

The poor philanthropist IV

A handbook for community philanthropy organisations

Edited by Susan Wilkinson-Maposa for the Community Grantmaking and Social Investment Programme,
Southern Africa–United States Centre for Leadership and Public Values



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The poor philanthropist IV: Case stories and instruments for philanthropy organisations

Community Grantmaking and Social Investment Programme (CGSI), Southern Africa–United States
Centre for Leadership and Public Values (CLPV)

Published by the Southern Africa–United States Centre for Leadership and Public Values at the
Graduate School of Business, University of Cape Town, GSB Breakwater Campus, Portsworld Road,
Green Point, 8005, South Africa, www.gsb.uct.ac.za/clpv/poorphilanthropistIV.asp

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First published in 2009

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ISBN 978 1 920355 05 0

Produced by COMPRESS.dsl

www.compressdsl.com

CONTENTS

- iv Preface
- v Introduction: How to use this handbook

- 1 Philanthropy of Community Instrument 1: Asset Inventory Mapping (PAIM)**
 - 1 PAIM case story
 - 8 Introduction to the PAIM process
 - 11 Applying PAIM in practice
 - 15 PAIM Template 1(A): PoC Asset Inventory Record (people)
 - 16 PAIM Template 1(B): PoC Asset Inventory Record (organisations)
 - 17 PAIM Template 2: PoC Asset Mapping (symbols)
 - 18 PAIM Template 3: Checklist
 - 20 PAIM Template 4(A): Reputable individuals
 - 21 PAIM Template 4(B): Reputable organisations
 - 22 PAIM Template 5: Debriefing

- 23 Philanthropy of Community Instrument 2: Measuring and Valuation of Assets (PMVA)**
 - 23 PMVA case story
 - 29 Introduction to the PMVA process
 - 32 Applying PAIM in practice
 - 38 PMVA Template 1: Organisation Profile Sheet
 - 41 PMVA Template 2: Asset and Agency Inventory
 - 45 PMVA Template 3: Scribble Sheet
 - 46 PMVA Template 4: Record Sheet: Community help
 - 47 PMVA Template 4(A): Calendar for community giving
 - 48 PMVA Template 4(B): Record of community giving in an average month
 - 49 PMVA Template 4(B)/2: Record of ad hoc/once off irregular help given in the past months
 - 50 PMVA Template 5(A): Tally Sheet (in real time)
 - 51 PMVA Template 5(B): Tally Sheet (retrospective)
 - 52 PMVA Template 6: Converter Sheet

- 53 Philanthropy of Community Instrument 3: Impact monitoring and Evaluation (PIME)**
 - 53 PIME case story
 - 60 Introduction to the PIME process
 - 62 Applying PIME in practice
 - 69 PIME Template 1: Lifting PoC change out of the stories
 - 70 PIME Template 2: Categorising programmes for quality of change
 - 71 PIME Template 3: Connecting PoC domain with the quality of change

PREFACE

This handbook and its companion pieces are the products of a six-year research inquiry carried out in South and southern Africa by the Centre for Leadership and Public Values, Graduate School of Business, University of Cape Town. The inquiry was generously supported by the Ford Foundation.

The subject of indigenous philanthropy in poor African communities and the process, collaborative learning across the academic/educational and practice communities, were both exploratory and iterative. From the outset the starting point was the local ethos of caring and sharing: what could leaders and practitioners in community philanthropy learn from what poor communities do and know about getting resources to where they are needed most? Attention was focused on the potential and promise of alternative approaches to community philanthropy that respond to and build from the norms and conventions of self help and mutual assistance in a community. The central premise is that developmental impact will only be sustainable if it is embedded in what ordinary people do in their daily lives.

This publication is part of a series of conceptual and practical knowledge products – a philanthropy of community toolkit. The publications build on one another, yet are distinct and can be used alone or in combination. The first two in the series are research monographs, while number three and four distill practice-relevant knowledge. While all endeavour to be widely accessible in their language and content, each has a specific focus and an intended audience within the community grantmaking sector.

The monographs and practice-relevant guide are printed publications which can also be downloaded from our website:

The Poor Philanthropist: How and Why the Poor Help Each Other:
www.gsb.uct.ac.za/clpv/poorphilanthropist.asp

The Poor Philanthropist II: New Approaches to Sustainable Development:
www.gsb.uct.ac.za/clpv/poorphilanthropistII.asp

The Poor Philanthropist III: A Practice-Relevant Guide for Community Philanthropy:
www.gsb.uct.ac.za/clpv/poorphilanthropistIII.asp

The case stories and instruments can also be downloaded as separate documents from:

Philanthropy of Community Case Stories: www.gsb.uct.ac.za/clpv/poccasestories.asp

Philanthropy of Community Instrument 1 (PAIM): www.gsb.uct.ac.za/clpv/paim.asp

Philanthropy of Community Instrument 2 (PMVA): www.gsb.uct.ac.za/clpv/pmva.asp

Philanthropy of Community Instrument 3 (PIME): www.gsb.uct.ac.za/clpv/pime.asp

INTRODUCTION: How to use this handbook

This handbook endeavours to expand the community philanthropy toolkit. It uses case stories to illustrate how a dimension of community grantmaking practice can be changed by using a PoC lens and then offers a practical set of instruments and templates that programme-level staff can use and adapt in their practice when working directly with communities.

All the instruments are low threshold and can be used and adapted to various levels of literacy. While designed in the first instance to be facilitated, they all have the potential for self-replication by organisations and community-based organisations once the process is familiar.

The handbook and the guide should be used together. The guide, *The Poor Philanthropist III: A Practice-Relevant Guide for Community Philanthropy*, lays the foundation for applying a PoC lens to practice, and it:

- Provides the building blocks: defining the concept of PoC and describing its five key domains;
- Links ideas to practice: integrating PoC into the grantmaking cycle;
- Explains the genesis of the instruments: detailing what each demonstration case set out to do, the questions it answers, how to use it and the benefits it can offer an organisation;
- Offers examples, draws lessons, provides advice and issues caution; and
- Considers the relationship of grantmaking support to how people help themselves using the idea of a philanthropic arc.

This handbook, *The Poor Philanthropist IV: A Handbook for Community Philanthropy Organisations*, builds from the guide. It is laid out in three sections, each concerned with the results and lessons of a particular demonstration case.

PAIM	Asset Inventory Mapping
PMVA	Measuring and Valuation of Assets
PIME	Impact Monitoring and Evaluation

Each section begins with a case story that describes the implementation of the demonstration case at the field or community level. These write-ups explain how each instrument was applied, illustrate the type of information it can generate, and flag considerations and concerns to be aware of.

The instruments are then introduced with a diagrammatic representation of the steps involved and a breakdown of the instrument templates, which are ready to use. However, organisations are encouraged to adapt the instruments and templates to their specific needs and contexts. They are designed to be flexible. Rather than being simply prescriptive they hope to first demonstrate what is possible and then inspire whatever alternatives, iteration and innovation are applicable to your community situation.

While presented one by one to ‘stand alone’, the three philanthropy of community instruments are best thought of as complementary and used in combination.

PAIM is a good place to start. It identifies the helping networks that exist in a community. It is useful in the planning and design of support that responds to and starts with PoC.

PMVA is also useful in planning, designing and establishing a relationship of partnership and community ownership premised in shared accountability. It determines the stock of helping assets and agency, including money, in-kind goods and volunteer labour/time that a poor community brings with them to the grantmaking table. It allows grantmakers as well as the community to appreciate the equity that exists in the community and design intervention that responds to, builds from and invests in this.

Finally, **PIME** concerns impact. It is part of an organisation's monitoring and evaluation system. Attention is focused on the effect that a grant has on the capacity of a community to help themselves. It does not assume that the grant does least harm, rather that it offers the organisation and community one way to test and track this.

PHILANTHROPY OF COMMUNITY INSTRUMENT

Asset Inventory Mapping (PAIM)



PAIM case story

Listing and mapping help assets and circuits in a community

A case story of three communities served by the Greater Rustenburg Community Foundation, North West Province, South Africa

WHAT WE SET OUT TO DO

This particular case concerned itself with the recognition of ‘help’ as an asset and form of agency that communities draw upon to address need and bring about change. While many organisations appreciate that communities do have assets that can be mobilised and not just problems or gaps to be filled, it is less seldom that help is surfaced and recognised as a distinctive feature of the asset base.

This case offers a way in which communities and development organisations can create a story that describes the helping landscape. The case concerned itself with ‘taking stock’. It listed the self help and mutual assistance assets available in the community and set out to develop and test a process and technique to:

- Develop an inventory of the types of PoC assets available in the community; and
- Draw a map of helping circuits, noting who the givers and receivers are.

This case was carried out in three communities in the North West Province of South Africa in partnership with the Greater Rustenburg Community Foundation (GRCF). A three-day data collection and feedback process was conducted in Witrandjie (a rural tribal community), Derby (a displaced/resettled community) and Boitekong (an urban community).

The three communities – a study in contrasts

Witrandjie is located 70km north of the town of Rustenburg and the participating community comprises a population of at least 7 000 people. The government clinic offers basic healthcare to community members. A community hall also exists and hosts various community events. The PAIM exercise was held in this hall. A total of 44 people participated. Community leadership is guided by the Chief and the Chief’s Council.

Derby is situated 40km south-west of Rustenburg. A mobile clinic offers basic healthcare to community members. A community hall (known as Sung Hyun Hall) was sponsored by the Jesus Korea Sungkyul Church and it hosts various community events. The PAIM exercise was held in this hall. A total of 30 participants took part. A community development worker coordinates the day-to-day welfare of the community in liaison with a government social worker.

Boitekong is a township with semi-urban characteristics and is situated 20km north-east of Rustenburg. Economic activities in this area include mining, employment in town, tuck shops/taverns, transport services and small businesses. A government clinic offers basic healthcare to community members. The PAIM exercise was held in the community hall, which is built on church land and hosts various community events. In total, 53 participants took part in the exercise and seven households were interviewed. Boitekong falls under the Rustenburg municipality and is led by ward committees. Residents represent several ethnic groups (including Sotho, Tswana, Xhosa and Zulu) and nationalities of neighbouring countries (including Mozambique and Zimbabwe).

HOW WE DID IT

Using a workshop, small group and household survey format over a three-day period, data was collected, documented and then reported back to the community via a debriefing feedback session.

Day	Task
Day 1	Identified what the community was most proud of, discussing their achievements
	Facilitated small group work to identify existing community assets
	Each group using papers and materials mapped the information they generated
Day 2	Surveyed a selection of households on foot to verify information and deepen it
Day 3	Debriefed the community on the process and what it generated

The instrument templates on pages 15–22 (which are also downloadable from www.gsb.uct.ac.za/clpv/paim.asp) were adapted and used to collect and document the data.

Process	PAIM Template	Task
PoC Asset Inventory Record	1 (A): Individuals who help others 1 (B): Organisations who help others	Collect and detail information on the PoC assets that are available, as well as who the givers and receivers are
PoC Asset Mapping	2: Symbols for givers and receivers	The community 'writes' its own story by visually mapping the above information
Checklist and debriefing	3: Helping landscape 4 (A): Reputable individuals 4 (B): Reputable organisations	The consolidated help list shows: <ul style="list-style-type: none"> • peak and troughs in assistance • critical actors • levels of accessibility and proportionality of help by actor

PoC Asset Inventory Record (PAIM Templates 1 A and B)

These templates were adapted and used to generate lists of PoC resources that the three communities identified.

Community	MATERIAL	NON MATERIAL
Witrandjie	money medicine food blankets clothes	Homework support, assistance with getting grants, accommodation, transport, healthcare, assistance with building and construction, advice, counselling, problem-solving mediation, care for seniors, protection, hair dressing, information, fetching water, cleaning, cooking, foster care, burial support
Derby	clothes school fees soap medicine money food	Lobbying and advocacy, weddings/celebrations, fetching wood, counselling, care for seniors, protection, cooking, advice, fetching water, assistance with building or construction, standing together (fire), accommodation, healthcare, assistance with getting grants, burial support, telephone
Boitekong	food soap money clothes	Care for seniors/elders, weddings/celebrations, healthcare, advice, lobbying/advocacy (Kopanang), cooking, transport (Bata), standing together (fire), assistance with building/construction, assistance with getting grants, protection (street committees), funeral support, counselling

The asset inventory stage also asked communities to list the help actors in their communities. Here follows an extract from lists generated in Boitekong, which is illustrative of the information collected.

Individuals	
Name withheld	skills transfer, modelling training, ideas and information
Name withheld	food, productive assets/computers, preparing corpses, first aid, care for orphans, wash disabled, counselling, HIV guidance
Name withheld	food, blankets, standing together, funerals and other basic needs
Name withheld	advice, funeral preparation
Name withheld	food
Institutions e.g. church	
Mosque	blankets
Boitekong College	HIV/AIDS information
Church	counselling and comfort
Business	
Anglo Mine	productive assets/computers
Disanang Funeral Parlour	transport
Government	
Clinic	medicines, treatment
Department of Labour	occupational health and safety information
Letahbong Legal Advice Centre	advocacy on inclusive education
Councillor	information, accommodation, shelter, decision-making, lobbying
Department of Social Welfare	care for seniors, grants
Department of Justice	information on family violence, small maintenance claims
NGOs	
Mahube Trust	cash, business plans
CDC	business plans
CBOs	
Women's League committee	cash
School governing board	cash
Itereleng's early learning centre	food, clothes, child care
Street committee	food, blankets, cash
Lebone Kopanang	advocacy on inclusive education, IDs, disabled to start businesses, venues, health, care of orphans
Pension fund committee	assist with grant applications, leadership skills for the disabled
Community Policing Forum	protection
Toplogo caregivers	washing sick, medicines, visiting patients, education on HIV/AIDS
Boinelo Corporation	cleaning streets, cutting grass

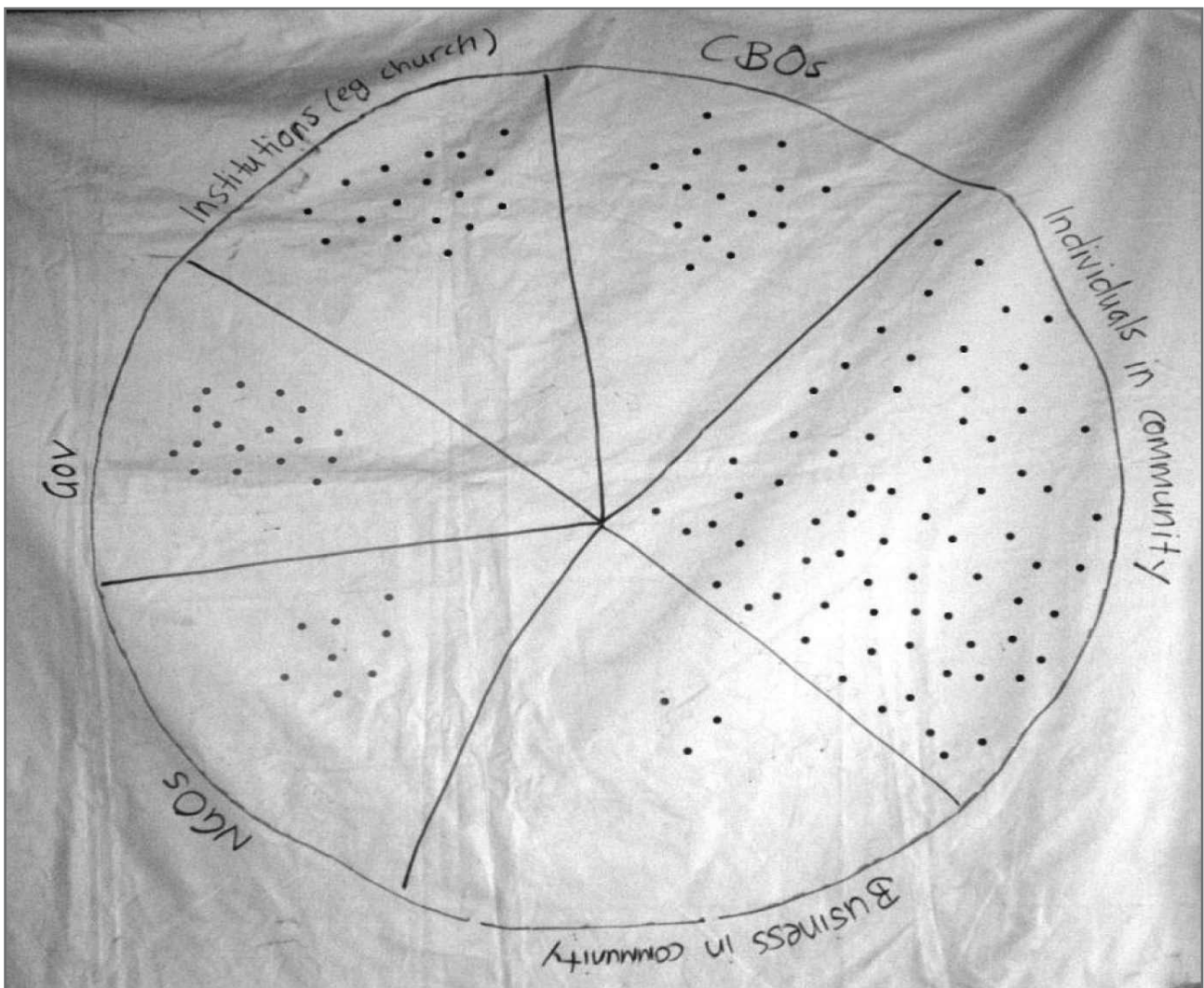
PAIM Asset Mapping (PAIM Template 2)

The communities then represented their findings figuratively. This activity clarified the *proportion* of help given by the various actors. In Witrandjie, the community identified the following help actors:

- community individuals
- local businesses
- the government (departments of health and social welfare)
- institutions (e.g. churches)
- non-governmental organisations (NGOs)
- care-based organisations (CBOs).

The community drew their ‘map’ on an old sheet, using stickers, markers and pins. Once they had divided the sheet evenly between the help actors, they then showed with dots the proportion of help frequency supplied by each actor.

Asset Map – Witrandjie’s ‘Dotogram’



The proportion was then calculated in percentages. You could use an Excel pie chart to show this. The three communities – by looking at their ‘dotograms’ – were able to calculate the proportion of PoC to PfC in their communities, shown in the table below.

Rank	Witrاندje	Derby	Boitekong
1	Community	Community	Community
2	Institutions	Government	Government
3	Government	CBOs	CBOs
4	CBOs	Institutions	Institutions
5	NGOs	Business	NGOs
6	Business	NGOs	Business

This information is not intended to imply that external help is not important or critical, rather it hopes to highlight that there are opportunities for organisations to partner with communities and build on what they already do for themselves and where they commit their own resources.

COMMUNITY RESPONSES

‘We now realise that when we need help it is available within our own community.’

‘We have found out that we are rich in our community and can offer something. We are not entirely dependent on outside.’

‘We have seen that we as a community are not empty, we have learnt a lot and discovered that we have the ability and can do much to access help for our development. We feel proud of what we have – this was an eye-opener for us. Through the map, we can see that with all the strengths that we have we can do better than we do at present, we can start awakening our culture and tradition of help called Botho/Ubuntu.’

‘We have been helping each other, but not seeing that. I feel excited and educated about the process; there is so much that we can do within ourselves, with unity and understanding we can go far. Everything is possible when there is unity. Through the map, we can see that we have been helping each other, the cooperation and respect is there. We thank you and would like to keep the partnership strong.’

‘This has been useful for us as we now understand better that we have skills (e.g. brick making and hair dressing) within us that we must be proud of. People are able to help one another without expecting anything in return. If we can be united and love one another in our village, we can go far as most of the help we get in this village comes from within. We don’t receive much help from the outside. We realised that we are doing a lot for ourselves, what we need is help from the outside for us to achieve more.’

CONSIDERATIONS AND CONCERNS

The application of PAIM in three communities was intended, in the first instance, to test and refine the instrument through use in very different community contexts and, furthermore, to explore the value of comparing and contrasting community-generated information on the helping landscape for a deeper understanding of the phenomenon, including insight into the forces that could influence the landscape.

How the PAIM instrument works best

- The approach: Rather than approaching the community with the assumption that there is a lot of PoC, come with the attitude of wanting to learn about whatever exists.
- Community workshops are preferred over household surveys: However, through household surveys, participation was improved. They targeted members who were excluded for whatever reason from group activities. Individual household surveys also allows deeper drilling into specific points of interest.
- Best results emerge when the facilitator/researcher lets the community lead: Hand over the materials (pens, paper, stickers, etc.) to the group and let them decide how to structure the helping map. For example, what standard and coding to use.
- Encourage communities to share information that they are comfortable with: This avoids emphasising sensitive information that can be uncomfortable for some.

Issues to be careful of

- A situation where the community conforms to the ways of working that is preferred by the researcher/facilitation team: This did not work well in Witrandjie when we tried to standardise the approach and the color coding for mapping. In the end we generated a map useful for us rather than useful to the community.
- Gender dynamics and restrictions in participation: Help norms, informed by a gendered as well as age-based division of labour, provide a rationale for dividing groups by sex and age.
- Organisational readiness: Have a clear sense of intention and capacity before entering the field in order to avoid starting something that you cannot sustain.
- Bias: Explore both material and non-material forms of help and be careful not to overemphasise external help. Rather, emphasise the richness of PoC in the community by finding different ways to draw it out.
- Methodology: Avoid household surveys alone as it is difficult to motivate informants individually. People seem to learn in groups and were motivated to participate when others did.

Influential force fields

Comparing and contrasting helping community landscapes offers insight into trends and patterns. Some preliminary insights and interpretations about force fields include:

- Modernity and urbanisation impact negatively on the flow of PoC resources. Some people in urban communities do not care about what happens next door. There is increasing reliance on externally provided change in urban areas.
- The flow of PoC resources is also influenced by the length of time people have been living together. Social bonding was more pronounced in the rural areas. In contrast, a certain family had been living in Boitekong for less than a year and did not have a full sense of the community's help circuits.
- High degrees of poverty may result in greater bonding in the community. For example, in Derby the fact that residents live in shacks means they fight for common causes, such as eviction.
- Poverty brings shame that can result in some people excluding themselves from participation in the community and its helping systems.
- Tribal and boundary conflicts/restrictions are force fields that impede PoC resource flows.
- Communities do a lot for themselves, but this often goes unnoticed by the community itself and by external agencies. We cannot ignore PfC – there is a point where PoC alone is not the solution.

PAIM: BENEFITS FOR AN ORGANISATION

- Identifies available PoC and PfC assets;
- Creates an understanding of the sense of actors – who the givers are;
- Leads to an appreciation of the easiest and most difficult assets to access in a community;
- Provides the proportion of giving (it was not possible to get the quantum);
- Allows for a comparative analysis of help patterns; and
- Provides practical information that can lead to better design, monitoring and evaluation of the project's impact.

The PAIM process can generate the following five outcomes:

- Creates awareness in what communities are already doing to help themselves;
- Develops confidence in community's own assets agency;
- Permits an alternative perception – another way of seeing themselves;
- Recognises people who do good things in the community; and
- Builds relationships in the community.

REFLECTIONS AND OBSERVATIONS

The GRCF reflected seriously on what the information could mean for support and engagement with communities. Below are some preliminary reflections:

- Encouragement is needed for communities to continue helping themselves. To build up their consciousness about this, communities could repeat the PAIM process on their own.
- Many opportunities for partnering with CBOs, institutions and government exist.
- There is a need to lubricate the provision and access to productive assets in all three communities.
- There is a great challenge to help people organise themselves in a formal way, especially in one community. This will make it easier for external organisations to fund projects in these communities.
- Comparatively, businesses are doing less and the GRCF, through advocacy programmes targeted at this sector, may need to challenge them to reconsider their practice to give in ways that will be valued and recognised by the community.

Introduction to the PAIM process

WHAT IS PAIM?

PoC Asset Inventory and Mapping may be defined as follows:

- PoC:** Philanthropy of community (PoC) – the way in which poor people help one another.
- Asset:** The material or non-material resources that have value and which enhance health and well-being in a community.
- Inventory:** A stock-taking or list/record of the PoC assets in a community.
- Mapping:** A visual image, picture or mirror which reflects the reality of PoC in communities.

WHY SHOULD I USE PAIM?

Asset mapping is a key aspect of working with a PoC lens. It is a vital tool in the quest to move away from the conventional tendency of grantmakers to focus attention on community problems and needs, and the dependency, competition for resources and lack of long-term sustainability that this focus can lead to.

PAIM can serve the following purposes:

- To deepen understanding and appreciation of PoC by researching and documenting PoC experiences in communities;
- To identify real community needs and shape community grantmaking strategies in order to complement and amplify PoC assets;
- To challenge poverty consciousness within communities and cultivate a culture of responsibility with regards to community-led development; and
- To challenge irresponsible and destructive donor practices (particularly the ‘cheque book’ mentality) and lobby for more developmental and complementary practices.

Mapping assets is also an important first step in applying the two other important tools for PoC practice – the PoC Measuring and Valuation of Assets process (PMVA), and the PoC Impact Monitoring and Evaluation process (PIME).

HOW DOES PAIM HELP THE PRACTITIONER?

PAIM is a critical tool in working with a PoC lens, and enables the practitioner to gain greater insight into all of the following domains of PoC:

1. Needs and networks

The PAIM process helps to map community needs and helping networks. It provides a comprehensive

picture of these needs and networks, how these two connect, the level of social cohesion, exclusion or marginalisation of a community, and how these shift over time. With this understanding grantmakers can:

- Reinforce, stimulate and strengthen these networks;
- Refine stakeholder needs and community analysis methodology to inform a deeper understanding of living reality;
- Refine resource/asset assessment;
- Identify effective community actors with whom grantmakers can work, and networks to work through; and
- Sharpen their analysis of which sectors are most and least connected in terms of the potential of help, which can then inform risk analysis and grant strategy.

2. Range of help and assets

Using PAIM helps to uncover the range of assets available to a community, and to capture them on a consolidated checklist. An analysis of this checklist can help grantmakers to:

- Understand how much social capital is actually available – and how much the community *perceives* as being available;
- Learn how the community categorises its own assets;
- Pursue an asset-based approach to development; and
- Diversify the profile of assistance – to support what is there and/or mirror it.

3. Philosophy of collective self

The PAIM process involves extensive discussion with and feedback from the community regarding their helping practices. This process will help the practitioner to understand more fully the values and principles that lie behind people's indigenous philanthropy, and also how the community defines or expresses these.

4. Conventions for decision-making

The PAIM process will give the practitioner insight into the unwritten rules or conventions guiding the helping process, and the basis on which the decisions to accept or offer help are made.

5. Maintaining to moving

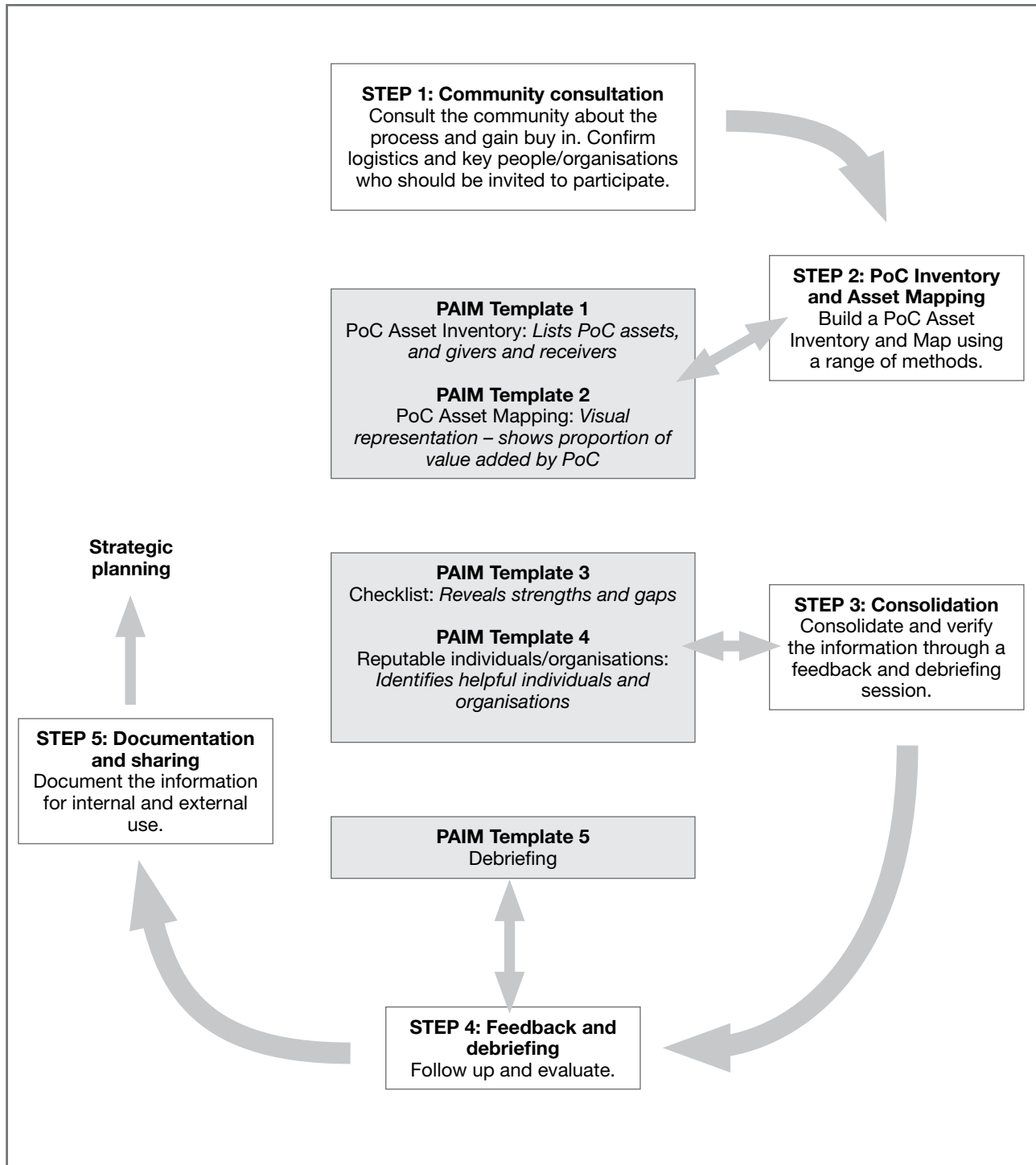
People appreciate help in terms of maintaining their existing conditions or moving them towards a better life situation. PAIM helps practitioners to understand this and therefore contributes to discovering:

- How people survive and how they try to move out of poverty;
- How PoC can act as a catalyst for investment in the future, leading to social change;
- Indicators of community status (poverty) and potential for change;
- How triggered change may be sustained; and
- A way to refine intervention strategy and priorities.

HOW DOES PAIM HELP THE COMMUNITY?

The PAIM process is tremendously beneficial for communities. It helps them indirectly because it enables grantmakers to target donations and interventions much more effectively, and to minimise the possible harm caused by these interventions. However, it is also very beneficial to communities directly, in that the process is very empowering. It gives communities a strong awareness of their extraordinary resilience and resourcefulness, and encourages a sense of pride and independence.

The PAIM process and templates for each step



Applying PAIM in practice

The mapping of individual and social assets amongst community groups and households is a new area of inquiry, and requires specialised applications. Through our fieldwork and case studies, we have developed a basic four-step process, which draws on a set of templates. The templates have been designed to be applicable to a wide range of situations: literate and non-literate audiences; in a workshop situation; or with individual households. They will be most effective if you adapt them to your particular context. Consult the PAIM case story at the beginning of this section (which is also downloadable from www.gsb.uct.ac.za/clpv/poccasestories.asp) to see the ways in which the PAIM instrument was adapted for these projects in the North West Province.

STEP 1: Initial preparation and community consultation

The preparation for the field test is extremely important, as it lays down the basis of trust and openness essential for an effective mapping of community assets. Preparation will vary depending on your content, but it should include the following:

- Initial consultation and setting up a community meeting and feedback session in each site;
- Confirmation of all logistics (invitations, catering, venue, etc.); and
- Organising resources needed:
 - Household Profile/Register
 - PoC Asset Inventory
 - PoC Asset Mapping
 - Checklist
 - Reputable individuals/organisations
 - Materials for mapping: different colour markers; colour paper; stickers; newsprint; prestick or masking tape; and scissors.

Introducing PAIM in communities

Before embarking on the mapping process, you need to introduce and define PAIM for your target group. During this process, you will need to explain PoC, and motivate why it is valuable for communities and for donor organisations to map the community's assets. It is essential that you spend sufficient time to ensure that the community is clear in their understanding of what PoC is, what a 'community asset' is and how PoC expresses itself in their community. Suggestions for how to explore this with community participants can be found in Chapter 1 of *The Poor Philanthropist III: A Practice-Relevant Guide for Community Philanthropy* (available at www.gsb.uct.ac.za/clpv/poorphilanthropistIII.asp).

Make it clear that this is a learning process for everybody – for yourselves as much as for the participants. Explain clearly all the steps in the process that you will be following.

STEP 2: PoC Asset Inventory and Mapping

This is the actual process of drawing up a list of assets, and then mapping them. We found it best to do this with community members in a workshop. The instrument is designed for use in real time rather than in retrospect.

PAIM Template 1: PoC Asset Inventory

The first part of the process is drawing up the inventory, for which you will need the first template: the **PoC Asset Inventory Record**.

The PoC Asset Inventory Record is a list of the self-help and mutual-assistance assets available in the community. It looks specifically at what types of PoC assets are present in the community and who the givers and receivers are. It is a 'stock-taking' exercise which can be used to quickly gather a list of the PoC assets available. But beyond giving us a simple list of PoC assets, the inventory also identifies key individuals/organisations with a reputation for helping others.

The inventory can also show us what kinds of help are the most and least accessible and who are the main sources. The information can be translated into a resource directory and used to cross reference and verify the mapping exercise.

Some community members may initially struggle to list these. They may take certain forms of help for granted and not think of it as 'important enough' to list. The facilitator needs to draw participants out as much as possible, and find appropriate ways to encourage them to recognise helping activities. Keep asking questions until you are confident that all instances of help given in the past year have been adequately documented.

Help given:

- What type of help was given (outside of your household)?
- Category/type of receiver? What is your relationship with them?
- What happened? What were the circumstances?

Help received:

- What type of help was received?
- Who was the giver?
- What is your relationship with them?
- What happened? What were the circumstances?

You may record the PoC assets on two Inventory Records: **PAIM Template 1(A) Individuals who help others** and **PAIM Template 1(B) Organisations who help others** (both formal and voluntary, and external agencies).

Consult the PAIM case story on page 3 for an example of how this template can be set out and/or adapted (also downloadable from www.gsb.uct.ac.za/clpv/poccasestories.asp).

PAIM Template 2: PoC Asset Mapping

The facilitator then introduces the mapping process by asking the community/household participants to draw a rough geographic map of the area. You will negotiate the definitions and symbols for the givers and receivers and, together with the household or community group, transfer the inventory onto the map using colour codes for givers and receivers. All assets identified in the inventory should appear on the 'asset map'.

This will build on the inventory and take the process a step deeper by locating where the PoC assets may be found geographically. By depicting PoC in the form of a map, we build a visual picture

of the help circuits in communities and where there is high density of PoC. This information is extremely useful as it puts PoC in context and gives us further insight into community dynamics, and gives an instant picture of the nature and spread of PoC in site communities.

Conclude your visit/workshop with a debriefing session in which you ask participants to consider the following questions:

- Why do people in the community help each other?
- What is the easiest help to get?
- What is the most difficult help to get?
- What types of help are most valued and why?
- What damages/disrupts the flow of PoC in communities?
- What can other organisations outside the community do to support the flow of PoC? How can they work more effectively?
- What can you (household/community leaders) do to support PoC?

STEP 3: Consolidation

The PoC Asset Inventory and Map provides rich information about the nature of horizontal philanthropy experienced by households/community leaders. It does not however reveal other hidden assets or identify the gaps. For this you need a checklist which will help you:

- Consolidate information gathered through the inventory/mapping exercise;
- Reveal codes, patterns and sources of PoC assets;
- Identify gaps; and
- Prepare for the community feedback and debriefing session.

The consolidation process can follow these steps:

1. Consolidate all information gathered during the mapping session onto a composite map which locates the givers (individuals and associations/organisations) geographically.
2. Work through and summarise all categories of help mentioned (including material and non-material help) and the sources (givers). Record important details on a checklist (see **PAIM Template 3**).
3. Individuals and associations which are repeatedly mentioned can be marked with a star and listed as reputable individuals/organisations using **PAIM Template 4**.
4. List the gaps.
5. Prepare for the community meeting by summarising:
 - What the main types of sources of PoC are;
 - Where the gaps are;
 - What role external agencies can play in supporting PoC; and
 - What role residents/community leaders can play.

Information can be consolidated to present a picture that is readily understandable to the community. A pie chart is a useful way of representing this information. For example in the Witrandjie study, help agents were categorised into CBO, NGO, business and government, and each instance of help was counted using colour codes for each type of giver. An illustration of the Witrandjie map is supplied in the PAIM case story.

STEP 4: Feedback and debriefing

At the end of the process, it is important to spend time giving feedback to the community on the consolidated data, and getting feedback from the community as to their views regarding the PAIM process. Look at the map together and use the following questions to guide this process (**Template 5**):

- What do we see?
- What does our community look like through the lens of PoC?
- How would we describe/explain this to others?
- What terminology/language would we use?

Remember: Indigenous knowledge is often tacit and taken for granted. The poor and marginalised have an enormous collective experience of how to survive and move out of poverty. But both a symptom and cause of their marginalisation is that they rarely acknowledge or appreciate their own individual or collective experience and knowledge, and tend to look upwards for advice and capacity. This failure of appreciation is underscored by the approach of many grantmakers – for example, the practitioner who tries to teach Project Management to rural women without acknowledging the fact that they already know how to plan and manage the hugely complex projects of traditional weddings and funerals.

Capacity building that does not begin by revealing what is already known further undermines poor communities. A vital part of the practitioner's work is to help communities to understand their own knowledge and experience, and the tremendous efforts they make to overcome their challenges.

STEP 5: Documenting and sharing

The PAIM process yields a rich resource of useful information for the organisation, and it is important to find ways of documenting this and of sharing it with the community concerned. It is also useful for advocacy work and for attracting funding.

PAIM TEMPLATE 1(A)

PoC Asset Inventory Record: Individuals who help others

Ref (Your record)	Name of person (Giver)	Type of help	Type of receiver(s)	Details

PAIM TEMPLATE 1(B)

PoC Asset Inventory Record: Organisations who help others

Ref (Your record)	Name of association/ CBO and contact person (Giver)	Type of help	Type of receiver(s)	Details

PAIM TEMPLATE 2

PoC Asset Mapping: Symbols for givers and receivers

Develop your own list of symbols and define them for the asset mapping process. These may be drawn symbols, or colour coded stickers. For example:

	Drawn symbol	Colour sticker
Individual givers	■	Blue
Individual receivers	□	Red
NGO givers	●	Green
NGO receivers	○	Yellow

Definitions	Symbol/colour

PAIM TEMPLATE 3

Checklist: Helping landscape

Type of help	Source(s) of help (Giver)	Comments
MATERIAL		
MONEY		
• Cash		
• School fees		
• Medical bills		
• Business capital		
GOODS		
• Food		
• Blankets		
• Medicine		
• Clothes		
• Firewood		
• Soap		
PRODUCTIVE ASSETS		
• Farming and trading assets		
• Utensils		
• Materials		
• Tools		
• Seeds		
• Livestock		
OTHER		
Type of help	Source(s) of help (Giver)	Comments
NON-MATERIAL		
KNOWLEDGE		
• Advice		
• Ideas		
• Information/referral		
• Tuition		
• Skills transfer		



PAIM TEMPLATE 3

Checklist (continued)

Type of help	Source(s) of help (Giver)	Comments
NON-MATERIAL		
PHYSICAL/MANUAL SUPPORT		
• Labour		
• Accommodation		
• Shelter/construction		
• Repairs/maintenance		
• Transport		
• Protection		
• Healthcare		
• Dentalcare		
• Childcare		
• Care for seniors		
• Care for disabled		
MORAL/EMOTIONAL SUPPORT		
• Inspiration/encouragement		
• Counselling/comfort		
• Prayer/spiritual support		
• Standing together		
INTERVENTION		
• Active problem-solving		
• Decision-making		
• Conflict resolution		
• Child abuse		
• Domestic violence/rape		
• Drug/alcohol abuse		
• Fire		
• Natural disaster		
TECHNICAL SUPPORT		
• Telephone		
• Typing		
• Faxing		
• Phoning		
• Posting		
• e-mail		
OTHER		

PAIM TEMPLATE 4(A)

Reputable individuals

Which individuals have a good reputation for helping others?

Name	Reputation

PAIM TEMPLATE 4(B)

Reputable organisations

Which associations and organisations have a good reputation for helping others?

Association/Organisation	Contact person	Reputation

PAIM TEMPLATE 5

Debriefing

QUESTIONS FOR DISCUSSION

Looking at the map:

- What do we see?
- What does our community look like through the lens of PoC?
- How would we describe/explain this to others?
- What terminology/language would we use?

PMVA case story

Measuring and valuing what the community brings to the development table

A case story of the Jansenville Development Forum (JDF), Jansenville, Eastern Cape Province, South Africa

WHAT WE SET OUT TO DO

This particular case concerned itself with the equity that a community brings to the development table. It set out to develop and test a process and technique to determine:

- The *amount* of volunteer time, money and other in-kind goods that a community contributes to its own development; and
- The financial *value* of these contributions.

We wanted to empower a community to recognise its own ‘helping’ assets and to generate powerful evidence they could leverage to attract external resources as an investment in what they do for themselves. The participants in this case certainly found the process eye-opening, encouraging, inspiring and transforming.

This case was carried out in Jansenville, a small Karoo town in the Cacadu District of the Eastern Cape Province, a farming area where the wool and mohair industry is the backbone of the economy. Many organisations and people were involved in this collaborative learning exchange:

- The CGSI (www.gsb.uct.ac.za).
- The Ikhala Trust a community grantmaker based in Port Elizabeth (www.lkhala.org.za).
- The Jansenville Development Forum (JDF), an umbrella body of community-based organisations (CBOs) whose member organisations include: The Camdeboo Hospice, Ezwezwe Information & Technology Centre, Ikhala Shoe Factory, Ikwezi Educare Centre, Jansenville Advice Office, Masiphilisane Aids Group (MAG), Jansenville Chicken Project, Khayelizwe Burial Society, Nomfuneko Feedlot Project, Sinethema Knitting Project.

The JDF

The Jansenville Development Forum was launched in 2000. It is an umbrella body of ten CBOs. It mobilises and organises from within the community to incubate the capacity of associational life. Rather than introducing new associations, the JDF builds up the leadership that exists and nurtures within it a common interest and desire to ‘move’.

In creating the space for local associations to ‘discover’ themselves, the JDF is supported by the Department of Social Development, works closely with the municipality and is an Ikhala Trust grantee.

In planning this research we decided to work in Jansenville because the community is pro-active in enhancing its own well-being and livelihood. They are doing a lot to help themselves by drawing on local associations and organisations. However, despite all these efforts, no one can tell you *exactly what* and *how much* the community mobilises.

Numbers exist for municipal expenditure, provincial government allocation as well as corporate social investment and other forms of development assistance. However there are no numbers and figures that recognise and value the contribution that citizens make through volunteer time, skills, goods in-kind and money to local initiatives. We felt this contribution was important, something to be aware of, have confidence in and potentially use to attract external resources to the community.

HOW WE DID IT

In response, instruments and techniques were developed to measure and value what community-based organisations (CBOs), non-governmental organisations (NGOs) and faith-based organisations (FBOs) received from people in the community.

Over a six month period we:

- Agreed on what we wanted to do and who would be involved;
- Developed an information collection technique, tested and refined it;
- Collected information from the ten members as well as the JDF;
- Analysed the findings and converted numbers to a financial value;
- Wrote up the information into a two-page summary for each member, detailing ‘who we are, what we do and how we help ourselves’ this includes a ‘community time, talent and treasure chest’, as well as a map of each organisation’s community of help, citing all the other organisations they help and get help from; and
- Shared and discussed the information with organisations, asking: ‘is it correct, what does it tell us and how can we use it to ‘help ourselves?’.

A sample summary and ‘community of help’ map from the Ikwezi Educare Centre follows below.

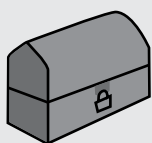
Ikwezi Educare Centre helps itself *ABC*

Who we are

We have been really innovative and industrious with our own fundraising. In raising funds we also give back to the community, contribute to quality of life and community spirit.

In 2007 we undertook three initiatives:

- A community raffle sold tickets for a tea set donated by a parent and raised R2 000. Parents donated and prepared all the food – lamb, chicken and salad for a braai and raised R960 after costs were paid.
- For the first time, picture calendars were made of the learners and sold to family and friends. This generated a profit of R620.
- The centre entered into an agreement with Ikhala Trust, a grantmaker based in Port Elizabeth, to sell second-hand clothes. Ikhala Trust supplies and transports clothes to Jansenville and then we sell the clothes, keeping a percentage of the sales. In just seven months R1 319 was raised. The centre uses this money to top up staff salaries with bonuses and to pay casual labourers, including the gardener.



How we help ourselves: Community time, talent and treasure chest

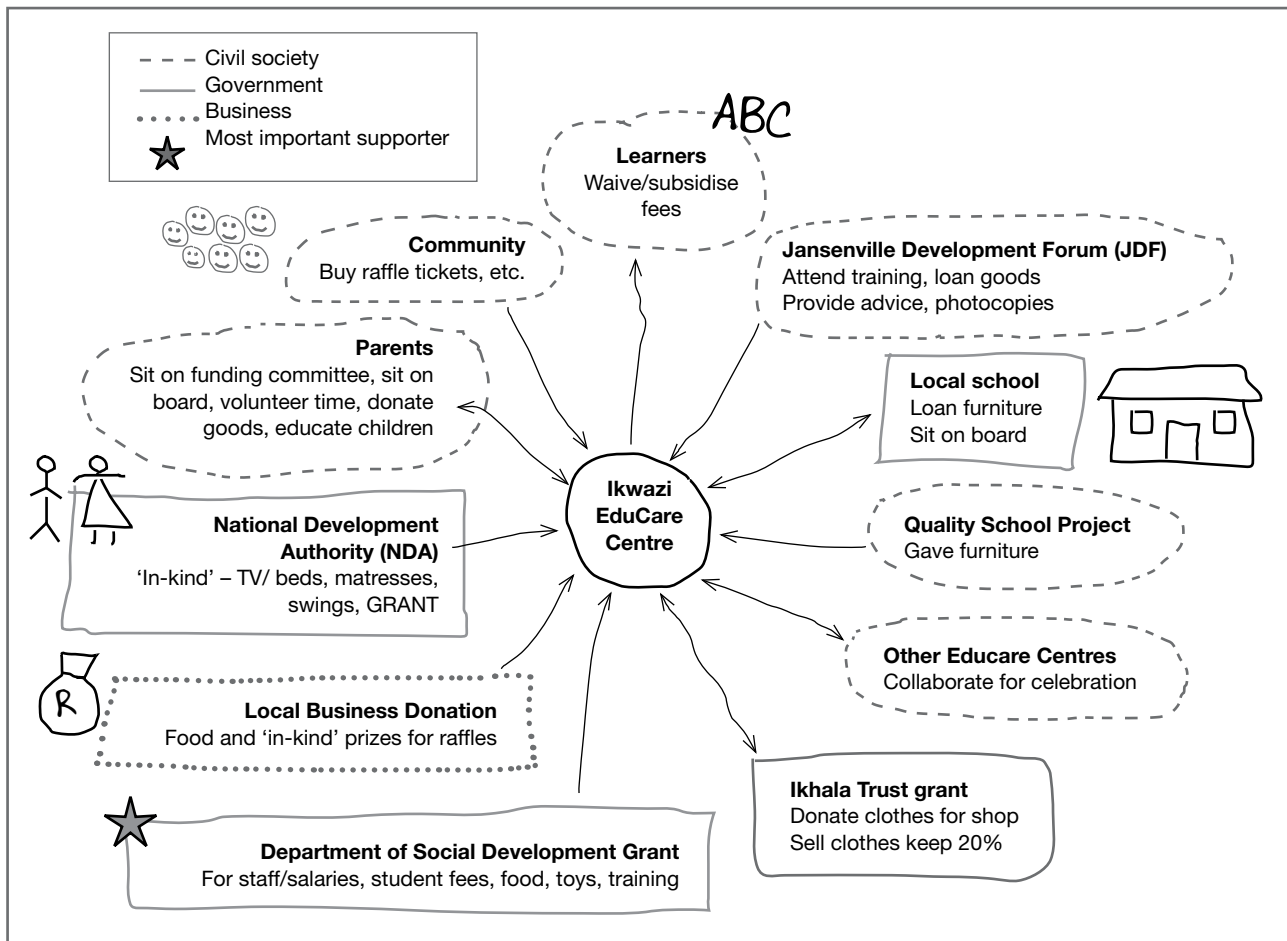
Volunteer labour time
(committees, fundraising,
parents) R4 203
Rand raised R4 938
Total R9 141



What we do: Activity list

1. Teaching/stimulation of children – early childhood development
2. Feeding children – meals & snacks
3. Governance – parents meeting & fundraising, board meetings
4. Children’s outings & special events
5. Administration

The Ikwezi Educare Centre's 'community of help' map



The PoC Measuring and Valuation of Assets (PMVA) instrument was adapted and used to collect and document the data. The instrument templates are on pages 38–52 and are also downloadable from www.gsb.uct.ac.za/clpv/pmva.asp. There are six instrument templates in the process:

1. The Organisational Profile
2. Taking stock of what you have and what you have achieved
3. The Scribble Sheet
4. Recording the amount of community help
5. The Talley Sheet
6. The Converter Sheet

It sounds like a lot of work. However the whole data-collection process took about two and a half hours for each organisation. We found the process was as important as the information itself.

In carrying out this case we had to make several decisions. We agreed:

- To gather data retrospectively for the previous 12 months.
- That a member of the JDF staff would work closely with the facilitation team to assist with the interviews, translation and to advise on the local context. This would ensure that a local person would be able to assist the JDF to replicate the process in the future.
- That the most critical informants would be those who were involved in the day-to-day activities of the organisation/association. Four or five project members would be the ideal group size to get a broad spectrum of information and discussion. As we were taking a 12-month retrospective view, recall and memory were important, and this number of people was sufficient to 'prompt' each other's memories.

CONSIDERATIONS AND CONCERNS

During the process, several specific issues cropped up relating to measuring and valuing help. For example:

- Situations are sometimes complex and no two organisations are the same: One of the organisations had regular funding for staff remuneration, so there was less community giving. Another organisation relied on voluntary labour and other donations for the first seven months of the year and, after securing a large client to purchase their outputs, began to receive regular wages, but continued to make voluntary contributions to certain activities.
- There are various interpretations given to the term ‘volunteer’: In South Africa many ‘volunteers’ receive regular stipends. Increasingly we spoke less about voluntary time and focused on the terms ‘paid’ and ‘unpaid’ time.
- Establishing an hourly rate for labour: In order to arrive at an hourly or daily rate for labour, we used what made the most sense to an organisation. In some cases comparable paid work in the local area was discussed to establish what the rates were. In other cases where organisations had received funds in the past and staff were remunerated, those rates were used to assign a value to labour time.
- Adding up and valuing in-kind contributions: Due to the varied nature of the in-kind contributions and the retrospective nature of the study, it was decided to merely describe the in-kind contributions rather than try to put a monetary value to them. If this exercise had been done in real time, it would have been easier to keep track of the financial value of in-kind contributions. But for a retrospective assessment, it was cumbersome and not very reliable.
- Relying on recall: In a retrospective study, recall – how much people can remember and with what level of reliability – is always a concern. In our experience we found that the help associations relied on volunteer work schedules in order to run their operations. Often regular schedules are written down. In other cases, the help is so unusual or unexpected that the group remembers it, for example, the donation of a sign for their organisation, or a tea set for a fundraising raffle. Also we found that, given scarcity of financial resources, people know the cost of a phone call and remember the amount of transport money they took from their own pockets.

While an exact measure is impossible to generate, it is possible to develop a believable estimate of the financial and labour-time contributions the community makes to local clubs, associations and organisations.

Furthermore, we had to work out how to assign a financial value to community contributions. In South Africa it is possible to use two different economies – the formal economy and the local economy – in assigning a rand value.

To illustrate, if an individual provides transport for the members of an association, the 10 km distance could be valued at the South African Automobile Association rate, a widely accepted standard. Alternatively, the value could be pegged to what someone in the community would pay if they stood on the side of the road and hitched a lift.

- 10 km at the AA rate of (ZA) R2.95 per kilometre has a value of R29.50.
- Catching a lift from point A to point B in Jansenville would cost around R5.

Valuing labour is a similar situation. We could use the minimum wage rate established by the South African government for different levels or classes of work, or use the value that the associations themselves consider fair and appropriate. In the first instance we kept it simple and asked people for the financial value that made sense to them. People had no trouble doing this.

- For home-based care volunteers, they used as a benchmark the government's stipend of R1 000 per month.
- For the ladies in the chicken project, they identified the wages that a local commercial poultry farmer pays his staff.
- The Educare Centre used the rate paid to their gardener for a five-hour day and turned it into an hourly rate.
- The Advice Office workers had a salary for six months of the year, so for the other six when they were not paid, they calculated the value of the salary they would have received.
- The computer training people said they would expect to receive a salary of at least R2 000 per month if they were formally employed.

THE FINDINGS

A total of the combined number of volunteer hours and cash contributions received by the ten members and the JDF were added up and a financial value assigned. The results are impressive!

In total R371 150.00 was mobilised and this can be broken into R341 938.00 (41 555 volunteer labour hours) plus R29 212.00 (direct cash contributions).

In addition many forms of in-kind contributions were donated:

- Bringing food to work to share with volunteer colleagues;
- Loans of personal vehicles;
- Using private telephones for organisational work;
- Donation of prizes for fund-raising events;
- Sharing knowledge and passing on skills;
- Donating materials and equipment in the start-up phases of income-generating projects; and
- Access to municipal land and buildings at nominal rates.

INTERPRETING THE FINDINGS

The 41 555 volunteer hours translates into a total community contribution of 19 years and eight months of 'volunteer' labour in the year under review. This calculation is based on an eight-hour day and 22 working days a month.

This high rate of volunteer time is attributable to the fact that only the JDF and six organisations received any grant funding during the period. Of these, some had only received funds for part of the year. Only one organisation had staff that had been paid for the full twelve months.

Two income-generating organisations worked as volunteers for eleven months, receiving remuneration only in December as a once-off gratuity from the government. Eleven months were unpaid and considered voluntary labour time.

The R341 938 value of the 41 555 hours of labour time was calculated by adding up the assigned comparable local values for paid work, ranging from R5 per hour to R22 per hour. The impressive sum of R371 150 was generated by 4 343 people across 378 households, where 60 per cent of families are considered by local government to live in poverty.

THE CBO RESPONSE

We reported these results back to the community to find out how the organisations thought they could use the information to benefit themselves. We learned that some changes were already taking place. Attitudes and practice were shifting:

- Some of the organisations had begun to record their community contributions. One organisation had done their own tally and said they agreed with our estimate.
- One individual had conducted the process with her church group, and they had been surprised at the results.
- Organisations reported that this recording and valuing of contributions was having a motivational effect on their volunteers and other staff members. People now saw ‘over time’ and ‘going the extra mile’ as something positive rather than as a burden.
- One income-generating project had members who were looking for greener pastures, but once they saw the value of their contribution to building the organisation, they decided to stay and build on their ‘investment’.

In thinking about how to use this information, members said:

‘In our fundraising, we can now point to our local contribution or local income with confidence because we have a value for it. We no longer thumbsuck our own contribution.’

‘We also have a clearer picture of the value of our relationships with other organisations, which points to sustainability and could also motivate stronger relationships.’

‘We are already using the information to motivate project members to keep doing the work and also to motivate new volunteers.’

‘We can give this presentation to visitors, who will get a different picture of our organisation than they usually do just from a meeting.’

‘This makes us more confident to approach funders, we don’t feel like beggars.’

‘We can use this information to build from the inside out. To strengthen ourselves.’

In terms of moving forward, the JDF, its members and the Ikhala Trust agreed to round off the demonstration case process by holding a meeting to ‘launch’ the findings. The JDF would then invite these stakeholders with whom they have relationships to show their appreciation, as well as other stakeholders who would benefit from being exposed to this approach to community assets, including government departments.

Funders want to know that we will still be there after their money is finished. Our members fill our bucket, it shows their sustainability, and that they can stand on their own.
(Notizi Vanda, director and founding member of the JDF)

Introduction to the PMVA process

Once you have completed the asset mapping process, PAIM, you may wish to go further and assist the community in quantifying their material and non-material contributions, and to assign them a monetary value.

PMVA provides a way to enable community associations and organisations to recognise what they contribute to development in their local community. By assigning a financial value to their contribution, communities gain confidence in their own worth. This is empowering and helps them also to speak about their contribution to social upliftment to others – including other community members, local authorities, the media as well as grantmakers and other donor agencies. By demonstrating just how much value individuals and community associations add to their community, PMVA also puts into perspective donations made by donor organisations.

PMVA is thus tremendously beneficial for the communities concerned. However, it also has much to offer development workers, NGOs and grantmakers, such as:

- A way of building a new understanding and appreciation of community giving;
- A new perspective on resources and funding relationships through the lens of PoC (it is particularly useful for organisations who wish to demonstrate their matching contribution to donors);
- A process for building confidence and deepening relationships amongst stakeholders in local communities; and
- A tool for advocacy and change management.

It is a fairly time-consuming process, but its returns are well worth the effort. In the long run, it will save the grantmaker time and money wasted on unsustainable projects which run the risk of undermining indigenous community philanthropy.

THE PROCESS

There are five basic steps involved:

STEP 1: Preparation and consultation

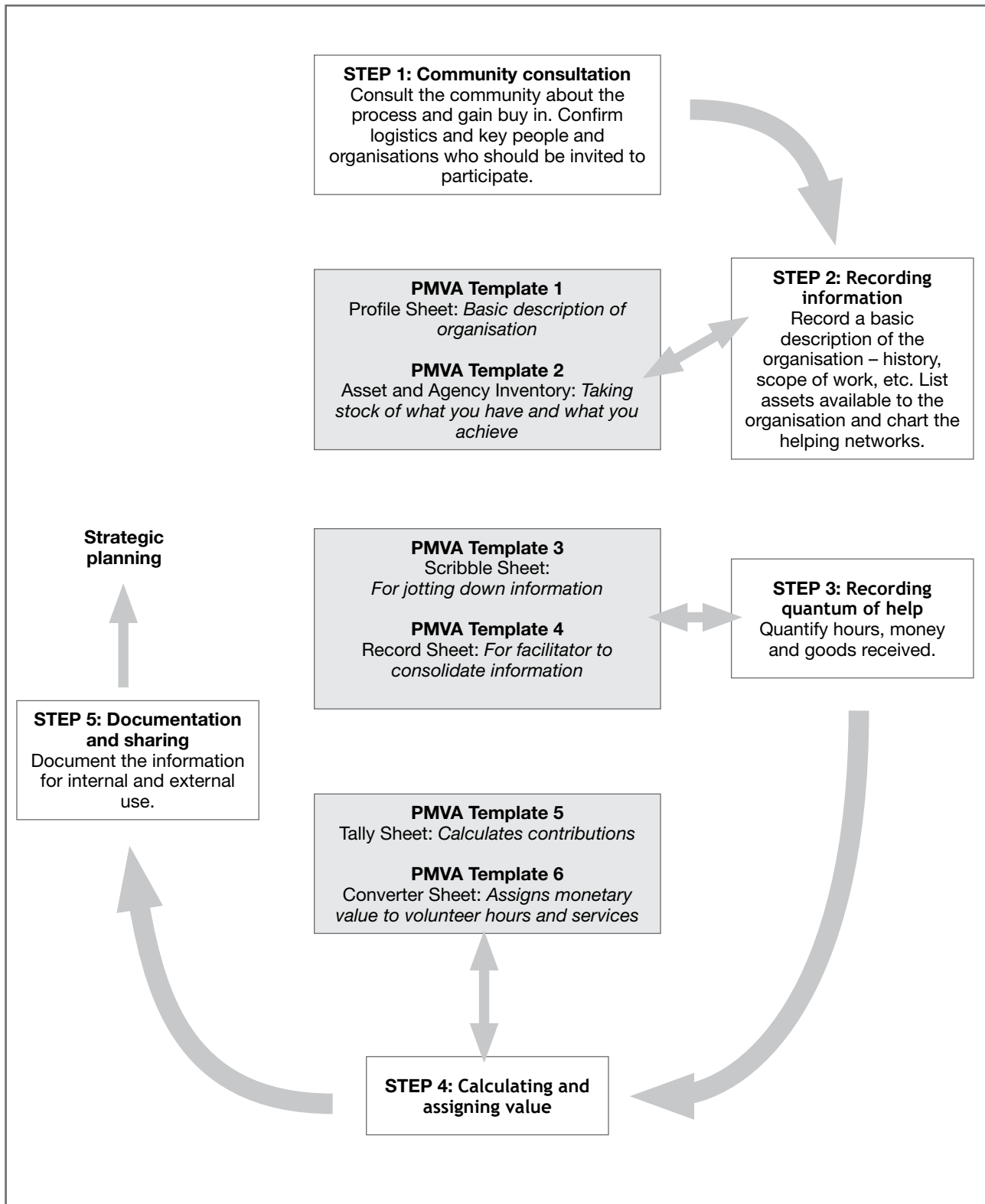
STEP 2: Recording information about the organisation

STEP 3: Recording the actual quantum of help received: Time, money and in-kind

STEP 4: Establishing the total amount of time and money given, and assigning a value

STEP 5: Documentation and use of the data

The PMVA process and templates for each step



RESOURCES NEEDED

You will need the following instrument templates:

- **PMVA Template 1: Profile Sheet.** To record a basic description of the organisation, association or club.
- **PMVA Template 2: Asset and Agency Inventory.** This establishes an awareness and understanding of the assets that a group has as well as their ability to act and bring about change through the mobilisation of assets. A **Relationship Diagram** is developed as part of this process, and provides a picture of who works together with the organisation – individuals, other organisations, government departments.
- **PMVA Template 3: Scribble Sheet.** This provides a space for participants to quantify the monetary, time, and in-kind contributions from the community. It is particularly useful for measuring community help retrospectively.
- **PMVA Template 4: Record Sheet.** This is used by the facilitator to record from the discussion the total figure per month of money and time contributions disaggregated into key categories. This could be done monthly in real time (4A), or retrospectively (4B) for a given time frame.
- **PMVA Template 5: Tally Sheet.** This establishes the total amount of money and time/hours contributed by month as an annual figure (or alternatively by day as a monthly figure).
- **PMVA Template 6: Converter Sheet.** This establishes the financial value of the time/number of volunteer hours contributed using an hourly rate based on similar or comparable paid work at the local level.
- Large sheets of newsprint and coloured markers to produce the Relationship Diagram.
- Calculator for tallying the results.

We recommend that the templates be adapted to suit the local context.

Applying PMVA in practice

STEP 1: Preparation and consultation

There are a number of issues that need to be clarified before embarking on the process, and sufficient time must be allowed for this. You need to do the following:

1. Decide on your purpose

This instrument is designed primarily to assist in identifying, measuring and valuing PoC assets and to streamline agency in community organisations. However, it also helps to build motivation and confidence, thus enabling the organisation or community to engage with donors from a strengthened position. It may be conducted annually to inform fundraising purposes, or built into daily practice – thereby creating a motivating environment where effort is acknowledged and appreciated, which in turn helps to shift mindsets and energise volunteers. The data can also be used for advocacy of the organisation’s work, and to encourage involvement from stakeholders. You need to consider your specific intentions carefully before embarking on the process, and to make time for planning and preparation.

2. Introduce the concept to the organisation

It is very important that the community or organisation concerned fully understands why this is a useful process. Your first task is to help the target group understand the concept of PoC (see Chapter 1 of the *The Poor Philanthropist III: A Practice-Relevant Guide for Community Philanthropy* (available at www.gsb.uct.ac.za/clpv/poorphilanthropistIII.asp) – without this, they might find it difficult to identify material and non-material help offered by community members. If you are using this as a follow-up of the PAIM process, they will already grasp this.

You then need to discuss the value of measuring and quantifying help for the participating organisation(s). Useful questions here are:

- Do you think it could be helpful to measure and quantify local contributions to our organisations? Why? How would we use the information?
- How does help happen in our community? Who helps our organisation? What kinds of help do we want to measure?
- What time period do you want to look at: 3 months; 6 months; 12 months? Do you want to look at help that has happened in the past, or start measuring it in an ongoing way in the present?
- Do you want to conduct this process in-house? Do you need an external facilitator to help? (Is it our first time to engage in such a process?)

3. Decide whether it is to be self-administered or externally facilitated

The process should ideally be externally facilitated if the organisation is using the instrument for the first time. Once the organisations have been guided through the process, it will be easy for them to self-administer subsequent processes.

4. Decide on the time frame

Depending on time constraints and the purpose for which you wish to use the information, this instrument may be used to gather information retrospectively or in real time. Obviously gathering information in real time increases the accuracy, but sometimes you may need to gather data from previous months. Once the value of this process has been demonstrated to the organisation, they can develop a system to keep records on an ongoing basis.

5. Consult with community leaders to gain entry into the community if the inquiry is externally initiated and/or facilitated

6. Finalise logistics

- Appoint a group to lead the process.
- Select a range of suitable informants from the organisation or community.
- Adapt the templates to suit local needs. It may be useful to run a small pilot study to help assess the suitability of the templates and how they should be customised.
- Ensure that you have all the necessary resources.

Once you have decided on your objectives, time frame and approach, and have decided who will do what, you can begin. The process may be conducted in one long meeting, or in shorter sessions, but ensure that you have enough time to do it thoroughly.

STEP 2: Basic description of the organisation

This step involves compiling a description of the organisation and the human and material resources available to it. This builds an awareness and understanding of the assets (including relationships) that a group has, as well as their ability to mobilise these assets and bring about change.

PMVA Template 1: The Organisation Profile Sheet

This is best completed in a workshop or meeting with at least five active members of the organisation, including some of those who are acquainted with the history and origins of the organisation. Additional information can be collected if necessary (e.g. founding members). This is usually a straightforward discussion and recording session.

Resources required

Copies of the Organisational Profile Sheet for the facilitator/recording person as well as additional copies for participants to use for reference purposes; comfortable seating and lighting arrangements; refreshments, depending on time and logistics and anticipated length of meeting; flip chart and paper if choosing to facilitate some of the discussions to arrive at consensus with a larger group.

PMVA Template 2: Asset and Agency Inventory: Taking stock of what you have and what you achieve

This looks at the assets available to the organisation – people, money, land, buildings, materials – as well as their ability to act and bring about change through mobilising them. This also involves drawing a Relationship Diagram illustrating individuals and agencies working with the organisation.

Where there are two facilitators, it is helpful if one focuses on the questions and records data around an asset and agency inventory, while the second begins to develop the Relationship Diagram during the main discussion. This saves time, and avoids the tedious repetition of information if the diagram is only developed at the end of the discussion. Another option is to actively encourage participation by providing participants with large sheets of paper and markers and asking them to draw the Relationship Diagram. You can see an example of a Relationship Diagram in the PMVA case story on page 25 (which is also downloadable from www.gsb.uct.ac.za/clpv/poccastories.asp).

Tips for this step:

- Try to ensure participation from everyone, not just the leader or founder;
- Facilitate a discussion, not just question-answer;
- Use local language/terminology wherever possible; and
- Be flexible and allow yourself to be guided (rather than be too prescriptive), and go back and add information as it surfaces.

The following questions can be used to guide the process:

- What approach will be best? What adaptations will you need to make to the templates? Who is best placed within the organisation to lead the process (if self-administered)?
- Who will you target to participate in the meeting/workshop and why?
- How will you document the information and what resources do you need?
- Are there any documents to bring or other preparations you may want the participants to make prior to the meeting?

STEP 3: Recording the quantum of help received

This information is gathered from either all organisational members, or a representative group with sufficient knowledge and experience to give reliable information. If the process is being conducted retrospectively, some information will be estimated, and may have to be checked with absent members outside of the meeting or workshop. If the process is done in real time, then participants need to be provided with the templates and be guided on how to use them to record ongoing contributions of time, money and goods in the future, over whatever time frame has been agreed upon.

This step relies upon two templates: **PMVA Template 3: The Scribble Sheet** and **PMVA Template 4: The Record Sheet**.

The Scribble Sheet may be used by individuals to jot down ideas or questions, and do calculations before giving their input.

The Record Sheet records amounts of time and money, and in-kind contributions. This template can be used in real time 4(A) or retrospectively 4(B). In real time, it is straightforward, and records ongoing contributions such as: unpaid time; goods or money contributed, or use of personal resources for organisational work; donations or funding contributions from other agencies.

Recording contributions retrospectively is done in two parts:

1. 'Normal' help: This is regular contributions of time by unpaid members, such as attending board meetings and daily or weekly administration tasks; and also regular monetary or other contributions, such as membership fees. One month's contributions can be filled in on Template 4(B) and then the result multiplied by the number of months in your specified time frame.
2. Ad hoc/once-off help: This would be recorded on Template 4(B)/2. It might include:
 - Help around specific events or days, for example, Christmas parties, World AIDS Day celebrations, harvesting, school holidays;
 - Fundraising activities: Who helped? How much was raised?;
 - Repairs and maintenance to buildings, fences, equipment, especially in response to a natural disaster during the reporting period, for example, floods or storm damage;
 - Appeals to local businesses for funds or goods, where a once-off donation was made; and
 - Advice or professional work done for free, for example, services by lawyers or accountants done for free or at a discount; a parent filling in for a teacher for no pay.

Questions to guide discussion:

- What tools and approach are we using (depending on size of group and whether real time or retrospective data are being generated)?
- Are we clear about the definition of 'unpaid' time?
- What questions should we be asking to help us to assign value to labour time in the next step?
- What resources do we need? How many copies of templates, etc.?

STEP 4: Establishing total amount of time and money, and assigning a value

This establishes the total amount of money and time/hours contributed each month as an annual figure (or alternatively per day as a monthly figure if the process is being done in real time). The information from the Record Sheet is transferred to **PMVA Template 5: The Tally Sheet**. Totals are then calculated for time, money and in-kind contributions. The labour time is assigned an hourly value on **PMVA Template 6: The Converter Sheet** – using an hourly rate equivalent to comparable paid work in the area. This value is then multiplied by the total number of hours given during the specified time frame, and a money value is therefore assigned to the time. We can now add the two monetary values together and arrive at a figure for the total value of help given. The in-kind contributions could either be described in a list or converted to a monetary value, depending on the nature of the goods.

Questions to guide discussion:

- Are there any gaps or inconsistencies in the information contained in the Record Sheet?
- Have we identified the best locally comparable paid-work rate to assign a relevant value to our unpaid time contribution?
- What data do we want to highlight according to our original intentions for doing this exercise?

STEP 5: Documentation and sharing

Once all contributions have been converted into a monetary value, this information may be used in several ways. Possible areas of analysis for an individual organisation include:

1. Value of community help as a percentage of the total resources used by the organisation, i.e. including in-kind contributions and money from government and external donors

This information may be used to demonstrate to donors the comparative value of community contributions and to boost fundraising efforts by the organisation. It can also be used to give the

community a concrete understanding and appreciation of how much they have contributed. This is empowering, and may encourage the community to increase or persist in giving help. It may also encourage others to contribute.

2. Regular record-keeping to track local help given

This helps the organisation to see gaps in their administration system in keeping track of help given, thus enabling them to make their recording systems more complete.

3. The range of local skills available

This information can demonstrate to donors that the capacity commanded by the organisation is more extensive than that of staff members. It can also reveal what skills and resources are not readily available locally, which can help donors target interventions and contributions more effectively.

4. Access to material goods

This analysis can indicate whether there is an excessive reliance on local government, for example, for free or subsidised access to land and building; and can give a sense of how many assets are actually owned by the organisation or community, rather than loaned or rented.

5. Working with others: The Relationship Diagram

This demonstration of working relationships and collaboration with others gives donors a strong sense of the helping networks in the community, and the range of capacity and resources the community or organisation can command. This helps grantmakers target interventions to strengthen rather than undermine these networks.

6. Achievements and changes produced by the work of the organisation

During the process of collating and computing this data, community members will reflect on achievements and changes produced by the work of the organisation. This can help to demonstrate to grantmakers the real value of the work done by the organisation, which is often not evident in the more formal funding reports.

7. In-kind material contributions

These are difficult to quantify if recording data retrospectively, so the types of in-kind contributions could be listed and described as additional forms of local contributions without being given a monetary value. However, if recording in real time, it may be possible to quantify and evaluate in-kind inputs and add their value to the time and money values.

When analysing the data for a group of affiliated organisations, it may be helpful to also use comparative data to contextualise the measurements and values obtained. Individual organisations may also be compared to the whole. This is easier if the organisations are all from the same sector doing the same work.

In making these comparisons, it may be helpful to look not only at the comparative value of contributions for each organisation, but also for patterns of contributions in the following areas:

- Age of organisation;
- Types of service to the community, tasks performed by unpaid people;
- Number of unpaid people versus total amount of time given;
- Ownership/governance (all local people or controlled from somewhere else);
- Frequency of meetings/attendance of members;
- Access to offices, furniture and equipment;
- Number of working relationships with stakeholders;
- Presence of both paid and unpaid workers; and
- Access or not to external donor or government funds.

Presenting the information

The use of these templates generates both qualitative and quantitative information which may be used for a number of different purposes – funding reports, annual reports, advocacy work, motivating stakeholder participation and so on.

The intended purpose of the document will influence how you assemble the data, but it may be useful to generate a narrative – the story of the organisation, its history, achievements, people, etc. – as well as the numerical quantities and value of help given.

A narrative document can highlight achievements – most important sources of help, amount of money raised, etc. – depending on the intended audience for the presentation of the information. If there are a number of organisations, some similarities and differences can be highlighted.

The Relationship Diagram is a rich source of information, and provides an accessible and immediate picture of the helping networks that sustain organisations both internal and external to the community, as well as of the value brought to the community by the organisation.

Questions to guide your choices:

- How will we disseminate the outcomes and to whom?
- What reaction or response are we hoping for from outside (result linked to our initial intentions)?
Is there scope for leverage?
- How do we take this forward internally? What are the next steps for our practice, systems and procedures?

PMVA TEMPLATE 1

Organisation Profile Sheet

We would like to develop a profile of your organisation/association/club. Please help us complete this information sheet as we would like to understand what your organisation does and how its works.

Section 1: Basic information		
Name/title of the organisation/association/club	Acronym Clarification: What is the short form or name that the organisation/association/club is known by?	Are you registered as an NPO (non-profit organisation)? Yes <input type="checkbox"/> No <input type="checkbox"/>
Contact details Name and contact details of the contact person, including mailing address, telephone/fax numbers and email, if available:		
Section 2		
How long has the organisation/association/club been in existence? When were you established or set up? When did you start working? Number of years: _____ Number of months: _____		
Why did the organisation/association/club start? What is it that you wanted to do or achieve? What happened or what was going on that made you form/come together as a group?		
Is the organisation/association/club still performing this same function, or has it moved on to other things? Are you still performing the same activities and providing the same services as when you started or it is different now? Yes <input type="checkbox"/> No <input type="checkbox"/> How and why?		



PMVA TEMPLATE 1

Organisation Profile Sheet (continued)

What kind of organisation/association/club is it?

- | | |
|--|---|
| <input type="checkbox"/> Club | <input type="checkbox"/> Community organisation |
| <input type="checkbox"/> Project | <input type="checkbox"/> Church group |
| <input type="checkbox"/> Forum/umbrella organisation | <input type="checkbox"/> Co-business |
| <input type="checkbox"/> Other, please specify: | |

What services does the organisation/association/club provide?

What activities are you engaged in?

Service/Activity 1:

Service/Activity 2:

Service/Activity 3:

Service/Activity 4:

Who does your organisation/association/club help?

Who gets help from you? Who do you provide your services to? Who is eligible to get help from you?



PMVA TEMPLATE 1

Organisation Profile Sheet (continued)

Where does the organisation/association/club work?

In which areas or communities do you work?

What kind of records and information does your organisation/association/club keep?

You may want to tick more than one box.

- | | | |
|--|--|--|
| <input type="checkbox"/> Financial records | <input type="checkbox"/> Reports to donors | <input type="checkbox"/> Funding proposals/Business plan |
| <input type="checkbox"/> Meeting attendance | <input type="checkbox"/> Membership list | <input type="checkbox"/> Contracts with donors |
| <input type="checkbox"/> Membership dues | <input type="checkbox"/> Donations received | <input type="checkbox"/> Minutes of meetings |
| <input type="checkbox"/> Volunteer list | <input type="checkbox"/> Work roster/duty list | <input type="checkbox"/> Visitors book |
| <input type="checkbox"/> Available skills list | | |
| <input type="checkbox"/> Other, please specify _____ | | |

For every box that is ticked, give details of what records you keep.

Date and name of persons completing this profile

Date	Name	Office Holder	Organisation	Member	Staff	Volunteer

PMVA TEMPLATE 2

Asset and Agency Inventory: Taking stock of what you have and what you achieve

These lists will help you to take stock of the resources that your organisation/association/club has, as well as your ability to get things done. Think about five main types of resources that an organisation/association/club has:

- People: support, labour, ideas
- Skills: ability to do and know things
- Materials: things you can touch
- Finance: money
- Time: hours, days, weeks, years contributed by staff or volunteers

1. What money/cash comes into your organisation/association/club and where does it come from?

Do members contribute fees? Do people/churches give you cash donations? Do you make money by selling goods or services? Do you get grants or funds from government, donor agencies? (You may tick more than one box.)

Membership fees

Donations

Grants

Other, please specify

2. What skills are available to your organisation/association/club?

What skills, experience and knowledge does your organisation have access to? Most organisations have many skills so you may tick more than one box.

Planning

Recording and minute-taking

Book-keeping

Guidance, advice and ideas

Organising

Fundraising

Other:

Where does this come from? Who provides it?

PMVA TEMPLATE 2

Asset and Agency Inventory: Taking stock of what you have and what you achieve (continued)

3. What people are available to your organisation, association or club?

Are the people available to your organisation employees?

Yes No

Are they paid or unpaid?

Paid Unpaid

How many are there _____

Where do they come from?

What do they do?

Are the people available to your organisation volunteers?

Yes No

Are they paid or unpaid?

Paid Unpaid

How many are there _____

Where do they come from?

What do they do?

Who manages the organisation/association/club? Are there office bearers, a governing board, etc.?

4. What access does your organisation/association/club have to material goods like buildings, equipment, vehicles or land?

These can be things you own (like a building, a computer, a wheelchair) or things you have access to and can use – (like a venue to hold meetings in, a phone or photocopier you can use that belongs to another group)

Things we own	Things we have access to and can use



How important are these forms of help (money/people/things) to your organisation's work and service? Why? Is any one of them more important than the other?

5. Does your organisation/association/club work alone or does it work with others?

Work alone Work with others

If you work with others – helping each other – we would like to know more about this. Could you draw a picture of this? Start by putting your organisation/association/club in the centre of the page. Then think about all the others you work together with and draw these on your map into the space below.

Your Relationship Diagram



6. Another valuable thing that organisations/associations/clubs have is past experience.

What you have already done shows that you are able to make a difference and change things. To help think about the difference this organisation/association/club has made, what are you most proud of that this organisation/association/club has done?

What do you think has been the most important change or difference that your work has made to this community?

Another important asset an organisation/association/club has is its reputation. How is this organisation/association/club known in this community – what do people say about it?

After having thought about all these questions – and identifying all the resources that you have and how your organisation makes a difference – how would you describe your organisation?

PMVA TEMPLATE 3

Scribble Sheet

Time	Money	In-kind (items/things)

PMVA TEMPLATE 4

Record Sheet: Community help

We would like you to now focus on how people and other groups in this community use what they have (their time, talents, skills, goods and money) to help your organisation/association/club. Some organisations get support from 'outside' – from donor agencies or government projects. Others survive and operate solely on the resources that they are able to mobilise on their own and within the community. Some organisations have both.

We will ask you as a group to think about the help that your organisation/association/club has received from people in the community in the past months. Your task is to think about: What you received, and how much you received (the amount). For example:

1. Do you have volunteers? How many volunteers did you have that month and how many hours or days did they spend with you? Add this together to get the number of hours of volunteer time.
2. Do you receive donations, e.g. from the church? What did they give that month, e.g. money, medicine, food, clothes. And how much?

This exercise asks you to either provide information in real time or try to remember things in the past. Talking to each other about what happened may help you remember. Or maybe the organisation keeps records or a calendar that you can refer to.

Once you have talked, the facilitator will help you add up the amount of money and time that your organisation has received. She/he will also ask you about the types of in-kind contributions (goods) that you received. What were they? How much? What did they allow you to do? How important is that contribution?

The facilitator will record what you say onto a calendar. A copy of this will be given back to you and the facilitator will also keep a copy.

See PMVA Template 4 (A), 4 (B) and 4 (B)/2 on the next pages.

PMVA TEMPLATE 4 (A)

Calendar for community giving

This Template is designed for **real time** measuring

The month of _____

Time (hours)		
Management/governance meetings:		Voluntary time delivering service to community:
Money		
Membership fees:	Additional donations:	Fundraising events/activities:
In-kind (what 'things' and how much)		
Donations of goods/materials/space/venue/transport:		Loan of goods: e.g. catering, tents, desks, chairs

TEMPLATE 4 (B)

Record of community giving in an average month

This Template is designed for **retrospective** measuring

The month of _____

Unpaid time (hours)		
Management/governance meetings: Type of meeting: _____ Frequency of meeting: _____ Duration of meeting: _____ No. of unpaid participants: _____		Unpaid time delivering service to community/doing work of organisation:
Money		
Membership Fees: Amount: _____ Frequency of payment: _____ No. of people paying: _____	Regular cash donations: (Not once-off)	Regular fundraising activities: Activity: _____ Income: _____ Activity: _____ Income: _____
In-kind (what 'things' and how much)		
Donations of goods/materials/space/venue/transport:		Regular loan of goods: e.g. machines, computers, tents, desks, chairs, stove, heaters, pots, motor vehicles, etc.

PMVA TEMPLATE 4 (B)/2

Record of ad hoc/once-off or irregular help given in the past months

<p>Unpaid time (hours):</p> <p>Type of meeting: _____</p> <p>Frequency: _____</p> <p>Duration: _____</p> <p>No. of unpaid participants: _____</p>	<p>Unpaid time delivering service to community/doing work of organisation:</p> <p>Type of work: _____</p> <p>No. of people: _____</p> <p>No. of hours : _____</p>
<p>Money (R):</p> <p>Once-off cash donations</p>	<p>In-kind (what 'things' and how much):</p> <p>Once-off donations of goods/materials/space/venue/transport</p>
<p>Once-off fundraising activities:</p> <p>Activity: _____</p> <p>Income: _____</p> <p>Activity: _____</p> <p>Income: _____</p> <p>Activity: _____</p> <p>Income: _____</p> <p>Activity: _____</p> <p>Income: _____</p>	<p>Once-off loan of goods: Machines, computers,tents, desks, chairs, stove, heaters, pots, motor vehicles, etc.</p>

PMVA TEMPLATE NO 5 (A)

Tally Sheet (in real time)

Organisation's name	
Facilitator's name	
Date completed	
Comments	

Year	Time (no. of hours)	Money (no. of R)	Total
Month 1			
Month 2			
Month 3			
Month 4			
Month 5			
Month 6			
Month 7			
Month 8			
Month 9			
Month 10			
Month 11			
Month 12			
TOTAL			

PMVA TEMPLATE NO 5 (B)

Tally Sheet (retrospective)

Organisation's name	
Facilitator's name	
Date completed	
Comments	

Year	Time (no. of hours) Normal/average	Extra/ Once off	Money (no. of R)	Totals
Month 1				
Month 2				
Month 3				
Month 4				
Month 5				
Month 6				
Month 7				
Month 8				
Month 9				
Month 10				
Month 11				
Month 12				
TOTAL				

PMVA TEMPLATE 6

Converter Sheet: Turning hours into monetary value

Example

In HIV/AIDS home-based care projects in South Africa, volunteers are paid a stipend of (ZA) R1 000 per month (on government programmes attached to the local clinics). These volunteers work for 4 hours per day, 5 days per week, which equals 20 hours per week. This comes to roughly 80 hours per month.

R1 000 divided by 80 hours = R12.50 per hour.

This would be a realistic value to attach to volunteers doing similar unpaid home-based care work.

What is paid for similar work in the local area:

Type of work/Organisation(s):

Remuneration received:

How often are you paid: Hourly..... Daily..... Weekly..... Monthly.....

Days worked per week or month (Total):

Hours worked per day (Total):

Total hours worked for remuneration period:

Calculation

Total payment received:

Divided by total number of hours worked:

Equals hourly rate:

Multiply the total unpaid hours as per Tally Sheet on Template 5 by the hourly rate to arrive at a (ZA) Rand value for the community.

PIME case story

The affect of a development intervention on how the community helps itself

A case story of Tshepong Home-Based Care for the Terminally Ill, Galeshewe township, Kimberly, North West Province, South Africa

WHAT WE SET OUT TO DO

This particular case concerned itself with how external assistance affects the community's self-help systems. In this example the intervention is home-based care and how it impacts on, if at all, the local norms and behaviours related to caring for the sick. The case set out to develop and test a participatory process and instrument that would:

- Signpost the junctures where external and internal helping systems intersect; and
- Indicate the quality of interaction, by asking, 'Does external assistance, support, diminish or have no apparent effect on local helping systems?'

The case grappled with the implicit assumption, prevalent in development practice, that the mobilisation of external resources (usually money) for poor communities is inherently 'a good thing'. Indeed, least harm is generally assumed, rather than tested. As a result there is a relative dearth of targeted indicators for tracking and monitoring the impact of development assistance on a community's ability to address need, create opportunities and bring about change through mobilisation of its own assets and agency for help.

The primary worry comes from the fact that poor communities rely on local traditions of caring, sharing and reciprocity. In the final analysis, when external support is withdrawn, what a community has to fall back on is their own safety net of self help and mutual assistance. To inadvertently weaken or diminish this system through a development intervention could have unintended consequences. A central question rose to the surface:

'Would the community in fact be worse off when development support is withdrawn, if the local system of giving and caring was diminished in the process of development assistance?'

Concerned by this issue, the development of a system to flag the points at which external (aided development) interventions 'rub' with indigenous helping systems (and to get a preliminary sense of the effect of this interaction) is underpinned by the belief that a key indicator of sustainable community-driven development should be the effect that external support has on the quality – the health and robustness – of the local helping system.

Our approach drew on the five dimensions of philanthropy of community (PoC), detailed below, to test the assumption of least harm and to expand the range of indicators that can complement more conventional dependency indicators, including capacity building, ownership and participation.

This case was carried out in Galeshewe township, home to over 100 000 people living on the outskirts of Kimberly, a city in the Northern Cape Province of South Africa, most famously associated with De Beer diamonds. Galeshewe, originally built under the apartheid laws to house the area's African population, dates back to 1871 and is still largely populated by African people. The township is one of the 22 poorest areas in the country and has been declared a Presidential Poverty Node. While access to basic services is relatively high, with nearly 80 per cent of housing formal, the unemployment rate is extremely high at 74 per cent and the population profile is young, with people under the age of 29 making up more than 60 per cent of the population.

Many organisations and people were involved in this collaborative learning exchange:

- The CGSI – a research initiative;
- DOCKDA Rural Development Association's office in Kimberly – a grantmaker; and
- Tshepong – a community-based organisation.

Tshepong

Tshepong provides home-based care (HBC) for the terminally ill in Galeshewe township. In 2006/2007, 22 HBC workers, all volunteers from the community, looked after over 360 patients with weekly visits. These HBC workers receive a modest monthly stipend from the Department of Social Services. Tshepong works hand-in-hand with the church, government and other not-for-profit service providers, including shelters for women and care centres for children. The organisation is the largest of its kind in the township.

HBC workers visit and wash patients. They provide emotional and spiritual support, physical assistance (a wheelchair and ambulance) when necessary and material assistance, including food parcels, porridge, blankets and second-hand clothes. With the assistance of a professional nurse, seconded full-time from the Department of Health, Tshepong renders essential health services, including the provision of information about HIV/AIDS. They monitor each client's health and well-being, which is documented monthly and sent as a report to the government. Beyond healthcare, HBC workers provide advice and support that facilitates the accessing of identification cards, which are required to access social-grant entitlements as well as other social services. In 2007 two secondary services were set up to complement HBC: a community vegetable garden, hosted by a local school, which provides fresh produce; and a soup kitchen, run every Tuesday from the back door of the office, which feeds patients, orphans and vulnerable children.

HOW WE DID IT

We used the most significant change (MSC) technique for monitoring and evaluation. The technique gathers stories from ordinary people about the changes they have experienced and highlights the most significant of these changes. Rick Davies and Jessica Dart, who developed and tested this tool, have produced simple guides to its use (www.mande.co.uk/docs/MSCGuide.htm and www.clearhorizon.com.au). To generate stories we asked a central question:

'What do you think has been the most significant change in how people help each other in Galeshewe, since Tshepong started offering its services to the community?'

The stories were analysed using the domain or category of help. We crafted the framework below as a guide.

A framework for MSC story analysis: Philanthropy of community (PoC) change domains

PoC Element	Feature of change	Considerations and probes
Needs and networks	Has how people rely on and use each other for help altered in any significant way?	In what way has the PoC landscape or profile reconfigured? Are there different peaks and troughs? Has the frequency of normal and urgent needs changed in any significant way? Are people using different social networks and help circuits to satisfy needs?
Range of capital	Is there a different content profile or transaction pattern/norm from before?	Has the weighting, importance or frequency given to material and non-material forms of help altered? Are people giving more or less material or non-material help than before?
Philosophy of the collective self	Have motivational principles shifted?	Has the collective self/individualism profile of helping behaviour reconfigured? Is there more or less reciprocity? Do people work more or less collectively/collaboratively?
Conventions of decision-making.	Has there been a shift in eligibility criteria and decision-making processes?	Are people more or less likely to offer help and be helped than before? What are the rationales for changed decision-making about helping?
Maintaining to moving	Are people generally better or worse off now than before?	Does the community have more opportunities to 'move' and improve their situation than before? How have life chances/well-being been affected?

Over a three-month period:

- Three home-based care (HBC) workers were identified to lead the story collection process;
- The MSC question for prompting stories and the five PoC categories for analysing these narratives were framed and tested;
- MSC stories from HBC workers and the Tshepong Management Committee members were collected;
- HBC workers collected and tape recorded stories from 20 patients' households;
- The CGSI and DOCKDA analysed and interpreted stories for what they reveal about changes in local helping systems; and
- Findings and insights with HBC workers and the Tshepong Management Committee were shared and vetted.

The PoC Impact Monitoring and Evaluation (PIME) instrument was adapted and used to collect and document the stories for analysis. The instrument templates used are on pages 69–71, and are also downloadable from www.gsb.uct.ac.za/clpv/pime.asp.

There are four main phases to the MSC process:

Phase	Description
1	Prepare Establish champions and get familiar with the approach; establish 'domains of change' and define the reporting period
2	Implement Collect stories of change; review them and provide feedback
3	Analyse Set in place a process to verify the stories and conduct secondary analysis of them
4	Learn Revise the MSC process as necessary

In carrying out this work several decisions were made. We agreed to:

- Gather stories from current patients' households as well as past clients' households;
- Document the stories told by the patient as well as others in the household, e.g. family members, friends and neighbours; and
- Tape record and transcribe the stories making provision for different levels of literacy and for stories to be told in multiple languages and then translated as required.

CRITICAL CONSIDERATIONS AND CONCERNS

1. What level of probing is necessary?

Did we need to frame and ask a specific question related to each of the five PoC domains of change or would a broader question draw out sufficient texture? Testing indicated that a broad MSC question was sufficient. It generates rich and diverse stories which touch on the various dimensions of PoC.

However, as a caution or tip to others, if you use PIME in a field of support where the correlation or presence of external and internal helping systems is not as high or visible as is the case of caring for the sick, more specific and targeted questions, such as those found in the PoC change domain framework on the previous page, may help.

2. Who analyses the stories?

How inclusive did this process need to be? At what point would it become a burden for HBC workers? We settled on the following, which proved to be manageable and effective:

1. The HBC story-telling group broke into three smaller buzz groups to identify the most important stories. This surfaced three key thematic changes: people in the community are participating more in their own healthcare; people are more open about their health; and the stigma of HIV is reduced.
2. The CGSI, DOCKDA and the three Tshepong leaders, having participated in the buzz group discussions, then identified and explained 'what struck them most' about the stories and discussions and why.
3. The CGSI went through all the stories and sorted them by PoC domain for relevant insight and learning.

3. How can quality of change in PoC be interpreted?

We settled on three traits as useful categories for drawing indicative conclusions about changes in the quality of local helping systems, namely: strengthen; deplete or displace. To clarify each category, we found the following questions helpful:

- | | |
|--------------------|---|
| Strengthen: | Was PoC more robust having been supported by the external intervention? |
| Deplete: | Was the health of PoC reduced/diminished by the presence of external support? |
| Displace: | Had PoC been relegated to the sidelines? |

For the purpose of interpreting stories we used a grouping of fine-grained descriptors to capture the relational dimensions of change, including the idea that external support can *supplement*,

complement and *compensate* for local helping systems. The idea of effects that support and distort was also useful. To analyse what the stories reveal we sorted information according to the relevant programme or project. In the case of Tshepong the core programme is home-based care as well as the distribution of food parcels, while a soup kitchen and community garden are secondary services. The combination of these two analytic processes is illustrated in an assessment matrix found below.

THE FINDINGS AND THEIR INTERPRETATION

Stories generated a narrative. To filter and sort them we drew up the matrix below as a way to record what the stories were suggesting.

Assessment matrix: Characteristics of PoC change in Tshepong

Project	Characteristic of change in PoC					
	Support	Supplement	Complement	Compensate for	Displace	Distort
Home-based care	✓	✓	✓		✓	
Food garden		✓		✓		
Soup kitchen		✓	✓	✓	✓	
Other (e.g. distribution of food parcels)		✓			✓	✓

Drawing two speculative summaries, stories indicate that the core offering, home-based care, has the potential to actively strengthen PoC. It has the affect of encouraging greater participation in caring for sick friends, family members or neighbours. While the distribution of food parcels from churches, individuals and the government (a project that has ‘charity’ and ‘hand out’ features) appears to carry the risk of fostering dependency.

Strengthen

The presence of HBC workers does not appear to replace family, friends and neighbours, the conventional caregivers in the local helping systems. Rather, stories indicate their presence could support and stimulate it. This surfaces an interesting consideration for assessing impact: What does the provision of external assistance, through home-based care from community volunteers, mean for nurturing and promoting the local ethos of caring and sharing?

Stories told by home-based care workers are insightful:

‘Once, in one yard, we had three AIDS patients, two TB patients and one with cancer. These patients, they helped each other even if they were also ill. They helped each other because of the education that we gave them as caregivers. And the friends are also helping. They help you. If you don’t come that day and you come the next day, you find that they have already washed your patient.’

‘One day this year, one of my cousins was in church. They asked in the church, “Do you know anyone who is looking after sick people.” She said, “You know my cousin Dorothy is looking after sick patients.” So that person comes to my place and she give me four food parcels and 16 blankets. So I give it to my needy patients.’

Displace

Food distribution has the potential to disrupt access to food as this is a critical transaction in the PoC system among neighbours and friends. More needs to be known. When food parcels (including *e-pap*, which is helpful in restoring appetite and taking treatment) were not forthcoming, patients complained bitterly. They were unhappy and expected Tshepong to fill this need. Research reveals that food is the number one most frequently exchanged as well as valued material good given and received among and between the poor. Sharing food is a fundamental feature of the local helping ethos. Insight into change around food distribution brings to the surface a central question for impact assessment: What does the provision of external assistance – through charity packages from the Church, soup kitchens as well as food packages from the government – mean for the giving and sharing bonds and mutual obligations of reciprocity that are embedded in local help systems?

‘But a problem started when we were giving food parcels out. I gave to the patients who were needy. So others started asking, “Now where is my food parcel? Why don’t you give us food parcels? You only give to your friends.” I told them I’m working for an organisation and I only have food parcels for people who are really needy ... Then another person said, “You’re hiding the food parcels!” So I told them, “My shanty is so small... if I had to hide 20 food parcels, where would I be sleeping at the end of the day?”’

‘When the organisation started, we would deliver instant porridge to the patients. Now it has become a habit that whenever they go visit them they see the need and give the family porridge. Now because they are running out and there’s no more pap available, whenever they go to the clients, the clients would first look for the pap: “where’s the porridge now?” “So, if you don’t have the pap you must not come to me.” So they are very angry, but they have promised that they will soon bring the porridge to them again.’

An interesting finding brings to the surface the ways in which home-based care has expanded the range of help available to the most vulnerable in a community. While PoC is a safety net it is not accessible to everyone in the community. Some people fall below it. To be eligible for help within the PoC system a person has to have a reputation for helping others. The systems operate on reciprocity: ‘you help the ones that help you’. People of low moral character and with a poor reputation for helping are not eligible to be helped. The eligibility criteria used by Tshepong differs. To qualify for help, you must be terminally ill and live within the geographic area serviced by the organisation. If you satisfy these criteria you are helped. In this sense home-based care compensates for PoC’s cut-off point, which excludes some people from help.

The story of a young man, who was previously in prison and had a reputation for drinking, stealing and not helping others is illustrative:

‘So my problem is my family. Nobody wants to help me. They are living there on the street. Nobody of them wants to help me. They have everything. There is not income here. No electricity. No water. This is why the next door cannot help. At first, they helped me with water then also had some problems and said no – they don’t want to help me. There is no one who helps me. It was HBC worker who always came here – with groceries and washing my sister. Since now our sister is dead not one helps us.’

There is another very interesting impact on the quality of the ethos of caring and sharing that underpins PoC. Critical to this system of mutuality and reciprocity is reputation. HBC-worker stories, in particular those of the men, highlighted an elevation of their reputation. They become known

as ‘someone who helps’, are seen as a leader and hence, are called upon for involvement in other community projects. The testimony of a young male home-based care worker is poignant:

‘Tshepong made a lot of difference to me. I am now one of the respected persons in my areas. You see often they come to me. Like a councillor came to me and asked me can’t I open up scouts, especially for the young people? Even churches came to me also, they even call me pastor. Benny, can you come and help us at the church. So it’s a lot of work for me now because people are looking up to me. And I can even walk in the street holding my head up and say I’m proud of what I’m doing now and what Tshepong did for me now.’

UPTAKE

The interpretation that PIME generates is speculative rather than conclusive or definitive. It offers organisations a point from which they can begin to appreciate the impact of their work on the ability of a community to help itself. For an organisation committed to assessing the impact of its work on the quality of a community’s own helping assets and agency, PIME signals areas that warrant further consideration, tracking, indicators and measurements in organisations’ monitoring and evaluation systems.

Introduction to the PIME process

When working with a PoC lens, one of the most pressing development objectives is to ensure that interventions by donor-supported organisations serve to strengthen the existing PoC networks and relationships. This is our only hope of ensuring that the benefits of these interventions are sustainable in the long term. It is therefore essential to track the impact of interventions on these relationships at regular intervals.

Most of the conventional methodologies for monitoring and evaluating the impact of donor interventions are not ideally suited to this task. Firstly, they are usually based on the implicit assumption that external resource mobilisation is ‘inherently’ good. However, our research has demonstrated that some donor interventions may undermine and weaken self help in a community, and it is vital that this is carefully monitored and assessed. Secondly, what is measured is usually the impact of the project on some aspect of the well-being of the community, rather than its impact on the intricate web of self-help networks and norms.

It is in response to these weaknesses that we developed the PIME – an instrument that utilises the norms most significant change (MSC) technique to track the impact of interventions on PoC. This has enabled us to monitor both the positive and negative impact of what others do to support a community and what the community does for itself. It enables us to analyse a large amount of information collected from many participants in a range of settings, and, through this analysis, to answer the following question: Do external development interventions (PfC) support, distort or diminish internal resources mobilisation for self help (PoC)?

This process is by no means exhaustive, and should be supplemented with other evaluation methods. However, by highlighting how external support interacts with the five key dimensions of PoC, it also flags areas that might warrant further consideration in monitoring and evaluation.

In summary, the PIME technique offers the grantmaker the following opportunities:

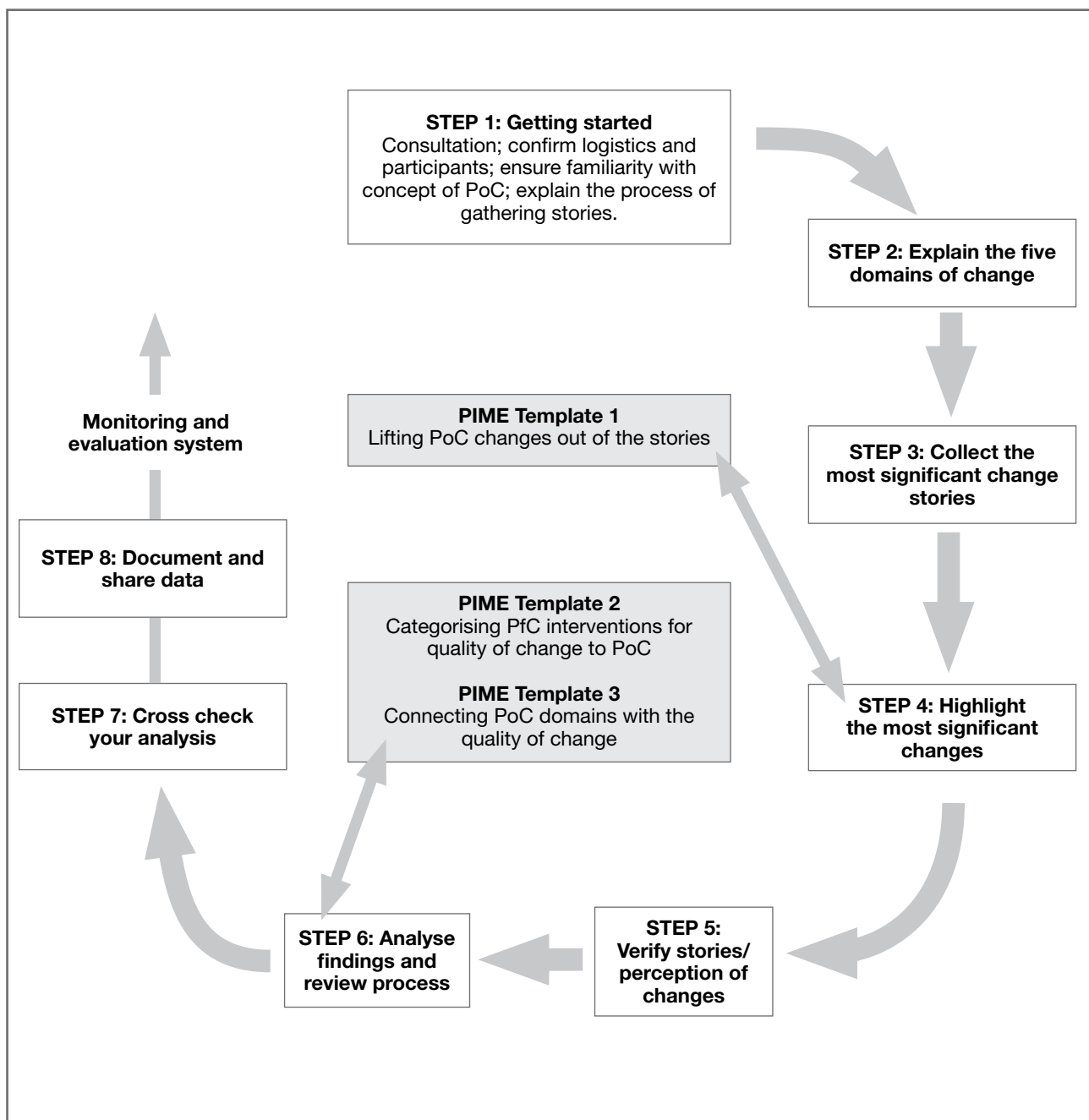
- To test the assumption that development assistance does ‘least harm’ against its impact on organic coping strategies and safety nets;
- To be more accountable to the community, as they are involved in the evaluation process;
- To deliver a picture of changes in community participation and agency, self reliance and dependency, and changes in vulnerability or marginalisation;
- To build staff capacity in analysing information/data and conceptualising impact; and
- To help advance a growing recognition that to promote sustainable development, outside help should not deplete existing help networks but should aim to strengthen them by building on and leveraging what people are committed to do for themselves with their own resources.

THE PIME PROCESS

PIME involves generating, recording and analysing narratives describing significant changes that have occurred in a community as a result of intervention by an external agency or organisation. The following are the major steps in designing a PIME process:

- STEP 1:** Getting started
- STEP 2:** Explain the five domains of change
- STEP 3:** Collect the most significant change (MSC) stories
- STEP 4:** Highlight the most significant changes
- STEP 5:** Verification
- STEP 6:** Analyse findings and review the process
- STEP 7:** Cross check your analysis
- STEP 8:** Document and share data

The PIME process and templates for each step



Applying PIME in practice

STEP 1: Getting started

You need to put a number of things in place before you can start the process. The following points will assist you:

- Before you begin, make sure that the participants from the organisation are familiar with the concept of PoC. Once they understand this concept and the importance of monitoring the impact of their organisation's interventions on PoC, they will be able to recognise the benefit of committing the time and effort necessary for a successful PIME process.
- It is also important that the storytellers broadly understand what is meant by helping strategies in the community. These strategies are quite intricate, and are often 'invisible' even to members of the community who practice them, as they are so familiar and taken for granted. See Chapter 1 of the *The Poor Philanthropist III: A Practice-Relevant Guide for Community Philanthropy* (available at www.gsb.uct.ac.za/clpv/poorphilanthropistIII.asp) for more details on how to ensure that they are made aware of PoC practices within the community.
- Change will best be measured if you have a thorough picture both of the organisations in question and of the relationships and networks governing community philanthropy in that community. Ideally, you will have undertaken a PAIM process with the community, in which case you will have a thorough profile drawn up. If not, we recommend that you undertake Step 2 of the PAIM process.
- Present MSC stories from other projects (available from <http://groups.yahoo.com/group/mostsignificantchanges>, or use the ones in the Tshepong case story on pages 57–59) to clarify the process and motivate participants.
- Ensure that the organisation is clear about the scope of PIME, and that it is intended to supplement, not replace, other monitoring and evaluation techniques.
- Start small. Every organisational context is different, and conducting a pilot study will enable you to assess what will work in your situation. This will also help you identify members of the organisation who are particularly interested in PIME and would be willing to be involved in driving the process.

Who should be involved?

The initiator of the PIME process may come from within the service-provider organisation or from outside – such as a donor. In either case, it is essential that the service providers are integral to the PIME process and gain monitoring skills in the process. Ideally, the PIME team should comprise interested members of the service-provider organisation as well as others not immediately involved with service provision. During this phase, you will need to address the following questions:

- How will you gather and document information about the service provider?
- How will you get 'buy in' from the people who will be involved in telling, listening to and filtering or selecting MSC stories? In forming a PIME team you might want to consider workshopping the approach and thinking through its application to the specific context of the organisation. This will help to achieve organisational 'buy in' and provide a sound platform for negotiating the participation of other key stakeholders as well as planning for the story-collection process.
- Who should be on the PIME team?
- Which concepts should be explored and defined to ensure common understanding among the PIME team?
- Where can you begin? Is there a small pilot that you can first test?
- Who are the best people to capture the pilot MSC stories from?

A note on deciphering PfC and PoC

It is can be hard to tell if a development intervention belongs to PfC (externally sourced philanthropy for the community) or PoC. In practice, the classification of resource mobilisation as either 'horizontal' or 'vertical' is complicated. There is a grey zone where an organisation can exhibit qualities of both.

We found three considerations useful in working through this conundrum: perception, organisational characteristics and the motivation and principles underlying the help.

- **Perception:** How do those involved perceive the organisation? The stories offer insight into whether the organisation or development intervention is seen as an external resource made available to the community or whether it illustrates how a community has mobilised what they have internally.
- **Characteristics:** PfC will tend to have more formal structures, and PoC tends to be more organic and informal. You may want to do a quick inventory of transactions and actors involved to test alignment with PfC and PoC.
- **Motivation:** Why people help. Within PoC, help is largely based on reciprocity and cooperation: you help the one who helps you. The giver and receiver have mutual obligations to one another which mediate and govern the relationship, and sustain or terminate it. Within a PfC arrangement help is associated with altruism, generosity and benevolence, where the giver does not expect anything in return from the recipient.

STEP 2: Explain the domains of change

What are domains of change?

Domains are broad categories of possible changes. See the breakdown of change domains in **PIME Template 1**. Dividing significant stories into domains makes the story-filtering or selection process easier to manage. It also enables the stories to be read with reference to others in that category, thus enabling you to highlight important areas of change.

When conducting a PIME, you will use domains that enable the organisation to track the impact of their interventions on how the community helps itself. In order to do this, it is useful to use change domains based on the five facets of PoC. For a clear example, refer to the PoC change domain framework in the PIME case story on page 55.

An extra domain may be created to capture significant *negative* changes, using a question such as: What changes have you seen that worry you?

Using these domains, you may focus on changes in:

- The lives of individuals (family members, neighbours, friends, strangers, etc.);
- The lives of households (family, co-habitators);

- Associational life – mutual assistance groups (volunteer organisations, societies, etc.) informal associations (burial societies, sports clubs, etc.); and
- Formal organisations operating in the community – religious organisations, volunteer organisations, welfare organisations, etc.

In conducting a PIME analysis, you are tracking changes that are a direct or indirect result of external resource interventions – for example, grants, infrastructure, advice. It is important, therefore, that the narrative focuses on changes resulting specifically from these interventions, not from other factors such as a shift in government policy or a shift in the profile of a community due to migration.

We have found that undertaking PIME with these domains is also extremely valuable in making PoC more visible and accessible to both grantmakers and the community.

Below are some questions to consider:

- What questions will you use to prompt stories? Will they be broad (i.e. about help generally) or narrow (i.e. specific to each domain)? A broad story prompt (such as: Since the programme, what changes have you noticed in the way people in the community help each other?) elicits stories that can later be analysed into each of the domains. If you want to find out more about a particular domain, a story prompt can be crafted (such as: Why do people help each other and how has this changed?).
- What period do you want to monitor change over: Since service provision began? Since a particular milestone in service provision was reached?

STEP 3: Collect the significant change stories

This is the most important step, as it is these stories which will provide you with the basis for your analysis. There are a number of points to bear in mind here:

- Stories may be collected in a group or individually. On the whole, group stories work better as they tend to be more focused and more substantial, particularly if the storytellers are in a group that they trust. Having an attentive audience may inspire the storyteller; hearing one story can provoke another story that may otherwise have remained untold. The pressure of an expectant group of people, all of whom want a chance to tell their story, adds focus and structure to the stories. In groups, ensure everyone has an equal opportunity to tell their story.
- However, in some instances, you may need to speak to people individually. In this case, be careful to avoid slipping into an interview mode. We suggest getting all the details down first, and then inviting the individual to tell a story about an experience with the organisation.
- You will need to ensure that stories are collected in an ethical manner if they are confidential or dealing in any way with sensitive personal issues. Make sure that measures are in place to protect the storyteller's dignity and confidentiality. If you are telling stories in a group, discuss this issue beforehand and make sure that all are in agreement about respecting confidentiality.
- Stories may be prompted by an open question, such as: 'What do you think has been the most significant change in how people help each other since the organisation/project started offering its services in this community?' You may then analyse these in relation to changes in each domain. Or, you could develop and ask specific questions customised to each domain as illustrated in the PoC change domain framework in the PIME case story on page 55.

Give them some guidelines, for example:

- Please pause for a moment before you decide which story about significant change you want to tell.

- Please bring your story to a clear ending so that others also have a chance to tell their stories.
- Please do not interrupt, but give the storyteller your full attention as listeners to their story.

The following questions need to be considered:

- Who will tell the MSC stories?
- Who will collect the MSC stories?
- How will they be collected?
- How and when will they be documented?
- How will you ensure that the collection process is ethical?
- How often will MSC stories be collected? Is this a once-off or ongoing process of evaluation?

STEP 4: Highlight the most significant changes

Once you have collated the stories, you need to filter them out and select which ones reflect the most significant change. This may be done as a whole, or first divided into the different domains. Stories are ideally read out aloud, and participants are asked to choose which they feel reflects the most significant change. The process you choose to do this will depend on the context of the group, as well as practical issues, but it should include the following ingredients:

- Everybody reads the MSC stories;
- Hold an in-depth conversation about which changes reflected in the stories are the most significant; and
- Document the reasons for the choice.

Highlighting the most significant changes may be done by selecting specific stories which describe them. Or, after the stories have been read, you can ask people to brainstorm what the most significant changes are as reflected in the stories. This will highlight the most significant changes as effectively as selecting the change stories.

The following questions can guide this process:

- Who would benefit from reading and selecting MSC stories/highlighting changes? You may wish to opt for a technique we called ‘story filtering’ as an alternative to story selection. Once stories have been collected, members of the PIME team discuss what is most striking about the stories with each member explaining why this is significant.
- How will the selection process work? You may as a team wish to sift through the (pilot) stories identifying themes you find the most striking, and then provide reasons for your choices and record and document these.

STEP 5: Verify the facts

Once you have selected the most significant changes, it is important to verify that they are based on sound foundations, and that the facts they represent are correct. You need to remember, however, that the stories are by their nature subjective and based on opinion, and may not be ‘verifiable’ in the true sense of the word. Template 3 in Step 6 below may also be used to validate the opinions expressed in the stories. Questions to consider:

- Will you verify any of the MSC stories?
- If so, which aspects of which stories will you verify? You may wish to focus on verifying specific information such as the baseline levels of help in the community prior to the intervention.

- Who will verify them, and how and when will they be verified?
 - Specific questions can be asked of different storytellers during the story-gathering process and story gatherers can use follow-up probes where necessary and if appropriate;
 - To establish baseline levels of help, you may wish to speak to people in the community who are not involved in or recipients of the intervention or service;
 - To verify the organisation’s self-perception of the effect of its interventions or services, you may wish to consider asking people in the community, both current and former recipients, about what has changed for them in the way they help others.

STEP 6: Analyse findings and review process

In the PIME process, analysis of the stories is a critical step. Two questions need to be explored to reveal the impact of external support on self help in the community.

1. What is changing?

Ask yourself, are the types of resources (money, time and goods) that people mobilise changing? Have the social networks and help circuits (clubs, friends, neighbours, associations, organisations) that people have drawn on changed? Or is it how people decide who to help or not that has changed? There may be a combination of many changes.

2. What is the quality of change?

Assess the stories for implications of what has been ‘added’ or ‘taken away’ from organic helping systems. For example, do people belong to more networks, clubs and associations? Have food transfers among households diminished as people get food from the soup kitchen? Alternatively, are people sharing more, as food parcels are redistributed among friends and neighbours?

The PIME templates can assist you to explore the stories from the following different angles:

- The programme or intervention involved;
- The PoC element being affected; and
- The quality of change brought about.

We suggest using all three in combination for a robust analysis. There is no particular order. The templates and facilitation notes are detailed below.

PIME Template 1: Lifting PoC changes out of the stories

This template helps you to apply a PoC lens and focus on the five PoC domains as you read through the written stories or listen to the recorded ones.

What does this tool offer?

- Questions to flag, changes to look out for. These questions are not definitive or exhaustive, but rather a first set of clues.
- A column for relevant stories or extracts which enables you to record observations on how PoC is changing, and flag the relevant stories.

At this stage the most important thing is to unearth points of change. Focus on *what* is changing, without getting stuck on the *quality* of change. If it strikes you at this point, note it down, but do not look for it – the other templates will help you to draw this out.

PIME Template 2: Categorising PFC interventions for quality of change to PoC

Once you have completed PIME Template 1, you can take the analysis further using the second template. Consult the PIME case story for an example of the record of PoC change in Tshepong.

This template helps you to focus on the contribution made by the organisation/service provider. This can help you unearth what the stories say about the *quality* of the effect of each intervention on PoC. This enables you to start considering whether an external intervention supports, distorts or depletes PoC.

What does this tool offer?

- Divides the quality of change into three main categories: *strengthen* (supports, complements or supplements); *distort* (changes the way it works); or *deplete* (reduce, drain or displace).
- Builds up a record of these changes which provides a useful snapshot of (intended or unintended) the impact that external support appears to have had on PoC.
- Provides insight into which particular programme or interventions are a catalyst for positive or negative change.

Note: Colour coding your marks (✓ or ×) can help draw out patterns.

PIME Template 3: Connecting PoC domains with the quality of change

This template assimilates the PoC domain and the quality of change. It flags both the facets that are affected as well as the type of effect.

What does this tool offer?

Completing this template provides an insight into the following:

- Do certain interventions strengthen one PoC domain and distort others?
- Which points of PoC/PfC contact have potential for change?
- How can this change be measured, tracked and monitored?
- Which PoC elements are relatively stable and which are more vulnerable to change – positive or negative?

Answering these questions can provide invaluable insight to help the organisation plan, revise and implement future interventions.

If possible, include stories to illustrate your assessment either using a code that cross refers to a longer story, or providing a short quote from the story. Consult the PIME case story for examples of stories gathered in Tshepong.

STEP 7: Vet your analysis

Once you have completed your analysis, you need to share your findings with relevant stakeholders to check whether the findings are valid. This process not only verifies your findings, but will also provide you with additional clarification to deepen your insight into what the stories are telling you about changes in PoC.

Your first task in this process is to report back your findings and interpretation of change in the five PoC domains to key stakeholders. Then ask them to explore the following questions:

- Do you think these stories are a true reflection of what happens?
- Which of these findings make sense to you in terms of your experience?
- Which seem to contradict your experience?
- Do you agree with the way in which we have interpreted the stories and changes related in them?
- If not, how would you interpret them?
- Do have any additional comments or insights into the story?

Any insights or shifts arising from this process can then be reflected in the final documentation of your analysis.

STEP 8: Document findings and feedback

The feedback you do will vary depending on your context. However, it is very valuable to inform those involved in collecting the stories about what stories you selected and why. Feedback can be given in a manner appropriate to the situation. For example, verbal feedback via representatives; email; newsletters; formal reports, etc.

Questions to consider:

- Who needs to get feedback on selected MSC stories and reasons for selection?
- How will feedback be communicated? For example, to the organisation in the form of a written report, or orally by the PIME team during a final reflection workshop?
- What will the feedback cover? Comments on all MSC stories or just those selected? You may wish to cover an explanation of the process, themes and insights surfaced by the filtering exercises, a PoC analysis, recommendations (in the case of a report to the management committee), the full suite of MSC and PIME tools for further application.

It is useful to keep a record of where stories have come from, so that they may be referred to in further analytical processes. There are different ways of doing this. You might use a spread sheet that reflects personal details, such as the gender or regional community of storytellers, as well as the outcome of the selection process. These stories provide a valuable resource for organisations, which can be used for analysis at any point. Questions to consider:

- How will you monitor and store the MSC stories? For example, attaching a coded cover sheet to each story recording the date, type of activity/service/intervention, relationship of storyteller to activity/service/intervention, etc. Reasons for selecting this story as ‘most significant’ could also be recorded on this cover sheet.
- If you use a spreadsheet, what information will you record?
- Who will do this?

PIME TEMPLATE 1

Lifting PoC change out of the stories

PoC domain of change	Think about points of change	Ask yourself	Pull out stories	Record the learning
Needs and networks	Is there a different needs profile?	Have people's needs changed? (i.e. the problems they assist with and are assisted with?)		
	Are people using different social networks and help circuits? Has how people rely on each other for help altered?	Are people going to the same people, groups, clubs, organisations for support or different ones? For example, is there more reliance on the association and less on individuals?		
	How has the profile of community help changed?	Are people pooling resources more or less with others?		
Range of capitals	Is there a different content profile or transaction pattern?	Are people giving more or less material or non-material help than before?		
	Has the value accorded material or non-material help shifted because of the organisation's interventions?			
Philosophy of collective self	Is there more collaborative/ cooperative giving – clubs, associations, pooling? What does this mean for decisions around who is helped or not? Is there more or less reciprocity?	Is there more or less reciprocity than before? Are people asking to be paid – 'won't do it for nothing'?		
Conventions of decision-making.	Has there been a change in the motivation principles or factors that determine whether you help someone or not?	Are people more or less likely to offer help than before? What are the rationales for changed decisions about helping?		
Maintaining to moving	Are people generally better or worse off now than before external support? Do they have more opportunities to improve their situation than before?	How has the service provider's support changed your life/ situation? In what way has it made a difference?		

PIME TEMPLATE 2

Categorising programmes for quality of change

Intervention/ Project	STRENGTHEN			DISTORT		DEplete
	Support	Supple-ment	Comple-ment	Compen-sate	Alter	Displace

PIME TEMPLATE 3

Connecting PoC domain with the quality of change

PoC domain of change	Strengthen	Distort	Deplete
Needs and networks			
Range of capital			
Philosophy of the collective self			
Conventions and norms of decision-making			
Maintaining to moving			