Participatory activities for tracking gendered impacts of economic change in Melanesian communities

Flash card sets

Using participatory tools to explore gender and economy in Melanesia

Participatory tools can be used to:

- Track change across four gender equality themes: women 'come up'; household togetherness; women's collective action, and; leadership, say and role models.

- Provide in-depth data to assist in interpreting your survey questionnaire results (see Tools and forms section of the manual for the survey questionnaire).

- Enable women and men to have a voice in analysing change that has occurred in their community.

- Promote discussion between women and men on how to address inequality and create a better life for all community members.

In the Tools and forms section of *Gender and economy in Melanesian communities: A manual of indicators and tools to track change*, there are detailed instructions and data collection sheets for the six participatory tools outlined here.

**Activity 1:** *Participation levels of women and men in community-level discussions.* The purpose of this activity is to gain an understanding of how women and men of different ages are involved in recent key decisions made in their community.

Activity 2: *Women's control over their personal income.* The purpose of this activity is to gain an understanding of women's ability to manage and control their personal income and how this is affected by dishonesty and bullying within the household.

Activity 3: *Different approaches to managing household finances.* The purpose of this activity is to identify the different ways families manage their incomes and women's and men's opinions about different approaches used.
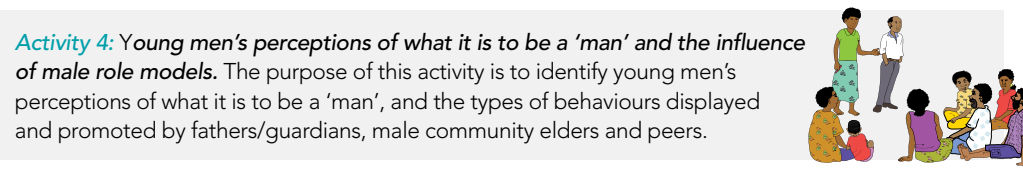
Activity 4: *Young men's perceptions of what it is to be a 'man' and the influence of male role models.* The purpose of this activity is to identify young men's perceptions of what it is to be a 'man', and the types of behaviours displayed and promoted by fathers/guardians, male community elders and peers.

Activity 5: *Mapping community groups involving women.* The purpose of this activity is to identify all the informal and formal groups and networks that exist in the community and how they support women's economic activities.

Activity 6: *Forms of cooperation and conflict between women, and conflict resolution approaches.* The purpose of this activity is to identify forms of cooperation and conflict in the community, and women's approaches to resolving serious conflicts between themselves.

The flash cards in this set are for use with Activity 1, 2 and 3 respectively. The remaining activities do not require flash cards. Detailed instructions, data collection sheets and advice on analysing results for all activities can be found in the Tools and forms section of *Gender and economy in Melanesian communities: A manual of indicators and tools to track change*.

1a

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This card shows a woman who was not invited or was not confident enough to attend a meeting about a community issue.

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This flash card is one of a set of eight (Cards 1a to 1h) to be used in a group activity to find out about confidence and participation levels of women and men in community level discussions.

To help participants understand the meaning of this card, facilitate a discussion by asking the following questions:

• What does this flash card show?

• Are there women in this community that do not attend or are not invited to community meetings?

• What are some reasons that women do not attend meetings, or are not invited to attend?

ACTIVITY 1
Steps:

1. Together with women and men participants, identify the top three issues that have recently come up in the community and required community action.

2. Separate men and women into two or more single sex groups.

3. Place a set of flash cards in front of each group (use cards 1a to 1d for the women, and 1e to 1h for the men). If you have multiple groups of women or men, separated by age or family status for example, you will need additional card sets.

4. In each group, facilitate a discussion with participants to ensure that there is a shared understanding of each card's meaning.

5. Provide each participant with 10 voting items (i.e. paper, stone, corn) and set up a private voting station for each group. Voting should be undertaken 3 times – once for each event identified by the community in Step 1 above.

6. For each voting round, ask each person to spread their 10 items between the pictures to show the rough proportion of their age/sex group that displayed the characteristics described on the flash card during each event.

7. Count the tokens for each picture and note this on the data collection sheet for each group.

8. Discuss the reasons why the sex/age group was very involved or not very involved in the decision-making process for each event.

9. For more detailed instructions, the data collection sheet, and suggestions on how to analyse the information gathered, please refer to the full activity instructions in the manual.

1a

1b

This card shows a woman who does not have enough confidence to participate in discussions that involve other women and men at the community level.

This flash card is one of a set of eight (Cards 1a to 1h) to be used in a group activity to find out about confidence and participation levels of women and men in community level discussions.

To help participants understand the meaning of this card, facilitate a discussion by asking the following questions:

- What does this flash card show?
- Are there women in this community that feel this way?
- What are some of the reasons that women do not speak out?

ACTIVITY 1
Steps:

1. Together with women and men participants, identify the top three issues that have recently come up in the community and required community action.

2. Separate men and women into two or more single sex groups.

3. Place a set of flash cards in front of each group (use cards 1a to 1d for the women, and 1e to 1h for the men). If you have multiple groups of women or men, separated by age or family status for example, you will need additional card sets.

4. In each group, facilitate a discussion with participants to ensure that there is a shared understanding of each card's meaning.

5. Provide each participant with 10 voting items (i.e. paper, stone, corn) and set up a private voting station for each group. Voting should be undertaken 3 times – once for each event identified by the community in Step 1 above.

6. For each voting round, ask each person to spread their 10 items between the pictures to show the rough proportion of their age/ sex group that displayed the characteristics described on the flash card during each event.

7. Count the tokens for each picture and note this on the data collection sheet for each group.

8. Discuss the reasons why the sex/age group was very involved or not very involved in the decision-making process for each event.

9. For more detailed instructions, the data collection sheet, and suggestions on how to analyse the information gathered, please refer to the full activity instructions in the manual.

1c

This card shows a woman who is confident to speak out on a community issue in front of other women during a community meeting.

This flash card is one of a set of eight (Cards 1a to 1h) to be used in a group activity to find out about confidence and participation levels of women and men in community level discussions.

To help participants understand the meaning of this card, facilitate a discussion by asking the following questions:

- What does this flash card show?
- Are there women in this community that feel this way?
- Which women in the community are more likely to speak out in front of other women?

ACTIVITY 1
Steps:

1. Together with women and men participants, identify the top three issues that have recently come up in the community and required community action.

2. Separate men and women into two or more single sex groups.

3. Place a set of flash cards in front of each group (use cards 1a to 1d for the women, and 1e to 1h for the men). If you have multiple groups of women or men, separated by age or family status for example, you will need additional card sets.

4. In each group, facilitate a discussion with participants to ensure that there is a shared understanding of each card's meaning.

5. Provide each participant with 10 voting items (i.e. paper, stone, corn) and set up a private voting station for each group. Voting should be undertaken 3 times – once for each event identified by the community in Step 1 above.

6. For each voting round, ask each person to spread their 10 items between the pictures to show the rough proportion of their age/sex group that displayed the characteristics described on the flash card during each event.

7. Count the tokens for each picture and note this on the data collection sheet for each group.

8. Discuss the reasons why the sex/age group was very involved or not very involved in the decision-making process for each event.

9. For more detailed instructions, the data collection sheet, and suggestions on how to analyse the information gathered, please refer to the full activity instructions in the manual.

1c

1d

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This card shows a woman confidently speaking in front of a mixed-sex community group

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This flash card is one of a set of eight (Cards 1a to 1h) to be used in a group activity to find out about confidence and participation levels of women and men in community level discussions.

To help participants understand the meaning of this card, facilitate a discussion by asking the following questions:

• What does this flash card show?

• Are there women in this community that feel this way?

• What are some of the reasons for some women being more confident than others?

ACTIVITY 1
Steps:

1. Together with women and men participants, identify the top three issues that have recently come up in the community and required community action.

2. Separate men and women into two or more single sex groups.

3. Place a set of flash cards in front of each group (use cards 1a to 1d for the women, and 1e to 1h for the men). If you have multiple groups of women or men, separated by age or family status for example, you will need additional card sets.

4. In each group, facilitate a discussion with participants to ensure that there is a shared understanding of each card's meaning.

5. Provide each participant with 10 voting items (i.e. paper, stone, corn) and set up a private voting station for each group. Voting should be undertaken 3 times – once for each event identified by the community in Step 1 above.

6. For each voting round, ask each person to spread their 10 items between the pictures to show the rough proportion of their age/sex group that displayed the characteristics described on the flash card during each event.

7. Count the tokens for each picture and note this on the data collection sheet for each group.

8. Discuss the reasons why the sex/age group was very involved or not very involved in the decision-making process for each event.

9. For more detailed instructions, the data collection sheet, and suggestions on how to analyse the information gathered, please refer to the full activity instructions in the manual.

1d

1e

This card shows a man who was not invited or was not confident enough to attend a meeting about a community issue.

This flash card is one of a set of eight (Cards 1a to 1h) to be used in a group activity to find out about confidence and participation levels of women and men in community level discussions.

To help participants understand the meaning of this card, facilitate a discussion by asking the following questions:

- What does this flash card show?
- Are there men in this community that feel this way?
- What are some reasons that women do not attend meetings, or are not invited to attend?

ACTIVITY 1
Steps:

1. Together with women and men participants, identify the top three issues that have recently come up in the community and required community action.

2. Separate men and women into two or more single sex groups.

3. Place a set of flash cards in front of each group (use cards 1a to 1d for the women, and 1e to 1h for the men). If you have multiple groups of women or men, separated by age or family status for example, you will need additional card sets.

4. In each group, facilitate a discussion with participants to ensure that there is a shared understanding of each card's meaning.

5. Provide each participant with 10 voting items (i.e. paper, stone, corn) and set up a private voting station for each group. Voting should be undertaken 3 times – once for each event identified by the community in Step 1 above.

6. For each voting round, ask each person to spread their 10 items between the pictures to show the rough proportion of their age/sex group that displayed the characteristics described on the flash card during each event.

7. Count the tokens for each picture and note this on the data collection sheet for each group.

8. Discuss the reasons why the sex/age group was very involved or not very involved in the decision-making process for each event.

9. For more detailed instructions, the data collection sheet, and suggestions on how to analyse the information gathered, please refer to the full activity instructions in the manual.

1e

I want to get involved but I am too shy

1f

This card shows a man who does not have enough confidence to participate in discussions that involve other women and men at the community level.

This flash card is one of a set of eight (Cards 1a to 1h) to be used in a group activity to find out about confidence and participation levels of women and men in community level discussions.

To help participants understand the meaning of this card, facilitate a discussion by asking the following questions:

- What does this flash card show?
- Are there men in this community that feel this way?
- What are some of the reasons that men do not speak out?

ACTIVITY 1
Steps:

1. Together with women and men participants, identify the top three issues that have recently come up in the community and required community action.

2. Separate men and women into two or more single sex groups.

3. Place a set of flash cards in front of each group (use cards 1a to 1d for the women, and 1e to 1h for the men). If you have multiple groups of women or men, separated by age or family status for example, you will need additional card sets.

4. In each group, facilitate a discussion with participants to ensure that there is a shared understanding of each card's meaning.

5. Provide each participant with 10 voting items (i.e. paper, stone, corn) and set up a private voting station for each group. Voting should be undertaken 3 times – once for each event identified by the community in Step 1 above.

6. For each voting round, ask each person to spread their 10 items between the pictures to show the rough proportion of their age/sex group that displayed the characteristics described on the flash card during each event.

7. Count the tokens for each picture and note this on the data collection sheet for each group.

8. Discuss the reasons why the sex/age group was very involved or not very involved in the decision-making process for each event.

9. For more detailed instructions, the data collection sheet, and suggestions on how to analyse the information gathered, please refer to the full activity instructions in the manual.

1f

1g

This card shows a man who is confident to speak out on a community issue in front of other men during a community meeting.

This flash card is one of a set of eight (Cards 1a to 1h) to be used in a group activity to find out about confidence and participation levels of women and men in community level discussions.

To help participants understand the meaning of this card, facilitate a discussion by asking the following questions:

• What does this flash card show?

• Are there men in this community that feel this way?

• Which men in the community are more likely to speak out in front of other men?

ACTIVITY 1
Steps:

1. Together with women and men participants, identify the top three issues that have recently come up in the community and required community action.

2. Separate men and women into two or more single sex groups.

3. Place a set of flash cards in front of each group (use cards 1a to 1d for the women, and 1e to 1h for the men). If you have multiple groups of women or men, separated by age or family status for example, you will need additional card sets.

4. In each group, facilitate a discussion with participants to ensure that there is a shared understanding of each card's meaning.

5. Provide each participant with 10 voting items (i.e. paper, stone, corn) and set up a private voting station for each group. Voting should be undertaken 3 times – once for each event identified by the community in Step 1 above.

6. For each voting round, ask each person to spread their 10 items between the pictures to show the rough proportion of their age/sex group that displayed the characteristics described on the flash card during each event.

7. Count the tokens for each picture and note this on the data collection sheet for each group.

8. Discuss the reasons why the sex/age group was very involved or not very involved in the decision-making process for each event.

9. For more detailed instructions, the data collection sheet, and suggestions on how to analyse the information gathered, please refer to the full activity instructions in the manual.

1g

1h

This card shows a man who is confidently speaking in front of a mixed-sex community group.

This flash card is one of a set of eight (Cards 1a to 1h) to be used in a group activity to find out about confidence and participation levels of women and men in community level discussions.

To help participants understand the meaning of this card, facilitate a discussion by asking the following questions:

- What does this flash card show?
- Are there men in this community that feel this way?
- What are some of the reasons for some men being more confident than others?

ACTIVITY 1
Steps:

1. Together with women and men participants, identify the top three issues that have recently come up in the community and required community action.

2. Separate men and women into two or more single sex groups.

3. Place a set of flash cards in front of each group (use cards 1a to 1d for the women, and 1e to 1h for the men). If you have multiple groups of women or men, separated by age or family status for example, you will need additional card sets.

4. In each group, facilitate a discussion with participants to ensure that there is a shared understanding of each card's meaning.

5. Provide each participant with 10 voting items (i.e. paper, stone, corn) and set up a private voting station for each group. Voting should be undertaken 3 times – once for each event identified by the community in Step 1 above.

6. For each voting round, ask each person to spread their 10 items between the pictures to show the rough proportion of their age/sex group that displayed the characteristics described on the flash card during each event.

7. Count the tokens for each picture and note this on the data collection sheet for each group.

8. Discuss the reasons why the sex/age group was very involved or not very involved in the decision-making process for each event.

9. For more detailed instructions, the data collection sheet, and suggestions on how to analyse the information gathered, please refer to the full activity instructions in the manual.

1h

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This card shows a woman who has control over her money. She may talk to her husband when deciding how to spend her money, but she makes the final decision by herself.

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This flash card is one of a set of four (Cards 2a to 2d) to be used in a group activity to gain an understanding of women's ability to manage and control their personal income and how this affected by dishonesty and bullying within the household.

To gain consensus around the meaning of this card, and to check that the card is relevant to the community, facilitate discussion by asking the following questions:

- What does this flash card show?
- How common is this behaviour in the community?
- How acceptable is this behaviour in the community?

ACTIVITY 2
Steps:

1. Ask the participants to look at all cards in this set. What does each represent? Discuss until consensus is reached within the group using the questions on this card.

2. Provide participants with 4 voting objects each and set up a private voting station.

3. Ask participants to place an object under each card that shows a situation that they have experienced personally in the last year (or since the last study conducted in the community). Collect all unused objects.

4. Count the votes and share the results with the participants.

5. If this is your first study in the community, discuss whether these practices have become more or less common over time in the community. If the participants perceive these practices to have increased or decreased, discuss the reasons why they think this is so.

6. If this is the second study, look at data from the previous study and highlight any changes in the number of votes for each card. If practices have significantly changed (either increased or decreased), ask the participants to explore possible reasons for this happening, reflecting on their own personal experience.

7. After participants share their stories, encourage discussion on the:
   a. Impacts of the positive or negative change on the woman's life
   b. Factors that helped change the situation

8. For more detailed instructions, data collection sheet, and suggestions on how to analyse the information gathered, please refer to the full activity instructions in the manual.

2a

This is how you must spend your money

2b

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This card shows a man controlling how his wife spends her own income.

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This flash card is one of a set of four (Cards 2a to 2d) to be used in a group activity to gain an understanding of women's ability to manage and control their personal income and how this affected by dishonesty and bullying within the household.

To gain consensus around the meaning of this card, and to check that the card is relevant to the community, facilitate discussion by asking the following questions:

- What does this flash card show?
- How common is this behaviour in the community?
- How acceptable is this behaviour in the community?

ACTIVITY 2
Steps:

1. Ask the participants to look at all cards in this set. What does each represent? Discuss until consensus is reached within the group using the questions on this card.

2. Provide participants with 4 voting objects each and set up a private voting station.

3. Ask participants to place an object under each card that shows a situation that they have experienced personally in the last year (or since the last study conducted in the community). Collect all unused objects.

4. Count the votes and share the results with the participants.

5. If this is your first study in the community, discuss whether these practices have become more or less common over time in the community. If the participants perceive these practices to have increased or decreased, discuss the reasons why they think this is so.

6. If this is the second study, look at data from the previous study and highlight any changes in the number of votes for each card. If practices have significantly changed (either increased or decreased), ask the participants to explore possible reasons for this happening, reflecting on their own personal experience.

7. After participants share their stories, encourage discussion on the:
   a. Impacts of the positive or negative change on the woman's life
   b. Factors that helped change the situation

8. For more detailed instructions, data collection sheet, and suggestions on how to analyse the information gathered, please refer to the full activity instructions in the manual.

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This card shows a husband taking his wife's income without asking.

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This flash card is one of a set of four (Cards 2a to 2d) to be used in a group activity to gain an understanding of women's ability to manage and control their personal income and how this affected by dishonesty and bullying within the household.

To gain consensus around the meaning of this card, and to check that the card is relevant to the community, facilitate discussion by asking the following questions:

- What does this flash card show?
- How common is this behaviour in the community?
- How acceptable is this behaviour in the community?

ACTIVITY 2
Steps:

1. Ask the participants to look at all cards in this set. What does each represent? Discuss until consensus is reached within the group using the questions on this card.

2. Provide participants with 4 voting objects each and set up a private voting station.

3. Ask participants to place an object under each card that shows a situation that they have experienced personally in the last year (or since the last study conducted in the community). Collect all unused objects.

4. Count the votes and share the results with the participants.

5. If this is your first study in the community, discuss whether these practices have become more or less common over time in the community. If the participants perceive these practices to have increased or decreased, discuss the reasons why they think this is so.

6. If this is the second study, look at data from the previous study and highlight any changes in the number of votes for each card. If practices have significantly changed (either increased or decreased), ask the participants to explore possible reasons for this happening, reflecting on their own personal experience.

7. After participants share their stories, encourage discussion on the:

    a. Impacts of the positive or negative change on the woman's life

    b. Factors that helped change the situation

8. For more detailed instructions, data collection sheet, and suggestions on how to analyse the information gathered, please refer to the full activity instructions in the manual.

2c

2 d

This card shows a man threatening his wife, until she gives her money to him.

This flash card is one of a set of four (Cards 2a to 2d) to be used in a group activity to gain an understanding of women's ability to manage and control their personal income and how this affected by dishonesty and bullying within the household.

To gain consensus around the meaning of this card, and to check that the card is relevant to the community, facilitate discussion by asking the following questions:

- What does this flash card show?
- How common is this behaviour in the community?
- How acceptable is this behaviour in the community?

ACTIVITY 2
Steps:

1. Ask the participants to look at all cards in this set. What does each represent? Discuss until consensus is reached within the group using the questions on this card.

2. Provide participants with 4 voting objects each and set up a private voting station.

3. Ask participants to place an object under each card that shows a situation that they have experienced personally in the last year (or since the last study conducted in the community). Collect all unused objects.

4. Count the votes and share the results with the participants.

5. If this is your first study in the community, discuss whether these practices have become more or less common over time in the community. If the participants perceive these practices to have increased or decreased, discuss the reasons why they think this is so.

6. If this is the second study, look at data from the previous study and highlight any changes in the number of votes for each card. If practices have significantly changed (either increased or decreased), ask the participants to explore possible reasons for this happening, reflecting on their own personal experience.

7. After participants share their stories, encourage discussion on the:
   a. Impacts of the positive or negative change on the woman's life
   b. Factors that helped change the situation

8. For more detailed instructions, data collection sheet, and suggestions on how to analyse the information gathered, please refer to the full activity instructions in the manual.

2d

This card shows a household where both the husband and wife have separate sources of income and keep this money separate from each other.

This flash card is one of a set of four (Cards 3a to 3d) to be used in a group activity to open discussion of different approaches towards financial management in the household.

To gain consensus around the meaning of this card, and to check that the card is relevant to the community, facilitate discussion by asking the following questions:

- What does this flash card show?
- Are there households in this community that manage their money like this?
- What are some of the reasons that households do so?

ACTIVITY 3
Steps:

1. Separate women and men into two groups. Place this set of flash cards in front of each group (you will need to make an extra copy of this set or run the groups at separate times).

2. Discuss each image using the questions suggested on this card. Gain group consensus on the meaning of each image.

3. If there are financial management approaches used within households in the community that are not described by these cards, create new cards to show these approaches.

4. Create a private voting station, placing a voting bowl or pocket under each picture. Provide each participant with two voting items (i.e. corn, paper etc).

5. Ask participants to vote (using one item) in the pocket under the picture that best describes how they currently manage income in their household.

6. Ask the participants to vote one more time (using the second item) to show the type of approaches they would like to have in their household (this may be the same as what they already use).

7. Present the results of the two votes to participants, showing the financial management approaches that are most used, and those that are are most desired.

8. Record the results on the data collection sheet for each group.

9. Encourage each group to discuss the positive and negative aspects of each approach and the barriers faced by individuals in changing approaches within their households.

10. For more detailed instructions and the data collection sheet, please refer to the manual in this toolkit.

3a

Family Saving

3b

This card shows a household where all the household income is shared between the husband and wife, and both have access to it and can make decisions about it.

This flash card is one of a set of four (Cards 3a to 3d) to be used in a group activity to open discussion of different approaches towards financial management in the household.

To gain consensus around the meaning of this card, and to check that the card is relevant to the community, facilitate discussion by asking the following questions:

- What does this flash card show?
- Are there households in this community that manage their money like this?
- What are some of the reasons that households do so?

ACTIVITY 3
Steps:

1. Separate women and men into two groups. Place this set of flash cards in front of each group (you will need to make an extra copy of this set or run the groups at separate times).

2. Discuss each image using the questions suggested on this card. Gain group consensus on the meaning of each image.

3. If there are financial management approaches used within households in the community that are not described by these cards, create new cards to show these approaches.

4. Create a private voting station, placing a voting bowl or pocket under each picture. Provide each participant with two voting items (i.e. corn, paper etc).

5. Ask participants to vote (using one item) in the pocket under the picture that best describes how they currently manage income in their household.

6. Ask the participants to vote one more time (using the second item) to show the type of approaches they would like to have in their household (this may be the same as what they already use).

7. Present the results of the two votes to participants, showing the financial management approaches that are most used, and those that are are most desired.

8. Record the results on the data collection sheet for each group.

9. Encourage each group to discuss the positive and negative aspects of each approach and the barriers faced by individuals in changing approaches within their households.

10. For more detailed instructions and the data collection sheet, please refer to the manual in this toolkit.

This card shows a household where the husband controls all the income, giving the wife a fixed sum for household and personal expenses.

This flash card is one of a set of four (Cards 3a to 3d) to be used in a group activity to open discussion of different approaches towards financial management in the household.

To gain consensus around the meaning of this card, and to check that the card is relevant to the community, facilitate discussion by asking the following questions:

- What does this flash card show?
- Are there households in this community that manage their money like this?
- What are some of the reasons that households do so?

ACTIVITY 3
Steps:

1. Separate women and men into two groups. Place this set of flash cards in front of each group (you will need to make an extra copy of this set or run the groups at separate times).

2. Discuss each image using the questions suggested on this card. Gain group consensus on the meaning of each image.

3. If there are financial management approaches used within households in the community that are not described by these cards, create new cards to show these approaches.

4. Create a private voting station, placing a voting bowl or pocket under each picture. Provide each participant with two voting items (i.e. corn, paper etc).

5. Ask participants to vote (using one item) in the pocket under the picture that best describes how they currently manage income in their household.

6. Ask the participants to vote one more time (using the second item) to show the type of approaches they would like to have in their household (this may be the same as what they already use).

7. Present the results of the two votes to participants, showing the financial management approaches that are most used, and those that are are most desired.

8. Record the results on the data collection sheet for each group.

9. Encourage each group to discuss the positive and negative aspects of each approach and the barriers faced by individuals in changing approaches within their households.

10. For more detailed instructions and the data collection sheet, please refer to the manual in this toolkit.

3c

3d

This card shows a household where the wife manages all the income, giving the husband an allowance for his personal expenses.

This flash card is one of a set of four (Cards 3a to 3d) to be used in a group activity to open discussion of different approaches towards financial management in the household.

To gain consensus around the meaning of this card, and to check that the card is relevant to the community, facilitate discussion by asking the following questions:

- What does this flash card show?
- Are there households in this community that manage their money like this?
- What are some of the reasons that households do so?

ACTIVITY 3
Steps:

1. Separate women and men into two groups. Place this set of flash cards in front of each group (you will need to make an extra copy of this set or run the groups at separate times).

2. Discuss each image using the questions suggested on this card. Gain group consensus on the meaning of each image.

3. If there are financial management approaches used within households in the community that are not described by these cards, create new cards to show these approaches.

4. Create a private voting station, placing a voting bowl or pocket under each picture. Provide each participant with two voting items (i.e. corn, paper etc).

5. Ask participants to vote (using one item) in the pocket under the picture that best describes how they currently manage income in their household.

6. Ask the participants to vote one more time (using the second item) to show the type of approaches they would like to have in their household (this may be the same as what they already use).

7. Present the results of the two votes to participants, showing the financial management approaches that are most used, and those that are are most desired.

8. Record the results on the data collection sheet for each group.

9. Encourage each group to discuss the positive and negative aspects of each approach and the barriers faced by individuals in changing approaches within their households.

10. For more detailed instructions and the data collection sheet, please refer to the manual in this toolkit.

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FACILITATORS' TIPS

Encouraging participation

- Participatory monitoring activities work best after a relationship has been developed between the facilitator and the group members.
- Play a game with participants prior to any serious discussion or voting activity to promote trust and gain the participants confidence.

Using the flash cards

- To promote discussion and consensus on the meaning of the flash cards, ask participants to focus on the emotions shown on the participants faces. Ask them: What are the faces in the drawings saying to you? After discussion, if the meaning of the cards is still unclear, explain each card to the participants.
- Give participants time to study the pictures and think about them before moving them to a place for private voting.

Voting

- To encourage participants to freely vote, try to make sure that the voting station is placed in an area where participants cannot watch each other vote.
- So that voting remains strictly confidential, place a number of voting items (ie. stones, corn) on each card (or in voting pockets) before voting starts. These 'dummy votes' need to be recorded and later subtracted from the total vote count to get accurate vote numbers.
- You can track the age group of voters in one group by asking different age groups to vote using different tokens (i.e. corn for young unmarried women, and stones for older women).

FACILITATORS' TIPS

Encouraging discussion and story telling

- Focus on the differences between the numbers of votes for each card to draw out discussion on practices within the community.
- Share your own stories to help warm up the group.
- Do not permit personal attacks or blaming of individual people in story telling activities.
- If people are uncomfortable sharing stories, break them into pairs/small groups, or offer the opportunity for individuals to share their stories with monitoring staff after the activity. Do not place any pressure on participants to share their stories.

Maintaining confidentiality and safety

- Large group sizes can be used to help protect participant's privacy, as the larger the group, the harder it is to guess who voted for each card.
- Avoid putting participants at risk. Do not share results of any activity in the broader community unless you have discussed all the options with the participants involved and they have given permission for you to do so. Only share the results when you are sure that sharing will have positive impacts for participants and other community members, and you are prepared to manage potential conflict arising from the results.

- Prepare ways for managing sensitive discussions safely before undertaking any of the activities. Moving the discussion from a participant's personal experience to more general experiences of community members can make the environment safer and can also encourage discussion on sensitive issues.