Participatory Monitoring and Evaluation:

A Manual for Village Organizers

Produced for the SEWA Jeevika Project
by Coady International Institute
St. Francis Xavier University

CONTENTS

PREFACE

This participatory monitoring and evaluation manual is a companion volume to "An Asset-based Approach to Community Development: A Manual for Village Organizers". For both manuals, the Self Employed Women's Association (India) and the Coady International Institute (Canada) collaborated to produce manuals that would be useful for Village Organizers working for SEWA Jeevika.

In the case of participatory monitoring and evaluation, the Village Organizer is helping to build the capacity of villagers to monitor and evaluate the community initiatives that they have planned at the JSM level. PM and E is therefore an important means of strengthening decision-making at the village level.

At a series of workshops held in 2005 in Kutch, Patan, Surendranagar and Ahmedabad, Village Organizers helped to test the tools that are featured in this manual, and gave valuable feedback to PMU staff at SEWA and to the representatives from the Coady Institute. At all these workshops, the dedication of the Village Organizers to their work at the village level was an inspiration to the authors of this manual. We hope that this final product is a match for their enthusiasm and dedicate this book to them.

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PARTICIPATORY MONITORING AND EVALUATION: SEWA JEEVIKA

The SEWA Jeevika Livelihood Security Project for Earthquake affected Rural Households in Gujarat (SEWA-Jeevika) is designed to promote livelihood security in 400 villages, especially in economically vulnerable households, and to improve people's capacity to cope with future crises.

There are several components to SEWA Jeevika because building livelihood security means strengthening all the resources that people need to survive and to sustain their livelihoods. Some of these components include: development of the natural resource base; establishing a reliable water supply; promoting improved agriculture and animal husbandry; diversifying peoples' sources of income; and improving access to health and other social services. Building capacity to organize, mobilize resources, and access entitlements is also key to sustaining livelihoods. For this reason, this project emphasizes meaningful participation in decision-making by those for whom the project is designed – the most marginalized people in the village who are most likely to be vulnerable.

Village Organizers play a key role in the SEWA Jeevika project. They understand how these different components fit together in the day-to-day lives of villagers and SEWA's district associations. They provide information about progress and impact at the village level which helps staff at district and PMU levels to monitor project activities.

At the village level, *Jeevika SEWA Mandals* (JSM) have a particularly important decision-making role in the SEWA Jeevika project, though many are still at a very early stage of formation, and few of the members are literate. This manual is designed to help the Village Organizers work with JSMs and others villagers to monitor and evaluate the change taking place in their villages so that their decision-making can be more effective. Participatory monitoring and evaluation, using tools outlined in the manual, can help to build decision-making capacity at the village level. These tools are therefore designed with villagers' information and educational needs in mind; they are not just a way of gathering information for project staff.

Monitoring and evaluation

What is monitoring? What is evaluation?

> **Monitoring:** Tracking progress towards objectives.
> *"Have we done what we said we would do?"*
>
> **Evaluation:** Putting a value on the work.
> *"Have our efforts been worthwhile?"*

Monitoring and evaluation are complementary. Without monitoring, evaluation cannot be done well. It is important to both *track the progress* and *make an assessment about the value* of our work so that good decisions can be made at all levels.

Why monitor and evaluate?
The main reason to monitor and evaluate is to improve decision-making. In this manual we focus on decision-making at the village level by JSMs and *Swashrayee Mandals*, but some of the information gathered may also be useful for project staff at district and PMU levels.

Monitoring and evaluation are also ways to engage people in active learning and reflection about their work, and can be confidence-building and affirming for all involved.

Who should be involved?
The people working at the various levels of a project all play an important role in monitoring and evaluation. Villagers, JSM members and *Swashrayee Mandal* members are no exception. They can help collect, discuss and analyze changes that are happening at the village level, each providing a unique and critical perspective. Their meaningful involvement and contribution to monitoring and evaluation helps build their capacity as decision-makers.

How can it be done?
There are many tools and techniques that can be used to do participatory monitoring and evaluation. However, in order to be effective, these tools must be carefully designed to suit the local context and must be engaging and fun to use.

Some of the tools in this manual are designed for village-wide monitoring and evaluation, while some are for groups, like *Jeevanshala*, or "agricultural labourers", or *Swashrayee Mandals*. Finally, some of the tools are for individuals.

In each case it is important to start with a base-line, documenting accurately what the current situation is. Only then is it possible to measure change.

When should it be done?
This depends on what is being measured. For assessing changes in food security, for example, a yearly monitoring exercise is appropriate. For monitoring individual savings, a monthly monitoring exercise may be necessary.

Monitoring and evaluating planned change

Monitoring and evaluation are used to find out whether planned changes have been achieved and whether they are contributing to the achievement of project objectives. For example, *farm bunding* is a planned activity designed to ensure an *adequate water supply for improved farm yields*. Improved farm yields are expected to contribute to *increased food security*. Food security, however, may be dependent on a number of different changes, all of which will have to be taken into consideration: diversified income sources, improved agricultural practices, increased irrigation, or increased levels of women's literacy.

Have all these changes been effectively introduced? How important are each of these in improving household food security? The answers to these questions are of interest to

managers at the PMU level and the district level, but they are also of great importance to villagers themselves. That is why it is important to design methods to answer these questions in ways that villagers themselves can use for their own decision-making. In this way participatory monitoring and evaluation is a means to building the decision-making capacity of villagers, especially the JSM members.

Planned and unplanned change: Using the Most Significant Change technique

To monitor and evaluate change we should look at the planned changes we expected to see, but we must also look for the unexpected and unplanned. For this reason, this manual includes a monitoring and evaluation tool that helps people to look back at what has *actually* happened (and the significance of these events) as a useful complement to tools that simply track what was *supposed* to happen. This "Most Significant Change"[1] technique assumes that change evolves as a result of the interaction of many different factors, only some of which may be planned. Most importantly, it requires all decision-makers to think about *why* a certain change is significant. This is where real *evaluation* takes place. In this way, decisions about how to move forward are informed by a sense of purpose rather than a bureaucratic requirement.

A combined strategy for SEWA Jeevika

Monthly: Monitoring of implementation and outputs
Data are required for decision-making by JSMs, Village Organizers and District Coordinators, and also for PMU. As such, the aggregated data need to be regularly disseminated both up and down organizational channels.

- Information about progress in all the different components of SEWA Jeevika is routinely collected by Village Organizers in the course of their work at the *village level*. Monthly reporting forms are used for this purpose.
- The Village Organizers discuss this information with their District Coordinators, who helps the Village Organizers to plan their work in the coming month. All information from the Village Organizers is then aggregated by District Coordinators and used for *district level* planning.
- The results feed into the MIS data base which is used by PMU for *project-wide* information gathering and decision-making

At appropriate intervals: Participatory monitoring of outcomes and impacts
To track progress of planned project components, key indicators are selected for tracking at the village level. Information is collected and discussed by villagers. Results can then feed into village level decision-making, and district level planning. Village Organizers should be the facilitators of this process, with active support from PMU.

[1] See Davies, R. & Dart, J. (2005). The 'Most Significant Change' technique: A guide to its use. http://www.mande.co.uk/docs/MSCGuide.pdf

Annually or semi-annually: "Most Significant Changes" at the village level
Every six months, a more open-ended process can be conducted to learn about the most important changes that have taken place in the village. This qualitative process will engage all levels of SEWA Jeevika in a systematic selection of stories of "most significant changes" at the village level. These descriptions and their analysis will add a qualitative dimension to the data collected monthly and at other times, but can also help shape future planning. Most importantly, the process is highly participatory; it strengthens community capacity to evaluate the change process and make decisions about where people want to focus their efforts.

What is a base-line and why is it important?

Base-line information is collected at the beginning of a project to determine what the situation is before a development project is started. If this is done thoroughly, the information can be compared with data collected later to see how a village's situation is changing. Having accurate and useful base-line information is critical in understanding how (and if) changes are happening.

There must be careful consideration at the beginning of a project to determine what information needs to be collected as base-line information.

If this base-line data has not been collected at the beginning of the project, it should be collected as early as possible so that subsequent monitoring and evaluation efforts have a point of comparison.

The role of Village Organizers in monitoring and evaluation in SEWA Jeevika

Village Organizers are the front line of the SEWA Jeevika team. They are the people who work directly with villagers on a day-to-day basis and earn their trust. Because of this direct and consistent interaction, Village Organizers have a unique perspective on life in the villages as well as the ongoing impact of SEWA Jeevika's projects. The success of SEWA Jeevika depends on the knowledge, experience and expertise of Village Organizers. They can help JSM members monitor and evaluate change in a number of ways. They can facilitate data collection with the tools outlined in this manual, encourage the sharing of information village wide, and encourage adequate record keeping of the maps, charts and other documents created during the monitoring and evaluation process. Most important, they can strengthen the resolve of villagers and JSM members to ask questions: Have we done what we said we would do? Has it been effective? What impact are our efforts having on the poorest of the poor? Are we better off now than we were before? How can we sustain this effort?

TOOLS AND TECHNIQUES

Participatory monitoring

During the micro-planning period, village members came together to design a community plan which is now the responsibility of the JSM to implement. Several maps and charts were developed which showed what the situation was at the beginning of SEWA Jeevika. It is very important to keep these as base line information because, as change occurs, JSM members can compare the results of their efforts with the situation before SEWA Jeevika started.

In the following pages, there are some suggestions for how JSM members can monitor changes that occur in the village and how they can measure and discuss the impact of those changes. To monitor change effectively, Village Organizers are advised to facilitate a monitoring session with these tools at regular intervals so that the village can easily see what changes have occurred and what decisions need to be made to keep their plans on track. Most important, however, is that there is a base-line for comparison.

These tools are just a few examples. Remember that they are designed to help people at the village level in their decision-making role. Some of the information gathered may also be useful for decision-makers at different levels (Village Organizers, District Coordinators, and planners in the PMU), but the main priority is to contribute information for effective decision-making at the JSM level.

TRACKING NATURAL, PHYSICAL AND SOCIAL CHANGES

Introduction

For planning purposes, most JSMs have made maps of their villages which identify assets such as natural resources, infrastructure (roads, water supply, access to electricity) and social characteristics. These maps provide a visual image of village conditions at the start of SEWA Jeevika that are easy for all villagers (even those who are illiterate) to understand. These maps are valuable tools for tracking the physical changes in the village over time.

Monitoring & Evaluation

As a tool for monitoring and evaluation, it is important to have one village map that represents the village at the time of micro-planning. That map must not be changed as it is the *baseline*. A copy of the baseline map should be made that can be updated at regular intervals, representing the changes that have taken place. Future changes will be compared against this baseline information.

On a six monthly basis, villagers should update the copy of baseline map to show changes that have occurred.

It is important to be able to count exact changes so that information can be compared across different villages. For example:

- How many newly irrigated fields?
- How many new rainwater harvesting tanks?
- How many poorest of the poor households participated in different SEWA Jeevika components?
- What area has been planted with trees?
- What changes have occurred in land tenure?

It is also important to involve many villagers in the process of drawing and updating the maps. When many people participate, the outcome will be more comprehensive and useful. There will also be an increased sense of ownership by villagers when they have participated.

NATURAL, PHYSICAL AND SOCIAL CHANGES

Decision Making

By using mapping as a tool for monitoring and evaluation, impact becomes clearer and measurable. Achievements can be celebrated. Decisions can be made about how to use the information to plan how the project will proceed.

The results of social mapping may also show the influence of different project components. For example, if particular households in an area are not selling milk to the dairy cooperative, its members may decide to visit those households to explain how the cooperative works. Similarly, Village Organizers may decide to adjust their strategies for working with certain village members based on the information gathered using this tool.

NATURAL, PHYSICAL AND SOCIAL CHANGES

Description of Tool: Village Mapping

Mapping natural resources and physical features

Natural resources provide the main sources of livelihood for most villagers taking part in SEWA Jeevika and everyone is keenly aware in their day-to-day lives how changes in access to natural resources can seriously impact an individual, family or community. Natural resource maps can show changes in:

- land conditions
- land use
- land tenure
- water sources
- tree cover

Social mapping

Social maps can show changes in the living conditions of villagers – especially the poorest of the poor. Maps can illustrate:

- water collection and distribution points
- types and location of housing
- where services are accessed
- location of the poorest of the poor households
- the numbers of poorest of the poor households

These characteristics may be indicated by creating different symbols for houses of different quality, colour coding specific areas within the community or by drawing arrows between houses and service providers.

Explanation of Village Map

The following is a map of a whole village (Figure 1A). For ease of explanation, both natural resource mapping and social mapping have been included on the same map. When using this tool at the village level, Village Organizers may choose to combine these two sorts of maps or use them separately. This map serves as the baseline for a village during planning, monitoring and evaluation. The map can be divided into smaller sections to make planning, monitoring and evaluation easier (see Figures 1B-1E).

Legend

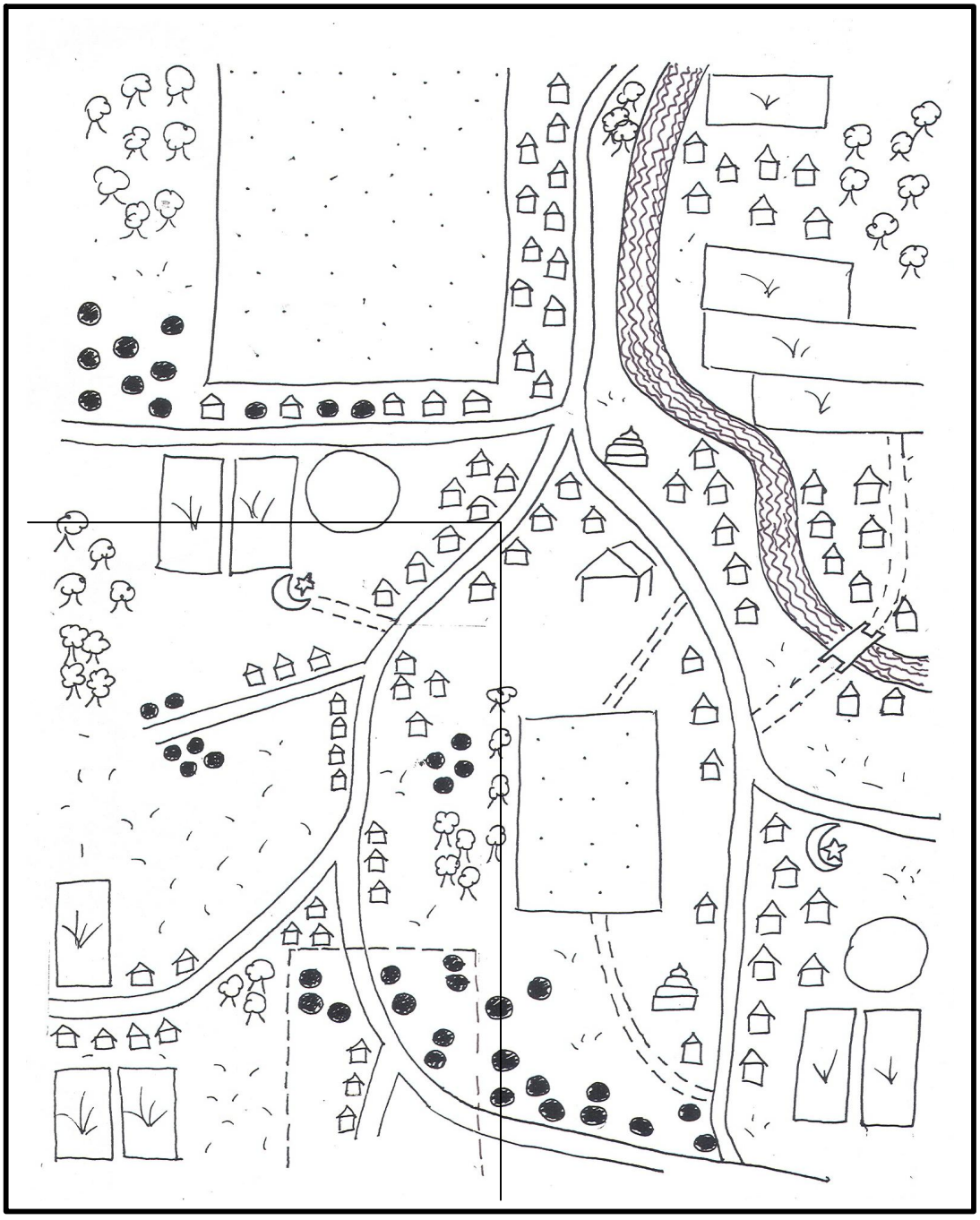
- POND
- TREE COVER
- POOREST HOUSEHOLD
- HOUSEHOLD
- IRRIGATED LAND
- COMMON LAND
- MOSQUE
- TEMPLE

Figure 1A

Village Map

Baseline

Measurement of: *Physical village features including water sources, tree cover, poorest households, other households, irrigated land, common land, mosques and temples*
Unit of Analysis: *Whole village*
Date of Baseline: *Paush, 2003*
Who Participated: *JSM members (all) and villagers*



NATURAL, PHYSICAL AND SOCIAL CHANGES

Explanation of Village Map (SW Quadrant)

In this example, we can see that the village has undergone significant changes in the monitoring period. We can see changes in:

- irrigated land
- tree cover
- house construction (*kaccha* or *pakka* houses)
- water supply

Figure 1B

Village Map (SW Quadrant)
Baseline

Measurement of: *Irrigated land (location and area), tree cover (location and area), poorest households (number and location)*
Unit of Analysis: *Southwest quadrant of village*
Date of Baseline: *Paush 2003*
Who Participated: *JSM members (all) and villagers*

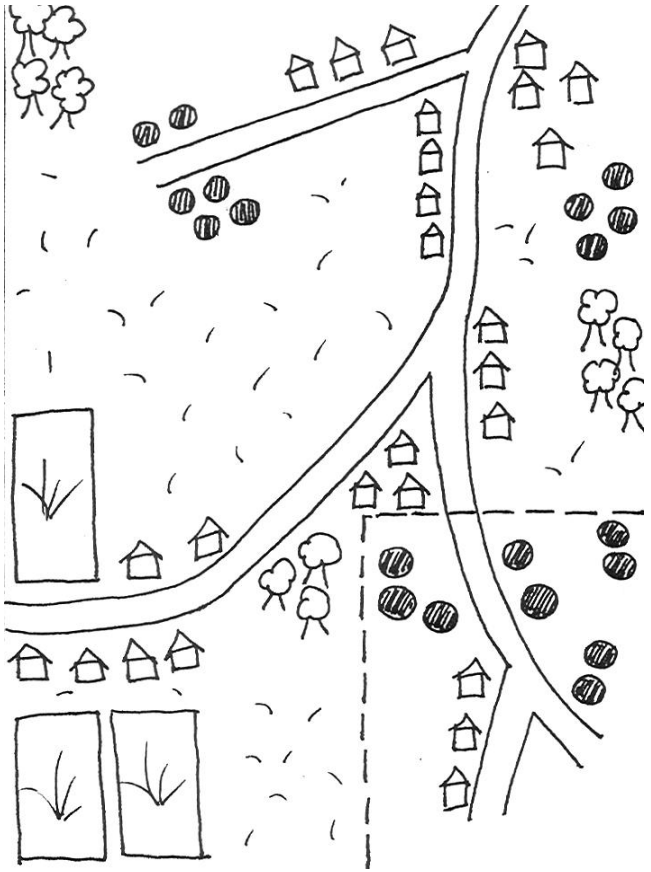
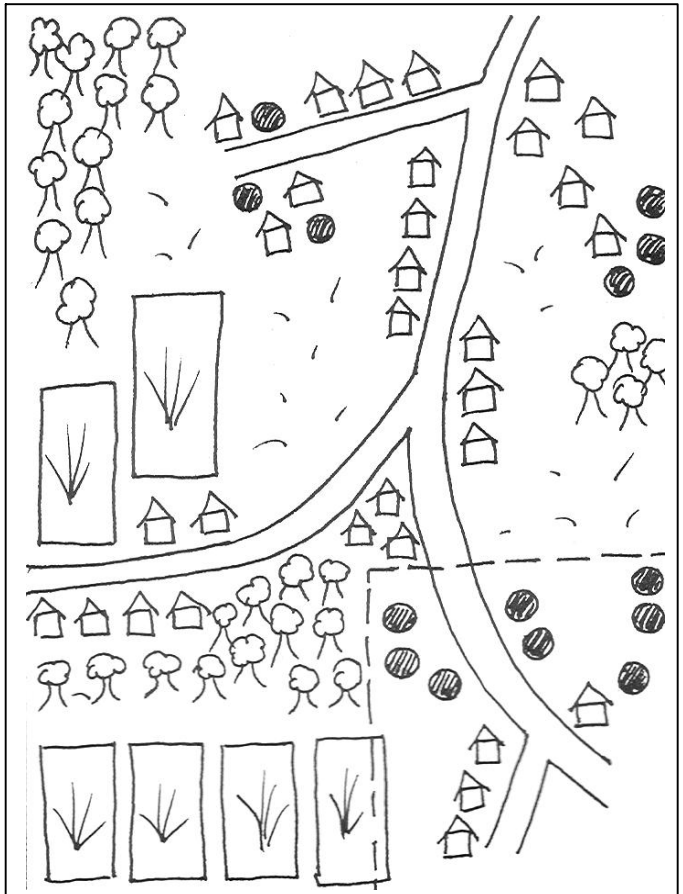


Figure 1C

Village Map (SW Quadrant)
Update

Measurement of: *Irrigated land (location and area), tree cover (location and area), poorest households (number and location)*
Unit of Analysis: *Southwest quadrant of village*
Date of Baseline: *Paush 2003*
Who Participated: *JSM members (all) and villagers*
Date of Monitoring: *Paush 2005*
Who Participated: *JSM members (all) and villagers*



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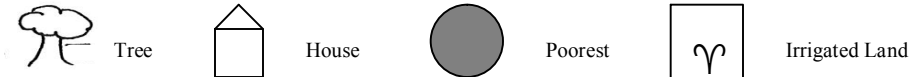


NATURAL, PHYSICAL AND SOCIAL CHANGES

Explanation of Village Map (Darbar area)

Mapping can also be used to monitor and evaluate the extent of coverage of the SEWA Jeevika project. Through SEWA Jeevika's programs, the poorest of the poor are expected to gain greater access to services. To see how many households are accessing opportunities provided in SEWA Jeevika, mapping can be used to track household participation in the following:

- *Jeevika SEWA Mandal (JSM)*
- *Swashrayee Mandal (self help group)*
- *Insurance*
- *Dairy Cooperative*
- *Jeevanshala*

The following map is a further subdivided section of the previous village maps – indicated by the box in the lower-right section of the Village Map (SW Quadrant).

In this neighbourhood, the residents belong primarily to the *Darbar* caste (cattle raisers). Each circle represents one household of the poorest of the poor. Within each circle is a picture. The pictures represent components of SEWA Jeevika from which the poorest of the poor have benefited. By comparing these two village maps, we can see how there are changes in who participates among the poorest of the poor in SEWA Jeevika activities. Participation in these is an indicator of SEWA Jeevika's effectiveness in reaching the poorest of the poor.

Figure 1D

Village Map (Darbar area)
Baseline

Measurement of:	*Participation of villagers in JSM, Jeevanshala, Dairy Coop, Insurance and Swashrayee Mandal*
Unit of Analysis:	*Households in Darbar area of village*
Date of Baseline:	*Paush 2003*
Who Participated:	*JSM members (all) and villagers*

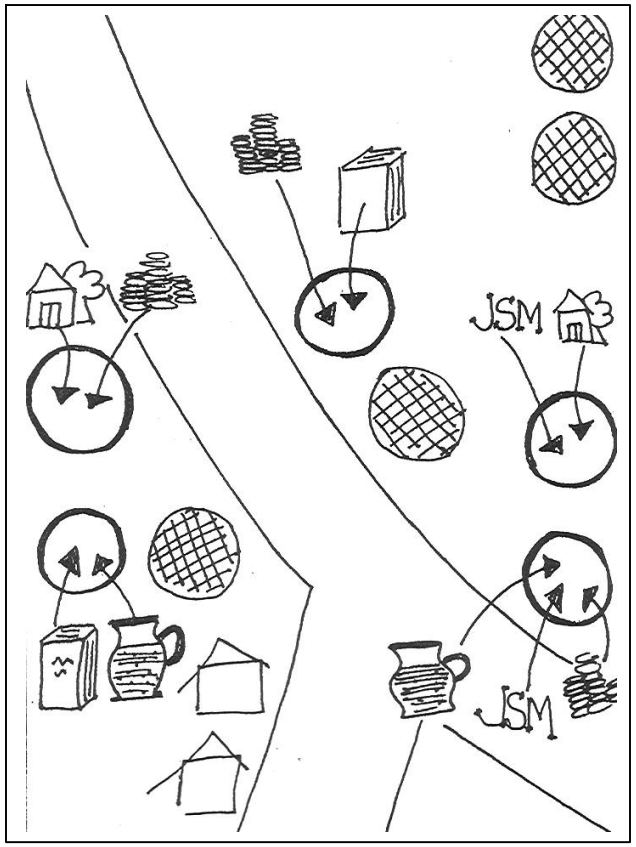
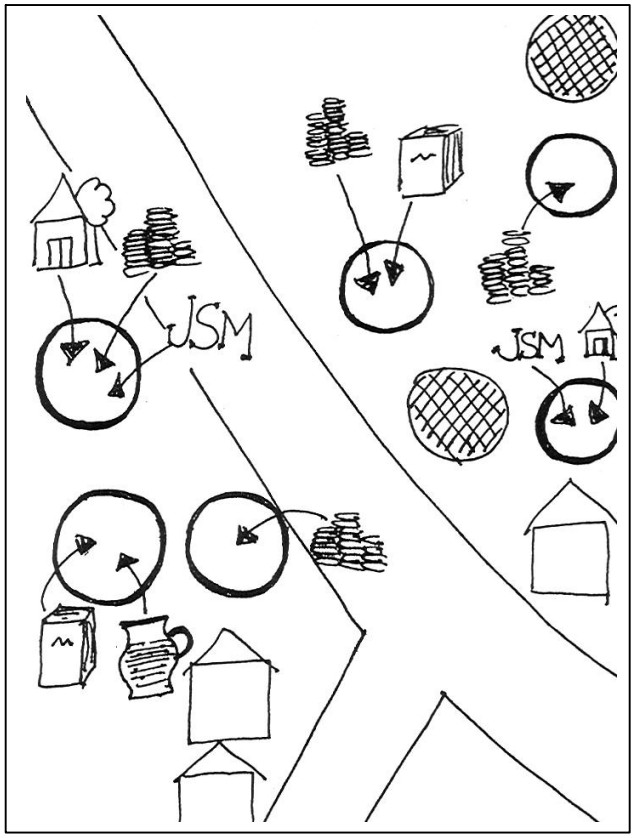


Figure 1E

Village Map (Darbar area)
Update

Measurement of:	*Participation of villagers in JSM, Jeevanshala, Dairy Coop, Insurance and Swashrayee Mandal*
Unit of Analysis:	*Households in Darbar area of village*
Date of Baseline:	*Paush 2003*
Who Participated:	*JSM members (all) and villagers*
Date of Monitoring:	*Paush 2005*
Who Participated:	*JSM members (all) and villagers*



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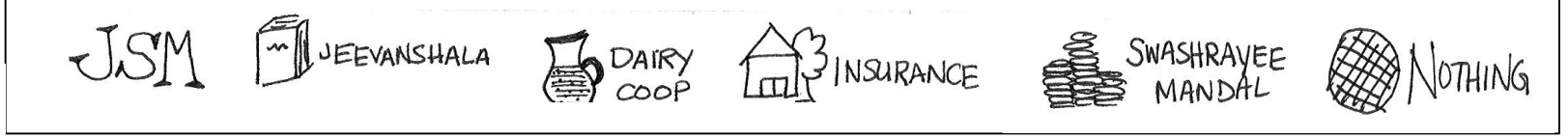


TRACKING CHANGES IN AGRICULTURE PRACTICE

Introduction

This tool is designed to give farmers an opportunity to discuss the results of trying out improved agricultural technologies such as vermi-composting, spacing, and other improvements promoted by SEWA Jeevika.

In this way, farmers can share experience and advice among each other and make appropriate decisions about the application of these different technologies.

The most appropriate time to apply this tool is after harvesting.

The objective of the tool is to evaluate the results of the application of different farming technologies in terms of changes in (i) relative yield, and (ii) costs of production including labour requirements of men and women.

Description of the Tool: Changes in Relative Yield

Under the leadership of the village committee, all farmers will assess their own experience of production before and after training in improved technologies under SEWA Jeevika.

Step 1

Farmers must first of all decide what unit will be the unit of comparison – for example weight or volume (such as a bundle). The important thing here is to choose a unit of measurement that farmers use themselves and is standardized among all farmers.

Step 2

Using the chart below (Figure 2A), farmers indicate whether they have experienced no change in yield, a marginal increase in yield, a significant increase in yield, or a decrease in yield.

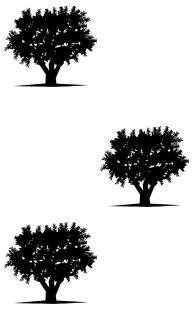
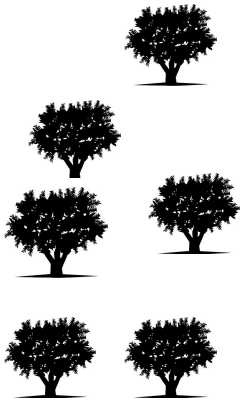
Step 3

Farmers then list the reasons for these results.

Figure 2A

Changes in Relative Yield

Measurement of: *Impact of Improved Agriculture Technologies*
Unit of Analysis: *Depending (could be yield - by weight or volume – of any crop*
Date of Baseline: *Paush 2003*
Who Participated: *JSM members, farmers and villagers*
Date of Monitoring: *Paush 2005*
Who Participated: *JSM members, farmers and villagers*

Production before intervention	Production after intervention	View of farmers					Reasons for results
							
							
							
							

AGRICULTURE PRACTICE

Description of Tool: Changes in Costs of Production

Step 1

A group discussion with farmers is carried out to determine who thinks their costs have increased, and who thinks their costs have decreased. On the basis of these conclusions two groups are formed, one to discuss the reasons for reduction in cost (Group A) and the other to discuss the reasons for an increase in costs (Group B). Farmers will have to take into consideration labour costs as well as financial costs.

Step 2

Group A lists the reasons for a reduction in costs.
Group B lists the reasons for an increase in costs.

For example:

Group A could list the following reasons for reduced costs in production:

1. Use of composting has reduced the requirement for chemical fertilizer
2. Intercropping and mulching have reduced watering requirements and therefore reduced labour costs.

Group B could list the following reasons for increased costs in production:

1. Higher labour requirements of vermi-composting
2. …
3. …

Step 3

Each farmer in each group estimates the relative costs of production using the chart below (Figure 2B), by putting a check mark in the appropriate box.

Step 4

Farmers compile the results of all farmers and discuss whether adoption of these technologies is appropriate, and if so, under what circumstances.

Figure 2B

Changes in Cost of Production

Measurement of: *Changes in production costs based on Agriculture Technologies*
Unit of Analysis: *Rupees*
Date of Baseline: *Paush 2003*
Who Participated: *JSM members, farmers and villagers*
Date of Monitoring: *Paush 2005*
Who Participated: *JSM members, farmers and villagers*

Group A

Relative **decrease** in financial costs	Reason 1	Reason 2	Reason 3	Reason 4
Marginal 				
Significant 				
Very significant 				

Relative **decrease** in labour inputs	Reason 1	Reason 2	Reason 3	Reason 4
Marginally less Male Labour –				
Significantly less Male Labour – –				
Very much less Male Labour – – –				
Marginally less Female labour –				
Significantly less Female labour – –				
Very much less Female labour – – –				

Group B

Relative **increase** in financial costs	Reason 1	Reason 2	Reason 3	Reason 4
Marginal 				
Significant 				
Very significant 				

Relative **increase** in labour inputs	Reason 1	Reason 2	Reason 3	Reason 4
Marginally less Male Labour +				
Significantly less Male Labour ++				
Very much less Male Labour +++				
Marginally less Female labour +				
Significantly less Female labour ++				
Very much less Female labour +++				

TRACKING CHANGES IN FOOD SECURITY

Introduction

SEWA Jeevika is designed to help people build their assets and diversify their sources of livelihood so that they are no longer vulnerable to economic shocks or natural disasters. Their level of food security is an indicator of how successful these efforts have been. Measuring food security can be a challenge because people draw upon many different sources to ensure adequate food for their families. For example, they may grow their own food; purchase food with wages or income from enterprises; barter for food; obtain food from 'food for work' programs; use credit or draw on savings; borrow from a village grain bank; or rely on food aid disbursements. For SEWA Jeevika, it is important to track these different sources and how they shift and change. As people build their assets and diversify their livelihoods, they can be more confident in the security of an adequate food supply.

Monitoring & Evaluation

These tools help the JSM and the Village Organizers see the changes in the level of food security throughout the year. It can also illustrate changes in the sources used for food security. Periods of vulnerability can be identified and the effect of different components of the SEWA Jeevika project can be discussed and evaluated. Note that it is very important to collect the same information from the same groups each season in order to detect changes reliably.

Decision Making

These tools should help the JSMs to decide on the most beneficial investments for strengthening the asset base of villagers and raising levels of food security. This can feed back into the next phase of the micro-planning process.

FOOD SECURITY

Description of Tool: Seasonal Food Security Calendar

A seasonal calendar can be used to illustrate seasonal variation in the different sources of food supply throughout the year. All SEWA Jeevika project components are designed to contribute to greater food security. By comparing seasonal calendars of the same groups of people over time, it is possible to measure how levels of food security have changed. It is also possible to see whether long term solutions to food insecurity have been achieved.

The general steps to follow when working with villagers to create a seasonal agriculture calendar are:

1. Select a relatively homogenous group of people to meet (i.e. landless people, people from the 'poorest of the poor' households, salt pan wage laborers, etc.).
2. Draw the outline of the calendar on the ground or on a large piece of paper. Ask the group to illustrate the typical calendar year in terms of seasons along a line at the top Add the months of the year that these represent.
3. Down the side of the calendar, list all the different sources of food security available to this group.
4. Ask the group to indicate on the calendar which months they rely on different sources of food security.

Explanation of Seasonal Food Security Calendar

The seasonal agricultural calendar presented on the opposite page is an illustration of a typical calendar year for agricultural labourers. Other groups of people with different primary sources of livelihood (such as salt workers or gum collectors) would have a very different food security calendar. Throughout the year, these agricultural labourers have different sources of income that contribute to their food security. In this example, the rainy months of *Sharavan* to *Kartik* are a time of food security. Through their own food production and earnings from their wages, people are able to secure a sustainable food supply. From *Margasheersh* to *Phagun* (winter) the food supply is sparser. In the particularly hot and dry months of *Chaitra* to *Aashaadh*, people become food insecure and have to rely more on food for work.

FOOD SECURITY

Explanation of Seasonal Food Security Calendar cont'd

When you compare the baseline with the second calendar completed a year later, you can see the following changes:

- Opportunities for employment as agricultural labourers have increased and extend into the dry season
- People are able to grow more of their own food
- They are able to store more food, improving post harvest food security
- There is less dependence on food for work

Figure 3A

Seasonal Agriculture Calendar
Baseline

Measurement of: *Food security*
Unit of Analysis: *20 farmers*
Date of Baseline: *Jyeshta 2003*
Who Participated: *Minaben, Nabuben, Jayaben, Godiben, Kantaben, Vihabhai, Amarsibhai, Nagjibhai, Kalubhai, Motibhai, Chandubhai, Lalabhai, Devshibhai, Labhubhai, Chaturbhai, Motibhai, Raisanghbhai, Jagabhai, Amthubhai, Jakshibhai*

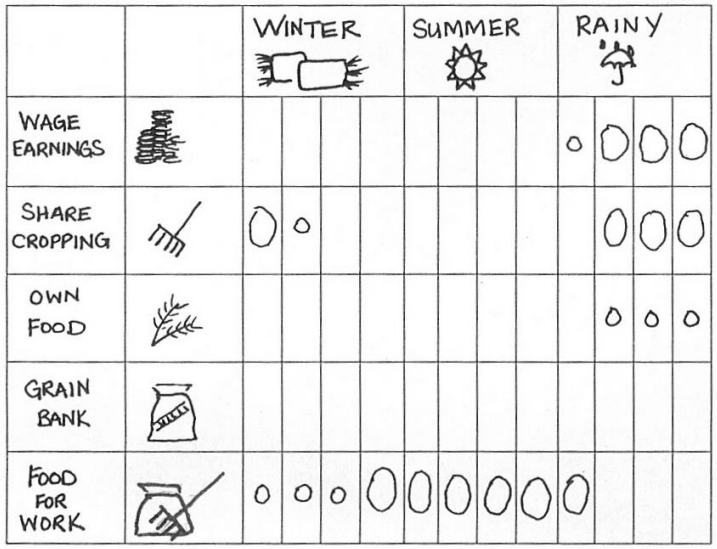
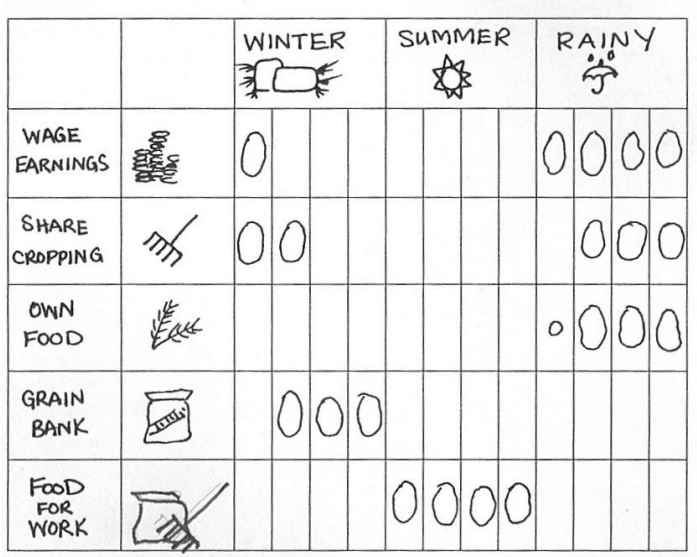


Figure 3B

Seasonal Agriculture Calendar
Update

Measurement of: *Food Security*
Unit of Analysis: *20 farmers*
Date of Baseline: *Jyeshta 2003*
Who Participated: *Minaben, Nabuben, Jayaben, Godiben, Kantaben, Vihabhai, Amarsibhai, Nagjibhai, Kalubhai, Motibhai, Chandubhai, Lalabhai, Devshibhai, Labhubhai, Chaturbhai, Motibhai, Raisanghbhai, Jagabhai, Amthubhai, Jakshibhai*
Date of Monitoring: *Jyeshta 2004*
Who Participated: *Same as above*



FOOD SECURITY

Description of Tool: Ranking Matrix

Using the ranking matrix, the same group can further indicate the importance of each source of food security throughout the year.

The general steps for working with villagers to create a ranking matrix for food security are:

1. For each season, give the group 20 stones or other markers.
2. Ask them to distribute those stones among the identified sources of food security to show the relative importance of these different sources throughout the year.
3. Make sure all 20 stones are distributed.

Explanation of Ranking Matrix

A ranking matrix can show the relative importance of different means of food security during different phases of the year. Over time, if the situation is improving, you will see less dependence on food for work and more reliance on sustainable sources of food supply.

In the matrices shown below, the year is divided into three seasons: winter, summer and rainy seasons. The rainy season is when there is most wage work and when people's own food production is highest. The summer is when people are insecure and depend on food for work.

During the rainy season *(Sharavan to Kartik)*, people meet their food requirements through their own food production, share-cropping and earnings from wage labour. They do not have to rely on food for work

After the rainy season, during the winter *(Margarsheersh to Phagm),* people have to rely mostly on food for work. They have some earnings from wage labour and share cropping, and some of their own food but none of these sources are sufficient to prevent them from turning to food for work

During the summer *(Chaitra to Aashaadh)*, people become even more dependent on food for work. Wage labour is their second source (preparing land and planting).

Explanation of Ranking Matrix cont'd

When you compare this with the second matrix, completed a year later, you can see the following changes:

- In the winter and summer there is less dependence on food for work. Because of improved agricultural practices, more land is under cultivation and is more productive for longer. This means there is more wage employment and greater productivity on people's own plots.
- Increased productivity and grain storage facilities mean that people have winter and summer supplies of food, lessening dependence on food for work.

Figure 3C

Ranking Matrix
Baseline

Unit of Analysis: *20 farmers*
Date of Baseline: *Phagun, 2003*
Who Participated: *Minaben, Nabuben, Jayaben, Godiben, Kantaben, Vihabhai, Amarsibhai, Nagjibhai, Kalubhai, Motibhai, Chandubhai, Lalabhai, Devshibhai, Labhubhai, Chaturbhai, Motibhai, Raisanghbai, Jagabhai, Amthubhai, Jakshibhai*

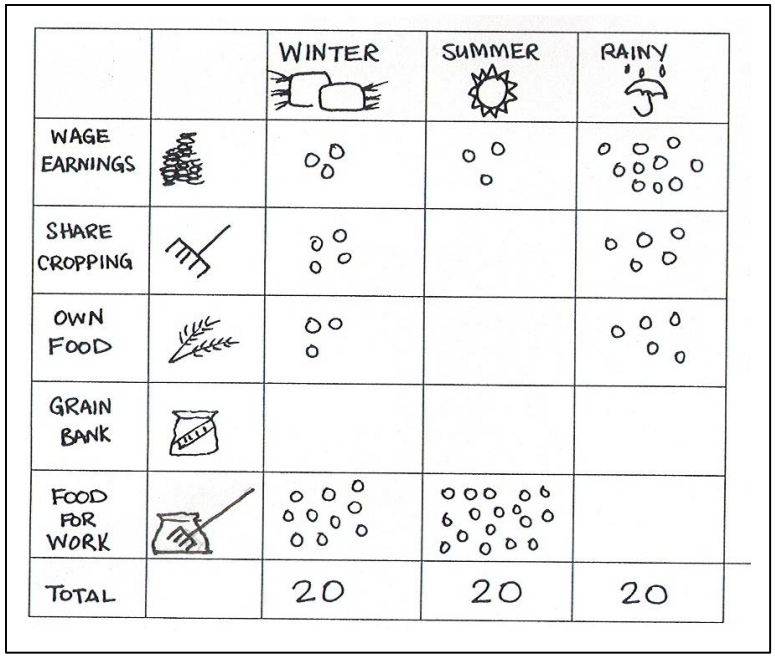
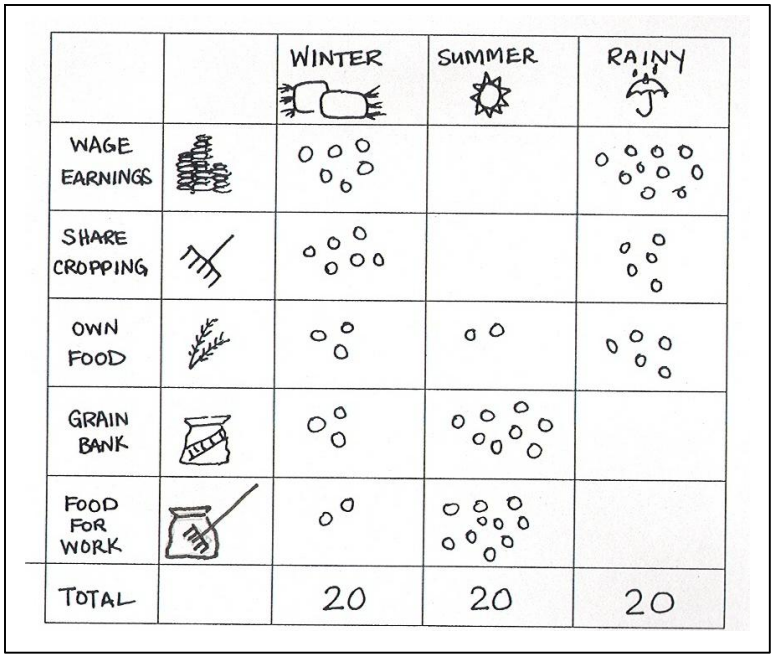


Figure 3D

Ranking Matrix
Update

Unit of Analysis: *20 farmers*
Date of Baseline: *Phagun, 2003*
Who Participated: *Minaben, Nabuben, Jayaben, Godiben, Kantaben, Vihabhai, Amarsibhai, Nagjibhai, Kalubhai, Motibhai, Chandubhai, Lalabhai, Devshibhai, Labhubhai, Chaturbhai, Motibhai, Raisanghbai, Jagabhai, Amthubhai, Jakshibhai*
Date of Monitoring: *Phagun, 2004*
Who Participated: *Same as above*



TRACKING CHANGES IN HOUSEHOLD SAVINGS

Introduction

The grain pot is a familiar household item. Like the Leaky Bucket (see page 43), it can be used as a tool to understand basic economic ideas. The grain pot is an educational tool that can be used with members of the *Swashrayee Mandals* (self help groups) to discuss income and expenditure patterns, and encourage ways of increasing savings.

Every household has some sources of income. It also has expenditures. Like the owner of a grain storage pot, a household can decide to open or close the valve on expenditures. By understanding that all spending directly affects the level of savings, the household can make more informed decisions and plan to save. Depositing savings in the *Swashrayee Mandal* will enable the *Swashrayee Mandal* member to build assets and improve her own and her family's overall economic security.

Monitoring & Evaluation

This "grain storage pot" will give individual *Swashrayee Mandal* members an opportunity to evaluate their own progress in managing their household economy, depositing savings, and building other assets. If kept up to date and shared with other members, this tool also enables members to offer suggestions and feedback to those who may be falling behind in their savings plans. Everyone in the group can become more engaged in the process and less pressure will fall to the leader and the Village Organizer to make sure that everyone's savings are on track.

Decision Making

Through SEWA Jeevika, only the *Swashrayee Mandal* leaders receive accounting training. While the lack of training for regular members does not affect their ability to join a *Swashrayee Mandal*, it limits their ability to make informed decisions about how to manage their finances. By using a tool like the grain pot on a month-to-month basis, individual *Swashrayee Mandal* members will be able to monitor their progress. This can be motivational for both the individuals and the *Swashrayee Mandal* as a whole.

HOUSEHOLD SAVINGS

Description of Tool: Grain Storage Pot

Each member of the *Swashrayee Mandal* is given a blank diagram of a grain pot and, working one-on-one with the *Swashrayee Mandal* leader or the Village Organizer, she records all her incomes and expenditures for one month. Incomes are indicated with arrows pointing down into the grain pot. Expenditures are indicated with arrows flowing from the valve at the bottom of the pot. Whenever possible, savings kept in the *Swashrayee Mandal* or as cash-in-hand are also recorded.

Explanation of Grain Storage Pot Diagram

The following diagram shows how a typical household may earn Rs.850 each month from wages, labour, selling milk and selling ghee. It may spend Rs.800 each month on groceries, social expenses, clothing and childcare. The difference between these two totals is the household savings for the month – Rs.50. As a member, the woman in this household may deposit those savings in the *Swashrayee Mandal*.

Using the grain storage pot diagram, the woman can indicate levels of financial savings and non-financial assets belonging to the household such as bicycles, livestock or farm equipment. If savings are used to purchase a non-financial asset, this can be shown on the diagram as a different form of savings investment. If, for example, savings are used to buy a cow, the cow becomes a non-financial asset (although it will generate financial earnings through the sale of milk and milk products). If she sells the cow, she loses the livestock asset, but gains a financial asset. In the example diagram, this person has acquired a cow for milking.

The second grain storage pot diagram, the same household has been able to add to its savings because the woman has adjusted her personal income and expenditures. She increased her income by Rs.10 through selling more ghee. She decreased her spending on clothing (by Rs.10). Her spending on social expenses and childcare increased (by Rs.25 and Rs.10). This left her with Rs.25 to contribute to the household savings. Added to the Rs.50 saved from the previous month, the total savings are Rs.75. Using this tool, she can see how small changes in the ways she spends money can add up to savings over time for her household.

Figure 4A

Grain Storage Pot
Baseline

Measurement of: *Household savings*
Unit of Analysis: *Household of Swashrayee Mandal member*
Date of Baseline: *Vaishakh, 2004*
Who Participated: *Veenaben*

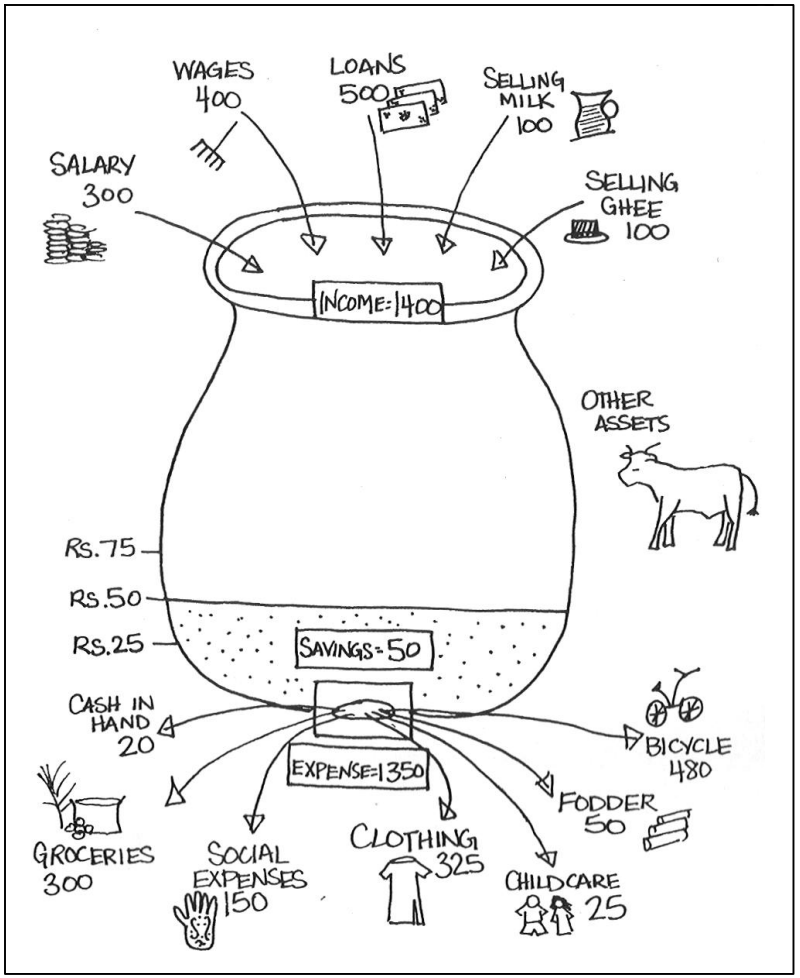
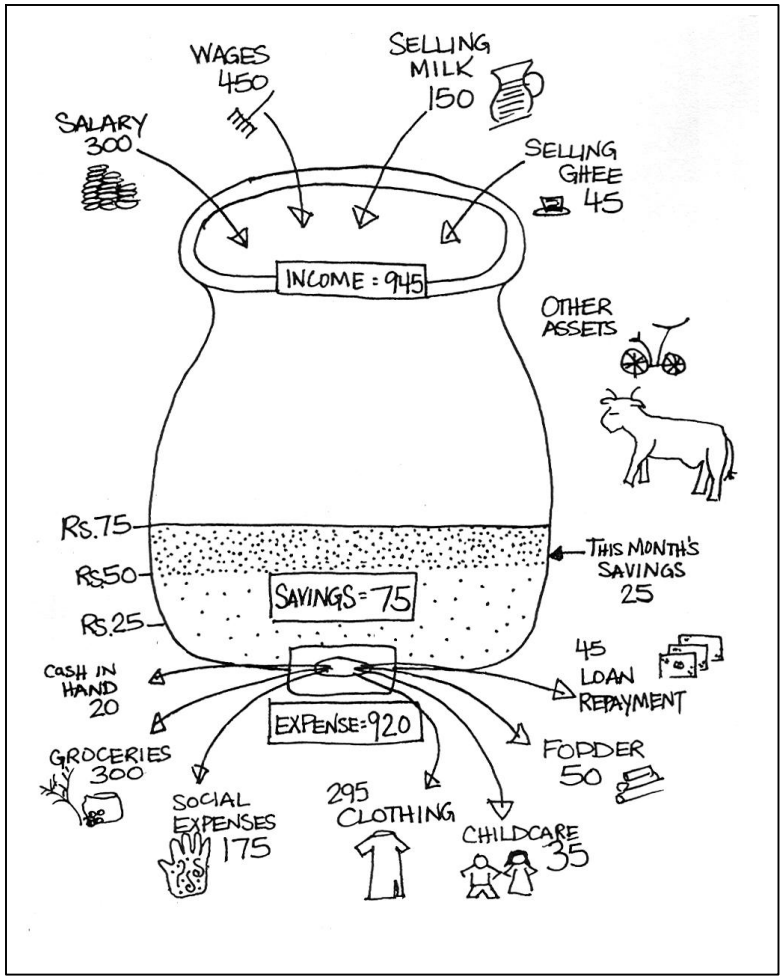


Figure 4B

Grain Storage Pot
Update

Measurement of: *Household savings*
Unit of Analysis: *Household of Swashrayee Mandal member*
Date of Baseline: *Vaishakh 2004*
Who Participated: *Veenaben*
Date of Monitoring: *Jyeshta, 2004*
Who Participated: *Veenaben*



TRACKING CHANGES IN SOCIAL LINKAGES

Introduction

Creating new social linkages is critical in developing local economies and the capacity of the poorest of the poor. People who have many social connections are more likely to have more opportunities in the local economy. This is because they have access to more information and can collaborate with others to take action. For example, knowing members of the local *panchayat* is one way of finding out what government programs are available. Knowing a SEWA staff person means that you may get help accessing a loan from a bank.

Monitoring & Evaluation

These charts can become part of the routine data collection of the *Swashrayee Mandal* or JSM. The Village Organizer can add new columns if there are additional meetings or social contacts that should be included.

Decision Making

This tool provides *Swashrayee Mandal* and JSM members with information about who is participating in village life and the nature of that participation. It will illustrate which people have not made any social linkages and therefore may need to be given more encouragement. This tool can also illustrate which people or organizations outside the community are being contacted and what opportunities there are for extending social relationships. There may be a role for SEWA Jeevika to help link villagers with institutions or individuals outside the village, such as local banks, government offices, extension workers, cooperatives.

SOCIAL LINKAGES

Description of Tool: Social Linkage Chart

The social linkages chart is a simple format that can be used monthly by *Swashrayee Mandal* members. Each member's name is recorded in the first column. Beside her name she can make a mark under each person with whom she has come in contact, and identify which meetings she has attended (with a check mark or thumb print). Over several months, she (and all the members of the *Swashrayee Mandal*) will be able to see how their social linkages are increasing. It will also be evident if someone is not developing social connections at the same rate as others. That person can be encouraged and supported by peers, *Swashrayee Mandal* leaders or the Village Organizer.

Explanation of Social Linkage Chart

The following simple diagrams show how *Swashrayee Mandal* members have built social linkages over a period of months. They identify who has been able to expand her social linkages and who needs extra encouragement to do so.

Figure 5A

Social Linkage Chart
Baseline

Measurement of: *Social linkages of Swashrayee members*
Unit of Analysis: *Six women*
Date of Baseline: *Bhadra 2003*
Who Participated: *Leelaben, Dinaben, Smitaben,Vijababen, Raniben, Jaluben*

Did you attend:

Name	Gram Sabha (voting)	JSM Meeting	Swashrayee Mandal Meeting (saving)	Training: Local	Training: Outside Village	Gram Vikas Mandal	JSM Coordination Meeting	Village Clean up Campaign	Exposure Visit
	☒	JSM				GVM			
Leelaben	✓		-		✓			-	
Dinaben	✓	✓	-	✓				-	
Smitaben			-					-	
Vijababen			-					-	
Raniben	✓	✓	-				✓	-	
Jaluben			-					-	

Did you have contact with:

Name	Panchayat Member	Government Official	Bank Official	SEWA Staff	Trader	JSM Committee Member	Vidya Gauri	School Teacher	People Outside the Village
Leelaben	✓			✓	✓			✓	✓
Dinaben	✓			✓		✓		✓	
Smitaben									
Vijababen					✓			✓	
Raniben	✓			✓		✓			
Jaluben									

Figure 5B

Social Linkage Chart
Update

Measurement of: *Social linkages of Swashrayee members*
Unit of Analysis: *Six women*
Date of Baseline: *Bhadra, 2003*
Who Participated: *Leelaben, Dinaben, Smitaben, Vijababen, Raniben, Jaluben*
Date of Monitoring: *Ashwin, 2003*
Who Participated: *Leelaben, Dinaben, Smitaben, Vijababen, Raniben, Jaluben*

Did you attend:

Name	Gram Sabha (voting)	JSM Meeting	Swashrayee Mandal Meeting (saving)	Training: Local	Training: Outside Village	Gram Vikas Mandal	JSM Coordination Meeting	Village Clean up Campaign	Exposure Visit
									
Leelaben	✓		✓		✓			✓	
Dinaben	✓	✓		✓				✓	
Smitaben									
Vijababen									
Raniben	✓	✓	✓					✓	✓
Jaluben	✓		✓					✓	

Did you have contact with:

Name	Panchayat Member	Government Official	Bank Official	SEWA Staff	Trader	JSM Committee Member	Vidya Gauri	School Teacher	People Outside the Village
Leelaben	✓		✓	✓	✓			✓	✓
Dinaben	✓			✓			✓	✓	
Smitaben									
Vijababen					✓			✓	
Raniben	✓		✓	✓			✓		
Jaluben	✓		✓	✓					

TRACKING CHANGES IN VILLAGE LEVEL ASSOCIATIONS

Introduction

Village associations (no matter how formal or informal) are important vehicles for development. Many of them can be stretched beyond their original purposes and intentions to become driving forces in the development process.

Monitoring & Evaluation

The number of village level associations and the level of community members' involvement in each are both useful indicators of the level of participation in development activities within the village, and the relative strength of different associations.

Decision Making

Over time, there can be many changes in the associational life in a village. New associations may emerge and other associations may cease to operate. An association's main activities may change. Leadership within an association may change. The importance that villagers place on an association may increase or decrease. All of these changes can tell us something about the organizing capacity within the village. If the number of associations or the scope of their work increases, we can infer that the organizing capacity within the village has also increased.

VILLAGE LEVEL ASSOCIATIONS

Description of Associations' Importance Chart

Using a simple chart, a group of villagers can easily list all the village level associations, their leaders, the numbers of male and female members and the activities that each are engaged in. The group can also assign a level of importance to each association using a symbol decided upon by the group.

Explanation of Associations' Importance Chart

In the following chart there are seven village level associations listed. Each has one or two leaders and a number of men and women (there are three groups whose membership is comprised totally of women). The villagers completing this chart think that the fodder bank group, with 12 members, has the least importance in the overall village life – perhaps because its mandate is limited. The JSM is seen to have the most importance to village life while the *Swashrayee Mandal*, dairy cooperative and *Jeevanshala* class all have relatively high importance to the villagers.

Figure 6A

Associations' Importance Chart
Baseline

Measurement of: *Importance of associations to village life*
Unit of Analysis: *10 villagers*
Date of Baseline: *Chaitra, 2003*
Who Participated: *Dinaben, Ramiben, Leelaben, Bipinbhai, Darikaben, Bansibhai, Nandaben, Smitaben, Goaben, Sanaben*

NAME OF ASSOCIATION		LEADER(S)	WOMEN	MEN	IMPORTANCE IN VILLAGE LIFE		
					☺	😐	😕?
JSM	JSM	Dinaben	6	3	✓		
Women's Craft Group		Ramiben	8	0		✓	
Swashrayee Mandal		Leelaben	10	0	✓		
Owners of common land		Bipinbhai	4	7		✓	
Fodder bank group		Darikaben	6	6		✓	
Dairy Coop		Bansibhai	3	8	✓		
Jeevanshala		Nandaben	11	0	✓		
Karobari committee		Smitaben	6	4			✓
Cumin Farmers' Coop		Goaben	2	7			✓
Safai Jumbesh		Sanaben	4	5		✓	

Figure 6B

Associations' Importance Chart
Update

Measurement of: *Importance of associations to village life*
Unit of Analysis: *10 villagers*
Date of Baseline: *Chaitra, 2003*
Who Participated: *Dinaben, Ramiben, Leelaben, Bipinbhai, Darikaben, Bansibhai, Nandaben, Smitaben, Goaben, Sanaben*
Date of Monitoring: *Ashwin, 2003*
Who Participated: *Sames as above*

NAME OF ASSOCIATION		LEADER(S)	WOMEN	MEN	IMPORTANCE IN VILLAGE LIFE		
					☺	😐	😕?
JSM	JSM	Dinaben	6	3	✓		
Women's Craft Group		Ramiben	9	0	✓		
Swashrayee Mandal		Leelaben	11	0	✓		
Owners of common land		Bipinbhai	4	7		✓	
Fodder bank group		Darikaben	5	7		✓	
Dairy Coop		Bansibhai	3	8	✓		
Jeevanshala		Nandaben	11	0	✓		
Karobari committee		Smitaben	4	3			✓
Cumin Farmers' Coop		Goaben	2	7		✓	
Safai Jumbesh		Sanaben	4	5		✓	

☺ VERY IMPORTANT 😐 SOMEWHAT IMPORTANT 😕? NOT IMPORTANT/ DON'T KNOW

VILLAGE LEVEL ASSOCIATIONS

Description of Chapatti Diagram

Using the information from the chart, the group can then construct a chapatti diagram, illustrating the relative sizes and relative importance of associations in their lives.

Explanation of Chapatti Diagram

In the chapatti diagram, this same information is shown in a more visual form:

The larger "chapattis" represent associations with larger membership.

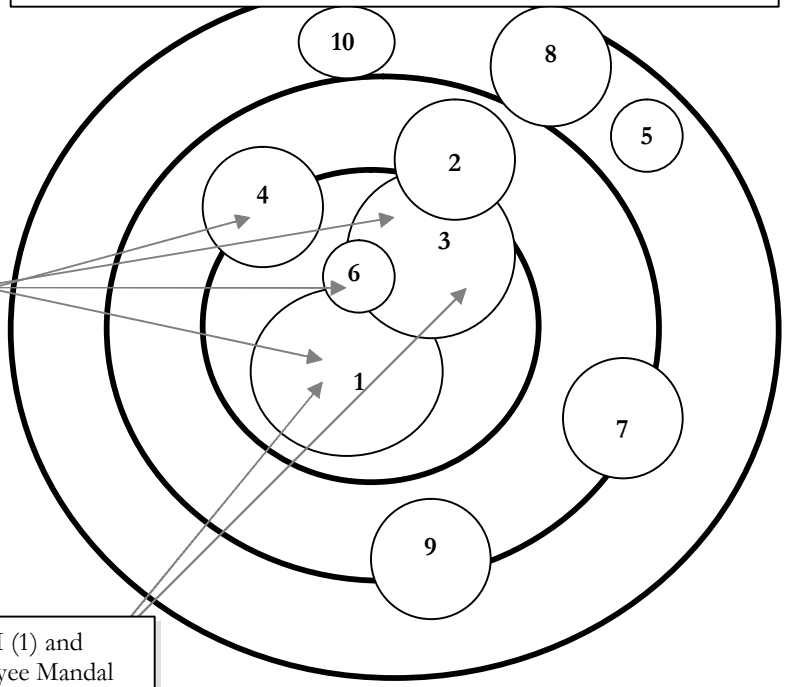
"Chapattis" close to the centre represent associations with a prominent role in overall village life.

Figure 6C

Chapatti Diagram

Baseline

Measurement of: *Relative size and prominence of village associations*
Unit of Analysis: *10 villagers*
Date of Baseline: *Chaitra, 2003*
Who Participated: *Dinaben, Ramiben, Leelaben, Bipinbhai, Darikaben, Bansibhai, Nandaben, Smitaben, Goaben, Sanaben*



The JSM (1), Swashrayee Mandal (3), owners of common land (4), and Dairy Cooperative (6) have a prominent role in overall village life.

The JSM (1) and Swashrayee Mandal (3) have more members than the other associations in the village.

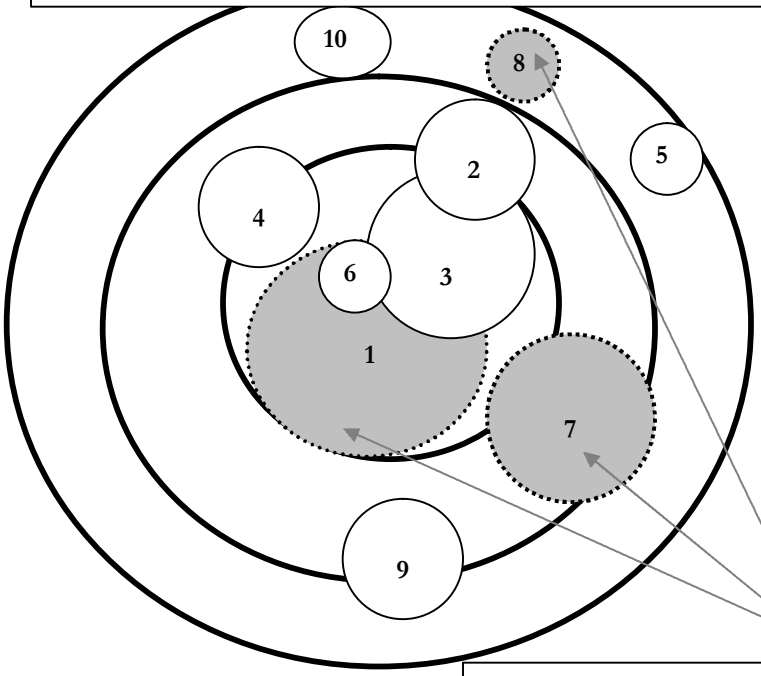
1	Jeevika SEWA Mandal (JSM)
2	Women's Craft Group
3	Swashrayee Mandal (self help group)
4	Owners of Common Land
5	Fodder Bank Group
6	Dairy Cooperative
7	Jeevanshala Class
8	Cumin Farmers Cooperative
9	Karobari Committee
10	Safai Jumbesh

Figure 6D

Chapatti Diagram

Update

Measurement of: *Relative size and prominence of village associations*
Unit of Analysis: *10 villagers*
Date of Baseline: *Chaitra, 2003*
Who Participated: *Dinaben, Ramiben, Leelaben, Bipinbhai, Darikaben, Bansibhai, Nandaben, Smitaben, Goaben, Sanaben*
Date of Monitoring: *Ashwin, 2003*
Who Participated: *Same as above*



The JSM (1) has increased in size; it has more members than it did in the baseline measurement.

The Jeevanshala Class (7) has also increased in size; it has more members than it did in the baseline measurement. It has also moved closer to the centre; it has a more prominent role in community life.

The Cumin Farmers Cooperative (8) has decreased in size; it has fewer members than it did in the baseline measurement.

TRACKING PROGRESS IN WOMEN'S LITERACY

Introduction

The *Jeevanshala* program provides an opportunity for women to learn how to read and write. With these skills women gain more confidence; they can sign their names, read instructions, and can check what is written down by traders and bank staff when they are making transactions. The *Jeevanshala* schools, however, provide much more than training in reading and writing. Visits to the bank, the local *panchayat* and other institutions are also arranged, helping women to understand how these institutions work, and how their literacy skills can help them.

Monitoring & Evaluation

As well as monitoring, this tool is a way of motivating students and the *Vidya Gauri*. The students and *Vidya Gauri* can see variations in attendance through the agricultural calendar; their progress of individuals as their writing skills increase, and their progress through primer books.

Decision Making

While tracking attendance, the participants start to build a sense of responsibility for everyone's progress. Why are some people not attending? Should the classes be held at different times? Should we help those who cannot attend?

In addition, these charts will provides information to the *Vidya Gauri*, to the spearhead team and to the Village Organizer. In turn, the information will be provided to the district office and the PMU.

PROGRESS IN WOMEN'S LITERACY

Description of Tool: Jeevanshala Chart

This tool functions as both an attendance record and a means of tracking progress. It is the participants who complete the chart, not the *Vidya Gauri*, and the chart is displayed for all to see. When women first attend the school, they may not be able to read and write; so they will mark attendance with a thumb print. As they learn to read and write, their attendance mark will change. At first she may write her initials, then her full name. As she progresses through the different primers, this will also be shown.

Explanation of Jeevanshala Chart

This attendance chart shows the progress of ten *Jeevanshala* students. In the first few days of attending classes, they can only make a thumbprint to show their attendance. By the end of the first week they are able to write their two initials. Eventually they are able to write their full names. During Week 3 some have advanced to the second primer.

As well as showing the progress of all students, the chart also provides information on average daily attendance for the month and for each month in the year. In this month, so far, average attendance is high at 9 students attending on average per day

At the end of the month, the *Vidya Gauri* should lead a discussion with the group about the chart and how they can use it to measure progress.

To differentiate the comments of the *Vidya Gauri* and students, each could use a different colour pen.

Figure 7A

Jeevanshala Chart

Measurement of: *Women's literacy and participation in Jeevanshala*
Unit of Analysis: *Students*
Date: *Chaitra, 2003*
Who Participated: *Wehgaben, Shantaben, Pravitaben, Geetaben, Veenaben, Meenaben, Heenaben, Kiranben, Amiben, Ushaben*

Month:__*CHAITRA*_____

Name	Trade	Week 1 (Primer 1)					Week 2 (Primer 1)					Week 3 (Primer 1-2)					Week 4 (Primer 1-2)					Total	Feedback on events celebrated
		M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F		
Wehga	Agri.					*W*	*We*	*We*	*We*	*Weh*	*Weh*	*Wehg*	--	*Wehga*	*Wehga*	*Wehga*	P_2	P_2	P_2	P_2	P_2	19	
Shanta	Craft			*S*	*S*	*S*	*Sh*	*Sha*	*Shan*	*Shan*	*Shant*	*Shanta*	*Shanta*	P_2	P_2	P_2	P_2	P_2	P_2	P_2	P_2	20	
Pravita	Craft			*P*	*P*	*Pr*	*Pra*	*Pra*	--	*Prav*	*Pravi*	*Pravita*	*Pravita*	*Pravita*	P_2	P_2	P_2	P_2	P_2	P_2	P_2	19	
Geeta	Animal Husb.			*G*	*G*	*G*	*G*	*Gee*	*Gee*	*Geeta*	*Geeta*	*Geeta*	P_2	P_2	P_2	P_2	P_2	P_2	P_2	P_2	P_2	19	
Veena	Agri.			*V*	*V*	*V*	*Vee*	*Vee*	*Vee*	--	*Veen*	*Veen*	*Veena*	*Veena*	*Veena*	P_2	P_2	P_2	P_2	P_2	P_2	19	
Meena	Agri.			*M*	*M*	--	*M*	*Mee*	*Mee*	--	*Mee*	*Meen*	*Meen*	*Meena*	*Meena*	*Meena*	P_2	P_2	--	P_2	P_2	17	
Heena	Agri.			*H*	*H*	*H*	*Hee*	*Hee*	--	*Hee*	*Heen*	--	*Heena*	*Heena*	*Heena*	P_2	P_2	P_2	P_2	P_2	P_2	18	
Kiran	Craft				*K*	*K*	*Ki*	*Ki*	*Kir*	*Kiran*	*Kiran*	*Kiran*	P_2	P_2	P_2	P_2	P_2	--	P_2	P_2	P_2	19	
Ami	Animal Husb.					*A*	--	*A*	*A*	*A*	*Am*	*Am*	*Ami*	*Ami*	*Ami*	P_2	P_2	P_2	P_2	P_2	P_2	19	
Usha	Agri.					*U*	*U*	*U*	*Us*	--	*Us*	*Ush*	--	*Ush*	*Usha*	*Usha*	***Usha***	P_2	P_2	P_2	P_2	18	
Total		10	10	10	10	9	9	10	8	7	10	9	8	10	10	10	10	9	9	10	10	188	

Average daily attendance for month: **9**

Full Year Attendance

Winter (labour demand low)				Summer (labour demand low)				Rainy (labour demand high)				
Margasheersh	Paush	Maagh	Phagun	Chaitra	Vaishakh	Jyeshta	Aashaadh	Sharavan	Bhadra	Ashwin	Kartik	TOTAL
9	9	9	8	9								

TRACKING CHANGES IN THE LOCAL ECONOMY

Introduction

SEWA Jeevika's direct involvement in villages is temporary. The fundamental purpose of SEWA Jeevika is to help people build their assets to a level at which they can sustain local economic development after the project comes to an end.

A popular education technique known as the "Leaky Bucket" is a useful tool to help villagers understand the local economy. It can be used both as a planning tool (identifying opportunities for growth within the local economy) and as a monitoring tool (illustrating changes in local economic activity over time).

Monitoring & Evaluation

Once villagers create their own leaky bucket diagram, it becomes base-line information that can be used for monitoring and evaluation. The diagram can be revisited at regular intervals and a new bucket can be drawn to indicate changes in the local economy (inflows, outflows and internal economic activity). Ideally, the villagers will increase inflows, decrease outflows and increase the circulation of money within the village.

On a quarterly basis, the villagers can review their baseline leaky bucket and discuss how things have changed in their village. The changes can then be marked on a new leaky bucket diagram by both adding new "flows" and highlighting existing "flows" that have increased or decreased in activity. By changing the sizes of the arrows, villagers can see and understand how their economy is changing.

A visual representation of the economic changes taking place in the village can be motivating. When people are able to see and understand their local economy, they are in a better position to make good decisions about the future of their village.

LOCAL ECONOMY

Decision Making

When the leaky bucket exercise is done comprehensively, it can result in good decisions about how to improve their local economy based on the results of the leaky bucket. For example, if the people living in a certain village see that they are losing a lot of money paying for transportation on auto-rickshaws that are owned by people living outside the village, someone may decide to take a loan to buy an auto-rickshaw and use it to generate income. In doing so, money that would otherwise leak out of the local economy is retained by the local service provider. In another village, there may be income generated though the production and sales of grains to an external market. To increase the inflow of money to the village, a group of people could consider the possibility of organizing to establish a flour mill in the village to add value to the grain before selling it.

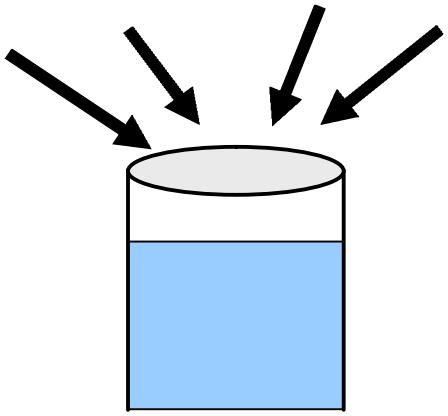
When the next leaky bucket diagram is drawn, the villagers and SEWA Jeevika can see their initiatives have resulted in increased inflows and plugged leaks. Being able to track this information and report on it will help village members and all levels of SEWA Jeevika staff to make appropriate decisions about the future of the project.

LOCAL ECONOMY

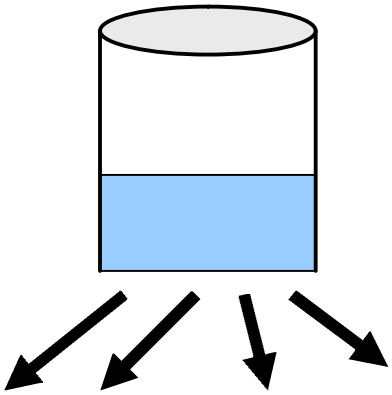
Description of Tool: Leaky Bucket

By imagining the community's economy as a bucket with money flowing in and leaking out, people can:

1. Understand how money is flowing ***into*** the village. These are shown by arrows of various sizes pointing into the top of the bucket. Villagers can then identify strategies to increase these inflows.



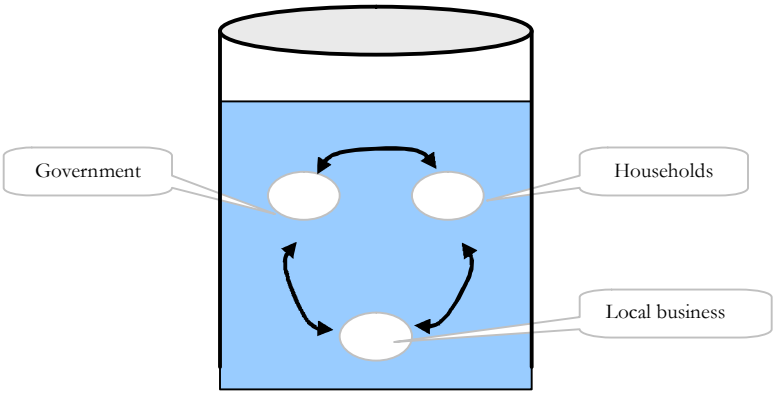
2. Understand how money is leaking ***out of*** the village. This is shown by arrows of various sizes pointing out of the bottom of the bucket. Villagers can then identify strategies to decrease these leakages.



LOCAL ECONOMY

Description of the Tool: Leaky Bucket (cont'd)

3. Understand how money is ***circulating*** within the village. They can identify opportunities to keep money circulating and thereby strengthen local businesses and the overall local economy. These are shown by arrows of various sizes inside the bucket linking the key economic actors within the village.



4. Understand that the level of economic activity is determined by these inflows, outflows, and circulation of money inside the village.

LOCAL ECONOMY

Explanation of Leaky Bucket Diagram

As you can see in Diagram 9 (from Kolapur, Patan District), the inflows are:

- *Grants (government and NGO)*
- *Labour (masonry)*
- *Wages (teachers)*
- *Loans (money lenders, government or bank)*
- *Agricultural produce sales*

The size of the arrows represents the amount of money flowing into the village from each source. *Agricultural produce sales* are generating the most income. *Wages* are generating the least.

There are holes at the bottom of the bucket showing how money is leaking out of the village. The outflows identified are:

- *Medical expenses*
- *Daily commodities (grocery, clothes, footwear)*
- *Cattle fodder*
- *Luxuries*
- *Festivals*
- *Pesticides and farm equipment*
- *Transportation*

The village is losing a lot of money to *daily commodities* purchased outside the village and *festival expenses*.

In the centre of the bucket are the economic actors within the village. They are:

- *Households*
- *Local government agencies*
- *Local businesses (grocery, vegetable vendor, carpentry, masonry, brick making, flour mill, pottery)*

When money is exchanged between these groups, it stays in the village and helps build the local economy.

Diagram 10 illustrates an example of what the same village's leaky bucket might look like after four months of involvement with a project like SEWA Jeevika. Note the following:

- *Increased agriculture sales*
- *More groceries in village (3), less outflow for grocery items*
- *Festival supply rental, less outflow for festivals*
- *Bicycle repair and rental, less outflow for transportation*

Figure 8A

Leaky Bucket Diagram
Baseline

Measurement of: *Local economic activity*
Unit of Analysis: *10 villagers (including JSM)*
Date of Baseline: *Sharavan, 2003*
Who Participated: *Dinaben, Ramiben, Leelaben, Bipinbhai, Darikaben, Bansibhai, Nandaben, Smitaben, Goaben, Sanaben*

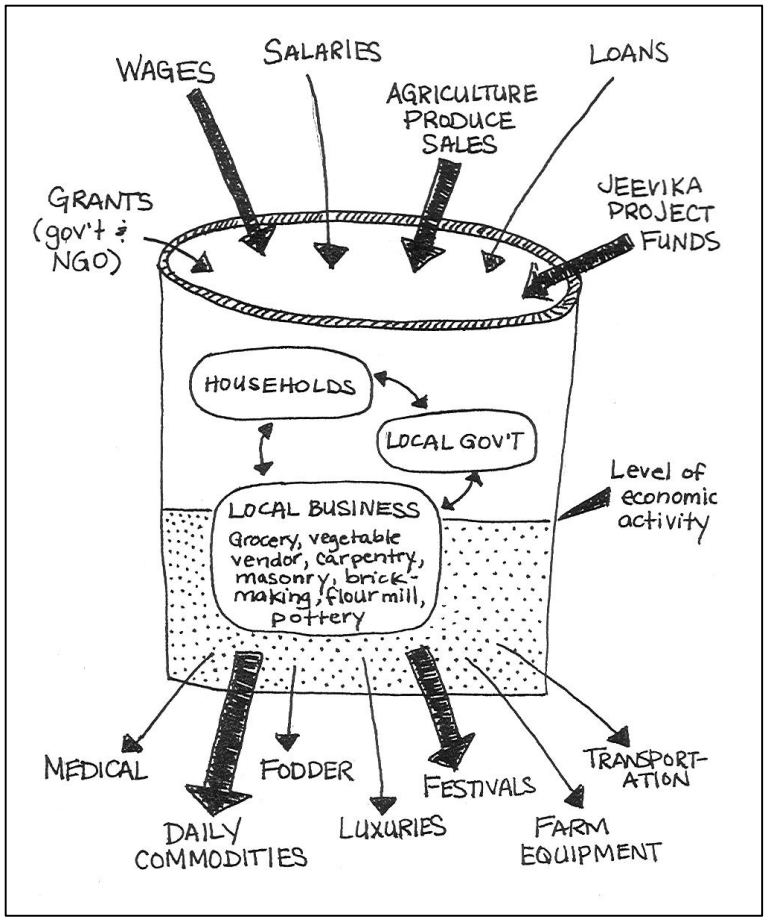
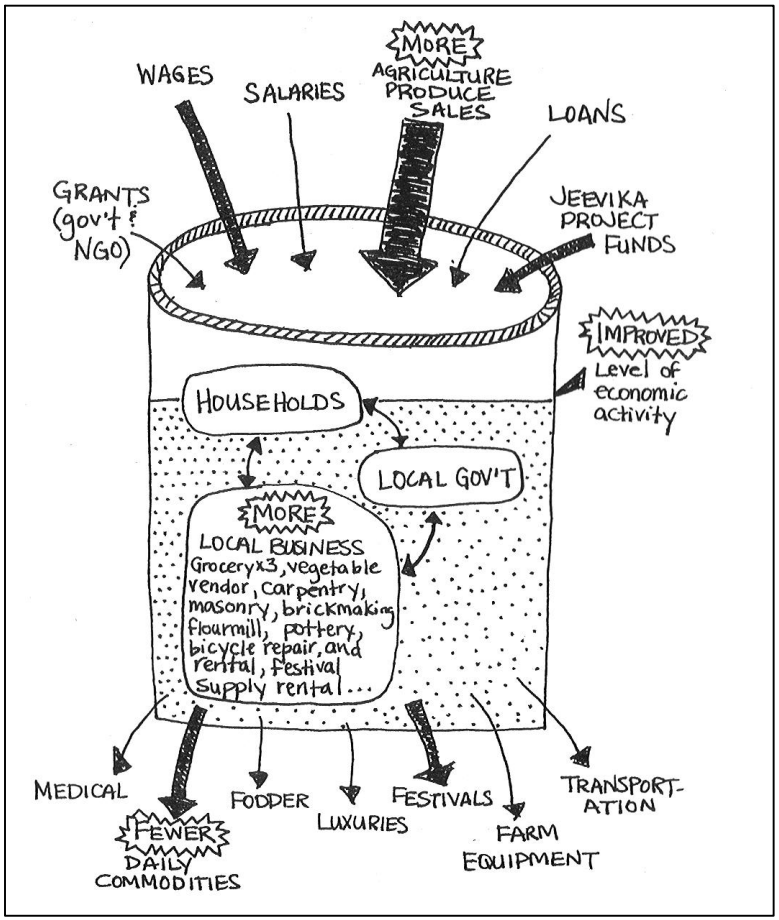


Figure 8B

Leaky Bucket Diagram

Measurement of: *Local economic activity*
Unit of Analysis: *10 villagers (including JSM)*
Date of Baseline: *Sharavan, 2003*
Who Participated: *Dinaben, Ramiben, Leelaben, Bipinbhai, Darikaben, Bansibhai, Nandaben, Smitaben, Goaben, Sanaben*
Date of Monitoring: *Sharavan, 2004*
Who Participated: *Same as above*



EVALUATING CHANGE

In this section looks at how:

1. The Village Organizer can reflect on the changes her or she has seen;
2. The Village Organizer and other facilitators can help villagers reflect on changes they have experienced.

Village Organizer reflections

As we have said repeatedly in this manual, Village Organizers are key to the success of capacity building by the poorest of the poor. It is very important that they write down their experiences, reflecting on how they creatively handled different situations, many of which are unexpected in the life of a project.

As part of their regular monthly reporting, Village Organizers could be asked to write down:

- "The funniest thing that happened to me during the month"
- "The most unexpected thing that happened to me this month"
- "The most difficult thing I had to deal with this month"
- "What I need to investigate because of what I learned this month"

When they write about their experiences in this way, they start to analyze the situation with more confidence. When Village Organizers have more confidence in analyzing and understanding the local dynamics they can be increasingly effective in ensuring that the interests of the poorest of the poor are prioritized.

Most Significant Change, as experienced by villagers

This is outlined on the next page.

MOST SIGNIFICANT CHANGE

Introduction

The Most Significant Change (MSC) technique is a way to systematically monitor both planned and unplanned change. MSC is especially appropriate in a complex project, such as SEWA Jeevika, where there are many components and diverse and often unpredictable outcomes.

When villagers are actively involved in the process, they are able to express their own experiences, hear those of others and discuss future activity in their village with more confidence.

Description of the Tool

MSC involves the regular collection and participatory interpretation of stories about change. Through story-telling, villagers are able to:

- describe what significant changes have happened in the village since a particular point in time
- explain why the changes were significant
- explain how the changes took place
- make decisions about future development activity

There are some basic steps to keep in mind while using the MSC technique[2]:

1) Generating interest and deciding who to involve
2) Deciding on broad areas of change to be explored
3) Collecting stories
4) Filtering up (and then down!)
5) Repeating the process

[2] Adapted from Davies, R. & Dart, J. (2005). The 'Most Significant Change' technique: A guide to its use. http://www.mande.co.uk/docs/MSCGuide.pdf

MOST SIGNIFICANT CHANGE

Step 1: Generating interest

Generating interest in the process can be as simple as the Village Organizer or other member of SEWA Jeevika staff talking to villagers informally, in a JSM meeting or at a *gram sabha*. The Village Organizer can explain that many changes are happening and it is important to record and learn from these changes. By giving people time in advance to think about the most significant changes from their perspective, the results of the story-telling exercise (step 3) may be more detailed and meaningful. It should be stressed that everyone has a unique and important perspective to contribute.

Step 2: Deciding on areas of change to be explored

The types of change to be explored can be extremely broad or fairly specific, depending on the intended use of the information collected. The purpose of conducting the Most Significant Change technique is to allow planned and unplanned changes in village life to be identified and analyzed. A broad question could be something like "What is the most significant change in the village since the beginning of the SEWA Jeevika project?" A slightly more specific question could be "What is the most significant change in people's food security situation in the last six months?"

Step 3: Collecting stories

Collecting the stories of change at the village level should be a positive and motivating experience. Village Organizers are likely to notice an enthusiastic response to emerge from meetings where people are sharing stories of how life is changing in the village. It is important that the meetings in which these stories are presented are open to everyone and that Village Organizers create a safe atmosphere to encourage even the poorest and most marginalized villagers to take part and share their experiences. It is also important for the Village Organizers to be open to stories of changes that have had negative effects, and why these are considered significant.

As a facilitator, the Village Organizer must be prepared to use probing questions to expand people's stories. It is particularly important that each story-teller presents a clear reason *WHY* they think a certain change was important.

MOST SIGNIFICANT CHANGE

Someone needs to record the story topics on a flip chart as they are presented.

After a few stories have been selected from the whole group, divide people into smaller groups of 6-8. Ask them to continue telling stories amongst themselves (remembering to say WHY those stories are significant). The group must then select one story which they think best represents important change in their village.

The facilitator then asks each group to come forward and tell the story selected, including the reason why this story represents a significant change, These story topics are added to the list by the recorder.

Finally, the whole group decides on three stories that they would like to send on the district association as being representative of significant changes in their village.

Step 4:
Filtering up (and then down!)

Once the stories have been selected the Village Organizer should write these stories down in detail, with the help of the story teller. These should be brief – two to three paragraphs -- but with enough detail to be meaningful to those people who are not at this meeting but who may be reading these stories at district and PMU level. The Village Organizer then selects three stories to send to the District Coordinator.

The District Coordinator then chooses the three *most* significant stories of change from all the stories that have come from all the Village Organizers. These three stories are forwarded to PMU as representative of the changes happening in that district.

From the stories sent from the three districts (Surendranagar, Patan and Kutch), PMU then picks the final three *most* significant changes happening within the SEWA Jeevika project. The diagram presented on page 12 illustrates how this filtering up process takes place. At each level, all the stories are kept to maintain the transparency of the process. If necessary, all can be used for evaluation purposes.

Step 5:
Repeating the process

While this process is essentially one of filtering information *up* the organizational structure, information and learning must also filter back *down* to villages and Village Organizers. The process should be repeated every six months to a year, as appropriate.

MOST SIGNIFICANT CHANGE

Three key stories of significant change happening throughout one district of SEWA Jeevika

'Filtering information UP'

Project Management Unit

District Coordinator

Organizer **Organizer** **Organizer**

V1 V2 V3 **V1 V2 V3** **V1 V2 V3**

Information must filter down

V = Village

MOST SIGNIFICANT CHANGE

What is the Most Significant Change that has happened in the village since the project started?

Why was this change significant?

Organizer: *What is the most significant change that has taken place in this village since the Jeevika SEWA project started?*

Villager: *Poor women now have access to loans through the bank.*

Organizer: *Why is that the most significant change in the community?*

Villager: *Because now a woman can start a small business and earn money for her family. This makes the family more secure but it also means she has more confidence to make her voice heard in decisions made in the family and in the Swashrayee Mandal.*

Organizer: *Can you give the best example of a woman who did this?*

Villager: *Leelaben used to never come out of her house, except to do household chores. She did not have social connections in the village and her family was not able to have more than one meal each day. Since the Jeevika SEWA program started, she has joined a Swashrayee Mandal and saved Rs. 10 every month. When she had saved Rs. 300, she took out a loan to buy a bicycle that she could rent out. She is now paying back the loan from her earnings. She is a strong member of the SHG, and is now asking the Village Organizer to help her get a bank loan.*