.

Sometimes groups lose members who claim actions are not useful and a waste of time. Maybe they are not clear about their objectives, and about what they really want to change in their lives, family or community.

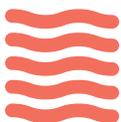
Participatory monitoring increases the desire and persistence in participating, and it provides time to work towards goals.

If we monitor, what are the benefits for us, the group or the community members?

- **Learning.** Monitoring is for learning. Not just for going through the motions; we build our learning culture in the group, and with the project's team as a whole. They can facilitate reflections, technicians can guide our learning the tools, and we can own those tools. Sometimes, a group member has more experiences, and can become a facilitator. With each tool, we learn more and value our perspectives.
- **Self-effectiveness.** This means monitoring can motivate us and create awareness among the groups and individuals about their own capacity to accomplish changes. It can help us to be clear and committed with our own objectives. In short, we are aware of our own effectiveness, own capacities, and own will.

# d.

## Principles for participatory planning and monitoring



Development projects seek to be accountable. For example, NGOs report to their partners about results with their target groups. Projects have established indicators for their project plans. To measure whether they are on the right path and are accomplishing their objectives in the target groups, they need to gather and analyse information, and timely measure the scope.

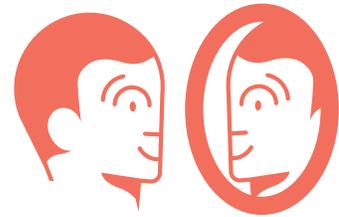
What can an indicator be good for? Or how does the indicator help me? These were very good questions asked by a group of women. They were interested in finding out about these technical terms in the projects:

- Indicators mark whether we are on the right path, how much we've progressed, and whether that is enough.
- On its own, an indicator does nothing. We need the information and reflection to see if we are on correct path.

In a CBO we consider that monitoring, in the first instance, should allow us to have information to reflect about our changes and decisions. We generate this information and use it for self-analysis. Continuous reflection is very important.

This TOOLKIT adjusts to our context, to topics that interest us. By using them we can obtain needed information and analyse it to make decisions. To accomplish this, we should have some principles in mind that are like rules to follow so that tools work.

## PRINCIPLE 1: Self-assessment



Each tool gives us the opportunity to carry out a self-assessment of the group members and the group as a whole. Self-assessment is part of the purpose and practice of all the TOOLKIT's tools.

It allows us to score and visualise how each individual member and the group get closer to their own objectives. Initially, it might be difficult, especially when people are not used to self-assessment.

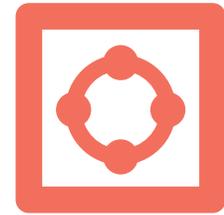
A colleague said: *Students in a school are used to external control, and teacher assessment. In a classroom, the teachers' controls knowledge, abilities, behaviour. Oh! In a self-assessment it is the opposite. Each person of the group assesses herself or himself, we are the ones who control, and we can always correct things.*

With these tools, self-assessment is not to control others or based on another person's criteria. It is based on our own perspective, and we assess ourselves honestly.

¿How is a self-assessment done in practice?

- Your opinion counts, your answer should be personal and honest. No one has the absolute truth, there are subjective truths, but we try to be aware and honest.
- One should not imitate another person nor omit their opinions. Others can help us assessing ourselves with their own examples.
- It can be corrected. If one has noticed any error, she or he corrects it. Data are yours and reflect your own commitment for yourself or the group. The group analyses assessments as a whole and comes to its own conclusions. Self-assessment also works in retro-perspective, looking back at the path walked.

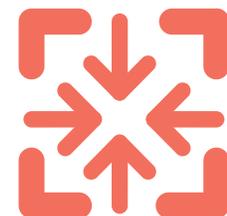
## PRINCIPLE 2: Participation



Participation is a continuous learning process. Everyone learns and finds where and how to participate. Participation is not only limited to “being part of a joint activity”. Participation in decisions implies empowerment of group members. Participation in decisions means taking responsibility!

- Participation encourages furthering your own knowledge, and having different perspectives. Participation opens minds, mobilises capacities to take over your own challenges, and to assess oneself leads toward your accomplishments.
- For a group, establishing a vision of change towards the future might become difficult if they have rarely had opportunities to make decisions.
- Once formulated and agreed upon, objectives set for change are personal and group commitments, they are everyone’s responsibility. This activates everyone’s motivation and participation and directs us to collaborative work.

## PRINCIPLE 3: Inclusion



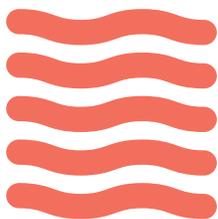
Tools must serve all group members. With the tools, each person shares his/her OBJECTIVES.

As a woman colleague said: *“To have objectives is not a privilege for leaders or men, excluding other persons”.*

We appointed two group members as facilitators, those who are committed to include everyone’s opinions and respect differences among members.

If we all have objectives, the group cooperates, and solidarity helps to overcome some peoples’ disadvantages or difficult situations.

In this way, facilitation promotes participation and empowerment with equity and democracy. Inclusion means direct relationship, communication, and trust among group members.



## PRINCIPLE 4: Continuity

The group, its leaders, and facilitators should be willing and motivated to invest time in participatory monitoring. This implies regularly preparing the session with all members in a quiet place for monitoring of change.

It is very clear to facilitators: there is continuity in the commitment to take over objectives, it is not a one-time event, it is a process. Objectives are stated for periods of two or three years. It's important to keep

them and periodically assess progress. If group members forget their objectives throughout time, it is necessary to remind them! If some people leave the group without taking over their role again, it is like a soccer team that is trying to win a game but with less players. For the group this could mean a bigger challenge to accomplish its objectives.

## PRINCIPLE 5: Facilitation, visualisation, and documentation



It is worthwhile to highlight that **facilitation** is a principle of all participatory methods. To facilitate a group of approximately 15 people, one must guide them through questions and reflections. Each tool has its steps. Reflections and results become visible and are documented.

- Our memory sometimes fails us or we only remember things partially. In participatory monitoring of outcomes and impacts, we emphasize making our objectives **visible**. When we work in a room while applying the tools, we have to make the reflection's content visible so that the group sees and analyses what we are doing.
- We work with flip charts, we make our self-assessment charts, and we take notes of findings on our reflections. Group members can also write about their individual objectives.
- Our work is important, and we should not forget its results. Some have trouble taking notes, but we have to see this experience as a cooperation opportunity.
- We can also express ourselves with drawings to make ideas and changes visible.



## 2. Three tools from the Box and three keys at a glance

The TOOLKIT aims at being useful, simple, and participatory. Tools are easily understandable. First of all you have to practice them, and then you shall benefit from them.

The power of the tools lies in revealing each person's hopes and dreams to change their reality. When a group then analyses these hopes and dreams of their members, it will discover joint VISIONS. This again will empower the group to make decisions that help to fulfill the individual and collective objectives."



## Key characteristics and advantages of the TOOLKIT

The TOOLKIT offers three tools. Combined, they have a common logic, and can help us reaching our objectives. Each tool provides us with new knowledge.

- The TOOLKIT's tools are based on a participatory approach. Some group members can take over a role as facilitator to apply them.
- Tools allow us to regularly assess and monitor our individual and collective objectives.
- The self-assessment utilizes scores to assign the level of progress and to analyse it.
- Monitoring results in the group help to reflect about changes we have reached, and to analyse what has contributed to the change. The tools help to make decisions for the future.
- Analyse their situation regarding "empowerment" and "well-being": in which stage they are, the progress made, and the strengths, difficulties and challenges.
- Become aware of the need to strive for individual and collective changes to strengthen their "empowerment" and to improve their "well-being".
- Establish concrete goals to reach those changes.
- Distinguish between personal actions of change and group actions.
- Follow-up on the change process that arise from the own actions.
- They are more efficient and have more impact.

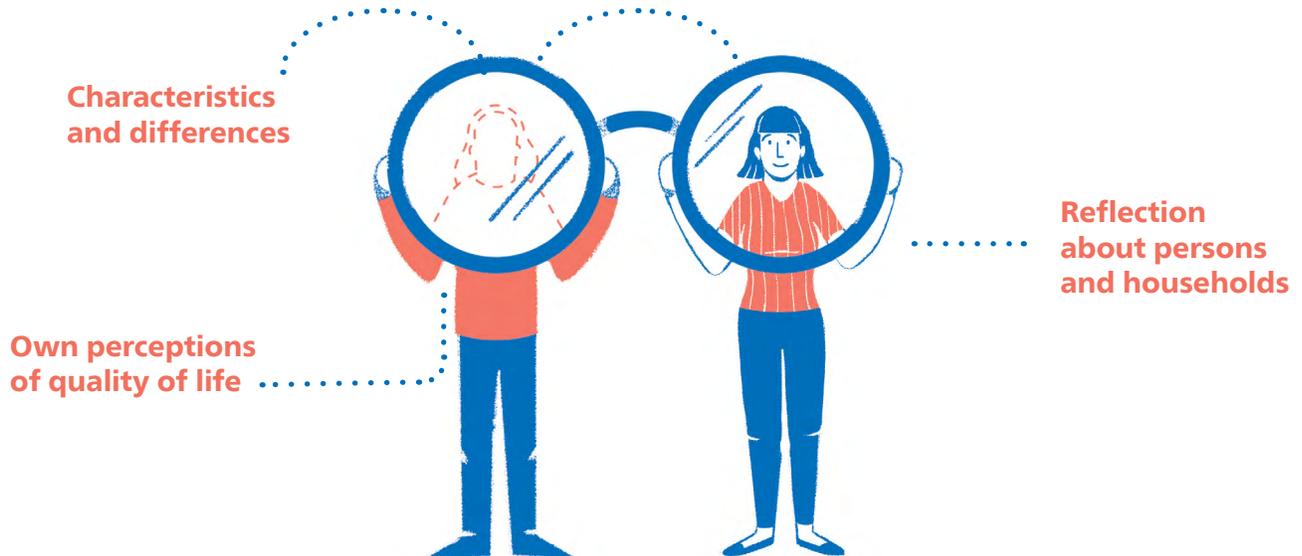
*Concretely, what have been the accomplishments and effects after using participatory monitoring tools with your groups?*

People and groups express that the application of the ONG- IDEAs tools have been useful to:

There are three basic and powerful tools that complement each other. They link and compare perspectives, and they connect people in their present, past, and future circumstances. They focus on jointly established objectives, regular monitoring and analysis. The TOOLKIT also has three keys to link and to go even deeper with these three tools.

Each tool has a name and an acronym. To start applying the tools, it is good to follow this sequence. Facilitation of each tool has 5 neat steps that lead us to obtain the expected result.

## Tool 1 Getting to know our well-being with DAW Tool (Differentiated Analysis of Well-being)



This tool helps to discover our well-being, our quality of life in our own reality.

For us, what is well-being? Feeling good, having good life experiences, having opportunities, and seizing them! We know that it does not only depend on us. There are external conditions at work, family, home, and in the community where we live.

The risks we face, self-esteem we have developed, our attitude to meet difficulties also influence us. Together, we reflect about our well-being, analyse why some of us are in better or worse conditions, whether they find themselves in situation of poverty or exclusion.

DAW identifies well-being criteria, for instance aspects of the well-being of people, families, and homes, such as:

- Caring for the environment, resources, and risks.
- Coexistence or conflicts in community and family.
- Healthy nutrition or malnutrition.

- Children and youth rights to education or the violation of their rights.

Let us deepen our analysis of important criteria! It allows us to see the group and its members' situation, possible differences among them, and this leads to reflection.

## Tool 2 – COLLECTIVE CHANGE -CC-: CHANGES emerging from group action



**Collective Change – for the tool we use the abbreviation CC.** The CC objectives are established by the group – “WE”- in consensus for all and in joint responsibility. Using a CC, the group agrees on attitudes

and behaviours. CC can allow us to delegate, work in a horizontal manner. It is the group's responsibility to define these objectives. For example, if the group organizes itself to care for the environment,

a CC can be: "We avoid forest fires..." "We take care of water sources..." "We secure active and responsible participation from women and men..."

## Tool 3 – INDIVIDUAL CHANGE – IC: Objectives that are each person's responsibility

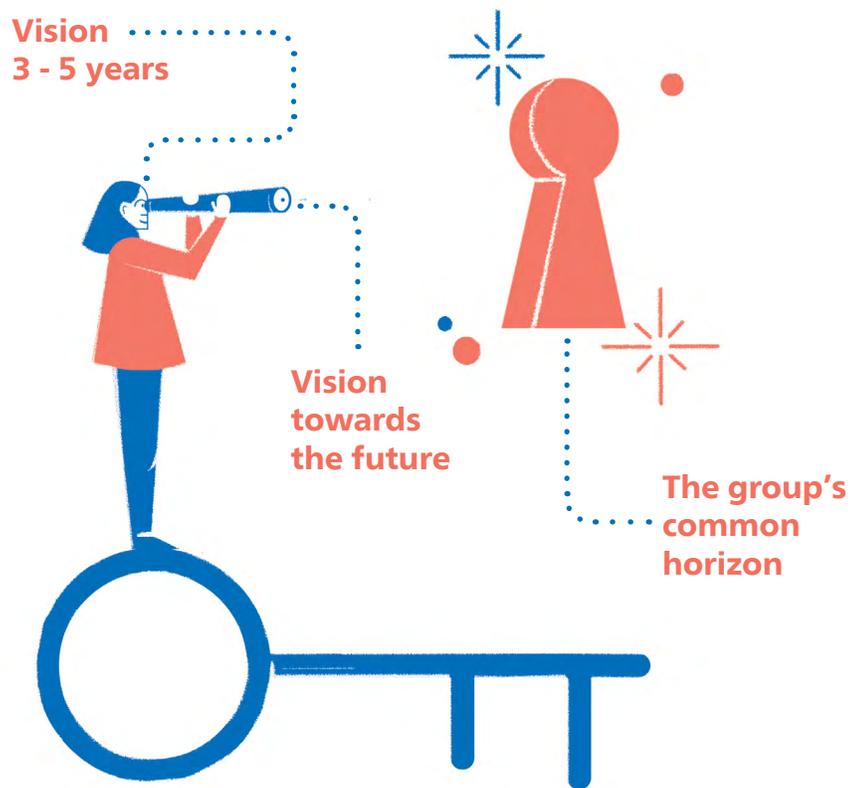


Individual Change is also abbreviated as IC. Individual Change Objectives are changes in behaviour, attitudes, or capacities for a 2 or 3-year period. "I" change my attitudes, my behaviour, my knowledge, my capacities, it is a challenge for each of us. It's my personal responsibility to contribute to the vision of the group. Like for CC, it should be reached that each one sets the same objective and brings them together.

If people aim to care for the environment, their individual objectives can be: "I only throw garbage in appropriate places and I recycle". "I keep my water deposit clean and use clean water". "I show my good-will by helping others". "I participate actively and continuously with contributions to the group".

## Additionally to the 3 tools, the TOOLKIT has three keys that can open new reflection windows

### Key 1: Vision of change

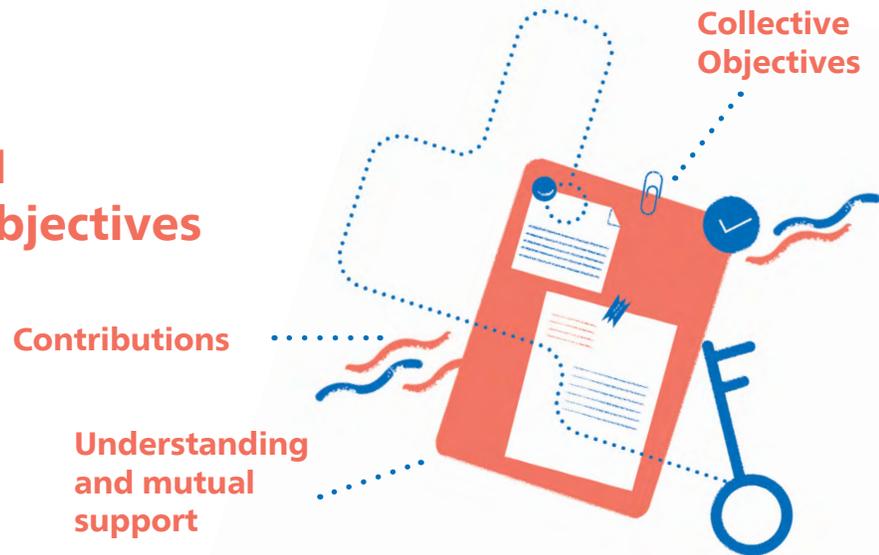


Individual objectives and collective objectives base on the great vision of change defined for a 3 to 5-year period. The vision is the horizon bringing us together.

- With CC and IC objectives we get closer to the vision, we walk towards the common horizon!

- Group members agree to make our vision a reality, which aspect each one commits to change. The same is done with the group.

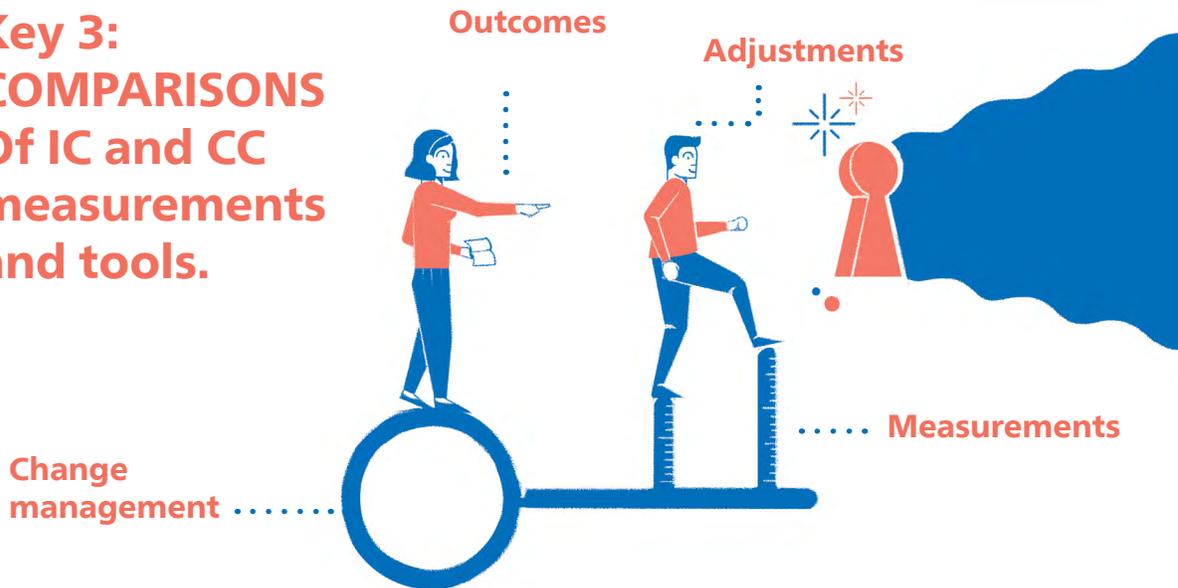
## KEY 2: ACTION PLAN to reach CC objectives



The group is committed to its collective objectives, it is responsible of establishing the actions to reach the objectives. We make decisions and commit through actions to reach them!

We can attribute each action to each objective and write them in an Action Plan. Which actions are necessary to accomplish each objective?

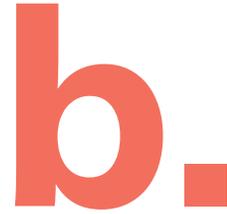
## Key 3: COMPARISONS Of IC and CC measurements and tools.



For each objective, we assess at which level we presently are: For CC, how the group is progressing or complying. For IC, how is each person (or its household) progressing. We interpret the progress levels by assessing ourselves.

We also ask ourselves what has caused the progress or, maybe, the setback. We can, for example, compare how each member has progressed: has it been the same? What contributes to the differences? Why have we progressed in IC, but not in CC? Why does the group fail in its common actions?

# Guidelines to prepare and facilitate self-assessments and their analysis.



Each meeting requires some preparation by facilitators or leaders. A group can have up to 15 or 20 people. With a larger group, participation would be more challenging.

For the self-management of a group it is important to agree on the purpose and scope of a meeting. This has to be clear when working with the TOOLKIT!

Let's not waste time!

- The objectives of the meeting and the tool to be applied are well explained in the invitation. A dialogue with the organisation's members is necessary. It is easier to use their experiences as a basis while preparing a meaningful learning session for them.
- Logistics of the meeting day have to be considered. We prepare the room, place chairs in a circle or in a U-shape. It is good to have a wall or black board to place flip charts. Other resources such as different-coloured cards, black, blue, and red markers, scissors, pins, etc. are useful.

**For the facilitation of each tool there is a logical sequence: the tool application itself, the organisation of information, and the documentation of the results.**

The facilitator's role is key: He or she prepares the meeting and guides people with questions for reflection and analysis.

In each tool, specific questions are made to help people think, reflect, share opinions. Close attention should be paid to make appropriate questions, to know how to ask questions that generate reflection and discussion!

**These "exploratory questions" promote discussion,** they stimulate to promote reflection. Each tool makes use of such questions to invite to reflection, sharing of opinions, and conclusions. They are not fixed but have to be well thought out. The facilitator supports this process without influencing the content.



## Under which circumstances and conditions is it useful to apply the TOOLKIT?



In this TOOLKIT we show many examples from different groups in various conditions and contexts. The TOOLKIT adjusts itself to various forms of knowledge and characteristics of the people, young people and adults, who are part of the group. They have so many expectations for a change in their future! The ideal size of the group is up to 15 or 20 people. If there are less than 8, it will lack strength.

There are various moments and possibilities to apply the tools and take advantage of the information and results. For example:

- When the group starts getting organized, it has to find a common path, define why they are together, and what they intend.
- When diagnostics about the people's and group's situation are completed, tools help to create strategies to overcome difficulties found during the diagnostic.

- When a new project is planned, people's views can be included in the strategies with their objectives and the project's activities. It also creates a way of measuring the project's progress.
- When the group participates in a project with an NGO and the project is underway, the group can propose to the NGO more adequate and relevant contributions. These contributions would be more impactful and beneficial .

**This means: the project can be more participatory and our own participation can orient the NGOs' work.**





### **3. THE TOOLS: STEPS AND MEASUREMENTS**

#### **3.1. DAW – Differentiated Analysis of Well-being**



## Making decisions that impact The tool's purpose What can we use it for?

In the media and in development talks, we often hear about strategies, projects, and the desire to bring people out of poverty by providing more opportunities for their well-being, quality of life, and a good living. There are people who have spoken about priorities of development and our rights. Others have explained about having opportunities.

*But very few times we ask ourselves: What does well-being mean for me, my household, and my group? What is important for us to improve well-being?*

The Well-being Analysis with DAW tool helps people in a group to get to know each other better, with its characteristics and differences, increasing awareness about the main factors that influence well-being and the quality of life in the community. It also allows to visualize which households are in more need, and motivates the group or community to find solutions to overcome their shortages, poverty, and inequality.

**What does well-being mean to us?** Well-being can be very different for a young person, a woman or a man. Culture, interests, needs, and longings affect how we see life. The way other people see things might be different.

*Boys and girls living in poverty experience and understand their situation in a different way than adults. Women can see issues that contribute to their well-being or quality of*

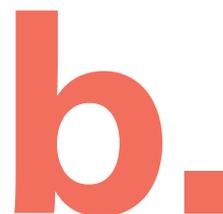
*life in a different way than men.*

Based on the knowledge of each member, we see the most important aspects that contribute to our well-being or cause our poverty. We do not have to analyse well-being in all aspects of our life, but we focus on the topic that concerns us most, specific issues that we are approaching with our group, e.g.:

- Well-being related to coexistence or violence reduction.
- Well-being related to the environment or to facing pollution and risks.
- Well-being related to health and reproductive health.
- Well-being related to education and young people.
- Well-being related to work and production.



## Steps for a well-being analysis -DAW-



If we decide to use the TOOLKIT, the group should be in agreement, and its members motivated to undertake changes. We appoint two group members as facilitators.

**Time that the activity will take:** The meeting and its five steps can last

approximately three hours with its five steps. New facilitators may need more time for their first experiences. Previously, we have to prepare a schedule according to the steps in the activity.



### Step 1: Tool Explanation

Facilitators explain the objective of the meeting and the purpose of the tool. It is a good idea to write the objective on the flip chart. Group members are requested to

**Meeting's objective:** Reflect on the well-being of families and what contributes to their daughters and sons' education and their development of skills and abilities.

**Participants:** Parents' Committee was invited, mainly mothers. We hope to have

**The facilitators should prepare a detailed schedule for the meeting.** Both facilitators have already prepared the material. One facilitator leads the meeting and asks the "exploratory questions". The other facilitator writes answers down and keeps

**Step 1: Explanation about the tool**

**Step 2: Reflection about our well-being criteria.**

**Step 3: Well-being levels.**

**Step 4: Self-assessment of our well-being levels.**

**Step 5: Group analysis and conclusions**

stay until the end of the meeting. One must agree how long the meeting will be and that each opinion matters. **An example of a script to have a DAW meeting:**

20 members participating.

Place: Bella Vista Village School.

Date/time: April 15th. 17:00 hours at the main room. It will end at 19:30.

track of the various opinions. They help each other so that all mothers and fathers feel good and can express their opinions and reflections.

## Example for a schedule: DAW Meeting

Hour/ Time	Steps/Topics	Techniques
16:00 16:15	1. Introduction and objective, and new monitoring process explanation	<ul style="list-style-type: none"> <li>Write the objective of the meeting and DAW purpose on a flip chart</li> </ul>
16:15 17:15	2. What are the most important issues in our well-being and our children's education?  What helps our children get ahead in their knowledge and skills? <b>OUR CRITERIA ON EDUCATION WELL-BEING</b>	<ul style="list-style-type: none"> <li>Flip chart to write.</li> <li>Cards to write down the main well-being criteria for education.</li> </ul>
17:15 18:00	3. What are the different stages or levels in the education progress?  How are the children and homes that have problems at school?  <b>WELL-BEING LEVELS.</b>	<ul style="list-style-type: none"> <li>Exploratory questions are written on the flip chart hanging on the wall. Explanation of the self-assessment and the 4 well-being levels or also the symbols for each level.</li> </ul>
18:00 18:30	4. Which is each the level of each family and homestead in each criterion? <b>SELF-ASSESSMENT IN THE WELL BEING CHART.</b>	<ul style="list-style-type: none"> <li>Explanation of how it works, what it is used for, and its levels from 1 to 4.</li> <li>We stick on the wall big sheets of paper with columns for each name and lines for each criterion.</li> <li>Each father or mother considers his/her own or his/her daughter/son situation for each criterion and places or writes the level.</li> <li>All assess themselves and comment.</li> </ul>
18:30 19:15	5. Calculate the results of each person and each criterion. <b>ANALYSIS OF THE GROUP RESULT.</b>	<ul style="list-style-type: none"> <li>On the right side, we make additions in the lines for each criterion; and in the last line, we calculate the sums for each person.</li> <li>The entire group analyses results, and validates them.</li> <li>The facilitator asks questions to help in reflecting:</li> <li>In which issues are we all higher or lower with regard to well-being in education?</li> <li>Why?</li> <li>Who has lower levels and who, higher?</li> <li>Which families are more in need and require the support of others for their children's education?</li> <li>Which conclusions does this situation analysis offer on well-being for education?</li> <li>The facilitator clearly writes the conclusions on the flip chart so everyone can read them.</li> </ul>
Terminamos la reunión a las 19:30	6. What do you think about this meeting and our reflection about well-being in education?  <b>EVALUATION of the MEETING AND AGREEMENTS</b>	<ul style="list-style-type: none"> <li>Facilitators thank and ask whether mothers'/fathers' committee agree to continue the discussion about objectives of change in a next meeting.</li> <li>Date set for next meeting.</li> </ul>

In a group that prevents or reduces violence we ask: *¿Which factors contribute to high levels of violence in a family?*

*What are the characteristics of households that live in high level of violence?*

*A group that has an ecologist orientation: What does it mean to live in a healthy environment? How does environment affect the well-being or poor quality of life of people in a community?*

*In a women's group striving for equity: ¿What does it mean having good health? Does it depend on family planning and reproductive health?*

*Organized female and male farmers: How is well-being improved with a stable food production?*

Observe the notes and ideas of these well-being criteria:



The facilitator writes down key words for the participants' answers. They are in cards or a flip chart. By organizing answers, we can categorize similar and different ones. In this way, we group ideas to identify Well-Being Criteria. We obtain four to six Well-being Criteria (those that are most important to all) with different details. Cards can be ordered on the wall or also on the floor.

Each prioritized criterion is written in a card in big letters that all can read.

A rural women's group called "United we'll win" in Guatemala has found and prioritized seven important criteria for their well-being:

1. Have continuous work and income in the family and women having their own income.
2. Produce and have food available throughout the year.
3. Have health services for children, adults, elderly, and disease prevention.
4. Have training for families, and education for the children.
5. Protect the environment, water, forests, and manage the garbage.
6. Have members of the family living in harmony, without violence.
7. Participate actively in community committees.

**What does a good life mean for women? What is necessary for women in the community to have a good life versus poor conditions?**

**Identified well-being criteria**

- They have work and money for food
- They have domestic animals as a source of economic income.
- When there is work all year around.
- Women with their own income.



- 1** Have continuous work and income in the family and women with their own income.

- When there is enough and varied food for all the family.
- When we produce vegetables and we have corn all year.



- 2** They have healthy food and make good use of local food.

- They have spaces and opportunity to educate themselves in: rights, family planning, hygiene, self-esteem among others.
- Have enough money to buy school supplies and uniforms.
- Parents support girls and boys equally for their education.



- 3** Families participate in training, their daughters and sons take advantage of the right to attend grade school and three years of high school

- Opportunity for women to be well trained and educated community leaders.
- Women with abilities, who can express their opinion and vote in the decision-making process.

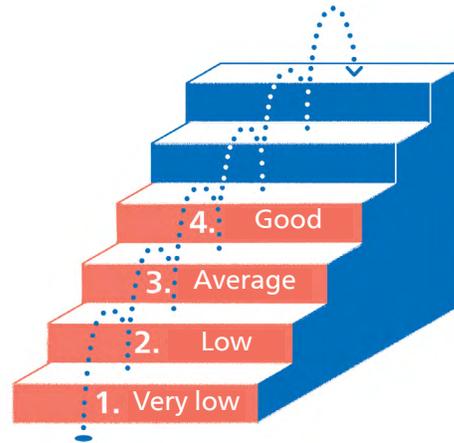


- 4** Equal opportunities for women.

# STEP 3: Reflection about well-being levels

On a big flip chart hung on a wall and visible to all we can write characteristics of the different well-being levels.

There are – at least – four well-being levels: good or high, average, low, and very low. We can draw them in various ways. Some examples:



To explain well-being levels we have to work out, for each aspect or well-being criterion, what each level implies:

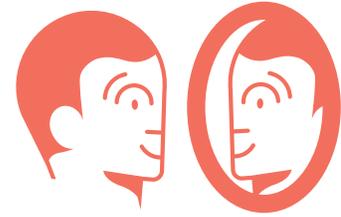
“Exploratory questions ”:  
*How are people at a high level, those who are doing well, average, or are in a low level?*

Three or four young persons in a neighborhood group think about the characteristics of the young ones for each well-being criteria. In this example in El Salvador we see how young ones are contributing ideas for the criteria “unity for good coexistence with family and friends”

Level 4: Good well-being	Level 3: Acceptable well-being	Level 2: low well-being	Level 1: Very low well-being
<ul style="list-style-type: none"> <li>• They have good friends and help each other. Parents supervise and support their homework</li> <li>• They take family trips with their families. They have a pleasant place at home to do homework. Children help at home and receive compliments.</li> </ul>	<ul style="list-style-type: none"> <li>• They talk about what they experience, share time with parents / siblings.</li> <li>• If they have problems, they can solve them.</li> </ul> <p>They feel good at home</p>	<ul style="list-style-type: none"> <li>• They have few friends, and do not share their problems.</li> <li>• Their parents scold and shout at them very often.</li> <li>• They are sad, and spend a lot of time alone.</li> <li>• They do not have much space for themselves.</li> </ul>	<ul style="list-style-type: none"> <li>• Little communication with parents.</li> <li>• They fight a lot, and are aggressive.</li> <li>• Abuse and hitting in the family.</li> <li>• Do not share meals together.</li> <li>• They spend a lot of time in the streets, no one looks after them nor gives them good advice.</li> </ul>



## STEP 4: Self-assessment of our well-being



After the discussion of what the different well-being levels mean, now we have to carry out a **PERSONAL SELF-ASSESSMENT**: At which level are we in each of the criteria?

Criterios	Muy bien	Regular	Malo	Muy mal
comunicación relaciones en la familia	comunicación de padres compresión			
que tengan un seguro de vida para toda la familia.	una buena posición Un buen trabajo En oficina	-Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed eiusmod tempor incididunt ut labore etiammod tempor	-Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed eiusmod tempor incididunt ut labore etiammod tempor	-Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed eiusmod tempor
planificación familiar	embarazarse en una edad adecuada una buena planificación familiar para el futuro	-Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed eiusmod tempor incididunt ut labore etiammod tempor	-Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed eiusmod tempor incididunt ut labore etiammod tempor	-Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed eiusmod tempor incididunt ut labore etiammod tempor
Respeto a Derechos	saber los derechos de los hijos	-Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed	-Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed	-Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed eiusmod tempor incididunt ut labore etiammod tempor
Educación valores	Conocer sus derechos Buena Educación	-Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed eiusmod tempor incididunt ut labore etiammod tempor	-Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed eiusmod tempor incididunt ut labore etiammod tempor	-Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed eiusmod tempor incididunt ut labore etiammod tempor

Self-assessment chart

This is DAW's Self-assessment Chart. Everyone can see it, and they can place their self-assessments. On the above example we can see how the lines have been made to columns and lines. It is a good idea to draw the chart before the meeting in a flip chart.

For each name there is a column, for each criterion, a line. In the first line we write down the names of each group member. In the first column we placed the criteria we defined before.

An explanation is given to the group: now each person is going to think at which level he or she is located with regard to

each criterion. They will also learn what self-assessment is and how it is done: Each criterion can have several levels: Persons or households that have good or high well-being level, those who have an average, poor, or lower one, and those who feel that they have low or little well-being, according to levels one to four.

Instead of numbers, we can also use symbols for levels with "smileys", i.e. expressions of a very happy face, a smiling one, less happy, and sad.

## DAW Self-assessment chart using smiley symbols



After the initial explanation about self-assessment, each person will consider each criterion and locate at which level her/his home is. Before this self-assessment, it is good to form buzz groups where two or three people chat and reflect, helping each other with the characteristics that we had previously identified and written in the Well-being Chart.

It is advisable that each person quickly writes the number of her/his level in a sheet of paper to be sure of her/his self-assessment. Later on, all place their level in the big matrix placed in a wall. For this purpose, we may have previously prepared papers that

will be stuck with corresponding numbers 1, 2, 3, and 4 (much better if they have one different colour per number) or faces with different expressions and colours. It is possible, too, that one directly writes on the flip chart with a marker.

Each person defines at which level she/he is found for each criterion, and explains her/his own self-assessment. Little by little, the matrix is filled up until it is as complete as in the example.

## STEP 5: Analysis and conclusions of the group

In the DAW Self-assessment Chart we continue with results' analysis:

Make some horizontal and vertical adding. Below all criteria we make a line for each person's additions. At the far right, in the last column, we add the points for each criterion. One of the facilitators supports with calculations, groups members can also do that. For example, each person adds her/his levels or numbers.

These horizontal and vertical additions allow us to make an analysis for all the group. We see there are differences, some criteria have higher additions or lower than others. The facilitators now ask the group:

Which is the criterion all are higher at?  
Which is the criterion with the lowest score?

- Which persons or households live in situation of more well-being, or with a better quality of life, or less vulnerability?
- Who are those in a less favourable situation?
- Which are the biggest differences among people with highest and lowest points?



## Self-assessment and results of the DAW well-being analysis in a group of informal tradespeople

Participants	Carmelo	Lorena	Mario	Gustavo	Ricardo	Maria	Lorena	Juanita	Pablo	Fabiola	Ernesto	Sum for each criterion	Max. Points	Average score
Well-being criteria														
1. Positive attitude to make decisions	3	2	4	4	3	3	2	4	4	4	3	36	44	3.3
2. Work quality and continuity in my sales	3	2	4	4	4	4	4	4	4	3	4	40	44	3.6
3. Administrate money and savings capacity	2	1	3	2	2	3	3	4	4	4	2	30	44	2.7
4. Healthy habits and self-care	1	1	3	4	3	4	2	3	1	4	3	29	44	2.6
5. Family coexistence and support	4	4	4	4	4	3	3	4	4	1	3	38	44	3.4
6. Educational level and training	2	1	2	2	2	4	3	2	3	2	2	25	44	2.2
7. Housing maintenance and quality	2	2	4	2	2	4	2	4	4	2	4	32	44	2.9
<b>SUM for EACH PERSON</b>	17	13	24	22	20	25	19	25	24	20	21	230	44	3.0
<b>Average score</b>	2.4	1.8	3.4	3.1	2.9	3.6	2.7	3.6	3.4	2.8	3.0			
<b>Summary of well-being level</b>	R	MB	A	A	R	A	R	A	A	R	R			

Conclusions and our findings. It is useful to discuss results with the group:  
*How do we explain these differences? What do these differences mean to our group's functioning? Does group work in any way affect well-being criteria and people? Or, can we support people who are in a less favourable situation?*

*This appears in the last line of the DAW chart. We can see how many people are in each well-being level.*

*How many people are in each level?*

<b>VL=very low</b>	<b>L=low</b>	<b>A = acceptable</b>	<b>G=good</b>
Names and amount of people			

*In the case of the 11 informal merchants' group in the DAW and its self-assessments they have done the following analysis: All see that they have quality sales and work continuously. The second highest criterion is their family coexistence. Conversely, the educational and training level is the lowest. We don't learn any more, it is true, we have to update ourselves and learn more! Their sales are important but as we see in the health habits criteria, with an average of 2.6, they take little care of their health, and their eating habits are not that good. They also observe that the average of how they administer their money is not that good. So all have to improve these three issues: We have to learn and acquire new knowledge, we should improve caring for our health and nutrition, and we have to manage our money better for our businesses and families.*

They are surprised because a group member, Lorena, is at a very low well-being

level. This worries them because they had not noticed. She is a single mother and could really need some support from the group. Finally, they are all seeing the differences in their well-being. There are five people at a low level, and five are in an acceptable situation.

- We can also ask ourselves: *Are we in a better situation than others in the community? Why? Should we expand the group? Are there persons and homes with more problems?*
- Let's write down our conclusions on a flip chart, and better yet, we can later write everything in some sheets of paper to document it. We have to keep the flip chart papers. We can also copy it to some papers. If they have a computer they may write it at once in a digital Well-being Matrix.

- Very important: the information is for the group! Conclusions, however, can be shared, for example, with community members or to support a proposal for a project or a plan. If we inform about the result of a DAW, it is enough to demonstrate it with the last columns of each criteria. This way, personal data stay within the group!
- Results of the DAW can be a basis to identify Individual or Collective Change Objectives, applying the IC – Individual Change – or CC – Collective Change tools.

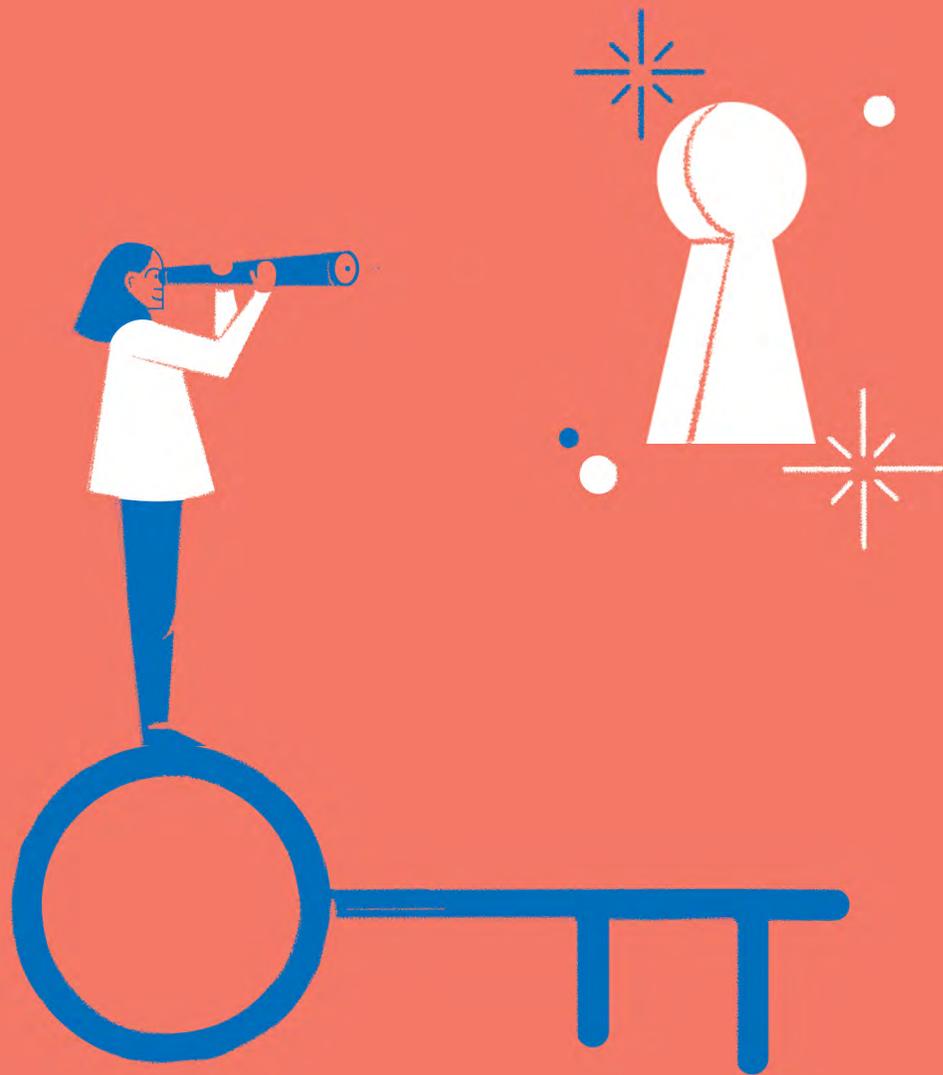


## Advice to facilitate the DAW tool

There is an important role to facilitate BEFORE, DURING, and AFTER!

Facilitators have to prepare themselves and the DAW meeting:

- A schedule or script should be prepared estimating time for each step, and dividing responsibilities between the facilitators. One must be clear about the steps and questions that may arise as of these steps.
- We work in a climate of trust and respect to all opinions. This is necessary for an equitable and democratic participation!
- Materials have to be ready before the meeting. Flip charts, cards, and markers can be very useful. It is very important to have the DAW matrix prepared in a big flip chart or even better, on a cardboard because it is sturdier. Lines are drawn to place criteria, and the columns are headed by each of the persons' names.
- Sometimes it can be easier for people to use symbols like happy or sad faces instead of numbers for the self-assessment of the well-being levels.
- It is always good to be creative. For example, using symbols to find people's characteristics with a high or low well-being level can improve comprehension. Drawing together the well-being criteria can promote communication.



## 3.2 Key 1: Vision of Change

# What is the vision of change and how to formulate it?

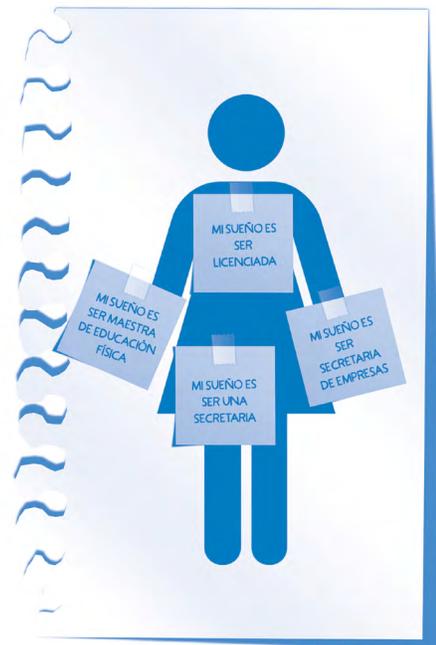
Participatory monitoring tools work under the assumption that people and groups have longings and wishes for **change**. We all think of changing our living conditions, and based on these longings we can imagine a vision towards the future

## Vision of change:

- It brings us together as individuals and as a group. Change can lead us to transformation. This sometimes means experimenting and discovering, individually and as a group, new ways of thinking, feeling, being, acting, and living.

Some questions to create the vision of change could be:

- *What brings us together as a group? Where do we want to be in three to five years?*
- *What do we want to change in our lives, in the lives of our families, or our group from now to three or five years?*
- *What do I want to achieve in my life by participating in this group?*



From these questions, group members are encouraged to develop ideas about the vision

**Some techniques to use with the group to develop ideas of future visions:**

- Technique 1: A few minutes can be taken to dream individually. Later, when they are ready, their dreams for a different future are shared with the group.
- Technique 2: Using colored markers and crayons so people can express their future life drawing a picture how they want to see the group in the future. This is how we imagine ourselves!

Any of these techniques can be useful for adults as well as for young people. It opens the mind towards new horizons.

Ideas start coming up, and we write them down in cards or the flip chart. Little by little, using everyone's opinions, ideas of change that are similar and those that are important to the group can be clustered.

An idea of change in a women's group that want to have a life free of violence is the following: *"We live in a safe family and community, without fears nor violence"*.

In a group of young people seeking the right to education, the vision is: "We have access to quality education, we are trained for a profession".

We are sure you share many ideas of vision of the future in your group! It is important that you come to an agreement!

This 3 to 5-year vision is our horizon. It is what brings us together and drives us closer to accomplish it. How? We need concrete objectives to get closer to the vision.

We can start formulating objectives of change. With the group we agree on a date to continue the activity. We have consider that the sooner it is, ideas will be fresh in people's minds. If we let too much time pass, it is possible that we forget, and the follow-up will be more difficult. Both tools, CC and IC, relate to common objectives among people!



### **3.3 Tool to achieve Collective Change – “CC”**



# a.

## What is the Collective Change tool?

The Collective Change tool-CC-identifies and measures group objectives that seek to achieve changes that can only be attained with the whole group's effort.

Achieving these collective objectives is a **GROUP RESPONSIBILITY**. The objectives that the group wants to achieve with Collective Change are analysed later by the entire group.

Collective change objectives can help achieve changes in attitudes and self-effectiveness, for example:

- It establishes collective action commitments, guide group activities, and deci-

sion making so that actions contribute to changes.

- It allows to identify changes within the group and factors that contributed to these changes.
- It enhances group responsibility, strengthens autonomy to monitor objectives and, in this way, increases empowerment.
- It allows developing more autonomy and advocacy capacities within the group.
- When a group participates in a development project, the tool can be used to combine group objectives with project objectives. It will help organisations supporting the group make better decisions about the type of support they will provide.



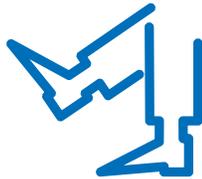
# b.

## With which types of groups can Collective Change be applied?

The CC tool can be applied with groups:

- With 10 to 20 persons.
- Where its members are permanent, for example in associations.
- Where its members rotate, for example in student councils or local authorities – when the objectives are kept up.
- Which are formed for a specific purpose and which is dissolved, once the purpose is fulfilled For example, commissions or committees organized by projects for a defined time
- Applying CC in any of the groups should contribute to strengthen them.

# c.



## Steps to achieve a CC

*We then ask ourselves: How can I find out Collective Change - CC - objectives?*

*Don't worry! Here, we can take steps to achieve CC. For the preparation and facilitation of CC, here is some* Para la preparación y facilitación del CC, hay algunos **some KEY ADVICE. By the way, this advice is valid in many occasions and meetings:**

- Consider the characteristics of the group you are working with, where the group stands when starting, or after a long work history - since many factors can influence how we work with CC.
- When the organisation is larger and it is difficult to bring people together, the spelling out of CC objectives can be held with the leaders of the organisation. If it is a small group, the CC tool can be applied with the whole group.

- Revisar los documentos existentes del grupo, por ejemplo: un plan comunitario, su plan estratégico o plan de trabajo o diagnósticos.
- Elaborar una agenda específica y detallada para el día en que se va a aplicar el CC. La agenda debe ser la

guía orientadora para poder aplicar la herramienta. Esta agenda debe incluir los 5 pasos para el CC y el tiempo necesario.



- Step 1: CC tool explanation and reminder of the vision of change.**
- Step 2: “Exploratory questions” and formulation of CC objectives.**
- Step 3: Self-assessment of the CC objectives.**
- Step 4: Decisions and actions to achieve CC objectives.**
- Step 5: Learning and agreements for the next meeting.**

## Step 1: CC tool explanation and reminder of the vision of change

Facilitators explain what CC and its purpose are, how we can use it. It is a good idea to write it down in the flip chart.

*Collective Change objectives specifics:*

- They are everyone’s responsibility, commitments of action to change and strengthen the group and, hence, make it grow in the future.
- They are formulated for a period of 1 to 3 years.
- They are a group challenge.
- The objectives are those that can actually be achieved, and if necessary, modifications can still be made.
- We write down the vision clearly in a flip chart and remind the group about their established VISION OF CHANGE. This means where the group wants to go the future, in 3 to 5 years.



**Vision:** We are an empowered group of young people, and the community acknowledges us.

The group's Collective Change objectives helps them to reach this vision. They are:

1. We all work democratically as a group, we are more consistent, participatory, and proactive.
2. We educate ourselves on youth and ecologic rights, and we influence other young men and women in the community.
3. We enhance our communication and peacefully resolve our conflicts and differences in the group and in the community.
4. We promote debates about topics of interest to the youth, and we attract new members with activities.
5. In the Youth Council we research, analyse, and sensitise others about pregnancy among teens.
6. Our group promotes mobilization to fight against litter and pollution in the community.

7. In a rural producers' organisation, their CC objectives to improve their production are:

1. We guarantee constant production of vegetables for the supermarket supply contract.
2. We sell products free from diseases and pesticides.
3. We keep transparent records of each member's products and of the income from the sales.
4. We obtain registration as organic producers.
5. We advocate for improved road access at the Municipality.

A group of parents committed to their CC objectives in the following way:

CC Objectives, what the group, fathers and mothers, will achieve together in two years:

1. All parents visit at least once in a semester the school to find out about our children's progress.
2. We meet each month and discuss about topics that help our children.
3. We meet to share about problems we face with our children.
4. We all contribute an amount of money (Cuchubal) from which we all benefit.
5. We are all committed to keep our children attending school the next two years.

## Step 3: Self-assessment of Collective Change Objectives.

We have formulated 3 to 5 objectives and, in a first measurement, the first self-assessment is done for each objective.

### EXPLAIN THE SELF-ASSESSMENT SCALE:

For self-assessment, we use a measurement score. We discuss the initial level – from which we start - of each objective in the groups' effort.

It is important to show these levels on the flip chart so that people understand what they mean.

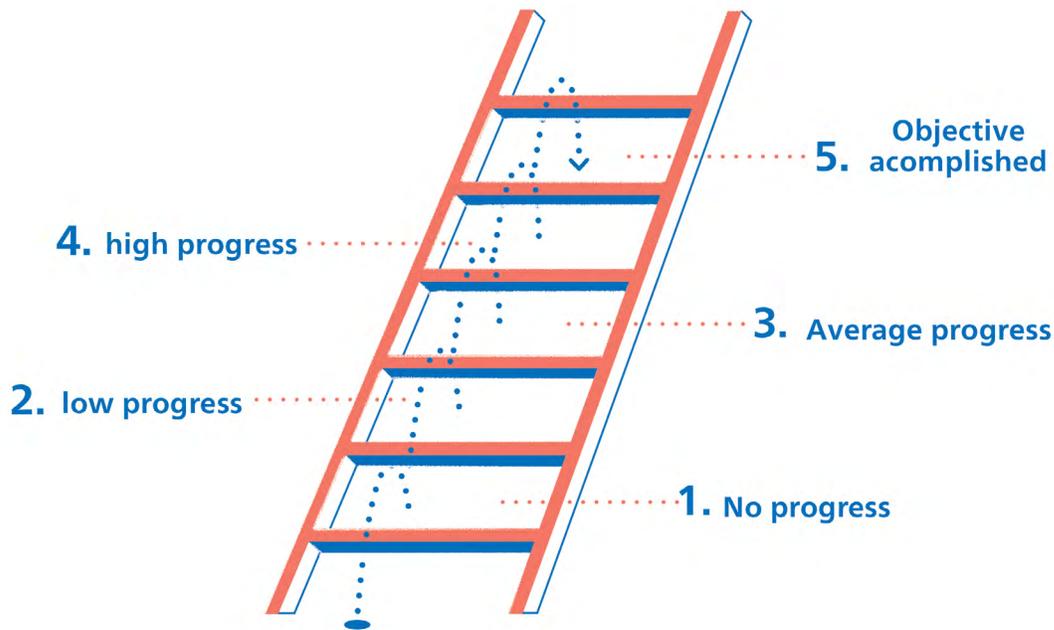
The scale can be explained through drawings or by placing numbers once the meaning of each is clear.

### Example of a score with different symbol:

Score	Examples for score levels			
1	Very little	No progress		
2	Bad	Little progress		
3	Average	Average progress		
4	Good	Considerable progress		
5	Very good	Objective achieved		

In the first column one can see the score in numbers from 1 to 5. 1 means very little, there has almost not been progress. Another modality is to use smileys or icons: the sad face or a storm shows a situation in which we find ourselves. Each number has its meaning until reaching 5, which means the objective has been achieved. We are doing well, with happy faces as a group, or with a shining sun.

If we visualise the levels of progress by drawing a ladder, it is easy to see that each level requires an effort.



After explaining what the scale means, it is possible to do the **Self-assessment: How far have we progressed to achieve this objective, this change?**

The group discusses actions, efforts and results for each objective, and together agrees on a score which is written down on the flip chart.

*Question: At which level are we now with regard to our collective change objective?*

Now we will see the first measurement of objectives of a youth group in El Salvador with a two-year CC with its self-assessment. We observe they have achievements in three objectives but they still have a long way to go in the other two.

**First measurement of Collective Objectives -CC- of a youth group**

<b>Collective Objectives</b>	<b>Assessment scale 1 - 5</b>
1. We all work democratically, we are more consistent, participatory, and proactive.	<b>2</b>
2. We educate ourselves on young people and ecologic rights and we influence other young men and women in the community.	<b>2</b>
3. We enhance our communication and peacefully resolve our conflicts / differences in the group and the community.	<b>2</b>
4. We promote debates about topics of interest to the youth, and we attract new members with activities.	<b>1</b>
5. The group creates mobilisation to fight against garbage and pollution problems in the community	<b>1</b>
<b>Total, CC points, first measurement</b>	<b>8</b>
<b>Average, first measurement</b>	<b>1.6</b>

The chart is a self-assessment RESULTS RECORD. It is used to inform and remind us of the path we are following to achieve those changes. This is why documenting or recording information is important, so we can use it in the future.

For each objective, one line; and for each measurement, one column that shows where we stand. There we place the level of present progress. It might be very early to assess the achievement of the objective, but in some cases, we might have been making these efforts for a long time. Let us make a total addition and average of all the objectives!

Upon getting results, we analyse some questions:

- *What do these results tell us?*
- *For which objectives do we have to make more efforts?*

Answers help us see that the group has small achievements towards their objectives, and none is at an average nor high level. For all objectives we need to work hard to achieve them, and we have to consider appropriate actions to be able to achieve them.

## Step 4: Decisions and actions to achieve CC objectives.

Each objective requires efforts and actions, and it is now another opportunity to agree on efforts with similar orientation.

The group is responsible of establishing actions to reach objectives.

We make decisions for our own actions!

- *Which are the main actions to achieve each objective or to reach the next level?*
- *Who is or are responsible to carry out the action? How do we share the tasks?*

Maybe we not only want to define actions but a more complete Plan of Action.

In Key 2 of the tools there is an example of how to formulate an ACTION PLAN based on CC objectives.

## Step 5: Learning and agreements for the next meeting

With all these steps and reflections, we will learn a series of things.

*Are we satisfied with these results?*

*Are we all in agreement with results and the first measurement? Are objectives and actions realistic?*

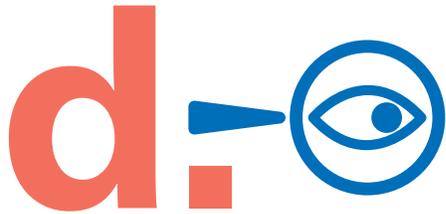
We write it all down, and place objectives visibly for all. This was the first measurement, objectives were established, and now

we have to work to reach them. From now on the group should agree on regular monitoring.

*Do we need any support for actions and objectives?*

*Who might contribute to achieve it?*

*When are we doing the next measurement with a self-assessment of changes for each objective?*



## Monitoring of CC: periodical measurements of change

After some steady months of monitoring our objectives, we can state whether there was progress, whether we were able to comply with what we took over as our responsibility. We can review our progress and analyse which factors contributed to change, or if we have not progressed, we can analyse why not.

To periodically monitor changes achieved by the actions of the group members, a lapse of time between 4 and 6 months is recommended.

Another feasible modality is to hold several meetings. In each short meeting, we analyse one objective instead of a bunch of objectives in specific “monitoring meetings”.

After 4 to 6 months we organize another work meeting for a second measurement. A third measurement has to be considered, and so on until objectives are reached to establish new challenges to reach in the near future.



## 5 steps for the follow-up measurements

**Step 1: Explanation of monitoring and reminder of previous measurement.**

**Step 2: Exploratory questions and review of CC objectives.**

**Step 3: Self-assessment of collective changes.**

**Step 4: Analysis of Collective Changes.**

**Step 5: Decisions and actions to continue with changes.**

Some **KEY ADVICE** to prepare the next measurement meeting:

- Prepare a specific schedule for the follow-up measurement of CC with the 5 steps. Define a time span!
- Have the flip chart close by with the agreed CC objectives and the previous self-assessments.
- Invite all people who attended the first (or previous) measurement to assess their progress.
- Prepare materials, papers, markers to document the exercise.

## Step 1: Explanation of monitoring and reminder of previous measurements

People remember the first measurement and objectives. We might have to remind them because several months have gone by. Maybe other members or new ones will attend. We inform them!

By monitoring CC objectives, we will see some effects of group actions with regard to their objectives. We will compare scores.

Remind them about the purpose of participatory monitoring and the meeting's objective:

## Step 2: Exploratory questions and review of CC objectives

*What has happened as time has gone by?* Remember what we have done to meet objectives, and how we have done that, the happiness we have experienced, good decisions we have made, but we can also reflect on the things we did not do, difficulties we have had, and how we solved them or not.

It might be useful to make a timeline, pointing out the group's most important actions in the last 4-6 months.

We write the exploratory questions on the flip chart:

- Have we really pursued our objectives?
- Have our actions lead us to progress towards the objective?
- For each objective, which efforts and actions have we managed to do?

- Have we as a group progressed or not?
- What did the group not accomplish yet?

We write down the answers and opinions on the flip chart because we are going to use them for the next step.

## Step 3: Self-assessment

We do the assessment on the same scale of 1 to 5. Among group members we reach an agreement about self-assessment for our progress in each of the objectives. We agree about the scoring.

In the results of a community group during the second measurement of their collective objectives, we have to find out where there is progress, but there can also be setbacks. See the changes between the first and second measurements:

### Results of the second CC measurements at the community group Board of Directors

Collective Objectives	1st measurement March	2nd measurement December	Changes between 1st- 2nd measurement.
1. Our Board of Directors democratically represents members' interests, guides itself by its community plan working in a proactive way.	1	2	+1
2. We install water catchment works and keep them clean and treated.	2	1	-1
3. Yearly, we maintain a greenhouse with seeds and care for reforested areas.	2	3	+1
4. Collectively, we develop community cleaning and hygiene habits campaigns.	2	3	+1
5. We are organised in a fathers/mothers' committee to support our children in their schooling.	2	4	+2
sum	9	13	+4

The chart shows scores of first and second measurements:

- The last column shows the difference, the change that has taken place between the first and second measurement, progress, setbacks, and where there have been no changes.

We see total points and results. Let's compare!

## Step 4: Analysis of Collective Changes

Immediately we compare results of the present self-assessment with the previous self-assessment. This step is important because we can learn a lot about our accomplishments and errors. It is a REFLECTION AND LEARNING

- Why do you think the group is at this level?

At the same time, we analyse causes for change. It helps to make decisions and empower ourselves more with our objectives to pursue them until we meet them.

To be able to reflect and analyse changes, we also have some leading questions such as:

All these questions help us to compare

- *Which are the objectives where most of us have progressed more? In which less?*
- *Were there negative changes or setbacks?*
- *What or who made it possible or contributed towards this change? What or who hindered change?*
- *What influences from outside the group contributed to the change, or hindered it?*
- *Have there been unexpected changes?*
- *Based on observed changes, what have we learned?*

the first assessment with the present one. The way we ask is the key to obtain the information about reasons for the change. The order in which we ask might change. What is important is to find the reasons for change and compare.

What matters is to write down why changes took place, what influenced to achieve them. Asking about the causes for change is key to understand how we, as a group, are changing, and what and who else influences the change.

The facilitator gathers information with the group analysis. It can be useful to write it down in a minutes book, if the group has one.

Or write the conclusions in another way.



## Step 5: Decisions and actions to continue with these changes

Analysing progress, observing compliance, and what caused or hindered these changes, directs the group to learn about what we are doing, and about which decisions we have to take in the future.

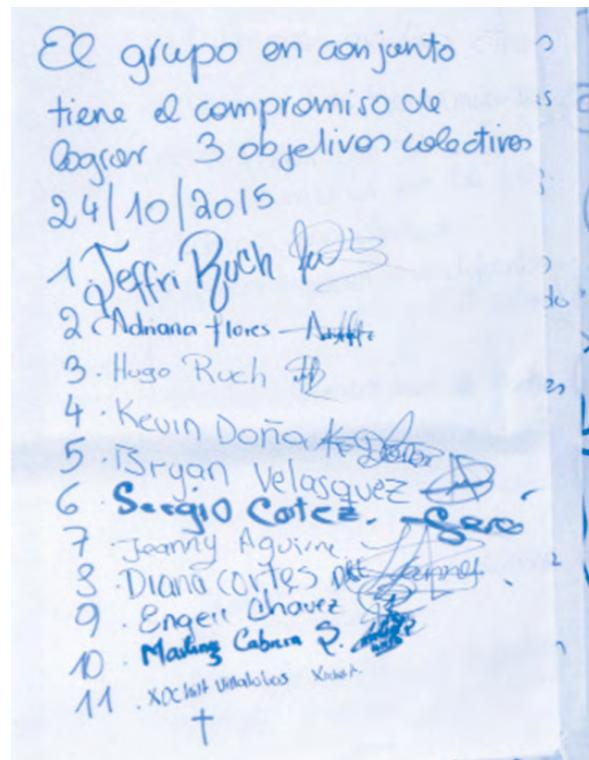
Results of the second measurements have consequences for future actions. From this, the group can learn how to influence in reaching their objectives and, hence, change or adjust action plans.

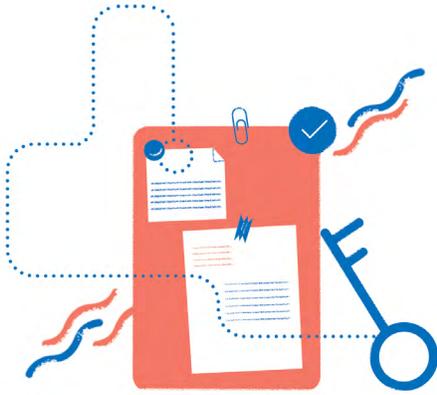
Basic questions to make decisions for future actions are:

- For which objectives are we going to take action?
- How are we going to adjust our Action Plan?
- What can the group do to improve the situation?
- What can we do when we face difficulties?

All these questions can lead us to carry out additional activities or even formulate new objectives that can be included in the group's Action Plan.

The purpose of monitoring: reflection sensitises about changes, it helps us make continuous and positive decisions. So do not forget to continue with participatory monitoring of your collective changes. When objectives are met, we can be proud.





## 3.4 Key 2: Action Plan to plan how to achieve CC objectives

We can prepare an ACTION PLAN to reach our objectives of change. Questions that can help us prepare it:

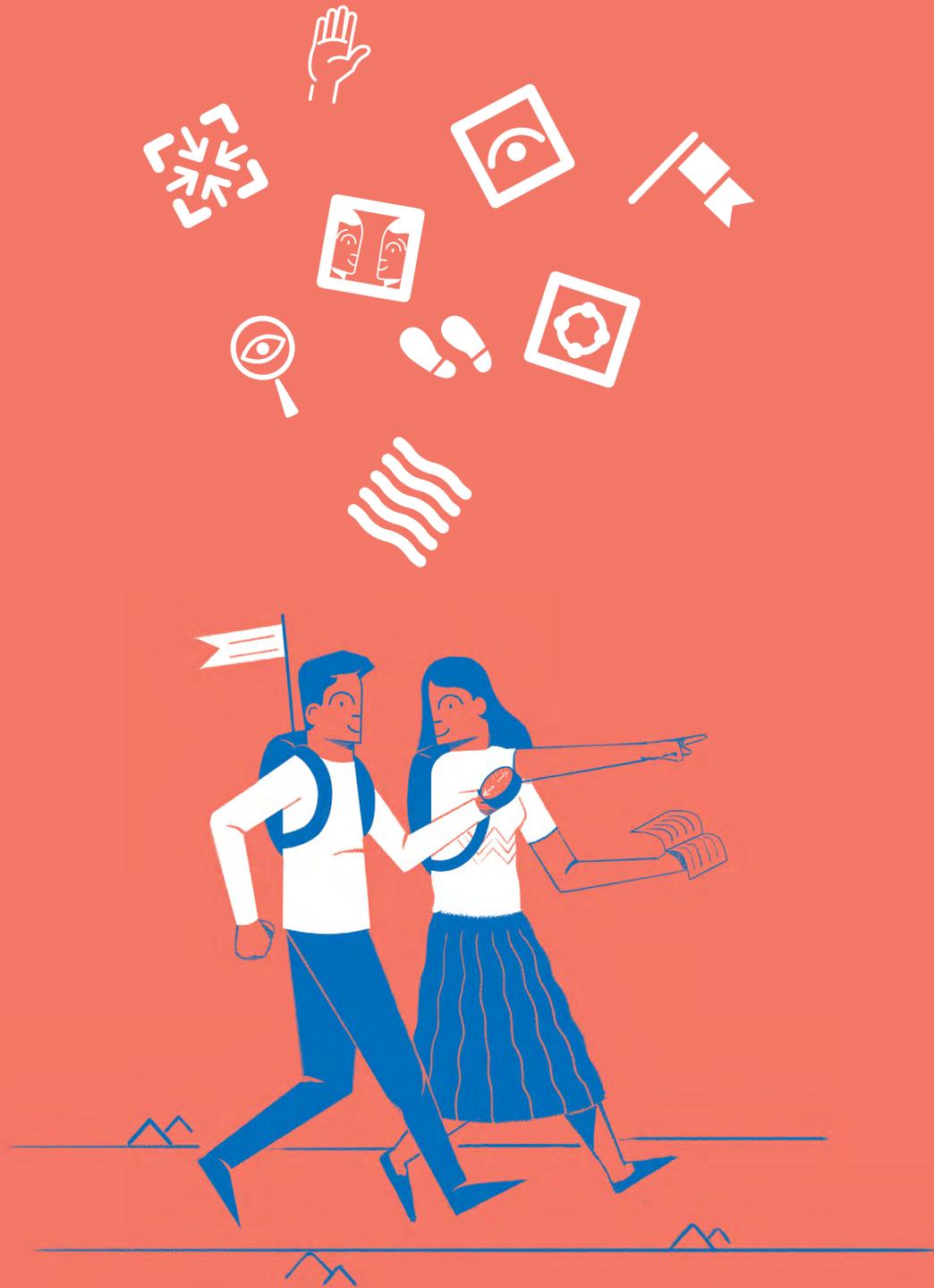
*Which actions are necessary to achieve each objective?*

*When does the action have to take place?*

*Which resources are needed to take action?*

An example of an action plan:

Collective Change Objectives	Actions or steps to achieve objectives	Persons in charge and necessary resources	Date Schedule
1. Group increases savings funds, and manages new resources for its work.	<ul style="list-style-type: none"> <li>• Monthly contribution to the savings fund.</li> <li>• Monthly juice sales during soccer games.</li> <li>• Presented a subsidy proposal at the Municipality.</li> </ul>	The treasurer of the group's Board of Directors. Contacts for management. Technological resources and other materials.	January – April.
2. We keep up our meeting room, our work commissions regularly meet every two months.	<ul style="list-style-type: none"> <li>• Meeting room is kept clean and chairs in good condition.</li> <li>• Room decorated with important messages.</li> <li>• We get a table and materials for meetings.</li> <li>• Invitations sent on time. Work commissions are well led.</li> <li>• Agreements are recorded each meeting.</li> <li>• Each semester, commissions' meetings results are presented to the General Assembly.</li> </ul>	Specific work commissions. Technological resources and other materials for meetings and General Assemblies.	Continuously during the semester.
3. We care for nature and reduce litter in streets.	<ul style="list-style-type: none"> <li>• Identify clandestine dumps.</li> <li>• Collect litter with the Authorities' support.</li> <li>• Sensitise community not to litter in streets.</li> <li>• Find support for reforestation activities.</li> <li>• Neighbours invited to do reforestation.</li> </ul>	Environment commission. Contacts for administration. Material resources.	May - June.



## 3.5 Tools to achieve Individual Change – “IC”



## What is the Individual Change tool and what is it used for?

Individual Change – IC – is a tool to identify objectives at personal and household level and to commit ourselves. With this tool, people commit themselves with their objectives.

Therefore, at the same time, they should be shared by (almost) all group members. The IC objectives contribute to reaching the group's common vision, but they are

individual in the sense that everybody is personally responsible to reach them. For instance, the group can set a CC objective to fight for a healthy environment; but this only works if everybody sets the IC objective not to litter.

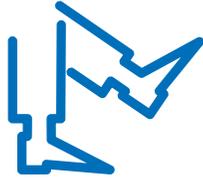
### Individual Objectives:

- They describe a **change** in attitudes, behaviours, and individual situation.
- They have to be reachable within the next 1 and 3 years.
- They have to be a **challenge!**
- The objectives have to be such that each person has **power to decide and control**.
- It is an individual commitment by each one and requires individual effort
- **They must not do harm!**

Groups and people have highlighted that Individual Change is also useful to:

- Aim to have new attitudes and behaviours.
- Get to know oneself better and find solutions.
- Improve your own situation as a valid personal commitment.
- Have and take over challenges.
- Identify achieved changes and factors that contributed towards those changes.
- Understand that maybe some people need their family or group's support.
- Become a dynamic group, be more cohesive, and motivate people to participate more.
- Know how a project or an NGO can support us to achieve our objectives.

# b.



## Los pasos para lograr el CI

In a work meeting we prepare the following 5 steps to formulate Individual Change objectives.

**Step 1: IC tool explanation.**

**Step 2: Exploratory questions and formulation of IC objectives.**

**Step 3: Self-assessment of IC objectives.**

**Step 4: Decisions and actions to achieve IC objectives.**

**Step 5: Learning and agreements for the next meeting.**



- Here are some **USEFUL ADVICE** for the facilitators when preparing and before applying IC:
- Individual objectives bring us closer to the vision of change. Keep it in mind!
- Be clear about people's diversity and their perspectives. They should be interesting for all!
- Start based on the group situation and vision.
- We have to have a holistic view of a person when forming objectives. We have to change within our **BEING**, in our **KNOWING** and way of **DOING**, and not just of **HAVING**.
- Prepare materials to be used, the place where the meeting will take place, have the support of another person who will keep the minutes of the meeting or who will write down the information that comes up.
- Prepare a schedule, too.

## Step 1: IC tool Explanation

The facilitator explains the tool in simple words, and with simple examples, so that all understand it:

- Remember DAW results and well-being criteria.

- When thinking about objectives, refer to the group's vision of change.

- A person could ask: What is the use for me? We have to know how to answer!
- The IC objectives describe the desired situation in the future.
- They have to be attainable and at the same time, a challenge!
- Each person should have power to decide and to act autonomously!
- The IC objective start with "I ...", i.e. the person who is the main role player has to be spelled out clearly in the IC objective.

## Step 2: "Exploratory questions" and formulation of Individual Change objectives

- We write the exploratory questions on the flip chart.
- A joint vision brings us together in the group:
  - *What can each group member contribute to achieve the group's vision and to improve the community's or his/her family's well-being?*
  - *What does each one of us strive for and commit to change?*
  - *Which attitudes should I leave behind? Which new behaviours and relationships are useful to achieve more well-being?*
- We encourage each person to formulate an objective. It is not easy. As facilitators we have to be aware the challenges we have!
- A group of parents or mothers in a school might ask themselves: *What do I want to change individually to help my children progress in their right to education?*
- Teachers who have many challenges in modifying their teaching abilities and styles could ask themselves: *What do I want to change in my teaching to promote Integral Education in Sexuality?*
- Among all opinions received, we cluster objectives that seem similar. We analyse if they really contribute to bringing us closer to the vision. Through diversity of opinions and proposals, let's try to come together! *What do we have in common? Which objectives are similar?*
- Little by little and by consensus, the most challenging objectives are gathered and prioritized. We want everyone to identify herself or himself with their Individual Change objectives.
- What does each group member propose as an individual objective to reach a group vision?
- Which steps would each member take to achieve it?

**How to formulate Individual Change objectives of commitment on behalf of each group member:**

<b>Criteria</b>	<b>Individual Objectives</b>
Solid, active, innovative, sustainable group.	I regularly attend to group meetings and support their activities.
Members' trust, active participation, speaking out in public.	I express my opinion and participate in group decisions.
Violence prevention actions and community development.	I avoid using violence in my group and family. I listen to women colleagues attentively/respectfully. I participate actively in group activities benefitting the community.

**Examples of individual objectives formulated with IC:**

A group of young women who want to have a violence-free life wrote:

1. *I relate and communicate better with my family.*
2. *I face situations without using violence and with a more positive attitude.*
3. *I keep up with work, save monthly.*
4. *I act in a more committed, timely way.*
5. *I take care for my body and my reproductive health, avoiding diseases.*
6. *I participate more dynamically and contribute more consistently within my group.*

**IC objectives formulated by a parents committee:**

1. *I educate my children with love and without violence.*
2. *I am more interested in my children's progress at school and support them in their homework and learning.*
3. *I take care of my health and my nutrition.*
4. *I learn new things by myself.*
5. *I participate in parent's meetings and their activities at school.*

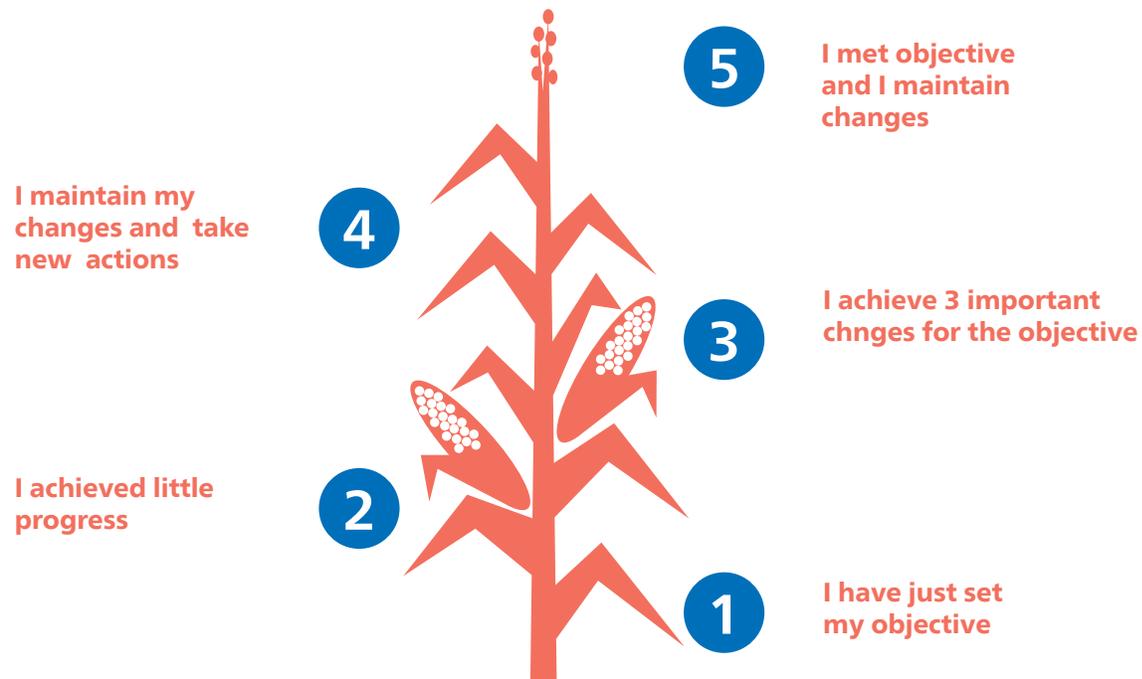
## Step 3: Self-assessment of Individual Change objectives

We have prepared 5 individual objectives. They are visualized on the flip chart.

Later, we place papers from the flip chart on the wall, and we draw a chart: The example below shows us how to prepare a IC self-assessment chart.

- The first column is for the objectives.
- In the first line we write names.
- We draw lines to create score boxes for each person.

Measuring scale for self-assessment:



The scores to measure the individual achievements could be:

- 1 = very little
- 2 = little
- 3 = more or less
- 4 = much
- 5 = very much

We need TRUST and HONESTY! Self-assessment is on an individual level, but we invite people to comment why they place themselves at a certain level. We can comment other people's self-assessments to help them find their level.

*Why do we place a 1 or 2, or even a 3? This way we learn from others!*

There can be sensitive topics or objectives: for example, those related to domestic

violence, where it is difficult to assess oneself in front of the group.

It is important to establish a trust agreement: each person's information has to be treated with respect. If we show results to other people, there is no need to include names, it is enough to show results.

### IC objectives and its first measurement in a youth group:

IC Objectives/names	Rosario	Edelma	Gustavo	Ricardo	Maria	Lorena	Juanita	Pablo	Fabiola	Ernesto	sum per objective	Average
1. I participate more actively and contribute more in the group, I am more tolerant	3	3	3	3	3	3	3	1	3	2	27	2.7
2. I demonstrate my will to overcome conflicts in my family and community	3	4	4	3	4	3	3	2	3	2	31	3.1
3. I train myself in theme areas and technical skills to improve my work opportunities	4	3	4	4	3	4	4	2	4	2	34	3.4
4. I have continuous income all year to ensure my children's education	4	3	4	3	3	2	3	2	2	3	29	2.9
5. I avoid violence in relationships with my family and my children	1	4	4	3	3	3	3	1	1	2	25	2.5
6. I practice sports and take care of my health	3	4	3	3	3	4	3	3	3	1	30	3.0
7. I participate in preparing / implementing initiatives to increase funds for the organisation's financial sustainability	1	4	5	1	1	1	1	1	1	1	17	1.7
<b>Sum per person</b>	<b>19</b>	<b>25</b>	<b>27</b>	<b>26</b>	<b>17</b>	<b>20</b>	<b>20</b>	<b>12</b>	<b>17</b>	<b>13</b>		
<b>average</b>	<b>2.7</b>	<b>3.6</b>	<b>3.8</b>	<b>3.7</b>	<b>2.4</b>	<b>2.9</b>	<b>2.9</b>	<b>1.7</b>	<b>2.2</b>	<b>2.4</b>	<b>1.9</b>	<b>2.8</b>

The example shows results of the first IC self-assessment:

- Lines in this chart reflect how we as a group find ourselves regarding each objective and the total sum.
- Columns show each person's general results and the individual sum.
- Answers and conclusions should be written down, too.

Horizontal additions reflect how all group members find themselves regarding each objective. Totals in columns indicate each person's level of compliance with regard to her/his objectives.

This way, we can do a group analysis with a results interpretation of the chart of the first IC measurement. We ask ourselves:

- *What do these numbers on the horizontal line tell us about each objective?*
- *In the columns about each person?*
- *Why are we higher in one objective than in other?*
- *Among all, where do we have more points? In which, less?*
- *Do you all have any conclusions?*

## Step 4: Decisions and actions to achieve Individual Change objectives

Self-assessment and result analysis lead us to make decisions. Decisions are individual, but of course, they can become public and be discussed.

- *Are we convinced about these objectives?* In case there is no total agreement, changes can still be made.
- *Are there group members that have a low level in several of the objectives? Maybe there are people who need more support.*
- *What am I going to do to meet my commitments? Among group members, we can go more in depth*

*as to how to transform objectives into actions.*

Each person will have to take action to put the objectives into practice. All express ideas that make it easier for each person to make decisions about their next steps.

We establish personal actions to meet objectives. They can be actions and attitudes with the family or with oneself.

## Step 5: Learning and agreements for the next meeting.

The first time we practiced an IC meeting, it might have lasted longer than planned. However, facilitators and the group have all learned. It is the beginning of monitoring leading us to empowerment.

- Ask the group: how did you feel?
- What did you learn with this exercise? Has it been easy or has it been very hard to get everyone to participate?
- As facilitators and leaders, we can ask ourselves if we are happy how the

exercise went. We may find something to improve in the next meeting. We all learn!

- We announce that in 4 to 6 months we will have another measurement, a second measurement for all and each of us. It is important that everyone comes back, and that in the meantime, everyone puts in effort and remembers their objectives.



## IC monitoring, the second change measurements

Regular application of the IC tool can allow the group and its members to better meet their own objectives of having an impact in their lives.

We have to do some other measurements to confirm if we are really changing. To what extent?

After some time of having done IC assessments, the group is again invited to carry out the IC self-assessment to

compare how we are now with the previous measurement. This exercise is the **monitoring of changes**.

Remember that with monitoring we can review progress and analyse factors that contributed to achieve change.

Again, there are 5 steps for a second or third measurement:

- Step 1: EXPLANATION of monitoring and reminder of previous measurement.
- Step 2: Exploratory questions and review of IC objectives
- Step 3: SELF-ASSESSMENT of individual changes
- Step 4: Analysis of Individual Change.
- Step 5: DECISIONS and actions to continue with changes.



Invite all the people that were at the first measurement so that they can assess their progress.

- Prepare a specific and detailed schedule with the 5 steps for the day when the second CC measurement will be done.
- Prepare resources to keep track of the activity.
- In the invitation, inform people about the duration of the monitoring meeting, which will last about 3 hours.

## Step 1: Explanation of monitoring and reminder of previous measurement

We explain to the group that second measurements are useful to monitor the outcomes of the actions we individually did to achieve objectives.

Reminder about our established objectives.

- a. Individual objectives are written on the flip chart. We read them one by one. Together we remember our commitments.
- b. If people do not remember clearly, we can remind them, with colleagues and facilitators' participation. Ask: What happened? Were the objectives written down? Were the steps to follow concrete?
- c. We can ask whether the established objectives are really the ones they want to pursue. Should these objectives remain? Do they think another should be added?
- d. Maybe other people or group members attend this meeting. We would have the opportunity to explain what participatory monitoring is, what IC objectives are in the group, and ask whether they agree to take over these objectives for themselves. On this opportunity, they will also assess their present level of compliance.



## Step 3: Self-assessment of Individual Changes

When everybody has identified which have been the most important changes in each objective, we are ready for self-assessment. We can draw the self-assessment ladder again on a flip chart, and remember what levels 1 to 5 mean. We ask:

- Do you remember your self-assessment levels?
- In which level do you find yourself now? Have you progressed or not?

Being honest works! First, write your level on a sheet of paper for yourself. Then, we will write this note about our self-assessments on a chart.

In the big table on the flip chart, we make a second row in each objective to leave space for the second measurements.

In this assessment we can support each other:

- Are you satisfied? Do you think you improved in your level? What do the others think? Did your fellow progress?
- In this individual assessment dynamic, these actions are repeated for each objective.
- This way, we can also see which obstacles they found, why they could not progress, or why they did make bigger strides.
- We can go more in depth about some obstacles or express our doubts.

Results of second measurements can be placed on the same chart where the first measurements were placed, as seen in the next example:



**Observe the example:**

In this chart, there is a line for each measurement. IC1 means the first measurement. And below, IC2 means the second measurement after 4 to 6 months.

IC OBJECTIVES/ Group member names		Gustavo	Ricardo	Maria	Lorena	Juanita	Pablo	Fabiola	Ernesto	sum	average
1. I relate and communicate better with my family, face situations without violence and with a positive attitude.	IC1	3	3	3	4	2	2	2	3	22	2.8
	IC2	4	3	4	4	4	4	4	4	31	3.9
2. I care for my body and prevent my reproductive health.	IC1	2	5	4	2	2	1	2	1	19	2.8
	IC2	4	4	3	3	4	5	3	4	30	3.8
3. Based on the sale of my vegetable products, I have additional income.	IC1	2	1	2	3	2	1	3	3	17	2.1
	IC2	4	4	4	4	3	3	5	4	31	3.9
4. I participate actively in a decision-making space in my community and municipality.	IC1	3	2	4	3	2	2	3	2	21	2.6
	IC2	2	4	3	3	4	3	4	3	19	2.4
5. I manage my money efficiently, and I have my own savings.	IC1	2	4	4	2	3	1	1	2	19	2.4
	IC2	3	5	3	3	5	4	3	4	30	3.8
SUM	IC1	12	15	17	14	11	7	11	11		
	IC2	17	20	17	17	20	19	19	19		
AVERAGE	IC1	2.4	3.0	3.4	2.8	2.2	1.4	2.2	2.2		2.5
	IC2	3.4	4.0	3.4	4.0	3.8	3.8	3.8	3.8		3.7

## Step 4: Analysis of individual change

Finally, among all fellows, the horizontal and vertical additions are made. We talk about why there was more progress in some issues and less progress in others.

We analyse the change of the IC measurement results by objectives and by persons. It is the moment of analysis by all together!

- *If the sum of the points in an objective is higher in this new measurement than in the first measurement, this means that all have progressed!*
- *In which objective have all progressed?*
- *Are there objectives with a lower sum? Why did we have setbacks in these objectives?*
- *For whom has it been more difficult, and why? Have all group members truly progressed?*

We have the opportunity of going more in depth! Changes are analysed individually, with each person and with each IC objective. Facilitators write down the most relevant answers on a flip chart sheet.

We also have to think about the reasons behind the changes. What helped us having these changes? What or who limited us?

There is a list of questions to go more in depth, and to help us in our reflections. They are guiding questions to compare and to understand what has contributed positively and what has limited people:

- *Which have been the important changes in your situation?*
- *Which changes have been positive? Have there been negative ones?*
- *Whose situation has improved? Why?*
- *Whose situation has become worse? Why?*
- *What / whom made this change possible?*
- *Have there been any unexpected surprises and results?*
- *What have we learned based on experience?*

Questions can be made in this order, or in the most convenient way, to motivate and help the group reflect. It is important to know what has helped the group move forward with their objectives. Maybe some people and some objectives had worse results than before? This is key to making new decisions. It might be possible that external events or situations have influenced the results. For example a project, some contribution of remittances, or another relative. This helps us understand that we are not alone, and that our group and the environment also influence on us. But, of course: individual objectives are mainly our own responsibility!



## Step 5: Decisions and actions to continue with changes

With all this information, it is time to make decisions. We have evidence, we see lessons learned, we see mistakes, and we see happiness. Analysis of observed changes and their causes should help group members learn lessons for their future activities.

We influence our lives, our family, in the community, and in the organisation. Our behavior, attitudes, knowledge and relationships can make a difference and impact our lives. Motivation comes with our decisions. The group supports and respects our decisions.

Some questions that can help us to think about decisions are:

- *Which new action are you going to take?*
- *What can each member do to get ahead in her/his individual change to contribute towards group objectives?*

- *Is there a very difficult problem to be solved? How can we face it?*
- *What can the group or other people do to improve the situations of the needy people even more?*

All these questions can bring additional activities or different behaviours, maybe even formulate new objectives. Reflection done at an individual level has to lead to the best personal decision, and to count on the support of other group members to be able to achieve individual change objectives.

Decisions have to be continuous and right. Let us reflect to reach our growth, to solve problems, and to take steps towards empowerment.

## 3.6 Key 3: COMPARISONS of IC and CC measurements and tools



What do we do with the information we have obtained from regular measurements of our achievements?

Information should be used for making wiser decisions. It can help us to support advocacy proposals or support requests. We can make our capacities evident and act with self-effectiveness.

**It is very useful to make comparisons and to find explanations for the differences.**

- Imagine being in a mixed group: Is it that men as well as women are advancing in the same way towards their objectives? Let us test it and check the sum of their changes or compare their averages. To achieve more equity, it will be necessary to obtain equitable results.
- Compare results between IC and CC, whether there is synergy between the efforts of the group and of each person.

- Comparing results of similar objectives in groups can show us which of the groups has more impact.
- For example, savings groups in two different places. Has savings impacted people's capacities to improve their well-being in the same way?

Let us see an example: We analyse whether the impact has been the same for people individually as for the group, or has it been different. If progress was the same for the people as well as for the group, then we are on the right track. But if it has not been the same, something may go wrong. Finding what causes the differences, or the reasons for going backwards helps us to correct our way.

Let us think about an ecologist group that strives for the protection and care of the environment. Its objectives are:

Collective Objectives	Level in second measurement	Individual objectives	People score in their IC
"We all avoid forest fires"	2	"I use sustainable practices in my plot and forest, I do not make fire"	2.5
"We take care of our water sources "	3	"I have and use clean water in my house and have a safe place where to store it"	2.8

We can compare if we have progressed in the second measurements in the objectives of IC and CC. This is very useful when the group's actions depend a lot on individual people's behavior.

If, for example, individual objectives progress more than collective ones, then a conclusion might be that the group needs to look for more support so that the forests and the water sources are preserved. Maybe the group's effort is not enough to achieve this, and the support from the authorities and others is needed.

This analysis leads us to share information for advocacy to the authorities so that they commit to take care of the environment. With their commitment we can avoid forest fires, and take care of water sources.

Results of comparisons allow us to advocate and convince other people so that they also look for changes that allow well-being for all.

*We have reached the end of with the TOOLKIT. In your hands you have three tools and three keys that you can use to achieve changes in your life and in that of the group.*

*They are tools that lead us to self-effectiveness and open the path to advocacy on development initiatives.*

*With them, we have followed a path to achieve empowerment and participatory development. We wish you much luck and motivation to continue in this path!*

## Additional Information and Useful Contacts

During 3 years of the ONG-IDEAs project, we have worked with many different organisations in different countries in Central America and South America. In each NGO today there are facilitators trained to apply an approach of a participatory monitoring and tool facilitation. They are very willing to orient you!

- For more information, you can contact the authors of the METHODOLOGICAL TOOLKIT OF CHANGES WITH IMPACT: Rosario Quiché: [rquiche@gmail.com](mailto:rquiche@gmail.com) y Dagny Skarwan: [dagny.skarwan@gmail.com](mailto:dagny.skarwan@gmail.com)
- In South America, the Regional Advisor of ONG –IDEAs is Rosa Mendoza: [rosamendoz@gmail.com](mailto:rosamendoz@gmail.com)
- Eberhard Gohl: [gohl@impact-plus.de](mailto:gohl@impact-plus.de) has brought about changes in attitudes and capacities of technical teams throughout many years. With the NGO's approach with Impacts on Development, Empowerment, and Actions, and as coordinator of the ONG-IDEAs project in Germany and Latin America, he has made deep impact.

You can consult the following web pages to find more information and case studies that talk about specific experiences as a very valid reference. The ONG – IDEAS TOOLBOX, adapted to the Latin American context is found in Kindernothilfe- KNH in: [www.kindernothilfe.org/es/](http://www.kindernothilfe.org/es/) and of Impact Plus: [ngo-ideas.impact-plus.de](http://ngo-ideas.impact-plus.de) . There you will also find other publications, for instance on case studies, and various videos.

NGO	place	contact	mail
<b>Guatemala</b>			
<b>SADEGUA</b>	Huehuetenango	Flor de María Avela	<a href="mailto:be.hly@hotmail.com">be.hly@hotmail.com</a>
<b>PIES DE OCCIDENTE</b>	Quetzaltenango	Iris Champet	<a href="mailto:irischampet@piesdeoccidente.org.gt">irischampet@piesdeoccidente.org.gt</a>
<b>CEIPA</b>	Quetzaltenango	Hector de León	<a href="mailto:ceipaeducacion@gmail.com">ceipaeducacion@gmail.com</a>
<b>MIRIAM</b>	Guatemala	Susanne Kummer	<a href="mailto:guatemala@proyecto-miriam.org">guatemala@proyecto-miriam.org</a>
<b>ACCSS</b>	Ixcán	Elizabeth Ibarra	<a href="mailto:icbolay15@gmail.com">icbolay15@gmail.com</a>
<b>ACECSA</b>	Chimaltenango	Erik Simón	<a href="mailto:salud.integral.ixhuatan@gmail.com">salud.integral.ixhuatan@gmail.com</a>
<b>CAJA LÚDICA</b>	Guatemala	Fredy Batres Q.	<a href="mailto:batresfredy@gmail.com">batresfredy@gmail.com</a>
<b>ODHAG</b>	Guatemala	Jorge Gil	<a href="mailto:jgil@odhag.org.gt">jgil@odhag.org.gt</a>
<b>SODEJU</b>	Guatemala	Victor Puluc	<a href="mailto:jovipuluc@gmail.com">jovipuluc@gmail.com</a>
<b>AWO- of. Reg.</b>	Guatemala	Rosario Quiché, Cecilia Umul	<a href="mailto:rosario.quiche@awointernational.de">rosario.quiche@awointernational.de</a> <a href="mailto:cecilia.umul@awointernational.de">cecilia.umul@awointernational.de</a>
<b>El Salvador</b>			
<b>ACISAM</b>	San Salvador	Jeannette Ramiez	<a href="mailto:luna05ji@hotmail.com">luna05ji@hotmail.com</a>
<b>Nicaragua</b>			
<b>ADM</b>	Boaco	Miladys Serrano	<a href="mailto:miladys@admnicaragua.org">miladys@admnicaragua.org</a>
<b>CANTERA</b>	Managua	Linda René Núñez	<a href="mailto:Inc71@yahoo.com">Inc71@yahoo.com</a>
<b>INPRHU SOMOTO</b>	Somoto	Bislan García	<a href="mailto:bislangarcia@yahoo.com">bislangarcia@yahoo.com</a>
<b>Honduras</b>			
<b>KOLPING</b>	Danlí	Said R. Rodriguez	<a href="mailto:said.rod55@gmail.com">said.rod55@gmail.com</a>
<b>Colombia</b>			
<b>TALLER ABIERTO</b>	Cali	Wilson Quintero C.	<a href="mailto:contacto@tallerabierto.org">contacto@tallerabierto.org</a>

<b>Coalico- VINCULOS</b>	Bogotá	Fernando Cobó M. Camila Restrepo	proyectos@coalico.org
<b>Kolping Colombia</b>	Bogotá	Luz Dary Berajano	direccionnacional@kolpingcolombia.com
<b>Ecuador</b>			
<b>FEPF</b>	Riobamba	Fernando Heredia	fernandoheredia22@yahoo.es
<b>FUNDYVIDA</b>	Ambato	Laudina Naranjo	Laudynaranjo@yahoo.es
<b>Kolping Ecuador</b>	Quito	Jeanette Calvachi	jeanettecalvachi@kolping.org.ec
<b>Perú</b>			
<b>ABA-Bartolomé A.</b>	Ayacucho	Magdalena Machaca	aba_ayacucho@hotmail.com
<b>Filomena Tomaira P.</b>	Lima	Sherly Echevarría	Shandel_22@hotmail.com
<b>KUSI WARMA</b>	Lima	Ada Paredes	a.paredes@kusiwarma.org
<b>AYNIMUNDO</b>	Lima	Verónica Rondón	veronicarondon@aynimundo.org
<b>IFEJANT REDNNA</b>	Lima	Patricia Rivera Guerra	priveraguerra@hotmail.com
<b>IINCAP</b>	Cajamarca	Richar Gutiérrez	richar414@hotmail.com
<b>MINKA</b>	Trujillo	William Siapo	wsiapo@hotmail.com
<b>Bolivia</b>			
<b>CSRA</b>	La Paz	Mayra Montevilla	mayra_montevilla@hotmail.com
<b>Fundación NORSUD</b>	Sucre	Nino Calizaya	norsud@norsud.org
<b>Kolping Bolivia</b>	La Paz	Marco A. Flores Z.	mflores@kolping.bo
<b>CESATCH</b>	Sucre	Victor Menchaca	vicmenchaca@yahoo.com.ar
<b>CETM</b>	Cochabamba	Maria Eugenia Galindo	maria.galindo.soza@gmail.com
<b>Uruguay</b>			
<b>Kolping Uruguay</b>	Montevideo	David Diharce M.	formacion@kolping.org.uy
<b>German NGOs</b>	<b>CONTACT/LINKS ONG IDEAs</b>		<b>mail</b>
<b>Kindernothilfe-KNH</b>	Christiane Mohr, Jürgen Schübelin		Christiane.Mohr@knh.de Juergen.Schuebelin@knh.de
<b>Action Medeor</b>	Christina Padilla		christina.padilla@medeor.de
<b>AWO International</b>	Marius Zynga, Karin Eder		marius.zynga@awointernational.de karin.eder@awointernational.de
<b>KOLPING INTERNATIONAL</b>	Claudia Villagra, Estela Trochez		ClaudiaVillagra@kolping.net estelatrochez@kolping.net
<b>Terres des hommes TdH</b>	Jens Kunischewski, William De Leon		j.kunischewski@tdh.de w.leon@tdh-latinoamerica.de
<b>Internationaler Ländlicher Entwicklungsdienst -ILD</b>	Hermann Schuten		ild@klb-deutschland.de
<b>W.P.Schmitz-Stiftung</b>	Wolfgang Deppen, Marion Baaske		wdeppen@schmitz-stiftungen.org Mbaaske@Schmitz-Stiftungen.org

## Tutorial Videos about the NGO-IDEAs Toolbox:

### Tutorial Video about DAW

<https://www.youtube.com/watch?v=XZpZI1TauPs&t=335s&index=2&list=PLPMliZu66YDLR-8PPIi3sL0UtZ0TZHfc1>

### Tutorial Video about CC

<https://www.youtube.com/watch?v=7GwTjIEc7kI&list=PLPMliZu66YDLR-8PPIi3sL0UtZ0TZHfc1&index=2>

### Tutorial Video about CC

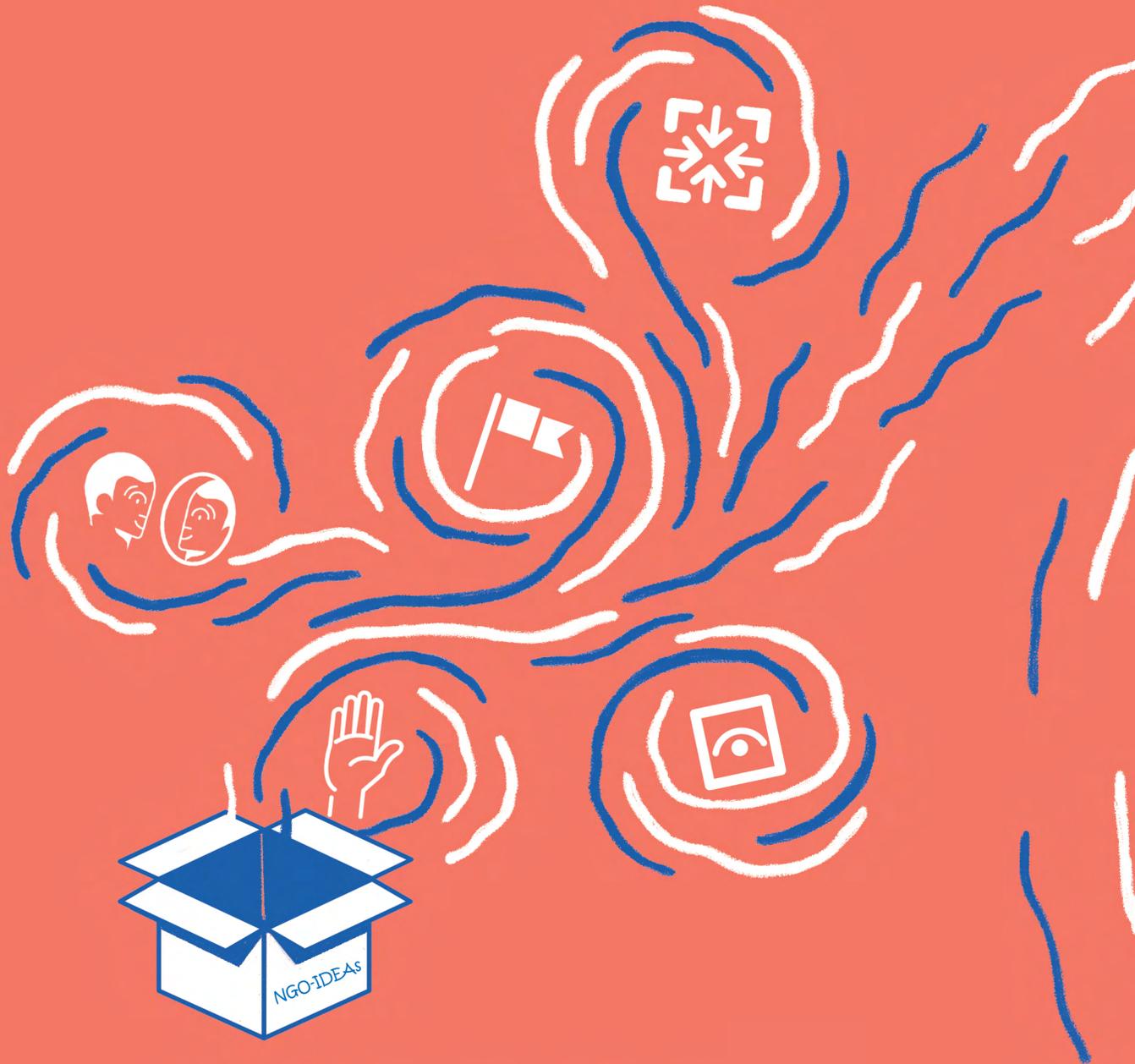
<https://www.youtube.com/watch?v=7GwTjIEc7kI&list=PLPMliZu66YDLR-8PPIi3sL0UtZ0TZHfc1&index=2>

### Tutorial Video about IC

<https://www.youtube.com/watch?v=PxU8MNUUMfY&index=3&list=PLPMliZu66YDLR-8PPIi3sL0UtZ0TZHfc1>

### Tutorial Video about ARC

<https://www.youtube.com/watch?v=gRj9ABgl698&index=4&list=PLPMliZu66YDLR-8PPIi3sL0UtZ0TZHfc1>



Federal Ministry for Economic Cooperation and Development



Federal Ministry for  
Economic Cooperation  
and Development



AWO  
International e.V.

KINDER  
NOT  
HILFE



KOLPING  
INTERNATIONAL



action  
medeor



terre des hommes  
Hilfe für Kinder in Not



SCHMITZ  
STIFTUNGEN



Internationaler  
Ländlicher  
Entwicklungsdienst

Impact+