COMMUNITY ENVIRONMENTAL ACTION PLANNING

GETTING ORGANISED:
A FACILITATOR'S GUIDE

UNEP

ProAct network | environmental partnerships for community resilience

CONTEXT AND ACKNOWLEDGEMENTS

TABLE OF CONTENTS

ANNEXES

ACRONYMS

CEAP   Community Environmental Action Plan

NGO   Non-governmental Organisation

COMMUNITY ENVIRONMENTAL ACTION PLANNING – A FACILITATOR'S GUIDE

1. INTRODUCTION

This Guide has been prepared for facilitators engaged in community environmental action planning (CEAP). It provides essential tips for facilitation, provides guidance on identifying communities with whom to engage and guides us through a process of setting objectives for a CEAP session, identifying topics to explore and suggesting what tools might be used. It also helps decide where and when to hold meetings and offers guidance on materials and resources required.

The Guide is intended to be used in conjunction with the accompanying **CEAP Handbook** and **CEAP Toolkit**.

2. FACILITATING COMMUNITY ENIRONMENTAL ACTION PLANNING

A CEAP process is guided by one or more facilitators. This section provides guidance on the knowledge, skills, attitudes and behaviours required to facilitate CEAP. It covers who can be a CEAP facilitator and the roles of CEAP facilitators, with reference to specific tools which can be used.

2.1   Who can be a CEAP Facilitator?

Who can? You can! Almost anyone can become a CEAP facilitator. Facilitators can be extension workers of a government ministry, members of a local NGO or from a community group. Their age, gender or socio-economic status should not matter. What is more important is that facilitators have the necessary knowledge, skills, attitudes and behaviours and are able to apply these confidently with different groups of people.

Ideally, CEAP facilitators should be:

- skilled in using participatory tools, or have the potential to be trained in them;
- versed in the appropriate attitudes and behaviours to facilitate CEAP, or have the ability to acquire them;
- able to plan, monitor and evaluate CEAP processes, or acquire these skills;
- trusted by members of the community or the group they are facilitating;
- able to speak the local language;
- able to understand the culture of the group or community;
- willing and interested in learning from people;
- knowledgeable and committed to addressing environmental issues with participants;
- committed to working respectfully with vulnerable and marginalised groups; and
- literate, so that they can record information which might help plan and manage community action on the environment.

2.2   The Role of a CEAP Facilitator?

The role of the CEAP facilitator is to empower individuals, groups and organisations in a community to analyse their lives and how their livelihoods interact with the environment. As a result of

Facilitation is a skill that needs to be learned, practiced and revised with experience. Successful facilitation is key to developing a CEAP – from bringing different representatives of a community together, to exploring shared needs and aspirations, and to helping find acceptable solutions to natural resource management and use issues. (Photo: ProAct)

this process, a facilitator can then help community members develop, launch and monitor an action plan. In order to do this successfully, CEAP facilitators need to perform several roles.

- **Facilitator of CEAP sessions**: Facilitators need to support people in their own analysis, planning, action, monitoring and evaluation – but not do it for them.

- **Advocate for participation**: They need to encourage people to participate equally in the CEAP process, especially the most vulnerable and marginalised.

- **Guide people through the CEAP process**: CEAP facilitators need to know how the process will roll out, how long it might take, and be able to guide people through it.

- **Mobiliser of groups**: Facilitators need to bring individuals, groups and organisations in a community together and build their capacity and motivation to keep planning, acting and managing going.

- **Trust builder:** They need to build trust between people, groups and organisations that may have different viewpoints and priorities.

- **Sharer of information:** CEAP facilitators need to be prepared to share information on environmental and related issues and possible actions.

2.3　Skills Needed for a CEAP Facilitator

In order to perform these roles, CEAP facilitators need to have, or acquire, the right knowledge, skills, attitudes and behaviours, such as:

- active listening skills;
- effective questioning skills;
- skills in facilitating group discussions;
- appropriate attitudes and behaviours which encourage participation, learning and action;
- knowledge of participatory tools and how to use them;
- knowledge of environmental issues;
- being able to work as a team; and
- knowledge of how to plan CEAP sessions.

These attributes are examined in more detail below.

2.3.1　Active listening

This means more than just listening. It means helping people feel that they are being heard and understood. Active listening encourages the participation of people and a more open communication of experiences, thoughts and feelings. In active listening, the person listening:

- **uses body language** to show interest and understanding. In most cultures this will include nodding the head and turning the body to face the person speaking;
- **uses facial expression** to show interest and reflect on what is being said. This may include looking directly at the person speaking, although in some cultures such direct eye contact may not be appropriate until some trust has been established;
- **listens to** *how* **things are said** by paying attention to a speaker's body language and tone of voice;
- **asks questions** to show a desire to understand; and
- **summarises and rephrases** the discussions to check their understanding of what has been said and asks for feedback.

See **"Bad/Good Listening in Pairs"** in the to help acquire active listening skills.

2.3.2　Effective questioning

This is essential in facilitating CEAP, especially during assessments. Effective questioning increases people's participation in group discussions and encourages their involvement in problem-solving. In effective questioning the person asking questions:

- asks open-ended questions – for example using the six key 'helper' questions – Why? What? When? Where? Who? How?;
- asks probing questions by following up people's answers with further questions that look deeper into the issue. Asking "But why…?" is useful for doing this;
- asks clarifying questions to ensure they have understood, which can be done by rewording a previous question; and
- asks questions about personal points of view by asking how people feel and not just about what they know.

See tools such as "**Probing Deeper**", "**Open and Closed Questions**" and "**Sensitive Subjects**"

for acquiring effective questioning skills.

2.3.3   Facilitating group discussions

This skill is needed to increase the participation of people in group discussions and ensure that a range of perspectives and interests are included. Good facilitation skills help to improve the quality of group discussion and problem solving. They can also help build consensus, where necessary, and encourage community ownership of the CEAP process. When facilitating group discussions during CEAP, a facilitator:

- introduces themselves and the purpose and nature of the CEAP session;
- asks each person in the session to introduce themselves to the group;
- ensures that everyone is comfortable and can see and hear each other;
- agrees with the participants on the aims of the session and how much time is available;
- agrees on 'ground rules' with participants, including the need to respect opinions and confidentiality;
- agrees with participants on how the discussion will be recorded and what will happen to this record at the end of the session. Remember, this is their CEAP process, not yours, and allowing them to keep drawings and diagrams session increases their sense of ownership. However, taking notes and keeping copies of diagrams may prove useful later;
- helps participants to remain focused on the agreed aims of the session;
- enables all group members to contribute to the discussion by paying attention to who is dominating discussions and who is not contributing (remember that people have different reasons for being quiet – they may be thinking deeply!);
- summarises the main points of the session and any action points that have been agreed; and
- thanks the participants for their time and contributions and, if appropriate, agrees a time and place for a further meeting.

Tools such as **"Good Versus Bad Facilitation"**, or **"Saboteur!"** will help to acquire facilitation skills.

Facilitators need to be flexible in their approaches, allowing people time to express their needs and opinions – in words or in diagrams – in guiding people through the use of participatory tools and in ensuring that people remain happy with the CEAP process as it continues. (Photo: ProAct)

2.3.4   Attitudes and behaviours needed in a CEAP facilitator

Perhaps the most important quality of a CEAP facilitator is that they develop appropriate attitudes and behaviours in themselves and others. These are attitudes and behaviours which are empowering rather than disempowering, facilitating rather than dominating, participatory rather than excluding, flexible rather than rigid.

CEAP involves a commitment by the facilitator(s) to actively include and empower marginalised and vulnerable members of the group. It is therefore less about what tool you use that counts, but how you use it. You will find that by committing yourself to the principles of CEAP, developing the appropriate attitudes and behaviours and skills of the CEAP facilitator will come naturally.

Tools like "Saboteur!" and the "Trust Game" provide some exercises for practicing the appropriate attitudes and behaviours to facilitate CEAP. The list below offers some common do's and don'ts regarding participatory attitudes and behaviours.

Figure 1. CEAP attitude and behaviours

Do	Don't
• be humble	• be imposing
• listen to others	• talk all the time
• be creative	• be rigid
• work with people	• work for people
• give people time to come up with their own ideas	• always express your ideas first
• be patient	• rush
• respect people's viewpoints	• impose your ideas
• be tolerant	• be intolerant – except of intolerance!
• be practical	• doubt people
• trust people	• be arrogant
• build trust	• ignore people's ideas and priorities
• be supportive	• keep knowledge, skills and experience to yourself
• share, e.g. experiences, tools, ideas, time and food	• physically dominate people
• stand or sit at the same level as people	• focus on the person rather than the issue
• focus on the issue not the person	• exclude anyone
• involve everybody	• be distant
• let them do it, e.g. draw, map, count, score, prioritise, discuss and conclude	• distrust yourself
• empathise	• feel bad about yourself when things don't go quite according to plan
• use your best judgment	• be too serious
• embrace error	
• Have fun!	

2.4   Common Problems in CEAP Facilitation

Facilitating CEAP tools is not always easy. Here are some common problems and suggestions on how to deal with them.

CEAP team members may believe that their role is to extract information. Their role is not to design a project, but rather to facilitate a participatory process of community discussion, problem solving and mobilisation.

Facilitators may be nervous about getting started. There are several ways to deal with nerves. First, it is good to have a plan for the CEAP session. This will help you feel more confident. Drawing up simple Terms of Reference which explains how the facilitation team will react in different situations will also help people think about how they might deal with difficult situations, in advance.

Another idea is to start with a tool that you know will work well. Stepping back and letting participants start to facilitate themselves also takes the attention away from you. And, don't forget, a CEAP session should be enjoyable. Start with something fun!

Facilitators may be afraid to make mistakes. Many people who use participatory approaches believe that one of the main principles is to "embrace error and fall forwards". This means viewing mistakes or unexpected events as learning opportunities, rather than failures. When something goes "wrong", think about what lessons you have learned and how you might do things differently next time. When something does not go quite according to plan – and participatory approaches rarely allow this – be flexible and go with what participants want: it is, after all, session.

2.5   Training CEAP Facilitators

It is recommended that, where possible, all people intending to facilitate CEAP should receive some basic training in CEAP knowledge, skills, attitudes and behaviours. The exact content and duration of this training depends on previous experience and expertise of the facilitators, as well as the resources and time available. Training events can range from 3-14 days. It is preferable to have longer training sessions and, ideally, the training should include some aspect of field work. This section provides an overview of some of the essential issues to consider when training CEAP facilitators.

2.5.1   Essential topics to cover

Training for CEAP facilitators should include the items listed below:
- what are participatory approaches and why should they be used for CEAP;
- the principles of CEAP;
- introduction to natural resources, environmental degradation, restoration and sustainability;
- the role of CEAP facilitators;
- active listening skills;
- effective questioning skills;
- appropriate attitudes and behaviours;
- facilitation skills;
- participatory tools;
- planning CEAP sessions;
- group contracts and ethics;
- reporting and note/taking, and
- fieldwork practice.

The level of detail provided in each of these areas can be tailored to suit the background and experience of the candidate facilitators.

2.5.2   Style of training

Previous experience suggests that the best CEAP training:
- is skill-based and experiential, with opportunities for participants to practice skills in real-life situations;

- encourages participants to think about their own attitudes and behaviours – beware of just concentrating on CEAP tools;

- encourages participants to work together as a team;

- uses a mixture of training tools and styles;

- is designed specifically to be used by participants in a community mobilisation process in which they are, or will soon be, involved;

- is designed and facilitated by people who have prior experience of using participatory approaches and environmental issues;

- can be beneficial if marginalised or vulnerable groups are represented; and

- is fun!

2.5.3   Preparation

Before conducting the training:

- form a small training team. it's best to have at least two trainers – it also helps to have someone else to help with workshop logistics;

- conduct a training needs assessment of participants to find out what:
  - knowledge they already have and what they feel they need?
  - skills they already have and what do they need?
  - attitudes and behaviours they have and what do they need?
  - are their expectations, hopes and fears?

- familiarise yourselves with this Handbook and Toolkit.

- agree training aims and objectives with the trainers/facilitators;

- bear in mind the purpose of the training and the training needs assessment;

- agree what topics need to be covered and in how much detail;

- decide which training tools and techniques will be used for which topics;

- meet with the training team and decide who will run each topic session; and

- collate materials for the workshop.

2.5.4   Sample workshop agendas

The sample agendas provided below may be used as a guide but should be adapted to suit the needs of a particular project, e.g. the length of time spent on different tools and doing fieldwork. What is important is that all of the essential topics outlined below are at least touched upon.

Figure 2. Sample training workshop for CEAP facilitators

Day 1	Day 2	Day 3	Day 4	Day 5
Introduction and ground rules	Principles of participatory approaches	Attitudes and behaviours	Group Terms of Reference	Lessons learned from fieldwork
Hopes and fears		Facilitation skills	CEAP fieldwork	
Workshop aims and objectives	Why use participatory approaches?	An overview of participatory approaches		What makes a good CEAP facilitator
What is CEAP?	Listening	Practicing participatory tools		Planning CEAP sessions for own use
What is a participatory approach?	Questioning skills	Planning CEAP sessions		Personal commitments to action

Figure 3. Sample workshop agenda for initial training

Week 1	Week 2
Day 1 Official opening – Introduction to CEAPs	Day 6 CEAP – Fieldwork practice
Day 2 CEAP – Principles and skills	Day 7 CEAP – Planning, acting, together: principles and tools
Day 3 CEAP – Principles and skills	Day 8 – Monitoring and evaluating together and ethical issues
Day 4 CEAP – Starting together: Principles and tools	Day 9 – Preparing lessons learnt presentation to key stakeholders
Day 5 CEAP – Assessing together: Principles and tools	Day 10 – Preparation of action learning programme for a field visit

2.5.5   Scaling-up: training trainers

One of the best ways to scale-up CEAP processes is to give facilitators time to practice their skills and then train a group of strong facilitators to become trainers who are able to train others in participatory approaches and CEAP.

Where it is contemplated scaling up a CEAP programme by increasing the number of CEAP facilitators, it is suggested that a training of trainers workshop is immediately followed by participants planning and conducting their own CEAP training with the support of more experienced trainers.

3. SELECTING COMMUNITIES WITH WHOM TO DO CEAP

A CEAP is designed for use with communities that face environmental problems and where people's livelihoods are closely linked to the environment.

Any community with interests in improving their environment and management of their natural resources can do a CEAP. Key elements are willingness, logistical access and, in the context of places such as Darfur, security.

3.1 Site Selection Criteria

Each programme implementing CEAP projects should develop their own site selection criteria. Key factors that need to be considered in this respect include:

- **not to raise expectations** – it is important not to undertake assessments and consultations if there is no intention – or capacity – to implement activities in that community;

- understanding **the type of information needed** and what, if any, is already available. Previous assessments, consultations and projects, are often the source of secondary data such as maps, census data or project reports;

- determining **clear criteria** helps reduce unwanted bias in the site selection process and will also help explain to adjacent communities why implementation is not occurring at their location;

- the **experience and capacity of the CEAP team** – it is preferable to start slowly and increase the number of intervention sites once the CEAP team – and the communities themselves – have a better understanding of both the process and implementation constraints;

- it is important to have a **realistic understanding of both the labour intensity** of participatory work and the time that community consultations may require; and

- the anticipated project **budget** available for interventions.

As part of the site selection process it is useful if information is gathered and presented in a consistent manner as this improves the ability to compare and contrast potential sites against each other.

If standardised forms are used, CEAP facilitators should be aware of the risks associated with only asking questions from pre-determined lists. Such forms should be adapted as needed.

For guidance, Annex I contains the structure of a pre-site selection assessment checklist used to gather information on potential sites and example site selection criteria (Annex II) chosen for the first round of implementation in a multi-year CEAP project in Darfur. Annex III provides a meeting planning matrix that was used in preparing for meetings held as part of the site selection process.

3.2   Promoting CEAP in a Community Known to the Supporting Organisation

Promoting a CEAP with a community already engaged in environment-related work is naturally a good option, building on work started or supported by government extension services or NGOs. Check whether previous work in the community included participatory approaches and, if so, which? Who has been involved? Have all stakeholders been actively included, or involuntarily been excluded? What capacities have been built? How are they sustained? What relation exists between the supporting organisation and the community?

In most cases, where facilitators are familiar with a community, it is important that they consciously and actively "unlearn" their perception of the community. This means that facilitators acknowledge that their perception of the reality and issues in the community is always their subjective view, influenced by their own background. There is always more to understand about the reality as experienced by members of the community themselves.

3.3   Selecting New Communities to Promote CEAP

Selecting new communities for CEAP has the advantage that facilitators do not know the situation of the community, do not need to "unlearn" and feel a genuine curiosity to assess the community's environmental problems. If we look for new communities to promote and support CEAP, possible criteria are:

Environmental:

- environmental degradation is a recognised issue;
- people use natural resources and the latter are threatened by resource depletion; or
- people's health may be at risk from environmental degradation.

Community interest:

- the community shows some interest and willingness to engage in a participatory process on environmental management.

Basic services:

- some basic services such as health services, drinking water and basic education are already available to the community;

Stability and conflict:

- the community enjoys some level of stability and peace and there is no acute threat of fighting and major disruption.

Accessibility:

- the community is accessible for field work and consultations.

3.4 Site Selection

What information already exists? Before a first visit to a community, gather as much information as possible about different areas and pertinent environmental issues. Sources can include research reports, government departments and people with physical knowledge of the area. Such information is likely to be incomplete at this stage so we need to remain open to further learning.

Different people's priorities. Be aware that government and donor priorities about where and when we mobilise may be influenced by political or other concerns, rather than the community's. Their ideas may also be based on incomplete information about communities and their needs.

What activities are already taking place? We need to consider the environmental activities other communities and organisations may already be carrying out in different areas and any they may have planned. The CEAP process might be able to complement or scale-up existing work. However, we also want to minimise overlap and duplication of effort. Two similar environmental processes in the same community can lead to confusion and even conflict.

Consider the logistics of mobilising in different areas. For example, are there particular concerns such as security? If so, how will this affect the CEAP process? Are we able to easily access an area and co-ordinate our activities? This is supported if at least some of the facilitators come from that particular community.

Where is the greatest need? We need to work with communities in greatest need. Key questions that will help us identify such communities are:

- who is most affected by which environmental issues?
- who is less well-served by existing environmental services and activities?
- which communities are most marginalised or discriminated against?

Some communities can be hard to reach. They may be invisible to outsiders and their existence not generally acknowledged. For example, in some places the existence of internally displaced people is not recognised by local authorities. But these hard-to-reach communities are often the most in need.

3.5 When is it best to do a CEAP?

At certain times of the day or year, people may be too busy to do CEAP. Additionally, the environmental situation will change at different times of the year, and seasonal variations should be taken into account. Using "*Division of Labour Charts*" and a "*Seasonal Calendar*" can help decide on the best time(s) to undertake the bulk of consultation and action planning. For example, people may be too busy during harvest time, or they may have more time available in the evenings or early mornings.

3.6 How long does a CEAP Process take?

It is not easy to predict how long a CEAP process will take, i.e. how long it takes to initially mobilise the community, assess environmental issues together, plan and then implement the agreed activities.

All of the above need to be considered when preparing a budget for the development – not

Figure 4. Rough guide to time required to facilitate a CEAP

Stage of CEAP	Indicative number of participatory sessions required
Starting together	1-5 and possibly more in situations with mistrust or past conflicts
Assessing together	3-12 depending on the range and number of issues encountered
Planning together	2-4 depending on how easy the community manages to prioritise
Acting together	Varies according to the nature of tasks, but this can easily stretch over 6-12 months
Monitoring, evaluating and reflecting together	3-5 depending on how many different activities were pursued

All of the above need to be considered when preparing a budget for the development – not implementation – of a CEAP, bearing in mind that costs will vary significantly from country to country and from one situation to another.

4. HOW TO PLAN A CEAP SESSION

In order to allow people to fully analyse and learn about their situation, different tools and approaches may be used to help facilitate discussion. When several tools are used together, in a sequence, in one sitting, this makes up a "CEAP session". CEAP facilitators should plan such sessions so that participants get the most out of them. Although it is always good to be flexible in facilitating CEAP, it is suggested that the CEAP team work through the issues noted in the sections below, in advance of actually applying CEAP tools. See also Annex IV and Annex V for practical assistance.

Some of the key questions which need to be addressed in planning a CEAP session include:

- what are the objectives of the session?
- which CEAP tools might we use?
- who needs to participate in this session?
- where to do the session?
- when to do the session?
- what materials and resources will be required? (See also Annex VI.)
- what is the timetable and budget for the CEAP session?
- what are the roles and responsibilities of CEAP team members?
- what will we do in difficult situations?
- what are the ethical issues to consider?

The following sections will help you to answer these questions.

4.1 Steps in Preparing a CEAP Session

Ahead of each CEAP session it is important that the CEAP team considers the following points:

- decide the objectives of the session;
- identify who to do the session with;
- identify key topics;
- identify key questions; and
- match topics and questions with tools.

Good preparation of each CEAP session is very important as it can determine the quality and success of the CEAP you are facilitating.

4.2   Setting Objectives

The first thing to ask is: What are the objectives of the CEAP session? Having a clear objective will help you to decide what tools to use, how, when, where and with whom. Your objectives will vary according to the issue you are working on: environmental degradation, restoration or sustainability, and according to which stage of the CEAP process you are at.

To determine the objective it can help to ask: What do we want to discuss, explore, learn, or raise awareness about?

Your objectives will also vary according to the people you are working with. The objective can also determine who you want to participate in this session (see *Well-being Mapping*).

4.3   Identifying Topics

When you have decided the main objective of the session, you can break this down into smaller topics and issues which need to be covered to achieve the objective.

4.4   Identifying Key Questions

For each of the separate topics or issues, it is useful to prepare a list of key questions which will help you explore each in more detail.

When key questions have been identified, it is now possible to match these up with tools that can help facilitate answers.

4.5   Where is the Best Location to Organise a CEAP Session?

It is important to find a place where people can express themselves freely. Consider somewhere:

- which is not too hot or too cold for participants to concentrate;
- which is easy for all participants to get to. Remember, it is more important for it to be a place which is easy for participants to get to than a place which is easy for you to get to;
- where people feel comfortable talking about sensitive issues – for example, women may not feel comfortable talking about some issues in front of men;
- safe – for example, some displaced people may find it insecure to meet in certain places; and
- peaceful and private, where participants are unlikely to be distracted or disturbed by other people.

4.6   Resources Required to do CEAP Sessions

Time is the most important resource in facilitating a CEAP. People affected by environmental instability or poverty, for example, are often busy, so time spent away from their regular livelihood may mean a loss of income.

How long a CEAP session lasts will depend on how much time you and participants have available. In general, CEAP sessions could last between two and five hours each. Also, for the full benefits of CEAP to be realised, the process should not be rushed. It often takes several CEAP sessions for people to begin mobilising themselves to address environmental issues.

In order to take people through a full CEAP process, many separate CEAP sessions will be required. Each different group of people you intend to mobilise may require separate sessions.

4.7   Materials Needed

In order to facilitate CEAP, people may need materials to write, draw and present with, using local matrials where possible. This allows everybody to see what it happening and encourages people to intervene more freely. The CEAP team also needs materials for recording information. However, this does not have to be expensive. Wherever possible, try to use low-cost and familiar materials.

Figure 5. Items which need budgeting for a CEAP session

- CEAP materials – flipchart paper, coloured cards, pens, tape, scissors, boxes for papers, camera (see Annex VI).
- Administration and CEAP facilitators' fees which should include time for planning, facilitating and report writing.
- Transport for CEAP facilitators and participants.
- Refreshments for participants and facilitators.
- Accommodation and living allowance for facilitators, if staying overnight in the field.
- Hiring a venue for a CEAP session, if required.
- Funding for quick impact projects.

Note: funding for actual implementation is not considered in the above though some of this should ideally have already been secured prior to engagement with the community.

4.8   Facilitating as a Team

Because of the many tasks required to facilitate a CEAP, it is helpful if the tasks of facilitator, information recorder and observer are split amongst a team of practitioners/facilitators. Facilitation should always be done in teams of at least two people though working in larger teams has the advantage that tasks can be distributed amongst more people.

4.8.1   Facilitator

This person will take the lead role in facilitating the use of the tools to enhance discussion about topics with participants, as described above.

4.8.2   Information Recorder

Their role is to take notes and record information which will be useful for participants, your team and other stakeholders. This needs to be done in a timely and accurate manner, and presented back to the participants who took part in the session. (See also Annex VII.)

Having a common form to record both the content and the process of each tool can help stakeholders easily review information generated in earlier participatory sessions (see Annex VII for an example outline). This can be used either directly during the session, or the team can fill it after the session, based on their notes. Using standardised note taking forms helps with accurate recording and tracking how decisions are made.

4.8.3   Observer

The role of this person is to observe the attitudes and behaviours of both the facilitator and the participants. The observer helps ensure that everyone is able to participate equally. In the spirit of "embracing error", the observer also takes the lead role in thinking about what lessons were learned about the participatory process itself. What worked well and why? What didn't work and why? What lessons have we learned about how to do – and not do – CEAP?

Team members may take it in turns to perform each of the above roles.

4.9   What to do in Difficult Situations

CEAP sessions rarely go exactly to plan. It is important to think in advance about difficult situations that might arise and how you might deal with them.

One way to do this is to prepare a team Terms of Reference which states what you, as a team, agree to do in difficult situations. Guidance in Figure 6 is suggested as a starting point but, again, these questions should be adapted to suit your particular situation.

An important quality for a facilitator is to allow people to express their opinions but to also keep discussions focused on the central theme of what is being spoken of – from a CEAP perspective, this being natural resource management and peoples' livelihoods. (Photo: ProAct)

Figure 6. Example of a team Terms of Reference exercise

As a team, what would you do if:

1. During a mapping exercise people are very quiet and unresponsive.
2. Part way through a discussion, some people say that they must leave and attend to other matters.
3. A member of your team is late again and other members of the team are irritated.
4. A team member is over-enthusiastic and keeps interrupting participants when they are talking.
5. You arrive at a site planning to do a mapping exercise, but you and your team members are nervous about starting.
6. A participant calls you over as you are about to take a break to have something to eat and drink.
7. In front of participants, one member of your team contradicts what one of the participants has just said.
8. One of your team members is constantly giving negative criticisms in team discussions.
9. You realise that at the end of the fourth day, very few older women have been talked to, yet you know that they exist in the site.
10. One of your team members wishes to leave the day before you complete fieldwork.
11. A senior member of a local organisation wishes to attend your fieldwork to observe the participatory methods but, as she knows little of the attitudes required for working with community members, you fear she will simply lecture them.
12. After briefing the team on what is planned for that day, when you arrive in the community they do not seem to have a grasp of what to do or where to begin?.
13. Information from one group within a community contradicts that from another.
14. One of your team members accuses another of making an offensive remark.
15. Towards the end of the day, you are approached by a person who seems to know a lot about the community, but some of your team members say that they are too tired to continue.
16. One of your team members is not participating at the end of the day when you are analysing information and writing up your reports.
17. An NGO member who has accompanied you on the fieldwork, misrepresents the aim of your work.
18. You have asked some participants to make a map of their site, but they don't seem to know where to begin.
19. You find that one of your maps has been done entirely by your fellow team members rather than people from the site.
20. When talking with a group of participants, one seems to dominate the others and not let them speak.
21. Information found during the assessment seems to contradict that which exists from other organisations.
22. One of your team members wishes to work in the evening with participants when most are free, but this means that you won't get back home until late

Adapted from Pretty et al, 1995.

5. ETHICAL ISSUES AND CODES OF CONDUCT

5.1 What are Ethics?

Ethics are a set of shared principles that help us make decisions about how to behave in different situations. For example, one ethical principle that is important for research work is respect for confidentiality. This principle helps us decide what information we do or do not share.

In CEAP, there are broad issues around what you are doing and who will benefit from it ultimately. No activity is neutral, including CEAP. This is especially the case in areas affected by conflict or insecurity. All activities will either empower or disempower people in some way. Furthermore, if not properly planned, even well-intentioned activities can make people more vulnerable to environmental issues or forms of physical violence.

Displaced people affected by environmental issues are often already highly stigmatised or discriminated against. If poorly planned, well-intentioned activities may actually increase the discrimination and vulnerability of these groups.

The "Ethics Checklist for CEAP Design and Implementation" in Annex VIII may help you to consider ethical issues when planning CEAP activities. It is essential that the CEAP team agrees upon ethical principles before starting activities.

5.2 Do No Harm

While many organisations strive to improve the situation of marginalised or vulnerable populations, others go further and adopt a policy of 'do no harm'. This approach aims to minimise potential harm by considering in advance what risks might be involved in participating in an activity, rather than after they have occurred (see Do No Harm Analysis). The central philosophy of this approach is that even if activities do no good, they should at least do no harm.

5.3 Active and Influential Participation

In addition to ethical issues regarding doing no harm, there are also issues to consider regarding how empowering and participatory the activity is. As previously mentioned, CEAP should be an activity which allows people to participate actively and influentially in decisions that affect their lives. Careful consideration should be given to ensuring that people are genuinely able to do this, and that their participation is not just a token or mainly for the benefit of others.

5.4   Code of Conduct

We demonstrate our ethical principles with our behaviour: what we do and do not do. A code of conduct guides our behaviour, helping us to put our ethical principles into practice. For example, a code of conduct may state that we respect confidentiality relating to research in all circumstances. Developing a code of conduct helps us to think about the importance of different forms of behaviour and to prepare ourselves for different situations. A code of conduct also encourages us to be accountable for our behaviour to community members and other stakeholders. Allow enough time to develop a code of conduct that provides clear, simple guidelines that all can support.

6. LESSONS LEARNED

Experience in participatory projects in Darfur has allowed a number of important lessons to be learned which could help facilitate successful community processes elsewhere.

View CEAP as a capacity building process that empowers communities with the skills to organise, assess, plan, act, monitor and evaluate together. This will help ensure that communities not only achieve the immediate goals of a CEAP process but that they also have the capacity to mobilise themselves to address new environmental challenges, and sustain and scale-up existing activities.

Start where the community is at. It is not always essential to go through each stage of the CEAP. Communities may already have mobilised successfully without following the outlined stages in a planned way. They may, for example, have already organised certain activities to address environmental degradation before any participatory assessment is carried out.

A CEAP process is often planned in a more formal way – with external people or organisations involved – than activities that might be self-generated within the community. It is important for external organisations to recognise past and current community actions when they consider engaging, building on a community's strengths and achievements rather than undermine them.

Work at the pace of the community. A community mobilises at its own pace. Don't try to rush. CEAP is a process not an event. It requires significant amounts of time to build up communities' capacity to mobilise effectively. External relief and development organisations often work and expect results at a pace which may not suit the local context, which may put pressure on community members. Often there is also time pressure due to project funding conditions, which are not always suitable to sustainable environmental action.

Relief settings are especially prone to short-term interventions, even though most relief operations end up turning into long-term operations. In this context, CEAP may at first be perceived as unsuitable to the actual needs. However, experience has shown that as the CEAP process progresses, the community's capacity will be built to organise activities faster and more efficiently and, ultimately, the outcomes are more sustainable.

Do each stage together with the community. This means that all those affected by environmental issues in a community work together, using the resources they can mobilise together and also taking collective responsibility for addressing environmental issues. It also includes learning how to cope with them together. Within the community, this means starting, assessing, planning,

acting, monitoring, evaluating and scaling-up together.

Use tools and techniques for meaningful participation. Participatory learning and action tools are described in the accompanying . Select the tools that best suit the community you are working with, from the list suggested at each CEAP stage. This means that people affected by environmental issues have an active and influential say in decisions that impact on their lives. It is especially important that those who are most vulnerable or marginalised participate meaningfully: the more meaningful the participation, the greater the mobilisation and sustainability.

Build community ownership of the process in the longer term. Community action is sustained by community ownership, not by external inputs. Ownership results from responding to a communities' priorities, giving communities the primary responsibility for the CEAP process and ensuring legal responsibility.

Build trust and social capital. Particularly in situations of conflict or social disruption a lot of time may need to be spent on building mutual trust, respect and understanding, both within communities and between communities and any other organisation taking part in the process. Everyone participating needs to understand each other's strengths and weaknesses. This will encourage sharing of skills and knowledge within and between communities and organisations. Sufficient time needs to be set aside for doing this throughout the CEAP process.

Manage expectations. Balancing expectations can be a challenge. It is important that the short-term expectations of community members about the CEAP process are realistic and matched with appropriate funding and support. As soon as possible the community should be included in budgeting their activities and mobilising technical and financial support, so that external help in these two processes can be minimised with time.

Ensure technically appropriate interventions. People often know or find appropriate solutions to their problems and know what works best, and what does not, in their community. However, CEAP facilitators also need to be able to assess whether the technical and ecological approaches proposed are indeed the most effective, most durable and most sustainable (environmentally, financially, socially) for the particular situation. It is normal that facilitators do not have in-depth technical knowledge of all activities that can come up under CEAP – which can be as diverse as water infrastructure, solid waste management, household energy or income generating activities – but they should know where to go for such guidance and support.

Consider people's work load and seasonal engagements. Every contribution, whether material or labour, from community members increases the efficiency and success of CEAP. The process does, however, need to take into account that poor and vulnerable people, particularly women-headed households, often have far less resources to contribute and may experience difficulties in contributing fully. Their participation should nonetheless be ensured to the maximum extent possible.

Use your best judgment. There are no hard and fast rules to CEAP. Facilitators and other users of these tools are encouraged to adapt and experiment with the tools and approaches suggested, to see what works best in a specific situation. If something is not working out as intended, adapt the process accordingly using your own best judgment about what is most likely to be more appropriate.

ANNEXES

In this section you will find the following resources:

Note that in order to reduce the size of this document, blank spaces have been excluded from examples provided. Readers wishing to use the forms should tailor them to their own context and requirements, inserting spaces and additional elements as required.

ANNEX I. PRE-SITE SELECTION ASSESSMENT CHECKLIST

Site selection criteria will need to be developed on a project-specific basis. The Darfur Development and Reconstruction Agency (DRA) developed the following structure to gather information on potential CEAP sites.

Section A: Basic information

This information should be recorded <u>before</u> the site visit, based on records and other relevant data.

A1. In which village is the assessment being carried out?		
A2. What are the GPS co-ordinates at the centre of the village?	N_____ ⁰_____'_____" E_____ ⁰_____'_____"	
A3. How far away from [main town] is the village?	Distance (km):	
A4. Are there any current security concerns relating to working in the locality?	Yes	No
A5. What is the approximate population of the village?		
A6. List any environmental issues/problems identified in other sources	1.	
	2.	
	3.	
A7 Is the area a government priority for development assistance?	Yes	No

Section B: Interview with Sheikh (Village Leader)

Introduce the CEAP team, explain the purpose of your visit (i.e. discuss the CEAP process, that you are in the process of identifying potential CEAP sites, that this location is one of interest…).

Re-inforce that co-operation from the Sheikh at this meeting does not constitute a formal engagement between the organisation and the village, but that is rather an information gathering exercise and that this is a preliminary stage of the selection process.

Having explained the purpose of your visit, ask the Sheikh if he would be willing to respond to some questions relating to environmental issues. If so, use the following as an outline for discussions.

FUEL

B1. What types of fuel are used for the following applications	Types of fuel
Cooking / household use	
Income generation (e.g. selling wood, charcoal or brick-making)	
Other	

B2. Is fuel collected or purchased?	Collected (including time taken to and from source)	Purchased	Combination of both

B3. Do you share any fuel resources with neighbouring villages / communities?	List villages / communities mentioned (if any)

WATER AND SANITATION

B4. Do villagers purchase water or do they collect it?	Purchase water	Collect water	Combination of both

B5. Which water sources are available in the village?	Tick those present	Tick those that function in the dry season
Hand pump		
Water distribution system		
Tanker		
Unprotected well		
River		
Hafir		
Lake / dam / spring		

B6. Do other villages use / share the same source(s)?	Type of water source	Name of villages using same source

LAND USE ISSUES

B7. Are there any existing land-use / ownership disputes between your village and neighbouring communities?	Yes	No

INCOME GENERATING ACTIVITIES

B8. List the main IGAs in the village
1.
2.
3.
4.

B9. Do other villages use / share the same resource(s) for IGA? If so, which?	Shared IGA resource	Name of village(s)

ENVIRONMENTALLY RELATED ASSISTANCE

B10. Do you receive any external help with environmental resource management? If so, list the agency and the assistance provided	Name of agency	Nature of assistance provided

BASIC UNMET COMMUNITY NEEDS

B11. To what extent do you think supporting your community to better manage its natural resources would help them in comparison to other, non-environmental issues that may be more important to the community?	Record score of between 0-5 (0=No help, 5=Extremely helpful)

WILLINGNESS TO ENGAGE IN THE CEAP PROJECT

	Yes	No
B12. Do you think that your community would be willing to engage in the CEAP project?		

ANNEX II. EXAMPLE OF SITE SELECTION CRITERIA

Site selection criteria will need to be developed on a project-specific basis. The Darfur Development and Reconstruction Agency (DRA) developed the following criteria for site selection in the first round of implementation in UNEP's CEAP project.

It was decided that for logistical and security reasons, all CEAP sites would be in easy proximity of El Fasher, North Darfur. As part of the selection process it was determined that meetings would need to be held with government representatives at state, locality level, village council level and village levels.

Field visits were undertaken to seven Village Councils, each of which is an administrative unit of government and is responsible for up to seven villages. Discussions would also be necessary with the Village Council Committees (constituted from representatives from each village within the Village Council), Charities Society Executive committee (volunteers, composed of volunteers from representatives from the villages), Youth committees, Women's development committees as well as Omdas, Sheikhs and Imams. Refer to Annex VIII for the planning matrix used in preparing for key meetings involved in the site selection process.

The criteria chosen for CEAP site selection eventually included:

- distance from El Fasher
- year-round access
- security
- level of existing environmentally related assistance
- existence of Charitable Societies Committee
- type of shared resources
- number of villages in the Village Council
- number of households per village, and total in the Village Council
- additional information.

ANNEX III. SAMPLE MEETING PLANNING MATRICES

The meeting planning matrices presented below are based on those were developed by the Darfur Development and Reconstruction Agency (DRA) in the site selection process for the first round of implementation in UNEP's CEAP project in Darfur

MEETING PLANNING MATRIX

Type of meeting	*Humanitarian Aid Commission (Sudanese Government)*			
Objectives	**Content /methodology**	**Resources needed**	**Anticipated questions / responses**	**Team TOR**
Inform HAC of VC where the CEAP will be implemented	Inform them that Maba VC selected, based on criteria That it will be the location of pilot project and explain the CEAP process Future consultation with technical agreement partners Invite HAC to attend some of the CEAP work		What type of activities will DRA be implementing? Response: At most, just mention water, firewood related issues. What is the role of each technical partners? Duration of the project?	
Background of rationale for selection				
Emphasise the community participation				

Type of meeting	*Locality level*			
Objectives	**Content /methodology**	**Resources needed**	**Anticipated questions / responses**	**Team TOR**
Provide a good understanding of the CEAP project and selection criteria	Inform them that one of their VCs have been selected (criteria for selection)		How will the locality benefit? VC will benefit, but no additional resources given to Locality level and DRA is here to support Locality in terms of providing environmental assistance.	

Type of meeting	*Locality level*			
Objectives	**Content /methodology**	**Resources needed**	**Anticipated questions / responses**	**Team TOR**
Understand their role in the process	Description of pilot project approach		Other VCs are in greater need of assistance. Response: remind them that this is pilot project and this VC was identified on basis of criteria developed for the pilot	
	That they will be a source of information for the project			
	Invite them to attend some of CEAP process			

Type of meeting	*Village Council level (all stakeholders – VC, charitable society committee, local leaders…)*			
Objectives	**Content /methodology**	**Resources needed**	**Anticipated questions / responses**	**Team TOR**
VC to have a complete understanding on the whole CEAP process (2 phases)	Inform them that they have been selected			
Roles and responsibility at the VC level	Emphasise that it is a pilot project and that it should be a model for future			
When the VC will become fully engaged in the CEAP process (phase II – shared resources)	CEAP description, phases and when the VC level phase will begin			
Understand the roles and responsibilities at the CEAP level	Need for CEAP committees			
Identify appropriate clustering of villages for cycle phase	Invite committee VC representatives to observe CEAP process			

	Use cluster criteria to determine village clusters: Invite VC to develop criteria (relationships / shared resources, existing cluster structure) – Sheiks to be present			

Type of meeting	*Village level*			
Objectives	**Content /methodology**	**Resources needed**	**Anticipated questions / responses**	**Team TOR**
Inform that the village (and VC) has been selected for CEAP pilot project			Why is our village being left until the last cycle? Response: describe the cluster selection process. Assure the village that the process will be better in the last cycle than the first, since we will have learned from previous cycles	
Explain CEAP process (steps) and phases	How the CEAP will be conducted (two villages, meeting in one place, then returning to respective villages) The separate steps to the CEAP phase I		What incentives will we receive? Response: DRA will only provide refreshments / logistics for meetings and no cash compensation for participation. What about paying us if we volunteer for more than three months (labour law)? Response: volunteers are volunteers for the village and not DRA.	

Type of meeting	Village level			
Objectives	**Content /methodology**	**Resources needed**	**Anticipated questions / responses**	**Team TOR**
Community identifies CEAP volunteer team	Discuss need for CEAP volunteers (to be presented to with whole village) Their roles and responsibilities **Roles / responsibilities of volunteers to include**: • Share information • Organise village meetings • Village mobilisation • Participate in CEAP training • Include / reflect village feedback • Lead the CEAP process at village level • Be punctual • Feel free to contact DRA at any time **Roles / responsibilities of DRA include:** • Training / briefings • Be punctual • Support CEAP • Address village expectations		How long will it take? Responses: five months of planning and then subsequent implementation for each cycle Be transparent about the fact that those villages included in the 3rd cycle will begin later in October. Phase II will begin from January 2012 What if gender balance of volunteers elected is in favour of men? Response: explain need for gender balance and basis of CEAP approach is that it should be gender balanced.	

Type of meeting	Village level			
Objectives	Content /methodology	Resources needed	Anticipated questions / responses	Team TOR
	• Support volunteers in whole CEAP process • Problem-solving • Be transparent • Logistics of CEAP • Funding of CEAP process • Respond to requests for assistance			
	• Election of CEAP volunteers: eight persons per village • Composition: Gender balance, youth, village leader: • Profile of volunteers: Commitment, enthusiasm, relevant experience			
Understand that the action plan is to be generated and owned by the community	Emphasise the participatory nature of the approach		On what basis did you decide to cluster villages together? Discuss criteria for cluster selection and the process (through the VC)	
Garner village support	Discuss roles and responsibilities			

ANNEX IV. CHECKLIST FOR PLANNING AND FACILITATING A CEAP SESSION

QUESTION	✓
Have you budgeted adequately for the CEAP session?	
Are you clear about the aims and objectives of the CEAP session?	
Have you made an action plan for your CEAP session?	
Are you clear who you are doing the CEAP with?	
Have you identified what key questions you might ask to help facilitate discussion?	
Have you planned what tools you might use?	
Have you come up with a possible sequence of tools, according to which each tool builds upon the knowledge gained from the previous one?	
Have you identified a good ice-breaker to start your CEAP session with?	
Have you identified a suitable, comfortable and accessible place and time to do the CEAP session?	
Are you confident in how you will actively listen to people?	
Are you confident in how you will effectively question people?	
Have you got the knowledge to deal with likely questions about environmental issues from participants?	
Are you confident that you will facilitate participants to conduct their own analysis, planning, monitoring, evaluation and/or reflection?	
Are you confident in your ability to deal with saboteurs?	
Have you got all the necessary CEAP materials, transport and refreshments that you and your participants will need?	
Have you drawn up a team contract to deal with potentially difficult situations?	
Are CEAP team members clear about their roles and responsibilities?	
Have you adequately considered and been through the ethics checklist for CEAPs, and dealt with any outstanding ethical issues?	

ANNEX V. CEAP SESSION PLANNING FORM

Location:					
Overall objective of session:					
Topic/ issue	**Key questions** (to guide the discussion)	**With whom?** (which target group, sub-group or organisation?)	**Potential tools** (which tools might you use to facilitate discussion?)	**Materials required**	**Roles and responsibilities** (Who will lead the facilitation? Who will record notes? Who will observe the process?)
1					
2					
3					
4					
5					
6					

ANNEX VI. CEAP SESSION MATERIALS CHECKLIST

It is much better to use materials that people are familiar with and feel confident using, rather than expensive and hi-tech ones. Here is a list of materials (covering both low-cost and higher-cost situations) which you might find useful to stock up on if you are facilitating CEAP regularly.

Higher-cost alternative	✓	Low-cost alternative	✓
Flip-chart paper		Use the ground, walls or a pavement to draw on	
Assorted coloured marker pens for drawing		Assorted coloured chalk or flour Locally gathered beans, seeds and stones for scoring	
Sticky tape (builders' masking tape is best as should not leave marks on walls!)		Keep diagrams flat on the ground, walls or pavement	
Glue		Not essential	
Flip-chart board for presenting		A wall or clothes line with pegs	
Post-it notes		Paper	
Laptop or notebook		Notebook	
Scissors, ruler and stapler		Not essential	
A torch for overnight stays		A candle or fire	
Mosquito coils and repellent		Have the CEAP session under a *neem* tree or by a fire	
A fancy bag to put it all in		A cheap bag to put it all in	
Camera for recording diagrams and notes		Notebooks	

ANNEX VII. SAMPLE CEAP NOTE TAKING FORM

Location:	Date:
Name of facilitator:	Name of person taking notes:
Number of participants:	Who were the participants? (gender, age group, socio economic status)

Topic:
Tools used:

Description of what happened (attach separate sheet if necessary):

Lessons learned about topic (attach separate sheet if necessary):

Copy of diagrams attached/where originals can be found?

Lessons learned about the CEAP process (What worked and why? What didn't work and why? (attach separate sheet if necessary)

Do's:	Don'ts:

ANNEX VIII. ETHICS CHECKLIST FOR CEAP DESIGN AND IMPLEMENTATION

- **Criteria for community/site selection** – which groups have been involved in defining the communities/sites to work with and the criteria for selecting them? Do these represent a representative sample of the community/site? Do members of the defined community participating in the activity have a concern or experience with the issue?

- **Identification of aims and objectives** – are the aims of the activity clear, relevant and owned by all? Who should know, be involved, when and how? See Tool 20 (Stakeholder Participation Matrix). Is the community interest clearly described or defined? Did the original impetus for the activity come from the defined community?

- **Communication about process** – is there a wide understanding of who you are, what the activity is about, what it aims to achieve and how all the various groups will benefit from the process?

- **Record-keeping** – how is the information being recorded and documented? Is there agreement on who owns the information? Is there a system for ensuring confidentiality and anonymity if necessary?

- **Comprehensive participation** – have you identified all of the people who want to, or should, be involved in the activity? Are there people in the community who are not involved? Is there a particular group that is dominating? Are community members participating regardless of age, gender, ethnicity, religion or economic status? Have gatekeepers been identified? Is there opportunity for collaboration and participation between all these stakeholders as well as within them?

- **Influential participation** – have all potential social and economic barriers for people's participation been sought, defined and addressed? Have opportunities for increased participation been sought, defined and planned into the whole process? How will you recompense people for their time?

- **Do No Harm/Tension and conflict** – how are issues of conflict and tension being dealt with? Are they just ignored, glossed over or avoided? Have you done a Do No Harm Assessment?

- **Physical and mental security** – are you sure that everyone is able to travel to and from activities, and take part in them safely?

- **Confidentiality** – has it been ensured that no information is exchanged that could put people's future situations at risk?

- **Safe space** – has every effort been made to ensure that the participatory sessions are conducted in a place where participants feel comfortable expressing themselves freely? Have participants been made aware that no space is totally 'safe' and therefore they should only share what they feel comfortable sharing?

- **Focus on positive action** – is this just an exercise in gathering problems (vulnerabilities and risks) and 'wish lists'? Does the activity also explore the assets and strengths of stakeholders? Does the process move towards an action plan? Will the activity benefit the community? Is their evidence of analysis and prioritisation by the community rather than general information gathering?

- **Learning** – does the activity allow the community to collaboratively reflect and learn about issues and develop new knowledge to address them?

- **Methods** – does the activity methodology allow for literate and non-literate people to participate equally? Does it allow communities to learn methods of assessment, analysis, planning, monitoring and evaluation for their own use? Does it allow for participants to

develop their own conclusions?

- **Empowerment** – does the activity allow for the community to increase its knowledge, resource, positional and personal power to address the issue? Have any potentially negative implications of empowerment been sought, defined and addressed? For example, people may have a false belief that they are empowered to address an issue, when they may not yet fully be able to.

- **Don't dump issues** – have other actors been brought in to deal with issues outside the mandate of the project?

- **Verification** – is there a feedback mechanism to the community? Is there agreement on acknowledging different interpretations and issues between groups of people?

- **Maintaining momentum** – what is the timeline for the process? Is everyone aware of this? Will the community have the opportunity to participate in planning, implementation, monitoring and evaluation?

- **Maintaining community momentum and capacity** – does the community have access to information about how to enhance their capacity for self-mobilisation – in the areas of improved leadership, skills, resources, social and inter-organisational networks and a greater sense of community?

- **The outcome and decisions** – what plans are there to take actions forward? Or to monitor/evaluate the action plan?

- **Reporting, publication and presentation** – does the written report reflect multiple voices/perspectives of the community? Has it, and other outputs, been widely circulated? Have all participants given their permission for their opinions and/or photographs to be presented? Have community members been given the opportunity to present the report? Have participants agreed to whom the report should be disseminated?

- **Learning from the process** – is there a mechanism for stakeholders to systematically record and remember lessons learned about the process they are participating in?

- Adapted from **Have you been PA'd? Using Participatory Appraisal to Shape Local Services,** Nikki van der Gaag (eds), Oxfam, June 2003 and **Draft Guidelines on Ethical Participatory Research with HIV Positive Women**, ICRW July 2003, and sources of the International HIV/AIDS Alliance.