

The Pan African Civic Educators Network (PACENET)

A Trainer's Handbook for Community Based Structures

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ACRONYMS

ADC	-	Area Development Committee
AEC	-	Area Executive Committee
AIDS	-	Acquire Immune Deficiency Syndrome
CBE	-	Community Based Educators
CBO	-	Community Based Organization
CCJP	-	Catholic Commission for Justice and Peace
CEO	-	Chief Executive Officer
DC	-	District Commissioner
DDP	-	District Development Plan
DEC	-	District Executive Committee
DFID	-	Department for International Development
EU	-	European Union
GVH	-	Group Village Headman/woman
HIV	-	Human Immune Virus
MDG	-	Millennium Development Goals
MEGEN	-	Men for Gender Equality Now
MESN	-	Malawi Electoral Support Network
MGDS	-	Malawi Growth and Development Strategy
MP	-	Member of Parliament
MT	-	Master Trainer
NICE	-	National Initiative for Civic Education
NGO	-	Non-Governmental Organization
PACENET	-	Pan African Civic Educators
PM&E	-	Participatory Monitoring and Evaluation
SMART	-	Specific Measurable Attainable Relevant Time
SPICED	-	Subjective Participatory Interpreted Cross Empowering Diverse
TA	-	Traditional Authority
VAP	-	Village Action Plan
VDC	-	Village Development Committee
ZOPP(GOPP)-		Zielorientierte Projectplanung (Goal oriented Project Planning)

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Introduction

About This Handbook

This handbook is designed to empower community based structures so that they are able to fulfil their roles and responsibilities including oversight functions hence ensuring that there is a critical pool of local communities that are able to demand for better social service delivery, transparency and accountability from duty bearers and power holders. The handbook has been designed specifically for community based organised groups which inter alia includes Area Development Committees (ADCs), Area Executive Committees (AECs), Village Development Committees (VDCs), Community Based Organisations (CBOs) etc.

This handbook has been prepared to serve as both a guide and reference material for PACENET Master Trainers (MTs), PACENET Community Based Educators (CBEs), Council staff and other civil society organisations working with local governance structures. It serves to capacitate the ADCs, AECs, CBOs and VDCs with various skills and knowledge in democratic governance and local government systems and processes. More significantly, the users will also be able to inculcate skills which shall deepen citizens' voices and enhance both vertical and horizontal accountability at local levels and also widen created spaces for meaningful citizen participation. When used as a guide for trainings, the handbook needs to be used with a great deal of flexibility. It is assumed that whoever uses this handbook for training purposes will have some prior knowledge and expertise in local governance and decentralisation and also in facilitation skills.

Being a handbook for local governance practitioners; its actual application whether as a guide or reference material benefits from the enormous practical experiences of the practitioners themselves that in one way or the other, they are all involved in local governance or decentralisation. As such, the handbook acknowledges and respects those individual experiences especially in the recognition that knowledge-building is an open-ended, collaborative process. The handbook also takes into account that participants from any background and at any level have valuable insights to offer in the process of deepening and expanding knowledge. For this reason, the role of any person using this handbook for training purposes is supposed to largely be that of a facilitator and not necessarily as an “expert”. In this case, the first module on facilitation is quite a valuable addition which must be looked at as it provides some basics on facilitation.

The approach taken in this handbook is informed by basic adult learning principles. In training set-up, emphasis is on participatory methodologies. As such small group and plenary discussions – in a range of different formats – are meant to allow participants to pose questions, compare experiences and opinions, clarify differences and arrive at shared or diverse conclusions. Opportunities for collaborative work (such as group projects or more complex case studies) are also explored and made use of. Theory is used to the extent that it helps participants to make sense of their experience as they analyse it.

You will also notice that in the spirit of collaborative work and co-creation, the manual has been designed to allow space for participants to shape aspects of the curriculum itself. It is therefore important that participants are encouraged to clarify own learning objectives and – in negotiation with others – propose ways of achieving these, within the framework of the overall course objectives.

In terms of organisation, the handbook is modularised. With the exception of the module on facilitation, each module comprises of units. Each unit has learning outcomes and proposed methods (when used as a guide for training).

A great attempt has been made to ensure that case studies, role plays and examples employed are based on real life experiences of the participants. It is important, however, to ensure that in any training set-up, the ‘trainer’ should take into account the profile of participants, level of their intellectual sophistication, political and

cultural sensitivities. The best case studies are those that participants themselves present as examples during the training.

Prior to conducting the training, the trainer is advised to go through all the notes and activities under each module. He/she should then identify relevant learning materials that are tailor made to the target group. Obviously, the trainer will also benefit from reading widely on issues related to local governance, decentralisation and citizen participation with more focus on transparency and accountability issues.

Purpose of the Handbook

In an effort to improve responsiveness and effectiveness of social service delivery and accountable governance structures, the Pan African Civic Educators Network (PACENET) seeks to work with community based organised groups such as ADCs, AECs, VDCs and CBOs building their capacity to understand their functions, roles and responsibilities. It is expected that these structures will be enabled to undertake their roles and responsibilities in spearheading participatory development initiatives. It is such committees that will be trained to do community audits on development programs.

PACENET believes that sustainable socio-economic and political development of Malawi can only take place if a mechanism is provided through which decisions about grassroots development can be taken at local level. In Malawi this is being achieved through the Decentralization and Local Government Act adopted in 1998. A key feature of the decentralization policy is the empowering of communities to take a leading role in the improvement of their welfare while the key feature of local government system is the promotion of popular participation of the communities in socio-economic development.

This handbook, therefore, is a tool kit for the capacity building process of local communities to participate in public life through the ADCs, AECs, VDCs and CBOs as one way of consolidating democracy at grassroots. It is the duty of every Malawian to work hard and ensure that we have efficient and effective local governance structures and accountable duty bearers and power holders.

THE FACILITATOR: A guide to understanding the concept of facilitation

1.0 What is Facilitation?

The word facilitate comes from a Greek word, “facile”, which means “to ease”. We facilitate something by enabling it or assisting with it. When we speak of training, what we mean is the facilitation of a learning experience.

Training = Facilitating a learning experience

Facilitating a learning experience in reducing and transforming prejudice is a specific task different from facilitating an intervention into a conflict where the focus would be on enabling communication between different conflict parties. As training facilitators, we need to maximize participation so that participants can have learning opportunities from their own interactions, for example through discussions. As facilitators, we need to create a space for all to experience, reflect and feel safe to engage fully. When we speak of facilitation in this manual, therefore, we mean, “training as facilitation” or the facilitation of a learning experience.

Trainers use a variety of skills and techniques. Some have a broad range of experience having worked as trainers in various settings. Others are specialists in a particular focus area. The trainer combines skills, techniques and knowledge with individual style. Individual style cannot be learnt but is influenced by subjective aspects such as personality, history, beliefs and values. In time, one’s style is refined into a unique approach. Two trainers in the same field could have successful approaches, but very different ways of conducting their sessions.

Each participant will experience the trainer’s style and technique differently depending on their individual needs and learning styles. Training as a team can help accommodate a greater variety of participants’ needs.

Considering the nature and profile of the participants, both the curriculum design and the actual delivery has to be informed by and make use of basic principles of adult learning. In as far as this training handbook is concerned, such basic principles are captured under four headings:

a. Experiential learning

The fundamental premise on which this training is based is that adults learn best through disciplined reflection on experience. Of course, this does not necessarily mean that they cannot and do not learn in other ways, but experiential learning is to maximise relevance, retention and application of learning. The 4-stage adult learning cycle, beginning with an experience itself, leading through stages of identification, analysis and generalization should be applied here. As an experiential oriented curriculum, it draws on a multiplicity of experiences, from participants’ own personal and professional experiences. This is further enriched by tailor made case studies and thought provoking documentary films, where possible.

b. Collaborative learning

Experiential learning is deeply democratic. As such, the facilitator has to respect individual experiences, especially in the recognition that knowledge-building is an open-ended, collaborative process. The training should take into account that participants from any background and at any level have valuable insights to offer

in the process of deepening and expanding knowledge. For this reason, the “expert” should play largely a facilitative role. Small group and plenary discussions – in a range of different formats – allow participants to pose questions, compare experiences and opinions, clarify differences and arrive at shared or diverse conclusions. Opportunities for collaborative work (such as group projects or more complex case studies) should also be explored and made use of. Theory must be used only to the extent that it can help participants to make sense of their experience as they analyse it. Thus, participants should be encouraged- in a collaborative manner - to engage with theory through their experience and that of others, confirming, expanding or questioning it.

c. Self-directed learning

Adults are *autonomous* and *self-directed*. They need to be free to direct themselves. Thus, in the spirit of collaborative work and co-creation, the training should be designed and conducted in such a way that it allows space for participants to shape aspects of the curriculum themselves in the anticipation that this very work, as an intentional part of the overall curriculum, will provide rich avenues for learning. Participants should, therefore, be encouraged to clarify their own learning objectives and – in negotiation with others – propose ways of achieving these within the framework of the overall course objectives.

d. Education for social transformation

Within the context of adult learning, this training endeavours to draw insights from basic notions of “education for transformation” that characterize many of contemporary democracy education initiatives targeting adults. The idea here is not only to help participants acquire relevant competencies -- in terms of skills and knowledge-- in the field of conflict management, but also facilitate a change of mindset and attitude re-orientation with regard to conflicts and the way they can be dealt with. This is particularly important given that in many instances, conflicts have or are characterized by negative connotations. As such, many tend to either avoid them completely or associate those (conflicts) with destructive consequences. While acknowledging that conflicts may be unproductive, this training at the same time is aimed at helping participants appreciate that conflicts are in essence natural and part of any dynamic society and that in any case, conflicts may actually be very healthy for the very survival of any organization. As such, emphasis should not be on how to avoid, but rather how to constructively manage and live with conflicts.

1.2 You as a facilitator in brief

A facilitator –

- **establishes a collaborative relationship with participants**, in which the facilitator is "first among equals", but responsibility for learning rests with the whole group;
- **helps to create and sustain an environment of trust and openness** where everyone feels safe to speak honestly and where differences of opinion are respected;
- **ensures that everyone feels included** and has an opportunity to participate;
- **provides a structure for learning**, which might include setting and observing meeting times, opening and closing sessions, and keeping to an agenda;
- **makes sure the "housekeeping" is done**, such as preparing materials, setting up the meeting space, notifying participants, and seeing that necessary preparations are made.

A facilitator is not –

- **"the person in charge":** The whole group is responsible for learning. The facilitator's role is to help that learning happen more effectively. Nor does the facilitator have sole control of the agenda. Participants should have a voice in determining the topics to be covered.
- **a lecturer:** The facilitator is a co-learner, exploring all subjects as an equal partner and contributing individual experience to that of others.
- **necessarily an expert:** Although preparing each session, the facilitator may not know as much about a subject as some other members of the group.
- **the centre of attention:** A good facilitator generally speaks less than other participants; instead she or he draws them into the discussion.
- **an arbiter:** In collaborative learning, no one, least of all the facilitator, determines that some opinions are "correct" or "more valid".
- **the maid:** While the facilitator takes initial leadership in coordinating the sessions, she or he should not become the only person who takes responsibility. In a true collaboration, no one is "stuck" cleaning up the mess or attending to administrative details every time.

What Makes a Good Facilitator?

Some qualities of a good facilitator, such as personal sensitivity and commitment, depend on the individual personality. However, experience and awareness can improve everyone's skills at facilitating.

Sensitivity to the feelings of individuals: Creating and maintaining an atmosphere of trust and respect requires an awareness of how people are responding to both the topics under discussion and the opinions and reactions of others. Most people will not articulate their discomfort, hurt feelings, or even anger; instead they silently withdraw from the discussion and often from the group. Sensing how people are feeling and understanding how to respond to a particular situation is a critical skill of facilitation.

Sensitivity to the feeling of the group: In any group, the whole is greater than the sum of the parts, and group "chemistry" generally reflects shared feeling: eager, restless, angry, bored, enthusiastic, suspicious, or even silly. Perceiving and responding to the group's dynamic is essential to skilful facilitation.

Ability to listen: One way the facilitator learns to sense the feelings of individuals and the group is by acute listening, both to the explicit meaning of words and also to their tone and implicit meaning. In fact, facilitators generally speak less than anyone in the group. And often the facilitator's comments repeat, sum up, or respond directly to what others have said.

Tact: Sometimes the facilitator must make uncomfortable decisions or say awkward things for the good of the group. The ability to do so carefully and kindly is critical. Furthermore, the subject matter of human rights can evoke strong feelings and painful memories. The facilitator needs particular tact in dealing with emotional situations respectfully and sometimes also firmly.

Commitment to collaboration: Collaborative learning can occasionally seem frustrating and inefficient, and at such times every facilitator feels tempted to take on the familiar role of the traditional teacher and to lead,

rather than facilitate. However, a genuine conviction about the empowering value of cooperative learning will help the facilitator resist a dominating role. Likewise, the facilitator needs to be willing to share facilitation with others in the group.

A sense of timing: The facilitator needs to develop a "sixth sense" for time: when to bring a discussion to a close, when to change the topic, when to cut off someone who has talked too long, when to let the discussion run over the allotted time, and when to let the silence continue a little longer.

Flexibility: Facilitators must plan, but they must also be willing to change those plans in response to the situation. Often, the group will take a session in an unforeseen direction or may demand more time to explore a particular topic. The facilitator needs to be able to evaluate the group's needs and determine how to respond to it. Although every session is important, sometimes a facilitator will decide to omit a topic in favour of giving another fuller treatment.

A sense of humour: As in most human endeavours, even the most serious, a facilitator's appreciation of life's ironies, ability to laugh at one's self and to share the laughter of others enhances the experience for everyone.

Resourcefulness and creativity: Each group is as different as the people who make it up. A good facilitator needs an overall program and goals, but may also adapt it to fit changing conditions and opportunities. For example, the facilitator may call on the talents and experiences of people in the group and the community, or participants may suggest resources.

Personal Checklist for Facilitators

Be very clear about your role: your behaviour more than your words will convey that you are not the teacher, but a fellow learner.

Be aware of your eyes: maintain eye contact with participants.

Be aware of your voice: try not to talk too loudly, too softly, or too much.

Be aware of your "body language": consider where you sit or stand and other ways in which you may unconsciously exercise inappropriate authority.

Be aware of your responsibility: make sure everyone has a chance to be heard and be treated equally; encourage differences of opinion but discourage argument; curb those who dominate; draw in those who are hesitant.

Be aware when structure is needed: explain and summarize when necessary; decide when to extend a discussion and when to go on to the next topic; remind the group when they get off the subject.

Be aware of your power and share it: ask others to take on responsibilities whenever possible e.g., taking notes, keeping time and, ideally, leading discussion.

Characteristics of the teacher's world

Tip: Make sure that the participants understand completely that the concept of facilitation is different to the concept of teaching!!!

The facilitator should deliberately create difficult and challenging situations while the participants are mocking the exercises. He or she should explain to them how these situations can be dealt with (e.g. one

dominant participant who wants to speak all the time and who always interrupts). The facilitator should give examples and tips of how to deal with such behaviour in a real activity situation.

Adult Learning – skills needed for a good facilitator

The Chinese have a saying, which goes like:

"I hear and I forget

I see and I remember

I do and I know

I discover and I understand".

Principles of Adult Learning

1. Adults must want to learn. Children learn something because someone says they should.
2. Adults don't learn something because someone says they should.
3. Adults have a desire to learn a new skill or to acquire knowledge.
4. Adults learn by solving practical problems.
5. Adults want to know how the training is going to help them right away.
6. Adults are not interested in something that may be of value 10 years from now. Adults are motivated to learn by both internal and external (immediate and future) reasons.
7. Adults can learn something that has distant future benefits through counseling or persuasion.
8. Adults want to learn something from each training session.
9. Adults learn best through a variety of methods.
10. Adults learn best in an informal environment.

Characteristics of Adult Learning

1. Adult learners put more value to issues or topics that are essential to their immediate life needs.
2. Adults enter into a learning experience with a task or problem- centered mind.
3. Because of their abundant knowledge through life experiences, adults easily relate new concepts to their experiences. Adults have a greater volume and different quality of experience than youth.
4. Adults are at liberty to learn without being coerced or forced.
5. Adults have got very limited time to formal learning.
6. Adults like to be recognized as individuals and require that their dignity is acknowledged and respected.
7. Adult learners get more enthusiasm through participation, hence, participatory methods are key to successful adult learning.

8. Adult learners do not like to be 'taught'. They like discovering things by themselves.

MODULE 2.

UNDERSTANDING LOCAL GOVERNANCE STRUCTURES

Module Goal	<ul style="list-style-type: none"> • Have an in-depth understanding of the concept of democracy, decentralization and local governance in Malawi
Learning Objectives	<ul style="list-style-type: none"> • Enable participants understand the concept of democracy, decentralisation and local governance. • Explain basic principles of democracy • Give a detailed account of key elements decentralization and local government system • Give a critical account on how local government can relate to central government • Explain the set up of a council and also composition and functions of the district council , DEC, ADCs , VDCs ,
Key Areas to be covered	<p>Understanding Local Governance Structures</p> <ul style="list-style-type: none"> • Democracy and Local Governance • Characteristics of Democracy • Governance • Decentralisation • Set up of the Council • Members of the Council • Functions of the District Assembly • District Executive Committee • Village Development Committee • Area Development Committee
Materials required	<ul style="list-style-type: none"> • Flipchart and its stand where necessary • Marker pens • Mask tape or cello tape • Handouts or copy of the handbook • Writing pads, pens or files • Name cards • Timetable
Approaches and Methodology	<ul style="list-style-type: none"> • Mock exercises • Picture codes • Role plays • Brainstorming • Question and answer • Group discussion • Visual presentation

2.0. DEMOCRACY AND LOCAL GOVERNANCE

Plenary Discussion One:

Divide the participants into groups of not more than NINE people. Invite them to discuss their own understanding of the " CONCEPTS" democracy and governance. Using flip charts let them outline :

- *Main pillars of democracy and good governance and*
- *The benefits of having local governance structures.*

Each group should make a presentation

2.1. .Democracy

The 1993 referendum in Malawi resulted in the introduction of multiparty democracy which was followed by multiparty general elections in 1994. How do people understand democracy and the effects it has had on their lives today?

ACTIVITY

The trainer should divide the participants into groups of not more than five in each group and ask them to answer the following questions:

- 2.0 What do they see as benefits of democracy so far?*
- 2.1 What are some of the challenges facing our democracy in Malawi?*
- 2.3 Is democracy worthwhile for Malawi?*

POINTS TO NOTE:

In a democracy;

- people choose for themselves how they are to be governed and who to govern them.
- People agree to be ruled by the government in power because they participated in choosing it freely otherwise they can challenge it during the next election, through protests, strikes, demonstrations, etc.
- Power must belong to the people.

2.2. CHARACTERISTICS OF DEMOCRACY

ACTIVITY :

- The trainer should introduce the principles of democracy listed below, taking time for questions and using illustrations or examples so that participants understand each principle clearly.

NOTE : When discussing human rights, the trainer should ask participants to name the things that they believe are basic rights and use the list provided in this manual to highlight the most important ones , such as freedom of expression, assembly and association, etc.

- After these principles have been introduced, participants should be divided into six (6) small groups and each group should be given one of the principles and asked to answer the

following questions:

- 1. Is this principle being practiced today in your district council/ VDC? HOW? Give examples*
- 2. If it is not being practiced very well, what could be done to improve things?*
- 3. What does the way it is being practiced tell you about democracy in your district council today?*

Groups should report back in plenary what they have discussed, then people should stay in their small groups for the next activity.

- a. Participation:** Citizens have both a constitutional right and duty to participate in the affairs of their country. If they have power then they must be given an opportunity to exercise it through participation.
- b. Tolerance and coexistence:** Those in majority should allow minority groups to express themselves. People with diverse views should accommodate each other regardless of gender, political affiliation, ethnicity, culture, religion, social status, etc. One goal of democracy is to make decisions for the good of the society. This can only be achieved if all views are taken into consideration before a decision is finally arrived at.
- c. Accountability and Transparency:** In a democracy, elected leaders are expected to make decisions and perform their duties according to the will and wishes of the people. Leaders need to be held accountable and responsible for their actions because they hold power as a trust from the people.
- d. Respect and Protection of Human Rights:** All persons have basic human rights and a democratic society tries to respect and protect those rights for all its members. In the case of Malawi, these human rights appear under the Bill of Rights in Chapter IV of the Republican Constitution. However, there are duties that go along these rights. Most important is the duty to respect the rights of others.
- e. Rule of Law:** This is based on the principle that no person is above the law and that everybody is equal before the law. No one should be discriminated against based on gender, religion, language, ethnicity, political opinions, race, etc.
- f. Regular free and participatory elections:** One way people express their will is through elections when they choose who will represent them in government. People should make their choices in a free and fair manner without being intimidated, bribed, threatened or forced.

2.3 GOVERNANCE

As used in this handbook, it refers to “the exercise of political, economic and administrative authority to manage a country’s affairs at all levels. It provides effective structures and capacities for the people to make known their desires of life and to realize these desires.

On the other hand, local governance refers to a situation where the government is accountable to the local people and that the local people participate in the planning, implementation and monitoring of local development initiatives. Within the context of democracy, local governance promises that the government at the local level is people-centered and more effective in the delivery of social services.

2.4. DECENTRALISATION

Decentralisation is the process by which the Central Government gradually transfers some of its political power, responsibilities and financial resources to Local Governments. This gives local governments the authority and resources to provide the necessary services in areas under their control.

2.4.1. Objectives of decentralisation

- a) To improve the delivery of services to local people. Since the local governments are close to the people, they are in a better position than the central government to know where the financial resources ought to be invested.
- b) Secondly, decentralisation serves to strengthen local democracy. Every local government in Malawi is supposed to be controlled by a council of councillors, which is elected by the people every five years during local government elections.

2.4.2. Key elements of decentralisation

- a) Transferring of administrative and political authority to the district level.
- b) Networking and linkages of government agencies at the district and local levels.
- c) Empowerment of local councils in implementing responsibilities that previously belonged to the central government.
- d) Popular participation in governing and developing the councils.
- e) Advancing the capacity of local governments to act effectively and accountably.

Note:

When effecting decentralisation, democracy and local governance move together.

Advancing the capacity of local governments to act effectively and accountably requires promoting the desire and capacity of individual citizens to take responsibility of their communities, participate in local priority setting, assist in implementation of these decisions and then monitor / audit their effectiveness.

2.4.3. DECENTRALISATION AND LOCAL GOVERNANCE IN MALAWI

ACTIVITY :

- The trainer should ask participants to decide which of the following powers and duties should be given to local government (i.e. district or city councils) and which should belong to national government:
 - 1. Deciding where schools should be built and funding for schools.
 - 2. Deciding which language (s) should be used in teaching.
 - 3. Deciding where water and electricity should be provided and setting rates for users.
 - 4. Making laws about non-discrimination and enforcing those laws.
 - 5. Planning development projects in a given area.

6. Handling complaints about the police and other officials.
7. Determining ownership of land and other land rights.
8. Establishing rules for military service and the size of the military.
9. Building and maintenance of roads, bridges, etc.
10. Setting policies about environmental protection, immunization, agricultural prices, or customs duties.

NOTE: This list will serve as a reference to participants own thinking as the trainer highlights some of the proposed ideas for the duties of councils listed below. Participants should be encouraged that their ideas about power / duties of local government are just as valid as those presented by government.

The government of Malawi adopted devolution as its form of decentralisation with four purposes:

- a) To create a democratic environment and institution in Malawi for governance and development.
- b) Enhancing community participation in development issues.
- c) To promote accountability and good governance at the local level.
- d) To mobilise masses for socio-economic development.

2.4.4. Key Elements of the Local Government System

In Malawi, the local government system consists of the local council and its sub-committees at the top. Under the council, there are the Area Development Committees (ADCs) and the Village Development Committees (VDCs). The planning process starts at the VDC level with the formulation of Village Action Plans (VAPs), which are a set of key priority needs from the village. The VAPs are then forwarded to the ADC which consists of all villages under a traditional Authority (T/A). The priorities from all the ADCs in the district are then consolidated into the District Development Plan (DDP) representing the priorities of the entire district. These are formulated in line with the national policies as contained in the Malawi Growth and Development Strategy (MGDS). These should respond to the Millennium Development Goals (MDGs).

The role of the council then is to mobilize resources to implement the DDP. The projects in the DDP may be funded from locally generated resources at the district, from central government transfers and, in some cases, NGOs are called upon to assist in implementing DDP projects.

2.4.5. How Local Governments Relate to Central Governments

- 80% of local council funds are transfers from the central government.
- Local councils cannot come up with policies that are in contradiction to the national policies or else that council will be suspended by the Minister responsible for Local Government.

- Currently, MPs are full and active members of local councils with voting rights. They advise local councils on how they can access resources from national programs while, at the same time, bringing to the attention of the national assembly matters of concern from the local councils that require national response.

3.0. SET UP OF THE COUNCIL

According to the recently developed guidebook on the local government system in Malawi, the council consists of two bodies as follows:

- An elected council composed of councillors and other members. Councillors are elected for a period of five years.
- An administrative body called the Council Secretariat managed by a permanent Council of employees, headed by the District Commissioner (DC) or the Chief Executive Officer in cities. Council offices are called Civic Offices and comprise both administrative offices and the chamber for conducting council meetings.

3.1. MEMBERS OF THE COUNCIL

Currently, these consist of the following:

1. Elected Councillors,
2. Members of Parliament(MPs) from within the district, city or municipality,
3. Paramount Chiefs, Senior Chiefs and Full Traditional Authorities (TAs),
4. Five representatives of Special Interest Groups (women groups, the youths, people living with HIV/AIDS, physically challenged, etc).These should come from a constituency of voiceless and vulnerable groups.

NOTE:

1. Only councillors and MPs can vote on issues under debate.
2. MPs, traditional leaders and representatives of special interest groups are ex-officio and cannot hold any position in the council.
3. Every Council must have seven mandatory service committees as follows:
 - Finance Committee
 - Development Committee
 - Works Committee
 - Education Committee
 - Health and Environmental Committee
 - Human Resource Committee and
 - Town Management Committee
4. The Secretariat of the Council will have the following directorates
 - Directorate of Administration
 - Directorate of Planning and Development
 - Directorate of Education, Youth and Sports
 - Directorate of Finance
 - Directorate of Health and Social Services
 - Directorate of Public Works
 - Directorate of Commerce and Industry

3.2. Functions of the district councils are as follows:

- a) Promoting dialogue between government and ordinary people in the villages through representatives during the identification, planning and implementation of micro projects in the districts.
- b) Promoting government policies among the rural population of any district or area concerned.
- c) Coordinating the identification, planning and implementation of any micro projects in the district.

3.3. District Executive Committee

The DEC is the technical and advisory arm of the district assembly and the local communities under it. The functions of the DEC are as follows:

- a) Assist in the modification, prioritisation and preliminary feasibility studies of the community needs project proposals.
- b) Undertake technical appraisal of the development proposals.
- c) Provide technical support to the development committee and the assembly in the formulation of the district development plans.
- d) Provide advice in the project implementation.
- e) Assist in soliciting funds from local and external sources.
- f) Train the VDC, ADC, AEC and DC in technical, leadership and management skills.
- g) Act as a technical advisory body to the DC on local developments.
- h) Advise the DC on policies and programmes.

Plenary Discussion Two:

Divide the participants into groups according to their VDCs/ ADCs. Invite them to discuss their own understanding of what functions they are supposed to carry out. Using flip charts let them assess what they do in relation to their understanding of local governance. Each group should make a presentation before your presentation.

3.4. Village Development Committee

Membership of the Village Development Committees should be as follows:

- Elected member from each village within the VDC,
- Ward representatives (councillors) as members,
- Four women representatives nominated by people with the VDC,
- Elected extension worker representative.

Members of the VDC should elect among themselves a chairperson, vice chairperson, secretary, vice secretary and treasurer. Issues of gender should be considered when electing extension workers within the VDC area elected as representative who participate in VDC and AEC meetings. The extension worker cannot be elected chairperson of the VDC. Other extension workers can attend VDC meetings to discuss any developmental issues at invitation. The members of the VDC are not supposed to be more than 16 people. The term of the office for all VDC members is three years except for councillors who are members of VDCs until new councillors are elected.

The functions of VDCs are:

- a) To identify and prioritise community needs as well as preparing project proposals and submitting these to ADCs.

- b) To communicate on community based issues with the ADC and DEC. The VDC communicates messages from the ADC and DEC to the communities.
- c) To supervise, monitor and evaluate the implementation of development activities in the villages
- d) To initiate community self-help activities
- e) To encourage and bring together community resources for people's participation in self-help activities.
- f) To report to the relevant communities' Group Village Headmen (GVHs) on the discussions and activities of the committee.

3.5. Area Development Committee (ADC)

An ADC represents all VDCs in a Traditional Authority (TA) area. The functions of ADCs are:

- a) To set priorities, identify and prepare project proposals addressing community needs, which cover more than one VDC.
- b) To organise monthly meetings together with VDCs from their area.
- c) To supervise, monitor and evaluate the implementation of projects at TA level.
- d) To bring together community members and resources for self-help projects.
- e) To improve on and prioritise project proposals for VDCs for submission to DEC.

The members of an ADC are:

- VDC chairperson and vice-chairpersons,
- Councillors,
- Representatives of religious groups,
- Representatives of youth and women groups in the area,
- Representatives from the business community,
- Chairperson of the AEC.

Members of the ADC elect a chairperson. The TA and Sub-Traditional Authority (STA) should not chair the ADC. The TA and STA should advise the ADC and other communities within their areas. The term of office for all ADC members is three years except for councillors who are members until new councillors are elected.

3.6. Area Executive Committee (AEC)

An AEC is responsible for advising the ADC on all aspects of development for the community within a TA area. AECs also advise ADCs on project identification and preparation of project proposals for community projects.

The functions of the AEC are:

- To assist and advise the ADC to identify and prepare proposals.
- To carry out field appraisals of proposed projects.
- To review project proposals before submitting them to the DEC for consideration.
- To conduct data collection and analysis at community level.
- To take a lead in the organisation of VDCs.
- To train and assist VDCs in setting their own guidelines and come up with development projects.

Since there are many extension workers from different sectors and NGOs in TA area, it is necessary to limit the number of extension workers who can be AEC members. Usually, the following core sectors have one member, representative other extension workers in the sector at AEC:

- Health sector represented by health assistant.
- Education sector represented by a primary school advisor.
- Community services sector represented by a community development assistant.
- Agriculture sector represented by a development officer.
- Forestry sector represented by a forestry assistant.
- Water development sector represented by a water monitoring assistant.
- NGOs represented by team leaders in the area

VDCs and the planning process

Learning Objectives	<ul style="list-style-type: none"> • Participants should be able to understand tools that are used in needs assessment
	<ul style="list-style-type: none"> • Participants understand roles in the development of the VAP • Participants should be able to define the VAP • participants should understand the relationship between VAP and DDP
Key Areas to be covered	<ul style="list-style-type: none"> • Purpose of Village Action Plan • Players in the VAP Process • Tools used in VAP Process • Relationship between VAP and VDC
Materials required	<ul style="list-style-type: none"> • Flipchart • Marker pens • Mask tape or cello tape • Handouts or copy of the handbook • Writing pads, pens or files • Name cards • Timetable
Approaches and Methodology	<ul style="list-style-type: none"> • Mock exercises • Picture codes • Role plays • Brainstorming • Question and answer • Group discussion • Visual presentation lectures • Guided dialogue • Case studies

Background

The purpose of the Village Action Planning process is to provide a guide for the VDC to identify and prioritise development issues, assess the community needs, formulate development objectives, identify strategies and generate projects. It offers an opportunity for the communities to contribute effectively to the process of developing the District Development Plan (DDP).

What is a Village Action Plan (VAP)

A Village Action Plan is a collection of projects identified by the Village Development Committee (VDC) through the Village Action Participatory Planning process. It contains detailed description of projects and their corresponding budgets. The Village Action Plan is prepared for the duration of three years in line with the

District Development Plan (DDP). It is revised annually during its life span to feed into the Annual Investment Plans of the Assemblies.

Who Participates in the Village Action Planning Process?

The Area Executive Committee members are responsible for facilitating and managing the Village Action Planning process. Since the VDC is composed of a number of villages, it is important that each neighbourhood be represented at the VDC during the VAP process.



Tools used in needs assessment

Several PRA tools can be used to conduct community needs assessment as below:

- Direct Matrix Scoring
- Asset Matrix
- Community skills matrix
- Problem ranking

The facilitator should ask the participants to fill the table below in groups. After every exercise asks the participants to summaries findings from the data.

Example1. Direct Matrix Scoring

Criteria /fuel source	Accessibility	Commonly Found source	Potentially cheap	Multipurpose	High Energy	Neat smart
Solar						
Paraffin						

Electricity						
Charcoal						
Briquette						
Other						

Example 2. Community Skills Matrix

Type of skill available in the community	How many people have the skill	Availability- Seasonal or all year round	Mode of service-Free of paid	Comment

Give them examples of skills: carpenters, potters, TBAs builders, witchdoctors, mat weavers, basket makers, craftsmen, sawyer, malipenga, dancers, etc.

Example 3. Problem ranking

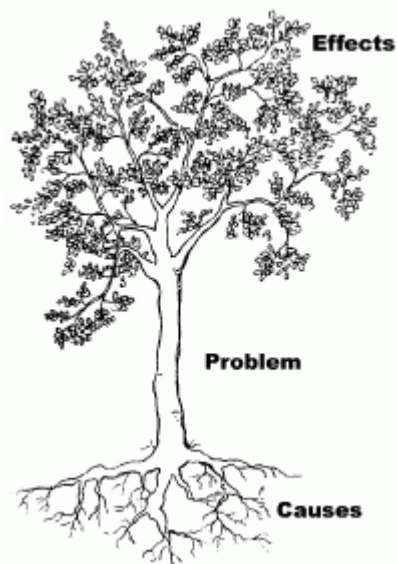
This is a very useful tool to determine the main preferences, priorities, needs, constraints or problems of a person or a group on a certain subject.

Directions for the facilitator

- Ask participants to list items or issues they would like to rank.
- Choose 6-8 items from the list if it is very long. More than 8 items tend to be too much for this method.
- Draw a matrix as in Table 1 where items to be ranked appear on both vertical and horizontal lines in the same order.
- Pick the first item from the first row and match it with each one of the rest, following the order of the columns.
- Count scores for each and make totals.
- Rank the scores to prioritise the issues.

Example 4. Problem Tree Analysis

This is a tool for analyzing problems, their causes and effects and their alternative solutions.



Steps

List all the problems that come to mind. Problems need to be carefully identified: they should be existing problems, not possible, imagined or future ones.

- Divide the participants into mixed groups.
- Give each group one problem to analyse.
- Let each group identify one main problem.
- Let each group discuss the causes and effects of the problem.
- Let each group identify which of the causes are central to the problem.
- Let the participant draw a square representing the problem.

PHUNZIRO LACHITATU

ZOFUNIKA POLEMBA PEMPHO:KUMVETSA ZOFUNA KUTSATA POLEMBA PEMPHO

Cholinga cha Phunziro	Kuthandiza ma VDC kuti adziwe ndi kukhala ndi luso loleimba pempho chithandizo
Zofunika kuphunzira	Potsirizira pa phunziro lino anthu atha: <ul style="list-style-type: none"> • Kutchula zinthu zoyenera mu pempho labwino • Kupeza mavuto omwe atha kulembedwa mu pempho ndi cholinga chofuna thandizo • Kutha kuunika ndi kusankhula pempho lolembedwa bwino • Kuthandiza popanga mapempho oyenera
Zofunika kukwaniritsa	<ul style="list-style-type: none"> • Mdandanda wa zofuna kulemba, chudule cha zones, zofunika kukumbukira, zoonjezera • Kufotokoza vuto, zolinga, zofunika kuchita ndi njira zochitira • Momwe zingachitikire, kulondoloza ndi kuunika, nthawi yochitira Implementation Plan, Monitoring and Evaluation, and Timeframe • Ndalama zofunika ndi zifukwa zake
Zipangizo	<ul style="list-style-type: none"> • Projekitala • Mapepala olembera pa projekitala • Filipi chati kapena bolodi.j

	<ul style="list-style-type: none"> • Zomatira(selotepi) • Zolemba kapena choko) • Mapepala ang'onoang'gono • Pempho lolemba kale ngati chitsanzo
Njira zophunzitsira	<ul style="list-style-type: none"> • Ntchito • Kukambirana koyamba • Mafunso ndi mayankho • Kukambirana m'magulu • Zojambula • Kukambirana pakati pa anthu awiri • Nkhani za chitsanzo

3.1 Mawu Oyamba

Asanalembe pempho munthu ayenera kukhala ndi vuto lomwe likufunika kuthetsedwa ku dera linalake. Ntchito imodzi ya VDC ndiyo kuthandiza makomiti a m'mawodi kapena a m'midzi oon ankani za matenda a Edz, mabungwe ang'ono ang'ono aku midzi kapena achipembezo ndi mabungwe omwe si aboma polemba mapempho achithandizo pa mitu yosiyanasiyana monga kuthana ndi matenda a Edzi m'madera awo. Chimodzimodzinso ma VDC ayenera kuunika mapempho osiyanasiyana omwe alandira kuchokera ku mabungwe osiyanasiyana. Nkofunika tsono kuti ma VDC akhale ndi luso lotha kulemba mapempho ndi cholinga choti athe

Definition \ Meaning of a proposal

A proposal is a plan or an outline of what the project applicant intends to do, how to do it, and the purpose and significance of doing it. Sometimes before writing a full project proposal one may first be required to show an "Expression of Interest". A proposal may require the applicant to do research or undertake some interventional activities.

Proposal writing skills are important for preparing a good proposal

Two types of proposals can be distinguished:

1. Self-generated proposals whereby one designs a project proposal and submits it to relevant funding agencies for approval and funding, respectively.

2 Response Proposal: When proposal is invited from the public or specific group e.g. NGOs, FBOs, academic institutions, etc. Sometimes, the format and Terms of Reference (TORs) of the project proposal may be given by the client.

Plan Your Project (Practical Vision)

Perhaps you and your associates have many ideas of things you want to do; you see a need to reduce illiteracy, to reduce poverty, to provide safe drinking water, to improve the level of health, to provide training for disabled persons, and many other things. You must, however, choose a project that is very specific; limit your goal to a single desired solution to the highest priority problem. Involve the whole community. In choosing your project, call a meeting and do not neglect to include the people who have been often neglected in the past, women, disabled, the very poor, those who have no voice in the way things are decided in the community. Make sure that the people who are supposed to benefit your project feel that this is their project, for their benefit, and that they may contribute to it because it is theirs.

It is not enough, however, to choose your goal. Good planning is needed, identifying your available or potential resources, generating several strategies and choosing the most viable one, deciding how you are going to monitor (watch) the project to ensure that it stays on track (i.e. it continues to be consistent with your original desires), ensuring that the accounting is both transparent and accurate, and deciding what is to be done when (a schedule). A bit of research about the location—the population characteristics, the situation, the existing facilities—is needed in order to objectively describe the background to the project. Involving the community and the beneficiaries in this research is the best way to ensure that it is valid.

Before you begin to write your proposal, keep in mind the following points:

- It is necessary to find out in advance what sources of funding are available, through governments, United Nations agencies, some international NGOs or private foundations.
- Most donors look for the degree of local initiative in the project proposal, the utilization of the available resources within the country itself and the plans for the project to be self-supporting once the initial funding has been spent.
- Your project should be practical, not too costly, and have the potential for being repeated in other situations.
- Increasingly, funding agencies are looking for integrated approaches to development projects. This means that you will want to see to what extent your project supports and supplements existing activities, and is designed to overcome identified problems.

Project Structure (Outline of Your Proposal):

These (structure) guidelines are not intended to tell you what to write, but rather how to write the proposal. If you are responsible for writing the proposal, then it is because you are the "expert" (in the best sense of the word). If you are responsible, then you know what you want to achieve and the best way to achieve it. In any event, don't panic at the prospect and don't be put off by the technical jargon that unfortunately is frequently used.

Title Page (Cover):

This is a single page; the front cover of the proposal. It should include:

- Date;
- Project title;
- Locations of the project;
- Name of the organization; and
- Any other necessary single line information.

The abstract or executive summary follows the title page, but the proposers should not think about that now, read on about the other sections of the proposal first.

Statement of the Problem, Goals and Objectives, and Strategies

Statement of the Problem

This section is expected to answer why your project is needed. Here, you will want to give a description of the situation and focus on factors which prompted the formulation of your proposed project. Tell how the need for this project was identified and who was involved in developing the project. Explain your project's origin or context. It is most advisable to involve the whole community in identifying priority problems; that is called "participatory research".

The first thing the background does is to identify the problem. That means it must name the problem and locate it. It indicates the target group (beneficiaries), the sector, the magnitude, and other actors who are working to solve that problem. It also indicates the extent to which the problem has been solved by the other actors, and what has been so far accomplished by your group.

While examining the problem(s) to be addressed, several questions should arise here. What is the condition of the target group to justify the donor donating money and perhaps seconded staff? A history of the community, your group, or the project is not essential, but a brief outline can be useful. More importantly, what conditions, or what changes in conditions are envisaged that would lead to any donor agreeing to fund your project?

You may wish to include:

- Project area (Issues and problems, not descriptions);
- Reasons for making this proposal;
- Circumstances leading up to the project; and
- Broader plans or strategies of which it is a part.

If yours is a project that is not starting fresh, the background will also indicate any changes in your project since it began.

Remember that the background chapter describes the factors leading to the problem that your project intends to solve. Everything in this section should be justification to approve the project and the requested funding assistance. Long histories and analyses would be detrimental here.

The statement of the problem involves a presentation of known and suspected facts, and an explanation of the existing information, which may have some bearing on the problem. Here we justify the need for the project or the proposed initiative. This is normally divided into two sections. Section one should contain the problem including its background. Here you should write a comprehensive problem statement or the need to be addressed by the proposed project or initiative. The problem should describe the following:

- Extent, scope or severity of the problem;
- Analysis of the cause of the problem; and
- Effects of the problem

The statement of the problem should be short and concise and refer to a defined geographical area and/or to a well-defined population.

Goals and Objectives

The goal of your project should be to solve the problem or problems described in the background. Goals and objectives must relate to the previous chapter, by stating what the solution to those above problems is. You need a set of (general) goals, and sets of (specific) objectives.

Start with "goals" which are general, long term, broad desires. From those goals generate specific "**objectives**", which are verifiable, measurable, finite, and have specific dates of achievement. For example: "To reduce illiteracy," is a goal; while "To teach basic literacy skills to 20 clients by March 2," is an objective.

An overall goal describes the long-term changes, which are expected to be achieved as a result of a project. Thus, a goal describes the proposed long-range benefits accruing to the target population.

SMART objectives are:

Specific: succinct to avoid differing interpretations

Measurable: to allow for monitoring and evaluation

Achievable: to the problem, goals and strategies

Realistic: achievable, challenging, and meaningful

Time bound: with specific time period for achieving them

Beneficiaries (Target Group):

In this chapter you describe the beneficiaries or target groups in some detail. You may also add indirect or secondary beneficiaries (e.g. people trained to help the primary beneficiaries). This can be an expansion of the topic mentioned in your background section; indicate their number, characteristics, reasons for vulnerability, locations, and so on.

Strategies/Methodologies

This chapter identifies the inputs in your project, i.e. what resources (cash, personnel and actions) will be put into your project.

First, start with examining possible strategies to reach the objectives mentioned above. In each case, you have to link with the previous chapter. The best project proposal lists two, three or four different strategies and discards or rejects all but one of these, and says why. Then it goes on to say, "Given the objectives and strategies, what activities must be implemented or started to use that strategy and reach the objectives?"

Target means, "How much, to whom, where and by whom?" In other words, "Who does what?" For example, what kind of training will you provide, for how long and how many people will be involved? What specific skills will be taught and what kind of follow up activities are planned?

The Schedule (Each Action When):

In this section, you describe in sequence the activities you plan in order to achieve your objectives.

If you can be so specific as to give dates, even if approximate, the entire better. You may wish to use a diagram or bar chart to mark out the calendar events.

Include in the work plan the phasing of the project; how one stage of the project leads to the next.

How long will support be needed? (When will the project end, or when will the project be locally self supporting?)

The Organization (Profile):

This section describes the (perhaps changing) organization and management structure needed to carry out the activities described above. The "O" in "CBO" diagrams is very useful in this.

Describe briefly your organization's goals and activities. Be specific about its experience in working with problems of a similar nature, what its capabilities and resources are in undertaking a project of this nature.

The abilities and experience of your organization's members, your human resources, may well be your greatest asset. Indicate the kind of assistance your organization expects to receive from possible collaborating agencies. Attach additional organizational information, such as an annual report, if available.

Explain:

- How will it be done?
- Who is responsible for the project?
- Who will implement (who will do it)? and
- Who will direct the implementation of the project?
- Who runs the project?
- Who is in charge of the overall organization?
- Who is responsible for its overall implementation?

Costs & Benefits (Analysis):

In a proposal, the chapter called costs and benefits is not the same thing as a line by line budget with numbers indicating amounts of money. (The line by line budget should be put as an appendix at the end of the document, not in the text).

Here in the text of your project proposal, the chapter on costs and benefits should be analytical and narrative, and relate to the previous chapters. It should discuss those budget lines that may need explanation (e.g. purchases, expenses or needs which are not immediately apparent or self-explanatory).

Summaries or totals of the following information may help some donors to decide:

- Local costs;
- External costs;
- Methods of financing;
- Local versus foreign exchange needed;
- All non-financial contributions by the local community (each costed with a money equivalent);
- Methods to obtain supplies (where and how purchased); and
- Proportion of total costs requested in this proposal.

Project Proposal - Implementation Plan, Monitoring and Evaluation

ACTIVITY

- 1 Divide the participants into 4 groups
- 2 Two groups to discuss: What is an implementation plan and its various aspects?
- 3 Two other groups to discuss: What is monitoring and evaluation? How, why, and When to monitor and evaluate? Group work. Allow each group to present for 5 minutes and discussion for each presentation 5 minutes.
- 4 After presentations and comments on the first two groups, summarize the discussions and present the main answer.
- 5 After presentation and comment on the last two presentations, summarise the discussions and present the main answer.

Implementation Plan

A proposal is a request for financial assistance to implement a project. For a community project, it may be used to seek approval from the community members (the community itself being the most important donor). You may use these guidelines to seek project funding from any donor. We recommend that you aim for multiple sources of funding. If you have only one source of funding, you may become dependent upon that one source.

A proposal is not just a "shopping list" of things you want. A proposal must justify each item in the list of things you want, so that a donor agency can decide if it wants to provide some or all of those things. You must know (and be able to communicate) exactly what you want to do with these things and that is why you should design a project to carry out what you want to achieve.

It is important to carefully formulate and design your project. It is equally important to write a proposal which will attract the necessary funding. Proposal writing is a skill which requires some knowledge and practice.

Your project proposal should be an honest "sales" document. Its job is to inform and to convince. It is not a place to preach, boast or to deceive. If you are convinced it is a good idea and should be supported, your project proposal should honestly report it to decision makers who weigh its merits against other donation commitments. It should clearly indicate how and when the project will end, or become self supporting. Proposals should be neat and tidy, preferably typewritten, and without any extraneous or unnecessary information.

How elaborate your proposal is should depend upon the amount of resources being requested and how big the total project is. Modify these guidelines to fit the project and proposed donor.

The project proposal must reflect the background work you have already done and should be logically set out. It is not enough to write a letter stating your request. You have to demonstrate the need and prove that the project is worthy of funding. Remember that there will be many other organizations and individuals competing for the funds.

Use clear concise and simple language which says exactly what is meant. If necessary, use diagrams or charts to illustrate key points. Use appendices to avoid crowding the body of the proposal and the flow of the narrative. Tailor your presentation to the agency approached. Express a willingness to be interviewed personally by the funding agency once they receive and read your proposal request.

A good project proposal should have an implementation plan. An implementation plan indicates the approach and strategies that will be used in the implementation of all the activities of the project. If the implementation of the planned activities will be multi-sectoral as is the case with VDCs, then all the sectors that will be involved and their roles should clearly be spelt out. The coordinators of the project should be known and their roles should be indicated. All the resources required and their sources should also be identified. For example, the Thyolo District Council project proposal for the improvement of HIV/AIDS/STIs preventive care, support and impact mitigation program indicated that the approach will be multi-sectoral. The proposal was developed through involvement of people from different sectors in the Council, namely, education, planning, community development, health, and culture and youth development.

Project proposal - Monitoring and Evaluation

Before the implementation of a project starts, monitoring and evaluation mechanisms should be instituted. The essence of monitoring and evaluation is to ensure that the planned activities are implemented properly in accordance with the timeframe, budget and to the quality needed. During the monitoring and evaluation process bottlenecks that impinge on the smooth implementation of the activities can be identified and solutions sought to remove them. Certain projects have an inbuilt monitoring and evaluation program and indicate clearly when and who should monitor and evaluate.

The monitoring and evaluation processes should also ensure that the purpose and expected outputs of the project are being achieved using the tools that have been developed to monitor and evaluate the program activities.

For a discussion of monitoring and evaluation and the tools used, please refer to the Monitoring and Evaluation module.

Timeframe

The timeframe indicates the duration that it will take to implement the project and each activity. However, each activity planned will also have its own timeframe, that is, the time it will take to implement that planned activity. The timeframe is usually indicated in weeks or months or trimesters. In certain cases projects may be implemented in phases. In such circumstances, the phases should be indicated in the project proposal with the timeframe for each phase. It should be emphasized that failure to implement the project according to the timeframe may lead to devastating effects. For example, suspension of funding by donor, overlapping of the project with other activities in the community, e.g. drawing on the same human resources.

Proposed budget and its justification

ACTIVITIES

- 1 Give a short lecture on a budget proposal and what are and why do we need a justifiable/realistic budget
- 2 Allow questions and discuss and Summarize all Elements of a good proposal

The line-by-line budget should be put in an appendix. Each line on your detailed budget should have the total costs for one budget category. The lines should be grouped into similar kinds of costs (eg salaries, vehicles, communications, fuels, transport).

If you can, distinguish between non-expendable items (i.e. equipment that can be used again later) and expendable (i.e. supplies that get used up).

The budget should be a realistic estimate of all costs involved in implementing and operating the project. If possible demonstrate the potential for eventual self support, or support from other resources other than the one to which you are applying. Costs estimates should be broken down into logical categories (line items) such as: salaries; supplies and materials; equipment; travel and per diem; rent; telephone.

Abstract (Executive Summary):

Write this part last. This is the section on which a potential donor will read and make that vital preliminary decision: whether or not to seriously consider assisting.

This should not be written, or even contemplated, until all above sections are written. Avoid writing it as an introduction. Think of it as a concise summary and conclusion. The optimum size is half a page; the absolute maximum size is one page.

Proposal Content Summary

- 1 Title of the project proposal
- 2 Table of contents
- 3 Executive Summary
- 4 Problem Statement
- 5 Goals and objectives
- 6 Strategies/methodologies
- 7 Implementation plan
- 8 Monitoring and evaluation
- 9 Proposed Budget and its justification.
- 10 Appendices.

The VDCs should develop a project proposal on the basis of all the components listed above. A good proposal should, therefore, contain all the items discussed in this module. It is important to remember that apart from logical sequencing of the items above, the client should consider relevancy and suitability of the project in the context of the community response towards the area of focus.

MODULE 4	
CONCEPT OF DEVELOPMENT	
Module Goal	• The overall objective of this topic is to enable participants understand

	the concept of development from both economic and social perspectives.
Learning Objectives	By the end of the session the participants should be able to: <ul style="list-style-type: none"> • Describe the concept of development • Give at least five examples of development • State factors that hinder development • State factors that promote development
Key Areas to be covered	<ul style="list-style-type: none"> • The Meaning of Development • Examples of Development • Factors that hinder Development • Factors that promote Development •
Materials required	<ul style="list-style-type: none"> • Flipchart • Markers • Mask tape • Handouts or copy of the handbook
Approaches and Methodology	<ul style="list-style-type: none"> • Mock exercises • Brainstorming • Question and answer • Group discussion • Visual presentation Lectures • Guided dialogue • Case studies

Background

In Malawi, most people associate development with building roads, school blocks, bridges, boreholes, hospitals, clinics or planting trees. In fact, the word “development” translates into Chichewa as “Chitukuko” which literally means uplifting. In most contexts, less thought is given to the social meaning of development in which the focus is on people who become critical, creative and accountable actors in the development process

The Meaning of Development—Ask five volunteers to do the role-play. Tell the participants that they will watch a role-play and that they should watch it carefully.

The Liberator Code: This is a role-play about the meaning of development. It involves five people;

- 1) **Scene one** has two people: One person has both hands and legs tied together. The other person helps to untie
- 2) **Scene two:** A person comes in, looks at the two and goes away.
- 3) **Scene three:** A person comes with a briefcase /bag full of money. She/he looks at the two with the intent to help, opens the briefcase and places much money near the person untying the other. The latter looks at the money, but is unconcerned and continues to untie her/his friend.
- 4) **Scene four:** A person comes in, looks at the situation and goes away and returns with food. The food is placed near the one untying. Again she/he looks at the food, but is not concerned and continues to untie her/his friend.
- 5) **Scene five:** She/he finally manages to untie her/his friend. Both stand up and the “liberated one” jumps up and celebrates.

What would the following things represent in real life?

1. The tied person:
 - Represents community with problems

- Community under autocratic leadership (oppressed community)
2. What does the rope/chain represent?
 - Problems
 - Constraints / obstacles
 3. What do those people who passed by represent?
 - Donors with interest in specific areas
 - Donors that impose their interest
 - Donors that consult first (involve community)
 4. In the whole play, where do we place ourselves in this code?
 - Imposing our interest
 5. What problem does the play portray in real life situations?
 - Participants should be divided in groups to find the main problem in the code
 - Write all problems presented from the groups on flip chart. Select main problem.
 6. What does the act of struggling represent?
 - Community trying to find solutions
 7. Does this happen in our community? Yes.
 8. What related problems result from main problem?
 9. What causes the main problem?
 10. What can we do to solve this problem?

Examples of Development

Examples of development are bridges, school blocks, protected shallow wells, and good roads, hospitals / clinics, community empowerment, community involvement, etc.

Factors that hinder Development

- Poor relationship between staff and community e.g. superiority complex of staff
- Misuse of resources
- Lack of confidence among communities and stake holders
- Inadequate collaboration
- The dependency syndrome
- Top down approach to decision making
- Little understanding of the local community by development facilitators.
- False promises;
- Gender imbalance in decision making;
- Poor leadership – jealousy and selfishness.

Factors that promote Development

- Adopt the ‘bottom - up’ approach to management
- Implement structures, which promote institutional ethics, like transparency and accountability.
- Initiate multi-sectoral collaboration.
- Promote gender balance initiatives.
- Encourage community participation in planning, implementing and evaluating activities

Additional views by trainers on the concept of Development

Development is essentially about people. It is people-centred. It is a process of positive change in people’s knowledge, attitudes and skills, which lead to the improvement in people’s health as well as their economic, political and social status. The meaning of development should include, among others, the fact that the majority of the people have access to:

Clean water, usable land, permanent shelter, education facilities, security, have enough food to eat, are in good health, are active, accountable, responsible, make decision for themselves on issues that directly affect their own lines, have control or influence over policy making structures and proud of being Malawian citizens.

NOTE: People cannot be developed, they can only develop themselves. People develop themselves by what they do. They develop themselves by making their own decisions and by increasing their own knowledge and ability to participate as equals, in the life of the community they live in.

Tips for facilitators

People already know what development is. Maybe what they do not realize is that development is not only building structures. Critical thinking and analysis are very important in any development. To read and understand what is happening in one's environment and focus ahead is also important. Assist the communities to think critically and become analytical in finding solutions to their problems.

MODULE 5

COMMUNITY MOBILISATION AND PARTICIPATION

3.1.1 Definitions:

WHAT IS COMMUNITY PARTICIPATION?

Before answering this question, it is important that we know what a community is. A community is, among others, defined as:

- A group of people with the same identity and sharing a common goal;
- A territorial unit of society - e.g. a village, town, district etc.;
- A unit of social organisation, which can be based around common interests, a shared living situation or around a territorial unit;
- A particular type of social interaction - typically characterised by: a sense of belonging; a sense of purpose and common goals;
- A high degree of co-operation and participation in pursuing common goals;
- An inter-personal climate - mutual respect, a sense of fraternity or fellowship etc.

On the other hand, participation refers to the act of taking part or involving oneself in a certain activity.

Community participation, therefore, means the involvement of a community in a certain activity taking place in their area.

On the other hand, community mobilisation is a process of instilling an urge or interest in an individual or a group to take on a particular cause.

Why community mobilization and participation important?

- Allow communities to take part in the formulation and implementation of development projects in their areas.
- Promote social inclusion—addresses issues of gender, among others.

- Allow community members identify development projects of their own choice to be implemented and when.
- Creates community ownership of the projects being implemented as the success of any programme will be directly related to the sense of ownership.
- Ensure sustainability of the project.
- Promote transparency and accountability in the identification and implementation of the projects.
- The community mobilisation approach allows for a dialogue between external agencies and those affected, so that all parties are aware of any constraints or limitations that may exist and so avoid unrealistic expectations being raised. The approach is generally cost effective and affordable.
- Promote communities to network and share knowledge on specific topics.

In order to mobilise people VDCs can use different strategies e.g.:

- Drama (local theatre);
- Church / mosque speeches;
- Public rallies in market places / community / school grounds, chiefs' courts, etc.;
- Village meetings;
- Writing letters to be read in schools, churches or mosques;
- Traditional dances, meetings, workshops, focus group discussions;
- Football and netball bonanzas;
- Night criers / megaphones / Public Address systems;
- Posters and other IEC materials;

Participation

It is PACENET's philosophy that, for democracy to work, citizens must take part in public life. Participation is both a constitutional right and as well as a citizen's duty. Participation can be in various forms such as:

- Standing for elections;
- Taking part in public, in socio-economic and political activities;
- Attending community meetings;
- Being members or volunteers in various organisations / institutions;
- Paying taxes;
- Holding peaceful and legal demonstrations.



- You must involve them throughout the process.
- Consultations with the target group should be ensured from the start (needs assessment).
- Community participation guarantees ownership of the activities. (examples: formation of clubs, demonstrations, level of participation)

WHY SHOULD CITIZENS PARTICIPATE?

It is the right and duty of every citizen to participate in the affairs of his / her community, society and the country. Through participation, people are able to:

- Make sure that government uses money and other resources for the benefit of their community;
- Make sure that leaders do their work according to what people need;
- Tell government what development activities need to be done;
- Help each other in improving their area and neighbourhood.
-

General Rules of Community Mobilization

Tip

- *Plan your work professionally. Do not use shortcuts;*
- *Take care when choosing an approach or a particular tool;*
- *Always be punctual for both community scheduled meetings;*
- *Any outside support should be aimed at building the capacity of the communities rather than only delivering services;*
- *Any outside support should not subvert local ownership and responsibility;*
- *Do not overdress;*
- *Try to identify with the community;*
- *Develop a mechanism for continued close contact with community members e.g. management support visits;*
- *Do not make any promises.*

MODULE 6.

UNDERSTANDING AND CONDUCTING A SOCIAL AUDIT

Module Goal	Give a detailed account of the social audit process and its significance in democracy and local governance
Learning Objectives	<ul style="list-style-type: none"> • Define the term social audit • Outline the implications and significance of social audits • Explain and discuss the community based social auditing process • Outline the format for conducting community service corrective plan
Key Areas to be covered	<ul style="list-style-type: none"> • Understanding and Conducting a Social Audit • What is social auditing? • The Implications or Significance of Conducting Social Audits • How to Conduct a Community Based Social Audit?
Materials required	<ul style="list-style-type: none"> • Flipchart

	<ul style="list-style-type: none"> • Makers • Mask tape • Handouts or copy of the handbook
Approaches and Methodology	<ul style="list-style-type: none"> • Mock exercises • Brainstorming • Question and answer • Group discussion • Visual presentation

WHAT IS SOCIAL AUDITING

Many have used the word ‘audit’ to mean financial assessment, one to crosscheck how an institution has used its financial resources. Others have used this word, “audit” to mean a checking for compliance by an institution of its financial and administration policies and procedures. Central to this understanding is the word assessment or follow-up or crosschecking.

For this handbook, the term audit will be used to refer to an assessment that determines the fulfillment of an institution's vision, mission as well as key activities/ core functions.

This audit of institutions’ fulfillment of core functions, core duties, vision and mission is what is called social audit. It is social audit because you are assessing the fulfillment of its social responsibilities.

Example:

Ministry of Internal Security and Home Affairs has its core function-the provision of internal security to Malawian citizens. Through the department of Police, internal security must be ensured through the availability of Police stations, personnel and services in all areas in Malawi.

To do a social audit on ministry of internal security and home affairs, citizens must first understand this core function and then check the availability of police stations, of police personnel, availability of the actual police services, and the accessibility of police services, the quality and timeliness of the police services.

This can be done through administering of questionnaires or through community focus group discussions especially to those who are supposed to benefit from the service at stake.

SECTION A

Questions that guide a good social audit vary, but broadly follow this simple pattern.
What is the service/ issue being assessed/ audited?
Who is mandated by law or policy to provide it?
What are the expected standards for the service?
How timely is the service?
How accessible is the service, distance to a centre from communities/outreach?

What must people do to access the service?
What challenges are being encountered in accessing the service?
What are the results arising from the challenges faced by communities in accessing the service?
What do the service providers say are their challenges limiting the fulfillment of this service, with quality?

7. O THE IMPLICATIONS OR SIGNIFICANCE OF CONDUCTING SOCIALAUDITS.

7.1 Promotion of transparency and accountability:

Transparency and Accountability go hand in hand with development projects. Consider the following examples;

- **At household level:** A wife or husband disclosing their income, it could be salary or sales from crops. Or if a family runs a business both spouses are kept informed on the progress and financial status of their business, or if a child is sent to the shop groceries on return it is expected that the child will explain the things bought, money spent and the change if there is any.
- **At community level:** The chief calling for a meeting to inform the community that government has asked him/her that the village should identify beneficiaries of small scale business project

Transparency is about openness of decisions and actions undertaken by a service provider, leader or committee. It is a free flow of information about decisions and actions taken that in the long affect the people's welfares.

Accountability is about the responsibility of explaining actions and decisions undertaken, progress made by the project and how project resources have been used. This is the responsibility of those who have been the mandate to run the project or people's welfares.

Transparency and Accountability are not about FAULT finding but are only tools for responsible information flow. Hence a social audit serves to facilitate this process.

7.2 Advantages of conducting a social audit:

- It provides service beneficiaries' views on the service under audit. (Usefulness, timeliness, quality)
- It provides direct evidence of fulfillment or lack of it of the service to beneficiaries.
- It provides space for duty bearers (those responsible for providing services) to account for performance or provision of the service.
- It allows for citizen participation in the service delivery and governance processes in so doing improving and deepening democratization processes.
- It allows for citizens as rights holders to demand for the fulfillment of public services that are part and parcel of their socio-economic development.

8. How to conduct a community based social audit?

There are two levels at which community social audit is done at the community level. The two levels are:

- a) Ongoing social service delivery community auditing
- b) Periodic social service delivery community auditing

Ongoing Social service Delivery Community Auditing

This approach understands auditing as part of everyday life. It therefore becomes as one of the daily activities or routine activities for the community to continuously check the quality of service being delivered identify its shortfalls and take corrective actions. The steps involved are:

- I. Identify a social services being enjoyed within a given community or area.
- II. Identify positive changes to be done in each of the social services according to relevance. The basic question is "what changes do we want to see in this social service delivery to make it better".
- III. Once the above mentioned question is answered, arrange the social services in order of priority.
- IV. Develop a community managed corrective action plan (refer to the format below)
- V. Divide or share responsibilities.
- VI. Identify critical progress reflection events to discuss progress.

Format for Community Service Corrective Plan

	Service Provider	What is wrong with the service?	What changes do we want to see	What has to be done	Who do we engage?
1					
2					
3					
4					

This process is both communities managed, actioned, implemented and monitored. The community service corrective plan allows the community members to be clear on which social services, changes and with whom do they have to work with to realize an improvement in the social service delivery. Communities on monthly basis review progress achieved in the corrective plan.

Periodic social service delivery community auditing

Similar processes are undertaken when one is conducting a periodic social service delivery community auditing. But here the process focuses on:

1	A community comes together to identify a service they urgently need to audit.
2	This service is Identified as a burning issue of the community since it is impacting badly on many people or it is on high demand in so doing affecting its quality and timeliness.

3	A community identifies key individuals to do the social audit.
4	These individuals must come together to understand their scope of work.

The process allows community members to understand the following:

- Who is the service provider?
- What are the key roles to be fulfilled by the service provider?
- What are the laws saying about the service to be provided?
- What are the key roles of citizens in the realization of the social service?
- Who are the key officers in the service provider that can be interviewed for the audit?

Structured questionnaires or semi-structures questionnaires are administered both to service beneficiaries (in large numbers) and to service providers. A defined sample of respondents covering various age categories, sex, and specific beneficiary groups is clearly identified for the actual audit survey.

Data is analyzed to identify the responses to the questions in section A. A report of issues is derived from the identified responses depending on issues from the findings.

ACTIVITY :

- The trainer should divide the participants in two groups , each group should develop a community service corrective plan based on the experiences in their ADC / VDC
- Each group should choose a chairman and secretary
- Each group presents their work and then plenary discussion
- Participants should identify other service providers in their areas apart from those from government departments (consider developing a stakeholders mapping tool).

MODULE 7.

PARTICIPATORY PROJECT MONITORING AND EVALUATION

Module Goal	Understanding of both the theoretical and practical aspects of participatory project monitoring and evaluation
Learning Objectives	<ul style="list-style-type: none">• Define the term monitoring and evaluation• Define participatory project monitoring and evaluation• Outline the key areas of project evaluation• Give a detailed of the rationale for participatory project monitoring and evaluation• Define the term indicator and discuss criteria for selecting indicators• Explain the indicator development process and themes to consider when developing indicators
Key Areas to be covered	<p>What is Participatory Project Monitoring and Evaluation</p> <ul style="list-style-type: none">• Why Participatory Monitoring & Evaluation• Functions of Participatory Monitoring and Evaluation.• Basic Assumptions of the Participatory Approach• Project Objectives as the Basis of Monitoring and Evaluation• Criteria for Selecting Indicators• Developing Indicators
Materials required	<ul style="list-style-type: none">• Flipchart• Makers• Mask tape• Hand outs or copy of the manual
Approaches and Methodology	<ul style="list-style-type: none">• Mock exercises• Brainstorming• Question and answer• Group discussion• Visual presentation

Background

Monitoring is a process that takes place during the course of the project implementation. It involves the continuous collection and analysis of information on day-to-day project activities so as to check on the progress of activities in line with the implementation schedule, and to take corrective measures when problems occur.

ACTIVITIES

Ask one participant, who has ever built a house; to briefly describe how he supervised the construction of the house to ensure that it was properly built?

Why participatory community monitoring?

Participatory community monitoring is extremely important for learning about the achievement/deviation from original concerns and problems faced by local development projects/programmes being implemented, so that corrective measures can be taken in time.

Monitoring ensures that:

- i) inputs are ready in time;
- ii) works plans are followed closely;
- iii) adjustments can be made and corrective action taken as and when necessary;
- iv) people who need to know are kept informed;
- v) Constraints and bottlenecks are found; and VI) resources are used efficiently.

What needs to be monitored?

- Progress in implementing activities;
- Opening context, e.g., changes
- Inputs : materials, money, women/men
- Time frames: whether agreed time frames are followed any assumptions on which the project was based

Monitoring is done in order to:

1. Know whether the various activities are undertaken as specified in the project plan.
2. Know whether materials and other inputs are reaching the specified places in time.
3. Know whether the unexpected issues/problems are occurring.
4. Know whether the outcomes match the pre-determined targets, and if not, why; and to decide corrective action to be taken
5. Know what should be done to change from the original plan, if the unexpected happens.
6. Know alternative courses of action, given the new circumstances
7. To provide the right people with the right information at the right time.

Project Monitoring Design Worksheet

EXAMPLE

Activity	Deadline	Monitoring Method	Progress	Barriers	Solutions
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Monitoring Worksheet (Example)

Key Definitions of monitoring:

- (a) An analysis of the data collected during monitoring and project implementation to measure project impact. It can be done halfway through project implementation or at the end of the project.
- (b) **Monitoring** is the built in mechanism to check that things are going according to plan and enable adjustments to be made in a methodical way (Oxfam, 1995)
- (c) **Evaluation** is the assessment at one point in time of the impact of work and extent to which stated objectives have been achieved (Save the Children Fund 1995)
- (d) **Participatory Monitoring and Evaluation (PM&E)** is a process of examination and assessment of the program or project that collectively involves stakeholder and beneficiaries of a program or a project.

PM&E is:

- **People-centered-** Project stakeholders and beneficiaries are the key actors the evaluation process and not the mere objectives of evaluation.
- **Reflective and action-oriented** and seeks to build capacity by
 - a. Providing stakeholders and beneficiaries with the opportunity to reflect to project's progress and obstacles

- b. Generating knowledge that results in the application of lessons learned leads to corrective action and/or improvement
 - c. Providing beneficiaries and stakeholders with the tools to transform the environment
- **Context-specific**, rooted in the concerns, interests and problems of program end-users. The end-users immediate reality is what charts the route determine the evaluator's purpose and direction.
- **Flexible**- Flexibility is key work in participatory evaluation. Choices must make about the degree to which end-users can realistically participate in process.

Key areas of Project Evaluation

There are five areas of project evaluation:

- **Relevance** – Was/is the project a good idea? Does it deal with target group priorities? Why/Why not?
- **Efficiency**- were inputs (resources and time) used in the best possible way to achieve outcomes? Why/Why not?
- **Effectiveness** – Have the targets been achieved? Why/Why not?
- **Impact**- To what extent has the project contributed to its longer-term goals? What unanticipated positive or negative consequences did the have? Why/why not?
- **Sustainability**-Will there be continued positive impacts as result of the project once it has been finished? Why/why not?

Project evaluation usually takes place mid-way through the project (midterm evaluation), or soon after the completion of the project (end of project evaluation), or some years after the completion of the project (impact evaluation). The main advantage of doing a midterm evaluation is that it gives chance to take corrective action in case the project is not going according to plan. However, due to short duration of implementation, real changes may not have started taking place. End of project evaluation is important in as far as knowing whether the short term goals have been achieved, and therefore the potential contribution of the project's achievements to the attainment of the long term goals. However, unlike midterm evaluation, in case of project shortfalls the projects and not the current one. Another challenge is that there is no guarantee that the impacts (what is the ultimate goal of the project). Impact evaluation therefore should ideally lead to lessons that are some meaningful to the people that invested the money and to the development institutions implementing the projects. Unfortunately, unless very rigorous process and tools are used, it becomes more difficult to attribute development impacts to a particular project. Therefore, it is highly recommended that evaluation be done at all the three levels.

Why Participatory Monitoring and Evaluation

The manner in which conventional project evaluation is done has raised a lot of concern among rural development practitioners. Project evaluation has normally been done by people outside the system in a bid to seek scientific neutrality and unbiased views, yet such reports usually end up on shelves where they are rarely accessed by the communities and field workers. This has led to development of participatory approaches and methods of evaluating community projects.

Functions of Participatory Monitoring and Evaluations

Participatory Monitoring and Evaluation serves four key functions:

1. It helps to build the capacity of stakeholders to reflect, analyze and take action. Such analysis should occur throughout the life of the project.
2. By generating lessons learned, it can lead to corrective action or improvement project recipients. When project stakeholders are involved in analyzing problem constraints and obstacles, they can often propose solutions.
3. It provides feedback for lessons learned that may help program staff to improve program implementation. A participatory evaluation not only looks into the part but also guides into the future.
4. It helps to ensure accountability to stakeholders, managers and donors furnishing information on the degree to which project objectives have been n and how resources have been used.

Basic Assumptions of the Participatory Approach

- For effectiveness, PM&E requires significant time and flexibility in order to accommodate for unexpected events;

- Program or projects that provide indirect benefits to the community may not be as difficult to do in a participatory strategies work best when evaluations have in-depth knowledge of programs and geographic localities in which program/evaluation being carried out.

Project Objectives as the Basis for Monitoring and Evaluation

Development aims at improving people's wellbeing. For this reason, each project usually has a set of objectives. As already mentioned the broad or ultimate aim of project may not be achieved immediately, or may not even be achieved. However through the implementation, certain things might have changed that would contribute to the attainment of the long term goal. For this reason, objectives can be looked at being at different levels or hierarchy. For example, when a community demands a health facility, they ultimately need to lead a healthy life. However, it must be known that healthy life may not immediately come as a result of construction of a health or a hospital. The process to attain healthy life may be outlined in a hierarchy as follows:

- | | |
|--|----------|
| • Making of bricks | Activity |
| • Completion of the health clinic | Output |
| • More people accessing the health facility | Outcome |
| • Better or improved health of the community | Impact |

Indicators

Definition

- An indicator is something that measures progress towards objectives.
- An indicator is an (objective) marker measuring (or indicating) that progress is being made towards aims/objectives of a piece of work.

Indicators should be relevant and meaningful to the people who will use them

Criteria for selecting Indicators

There is no common agreement on what are the criteria for good indicators. Some people believe that a good indicator must be **SMART**:

Specific- Indicators should reflect those things the project intends to change

Measurable & unambiguous- should give objective data independent of who is collecting it

Attainable – should be achievable by the project, should be realistic. Data should be easy to collect

Relevant- Indicators should be relevant to project in question

Time bound- should describe by when change is expected.

Others, especially those in the development field, look at indicators as **SPICED**:

Subjective- information from the local people or informants has room for subjectivity because each has their special experience. Although some of it may not be scientifically proven, it is critical data because it is based on local experience.

Participatory- Primary stakeholders & beneficiaries including other stakeholders are involved in the whole process of assessment, from data collection to interpretation of the findings.

Interpreted & communicable- Locally defined indicators may need to be explained to other stakeholders due to uniqueness of experiences.

Cross-checked & Compared- a variety of methods & questions are used; different people are engaged to cross-check views and ideas

Empowering- process of indicator development should empower

Diverse & disaggregated- seek different indicators from different groups

SPICED indicators are more appropriate when involving communities in evaluating their own progress as a way of building ownership over the process and result of the development intervention. On the other hand, SMART indicators may be more applicable at district level where issues of objectivity and cross-comparison are emphasized.

Developing Indicators

Identify what is to be addressed, Example, women's participation in business enterprises. Then decide on how **quantity, quality and time** will be measured, for example:

- **Quantity** number of women who run their own businesses.
- **Quality** size/volume of women managed business enterprises
- **Time** women managed business growth over time

While quantitative indicators are important, also consider inclusion of qualitative indicators- these may be results of semi-structured interviews or case studies to illustrate or describe how a situation has changed. Such qualitative information is important to give the reasons, greater depth and explanation to numerical data. They are especially important when collecting PM&E data from community members.

Themes to consider when developing indicators

Most times when dealing with higher level development objectives, the themes presented in table below normally cut across. The sub-themes in the second column will help in choosing appropriate indicators.

Table 5: Themes and sub-themes for developing indicators for higher level development objective

Theme	Sub-theme
Institutional Development & good governance	<ul style="list-style-type: none"> • Changes in patterns of social inclusion/exclusion in decision making • Changes in institutional capacity • Changes in ability to generate and share information <p>Changes in awareness & achievement of rights & responsibilities (including rights of women & children, & OVC in particular)</p> <ul style="list-style-type: none"> • Local initiatives influencing district, region & national actions or policies • Changes in relations &/or links with other decision making bodies • Sustainability of the above
Service Provision	<ul style="list-style-type: none"> • Changes in education (quality, access, literacy, numeracy,) • Changes in health (child & maternal mortality, health status, quality, nutritional status) • Changes in water, sanitation & hygiene (improved water supply, safe drinking water) • Changes in mobility transport • Changes in access to social services • Changes in care for vulnerable groups • Changes in access to market • Sustainability of the above
Changes in knowledge, Attitude, or behavior	<ul style="list-style-type: none"> • Changes in knowledge • Changes in behavior • Changes in perceptions of ability to adapt to changing circumstances • Changes in cultural values • Sustainability of the above
Livelihood security	<ul style="list-style-type: none"> • Changes in access to and availability of key assets • Changes in use of key assets • Changes in the way people make their living • Changes in income-generating opportunities • Changes in wealth • Changes in security • Sustainability of the above
Partnerships	<ul style="list-style-type: none"> • Usefulness of partnerships in meeting objectives (with government private, other) in terms of <ul style="list-style-type: none"> - advice - Timeliness of action - Timeliness of inputs - Training & skills provision - Accountability - Others • Involvement of target groups in design of project

	<ul style="list-style-type: none"> • Involvement of target groups in general running of project • Involvement of target groups in project monitoring and evaluation
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Annex A: LIST OF PARTICIPANTS AND THEIR CONTACTS

Name	Organisation	Position	District	Contacts
Jonathan Ziba	Council	DPD	Thyolo	0992895422
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Morson Magombo	Council	DPD	Chiladzulu	0999381101
Regnald Nankhumwa	Council	M & E	Chiladzulu	0888372159
T.M. Harawa	Council	DPD	Luchenza	0888354776
John maneya	Council	M & E	Luchenza	0888427850
Grey Kalindekafe	NICE	Facilitator	Lilongwe	0888208928
Patrick Siwinda	Independent	Consultant	Lilongwe	0888393933
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Robert Silungwe	MESN	Coordinator	Blantyre	0888325582
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Veronica Sembereka	PACENET	Board member	Blantyre	0888681880
Stella Sagawa	PACENET	Board member	Blantyre	0888361619
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S. Banda	PACENET	Driver	Luchenza	0999499629

Annex B :BLIOGRAPHY

- 1 Malawi Electoral Support Network (MESN) Civic Engagement in Democratizing Local Governance Structures Trainers Hand book.
- 2 Community Empowerment and Development (MASAF) Trainers Notes and Guide for Field Facilitation
- 3 Training Manual for Women Aspiring for Leadership Positions in Local and National Assemblies in Malawi(PACENET)
- 4 Youth Leadership and Democracy; Training Manual for Youth Leadership
- 5 Gwira Mpini Kwacha 1: Civic Education to Building Local Democracy; Trainers Manual
- 6 Councilor Induction Programme: Handbook for Municipality Councilors
- 7 Guidebook on Decentralization and Local Government in Malawi: Ministry of Local Government and Rural Development (MLGRD) and Malawi – Germany Programme for Democracy and Decentralization (MGPPDD)
- 8 Training Manual for Women Aspiring for Leadership Positions in Local Assemblies in Malawi
- 9 Republic of Rwanda: Ministry of Local Government, community Development and Social Affairs: Civic Education Handbook: Guidelines for content of civic education activities
- 10 Village Action Planning Handbook: Ministry of Local Government and Rural Development
- 11 Development Planning System Handbook for District Assemblies: Republic of Malawi
- 12 Bringing Democracy Home: Civic Education on Decentralization and Local Government
- 13 Para Civic Educators (PCE’S) Manual; National Initiative for Civic Education (NICE)

