

Sharing Series 12



*Capacity Building: Imparting
Knowledge, Enhancing Skills and
Changing Attitudes*



Impact Study on
Community Driven
Development (CDD)
Training Program



Bala Vikasa Social Service Society

In 1990, Bala Vikasa was established in Warangal, Telangana, as an Indian counterpart to SOPAR, a Canadian Non-government Organization. In 1991, it became a registered, secular, non-profit, voluntary, social service organization. Through its collaboration with donor agencies in Canada, Europe and Asia, Bala Vikasa assumed a dual role, that of an implementer and a fund provider.

Philosophy

People themselves have to be the true agents of change. Development is primarily for the people and by the people and thus the motto of Bala Vikasa is 'helping communities help themselves'.

Objectives

- Capacitating communities with special emphasis on women empowerment and youth mobilization, to help themselves through sustainable, community development initiatives and programs.
- Sharing knowledge and building capabilities, offering technical support and training to Civil Society Organization/institutions (CSO), in sustainable community driven development.
- Providing comprehensive technical support and training to the business community towards social responsibility. Promoting and incubating social enterprises towards sustainable community development.

Strategy

- Concentrate on holistic development programs, primarily on the intrinsic social and ethical aspects of human interaction, gradually leading women/community to economic development.
- Help build confidence and a desirable value system by inculcating discipline and human values, like dedication to work, self esteem, respect for the environment, sensitivity to the less privileged, and willingness to participate in community development activities.
- Build partnerships through collaboration with donor agencies and networks to share and work together with the people.
- Focus on replicable, manageable, accountable and sustainable development programs.

Development Programs supported by Bala Vikasa

- Drinking Water through Bore Wells and Over Head Tank systems.
- Surface Water Management through desiltation of traditional water tanks.
- Safe water supply through Water Purification (Defluoridation) System.
- Food security programs through organic farming, drip irrigation and soil enrichment.
- Healthy Environment through tree plantation and plastic prohibition.
- Ensuring quality Education to the Children in Rural Public Schools.
- Building Model villages with involvement of youth and development committies.
- Integrated Women Development Program.
- Community sponsorship and scholarship for orphans and poor rural students.
- Training in Community-driven development through its People Development Training Center.
- Promote Business Social responsibility and Social Entrepreneurship through Bala Vikasa International Center.

Capacity Building: Imparting Knowledge, Enhancing Skills and Changing Attitudes



Impact Study on Community Driven Development (CDD) Training Program

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PREFACE

Bala Vikasa-Sharing Series 12

Bala Vikasa has been striving towards a society where each community is empowered and self-reliant, and where each individual may enjoy human dignity, equal rights and equal opportunities. To this end, it has implemented an array of community centered and community driven development projects across 6000 villages in Southern India, reaching 4 millions of people. These projects are geared at the empowerment of women; promoting good health through water purification and sanitation facilities; encouraging environmental conservation through the implementation of tank desiltation activities and organic farming; improving the quality of education by aiding rural government schools; and many more. By building strong relationships with the communities and by involving them in planning, implementation and management of each development project, Bala Vikasa has been able to create a sense of ownership, responsibility and confidence in these communities. Combining a unique set of methodologies with contextually relevant and iterative programs, the organization has reached a stage where its models are being adopted and replicated by other NGOs, governmental institutions and the corporate sector.

Early on, responding to the request of donors and likeminded NGOs, it was understood by Bala Vikasa founders and family the importance to create a space for learning, sharing and knowledge dissemination in community driven development, such that perhaps these lessons learned could benefit others working in different contexts. In 2002, the People Development Training Center (PDTC) was established in Warangal on a state-of-the-art campus. Representatives from the target communities and development agents of change from other organizations in India and all over the world have been hosted at PDTC for training programs, seminars, conferences and events. Over the last **14 years, 10,107** training participants from **57 countries** have been exposed to the ideologies used in the foundation of all Bala



Vikasa's work, illustrated by regular field visits through the two-week and four-week Community Driven Development training programs, held four times a year.

However, following one of its own rules, 'Development is iterative', Bala Vikasa realizes the importance of reflection and the process of self-analysis, to keep itself relevant and valuable. Hence, this evaluative study was commissioned by PDTC in 2015 to gauge the impact of the CDD program on the participants who have experienced it over the years, to enable frank discoveries and discussions surrounding the positives of the program, and what can be improved.

Therefore, **Sharing Series 12** published by Bala Vikasa, is an effort to document and share the findings of the evaluative study conducted by a Research institution 'Center for Economic and Social Studies' (CESS), Hyderabad. This study will help PDTC to use constructively to make its capacity building programs reach wider, deeper, and ultimately contribute to the creation of model communities globally.

This publication of "Capacity Building: Imparting Knowledge, Enhancing skills And Changing Attitudes" coincides with the Grand celebration of silver jubilee of Bala Vikasa.





EXECUTIVE SUMMARY

With support from SOPAR and Government of Canada, Bala Vikasa People Development Training Center (BVPDTC) organizes international training programs on Community Driven Development in Warangal, India. Since 2008, these trainings have been experienced by more than 1000 development professionals of various backgrounds. To improve the training modules and course content, periodic evaluations are required and recognizing this fact, Bala Vikasa commissioned the evaluation work to Centre for Economic and Social Studies (CESS), Hyderabad. Accordingly, a team of three experts from CESS has carried out the evaluation work. A total sample of 45 respondents from 12 countries were contacted for the evaluation. Their feedback was analyzed and the results are presented in the report.

Mixed methods were used to collect the information. Under quantitative method a questionnaire was developed with a few open-ended and close-ended questions. To ascertain the key opinions from the respondents, the “likert scale” model was used. As a qualitative method, telephonic and skype discussions were carried out with the respondents. While drafting the results, the outputs from questionnaire, skype and telephonic interviews were analyzed. In addition, the study team has



thoroughly reviewed key documents such as course materials, session plans and training modules. Special interviews were also conducted with the trainers to know their perception of trainees and the approach of the training program.

Key findings of the evaluation

The background profile of the sample respondents shows

1. Significant percentage (51%) of the respondents are in the age group of 31 to 40 years from 12 countries.
2. While selecting the trainees, gender balance has been maintained.
3. Majority are graduates and post graduates (88%).
4. Not only employees (69%), but employers (13%) also attended the training programs and this shows the recognition gained by Bala Vikasa CDD training program.
5. Significant percentage (88%) of respondents have an NGO background for whom CDD training is perceived as being crucial to contribute to the sustainable development of the community.
6. It is evident that the majority (66%) of the respondents who participated in the training are program designers and implementers (thematic experts; project managers; program coordinators and development consultants) which is a good indicator.



Key output results of the evaluation (opinions of respondents)

1. It is evident that the Community Driven Development (CDD) training program is gaining traction among development practitioners across developing countries as well as a few developed countries. This is mainly because of the relevance of the training course curriculum to the trainees' work or its suitability to their country's context.
2. After completing the training program in BV, the respondents are of the opinion that the philosophy of Bala Vikasa in designing and implementing the training attracted them and hence they are likely to recommend it to their fellow employees and friends.
3. Participatory approach and field exposure to real life case studies are adopted in the CDD trainings by BV. This is considered as important by national and international trainees to understand community development in real terms.
4. The CDD training has improved self confidence and professional skills among the trainees.
5. When their confidence levels are improved, employees establish strong network contacts with peers and also with other stakeholders. This is another important outcome of the PDTC training programs.
6. Impact of CDD training resulted in increasing the achievement levels at work place.
7. One core objective of CDD training is to improve technical skills, along with analytical skills as well as interpersonal skills. These skills are very essential for development professionals who are working at the grassroots level with the community. This can be considered as a significant impact of the training on the participants.
8. CDD training has given new perspectives and tools to use in community driven development environment and also helped to identify the strengths of the community. In this way many respondents expressed that the training program had significantly affected their personal skills.
9. CDD program is successfully achieving its core principles and strengthening the trainees' knowledge and skills. Results of any training program can be seen at their respective organizations, where the trainees use their improved knowledge.
10. Exposure to field level knowledge has given scope to many to learn new techniques and ideas.

This influenced their organizations to shift from need-based development approach to asset based community driven development. This is the highlighted impact of the training program.





CHAPTER

1

Introduction

What is Community Driven Development (CDD)

Poor people are often viewed as the target of poverty reduction efforts. Community Driven Development (CDD) in contrast, treats poor people and their institutions as assets and partners in the development process. Experience has shown that given clear rules of the game, access to information and appropriate support, poor men and women can effectively organize to provide goods and services that meet their immediate priorities. Not only do poor communities have greater capacity than generally recognized, they also have the most to gain from making good use of resources targeted at poverty reduction.

In this context World Bank has set a definition for CDD¹

Community-driven development (CDD) gives control of decisions and resources to community groups. These groups often work in partnership with demand-responsive support organizations and service providers including elected local governments, the private sector, NGOs, and central government agencies. CDD is a way to provide social and infrastructure services, to organize economic activity and resource management, to empower poor people, improve governance, and enhance security of the poorest.

According to the Voices of the Poor study² (Narayan and others 2000), based on interviews with 60,000 poor people in 60 countries, poor people demand a development process driven by their communities. When the poor were asked to indicate what might make the greatest difference in their lives, they responded: (a) organizations of their own so they can negotiate with government, traders, and NGOs; (b) direct assistance through community-driven programs so they can shape their own destinies; and (c) local ownership of funds, so they can end corruption. They want NGOs and governments to be accountable to them.

CDD is an effective mechanism for poverty reduction, complementing market- and state-run activities by achieving immediate and lasting results at the grassroots level. Experience has shown that CDD can enhance sustainability and make poverty reduction efforts more responsive to demand. CDD has also been shown to increase the efficiency and effectiveness of poverty reduction efforts. Because it works at the

¹ S. Alkire et al 2001 "Community Driven Development", World Bank, Washington DC, http://info.worldbank.org/etools/docs/library/6255/CDD_Chapter_PRSP_Sourcebook.pdf

² Narayan, Deepa, et al (2000) "Voices of the Poor: Can Anyone Hear Us?" Washington, D.C.: World Bank and Oxford University Press.

local level, CDD has the potential to occur simultaneously in a very large number of communities, thus achieving far-reaching poverty impact. Finally, well-designed CDD programs are inclusive of poor and vulnerable groups, build positive social capital, and give them greater voice both in their community and with government entities.

All the modules of BV CDD training are interconnected and are selected based on the best of Positive Psychology theory. This approach is unique in the field of CDD and is behind the success of the program. This is one of the main reasons why PDTC has become a world recognized 'center of excellence' in community development.

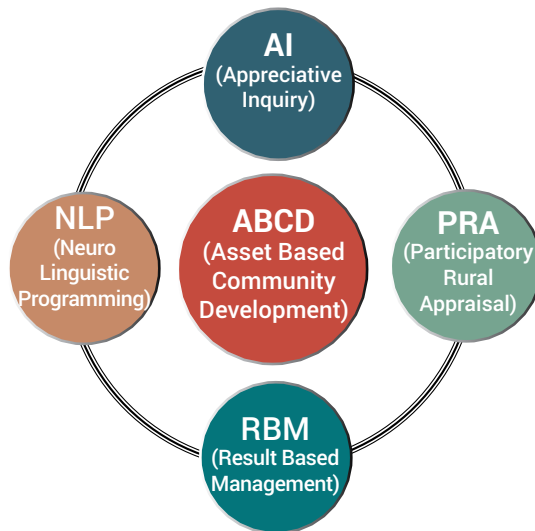
The following section gives a brief note on each module used in CDD trainings by Bala Vikasa.

Core Approach	Summary
<p style="text-align: center;">Asset Based Community Development (ABCD)</p>	<p>Asset Based Community Development (ABCD) as an Approach, Methodology and Strategy believes that the inherent qualities and strengths in each individual / community are more likely to inspire positive action for change than an exclusive focus on needs and problems. This is the core approach running through all of Bala Vikasa's community driven development programs and has yielded successful and sustainable results over the last three decades.</p>
<p style="text-align: center;">Appreciative Inquiry (AI)</p>	<p>Appreciative Inquiry (AI) is a methodology based on the assumption that a community that tries to appreciate what is best in itself will increasingly find what is good for its own development. It focuses on appreciating the core strengths among the individuals and communities rather than seeking to overcome or minimize the weaknesses. It discovers the moments of excellence and potential through positive inquiries to enable people to envision and co-construct their future.</p>
<p style="text-align: center;">Neuro Linguistic Programming (NLP)</p>	<p>Neuro Linguistic Programming(NLP) is a motivational and developmental tool which helps bring out the best in the people and helps build self esteem. It's a powerful tool for programming the mind for success and it transforms the way people think and act, adopting new techniques to promote positive change that generates new possibilities and opportunities.</p>

Core Approach	Summary
Participatory Rural Appraisal (PRA)	<p>Participatory Rural Appraisal (PRA) comprises a set of techniques aimed at shared learning between local people and outsiders. Participatory approaches seek to be catalysts enabling and empowering people.</p>
Result Based Management (RBM)	<p>Result Based Management (RBM) is an approach to improve program delivery and management effectiveness, efficiency and accountability that focuses on achieving defined results. RBM enables a process through which results are formulated; program achievements are monitored; decision-making is better informed; reporting is facilitated and transparency and accountability are ensured.</p>
Field Exposure Visit I – Gangadevipalli	<p>A Model Village To make the participants realize and explore the best practices of community governance – how people are involved in development planning, resource acquisition and implementation with strong community participation and how the community drives its own sustainable development.</p>
Field Exposure Visit II – BV Water Purification Program	<p>To study how a project may become a “Trojan horse” for the development of a community. The ownership shown by the community and its sense of pride at being able to manage through its own resources is demonstrated through this project. The solidarity cutting across social groups and the commitment of the people have resulted in a sustainable community water purification program.</p> <p>The participants learn the best methods of community mobilization, asset mobilization, community capacity building, project management methodologies which makes the program sustainable.</p>

Core Approach	Summary
<p>Field Exposure Visit III –BV Community Program: Solidarity with Orphans in Action</p>	<p>Through our Women’s Program, impoverished orphan children are identified and taken care of, loved and educated. This trip demonstrates how the women’s capacities are enhanced and how they can fully discover and use their potential and the community’s assets for the development of their own communities.</p> <p>The participants also learn how the women are transformed from receivers to donors to agents of change.</p>
<p>Field Exposure Visit IV– Justice for Widows</p>	<p>To learn how the Neuro Linguistic Programming (NLP) techniques program the minds of widows to forget the past and focus on the future possibilities for new beginnings and a restored sense of dignity and purpose.</p>

Bala Vikasa has in house experienced and professional resource persons to cover the above modules during the training programs.



The core methodologies and development strategies used at Bala Vikasa at an individual, community and organisational level. They form a crucial base for the CDD training program.

Core Approach Summary

Given the importance of Community Driven Development programs, Bala Vikasa People Development Training Center, which is one of the pioneering centers working in CDD for the past two decades, has decided to train young professionals in basic concepts, different models and field experiences in order to build their capacities in CDD. The key objectives identified for each community driven development training are -

- Impart KNOWLEDGE and increase understanding of various approaches to community driven development;
- Develop the TOOLS and ABILITIES to put this knowledge into practice; and
- CHANGE ATTITUDES towards respecting local communities and their inherent capacities to work for their own development.

Context for Impact Evaluation

Capacity building and training have long been recognized as an important component of most research-for- development activities. There is wide recognition that capacity building and training are prerequisites to economic and social development. The development community is spending billions per year on capacity development and it is evident that capacity building makes a significant contribution in achieving project objectives.

Capacity-building activities contribute to improved economic, environmental and social outcomes through four main pathways-

1. Individual human capital raises the productivity and hence the earning capacity of the individual, reflected in higher lifetime income.
2. The efficiency of the organization, as it captures part of the returns from the individual improvement in productivity, and due to the echo effect improving the productivity of other workers via complementarity-for example, extension of their learning and adding to the local stock of knowledge. This is reflected in improved levels and/or reduced cost of services or outputs delivered by the organization to customers.
3. Innovation in the organization as the culture and mindset changes, new and better ways of doing things are introduced and new products and services are developed. This is reflected in the changes in the services or outputs the organization delivers to overall development of the community.

4. Effectiveness of the organization within the policy environment, improving targeting to areas of need, attracting more resources and engaging more effectively on policy, due to the networks and enhanced perceptions of the views of the organization, as well as its competency. This is reflected in the contribution the organization makes to the enabling environment for adoption of the organization's outputs and enhances the value-added of the organization.

These 'changes in practice or behaviour' reflect capacity used by the individual and the organization they work for. The potential to utilize capacity depends on the capacity that has been built by the training activities. This depends, in turn, on the relevance and quality of the training as well as the degree to which the organization uses the skills, knowledge, networks and other capacity developed by its activities.

The ultimate beneficiaries, apart from individuals who may receive both financial and intrinsic benefits from the training, are the customers of the organizations.

Purpose of Evaluation/Rationale

BV PDTC proposed to execute a comprehensive impact assessment of its CDD training program for the period of 2008-2014. This assessment has been motivated by either lack of or less evidence to support strongly held convictions, that improving human capacity is inherently valuable and absolutely necessary for the achievement of development objectives of BVPDTC.



Objectives of the Evaluation

- A. Evaluating PDTC CDD training program concepts, methodologies, tools and content through ascertaining the impact on learners in terms of imparting knowledge, skills and attitudes through a survey of training participants and an interface with PDTC training staff.
- B. Ascertaining post-training effectiveness, in terms of improved performance, skills and measuring results among the participants.
- C. Analyzing the trainees' learning in bringing about change in their mindsets, behavior and attitudes and in their professional practices.
- D. Assessing the competencies, experiences and capabilities of the training faculty through a survey of CDD training participants and through interfaces with PDTC training staff.
- E. Providing recommendations on strategic direction, focus and sustainability of the PDTC CDD program.

Evaluation Criteria (Scoping)

In order to determine the focus of this assessment, Centre for Economic and Social Studies (CESS) undertook a scoping process which entailed the following steps:

- A comprehensive desk review, including examination of training materials, feedback documents (collected by BVPDTC at the end of each training program), and any other relevant documents;
- Consultations/scoping interviews with the professionals involved in training (Trainers);
- Interviews with selected trainees of different batches starting from 2008 to 2014;
- Proposed impact assessment will have training program impact pathway - assessing INPUTS, ACTIVITIES, OUTPUTS, OUTCOMES and IMPACT. This pathway may help in ascertaining results and assess the effectiveness, efficiency, relevance and sustainability of the training program;
- Conclusions and recommendations including drawing lessons for future training programs.

Key Questions for Evaluation

Relevance

To what extent is the program relevant to the individuals and organizations involved in community development?

To what extent does the program respond to the needs and priorities of the participants?

Effectiveness

To what extent has the program achieved the expected outputs and outcomes, towards impact?

To what extent have the participants improved their knowledge and skills, and to what extent have they applied this knowledge and skills in their work for improved results?

Sustainability

Has the capacity of participants been impacted at an individual and organizational level? If so, in what areas and how?

To what extent are the learnings applied at different levels to ensure sustainable results?

Will results / benefits continue after Bala Vikasa PDTC involvement ends?

To what extent is the external environment conducive to maintenance of results?

Appropriateness of training design and modules

Is the design of the training based on sound understanding of local contexts? How were innovative and creative ideas and approaches explored to achieve results?

Are lessons from development experience being applied, and lessons learned from innovations recorded, reported and disseminated?

Challenges and Lessons Learned

What have been the key challenges, constraints and risks/threats facing the program?

How has the program dealt with these challenges?

What are the key lessons learned?



CHAPTER **2**

Process of the Evaluation

This chapter briefs the details of sample selection, data source, data collection, methodology and limitations.

Sample Framework

CDD training programs were initiated in 2008 and until 2014, 698 trainees (both Indian citizens and those from other countries) have undergone two-week and four-week capacity building programs at BV PDTC.

During the scoping work, the CESS team in consultation with BV PDTC team finalized the sample for evaluation in the following framework:



- The coverage for selection of respondents are from 2009 to 2014 training batches with 526 trainees from different countries who have undergone the training.
- As far as possible the evaluation has tried to draw the sample from all countries represented in the training program.
- The final sample framework was devised through a stratified random sample method. In this method the year of training attended; country of origin; gender of trainee and occupation were the major parameters taken into consideration while selecting the sample for evaluation.
- Study team has performed a scientific calculation by proposing a 5 percent margin error, keeping 75 percent confidence level and 15 percent response distribution (hypothetically expected responses). The total trainees are 526 and of this, adopting the above sample methodology, the final sample of 60 trainees was fixed for evaluation. This is the regular sample size required to adequately judge the impact of the training programs.

Scope and Limitations

With the final randomly selected sample, the study team initiated the evaluation by sending the questionnaire to all respondents by email. As per the plan the evaluation team waited for four weeks to get responses from the selected trainees. It appeared that a few trainees have changed their organizations and some others have left their countries and moved elsewhere. In spite of maximum efforts, the evaluation team was not able to get responses from the intended sample as some of them have changed their email IDs and mobile numbers. The team decided to select a new list of trainees and shared the questionnaire. However, the response rate was still not very encouraging. This is a serious limitation in any evaluation. Finally, in consultation with the administration of Bala Vikasa and statistical experts in CESS, the team decided to go with those responses received. Thus the final sample is 45 respondents from 12 countries and the analysis has been done with these sample responses.

Research Methods

A mixed method model has been deployed having both quantitative and qualitative approaches. A semi-structured questionnaire was prepared by giving due consideration to the objectives of the training as well as evaluation. Besides, the evaluation team has reviewed CDD training modules, session plans, brochures, few presentations used by the trainers and pre and post BV assessment tools. Few key points were taken from this review into the questionnaire for evaluation.

Likert 5-point scale has been used to elicit responses from the sample respondents. This scale has both positive (for example - agree, strongly agree) and negative

responses (for example - disagree and strongly disagree). One intermediate response (neither agree nor disagree) was also included to allow the respondents to react ambiguously on key questions.

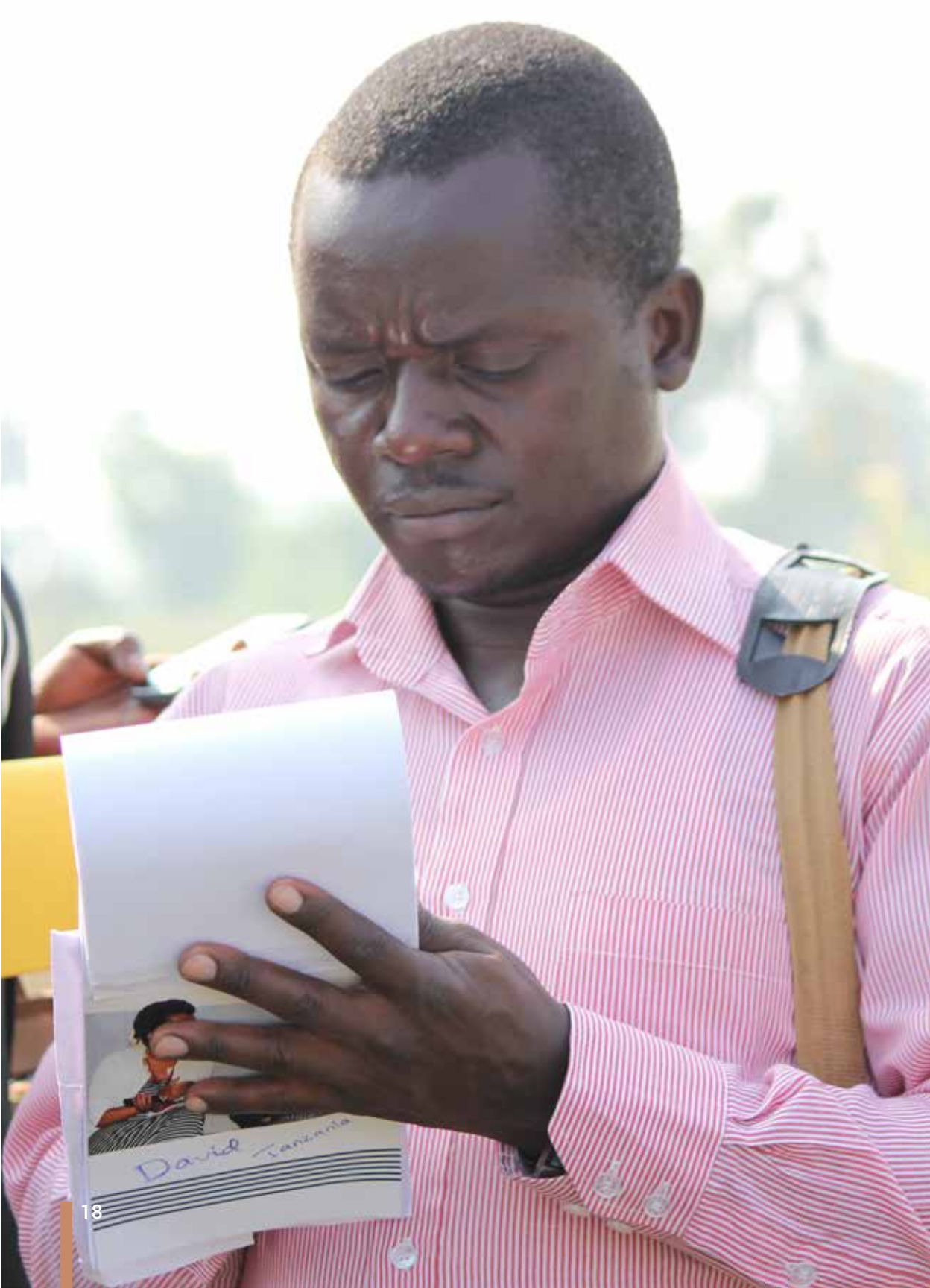
Data Source

Sources of data for this evaluation included trainers, trainees and some base documents. It is important to note that the evaluation team did not conduct visits to any sites or institutes where trainees are working at present. The trainees covered in this evaluation are from 2008 to 2014 batches.

Data Analysis

The questionnaire has both qualitative and quantitative questions. Accordingly ,an analysis plan was drawn for discussions. The evaluation team was able to reach trainees also through skype/phone contact and briefly interviewed them to get their important feedback. Most of the interpretations were based on descriptive analysis (frequencies). Validity was ensured to the extent possible through data triangulation and the use of standardized data collection instruments. The period of evaluation is from September to November 2015.







CHAPTER 3

Findings

This chapter gives a brief profile of the sample respondents (trainees) to the evaluation survey. It mainly covers the age, gender, education, country of residence, occupation, organizational background, present employment, batch of training and duration of training attended. The total 45 respondents' details are included here.

Age, Gender and Education

Table 1: Age, Gender and Education of Respondents

Age of the Participants	Number	Percent
Below 30 years	7	16%
31-40 years	23	51%
41-50 years	13	29%
51 & above	2	4%
Total	45	100%













Gender of the Participants	Number	Percent
Male	25	56%
Female	20	44%
Total	45	100%

Education	Number	Percent
Graduate	20	44%
Post Graduate	20	44%
PhD	5	12%
Total	45	100%

The training program has been careful to maintain a gender balance while selecting the trainees which is one of the important criteria for selection. About 44 percent of the respondents are female and the rest are male candidates.

Country of Residence

Table 2: Origin of Respondents

	Country of Residence	Number	Percent
	India	18	40%
	Canada	9	20%
	Afghanistan	2	4%
	Bangladesh	5	11%
	Sri Lanka	2	4%
	Vietnam	2	4%
	Nepal	2	4%
	Cambodia	1	2%
	Lebanon	1	2%
	Cameroon	1	2%
	Republic of Yemen	1	2%
	Norway	1	2%
	Total	45	100%

Here, the important observation is that, besides India and Canada, trainees are from other developing countries where social development is top on the agenda for the respective governments. Since the training is being organized in India (Warangal), the number of participants from India is naturally higher.



Occupation

Table 3: Occupation of the Respondents

Occupation	Number	Percent
Employee	31	69%
Employer	6	13%
Student	3	7%
Volunteer	3	7%
Consultant	1	2%
Intern	1	2%
Total	45	100%

Training programs of this nature, with a focused curriculum are useful to employers and employees of development organizations. These categories of trainees are the key persons who will take the knowledge and skills learned during the training to the field where such inputs are required.

Organizational Background

Table 4: Organizational background of the respondents

If employed, type of organization	Number	Percent
National NGO	21	47%
International NGO	14	31%
University	3	7%
Private sector	3	7%
Government Department	2	4%
Self employed	2	4%
Total	45	100%

It is positive to see trainees from universities, private sector, government departments and those who are self employed. Even though their number is fewer (in the selected sample), participation from these organizations indicates that there is proper recognition of the training programs. About 47 percent of the trainees are employed in national level organizations and 31 percent in international organizations. (Table 4).

Nature of Current Employment

Table 5: Nature of Present Job

Nature of present job	Number	Percent
Thematic Expert	11	24%
Project Manager	10	22%
Program Coordinator	5	11%
Development Consultant	4	9%
Executive Committee	4	9%
Field Officer	4	9%
Student/Interim	4	9%
CEO	2	4%
Teacher, Coach	1	2%
Total	45	100%

Of the total, the majority are thematic experts (24 percent) and project managers (22 percent). This category comprises of middle level and upper middle level professionals who plan and execute the development programs, proving that the training program could be effectively absorbed and disseminated. At the same time more than half of the respondents are working as program coordinators, development consultants, field officers and so on (Table 5). In this way our assessment demonstrates that in the selection criteria used to admit trainees to the program, the balance is well maintained.

Reasons for Enrolling in Training

All the respondents said that they enrolled in the training on CDD to deepen their knowledge. About 92 percent wanted to improve their skills in their jobs; 58 percent were aiming for promotions; and 44 percent were aiming for better opportunities by acquiring skills and knowledge through the CDD training program. All these four categories of responses are from the personal angle of trainees. Through the CDD training they wanted to move upward in their carrier. This implies that the CDD training program is considered a worthwhile venture to enrich the professional portfolios of the training participants.

In most of the cases, employers wanted to train their staff on better implementation of their objectives for better results. Thus employers also encouraged their staff to attend the trainings. In the present context, 43 percent of respondents said that

their employers were also involved in selecting the training and 45 percent said that their employers encouraged them to attend the CDD training in BV.

Sometimes the organization itself made it mandatory that all midlevel and senior staff should take a training course in Bala Vikasa. Accordingly, they entered into an understanding with BV and would regularly nominate their staff. About 67 percent of the respondents agreed that participating in the CDD training is mandatory as outlined by their job description.

Batch and Duration of Training

The present assessment has taken maximum (75 percent) number of trainees from the most recent batches, i.e. those from 2014, 2013 and 2012 batches, adopting the logic that trainees who went through the training in more recent years will be able to more accurately reflect on certain important questions posed during the assessment. Furthermore, 89 percent of respondents were chosen from the four-week training program as opposed to the two-week program, as it is more expansive and comprehensively focused on community driven development.







CHAPTER 4

Impact Assessment

Key Results as per Identified Parameters

The following section mainly describes the key results from the assessment conducted during September and October 2014. Responses from the sample respondents collected through structured questionnaires and analyses are in line with key parameters to inform the outputs of the training program: relevance, effectiveness, sustainability and appropriateness.

Relevance of CDD Training Program

The training program on Community Driven Development (CDD) is increasingly gaining importance among the development practitioners across developing countries as well as a few developed countries. This is mainly because of the relevance of the training course curriculum to the trainees' work or its suitability to their country's context. This is evident when 89 percent of the respondents said that the training content was relevant to their ongoing work and 84 percent said that training program suits the context of their country. About 89 percent of the respondents agreed that the CDD training met their personal as well as professional expectations. These three opinions are crucial to judge the relevance of the training program to development professionals.

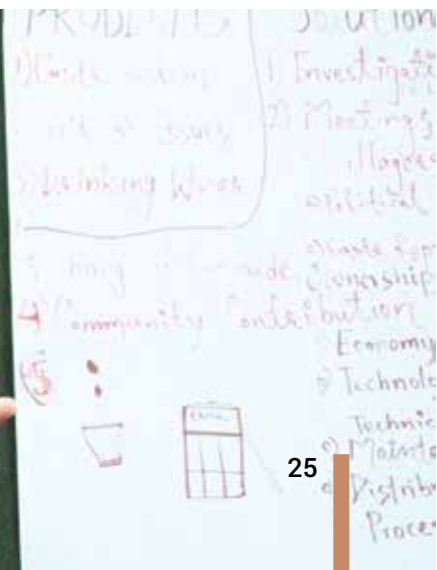


Table 6: Relevance of CDD Training Program

What is your overall level of satisfaction with the Bala Vikasa training program	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
The training content was relevant to my work.	4%	4%	2%	33%	56%
The training content was relevant to my country context.	4%	0%	11%	33%	51%
The training program met my personal and professional expectations.	7%	0%	4%	40%	49%
The training program met the expectations of my employer/ organization.	2%	0%	20%	40%	38%
The contribution of other trainees from around the world was an important aspect of my learning experience.	4%	9%	9%	24%	53%

Soon after the training program, the trainees start experimenting with the knowledge they gained in their work. If it works well than the message about the training spreads quite fast to other professionals. About 77 percent of the CDD trainees strongly felt that they were influenced by the contributions made by earlier trainees in implementing the knowledge in their organizations and hence they said this program is relevant for them. Similarly, 78 percent strongly agreed that the CDD training program by BV is unique and different from other training programs.

About 20 percent of the respondents were not able to judge whether the training program met the expectations of their employer/organization. Most of this category of respondents have moved to other organizations and this is one of the reasons for their ambiguity (Table 6).

The participatory approach and field exposure to real-life case studies illustrating development methodologies adopted in the CDD trainings by BV is more important to national and international trainees to understand development in real terms.

One of the respondents said

"I have gained required knowledge on ABCD and now gained practical knowledge on how the community has to plan to manage their assets for overall development. In this way the field exposure to the learning sites of Bala Vikasa is an excellent opportunity for us to learn and experiment in our country."

In most cases employees were motivated by their peer group and chose training programs which are the foundation of professional development. As a part of the assessment, a few trainees who had just started the training program were interviewed by the research team to find out what motivated them to apply for the CDD training. One of the respondents said:

"CDD training programs teach us the essential skills and techniques we need in order to look at challenges from a different perspective. Doing so can add clarity to a difficult situation, and also promotes wisdom and facilitates self confidence."

One of the respondents who completed the four-week CDD training said

"Successful professionals have a clear and sound vision of where they want to go. This training gives me the chance to step back from my daily responsibilities, to examine my work and objectives of my organization, and to think about how the future may unfold. I have learnt how to communicate my vision in a way that truly motivates the people around me in community driven development for sustainable results."

After completing the training programs in BV, the respondents are of the opinion that the philosophy of Bala Vikasa in designing and implementing the training attracted them and hence they are recommending it to their fellow employees and friends.

Effectiveness of Training

In general training is related to the skills an employee must acquire to improve the probability of achieving the organization's overall business, academic or social goals and objectives. Positive training offered to employees may assist with reduction of anxiety or frustration, which most employees have experienced on more than one occasion during their employment careers. The frustration comes when they are not able to meet the expectations of the employer and this will have an impact on their future career. This motivates them to learn more skills and acquire advanced knowledge during training. If this is the motive behind participating in the training, certainly trainees experience a change in their understanding about the given situation and thereby improve their self-confidence.

CDD training has improved the self-confidence and professional skills of trainees.

This is evident from the evaluation which says that a significant majority, i.e. 93 percent of the respondents agreed that their professional skills have improved and now their confidence levels are strong enough to take up their job responsibilities. Interestingly about 82 percent of the respondents agreed that their confidence levels have improved significantly (Table 7).

When their confidence levels are improved, employees establish strong network contacts with peers and also with other stakeholders. This is another important outcome of the training program.

About 84 percent of the respondents agreed that, soon after the training in Bala Vikasa their contacts increased, and they were able to network with different stakeholders with more confidence than before.

Impact of CDD training resulted in increased achievement levels at work place.

This is evident as 76 percent of the respondents agreed that they are now able to undertake more responsibilities. At the same time 78 percent expressed that they are able to take more initiative in their work.

One core objective of the CDD training is to improve technical skills along with analytical skills and interpersonal skills. These skills are essential for those professionals who are working at the grassroots level directly involving the community.

This is evident when 87 percent of the respondents said that their technical skills had improved. The same percentage of respondents said that their analytical skills had further improved. Similarly, 80 percent agreed that their interpersonal skills had also improved. This can be considered as a significant impact of the training on the trainees.



Table 7: Respondents reaction on effects of training program

What have been the effects of your training in the program at Bala Vikasa, both personally and professionally?	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
I have gained confidence in myself as a person as a result of my training at Bala Vikasa.	0%	2%	16%	31%	51%
I have gained confidence in my professional skills and knowledge as a result of my training at Bala Vikasa.	0%	2%	4%	44%	49%
I have greater professional opportunities as a result of my training at Bala Vikasa.	2%	18%	11%	44%	24%
People come to me more often for advice and consultation as a result of my training at Bala Vikasa.	2%	24%	27%	29%	18%
I have broadened my contacts, networks and linkages with other actors and organizations as a result of my training at Bala Vikasa.	2%	4%	9%	33%	51%
I have achieved more responsibility at work because of my training.	2%	2%	20%	38%	38%
I take more initiative at work as a result of my training.	2%	4%	16%	40%	38%
I have improved technical skills as a result of my training.	2%	0%	11%	38%	49%
I have improved analytical skills as a result of my training.	2%	2%	9%	42%	44%
I have improved interpersonal skills as a result of my training.	2%	2%	16%	40%	40%
I have changed employment organizations as a result of my training in Bala Vikasa.	4%	27%	11%	24%	33%
I have gained more exposure on the aspects of community driven development.	2%	4%	4%	38%	51%

Significant number of respondents have expressed the positive effects of the CDD training on their performance at work. It was articulated during interviews that they are using the learnings in project implementation. Some responses include:

"Exposure to Result Based Management is excellent and we are following some of the skills learned in this particular program."

"We have learned how to draft logic monitoring and evaluation frameworks and are also well versed with project standard frameworks. This is helping us in funds mobilization."

Another respondent's reflection on the training

"CDD training has completely transformed my view of the work done by NGOs. I understand how NGOs operate effectively at the community level and the best example is Bala Vikasa. The knowledge acquired in the classes and in the field is of inestimable value to me."

A few reflected that the CDD training had given new perspectives and tools to use in community driven development projects and has also helped to identify the strengths of the community. In this context many respondents expressed how the training program affected their personal skills.

Appropriateness of Training Program as per its Core Objectives

The Community Driven Development Training Program of Bala Vikasa is focused on three important core principles - (1) Impart KNOWLEDGE and increase understanding of various approaches to community driven development; (2) Develop the TOOLS and ABILITIES to put this knowledge into practice; and (3) CHANGE ATTITUDES towards respecting local communities and their inherent capacities to work for their own development. These three are linked to each other and take the trainees towards a better understanding of CDD.

This evaluation has evidenced that the CDD program is successfully achieving its core principles and is indeed strengthening the trainees knowledge and skills. Results of any training program can be seen at the workplace where the trainees use their improved knowledge. During the evaluation a significant majority (89 percent) of the respondents undoubtedly said they are applying the new skills and knowledge learned during the training program in their current activities. This is one clear indicator used to judge the success of the program.

Exposure to field level knowledge has given scope to many to learn new techniques and ideas. About 80 percent said after training they are introducing new techniques and ideas in their work. After applying the new skills and methodologies it is essential

to examine the reaction of the community. About 60 percent of the respondents agreed that such initiatives (new ideas and new approaches) are working well in their field of operations.

In some cases, with new skills, knowledge and exposure to the field situation trainees may also influence their organization's approach to community development. It appears that the CDD training had such results, with 56 percent of the respondents expressing this sentiment. They influenced their organizations to shift the need-based development approach to asset based community driven development. This is the highlighted impact of the training program.

Table 8: Impact of training at workplace

What have been the effects of your training on your workplace?	Strongly Disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
I have been able to apply my new skills and knowledge in my work.	2%	2%	7%	44%	44%
I have introduced new ideas, practices at work since my training.	2%	7%	11%	29%	51%
I have installed new systems at work since my training.	2%	11%	36%	24%	27%
I have introduced new technologies at work since my training.	2%	16%	24%	20%	38%
I have convinced other colleagues to adopt new techniques and approaches as a result of my training.	2%	11%	16%	24%	47%
I have taught my colleagues new skills since my training.	2%	11%	31%	18%	38%
I am able to influence my organization to shift from a needs-based to an asset-based and citizen-driven development approach.	2%	13%	29%	22%	33%
My workplace has been responsive to and supportive of the new ideas and approaches I have put forward since my training.	0%	9%	31%	24%	36%
My training is sufficient to help my organization shift from a needs-based to an asset-based and citizen-driven approach to development.	2%	9%	27%	20%	42%

Sustainability of the Training Program

About 71 percent of the respondents were able to influence their fellow colleagues to adopt new technologies and also new approaches while implementing the development programs. It is also evident that those who were trained were able to pass on their knowledge and train their peer groups in their respective organizations. This is mainly because of the improved confidence levels gained by trainees after training (Table 8). It goes to prove that the training is sustainable, because its reach is not beyond just the trainees, but also impacts their colleagues and organizations. In this way, the trainees become agents of change in the processes of development in their respective contexts.

During the interviews one respondent said

"I am able to influence my employer on the need of shifting the need based approach to asset based community driven approach."

Another responded reflected

"With new skills and field exposure during the training I have developed project proposals and succeeded in getting funds for implementation."





CHAPTER 5

Qualitative Assessment

Respondents using skills and knowledge gained during the training

Applying the skills and knowledge acquired during the training program is important to judge the impact of the program. Present analysis highlights that respondents are able to:

- Draft good strategic plans in their organizations by using the skills learned in Asset Based Community Development approach;
- Utilize skills learned in Neuro Linguistic Programming;
- Apply the methodologies used by Bala Vikasa in identifying and mapping the community resources
- Use the techniques in Asset Based Community Development derived by Bala Vikasa; draft asset based cooperative development plans for the communities where their organization is working and implement these plans successfully;
- Manage stress because of new skills gained;
- Adopt implementation methodologies;
- Use community level negotiation skills.
- NLP and AI methodologies are used in mobilizing and motivating communities.

The summary points noted above were gathered from the discussions and through questionnaires; it is evident that the training program has been having a positive impact on trainees' skills and knowledge.

Many trainees have expressed that they are well motivated with a renewed energy and mind-set for working 'with the people' and not 'for the people'. CDD provided an understanding that true development depends not on external resources but rather

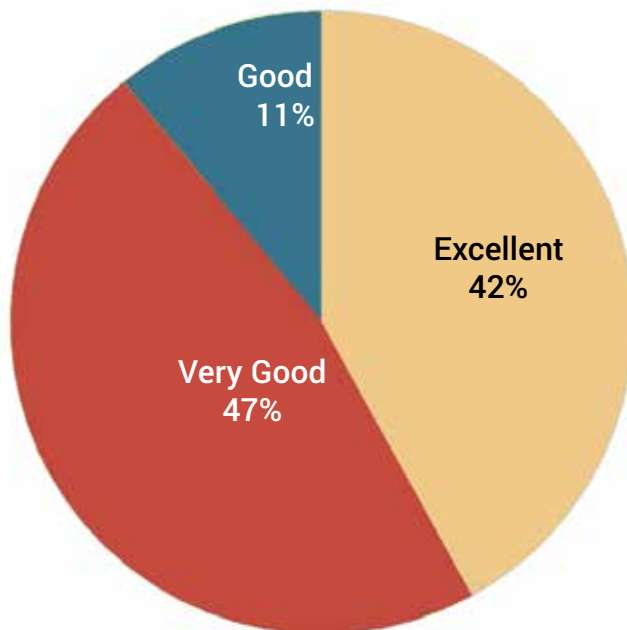
on recognizing and using local and internal resources. All the subjects centered on development concepts, techniques, as well as methodologies are time tested in the BalaVikasa model of development, which has been proven successful and sustained over last three decades. We have also seen several instances where the governments and major international NGOs recognized and adopted the development projects and execution methods of BalaVikasa.

During the evaluation two of the trainers were interviewed to ascertain their feedback on the training. The synthesis of these interviews is presented below:

1. The content of CDD training programs for national and international participants at PDTTC is intrinsically based on the vast and varied experience of Bala Vikasa in implementing community driven development projects over decades. Teaching clubbed with exposing the trainees to the actual situation in the field is the thematic concept that underscores this training program.
2. A good theory will inspire people and an exposure to theory practiced on the ground with proven successes will build confidence to act. The present training program is able to inspire development professionals across the globe through sharing BV's knowledge and expertise. Most of the trainees expressed that they have experienced a change at their personal level which would strengthen them to make a difference in their professional career.
3. One of the trainers reflected by saying that the training program on CDD is indeed a game changer capacity building course for development professionals across the globe. Being an active member of the resource team of PDTTC for the last five years, the trainer felt that CDD training has changed the mindset and empowered hundreds of social workers with knowledge and skills for progressive and sustainable community development.
4. What makes the CDD course so unique and relevant is its emphasis on being people-centered. While teaching concepts and demonstrating methodologies, CDD focuses on the dignity, recognition and inherent potential of marginalized people. The specialty of the training is in making it a mixture of theoretical and technical inputs as well as in giving trainees real time practical exposure. Many development professionals and students from various countries have acknowledged that the CDD training has given them such wealth of knowledge and inspiration, that their years of college education could not provide.

Overall rating of the training

Finally, the 45 selected trainee respondents rated the training programs on a three point scale. 47 percent rated the training as being very good, followed by 42 percent who rated the program as excellent and the remainder of the sample rated it as a good program.



Respondents have given their valuable feedback on the overall training considering the trainers' skills and knowledge, style of training, and content of the modules. The evaluation team has tried to analyze what worked well and how and what has not worked well and why. The analysis is based on the qualitative responses in the questionnaire and also one-to-one telephonic discussions with the respondents. These details are narrated in the following section:

What has worked well?

Training Methodology, Curriculum and Coordination:

Most of the trainees expressed their satisfaction on the training methodology which is the combination of classroom and field exposure. The course curriculum was also well suited to the needs of the trainees and the entire training was coordinated systematically with structured and sequenced events.

Result Based Management

Roughly 60 percent of the respondents appreciated Result Based Management (RBM). Some of them expressed that RBM is one of the contemporary trends gaining lot of importance in the development world. This particular skill will help them in program implementation.

Asset Based Community Development

The approach, methodology and strategies of the ABCD approach is popular in the development field. This might be one of the reasons that caused 67 percent of respondents to say that the training given on ABCD was excellent. Most of the respondents said that this subject is extremely useful in their work and the organizations where they are working are also dealing with the community using the same philosophy.

Neuro Linguistic Programming

Neuro-Linguistic Programming is the art and science of excellence, derived from studying how top people in different fields obtain their outstanding results. Hence close to 60 percent of the respondents showed their interest and expressed their satisfaction on the skills they learned in NLP, saying that these skills would help improve their communication skills, which ultimately would result in personal and professional development.

Group Work and Brainstorming sessions

Particularly the group work after specific sessions has given an opportunity to the trainees to exchange their experiences. Since the trainees are from different countries each one shared their particular experiences during the brainstorming session and this was one opportunity for them to learn from each other. Another strength of this approach is that collectively how best professionals can perform has been proved.

Field Exposure and Model Village Concept

In addition to the classroom sessions, the field trips, particularly those that introduced the trainees to model communities has given them a better understanding about CDD. This is one of the key points expressed by many respondents.

All respondents expressed their satisfaction on logistics, ambience and hospitality during the training. Particularly, it was expressed that the trainers were so cordial and they responded to the trainees' questions with a lot of patience. Trainers were said to have initiated good discussions on different issues and spurred the trainees to be active during sessions. Such encouragement is also essential, said one of the respondents.

What needs to be improved

Minimize theory and increase practical application

Majority (59%) of the respondents said that theory sessions have to be minimized and more time should be given to group work and field work. This would help participants to understand the problems at community level and debate on the solution of such issues.

Corporate Social Responsibility has to be included in the curriculum

In the context of development Corporate Social Responsibilities (CSR) now holds a lot of importance. Many corporates have also started investing in social development. Details about CSR should be included in the course curriculum and as a special topic for training. A few best practices should be included. This is the perception of almost 100 percent of the respondents.

More number of trainers are required

An important point raised by 80 percent of the respondents is that as of now the training sessions are handled by a limited number of trainers. This leads to monotony, as one trainer taking classes for the entire day is not a good practice. The suggestion made was that Bala Vikasa should empanel more trainers who can handle the sessions in line with the course curriculum.

Duration of the training has to be minimized

This is one of the important suggestions given by the majority of the trainees who came from other countries. Given the course structure and curriculum, their suggestion was to shorten the four-week training into two weeks (or 15 working days). This would enable them to get permission from their respective organizations. According to some of the respondents, sending one professional who holds a mid-level management position for a month-long training is difficult. Hence they suggested a concise 15-day training program, and existing structure could be accommodated by dropping a few sessions. To revise the structure, it would be essential for an expert panel to review the existing modules and structure thoroughly.

New content has to be introduced

About 50 percent of the respondents suggested that there is a need to update the training modules by incorporating the latest information/knowledge products, such as current changes at global level, new techniques in community initiatives, and internationally acknowledged best practices.

Need to minimize PowerPoint presentations and encourage participants to discuss the issues

About 37 percent of the respondents are of the opinion that PowerPoint presentations and lecture methods can be minimized and more scope has to be given for interpersonal and group discussions. Through certain key issues interesting discussions can be triggered during the class and the same issues can be examined in the field.

Training modules should be circulated before the sessions

Nearly 42 percent of the respondents are of the opinion that the content of training modules should be circulated well in advance so that trainees can come prepared.

For most of the above recommendations, PDTC agrees and will take specific measures to improve the situation.





CHAPTER 6

Key Recommendations

In addition to the above key points respondents have reflected on a few other issues which PDTC can consider for better improvement.

- During the training program, visits to other development organizations for exposure would be useful to help the trainees learn more about different issues under CDD.
- Bala Vikasa could invite some of the trainees who have already undergone the training in earlier batches to share how they are using the skills and knowledge acquired during the training in their work and program implementation. This interactive method is suggested by all respondents.
- Other topics that could be included in the training are policy and advocacy, drafting of proposals, preparing budgets, project monitoring and evaluation.
- Yoga and meditation facilities along with indoor games can be made available in the Bala Vikasa campus.
- A distance education model may be a good option, where Bala Vikasa would be able to train more number of professionals who may not be able to invest money to attend the trainings.
- There should be a separate training for students and for international employees. People who are 'forced' or 'pushed' by a superior to attend the training are not as motivated as people who are there of their own volition.
- Bala Vikasa can network with other similar organizations in other countries and incorporate the latest information on different topics and introduce these in the training. This would bring more visibility and popularity to Bala Vikasa.

Conclusion: PDTC reacts to CESS main recommendations

Bala Vikasa's People Development Training Center is grateful to CESS for undertaking this crucial evaluative study, which has revealed several hitherto unknown elements, applauded the strengths of the CDD program and proposed constructive suggestions for its improvement. PDTC has seriously considered the feedback and will address and incorporate them in the near future.

Regarding visits to other organizations, PDTC feels this might be better assuaged by increasing the number and diversity of field trips, as the CDD training is grounded in Bala Vikasa's experience and the presence of different participants in itself already allows for a lot of inter-organization sharing and exposure.

As for the suggestion to invite previous trainees to demonstrate the application of their learning in their respective organizations, PDTC suggests not just inviting a trainee, but a participant who also doubles as a trainer. This person would need to have the necessary competencies to effectively demonstrate his/her implementation of the CDD learning, as well as give different inputs on subjects which Bala Vikasa does not have expertise in, such as those new topics mentioned that could potentially be included (advocacy, proposal drafting, etc). This would also address the observation that a greater number of trainers are required to teach the program.

As for the suggestion to arrange for yoga and meditation facilities, PDTC would be happy to do this provided that a significant number of the training participants show interest and there is regular and committed participation.

Concerning the creative solution of enabling distance education models to increase the reach of CDD, Bala Vikasa is setting up a second training center in Hyderabad for the business sector and will have a fully functional multimedia unit with the capacity to record lectures, which can then be disseminated through the web.

Finally, addressing the feedback stating that Bala Vikasa can network with similar organizations abroad and introduce contemporary topics into the training discourse, PDTC considers this a worthwhile endeavor and shall start implementing it, and all the above suggestions, in the upcoming trainings.



CHAPTER 7

Case Studies

A case study of Transformation

Sree Gramin Taja Tarkaritatha Falful Udpadak Sahakari Sanstha (SGTTFUSS), located in Khairahani Municipality, Chitwan, Nepal started its service since 13 years with an objective of its services centralised to market and access to small and marginalised farmers. Focussing to improve the sustainable livelihood of the marginalised farmers of this locality, the co-operative was started and registered under the co-operative Act with 27 farmers. Now there are 3,000 members and every year the number is increasing. Through this co-operative, farmers every year sell different kind of vegetables making turn over of more than Rs. 8 crore Nepali Rupees. The major activity of this cooperative is to collect the vegetables from all the small and marginalised farmers and distribute to the central market.

Mr. Purna Dutt Bhushal, the Chairman of SGTTFUSS Co-operative attended Four week CDD program during September, 2014-15.

Mr. Dutt says “After my return from Bala Vikasa community Driven Development program, using the approaches learnt in ABCD desired to make this cooperative a model one”. He formed a committee, organised farmers into groups and facilitated lot of capacity building programs using the theoretical aspects in ABCD, NLP and AI and technical aspects in agriculture and awareness meetings on organic farming methods. He envisioned a dream of being a model cooperative among the members and developed a strategic action plan for 5 years.

Outcome after 6 months

1. The small farmers who are socially neglected are now organised into groups and empowered to solve their difficulties within themselves.
2. Saving and credit system is established for their economic empowerment.
3. Increased awareness on technical aspects on agriculture and organic farming methods.
4. Increased production turned the small farmers to commercial producers.

5. With increased income children are sent to reputed boarding school for better education.
6. Members are accessed to bank loans.
7. Co-operative initiated development activities with their excess income viz., patching the roads in their villages, tap connections to all the households, organising health camps etc.

Mr. Dutt says “I am so much pleased that iam now capable to do strategic plan. I have changed my attitude and daily schedule. With my new skills in planning and implementation a ‘snowball effect’ of success is visible. A lot of unity and cooperation is built among the members. Iam quite confident that in another one year time our cooperative will be a model one”.

I inspire other young practitioners to undertake this training to create a change. With my influence two people from small NGOs are taking part in the overseas program of Bala Vikasa. This is a great program to bring change in our attitudes and behaviours.

Our Team has visited the cooperative during their facilitation in CDD-Overseas program, Nepal, 2014.



Use of Appreciative Inquiry and Strategic Planning in Implementing Programme Activities in State Accountability and Voice Initiative (SAVI), Lagos Nigeria

SAVI has adopted some of the development tools (Appreciative Inquiry & Strategic Planning) learnt at the training on Community Driven Development held at PDTC in January, 2014.

The tools have been used to develop strategic plan towards sustainability of a media program- 'Lagos Voices' anchored by Partnership for Voice & Accountability (PVA), a platform created by SAVI to air the voice of the citizens/ community and to represent their needs and aspirations in governance.

Background: PVA organized a 13-week Civic Education series tagged 'Lagos Voices' to represent their needs and aspirations in governance. The series was aired on two media stations in Lagos, Nigeria touching on issues with both the communities and the Lagos State Government. The program generated constructive feedback from the citizens, government officials and private sector within and outside Nigeria. At the end of the 13weeks, there was the challenge of sustainability of the program as a result of inability to find continuous funding.

Strategy: Appreciative Inquiry was adopted by facilitating a round table meeting which fostered conversation with the group thereby prompting members of the group to do the following:

- Develop success stories of the platform (PVA) and particularly on the media program 'Lagos Voices'(impacts and results generated from the programme)
- Conduct root cause analysis (Partners contribution towards the attainment of the results)
- Brainstorm solutions and analysis
- Develop action plan (means of sustaining Lagos Voices)



Beyond this, the 4-D Model was explored

1. **Discover:** by valuing the best, the things that worked well for the success of the program which included the team spirit, carrying out roles assigned to each member of the group, monitoring the program (responses of the citizens and government officials) etc.
2. **Dream:** members of the group were made to envision the ideal situation by keeping in mind best practices that worked for them and the circumstances that made this to happen and also solutions to identified problems.
3. **Design:** Members of the group dialogued on what should be done and came up with an action plan which includes: sensitizing other media organizations to create a community driven desk in their various programs; exploring the possibility of building partnership with other media organizations; approach International Development Partners (IDPs) for sponsorship; make a resolution that members of the group go on air (TV) and do a final airing of the program by telling people that the program has been paused till they can get sponsorship.
4. **Deliver:** Proper monitoring and evaluation.

Outcome of Use of AI & Strategic Planning:

- Members of the group are motivated and are focused on the target goal of the program, which is to represent the needs and aspirations of the citizens in governance
- Continuous response from the citizens/communities for appeal on continuation of the program
- Aroused citizens to suggest opening of a bank account for donation of money to ensure sustainability of the program
- Citizens have begun to donate money for the sustainability of the program.

ACRONYMS

ABCD	Asset Based Community Development
AI	Appreciative Inquiry
BV PDTC	Bala Vikasa People Development Training Center
CDD	Community Driven Development
CESS	Centre for Economic and Social Studies
CSR	Corporate Social Responsibility
LFA	Logical Framework Analysis
M&E	Monitoring and Evaluation
NGO	Non-Governmental Organization
NLP	Neuro Linguistic Programming
PRA	Participatory Rural Appraisal
RBM	Result Based Management



Sharing series, published by the Bala Vikasa People Development Training Center (BV PDTTC), as the name suggests, is based on Bala Vikasa's eagerness to share the outcomes of research and studies conducted at the grassroots in collaboration with the people for whom development programs were and are intended, with like-minded organizations and donor agencies, who could use the insights gained to plan and implement their own programs.



Sharing Series 1 (SS 1), "Before and After: Impact Study on Bala Vikasa Integrated Women Development Programme (IWDP)", April 2004.

ISBN 81-902248-0-8

Sharing Series 2 (SS 2), "Water: Bridging the Gap: Impact Study on Bala Vikasa Water Programs", May 2004.

ISBN 81-902248-1-6-6



Sharing Series 3 (SS 3), "Micro credit: Not Just Money! The Story of Bala Vikasa Integrated Women Development Programme Loan Facilities", March 2005.

ISBN 81-902248-2-4

Sharing Series 4 (SS 4), "Drinking Water: A Catalyst for Community Development", Bala Vikasa Drinking Water Programme: A Holistic Approach to Community Development, March 2006.

ISBN 81-902248-3-2



Sharing Series 5 (SS 5), "ABCD: The Bala Vikasa Way", An Asset-Based Community Development (ABCD) Approach for Sustainable Development, December 2006.

ISBN 81-902248-4-0

Sharing Series 6 (SS 6), "The Environment: A Cross-Cutting Theme for Sustainable Development", Bala Vikasa: An Environment Policy for Action, December 2007.

ISBN 81-902248-5-9





Sharing Series 7 (SS 7), "Drinking Water: Pure and Safe", Bala Vikasa Water Purification Program (WPP): Outcomes of the program, Case study and WPP Manual for NGOs, June 2008.

ISBN 81-902248-6-7

Sharing Series 8 (SS 8), "Capacity Building: Increasing Awareness And Changing Mindset", Empowering Elected Women in the Panchayati Raj Institution, August 2009. ISBN 81-902248-7-5



Sharing Series 9 (SS 9), Neuro-Linguistic Programming (NLP): A Motivational and Empowering Tool for Community Development, Using NLP as a tool to empower women leaders and poor rural widows, August 2011. ISBN 81-902248-9-1

Sharing Series 10 (SS 10), Changing Mindset, Story of a participant at the one month Community Driven Development Training, conducted by Bala Vikasa People Development Training Centre, January 2012.

ISBN 81-902248-8-3



Sharing Series 11 (SS 11), Bala Vikasa Rural Women: Agents of Change for Sustainable Community Development, Impact study on Bala Vikasa Women Integrated Development Program (WIDP), March 2013. ISBN 978-93-83190-00-3

Sharing Series 12 (SS 12), Capacity Building: Imparting Knowledge, Enhancing Skills and Changing Attitudes, Impact Study on Community Driven Development (CDD) Training Program March 2016. ISBN 978-93-83190-04-1



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PDTC-CDD Training Programs Reach 57 Countries

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Africa



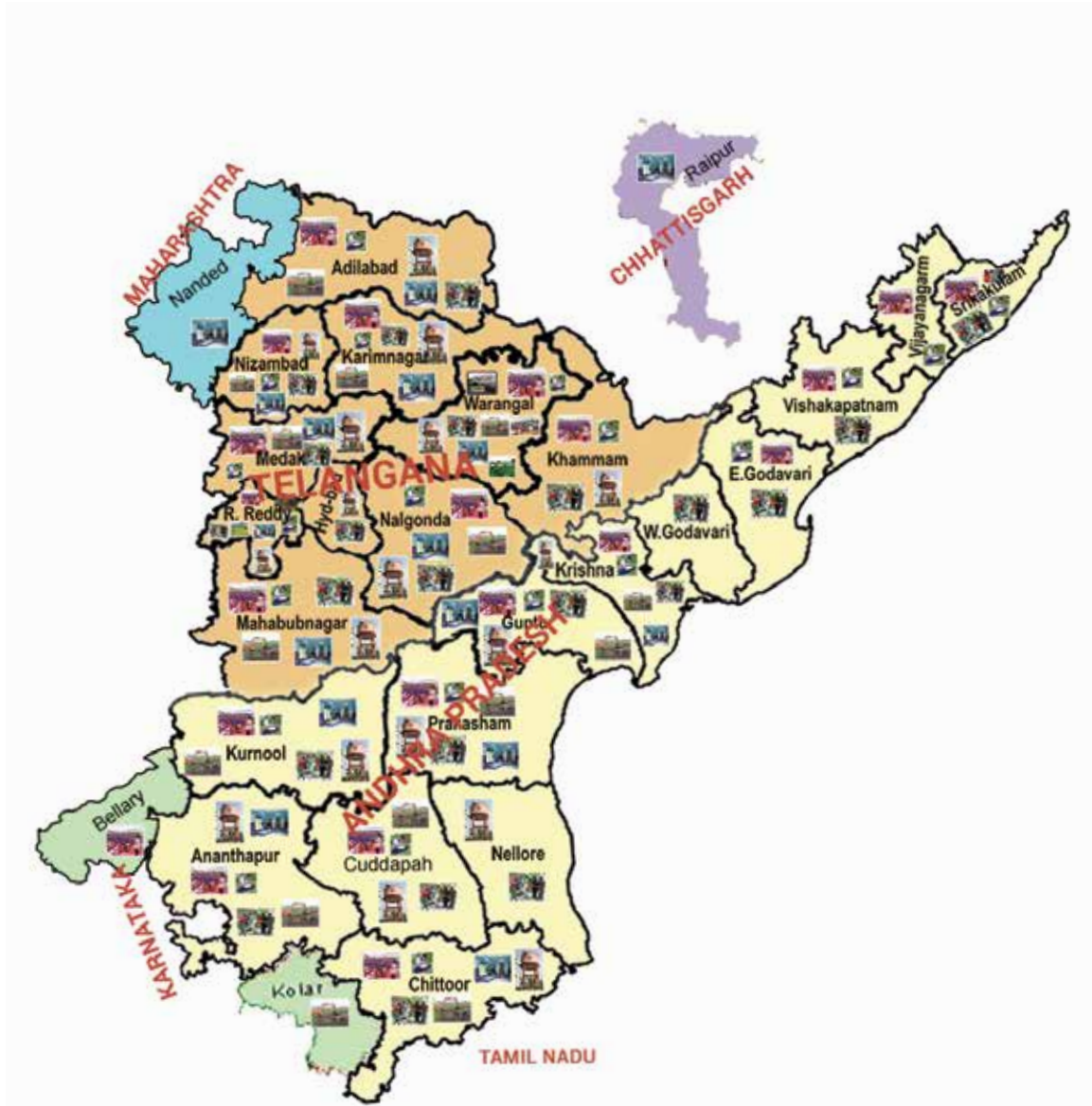
Europe



America



Reach of Bala Vikasa CDD Programs



sketch map not to scale

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