CARE
NEPAL

The
Spider Model
Manual

A Trainers Guide

to

Monitoring Community Organizations' Capacities

CARE NEPAL

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Abbreviations

DA	Development Assistant
BTRT	Begnas Tal Rupa Tal Project
CBO	Community Based Organization
CDCC	Community Development Conservation Committee
EDO	Evaluation and Documentation Officer
MG	Mother Group
PRA	Participatory Rural Appraisal
RDO	Rural Development Officer
SSD	Semi Structured Dialog
SSI	Semi Structured Interview
UG	User Group
WM	Woman Motivator

Acknowledgments

Part One: Introduction

1   Background

In CARE Nepal's projects community institution building is the fundamental approach in facilitating the processes that empower poor rural communities to assume an active role in addressing their own development problems. Using this approach the projects work with community groups to strengthen the communities' skills, confidence and organizational capacity to identify, plan and manage development activities.

The Spider Model is a tool for monitoring community groups' capacities within the area of organization, management, fund mobilization, linkage/networking and participation/representation. The tool aims at building community groups' self-awareness and facilitates action planning.

The manual guides the facilitator's training of field staff in using the tool for participatory monitoring with community groups. The manual focuses on what the Spider Model is and how to use it. Therefore, it is anticipated that the training participants are skilled in group facilitation.

The training consists of a class room session as well as field practice. After the training the participants are expected to undertake the participatory monitoring with community organizations in the project area.

2   How to use this manual?

■ The Spider Model can be used in various ways, and it is hoped that it will be improved and revised based on facilitators, staff's and community groups' experiences with the tool.

■ This manual is to facilitate training in using the Spider Model as a participatory monitoring tool. The facilitators should use the manual flexibly, and adapt it according to own needs and experiences. A separate guideline for the application of the tool in the field situation has been prepared in Nepali for field staff and interested community organizations.

■ The manual is organized into four parts:

- This first part is an introduction to manual.
- The second part introduces the Spider Model, its background, main components and application as a monitoring tool.
- The third part outlines how to use the tool in the field with community groups.

- The fourth part suggests how the projects can use various formats for data collection, compilation. It furthermore provides ideas on how to analyze the information about the status of the community organizations, as well as how to integrate it in project planning and management.

■ Part one and two are for the training only, whereas part three and four also can be used directly by facilitators. A tentative workshop program is enclosed in annex A.

■ The sections of each part build upon each other in terms of information, and are sequenced in logical presentation order for the actual training workshop However, the facilitator should select the sessions s/he finds relevant and go through these in any appropriate sequence. Each session has the following components:

Title	Identifies the main topic of the session.
Objectives	Learning objectives for each session to guide the facilitator.
Time	Anticipated time use for each session.
Materials	Required materials for the session.
Procedure	To achieve the learning objectives for each session by use of mentioned methods and materials, a model of activities have been detailed in sequential order for each session.
Boxes	Boxes are used to explain particular issues, answers, solutions etc. which are central to the training.

3   Objectives of the Training

The overall aim of the training is to make project staff familiar with the Spider Model as monitoring tool, and to enhance their skill in its use with community groups. The long-term vision is to hand over the stick to the community organizations and enhance their self-assessment skills.

By the end of the workshop the training will be able to:

- Explain the background and theoretical components of the Spider Model.
- Identify its importance within the CARE's concept of community institution building.
- Use the Spider Model as a group capacity monitoring tool.

Part Two: The Spider Model

4 What is the Spider Model?

This part of the manual describes the Spider Model, its objectives and background, and its main components.

4.1. Opening the Training

Objective   To introduce facilitators and participants to each other
To introduce the objectives, background of and history of the
Spider Model in CARE Nepal.
To brief on the workshop program.

Time   30 minutes

Materials   Over Head projector (OHP), handouts, cards.

Procedure

1. Ask project manager or other senior project staff to introduce the workshop.

2. Introduce yourself. If the participants are new to each other or the trainers ask them to introduce themselves with name and position. An introduction game can be played.

3. Briefly introduce the subject of the workshop: the Spider Model as a Monitoring tool and its history in CARE Nepal.

The spider model

The spider model is a tool for assessing the capacities of community groups within the areas of: organization, management, linkages/networking, fund mobilization, participation/representation:

- It is a <u>tool</u> for monitoring of community groups capacities
- It aims at building the groups' self-awareness by high participation
- it aims at action planning with the groups to strengthen their capacities

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The background of the spider model

- The tool was first developed in Thailand with community groups.
- It has tested and refined in Syangja and BTRT to make it match the contexts and community organization of CARE projects'. *Examples will be given in following sessions.*
- It is being piloted in Mahottari and Syangja in FY 97, to refine the tool, and to explore ways of integrating it into the project cycle.
- It has been introduced in PRA training as one of the PRA tools.

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4. Explain workshop objectives as outlined above. Handout or show workshop program on OHP.

5. Hand out cards and markers and ask the participants to write their expectations to the workshop on cards. Collect the cards, or ask someone to do it, and group the cards according to similar themes on the board and briefly discuss. If important issues which are expected to be covered during the workshop are missing you can mention accordingly.

6. Make a "parking area" available on newsprint for participants' comments and concerns through out the workshop, to be discussed at the end of the workshop

4.2. What is a Spider?

Objective   By end of the session the participants will be able to explain the simple meaning of a spider and describe how a spider web or other symbols can symbolize an organization.

Time   20 minutes

Procedure

1. Ask the participants:

   - What is a spider?
   - What does a spider do?
   - How does it build spider webs?
   - Why does it make spider webs?

2. You can write the important responses on the board, and (or ask a participant to) draw spider web figures, to initiate discussion about the process of making a spider web. You can also hand out a ball of thread to circulate between participants sitting in a circle to illustrate the idea of the spider web.

> **Spider**
>
> A spider is an animal or creature that spins webs of strand (silk thread). The spider lives in the web, and it helps it to catch food. Usually, the spider webs are made in trees, in corners etc. Its web consists of five main strands (threads) all starting the same center. Between these strands the web is spun like a net.
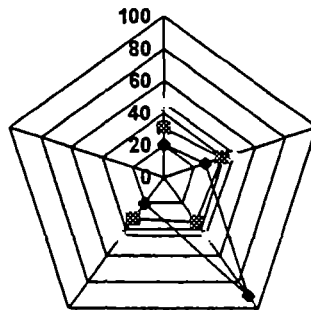
3. Ask the participants how we can perceive of a spider and its web as a symbol for an organization? Discuss also alternative symbolism.

4. Ask why the pillars are important in a web, and similarly in an organization.

> The main strands (threads) of the spider web can symbolize the important characteristics of a self-reliant and sustainable community organization. However, other symbolism can be used, such as a mountain range, a cycle, etc.

5. What aspects are important for a strong organization? Ask this question to the participants, listen, and list their responses on the board and discuss them, possible with practical examples.

6. After identifying key elements or characteristics important for an self-reliant organization ask the participants cluster them main areas or core factors.

7. Subsequently, show the following five core factors on the OHP. Explain that these have been found to be important characteristics of a relatively self-reliant community organization.

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1. ORGANISATION
2. MANAGEMENT
3. LINKAGE/NETWORK
4. FUND MOBILISATION
5. PARTICIPATION/REPRESENTATION
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8 Discuss the importance of strong pillars in spider webs and in community organizations asking the following questions:

- What happens if one pillar of the spider web is missing, broken down or otherwise weak or out of balance? *(show on the white board to clarify what you mean by "broken" spider web).*
- What the spider might do? Why does it repair the web?
- Why are the pillars so important?
- What happens in an organization if one pillar is missing, break down or the like? Will the organization also be out of balance and weak ? What kind of repairmen is needed? *(Show/draw different spider web figures to explain your point.)*

Community organization as a spider web

A spider spins its web with strand (silk thread) There are five main strands or threads which hold the web together These strands can be compared to the main pillars of a house or the main characteristics of an organization.

Similarly, a spider web can symbolize an organization. An organization also have main strands or pillars which are essential for an organization to be able to function. For an organization these pillars would include: management, fund mobilization, organization, linkage/networking, participation/representation.

If some pillars are lacking or are very weak the organization may not sustain or function effectively. The pillars need to be strengthened to make the overall organization stronger and more self-reliant.

- Make sure that all participants are clear about the symbolism of the spider web. But discuss also other kinds of symbolism. Other symbols and techniques may be more meaningful for the community people, e.g. piechart, trend diagrams and use of sticks or mountain ranges have been suggested as alternatives.

- Be aware of any negative associations related to the "makuri jal" among the participants (such as being trapped in the web). Highlight that the symbol of the spider web focuses on the community peoples common efforts and team building in community organizations.

- A positive example: The bigger the web is, the better possibilities the spider has for trapping food. Similarly, if the organizations capacity is big (a bigger area of the spider web figure is covered), the better possibilities the organization has for tapping resources for activities.

4.3. The Main Components of the Spider Model

Objective By end of this session the participants will be able to identify the components of the Spider Model as a monitoring tool (core factors and indicators in a matrix).

Time 1 hour

Materials OHP

Procedure

1. Explain the main technique of the Spider Model is scoring of a group's capacities according to certain indicators, and refer to core factors discussed in the former session. Introduce the factors again.

> 1. Management
> 2. Organization
> 3. Fund Mobilization
> 4. Linkage/Networking
> 5. Participation/representation.

Explain with practical examples that each core factor has four indicators. Show the following list of core factors and indicators on OHP.

Organization		• How often does the group have meetings?
		• What is the role of the group? Does the group have a concept of the role of the group?
		• How does the group communicate to general members?
		• How does the group take decisions?
Management:		• Is minuting done and used?
		• How does the group identify needs and make priorities?
		• To what extent does the group achieve its plans?
		• How does the group resolve conflicts?
Fund mobilization		• From what sources are funds collected?
		• How are funds used?
		• Is accounting and financial recording transparent?
		• Are benefits generated by group activities?
Linkage/Networking		• Does the group coordinate with MG/UGs in the area?
		• How is the relation to other Community based organizations (CBO) and VDC?
		• Has the group succeeded in tapping external resources (excluding CARE project)?
		• How is the relation with the CARE project?
Participation/Representation		• How are clusters, caste/ethnic groups represented in group?
		• Are women represented in group?
		• What is the level of general members' participation in planning and implementation of activities?
		• How actively do women participate in planning and implementation of community activities?

The core factors are the key dimensions of community organizations .The indicators describe the characteristics of the core factors and are written as a question.

The core factors and indicators are based on CARE Nepal's Community Institution Building Strategy and have been established based on field tests with community groups. They should not be seen as fixed, but as changeable according to the type and role of the community organizations.

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3. Allow time for questions and discuss the appropriateness and relevance of the core factors and indicators.

The potential differences between CARE Nepal's and participant-generated indicators has been discussed and sought minimized. The optimal situation is of course participant/group specific indicators identified by the group itself. But this makes overall monitoring at the project level very difficult. It has, therefore, been decided to use a minimum set of indicators for the pilot phase. During monitoring with community groups the indicators will become more clear and revisions can be made along the way. However, maintaining a minimum set of factors and indicators will, however, allow CARE to compare the status and changes in the community organizations within and between different projects.

4.4. Ranking of Group Capacities.

Objective   The participants will be able to explain the process of using the tool for ranking groups' capacities.

Time   1 hour

Materials   OHP

Procedure

1. Ask if the participants are familiar with different ways scoring ? Ask them to give examples of how they have used scoring. (It is similar to ranking)

2. Ask: how the presented indicators can be used for scoring? Discuss briefly and make it clear to all participants.

To facilitate scoring the indicators have been broken down into four stages from one to four. One is low capacity. Four is high capacity. Each stage has been described in detail to enable staff and participants to make valid scoring, and to avoid guess-work and too much subjectivity in the scoring.

In some cases it may be easier to score performance according to a written indicator than to numbers. Numbers are more vague, and the ranking relies on individuals' subjective interpretation, while indicators with a text makes ranking more specific, objective and easier to understand for the participants.

Make the participants clear that the scores are not a test of the facilitating staff .

3. Explain that a similar matrix has been made for each of the core factors. Refer to the indicators handed out already and ask participants to have a

look. Show the following example of a matrix on the core factor "organization" on OPH, and go through and discuss the indicators' four stages from one to four. Explain this is an example and we have to prepare different indicators for various kinds of groups, e.g. mothers groups (MG) and community development committees (CDC).

Organization	1	2	3	4
Does often does the group executive committee meet?	No, almost never	Irregular meetings	Regular meeting. Low participation of members (less than 50%)	Regular meetings. High participation of members (More than 50%)
What is the role of the group?	No perception of the role of the group	Few members of executive committee have an idea about the role of the group (as explained in training)	Majority of executive members, only few general members, have an idea about the role of the group	Majority of all members have clear idea (or own) perception of the role of the group in their community
How does group communicate to general members?	No messages conveyed to and no contact between group and general members	Irregular, verbal communication to general members. (More than 50% are not informed)	Regular, verbal communication to general members. (More than 50% are informed)	Good, interaction between group and general members All are informed about group's work.
How does the group take decisions?	No decisions made	Decisions are made, mainly by one or two members	Decisions are made by few members, but supported by majority of members	Decisions are made based on consensus of majority of all members including general members

4. Explain how to calculate the scores:

- Go through the matrix below and show how the score for the core factor "organization" can be ranked as well as the total score for all core factors. [1]

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[1] The pilot project has operated with four indicators for each core factor, but in order to cut down on the time use and simplify the tool slightly, it may be more appropriate to reduce the number of indicators to three per core factor (This is discussed further in the final experience report: Participatory Monitoring of Community

> For one core factor the lowest score is 4 (1 x 1), and the highest is 16. (4 x 4)
>
> The lowest total score for a group's capacity is 20 (4 x 5) and the highest 80 (16 x 5).
>
> Instead of 1-2-3-4 the score 0-1-2-3 may be more correct for the visualization of the groups capacities. However, 0 is very negative, and it may be more appropriate to be positive and look at groups' accomplishments, however, limited.

- Give the following example how a group's capacity can be ranked, and how scores can be calculated for each core factor. *Show on OHP*.

Core Factor	Score	Total score
Organization	12	16
Management	9	16
Linkage/networking	6	16
Fund mobilization	7	16
Participation	13	16
Total	47	80

The scores can be transferred to a spider web figure:

4.5. How to make Spider Web Figures?

Objective The participants will be able to transform the result from ranking into a spider web figure.

Time 1 hour

Materials OHP, soft board, pins and thread

Procedure

1. Explain (*and show*) how the scores can be transferred into a spider web figure. Take the example from before, and draw the spider web step wise

Groups' Capacities: A pilot Project, Strengths, Weaknesses and Recommendations, June 1997, CARE Nepal). The change in number of indicators will of course have consequences for the calculation of scores as you will see in the following.

(factor by factor) on the board while explaining from where you get the numbers.

Show also the spider web figure made on newsprint as the facilitators will do in the field situation.

EXAMPLE
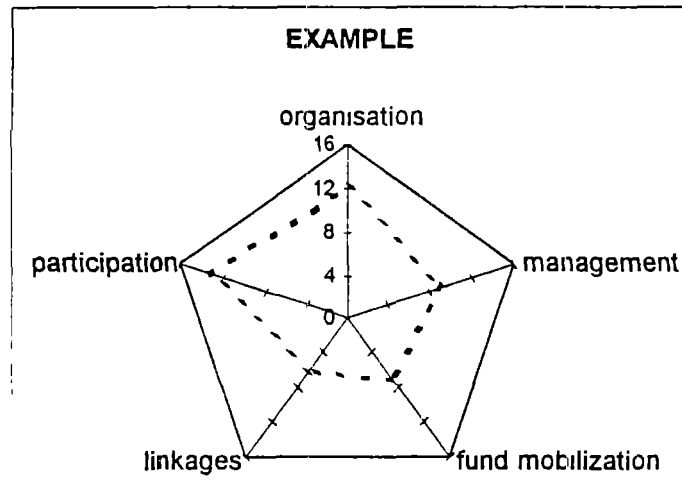
2. Discuss the result:

• In what core factors have the group scored the highest and lowest score ?
• What is the total score for this group's performance?
• What level of capacity has this community group according to the scores?
• In what aspects is it strong or weak?

3. Discuss <u>why</u> it is important to use visualization in the field situation, e.g. with the spider web figures.

    • The spider web figure gives in one glimpse a picture of a certain group's capacities according to a set of indicators.
    • Visualizing the status of the group's capacity can be used for discussion and analysis with the community group on their weaknesses and strengths.
    • Appropriate with illiterate people.
    • Other visualize can be used, such as trend analysis diagrams for each of the core factors, or mountain bar diagrams etc.

> Explain that during the participatory monitoring process the participants' discussion about the indicators and the scores is essential to the awareness building, and as such more important than the resulting spider web figure.

The advantages of the Spider Model compared to other monitoring tools are:

- Visualization of the expected or ideal group performance and the actual capacities of the group.
- Easy to understand for oral people.
- Participatory monitoring process empower people to speak up.
- Flexibility in setting core factors and indicators depending on the type of group and community context.
- Easy to identify the group's strengths and weaknesses and prepare action plan.
- Awareness generation.

Part Three: Field Application of the Spider Model

5 How to Use the Spider Model with Community Groups?

This part of the manual outlines the ways and steps of applying the Spider Model for participatory monitoring with community groups in the actual field situation.

It contains examples, practical exercises and a stepwise guideline on how to apply the tool in the actual field situation. An option is to start with the examples, go through practical exercises with the participants to give them an idea about how the tool works, and subsequently introduce the guideline. Another option is to give examples of how the tool has been applied, then go through the guideline and finally let the participants carry out the practical exercises.

At this point the Nepali Guideline could be handed out to the participants.

5.1. Different Techniques

Objective   The participants will be able to explain different ways of using the Spider Model as monitoring tool with community groups.

Time   2 hour

Materials   OHP, newsprint

Procedure

1. Discuss how to apply the Spider Model in the field with community groups: Ask the participants how they think scoring can best be done with community group? To initiate discussion you can give examples from its application in the projects in Syanjga , Kaski and Mahottari, etc.

2. Show or refer to the report on the Spider Model (Participatory Monitoring of Community Group's, CARE Nepal, 1996), and use examples from this report if participants have more interest. Field reports prepared during Spider Model training workshop can also give ideas of the use of the tool in the field, and its strengths and weaknesses.

3. **Example from Syangja:**

This activity was undertaken to test the use of the tool in a participatory way. The tool was used to facilitate participatory ranking of group capacities. The ranking was done by a group of Community Development Conservation

Committee (CDCC) executive members and group of general members to compare and discuss the outcome. The participatory ranking was done through the following steps:

1. The concept of participatory monitoring was presented and explained to the participants by facilitators (Development Assistant (DA) and Woman Motivator (WM).
2. The core factors were presented and discussed with participants.
3. The participants identified their indicators of a strong group.
4. The participant-generated indicators were compared to the indicators presented by the facilitators, and discussed.
5. There were similarities, and the participants accepted to use the indicators presented on newsprint.
6. The participants were separated in a group of executive members and a group of general members. *But this can also be done in a mixed group of both executive and general members. Either way of organizing the groups have advantages and disadvantages. In mixed groups the general members participate less. With two groups it takes longer time, and you have two results you have to integrate based on consensus.*
7. Each group ranked the CDCC's performance according to the indicators.
8. The ranking was facilitated by DA and WM who asked verifying questions.
9. The scores of each group were calculated and presented as spider figures on newsprint.
10. The participants discussed the results and the differences in the two groups' assessment of the CDCC's performance.

If participants have interest show the spider web figures from Syangja on overhead (enclosed examples as annex D).

Participatory Monitoring in Bath Khola ward no. 9
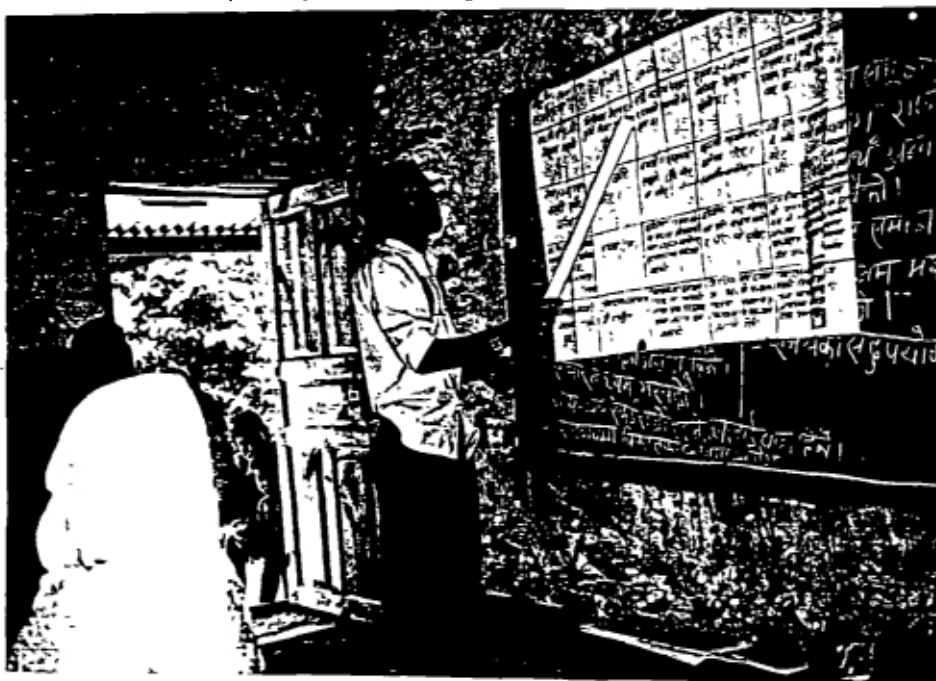
> Summarize the different techniques of using the Spider Model: Ask if there are other ways of doing the scoring ?
>
> a) The community group scores its capacities according to indicators displayed on cards or newsprint, facilitated by staff.
>
> b) Staff score the community group's capacities based on SSI and group discussion.

4. Discuss strengths and weaknesses of using cards for participatory scoring. When it is appropriate to use cards for participatory ranking and when to use SSI only and carry out the ranking yourself ?

> Whether to use cards or not depends very much on the strength of the group and the participants' level of literacy·
>
> Some suggestions:
>
> ♦ If the majority of participants are literate you can easily do participatory scoring with written indicators on cards or newsprint.
>
> ♦ If the group is very capable you can train them in how to use the tool for self-assessment, and let the group do it themselves with minimum facilitation. So facilitation may more essential during analyzing and discussing the result.
>
> ♦ If majority of participants are illiterate you may want to use SSI/SSD and rate the group's capacity yourself based on the discussions. However, the scoring should be done openly. You can rate the groups' capacities stepwise and explain how you do it and discuss the results (presented as a spider or any other figure) with the participants.
>
> ♦ You can also involve the illiterate participants in the rating by using additional techniques, be it a stick or stones. For example, the stick can be divided into four parts, each corresponding to stage 1 - 4, based on which the group can make a relative assessment of their capacities. This demands strong facilitation, and the facilitator may want to do his/her own scoring also, based on the discussions.
>
> ♦ The use of visualize or pictures for each indicators can be an option for illiterate groups, but is difficult to make pictures for abstract concepts.

5.2. Practical group exercises

The following exercises can be done at any convenient time of the training. You can also compose your own practical exercises. Based on the exercises the facilitator should explain the process of facilitating the participatory monitoring more in detail.

Objective   The practical exercises will illustrate the processes of using the tool, and enable the participants to use the tool.

Time   2 hours
Materials   Descriptions of the role play to be handed out

Procedure

Exercise 1:

1. Ask 6 participants to volunteer to be a community group.
2. Either hand out or explain briefly about the group, what kind of group it is, how much fund it has, what activities it has implemented and the status of the activities at the moment.
3. Explain to the group that the purpose of the gathering is for the group's self-assessment, and briefly explain the process. *Don't go into details.*
4. Facilitate the group's scoring of their capacities according to one or more core factor. Use the matrix or pre-prepared cards with indicators written on.
5. Ask verifying, critical questions, and make sure everybody participates in the discussion and scoring
6. After finishing the scoring of the or each core factor, calculate the score together with the group, and transfer the added score to a spider figure made on the whiteboard, or newsprint.
7. Repeat this exercise with another group for a different core factors.
8. Plenary discussion about the process.

> **Exercise 2:**
>
> 1. Ask a participant to volunteer as a facilitator and 6 participants to be a group.
> 2. Explain or hand out description of the group, what kind of group, how much fund collected, activities implemented etc.
> 3. Ask the facilitator to facilitate the group's scoring of their capacities according to one core factor.
> 4. The facilitator will use SSI (verifying, critical questions) to motivate discussion among the group, and to triangulate the result.
> 5. The facilitator will assist the group in calculating the score together with the group, and transfer it into the previous spider web figure on the whiteboard.
> 6. Plenary discussion about the process.

5.3. Facilitation of Community Groups' Self-Assessment

The following section does not detail about the tool as such, but provides a guideline on how to facilitate participatory monitoring with the Spider Model. The facilitator can hand out the Nepali guideline on the spider model, and go through the following activities step by step or in any convenient order.

Objective The participants will be able to apply the tool in the field situation and facilitate community groups' self-assessment of their capacities.

Time 2 hours

Procedure

1. Planning of participatory monitoring with community groups

    a) Prepare materials:

    - If you use cards, write the indicators on cards, or newsprint.
    - Make copy on A4 to give to the group if interested.
    - Prepare SSI for the particular group (use SSI enclosed as annex E as inspiration).
    - Depending on where the meeting take place bring a whiteboard and markers, or newsprint, for presenting indicators, and drawing of spider web figures.
    - Bring formats on group description, fund status, etc. to be filled out during the exercise.

b) <u>Plan the training or meeting with the community group</u>

- Invite group members to participate in the participatory monitoring.

- If it is a large group with both executive and general members invite a manageable representative group of members, which represent both executive and general members. A manageable group is between 15 - 20 participants. However, you might consider doing the monitoring with a group of both executive and general members, simultaneously, and can, therefore, handle slightly more participants.

- If it is a smaller group ensure broad participation of the majority of members.

- Make the participants clear what the purpose is, and how long time it will take, i.e. 5 - 7 hours. You may have to also call it a one day training to encourage participation.

- If relevant, make sure men, women, all castes/ethnic groups etc. will be represented.

2. Introduce the participatory monitoring: Explain briefly the purpose of the meeting to the participants, and how the group can assess their capacities by discussing different aspects of community organizations, based on which they can score their group's performance.

3. Start the discussion by asking the participants:

- What they consider important factors of a strong community group ?
- What characterizes a strong community group?
- How strong they are themselves, and why? Or if they know a strong group in the VDC and why this group is particularly strong?

4. Cluster the identified indicators according to the core factors if possible, or present the core factors on a board, on newsprint or in speaking, and relate these to the indicators identified by the participants.

5. Give examples of the core factors to clarify the meaning of the words e.g. by referring to some of the indicators (e.g. minuting, meetings, fund collection).

6. Explain that the group, by discussing these aspects more in detail can realize the group's capacities, and find out strengths and weaknesses.

7 You can at this point draw the five pillars of the spider figure on newsprint or board, and write the core factors for each of them. Explain how this figure symbolizes the main characteristics of an organization as just discussed.

Introducing the spider web figure in the beginning may make it easier for the participants to understand the visualization of their capacities at the end, even though you may not use cards for scoring.

8. Scoring of the group's capacities:

As outlined above you can use different techniques: In the following the techniques of scoring with and without cards are described.

WITH CARDS

- After discussion of important factors of community organization with the participants, briefly explain the process of scoring with cards.

- Present the indicators (one by one) by reading out loud, or ask a participant to read it out loud. You can also hand them out to different participants, but put them up on a board or the wall so everybody can see

- Start the discussion with easy questions, preferably relating to the aspects already brought up in former discussion. Ask different people if they understand the meaning, and explain accordingly

- When all four stages have been presented, ask the participants where their group is, e.g. what stage is matching the situation of their group?

- Stimulate discussion in the group by asking verifying questions: **how, when, where, what, why, who.**

> Emphasize that the participants' discussion about indicators and scores is very essential to the process.
>
> Try not to use to much time for explanation of more abstract issues of the Spider Model, but do it step wise.
>
> Cross-check the information in different ways, by different questions, by asking executive and general members, women, men, etc. You can also use information from the group formats.

WITHOUT CARDS

- You go through the same steps as outlined above, but instead of displaying the cards with indicators you use SSI (see example in annex E) and carry out the scoring based on the discussion. As mentioned above, you can also use a stick for illustration and for the group's relative scoring.

- If you undertake the scoring based on discussions/SSI, you should keep the process transparent. If you feel it is appropriate you can even do it on the board stepwise so everybody can see what you are doing.

- For example: explain that the group can assess it's capacities within the core factors based on discussions of various issues/aspect, and that you will facilitate by asking lots of questions.

Group discussion in Ganeshpur VDC, Syangja

9. Calculate the score:

You can calculate the score either stepwise for each core factor, or after the scoring of each of the core factors.

- Stepwise calculation of the scoring of each core factors implies that you, initially, present the pillars of the spider web figure. After scoring for one core

factor, (either by participants or by yourself based on their discussion), calculate the total score for the core factor and transfer it to the corresponding pillar on the spider web figure.

10. Presentation and analysis of the result

- After the calculation of the scores present the result as a spider web figure, on newsprint, or on the ground. You may have to explain again in simple words how you calculated and made the assessment of the group's capacities in each area.

  For example by clarifying what is high and low score, and how the space between the outer line and the actual figure is the room they can improve to become a stronger group. By giving different examples make sure they all understand what is meant by the figure.

- Analyze the results. Based on the figure facilitate their discussions about their stronger and weaker capacities. Initially, give emphasis to the stronger points. Ask if the participants agree to the result ? You may have to refer to the former discussion. If they seem unclear about how to understand the core factors/pillars of the figure, refer to their discussions before on the indicators related to the core factors.

  For example They agreed that they do not have regular meeting? And that the majority of members do not know the role of the group? Explain that these points relate to organization, and these are the reason why their group appear weaker in organization.

> This requires that you remember the discussion and are able to relate the analysis of the result of the core factors to the specific scoring of the indicators. You can use the scoring format (annex F), or even write the scores on the board for everybody to see during scoring and the following discussion.
>
> Emphasize that this kind of monitoring can be done regularly (yearly) which will enable the group to assess their present situation, and see changes over time
>
> Be positive and focus on the strengths and opportunities of the group.

11. Action planning with the group

- Based on the discussion on strengths and weaknesses ask the group if they need/want to strengthen the group's weaker areas Where they want

to go as a group ? What they want to do ? Ask them what they believe they need to improve, and how to improve ?

Emphasize that training is not always the solution, and that it is important to find locally available and simple solutions: Some examples:

- It the group does not have regular meetings, this could be the first step.

- If there is not communication between members (often between executive and general members) they made realize they need to share information, and do that more in the future.

- If the group is unclear about the role of their group, their may need to clarify their role, and this could be done in a meeting, perhaps facilitated by the site staff.

- If they are weak in linkage/networking and they understand it is important for them to become more self-reliant, they may need some facilitation or training in how to approach other organizations like the VDC for funding. This may imply training in proposal writing, registration, etc.

- Some weaknesses or problems can be solved or improved simply in a meeting facilitated by the project staff. This could be conflicts, lack of understanding of role, lack of active leaders etc So the group need facilitation and motivation to solve their problems.

- If the participants agree to prepare an action plan ask them to write down the weaknesses and the planned activities in the minuting book, or separately on the action plan format. The formats can outline the specific activity, the time frame (when), the responsible persons, the funding and support needed, etc.

It is important that the participants feel the need for making an action plan and take action upon the monitoring. If they do not feel the need the facilitator ends up making the action plan, but action may not be taken by the group. At this point in the meeting the participants might be tired, and it is better to arrange a separate meeting where they can discuss what action they want to take. The field staff can participate in the meeting

- Make sure to have a copy of the action plan for the project, for follow up.

- Make sure to have filled out the formats, including the score, the group's analysis and observations. The information will be compiled and analyzed at project level.

- Also, make sure the group has a file with the spider web figure, scores and action plan for future monitoring and comparison

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Be aware that action planning can raise the group's expectations

- Promote local and simple solutions to the group's weaknesses and inform the participants about the project's limited resources.
- Inform that the project will consider the identified training need during the annual planning of the overall training program.
- Inform that in some cases the field staff can provide the group specific and short training on selected topics, such as record keeping. Therefore, to support the groups according to the identified needs may not imply planning and conduction of larger training programs, but a flexible approach.

Part Three: Compilation, Analysis and Use of Information

6 *How to Compile and Analyze the Information?*

This section outlines how to compile, analyze and use the information generated from monitoring of different group's capacities.

Since the following tasks will only be undertaken after the monitoring has been undertaken with community groups, all of the issues may not be touched upon during the workshop. The training participants needs to be familiar with how to compile, analyze and use the data. The analysis and integration of the overall result in the project planning of community support activities and training is the responsibility of the RDO and project mangers.

6.1. Compilation and Format

The results from the monitoring of the groups' capacities should be compiled in a database at project level, and if appropriate also at site level. Similarly, the community groups should be keep their own file with the assessment (score), the spider web figure and action plans prepared. It is important to give feed back to all staff about the results and changes over time.

Based on the compilation format enclosed as annex F, which outlines the individual groups' score for each of the core factors, as well as the total score, the project can analyze the status, and changes over time, of the community organizations. Below is given some ideas how the information can be analyzed[2]

6.2. Ideas for Analysis

The scores of the Spider Model can give an idea about the capacity of the particular group. The lowest score for a core factor is 4 and the highest 16. The lowest total score is 20 and the highest is 80. By looking at the scores for the core factors it is possible to get an overview of the areas the groups tend to be strong and/or weak, while the total score gives an assessment of the overall performance of the group, whether it is weak, average or strong.

It is interesting to compare the scores of the same type of groups, and of different kinds of groups. This will give an assessment about the overall status of

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[2] To get a more complete picture of the groups' capacities additional information can be collected, for example on the groups' fund and activity status. Such information could be collected together with the Spider Model monitoring. Examples of data collection formats are enclosed as annex G.

the community organization, as well as indicate what kind of groups tend to be stronger than others, what core factors the groups in general are weak in, etc.

If all groups have low scores in all core factors the project may have to consider the effectiveness of the community organization approach and the appropriateness of the particular group. Important questions are: how long time the project has worked with the groups, how much training and support have being given to the groups compared to the result, and if it is still relevant to focus on strengthening these groups? For this kind of analysis the project may need other information about the groups, training provided etc.

When analyzing the results the nature of the group and its role in the community has to be considered. For example, community development conservation committees (CDCC) are formed to be a coordinating body for development activities implemented by user groups (UG) and mother groups (MG). But some CDCCs function more as multipurpose groups, or as smaller income generating activity groups. Similarly, the role of different types of women groups or user groups varies within and between projects The indicators may not always match the individual type of group, and additional explanations might be necessary to give a more complete picture of the group's situation and status

This is especially important if the indicators are adapted to other groups such as forest user groups (FUG) or UGs. The minimum set of indicators are prepared for the CDCCs and women groups, and even though the indicators are of general character, issues may be lacking which are central to, for example, FUGs

The results of the monitoring should be discussed and verified with the group itself Often peculiar and somewhat inconsistent or unbalanced results may appear. For example if the group is very strong in linkage and at the same time very weak in fund mobilization. Or if a group has collected a large amount of fund, but more than 50% lies idle. It is very important to discuss the results, not only the total scores and the spider web figure, but also issues related to the individual indicators, with the group to try to find out the reasons behind the results. Often we assume there are certain correlation's between the various indicators and core factors, but the group may have different opinions, and it is important to find out.

6.3. Use of information

The information can be used by project management to target the community organization approach and group strengthening activities more effectively. The information provides the project an overview of the status of the community organization and changes over time. The project can follow the development of the groups' capacities and make decides regarding training programs, other support activities, phase out etc.

> Examples of use of the results:
>
> ♦ It can be used to identify and analyze the weaknesses and strengths of the group
> ♦ It gives an overview of the status and changes over time of the community organization(s).
> ♦ It can be used to visualize the situation of the group(s).
> ♦ It can be used to identify the training needs of the groups and for planning of community strengthening activities by project

Such information is essential for the project planning of training programs or other community support.

The activity should be integrated as part of the project cycle, and staff's work. It is important to follow up with the groups at least within one and a half or two years. To integrate the spider model in the program, appropriate timing of the monitoring activities in the field, as well as available time and staff resources in the project have to be discussed.

In relation to action planning it should be emphasized that it is the group's action plan, and that training is not always the solution. The groups are likely to expect training and excursions, which may be beyond the capacity and resources of the project. Therefore, staff should promote local solutions. This does not mean that staff cannot support the group, for example with a short training on a specific topic such as record keeping. This is easier than arranging a formal training program for several groups, and more appropriate to strengthen the particular group.

Generally, the project will use the results for an overall assessment of the status and changes of the community organization. Based on this the project is able to adjust training programs and community institution building strategies. For example, if all groups are weak in linkages/networking the project can plan a module on linkages and perhaps proposal writing for a number of groups the coming year. The next year it may be fund mobilization and recording. If some groups are weak in management aspect, the project may have to gather some from the groups for a training on management.

It is, however, essential, that the project staff are clear about what kind of support staff can provide to the groups, and how they follow up with the groups

6.4. Reporting on the Results

The project can prepare a brief report consisting of the summary results and analysis, as well as project's recommendations and action plans. The report

should only synthesize the result and provide useful information. Compilation and analysis is the rural development officer's (RDO) responsibility.

The report may briefly describe the community organization of the project, and previous community organization assessments undertaken. The report can also include general observations on the status of the community organization, the overall results of the monitoring, and discuss if the results are in line with staff's previous assessments and observations etc. Finally, the report can conclude on the analysis and provide recommendations for project management and planning of community organization support activities and training programs.

The final compilation and analysis of the community organization assessment should be discussed and used by project staff. It is important to provide site staff feed back as well. Summary results and action plan should be forwarded to central office.

<u>Example of the report's contents</u>

1   Introduction

     a) Community organization of Project
     b) Previous Monitoring/Assessments of community organization   -
     c) Selected Groups and VDCs for monitoring

2.   Results

     a) General observation of status and development of community organization
     b) Comparison of total scores of groups (as per type (CDC/MG)
     c) Comparison of factor wise scores of groups (as per type)
     (organization, management, linkage, fund, participation)

3   Conclusion and Project Action Plan
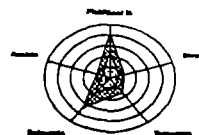
CARE International in Nepal
SPIDER Model Workshop

Time-Table

Day/Date	Content	Time
First day	**Contracting:** ♦ Opening remarks ♦ Introduction to each other ♦ Expectation collection ♦ Objective of the workshop ♦ Briefing about contents ♦ Norms setting ♦ Parking area	09˙00 - 10 30
	Tea Break	10 30 - 10 45
	♦ Introduction to SPIDER	10 45 - 12 00
	Lunch Break	12.00 - 01 00

	♦ Introduction to SPIDER model
	  Background
	  Purpose
	♦ Component of SPIDER model
	  ˙ Core factors
	  Indicators
		01 00 - 03 00

	Tea Break	03 00 - 03 30

	♦ Ranking
	  Calculating the score of the ranking
	  How to make SPIDER web figure
		03 30 - 05 00

Second Day	Revision
	♦ How to use the SPIDER model
	  Examples from Syangja
	  Examples from BTRT
		09 00 - 10 00

	Tea Break	10 00 - 10 15

	♦ Methods for SPIDER
	  Participatory ranking
	  SSI
	♦ Demonstrate methods
	  . Group exercise
	  Prepare for field
		10:15 - 12˙00

	Lunch Break	12 00 - 01.00
	♦ Field	01˙00 +

Day/Date	Contents		Time
Third Day	.	Revision	30 09 00 - 10 30
	.	Discussion on previous field work	
	Tea Break		10.30 - 10 45
	.	Field preparation	10 45 - 12 00
	Lunch Break		12.00 - 01 00
	.	Departure for field	
		Field work	01 00 +

Day/Date	Contents	Time
Fourth Day	. Field Work contd.	Up to 12 noon
	Lunch in Syangja	12·00 - 01 00
	Discussion on field work	01 00 - 02 00
	Report Preparation	02 00 - 04 00
	Closing of the training	

Thank   You   for   your   active   participation.

Organization	1	2	3	4
How often does the CDC (committee) meet?	No, almost never	Irregular, ad hoc meetings when need arises	Regular, but with low degree of participation (< 50%) of members	Regular with high participation of members (>50 %)
How does the CDC take decisions?	No decisions made	Decisions are made, mainly by one or two members	Decisions made by few members but supported by majority of members	Decisions made are based on consensus of all members include. general members
How does the CDC communicate to general members?	No messages conveyed and there is no contact between CDCC and general members	Irregular, verbal communication to general members. (More than 50% are not informed)	Regular, verbal communication to general members. (More than 50% are informed)	Good, interaction between CDCC and general members. All are informed of CDC's work.
What is the role of the CDC? Has the group a concept of the role of the CDC?	No concept of role of the CDC	Few members have vague concept of the role of the CDC (as explained in CDC training)	Majority of members have vague concept about the role of the CDC as explained in training	Majority of members have clear (and/or own) perception of the role of the CDC in their community

ANNEX B: INDICATORS USED FOR PILOT PHASE

Management	1	2	3	4
Is minuting done and used?	No minuting (inadequate members or lack of quonum)	Irregular and often incorrect and minimal (signatures only) minuting, but discussion takes place	Regular minuting, but only main decisions	Regular minuting of all decisions, and plans which are used by managememt for follow-up and review of previous minuting
How does the CDC identify needs and prioritize activities?	No identification of needs in the community	Needs are identified by leaders of CDC - but sometimes discussed in mass meetings. Often priorities are made by few leader persons, and conflict/dis-agreement arises	Needs are identified and priorities made in mass meetings. Not all agree to priorities made	Needs are identified and priorities made in mass meetings. All needs are heard and discussed. The priorities are based on consensus of all members. No conflcits arise
What type of external assistance is needed? (Care Project, teachers etc.)	Everything is required from outside to implement activities	Money, materials, technical support and motivation is required from outside	External assistance upon request of the CDC for specific activities	Most of the activities are planned and implemented Independently
How does the CDC resolve conflicts?	No conflict resolution	Mainly outsiders (project) take initiative to resolve conflicts - not always solved	The CDC leader (or otherwise respected person) take initaitive to resolve conflicts - almost always solved (not always consensus)	Conflicts are always resolved based on consensus of implicated parties or all CDC members

INDICATORS FOR CDCs

Fund Mobilization	1	2	3	4
From what sources are funds collected ?	No fund collected	Fund is collected only from project subsidies.	Fund is collected from project subsidy and sometimes, independently.	Regular fund collected from project subsidy as well as independent ly from other sources. Such as from VDC etc.
How are funds used?	Not used	Used for loans	Funds are used, but often there are no plans for collection and use of the	Used for planned activities or ad hoc arisen needs in community
Is accounting and financial recording system transparent?	No recording system	Incorrect recording - status is known to only few executive members	Recording good - CDC members know but general members are mainly unaware of status.	Regular updating of records, which are known to all members
Are benefits generated by group activities?	No benefits perceived by group members	Group members have non-financial benefits from activities (easier access to water or forest products) but benefits are low compared to costs	Group members have non financial benefits, and these are positive in relation to work, money and materials invested.	Group members see financial as well as non-financial benefits from group activities

Linkages/ Networking	1	2	3	4
Does the CDC coordinate with UG's/MG in the area covred by the CDC?	No contact or coordination with UGs or MGs	Irregular contact with UGs and or MGs, but no coordination of activities	Regular contact and coordination with UG,MGs, for joint meetings and planning	CDC plays an essential role in coordination with all UGs and MGs and is involved in planning, resource mobilization and monitoring
How is the relation to other CDCs, the VDC and/or other line agencies?	No relations at all	Irregular meetings with CDCs, and/or the VDC, and/or other line agencies or organizations	*Formally* paticipating in meetings (at least 2 times per year) with other CDCs, and/or the VDC, and/or other line agencies or organizations	Yes, regular meetings with CDCs, the VDC, line agencies or other organizations - resulting in new activities and /or initiatives
Has the CDC succeeded in tapping external resources (excluding project)	No access to external resources.	Yes, has incidentally access to non financial support (training, technical advise,etc) from one NGO or line agency	Yes, has incidental financial support from one NGO/VDC/DDC	Yes, has regular financial and non financial support from NGO/VDC/DDC, line agency
How is relation with the project?	No activities at all.	Activities depend completely on project. No independent activities carried out.	Moderately dependent on project. At least one activity **completely** initiated, implemented and monitored by the CDC with the use of own funds.	Independent. at least 50% of the activities carried out by the CDC independent of project.

Representation & Participation	1	2	3	4
How are clusters, caste/ethnic groups represented in the CDC ?	Not all caste/ ethnic groups and clusters are represented in the CDC.	Clusters are represented but not all caste/ethnic groups	Clusters, caste/ethnic groups are represented, but not proprotionally	All clusters, caste/ethnic groups are proportionally represented
Are women representated in the CDC?	Women are either not represented or represented on project demand, but not active in any way	Women are represented, but are only active in implementation of specific activities	One or two women in the CDC are active in both decision making and implementation	Women form at least 40% of the CDCC and are active in both decision making and implementation
How active are general members participation in planning and implementation?	General members not active.	General members attend mass meetings but are not active in implementation	Majority of general members participate in implementation of specific activities.	Majority of general members are active in decision making (mass meetings - action planning) and implementation of activities
How actively do women in general participate in planning and implementation of community activities?	Women do not participate	Women participate only because of project demand, but not active.	Women particpate actively in implementation (often mainly MG members) Not influential in decision making	Majority of women are active in both decision making, planning and implementation

Indicators for Mother Group (MG) and Women Development Group (WDG).

Organization	1	2	3	4
Do MG/WDG have regular meetings ?	No, almost never	Irregular meetings	Regular meetings (at least 6 times per year), with low degree of participation of members (< 50%)	Regular meetings (at least 10 times per year) with high participation of members (>50 %).
How does the MG/WDG take decisions ?	No decisions made	Decisions are made - mainly by one or two members	Decisons are made by few members, but supported by majority of members	Decisions are made based on consensus of all members
How does MG/WDG (leaders/committee) communicate with (general) members?	No messages conveyed to members There is no contact between MG/WDG (leaders/commitee) and (general) members	Irregular, verbal communication to (general) members. More than 50% of members are not informed of MG/WDGs work	Regular, verbal communication to (general) members. More than 50% of members are informed of MG/WDGs work	Good interaction between MG/WDG leaders and (general) members. All members are informed about the MG/WDGs work
What is the role of the MG/WDG ?	Members have no idea of the role of the MG/WDG	Few members have unclear idea of the role of the MG/WDG (as explained in training/oreintation)	Majority of members ahve vague idea of the role of the MG/WDG (as explained in trainnig/orientation)	Majority of members have clear (and own) opinion of the role of the MG/WDG in their community

Management	1	2	3	4
Is minuting done? *Is minuting used?*	No m inuting (lack of quorum)	Discussion takes place, but minuting is irregular and minimal (signatures only)	Regular minuting, but only main decisions. No plans	Regular minuting of decisions and plans. Minuts are uses by management for follow-up on previous decisions and plans
How are activities planned and implemented ?	No planning takes place	WDG/MG plan activities with help form project and/or male advisors. Implementation tend to be weak	Activities are planned in mass-meetings with support from majority. Some support from project or advisors is needed in planning or implementation	Activities planned and implemented by the group
Does the MG/WDG complete planned activities?	No	Few activities have been planned, but not completely implemented Management of activities is weak	Majority of planned activities have been completed. Management/mainte-nance sometimes weak	All planned activities have been completed as planned. The activities are managed and maintained well
How does MG/WDG resolve conflicts?	No conflict resolution takes place if conflicts arise	Mainly outsiders (project) take initiative to resolve conflicts - conflicts are not always solved	The MG/WDG leader (or otherwise respected person) take initiative to solve conflicts - almost all conflicts are solved with consensus of majority	Conflicts are always solved (by MG/WDG) with consensus of implicated parties - or all members

Linkages/ networking	1	2	3	4
Does the MGs/WDGs have any relations with other community (CBOs), the VDC and line agencies ?	No contact with them	Irregular contact with other CBOs No coordination of activities	Regular contact with other CBOs (at least 4 times per year). Joint meetings and planning of activities	More than 50 % of members of MGs/-WDGs are also members of other CBOs. Has good coordination with them
How is the relation to the VDC, line agencies or other organizations?	No relations at all	Irregular contact with the VDC. Ccoordination of activities is weak.Often assistance from project/advisor is needed to approach VDC	Regular contact to the VDC, but only limited coordination of activities. Limited contact to line agencies or other organization	Regular coordination with the VDC and lineagencies or other organization - resulting in new activities or initiatives
Has WG/MG succeeded in tapping external resources (excluding project)	No, not aware of opportunities	No. Aware of opportunities, but did not yet have access to external resources.	Yes, has occasional financial or non-financial (training, technical advise) support from one NGO, VDC, or lline agency	Yes, has regular financial and non-financial support from NGO, the VDC and/or line agencies or other organizations
How Independent are the MG/WDG ? (focusing on relation to project)	No such activities at all	Development activities depend completely on project. No independent activities carried out	At least one development activity **completely** initiated, implemented and monitored by MG/WDG with the use of own funds	At least 50% of the development activities are carried out by WDG/MG independently from project

Fund Mobilization	1	2	3	4
From what sources are funds collected?	No fund collected during last year	Irregular fund collected only from project subsidies.	Regular fund collected from project subsidy and sometimes, limited, independent fund collection from membership fees etc.	Regular fund collected from project subsidies as well as independent collection from other sources (fees, VDC, etc.)
How are funds used?	Not used	Used for loans	Funds are used for subsidized activities mainly	Funds are used for subsidized activities, for revolving fund, and for independently planned activities
Do the members benefit from group activities ?	Members does not feel they have any benefits from group activities	Group members have non-financial benefits like temple, water, etc. from activities. Benefits are low compared to cost	Group members have non-financial benefits. These are positive in relation to work, money and materials invested	Group members get financial as well as non-financial benefits from group activities
Is accounting and financial recording system transparent?	No recording system.	Weak recording - status is known to only a few executive members	Recording good - executive members know but general members are mainly unaware of status.	Regular updating of records, which are known by all members.

Representation & Participation	1	2	3	4
How are people, clusters, caste/ethnic groups of the MG/WDGs coverage area represented in the MG/WDG ?	Not all people, caste/ ethnic groups and clusters are represented in WDG/MG	Clusters are represented but not all people and caste/ethnic groups.	Majority of people, but all clusters, caste/ethnic groups are represented - but not equally (proprotionally)	All people, clusters, caste, ethnic groups are equally represented (proportionally)
What is the level of the members participation in planning and implementation of group activities?	Members are not active	Members attend mass meetings. Majority are not active in implementation	Few members are active in planning. Majority of members participate mainly in implementation of specific activities	Majority of members are active in decision making and implementation of activities
How active are women in general in community development?	Mostly women do no participate	Women participate only because of WDG/MG program, or legal demand	Women tend to be active in implementation of activities Not in decision making	Majority of women are as active as men in decision making and implementaton of community activities
Feeling of group ownership?	No one takes care about the group or activities	Weak sense of ownership. Activities are perceived as project 's activities and not as their own	Activities are seen as their own. But participation in activities is relatively low	Activities are seen as their own. Follow up on activities is good. Participation in activities is high

Suggested Minimum Set of Indicators

The following core factors and indicators for Women Development Groups (WDG)/Mother Groups (MG) and for Community Development Conservation Committees (CDCC)/Community Development Committees (CDC) have been prepared based on various discussions with project staff and project participants in Syangja and Mahottari as well as on experiences with indicators during field tests of the Spider Model.

The indicators should be perceived as minimum set to be used for monitoring. The indicators are, however, flexible and adjustable to the local group contexts, as the groups roles and activities varies in the different CARE projects. Using indicators for (participatory) ranking implies a lot of facilitation, examplification, triangulation and discussion.

The meaning of the narrated indicators and stages for scoring may not be directly translatable into Nepali, and should be translated to a for community members understandable language. If the immediate meaning of the indicators and stages is lost in the translation you can supplement with explanation of the meaning, for example by giving examples.

When ranking the score of the group's capacity, do not perceive the narrated stages too rigid, as the appropriate stage should only be comparable. For example, in case of meeting regularity of the group if the group meets irregular, and when necessary only, but is at the same time very active in activity implementation, the group may score stage 3 or 4.

If some of the indicators does not match the particular group's situation, or the group suggests other indicators, you may consider revising the indicators, and/or add new ones.

The following matrixes with indicators have been supplemented with guiding comments when relevant.

Bear in mind that the suggested set of indicators has been cut down from four to three indicators per core factors. This is to simplify and shorten the monitoring process. This will, however, effect the scoring: the lowest score for a core factor will be four and the highest 12, e.i. instead of 16. The total lowest score will be 20 as before, but the highest will be 60 instead of 80.

INDICATORS FOR WOMEN GROUPS (WDG, MG, WG)

PAGE 1

A: Organisation	1	2	3	4
1. When does the group meet?	Only one meeting or less during the last 12 months	Less than 4 meetings a year, often arranged by project or others	At least 6 meeting a year	Regular monthly meetings (with no more than one or two exceptions)
2. How does the group take decisions?	No decisions are made	Decisions are made - mainly be one or two members (Often male advisors are involved)	Decisions are made by few members, but supported by majority of members (Male advisors may be involved)	Decisions are made by all members, independently, based on consensus. All members have been heard during discussions
3. What is the role of the group?	Members do not know the role of the group	Only one or two members have an idea about the role of the group as promoted by CARE	Majority of members are clear about the role of the group as promoted by CARE	All members know what the role of the group is (own idea)

A1:   In groups where there is no distinction between executive committee and general members, "members" is understood as all members. In groups with an executive committee and general members, " members" is understood as both executive and general members un less something else is mentioned

A1.   Many groups meet when necessary, which is good, if the group otherwise is active.

A2:   Decision making especially refers to how the group prioritizes and plan activities in the community, and to how many households/members actually participate in major decision makings.

A3·   Role refers to the groups own perception of the group's role and function rather than what CARE has promoted the group's role and function to be.

B: Management	1	2	3	4
1. Are activities implemented and maintained?	No implementation of activities	Implementation and maintainance of planned activities is weak, and often delayed or not completed	Implementation is almost always completed, but maintenance and management may be weak and rigid	Implementation of activities always done as per plans. Maintenance and management of activities is good
2. How does the group communicate to/with (general) members?	There is no communication between members. No messages is conveyed from chairpeson/executive committee to (general) members	Irregular, verbal communication to (general) members. More than 50% of members are not informed about the (executive) group's meetings, decisions, work, etc	Regular, verbal communication to members (when something new). More than 50% of members are informed about the group's meetings, decisions, work, etc	Good interaction between leaders/executive and (general) members. All members are informed about the group activities
3. How does the group solve conflicts?	If conflict arises, conflict resolution does not take place	Mainly outsiders (project/advisors) take initiative to solve conflicts	The group leaders try to solve conflicts - major conflicts are solved with consensus of majority	Conflicts are always solved by the group with consensus of all mambers or involved parties

B1:   Implemenation of activities refers to how well the group work, manage and monitor their activities, and how motivated they are as a group.

B2:   Communication refers to both the 'formal' communication system between leaders/executive committee and the (general) members, and to the informal team situation of the group

B3:   This is usually a difficult issue, so before asking this question try to find out if the group has had any conflicts. Conflicts could relate to activities never completed, fund never used or other inactiveness, reformation of group , change of leader, or the like. Often it will show during discussion, and this question can be asked at the end of the session.

C:Linkage/Networking	1	2	3	4
1. How is the relation to the VDC, line agencies and other NGOs/CBOs ?	No coordination with VDC, line agencies, NGOs/CBOs takes place	Sometimes the group discuss with other CBOs/NGOs of the area, or VDC, but no actual coordination takes place	The group sometimes conduct joint meetings with CBOs/NGOs, or invite VDC to their meetings, to coordinate their activities	The group always coordinate their activities with other CBOs/NGOS and VDC
2. Does the group tap external resources from he VDC, line agencies or NGOs?	No access to external resources	The group has occasionally access to non-financial support (training, technical advise, etc) from VDC, NGO's or otheragencies. limited financial support, often depending on project.	At least once or twice the group has obtained both financial and non-financial support from VDC, NGO or other agencies	The group has regular support form VDC, NGO or other agencies
3. How is the relation to the project ? (in terms of independence of group)	The group undertake no activities	Planning and implementation of activities rely on outside support in all aspects	The group has under-taken at least one activity independently with use of own funds	At least 50% of activities are carried out by the group independently from the project

C1.   This refers to any linkage, formal/informal the group might have to VDC or other agencies, for example if the group invite VDC to their meetings, or visit VDC to inquire about funding opportunities etc.

C2:   If the group has taken proposal training from project, and with help from project successfully approached VDC or other agency, the group would score at least 3.

C3.   Focus on the level of support/facilitation given to the group, both related to financial/material support and daily facilitation.

D:Fund Mobilisation	1	2	3	4
1. How are funds collected?	No funds collected during the last year	Fund is collected mainly from project for subsidized activities	The group collect all possible fund from project (for subsidized activities) Limited und is collected through savings, selling seedlings etc.	The group collect funds from project regularly, and from other sources (savings, selling seedlings, from VDC, line agencies etc.)
2. How are funds used?	Not used	Funds are used as a contribution in project subsidized activities	Mainly used for loans and as contribution in project subsidized activities	Funds are used for development activities (includ. project subsidized activities), for, revolving fund,etc.
3. Is the recording system transparent?	No recording system is kept	The recording is not up-to-date. Few members know the fund status	The recording is good - the status of fund is known by some members (appr. 50%)	The records are regularly up-dated and open to all members. All members know the status of the fund

D1,D2:   Subsidized activities are project supported activities where the group receive subsidy. If the group only collect fund as demanded by project for the subsidized activities, the group can not be considered very strong in fund mobilization.

D3:   In many groups majority of members may not be aware of, or remember, the status of the accounts, however, if the group has a system of keeping members informed of the records, it is good.

E: Participation	1	2	3	4
1. How active do members participate in group activities? (decision making, planning, implementation)	Members (executive and general) are generally inactive (no group activities)	Majority of members are inactive in both decision making, planning and implementation	Few members active in planning, fund mobilisation etc. Majority of members participate in activity implementation	Majority of members are active in decision making, planning and implementation of activities
2. How is the community represented in the group?	<u>Mahottari</u>: less than 10 % of households represented; <u>Syangja</u>: group formed by one caste from one cluster	<u>Mahottari</u>. more than 10 % but less than half of households represented, <u>Syangja</u> not all clusters or castes represented	<u>Mahottari</u>: more than half, but less than 90 % of households represented, <u>Syangja</u> all clusters , but not all castes represented	<u>Mahottari</u>. more than 90 % of households represented; <u>Syangja</u>: all clusters and all castes represented
3. Does the group feel ownership of its activities?	No one cares about the group or group activities	Weak sense of ownership. Activities are perceived as CARE's activities	Activities are seen as their own, but participation is relatively low	Activities are seen as their own. Participation is high of all members, and follow up on activities is good

E1.   In groups with an executive committee or leaders it is important to find out the other (general) members level of contribution and activity.

E2.   Since groups of different projects tend to be formed with different purposes and cover different areas from cluster to ward to VDC level, it is difficult to talk about representation. In Mahottari groups are more homogeneous than in Syangja, but cover smaller areas (most groups are cluster level), therefore, the indicator has distinguished between the two projects. It may still be difficult to apply this indicator, but try you best. If the group is cluster based, the household percentage should be calclulated in relation to the cluster.

E3:   Most important is to find out whether the group consider it a 'CARE-group' or their own community group.

INDICATORS FOR COMMUNITY DEVELOPMENT COMMITTEES (CDCC, CDC)

PAGE 1

A:Organisation	1	2	3	4
1. When does the group meet?	Only one meeting during the last 12 months	A few meetings a year, often arranged by project or others	At least 6 meetings a year	Regular monthly meetings (with only one or two exceptions)
2. Is minuting done and used?	No minuting	Decision making takes place, but minuting is minimal. Often signatures only	Regular minuting, but only main decisions. No action plans are written down for follow up	Regular minuting of decisions and action plans. Minutes are always reviewed in meetings for follow up
3. What is the role of the group?	Members do not know the role of the group	Only few members from executive committee have an idea about the role of the group (mainly as promoted by CARE)	Majority of members in executive committe are clear about the role of the group (mainly as promoted by CARE)	Majority or all (includ. general) members know what the role of the group is (have their own idea)

A1:   In groups where there is no distinction between executive committee and general members, "members" is understood as all members. In groups with an executive committee and general members, " members" is understood as both executive and general members un less something else is mentioned

A1:   See comments given to indicators for Women Groups.

A2:   Minuting may not be very important for community groups, however, it can still be an indicator of how organised the grouip is, or how much they benefit from training, but bear in mind that the group can still be strong and active despite lack of proper minuting.

A3:   When discussing the role of the group focus should be on the groups own perception of the objective and function of the group, rather than what CARE has promoted the group' role and function to be.

B: Management	1	2	3	4
1. Are activities implemented and maintained?	No implementation of activities	Implementation and maintainance of planned activities is weak, and often delayed or not completed	Implementation is almost always completed, but maintenance and management of activities tend to be weak and rigid	Implementation of activities always done as per plans. Maintenance and management of activities is good. The group monitors the status of the activity regularly
2. How does the group take decisions?	No decisions are made	Decisions are made - mainly be one or two members of executive committee	Decisions are made by few members of executive committee, but supported by majority of executive members. General members are only consulted for bigger decisions	Decisions are made based on consensus of all executvie members. General members are often heard/involved in mass meetings
3. How does the group solve conflicts?	If conflict arise, conflict resolution does not take place	Mainly outsiders (project/advisors) take initiative to solve conflicts	The group leaders try to solve conflicts - major conflicts are solved with consensus of majority	Conflicts are always solved by the group with consensus of all mambers or involved parties

B1, B2, B3:   See comments given to indicators for Women Groups

PAGE 3

C:Linkage/Networking	1	2	3	4
1. How does the group coordinate their activities with other community groups?	No coordination takes place	Sometimes the group discuss with other groups, but no actual coordination takes place	The group sometimes conduct joint meetings with other groups to coordinate activities	The group always coordinate their activities with other groups by meeting and planning together
2. Does the group tap external resources from he VDC, line agencies or NGOs?	No access to external resources	The group has occasionally access to non-financial support (training, technical advise, etc) from VDC, NGO's or other agencies, but only limitied financial support. It often depends on the project	At least once or twice the group has obtained both financial and non-financial support from VDC, NGO or other agencies	The group has regular support form VDC, NGO or other agencies
3. How is the relation with the project ? (in terms of the group's independence)	The group undertakes no activities	Planning and implementation of activities rely on outside support in all aspects	The group has undertaken at least one activity independently with use of own funds	At least 50% of activities are carried out by the group independently from project or others

C1.   In Syangja and Mahottari the CDCC/CDCs has been formed to represent the community and coordinate among different community groups. In Mahottari some CDCs are formed at cluster/ward level and it does not make so much sense to talk about coordination. Even though, coordination of activities with other local groups is always good.
C2,C3:   See comments given to indicator for Women Groups.

D:Fund Mobilisation	1	2	3	4
1. How are funds collected?	No funds collected during the last year	Fund is collected mainly from project (for subsidized activities)	The group collects all available fund from project (for subsidized activities) Limited fund is collected through savings, selling seedlings etc	The group collectsfunds from project regularly, and from other sources (savings, selling seedlings, from VDC, line agencies etc.)
2. How are funds used?	Not used	Funds are mainly used as a contribution in project subsidized activities	Mainly used for loans and as contribution in project subsidized activities	Funds are used development activities (includ. project subsidized activities), for revolving fund, etc.
3. Is the recording system transparent?	No recording system is kept	The recording is not up-to-date. Few members know the fund status	The recording is good - the status of fund is known by all executive members , but only by appr. 50% of general members	The records are regularly up-dated and open to all members. All members know the status of the fund

D1, D2,D3·   See comments given to indicators for Women Groups.

E: Participation	1	2	3	4
1. How active does the general members participate in group activities? (decision making, planning, implementation...)	General members are generally inactive	Majority of general members are inactive in both decision making, planning and implementation	Only general members are active in decision making and planning, Majority of general members participate in activity implementation	Majority of general members are active in decision making, planning and implementation of activities
2. Are women represented in the group?	Women are not represented. Or only represented as per project demand, but inactive	Women are represented, but only active in activity implementation	One or two women members are relatively active in planning and implementation	At least 40% of members are women. They are both active in decision making and implementation
3. How are the community represented in the group?	Mahottari: less than 10 % of households represented; Syangja: group formed by one caste from one cluster	Mahottari. more than 10 % but less than half of households represented, Syangja: not all clusters or castes represented	Mahottari: more than half, but less than 90 % of households represented; Syangja: all clusters , but not all castes represented	Mahottari: more than 90 % of households represented; Syangja: all clusters and all castes represented

E1,E2,E3:   See comments given indicators for Women Groups.

Hansapur VDC ward # 8		
Ohja Gaon CDCC		
linkages	16	8
resource mobilization	16	14
management	16	14
organization	16	15
participation / representation	16	16
		67

Hansapur VDC ward # 8		
Kamaltan Pankhet CDCC		
linkages	16	14
resource mobilization	16	15
management	16	16
organization	16	16
participation / representation	16	16
		77
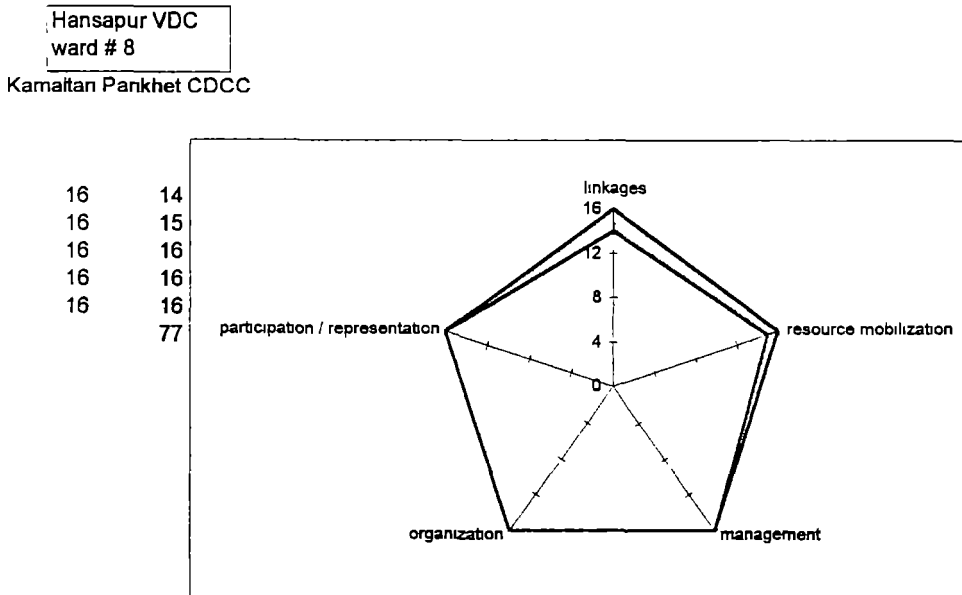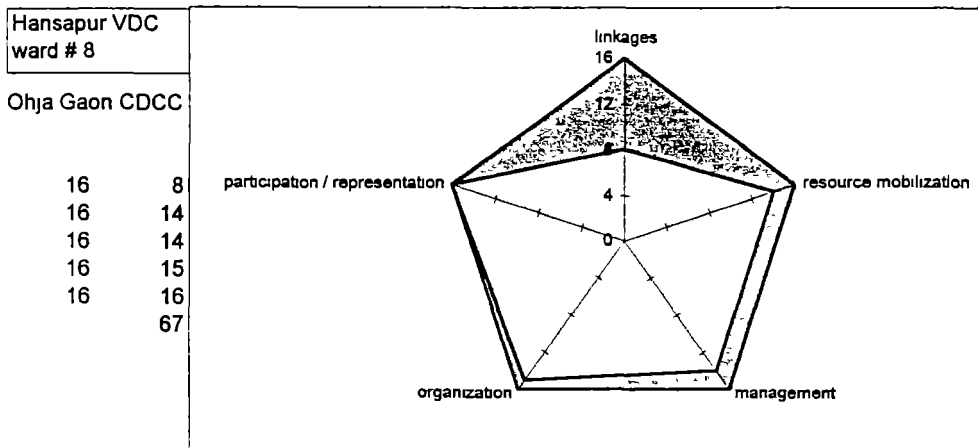
Hansapur VDC ward # 8		

Lipyani CDCC

linkages	16	11
resource mobilization	16	12
management	16	9
organization	16	10
participation / representation	16	15
		57
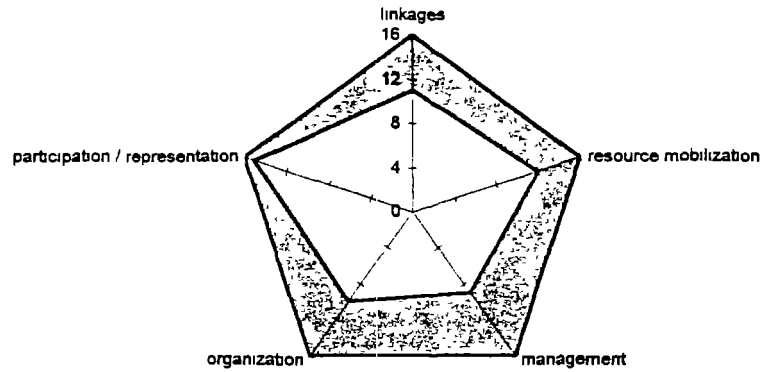
Hansapur VDC ward # 8		

Bange Simal CDCC

linkages	16	7
resource mobilization	16	8
management	16	11
organization	16	13
participation / representation	16	12
		51
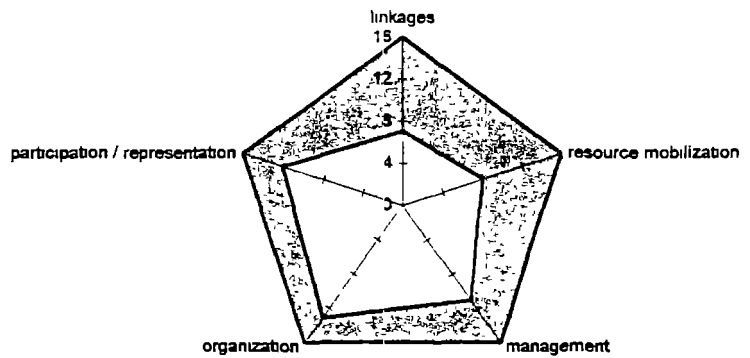
Hansapur VDC ward # 8		
Himalaya MG		
linkages	16	11
resource mobilization	16	9
management	16	7
organization	16	11
participation / representation	16	13
		51
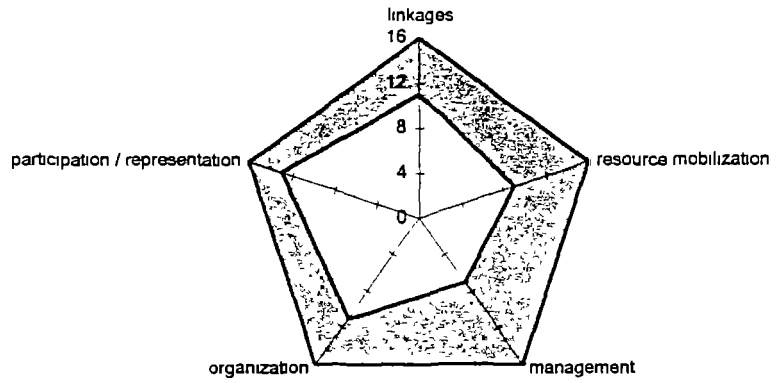
Hansapur VDC ward # 8		
Kalyani Chautara FUG		
linkages	16	16
resource mobilization	16	15
management	16	14
organization	16	16
articipation / representation	16	14
		75
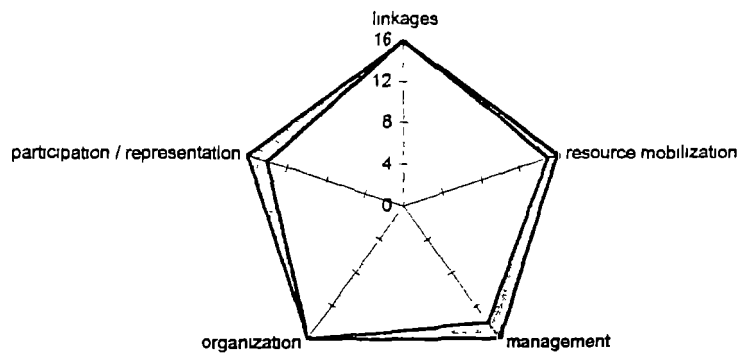
SSI Guide for MG/WDGs

1   Organization

Meeting of MG/WG committee

- When did the committee of the MG/WG meet for the last time?
- Was it a regular or an extraordinary meeting?
- Are meetings of the committee planned in advance , for instance x times per year?
- How often do they meet in reality?
- Are all members of the committee always present durings these meetings? IF POSSIBLE CHECK ATTENDANCE RECORDS OR MINUTES.

Meeting with General members

- When did the committee meet with the general members the last time?
- Why was they invited?
- Was it a regular meeting or extraordinary meeting?
- Are such mass meetings planned in advance , for instance x times per year?
- How many times did they have mass meetings last year?
- How is the particpation of general members during these meetings?
- Who do come and who don't?

Rules and regulations?

- Does MG/WG have rules and regulations?
- What rules? Please give examples of what things are dealt with in these rules and regulations?
- Who took the initiative to develop rules and regulations?
- Are most members aware of these rules and regulations?
- Are rules and regulations applied? In what cases?

Changes in the MG/WG

- Did any changes take place in the composition of the MG/WG since it was started?
- What kind of changes?
- Was for example the number of members increased or decreased? Why?
- Did they ever adapt rules and regulations of the MG/WG?
- Why were they changed? On their own initiative or initiative from outside?

2   linkages

linkages with CDC

- Do MG/WG meet with CDC?
- When was the last time they met with the CDC ?
- If yes regularly or incidentally? If regular how often?
- How many members of MG/WG are also members of CDC?
- Does CDC invite WG/MGs to meetings?
- Does CDC attend WG/MG meetings? Why?
- Does CDC assist WG/MGs in planning, resource mobilisation, implementation and or monitoring of activities?
- Does other organizations assist the MG/WG?

Ownership

- How do MG/WG perceive the activities undertaken until now?
- Is it project's or CDC's activities or is it their own activities?
- If there is a problem with one of their activities (started in cooperation with project) who is responsible for maintenance?
- If maintenance or repair is needed, are the costs/labor/time investment shared by all members or by a smal group?
- If conflicts arise around activities initiated by project, who should undertake action to solve conflicts?
- Can they give examples of this kind of experiences in recent years and can they indicate how this was solved?

External resources

- Are MG/WG aware of the possibilities to get financial or non financial support from external sources?
- Have MG/WG written any proposals for CDC or VDC or other agencies?
- Did they until now get non financial support (training, technical support) from other organizations?
- Did they ever get financial support from other organizations? If yes from which organizations?
- Is this suport incidental or regular?

Independence

- How are relations between MG/WG and the project? How often does the MG/WG meet with DA's, AF, etc?
- Who takes the initiative for new activities?
- Did the MG/WG plan and implement their own activities independent from project? If yes give example.

- Did the MG/Wg plan an activity independent of CDC?
- Who takes the initiative for meetings? the project or MG/WG or advicers?
- Do they carry out activities independent from project?
- If yes, give example and describe how they did the planning, resource mobilization, implementation, etc.

3   Management

Leadership

- How is the leadership?
- Is the leader(s) active/inactive?
- Does the leader(s) dominated the group?
- Does one or few members dominate?
- Are leadership shared with other members?
- Is there a regular rotation of chairman, treasurer and secretary?
- What is the role of a leader?
- Are all members asked to give their opinions before decisions are made? Example?
- Does the chairperson always take the final decisions? If yes, how and why?
- Has it ever happened that a decision or plan has been changed because it was realized that majority of members did not agree?
- Does the chairperson share his responsibilities with other members?
- How is the chairperson selected?
     - nomination?
     - or discussion?
     - consensus? how reached?
     - voting?

Planning and implementation

- How does MG/WG plan activities? With or without general members?
- What activities have been planned? How?
- Are plans written down? Example of what is written down?
- How much is MG/WG involved in implementation compared to planning of activities?
- How are action plans prepared? With the general members?
- How are activities implemented? Examples?
- Who participates in implementation?
- How many activities have been planned, implemented/completed?
- How many activities have been planned, but not finalized?
- Have you faced any problems during implementation? examples?

Decision Making

- How does the MG/WG make decisions?

- If no decisions are made, why?
- If decisions are made, is it by committee only, or with general members (mass meeting)?
- In meetings do all talk, and give their opinion?
- Do some speak more than others? If yes, do the same people also make decisions?
  • When decisions are taken do all members agree?
- Give an example of a decision all members agreed to? and a decision some members did not agree to?
- Have you ever been in a meeting where only half of members were there, and major decisions were made still? example
- Have you ever voted about a decision? example

Transparent Recording system?

- Does MG/WG keep records on the fund collection?
- How are records kept? (SHOW)
- Are the records up-to-date?
- How often are records updated?
- What is the status of the funds as stated in the records?
- How are general members informed about the status of the fund?
- Do all members know the status? both MG/WG and general members ?
- (ASK INDIVIDUALS)
- Are all members allowed access to the records? (Why not?)
- Does rules and regulations about fund collection and recording exist? Which?
- How are they adhered to?

4   Fund Mobilization

Fund Collection

- Does MG/WG collect fund?
- From what sources is fund collected?
- Why is fund collected?
- OR why is fund not collected?
- For what activities?
- Does MG/WG regularly collect fund from all project supported activities? Which?
- How much fund is collected?
- Who decided or suggested to collect fund?
- How is it decided what activities to collect fund for?
- Has MG/WG collected fund of own initiative eg. independent collection?

Resource Mobilization

- Does MG/WG have adequate resources to undertake activities?

- Does MG/WG have enough skilled/unskiled labor available to do the things they should (maintenance) or to start new activities?
- Does MG/WG have enough financial resources to perform these tasks?
- IF there is no resources for maintenance or start of new activities what does MG/WG do?

Benefits

- Does the activity undertaken by MG/WG give some kind of benefit?
- What kind of benefit?
- Non financial (easy access to water or forest products,etc.)
- Financial?
- How do group members judge these benefits compared to investment made (in terms of money, time, material,etc.

Distribution of benefits

- Are their any benefits at all?
- If yes, do all members profit in an equitable way?
- Or do some group members benefit more than others?
- Do disadvantaged group members (if any) have more access to these benefits than others? For example forest products, loans with less interest?

5   Representation and participation

Representation

- How many clusters, villages, toles are there in this ward ?
- How many caste/ethic or/and DAGs?
- How are different clusters represented? One from each?
- How are caste/ethic/income group represented?

Women representation in other organizations (CDC)

- How many MG/WG members are executive member of the CDC or other groups ?
- What groups are they members of?
- Do they represent as MG/WG or individually?
- Why did they join? Pressure from project to include women?
- Are women always present during the meetings of the CDC or other groups? How many?
- Do women participate in discussions?
- Do women participate in decision making?

spider score

Compilation sheet spider experience
**scores in spider model
					score in spider model**				
SN	group name	VDC	ward #	organisation	management	fund mobilization	linkages	participation	total	remarks
1	0	0	0						0	
2	0	0	0						0	
3	0	0	0						0	
4	0	0	0						0	
5	0	0	0						0	
6	0	0	0						0	
7	0	0	0						0	
8	0	0	0						0	
9	0	0	0						0	
10	0	0	0						0	
11	0	0	0						0	
12	0	0	0						0	
13	0	0	0						0	
14	0	0	0						0	
15	0	0	0						0	
16	0	0	0						0	
17	0	0	0						0	
18	0	0	0						0	
19	0	0	0						0	
20	0	0	0						0	
21	0	0	0						0	
22	0	0	0						0	
23	0	0	0						0	
24	0	0	0						0	
25	0	0	0						0	
26	0	0	0						0	
27	0	0	0						0	
	total			0	0	0	0	0	0	
	average									

ANNEX F: SPIDER MODEL COMPILATION FORMATS

Core Factor & Indicators	Score Date:	Score Date:	Score Date:
ORGANISATION			
1. Meetings			
2. Decision making			
3. Communication			
4. Role			
Total score			
MANAGEMENT			
1. Minuting			
2. Need identification			
3. Achievements of plans			
4. Conflict resolution			
Total score			
FUND MOBILISATION			
1. Sources			
2. Use of fund			
3. Transperancy of account			
4. Benefits?			
Total score			
LINKAGE/NETWORKING			
1. Coordination with CBO			
2. Coordination with VDC			
3. External resources?			
4. Relation to CARE?			
Total score			
PARTICIIPATION			
1. Representation/coverage			
2. Women representation			
3. Members' participation			
4. Women's participation			
Total score			
Added total score			

					Compilation sheet spider experience					
							fund status			
SN	group name	VDC	ward #	number of members	category		funds collected	funds used	score in spider model	project's own assessment
1	0	0	0	0	0		0	0	0	
2	0	0	0	0	0		0	0	0	
3	0	0	0	0	0		0	0	0	
4	0	0	0	0	0		0	0	0	
5	0	0	0	0	0		0	0	0	
6	0	0	0	0	0		0	0	0	
7	0	0	0	0	0		0	0	0	
8	0	0	0	0	0		0	0	0	
9	0	0	0	0	0		0	0	0	
10	0	0	0	0	0		0	0	0	
11	0	0	0	0	0		0	0	0	
12	0	0	0	0	0		0	0	0	
13	0	0	0	0	0		0	0	0	
14	0	0	0	0	0		0	0	0	
15	0	0	0	0	0		0	0	0	
16	0	0	0	0	0		0	0	0	
17	0	0	0	0	0		0	0	0	
18	0	0	0	0	0		0	0	0	
19	0	0	0	0	0		0	0	0	
20	0	0	0	0	0		0	0	0	
21	0	0	0	0	0		0	0	0	
22	0	0	0	0	0		0	0	0	
23	0	0	0	0	0		0	0	0	
24	0	0	0	0	0		0	0	0	
25	0	0	0	0	0		0	0	0	
26	0	0	0	0	0		0	0	0	
27	0	0	0	0	0		0	0	0	
	total			0			0	0	0	
	average									

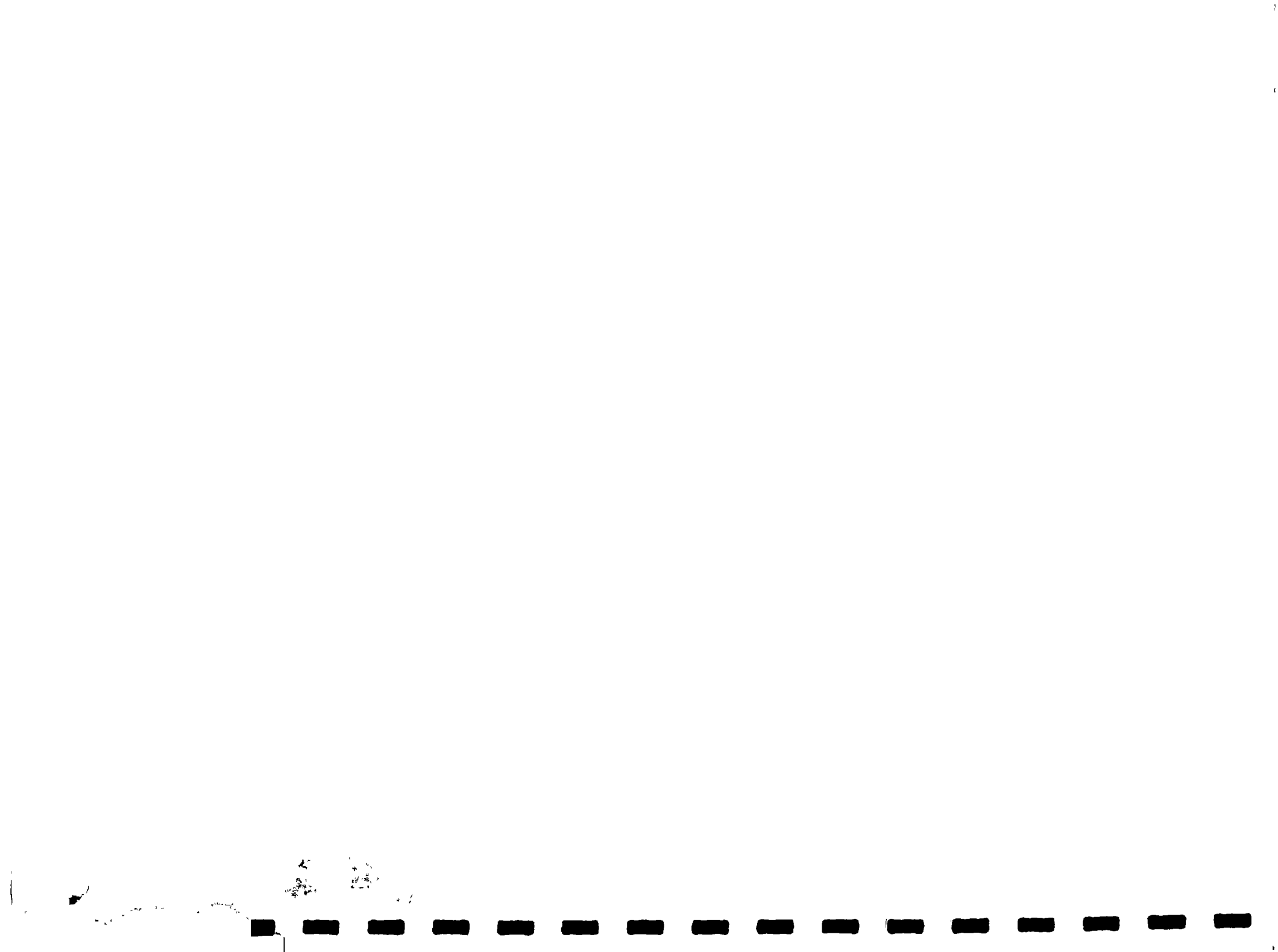**ANNEX G: FORMATS ON FUND AND ACTIVITY LEVEL**

Compilation sheet spider experience
level of activity

| SN | group name | VDC | ward # | # of activities carried out | | # of activities carried out independently | | category | . activities not completed |
				last 5 years	last year	last 5 years	last year		
1									
2									
3									
4									
5									
6									
7									
8									
9									
10									
11									
12									
13									
14									
15									
16									
17									
18									
19									
20									
21									
22									
23									
24									
25									
26									
27									
total				0	0	0	0		
average									

funds

Compilation sheet spider experience
fund situation

SN	group name	VDC	ward #	fund collected	number of members	fund per member	fund used			
							loans to members	invested in activities	other	not used
1	0	0	0			#DIV/0!				0
2	0	0	0			#DIV/0!				0
3	0	0	0			#DIV/0!				0
4	0	0	0			#DIV/0!				0
5	0	0	0			#DIV/0!				0
6	0	0	0			#DIV/0!				0
7	0	0	0			#DIV/0!				0
8	0	0	0			#DIV/0!				0
9	0	0	0			#DIV/0!				0
10	0	0	0			#DIV/0!				0
11	0	0	0			#DIV/0!				0
12	0	0	0			#DIV/0!				0
13	0	0	0			#DIV/0!				0
14	0	0	0			#DIV/0!				0
15	0	0	0			#DIV/0!				0
16	0	0	0			#DIV/0!				0
17	0	0	0			#DIV/0!				0
18	0	0	0			#DIV/0!				0
19	0	0	0			#DIV/0!				0
20	0	0	0			#DIV/0!				0
21	0	0	0			#DIV/0!				0
22	0	0	0			#DIV/0!				0
23	0	0	0			#DIV/0!				0
24	0	0	0			#DIV/0!				0
25	0	0	0			#DIV/0!				0
26	0	0	0			#DIV/0!				0
27	0	0	0			#DIV/0!				0
	total			0	0		0	0	0	0
	as a percentage						#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!