VIOLENCE GENDER & WASH

A PRACTITIONER'S TOOLKIT

Making water, sanitation and hygiene safer through improved programming and services

Toolset 4-E
Methodologies for working with communities

TS4-E – Pocket chart voting and participatory ranking

This toolset includes:

1. **An overview of the method pocket chart voting, which can be used for assessments and monitoring and to promote discussion**
2. **An overview of the method participatory ranking, which can be used to get a idea of the scale of a problem in a community**

Introduction

Pocket charts and participatory ranking are two useful methodologies that can help to identify differences in experiences and opinions of different groups in the community, as well as to understand the scale of a problem.

As pocket chart voting can be done in private, this method could be well suited for identifying the experiences women and girls or other community members have of harassment or other violence when using WASH facilities.

Participatory ranking has been used to identify and prioritise problems in communities, including those linked to violence in fragile contexts.

Participatory ranking

Can be used as a tool to:

- Identify issues which are concerning the community;

- Identify the scale of the concern for particular issues;

- Assess the different experiences of women, men, girls, boys, older women and older men – including in relation to GBV (harassment, feelings of lack of safety etc.); and

- Identify community priorities.

Refer to the following pages for a summary of the recommended steps in each activity, and to the references below for further details.

Pocket charts

- Assess the different practices and behaviours in a community;

- Assess the different experiences of women, men, girls, boys, older women and older men – including in relation to violence (harassment, feelings of lack of safety etc.);

- Help community members to see one another's opinions and preferences, to help in community decisions on different WASH options; and

- Record and monitor participation within projects.
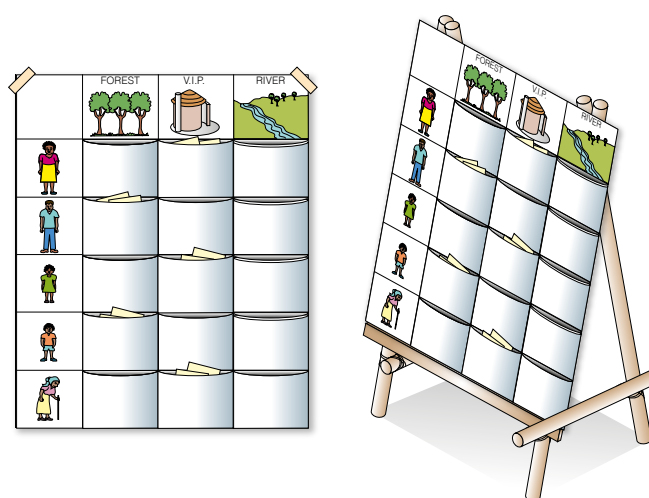
Ken Chatterton / WEDC, Loughborough University

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Pocket chart voting – for information, voice and choice [1]

Pocket charts can be made from cloth with pockets to hold the voting slips (pieces of paper, seeds, shells, small stones etc., so it is possible to count the number of individuals who voted for a particular idea, choice or option). Pocket charts can also be drawn on the ground and incorporate locally available materials such as bowls or jars into which people place their 'vote'.

This exercise could be modified to discuss issues and concerns about violence and WASH, perhaps integrated with other WASH-related questions. For example:

- It could include pictures to learn about gender roles and responsibilities before the project. If it is then repeated after the project, it should be possible to see if there are any changes in who is undertaking which task. For example, pictures could include ones indicating different people in the community

  and:

  — Who collects water
  — Who cleans the waterpoint
  — Who repairs the handpump/fence etc.
  — Who cleans the house
  — Who washes the clothes etc.

- It could include pictures relating to violence to determine issues around feelings of safety. For example, with a picture of:

  — A person looking scared at the waterpoint
  — One of a person looking happy at the waterpoint
  — A person looking scared at the latrine – during the day
  — One of a person looking happy at the latrine – during the day
  — A person looking scared at the latrine – during the night
  — One of a person looking happy at the latrine – during the night

Steps – for using pocket chart voting to monitor the participation of different groups in the community

1. Prepare simple, locally recognisable pictures of the main people or groups involved in the project. For example, NGO staff, community leaders, women, men, main community groups and so on.

2. Place these pictures down the left side of a pocket chart, leaving the top square free.

3. Place pictures representing types of opportunities, choices and decisions across the top of the chart. These might include (for example) receiving information about a project, selection of a committee, choosing the type of water supply or toilet to be constructed, location of toilets, who will provide labour and fundraising.

4. Go through all of the pictures first with the group so they know what they represent.

5. It may also be useful to carry out a trial run with a few people to check they understand the process.

6. For the actual voting activity, women and men from the community involved with the project vote twice, first, on *who participated* and second on *who made the decisions*.

7. Women and men need to use voting paper, seeds or shells that are a different colour or shape, so it is possible to see if women's and men's experiences and practices differ.

8. After voting is complete, lay the contents of the pockets out for analysis and discussion. The contents will provide information for discussion about:

   - Who participated (and in what way) during the planning phase?
   - Who participated in making the main decisions leading to the water and sanitation facilities?
   - Who did and did not participate and why?
   - How much information and choice was available to those involved in making the decisions?

9. Facilitate a discussion with participants about the results, and ask them to give their thoughts on the similarities and differences between the groups and why these exist. Are there differences between women's and men's votes? Did some people participate in decisions while others were excluded?

Participatory ranking [2]

Steps

Step 1 – Pile: The basic process is very similar to that of an open-ended focus group discussion: the facilitator or moderator first defines the scope of the research question for the participants with a simple framing question, and then works to obtain responses from the individuals in the group. However, instead of relying soley on a note-taker to capture the key features of discussion, the method uses objects that are selected by participants to represent key themes of their discussion. This selection process is iterative, in that the facilitator works with participants to negotiate which object represents which theme. Depending on the tendencies of the group and the sensitivity of the research question, the moderator may need to prompt participants to obtain feedback and responses on specific issues. As participants' responses are linked to specific themes or topics, objects representing these issues are 'piled' in front of the group.

Step 2 – Rank: The facilitator then defines a line along which participants can rank the importance of the issues represented by each of the objects in the pile. This can simply be a line drawn on the ground with a heel. Participants are then encouraged to place objects along the line in an order that reflects their relative importance. When an individual places an object, the facilitator asks others if they agree with its positioning, inviting others to reposition it as appropriate. Adjusting the positions of objects continues until a final ordering is agreed among the group (see the photo below).

Step 3 – Meaning: At each step of the process, responses are recorded by the note-taker. This includes recording all of the responses in the 'pile'

section, as well as the final 'rank' of each agreed afterwards. Crucially, however, the note-taker records the reasons stated by any participant – the meaning behind positioning of any object. These accounts – generally expressed as clear statements – often provide an insight into local circumstances, attitudes and challenges.

This tool has been used to undertake violence-related assessments in camps and to assess child protection programming activities. The method can also be used to assess and prioritise concerns around accessing WASH facilities, such as:

* Distance

* Light

* Men standing outside/harassment

* Feelings of lack of safety when using facilities etc.

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References

Halcrow, G., C. Rowland, J. Willetts, J. Crawford and N. Carrard (2010) *Resource Guide: Working effectively with women and men in water, sanitation and hygiene programmes*. Sydney, Australia: International Women's Development Agency and Institute for Sustainable Futures, University of Technology – resource guide; flashcards; case study snapshots; poster of principles and practices. Available at: **www.genderinpacificwash.info** [accessed 11 October 2013]. **(on USB stick)**

Ager, A., L. Stark, T. Sparling and A. Potts (2011) *Rapid Appraisal in Humanitarian Emergencies Using Participatory Ranking Methodology (PRM), Version 1.1.* New York, USA: Program on Forced Migration and Health, Mailman School of Public Health, Columbia University. **(on USB stick)**

Ager, A. and T. Sparling (2013) *Participatory Ranking Methodology (PRM), A Brief Guide, Version 3.1*. New York, USA: Program on Forced Migration and Health, Mailman School of Public Health, Columbia University. More details available at: **www.cpcnetwork.org/learning-details.php?ID=2** [accessed 11 October 2013]. **(on USB stick)**

End notes

[1] This activity is adapted from: Dayal, R., C. Can Wijk and N. Mukherjee (2002) MetGuide – Methodology for Participatory Assessments with Communities, Institutions and Policy Makers. Water and Sanitation Program and IRC International Water and Sanitation Centre, Delft, the Netherlands. In: G. Halcrow, G. Rowland, C. Willetts, J. Crawford and N. Carrard (2010) *Resource Guide: Working effectively with women and men in water, sanitation and hygiene programmes*. Sydney, Australia: International Women's Development Agency and Institute for Sustainable Futures, University of Technology – resource guide; flashcards; case studies; poster of principles and practices. **Available at: www.genderinpacificwash.info** [accessed 11 October 2013]. **(on USB stick)**

[2] Taken from: Ager, A., L. Stark, T. Sparling and A. Potts (2011) Rapid Appraisal in Humanitarian Emergencies Using Participatory Ranking Methodology (PRM), Version 1.1. New York, USA: Program on Forced Migration and Health, Mailman School of Public Health, Columbia University; and Ager, A. and T. Sparling (2013) Participatory Ranking Methodology (PRM), A Brief Guide, Version 3.1. New York, USA: Program on Forced Migration and Health, Mailman School of Public Health, Columbia University. More details available at: **www.cpcnetwork.org/learning-details.php?ID=2** [accessed 11 October 2013]. **(on USB stick)**

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