

Session 9

Preparation of a Gender-Sensitive Participatory Action Plan

Time: 6 hours

Preparation

Purpose of the Session

This session is intended to familiarise participants with the concepts of and methods for preparing a participatory gender-sensitive action plan, including participatory monitoring and evaluation, for their project or programme. Participants should be made aware that they will need to reflect on the gender analysis of the problem, issues, and needs as learned in Sessions 4 and 5 using various gender analytical and participatory rural appraisal tools. They will consider how gender sensitivity should be addressed in their next programme cycle.

Learning Objectives

By the end of the session the participants will be able to

- prepare a participatory gender-sensitive action plan
- understand the importance of participatory monitoring and evaluation

Session Contents

- A. Preparation of a participatory gender-sensitive action plan
- B. Participatory monitoring and evaluation

Materials

Flip charts, white board and markers, coloured pens, masking tape, overhead projector and transparencies

Handouts

- 9A Prerequisites for a Gender-sensitive Plan
- 9B Sample of Action Plan Cycle
- 9C Understanding Gender Sensitive Participatory Planning
- 9D Steps Involved in Preparing a Participatory Action Plan (PAP)
- 9E Participatory Process of Community Action Plan Formulation – Example from the UNEP/ICIMOD Project
- 9F Worksheet – Format for Preparing an Action Plan
- 9G Understanding Participatory Monitoring and Evaluation
- 9H Key Tasks and Methods for Performing Participatory Monitoring and Evaluation
- 9I The ‘Nine Boxes’ Framework for Planning, Monitoring, and Evaluation of Gender Sensitivity in a Programme
- 9J Indicators Used for Participatory Evaluation of Women’s Organisational Capacity Building in the UNEP/ICIMOD Project

Trainer’s Preparations

Gather together the training materials and handouts. Copy the charts required onto overhead transparencies.

Activities

A. Preparation of a Participatory Gender-sensitive Action Plan

Step 1

- Ask participants what they think should be incorporated when preparing a gender-sensitive action plan based on gender analysis and using PRA tools for needs assessment (described in Sessions 4 and 5)
- Note down the points on the white board or flip chart
- Distribute Handout 9A and explain further using the chart. The chart can also be projected as a transparency during the discussion.

Step 2

- Distribute Handout 9B, the 'Action Plan Wheel', and 9C 'Understanding Gender Sensitive Participatory Planning'. Explain the concept of the action planning process and discuss the prerequisites for a gender sensitive action plan
- Distribute Handouts 9D and 9E and explain the steps involved in developing a participatory action plan using the example of community action plan formulation to illustrate the main points

Step 3

- Distribute Handout 9F 'the Action Plan Format' and explain how to fill it out.
- Divide participants into 2-3 homogeneous groups according to the organisation/programme they are involved in.
- Allow each group 30-40 minutes to prepare an action plan for a hypothetical (or real) project on a large sheet of plain paper using the format provided.

Step 4

- Ask the participants to reassemble in the plenary group. Ask each group to briefly present and discuss their results.

Trainer's Notes

Why gender planning?

The main objective of gender planning is to make men and women equal partners in development. This requires a basic understanding of their roles, control over resources, social environment, and time available to do the work planned in the project. It is important to identify what arrangements need to be made in order to involve both men and women at every step of the project planning process before implementation of the project. It is essential to find out who can be involved and who cannot.

B. Participatory Monitoring and Evaluation

Step 1

- Ask the participants what they understand by 'participatory monitoring and evaluation'; note the points down on a white board or flip chart.
- Distribute Handouts 9G and 9H and explain why participatory monitoring and evaluation is necessary for effective implementation of any plan or programme, why it is different from conventional monitoring, and what are the essential tasks for performing such monitoring for successful implementation of a participatory, gender-sensitive action plan.

Step 2

- Distribute Handout 9I, the 'Nine Boxes Framework', and discuss its use as a check list to monitor and assess the gender sensitivity of any programme.

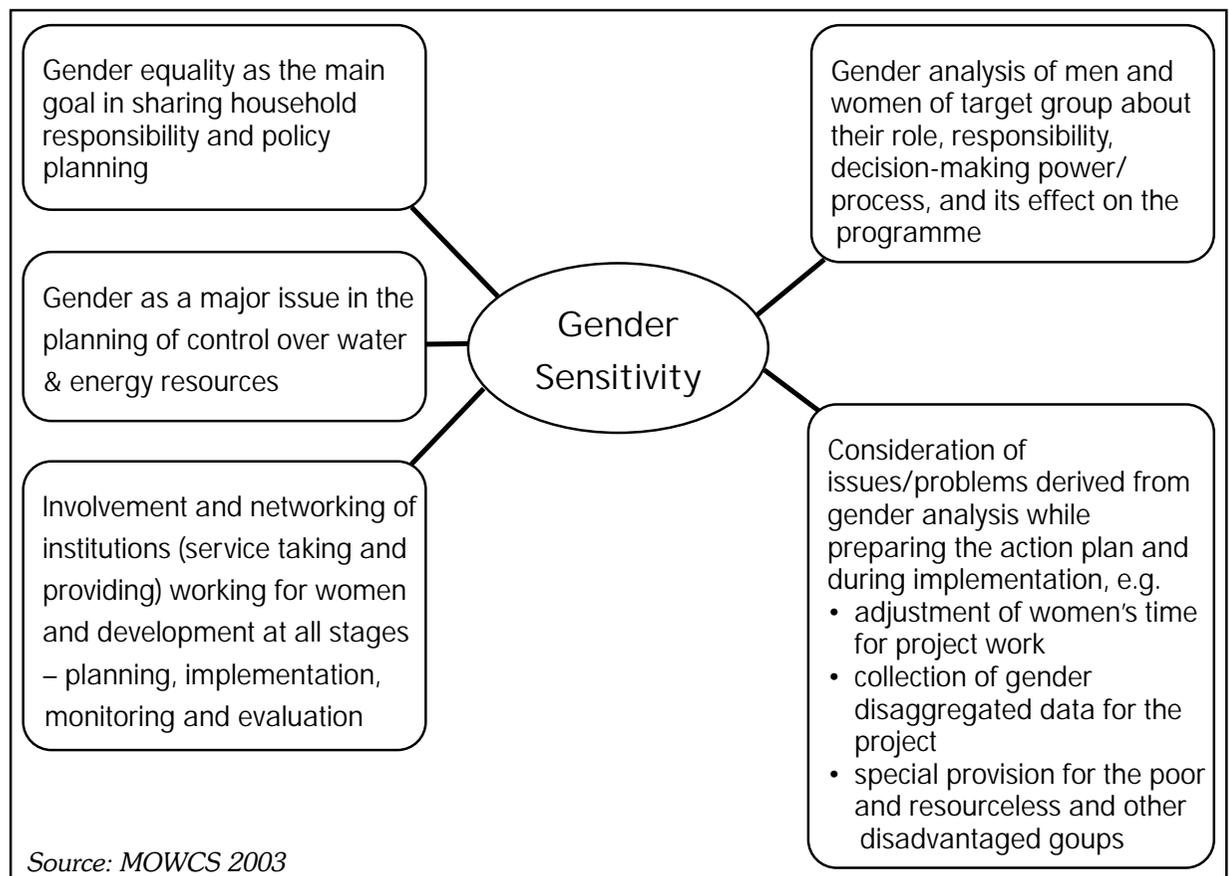
Step 3

- Distribute Handout 9J and explain how local organisational capacity (LOC) building at the grass roots can be monitored by the group themselves in a participatory manner using a set of qualitative indicators underlying different dimensions of LOC. Describe the use of spider diagrams to visualise the results.

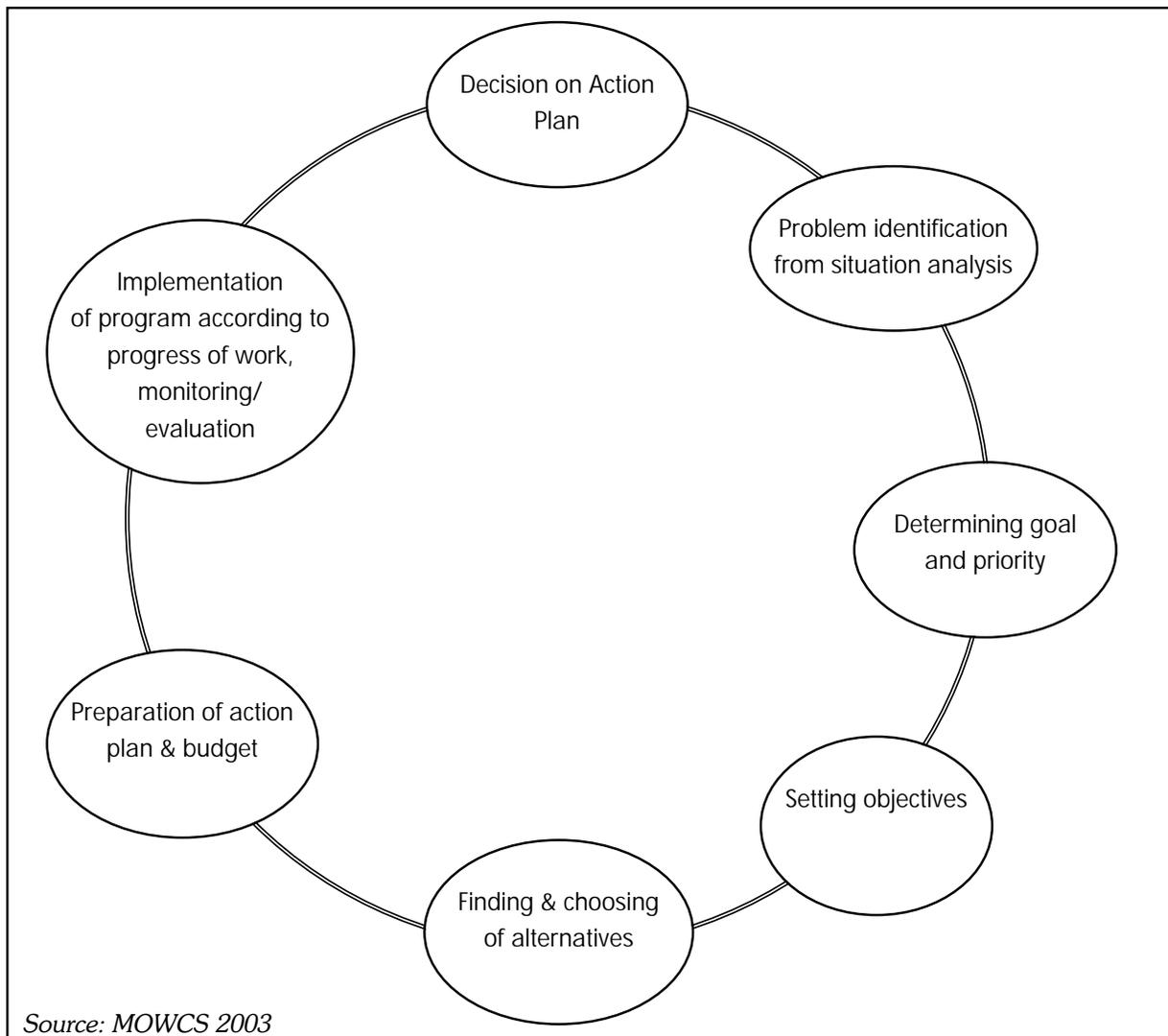
Trainer's Notes

Explain the method of measuring the qualitative indicators (degree of response) underlying different dimensions/components of local organisational capacity (LOC) building on a five point ordinal scale ranging from the worst outcome (1) to the most desirable outcome(5). This type of scaling technique allows us to derive an index for each dimension as well as a single composite index for organisational capacity building as a whole. This will help in monitoring the relative strengths and weaknesses of different components of LOC both within and among groups (see Sharma and Banskota 2005).

9A: Prerequisites for a Gender-sensitive Plan



9B: Sample of Action Plan Cycle



9C: Understanding Gender Sensitive Participatory Planning

What is participatory planning?

Participatory planning at the local level is a process designed to ensure participation of all segments of the community and other stakeholders (local community organisations, community workers, local government officials, NGOs, private entrepreneurs including women, and so on) in decision making at all stages of a planning process. In this context, participation is understood as a process by which the groups of people at the local level who will be involved in or affected by the plan are able to organise themselves and through their organisation are able to identify their own needs and share in the design, implementation, and evaluation of the action plan. Participatory planning is needed because

- it allows people to have a voice in determining objectives and programmes according to the local needs, skills, and resources;
- it helps people to learn how to plan, implement, and monitor activities by themselves;
- it ensures that the plan is locally appropriate and that it will be supported during implementation;
- it helps ensure equitable sharing of benefits among all segments of the community; and
- it increases people's confidence and sense of local initiative and control over the issues that affect their lives

What is a participatory action plan at the community level?

A community action plan is a written document created by a community through a participatory planning process that outlines the specific activities the community would like to implement in order to realise the outcome and impacts after, and as a result of, project intervention. A participatory action plan is considered to be gender sensitive when the gender approach is embedded into each stage of the project cycle.

How can the gender approach be embedded into an action plan?

The precise approach used to embed gender considerations when planning projects at community level depends on the type of project, for example in the context of energy and water, whether it is an integrated community development project that addresses a number of issues simultaneously with energy being one component rather than the focus, or whether it is a technology focussed project that addresses specific technology options (for water and energy) for enhancing livelihoods. But the basic principles are the same. At the outset the prevailing situation must be analysed in terms of women's and men's roles related to water and energy (or other) activities, their needs, and the potential impact on them of project interventions as described in Session 4. The priorities of men and women should be determined using participatory techniques as described in Session 5, and the project, or multiple projects, designed with a focus on improving livelihoods and making them more sustainable (UNDP 2004). At each stage of the planning process, women's specific needs and the potential impacts on them of project activities should be assessed and taken into account. Women's ability to participate equally in the planning process must be considered. Women (and any other potentially marginalised groups) must be enabled to voice their opinions and influence the decisions taken, generally through a process of (gender sensitive) community mobilisation as described in Session 5.

The main points to consider are:

- Are women's needs addressed?
- Does the action plan consider the development of women's decision-making power and control over the issues that directly influence their lives?
- Is it backed by research evaluation to identify the prioritised needs of women and men and likely gendered impacts of the programme on their livelihoods using gender analytical tools?
- Does it influence the role and identity of women?
- Does it consider the maximum participation of institutions working for the benefit of women?
- Does it consider minimising the hierarchy among members or officials?

Prerequisites for a gender sensitive action plan

- Gender equality as a major goal in sharing household responsibility and policy planning
- Gender as a major issue in the planning of control over water and energy resources (or other project activities)
- Gender analysis of men and women in the target group in terms of their roles, responsibilities, and decision-making power/process and their effects on the programme
- Involvement and networking of institutions working for women and development at all stages of the project cycle
- Consideration of issues/problems identified in the gender analysis in the preparation and implementation of the action plan

9D: Steps Involved in Developing a Participatory Action Plan (PAP)

Preparation /conceptualisation phase

- Familiarise yourselves with the local environment and people's livelihoods (tools might include, for example, wealth ranking/census, resource mapping, participatory land use survey, and gender analytical tools)
- Identify primary stakeholders (communities) and secondary stakeholders (district/local administrations/line agencies, local NGOs) who will participate in the PAP
- Obtain background information disaggregated by age, sex, and ethnic origin
- Identify problem (water and energy service requirements for women and men) using gender sensitive energy/water needs analysis and other participatory tools
- Carry out needs assessment using gender analytical tools
- Involve individuals and women's NGOs in strategy development and agenda setting

Problem Identification and prioritisation

- Involve groups of primary stakeholder groups in the community (farmers, women, disadvantaged groups) separately to identify problems they face in the community using stakeholder analysis
- Organise a diagnostic/planning workshop bringing together both primary and secondary stakeholders to discuss, identify, and prioritise the problems through stakeholders' interactions
- Explore opportunities/constraints posed by local cultural practices and decide whether women and men should be consulted separately
- Understand the different roles and responsibilities of women and men and the factors (discriminatory attitudes, lack of time) influencing women's ability to participate in different stages of the project cycle and to benefit from the project initiative

Analysis of Solutions

- Identify suitable technological and institutional options for addressing the prioritised needs of women and men to improve their livelihood outcomes
- Analyse the identified solutions/actions separately (from a gendered perspective) to assess their potential sociocultural, economic, technical, environmental, political, and sustainability impacts
- Identify other complementary actions/services needed for improving the livelihood strategies of women and men

Consensus on solutions for draft action plan

- Inform communities (primary stakeholders) and district administrations/line agencies and village administrations (secondary stakeholders) about the potential solutions. Facilitate reaching of a consensus agreement on the solutions to be implemented between all parties concerned, ensuring that all have an equal voice in the decision.

Preparation of the detailed action plan

- Develop a more detailed action plan to implement the agreed actions through formation of a community organisation(s) as a vehicle to carry forward the project activities. The action plan should emphasise the problems, and the actions needed for solving them. It should define/describe each activity to be undertaken to accomplish the project purpose/strategy with the estimated time frame, assign roles and responsibilities for each of the stakeholders, set clear objectives and indicators using the 'SMART' principle (specific, measurable, achievable, realistic, and time-bound), and determine the resources needed/budget (internal/ external). Once the detailed action plan has been approved using the participatory process, the second phase can start – the actual implementation and institutionalisation of the action plan, including monitoring, again using a participatory approach.

Handout

9E: Participatory Process of Community Action Plan Formulation – Example from the UNEP/ICIMOD Project

The following participatory process was adopted to develop a community action plan to resolve the growing water and energy crisis and its adverse consequences on the lives of people, especially women, in the project areas of Himachal Pradesh and Uttaranchal, India.

Interaction meeting with district-level line agencies to obtain background information about the energy and water situation in different parts of the district and to identify areas of mutual interest and collaboration towards resolving the crisis faced by the villagers, particularly women.

Interaction with local NGO partners to familiarise them with the concept and rationale of the pilot project in the potential micro-watersheds.

Entry into the community and introductory meeting with key informants and village leaders to familiarise them with the project, and to learn about the water and energy situation in the village and hear their suggestions. A number of informal and formal meetings were held from time to time to build confidence. Contact was made with each household in a village through door-to-door visits by the project team

Needs assessment and prioritisation for the action plan. In each village, a village level meeting was organised bringing together all stakeholders to provide information about, and enable exchange of views on, the energy and water related situation, problems faced by women, potential renewable energy sources and appropriate technologies, income generating activities, capacity building and training needs, cost sharing and accountability, and implementation arrangements. Participatory appraisal of natural resources and gender analysis were carried out to establish the status, knowledge, and perceived needs and priorities of women and men regarding the choice of technologies. A detailed needs assessment was made, the costs and benefits of various appropriate technology options calculated, and several possible measures for improving the livelihoods of women through drudgery reducing technologies, including capacity building and training, were identified. The prioritised areas of intervention emerged from this exercise for addressing the energy, water, and income generating needs of women provided the basis for preparing a detailed action plan. They included

- **Energy:** improved cooking stoves, solar heating systems, pressure cookers, energy plantation
- **Water:** rain water harvesting, renovation of traditional tank, check dam, recharging pond/spring
- **Income generating:** composting, organic farming, forest and grassland development, sewing enterprise, dairy
- **Group formation and organisational capacity building:** Group savings and credit scheme operation

Handout

9G: Understanding Participatory Monitoring and Evaluation

In the development context, monitoring and evaluation is a management tool used to learn from, and improve the efficiency and effectiveness of, development activities. In contrast to conventional monitoring which is carried out by outsiders, participatory monitoring and evaluation involves the beneficiaries of a project in measuring, recording, collecting, processing, and communicating information about the project to assist both project management and group members in evaluating progress and responding appropriately. Thus it is a process for learning from experience and finding better future outcomes. While the monitoring process looks at providing a system of basic information on an ongoing basis and allows a fluid adaptation of implementation processes, the evaluation process allows for more periodic in-depth assessments and plays a larger role in informing methodology and policy changes. Participatory evaluation involves the collective examination and assessment of the programme or project by stakeholders and role-players. It is a process that leads to corrective action by involving all levels of role-players in shared decision making, not a final judgment on whether activities are successful or unsuccessful. Participatory evaluation should encourage changes and adjustments during the lifespan of the activities (and/or for future phases or new activities). For participatory monitoring and evaluation to be truly participatory, the decisions on the type of information to collect, how to collect it, how to analyse it, and the means of dissemination should also lie with the local stakeholders.

Involving the people concerned in the monitoring and evaluation of their programmes is a vital prerequisite for strengthening self-reliance and confidence. It empowers the project members by increasing their understanding of the project activities and their impacts, and instils ownership of any decisions taken in response. It is thus a major tool for capacity building.

The main principles of participatory monitoring processes can be summarised as follows.

- Monitoring system designed by local stakeholders
- External monitoring needs defined separately from local monitoring needs
- Provides ongoing information on project progress
- Ensures information transparency
- Information is analysed locally
- Follow-up action defined and implemented locally

Conventional versus participatory monitoring

	Conventional	Participatory
Purpose	To collect information for planning and evaluation	To empower local people to initiate action
Goal	Predetermined	Evolving
Approach	Objective standardised Uniform and blueprint to test hypothesis	Flexible, diverse, local adaptation, holistic, changes encouraged
Mode of operation	Focus on information generation	Focus on human growth and empowerment
Focus of decision making	Centralised external	Local people with or without facilitators
Technique	Highly structured, statistical analysis	Open ended, sorting, scoring, ranking, drawing
Role of researcher	Controller, manipulators, dominate objectives Samples target respondents	Catalyst, facilitator, visible initially, later invisible
Role of local people	Sample target respondents, passive	Active participants, creative, generators of knowledge
Ownership of result	Results owned by outsiders	Results owned by local people
Output	Report publication, policy change	Enhanced local action and capacity, local learning Result may not be recorded cumulatively

9H: Key Tasks and Methods for Performing Participatory Monitoring and Evaluation

Task	How to Perform Task
<p>Participatory monitoring and evaluation tools are developed and tasks such as collecting, preparing, and implementing data are carried out by the real project beneficiaries (both men and women).</p>	<p>All male and female members should discuss among themselves what is to be monitored and evaluated, as well as evaluating their own positions in the community and in the project .</p>
<p>Make the evaluation process participatory by involving every individual so that each of them understands the tasks and performs them well as their own responsibility .</p>	<p>Develop the process in such a way that even non-literate people can evaluate the project, for example by using charts, maps, pictures, and audiovisuals as they wish.</p>
<p>Gender incorporation/sensitivity should be considered at every step, for example assessment of project activities, process , and mechanism.</p>	<p>Evaluate the position and responsibility of men and women in the project management, benefit sharing, and decision-making process .</p>
<p>Develop both qualitative and quantitative indicators for better evaluation of the project .</p>	<p>The progress of the project should be judged using both qualitative and quantitative indicators.</p>
<p>The project/programme must be reliable and durable to allow continuation .</p>	<p>Implement and institutionalise the participatory monitoring of the programme by involving all members of the group.</p>

Handout

9I: The 'Nine Boxes' Framework for Planning, Monitoring, and Evaluation of Gender Sensitivity in a Programme

Technical Dimensions — Indicators		
<p>Box 1: Policies and Actions</p> <ul style="list-style-type: none"> • Draft policy on gender exists (external and internal) • Draft policy on gender approved • Steps taken to integrate gender in organisation's overall policy/sector policies • Gender incorporated in overall policy/sector policies • Extent to which decisions and action taken at management and implementation levels reflect the policy on gender • Extent to which action plans and strategies are applied to address conditions and positions of men and women at structural and cultural levels • Extent of differentiation of monitoring according to gender • Extent to which evaluation includes effect and impact on men/women • Extent to which M&E is used to adjust policies, actions, and strategies from a gender perspective 	<p>Box 2: Tasks and Responsibilities</p> <ul style="list-style-type: none"> • Number/percentage of men and women at different levels of the organisation • Number/percentages of men and women in different positions • Number of levels and positions at which gender issues are addressed • Extent to which gender is integrated in tasks and responsibilities of staff and extent to which put into practice • Extent of consideration of gender in procedures and rules • Extent of exchange of and discussion about information on gender in the organisation • Level and locations of coordination regarding gender 	<p>Box 3: Human Resources</p> <ul style="list-style-type: none"> • Number/percentage of men and women qualified to address gender issues in different positions and with different jobs • Extent to which recurrent procedures are based on principles to balance staff composition in terms of gender • Extent to which recruitment/ appraisal criteria include gender sensitivity and capability • Extent to which facilities and physical infrastructure are women- and men-friendly • Extent to which relevant job descriptions address gender issues • Extent of accessibility to and utilisation of training by male and female staff
Sociopolitical Dimensions — Indicators		
<p>Box 4: Policy Influence</p> <ul style="list-style-type: none"> • Extent of commitment from different actors at decision-making level (board, management, etc.) towards addressing gender issues • Extent of taking action to achieve gender friendliness at the decision-making level • Extent of openness of management towards views concerning gender from within and outside the organisation • Extent of influence of external individuals, groups, and organisations on policy development regarding gender 	<p>Box 5: Decision Making</p> <ul style="list-style-type: none"> • Number/percentage of women and men staff consulted on main issues in the organisation • Number/percentage of women and men staff taking part in decision making on main issues • Extent to which gender committees, units, working groups, etc. are operational and take part in the decision-making process • Extent to which programme-related and internal gender issues are taken into consideration in decision making and are acted upon • Extent to which control mechanisms (financial, reporting, quality, performance) are applied equally towards men and women • Extent to which conflicts within the organisation are solved from a male or female bias 	<p>Box 6: Room for Manoeuvre/Innovation</p> <ul style="list-style-type: none"> • Extent of equal treatment of men and women as regards rewards and incentives • Extent of equal opportunities for men and women staff to develop their career • Extent of difference between male and female staff to 'give shape to their work' (in an innovative way) • Extent to which dealing with gender issues is as valued and rewarded as any other subject • Extent to which ideas, proposals, and suggestions are taken seriously irrespective of whether they are brought forward by men or women staff members

The 'Nine Boxes' Framework cont.

Cultural Dimensions — Indicators		
<p>Box 7: Organisational Culture</p> <ul style="list-style-type: none"> • Extent to which the image of the organisation is women - and men-friendly • Extent to which the organisation demonstrates gender-friendly behaviour in terms of language used, jokes, comments, images, and materials displayed; styles of meetings; procedures on sexual harassment, and so on • Extent to which diversity of styles between men and women are considered a source of strength for effective running of the organisation • Extent to which paying attention to gender is considered a standard of work • Extent of shared values among staff about equal opportunities for men and women within the organisation 	<p>Box 8: Cooperation/Learning</p> <ul style="list-style-type: none"> • Extent to which both male and female staff participate equally in team work • Extent to which male and female staff support each other irrespective of the subject they deal with • Extent of willingness to learn and cope with institutional change, especially in the field of gender • Extent of communication and integration of new ideas in the field of gender in different disciplines, divisions, and so on • Extent of willingness to link with other organisations dealing with gender and extent of effectiveness of the linkages 	<p>Box 9: Attitude</p> <ul style="list-style-type: none"> • Individuals are against any discussion about gender or raise a number of questions • Individual staff member feels that gender issues should be dealt with – but not by them personally • Individual staff members are interested in learning more about gender issues • Individual staff members motivated to address gender issues – and make an effort to act accordingly • Individual staff members take an active role in bringing and keeping gender issues on the agenda at programmes and at the organisational level • Extent to which individual staff members show gender-friendly behaviour (stereotyping, jokes and so on)
<p>Source: Groverman and Gurung 2001</p>		

9J: Indicators Used for Participatory Evaluation of Women's Organisational Capacity Building in the UNEP/ICIMOD Project

The following eight major dimensions have been identified to assess (women's) organisational capacity building. Several qualitative indicators underlying these dimensions are utilised to assess the perceptive judgment of (women) respondents on the status of their organisational capacity building. The dimensions are summarised below. The indicators are measured using a standard scoring method rated on a five-point ordinal scale between the most desirable (5 points) and worst (1 point) outcome as shown in the table on the next page.

- **Decision-making process** – Proper understanding of how group decisions are made in the formulation of rules and regulations, programme selection, and programme implementation becomes important for the long-term sustainability of grassroots institutions. If decisions are not made with the full participation and consensus of group members, other crucial attributes of institutional capacity building are unlikely to emerge and be sustainable. The group's decision-making process is assessed by specifying a number of criteria – consensus, persuading the members to reach consensus, majority rule, and imposition by outsiders/the project.
- **Degree of participation** – The types of indicators designed to monitor the degree of participation are influenced by organisational growth, group behaviour, and group self-reliance. In the example study, group members' participation was assessed in terms of their degree of participation in planning, implementation, and maintenance of pilot projects including their participation in making rules and regulations.
- **Programme knowledge and transparency** – Transparency in project information and the decision-making process means that decisions have to be made so they are easily understood by all participants, who should be fully aware of and responsible for the outcome of their decisions. Transparency in the decision-making process is measured by assessing the group members' degree of knowledge and information about project objectives, group rules and regulations, the revolving fund, and group savings and investment.
- **Accountability** – Related to transparency is the degree of two-way accountability of the group to its members and vice versa. Three indicators included to capture this critical element of group empowerment include accountability of women members to group decisions, the group's accountability to its members, and the NGO/social mobilisers' accountability to group members.
- **Leadership** – The success or failure of grassroots organisations, as long-enduring participatory institutions, depends among other things upon how honest, devoted, responsible, and efficient (skillful) the leaders are in managing group activities in a sustained way. The most effective and sustainable leadership is one that follows the decisions and desires of the community as a whole, playing an enabling and facilitating role.
- **Organisational linkages and coordination** – The sustainability and self-help capability of the organisation can also be judged from the extent to which the local organisation has established its networking and partnership/alliances with other organisations, both vertically and horizontally. Sound rapport and support established by the group with other organisations such as village organisations, district line agencies, financial institutions, and other village-level government and NGO-sponsored groups will have multiple benefits in terms of sharing experiences, knowledge/information, and resources.
- **Trust and solidarity** – Mutual trust and cooperation among members of communities is a significant factor explaining institutional performance. The features of social organisation that enhance trust and cooperation also increase community well-being by making institutions more democratic and efficient in delivering public goods and services. The degree to which members of the community trust each other has been measured by three sets of indicators: trust and solidarity among group members, trust/unity between group and non-group members, and level of self confidence.
- **Conflict management capacity** – At the micro-level, unmanaged conflict is a threat to the survival of the group and, at the least, tends to make the group less effective. Conflict can occur within groups (intra-group conflict) or among groups (inter-group conflict) and can arise from differences in values, beliefs, and attitudes regarding different issues (inclusion/participation, control over resources and benefit sharing, and so on). For this, group members' perception about the degree of conflict management both within and between groups is assessed along with the groups' ability to claim government services and to work with other groups for mutual benefit.

Source: Sharma and Banskota 2005

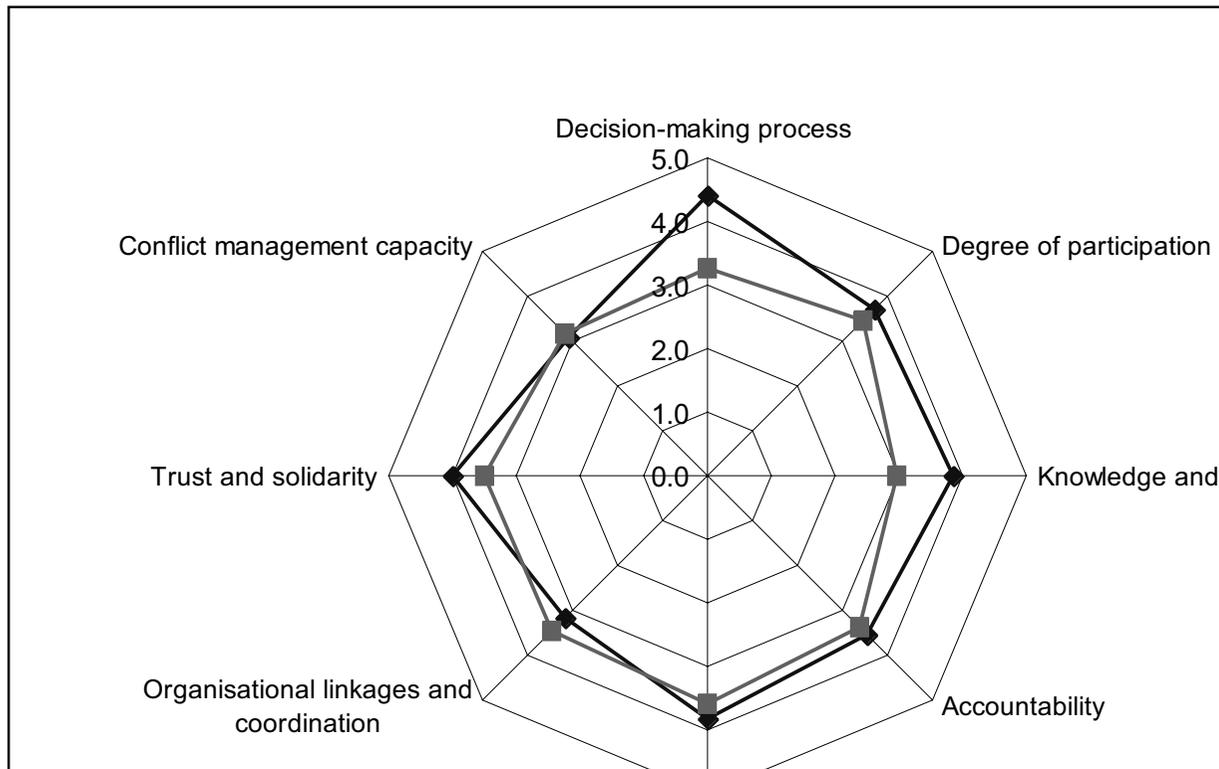
Handout

Indicators Used for Participatory Evaluation cont.

Indicator	Scale				
	1	2	3	4	5
Decision-making Process	Imposed from outside	Imposed by leader	Voting	Majority rule	Consensus
Committee formation					
Making rules and regulations					
Selecting programmes/technologies					
Preparing action plan					
Implementation of the pilot project					
Degree of participation	Very low (<20%)	Low (20%-50%)	Moderate (50%-60%)	High (60%-80%)	Very high (80%+)
Making rules					
Needs identification					
Action plan for pilot programme					
Implementation of the pilot programme					
Monitoring the programme					
Knowledge and transparency	Don't know	Little knowledge	Some knowledge	Almost everything	Everything
Project goal/objectives					
Group savings and investment					
Revolving fund					
Rules and regulations					
Accountability	Negligible	Low	Medium	High	Very high
How accountable are you for your group's decisions?					
How accountable is your group to its members?					
How accountable is the NGO social mobiliser?					
Leadership quality	Negligible	Low	Medium	High	Very high
Leaders' honesty/ sincerity					
Dedication					
How responsible/ accountable					
Skills and capacity					
Linkages and coordination	Negligible	Low	Medium	High	Very high
With other groups/SHGs					
With district-level line agencies					
With financial institutions					
Trust and solidarity	Negligible	Low	Medium	High	Very high
Trust and solidarity among group members					
Trust/unity between group and non-group members					
Level of self confidence					
Conflict management capacity	Negligible	Low	Medium	High	Very high
Ability to demand government services					
Working with other groups for mutual benefit					
Conflict management within group					
Conflict management between groups					
<i>Source: Based on Sharma et al. 2005</i>					

Indicators Used for Participatory Evaluation cont.

Example of assessment made using this approach shown in the form of a spider web diagram



Source: Sharma and Banskota 2005

The spider web diagram shows the values calculated for each dimension for the women’s groups at the project sites in India (Uttaranchal and Himachal Pradesh). The average organisational capacity of the women’s groups were acceptable for all dimensions; the groups in Uttaranchal showed a strong capacity in decision-making.