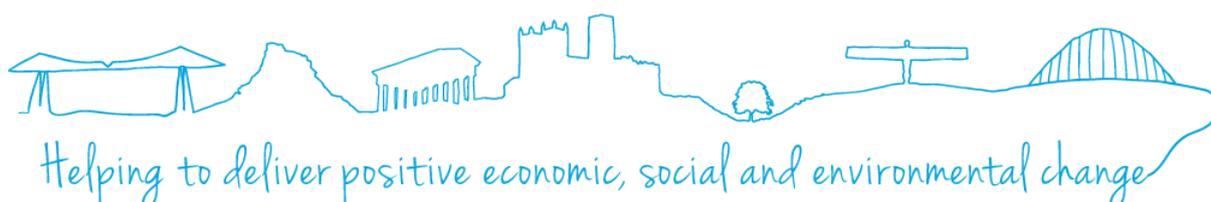


# Introduction to the Principles of Participatory Appraisal

December 2014

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## Participatory Appraisal

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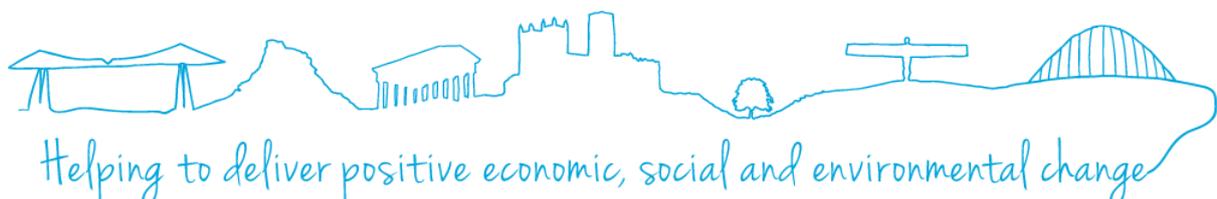


## Introduction

Rigorous stakeholder consultation is now often a key requirement of community development work done by a wide range of organisations. But there are some communities who have been underwhelmed by changes brought about by organisations “from the outside”—or who have rejected those changes completely. In each case, this suggests that the consultation carried out had not defined effectively what changes the community actually needed.

So how can any organisation make sure that the work they do is actually **right** for the people who stand to be affected by that work? In other words, how can organisations working to develop a community determine what their stakeholders need, without imposing change based on flawed research or—perhaps even worse—assumptions?

Participatory Appraisal (PA) is one possible solution. PA is an approach that can help to ensure legitimate, genuine participation by community members in development work, through the application of a number of core principles, tools and techniques.



## Who this handbook is for

This handbook is for anyone who intends to design or commission a consultation process using a system rooted in Participatory Appraisal. It is intended as a guide for facilitators or commissioners rather than as a set of direct instructions to community groups themselves.

This handbook introduces the background of Participatory Appraisal, gives a brief definition of PA as understood today, then moves through some core principles, and strengths/weaknesses of the approach. It looks at designing a PA process (including the four main stages of a successful PA process), and details some potential tools to be used by facilitators.

## Participatory Appraisal: Background and Origins

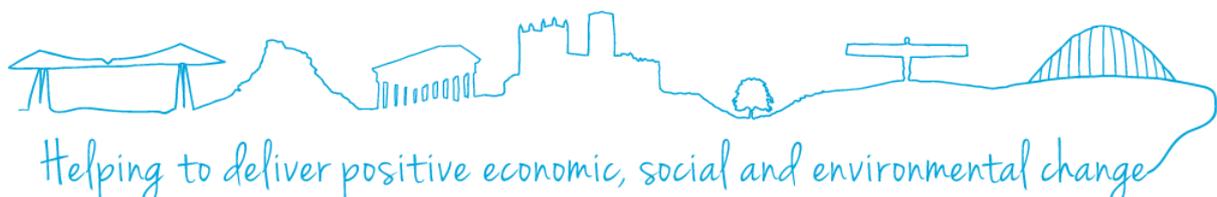
Participatory Appraisal emerged from a set of ideas originally conceived in the 1970s by people working on rural development in developing countries. These early versions of PA were conceived in response to concerns that development within rural communities was unfairly controlled by people from **outside** those communities, using limited and inappropriate methods of consultation (questionnaires, surveys, and so on, which were unappealing or inaccessible to many stakeholders). These methods excluded community members rather than including them, and so without the genuine participation of stakeholders, those running the consultation were effectively working from **their own perceptions** of the problems and concerns of rural people, rather than from a true account of the **real** problems and concerns of rural people. Worse still, those perceptions were often distorted by systemic bias and prejudice. As a result, rural development all-too-often proceeded along lines that failed to provide solutions to those actually living in those communities.

To combat these inherent flaws in traditional methods of community consultation, a number of new assumptions were established. It would for instance be assumed that members of communities could (and should) be **empowered** to take control of the development of their communities. In fact, it was suggested that the **only** way to allow successful development of these communities was to ensure that the “wealth of knowledge and skills” found in those people at the heart of a community was respected and used (Tock 2001).

From those assumptions, tools and techniques were developed in order to provide more flexible alternatives to the traditional (rather inadequate) tools for community consultation. These tools are largely visual, often replacing than the traditional written survey or questionnaire, and aimed at fostering discussion within groups that can lead to practical, effective **action**.

## What is Participatory Appraisal?

Participatory Appraisal is a **community-based** approach to research and consultation that gives priority to the views of local people, on the basis that **they are the experts** in their own lives, and are thus best placed to come up with a programme of collective actions. PA provides a wide range of flexible, adaptable tools and techniques, designed to provide methods of consultation that can be chosen and reworked to suit whichever group is taking part in the process. It **equips local people with the skills and confidence** to work as **equal** partners with agencies, service providers and other

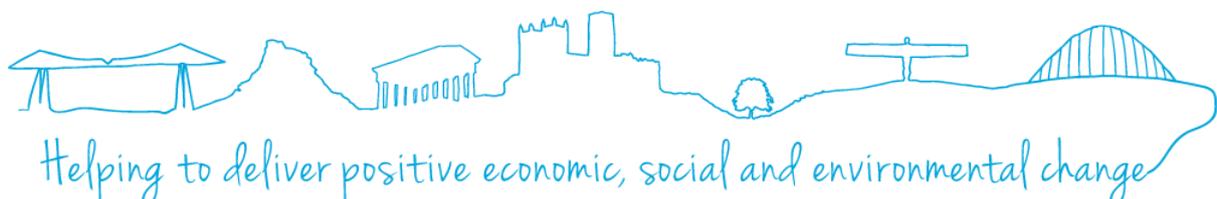


stakeholders. It breaks down barriers between community representatives and civil servants, and promotes **shared understanding** of each other's priorities and constraints.

## Principles

PA's break from the traditional "top-down" view of community change is based on a set of principles. While every PA process is different and adapted to the group at hand, it is nevertheless crucial that these principles are kept firmly in mind if the process is to lead to successful action.

1. **PA is community-led** – people are the experts in their lives, and others learn from them. People within the communities are at the heart of the community planning process, even while agencies and organisations help to facilitate that process. When the organisations are not there, the community must be able to continue the process.
2. **PA is a process, not a single event** – PA is a thorough re-integration of stakeholders into the entire planning process, and any single session should be part of a wider programme of consultation with a wide variety of different stakeholders, using a wide range of methods and tools.
3. **Participatory work tries to include everyone relevant to the activity.** Participants try to find those who need to be involved and to include voices and ideas that may not normally be heard. Every effort should be made to include people who are "hard-to-reach" and would not normally take part in more conventional consultations.
4. **People take ownership** of the process (using their analysis, their logic and their words). It is developed together, with others from, potentially, many different backgrounds. It is not about trying to impose jargon or force community members to fit their knowledge into a rigid academic or other systemic framework.
5. **Participatory work follows cycles of learning** – each step helps decide on the next step in a sensible, easy-to-understand manner.
6. **PA uses a range of tools**, not just one – it is highly visual and adapts to suit the audience.
7. **PA is rigorous and ethical** – participants continually check their work and design ways of testing the process and the findings.
8. **Participatory work should lead to action.** The PA process is only valid and successful if it activates real, specific actions that will improve life for community members.
9. **Good participatory work identifies the role of power in relationships** and seeks to lead to empowerment of those disadvantaged by the existing situation.
10. **PA is flexible and adaptable** and can be used with a wide range of situations with a wide range of people. Every effort should be made to select the most appropriate tools and techniques for the group at hand.

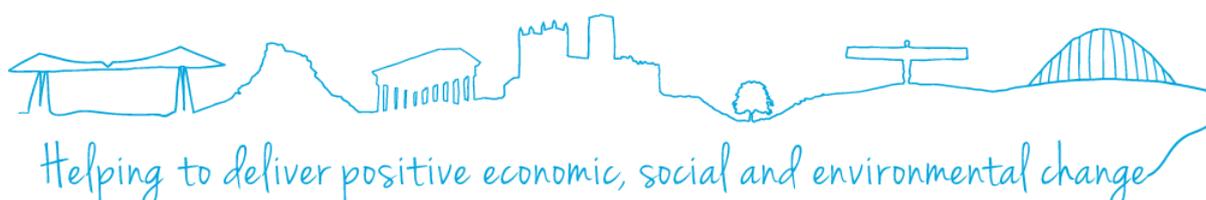


## Ground Rules

These are ground rules **for facilitators** to follow, to help ensure that sessions within the PA process observe the principles above.

- **Respect** the participants' views (remembering that people are the experts in their lives).
- **Allow** everybody the opportunity to speak—don't "close people down" or dominate the discussion.
- **Ensure** that your chosen techniques and tools are **relevant** to the group—have alternative approaches ready in case the tools you've planned don't seem to be helping the group participate
- **Be on the same level** as participants. You're there to facilitate discussion, talking **with** them (to learn from them), not **at** them, as if to lecture them from a position of authority.
- **Avoid assumptions** about participants, their situation or their views. A particular risk is that a facilitator can initiate the process with an outcome in mind, and then bend or abuse the PA process to generate data that supports that outcome—whether intentionally or not. Be aware of your own assumptions ahead of time so that you can work to avoid this.
- **Take your time.** A good PA process that allows full input from participants naturally takes time. Don't try to rush it or take shortcuts—bad research generated by shortcuts will yield poor results later, resulting in do-overs (or an entirely failed process).
- **"Hand over the pen".** It's crucial that community members feel (and are) in control of the process. For instance, if an exercise involves writing or drawing concerns on a flipchart, don't get the group to shout them out and then write them down yourself, ensure the group members write them.
- **Learn from mistakes.** PA is necessarily a learning process for **everybody** involved. Stay open to the fact that some things are going to go wrong as you go, and try to learn from those mistakes.
- **Be flexible.** If things just aren't going to plan, adjust the plan.
- **Make it fun.** If people are enjoying themselves they're more likely to participate. The practical, visual nature of most PA techniques means there's ample opportunity to be creative, engaging and co-operative. Take advantage of that fact whenever you can.

As well as ground rules for facilitators, it may be that you want to establish ground rules for everyone present at individual sessions themselves – these should be agreed **early on**, and should be agreed **with participants** at the sessions, so that they are both legitimate and relevant to the group instead of being imposed from outside.



## Four stages of a typical PA Process

A Participatory Appraisal process typically happens in **four stages**.

### 1. Training and research

It's best to start a PA project with the delivery of training to community members: research is carried out by, with and for members of the local community, so organisational facilitators will want to be able to hand over much of the process at the earliest possible juncture to ensure the deepest level of community engagement. By training community facilitators early on, they will be confident that they have the skills and knowledge to continue the process.

Some of this training should be "practical", in that the trainees take part in other PA sessions, aiding an existing facilitator in using a range of PA techniques. This has the added advantage of allowing the PA research process to start even while the organisation is still training facilitators.

While the process should be handed over to community facilitators once they are trained and confident in the process, organisations should be on-hand to lend support and advice throughout.

### 2. Analysis and collating of research

Once initial research is complete, the data generated by the community sessions needs to be pulled together into a format that can be presented back to stakeholders. The key issues, concerns and ideas should be clearly presented in whatever format suits best the group at hand, as well as any drafted plans for possible future action. This is so that the community can verify that the collated findings are a true reflection of the community's views (see **verification**).

### 3. Verification

With the data analysed and collated as above, a report should be presented back to stakeholders (again, presented in a format that is suitable and accessible to the community taking part in the process). The legitimacy and effectiveness of any future action depends on these findings being verified as an accurate record of the community's participatory work, so this stage is vital. It's also important for key development agencies and organisations to be involved in the verification process so that future actions are agreed to be within the possible scope of their activities (and have their support).

### 4. Collective Action

After the research has been verified, it's possible to plan substantive action(s), based on the findings of the community. However, it is not a case of agencies just accepting community research and taking action unilaterally – the community at stake should be fully involved with any action planning at all stages, as well as being able to monitor its implementation. The community must be empowered throughout the PA process, from the initial training to the specific plans for development and beyond.



## Designing a Process

In truth, it's impossible to design a complete PA process from top to bottom before it has actually begun. The involvement of community members and other stakeholders throughout is a fundamental principle of Participatory Appraisal, so to attempt to choreograph the entire process according to a rigid blueprint would defeat the object of using PA. That said, there are some things that need to be constant in any effective programme of PA:

**Flexibility:** the process itself will make the situation clearer, so it will be necessary to be flexible on all aspects of the process as new things are learned.

**Time to think:** Many unexpected things will emerge from participatory sessions, and there must be enough time for stakeholders and facilitators to think, reflect and verify any findings, as well as time to pursue any particular findings more thoroughly where necessary.

**Ways of sharing the learning:** Key stakeholders and participants need to be kept up-to-date on findings as the process continues to ensure continued engagement. While written reports might be sufficient for some participants in the process, other results may need to be interpreted by people who were present during research sessions, and so additional discussions or meetings may be the best way of communicating outcomes and deciding an ongoing direction.

**Managing the process:** A genuinely participatory initiative normally works well when there is someone that will guide the process within the organisation. This person may already have witnessed a good participatory process and can help others to adjust to the ways of working and making use of the findings.

**Allowing for greater scope:** It's likely that consultations with community members will raise important issues and concerns which are not within the scope of the original project. In these instances it's important either to be able to adjust the scope of the project, or to make clear and appropriate links with agencies outside the existing process to facilitate resolutions of those issues.

**Resources:** A good process requires skilled and experienced facilitation. It is worth taking time to identify good trainers and facilitators (and determining what makes them good/appropriate in this instance—every situation is different). More consultancy days may be required for a good participatory process than for a more conventional consultant-driven survey.

*This list is adapted from a list by Participatory Practitioners for Change.*



## Strengths & Weaknesses

Like any process, Participatory Appraisal has both strengths and weaknesses – it's worth considering these before deciding whether a PA approach is the right one for your situation.

### STRENGTHS

**Action:** Done properly, PA leads to substantive action that makes real, positive developments in the lives of the people affected.

**Lasting change:** The process of PA itself helps to raise skills and improve confidence in community members, empowering them to take control of the future of their community. They are more likely to participate in other areas of local development, and be more likely to participate in further consultations and research.

**Fewer complaints and re-dos:** With a proper consultation of the community, it's far less likely that there will be grievances and complaints later. This means that it's far less likely for actions to need reversing or amending, which can be extraordinarily expensive.

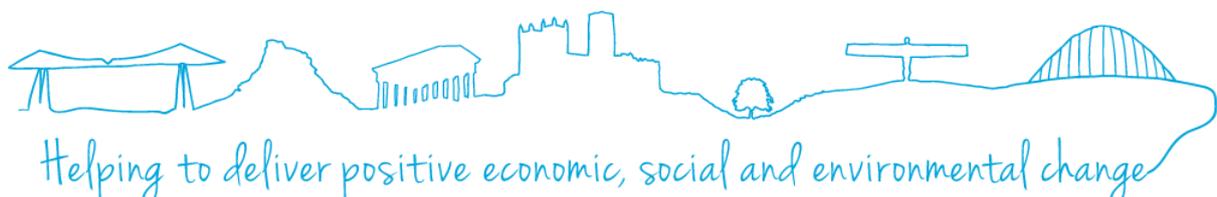
**Greater ownership:** Even if work itself is carried out by others, people who have been involved in the consultation leading to that work can feel a stronger sense of ownership of it.

**More inclusive:** Identifying those farthest from participation in conventional consultation is a key element of PA, and ensures that as many people as possible are included in the process.

**New ideas, new information:** Because of the openness and inclusivity of PA, a wealth of ideas and issues can be opened up that would not have otherwise been considered—all of them of specific importance to that particular community.

**Difficulties tackled early:** A community project will always create some degree of disagreement or conflict. This process permits differences of opinion to be tackled early, which prevents them becoming obstacles later in the project.

**Builds knowledge of area:** the process naturally unearths a lot of pertinent knowledge about a community—this hard or soft data can be immensely useful to further planning and future consultations (with the proviso that it is used properly and appropriately).



## WEAKNESSES

**Time:** PA is a thorough process that requires patience and flexibility. This means that it takes longer than putting together and distributing a questionnaire, or other more conventional means of consultation.

**Volunteers needed:** PA relies on finding community members who are willing to contribute considerable time both to being trained and then facilitating sessions and other elements of the process. Identifying that person can be challenging and requires careful consideration.

**Cynicism:** If research from sessions is not acted upon in a substantive way that responds to the community's actual concerns, people can quickly become disillusioned with the process, which is damaging for future consultations.

**Can be dominated by strong voices** in the community—a facilitator must be able to recognise and willing to mitigate the influence of dominating voices.

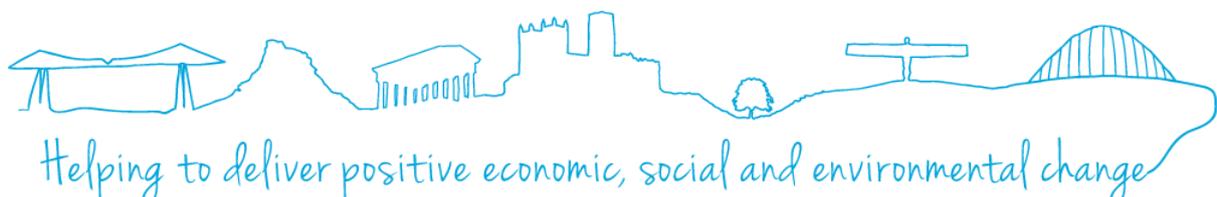
**Vulnerable to poor implementation:** it's possible for organisations, agencies and so on to implement a process that is "participatory" in name only—if the core principles are not observed, the same problems recur.

## Techniques and Tools

These are techniques and tools for session facilitators to use to initiate discussion, to help participants contribute to discussion, to analyse the data and to plan action. They are grouped into **Initiating/facilitating discussion, Analysis and Prioritisation and Action Planning.**

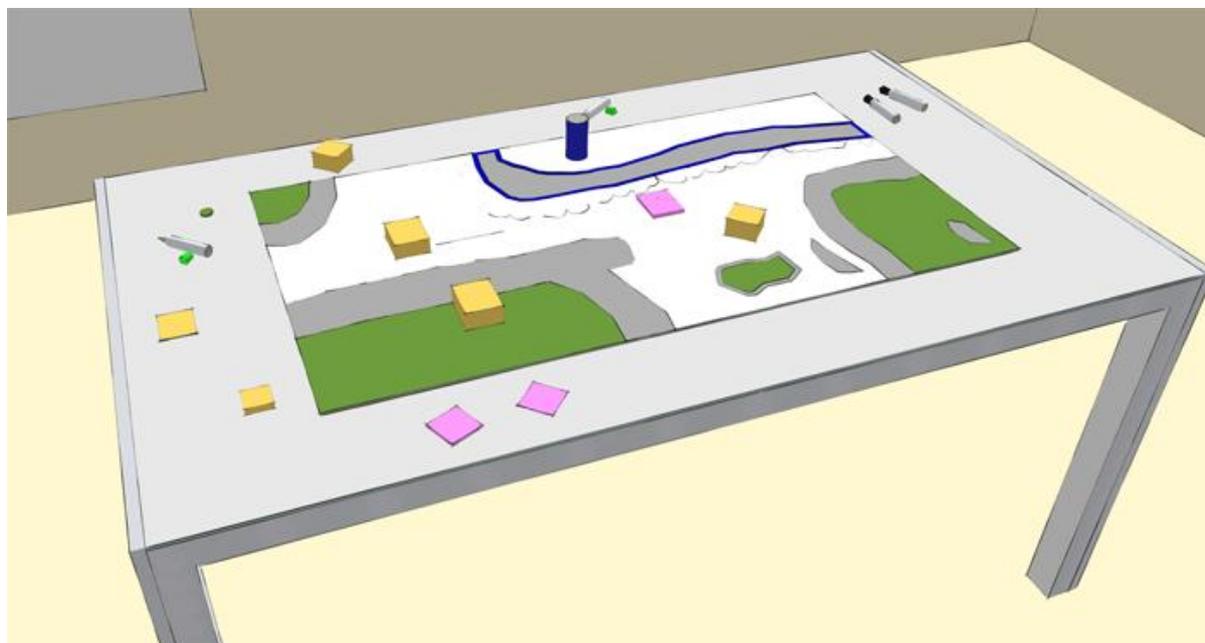
Most of these tools are highly visual and can be achieved using cheap, easy-to-obtain materials (paper, pens, post-it notes etc.). This makes them accessible and fun, and easy for trained community facilitators to repeat (and develop) later. These are not the only ones, of course—you will likely come up with some of your own. And of course you should always modify, combine and/or adapt these tools to fit your situation.

Finally, this section doesn't go into icebreaking exercises, which facilitators could choose to use before any actual discussion—these are more general and are widely documented (e.g. "Two Truths and a Lie", word association games and so on).



Early stages: initiating/facilitating discussion

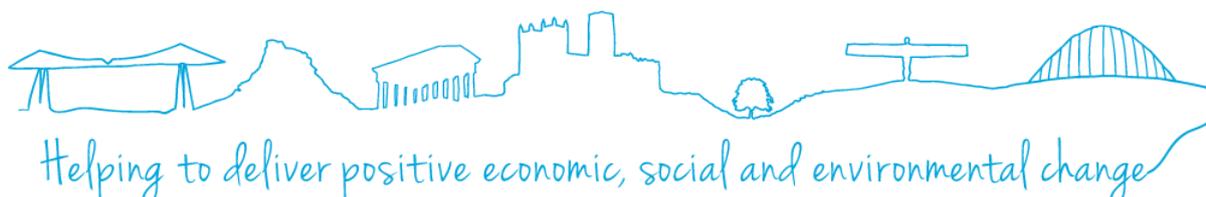
**Mapping**



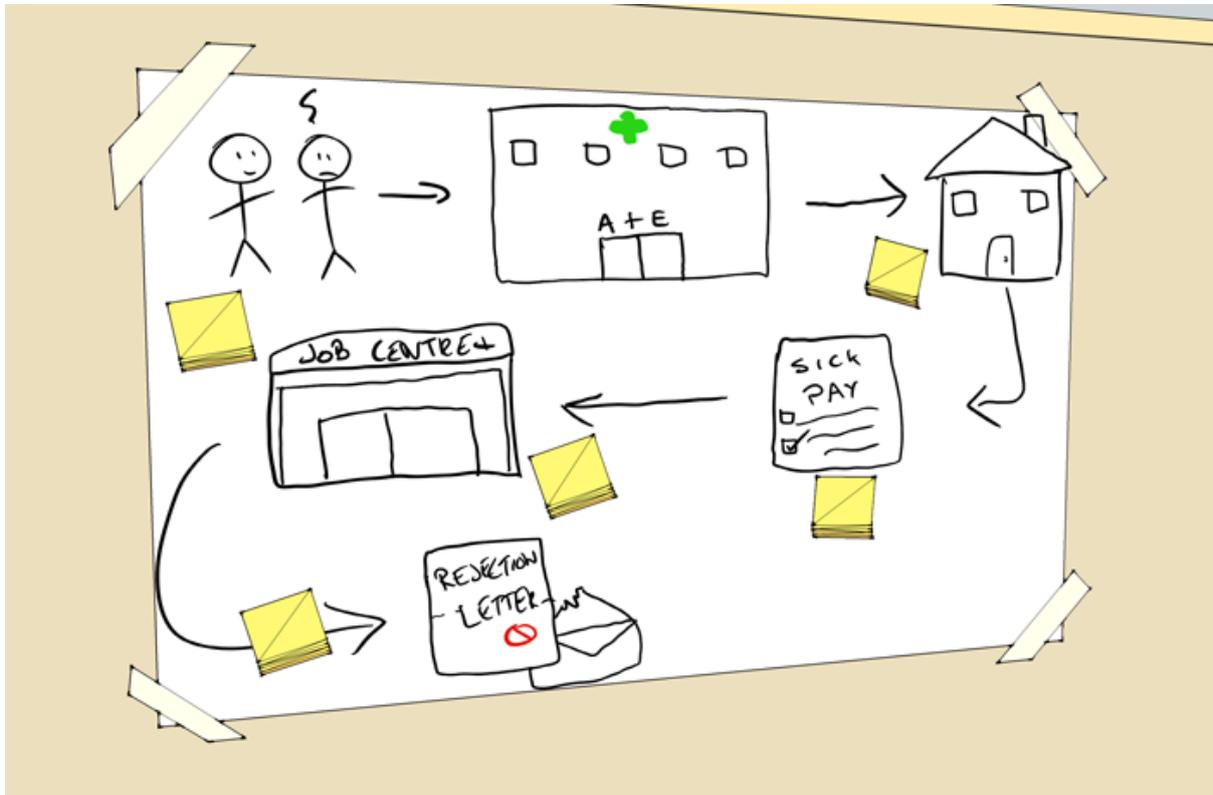
Mapping is one of the simplest but most effective tools for initiating discussion, and is a great opening exercise. A powerful visual aid suitable for all ages, it is a fun way for a group to share their various understandings of the area and to explain what matters to them. Maps can show what people value in an area, what's missing, what's a particular problem, and so on – with all of this discussion helping to provide the material to start to open up more analytical questions.

Mapping is also extremely flexible in terms of execution: a map can be simple pen and paper or incorporate craft elements to make it three dimensional (eg. Sticking a paper map outline onto a piece of expanded polystyrene, then using flags made of post-it notes and cocktail sticks to denote certain features); facilitators can bring a pre-prepared map outline or participants at a session can draw one themselves, and so on.

One important thing is to ensure that any crafting of the map is based on materials that are inexpensive and easily available—when trying to emphasise accessibility and wide participation, it's not helpful to create the impression that this is a specialist process that requires expensive things to carry out, or that there's a risk of "breaking" or "ruining" anything costly (which could discourage some people from contributing).



## Time diagrams



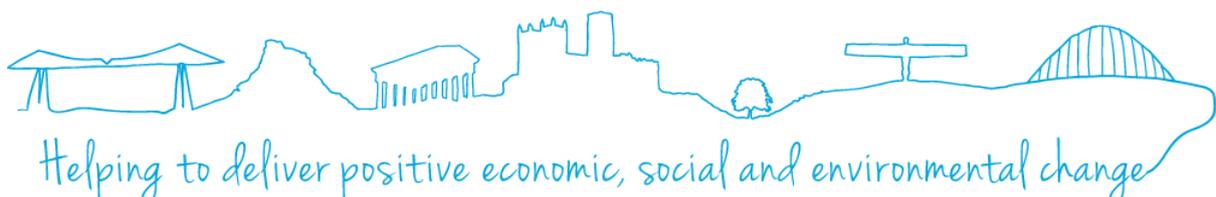
Charting changes in people's lives over time is another good way to kick off discussion, as well as to identify common points where major community shifts took place. With time diagrams facilitators can gather information about what causes or influences changes as well as generate discussion.

Types of time diagrams include:

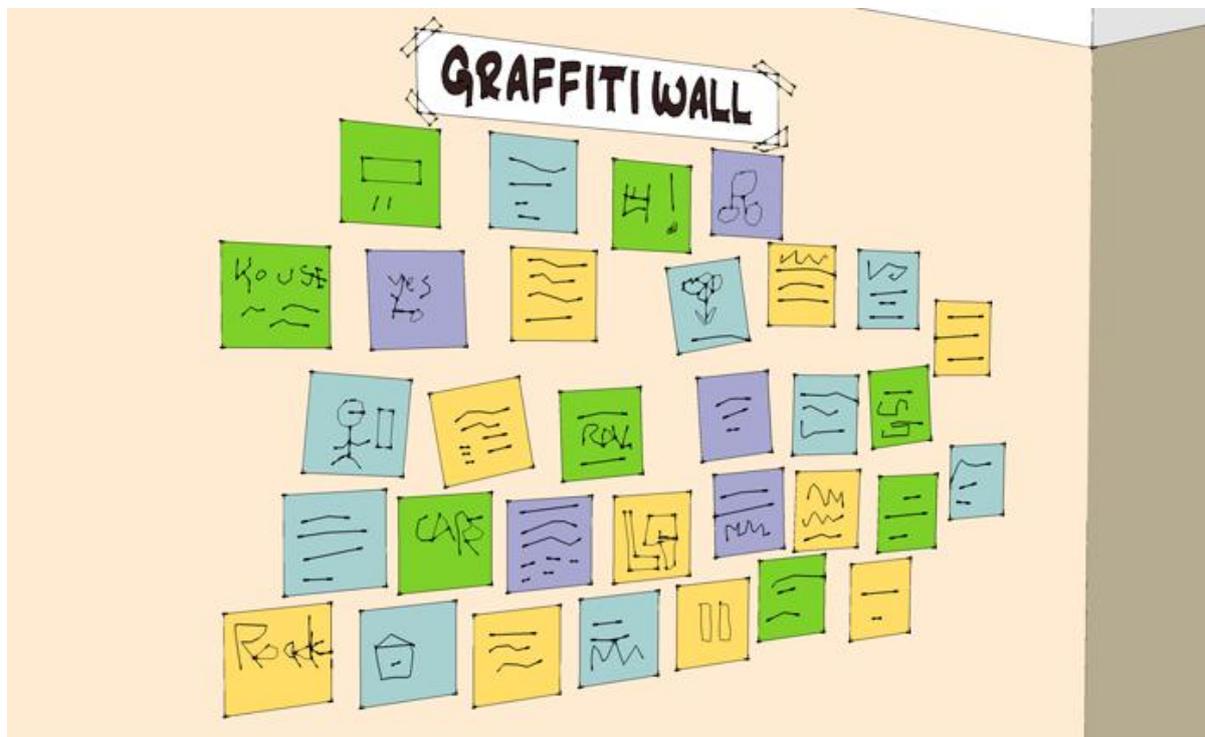
- *Timelines* where participants chart significant moments in their experience in the community, starting from a point in the past to the present day. These can also take the format of "highs" and "lows" (like an ECG) to create a quick visual account of experience over time.
- *24 hr clocks or calendars* where participants each give an example of a typical 24 hours (to explore daily challenges) or a typical month (to explore monthly ones).

The format of the diagrams is flexible and can use writing or drawings, have post-its or similar added after or moved around, and so on.

Beware that time diagrams can be a more time-consuming process because they invite each person to contribute a larger amount of information—but they do ensure that everyone contributes, and the data generated is potentially very rich for analysis.

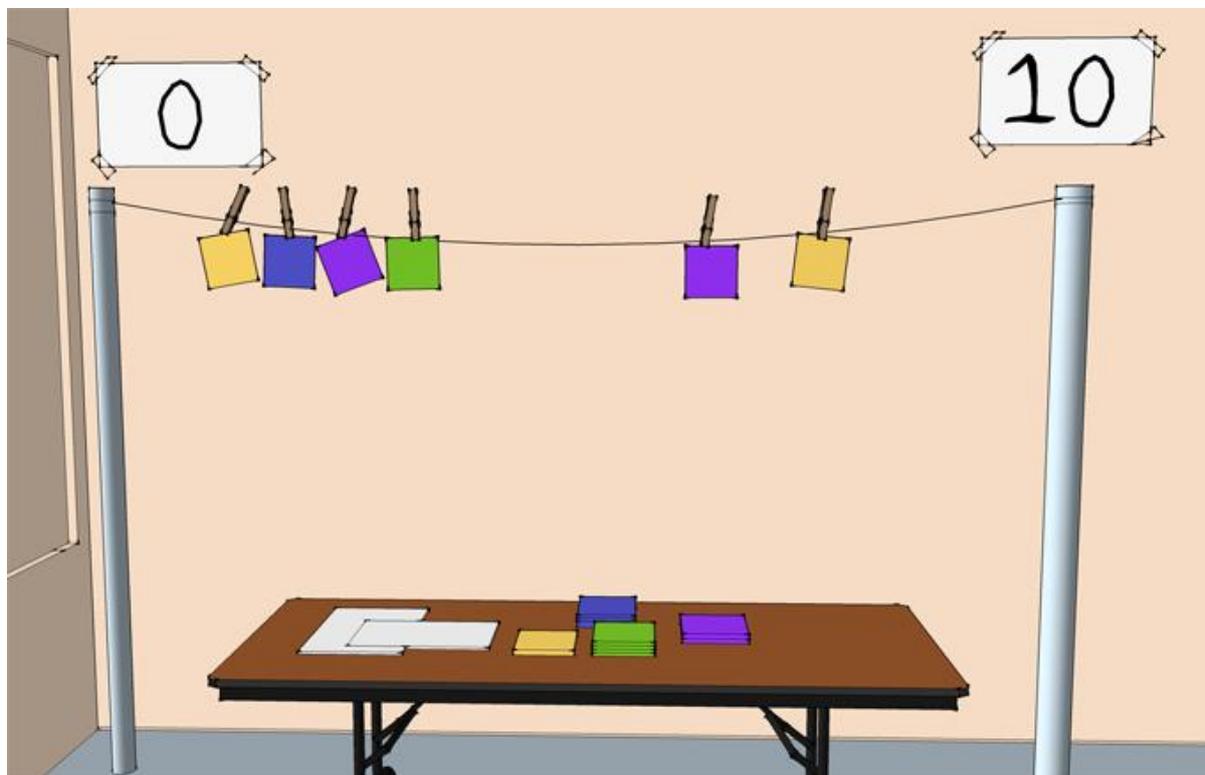


### Graffiti wall



A graffiti wall is another simple but effective tool to gather initial thoughts. Participants write or draw their thoughts about an issue on a small piece of paper (a post-it note or similar) and then stick or pin it on the graffiti wall. These can easily be moved around and clustered together in thematic or other groups, to generate further group discussion or for analysis.

## Appreciation Line



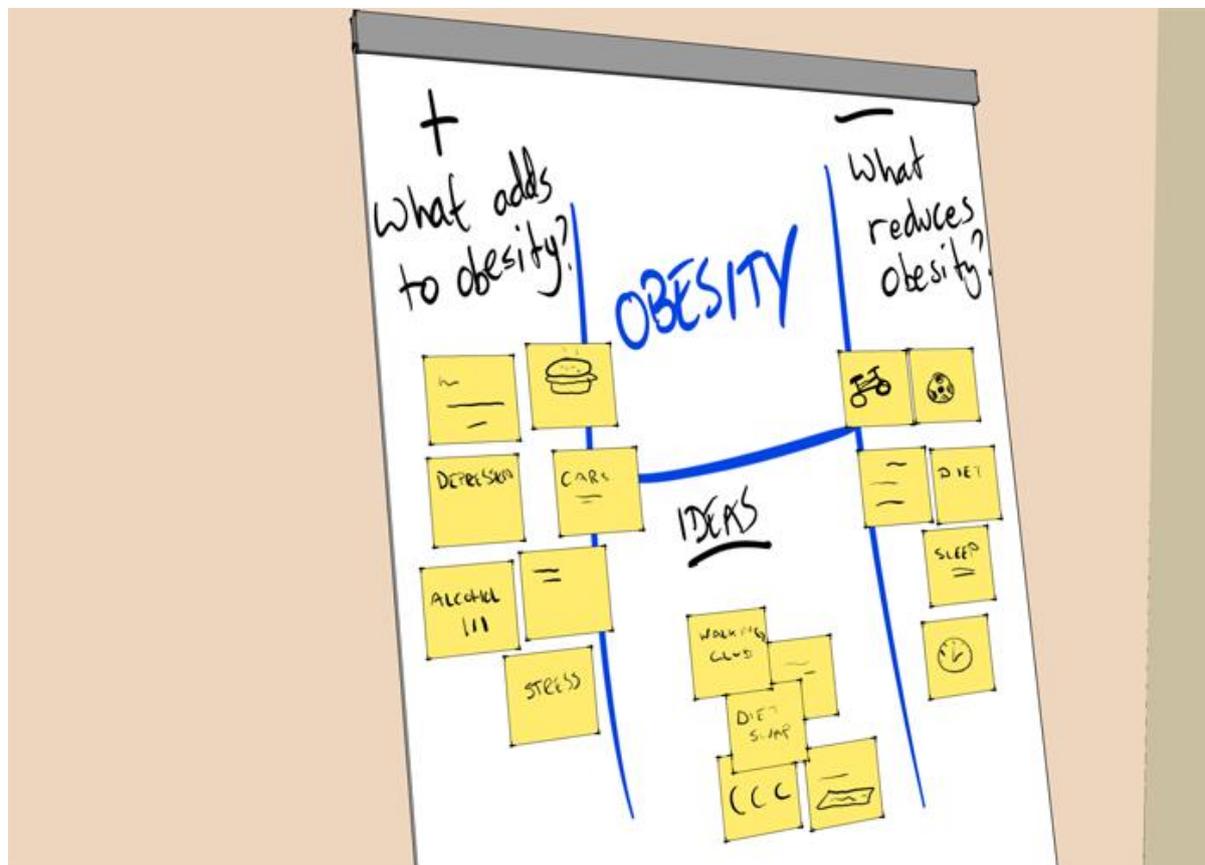
An Appreciation Line is a tool that allows participants to express an opinion about a particular issue or idea, often on a scale of 1 to 10. They can also attach notes with more information about why that issue provokes that response, which can be group and analysed later.

Like the mapping tool, there's a wide variety of ways to put together an Appreciation Line, from simple pen-and-paper to a more interactive three-dimensional model (like a "washing line" made of string and posted up using chairs or taped between two walls, to which people can peg their opinions--written on bits of paper--with actual clothes pegs). Either way, it's a visual, accessible, adaptable tool that can be used to initiate discussion and collect initial thoughts on a wide variety of different issues. It also provides a good at-a-glance idea of consensus around an issue.



Analysis

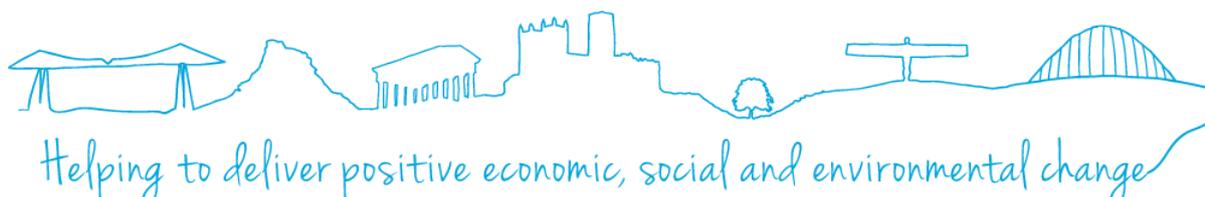
H-Form



An **H-form** considers the **positives** and **negatives** of a particular issue, while also providing a space to collect **ideas** for possible resolutions to the negatives—and so beginning the process of analysis of that issue.

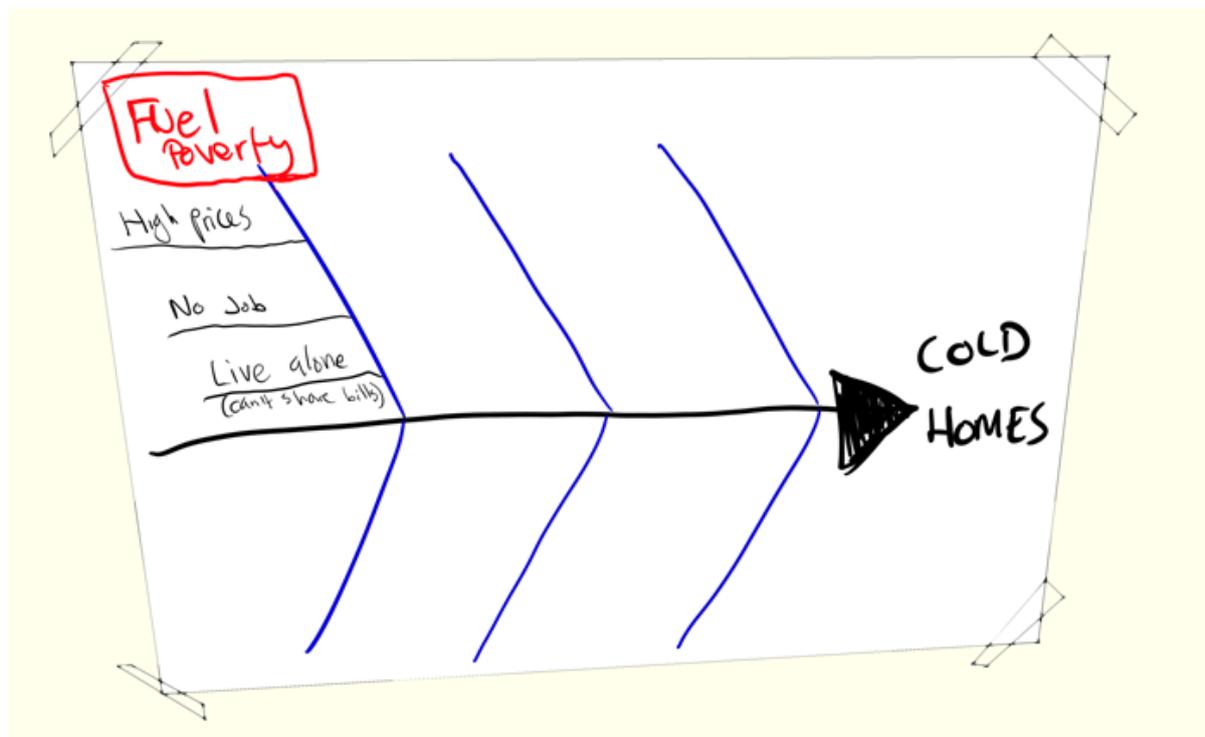
Alternatively, instead of positives and negatives, you can use the form first to identify what **adds to** or **reduces** a problem (e.g. obesity, loneliness etc.), with ideas for action placed in the centre that derive from discussion of what reduces the problem.

It's easy to make an H-Form from large piece of paper or on a whiteboard/blackboard, with post-it notes or similar placed in the appropriate places by participants. If you do use a whiteboard, make sure you take a clear photo on your phone or similar so that you have a record of the work when the session ends, and that you make it easy for copies of the photos to be available for group members later.





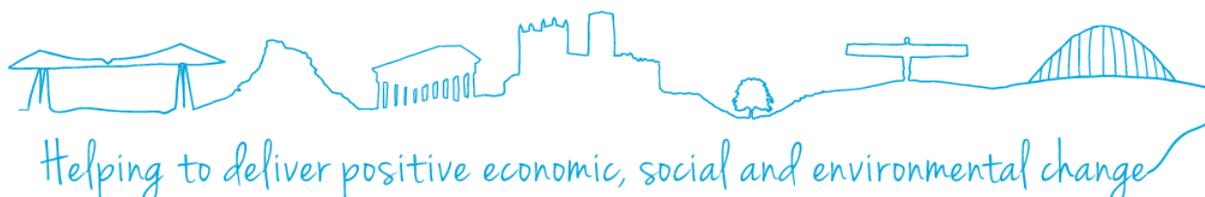
**Root Diagram**



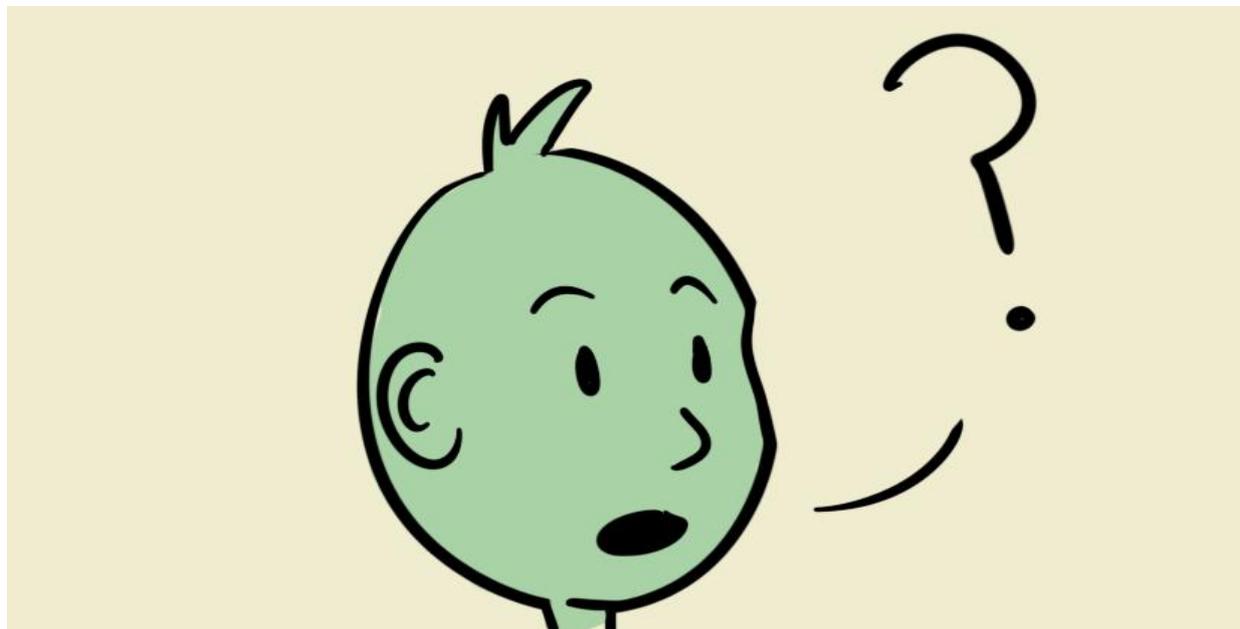
This is a diagram that breaks down an issue or problem into smaller parts by repeatedly asking the question “why?”. By breaking things down into more specific elements, this tool provides a step-by-step method for analysing an issue and defining what smaller problems need to be tackled in order to remedy that issue.

A root diagram can take various forms. One version is the “fishbone” form (above), where a horizontal line represents the problem, with diagonal lines forking out to represent one possible “why” for that problem. For instance, the problem on the horizontal line could be “cold homes”, with one diagonal line for “why” being “fuel poverty”. Then, from each diagonal line, further horizontal lines are added with possible “why’s” for fuel poverty e.g. “high prices”, “not enough hours at work”, “not working” and so on.

Again this is a tool that requires only a (large) piece of paper, and pens for people to add their suggestions—but it can yield a great collaborative analysis of the problem that allows for discussion of possible solutions.



## Strategic Questioning



Sometimes “why” is not the question that you want to answer, or it’s not yielding the results you might expect when using it to try to analyse obstacles. In that case (and in other cases—you decide!) strategic questioning could be a technique worth exploring.

An example based on Fran Peavey’s work on Strategic Questioning (1997) gives a sense of how it works. The main aspect is the avoidance of “Yes” or “No” questions (which can be too closed) or simple “why” questions (which can be too open-ended). Instead, questions are developed that respond to the obstacle but also a) break down the obstacle and b) imply the possibility of action. In short, you answer a question with a question, until you get to one that inspires possible action to overcome the obstacle.

For instance:

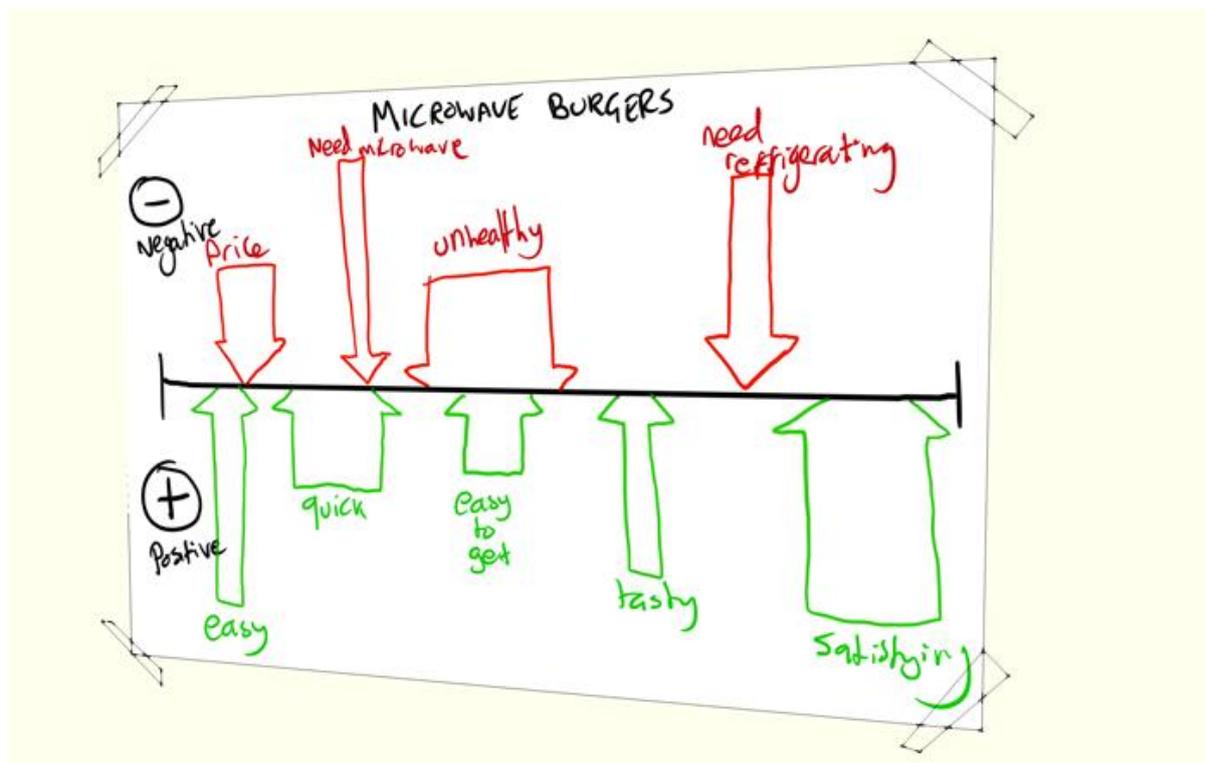
**Obstacle:** What is the purpose of the project? Why should I bother? What’s the point?

**Strategic questions:** What would you like the purpose to be? What is it about the project that makes you feel you shouldn’t get involved? How do you feel about being involved? What do you think you might be able to gain from being involved?

Strategic questioning is a slightly less intuitive process as it is counter to most of our experiences of questions and answers, but it is a worthwhile process in many instances.



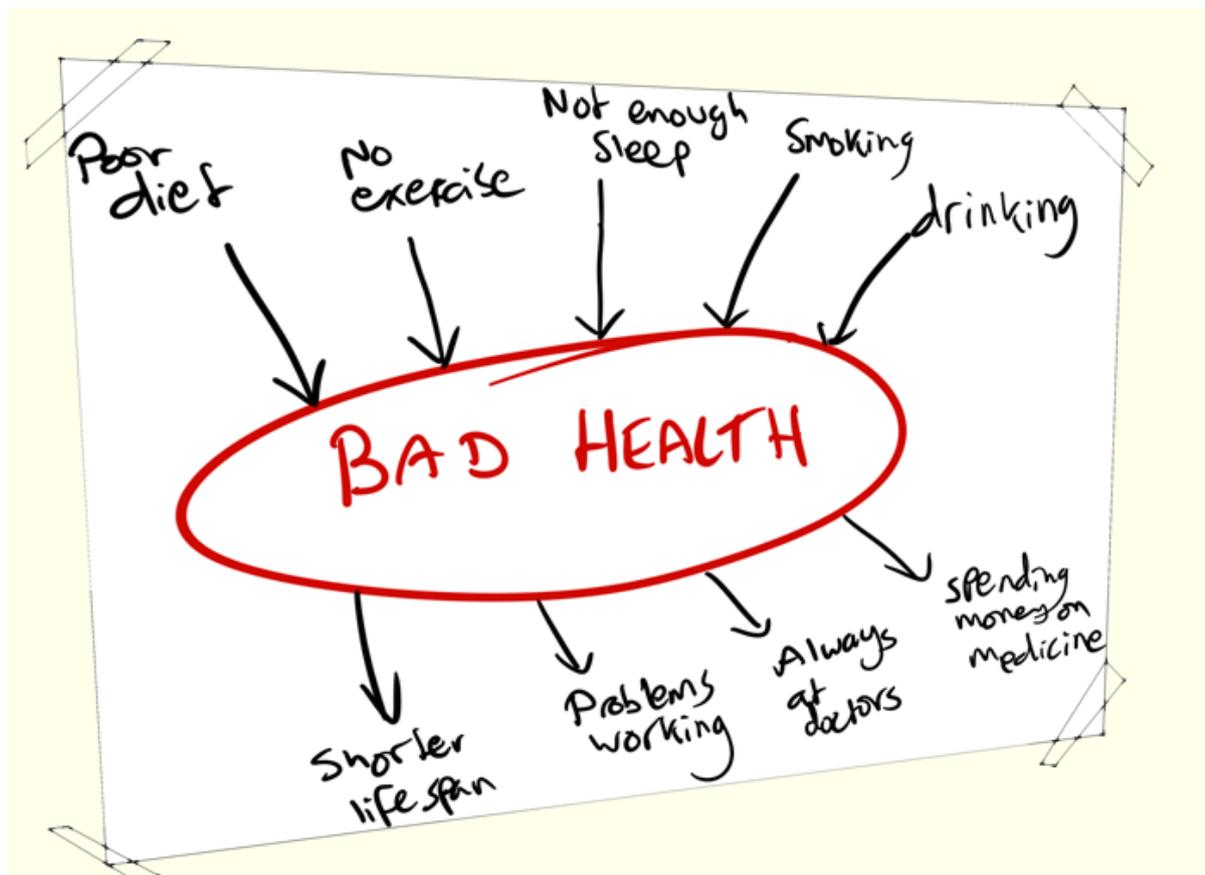
### Force-field analysis



Force-field analysis is another pen-and-paper way of breaking down an issue into positive and negative aspects, as well as denoting the importance of each aspect. Drawn on a large piece of paper or whiteboard, a centre line dividing positive and negative denotes how good or bad an aspect is, with each of those aspects being given an arrow pointing up at the line (for positive) or down at the line (for negative). The width of each arrow expresses how significant each aspect is to the issue.

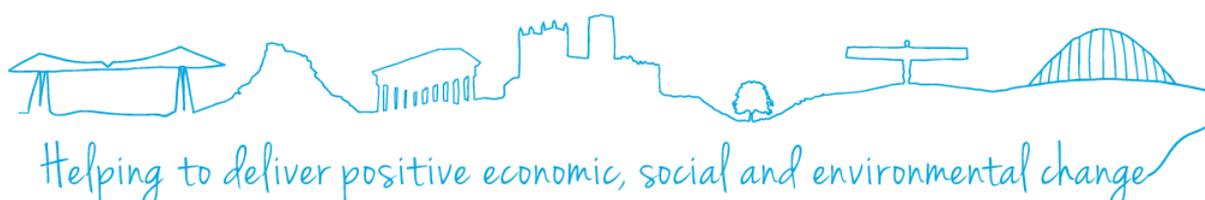
This combines data collection with analysis, with discussion generated around possible responses to each aspect.

Causal Impact Diagram



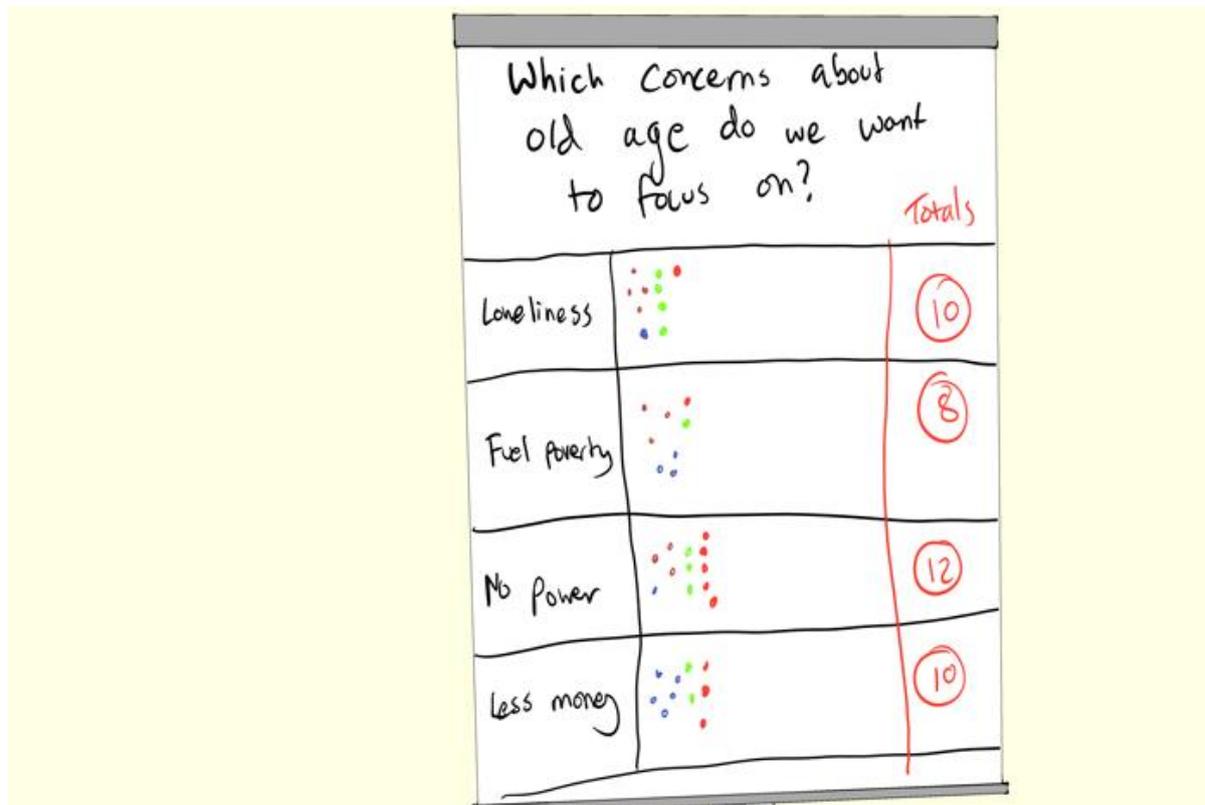
A Causal Impact Diagram is a way of measuring both the causes and the effects of a problem. When trying to find solutions to a problem, this is a useful tool—linking causes to effects allows us to determine why a certain cause has a certain effect, and what might be the specific outcome of tackling that particular cause.

These diagrams are constructed typically by putting the name of the problem (or a picture of the problem) into a circle, with arrows going **into** the circle for each **cause**, and arrows coming **out** of the circle for each effect. Causes and effects can be added by writing them on, sticking them on with post-its or whatever works best for the group at hand.



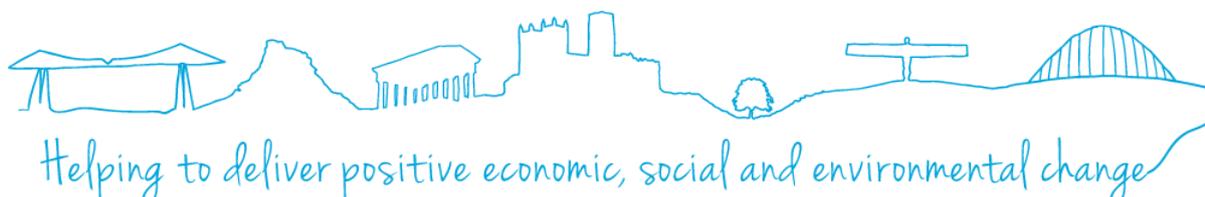
Prioritisation and Action Planning

Bean Counter

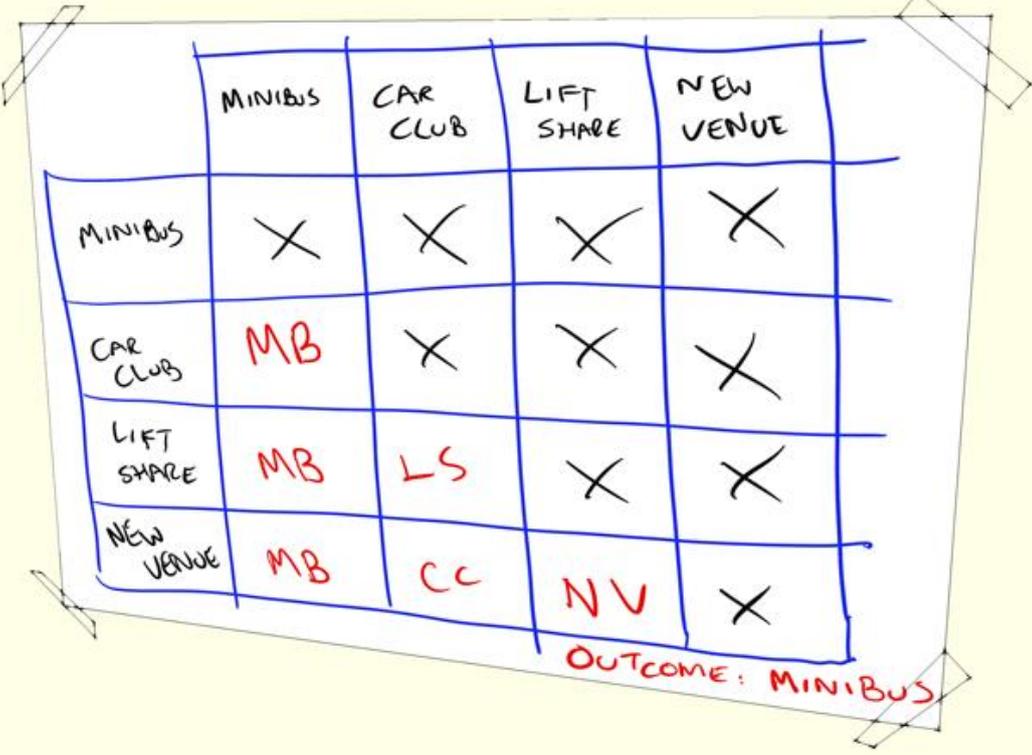


A bean counter is one reliable and simple visual tool for prioritising suggestions made by participants in a group session. Each participant has a number of dots that they can share between each item on a list generated from their previous comments, with more dots assigned to the item that is most important to them. The importance to the group of each particular item can then be judged from the number of dots.

The list is drawn up on a large piece of paper. Sticky dots of different colours are ideal for participants to use to vote for their most significant issues, but it can just as easily be done with small circles drawn with a pen, containing the initials of the person drawing them.



### Pair-wise Ranking



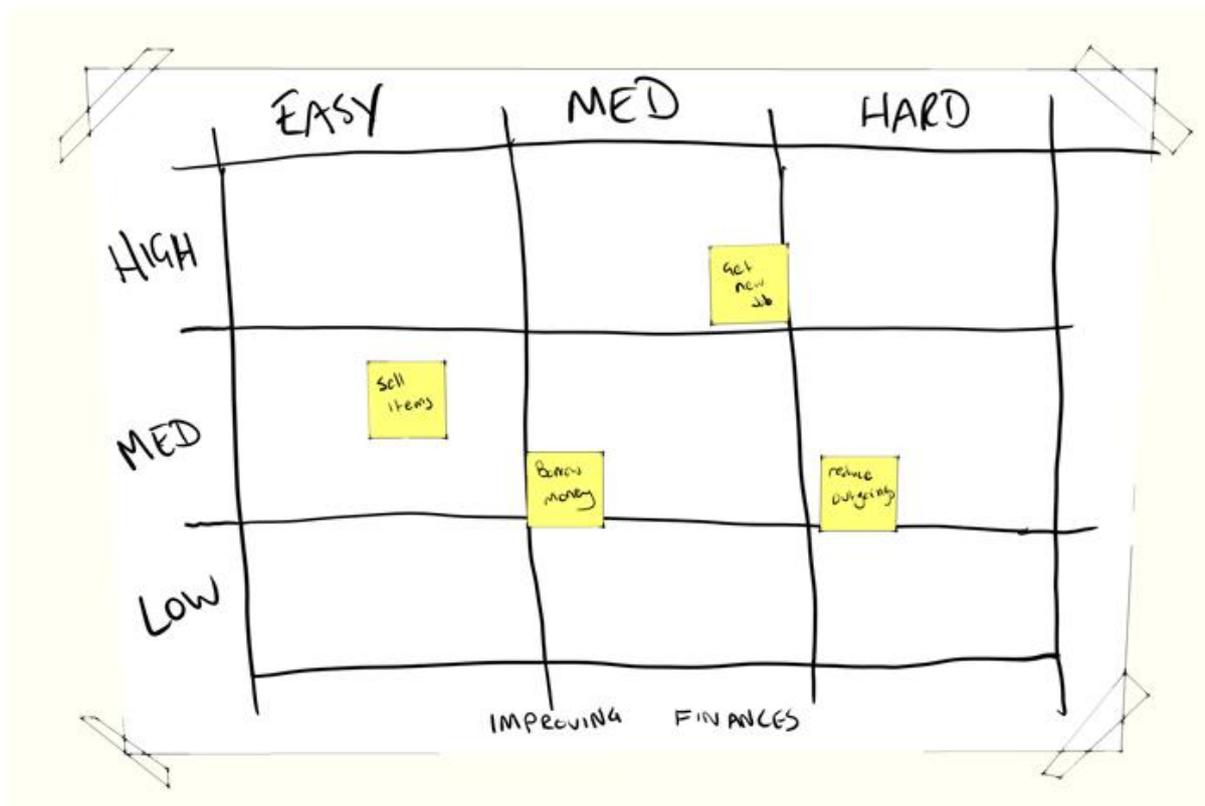
|            | MINIBUS | CAR CLUB | LIFT SHARE | NEW VENUE |
|------------|---------|----------|------------|-----------|
| MINIBUS    | X       | X        | X          | X         |
| CAR CLUB   | MB      | X        | X          | X         |
| LIFT SHARE | MB      | LS       | X          | X         |
| NEW VENUE  | MB      | CC       | NV         | X         |

OUTCOME: MINIBUS

Pair-wise ranking is a useful tool for making a final choice on a future action, particularly if the choices need to be whittled down to one. A grid is laid out with each option laid out twice—once along the horizontal axis and once along the vertical. In each square, participants compare the two corresponding options and select the preferred one (either individually through voting or by consensus). A tally of the most successful option can then be made and a final list of actions related to those options, ordered by group preference, can be generated.

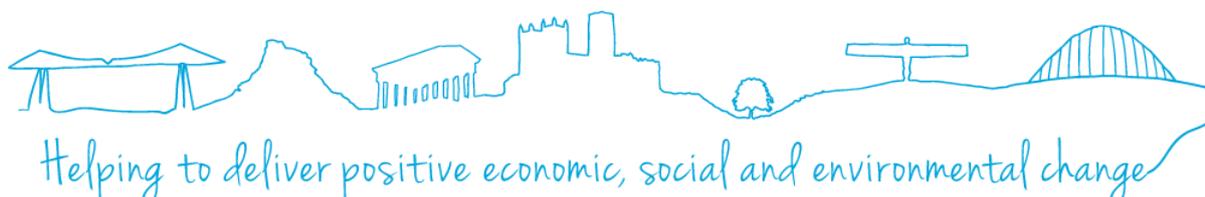
Again, this is a visual, large-scale pen and paper exercise that can be thrown together very quickly by almost anyone with no prior preparation or special materials.

### Impact Ranking



This is useful as a first step towards prioritising possible actions. Impact ranking is a way of balancing the **difficulties** of carrying out an action against the possible **impact** it might have.

A grid is prepared with “difficulty” along the horizontal axis, and “impact” along the vertical axis, and each possible action placed in the relevant place on the grid. It’s best done by using post-it notes or similar so that positions can easily be moved and refined as discussion develops understanding of the balance between difficulty and impact.



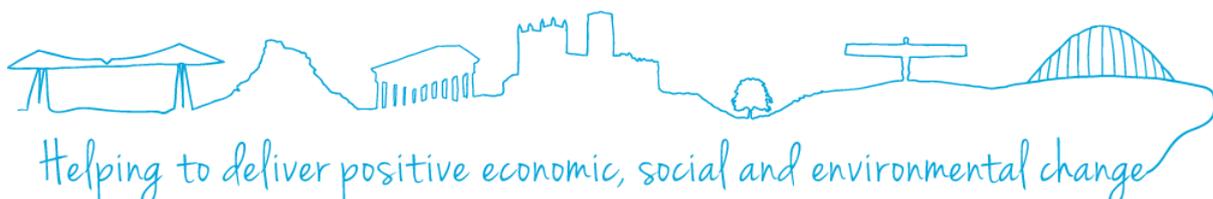
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### Semi-structured interviewing

In essence, semi-structured interviewing underpins every area of PA sessions. Being able to communicate effectively with members of the community is critical to carrying out any of the above techniques, let alone linking them together and helping to clarify and develop plans of meaningful actions.

As such there are some basic things for any facilitator to keep in mind when establishing a PA consultation session (somewhat related to the ground rules described earlier, but not entirely identical):

| DO   | DON'T   |
|--|---|
| Introduce yourself                                       | Misrepresent yourself or why you are there                                    |
| Be respectful  | Intimidate or put people on the spot  |
| Sit with the group (don't stand in front of them)        | Reject hospitality or be otherwise rude                                       |
| Choose a location that the most people can make          | Be late or ignore the timetable of a session                                  |
| Have a list of questions that need tackling              | Interrupt participants  |
| Listen   | Use technical, academic or other jargon                                       |
| Explore and coax, but be patient                         | Make promises you can't keep!   |
| Use open-ended questions that encourage thorough answers | Criticise or make personal judgements on participants based on their opinions |
| Use "who", "what", "when", "where", "how", "why"         | Contradict participants' positions  |
| Thank participants                                       | Try to speed through the session or the process                               |
| Enjoy the process!                                       |   |



## A Checklist for Participatory Appraisal

When designing and delivering a PA process, keep the following in mind at the relevant stages:

- Identification of aims and objectives.** Are the aims of the appraisal process clear, relevant and owned by all? Who else should know, be involved, and when?
- Strategy for achieving aims and objectives.** Is there a strategy for achieving these aims? Are key decision-makers involved from the beginning and committed to taking forward outcomes of the process?
- Communication about the process.** Is there a wide understanding of what the exercise is about and what it aims to achieve?
- Record keeping.** How is the information being recorded and documented? Is there a system for ensuring confidentiality and anonymity if necessary? Is there a breakdown of who has been involved – by gender, area, diversity, age, and interests? Are there common recording methods used consistently by all facilitators?
- Time for reflection and analysis.** Is there evidence that the process of analysis was iterative? Do the findings correspond with other sources of data?
- 'Reaching the parts...'** Are there people in the community who are not involved? Is there a particular group that is dominating? Are women and men equally participating and influencing?
- Tension and conflict.** How are issues of conflict and tension being dealt with? Are they ignored, glossed over, avoided?
- Focus on action.** Is this just an exercise in gathering problems and "wish lists"? Does the process move towards an action plan? Is there evidence of analysis and prioritisation by the community, rather than general information gathering?
- Don't dump issues.** You may have discovered things that you can't act upon yourself, but have other actors been brought in to deal with issues outside the mandate?
- Verification.** Is participation in verification activities as inclusive as other parts of the process? Is there a feedback mechanism to the community?
- Maintaining momentum.** What is the timeline for the process? Is everyone aware of this? Are a range of tools being used?
- The outcome; report and/or decisions.** What plans are there to take actions forward? Or to monitor/evaluate the action plan? Does the written report reflect multiple voices/perspectives? Has it, and other outputs, been widely circulated?

*Adapted from a PA checklist by Greater Easterhouse Community Health Project, Greater Glasgow NHS Board and Oxfam GB, 2003.*



## Bibliography

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## Further Reading

[http://www.communitask.co.uk/Home\\_for\\_Community\\_Engagement.html](http://www.communitask.co.uk/Home_for_Community_Engagement.html) - Communitask

<http://www.peanutplus.org/who/> - Peanut Participatory Approaches

<http://ppfc-uk.net/who.shtml> - Participatory Practitioners for Change

<http://shortwork.org.uk/> - Shortwork

And for more information about the North East Social Enterprise Partnership, who compiled this handbook, including details of how to become a member and access events, training and more, visit: <http://www.nesep.co.uk>

