ACTIVITY 6

Planning for change

Duration
4 hours

> ***"We do not need magic to change the world, we carry all the power we need inside ourselves already: we have the power to imagine better"***
> *J.K. Rowling*

Activity 6. Planning for change

- Opening paths -

Summary

An action plan is developed for the group to implement solutions that improve the conditions of the community against the relevant hazards, and activities that will be coordinated by members of the PASSA Group are distributed.

Purposes

To develop a plan to implement improvements in shelter safety.

To identify resources required from within and from outside the community for implementing the plan.

To agree who will take charge of each part of the plan.

ACTIVITY 6
PLAN

Materials

Illustrations set B*
'Safe' and 'unsafe' shelters as they were used during Activities 4 and 5.

Illustrations set C*
Identified as planning cards in the activity.

Illustrations made along the process*
All additional illustrations made along the process up to this point to show relevant problems for the safety of shelters and settlement.

A5 Size paper*
To draw additional illustrations.

Adhesive tape*
To stick planning cards.
Alternative: pins or tacks.

Pen, pencils & erasers*
Some to write and draw (better if erasable); others to color.
Alternative: chalk, markers, pens.

Self adhesive labels*
To record individual ideas for solutions.

Digital Track*
For visual planning and to show before and after.

Considerations

1. In this activity, actions that the PASSA Group can take alone or with support of other community members that commit to work

with the youth are identified.

2. In case that external assistance is needed the plan must include specific actions the group has to take in order to get that assistance.

3. Encourage participants to be realistic in terms of what they know about available resources and the capacity for commitment from the group and from the entire community.

4. Do not give advice or direct the group in one direction or another with the plan.

5. If the group assigns most of the tasks to outsiders lead a discussion to identify the reasons and to determine if the youth have clearly defined responsibilities. The plan must include actions that they can perform and therefore on which they can take responsibility.

Previous preparation

1. Get some 'safe' and 'unsafe' illustrations and some of the planning cards to explain the process for this activity with an example.

2. Find out beforehand if the Red Cross and the Red Crescent, its allies, or any other local or international organization can support the youth to achieve some parts of their plan and invite some of their representatives, if appropriate.

Activity 6 - FACILITATE

Presentation

Step 1

Introduce guests that may be present. Invite participants to briefly summarize the previous activity.

Step 2

Start a dialogue to review what was decided on the most effective and the easiest ways to improve the safety of the shelters and settlement.

Step 3

Explain that the group will develop a plan to implement improvements for a safer shelter and settlement, and will decide who will be responsible for each part of the plan.

Step 4

Take an illustration of an 'unsafe' shelter and place it on the wall or the floor. To the right of this and with a wide space in between them place the illustration of the 'safe' condition if the given solution is applied. Take some of the planning cards to show how they should be placed in line between the 'safe' and 'unsafe' illustrations to represent the steps on the plan. Explain that this is only for demonstration and that they must decide what steps to take and in what order.

Step 5

Make sure that the group members understand the planning card illustrations before they begin. Let them know that they can add their own illustrations.

Keep in mind

Remember that at this point you will be working with the prioritized hazards and solutions.

Action

Step 6

Confirm what 'safe' illustrations they want to use to portray the situation they would like to reach using as a starting point the most effective and easiest ideas from the previous activity. Collectively identify the 'unsafe' illustrations that will be solved with each of those 'safe' ones. Remind them that each 'unsafe' situation may have more than one 'safe' solution, and vice versa.

Step 7

Form subgroups and give each a few of the 'safe'-'unsafe' sets, the set of planning cards, and materials to draw any additional steps they would like to include. Ask them to place the planning cards in the order in which they believe the change from an unsafe to a safe condition can be accomplished. Indicate that some steps can occur at the same time and some have to happen one after the other. Ask them to prepare to present their ideas to the group and to answer any specific questions that may arise.

Go to Digital Track

6. Participants confirm "safe" illustrations that portray the situation they would like to achieve.

Safe

✓ ***Very effective***

✓ ***Very easy***

Unsafe

?

7. What steps can we follow to move from the unsafe to the safe situation?

9. Once proposals have been presented discuss:

Time
How much time is needed to complete each of the activities?

Places
Where will activities take place?

Quantities
To how many will they apply?

Connections
Are there steps of the plan that intersect?

Step 8

Ask the subgroups, as they explain their reasonings, to position their action plans in rows, so that they can be seen one above the other. Suggest that plans that achieve the greatest benefits and are the simplest to implement take priority, and should be placed at the top.

Step 9

After the presentations promote a collective dialogue aiming to reach an agreement on a common action plan. Guide the conversation to address:

- The ***time frame*** to perform each of the different activities and the plan as a whole.
- The ***places*** where the activities will take place.
- The ***specific amounts***. For example, if a 'safe' situation represents an improvement for the houses, the group must decide how many houses will be improved. The agreed upon amounts are written on self adhesive labels and placed on the 'safe' illustrations. Explain that these amounts can be changed later if the group feels they are too low or too high.
- The ***connections*** between the different parts of the plan. For example, activities such as community meetings that could serve several activities, or actions that may conflict with each other, or compete for limited resources like time availability of specific people.
- The ***availability*** of the resources needed to carry out these activities.

ACTIVITY 6
FACILITATE

Step 10

Guide the group to decide ***who*** performs each step identified in the plan according to the personal attributes and skills needed to perform it. As decisions are made, write down the names on a paper and paste them under the step in the plan.

Step 11

When tasks are assigned, invite the group to agree on who will coordinate all the people who will carry out the steps in the plan. If the plan includes several 'safe shelter' situations to achieve, each may need a separate coordinator and their names must be registered.

Step 12

Invite the selected people to coordinate the rest of the meeting. Support coordinators as needed and check that they are really able to carry out this task.

Step 13

Ask the group to register the plan's milestones in the timeline they created during Activity 1. Make sure they include regular PASSA Group meetings.

Go to Digital Track

Step 14

Now focus the dialogue on:

- The ***feasibility*** of each of the parts of the plan. If external resources are needed to achieve some aspect of the plan, ask if there are specific activities in the plan to identify and get those resources.

- Additional ***skills*** that people responsible for the plan may need (e.g. financial management) and the necessary training.
- ***Monitoring*** needed to check that people are fulfilling their responsibilities.
- ***Actions to take*** if the tasks are not being fulfilled, or if there are significant delays.

Closing

Step 15

If you see that the responsibilities for the plan are not balanced in terms of gender, or if the plan does not account for normal gender roles in the community, present this topic in the group. Ask if they have noticed this. Ask if this can cause a problem regarding the disallowance of men or women, or place an unfair burden on men or women. If so, encourage the group to find solutions.

Step 16

Ask coordinators to translate the plan to the following chart, either on paper or using a digital tool, so that it can be shared with other members of the community and used for the following activities. There should be one row per solution.

Go to Digital Track

What	When	Where	How many	How	Who

Step 17

Conduct a dialogue with the group on what has been learned during this activity and what they liked or did not like about it, and document any element that can be improved.

Step 18

Explain that in the next activity the group will review the plan to see if it has any major flaws and then decide how they will monitor the progress of the plan.

Activity 6 - DEBRIEF

Artist

1. Take pictures of the plan to keep with the project files.
2. Verify that the plan gets documented and if you have the Digital Track tools available check that the latest versions of the documents and presentations are saved.

Artist, volunteers, manager

3. Share your thoughts about the activity and reflect on:
   - The plan feasibility and potential resources or authorizations the youth will need to get.
   - Results in relation to purposes.
   - Additional requirements for the next session.

4. If there are other support organizations or if the Red Cross Red Crescent is supporting the youth, plan a meeting with them to share the results of the activity and to get their comments and feedback.