

# TOOL

# DESCRIPTION

## Focus Group

A method of research in which a targeted group of people are invited to discuss their ideas about a certain topic. Many participatory development methods use this as one step in the research process.

## Charrette

A collaborative, mediated meeting where all stakeholders attend and voice their ideas for a community solution to a community problem.

## Transect Walk

A process of community mapping by actually walking around a community slowly, diagramming what is seen, and talking to residents along the way. This can be done through an environmental lens, a social lens, and even, in my opinion, a spiritual lens.

## Stakeholder Chart

A list of anyone who could be affected by a particular project. This could include residents, religious leaders, political leaders, crime leaders, youth, children, the elderly. For example, how will helping an evangelical congregation build its church affect the Catholic congregants in the area? How will it affect other evangelicals not a part of that congregation? Will it attract the attention of the government? Of gangs? Of any anti-church groups?



<b>TOOL</b>	<b>DESCRIPTION</b>
<b>Stakeholder Interviews</b>	A process of interviewing representatives from all stakeholder categories for a specific project.
<b>Problem Tree</b>	A tool that helps identify specific root problems in a community and then determine if a specified project will address issues effectively.
<b>Seasonal Calendar</b>	A method of visualizing the differences in seasons in a particular community including illnesses, natural events, economic activities, etc. (World Bank, <i>Seasonal Calendars</i> )
<b>Asset Mapping</b>	A process of creating maps of already-existing assets within a community. (Dorfman, <i>Mapping Community Assessts Workbook</i> )
<b>Conflict Analysis</b>	An assessment of potential and/or current conflict(s) within a community.
<b>Gender Analysis</b>	An assessment of what daily life looks like for women beside what daily life looks like for men. This analysis includes any inequality issues and discusses what effect a project may have on these issues.
<b>SWOT Analysis</b>	An analysis that carefully considers strengths (S), weaknesses (W), opportunities (O), and threats (T) of a project, an organization, or a community.

<b>APPROACH</b>	<b>DESCRIPTION</b>
<b>Self-Help Approach</b>	An approach to poverty alleviation in which strategic, economic, social, and political needs are met through the creation of a small group of peers called a self-help group (SHG). This is based on the idea that the voice of a collective is more powerful than the voice of an individual. Usually, SHGs are made up of women, and oftentimes they create microcredit groups.
<b>Participatory Action Research (PAR)</b>	An approach in which the aim of the research is to ignite action, balance power between researcher and researched, and involve those being researched as active participants in the process. (Baum, et al., <i>Participatory Action Research</i> )
<b>Participatory Rural Appraisal (PRA)</b>	An approach in which members of the community form part of a team to research and discover aspects of their community. They then present their analysis to the rest of the community to form a community solution. Outsiders act only as facilitators while the community itself determines its own results. This can be done through resource maps, social maps, wealth rankings, local perception surveys, Venn diagrams, seasonal calendars, focus groups, interviews and community workshops. (FAO, <i>PRA Toolbox</i> )
<b>Participatory Learning and Action (PLA)</b>	A research approach of analyzing and evaluating a community through maps, timelines, transect walks, ranking activities and Venn diagrams. “PLA is sometimes used to describe PRA but is broader and includes other similar approaches and methods.” (Chambers, <i>PRA, PLA, and Pluralism</i> )

<b>APPROACH</b>	<b>DESCRIPTION</b>
<b>Sustainable Livelihoods Approach (SLA)</b>	<p>An approach to poverty alleviation that focuses on the economic poor’s expression of his own opportunities and lack of opportunities to sustain his own household. (IFAD, <i>Sustainable Livelihoods Approach</i>)</p>
<b>Asset-based Community Development (ABCD)</b>	<p>The opposite of this approach is needs-based community development which looks at what needs/gaps a community has and then tries to provides those. ABCD, however, looks at what assets exist already in a community allowing the community to recognize its strengths and build on those in order to make the community better.</p>
<b>Rights-based Community Development</b>	<p>This approach is founded on the idea that human rights are universal. A community or subgroup within a community whose rights are being violated are empowered to regain those rights while the group of people responsible for violating/withholding the rights are held accountable and/or capacitated to fulfill those rights.</p>
<b>Values-based Holistic Community Development</b>	<p>This approach was developed by Heifer International. While it uses self-help strategies, it additionally “aims to help communities identify their values and develop their visions, empower them to achieve these visions, and to pass these skills and resources on to other communities.”(Heifer International, <i>Guidebook to Values-based Holistic Community Development</i>)</p>

## APPROACH

## DESCRIPTION

### **Appreciative Inquiry (AI)**

A strategy for development that begins with already existing strengths in a community. This is done through interviews, affirmative questioning, collecting good news stories, and envisioning dreams. (IISD, *Appreciative Inquiry and Community Development*)

### **SEED SCALE**

SEED—Self Evaluation for Effective Decision-making. SCALE—Systems for Communities to Adapt Learning and Expand. This approach argues that human energy is “the essential commodity that will improve lives, individuals are shown to already possess an infinite resource they can build on.” This approach reduces the need for outside resources including research money, skilled laborers, and even government effectiveness, with the belief that the community already has the capacity to solve its own problems through its human capital. (SEED SCALE, *Overview*)

### **Logical Framework Approach**

This linear approach includes analyzing and planning a project in a detailed and orderly fashion to uncover the root issues and discover if the project design will effect root change. Chapter ten will discuss this approach in detail.



from *A Smoldering Wick*

Typology	Characteristic of Each Type	Translation to Short-Term Missions Trip
<p>1. Manipulative Participation</p>	<p>Participation is simply a pretense, with ‘people’s’ representatives on official boards but who are unelected and have no power.</p>	<p>A North Carolina church tells a church in Mexico it plans to send a team to paint houses over the summer. The NC church asks the Mexican church to come up with a list of ten people’s houses they can paint. The NC church never asks if there are other needs within the church’s community or if painting these houses will address any need at all. They simply ask for the list of ten houses and plan the trip accordingly. The pretense is that the Mexican church is “participating” by choosing the ten.</p>
<p>2. Passive Participation</p>	<p>People participate by being told what has been decided or has already happened. It involves unilateral announcements by an administration or project management without any listening to people’s responses. The information being shared belongs only to external professionals.</p>	<p>The NC church already has in mind that it can send a team of 15 people, young and old to Mexico. The plan is for the team to paint houses because it is one of the only projects all 15 members can participate in, and allows the trip to span a long age gap. When the Mexican pastor starts saying, “It would be great if you could do this instead ...” the NC church leader redirects the conversation and says all they can offer at this time is a house-painting team.</p>

Typology	Characteristic of Each Type	Translation to Short-Term Missions Trip
<p>3. Participation by Consultation</p>	<p>People participate by being consulted or by answering questions. External agents define problems and information gathering processes, and so control analysis. Such a consultative process does not concede any share in decision-making, and professionals are under no obligation to take on board people's views.</p>	<p>The NC church already has the 15-member house-painting trip in mind, but when it calls Mexico, it asks the Mexican church what it needs most. Instead of really listening and then responding to that need, the NC church still plans to paint houses.</p>
<p>4. Participation for Material Incentives</p>	<p>People participate by contributing resources, for example labor, in return for food, cash or other material incentives. Farmers may provide the fields and labor, but are involved in neither experimentation nor the process of learning. It is very common to see this called participation, yet people have no stake in prolonging technologies or practices when the incentives end.</p>	<p>The NC church asks the Mexican church to have those who want their houses painted to contribute to the labor of their house being painted, whether by cooking for the team or by painting themselves.</p>

<b>Typology</b>	<b>Characteristic of Each Type</b>	<b>Translation to Short-Term Missions Trip</b>
<p>5. Functional Participation</p>	<p>Participation seen by external agencies as a means to achieve project goals, especially reduced costs. People may participate by forming groups to meet predetermined objectives related to the project. Such involvement may be interactive and involve shared decision making, but tends to arise only after major decisions have already been made by external agents. At worst, local people may still only be coopted to serve external goals.</p>	<p>The NC church asks the Mexican church to form groups within the church to help paint houses. One of the goals of the project is to form deeper bonds between the locals in these groups. Those groups contribute to buying the paint, paintbrushes, rags, and rollers.</p>
<p>6. Interactive Participation</p>	<p>People participate in joint analysis, development of action plans and formation or strengthening of local institutions. Participation is seen as a right, not just the means to achieve project goals. The process involves interdisciplinary methodologies that seek multiple perspectives and make use of systemic and structured learning processes. As groups take control over local decisions and determine how available resources are used, so they have a stake in maintaining structures or practices.</p>	<p>The NC church has invested in relationships with members from the Mexican church prior to this STM trip. The two groups have decided that there is a sincere need for house painting among a group of church members. The two churches work together equally throughout the planning, implementing, and evaluating of this house-painting project. Together they determine who should get their house painted and why, so that when neighbors ask why they can't have their house painted, the locals have a good reason, and jealousy is minimized.</p>

<b>Typology</b>	<b>Characteristic of Each Type</b>	<b>Translation to Short-Term Missions Trip</b>
<p>7. Self Mobilization</p>	<p>People participate by taking initiatives independently of external institutions to change systems. They develop contacts with external institutions for resources and technical advice they need, but retain control over how resources are used.</p> <p>Self-mobilization can spread if governments and NGOs provide an enabling framework of support. Such self-initiated mobilization may or may not challenge existing distributions of wealth and power.</p>	<p>A group of teenagers from the Mexican church's youth group have already started reaching out to the elderly in the congregation by painting their houses, usually painting 1-2 a weekend. The NC church that already has a relationship with this Mexican church has asked the youth pastor if they can send a team down to partner with this house-painting group</p>



from *A Smoldering Wick*