

MAPPING OF PARTICIPATORY MODELS APPLIED BY NGOS TOWARDS
ENHANCING GRASSROOTS PARTICIPATION AND DEMOCRACY
PLAN IN VIETNAM



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LIST OF ABBREVIATIONS

CARP	Community Annual Reflection and Planning
CBO	Community-based organisation
CDP	Commune Development Planning
CEPEW	Centre for Education Promotion and Empowerment of Women
CERDA	Centre for Research and Development in Upland Areas
CPRGS	Comprehensive Poverty Reduction Strategy
DARD	Department of Agriculture and Rural Development
DPI	Department of Planning and Investment
CPSE	Centre for Population, Social and Environmental Affairs
CSEED	Centre for Community Socio-Economic and Environmental Development
DSC	District Steering Committee
DOFA	Department of Foreign Affairs
DWC	Centre for Promoting Development for Children and Women
ECCD	Early Childhood Care and Development
E&D	Enfants et Développement
FFS	Farmer Field Schools
ICED	Integrated Early Childhood Development
INGO	International Non-governmental Organisation
KAP	Knowledge – Attitude – Practices
LCTM	Learners-Centred-Teaching-Method
LFA	Logical Framework Approach
LPMD	Local Planning and Management for Development
MARD	Ministry of Agriculture and Rural Development
M&E	Monitoring and evaluation
NGO	Non-governmental Organisation
OGB	Oxfam Great Britain
PLA/PRA	Participatory Learning and Action/Participatory Rural Appraisal (WVV)
PACCOM	The People's Aid Co-ordinating Committee
PCD	Participatory Curricula Development
PMB	Program Management Board (WVV)
PMB	Project Management Board
PPA	Participatory Poverty Assessment
PRA	Participatory Rapid Assessment (SCUK)
PST	People's Supervision Team
PTD	Participatory Technology Development

RaFH	Center for Reproductive and Family Health
RTCCD	Research and Training Centre for Community Development
S-CODE	Centre for Sustainable Community Development
SCUK	Save the Children UK
SRD	Centre for Livelihoods and Upland Agriculture
STD	Sexually Transmittable Disease
ToT	Training of Trainers
VDA	Village Development Association (Caritas)
VDB	Village Development Board
VDC	Village Development Committee (CSEED)
VDF	Village Development Funds (Caritas)
VDP	Village Development Planning (Caritas)
VMC	Village Monitoring Committee
VMG	Village Management Group (SIDA)
VNAH	Vietnam Assistance for the Handicapped
VND	Vietnamese Dong
VSG	Village Supervisory Group
WU	Women's Union
WVV	World Vision Vietnam

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1 INTRODUCTION

What is people's participation and participatory work? This question evoked many interesting answers from the respondents who were asked to describe it. Answers concluded to be a process where those who have an interest in the issue should be involved, a way of refining one's work; something that should take place continuously; a motivator; and the task of the people and the authority in developing the community, and finally, as the right and the means to ensure the quality of interventions. Overall, these descriptions all circle around the elements of the definition by Robert Chambers; "A growing family of approaches, methods and behaviours to enable people to share, enhance and analyse their knowledge of life and conditions, and to plan, act monitor and evaluate"¹. As this report will reveal, participatory work is, despite its virtues, considered as costly and time-consuming. So, why is it so widely used? Practitioners all point to the relevance of the information resulting from consultations. With people's participation, the process of identifying problems, designing projects and evaluating them, becomes a process led by the people, for the people, additionally, by allowing for this process to take place, a higher degree of sustainability can be achieved.

Despite the fact that PRA (Participatory Rural Appraisal) originated from Thailand in the late 1970s² it was not until the early 1990s that the methods started taking root in Vietnam with some small-scale PPAs (Participatory Poverty Assessments). These initial experiences were carried out at District and community level by INGOs and some donors with the purpose to guide their programming.³ In 1999, four large-scale Provincial PPAs were carried out on the initiative of the World Bank, as a part of its 2000 World Development Report. Later on, for the early draft of the CPRGS, consultations in six Provinces were organised to get feedback from the poor. In 2003, the consultations were expanded into 12 Provinces throughout Vietnam with the objective of providing feedback from the poor people in the implementation of the CPRGS. When talking to many NGOs, national as well as international, and donor organisations, it is not a question of if they use PRA tools in their project work, but rather a question of how they perform it.

The Grassroots Democracy Decree was originally introduced in Vietnam in 1998. The Decree emanates from Ho Chi Minh's saying "the people know, the people discuss, the people do and the people monitor". It contains some specific indications of how consultations with the people are to be carried out; through large meetings, through direct contact, and by requesting written comments. The Decree can be seen as a reflection of the government's aim to promote people's rights at the village and Commune level. However, after nearly eight years of its promulgation, there have been limited results in implementation. This is linked in part to lack of understanding of officials at Commune and village level in terms of the policies they are assigned to disseminate⁴. In addition officials have claimed to need more guidance on the

¹ Chamber, Robert, (1999) *Relaxed and participatory appraisal notes on practical approaches and methods*, <http://www.ids.ac.uk/ids/particip/research/prar/cwksbjun99.pdf>

² Ibid

³ Thanh, Hoang Xuan (2005), *Participatory poverty research and policy influencing in PRSP processes: the Vietnam case*, in *Participatory Learning and Action*, vol. 51, April 2005

⁴ World Bank, (2004), *Vietnam Development Report 2004*, Joint Donor Report to the Vietnam Consultative Group Meeting, Hanoi

Grassroots Decree. In PPAs⁵ carried out by the World Bank, the officials also claimed that the villagers were uninterested in the issues as an explanation to their low attendance at meetings. Although these statements were partly corroborated by the villagers, they also added that they perceived the chances of their voices being heard as unlikely. Although this report does not claim to provide solutions to this situation, it does circle a number of methods used in order to encourage people's participation in Vietnam.

1.1 Objective

The objective of this report is to map out participatory models and experiences, including strengths and weaknesses, of NGOs and international donor organisations active in Vietnam. One additional objective is to record the work in the field of civil society and grass-roots democracy, that respective organisations are engaged in. This is in order for the development community to make better use of the expertise and knowledge in this area. Hence, this report can serve as an overview of the methods employed, but also, hopefully, as a source of inspiration for those venturing into new projects or fields of work.

1.2 Methods

In order to achieve the objectives, information was gathered using primary and secondary data. The report is largely based on primary data in the form of semi-structured interviews. In total 39 organizations were contacted for interviews, 28 responded positively and finally 25 interviews were conducted.⁶ The reason that 25 interviews were conducted instead of 28 is that they were only available after the deadline for the interviews. Two out of the 25 interviews are not presented in the report; they have served as background information since they were not related to ongoing project work. Secondary data used consists mainly of material provided by the respondents, such as project documents, trainings manuals and evaluations. After the interviews were conducted, a first draft was sent out to the respondents for comments. In total 14 respondents provided comments, which were inserted into the final version of the report.

The findings from the interviews have been analysed, based upon a number of indicators. Regarding the methods, indicators included what stage of the project cycle the participatory methods were used at and the purpose of involving the people in these activities. For instance, was the purpose to inform or train them, to gather information and opinions, or to actively include them in the decision making and implementation of projects? Concerning the participants, attention was brought to who they are and how they were selected to participate. Finally, the strengths, weaknesses and lessons learnt are discussed, focusing on the characteristics of the respective group.

1.3 Limitations

Time was one limitation, which has affected the course of work. Either one or two interviews were to be conducted with each organisation, or several interviews were to be made within each organisation. The former option has the advantage of offering a

⁵ Ibid

⁶ See List of meetings Appendix 2

broader picture with a greater scope in terms of organisations and methods. The disadvantage is that all the sectors of the organisations could not be fully explored. The latter option had the advantage of more comprehensively presenting each organisation, involving a more narrow selection of organisations. The disadvantage would be a smaller coverage, in terms of organisations and experiences. The former option was chosen, offering a greater diversity, partly because it was hard to find several persons within the organisation that were available during the given period of time. Therefore, this report does not offer a complete description of all the participatory methods used in all project and programmes of each organisation.

The geographical focus was another limitation. People with first hand experience of participatory work are often based in the field and do not work in Hanoi, where the interviews were conducted, and unfortunately, the mission did not include the possibility of travelling to the different project sites. However, there are several experienced people in Hanoi working on these issues, but occasionally some of the respondents would have difficulties answering questions of a practical or detailed nature.

1.4 Structure of this report

As stated, the report is laid out according to the life of the planning cycle. The first section will be an introduction of the report, where the exercise objectives, methods as well as limitations are displayed. The next section looks at preparation for participation; in this part, the preparatory approach of each organisation is generally described - how they prepare for the development intervention; how they prepare to involve people at grassroots levels to take active part in this process.

For each subsequent section- planning; implementation; monitoring and evaluation and research methods – methods are described with an analysis of findings, strengths, challenges and lessons learnt. Each part sequences to each others, as they are linked as in a chain of the development cycle. The final section discusses conclusions based on the findings in the preceding sections.

Appendices will provide a source for readers to refer. They briefly describe the organisations interviewed, their mission, vision and operational areas.

2 PREPARING FOR PARTICIPATION

The table below summarises the methods used when preparing for participation by the organisations interviewed.

Table 2.1 Selection Process and Preparation Methods

Organisation	Preparation	Level * if blank not specified	Method	Selection Process & Criteria
CARITAS	PRA and VDP include the whole village (as far as possible) for one full day, plus smaller focal group discussions. Women and the poor are given priority, their voices and views highlighted, disaggregated. CDP includes two representatives from each village – one woman and one man.	Village level	PRA and VDP	<p>There are many different ways of selecting members of VDAs. Ideally there should be gender balance, and the membership should be representative of the village population.</p> <ul style="list-style-type: none"> - Members should have sufficient skills and confidence to play a useful role. <p>One way of selecting VDA members is to initially ask villagers in each hamlet (geographical subdivision of the village) to select one woman and one man to represent their hamlet. These two people from each hamlet, together with a village leader and a leader of the Women's Union if they are not already representing hamlets, can make a VDA</p> <p>In a small project, expert facilitators and community mobilisers can help set up such village groups. In a big project, it may be necessary to first set up commune level boards, and then train commune level boards to set up village level groups. Ideally village level groups are set up first.</p>
CEPEW			Participants on project Training of trainers	<p>CEPEW has a quota, a percentage of the number of men and women selected. CEPEW criteria, for example for participants of the project on income generation;</p> <ul style="list-style-type: none"> - Looking for new ideas. - Willingness to work together in a group <p>Selection of participants of training of trainers</p> <ul style="list-style-type: none"> - Need to have position in the community, head of village or of a social organization. - Actively involved in social work. <p>CEPEW This person also is normally the representative of the</p>

Organisation	Preparation	Level * if blank not specified	Method	Selection Process & Criteria
				People's Council, or other key staff in the community. The police have an important role. CEPEW provides them with skills to speak, motivate and facilitate. Participants in the groups are selected by the social groups. Groups for domestic violence comprise victims and offenders among others, which are separated during the discussions. Hard to get the offenders involved and couples have to be separated.
CERDA		Village level	Monthly meetings	<p>CERDA Before the planning meetings, the heads of the village Women's Unions hold monthly meetings in the villages. The heads of village WU have received training on how to plan for and conduct the meetings, monitoring and LFA. There is no longer any need for the commune staff to help them.</p> <p>CERDA The selection of the key people, who will get training, starts by interviews to see if they match CERDA's requirements; the way they speak, their willingness, if they are seen as good in the community, and if they are altruistic. Before final selection, the candidates are discussed with the head of the Women's Union. Mostly ethnic minority women join the activities. Venue: The project rooms that CERDA has built in two communes.</p>
CPSE		Household level	Interviews PRA survey Meetings	Selected households are usually households which are registered as poor. For the household interviews, about 3-5 people are interviewed, including women and young people. If there are 100 households in the commune, then at least 10 will be included in the PRA survey. In the village meetings, about 15 -20 villagers participate. During the village meeting, the villagers select the households for the wealth rankings.
CSEED	CSEED The gender and community development trainings are conducted first so that people will realize important issues and principles for sustainable community development.	Village level	Village meeting	CSEED aims to promote participation of all stakeholders, especially at the grass-roots level. For the village meetings, all villagers are invited, normally about 20-40 people. Additionally, during the village meeting, the village forms interest groups of different kinds (farmers/fruit tree growers etc). Later on, this makes it easier for CSEED to contact people when they need to consult them. For the gender trainings CSEED encourage both men and

Organisation	Preparation	Level * if blank not specified	Method	Selection Process & Criteria
			Gender and community development training	women to participate. Before the trainings, CSEED set the criteria, for instance 50% women, but it does not always work in reality. In the VDCs, CSEED requires at least 40% women as they can raise the problems of women. In general, the project areas have big percentages of ethnic minority people, so their participation is a natural element.
DWC	The facilitators are people usually volunteer to work as facilitators. If there are more than 10 people volunteering, the people will vote for them based on the following criteria; their level of education and possibility of time commitment. The facilitators get no remuneration. Meetings and trainings are held in the office of the People's Committee, the community house		Training Group discussion Forum	For DWC It depends on objective and activities: 30-40 people in training, 5-10 in a group discussion, 60-70 in a forum on one topic. Participants include local authorities, mass-organizations and/or farmers, always more women than men attend. Although 5 days would be needed for the trainings, only 3 days are used as people cannot be away from home that long. The beneficiaries are identified during the needs assessment and by the objective of the project. People will also vote in the village meeting for the households most in need. The objective is always to increase the income for the poor.
Enfants et Développement	Enfants et Développement introduces its self and informs the authorities about the project objectives and expectations. E&D tries to get commitment from the local partners. Step by step they realize that participation is a good way of working. It is also a way to strengthening the capacity of local authorities on participatory techniques.	Village and commune level	Needs Assessment	Participants for the needs assessments are selected in the regular community meetings. The number of people participating depends on the topic and the target group. However, for the needs assessments at village level, all village representatives are invited to the meeting. Regarding gender balance, there are both mixed and separate groups according to the activities. Men are encouraged to attend meetings on child care as they too are responsible for the children. Regular meetings places are in the house of the village leader, the cultural house or the office of the People's Committee
			Surveys	E&D works exclusively in ethnic minority areas. The criteria for selection of participants are poor people and depend on the

Organisation	Preparation	Level * if blank not specified	Method	Selection Process & Criteria
				planned activity. For surveys, about 25% of the identified target or sample group is chosen
Helvetas		Village level	Meeting on village development issues	The selection of participants of each activity depends on the topic of the meeting/ scope of activity. However, for village development issues, Helvetas promote an inclusive approach, <ul style="list-style-type: none"> - taking into account all households and socio-economic categories. However, increasingly the commune and District People's Committees also apply more and more inclusive gender- and ethnic minority-sensitive criteria.
MCNV		Village level	Community development projects. Meetings Village planning	In the community development projects, there are a wide range of possible participants. The village head is normally asked to select people from the community, considering a balance between gender, age and youth. During the subsequent meetings with the selected participants, MCNV double checks their relation to the village head. If there would be too family members and friends, a new selection process is needed. In the village planning, about 15-20 people attend, out of which 10-12 are villagers. The meetings convene in the village at the office of the People's Committee.
Oxfam GB	Oxfam GB does an assessment for each project with a problem analysis, while looking for a network in the community to work with.			<ul style="list-style-type: none"> - Oxfam GB employs a rights based approach, allowing for both the local people and the authorities to participate. - The participants depend on type of project. In the farmer interest groups, about 90% of participants are ethnic people, of which about 50% are women. - Women are encouraged to take leadership, however, traditional roles work against this and the results have been limited and only 20% of the groups are led by women. - Meetings are normally held in the house of the group leader on the time that decided by the group.
Plan in Vietnam	For the community meetings, the whole community is invited. Project Implementation Committee has a minimum of 5	Commune and Village level	Community Meetings	Children's participation is a prerequisite condition to implement project activities. Plan applies Community Child Centred Development (CCCD) approach, e.g. its interventions address community issues that affect children.

Organisation	Preparation	Level * if blank not specified	Method	Selection Process & Criteria
	members.			
RAFH		Commune, District, Province level	Meeting Clubs	<p>RaFH explains the objective of the project and the content, work plan and activities to the local authorities on a District and Province level. Together, they discuss the situation and eventually reach an agreement. RaFH has a lot of experience, so by showing past examples it is easier to persuade the officials of the ways of working. The network leaders are selected by the local social organisations, using the following criteria:</p> <ul style="list-style-type: none"> Active person Knowledgeable Willingness Respected by the people <p>RAFH The candidates need to have support from the community before they are selected. However, anyone can participate in the clubs. In the trafficking project, both men and women participate, but in the clubs, women and men are separated. Meetings are organised anywhere where there is enough space.</p>
RTCCD	The start of the research is a presentation of the research idea in a concept paper. The concept paper is usually the result of informal discussions. The concept paper is discussed with donors to see if there is funding available. If yes, RTCCD prepares a research protocol that must be approved by the scientific committee. When the request comes from the bottom, RTCCD works with the local leaders from the beginning.	Hamlet level	Research	The hamlet leader assists in selecting the targeted people and inviting them to the hamlet meeting to meet with the RTCCD research team. The participants need to fill out a form of consent to taking part in the study.

Organisation	Preparation	Level * if blank not specified	Method	Selection Process & Criteria
SCODE		Village level	Meetings	The village leader chooses the people based on if they are rich or poor, women or men. S-CODE requires them to keep the selection diverse. Sometimes S-CODE chooses people randomly and does household visits to double check that the criteria are respected, including a gender balance and involvement of the ethnic minorities. Meetings are held in the house of the village leader, the village house or kindergarten.
SDC		Province, District, Commune and Village level.		SDC trains the Province and District before going to the Commune or Village level. The training includes PRA methods and is focused on key persons of the Province or District from DARD, or the vocational school. They are the ones who will explain to the villagers and who will perform the participatory methods during the project. SDC Criteria for the FFs members and other trainings are: - High level of commitment - Time - Must participate during the whole process 10-15 people are selected by the VMB. There must be a mix of gender, age, education and experiences. They have to finance the activities themselves. SDC offers no financial support, only technical support. This is a good way of avoiding the wrong types of people in the group. Ethnic minorities are the majority in the selected project areas.
SIDA	The planning process of Chia Se involved some 1500 people on different levels in society – from villagers to politicians and other stakeholders on national level. Many of them actively engaged in seminars,	National, Provincial, District and Commune level		SIDA At the village level, the Village Meeting (the villagers) is the main consultative and decision-making body regarding planning, implementing and funding of poverty alleviation activities. For day-to-day management of activities, the Village Meeting has selected a Village Management Group (VMG) that is in charge of leading the local planning process, and for managing implementation,

Organisation	Preparation	Level * if blank not specified	Method	Selection Process & Criteria
	workshops and meetings to discuss the design of the programme. ⁷			funds and supervision and reporting.
SNV	<p>Exploratory exercise, in order to find out who should be involved and their level of interest.</p> <p>This could include other organizations and local authorities.</p> <p>Trainings on PRA methods are held as an introduction to local authorities on how PRA should be conducted, the methodology, and what the expected outputs are. The training is carried out by SNV's local partner organisations, following SNV's guidelines.</p>		Training and exploratory exercises.	<p>SNV The participants depend on the activity at hand and peoples' experience, interest and availability. In some cases, for instance for studies, the partner organization will suggest to SNV who should participate. The maximum number of participants is 20 people and the minimum is 5 people.</p> <p>Gender balance is normally no problem and Ethnic minorities are also represented among the participants.</p>
SRD	<p>Good explanation of the aim of the project activities for target people. Make them well understood. Some time allowance is a good encouragement. People may feel that they can get something in return, like an allowance or capacity building. At the village level, SRD explains that the aim</p>	Village level	Training workshop meetings	<p>SRD The target group is always poor people, but SRD has criteria for the participants in each activity. For the gender trainings and work shops, both men and women must join. In general, the maximum participants for the trainings are 30 people and 60-70 people for the work shops. Gender balance is among the participants is the aim. Regarding ethnic minorities, SRD tries to make sure that every group has a representative. The meetings and activities take place in the village house, the cultural house or in the house of the village head.</p>

⁷ Chia Se Vietnam/Sweden (2005), *A Different Approach to Poverty Alleviation*, Ministry of Planning and Investment and Swedish International Development Cooperation Agency, Hanoi.

Organisation	Preparation	Level * if blank not specified	Method	Selection Process & Criteria
	is to enhance their livelihood. There is a need to raise awareness of the good impacts of the participation.			
World Bank	World Bank Contacts with the Provinces are normally made through the counterparts at the national level, with relevant ministries, that will explain the research methods. In some cases, the researchers discuss the research framework with the local leaders. The research leader has a crucial role of smoothing the process. Normally, there is little resistance since a World Bank project potentially means a lot of money. However, it is always essential to get support for the research project on all the levels, from the Province to the Commune level.	National, Provincial, District and Commune level	<p>Research</p> <p>Focus Groups Consultation</p>	<p>The participants or key informants depend on the research topic. Some possible groups include; the better off and the worse off, men and women, children, young people, entrepreneurs, farmers and non-farmers, migrants and non-migrants. The different groups are always separated. The need to keep groups separated is to keep track on who said what, and to know if the ideas and opinions are universal or specific to certain groups. For the policy advice it is vital to be sure about who wants what.</p> <p>World Bank the sampling approach for the focus groups for the report Refining Policy with the Poor, aimed at capturing the diversity of viewpoints that could prevail at the community level. In the five rural locations in which consultations were undertaken, the wide range of participant groups included;</p> <ul style="list-style-type: none"> - Women and men's groups (all sites) - Groups of poorest category households (all sites) - SME owners and household entrepreneurs (some sites) - Old people and children's groups (some sites) - Poor landless villagers (some sites) <p>For the local consultations in Ho Chi Minh City, the following groups participated;</p> <ul style="list-style-type: none"> - Unregistered poor female migrants - Unregistered poor male migrants - Local poor women - Local poor men - Young people (mixed male and female groups) aged 18-26 years

Organisation	Preparation	Level * if blank not specified	Method	Selection Process & Criteria
				<ul style="list-style-type: none"> - Children aged 12-16 years - SMW owners and entrepreneurs - Ward and District officials <p>World Bank For the Ha Giang report, the selected communes were among the poorest in the Province and the cover of the Programme 135.</p>
World Vision	<p>All World Vision programs are planned and implemented with people's participation. In each hamlet, a person is selected to be the hamlet facilitator. They will be able to influence at least 25 households by their network. This will enable easy dissemination of information and also encourage people to participate in programs. Best practices are spread and adopted by them through this network. By involving existing organizations like the farmers' clubs, the Women's Union and the youth clubs, sustainability can be ensured.</p> <p>World Vision Vietnam informs the authorities and Program Management Boards about the objective of the assessment, what it will involve and the expected outputs of the assessment. WVV also needs some information like seasonal calendars from the project site</p>	Hamlet Village level	Time line Exercise on women's needs	The head of village selects the people, based on World Vision criteria for the different activities. For example, for the time line, about 10 older people are invited, for the exercise on women's needs, about 12-16 poor and illiterate women. For some tools, for instance malnutrition, both sexes are invited, but the meetings are separated.

Organisation	Preparation	Level * if blank not specified	Method	Selection Process & Criteria
	in order to choose the right time to get more farmers to participate.			
		Village or Commune level	Focus Groups	In the focus groups, about 16 people participate. Meetings and other exercises are held at the community house, or the house of the village head or in a school based on the topic.

2.1 Summary and Analysis

Creating a participatory environment

Table 2.1 summarises some of the preparation methods and also the selection process for participants used by organisations interviewed. As the table shows, many of the organisations are actively operating at the grassroots level – Village, Hamlet or Commune level.

Organisations were interviewed about what constituted a good, participatory environment. Creating a comfortable and respectful environment is a vital condition for participation. People will feel comfortable to speak out about their problems and opinions but this often depends on the skills of the facilitator, who need to be able to control the talkative people and to encourage the quieter people.

A representative mix of participants is felt to be an essential to ensure the quality of participatory work. Many organisations stipulate in advance the details of the selection process and target group to avoid any biases emerging. In CEPEW's case, in an effort to promote active community members, they will only accept people with a drive to escape poverty who are willing to participate in the process of developing new ideas. In DWC's activities, beneficiaries are selected by the villagers at the village meetings. The facilitators are usually volunteers, who will be elected by the villagers based on certain criteria.

Timing of the meeting is also important - if the meeting is too late at night, children will probably not attend and if the children are not attending, there is a fair risk that their mothers will stay at home too, which means that the majority of participants will be adults and men. Time is a constraining factor in development work. Not only are projects limited in time, but so is the time available for undertaking PRA. People must work and cannot set aside a couple of days for needs assessments. During the period when the PRA must be conducted, things like capacity and authority play crucial parts. In some areas the capacity is so low that people even have troubles identifying their problem and needs. Capacity of people and the partner must in several places be enhanced to ensure sustainability. Plan in Vietnam for example has facilitating staff and community volunteers working in each Commune; this minimises bias and helps to increase the participation of children from different social groups and backgrounds. Plan applies a Community Child Centred Development (CCCD) approach, so in other words the focus of its interventions are to address community issues that affect children. Plan has one staff in each Commune (called CDF) who can help out and organize the selection process for activities. For the community meetings, the whole community is invited and during implementation, the Project Implementation Committee has a minimum of 5 members.

Oxfam GB employs a rights based approach, allowing for both the local people and the authorities to participate. The participants depend on type of project. In the farmer interest groups, about 90% of participants are ethnic people, of which about 50% are women. World Vision leaves it to the head of village to select the participants, based on World Vision criteria for the different activities. The fact that there are certain criteria to follow may ensure that a broader spectrum of people will be selected. However, this system requires a set of well defined criteria that can ensure that friends or relatives of the person suggesting or selecting participants will not be included.

For Helvetas, the selection of participants depends on the topic of the meetings or scope of the activity. Sometimes a village heads or somebody from the local

community suggests people who could participate. Children's participation is a prerequisite condition to implement project activities.

Power Dynamics

CERDA raises an important point that people must understand the purpose and the meaning of participation. Some times organisations may aim for a "bottom up" approach, but actually, what they are describing is top down. "*Men speak more than women, leaders more than average*", was the reflection of one respondent. The poor are often the main target group for community development; however their voices are rarely heard. In meetings, this is the group that often stands back, feeling inferior. People may be shy and their views are not always appreciated in the community since they are not perceived as capable of taking the role as the decision maker; situations requiring a greater role in terms of motivation from the facilitators.

Local leaders are influential, whether they try to be or not. It is partly cultural since people expect the leader to explain the problems to outsiders. One respondent stated that participation has a bit more support now, since the government is trying to implement the Grassroots Democracy Decree. S-CODE has an interesting approach which is to link the project activities to the activities of the government. S-CODE attends monthly village meetings to see how participatory their approach is and to monitor and provide feedback to their work.

CARITAS reports that it is easier to prepare participatory approaches for smaller projects, because of the challenges of leaders at higher levels getting involved in the planning. For big budget projects, Provincial and District authorities are more involved in planning from the beginning, which makes a bottom-up approach more difficult. In their experience it may be easier to start with a small (pilot) project for a year or two, and then go on to working and planning with Provincial and District authorities to replicate the same approach.

Gender traditions play a vital role, which cannot be ignored. Through Oxfam GB's work women are actively encouraged to take leadership, however, traditional roles remain a barrier to participation, and so only an estimated 20% of the groups are led by women. According to the respondents, the women feel that their main responsibility concerns the family and the household, everything outside of that sphere is the men's domain. Another linked reason was the feeling of not having the right information to be able to participate in discussions. This is something which is being remedied by the social organizations, preparing the women to speak and present their ideas. This reflects the need to encourage women to step out of their traditional roles as mothers and wives in order to improve the living conditions for all.

Financial incentives

The poorest of the poor do not always have the capacity to plan, since they are living day by day. This brings up the issue of remuneration. People need to see that there are gains to be made by participating and for some people the situation is desperate enough that the prospect of enhanced living conditions in the future is not enough. For some, a free meal or free transportation may encourage them to contribute. RTCCD reports that compensation for alternative labour time by government researchers in the past has created a precedent and therefore a challenge for other organisations, in particular smaller organisations that do not have the resources. The World Bank also reports that remuneration of participants involves an element of risk; however,

compensation is not wrong per se since it involves an opportunity cost to the people participating. Although people are generally happy to express their opinions and be listened to, they appreciate it if there is some compensation for time or travel costs. For CARITAS, maintaining activity of the Village Development Associations (VDA) depends partly on the reward or compensation which the group members receive. There are NGO experiences of setting voluntary VDAs which functioned sustainably with no financial compensation (CIDSE in Thai Nguyen Province). Normally however, such groups begin by receiving a monthly stipend from a project, because the project wants/needs such groups to function effectively from the beginning. Then later it becomes difficult for the groups to continue when the project (and the external injection of funds) slows down or stops. Sometimes VDAs can gain basic compensation for their work by selling their services to the community. On the other hand the financial incentive may impact on the level of participation; SDC for example, offers no financial support, only technical, and this is seen as a way of ensuring that the right kind of people gets involved.

2.2 Challenges

Like most processes, participation is influenced by a number of factors, external as well as internal. Even the setting can place a constraint on participation, as can the presence of community leaders or the government. Other constraints include the duties people have in their households and workplaces, the fact that they can usually only participate during the day or simply that people may not understand the purpose and potential gains from participation. World Vision tries to alleviate this problem by training key persons in the community, in order for them to explain to others and facilitate the process. Since men and boys tend to dominate groups and local leaders are influential figures, participants benefit from being separated, by sex, age and position in society.

CARITAS and SCODE comment that participation can be time consuming, requiring strong technical and facilitation skills, with the attitude of people (including project staff, people on Commune and District level) heavily influencing the activities. For organisations that are results oriented; when they apply participation in a Commune, it can take some time for actual change to happen, beyond the timescale of some projects. This is important for staff to consider so that they do not focus too much on results and consider more on the actual process.

Save the Children UK found that during consultations both the environment and the surrounding people can have an influence of children's participation. For instance, the school setting can have a negative effect in the sense that children want to please their teacher and repeat what they have been taught, or copy each other since they want to be like their peers.

Language differences and gender traditional biases were raised as challenge to participation. In particular women's hesitation to participate. Women may be shy in front of men and the young cannot speak if the older do not. Therefore, they get divided into smaller groups for discussions and brainstorming sessions where each person is asked to contribute with one idea. When working with Communes with mixed ethnic minorities; it is important for organisations not to view the mixed ethnic group as one common force - as each ethnic minority has different internal status. For instance, the Tay people are stronger than others in Cao Bang, despite a smaller population.

For VNAH traditional perspectives towards the disabled is a challenge when encouraging participation in the development process. People are treated in a charitable way, not recognizing that the disabled can fully contribute. This interferes with credibility and opportunity to participate and a lack of confidence, VNAH comment that since many disabled people have not had the same educational opportunities, they are not as assertive to advocate for themselves. VNAH wants to create opportunities for disabled people to participate.

2.3 Lessons Learnt

Facilitator Skills

As CEPEW report, the root of the participatory methodology is to try to promote people to find ways of solving their problems. Active participation is therefore important; and many organisations report that facilitator skills are essential to ensuring good participation. As with many organisations interviewed, the World Bank report that a key lesson learnt is the importance of the right facilitator in order to make people feel comfortable and to create a relaxed environment. The facilitator depends very much on the topic of discussion, for instance, it is useful to have women facilitating women and issues on sexuality, and young people facilitating youth groups.

CSEED staff have made consistent effort to ensure good participation of concerned stakeholders, especially disadvantaged groups. These include facilitation of staff to encourage quiet people, for example, asking less talkative persons to give their ideas after other active people already share theirs, organising women's groups separately, and not mixing leaders with villagers in some meetings. In some cases men speak more than women and leaders speak more than the average. Once people have spoken, they often feel more confident.

CARITAS report that the facilitator must be able to quickly adjust a situation so that the women and the poor also can participate. It is a part of the facilitator's role to know when it is time to split up a bigger group into smaller ones. Making people more active is difficult if the facilitator of participatory processes is a person who has power or authority over the activities of the local community. For example, District or Commune-level government staff are not good facilitators for village PRA. DWC also reports that by learning and using the facilitations skills: the flashlight method, brainstorming or group discussion (separating poor people and leaders), people become more active.

SNV very often use a team of external facilitators, being SNV staff or consultant and some one from the location who are knowledgeable to facilitate the exercise. This can help to ensure that the local participants feel confident with providing their inputs. MCNV also try to use independent interpreters when they do research in ethnic minority areas to avoid bias. CPSE have found that positive encouragement is the key to encouraging participation and they try to encourage everybody to speak at least once during the meetings, which is explained at the beginning of the meetings.

Relationship with Community leaders

Many organisations reported that the involvement of community leaders has a strong impact on participation. World Bank suggests that contrary to the general perception, the presence of a local leader is not always a negative factor. In fact, it can give legitimacy to the project, as people can feel uneasy if the leaders are not present. If the research is a bit sensitive, it is better to find researchers or organisations that are already working in that Province or area of interest. For CEPEW, if the authorities and

key staff are aware of the importance of people's participation for community development, they could try to openly encourage more participatory community activities. If people are passive in community work, the authorities must push them. Respondents from both Helvetas and Oxfam GB pointed to the need for more involvement of local authorities to coordinate work, even chairing meetings, as it can generate a greater sense of trust and respect among the community. By linking experiences to the Province level, it is also believed that the participatory work can be better institutionalized.

The right dose of participation seems to be important - but it involves knowing who to include, at what stage and how. A lesson learnt from MCNV is to support community leaders with workshops, or to visit other projects in the field where participation works well; so that they can talk to other officials and share experiences. The application of participatory methods depends on the will of the local leaders. MCNV reports it is important to be patient and explain why participation is important. For SRD the influence of local leaders in the north with the Kinh people, it is more relaxed and people are more active. However when working with ethnic minority groups, it is SRD's experience that the H'Mong is influenced by the village head or the District head. SDC encourages the community themselves to speak and to facilitate, especially in their own language. Encouragement can be done in smaller, separate groups.

CSEED and Helvetas report that changing the groups involved can enhance participation. Poor households can also be targeted through visits and by talking to them directly as it is useful to try to get peoples' opinions on different occasions, not only in meetings. Helvetas report that during meetings on a Provincial level, Provincial staff may dominate. In this situation it is better to divide big groups into smaller groups. Open forums were also reported to be a useful method of enhancing participation - meetings can work well even with a high level person chairing, if that person has the right tools to facilitate and make people comfortable.

Understanding cultural differences & language barriers

For organisations working with different ethnic minority groups in Vietnam, there are some interesting lessons learnt. For SRD, working with majority dominance is a lesson learnt. The majority is often dominant, but the minority consists of the poor - who are also often the target of the development intervention. SRD makes household visit to talk to poor households while trying to minimize involvement of government officials. However, this is sometime difficult since they want to come to learn, but also to see how the people talk to SRD.

CARITAS report that people are often more active if participatory activities are in their own languages. PRA is best done in their own languages which requires training local facilitators who speak the local language. Then the trainer can take a back seat during the PRA process. The World Bank also reports that in situations where the language is a barrier, it can be an advantage to have a native language speaker and someone monitoring the process, since translators are not always very effective. In some ethnic minority areas, discussions may require not only a good motivator, but also a set of visual tools. SRD report that in ethnic minority areas it is best use a local, neutral translator that will translate correctly. Never use a political figure, but someone from the community if possible.

Discussion of some topics may also be constrained culturally. The World Bank reports that there are still subjects that are difficult to get communities to discuss, such as religious freedom; imposing constraints which need more than a tool box.

Preparation & Timing

Preparation is important to enhance participation; S-CODE for example tries to anticipate and address the low capacity of poor households to identify issues which makes participation difficult. In those cases, S-CODE provides them with information on how other people in the same situation lives, sometimes by showing them films or taking them to visit other sites. The poorest of the poor do not always have the capacity to plan, if they are living from day to day. CSEED acknowledges that preparation for people to participate in the project activities takes time. CSEED staff needs facilitators to evaluate the past activities and draw lessons learnt for future actions. The people involved are encouraged to brainstorm and discuss. Another tool is to involve Province and District in the evaluation to show that it works and encourages buy in to the process.

For CEPEW, preparation is important to address the barriers that exist to some women who lack confidence and the right information to feel able to participate. Therefore the social organizations are encouraging them to read books and papers, and listen to the radio so that they can know about the issues. CEPEW tries to help them to prepare so that then can speak; CEPEW needs to work with the communicators to get the skills to present their ideas.

It is important to identify the right time to conduct PLA/PRA in the community. For example, choose the right season for the participatory work, not during harvest or other labour intensive periods. For CARITAS a lesson learnt is to balance the tools you would like to use and the time available with the villagers. Normally, there is a maximum of one day for smaller meetings.

Involvement of partners

To facilitate participation the involvement of key partners is crucial. For Care International the role and capacity of the partner is important in terms of promoting participation, but also in order to ensure sustainability of participatory processes. In building new partnerships with local authorities who are not familiar with participatory approaches, CARITAS works with PACCOM officials who can help by travelling to the area with the NGO, and participating / facilitating joint discussion. CPSE report that it is important to involve the mass-organisations in the survey and to have support from local authority. S-CODE acknowledges the challenges in involving partners in the process; sometimes it is difficult to get interest and participation from the authorities involved in the projects, yet their involvement is a major factor in the projects, which usually have a component based on capacity building for the local authorities. This is a challenge, but not a preparation. S-CODE needs to invest a lot of time explaining that due to the ways that S-CODE works, their active participation is central to the success of the project.

CEPEW contacts mostly female leaders, and ask them about the situation of the community, often via the Women's Union. Meetings are arranged with the female leaders and one representative of the local authority. In the meetings, the needs assessment is explained and a priority list of the community issues is made. The

needs assessment is either done by CEPEW or by the local partners. It is not too difficult to persuade the local authorities since the problems CEPEW works with are quite new and there is a lack of expertise and experience on how to deal with it.

3 EMPOWERMENT & PARTICIPATION IN POLICY DEVELOPMENT

3.1 Summary and Analysis of Methods

Participation is not just a methodology to improve project performance, rather a process of fostering critical consciousness and decision-making as the basis for active citizenship.⁸ As many NGOs follow a rights based approach, participation is seen as a means to empower people; indeed one of the central concerns of many of the advocates of PRA is that the enquiry process should encourage a process of empowerment: of communities in relation to the investigators and of disadvantaged groups in relation to the prevailing power structure.⁹ It is important to remember that empowerment through participation is an ongoing process; it shouldn't end with an interview or one intervention, and should feature throughout the project cycle. The discussion here pulls out those tools and methods which are felt to enhance empowerment. Participation in this context enhances capacity; increasing opportunities for people to set agendas and engage in advocacy on the issues which are affecting them.

The political climate in Vietnam is quite unique, but through a climate of greater openness and Decrees such as Decree 79 on Grass-roots Democracy there are increasingly opportunities for organisations to enhance people's participation in consultations on policy development. Many of the organisations interviewed are empowering communities through their work at the grassroots level and linking this work with national level policy development. For SCODE the fact that the government is trying to implement the Grassroots Democracy Decree is seen as a positive step - meaning that they support participatory work at least in principle.

The Centre for Promoting Development for Children and Women (DWC) have developed training on Grass-roots Democracy Decree and integrated rights based approaches. The training takes place with local authorities, the mass-organizations, household representatives and poor farmers, normally in groups with 30 participants. The training starts by clarifying the difference between a right based approach and needs based approach. The training also includes explanations of participation and democracy. The participants are divided into groups to discuss the main content of the Grassroots Democracy Decree, the extent of implementation in their area, the strengths and weaknesses, and how to improve it.

Plan in Vietnam runs specific projects to increase people's participation at grassroots level. Activities have active participation of the community, such as competition festivals to understand Grassroots Democracy and training on supportive skills (presentation, communication, negotiations, leadership etc.). The project mid-term review process reveals that participants were more confident to participate in their community development activities as a result. They better understand their rights and obligations to their community as well.

⁸ VeneKlasen, Miller, Clark, Reilly (2004) Rights-Based Approaches And Beyond Linking Rights And Participation: Challenges Of Current Thinking And Action. Just Associates Washington D.C. 2004

⁹ Woodhouse in Thomas, Chataway and Wuyts (1998) Finding out Fast: Investigative Skills for Policy and Development. Open University.

Some organisations, including Plan in Vietnam have been part of grassroots consultative process for the development of the SEDP, which was launched by the Vietnamese government. People's needs and priorities are heard and partially addressed in the Socio Economic Development Plan (SEDP). This is one approach, among others, to facilitate democracy at local level.

When participation is encouraged for consultation on policy or to advocate on issues it is important to ensure real participation, avoiding tokenism. Participatory consultation can enhance policy making, "by listening to the people, seeing the actual reality and problems, and solve problems together by encouraging ownership."¹⁰ DWC promote participation of women in participatory processes through women's clubs which function like a community based organization at the grassroots level. Ten facilitators are selected among the club members to lead and organize the meetings. Lawyers may be invited to talk about different laws, like the Land Law and the Family Law. The topic depends on the needs of the members: women in politics, health care etc. CARE International has also formed Women's Livelihood and Rights Clubs who have access to agricultural technique training through the "farmer field school" method, some financial support and loan. Members in the group and the club support each other to return the loan. Each club nominates 2 facilitators, who will receive training on facilitation skills, management skills and trainings on citizen and women's rights such as Grassroots Democracy Decree, land user's rights. The club meetings are organised and facilitated by the club facilitator on a monthly basis where women discuss issues such as legal issues and right awareness. The members of the clubs together have also identified advocacy topics to act on with support from the Women. The clubs are formed at village level with strong emphasis on participation of poor women.

The World Bank uses sorting and ranking on cards and flipcharts to provide more concrete responses from the participants. This method was used by the World Bank when explaining the proposed government actions and asking the participants to write down their recommendations on the cards that were sorted into groups. The cards could be used to rank the policy actions according to a range from 1 to 3; 'highly important policy action', 'medium importance', 'less/not important'. The ranking was carried out individually, or in groups of two or three, which facilitated discussions. The advantages of this method are that a diverse set of ideas and opinions from a large group of participants are systematically captured. Additionally, it gives everybody a more equal chance to contribute and express ideas. However, this method presupposes that the participants have a good understanding of the policies under discussion.

Children are not traditionally seen as active actors in society, so children's participation in consultations for policy development was deemed to be a challenge for the organisations interviewed. Save the Children UK raises a concern about the impact or the use of results from involving the children in decision-making processes; children have valuable ideas on how to reach other children, suitable methods and design activities, however, when it come to wider subjects like shaping the project it is more difficult. According to Save the Children UK staff interviewed, it depends on the adults, as for some; there is a process of adjustment to accept the ideas of children. In

¹⁰ MCNV

the beginning, the children are only in the project coordination board at the Commune level, then they get moved to District and finally to Provincial level. The Provincial level is the most challenging. Save the Children UK must often explain the purpose of the participation of the children to the adults. It is a gradual process, which cannot be forced.

Plan Vietnam has been using Theatre for Development (TfD) as a participatory method for working with children and also adults. Theatre for Development encourages the active participation of children whose voices are not generally heard. The children use theatre to convey their understanding of what happens to them in their daily lives and turn their individual personal stories into collective public dramas. These participatory performance practices may be both process (of how children make the plays) and product (the play itself). Plan Vietnam staff and partners have trained children to use theatre in Thai Nguyen, Phu Tho, Hanoi and Quang Nai to raise awareness on the key issues affecting them. The process of TfD is a strategic tool to bring about social or behavioural change. The children can sell their own story, highlight their own concerns and develop their own strategies to share with the wider community. These public and peer to peer performances are empowering in themselves as well as becoming an effective advocacy tool for influencing policy makers in the wider world who have power over their lives.

Youth clubs organised by Plan are also seen to be a successful model which involves active participation from children; who identify the issues and are instrumental in developing the solutions. They receive training on writing skills and how to broadcast radio shows; are provided with effective tools to promote the rights of the child, raise awareness themselves on children's issues. Similarly, SCUK and Enfants et Développement have activities with a high level of participation from the children. In SCUK's programmes, children are not only describing their living environment, they are investigating the situation of their peers, and presenting them to decision- and policy makers in meetings and national children's forums.

Save the Children UK has many methods for ensuring children's representation and participation. Children may participate in meetings with the District or Province to represent children's views. The children who participate are usually aged 12-16 years old, and can attend the meetings by themselves. Time and support are important considerations, for instance, the timing of the meetings must suit the child, and s/he also needs to be supported by the other adults. Initially, the adults must encourage the children to present things. One way of facilitating this is to let them work in pairs in the beginning. Before the meetings, the children also need to prepare by asking the other children for their opinions in order to present the collective ideas for children in the meetings. With time, the confidence of the children grows.

Fashion shows are also reported by Save the Children UK to be a fun way for younger children in presenting ideas or findings to policy makers. For example, children may dress in nice clothes to show that the uniforms are too expensive. Sometimes they use tin cans and nylon to show garbage and raise awareness about environmental issues. The topics of children's forums can range from HIV/AIDS to education. The objective and expected outcomes must be introduced to the children. For instance, the children can be asked to collect ideas about education among Vietnamese children and based on the findings, they create a role-play. Alternatively, they do "wallpaper",

where children write stories from their interviews on the wall. The children's fora serve to identify the problems regarding a topic and to decide how to present the findings to the policy makers. The children need to be encouraged in order to be innovative.

People with Disabilities

VNAH raises awareness among people with disabilities on relevant policies and programmes and how it will affect them. VNAH aims to encourage the Government of Vietnam to understand that diversity of ideas is the best way to make the accurate decisions. As a part of this, VNAH aims to include disabled people at the same table as the decision makers. Therefore, when national plans are being developed, spokespeople with disabilities are encouraged by VNAH to review and respond to plans - creating a more open environment. For example, in VNAH's efforts to upgrade the ordinance on disabled to a Law on disabled, VNAH ensured possibilities for the disabled to participate in the drafting and commenting of a draft, and for the drafting team to meet with the stakeholders.

VNAH reaches disabled people nation wide through email forums. Comments are forwarded to policy makers and VNAH monitors the impact on the following drafts. For the poverty reduction programme and during the drafting of the National Plan on Disabled, disabled people were brought to workshops where the drafts were being reviewed.

VNAH wants to strengthen participation by training groups of people with disabilities to not only advocate for themselves but also on how to organise themselves in order to have a stronger voice. Good connections are made during the trainings and people commit to transferring the knowledge to colleagues in ministries and departments. In areas of policy and law development, VNAH also provides Ministries with resource information, consultation and even study tours to visit best practices and models in other countries; all as a way to bring greater awareness and technical assistance during the preparation of policies and to ensure that disability issues are included in the policies. On the local level, leaders need to be identified in the communities, which can be trained to continue the work in this area and promote interests of disabled people. By encouraging national programmes to ensure disabled people may present their ideas, participation will be enhanced.

3.2 Challenges

Participatory work in the community takes place within, and is impacted upon, by the power relations which exist within the community. As VNAH reported - there are always "leaders" within communities that are assertive, that do talk openly, especially on issues regarding lack of accessibility. So organisations need to aware of the risk with participatory techniques that the outcomes will be impacted upon by the prevailing power relations within the community. To ensure better participation VNAH organises training programmes for disabled people, to train them to be self advocates. There are also regional networks which gather greater numbers of people involves opportunities to train even more people. When preparing agendas for dialogues, the VNAH assists in checking international best practices and that there is time for discussion. Even after the meetings there is a continued discussion and direct contact with consultants. International experts with disabilities become role models for disabled people in Vietnam.

One key lesson from Save the Children UK is that children participating in their activities must be protected at all times. Save the Children UK applies a child protection policy, which is to avoid abuse as a result of children's involvement. There can be no negative effect on children's lives as a result of participating in development activities. Confidentiality must be maintained to protect the children from being punished by teachers and other adults. Media involvement can often be a risk factor, which was once the case when a boy talked to the media about problems in school and subsequently got into trouble. This incidence showed how children are always vulnerable.

Organisations report that in many cases policy makers at the District and Provincial level realize and change their attitudes after participating in children's forum or consultations. However, it can be a slow and time consuming process. At the children's forums, many issues are presented to the policy makers, but the next steps are often most important. The policy makers seem to listen, but how can it be turned into action? One organisation gave an example of a children's forum on education in 2003, the children suggested a changed curricula. This was changed only recently, three years later.

3.3 Lessons Learnt and Challenges

Empowering people through participation requires good facilitation skills. For VNAH, for example, in their experience participants come to the workshop as observers, because they feel that the law is already more or less decided upon by the decision makers, and that the people cannot make any changes. VNAH tries to actively encourage participants to realise that their voice is important and participation is a process that works. There is evidence from policies/laws that attitudes are changing. For the World Bank information from participatory methods is not always enough to determine whether policies are appropriate or not, and what could be changed. Researchers generally have good knowledge in participatory methods, but this knowledge is not always linked to the policy environment. For instance, some years ago the government consulted some poor Communes on the CPRGS and sent the draft to the villages. The recommendations that came out of it were not feasible as they were not linked to the policy situation. VNAH has found that training first to raise awareness and build up people's capacity is crucial for good results. People may not be prepared; otherwise participatory processes may not be effective.

In this process of participation for policy influencing, it is important to make sure the local authorities are aware and involved to facilitate the process. Strengthen the capacity of the group, and once they know their role within the system they can get exposure to request for better services and feedback to the government. For Helvetas the results have been a sense of pride and confidence among those involved; this turns people into future lobbyists. Participation is not just about tools and techniques, but also a change of attitudes.

Associations are a powerful way to enhance participation and make peoples voices stronger in the policy making process. Whether through children's young media clubs, as Plan in Vietnam has shown, or through Care International's work supporting Community Based Organisations (CBOs). Clubs or associations provide a powerful collective voice which is important to enhance individual participation in decision making and advocacy activities.

Save the Children UK also found that participation can be enhanced from their experience of consultations with ethnic minorities on education. SCUk divided them into groups based on their age: 8-9 and 12-13 years. Since the children from ethnic minorities are known to be shy, the questions were written down to make the process less blunt. Additionally, it was difficult to get the children to answer in Vietnamese, which is why facilitation was needed in terms of games as a way to make them talk. The method worked so well that the children even stayed on longer. The positive link between the games and the participation was obvious. During similar consultations with other groups of children who were with their parents, it was clear that the children felt under pressure to answer "correctly". A way of avoiding this is to separate the children from their parents, by organizing parallel group discussions which allows the children to speak more freely.

4 PLANNING

4.1 Methods

Many organisations encourage participatory planning to encourage buy in to development programs and in order to ensure programs are addressing key issues. The table below maps the participatory methods used by the organisations interviewed to establish community issues, drive budgeting processes; collect and verify information and to help communities to take ownership of their development.

Table 4.1 Participatory Planning Methods

Organisation	Method	Description	Level * if blank none specified	Key advantages
Care International	Focus group discussion	To gain baseline information at the planning stage, to evaluate potential impact of the project	Village level	
	In-depth interviews	During the project implementation, there are various meetings at community level such as village meetings, collaboration group meeting or between Project management board, or among all the different partners from different components (projects) of the program		
	Farmer field school	Used to help farmers improve their capacity in agricultural production.		The method involves group-based discussions and experimentation in the farmers' own fields with the trainer acting primarily as a facilitator rather than a traditional teacher. The farmers involved will then share the experiences with others in group meeting
	SWOT analysis	For situation assessment of rural collaboration groups before the Cooperation for Development component designed. This tool was used with community in Lac Son District. Women Union as a part of the PRA exercises at the beginning of the project.	Commune level	Information is used to design appropriate support for the communities and capacity building for the Women's Union.
CARITAS	Traditional PRA tools –	Encouraging villagers to imagine their village 10 years into the future.	Village level	

Organisation	Method	Description	Level * if blank none specified	Key advantages
	village mapping, 24 hour tool, Venn diagrams, problem tree, solution tree supplemented with initial visioning,	Village assets are listed, including tangible and intangible assets (economic, social, cultural, and environmental). External trainers train local PRA facilitators for 5 days. Then local facilitators carry out the PRAs, while external trainers monitor.		
	Village Development Planning (VDP).	VDP comes directly out of PRA and includes: the vision of the village in about 10 years; the list of village assets (see above), and the 'plan' itself.	Village level	The plan can be for a period of between one and three years, depending on when the next plan is likely to be made.
	Commune Development Planning (CDP).	After completing all VDPs for all the villages in one Commune, local authorities normally agree for Caritas to support a Commune Development Planning process.	Village and Commune level	CDP includes VDPs and expected investments from external sources (including from District government). Caritas provides an external facilitator for the CDP process.
CEPEW	Needs assessment	Using questionnaires, in-depth interviews, focus discussions of groups of community leaders, groups of men, groups of women to see what people want to do.	Commune level	CEPEW works with people to build the project.
CERDA	Monthly, planning and review meetings	The participants are the members of the management board, the heads of the women groups on village level (about 10 people) and CERDA staff.	Village level	These people are also responsible for the implementation of the project activities.
	Case studies	Information gathering.		To find the reasons why some households have managed to get rich quickly and why some remain poor
	SWOT analysis	The analysis covers the Strengths, Weaknesses, Opportunities and Threats of a situation or activity and is conducted by with the poor, men and women, veterinaries and health workers. The facilitator brainstorms together with the participants for each area and documents the results in a matrix. At the end,		By using some guiding questions, the participants are facilitated to consider and reflect upon how they use their strengths, how to overcome internal weaknesses, how to take advantage of opportunities and finally, how they

Organisation	Method	Description	Level * if blank none specified	Key advantages
		the SWOT matrix is reviewed and options for overcoming the situation is discussed.		can diminish external threats to their plans.
	<u>Additional PRA tools</u>	Focus group discussions, In-depth interviews – with cadres, Questionnaires, Wealth ranking, Observation, Mapping – of the village, Wealth ranking, Case studies, Village history and Transect walk	Village level	
CSEED	PRA survey	CSEED has group discussions at the village level to identify needs of different groups. Interviews are also conducted with core members of the village for general info. Household visits to the poor to learn about their general situation is another element so the PRA survey.	Village level	Survey is used for the needs assessment and community asset identification
	Problem tree	To identify the problems of the village, the causes and consequences, and finally the priorities for taking action. People (in groups of 7-8 persons) are asked to discover solutions. CSEED A number of solutions will be identified, but not all possible to do. The villagers prioritise by scoring, marking the solutions they find the most important. Finally, there will be a list of identified solutions and resources. The villagers will list what they want to do, when, how, who can do it and what resources are for it. The final list must be based on community condition and matched with CSEED can do according to its organizations plan. For instance, for fruit tree cultivation – how many households have space for it? What kind of trees can be cultivated in the soil? If they want cows; do they have land enough? Do they have the knowledge to keep cows, if not, what kind of training do they need?	Village level	CSEED assists them in recognising the advantages and possibilities of the village. The objective is also to make the people realise that external help is only a last resort, and that the community should solve their own problems.
Enfants et Développement	Visual methods for problem identification	One method is to show cards picturing the problems they are discussing; a card may show latrines or water, expressing the lack of these things. If E&D asks how many latrines the participants have, they can answer by putting stones on the relevant picture. The same practice can be used in order to		Allows problem identification when working with illiterate groups or where language barriers exist

Organisation	Method	Description	Level * if blank none specified	Key advantages
		rank the importance of each problem and short list priorities.		
	Needs assessment	Community meetings, at the village, Commune and District level	Village, Commune and District level	Establish main problems and issues
	Participatory planning workshops	In these workshops, with participation from partners and the local people, findings from the needs assessment are presented to local leaders to see if there is a common agreement on the problems. The next step is to discuss an intervention plan and gather views from the people, the Commune and District level staff.	Village, Commune and District level staff	Raise awareness of community issues
	Knowledge – Attitude – Practices (KAP)	For some projects, survey is conducted to understand local ethnic minorities' knowledge of childcare and their attitude towards it.		
Helvetas	PRA tools	Started by working with PRA tools, including participatory village meetings with visualised metaplan facilitation, group discussions, and facilitation techniques.	Village level	Developed in village communities as a basis for participatory planning and implementation of local development actions, mainly in extension and small-scale infrastructures.
MCNV	Planning meetings	At the village level meeting, people are divided into groups and asked questions about their living conditions and health situation. The division of the groups is to separate the young from the old, the men from the women and the farmers from the local leaders, with the purpose of creating an enabling environment which encourages people to participate.	Village level	The questions for the group discussions depend on the reason of the meeting. The answers are listed and finally the people rank the problems according to their priorities. In most cases, the people already have ideas for how to solve their problems, what they lack are the financial resources required. In the few cases where people do not have solutions, MCNV may take it further and turn it into a research project. However, sometimes the remedies can be simple.

Organisation	Method	Description	Level * if blank none specified	Key advantages
Oxfam GB	PRA	Carried out to gather data for each potential project using the following tools:		
	Interviews	With Commune authorities about the Commune's socio-economic situation, irrigation situation and possible measures for improvement. Interviews are also held with farmer households including husbands and wives on the household economic situation and potential benefits from and environmental impact of the project being studied.	Commune level	
	Participatory verification workshop	These discussions are followed by a participatory verification workshop. Participants include leaders of all the Communes surveyed, the District Steering Committee (DSC), personnel of the Provincial Department of Planning and Investment (DPI) and the donors.	Commune, District and Provincial level	- confirm the survey data criteria and method, - come to an agreement about the data
Plan in Vietnam	Wealth ranking	Plan in Vietnam Wealth ranking – the children are asked to identify criteria for poor and rich families. The ranking is done in village meetings where children and adults attend. Together, they go through a list of all the families in the communities and people put up cards with the numbers 1-4, 1 indicating rich and 4 poor. The data gathered is used for the Community Development Plan, which describes the planned activities for the next 3-4 years. The plans and projects are monitored continuously in the annual reflection meetings.	Village and Commune level	Working with children has the advantage of them questioning traditional perceptions of wealth. For instance, while ranking the wealth of a family, a child can point to the fact that although a family can afford a motor-bike, they still do not send their daughter to school. This way, children are more frank than adults, they have no reasons for covering things up.
	Community Annual Reflection Process	In areas where Plan is already operating, there is a "Community Annual Reflection" process, at the community level. This process should take a minimum of one day for each Commune. Aimed at the active participation of community representatives to discuss the current issues affecting children and planning intervention activities for the planning year.	Village, Commune and District level	It is a process whereby community issues are brought to light through in-depth consultations with the communities. With its focus upon the participatory approach to achieving community involvement at the grassroots level, CARP ensures that Plan in Vietnam's budgets and work remains issue-driven.

Organisation	Method	Description	Level * if blank none specified	Key advantages
RAFH	Group discussions	Topics for the group discussions include; domestic violence prenatal care, nutrition, breast feeding and STD prevention.		For groups of perpetrators and victims to share their problems & discuss solutions for prevention of domestic violence.
	Clubs	"Husband and Father" and "Wife and Mother" club meetings and thematic talks on women's rights, gender issues and prevention of domestic violence are organised quarterly to attract people's attention in the locality		The clubs are a means to get the information out and to reach more people in the communities, especially the people that do not participate in the meetings.
SCODE	Problem tree			Used to identify what problems are existent in the area and what the roots of these problems may be
	Mapping of the village	The villagers draw their own village and analyze together	Village level	
	SWOT analysis	A mixed group identifies the Strengths/ Weaknesses/ Opportunities and Threats to the current situation. Participants write down lists of these elements.		The SWOT list is used as a background to compare with the solutions they identified in the problem/objective trees.
	Venn diagram	A group of villagers and the village leader as asked about the stakeholders (for instance, the mass-organisations, the People's Committee) their power and how they impact on village life.		The purpose is to find the stakeholders involved in the community life
	Objective tree			Based on the problem tree, this is used to identify what might be done about the problems and how they might be approached
	Ranking of solutions	Criteria used are; (1) the level of difficulty, (2) how soon they can get results, (3) how appropriate the solutions are to the situation of the poor, (4) the sustainability and (5) replicability.		

Organisation	Method	Description	Level * if blank none specified	Key advantages
Save the Children UK	SCUK Participatory Rapid Assessment - PRA¹¹:	Methods include: - Map/sketches of village/Commune; - Venn diagram; - Seasonal chart; - Time line of village/Commune; - Household wealth ranking; - Meetings and interviews with local leaders and villagers	Village and Commune level	The purpose of the PRA is to collect information for assessment and to make an action plan
	Observation	This tool provides information on the living environment and conditions of the children. The place for observation can be households or schools in the selected areas, or other places where children gather.	Village and Commune level	The observation can be conducted by direct contact, such as living together with the people you are observing, or by participating in activities together with the community (participatory observation).
	Focus group discussions and in-depth interviews	The sources of information are children and their families, people in the community and local leaders.	Village and Commune level	These methods reveal the status of a situation, for instance trafficking in children, the tricks employed by the traffickers, roots causes and solutions to problems.
SDC	Village and Commune development planning	The key steps of this procedure involve: Step 1 - Basic training on VDP/CDP and facilitation for District extensionists, Commune cadres and village heads. Step 2 – The first village meeting, including all the households Step 3 – PRA tools, including modelling, four field chart and activity development, involving key farmers and households.	Village, Commune, District level	

¹¹ The section on Participatory Action Research is based on Le Thi Quy, Dang Canh Khanh and Ha Thi Kim (2003) *Training Manual on Participatory Action Research*, Save the Children UK and Sweden, Oxfam Quebec.

Organisation	Method	Description	Level * if blank none specified	Key advantages
		<p>Step 4 – the second village meeting with ranking of the 15 activities of all households</p> <p>Step 5 – presentation of village plans, aggregation into Commune plan, involving the village heads and Commune cadres.</p> <p>Step 6 – presentation to Commune and District officials, involving village heads, Commune cadres and District leaders</p>		
SDC	Transect walk	10-15 people walk through a village/forest in a straight line: As the group passes different objects, they analyse them and propose activities.	Village level	Based on the analyses, there will be a list of activities presented in the village meeting. The villagers will rank the activities depending on what they want to do. If the activities fall outside of SDC's area for support, SDC will try to link it to other projects in the area.
SIDA	The Chia Se programme	The village development plans are made for five years at a time, and the plans are revised annually. The villagers undertake budget discussions together with an international advisor and the Vietnamese facilitators. Chia Se support 500 villages, which all get 8000\$ to use over a five year period (the budget is flexible to the size of the village). The money belongs to the villagers and it is up to them to decide what they want to do with it over the next five years.	Village level	The Chia Se programme is multidimensional in the sense that is not limited to one sector but open to several. It aims at being demand driven, not supply driven. It is the people that decide and make the plans, and they know their resources
	Local Planning and Management for Development	The Chia Se programme is based on the LPMD cycle ¹² .	Village level	Village development plan includes the settings of a vision for the village, analysis of constraints and enabling factors, solutions and activities,

¹² Adapted from Chia Se Vietnam/Sweden (2005), *A Different Approach to Poverty Alleviation*, Ministry of Planning and Investment and Swedish International Development Cooperation Agency, Hanoi.

Organisation	Method	Description	Level * if blank none specified	Key advantages
				approval and disbursement of Village Development Funds to the Commune level.
	Wealth ranking	The villagers set their own wealth criteria to identify different economic groups in the village. The wealth-ranking criteria are discussed at the village meeting during the preparation of the VDP. The villagers will have to come up with a joint agreement on the criteria and each household in the village will be categorized and listed accordingly.	Village level	The criteria is used for planning purposes for each village to identify beneficiaries of different activities as well as monitoring purposes to investigate if the living conditions for poorer groups of households improve.
SNV	Group discussions and meetings – for planning of project activities.			PRA exercises for the identification of activities
	Coverage matrix			To see who the players are and how well they function
	Venn diagrams/Institutional diagram	overlaps		To see who the players are, their influence and relationship between different players and to measure relationships between the different organisations in order to identify
SRD	Meetings	The village head assists in organising the village meeting where people get to discuss community life: the positive and negative aspects, and the main roots of poverty, while divided into groups. The villagers must reach consensus on what the main problems are. There may be ten different needs or problems, but SRD can only deal with three of them, so they have to choose. An agreement can be reached by priority ranking.	Village level	By using a matrix with all the identified needs, each villager can mark which problems they prioritise. The villager's choices are being concealed so that people will not be influenced by each other. The aim is for SRD's ideas are to be formed by the demands of the villagers.
	Household visits	The SRD team visits households representing the poorest, medium income and the rich in the village	Village level	
World Vision	Time Line	The old people of the village are gathered and asked about the important events of the village. For instance, when the	Village level	By talking about past events and problems, WVV can get an insight to

Organisation	Method	Description	Level * if blank none specified	Key advantages
		village was established and how many people settled down; the main diseases that have plagued the village and the number of casualties; when the school was constructed; what year big storms hit the village.		the history of the area and how the difficulties were overcome. This is an ice breaking tool when first coming into the community.
	Village model	The purpose of this exercise is for people to see their situation. By building and watching the model of their village, villagers can discuss different issues like the infrastructure and access to health care clinics.	Village level	World Vision can learn about the villagers' problems and facilitate discussions to find solutions.
	Village mapping	A map of the village is drawn showing where the rice paddies are, where there is a lack of water, the infrastructure and other main elements of the village.	Village level	The map is also used to cross-check the model of the village (see above).
World Vision	Vision of community	The children are asked to map their vision of the future of the village. They may envision green grass, good living standard and healthy people.	Village level	Visioning is a powerful tool.
	Seasonal calendar	Indicates weather factors like the flood season and dry season. It also includes crop patterns, production issues, labour division and income opportunities. The participants are asked question about the hottest and coolest months and when they have the most and the least rainfall. Participants are asked to list crops and activities and to divide them into twelve months of the year.	Village level	Seasonal calendar will give an idea of how participants work and their monthly investments. Solutions are discussed among the villagers.
	Infrastructure mapping Wealth ranking VENN diagram Interviews Observation, including household visits	The villagers participating in the activities are divided into groups and perform the different tools. A hamlet facilitator, normally the hamlet head, provides facilitation or by Commune and District staff that have been trained by World Vision. When the work is finished, the four groups will present their findings to each other and agree on the problems and solutions. These findings will be included in the assessment report.	Hamlet and Village level	The tools are flexibly chosen and applied based on the topic or project.

4.2 Summary & Analysis

Organizations interviewed employ many different methods with which to engage communities in participatory planning at various stages of the planning process; the majority of the methods shown in table 4.1 are used at the grassroots: village and Commune level.

PRA

Participatory Rural Appraisal (PRA) methods are used by many organisations. PRA is a label given to a growing family of participatory approaches and methods that emphasize local knowledge and enable local people to make their own appraisal, analysis, and plans. PRA uses exercises to encourage information sharing and analysis among stakeholders to enable development practitioners, government officials, and communities to work together to plan programs. Participatory planning varies from ad hoc to long term arrangements. In terms of verifying information from PRA methods, as the experience of SRD shows, findings from the village meetings can be triangulated and double checked in household visits by organizations and also ensure the voice of weaker groups in the community, in general women and the poor have not been ignored.

By using methods such as PRA surveys CSEED projects are designed, together with the villagers, the stakeholders and the technical staff from the District. The technical staff will make comments on the plan for example whether the land is suitable for cultivating the trees etc. At the District level, there are technical staff on irrigation, veterinary, plant protection, rural construction, agricultural extension, health and education that will make similar judgments. Before submission the communities are consulted again to identify the goals, the objectives, the activities and timeframe for the project. Traditional PRA tools are also used by CARITAS – the tools encourage villagers to imagine their village 10 years into the future. Participatory processes are also extended to empower communities as external trainers train local PRA facilitators for 5 days. Then local facilitators carry out the PRAs, while external trainers monitor.

In Cao Bang Helvetas started the PRA-based planning and implementation process over 10 years ago and based on this start, Helvetas could gradually enlarge the span of activities in the Province. Project planning processes started with village and Communes planning, reflected to the District for co-ordination, and from there to the Province for overall co-ordination (planning and budgeting).

SIDA report that PRA is used to get information on the current development status. Communities form five PRA-groups based on sex and economic status – poor women, poor men, better-off women, better-off men and village leaders. As a first step, the villagers analyse the current status in the village by developing a physical village map including land use areas (settlements, infrastructure, farms and other natural resources), current status of public services as education and health, and a seasonal calendar with agricultural cultivation and livestock keeping linked to food security, human diseases and work load for men and women.

World Vision uses Infrastructure mapping, Wealth ranking, VENN diagrams, Interviews or observation and household visits in its planning stages. The tools are flexibly chosen and applied based on the topic or project. The villagers participating in the activities are divided into groups and perform the different tools. A hamlet facilitator, normally the hamlet head, provides facilitation or by Commune and District staff that have been trained by World Vision. When the work is finished, the four

groups will present their findings to each other and agree on the problems and solutions. These findings will be included in the assessment report.

SCUK and SCODE also use a combination of methods to guide planning: Map/sketches of villages/ Commune; Venn diagram; Seasonal chart; Time line of village/Commune; Household wealth ranking; Meetings and interviews with local leaders and villagers. These methods are used in order to obtain general information related to the geography of the selected research area, the socio-economic situation and other local characteristics to make an action plan. In SCODE's case these findings are then taken to the Commune or District level and used as a guide for planning. When plans have been decided on, S-CODE compares these plans to the resources that have been allocated to the project.

CARITAS uses Village Development Planning (VDP) which comes directly out of PRA and includes: the vision of the village in about 10 years; the list of village assets and the 'plan' itself. The plan can be for a period of between one and three years, depending on when the next plan is likely to be made. The plan is in matrix form, and consists of two parts. Part 1 is the list of challenges to be overcome, including causes, solutions, best time to implement solutions, who can take responsibility, community contribution, and external contribution needed. Part 2 is the list of village assets which can be used for development, how these assets can be used/developed, best time to develop, who can take responsibility, community contribution, and external contribution needed. Lists are ranked according to villagers' priorities. After completing all VDPs for all villages in one Commune, local authorities normally agree for Caritas to support a Commune Development Planning process. CDP includes VDPs and expected investments from external sources (including from District government). Caritas provides an external facilitator for the CDP process. The facilitator steers to include various aspects of a 'sustainable livelihoods approach' within the CDP: development of assets (human, physical, financial, social, and natural), development of policies, institutions and processes, ways of reducing community risk to shocks and trends. Caritas encourages the Commune to submit the CDP to higher levels of authority.

Participatory methods are also used to gather information for stakeholder analysis. SCODE use Venn diagrams to discover which stakeholders are involved in the community life. A group of villagers and the village leaders are asked about the stakeholders (for instance, the mass-organisations, the People's Committee) their power and how these impact on village life.

Many of the participatory methods used at planning stage primarily serve to feed into organisation's information gathering, needs assessment or a situation analysis. In practice, this translates into different tools allowing the villagers and children to describe their current living situations, including main problems and issues affecting children, and in some cases intervention plans.

CSEED uses problem trees to identify the problems of the village, the causes and consequences, and finally the priorities for taking action. People (in groups of 7-8 persons) are asked to discover solutions. A number of solutions will be identified, but not all possible to do. The villagers prioritise by scoring, marking the solutions they find the most important. Finally, there will be a list of identified solutions and

resources. The villagers will list what they want to do, when, how, who can do it and what resources are for it. The final list must be based on community condition and matched with what CSEED can do according to its organizational plan. For instance, for fruit tree cultivation – how many households have space for it? What kind of trees can be cultivated in the soil? If they want cows; do they have enough land? Do they have the knowledge to keep cows, if not, what kind of training do they need? CSEED assists them in recognising the advantages and possibilities of the village. The objective is also to make the people realise that external help is only a last resort, and that the community should solve their own problems.

The planning process for SRC and SRD involves a great deal of participation from the local people. SDC involves the local households at an early stage of the planning cycle, including the needs assessment and ranking procedure. SRD has a similar approach where villagers must discuss and reach consensus on the main problems to be addressed. Additional information is gathered from household visits with poor, medium and well off families. These two approaches allow for villagers to not only contribute to the needs assessment, but also in prioritising their needs, which is translated into projects and village development plans. Despite the strong participatory features, this method has encountered problems such as the risk of creating a “shopping list” of needs and that the management skills of the local staff remains underdeveloped since they never get to practice management.

Plan in Vietnam uses participatory planning for budget formulation. In areas where Plan is already operating, there is a “Community Annual Reflection” process, at the community level. This process should take a minimum of one day for each Commune. Aimed at the active participation of community representatives to discuss the current issues affecting children and planning intervention activities for the planning year, it is a process whereby community issues are brought to light through in-depth consultations with the communities. With its focus upon the participatory approach to achieving community involvement at the grassroots level, CARP ensures that Plan in Vietnam’s budgets and work remains issue-driven.

World Vision uses the village model for people to see their situation. By building and watching the model of their village develop, villagers can discuss different issues like the infrastructure and access to health care clinics. The materials used for the model are stones and clay. It takes about 2 hours to build and 1-2 hours for discussion. World Vision can learn about the villagers’ problems and facilitate discussions to find solutions. The villagers keep the model after the discussion; as it can be a useful tool to compare developments and differences year after year. Many organisations discuss the value of using visual tools for problem identification when working with groups of younger children, adults who are illiterate or discussing complex issues. World Vision for example uses village mapping time lines to gather information in the early stages of the project planning cycle.

Enfants et Développement use participatory planning workshops to present findings from the needs assessment to local leaders to see if there is a common agreement on the problems. The next step is to discuss an intervention plan and gather views from the people, the Commune and District level staff. The objective of this exercise is two-fold; (1) to raise awareness about commune issues, (2) to mobilize resources, human and financial, from the counterparts, i.e. the local authorities.

Meetings and Focus group discussions

Many of the organisations interviewed describe using focus group discussions at various points in the planning cycle: Care International for example, uses focus group discussions to gain baseline information at the planning stage to evaluate the potential impact of the project. For Save the Children UK focus group discussions, four to ten persons are invited to discuss a particular issue. At the start of the meeting, the facilitator must introduce himself or herself, along with the topic for discussion; starting the discussion by raising relevant questions and encouraging everybody to participate. In order to create an enabling environment, it is advisable in most cases to separate the men from the women, the young from the old, the rich from the poor and the people from the local leaders. Summarise the main issues discussed during the discussion and double check with the participants at the end to see whether it is correct. Knowledge Attitude and Practice surveys are also very useful to understand knowledge and attitudes, which can be supplemented by interviews, group discussion and other PRA tools

For SRD at the planning stage, one method is to use household visits in order to find reasons why some households remain poor while others get rich. The discussions with the poor families aim to unveil their history, as well as the economic and social situation. How involved are they in village activities? Do they get support from the villagers? The project is designed based on the data gathered from the PRA activities and in consideration to the socio-economic and cultural context of the village. The stakeholders, the village, Commune and District representatives are consulted on the project design. Meetings are held with the village, Commune and District in order to present the analysis, the priorities and the plan of action. SRD gets feedback for the finalisation of the plan.

Oxfam GB run participatory verification workshops to follow up group discussions and focus groups. Participants include leaders of all the Communes surveyed, the District Steering Committee (DSC), personnel of the Provincial Department of Planning and Investment (DPI) and the donors. The purpose of the workshop is to confirm the survey data criteria and method, verify the data and to come to an agreement about the data to be used for project selection.

There are a few cases where the villagers are completely in the driver's seat when it comes to planning and decision making ensuring a higher level of ownership. In Sida's Chia Se programme, it is up to the villagers to plan for the coming year with a sum of money that they have at their disposal, facilitators are only there to provide support if needed. The planning cycle for Chia Se has five stages: 1) Introduction where meetings are conducted, a situation analysis for the area is done, initial training for project management starts and information is disseminated about the Local Development Fund allocated to the village. 2) Village development plan includes the settings of a vision for the village, analysis of constraints and enabling factors, solutions and activities, approval and disbursement of Village Development Funds to the Commune level. 3) Activity preparations where detailed activity proposals are made, review and approval of activities and transfer of funds from Commune to village level is made. 4) Activity implementation where villager and Village Management and Supervisory groups are responsible for the implementation and financial recording, to make a review and close the activity for future evaluation. 5) Review that is done annually on those activities implemented for lessons learned in the coming years.

CSEED designs the project with the villagers who are also consulted on the final version of the project design. Similarly for MCNV, following the planning meeting, the priorities and possible solutions are taken to the counterparts, the mass-organisations and the local leaders, for them to design a plan, which must be approved by MCNV. In small projects, MCNV may decide straight away what to do about the problem put forward. The final plan is posted on the People's Committee office or in the office of the WU so that everybody can see it.

4.3 Lessons Learnt and Challenges

During the planning and decision-making process, the facilitators are there to help and guide, if needed. But in SIDA's experience the local bureaucrats often try to influence the process and tell the people what to do, despite the fact that it is the people who must ultimately make the choice. When working in new areas the planning purposes hold greater challenges. Some organisations find that the planning process can be biased by the presence of project support and can lead to 'shopping list' behaviour, in particular when communities have little understanding of development. For MCNV participation depends on people's understanding of participation, both the leaders and the people. In some instances, organisations have been asked by the government to instruct them on participatory techniques. For MCNV's work In Quang Tri, household visits are easier because the Commune leaders know about participation. The leaders will leave MCNV alone with the head of the household. However, in some ethnic minority areas, it is good to bring a leader to the household visits because people will be too reluctant to speak otherwise. Other organisations also use trainings to enhance participation at the planning stage including PRA methods, the Grass-roots Democracy Decree, participatory project management, facilitation skills, gender and development, monitoring and evaluation.

When phasing in new Provinces, Plan in Vietnam seeks support from PACCOM to facilitate the process. When working on planning in new communities it is important that the facilitator or interviewer present themselves, as well as the objectives. It may be useful for the participants to be assured that the information given will remain confidential. After project meetings it is important to reflect over what went well and not so well, and build on that. As Plan in Vietnam highlights, triangulation of findings at the planning stage is important.

In CARITAS' experience Commune and District authorities often maintain the principle that everything has to be planned in detail, and the plans approved by higher levels, before villagers can receive project funds. If followed, for very small funds, this is a time-consuming process, and it detracts from the participatory nature of local (village-level) decision-making. In their experience it may be better to persuade Commune and District levels that small funds should be transferred to the villages based on a broad VDP, and then evaluated regularly to monitor progress.

Finally, some organisations working with ethnic minorities have found that whilst participants may understand Vietnamese, they do not want to answer in Vietnamese; therefore they must be able to answer in their respective language. Sometimes it is better to use visualization tools, like pictures, colour cards, drawings, maps and diagrams.

5 IMPLEMENTATION

5.1 Methods

Table 5.1 below maps out the various methods used by organisations during the implementation phase. It should be noted that the table is not an exhaustive list of all methods used by the organisations interviewed by the study. The methods are divided into the following groups:

- § Specific participatory implementation methods with children
- § Community development: clubs
- § Management boards
- § Training of Trainers
- § Participatory technical learning
- § Others

Table 5.1 Implementation Methods

Specific participatory implementation methods with children

Organisation	Method	Level * blank if none specified	Description	Key advantages
Enfants et Développement	Parent clubs		Resources persons are key women that have been trained on different topics, for instance child injury prevention, are responsible to share information.	The parent clubs hold monthly meetings where the resources persons share experiences and knowledge
	Child to child” activities	Village and Commune level	The children receive information through a variety of mediums at workshops and through surveys and interviews. Some topics for the “child to child” activities have been injury prevention, personal hygiene, environmental hygiene and how to organise festivals.	Children are provided with “tools” or skills on how to disseminate information e.g. through role play, puppets, demonstrations, posters, games and songs.
Plan in Vietnam	Children clubs	Village and Commune level	Activities include discussing topics related to children and rights and joining project activities	To promote the rights of children to participate

Organisation	Method	Level * blank if none specified	Description	Key advantages
	School based clubs	Village and Commune level	For lower secondary school, with children aged 11-14. The children produce weekly radio programmes in their schools.	The programmes aim to raise awareness on children's rights, global education, HIV/AIDS, Traffic Law, how to settle fights and good practices, etc.
Plan in Vietnam	Media clubs	Village and Commune level	Promote children's participation in the media together with the Youth Union and raise awareness on children's issues.	The club provides training on writing skills and radio skills. The members write a children's bulletin which they distribute to friends and local people. The core group consists of 20-30 children per club; they get the skills and then perform peer to peer education
	Community based clubs	Village and Commune level	The clubs exist outside of school in the communities and they have monthly meetings.	In the meetings, they update each other on the project activities, design activities and special events, like children's day.
Save the Children UK	Drawings		Let the children draw on their own, but and then you can analyse the pictures with the children. It is imperative to analyse the drawing with the children, otherwise the whole exercise may be useless.	Drawing is a good way for children to explain things that they, for different reasons, cannot find words for. This exercise is particularly helpful when you work with shy children or children who do not yet know how to read and write.
	Photos		Equip the children, for instance child labourers, with disposable cameras ask them to take photos of their environment. Analyse the	Helps children to raise issues in their communities. This

Organisation	Method	Level * blank if none specified	Description	Key advantages
			results together with the children to get their views and comments. In the project “Young journalists”, children received cameras and were trained in taking photos and writing, with the objective to write about issues in their communities.	method is particularly helpful while working with hearing impaired children.
	Writing		It is important to not misunderstand the children’s views, and to ensure that what the children have expressed in writing is clearly understood by talking to the individual child.	Allows SCUK to gather individual perspectives by asking individual children to write down answers on cards.
Save the Children UK	Listing		Listing what kind of activities they do during the day, what work they do to help their parents, what they do during free time, what they like and dislike, and the reasons why.	An easy tool to do with groups of children to understand their daily life
	Scoring		Scoring on issues, for example - regarding how different members of the households contribute to different activities in the family and what activities the children prefer to perform.	Can be used to know children’s judgments or preferences.

Community development: clubs

Organisation	Method	Level * blank if none specified	Description	Key advantages
Care international	Interest groups for livelihood	Village and Commune level	CARE works together with Farmer Union to support interest group, collaboration group and cooperatives. In supporting the establishment of groups, the project follows a guideline, which was documented and discussed with partners, based on experience of supporting CBOs in An Giang in previous project. Farmer union staff worked with the communes and villages to raise the understanding of farmers of interest groups, collaboration groups. Farmers of the same interest will voluntarily group together; nominate a management board of 3 people (for interest groups) and 4 people (for collaboration group).	The group members have an agreement on internal operation. The Farmer Union and the project help the group to certify their existence. The project provides training for the group members on group management, technical such as raising pigs, cows, fish and producing mushrooms and assisted to develop a business plan. The groups

				can access to the project loan managed by People's Credit Funds. Together with Farmer Union, the collaboration groups have advocated the People committee to replicate and support the model in other areas of An Giang province.
	Women's Livelihood and Rights Clubs	Village level	Within the club, women form different interest groups such as sow raising or rice cultivation. The club meetings are organised and facilitated by the club facilitator monthly where women discussed among themselves on legal issues, right awareness, shared on agricultural production and other issues.	The clubs are formed at village level with strong emphasis on participation of poor women.
	Group discussions		For instance, the group can be asked to talk about issues concerning domestic violence. Guiding questions can include why it occurs, the consequences, how it can be prevented, and the role of the authorities, the community, the social organizations and the neighbours respectively. In order to have in-depth discussions, the group will first be introduced to the topic, before they are divided into several smaller groups. Each of these groups will get one related issue to discuss. The findings from the smaller discussion groups are presented to the big group. The group discusses the findings and finally, the facilitator will summarise the findings and people's comments.	Participants discuss and solve problems with the guidance of a facilitator who summaries the ideas of the group. This kind of exercise requires a facilitator with experience in how to ask questions and to match it with people's educations level. The facilitators are community leaders taking part in TOT courses to get the relevant knowledge and skills.
	Village Development Boards, Women's Livelihood Rights Clubs, Interest groups	Village, Commune and District level.	CARE partners with mass organisations at local level (e.g. Farmer Union in An Giang, Women union in Hoa Binh), Phu Yen District of Son La and other Vietnamese NGOs to implement the project.	Care International supports the formation and operation of different community based organisations for livelihood improvement

CEPEW	"Family Happiness" Clubs	Village and Commune level.	The clubs are elements of CEPEW's projects on domestic violence, literacy and anti-trafficking. For instance, tips on how to prevent domestic violence are shared, the meaning of gender equality within the family, the roles of men, women and children. Regarding domestic violence, participants discuss how arguments can be avoided, how the family life can be organized and how to encourage women to make more decisions.	The clubs provides ways of gathering and sharing information, but also a place where men and women can discuss problems in the community and the homes. The clubs are a way of accessing information on health care, HIV/AIDS prevention, how to generate more income, new technologies and skills
MCNV	Monthly meetings	Village and Commune level	During project implementation, villagers participate in monthly meetings to share their experiences and ideas. For instance, if a family got a loan to raise cow, as a part of the project, they will get training to learn more about the animals and how to care of them.	These meetings are a part of WU's monthly meetings and take about 30 minutes.
RAFH	Husband and Father" and "Wife and Mother" club	Village and Commune level	Uses "meetings and thematic talks to plan their interventions. The clubs are a means to get information, share knowledge and to reach more people in the communities, especially the people that do not participate in the meetings. Discussions in the clubs include women's rights, gender issues and prevention of domestic violence are organised quarterly to attract people's attention in the locality. Information on these issues is broadcasted regularly through broadcasting system and local programme in the project sites.	The "Husband and Father" club may serve to increase awareness for men to reduce violence and increase equality in the family and society. "Wife and Mother" clubs allows for women to discuss and share experiences on domestic violence, prenatal care and HIV/AIDS and nutrition,
RAFH	Intervention networks	From Village to Provincial level	From village to provincial level there are networks on different topics, such as domestic violence, HIV/AIDS and anti-trafficking. For example, within the network for trafficking, RaFH supports the victims by providing them with education and information on women's rights, traffickers, health checks and HIV/AIDS prevention.	Services are provided for both for women at risk and victims. Each network has a network leader, a volunteer, who works closely with the RaFH programme officer. Network leader prepare and organise the clubs and meetings & organise trainings.

Management boards

Organisation	Method	Level * blank if none specified	Description	Key advantages
CARE International	Village development boards	Village level	The development of VDB was through the village meeting. A guideline was developed to representatives of villagers in the VDB, which encourages the membership from village head, other “people with good reputation”, women and poor people. The villagers elect the board members. The head of VDB is elected on consensus basis. The VDB members are provided capacity on management and community development. With the technical support from a Vietnamese NGO and the District and CARE, VDBs mobilise farmers to set up their village plans, implement component activities such as gender awareness raising and literacy courses are provided primarily for ethnic people, held village meetings, monitor and evaluate activities. Village Development Board Clubs are formed for each project commune with participation of VDB representatives and District partner agencies.	The VDBC aims to incorporate the community development village plans in to the Government plan for the District.
CARITAS	Village Development Associations (VDAs).	Village level	VDA’s are set up by the project. Selection process is important: how community members are they selected, and to what extent they are representative.	They contribute to the level of participation of villagers in their local development.
	Village Development Funds	Village and Commune level	Normally Commune People Committee controls and allocates budget for each village. Each VDA should have a cashier. External funds for activities should be supplemented with local contributions (labour at least).	Putting project funds in the hands of a VDA, gives more control to villages, and creates a demand for goods and services from government technical departments and private sector
CERDA	Management Boards	Village level	The management board and the heads of village level WU are responsible to CERDA for the implementation of the project. The Women’s Union implements at the village level and the management	

			board, who are also in charge of monitoring, works on the Commune level, giving support in terms of knowledge on different issues; health care, veterinary expertise.	
CSEED	Village Development Committee	Village level	The members selected by the villagers are normally heads of villages, staff of Farmers' Association, village health workers and farmer representatives.	The committee is in charge of all development of the village: the village planning, implementation and monitoring of the activities.
	Project Management Board	Commune and District level	Members are leaders of concerned organizations in the District and the heads of the Commune People's Committees. Their role is to approve the personnel that will work on the project and project plan and the financial matters. The PMB is responsible and accountable to CSEED for project implementation and financial management.	CSEED can facilitate the choice of the members but cannot decide, only comment. CSEED criteria for the selection: <ul style="list-style-type: none"> - Ability to assign people - Relevant background so that they can give relevant input - Ability to allocate budget for the project when required - Ability to control and monitor financial aspects
	Working team	Village, Commune and District level	Members are selected from the District staff and the mass-organisations. The criteria for members depend on the project component. The general requirements include having a basic educational background, and expertise related to the component they work on. They also need experience in managing village development activities and apply methodology when the work with farmers.	Their role is to facilitate the activities in the villages, to assist villages to implement the activities and to act as resource persons. The working teams provide trainings and monitor that the villagers apply what they have learnt.
Oxfam GB	People's Supervision Team (PST)		Established for construction works. The PST is present at the construction site everyday. It identifies technical problems, in terms of quality and quantity of materials, equipment, construction specifications, as well as signs of dishonesty or collusion of any of any of the project stakeholders (the contractor, the PMB, the DSC Oxfam GB and/or consultants).	Members represent the beneficiaries and are elected by the beneficiaries. Clarification of roles is one critical element of the trainings for the PST. In this

			<p>Oxfam GB In order to fulfil its tasks, the PST undergoes construction supervision training, PST members:</p> <p>Are briefed on construction design, and</p> <p>Learn basic technical knowledge, including specifications of materials (e.g. sand, stones, cement, steel, etc.) and technical procedures (e.g. concrete mixing).</p>	<p>regard, the 'social supervision' role is highlighted. It concerns the responsibility of the PST to monitor stakeholders in order to find out if their performance is satisfactory and if they are colluding with the contractor. The PST reports to the project management board (PMB). If the PMB would not pay attention when PST reports misconduct, they will go higher to the donors.</p>
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Training of trainers

Organisation	Method	Level * blank if none specified	Description	Key advantages
CERDA	Trainings of trainers	Village level	Key farmers are selected to become trainers for the villagers on various topics; building techniques, sanitation, health care services improvement, veterinary services improvement, clean water, soil conservation, capacity building, fair trade and how to train others.	
CSEED	Gender equity training		Start by simple things, involving the leaders, men and women and eventually they realize from observing their realities. It has a social and moral impact on people.	Analysing the gender problems in the area and people can increase their awareness on men and women social roles
DWC	Trainings	Village and Commune level	Held with local authorities, the mass-organizations, household representatives and poor farmers, normally in groups with 30 participants. On the Commune level, they all get the training together despite different levels of education. However, on District level, they are separated. The trainings are on Participatory project management	<p>Explanation of the project cycle with the participation of relevant stakeholders:</p> <ol style="list-style-type: none"> 1) Policy of local government 2) Identification of project

				<p>3) Project design, including log frame</p> <p>4) Financial resources</p> <p>5) Implementation, monitoring and supervision</p> <p>6) Evaluation</p> <p>The objective is to strengthen people so that they can participate in different projects, such as income raising, health care and environmental sanitation.</p>
DWC	Training on facilitation skills		<p>Training on Facilitation skills Includes:</p> <ul style="list-style-type: none"> - Explaining difference between teachers and facilitators - Different facilitation skills and methods, for examples: <p>Fish bowl: a group of people talk about a special topic. Another group of people observe the discussion; one chair is free among the people that discuss in case someone from the observing group would like to step in and say something.</p> <p>Flashlight the objective is for people to learn to quickly to answer a question posed by the facilitator who will only thank them for their answer, not comment upon it.</p> <p>Other skills include:</p> <ul style="list-style-type: none"> - Brainstorming - Visualization skills - Questioning skills - Dealing with contributions - Role plays - Group discussions 	

Helvetas	Training and learning tools		Based on training needs assessments, the key method for competency-based adult training are participatory approaches like the “Learners-Centered-Teaching-Method”, assessing real interests and potentials, or “Participatory Teaching Document Development” for curricula development in schools.	
MCNV	Trainings	Commune, District and Provincial level.	One of the gender focused projects provides support to women elected to the People’s Council. The women receive training on how to plan and present ideas in public, but also on gender issues. In addition, the Women’s Union has a consultation group that provides services through a hotline, where the women can get advice and support. There are also monthly meetings to discuss the experiences on Provincial, District and Commune level. In the meetings, the Province assists the District and the District assists the Commune. The intervention is well respected among women and men, and has helped to enhance women’s role in decision making processes.	This method strengthens women’s role, provides advice and support.
MCNV	Training	Village, Commune and District level.	MCNV provides training on participatory methods and monitoring to support groups at village, Commune and District level. The support groups do the participatory plans with the villagers. The plans are sent to the District for adjustments, and finally to MCNV. The plans concerns health issues, poverty alleviation and gender	The people in the support groups are heads of villages, members of the mass-organisations and village health workers, but never government officials. Possible members of the support groups are suggested to MCNV by the local leaders and the mass-organisations. The selected members work for two to three years on a voluntary basis and are judged on their activeness and involvement.

Participatory technical learning

Organisation	Method	Level * blank if none specified	Description	Key advantages
Helvetas	Participatory Technology Development (PTD)	Village and Commune level.	Farmers define what they like to test or develop in their field (e.g. new or traditional local crop varieties or animal breeds, plant protection methods, plant associations, crop rotation cycles, integrated plant-animal production systems).	Throughout the crop cycle, they work together as "interest group" or "learning group" in a field from a farmer, under technical guidance of extension staff (mostly Commune or District), eventually also accompanied by a researcher.
	Learners-Centered-Teaching-Method (LCTM)		Teachers/trainers assess needs and interests of trainees (competency-based) and adapt their curricula and lessons accordingly.	This is the opposite of the usual top down lecturing method, where teaching is based on blueprints from somewhere else. LCTM is highly adaptive to specific learning contexts and social environment; it engages trainer and trainees in a common learning process between equals. This method is especially used for adult training, but also in also recommended for secondary and higher schools.
	Participatory Teaching Document Development or Participatory Curricula Development		In the view of LCTM as a basic teaching approach, teachers are strengthened in developing their own curricula/lessons based on specific training needs and contexts. This often means adapting existing curricula to a specific environment, but it also includes development of new curricula for locally appropriate topics.	

	(PCD			
SDC	Farmer field schools (FFS)	Village and Commune level	The Farmer Field School is normally initiated and facilitated by the state extension staff, member of farmer association or NGO's staff. The facilitator should have certain skills, such as technical knowledge and skills on cultivation or raising certain livestock/crop. However, most extension staff does not have enough skills for the whole crop cycle and they lack confidence. Thus, some FFSs start with practical technical training for the facilitators, including facilitation skills and group building methods. The FFS is normally organized in groups of 25 people with common interests.	The most important thing is that school members use their observation skills to identify problems and share with others in the group. In regular meetings, the members will have the opportunity to present and share their experiences, analyse and discuss the problems and observations.

Others

Organisation	Method	Level * blank if none specified	Description	Key advantages
CEPEW	Role play		Role play can be used on wide ranging issues like local infrastructure and domestic violence. If the topic of the role play is poor infrastructure and how to deal with authorities, one person will play the role of a local leader and another one a person from the community.	
CEPEW	Case studies		On various topics are presented for discussion. The group will discuss positive and negative things about a case study on domestic violence, and look for ways to prevent domestic violence. The choice of case study depends on the facilitator. The study may be an example from other community or a news paper article.	The purpose of the exercise is to identify what each stakeholder can do to prevent the problem. The idea is to get men and women together to solve problems in their community, instead of waiting for external help. There is a risk that they will not attempt to change anything if they have the impression there is external help available.

Oxfam GB	Facilitated discussion with beneficiaries		For example, if a dam is built with low quality, then its "life span" will be shortened and, as a consequence, local people's contribution for its maintenance cost would be very high.	For the construction supervision, Oxfam GB facilitates the discussion of beneficiaries on how the quality of construction would affect their lives later on.
RAFH	Awareness raising		On many issues. The main channels of information include the mass media, community clubs/discussion, counselling services	Aims to change the behaviour of local authorities and people in general through systematic information-education-communication
SDC	Participation technology development	Village and Commune level	Three stakeholders: farmers, researcher and extension workers are teamed up to find solutions to problems. The extension worker functions as a facilitator with the role of solving the farmer's problems by linking them to the researchers and the market. However, the first step is to discuss the problems with the farmers. The researchers will be contacted only if the extension workers and the farmers cannot find a solution themselves.	The discussion group normally consists of 10-15 farmers and two representatives of the village. The discussion focuses on problems and potentials.
	Village extension network	Village level	In each village, one person (village head or vice head) is selected by the farmers to work as a resource person for them (the farmers pay for this person). The role of this person is to organize the group of farmers and help them to implement the activities on the list of activities ranked by the villagers. In the case of, for example, pig raising, the resource person can link the farmers to places to buy the piglets, explain how to feed them and markets for selling them off. It can also be maize plantations or rice.	This set up is a way of by passing situation where officers on the District level are limitation for the farmers to access services, markets and other inputs.

5.2 Summary & Analysis

The aim of participation at the implementation stage for many organisations interviewed is to empower people to find solutions to problems, encouraging ownership in decision making processes; leading to more sustainable and effective outcomes.

Clubs

Many organisations working with children use clubs at implementation stage as a means to enhance children's participation. Clubs are a medium in which to raise issues; learn tools or skills to share information and raise awareness. Plan in Vietnam's young media clubs are an important means to promote children's participation in the media to develop peer to peer education and raise awareness on children's issues. Plan in Vietnam also uses children clubs as a forum within which to empower children in specific project implementation activities. Other methods to involve children include drawing and writing competitions on specific issues. Save the Children UK have also found that giving children cameras can be a useful method for children to raise issues in their communities.

"Family Happiness Clubs", Women's Livelihood & Rights Clubs, and Interest groups are some examples of participatory models used with adults by organisations during implementation of development programmes. In the Save the Children UK's Anti-Trafficking project, the key stakeholders participate in the club. Women help other women and work together, which is particularly beneficial for women in isolated areas. Information and reading material about the dangers of trafficking is distributed. In the clubs, information is shared and awareness raised on issues like trafficking and HIV/AIDS. Female economic empowerment is enhanced through vocational trainings. RaFH has a similar way of working, by using group discussions, clubs and networks, but the purpose is slightly different. RaFH has two target groups: the participants in the RaFH activities, but also the wider community that does not participate, with the objective to change people's behaviour and attitudes, whether it is local officials, the victims and their perpetrators.

Management boards

During implementation, participation is enhanced by participation in village development boards, management committees or associations; through which communities take charge of their development. Many organisations are building capacity and sustainability through support to Village Development Boards. Members receive training on management and community development. Participation from the villagers varies from selection of the members of the boards, or (CARITAS) where villagers are selected to being a part of the boards with responsibility for implementation or monitoring, depending on the project. CARE International also ensures that communities can co-implement the project activities with CARE.

Other organisations use Community Based Organisations (CBOs) during the implementation stage of the development process. Formations of these CBOs are normally discussed in village meetings and certain guidelines for membership, charters are then developed by the members of the CBOs. Projects provide training on management skills for the CBO leaders and support them in implementing selected activities that CBO members would like to pursue. One of the advantages of clubs are that they are often able to reach many more people than meetings can attract. In fact

information on rights, gender issues and domestic violence which is discussed in the RAFH's clubs, for example, is broadcasted regularly through broadcasting systems and local programmes in the project sites.

Oxfam GB uses Supervision Teams, where the participants from the community are trained to supervise and visit construction sites on a daily basis. During CSEED project implementation, the Village Development Committee (VDC) works with the villagers to prepare the quarterly plans; CSEED builds the capacity of members through facilitation, planning, training, resources mobilisation and gender training. Sometimes the context has changed and alteration is needed to the original plan. The project activities include training for farmers on, for instance, good techniques for crop cultivation, animal husbandry and land use.

Training

Training of trainers is a powerful means to ensure participation in the implementation process. DWC uses training to explain the project cycle; local government policies and project design with relevant stakeholders. Training on facilitation skills is also a useful means to transfer skills and empower members of the community to become actively involved - MCNV provides training on participatory methods to support groups at village, Commune and District level; the selected members work for two to three years on a voluntary basis subject to their active support and involvement.

Plan in Vietnam also trains community volunteer's to participate in implementation of development activities. Community Volunteers are essential local resources to facilitate the process of change and development. The success of Plan's work in Vietnam is due to the dedication and support of Plan's partners and more than 1,500 Community Volunteers. Selected by the community through village meetings, Community volunteers play an important role in the cooperation program between the communities and Plan. Their participation in Plan supported programs, especially building relationships, makes them achievable, sustainable and effective for their communities and children.

CERDA for example, chooses key farmers who are selected to become trainers within the community on various topics from soil conservation, capacity building to sanitation. For Helvetas a strong accompanying component for increasing local ownership and self-reliance has always been training, including the elaboration of appropriate training & learning tools. Helvetas' idea is to strengthen villages and Communes from the bottom and, at the same time, try to create responsiveness from the District and Province levels regarding support to the needs and requests from the grassroots. Strengthening of horizontal and vertical networking is therefore a key consideration of activities (exchange visits, cross-learning, study tours, workshops etc.)

Technical learner centred methods

Helvetas provides people themselves with the tools to manage projects, including power over the finances and the activities. The ownership is enhanced by the fact that Helvetas only provides technical support. A good example of this is their support to the Political Academy of Cao Bang, where the Learners Centred Teaching Methodology was applied and there is now an increased sense of pride and pro-activity in the implementation process. Helvetas also uses a method called Participatory Technology Development (PTD): throughout the crop cycle, farmers work together as an interest group or learning group; experiences are analysed during

the cycle; results compared to former practices and if successful, spread out to other interested farmers through Farmer Field Schools.

Experience from organisations shows that other methods such as role plays or discussing case studies on sensitive issues can also enhance participation. CEPEW uses role play to teach participants about key issues and what the community and authorities should contribute respectively. The purpose of the role play is also to develop negotiation skills among participants, especially in relation to local leaders.

5.3 Challenges and Lessons Learnt

Working with children

Some key lessons learnt when working with children at implementation stage include consideration of power relations. Children often have no realisation of their rights or potential influence, so good facilitation is needed to empower children to feel and be part of the process. Venue is also important, from Plan in Vietnam's experience; children can feel constrained from participation in a classroom setting, especially when discussing sensitive issues in the presence of their teachers. A lesson learnt is to support teachers with training on participatory approach and child rights so that they can be aware and supportive of children being part of the development process. The aim is for the children to be as active as possible.

As with groups of adults, the confident children will raise their hands and be talkative, whereas the shy ones will stay quiet. If talking is not the strength of the kids, other methods can be used, like cards and games. Save the Children UK feel that the commitment to work with the children is the most important. This will give them more confidence. A child may be quiet in the first meeting, but will speak more and more in the second or third meeting. It is a gradual process, and eventually the children will feel more confident. Most of the tools used to encourage children's participation are the same as for adults, but they have been adapted slightly. For instance, when it comes to listing, instead of using the traditional flipcharts, you can play a game. Sit in a circle and throw a ball, the person who catches the ball has to say something. Another game is to have writing competitions where the person who writes the fastest wins and gets prizes.

Community Development

One way to ensure active participation in the implementation process is through capacity building: people get support to know their problems, find solutions and mobilize resources in order to make the needed changes. Enfants et Developpement have found that capacity building of local partners and authorities is easier when the project tasks are integrated as much as possible with their normal tasks.

In some cases participation is enhanced by giving people incentives. For instance, Oxfam GB will take community members on study tours between Districts or Provinces so that they can learn from each other.

For Helvetas, real participation in discussion and decision-making of ethnic mountainous people can be limited by a number of factors including language barriers; Culture; traditional living patterns and lack of and distorted information about ethnic minorities. Helvetas tries to enhance opportunities for participation by ensuring that activities are embedded into normal schedules and social events of the people

(e.g. seasonal calendar, market days and cultural festivals). In some organisations experience, communities' confidence to participate grows throughout the implementation process.

For Save the Children UK, Youth clubs have been useful to build confidence amongst children in the community, but there remains the challenge that in some cases community leaders still to some extent control the participation. One lesson learnt is to actively involve community leaders to improve their facilitation skills, so that they open up to the concept of participation and they themselves can learn how to mobilize the villagers. Helvetas has found, for example, that there is a need to involve more high level people from the Provincial level as it can generate more trust and respect. For Oxfam GB, participatory techniques are important to mediate between District and Commune cadres; for example in a data verification workshop, a table was used rather than open discussion as it gave an opportunity to challenge the data and information supplied by the Communes and Districts.

6 MONITORING AND EVALUATION

6.1 Methods

Table 6.1 below maps out the monitoring and evaluation methods which are used by the organisations interviewed for the study.

Table 6.1 Monitoring and Evaluation methods

Organisation	Method	Level * blank if none specified	Description	Key advantages
Care International	Most significant change		A form of participatory monitoring and evaluation.	Used during the project implementation to gain information on the change perceived by beneficiaries as result of their involvement in the project
CERDA	Training on M & E techniques	Commune level	CERDA trains community members on M&E techniques to all components of the project. This includes the meaning of indicators; breaking down what is meant by something being good or bad. The indicators must be SMART; Specific, Measurable, Achievable, Realistic and Timely These trainings are targeted on Commune level staff and the heads of the Women's Unions.	
	Indicators		The monitoring is made on the basis of indicators set up by the stakeholders. For instance, how many latrines/pig pens or bio fertilizers have been made this month? If the goals were not met, they discuss why.	
	Reporting forms	Village level	One form per month must be sent to CERDA	The reporting form includes the information they need from the project;

Organisation	Method	Level * blank if none specified	Description	Key advantages
				indicators, problems faced and new needs. The form also permits the villagers to ask for assistance or communicate diseases or other problems to CERDA.
DWC	Participatory Evaluation techniques			The same PRA methods as for the needs assessment are used to compare the situation before and after project implementation;
Enfants et Développement	Local resource persons	Village, Commune and District level	Monitoring takes place continuously during implementation On a monthly basis, meetings are held with the local resource persons at the village, Commune and District level. The meetings serve to find out what has been achieved in different areas of work; health, veterinary, women's issues. The village leader is in charge of writing a report with the problems and achievements observed. In order to avoid that the report focuses solely on the ideas of the group, but actually on the village situation, the local resource persons have to go to the villages and discuss with the families. Additionally, the project and technical staff visit the villages before the meetings to check the situation.	On the ground, the local resources persons are in charge of facilitation and mobilizing the resources.
	Form for reporting	Village and Commune	E&D has a form for the reporting activity, which includes what they did and what they	This is a way of capacity building for the technical

Organisation	Method	Level * blank if none specified	Description	Key advantages
	activity	level	will do in the coming month. This report is taken to the commune level, where there is a meeting once a month – following the same procedures as at the village level.	advisors and the local resources persons. At the same time, it aims to involve the people; by mobilizing resources for the project. When they join, they get knowledge about the programme
	Monthly meetings	Commune and District level	At the District level, monthly meetings are held with the project staff (E&D staff), the technical staff from all partners (health staff and veterinaries), as well as representatives from the commune, where the problems raised are discussed.	
Helvetas	Activity reporting system with partners	Commune, District and Provincial levels.	Helvetas employs a contract system with implementing partners (provincial departments, District and Commune People's Committees, local consultants), including an Agreement Sheet – Final Activity Report system. The Agreement Sheet includes Terms of References, expected results, indicators, cost estimates (including cost-sharing between Helvetas and local contributions).	This system includes Helvetas working with the partner to revise the work plan every three months and Helvetas signing on for each activity. Based on the Agreement Sheet, Helvetas transfers funds to partners' bank accounts. Final Activity Report includes financial and content/ process reporting for monitoring & evaluation
MCNV	Field visits		MCNV makes field visits to meet with the concerned households and talk about shortcomings of the project. The meetings are set up by the counterparts, but according MCNV criteria, the selected households must represent two	The visits include discussions with the household members on results of the project.

Organisation	Method	Level * blank if none specified	Description	Key advantages
			“successful” households and three less successful ones.	
Oxfam GB	Weekly or bi-weekly meetings		During the construction period, weekly or bi weekly meetings are held. These meetings are chaired by the Head of the PMB and attended by the PMB members, the PST, and, if necessary, the contractor, the DSC and Oxfam GB. The meetings serve to review the construction progress and openly discuss any other issues that need to be resolved, including use of labour, materials and equipment.	<p>The various stakeholders are constantly reminded of their responsibilities</p> <p>Technical issues that arise during construction can be brought up, discussed and resolved quickly</p> <p>The meetings are a forum for discussion by all stakeholders, where local people can (represented by the PST) and the local authorities can communicate openly with each other.</p>
	Interest groups for farmers		The approach is to promote learning and sharing interaction among farmers. In the farmer groups, farmers also request service providers to respond to their production demands.	
Plan in Vietnam	Children’s clubs consultations and forums	Village, Commune and District levels.	<p>Based on project activities, regular monitoring is taken by PUs or CO staff. Written reports are required per each monitoring trip. Frequent monitoring will help all related staff and related stakeholders to adjust successive activities.</p> <p>Depending to specific programmes, mid-term and final evaluations are taken. The projects have monitoring and “end project closing reports”</p>	Participation is an essential part of the reviews. Respondents are different stakeholders from respective partners and local people who are direct or indirect involved in the project. During the process, children’s participation is critical via

Organisation	Method	Level * blank if none specified	Description	Key advantages
				children's clubs, consultations and forums. Mid-term and final evaluation will draw experiences and lessons learnt for follow up actions.
SCODE	Monitoring indicators	Village and Commune level.	Indicators for each activity are set up by the village and the commune. They list what kind of technical support they need from the other stakeholders. They also know the roles of the district and S-CODE. Monitoring is based on the plans and the roles.	The monitoring is conducted by the M&E group and by individual beneficiaries. They all report to the commune or to S-CODE, and S-CODE also conducts field visits
	Training on Monitoring and Evaluation	Village level	Training is provided for key persons of the community, like the village leader and leaders of interest groups that have been established, and some elected villagers (elected by the villagers). Criteria for selection: the time they have available, their willingness and capacity.	
SDC	Activity sheets	Commune and District level	Activity sheets for each activity which must be filled out before implementation.	These sheets include information on the type of activity, the time frame, the location, the budget and who is responsible for monitoring and evaluation. The partner, DARD, monitors the work of the District and the Commune.
SRD	Village Management Committee	Village level	During the mid-term and final evaluations, the VMC are involved to assist the evaluation team. A part from the VMC, the	The involvement of the VMC includes: § Interviews by consultant

Organisation	Method	Level * blank if none specified	Description	Key advantages
	Methods		team consists of an external consultant, SRD and the project partners.	§ Setting up and facilitating interviews with the other villagers. If the total number of villagers is 200, then at least 20 farmers will be interviewed, in addition to the different groups and mass-organizations. § Review the overall project and the indicators
	Village Monitoring Committee (VMC)	Village level	Committee members, who are selected by the villagers, based on SRD's suggestion to include women, men, young, poor people, receive training on simple kind of M&E. The actual monitoring takes place in quarterly meetings where villagers together with VMC verify what planned activities have been achieved how the quality was. Representatives of the mass-organisations are presents to monitor during these review meetings.	The results are documented in a report and sent to SRD. The VMC is also in charge of monitoring the local implementation of the Grassroots Democracy Decree. VMCs from different villages do cross visits in between villages to check each other and share experiences. Visits are organised in-between different programmes with similar elements visit each other, as a way of crosschecking and getting new ideas.
VNAH	Self help groups Workshops	Community level	At the local level, VNAH invites disabled people to monitor and evaluate what is being done to improve their situation.	There is a network of self help groups, through which VNAH works and holds workshops on

Organisation	Method	Level * blank if none specified	Description	Key advantages
				awareness in the community.
World Vision	Training on monitoring techniques	Hamlet and Village level	The head of the village and the hamlet facilitator, who have been selected by the villagers, are responsible for the monitoring of the project activities. The monitors differ depending on the topic and the projects. They get training on monitoring techniques 1-2 times a year. The monitoring is mainly carried out by visiting the beneficiary households.	The monitors report to the commune, which reports to the District and eventually to the Area Development Program
	Hamlet facilitator	Hamlet and Village level	The head of the village and the hamlet facilitator, who have been selected by the villagers, are responsible for the monitoring of the project activities. The monitors differ depending on the topic and the projects. They get training on monitoring techniques 1-2 times a year.	The monitoring is mainly carried out by visiting the beneficiary households. The monitors report to the commune, which reports to the District and eventually to the Area Development Program

6.2 Summary & Analysis

When it comes to activities related to monitoring and evaluation, participation by local people and children in particular, is less frequent. One interesting approach is one which is used by Care International – Most Significant Change methodology (MSC): a form of participatory monitoring and evaluation which involves project stakeholders in deciding the sorts of change to be recorded and in analysing the data. Used during the project implementation to gain information on the change perceived by beneficiaries as a result of the project.

Many organisations use the same PRA methods for monitoring and evaluation as they would use in the planning stages of the development process. Methods include interviews, group discussions, observations and mapping. Enfants Et Developpement has a system of monthly meetings at the village, Commune and District level, where the past month's achievements are discussed. However, no representatives of the community attend the monitoring meetings. A more participatory approach can be found in Plan's Annual Community Reflection and Planning Meetings. Although these meetings only take place once a year, they leave scope for the community, including children to discuss and prioritise issues. Plan also uses other methods such as children's clubs, consultations and forums to encourage children's participation in the programme evaluation process.

Participation in monitoring and evaluation in community development projects is executed to a lesser extent than during planning and implementation. Indicators are sometimes developed by village and the commune. In cases where M&E is conducted mainly by groups on the local level, analysis seems to be a weak point. Several organizations try to encourage more reflection through their report formats by allowing for additional comments. S-CODE employs a model with an M&E group responsible for the monitoring, but with the possibility for villagers to report directly to the commune. This model has the advantage of several sources of information regarding the progress of the project. To address the potential challenges of community members reporting directly to the commune, S-CODE also conducts household visits on an ad hoc basis to verify results and gather comments.

CERDA, SCODE and World Vision have all developed training on monitoring and evaluation techniques. For CERDA this includes the meaning of indicators, breaking down what is good and bad; the indicators must be SMART: Specific, Measurable, Achievable, Realistic and Timely. These trainings are targeted on commune level staff and the heads of the Women's Union.

Helvetas employs what is called an agreement sheet, which includes analytical elements as terms of references and indicators. Oxfam GB's approach has a more practical approach, with regular meetings to review the construction progress. The Helvetas method requires a larger degree of writing and analytical skills by the person producing it, normally a partner. However, it has the advantage of documenting progress and results on paper, which can be useful for final evaluations and discussions. Oxfam GB's approach has the advantage of gathering all stakeholders on a regular basis to discuss the construction. This allows for issues to be resolved and solutions found as they occur. However, although these meetings are meant to be a forum for open discussion, there may still be obstacles to participation, in terms of hierarchies, among the stakeholders.

7 RESEARCH

Those organisations interviewed who gave details of their participatory research methods are listed in table 7.1 below.

Table 7.1 Research methods

Organisation	Method	Level * blank if none specified	Description	Key advantages
MCNV	Desk review and interviews		The research includes desk review and interviews with the locals, with the aim of getting a greater understanding of the selected area and their needs. Semi-structured interviews are conducted focusing on people's job situation, if they have enough money, their health and how much they have to pay at the hospital. In order to get information about other people and their lives.	Findings are discussed with the health staff of the area to see if it corresponds to their perceptions of the situation.
RTCCD	Observations		Includes visits to health clinics, schools, over night stays in people's houses and observation of people's daily activities. For instance, for research on primary education, the time children spend on different activities is measured. Children are asked to draw pictures to see differences between rich and poor kids.	
	Participatory child poverty assessment		For the international study on childhood poverty, Young Lives ¹³ , RTCCD used some of the following methods for the participatory child poverty assessment;	
	Drawing		Pencils and paper were provided to the children. Then they were asked to draw their father and mother.	This allowed children to express their views, or impressions of their parents and, hopefully, their circumstances.
SCUK	Participatory Action Research		SCUK works together with the partners, for example, for the Child Trafficking Prevention Programme; the relevant department at the provincial level was contacted to see how	Children, who have undergone training, work as informants or members of the research team. If

¹³ Thanh, Hoang Xuan (2005), *Participatory poverty research and policy influencing in PRSP processes: the Vietnam case*, in Participatory Learning and Action, vol 51, April 2005

Organisation	Method	Level * blank if none specified	Description	Key advantages
			they perceive the problem. This is followed by a participatory action research to understand the full scale of the project and everything related to child trafficking. SCUUK discuss with the partner on who should participate in the research.	there is resistance at the Province level regarding methods or the participation of children, SCUUK shares experiences from other Provinces to persuade them.
RTCCD	Daily timetable		The facilitator drew an empty schedule and asked children to talk about the activities that they usually do everyday.	The aim of this tool is to identify the children's activities.
	Mobility map		A group of people (maximum 10) sit together on the floor. They draw their house on the centre of the paper then the facilitator asks them to identify the location of some main places that they often go to. Meanwhile, they also use their pen to draw a line linking their house to the identified places.	
	Venn diagram		A group of people (maximum 10) sit together on the floor and consider child poverty issues in their commune and identify stakeholders who have contributed to dealing with this issue. Using a pen or pencil to write the issue in the centre of a sheet of paper, the participants are then asked to allocate a circle of different sizes for each stakeholder. The size of the circle reflects the power and influence of the group or unit.	Facilitates analysis of power relations
	Group discussion		Children were grouped together to discuss the following topic; who are the rich and the poor families? What do they like and dislike?	
	Focus group		World Bank For the report Refining Policy with the poor ¹⁴ , which focused on local consultations on the draft Comprehensive Poverty Reduction Strategy, the methods for consultation included: (see boxes below	Focus groups formed a central part of the consultations in all locations. The consultations were organised in different ways, including men's and women's groups and special interest groups at community level or thematic groups with local officials

¹⁴ Shanks, E and Turk C. (2002), *Refining Policy with the Poor, Vietnam Local Consultations on the Draft Comprehensive Poverty Reduction and Growth Strategy*

Organisation	Method	Level * blank if none specified	Description	Key advantages
				and service providers
World Bank World Bank	Household/individual interviews and case studies		Undertaken as a complement to the focus group discussions and semi-structured group interviews.	This was a way to bring forth the ideas of special interest groups who were less confident in contributing in the group discussions.
	Feedback workshops	Village, District and Provincial level	At the District and Province level, workshops were held with Government officials to ensure that the findings were rooted in the local policy-making processes.	Serves as a useful exercise to verify the findings and conclusions with those who contributed to the research at the community level
	Village wealth-ranking, trend mapping, pair-wise ranking, Cause and effect trees, 24 hours agenda and observation.	Village level	The participatory poverty assessment of Ha Giang ¹⁵ with the purpose of updating information on the poverty situation, its aspects and issues relating to poverty and poverty reduction in Ha Giang used a combination of these methods.	
	Semi-structured interviews	Village, Commune, District and Provincial level	With Provincial and District departments, Commune leaders and village heads, and with separate groups of men, women, children, teachers and households (poor, middle and better-off) in selected communes and villages.	

¹⁵ UNDP (2003) *Ha Giang- Participatory Poverty Assessment*, Poverty Task Force

7.1 Summary & Analysis

Among the group of organisations doing participatory research, the participatory tools are quite similar, including the most common PRA methods. However, the main difference is to be found in the purpose of the research. At the World Bank, the purpose of the participatory research which they discussed was to feed into policy development or to verify findings and conclusions with those who contributed to the research at the community level. The participants, key informants, in the World Bank projects depend on the research topic. The aim is to get a wide group of participants while interviewing them separately to keep track of their opinion. By using participatory methods and research, information is obtained that could not have been obtained from other sources. It fills gaps in the government information, which is used to improve national policies. At the central level, the government is now more receptive to this kind of work. For the preparations of the five year plan, the government even put together their own research team to carry out participatory research. Participatory research provides the government with new ideas and increased legitimacy. Now the government is telling the Provinces to consult people for the formulation of the provincial plans.

SCUK and MCNV use research to fully understand the full scale of issues and update information about the programmes. RTCCD used participatory child poverty assessment for the International Study on childhood poverty. Methods to involve children in the research included daily timetables and drawings and group discussions. For RTCCD's work, a hamlet leader will assist in selecting people matching the target group and inviting them to meet the research team. Although this approach could involve a degree of bias, it is highly unlikely that all the leader's friends would match the target groups as this normally is people with specific health conditions.

CPSE research is more diverse, including socio-economic, agricultural and environmental research; allowing a great deal of consultation with commune and District staff. In this case CPSE's research is driven by donor demands; the objective of the donor guides the choice of the tools. CPSE relies on selecting poor households through poverty registration. For the household interviews, about 10 households out of a 100 are selected. A concern with this approach is that the households registered as poor in Vietnam do not always match the criteria for poor households. This could result in the poorest may not be reached, especially if the sample size is only ten households.

Enfants et Développement have a more local approach to their "child to child" research activities, as they involve school children, their teachers and parents. The role of these children is to conduct small scale research projects with the ultimate goal to inform their peers and other adults on different issues. These activities provide information to the communities, contributing to prevention of accidents or illnesses and are sustainable, since the children are taught life long skills.

7.2 Challenges and Lessons Learnt

Despite constraints and difficulties in getting an agreement on a research project, it is always worth the investment. In some cases, negotiations and adoptions of the initial research idea may be needed, in others; people may be invited to go on study tours to see that similar things have been done. In either case, once there is approval, it will open up for other research projects. Building trust is also felt to be an important challenge; you need to get people to believe in the researcher.

On the subject of influencing factors, all of the respondents mentioned the importance of a good research manager as one of the main strengths of participatory research. A good manager will keep the work on track, make sure the relevant information is collected, control the bias, and know when and how much to involve people. Someone who can build trust is important in the community where the work is undertaken despite being an outsider.

The presence of a local leader was not only seen as a negative factor, but conversely as a source of legitimacy, which can make people feel more at ease. The need to get support from local authorities was another factor that was stressed by some of the respondents. This includes authorities from the Province level to the Commune level.

Regarding remuneration, there were some differences of opinions. One respondent did not see a problem with it since participation involves an opportunity cost. Another respondent claimed that people have become accustomed with remuneration and now have certain expectations of participatory work. This was a fact that was difficult to deal with among smaller players without the same resources.

8 CONCLUSION

Preparing for participation

Several respondents emphasized the need for a friendly, respectful and democratic environment and an experienced facilitator as crucial for people to feel comfortable enough to speak. Lessons learnt by organisations for good facilitation included: encouragement for quieter participants; separating groups when required according to age, gender or issue separately and considering the role of community leaders in the process. DWC reports that by using different methods such as the flashlight methods, brainstorming or group discussion, people become more active in the process.

Power relations impact on participation at all stages of the project cycle. As the World Bank report showed, contrary to the general perception, the presence of a local leader is not always a negative influence on participation. In fact, it can give legitimacy to the project, as people can feel uneasy if the leaders are not present. Respondents from both Helvetas and Oxfam GB pointed to the need for more involvement of local authorities to coordinate the work, for example chairing meetings, as it can generate a greater sense of trust and respect within the community. By linking grassroots experiences to the Provincial level, participatory work and its outcomes can be better institutionalized.

Traditional perceptions, coupled with a lack of information can prevent some groups from participating. Experiences from both MCNV and VNAH show that preparation, explanations of policy, and training in presentation skills are efficient ways of enhancing the quality of participation and the confidence of people. Work in ethnic minority areas involves an additional set of issues to enhance participation. SRD has found that household visits are a useful method to encourage ethnic minority participation whilst also minimising involvement of government officials. CARITAS report that people are often more active if participatory activities are in their own languages which require training local facilitators who speak the local language.

Participation and Empowerment

As many NGOs follow a rights based approach, participation is seen as a means to increase opportunities for people to set agendas, engage in advocacy on the issues which are affecting them and hold duty bearers accountable. Methods to enhance participation include training, consultation on key policy events, forums and the formation of networks and clubs.

Training is a method used by a number of organisations to help communities to better participate in policy making, learn about rights and gain advocacy skills. VNAH for example organises training programmes and regional networks for disabled people to train them to be self advocates.

Clubs and networks are a useful model for developing awareness of rights, especially when they are facilitated by community members with discussions on advocacy issues, legal issues and rights awareness. Through associations individuals voices are stronger in the policy making process. One example is Care International's work supporting Community Based Organisations (CBOs) a grassroots initiative to involve individuals in decision making and advocacy activities. Youth clubs and Theatre for Development are two methods used by Plan in Vietnam which encourage active participation from children, a group who are not often consulted in policy making

processes. Children identify the issues and are instrumental in developing the solutions. They receive training on journalistic skills such as how to broadcast radio shows, and are provided with effective tools to promote the rights of the child, raise awareness themselves on children's issues and global education.

Consultation is also an important method to empower communities to participate in the policy making process. VNAH for example ensures spokespeople with disabilities are present to review and respond to policy plans at relevant meetings and workshops. A number of INGOs interviewed have also used focus groups and consultations as participatory methods to feed into the governments Socio Economic Development Plan and also the Grassroots Democracy Decree; it is hoped that the recommendations will feed into the policy making process.

Planning

Participatory Rural Appraisal (PRA) methods are used by many organisations to enable people to make their own appraisal, analysis, and plans. As the mapping shows, a variety of traditional PRA methods are used by organisations including map/sketches of Communes; Venn diagram; seasonal charts; time line of village/commune; household wealth ranking; meetings and interviews.

PRA enables organisations to conduct needs assessment, share information, identify key issues, undertake situation analysis and establish goals and timeframe for projects. Many organisations reported that projects are designed together with the villagers, the stakeholders and the technical staff from the District leading to more effective and sustainable interventions. By using PRA methods, organisations can also empower communities. CARITAS for example, extends its participatory processes to encouraging external trainers to train local PRA facilitators for 5 days. Then local facilitators carry out the PRAs, while external trainers monitor.

Implementation

The aim of participation at the implementation stage for many organisations interviewed is to empower people to find solutions to problems and get active themselves in their community's development. Again participation is influenced by both internal and external factors.

The extent of participatory models varied amongst the participant interviewed, from simple consultation during implementation, to active participation in driving the development process. Helvetas for example provides people with the tools and empowers them to manage projects, including power over the finances and the activities. The ownership is enhanced by the fact that Helvetas only provides technical support.

Clubs are one medium used by organisations during implementation as a specific participatory model. Many organisations working with children for example, use clubs successfully at implementation stage as a means to enhance children's participation. Plan in Vietnam's young media clubs are an important means to promote children's participation in the media, develop peer to peer education, and raise awareness on children's issues. Plan in Vietnam also uses children clubs as a forum within which to empower children in specific project implementation activities

A number of organizations engage the community in the active management of project implementation. Care International for instance, uses the village development board

model and during CSEED project implementation, the Village Development Committee (VDC) works with the villagers to prepare the quarterly plans. CSEED builds the capacity of members through facilitation, planning, training, resources mobilisation and gender training.

Community volunteers and facilitators are also used to enhance participation in the implementation process: Plan International supports a wide network of Community Volunteers who help facilitate the process of change and development. Selected by the community through village meetings, Community Volunteers play an important role in the cooperation program between the communities and Plan.

A number of organisations use training of trainers as a method to ensure participation in the implementation process. DWC for example uses training to explain the project cycle. Training on facilitation skills is also a useful means to transfer skills and empower members of the community to become actively involved. MCNV provides training on participatory methods to support groups at village, Commune and District level.

Monitoring and evaluation

Participatory methods for monitoring and evaluation of programmes encourage ownership and sustainability. Many organisations use the same PRA methods for monitoring and evaluation as they would use in the planning stages of the development process. Methods include interviews, group discussions, observations and mapping. In cases where Monitoring and Evaluation is conducted mainly by groups on the local level, the level of analysis was reported by some organisations to be a challenge. Several organizations try to encourage more reflection through their report formats by allowing for additional comments. Indicators are sometimes developed by village and the Commune in order to monitor implementation. To improve M & E, CERDA, SCODE and World Vision have all developed training on monitoring and evaluation techniques. For CERDA this includes training on the meaning of indicators.

Many organisations use meetings to bring up monitoring and evaluation issues. For example, Plan's Annual Community Reflection and Planning Meetings take place once a year, they leave scope for the community, including children to discuss and prioritise issues. Plan also uses other methods such as children's clubs, consultations and forums to encourage children's participation in the programme evaluation process. Oxfam's approach has the advantage of gathering all stakeholders on a regular basis for discussions. This allows for issues to be resolved and solutions found as they occur through an open forum for discussion.

Research

Participatory tools for research include the most common PRA methods. The purpose of participatory research used by organisations interviewed varied from the World Bank's approach – in which research feeds into policy development through verification of findings and conclusions - to a number of other organisations such as Save the Children UK and MCNV who use research to fully understand the scale of issues and update information about the programmes. An interesting participatory approach is that of Enfants et Développement who involve school children, their teachers and parents in the research; the role of the children is to conduct small scale

research projects with the ultimate goal to inform their peers and other adults on different issues.

APPENDIX 1 – BIBLIOGRAPHY

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APPENDIX 2 - LIST OF MEETINGS

Donors

- § Finnish Embassy
- § Swiss Agency for Development and Cooperation (SDC)
- § Swedish International Development Agency (SIDA)
- § United Nations Development Programme (UNDP)
- § World Bank

Vietnamese NGOs

- § Centre for Community Socio-Economic and Environmental Development (CSEED)
- § Centre for Education Promotion and Empowerment of Women (CEPEW)
- § Centre for Livelihoods and Upland Agriculture (SRD)
- § Centre for Population, social and environmental affairs (CPSE)
- § Centre for Promoting Development for Children and Women (DWC)
- § Center for Reproductive and Family Health (RaFH)
- § Centre for Sustainable Community Development (S-CODE)
- § Centre for Sustainable Community Development (S-CODE)
- § Centre for Research and Development in Upland Area (CERDA)
- § Research and Training Centre for Community Development (RTCCD)

International NGOs

- § Care
- § CARITAS

- § Enfants et Développement
- § Helvetas
- § Medical Committee Netherlands - Vietnam
- § Oxfam Great Britain
- § Plan in Vietnam
- § Save the Children UK
- § SNV
- § Vietnam Assistance for the Handicapped (VNAH)
- § World Vision

APPENDIX 3 – ORGANISATIONAL DETAILS

Organisation	Project and objective	Geographical location	Duration	Target group	Partners	Participatory activities/methods	Strengths and weaknesses
CARE	Community Organization Strengthening (COS)	Province: Son La Districts: Phu Yen	2004-2006	Ethnic minorities	Phu Yen Districts People's Committee and other District agencies	Training to VDB leaders for planning, implementation, village development planning, gender related activities	
	Livelihood and Rights Clubs (LARC)	Province: Hoa Binh Districts: Lac Son Communes: 3 villages: 34 villages	2004-2006	Women ethnic minority	Hoa Binh Women's Union	Women's Clubs, livelihood improvement, right awareness raising	Increased confidence among the women and ability to speak out in meetings Capacity of WU to advocate

	Collaboration for Development in An Giang (CODE)	Province: An Giang Districts: Communes: Villages:	On-going	Poor households	AGFU		
	Vietnamese NGO Capacity Building (VNCB)	Province: mostly Hanoi, Thanh Hoa, Hue, Ha Tinh,	On-going	Vietnamese NGOs	CISDOMA		
	Community Empowerment for Forest Management (CEFM)	Province: Bac Kan Districts: Cho Don	2006-2009	Poor and forest dependent communities	Agro- Forest Center for Agro-Forestry Research and Development of northern mountain areas (Thai Nguyen Agroforestry University)	Forest User Groups, Land Use Planning and Land Allocation	
	VUSTA and Vietnamese NGO Policy feedback	N/A	2004-2005 2006 (post project support)	Vietnamese NGOs	VUSTA	Training in action research, advocacy on land issues	

CARITAS	<p>Integrated community development</p> <p>To build sustainable livelihoods for the poorest communities, with care for an approach which builds on indigenous knowledge, which strengthens endangered cultures and which preserves environmental resources</p>	<p>Province: Ha Giang Districts: Quan Ba Communes: Quyet Tien, Lung Tam, Thanh Van Villages: all 27 villages</p>	2003-2008	<p>All 27 villages are very poor. All are 100% ethnic minorities, mostly H'mong and Dao. Focus on poor and poorest households, and women</p>	<p>DARD, Dept of Edn & Training, WU, Farmer's Assoc, & District Cultural Centre</p>	<p>PRA, VDP, CDP, working through Village Dev Associations (VDAs), village development funds</p>	<p>Strengths: VDP, VDAs, village development funds</p> <p>Challenges: different worldviews, different capacities, cultural and linguistic issues, geographic distances, low capacities of local implementing partner organisations, so everything takes twice as long time, and more expensive, then/as in a lowland area.</p>
	<p>Integrated community development</p> <p>To build sustainable livelihoods for the poorest people and communities, with care for a gender-</p>	<p>Province: Ha Tay Districts: My Duc Communes: An Phu Villages: all 13 villages</p>	2000-2009	<p>All 13 villages, especially the poorest households</p>	<p>WU, YU, Farmer's Assoc, commune agricultural co-op, commune health station</p>	<p>PRA, VDP, CDP, working through Village Dev Associations, village development funds</p>	<p>Strengths: quick adaptation to new ideas, strong WU, strong local participation</p>

	balanced approach						
CEPEW	<p>Prevention of domestic violence against women</p> <p>To protect women's rights and dignity, thus contributing to decrease the situation of domestic violence against women and improve women's status at home and in society</p>	<p>Provinces: Bac Giang, Nam Dinh</p> <p>Districts: Tan Yen, Hai Hau</p> <p>Communes: Ngoc Ly, Ngoc Chau, Cao Xa, Hai Minh, Hai Chinh, Hai Anh, Hai Phuong</p>	On -going	Community leaders, policemen, justice staff, teachers, health workers, women and men in community	WUs at District level	TOT courses, group discussions, competition and performances, clubs	<p>Increased accountability among commune staff.</p> <p>The poor need special support to improve their situation.</p>

	Capacity building for deputies of People's Councils at local levels Building capacity for deputies of People's Councils at local level to contribute to improving the State management efficiency of local authorities	Provinces: Bac Kan, Dak Nong, Tra Vinh, Soc Trang	On- going	PC deputies at District and Communal levels	WUs and PCs at provincial level	training courses	See above
	Prevention of trafficking in women and children To protect women's rights and combat trafficking in women and children	Province: Quang Ninh Districts: Dam Ha, Hai Ha Communes: Duong Hoa, Hai Ha	On -going	Women staff as communicators, at -risk women	WU at District level	TOT courses, vocational training, providing loans, saving groups	See above
	Gender and communal budgeting process	Province: Thai Nguyen District: Dong Hy Communes: Khe Mo, Chua Hang, Hoa Thuong	On -going	communal leaders, women and men in the community	WU at provincial level	TOT courses, group discussions, workshops	See above

	Safe migration	Provinces: Quang Ninh, Thanh Hoa	On –going	Women’s staff, the local people	WUs at District level	Publishing learning materials, TOT courses	See above
	Economic empowerment of women Support women themselves to develop their capacity to escape from poverty	Provinces: Ha Tay, Nam Dinh Districts: Thach That, Hau and Nghia Hung Communes: 12	On –going	WU staff as PMB, poor women (and men also)	WUs at District and Communal levels	publishing learning materials, TOT courses, group discussions, vocational training, providing loans, saving groups	See above
CERDA	Poverty reduction and advancement of ethnic minority women in Binh Gia District, Lang Son Improvement of living standard and gender equality for ethnic minority groups, both poor men and women in Binh Gia district, Lang Son.	Province: Lang Son Districts: Binh Gia Communes: Minh Khai, Quy Hoa	2003- 2006	The poor, ethnic minority groups, women and children in the selected area	PC of Binh Gia District	Focus group discussions In-depth interviews, Question-naires Case studies Wealth ranking,	Low understanding of the meaning of participation and GBB.

	Introduction of the appropriate agriculture extension model at the village level in the rural upland areas and sharing of experiences in the Mekong region	Province: Lao Cai Districts: Van Ban Communes: Khang Tien Trung	2006-2008	The poor, ethnic minority groups, women and children in the selected area			
CPSE	Enhancing capacity for literacy and agriculture of ethnic minority people	Province: Hoa Binh Districts: Da Bac Communes: Tu Ly	2005-2006	The poor, ethnic minority groups, women	Educational section of Da Bac District	Training key persons to teach for all	Relies heavily on local partner ability
	Enhancing capacity for laws and improving life of H'Mong people	Province: Lao Cai Districts: Bat Xat, Bac Ha Communes: Sang Ma Sao, Ban Gia	2004-2006	The poor, ethnic minority groups, women	Justice Department of Lao Cai province	Training key persons and all community	Participation of commune governance and mass organizations

CSEED	<p>Community Empowerment for Improved Living Standards - VC001</p> <p>To improve villagers' household economy, their health status and spiritual life through promoting community resourcefulness, assets and social capitals.</p>	<p>Province: Hoa Binh Districts: Lac Son</p> <p>Communes: Dinh Cu, Chi Thien and Chi Dao</p> <p>Villages: Muong Ngoai/ Ban Ngoai, Dang /Vo, Be Tren /On</p>	2005-2007	<p>Direct: support to 2,786 villagers Indirect: staff from various concerned at District and Commune levels</p>	District People's Committee, WU, Economic Bureau, Agri and Forestry Extension Bureau, health Centre, Plant Protection	<p>PRA survey Problem tree 24 hour tool Access and control Trainings</p>	<p>Ethnic minorities require extra attention Women are very shy practical methods, but never enough time to document all findings</p>
	<p>Maternal & Child Health Care and HIV/AIDS/STIs prevention</p> <p>Capacity building, awareness raising and behaviour changes</p>	<p>Province: Lang Son Districts: Chi Lang, Huu Lung</p> <p>Communes: 6 communes</p>	2005-2007	19,517 people including their children and students of 3,213 households in project sites	Province Health Service, Education, Secondary Medical School, Education Service, WU, YU, Mother and Children Health Protection Centre		
	Agro-Forestry Promotion and Community Based Infrastructure	Province: Lang Son	2005-	1,009 people of 4 villages	District PC, Finance Bureau, Economics Bureau, Agri-forestry		

	Improve social and economic condition by promoting local agro-forestry and non-farm potential for household income	Districts: Van Quan Communes: Phu My, Viet Yen Villages: Ban Thuong, Ban Ha, Na Rang, Na Lung	2008	20 leaders/officers from District and Communes	Extension Bureau		
	Community Asset Improvement for Livelihoods of Poor communities	Province: Hoa Binh Districts: Luong Son Communes: Tien Son, Cao Ram, Hop Hoa Villages: Ngam, Suoi Ben, Khuoc, Ngoc Lam, Suoi Co, Dam Da 1.	2005-2008	2,299 people of 6 villages mostly Muog and Dao ethnic minorities. 26 leaders/officers from District, Communes	District PC, Health, Agri-forestry Bureau	Training for leaders/officers for project planning, management, gender awareness raising participatory approach, to implement project activities, farmer interest groups, off farm activities for income generation.	

	Integrated Community Development	Province: Binh Phuoc 1 Districts: Phuoc Long 3 Communes: Long Ha, Long Tan, Long Binh 9 Villages: Phu Mang 1, Phu Mang 2 Phu Mang 3, Bu Ka 1, Bu Ka 2. Village No 4, Village No 6, Village No 8 and village No 9.	2003-2006	5,249 people in 9 villages mostly Stieng Ethnic minority 30 leaders/officers from district, communes and villages. Improving the living conditions and capacity building for poor women headed household	District people's committee	Training for leaders/officers for project planning, management, Gender awareness raising participatory approach, to implement project activities, farmer interest groups, off farm activities for income generation.	
DWC	To help women who head poor households to gain a better social understanding, integrate into community life and have higher living standards	Districts: Soc Son Communes: Bac Son, Hong Ky	2007			Fish bowl Brainstorming Group discussions Role plays Trainings Women clubs	Need to adapt tools when working with ethnic minorities.

	Women's participation promotion clubs	Province: Lang Son District: Hung Lung Commune: Tan Thanh			WU District level PC on commune level		
	Strengthening capacity for poverty reduction in Cong Chinh catholic commune	Province: Thanh Hoa Districts: Nong Cong Communes: Cong Chinh			WU District level PC on commune level		
	Women empowerment club	Province: Ha Tinh District: Ky Anh Commune: Ky Tan			WU District level PC on commune level		

Enfants & Développement	Integrated Early Childhood Development in Remote Mountainous Ethnic Minority Communities in Northern Vietnam	Province: Lao Cai Districts: Si Ma Cai Communes: Lung Sui, Bang Me, Sin Cheng		Children in ethnic groups		Knowledge – Attitude – Practices (KAP) survey, community meetings, Participatory planning workshops, workshop for key children and adults , Child to child activities, parent clubs	Valuable information gathered Reluctance to speak by villagers (embarrassment and low educational level)
Helvatas	Community based governance Extension Market Project. (CB_GEM) Development of efficient tools and processes for local development activities and organisation and knowledge of the marketing of products.	Province: Cao Bang Districts: Nguyen Binh, Bao Lam, Hong Nong, Bao Lac, Ha Quang, Tra Linh, Thach An and Hoa An.	2006 – 2010	Poor villagers cadres and communes People's committees and Councils, MOs	People's Committee of Cao Bang province	Relies heavily on ability and willingness of local partners.	
	Supporting Public Administration Reform in Cao Bang Project Local model for block grant designed and applied	Province: Cao Bang Districts: Communes	2005- 2006	Staff of DOHA, DOF, DPI Staff of related agencies People's Council, MOs	People's Committees of Cao Bang DOHA DOF		

	Promotion and Dissemination of Solar Water Microorganism Disinfection in Vietnam	Province: Dong Thap, Ninh Thuan Districts:	2004-2009	Rural households in the selected area	MARD CERWASS		
	To promote and disseminate Solar Water Micro-organism Disinfection on demand driven approach targeting rural households	Communes:			MOs		
MCNV	Community Managed Health Development	Provinces: Quang Tri, Khanh Hoa, Phu Yen Districts:	1998-	People with disabilities, ethnic minorities, the poor and women	Provincial People's Committees	Situation analysis, planning, implementation, M&E.	Improves ownership Adequate information
	Community managed health and livelihood development in Khanh Vinh District, Khanh Hoa province	Province: Khanh Hoa Districts: Khanh Vinh Communes: 10 communes	2004	Poor people	Provincial People's Committee	Situation analysis, planning, implementation, M&E.	
	To have a significant impact on both the health and the	Provinces: Quang Tri, Ben Tre, Thua Thien Hue		Women, elected female members of the People's			Well respected trainings among men and

	<p>livelihood of people in the mountainous areas of the Province</p> <p>Focus on women</p> <p>To improve the equitable relation between women and men</p>	Districts: Communes:		Committee at Provincial, District and Communal level			women. Better performance by the women.
Plan in Vietnam	Child-Centered Community Health	Provinces: Ha noi, Nam Ha, Bac Giang, Thai Nguyen, Phu Tho, QUang Binh, Qunag Tri, Quang Ngai	2005-2010	Female and male adolescents; women and men of childbearing age; community leaders; health staff and other community members	Health departments at the national, Provincial, District and Commune level. Relevant departments of MOH, medical universities and institutes	Life Skills IEC, Adolescent reproductive health IEC,	<p>Get children's views</p> <p>Adequate information Labour intense Time-consuming</p>
	Early Childhood Care and Development	Provinces: Nam Ha, Na Noi, BAc Giang, Phu Tho, Thai Nguyen, Quang Binh, Quang Tri, Quang Ngai	2005-2010	Parents, children, school staff, community leaders and other community members	Commission for Population, Family, and Children at national, provincial and District levels	Community consultations Community Development Plan development	

	Quality Basic Education	Provinces: Nam Ha, Na Noi, BAc Giang, Phu Tho, Thai Nguyen, Quang Binh, Quang Tri, Quang Ngai	2005-2010	Parents, school staff, PTA members, community leaders and members and children	Local governments, MOs, educational institutions at national and provincial level	Child participation in mass media Strengthening of children groups/clubs School Involvement Committee	
	Sustainable Livelihoods	Provinces: Nam Ha, Na Noi, BAc Giang, Phu Tho, Thai Nguyen, Quang Binh, Quang Tri, Quang Ngai	2005-2010	Farmers, women, Children	DARD Agriculture extension centres, rural development services departments, MOs	Community managed project training Community development plan Gender awareness trainings	
	Child Protection	Provinces: Nam Ha, Na Noi, BAc Giang, Phu Tho, Thai Nguyen, Quang Binh, Quang Tri, Quang Ngai	2005-2010	Children, parents, care takers, communities and relevant government agencies	Committee for Population, Families and Children, the Youth Union, Women's Union, Young Pioneer Councils	Young Media Clubs, Young Pioneer Council,	
	Gender and Water and Sanitation are cross-cutting in all Plan programmes						

RaFH	Improving the quality of community-based reproductive health care	Province: Vinh Phuc	2005-2008				
	Integrating HIV/AIDS prevention into trafficked women in the Northern border of Vietnam	Provinces: Lao Cai, Lang Son	2005-2008				
	Integrating HIV/AIDS prevention into domestic violence against women	Province: Ninh Binh Districts: Nho Quan, Gia Vien	2003-2007		People's Committee and the WU of Ninh Binh		
	Integrating SRH and HIV/AIDS prevention for adolescent and youth friendly corner into existing commune health centre	Province: Hoa Binh	2003-2006				
	Street children involvement in HIV/AIDS prevention Phuc Xa, Hoam Kiem, Hanoi	Province: Hanoi	2005-2006				

	Enhancing knowledge on safe motherhood, nutrition and HIV prevention for village nurses and TBAs	Province: Gia Lai Districts: Krong Pa	2005-2006				
RTCCD	Young Lives, an international study on childhood poverty- Vietnam case study	Province: Hung Yen, Ben Tre Da Nang, Phu Yen, Lao Cai	2001-2016		Government statistical Office & SC-UK Hanoi office	Observation Daily time table Drawings Mobility map Venn diagram	To avoid bias Having a good research manager
Save the Children UK	Education/Early Childhood Care & Development Programme (ECCD) Seeks to achieve better child development outcomes for young ethnic minority children marginalized by ethnicity, language, location and poverty	Provinces: Quang Ninh, Dieb Bien Districts: Tien Yen, Muong Cha	1994-	Ethnic minority children from 0-8 years old, parents and caregivers, pregnant mothers, health providers, WU, YU, nutrition collaborators, teachers	Tien Yen District and Muong Cha People's Committees	Drawings, photos, writing, children's forums, children's representation, fashion shows, group discussions	Permission needed from teachers and parents Children are vulnerable – need protection Children have many duties Difficult to make adults listen

	<p>HIV/AIDS Prevention, Care & Support Programme The programme seeks to ensure that all children, boys and girls, are protected from HIV infection and provided with adequate care and support to minimize the negative impact of HIV/AIDS on their lives</p>	<p>Provinces: Hai Phong, Bac Giang, Long An, HCMC</p> <p>Districts: Ngo Quyen, Hong Bang, Hai An, Kien An, Le Chan, District 6 and 8, Binh Tan, Go Vap, Binh Thanh & Hoc Mon; Luc Ngan and Bac Giang, Tan An and Duc Hoa.</p>	2000-	<p>Children (under 18) in and out of schools, children in care centres, young intravenous drug users, people living with HIV/AIDS, care givers, local authorities, local authorities, partners, and the general population in those communities</p>	<p>Provincial AIDS Committee, District ADIS Committee, Local People's Committees, CPFC</p>	See above	
	<p>Child Poverty Alleviation Programme</p> <p>Seeks to alleviate poverty by addressing the inadequate attention given to childhood poverty by policy makers, through a combination of research and practical experience</p>	<p>ProvinceS: Lao Cai, Hung Yen, Da Nang, Phu Yen; Ben Tre</p> <p>Districts: Bat Sat, Bac Ha, Bao Thang, Phu Cu, Van Giang, Line Chau, Than Khe, Tuy An, Tuy Hoa, Song Cau, Suoi Bac, Binh Dai, Chau Thanh</p>	2001-2016	<p>Poor children and their families, migrant children</p>	<p>Research and Training Centre for Community Development (RTCCD), General Statistics Office (GSO)</p>	See above	

	<p>Child Protection (including anti- child trafficking and protection of migrant children and others who are vulnerable to exploitation. Anti – child trafficking programme: Seeks to reduce the incidence and impact of trafficking exploitative/harmful migration on vulnerable children</p>	<p>Provinces: Bac Giang, Lang Son, Quang Ninh, Dong Thap and Ca Mau Districts: Tien Yen, Dong Trieu, Viet Yen, Luc Nam, Van Lang, Chi Lang, Tam Nong, Lap Vo</p>	<p>2002</p>	<p>Migrant children, trafficked children in the community</p>	<p>Quang Ninh, BAc Giang, Lang Son provincial Women</p>	<p>Observation In-depth interview Focus group discussion</p> <p>Participatory Rapid Assessment; Map/sketch of village/commune, Venn diagram, Seasonal chart, Time line of village/commune, household wealth ranking, meetings and interviews with local leaders and villagers.</p>	
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S-CODE	Integrated Community Development and Conservation in the highlands of Nghe An province, Viet Nam The project aims to increase sustainable development, and improve the standard of living of rural poor populations through socially and ecologically sustainable community development activities.	Province: Nghe An Districts: Quy Hop Communes: Chau Quang, Dong Hop, Bac Son	2005-2006	Ethnic communities in the region, members of women's groups, interested farmer groups, and the participants of the trainings	Quy Hop District Women's Union, People's Committee, Department of Agriculture and Rural Development, Health Centre	Village mapping, Venn diagram, problem trees, objectives trees, priority ranking, SWOT	Obtaining willing and active participation from the local authorities, planning participants need to be appropriate and varied
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With support from the embassy of Finland	An Integrated Program to Improve Living Standards for the Tho Ethnic Minority People in Quy Hop District Through Sustainable Livelihood Development and Capacity-Building for Local Organizations. To improve the household economy and promote sustainable livelihood among the Tho ethnic minority people, and strengthen the grassroots development capacity of the local organizations in Quy Hop district.	Province: Nghe An District: Quy Hop Communes: Tam Hop, Tho Hop and Van Loi	2005-2007	Tho Ethnic Minority People in Quy Hop District, members of women's groups, interested farmer groups, and the participants of the trainings	DARD, Provincial People's Committee, The Provincial Department of Planning and Investment and the Provincial Women's Union	Village mapping, Venn diagram, problem trees, objectives trees, priority ranking, SWOT	Obtaining willing and active participation from the local authorities, planning participants need to be appropriate and varied
SDC	Extension and Training Support for Forestry and Agriculture in the Uplands	Province: Hoa Binh, Thua Thien Hue, Dak Lak	2003-2006	Forest dependent famers Commune/village and District	MARD DARD	Four columns Fish bowl	Hard to develop management skills of cadres Planning can turn into wish list

	To provide cost-effective, demand driven systems of extension and training to upland farmers and service providers for enhanced sustainable resources management and improved household livelihoods.			extension staff Extension trainers Policy makers from MARD Social forestry students	People's Committees Universities of Hue, Dak Lak and Hoa Binh extension centre	Transect walk Merry go round FFS PTD Village extension network	People's commitment crucial Time consuming
Sida	Chia Se Poor households to have good access to poverty alleviation resources	Province: Ha Giang, Yen Bai, Quang Tri (Ninh Thuan, Soc Trang) Districts: Bac Me, Hoang Su Phi, Van Chan, Mu Cang Chai, io Linh, Vinh Linh Communes: 459	2005-2008	Poor villages and households in selected areas	Field activities are carried out by villages, communes and Districts Support from central level: MPI, MARD, MOLISA, MOF, GSO	Local Planning and Management for Development; Wealth ranking	Low capacity Literacy and language barriers for ethnic minorities Villagers tend to favour allocating funds to individual households, rather than long term sustainable

							solutions for the community.
SNV	Stimulating the competitiveness of SMEs in Ninh Binh province To stimulate sustainable income and employment generation for the rural poor	Province: Ninh Binh Districts: Communes:				Coverage matrix Venn diagram	Increases ownership Time consuming
	Rural Enterprise Promotion Programme for Thai Nguyen and the Northwest To contribute to the development of MSME's in order to create job opportunities and increase income in Thai Nguyen, Son La and Lai Chau	Province: Thai Nguyen Districts: Communes:					

SRD	<p>Capacity building for farmer groups in using local rice varieties</p> <p>To conserve local rice variety to enhance diversification and poor farmers' incomes</p>	<p>Province: Bac Kan</p> <p>Districts: Bach Tong, Cho Don, Cho Moi Na Ri, Ngan Son</p> <p>Communes: 20 communes</p>	2005-2007	<p>Direct - 600 poor farmers from 20 commune clubs</p> <p>Indirect – over 1,500 poor households who are members of 20 commune clubs and more than 1000 other households in the project areas</p>	Plant protection division of Bac Kan province	<p>Village meetings</p> <p>Observation</p> <p>Household visits</p> <p>Mapping</p> <p>Trainings</p>	<p>Allows for cross-check/analysis</p> <p>Dependent on the practitioner</p> <p>Time consuming</p>
	Improving socio-economic conditions in Pac Nam District, Bac Kan Province	Province: Bac Kan	2005-2008	612 poor farmer households and 65 District and Commune staff	People's Committee of Pac Nam District		

	To help villagers develop sustainable livelihoods through diversified production and participation in local decision-making processes	Districts: Pac Nam Communes: Nghien Loan, Xuan La, Boc Bo Villages : 8 villages					
	Community-based irrigation management (PIM) for local conflict resolution and increased productivity Improve production and community management capacity through local management of irrigation, development of livelihood system and empowerment of grassroots communities	Province: Yen Bai Districts: Tran Yen Communes: Viet Cuong, Van Hoi Villages: Dong Phu, Dong, Chao, YenThinh, Go Cam	2006-2007	1, 520 villagers	People's Committee of Van Hoi and Viet Cuong Communes		

	<p>Growing medical plants for sustainable livelihoods</p> <p>To pilot growing of medical plants to help the diversification of local agriculture</p>	<p>Province: Bac Kan Districts: Ba Be</p> <p>Communes: Khang Ninh Villages: Na Co, Na Mo, Na Rieng, Cum Pan, Na kieng</p>	2006-2008	<p>Direct – 120 poor households Indirect – 1, 755 people of Tay, Dao, Nung, H'Mong ethnic minorities and other local level stakeholders</p>	People's Committee of Khang Ninh commune		
	<p>Community livelihood clubs to reduce poverty and improve local governance in Phu Tho</p> <p>Establishing community-based livelihood clubs (CLCs) for poor farmers to improve their livelihoods and to better participate in local decisions-making in six districts in Phu Tho province</p>	<p>Province: Phu Tho Districts: Thanh Son, Yen Lap, Cam Khe, Thanh Ba, Ha Hoa, Doan Hung</p>	2006-2008	<p>Direct – 1, 244 IPM club members Indirect – 2000 poor villagers</p>	Plant Protection Division of Phu Tho province		

VNAH	<p>National Policy and Programmes for the Disabled</p> <p>Assist the Vietnamese Government in its efforts to improve and update Vietnamese national policies and programmes that benefit the disabled</p>	N/A	On-going	Persons with disabilities, policy developers	National Coordinating Council on Disability(NCCD), relevant Ministries, USAID.	Trainings on drafting skills, technical assistance and resource references for policy makers, awareness and advocacy training	<p>Interesting findings Relevant information Adds quality Increases ownership</p> <p>Needs a lot of preparations Slow proces</p>
	Rural Development	<p>Province: Quang Nam and Ninh Binh</p> <p>Districts:</p> <p>Communes:</p> <p>Villages:</p>	3 years	Provincial authorities, Self help groups		Awareness raising on disability issues and policies/laws that pertain to them, training on advocacy and leadership.	

	NGO – project	N/A	On-going	Law drafters, staff of local NGOs		Training on law drafting (Law on Associations), capacity building of local NGOs	Training is crucial before workshops where people are to participate. People must be prepared, otherwise it can spoil the work shop.
						Rural Appraisal, Participatory Learning and Action in Program Design/ Redesign, Implementation, Monitoring and Evaluation	

Organisation	Aims and objectives.
Enfants et Développement	E&D is dedicated to making a reality of the UN Convention on the Rights of the Child by implementing development programmes aiming at the improvement of conditions for the most disadvantaged children, and ensuring their right to survival, protection, development, education and health. E&D aims to address the roots of poverty and social inequality and works towards the achievement of sustainable solutions. “We don’t want to give them ideas of what they need or what should be done; we want them to show us”.
Plan in Vietnam	Plan is an international humanitarian, child-centred organisation without religious, political or governmental affiliation. Child sponsorship is the basic foundation of the organisation. In Vietnam, five inter-linking programmes have been designed to address the key issues

	<p>affecting children in Plan's area of operations. These are child-centred community health, early childhood care and development, quality basic education, sustainable livelihoods and child protection. Gender and Water Sanitation (WASAN) are considered cross-cutting issues throughout the five mentioned programmes.</p>
<p>Save the Children UK</p>	<p>Save the Children UK fights for children in the UK and around the world who suffer from poverty, disease, injustice and violence. We work with them to find lifelong answers to the problems they face. As an organisation for children, we try to view the world through children's eyes.</p> <p>"Children have a right to participate, but they have different conditions to do it "</p>
<p>World Vision Vietnam</p>	<p>World Visions Vietnam is a non-profit, Christian, humanitarian organisation, working through transformational development and emergency relief, to improve the quality of life for people, especially children, who are marginalised and living in poverty.</p>
<p>Care International</p>	<p>CARE's program aims to help improve the well-being of people who lack access to resources and influence over decisions that affect their lives. The program addresses underlying causes and builds the capacities of partners in policy support and advocacy and the full project cycle including design, monitoring and evaluation of program activities.</p>
<p>CARITAS</p>	<p>CARITAS Switzerland is an international non-government organisation, supporting some of the poorest communities in Vietnam to build sustainable livelihoods.</p>
<p>Centre for Research and Development in Upland Area (CERDA)</p>	<p>Cerda is committed to helping to create a more prosperous life for the poor, ethnic minorities, disadvantaged people, especially women and children</p>
<p>Centre for Community Socio-Economic and Environmental Development (CSEED)</p>	<p>CSEED is a Vietnamese organization which has assisted disadvantaged communities in developing and managing their development interventions</p>
<p>Centre for Sustainable Community Development (S-CODE)</p>	<p>S-CODE works to create sustainable solutions to alleviate poverty, prevent HIV/AIDS and improve health and living conditions in Vietnam through integrated community development and environmental conservation projects</p>

Sida - Swedish International Development Cooperation Agency	The objectives of Swedish development co-operation with Vietnam are to promote Vietnam's chances of reducing poverty in the long term and in an environmentally sustainable manner, and to promote openness and developments towards democracy and a greater respect for human rights.
Vietnam Assistance for the Handicapped (VNAH)	Viet-Nam Assistance for the Handicapped is a non-profit, non-political, tax-exempt charitable organization founded in 1991 to assist persons with disabilities in Viet-Nam. Its overall purpose is to assist the disabled in Viet-Nam to overcome their disability and to lead a richer and fuller life.
SNV – Netherlands Development Organisation	SNV is dedicated to a society where all people enjoy the freedom to pursue their own sustainable development. Our advisers contribute to this aim by strengthening the capacity of local organisations.
Helvetas	The Helvetas Vietnam Programmes facilitate initiatives to assist local populations to develop their livelihood within three of its working areas: Natural Resource Management, Education and Culture and Civil Society and the State. These initiatives will correspond with the Government's current decentralization efforts and will increase the participation of the private sector and civil society actors in decision-making.
Oxfam Great Britain	Oxfam GB is a development, relief and campaigning organisation that work with others to find lasting solutions to poverty and suffering around the world.
CEPEW	Center for Education Promotion and Empowerment of Women – CEPEW seeks to empower women to achieve gender equality and enhance women's status at home and in the family. Its main tasks include capacity building, developing and disseminating learning resources for women, and implementing community based projects to improve the women's quality of life
Centre for Promoting Development for Children and Women (DWC)	
Center for Reproductive	RaFH operates in the fields of gender, sexuality, reproductive and family health in the Northern, Southern and Central provinces of Vietnam. RaFH focuses on rural, mountainous and remote areas, ethnic minorities and disadvantages groups of women and children,

and Family Health (RaFH)	including victims of domestic violence and trafficking, sex workers, HIV/AIDS carriers, the disabled, the homeless and street children.
Medical Committee Netherlands – Vietnam (MCNV)	MCNV's activities aimed at contributing to the health of disadvantaged groups in the Vietnamese population and other countries of interest in Southeast Asia
Swiss Agency for Development and Cooperation (SDC)	The Swiss Agency for Development and Cooperation (SDC) is Switzerland's international cooperation agency within the Swiss Foreign Ministry. Together with other federal offices, SDC is responsible for overall coordination of development activities and cooperation with Eastern Europe, as well as humanitarian aid.
Centre for Livelihoods and Upland Agriculture (SRD)	SRD is a Vietnamese non-profit non-governmental organisation, dedicated to working with disadvantaged communities in mountainous areas, assisting them to improve their quality of life and manage their resources in a sustainable way.
Centre for Population, Social and Environmental affairs (CPSE)	To promote appropriate and effective development technologies for society and environment in disadvantaged areas of Viet Nam, especially through exchanging knowledge between researchers, development practitioners and rural people. CPSE is focused on research and activities in relation to population, society and environment.
Research and Training Centre for Community Development (RTCCD)	RTCCD focus on improving personal quality at base level through supported activities to implement action researches of themselves and providing training to improve community participation in development projects
The World Bank	The World Bank Group's mission is to fight poverty and improve the living standards of people in the developing world. It is a development Bank which provides loans, policy advice, technical assistance and knowledge sharing services to low and middle income countries to reduce poverty.