



Education for Life Project: Guide to mapping out of learners

Introduction to the guide

This guide is a six-step approach that Actionaid Kenya used to identify, select, assess and place 5,641 out of schoolgirls (OOSG) and 500 boys in the Education for Life Project in the five counties of implementation. The approach is adapted from ActionAid's Community Led Participatory Change Plans (CLPCPs) process, which is a method of generating development, plans at community level that recognizes rights of women and marginalized groups in the society. The primary objective of the CLPCPs is to develop a process-oriented, community-based social mobilization that builds the capacity of local communities to analyze the causes of their poverty and vulnerability, access the available resources and establish appropriate local response mechanisms by creating meaningful networks and alliances with other stakeholders so that their voices can be heard at the ward, county and national levels. CLPCPs enable communities to take leadership and act as catalysts for their own empowerment and transformation.

Adapting CLPCPs to the mapping process of EfL project gives opportunity to streamline the community entry process, enhances community participation in the project implementation thereby improving life chances of marginalized girls and grounds change at various levels for sustainability (girls, community, institutions and systems).

At the proposal stage, the following were the geographical areas in the counties for initial mapping exercise:

STEP	Purpose and Description	Tools	Resource Persons
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Step 1: Rapport building	<ol style="list-style-type: none"> 1. This is the process of mobilization and preparation for the identification of OOSGs through meetings geared towards developing a common understanding of all parties. This step can also be used to identify and select Community Resource Persons. 2. The process involves convening meetings at village / ward level to discuss the project plan and aspirations (meeting participants to include relevant stakeholders like Chief, CSOs, Women's Networks, opinion leaders, Ward and County officials etc.) 3. Collect secondary information available on the villages and wards as relates to Out Of School Girls 	Participatory Review and Reflection Meetings	EfL project teams and ActionAid resource staff
Step 2: Village Analysis	<ol style="list-style-type: none"> 1. This is to establish through discussion and analysis the community situation in relation to education specifically on OOSG. 2. The analysis is conducted through a series of mixed group village discussions (average of 6-8 meetings) to bring out the village demography such as gender, health, education and wealth status) 	<ol style="list-style-type: none"> 1. Historical timelines (this was an ice breaker tool) 2. Social and resource map (this was to generate pictorial information on households with OOSGs and potential sites of establishing catch up centers, establish ownership of village resources) 3. Well-being analysis (captures village demographics) 	EfL project teams, ActionAid resource staff, community resource persons
Step 3: Marginalization Process Analysis	<ol style="list-style-type: none"> 1. This step critically analyzes the conditions that have led to exclusion of OOSG and why their needs over time have been ignored or been less prioritized. 2. This analysis was conducted through mixed group and gender segregated village discussions (average of 3-6 meetings) to have a deep understanding of conditions of OOSGs. 	<ol style="list-style-type: none"> 1. Daily calendar (to understand OOSG social roles) 2. Seasonal calendar (to understand nature of poverty and coping mechanisms) 3. Cobweb analysis (to understand OOSG access and control) 4. Problem tree (to identify root causes of the issues) 	EfL project teams, ActionAid resource staff, community resource persons
Step 4: The Engagement	<ol style="list-style-type: none"> 1. This is the process of holding initial meetings with the OOSG after identification. 2. The process aims at creating a safe space for interface with the girls, triangulation of marginalization information, ascertaining the age 	<ol style="list-style-type: none"> 1. Venn / "chapati" diagram (used to map out the different stakeholders, their roles and responsibilities <u>from</u> the perspective of OOSG). 	EfL project teams, ActionAid resource staff, community resource persons, OOSGs, parents / guardians

	<p>bracket of the girls (10-19 years) and carrying out collective visioning and goal setting with the OOSG. Some home visits may be made for OOSG with specific mobility and socio-cultural needs.</p>		
<p>Step 5: The Assessment</p>	<ol style="list-style-type: none"> 1. This is the process of determining the nature and multiplicity of marginalization and exclusion, literacy and numeracy status of OOSG. 2. The assessment will be carried out on individual OOSG in a safe space to determine the marginalization level paying keen interest to disability marginalization and other types of vulnerabilities. 3. Diagnosis and referrals should be done to deserving OOSG (medical, legal and psychosocial). 4. This step should clearly define the OOSG who will be enrolled into the project. 	<ol style="list-style-type: none"> 1. Vulnerability Assessment Tool (the process of defining, identifying, classifying and prioritizing vulnerabilities among OOSG) 2. Learning assessment (to identify literacy and numeracy levels of OOSG preplacement) 	<p>EfL project teams, ActionAid resource staff, OOSGs, parents / guardians, Referral mechanism actors (Women's networks, Chief, paralegals, pro bono lawyers, counsellors, police, health practitioners, children's officers, judicial officers)</p>
<p>Step 6: Placement</p>	<p>This is the process of attaching the girls to the catch-up centers to enable the process of learning to commence. The following will be done at this step:</p> <ol style="list-style-type: none"> 1. Washington Group Child Functioning Questions (to collect disability prevalence data by type and severity of difficulty for appropriate referrals and support) 2. Bio-data forms and Registration (to collect information about OOSG such as: personal information (e.g., date of birth, gender, marital status, village/ward, educational background etc.). 3. 4. Confirming the Educator Facilitators linked to the centers and developing their Individualized Education Plans (IEPs). <p>NB: It should be noted that some girls may require support at the household level and may not be linked to a catch-up center though will be attached to an Educator Facilitator.</p>		<p>EARCs, EfL project teams, Educator Facilitators, Teacher Coaches.</p>

Annexes: Participatory Tools¹

RAPPORT BUILDING

This is the process of mobilization and preparation for the identification of OOSGs through meetings geared towards developing a common understanding of all parties. This step can also be used to identify and select Community Resource Persons. The process involves convening meetings at village / ward level to discuss the project plan and aspirations (meeting participants to include relevant stakeholders like Chief, CSOs, Women's Networks, opinion leaders, Ward and County officials etc. The facilitator will collect secondary information available on the villages and wards as relates to Out Of School Girls (OOSG).

Community Resource Persons (CRPs) are the local leaders who belong to the same village and engaged through the participation of the community themselves to support with community mobilization and discussion guiding. People of the village will be very familiar with the CRP as they are from the same locality. The community will be more comfortable and fast in developing relations with the CRPs. The CRPs come with a solid and strong awareness of what is best for their community. The probability of them committing and sustaining through the cause is very high.

VILLAGE ANALYSIS

Historical timelines (as an ice breaker tool) - This is to establish through discussing and analysis the community situation in relation to education specifically on OOSG. A Timeline is a matrix to understand when different events occurred in the village over a period of time. These events could be human made, natural disasters or political incidents (e.g. revolutions, change in govt, etc) that forced people to become vulnerable. We do this exercise to understand the various factors that have led to or increased the vulnerability of people.

Process of doing a Timeline:

1. Gather people at a common place where everyone in the village can come and participate. Make sure that older people who can remember back 15-10 years are included.
2. Explain the purpose of the exercise and why it is important to understand the vulnerability situation of the community.
3. Ask participants to list the events that happened over a period of time (maybe the last 10 years - it may be even longer depending on the age of the participants) and get them to write each event, one per flash card. Ask people to explain the event and arrange all the events in the first column in the order of occurrence.

¹ Adapted from Village Book: community led planning and development processes, ActionAid Myanmar

4. The second column is used to understand when the event happened. Ask people to write the time of occurrence – that is, year and season - of each event on flash cards and arrange them against the events in the second column. Make sure that disasters are included.
5. The third column describes the impact of these events (disasters or conflicts) on the community in terms of life loss, property loss, loss of education opportunities etc. The effects of each event may be written on a separate flash card and placed against the event to understand them better.
6. The fourth column is built with information related to how people coped during and after the event. Who supported them, including the government, and what did they do themselves?

Historical Timeline Analysis Questions

1. What are the events that contributed and when to shaping your community at present? / When did these events occur?
2. How have the events (in which way) shaped your community?
3. What particular events have had an effect towards the education system in your community?
4. How have the particular events affected the education system in your community?
5. How have these affected girls' education? Which ones have impacted girl's education positively/ negatively?
6. What did/has this community do/ne to address the issues?
7. What possible solutions do you think can be done to address these issues?

Social and resource map - This process helps to generate pictorial information on households with OOSGs and potential sites of establishing catch up centers, establish ownership of village

Resources

Social Map: This is a bird's eye view of a village that shows the demographic details and the social infrastructure available for the people including houses, roads, schools, drinking water sources, etc. and their relation to the people. Discussion following the drawing of the social map helps people to understand who is accessing and who is controlling the available infrastructure, and if or why it is not accessible to poor and/or marginalized people of different ethnic, religious, class groups etc., or those excluded on the basis of gender, age, and disability.

Process of drawing a Social Map:

1. Gathered people in a common place where everyone in the village, irrespective of status, can come and participate.
2. Explained the purpose of the exercise and how it is useful for the village social analysis. Ask participants to locate the magnetic pole directions (north, south, east, west) on the ground or on flipchart paper, depending on the situation. It

- is usually better to draw the social map on the ground using locally available materials (and then copy this onto paper).
3. Draw the boundaries of the village.
 4. Draw the roads and any streams/rivers running through the village. Then we asked the participants to identify other prominent and communal infrastructure in the village such as schools, drinking water sources, hospitals, religious places, bridges, cyclone shelters, etc.
 5. Finally, indicate all the houses as per their location and type of construction and map where the OOSG lived.



Social Map Analysis Questions

Analysis of the Social Map: Analyze the map after completion through generating discussion among participants on each of the visible things on the map guided by the questions below:

1. Who are the community members? (Total number of households, No. of women, men, OOSG, girl headed households)?
2. Who are the most vulnerable in the community? (Does this include female headed households, are OOSG vulnerable, are Persons with Disability vulnerable)?
3. Where do the vulnerable live? (Locate homes, locate homes of OOSG)
4. Why is the community vulnerable? Why are OOSG vulnerable?
5. How many social structures are there in the community? (School, water points, roads, hospitals etc.)
6. Who benefits from social structures? (Schools, hospitals, water points, roads etc.) Are OOSG benefitting?

7. Analyze each social infrastructure e.g. no. of schools, distances to water points. How does this affect OOSG?
8. How are the attitudes and perceptions of community on OOSG?
9. How is the community working towards supporting OOSG? Are there structures that are pro OOSG?

(i) Resource Map: Economic analysis is carried out to understand the different economic resources in the village and their linkage to the livelihoods of the people and education opportunities. For this purpose, we may use 2 Participatory Rural Appraisal tools: **(i) Resource Map** and **(ii) Seasonal Calendar**

The Resource Map helps us to understand the various resources that are available and their access to and control by poor and marginalized people and their effect towards education opportunities. The Seasonal Calendar helps us to understand the livelihoods people do using these economic resources, the income from the various livelihoods at different periods throughout the year, and the months/times at which food is scarce.

A Resource Map: is drawn to understand the location of various economic resources that exist in the village, who (rich, powerful, poor people, women) is accessing these resources and who is controlling these resources.

Process of drawing a Resource Map:

1. Gather people in a common place where everyone in the village, irrespective of status, can come and participate. Ensure that community members engaged in different types of livelihood options are present while doing the economic analysis. Also ensure that landless people are present and encourage them to speak during the analysis of the identified resources.
2. Explain the purpose of the exercise and how it is useful for the village economic analysis.
3. Ask them to start by locating the magnetic pole directions (north, south, east, west) either on the ground or on flipchart paper, depending on the situation. It is usually better to draw the Resource Map on the ground using locally available materials and copy the map onto paper/bed sheet after the exercise is finished.
4. Facilitate participants to draw the boundaries of the village and identify different economic resources like cropping land, water bodies, streams, canals, forest, pasture lands, markets, forest, rice mills, factories, mining areas etc. It is important to consider the boundaries of the village with neighbouring villages while drawing the resource map. It is also important to consider the resources of the village even if they are not within the village boundary.

Resource Map Analysis Questions

Analysis of the Resource Map: Analyze the map after completion through generating discussion

among participants on each of the visible things on the map guided by the questions below:

1. What are the different economic resources in the village? (pasture, cropping land, forests, markets, factories, mining area, water bodies etc.)
2. What are the linkages between the livelihoods of community members and the economic resources? Do OOSG have livelihood options?
3. What kind of livelihood tools/assets are available in the village? (Nets, boat, bicycles, motorbikes, donkeys etc.). Do OOSG have access have access to them? Do OOSG own assets?
4. Can OOSG access the resources? Why are they unable to access the resources?
5. Who has control over the resources? Who decides how the resources will be distributed?
6. What economic opportunities do out of schoolgirls engage in?
7. What are the distances to the water points in this village?

Well-being analysis - This is done to understand the various categories of people that exist in the village and the factors contributing to their wellbeing and vulnerability. Analysis of the tool helps to identify the vulnerable people in the village and the reasons for their vulnerability. In this case, we will analyse the wellbeing status of community members according to the different characteristics of the wellbeing categories of families in the village, the number of families in each category, the factors contributing to the improvement or deterioration in the wellbeing status and education of families.

Process of drawing Well-being analysis:

1. Gather people at a common place where everyone in the village can come and participate.
2. Explain the purpose of the exercise and why it is important to understand the wellbeing status of people in the community. In the context of a wellbeing analysis, vulnerability is about consistent suffering and lack of access to basic needs, services and social status.
3. As a first step, facilitate the community to identify different categories of families/people based on their wellbeing status. Let the people decide the number of categories and names of the categories (e.g. rich, middle-class, poor, very poor. Help them to understand the categorization clearly so they can easily decide which category each family belongs to. Write each category on one flash card and place them in the first column in sequence.
4. Ask people to draw/write the characteristics of each category on one flash card and place them in the second column against the respective category. This will help them to better understand the characteristics.
5. Facilitate the community to write the names of all the families in the village on separate flash cards (this would be better done before the start of the meeting to save time) and ask them to place each family's card in the third column against each wellbeing category. (The numbers of families in each category should be recorded.)

6. Now discuss if there are some families whose wellbeing status has improved in recent years and they have moved from a lower category to an upper category. If so, identify the families, specify the reasons, write this information on flash cards and place against the category. Build a fourth column using this information. (The numbers of families should be recorded.)
7. Similarly, find out if some families' wellbeing situation has deteriorated in the past few years by moving from an upper wellbeing category to a lower wellbeing category. If so, write the names of the families and reasons for their deteriorating wellbeing status. Write the information on flash cards and place against the wellbeing category in a fifth column. (The numbers of families should be recorded.)
8. After completing the exercise facilitate the community to identify which category of people are facing the greatest difficulties in their life and are most vulnerable. Let people decide if it is only the bottom most category or the lowest 2 categories.
9. Identify the houses of these vulnerable people on the social map (If done when drawing the social map, compare the families identified). This will help to pinpoint the vulnerable people/households/OOSG in the village by name and location of their houses.



Analysis of Wellbeing

Analysis of Wellbeing: Analyze the matrix after completion through generating discussion among participants guided by the questions below and document the key points following a discussion

- Who are the vulnerable families/groups in the village?
- What are the reasons for their vulnerability?

MARGINALIZATION PROCESS ANALYSIS

This step critically analyzes the conditions that have led to exclusion of OOSG and why their needs over time have been ignored or been less prioritized. The analysis is conducted through mixed group and gender segregated village discussions (average of 3-6 meetings) to have a deep understanding of conditions of OOSGs.

Daily calendar

The tool brings out how the OOSG are being marginalized through their daily activities. It is important for the tool to analyze the rights of girls being violated especially education and to analyze/ compare the gender roles and safeguarding and child protection issues raised and how to ease the OOSGs burden.

The daily calendar analysis will likely bring fourth the following:

1. OOSG take up a lot of responsibilities that are ideally meant for someone else like a parent
2. OOSG come from families where parents have relegated their responsibilities.
3. OOSG who are married face more challenges than those who are not married
4. OOSG girls have a lot of responsibilities, living the life of a woman at an early age
5. Children of OOSG are more likely to drop out of school
6. OOSG are normally denied re-entry into schools after giving birth.
7. Most parents fail to recognize the value of the OOSG going to school, it is not always due to lack of funds
8. The daily calendar should point out how to deal will early pregnancies to allow girls to go back to school
9. Parents need to take up their duties to allow the girls to have time to attend the catch up centers
10. Parents should not exceed their limitations of child participation, which are purposed for learning

Seasonal Calendar - this exercise will be carried out using a matrix tool to understand different livelihood options in the village, their period of availability and income over a period of a year, and when food is scare. This will help people to understand the livelihood patterns in the village and the issues associated with each livelihood option.

Process of drawing up a Seasonal Calendar:

1. Involve the same community members that were part of drawing the resource map.
2. Identify the various livelihoods done by the community members and write them each on a separate flash card. Place all the livelihood options in the first column of what will become a matrix. (A matrix is a series of rows and columns used to analyse a specific issue against various parameters/factors.) List the 12 months of the year on separate flash cards and place them across the top as the first row. (See the matrix for a Seasonal Calendar in Figure 7.)
3. Above the first livelihood option, insert 2 rows: one for “weather” and ask participants to describe the weather/season for each month of the year; the second for “disasters” and ask participants to state which disasters are likely happen in which times of the year.
4. Now pick up one of the livelihood options and mark the period of availability to do this livelihood option against the relevant months. Similarly mark the period of availability for each of the other livelihood options, one after the other.
5. To the right of the 12 months create another column (Income) which can be divided into 3 sub columns using flash cards to record the approximate income per (i) day (ii) month (iii) year from each particular livelihood option.
6. Two more columns can be added to record (i) the number of families involved in each type of livelihood and (ii) the number of women headed households involved for each. Make sure the views of women are heard and captured on each of the identified livelihood options and analyse how they are accessible to women, as well as to older people and people with disability, and how they are benefiting from them. (Record the issues in notes, not on the calendar.
7. After the number of women headed families column, build another column to list the problems related to each of the livelihood options in terms of: income, period of availability, discrimination issues, child labour, and education related options, health hazards, environmental hazards etc.
8. After completion of the livelihood analysis, add a final row: Food security, that is, the availability of food throughout the year. This is used to understand the periods of food shortage in the village.
9. If required, further rows can be added, for example, availability of irrigation water etc.

Cobweb analysis

This exercise is to understand the conditions and status of women in the village. This assessment should be carried out from the perspective of women’s rights to understand the factors affecting the development of women in the village.

The exercise can be used to justify why the project is working with 5000 OOSGs and 500 boys. It is important to be consistent in the framing of the questions when making a cobweb analysis – e.g. negative and positive connotations should flow. The issues should be stated in a negative or positive form to avoid cancellation and not both positive and negative.

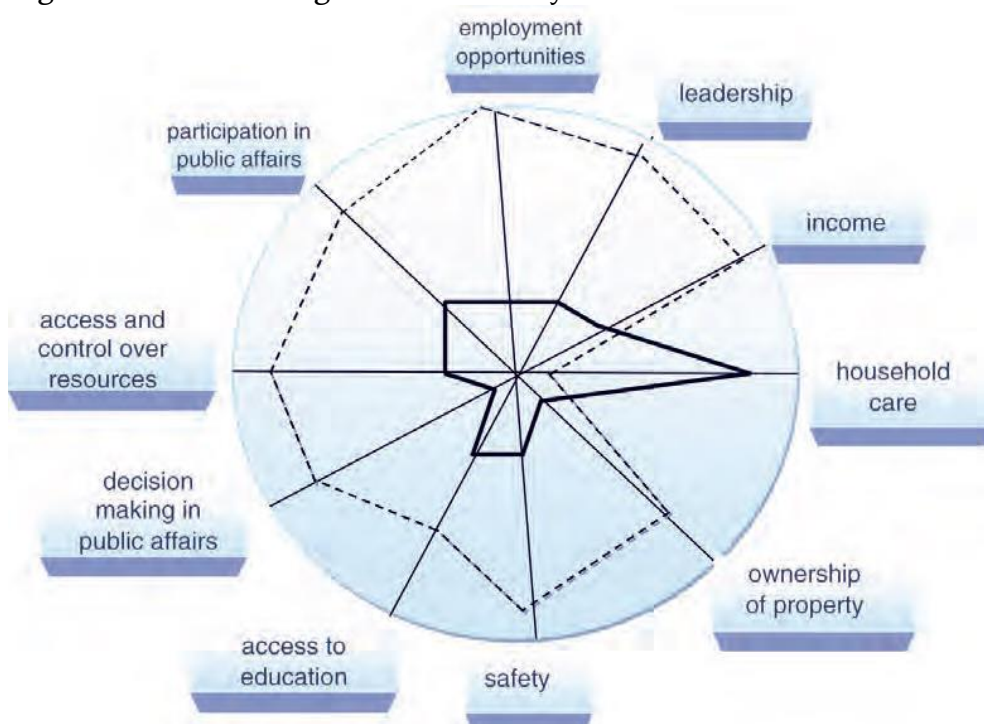


Process to do a Cobweb analysis:

1. Organise a meeting with women's group members or women in the village at a place commonly agreed by them.
2. Explain the purpose of the exercise and why it is important to understand women's condition and status in the community.
3. Initiate discussion using a brain storming exercise on the key components/dimensions of women's development and what they perceive about their situation.
4. Make a list of various key components of women's development that are linked to their rights, such as: high school education, participation in village affairs, leadership, decision making in village affairs, access to resources, employment opportunities, income from daily work, responsibility for household work, ownership of resources, feeling safe and secure from violence. Ask them to draw pictures representing these components on separate flash cards.
5. Make a point at the centre of some flipchart paper and draw lines to different directions from the centre (as shown in the Figure 9). Ask the women to place one flash card at the end of each line so that the line represents that particular component. (see Figure 11)
6. Mark up a scale of 0 to 10 on each of the lines representing the different components, with "0" (lowest) at the centre and "10" (highest) at the outer end.
7. Ask people to score on the scale of 0 to 10 with regard to the status of women in the village on each component assuming 10 is the highest performance. Score all the components in the same manner. Mark the scores on the line. Explain that the score is based on how they perceive the overall situation. After completing the marking on all the lines, join the markings using one particular colour.

8. Again facilitate discussions to score on each component with regard to the conditions and status of men on the same components according to their perceptions, in the same manner explained above.
9. Join all the markings of men's status with another colour so that the difference between the status of men and women is clearly seen in the diagram.

Figure 11. Constructing a Cobweb Analysis



Analysis of Women's situation

After completing the exercise, facilitate discussion on each component that has been considered in the cobweb. The questions for the analysis could include:

1. Why do you think that women's score/status in each component is different (less or more than) than that of men?
 2. What are the key reasons for this? Document the information, keeping each of the 10 components as a sub-heading and write down the analysis and information gathered for that component. If the participants cannot articulate their situation and to stimulate discussion the facilitator may need to provide some examples, or information about equal rights for men and women, etc
- What are the key challenges women are facing?

Problem Tree

Problem tree is another tool that can be used in place of the cobweb analysis to understand the conditions and status of women in the village. A tree can be used to

explore cause and effect or problem and solution. The various elements of a tree work together as a simple metaphor: The trunk usually symbolises the situation to be studied; The roots represent causes; The branches are the consequences.

How to construct the tool

Using local materials (fallen twigs/tree branches), begin to construct a tree (a tree can also be drawn on large paper if twigs etc. not feasible). The trunk symbolises the issue or concern being discussed – a card is placed on the trunk with the concern/issue written on it (this helps to keep the discussion focussed on the issue/concern).

The roots represent e.g. (causes, income, inputs). As each cause, income source or input is raised; it is written on card (once agreed) and placed within the roots. Note that the more importance given to a particular point raised can be identified by placing it on the thicker roots, and vice versa.

The branches represent e.g. (effects, expenditure, outputs, and outcomes). Similarly, as each effect/type of expenditure/output is discussed and agreed, it is written on card and placed in the branches (again, the thicker or thinner the branch identifies level of importance placed on the point).

Fruits may be added to represent possible solutions, actions or unexpected gains. Saplings can be added beside the large tree to represent ongoing aims, plans, perceived opportunities, desired inputs.

THE ENGAGEMENT

This step is necessary when recruiting OOSGs and in developing the sustainability plans. Venn/chapatti diagram will be used. A Power and relationship analysis is done to understand who makes or influences decisions in the village and if or how the power is used for the benefit of poor and marginalized in the village.

The size of the circle represents the importance or size of the institution; a larger circle indicates more importance/power than a smaller circle. The closeness between circles indicates the strength of interactions. An intersection of circles means a strong relationship between the actor and out of school girls. This relationship can be working for or against OOSGs. The lines between circles show the relationship, frequency of contact or the importance of the institutions/organisations and the quality of interaction (positive or negative).

Venn/Chapatti Diagram

The chapatti diagram uses circles of different sizes and distance to reflect on power relationships, demonstrating what power looks like in different spaces and how relationships between different groups can create space to claim power or close access to power for OOSG

The key components of a Venn Diagram are the strength of the relationship and the distance of institutions/groups/powerful people/positions of authority from the community. In analysing power at village level, the exercise can be used to determine the importance and responsiveness of different stakeholders associated with the village like local authorities, village committees, CDF, religious committees, CBOs, NGOs, TVETs, the police, government institutions and schools. etc. The relative distance from the community indicates the responsiveness of the particular stakeholder and the closeness of their relationship to the community.

Process of drawing a Venn Diagram:

1. Prepare by cutting flipchart paper into circles of different diameters or collect stones of different sizes before the beginning of the exercise.
2. Ask the participants to list all the institutions/groups/powerful people/positions of authority in the village i.e. those who make decisions about the development of the village, for example, people such as the village head, chiefs, village tract leaders, religious leaders, teachers, village elders, schools, CDF, police, TIVETs, political leaders, NGOs or village CBOs (youth group, women's group, village management committee etc.
3. The people/community are put at the centre of the diagram. Ask the community members to identify the relative importance of each of these influential people/institutions – this is indicated by the size of the circle or the stone that represents them. That is, the relative size reflects the relative importance of the person - the more important the person/ institution the larger the circle/stone. Write the name of each institution/group/powerful person/position of authority on the circle/stone and arrange them around the central point which represents the people/community.
4. The responsiveness/closeness of the influential person/institution to the community is indicated by their distance from the people/the centre. If the institution is close to and supports the community it will be located close to the centre; if the institution does not engage or provide any support with the village people it will be located far from the centre.
5. Ask the participants to move the circles/stones either closer to or further away from the centre (the people), depending on their relative responsiveness, i.e. how much support they provide to the community.



Analysis of the Venn Diagram:

After locating all the circles/stones pick them up one at a time and discuss the following questions. Make sure that the influential people are not part of the exercise while it is being conducted. Document the information under the subheading of each of the influential people/institution/ group.

1. Who are the key development/social/religious and other individuals/organisations/ institutions in the village?
2. Why that particular person/institution is important or unimportant (based on the relative size) and how are they useful for the OOSG?
3. Who are the most powerful leaders? Are they elected, selected or appointed? Are women involved?
4. Does leadership vary for different groups or issues? Are there women leaders? If not –why not?
5. Who are the formal decision makers? Who can participate in decision making? In the village, how transparent are the processes of decision making on community issues?
6. How do powerful individual/groups/institutions support (or ignore) the development needs/rights of poor people in the village including OOSG?
7. Are some groups/people excluded from village affairs? Who are they?
8. Do some groups dominate village affairs? Who are they?
9. What is the relationship between government administration officials and the community?
10. What is the relationship between different groups in the community? Are there any difficulties or conflicts?

11. What are the issues/problems related to decision making and use of power in the community?

Key stakeholders should be moving closer after intervention with OOSGs. In addition, the Venn/chapatti diagram also helps us to understanding the situation as it is; check for consistency of results from other tools; look out for negative stakeholders and see what to do in order to promote change of relationship from negative to positive.

THE ASSESSMENT

The assessment will be carried out on individual OOSG in a safe space to determine the marginalization level paying keen interest to disability marginalization and other types of vulnerabilities. This is the process of determining the nature and multiplicity of marginalization and exclusion status of OOSG.

1. At this stage, **bio-data** of the girls who have been selected through the rigorous process above will be taken. The project will ensure that OOSG being assessed have the necessary registration documents such as birth certificates.
2. The OOSG will be taken through **vulnerability assessment** to define, identify, classify and prioritizing vulnerabilities among OOSG and develop intervention measures at the catch-up centers using the tool provided for in a separate document below.



Vulnerability
Assessment Tool.doc



Example of Girls
Vulnerability Assess

3. The OOSG will be assessed using the Washington Group Child Functioning Questions to collect and report on disability prevalence disaggregated by type and severity of difficulty for appropriate referrals and support including review of project activities and evaluation tools to ensure they are inclusive of and accessible to girls with disabilities.
4. In collaboration and guided by the EE, EGRA and EGMA assessment will be administered to sampled OOSG to identify literacy and numeracy levels of OOSG pre placement

PLACEMENT

This is the process of attaching the girls to the catch-up centers to enable the process of learning to commence. The process will determine the venues of the catch-up centers, the enrollment of the OOSG in the catch-up centers, confirming the

Educator Facilitators linked to the centers and developing their Individualized Education Plans (IEPs).

All girls will go through the catch-up centers. All girls will not be in the catch-up centers at the same period and the average period for a girl to be in the catch-up center is 6 months

NB: It should be noted that some girls may require support at the household level and may not be linked to a catch-up center though will be attached to an Educator Facilitator.