

Participatory Methodology Handbook



TRUST FOR CHRISTIAN OUTREACH AND EDUCATION

Introduction

Need for a Training Manual

TCOE has been in the field of training and adult education for the last 10 years. Over these years there has been a qualitative shift in TCOE's involvement with the communities. The need to shift from a pure service oriented delivery approach to a more people-centred participatory approach evolved as a result of continuous reflection and analysis of TCOE's role and the nature of community involvement. As an outcome of these ongoing processes of critical reflection, the need to put together a manual on training methodologies based on a participatory approach emerged. The primary aim of such a manual is to assist people working in the field by providing them with a tool which they can use as a practical guide on how to approach participatory methodologies.

The area of people-centred development and participatory approaches is still in its formative stage in South Africa. We hope that this manual will contribute towards laying a firm base in participatory approaches amongst action research groups in SA.

Organisation of the Manual

This training manual is organised into two sections:

The first section briefly looks at the history of the emergence of different development programmes that has been dominant in the world for a long period. This serves as a backdrop to understanding the emergence of various alternative development initiatives which have taken shape in various parts of the world since the 1970s. The philosophy of People-Centred Development is placed in this context along with the main principles of participatory training methodology. The relevance of this approach in the changing political context of South Africa and the rationale for focusing on particular sections of the community is also dealt with in this section. The section also examines the role of training within the participatory approach and looks at why we have decided on a particular approach and philosophy.

The second section is a compilation of different modules that have been designed for workshop sessions at the community level. These modules should serve as guidelines rather than blue prints to be followed religiously. The modules are designed as separate units to facilitate shorter workshops and training sessions if need be. Each module spells out the objectives, the process and methods that may be used during the sessions. The modules also include a checklist of materials, equipment and organisational tasks. This has been inserted mainly to ensure that the workshop runs smoothly and to help community facilitators with their preparations.

A brief description of the various methods which can be used is also included in this section of the manual. We have thought it necessary to include a section on the various methods and techniques that run through the modules in order to give a clear understanding of what each of these methods entail. Such an understanding can help the facilitator in preparing beforehand by using the section as a guide as to how and when to use these methods properly. The list is incomplete and the facilitators will probably add to the list as they gain more training experience.

Simple reading materials have been attached with some of the modules. These reading materials are mainly intended for the facilitators to help them understand the concepts that are being introduced. The same materials can be distributed to the trainees as reading materials, depending on the type and level of the training and the background of the participants. For instance, if it is a group of educated community members (teachers, civic members and so on) then using the reading materials as hand-outs make sense, but if the group is semi-literate or non-literates, distributing such reading materials can only complicate the training sessions.

Lastly, the role of the trainer and facilitator in trainings and organising is also examined in the manual. A guideline for selecting trainees from the communities is provided. This of course is a mere guideline. Each trainer/facilitator will have to be sensitive to the specificities of the communities s/he is working with and decide on the nature of qualities required for the trainees from that region. This should be done in consultation with the communities themselves, and not in a unilateral fashion by the trainers, or the organisation alone.

SECTION ONE

SECTION I

The Story of development

The training manual is not complete without stating our position on development. Development is a concept that has been much used and abused for a long time especially after the coming of post colonial eras in many parts of the world.

In general, development is understood as economic development. Economic categories like productivity, growth rate etc are used in assessing development. The emergence of this economic understanding of development can be traced back to the emergence of industrialisation and capitalism in the western colonial countries. Thus arose the simplistic notion that this model of development based on western experience can be replicated in the newly independent third world countries as well. Such a model of development did not take into account the specificities of the countries and regions for which these development models were evolved. Nor did it take into account people's perception of development. Development experts decided what and how people should develop. Urbanisation, industrialisation, and capital accumulation became the short-cut to development. Everything became divided, bipolar, oppositional categories. Urban/rural: developed/ underdeveloped. Such a trend did not allow for a holistic vision of development.



One classic example of such top down development can be seen in the field of agriculture and subsistence production. For generations communities all over produced mainly for consumption. The nature of subsistence was closely related to natural resources and changing seasons. There was a healthy co-existence in harmony with nature. Produce mainly for subsistence in accordance with the rules of nature was the motto. The coming of new development models shifted this emphasis from a subsistence based production in harmony with nature to market oriented commercial cash crops. Many countries turned to the production of raw materials and cash crops in order to boost industrialisation - Many African, Asian and South American countries turned to mass cultivation of rubber, sugar cane, coco, coffee, tea and other cash crops. This shift not only created a greater dependency on the 'market forces' and the western world for bringing profits either through direct export of raw materials or through the industries who controlled the market. Women who were in the forefront of subsistence agriculture suddenly became redundant. A combination of controls exercised by men, machines and markets went against the interest of women and nature.



elites everywhere, who controlled women and nature, accumulated wealth through exploitative means and increased oppression of the rural and urban poor. A cycle of dependency got created to keep the interests of those in control intact. Communities were forced to be removed from nature and resource management which they have been doing for centuries without the help of modern development experts. All over third world countries, poorer communities became poorer; natural resources became scanty; as a result erosion, desertification, floods, draughts, earth quakes began to ravage the already mismanaged eco-system. In our country many people were forced off their land and moved to arid homelands where no basic infra-structure existed.



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The Search for Alternatives

The model of development described in the above section became the dominant model globally. But it could not stop the attempts by smaller groups all over the world searching for better alternatives. The critique of the above mentioned model began emerging in Africa, Asia, South America and even inside Europe, where it originated. People began questioning the relevance of the western, dominant model of development, which was top-down, and alienated people from the whole process of getting involved in their own and their community's development. Out of this search for new alternatives emerged the whole new paradigm of 'People Centerd Development'. The emphasis here shifted from top-down planning by experts to taking people and their perception of development more seriously. People became the active participants in their own processes of what/and how to develop, with a critical understanding of the reasons for lop-sided anti-people development that has been going on for so long. In the older model people were seen as passive recipients of development packages put together by experts far removed from people's realities. Ordinary men & women were never consulted, never involved in the process of development. They were excluded at all levels of the development process: from conception, decision-making, planning, implementing, monitoring and evaluation.

The new model with people's participation also called for new approaches in training and facilitation. Training which was seen as a one-time activity in skill development or as pure educational development underwent a shift. Training became an on-going process where by the emphasis along with or without skill development became an act of empowering process, with access to relevant information and knowledge required to transform one's life. The emergence of participatory training methodologies will have to be understood in this context.

People - Centred participatory development in the changing political context of South Africa.

SA is going through major changes in the political sphere. The new changes that are being discussed, deliberated upon and negotiated by the politicians, academicians and policy makers are going to have a direct impact on the lives of oppressed people of SA. Yet there is no doubt that urban and rural poor are not the significant players in this managed transition. It is once again serving the interests of a small minority. Therefore it becomes crucial that the vast majority who comprise the poor and marginalised do get informed of the processes of change, that they are able to put forth their views, which may not necessarily be that of the policy makers. To enable such a process, it is very important to involve the people in the process through participatory approach. Such an approach if used properly, not only creates space for including peoples perception but also equips people with adequate tools to work out appropriate alternatives and work out planning strategies.

People's Participatory Planning and Action

For at least the last 2 decades the NGOs throughout the world have often enough propagated that People, i.e. the oppressed, marginalised and voiceless, should be the primary actors and subjects in shaping their own reality and destiny - this for the cause of a just, participatory and sustainable development process. Yet, often enough the reality or the praxis of development was in absolute contradiction to our own propagations. The people were mainly the objects of the development process planned and implemented by the governments, bilateral and multilateral agencies and the NGOs. The basic intention behind the approach of People's Participatory Planning (PPPA) is, thus, to reverse this predominant reality and to make the development praxis congruent to our own intentions. As such, PPPA is as simple and straight forward as People analysing their own situation; identifying the critical issues, problems and needs in their own context, prioritizing the needs, preparing a plan of action to meet their needs, articulate implementation plan and develop criteria for monitoring and evaluation of their actions, etc.

PPPA is, therefore, a people's process and people's instrument to shape their own destiny. It is genuinely a empowering approach.

Who are the main Participants ?

Primarily

- The members of the rural or urban communities or parts of it, with whom the NGO is working

Secondarily

- The trainer-facilitators belonging to the NGO, preferably community level staff members of the NGO
- The staff of an NGO at large for general orientation.

What are the main objectives of PPPA?

Through a collective process of analysis and perspective building by the People to:

- generate and develop critical knowledge and insight about their own situation, both in their immediate and micro-environment as well as in wider macro context;
- identify the most critical issues and problems in their present situation as well as the causes for the same;
- identify the development needs and prioritize the same;
- critically analyse the responses to the needs till now;
- set goals for their own future development and decide collectively on an appropriate plan of action on how and when to achieve these goals, entailing their own potential, the allocation of resources as well as acquisition of internal and external resources including knowledge and skills;
- articulate criteria and attribute responsibilities for implementation, monitoring and evaluation;
- define the institutional/organisational framework at the community level for the plan of action;
- set up a realistic budget

“PPPA” - an overview

People's Participatory Planning is a methodology initially developed in Bangladesh and India. It aims to empower poor and marginalised people to become actors in their own development. A process is facilitated over a period of time by which a whole community can analyze its situation and fundamental development needs, plan a realistic development programme, act to set it in motion, monitor progress towards the goals and periodically adjust the plan of action based on an evaluation of the organising experience. All development organisation involves a similar cycle of analysis, goal setting, planning, action, reflection (new analysis), planning and further action. (This has indeed become known as the Development cycle). But the problem is most development work world-wide is that the people who need to be committed to a plan of action in order for it to work, since they are the primary agents and ultimate beneficiaries of the development programme, are usually only peripherally involved in planning, and the search for ways to reverse it preoccupies development workers everywhere. People's Participatory Planning sets as its starting point the proposition that a community of ordinary people can engage in holistic planning, action and reflection provided that skilled development workers are equipped with the necessary skills and theoretical tools, and observe certain fundamental principles in facilitating the process. Techniques drawn from the field of participatory education are central to the methodology.

“People's Participatory Planning sets as its starting point the proposition that a community of ordinary people can engage in holistic planning, action and reflection...”

The steps to be taken in People's Participatory Planning & Action show that this is indeed a rigorous planning process. First the community is consulted about whether it wishes to get involved in development action. This is done in a way that involves as many people as possible from all walks of life and within all existing forms of social organisation. Following this consultation the planning process is inaugurated, with an event which brings the community together, celebrates its cultural life and provides a forum to outline the next steps in the planning process. Then, over a period of some eight weeks, the community engages in a planning process which starts with rigorous analysis of the present situation: the community looks at its history and tries to understand how the historical strands weave into the present-day tapestry of life; it looks at the physical and social geography of the community, trying to understand its physical, economic, cultural, religious, ecological and political features; it goes beyond those descriptions to analyse how society works and what the power relations within the community are; it identifies major problems and critical issues for the community as well as their causes; it prioritises community needs and looks at how the community's own resources and potential.



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At this point the community is able to move from analysis to planning: a vision of the future is drawn; from the future picture it becomes possible to see what will have to be accomplished; each objective is then looked at and a pathway found to reach this objective which is realistic in terms of resources available; a plan of action is drawn up which seeks out-detailed steps towards each objective, the time frame within which each of these activities has to be accomplished, and who is responsible for doing the work; monitoring procedures are laid down; then the community sees what organisational framework is necessary to implement the plan.

The final stage of planning represents a kind of "reality check": the community looks at what possible problems might occur and tries to see how these could be solved; the community plans are looked at against the backdrop of other regional and national plans to see whether they are in harmony - where plans need to be modified because of external forces this is done, or where these agencies can help in realising the plan that too is taken not of. The action plan is now ready, and the community can start its development programme. It becomes the responsibility of the organisational structures set up by the community to co-ordinate this action and to monitor progress. There is reflection on action during the plan period, as provided for under the monitoring procedures, and adjustments are made after further planning wherever necessary. At the end of the process the community once again goes and analyses the (changed) situation rigorously, and so initiates a new planning cycle.

"the community plans are looked at against the backdrop of other regional and national plans to see whether they are in harmony"

An attempt to set out the steps in a participatory planning process, as has been done in the previous paragraph, can only represent an idealised version of what happens in real life. The dynamics of each community, and the skills of the development workers who set out to facilitate the process, vary from case to case. It is certainly possible that imperfect plans emerge from the process. Nevertheless the growth of awareness necessary to initiate community mobilisation for development is a significant accomplishment, and planning can be strengthened in a continuous process of action-reflection. In no community will all its members be participants in the process - the Bangladesh practitioners of the methodology report that in their country only 10 - 20% of the community would carry through the process. Even with that the emerging organisation(s) have legitimacy in the eyes of all social forces within the community.

SECTION TWO

Section 2

Participatory Training

Introduction

Methodologies

The section examines the role of training in the PPPA process and looks at why we have decided on a particular approach and philosophy.

We have also included an aspect dealing with the role of the trainer and the facilitator in training as well as a guide to the way in which trainers should organise themselves.

Included are a number of ideas for ice breakers and an explanation of the activities which we use in the models. Many of them are not new and the list is not complete, trainers will probably add to the list as they gain more experience.

This section, although directly related to the modules and our PPPA training, could also serve as a guide to more generic training programmes.

Central in this section is the belief and view that people can be developed, they develop themselves.

The Development of Participatory Training

For a long time little was ever said about learning for adults. The only training that adults were involved in, was skill-training conducted at factory and plant level. This was mainly to teach people how to handle machines or new equipment. Other than that adult education was seen as a formal university or college education diploma

Participatory research methodology as an approach within adult and popular education has a more recent past, in fact it is barely 20 years old. Its roots can be traced back to Brazil in the 1960's and the literacy training programmes of an educator called Paulo Freire.

The approach arose mainly as a result of opposition to conventional and traditional education system coming from colonial times.

The old colonial-style education excluded the vast majority of people and focused mainly on the elite and powerful layers of society.

Adult educators and concerned social scientists struggled to develop a research and educational methodology which would lead to an effective practical response to the realities of under-development.

South America in the 1970's

During the 1970' popular education was shaped by the growth of mass-based movements for social change in South America, which in turn lead to expansion and enrichment of the methodology developed by Freire. In these years, popular education made a deliberate choice in favour of the poor, as a methodology designed to help people develop skills needed to organise and take more control over their own lives. Grassroots organisations began their own education programmes, often calling for support from popular education centres which began to appear during those years. They trained leaders and promoted theatre and musical groups. This proved effective in opening up new avenues of involvement for people in their activities. But in the face of an increasingly mobilised population, hard-line dictatorships were set up by the mid - 1970's in most South American countries, dedicated to keeping things as they were.

Training as an Integral Part of Adult Education

The general purpose of all training is learning, learning of new skills, attitudes, concepts, behaviour, etc. Thus training must be seen as an educational activity. It is an integrated part of an adult education.

Education in the general sense takes place when people engage in daily practice and struggle, although training is often understood to mean the transfer of skills from the expert to the unskilled

Our view of Training



Training should be seen as an educational process or series of events which involves the acquiring of knowledge, awareness and skills.

The main emphasis of our training is not only for knowing more but changing attitudes and behaving differently. Knowledge by itself and for itself is not enough, our focus is to build confidence, raise consciousness, explore our values, attitudes and to share our experiences with others. It has to re-orientate and challenge existing stereotypes.

We see training as an educational process, not in the conventional sense of schooling but rather as an on-going process of growth of discovery, one which stimulates us to be both learners and teachers in a common learning situation.

It has to help all those in the process to understand their past experiences, their needs, feelings and motives.

It has to lead to clearer understanding of society as a whole, how society functions and not the present fragmented perceptions we may hold.

Only in this way does training process.

- Training has to sow the seeds of learning and education.
- It should help to liberate people from the burdens of bantu education, capitalist media and cultural yokes.

Training should assist in developing the framework from which to analyse the socio, economic and political context of our work.

Training should not be confused with a set of techniques.

Can training be value-free?

We see value-free or neutral training as a myth. Every training has an underlying bias, even if it is not explicit.

We view training as an agent for social change and real development amongst the people.

In our context, society is controlled by a small minority of people.

These people own and control 87% of the wealth and resources (land, capital, machinery, etc.). They are well-informed, powerful, well organised and dominate our country economically, socially and politically. On the other side there are the vast majority of black South Africans who have no control over resources. They own nothing or very little except the ability to work.

Today the majority of them are unemployed, marginalised, homeless and unorganised in both rural and urban areas.

Social change therefor implies organising, informing and mobilising this group so that they can begin to clearly identify, articulate and struggle for their common interests and needs

In our view, participatory training can play a crucial role, in facilitating a process of social change. We have to be conscious that it is merely a catalyst. Therefor our training our training is biased in favour of only the poor and the dominated.

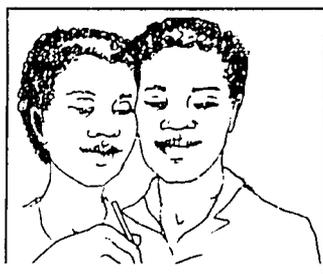
Training seen in this context implies:

- Raising awareness or raising the consciousness of the poor and the downtrodden.
- Empowering the poor.
- Organising the unorganised
- It can assist individuals and groups to understand the dynamics of society and social transformation.
- People can acquire skills and knowledge to play a meaningful role in bringing about change.
- People can experience, even at a small level, what it is like to function in a democratic and alternative society.
- We can challenge existing values.

Obviously societal & structural change does not take place in a workshop or an organisation but the seeds are sown and hopefully training leads to action and a new awareness amongst the participants involved.

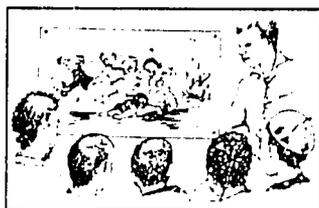
Participatory Training Methodology:

- Encourages participants to see themselves as a source of information.
- Believes everyone has a contribution to make.
- Encourages people to participate in their own learning process, thus empowering people to take control over their learning.
- Uses the existing experience of the participants as building blocks.
- Attempts to bring together popular knowledge with the educational experience of the participant
- Builds confidence of the participants to realise their participants are able to accept and reject options from an informed basis. This creates a sense of empowerment which is based on the confidence which flows from information that has been interpreted and understood.
- The very act of involvement in the process of analysing a given reality creates a sense of ownership of that knowledge and willingness to transform that situation. the participants are then able to take concrete action.



How Adults Learn

1. Adult behaviour changes in response to various pressures both internal as well as external. Therefore, adults can and do learn throughout their lifetime.
2. Adults enter learning activities with a perception about themselves that influences the learning process. This perception is based on their past experiences as interpreted and value by them. This, therefore, influences new learning.
3. The past experience if adults needs to be valued and nurtured during the learning process. Otherwise, adults may feel worthless or threatened by the learning process.
4. Adults learn best when the environment is safe, accepting, challenging and supportive.
5. Adults enter learning programmes with immediate and personal needs, problems, feelings, hopes and expectations. The "here and now" feelings must be respected and recognised, if their motivation to learn is to be enhanced.
6. Solutions that adult learners seek must come from their own



understanding and analysis, and be congruent with their life-style and functioning.

7. In skill-oriented learning, there should be active participation on the part of the adult learner in those activities which use the relevant skills.
8. Continuous monitoring of progress on their learning needs to be done by adults. Relevant information and feedback are essential and should be available to the adult learner.
9. Success in satisfying the expressed learning needs and achieving a desired objective is a powerful re-enforcer for further learning. Therefore, this element should be built into the learning programme.
10. Learning creates several emotional feelings in adults- excitement, agitation, tension, confusion, dis-orientation, fear, frustration, etc. Stress and anxiety can hamper a learning process and should be sensitively tackled therefore sessions should not be too long.
11. Different adults learn differently. The variety of learning styles and preferred modes of learning necessitate a heterogeneous design for learning by adults.



Principles of participatory Training

Based on the preceding analysis, the main principles of participatory training are derived:

- (a) The primary principle of participatory training is that it is participants-centred. The training arises out of specific needs of participants as expressed by them, it focuses on their objectives as opposed to trainers, and the participants maintain control and influence upon the methods of training. In essence, participation is both a basic value underlying this method of training as well as an instrumental requirement whereby trainees learn through participation. The participation of trainees determine content, location, duration and methods of training. It also ensures that the trainer is not seen as a know-all but more as a co-traveller on the path of joint exploration.

In reality, it may be difficult to ensure this strict requirement of participation. In many instances, the trainer promotes participation through stimulation, encouragement, withdrawal and patience. It is, therefore, important to realise that joint influence is exercised by both the trainer and the trainees, rather than one-way influence of either.

- (b) The comprehensive nature of participatory training necessitates combined focus on awareness, knowledge and skills. Awareness of one's own situation and the overall socio-economic reality is important. Awareness-raising, therefore, has to be an important element of such training. Similarly, knowledge-acquisition is a very common objective of all training programmes. Thirdly, learning new skills must be built in such training programmes. The actual combination of these three focuses may vary from one programme to another, but every programme must aim at a minimum component of each of these three.

This combined focus of awareness, Knowledge and skills makes the choice of training methods complex. Each of these three focuses is best accomplished through a particular method. Awareness-raising is most aptly through a dialogue among trainees and between trainer and trainee. It entails critical examination of objectives and subjective reality. Knowledge-acquisition is most efficiently done through lectures, talks or reading. Relevant and precise information can thus be disseminated and absorbed. Learning of skills calls for practice. Learning new skills or sharpening existing ones demands opportunity within the training programme itself. Thus a combination training / learning methods is utilised in participatory training.

“The comprehensive nature of participatory training necessitates combined focus on awareness, knowledge and skills”

- (c) Another important principle of participatory training is learning through the experiences of the participants. This experiential approach relies heavily on the past experiences of the trainees. A systematic sharing of the trainees experiences related to the themes of training is undertaken. These shared experiences are then analysed collectively by the trainees and the trainers together. Insights are then drawn from these for all. This principle then underscores the need for valuing all types of

human experiences and not placing prior judgment on their validity.

Another aspect of experiential learning is generating common experience during training itself. This is accomplished through stimulations and exercises designed to provide experiences to participants on themes of training. These exercises help to generate data during training itself which are then analysed by the trainer and the trainees together, to enhance learning.

It is the trainer and the trainees together to enhance learning. It is the combination of past experiences and the here-and-now experiences generated during the programme that provides material for learning.



“It is the combination of past experiences and the here-and-now experiences generated during the programme that provides material for learning”

- (d) Creation of suitable learning environment is a crucial consideration in participatory training. It has been observed time and again that trainees need an opportunity to first unlearn and then relearn. Both these processes can be highly threatening to a person. Learning implies acknowledgement of a current deficiency, and thus resistance may develop easily. It is important that the learning environment be such that trainees are accepted as they are, feel psychologically safe to experiment and take risks, enjoy mutual support, and feel confident that whatever happens in training will not be used against them later. These elements of suitable learning environment are not easy to build and, therefore, it calls for special attention on the part of the trainer. It is important to realise that such an environment does not develop automatically.



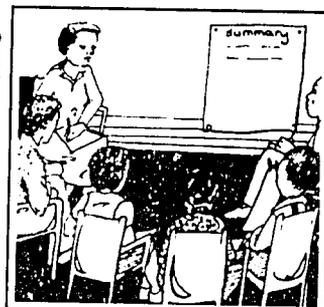
Another ingredient of the learning environment is stimulation. A training programme must continue to be interesting and should continue to motivate trainees to learn. Lack of enthusiasm and interest can set in rather quickly and efforts need to be made to check such trends.

“A training programme must continue to be interesting and should continue to motivate trainees to learn”

- (e) An important ingredient of training is its utility in day-to-day life and living. What is learnt in a training programme needs to be transferred to real life situations. Transfer of learning needs to be carefully planned as it does not take place automatically. In order to ensure effective transfer of learning to real life situations, the training programme must provide the opportunity to plan this transfer. It can be accomplished through a method of action-planning where participants identify a few problems in real life that they want to solve, plan for their solutions and identify new insight being used in this solution during the last phase of a training programme. It is important that clear, conscious and enough attention is paid to transfer the learning.

“What is learnt in a training programme needs to be transferred to real life situations”

- (f) When participation is valued, training becomes a social event. Participatory training entails a social process where the training programme becomes a temporary organisation. It is that this temporary organisation runs according to certain values, norms and principles which are congruent with the training objectives. This has to be consciously ensured.
- (g) Since participatory training is geared towards building a group or organisation, the focus of training has to be a group. It is not then the concern to develop all skills and impart the same knowledge to all individuals but to ensure a distribution of skills and knowledge in such a fashion that all the required ones are available with the group as a whole.



Moreover, part of the training has to aim at building and strengthening the group. Group development, therefore, becomes an important ingredient of such an important training programme. This group development effort also needs to be made in the light of the preceding principle whereby the creation of a temporary organisation is recognised. Group development also constitutes an important step towards building a suitable learning environment. In consideration of all these aspects, participatory training must contain group-building processes and interventions.

“Participatory training entails a social process where the training programme becomes a temporary organisation”

- (h) Finally the trainer’s behaviour is an important element in participatory training. While in technical training, the technical expertise of the trainer is the sole requirement, it is not so in participatory training. Here, the trainer’s own behaviour and the value system is equally critical. For one, the trainer needs to be aware of his/her own self and be sensitive to others.

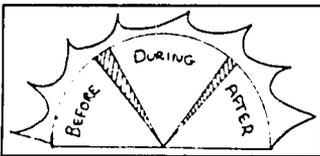


The trainer has to have skills in working with groups and keen sense of observation of individual and group processes. Moreover, the behaviour of the trainer should be congruent

with the aims, values and principles of training. At no point during training should he/she appear to be expressing a value that is in conflict with the essential core of participatory training. Such small, trivial matters as seating, talking, eating and dress can reflect one's values. Particular attention needs to be paid to avoiding trainees. These demands on the trainer can be quite overburdening but they have to be recognised and dealt with by each trainer himself / herself.

Role of the trainer

The role of the trainer in participatory methodology is many fold. This section discusses the role of training in the various stages of a training programme:



- Before training
- During training
- After training

We then go on to look at criteria for selecting community level trainers. The role of the trainer in this approach cannot be separated into distinct compartments, instead it often overlaps. Each of the tasks however require a certain level of skill, planning and competency.

When developing new trainers we have to pay special attention to ensuring that trainers are able to combine knowledge and skills training with awareness-raising. In addition to that the primary objectives of the trainer is to focus on stimulating participants to become critical learners and create suitable conditions for learning.

A: Before training

Designing the training

- collect and identify training needs
- do collect background training
- identify resource persons
- prepare and select training material
- develop suitable methods/exercises

Organisation and Administration

- select venue
- arrange transport
- communicate with participants regular and in time
- meet resource persons
- compile reading materials
- arrange resources
- buy and prepare stationery
- prepare check-list of materials including first-aid box
- budgeting

B: During Training

During training the role of the trainer takes on many tasks:

Facilitator:

- stimulate the participants
- encourage participation
- organise the smooth running of the session
- involve participants in making decisions
- disburse money
- organise social events/activities
- synthesise and summarise information
- intervene in the process
- manage time, breaks, etc.

Instructor:

- present information
- clarify concepts, objectives
- generate a learning environment
- direct structured learning(role play)
- use learning aid

Councillor:

- encourage good communication
- develop rapport with participants
- promote confidence building
- help to ease tension
- solve problems

Recorder:

- to observe the process and flow of the session
- keep records and notes of proceedings

Evaluator:

- plan evaluation mechanisms
- encourage participants giving feedback
- plan follow-up

After Training

- write up the report
- prepare records and notes for compilation of reports
- ensure the reports and other material are sent to participants

follow-up co-ordination:

- stay in touch with participants
- carry out tasks assigned to you
- visit the participants
- provide support in the field
- invite feedback

D: Skills & Competency:

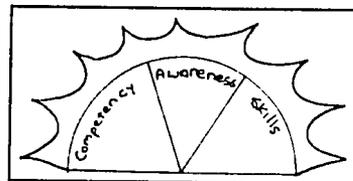
We have outlined the general role the trainer has to play during workshops or training programmes.

We will now focus on the skills and attitudes trainer needs in order to carry out her/his role with confidence and competence.

We emphasise competency because this aspect is often neglected by trainer in the alternative development sector.

We have divided the main elements in three parts:

- Competency
- Awareness
- Skills



Though we have divide the general roles of trainer into before training during training and after training, we will now combine everything under the three elements listed above.

Competency

By competency we mean the knowledge and the ability to ensure that trainers are best able to give participants and their organisations and communities the support and back-up they need. It is also the foundation stone for the running of effective programmes for community trainees.

We have identified the following:

- theoretical background of participatory methodology, the philosophy, the principles and theories of this approach and how it differs from the conventional training approach.
- knowing how adult learn, acquire skills and develop attitudes.
- recognising different style of learning.
- understanding group process and group dynamics.
- designing the contents of the programme.
- knowledge of the techniques and approaches which can be used to monitor and evaluate the programme.
- method of follow -up.
- short, medium and long- term perspectives.

Awareness

- socio, economic, political environment
- understanding the background of each participant
- group dynamics and processes
- value premise of the participants
- scope and limitations of any training programme
- learning difficulties of each learner
- how to monitor groups

Skills

- collecting and scanning material
- recording
- analysing relevant funding
- organisational skills
- management skills
- communication
- active listening
- role versatility
- inspiring participants
- summarising
- motivating learners
- facilitation
- use of training methods

ACTIVITY

Group discussion

Can you look closely at the areas:
Competency, awareness and skills

Discuss each quality and add to the list.

Selecting community level trainees - some guidelines

In line with our participatory approach and our experience in the field we have identified the following to guide us in selecting people.

The community, at a public meeting or forum has to select suitable people. We have indicated that we would need three people from each community. The tasks of the three would be to act as community facilitator, co-ordinator and scribe.

Since their tasks or roles have been identified we know what is expected for each portfolio. Thereafter we can highlight some of the qualities and skills needed to fulfill the roles.



Community level facilitator

The facilitator would have to organise the content of the training programme, prepare material, select methods and facilitate the actual workshop in the community. She/he would have to identify resource people to assist in the programme. His/her task would include preparation, planning and doing follow-up after the training.

Community level facilitator

This person has the responsibility of ensuring the committees meet, the dates are kept, venues are booked, people are kept informed. Also the tasks include organising feed-back, follow-up and reports to

the community and committee. Finally the co-ordinator has to motivate and stimulate ongoing participation and interest in the process at community level. The person will have to act as a link between organisations in the area and the unfolding process. She/he has the task of liaising with the Trust for Christian Outreach and Education's local structure and even assist in training.

Community level scribe

This person's tasks consists of reporting all workshops, meetings, discussions and training programmes. She/he has to keep records and ensure that the community receives all reports, etc.

She/he can assist in basic organisational tasks of booking venues, hiring halls, sending out notices, etc.

Qualities of the facilitator, scribe and co-ordinator

Obviously the community has to select these people but as the task suggest a number of skills and qualities are needed to ensure they are able to fulfil the tasks. Therefore how we select is important since, an unwise choice will demoralise a person from the onset.

How to select

- persons have to be trusted by the community
- they must be rooted in the community
- they have to possess organisational experience(part of community group)
- should be able to communicate well with the community

ACTIVITY

- Can you add to this list?
- Identify 10 qualities you think they should have.

How will they be selected

Even though they are to be selected by the community meeting, we need to suggest options:

- Ask for volunteers from the general meeting
- Ask organisations to nominate people and then we select
- Scout around first and then make suggestions to the meeting
- Get the meeting to nominate and have a secret ballot
- Approach people with skills

ACTIVITY

Discuss the merits and demerits of each option and make recommendations.

Various techniques and methods that are used in the training modules.

1. Group Discussion:

One of the most effective ways of stimulating group discussion is to break-up into smaller discussion groups. Start off by firstly deciding on the number of groups needed. Once this is established, participants count aloud giving themselves numbers, e.g. 1,2,3,4, etc. Once this task has been completed, the groups move to the venues, corners/ rooms allocated to each group.



- each group has to select a group co-ordinator/chair and a scribe.
- the group should decide who would present the report to the plenary
- it is also a good idea to ensure that the groups have large sheets of papers to write on as well as a koki pen to write with

the role of the group co-ordinator is to ensure the following:

- (a) the group must understand the task which is to be discussed
- (b) time is kept
- (c) points are summarised
- (d) encourage full participation and expression of views
- (c) ensure the groups focus on the central issues

2. Buzz groups

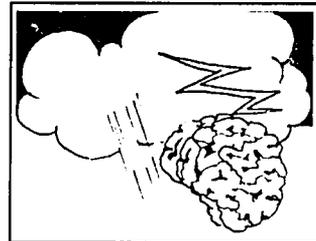
- These are basically talking groups. Participants informally gather in groups of two/three.
- They discuss the ideas/issues arising from the general workshop.
- The group tosses around ideas or views rather than make formal reports or recommendations thus it is a clearing house
- No co-ordinator nor structured discussions needed



- However buzz groups must still focus on the tasks/issues

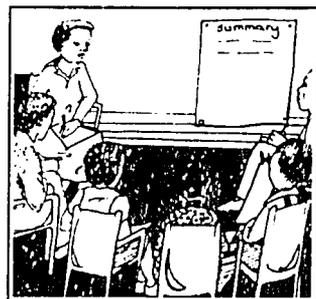
3. Brainstorming

This method is used to involve all the participants in putting forward their individual ideas and thoughts around a problem, a task or an activity. The contributions are listed down. After the initial suggestions and comments from the participants, a sifting process takes place. The facilitator of the session summarises the common points and differences. These are then discussed and formulated or synthesised into a proposal/ recommendation or an action plan.



4. Plenary Discussion

- A plenary discussion normally follows report-backs from groups.
- It is an open session where the various points of view/ recommendations are discussed and debated.
- The purpose of the plenary is to allow everyone the opportunity to ask questions or challenge points in a constructive manner.
- The facilitator has an important part to play in ensuring that everyone who wishes to contribute, is given an opportunity
- The facilitator has to ensure that major issues/points are thoroughly discussed and that consensus is reached.
- The facilitator also has to guide the discussion and make sure that it remains focused.
- It is important that the decisions are summarised and then read back to the participants and checked as to whether the is an accurate reflection of the discussions.



5. Lecture

- This method entails a facilitator/resource person/guest delivering a lecture to the participants.
- Often new information or concepts are introduced in this way.
- It can arouse interest in the learners and set the tone.
- A lecture can also be used to summarise the topic at the end of a session.
- It allows the presenter scope to cover a great deal of information in a short space of time .
- Its useful to use charts, pictures, audio-visuals and the overhead

projector during the lecture since it helps to break the monotony of the voice.

- Participants should be encouraged to jot down questions or statement that could be taken up at the end of the lecture.
- Participants in this method obviously plays a more passive role.
- Lectures limit the opportunities for interaction or participation.
- The central ideas can be summarised at the end of the lecture.

5. Debates



- A debate can take various forms, but generally it can be described as an organised exchange of views between two or more persons around a specific topic with a chairperson. The method is a useful way of presenting different viewpoints.
- Its role is similar to that of a lecture in that it creates an opportunity for participants to listen to new ideas and arguments.
- It can stimulate thought and discussion amongst the participants.
- The person who chairs the debate has to listen to all the arguments, prepare useful questions and attempts not to take sides but rather to guide those debating.
- A summary of the differing points of view is given.
- The discussion is then opened to the workshop participants to express their views.

7. Story Telling

Story telling as a method, helps participants to relate to the content, draws them closer to the realities of everyday life and involves them in a process of reflection.



- Story teller (it could be a participant) is asked to narrate an aspect of her/his own life, or period in the history of the community or any relevant aspect of the past.
- Participants are asked to link the "story" to the socio, economic and political period.
- The narration can be used to stimulate a discussion amongst participants.
- It can be used to produce a cultural activity.

- It can be linked to developing local history.
- Initially participants are passive listeners but the method must be seen as a way of using the common experiences to stimulate debate, discussion and reflection.
- The method can be coupled with an exhibition of photos, drawing, slides, puppets & video's

8. Role Plays

- Role play is a structured experience in which participants get an opportunity to act out problems concerning their own lives or to illustrate a particular set of relationships, interactions or behaviour patterns as perceived.
- It is a conscious way of examining the various roles played in actual life.
- Role play is an activity enacted in front of co-participants. The role play is a form of feed back from a group who discussed and played the process of highlighting or illustrating their concerns or proposed actions.
- Role play is used to generate critical reflection by both the observers and the participants.
- The role play as a method can be used to facilitate clearer understanding of complex issues or to raise awareness.
- It can be used to empower participants since it allows for full participation and building of confidence.
- Role play can also be used to impart and exercise skills
- Liven up the activity



Some hints for the facilitators:

- Be clear about the purpose and the objective of the roles play.
- Give simple instructions
- Encourage the use of cultural activities in the role play.
- Get the group to involve the observers.
- Involve both the participants and observers in analysing the contents and dynamics of the role play.

9. Case Study:

The case study method involves the use of real life experiences of either an individual, a group or an organisation other than those doing the case study. Case studies can be presented in the form of a written document or by making an oral presentation or by using pre-recorded studies (video/audio).

The case study can be used either to draw attention to the content, the process of the problem, solving or building a group or a combination of all e.g. (it can be on how a co-operative failed or how a community group solved a housing problems)

The case study is a useful methods since it allows the participants to enter other groups , identify their mistakes or help to create critical reflection of situations.

Similarly it allows the groups to distance themselves from their own situation yet stimulate comparisons.

Hints for the facilitators:

- Case studies must be carefully selected to focus on relevant and related issues.
- Develop questions that will allow the participants to probe, analyse and draw parallels.
- Ensure that the instructions are clear.
- Give participants enough time to discuss and write up conclusions



10. Drama/Sociodrama:

This technique involves participants in acting out a situation using words, movements, songs, props etc. By using drama we can create an event or situation of real life experience, which we can discuss and analyse. The method is a good way of involving participants in exploring their creativity, building groups dynamics and using cultural forms with which they are familiar.

It also allows participants to deal with sensitive and complex issues in a creative and engaging way.

Hints for the facilitators:

- Explain the purpose very clearly.
- Encourage the use of props and different cultural forms.

- Remind participants to involve everyone.
- Give the groups sufficient space and time.
- Ask the participants to also suggest solutions if it is possible or relevant.
- Involve everyone in analysing the play/sketch afterwards.

11. Songs and song-writing:

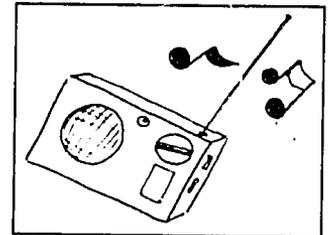
In our country songs, sings and music is part of everyday life. People use songs to show their joys, sorrows, fears and expectations. Thus this method should be encouraged at workshops.

The method can take various forms. It is used in drama, role plays or by itself. The techniques involves group writing or composing lyrics of songs related to a theme. The tune can either be "borrowed" from a well known song, hymn or protest song. Alternatively it can be made up by the group.



Hints for the facilitator:

- participants can use the techniques with other activities.
- the song can be used on it's own. For this various themes can be selected and discussed. The participants can the compose lyrics around the theme.
- if this method is going to be used, ensure that drums, guitars and a tape recorder are available- or encourage participants to make instruments.
- songs can also be used to generate discussions or introduce new themes and ideas.



12. Poetry and Dance

This technique as with songs and song- writing is very much a part of our cultural heritage. Praise poems and dance have been used for centuries to highlight events, to praise bravery or condemn corruption. Today, the method is being reclaimed and has been very popular amongst the youth, especially. Both poetry and dance can be used as part of other activities or on its own. It is a useful tool for exploring deeper feelings and it also allows participants to raise their fears, expectations and problems which they may not be confident enough to speak about.



Hints for the facilitator

- encourage participants to express themselves in ways which they feel confident about.
- explain that poetry and dance is not what one is exposed to in school only.
- it can be used by participants to express their views about the workshop, or the content of the role play, etc.
- poems can be displayed around the workshop venue.
- Give participants time
- encourage teamwork
- include musical instruments and tape recorder

13. Simulation/Scenario Games

This is a popular method and can be used in various forms. It is an interactive learning method since it involves participants experiencing different roles and creates different life-like situations in which the roles are played out. e.g. person X is a passenger in a taxi during the taxi war. The community has called a taxi boycott. Why is person X in the taxi?

- simulations or scenarios can either be presented orally or in written form.
- it can be used by individuals or as a group.
- various complex situations and events can be used in the simulation to explore all types of values or reactions.

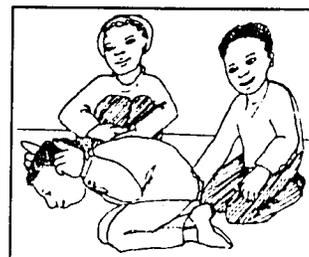
Hints for the facilitators

- be very well-prepared therefore plan the simulation step by step.
- give clear instruction and write them down.
- plan questions to help the discussion after the simulation.
- keep control over the process.
- allow participants time to reflect on the role.
- create an atmosphere where sharing of feelings can take place.
- involve all participants by asking them to observe and draw parallels.

- summarise the key points that were highlighted.

14. Sculpturing

Sculpturing is a method by which people use their bodies to illustrate a particular set of relationships, concepts or themes. It is a "still-life" presentations using bodies to represent an image or create an image. No words, pictures or actions are used. Props can be used. The sculpture has to speak for itself. participants have to work out how best to show a model the theme/concept or set of relationships. The task is to guess what the individual or group sculpture is attempting to say and why they have selected the form they have.



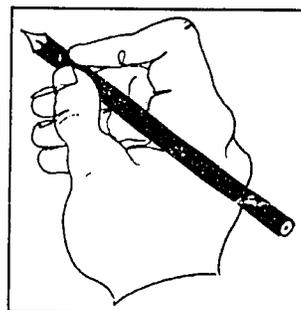
Hints for the facilitator

- explain very carefully what is expected of the participants. Write down the instructions if necessary.
- allow time for preparation.
- after each presentation the observers discuss the sculpture. Thereafter, the sculptors explain their design and the reasons for the choice.

The method is a useful activity when checking whether concepts and ideas have been understood. The facilitator may have to illustrate what a sculpture is to clarify the concept.

15. Drawing

Like with songs and drama, everyone has experience with drawing. Drawing as a method or educational tool, must be seen as a process which represents the final products of a discussion. Drawings are useful ways of summing up points of views, or illustrating how the group understands a particular topic.



Hints for the facilitator

- make sure you have all the necessary material.
- encourage a group discussion before the group actually starts to draw.
- state the purpose of the drawing very carefully.
- all the drawings can be pasted up and participants can discuss and analyse the drawings.

- after this, give the groups the opportunity to explain their drawings.

16. Collage

A collage is drawing where different medium has been used. Unlike a drawing, when making a collage participants can use paints, pictures, colour paper, newspaper or even sand, bark and leaves. In other words, it is a picture created from various types of materials. Like with the drawing, a collage is the result of a process of discussion. It is the final summary depicting the collective ideas of the group or the ideas of an individual.

The collage attempts to pass on a message or set of ideas. It is a visual way of telling a story or making a point.

Hints for the facilitator

Like with the drawing, the facilitator has to ensure that all the materials are available.

- encourage diversity and creativity
- groups/individuals have to create simple messages.
- the collage must speak for itself.
- Collages can be used for the same objective as the drawing

17. Fish Bowl

The fish-bowl as a learning tool is useful when the facilitator want to focus attention, impact skills or demonstrate group dynamics.

The fish-bowl consists of an inner circle where the activity takes place and an outer circle where participants are seated to observe the processes at play.

This method should, however, be carefully organised and not last long. The participants have to observe content, processes and methods during the activity.



Hints for the facilitator

- prepare the inner circle activity thoroughly
- state very clearly to both the inner and outer circle what is to take place and what they have to observe.

- the facilitator can interact with both inner and outer circles.
- prepare question for the discussion once the activity has been completed.
- involve the inner circle in expressing how they felt during the activity, what they learnt, etc.
- the outer group should comment on the content, process and method.

18. Visualising with pictures, flash cards and wall newspaper

This method has many uses. Firstly it can be used to involve all participants in expressing their feelings, views and ideas around a particular subject. Secondly, it can be used during an input to highlight the key points and thirdly, it can be used to summarise a discussion. Participants can either write down their contributions or draw it.

Each participant makes his/her contribution by pasting their flash card or picture on a wall newspaper which in turn reflects the collective views of the group.

The contributions, depending on the activity, can either be synthesised into a definite view (our view of PPP) or it can be categorised into training/learning/community needs.

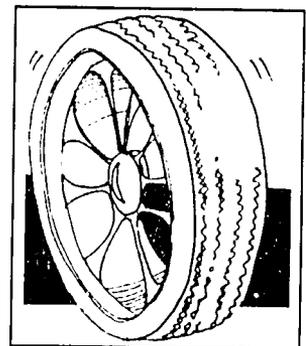


Hints for the facilitator

- prepare flash cards - preferably coloured board or paper.
- have enough kakis at hand.
- give clear instructions
- be clear about the purpose of the exercise.
- involve participants in making the summary or sorting out categories.

19. Word Wheel

Word wheels as a method can be used to stimulate discussion, provoke debate, or simply as a way of getting the participants to communicate with each other. The participants are divided into two large circles, an inner and outer circle. Those in the inner circle have to position themselves in front of someone in the outer circle thereby forming pairs. The pairs have to face each other. The facilitator has



to explain the rules of the activity carefully.

Participants in the inner circle have to move clock-wise once the facilitator claps his/her hands. The outer circle remains stationary. The facilitator will read a question which each partner takes a turn to discuss for +/- 2 minutes, when the facilitator signals by stopping the inner circle moves. This process continues until all the questions have been discussed.

Hints for the facilitator

- prepare the questions thoroughly linking it to the objective of the exercise.
- give clear instructions about the rules of the exercise.
- allow sufficient time for discussion between the questions.
- demonstrate how the "wheel" turns.

SECTION THREE

Section 3

Introduction

This section of the training manual introduces trainers and the community facilitators to the modules we have designed for workshop session at the community level.

The modules must be seen as guidelines and not as blueprints to be followed religiously. We have designed the modules as separate units to facilitate shorter workshops and training sessions.

Each module spells out the objectives, the process and methods that may be used during a session. Each module also includes a checklist of materials, equipment and organisational tasks. We have included this aspect mainly to ensure that the workshop runs smoothly and to help community facilitators with their preparation.

Finally we have included additional reading material at the end of the manual mainly as a reference source for the community facilitators that they can use during preparation.

Module One

Consulting the community

Why are we consulting the community ?



Since the most basic concept of PPP is consultation and the consent of the people, this is the most natural first step to take.

PPP, as an approach, implies the full participation of the community, thus it is our task to fully inform, discuss with and consult people. In the process of consultation, people begin to interact with the idea of the approach. In this way people are not passive recipients but are first given the right to decide the nature of their participation. In this way we encourage people to become subjects of their own development.

Objectives

- to get people to understand and accept the PPP process.
- to make people own the process as primary factors.
- to encourage active and full participation.
- to involve people in making decisions about their own lives and future.
- to motivate the community to believe in their capacity to change their lives.
- to establish a rapport between ourselves and the community.
- to get the community to select a convenor, animator and facilitator.
- to involve all local people's organisations in the PPP process.

Method/Process

Our primary objective in this module is to involve the majority of the community in discussing our approach. The process suggested below are ways in which we can reach individuals organisations, groups and households.

The steps include:

- wide consultation
- going door to door
- meeting groups
- publicity
- public consultative meetings
- planning

Method

Step 1

- Consult all organisations (civic, churches, women, youth, social groups, etc.)
1. Write letters to set up meeting
 - also take letter away to organisations personally
 2. Prepare information brochure.
 3. Prepare posters to advertise PPP.
 4. Set up special meetings with individuals - especially leaders.
 5. Meet with all TCOE projects/ groups in the area to ensure they (participants) understand and accept/ support the concept.
 6. Organise a collective meeting to introduce ourselves and PPP.
 7. Prepare a street theatre.



Step 2

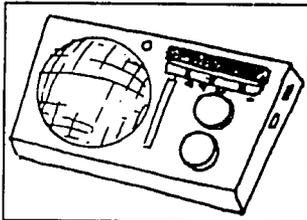
- Consult a larger community

1. We have to have a clear understanding of how the community organises itself and lock ourselves into that system.
2. With TCOE project- participants we go from door to door to introduce PPP and set up smaller house meetings.
3. To further to consolidate the groundwork we invite informed people to a larger meeting.

Step 3

- Organise Planning Meeting
1. Involve all possible TCOE participants in the preparation of the big public meeting .
 2. Set up working committees
 3. Prepare cultural committee
 4. Distribute invitations.
 5. Prepare large posters informing the community of the meeting.

Step 4



1. Radio announcements
2. Identify guest speaker
3. Discuss and plan agenda and chairing
4. Work out logistics
 - venue
 - transport
 - catering
 - stationary
5. Call follow-up meeting of task/working groups
6. Set to date for public meeting

Step 5

- Public Consultative Meeting

Be sure you have all speakers, cultural items and agenda well worked out.

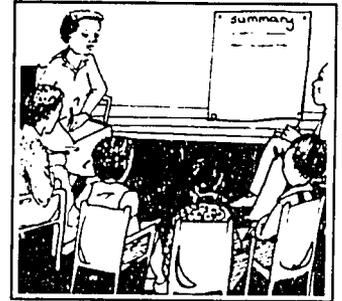
Suggested agenda

Public Consultative Meeting

- Be clear of the objectives of the meeting
- If necessary, remind everyone

Agenda

1. Welcome
2. Cultural items (all items to illustrate importance of PPP)
 - praise poems
 - drama
 - songs
 - dance
3. What is PPP
4. Why PPP
5. Explain who TCOE is
6. TCOE on why PPP and motivation for why PPP is necessary
 - Allow time for questions
7. Selection of co-ordinator, facilitator and animator
 - Input is given on the role of these people and selection criteria.
 - Selection of a PPP committee, again outlining the task and role.
8. If the meeting is in favour of PPP explain the next step "the inauguration or Itheko"
9. Selection of volunteers for organising Itheko.
 - TCOE input on why Itheko
10. Closure
 - cultural activities
 - prayer



REFRESHMENTS

The point on the agenda dealing with PPP and why this approach, should be organised in a workshop format.

Below we give guidelines for the workshop and how best to organise group discussion.

Workshop

Divide participants into groups/commissions/buzz groups to discuss:

- PPP and why it is necessary

- 1. Can PPP work in your community?
- 2. What would be the advantages and disadvantages of trying PPP?
- 3. Do you understand what PPP is ?
- 4. Would you support PPP and encourage others to become involved?

- Group work and question are mainly to ensure that everyone understands our approach and has maximum clarity on what is proposed.

How to organise group work

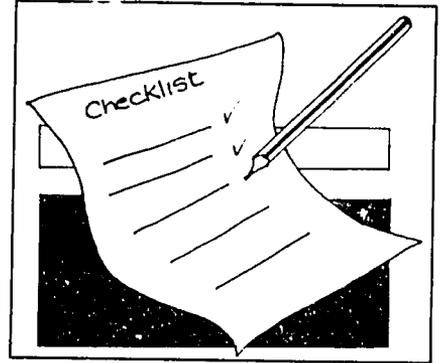
- select a scribe who will write down points and report back to the plenary.
- ensure no domination
- get consensus on report
- ensure maximum participation

Plenary

- chair to summarise the reports and involve meetings in passing resolutions for or against PPP.

Checklist of resources

- letters to organisations
- notices
- leaflets on TCOE and PPP
- posters for the meeting
- venue
- refreshments
- sound systems (if necessary)
- materials for workshop
- list of names and addresses of organisations



Organisational Tasks

- set up meetings with TCOE and PPP
- organise meetings with organisations
- arrange meetings with leaders in the community
- recruit volunteers for cultural items
- prepare agenda for meeting
- book venues
- organise transport
- set up catering committee
- meet with local radio/media people
- identify and meet with guest speaker
- prepare chair and scribe for the meeting



Reminders

- Consult people about the date for the consultative meeting
- listen carefully to view, feelings and fears expressed when consulting people
- meet all organisations and community groups

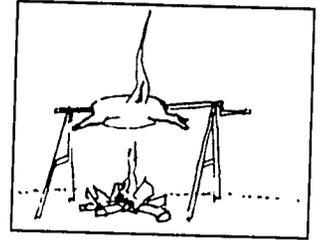
- involve our projects in all steps
- be open and do empty promises

Module 2

Itheke/Inauguration

Definition/ Rationale

In our community a feast is organised when an event takes place. A feast is also associated with a birth or a beginning. We process marks the beginning of the programme for people. Our community associates the slaughter of an animal and the flowing of blood with the acceptance of something. In this way PPP begins to root itself in the culture and way-of-life of the community.



Objectives

- to mark the beginning of the people's participation in their development.
- to link PPP to the traditions and culture of the community.
- to involve a wide spectrum of people
- to associate their decision to participate with a new beginning.
- to communicate concepts around PPP in a popular manner.

Method/Process

It important to involve as many by sectors of the community in organising and contributing the inauguration.

The steps include

- planning
- setting up working committees
- fund-raising
- cultural activities
- programme for the day
- catering



The Planning

- the initial planning can be organised with the newly elected committee and as many volunteers as possible.
- the planning should include preparing a list of tasks, a budget, the programme, the venue and popularising the event.
- prepare brochures and information on PPP

Setting up committees

- arising from the list of tasks, working committees with clear guidelines should be set up.
- each committee has to have a convenor and fixed times for giving reports.
- possible committees are catering, transport, public publicity and

Fund- Raising

Several options exist for raising funds for the event. Households can each be asked to contribute a specified sum of money (R2-R5). The task of the fund-raising committee is to involve people in raising funds to cover their budget. If the community is not able to cover the whole budget one can look outside for assistance.

Cultural Activities

- involve the schools, the churches, the organisations, cultural groups as well as the sporting bodies to present items
- make sure all sectors are catered for
- children can also be asked to make banners, drawings and posters to advertise the day and the PPP approach.

Programme

- it is necessary to make sure that the date and time does not clash with other important activities in the community.
- consult with cultural groups about the activity and what they need.

- invite guest speakers.

The Actual Programme

The programme can include a variety of activities from choir, praise poems, traditional dance, soccer matches, drum majorettes, stalls, speeches, marimbas, marches through the township/village with posters drama, etc.

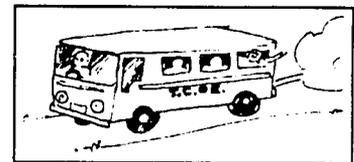
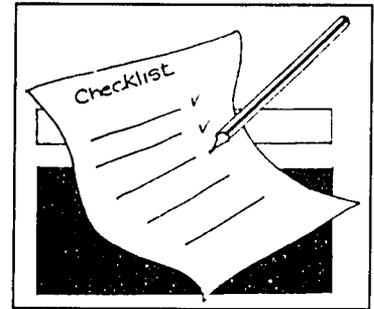
The importance however is to link the items with the concept of PPP and the theme should relate to the involvement of people in their own development.



Checklist and monitoring

Task/ checklist

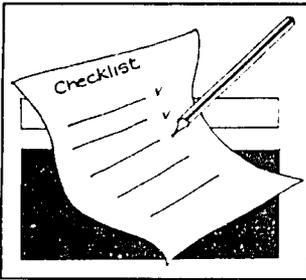
1. Names of participants
2. Brochures in local languages
3. Posters
4. Venues
5. Write letters of invitation
6. staff to be involved in various working committees, e.g. fund-raising, programme, catering, transport.
7. Prepare budget
8. Transport to be arranged
9. Guest speakers
10. List all organisations and addresses
11. Donation- letters and lists
12. Cultural groups
13. Sound systems
14. Video camera, camera



Follow-up and monitoring meeting

These meetings are to ensure that tasks set are carried out and

progress is made towards the feast/Itheko.



Checklist

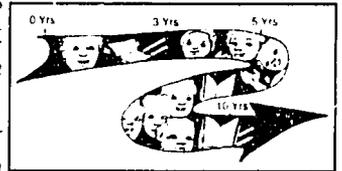
- encourage creativity
- let people organise and own the process from the start
- intervene only in a supportive way
- ensure the working committees meet and that their work is coordinated
- do not volunteer resources let it come from community

Module Three

Our journey of Development

Definition/Rationale

The journey of development is an attempt by community to recall their own history, both the past and the present. It is a process whereby the community collectively re-collects and re-counts how it came into being. The journey into the past also enables the community to see themselves as actors in shaping their own destiny. It further allows them to value past experiences and connect their experiences at a personal level to that of the community, thereby linking it to the national context in which it unfolds.



Objectives

1. To help the community to understand their own history in relation to wider society.
2. To engage them in a process of drawing out their experiences (both good and bad)
3. To analyse the experiences in order to understand the past and shape their future.
4. To motivate them to become active participants in changing their lives.
5. To assist the community in documenting their own history.
6. To discuss the social, economic and political factors that influence society and our lives.

Method/Process

This is an important module because it is the first workshop after the inauguration. The three community level people have to take full responsibility for organising, planning, preparing and conducting the session.

Steps include

- fish-bowl activity
- time line
- cultural activities
- group discussions
- story-telling
- exhibition and open day

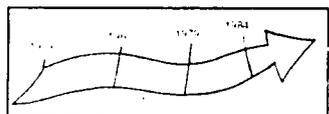
Fish-bowl activity:



The purpose of the activity is explained to participants. Participants are invited to form an inner circle. Volunteers for the fish-bowl activity have to be both men and women from a range of age groups (old, middle-aged and young).

- once the inner circle is settled the facilitator initiates a discussion and uses questions to probe the volunteers, e.g.
 - When did you move into the area?
 - Where did you move from?
 - What was it like at that time?
 - How did the community grow?
 - Can you remember any important events or issues that took place?
- the questions are used to stimulate a discussion around the history of the community. The outer circle can be drawn in to raise questions or give additional information.
- the facilitator writes down information as people discuss.

Time Line



Once the facilitator has generated enough interest amongst all the participants, he/she asks everyone to stand in a wide circle and join hands. Together they sing a song focusing on the struggles or joy of the community. After the song, the facilitator asks the participants to form small groups and quickly discuss which years they believe were "markers or high points" in their history as a community or in the

country.

Once the 5 minute discussion and buzz is up he/she asks them for the dates/years. These dates/years are written down on the newsprint, e.g.

1958, 1959, 1960, 1968, 1973, 1976, ETC.

The facilitator asks them to link dates together in periods, e.g.

1. 1958 - 1960
2. 1968 - 1973
3. 1976 - 1980

The facilitator explains what a time-line is, he/she explains the importance of recalling and recollecting the history of the community. He/she goes on to say that history is not the history of the individual great men and women as it is written in school books, rather history is made by ordinary men and women which is seldom reflected in school books. The facilitator explains why it is to examine our past and learn the lessons of our experiences. Only when this is done, do we understand the present and begin to envisage a better future.

Group work

Participants are divided into groups, each group is given large sheets of paper, kokis, crayons and glue. Before the groups start to work he/she explains the tasks.

Each group has to look at the periods or years they identified as important and discuss why it was important, what characterised the period in the life of the individual, the community and the country. This they illustrate on the time line, e.g.



Individual

Community

Country

1958-1960 1968-1973 1976-1980 1984-?

At the end of this activity groups present their time lines to the plenary.

The plenary can identify or name people in the community who were active in the events/incidents/activities they highlighted. They also

discuss how the history can be popularised.

Cultural Event and Open Day



The participants are again divided into groups. Their task now is to discuss and plan an event that can focus on how to popularise the history of the community.

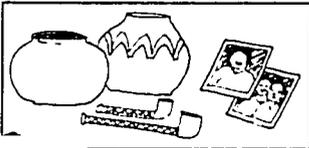
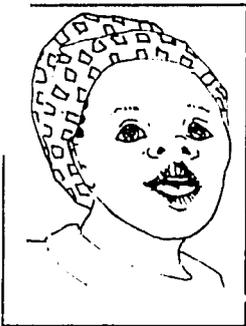
Options for the groups to consider

Open Day

- story-telling
- songs
- drama highlighting periods

Exhibition

- Display of old photos, cultural artifacts(pots, mats, clothes, etc.) newspaper clippings
- Choirs
- Organisations telling their histories
- cultural dancing



Booklet

- Setting up a committee that will collect stories, pictures and photos
- Writing up the history
- Events to celebrate the booklet

Module Four

Knowing our Community

Definition /Rationale

If people are to participate in planning for their own development, they need to develop a common understanding of their physical, social, economic, political ecological environment. It allows people to refocus on how they live and momentarily distance themselves from their daily realities.

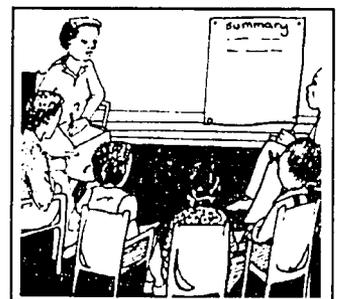
Objectives

1. To create awareness of the physical, social, economic, political and ecological environment as well as cultural traditions.
2. To build on the experience and knowledge of the community.
3. To promote a collective understanding of the community, its problems and strengthen
4. To stimulate full and active community participation.
5. To equip the community with basic knowledge and information which will help to transform their environment.
6. To identify resources and the lack of it.



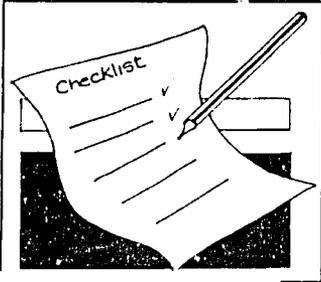
Methods

- cultural activity
- social mapping
- group discussion
- use of a code



Report back

Once the groups give the report-back, the plenary discusses the way forward and sets up the mechanisms to ensure the process is followed through.



Checklist and monitoring

- invitations and reminders to the community about the workshop
- book venue
- materials, newsprint, kokis, glue, prestik, crayons
- identifying people who know the history
- identify resource people for the booklet option.

Reminders

- facilitator: has to be acquainted with the community's history (even if at a very basic level) as well as the country's history)
- explain processes very carefully
- make sure everyone understands how a group discussion works.

Process

Step 1

Use of a code:

(Introduction to the session)

- a code/picture showing a good neighbourhood is displayed
- participants are asked to compare it to their own neighbourhood
- communities are listed down
- questions are asked by the facilitator about the differences that are identified
- allow open discussion

Step 2

Social Mapping

- explain to participants what is meant by social mapping
- select a manageable, homogenous section/zone before you start
- ensure this "map/s" will depict a good representation of the community

(Divide groups into sections/zones according to where they along geographical lines.)

- groups are given time to complete their maps.
- ask groups to indicate water system , toilet system , form of energy, type of roads, etc.



Once all groups have completed their maps, everyone gathers around to look at the maps - these can be put together to form a complete map of the area.

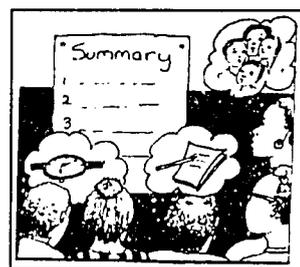
Discussion about the maps

Purpose

To help the community to draw political, economic and social conclusions about their neighbourhood, e.g.

- is the area electrified ?
- What are the problems related to this ?

Focus on health, recreation, sanitation, condition of houses, maintenance of area, schools, shebeens, roads, etc.



Step 3

Group discussion

Participants are divided into groups and are given three/four questions to discuss, e.g.

- which problems have you highlighted in the map ?

- Why do they exist ?
- are you happy about the present situation ?
- is it only in your community that these problems exist ?
- why/ why not ?

Step 4

Group activity.



- participants are divided into groups. Each group has to prepare a drama, song, collage highlighting the problems of raising children in the community.
- the groups are given sufficient time to prepare and present their cultural activity.

Step 5

Summarise

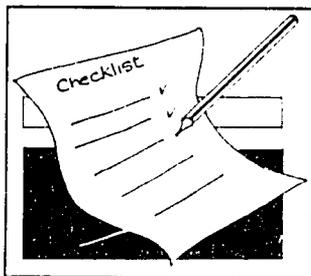
After all the groups have presented their activity the plenary is asked to make a summary that characterises the community in which they live.

Option:

Large sheets of paper can be pasted on walls and participants can either write or draw whichever issue that was highlighted during the session.

Monitoring and Management :

Checklist



- I have all material needed available
- clay, glue, cardboard, paper, wood, wool, street maps, kokis, newsprint
- code
- send reminders/notice to everyone to inform them of the workshop
- ensure venue is suitable
- meet with co-ordinating team and recorders

- schools can be asked to prepare models for social mapping
- tape recorder, camera, video camera

Reminders:

- ensure that you have planned thoroughly
- prepare questions for the group discussions
- allow people to explore questions raised
- explain how the groups ought to function
- store the social maps in a safe place for module 5

Module Five

Major problems / critical issues in the community and the causes

Definition/Rationale

It is a process whereby the community collectively identify the main problems in the neighbourhood and critically analyse the situation so as to fully understand the causes.

Objectives:

- to assist the community to collectively identify and discuss their major problems
- to assist the community to deepen their understanding of the causes of the problems identified
- to critically analyse the existing situation
- to help the community to visualise an alternate to their present day environment and relate to it.

Methods:

- social maps
- flash cards
- group discussions and report back
- collage, drama, role plays, wall paper

Process:

1. Facilitator re-introduces the social maps of the previous module and explains clearly what the purpose/objectives are.
2. The facilitator recaps the problems listed in the previous activity on flash cards and using symbols e.g.
3. Participants are divided into groups
 - each group has to select scribe and chair -this must be explained.

The groups must re-examine the maps and identify problems (can use flash cards).

They have to discuss which are the major problems and why they consider them to be the most important. They report on large sheets of paper in writing and with symbols.

4. Plenary: Participants look at commonalities and compile one list of problems.
5. Once the task of compiling a single list has been completed participants divided the problems into categories. They must decide on the categories (examples can be given) poverty, no food, crime, unemployments.
6. Once the problems are divided up the groups to go back and discuss the underlying causes of the problems (e.g. malnutrition is identified as a problem - explain that it is an effect and we need to ask:
 - who is malnourished
 - why have people no food
 - why no jobs, shortage of land etc.

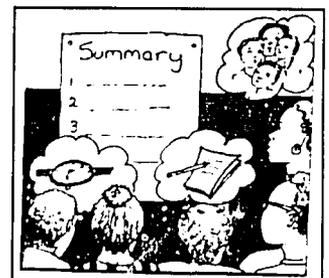
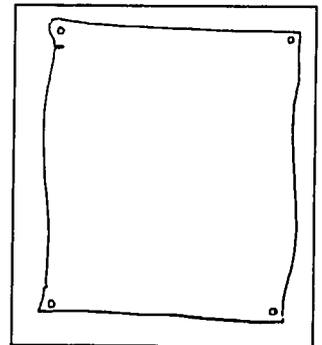
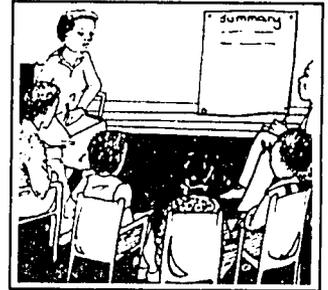
Groups can either illustrate the causes of the problems in role plays, songs, drama, collage and reports.

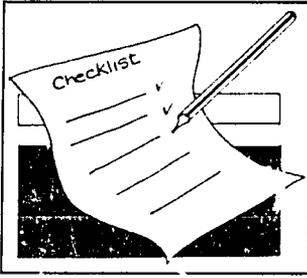
Options

Songs and posters can be composed around the themes, these are then presented.

Plenary:

Each groups is asked to present their findings.





Monitoring Management :

- social maps
- flash cards
- newsprint, kokis, tape
- venue
- magazines, journals
- scribes/volunteers
- invitation to workshops
- discuss with volunteers on how to scribe, chair record.

Reminder:

- be sure to understand the process thoroughly
- always remind participants about the way group discussion are organised
- check that all participants are following and understanding the process

Module 6

Our needs and prioritising of needs

Definition/Rationale:

Once the community has identified the problems issues in their area it is necessary for them to collectively determine the needs that flow from this. Thereafter they should through a process of discussion prioritise the needs.

Objectives:

- to identify the needs of the community to the critical issues
- to encourage them to examine and explore the extent of their perceived needs
- to build on the experience and knowledge of the community
- to encourage people to articulate their needs in a systematic way
- to motivate people to actively participate in identifying and prioritising their own needs

Methods/Techniques

- groups discussions
- charts/visuals
- role plays

After the presentaion of the role-plays participants join a plenary discussion. The facilitators's role at this point is to help the participants focus on what they presented through the role plays.

A set of questions directing the discussion will help the process.

Q: What was depicted by the role-plays

- has the groups identified all the problems
- if these are the problems what are the needs

The facilitators makes a small input suggesting to them that all problems stem from needs e.g.

If the problem is malnutrition what do we need to overcome this?



Group Work/Collage

She divides the participants back into groups. Group are asked to make a collage that link the problems to the needs. They are asked to use flash cards that clearly spell out each need as it links with with a problems.

Sample: Unemployment (Problems)

- work
- self help initiative
- advice on benefits

Groups can complete the activity and paste up their collages.

Prioritising the needs:

Baskets Activity

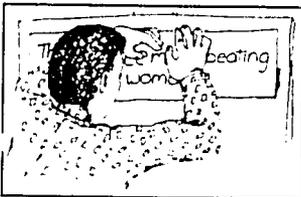
All the needs (flash cards) now appear on the wall. The facilitators makes an input on the question of why it is necessary to prioritise. She also explains that the process would involve compromises and lots of discussion. Baskets are placed centrally, each with a label on the baskets. The labels are derived that the majority needs are identified.

(HOUSING) (CHILDCARE) (EMPLOYMENT) (ETC.)

Each participant is given three coloured cards, yellow for first priority, red for second, blue for the third.

They are given turns to make the choice by putting the cards in the baskets of their choice. At the end each baskets is counted and written up on a chart.

- basket 1 (housing) 49
- basket 2 (childcare) 86



- basket 3 (employment) 80
- basket 4 (etc.) 110

The facilitator raises the importance of those who did not attend the workshop where the needs were actually prioritising needs.

Involvement of the entire community:

- group discussions or open forums can be used to discuss how the community at large can be approached.
- groups can make posters/collage asking everyone to bring their inputs to certain venues e.g. churches, creches
- ask for volunteers who would be willing to assist in going from house to house.
- arrange a meeting of all the volunteers
- use area map to divide up the neighbourhood



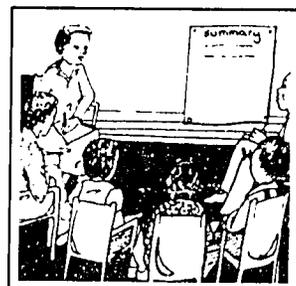
Meeting with volunteers:

1. Plan the Logistics - who goes where

- when to start
- when and where to meet after going out

2. Provide basic training in the form of role play

- how to approach each family
- what information to record

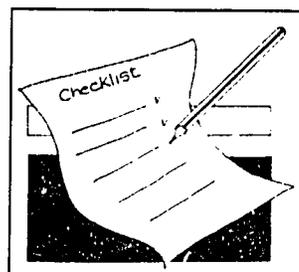


Option:

This option could be approached less formally by asking everyone to merely write down the needs and prioritise it on wall newspaper.

Checklist and Monitoring:

- invite people to the workshop
- secure venue
- materials, newsprint, kokis, baskets, colour cards, prestik, charts, glue,



- prepare questions for plenary
- organise volunteers to collect needs
- area maps
- material for collage (glue, magazines)

Reminders:

This aspect is very important and thorough preparation is needed. Attempt to motivate large numbers to attend the workshop. If the options are to be implemented, set dates and times for meeting with the volunteers.

Module 7

Responses to the needs until now

Critique of the responses (People's NGO's, Govt, Community Organisations) "in general", and TCOE in particular.

Definition/Rationale:

The people themselves must become fully involved in transforming themselves and their society. The community should be the main actors determining the agenda for change. Simultaneously review the involvement of others in the community (TCOE, NGO's etc.).

Objectives:

- to critically involve people in assessing their own responses
- to look at how TCOE responded to people's needs
- to examine the responses of the others - Govt, NGO's, community organisations
- to develop a clear understanding of P.P.P.
- to develop an alternative model development

Methods:

- call a community meeting
- case studies
- role plays
- cultural activity
- wheel of words

Step 1 Community Meeting

All members of the community are reminded to attend the meeting.



Programme of meeting:

1. Introduction and welcome

Highlight how development has taken place in the past:

- others have come and delivered projects and packages
- non consultaion
- Govt inactive, no facilitatives, white elephants
- organisations are small and weak
- people accepted things, became onlookers, inactive, passive

Discussion and questions after input

Step 2 Case studies

- Explain what case studies are.
- Three cases are presented to the participants who are divided into three groups, each getting one to deal with:

1. TCOE co-op project
2. Govt's adult school
3. NGO's dam/ community hall

- each group receives copies of their case study
- groups must select a scribe and a reporter
- each group is given several flash cards on which to write down the problems identified in their case study

Report Backs:

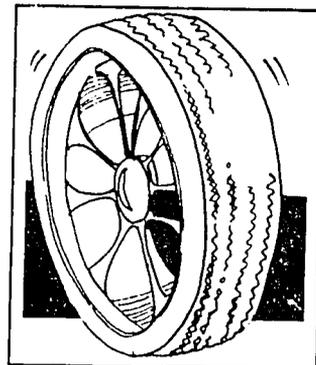
Each group reports back using the flash cards.

Option 2:

Instead of case studies - picture codes can be used to visualise the problems. Thereafter the same process is used.

Step 3 Wheel of words

- Facilitator carefully explains the activity.
- depending on the number of participants they can either make one big outer circle with an inner circle, with partners facing each other.
- or they can make two big circles, each with an inner circle of people facing each other.
- the facilitator has a set of questions that will be asked. Each partner must discuss their responses to the questions for a minute.
- when the facilitator claps her hands the inner circle partner moves to a new partner in an anti-clockwise manner.
- this goes on until all the questions are discussed
- Questions must relate directly to what is discussed.
- After one or two of these activities have been completed, a plenary follows.



The Plenary:

The facilitator asks participants to list the problems they have identified with the various approaches. These are written down on newsprint. No comment or discussion is held at this point.

Step 4 Role Play:

Two contrasting role-plays are presented.

- one relating to P.P.P. approach
- one relating to a non P.P.P. approach

Open discussion and comments.



Step 5 Plenary and consolidation:

Chairperson will lead discussion and make summary.

Input Points:

- throughout the activities we had no real discussion
- this was done deliberately
- let us now discuss the differences of approach, ask questions and make comments



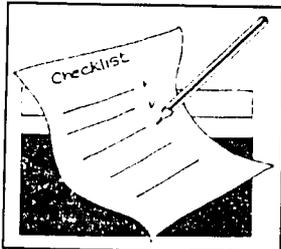
People are asked to choose the best approach

Chair summarises.

Step 6. Cultural activities around P.P.P. with songs, poems and other items:

Checklist and Monitoring:

- case studies
- minalla charts
- scissors, kokis
- prestik
- sheets of newsprint
- prepare role-plays well - they have to clearly show the difference in approach.



Module 8

Structured Analysis

(This module will probably take two days)

Definition/rationale:

Structured analysis becomes an importance tool in the process of consciousness building among the oppressed and exploited. It is a dynamic process in which the awareness of the rural poor and working people is raised and acted upon. This process should enable it to understand the causes of their own oppression and act against it in such a way that they become subjectys of their own development. For the process of analysing society to be truly meaningful it has to reveal the hidden systems of society thereby enabling people to envisage an alternative to racism, sexism, inequalities and poverty.

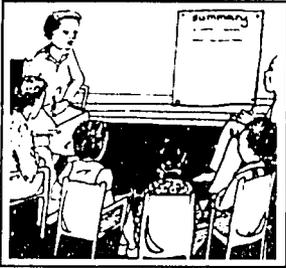
Objectives:

- to reveal the link within the system
- to help people to critically analyse their situation i.e. socio, economic, political problems
- to develop an understanding of how class exploitation, race and gender discrimination create inequality
- to develop in people an awareness of how oppression and exploitation functions in society.
- to equip people with the tools to analyse society
- to demystify concepts such as race, class and gender

Method:

- input used - metaphor of the tree
- codes
- group discussions
- role play

Process:



Codes

This activity is used to introduce and clarify the concepts of race and class to the participants. The facilitator explains that two codes or pictures and a set of questions. Groups must use the following questions as a guide to discussing the codes:

a. Observe:

- what is happening
- give a description of what you see
- do you recognise yourselves

b. Classify:

- why are there differences
- what are the differences
- have you had a similar experience?

c. Analyse:

- what are the causes
- why do you think it is like this

Report Backs:

Groups are asked to give reports - facilitator summarises the common points and highlights the differences

Input: The Tree

The facilitator pastes a big drawing of a tree on the wall. she asks the participants to describe the parts.

She explains that a tree is like a society. The roots provide the base and feed the growth of the trunk and leaves. It also holds the tree in the ground. The economic system (wealth, money, private property, banks, etc.) fullfills a similar role in any social structure. So while it

is hidden away we can see that it determines the shape of society.

The trunk and the leaves give the tree a basic structure and shapes the particular kinds of leaves. The political structure of society (or organisation of society) like-wise, reflects how it is organised and how power is distributed.

Lasterly, the leaves on the tree are the outward manifestations of the roots. The trunk and the branches. It's the way that society's ideology is reflected and reinforced by its political and economic system.

The facilitator reinforces the input and asks learners to help her stick prepared flash cards onto the tree according to their perceptions of the different systems in society.

Orange Code:

The facilitator and co-ordinator presents a little play:

Play

20 oranges are placed on the floor. two people (x and y) walk into the room. sees the oranges and says:

x : let us *gather up the oranges and share them.*

y : *Yes. that's a good idea.*

x : *Why don't you start picking them up and go find a basket to put it in.*

[Y starts to pick up the oranges. X goes to find a basket and comes back after Y has picked up all the oranges. Y put them in the basket and X gives Y two oranges and says:]

x: *These are for you.*

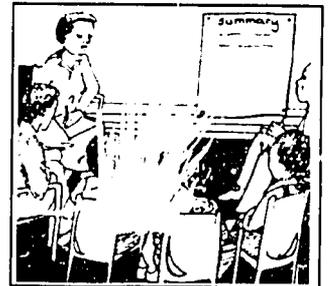
y: *Protests - is that all? You said we would share the oranges. Oh please. Give me at least one more. Then that will be fair. After all, saw the oranges first and besides this basket belongs to me.*

END OF PLAY.

Discussion for groups:

Each group discusses the same two questions

- Describe briefly what you saw happening?



- Can you give an example of how something similar happened to you?

(* From training for transformation)

Role Plays:

The activity is focused on the concept of gender. Several clips/sketches have been prepared. The role plays showing the following scenarios are presented to the participants.



- women in the home
- women in the workplace
- women in the church
- women in the community

At the end of the role-play, participants are divided into groups. Groups are asked to comment on the content of each sketch. The groups have discussed the role of women as they observed it in the sketches. They have to draw up a list of commonalities from the four sketches.

Report Back:

After the report back, the facilitator asks the plenary to discuss the following questions:

- Why do women find themselves in the position they are?
- Are there similarities between being black, poor and being a woman?
- Should a woman's position remain the same?

Song Writing:

The facilitators divide participants into informal groups. Each group has to make up a song explaining the following concepts:

- oppression
- racism
- sexism
- exploitation

The singing of the songs ends the first days activities.

Day Two:

The previous day participants were exposed to many new concepts and ideas. These have to be consolidated and validated thus, the facilitator starts the workshop by making an input/alternatively a resource person can be approached to make an input.

- Why are the rich getting richer and the poor poorer?
- What does our society look like?
- Society is divided into three classes.

But it is important to understand how the three classes came into existence. This input highlights:

- wealth comes from production
- the separation of workers from production into two classes
 - owners
 - non-owners
- as wealth of the owners developed (capitalism) so new layers developed to manage the wealth and so new skills developed to accommodate new needs.
- systems of government developed to protect ownership
- laws, police, army acted as protectors of the system
- education and religion began to help reinforce the system, so did the media.

Today wealth is in the hands of a few, protected by a powerful, all-encompassing system of government.

At the end of the input the facilitator allows time for clarification and questions. She then divides participants into groups. Each group is given a set of questions to discuss.

Questions: Remember the tree.

Roots: infrastructure - economy

1. How is property distributed?
(land, industry, financial institutions)
2. How does it affect women and blacks?
3. What social classes can be identified?
(Where in the pyramid are women and black South Africans?)
4. What is used to fund housing, hospitals, schools, etc.?
5. Who decides which money goes where?

TRUNK (political aspects)

1. What kind of laws are there?
2. Who makes the laws?
3. Who maintains the laws?
4. How are the laws made?
5. Who has political power?

LEAVES (super-structure/ideological aspects)

1. How is the educational system organised?
 2. Who benefits?
 3. What is the content?
 4. Who controls the media (print, radio, T.V.) ?
 5. What are the major beliefs and values in our society?
 6. How is culture organised and funded?
 7. What can be identified as the voices of the society?
 8. How are women protected in society?
- At the end of the group discussion each group presents their report.
 - Discussion in plenary follows

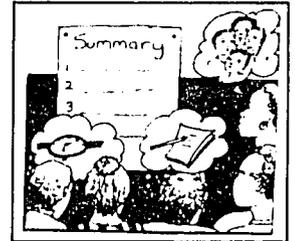
Making a summary: Posters and Grafitti

To ensure that the participants have understood the input and gained from the group discussion the facilitator, again divides participant into five groups. Each group is given a theme and asked to make a grafitti which defines and characterises the theme.



- oppression of women
- class exploitation
- racial oppression
- ideology
- superstructure

The poster/grafitti are designed. Each group explains their work and theme. The group to form a large circle and sing the songs composed the previous day.



Comparative Exercises as validation

- Participants are asked to focus on their own community and to draw on charts how their community is stratified.

Plenary and discussion

Material and Monitoring:

- codes for various steps:
 - race
 - class
 - gender
 - list of questions
 - preparations of the role plays for gender relations
 - charts, transparencies, pictures, posters for structural analysis input
 - pens, kokis, newspaper, charts
- venue
- invitation to participants
- volunteers for role play

Reminders:

- The workshop has to be organised over two days - make arrangements for this.
- Prepare your inputs thoroughly either by compiling flash cards for each points or by writing it out fully. If you are not confident enough invite someone to assist. Use the reading material as background information.
- Prepare the sketches and play with volunteers.

Module 9

Our vision / Mission development

Definition/Ratioanle

Our vision, and mission of development is a process whereby we make a committment to build a community and society that is radically different from today or the present. It is a process whereby the people of that particular community consciously decide to commit themselves to become authors and co-authors of their own destiny.

Development, liberation and transformation are all aspects of the same process. It is not a marginal activity. It is at the core of all creative human living.

Objectives:

- to develop a common understanding of development
- to build unity, team spirit and solidarity amongst the people
- to collectively develop indicators that can be used as yardsticks for assessment
- to build the confidence of the community in which we work
- to encourage full participation in decision-making at all levels
- to commit ourselves to taking full responsiblities for our own destiny
- to promote and fight for equality within our structure and the community at large.

Method/Process:

- workshop
- input
- scenario games
- problem-posing exercise
- collage
- plenary
- songs and poems

Process: Continuity exercise

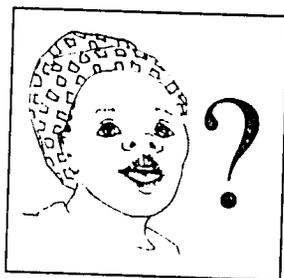
Facilitator introduces the session by briefly recapping on the training programme using cards.

Input:

In previous session you were introduced to P.P.P. we have looked at our history the importance of becoming actors in determining problems, needs. We have begun to analyse the causes of our problems. The previous session dealt with analysing society so that we are in a position to shape our own future. This workshop is designed to look at a vision and mission for ourselves.

The facilitators asks participants to recollect and state what important lessons they have gained from the sessions. These are written down.

Scenario /Games:



These games are used to help the participants arrive at a common set of values. The concept of scenario games are explained . These are life-like situations, ones in which everyone could find themselves. The role of the participants is to place themselves in the situation and make a choice.

Participants are divided into groups . They are reminded to select reporters and scribes. Each group is given a typed out scenario with a set of cards. The cards contain possible responses to the scenarios.

The groups are advised to read the scenario out aloud and discuss it. At the end of the discussion the participants have to select their responses as individuals and as a group.

Report back in the form of a collage

Two large sheets of cardboard are pasted on the wall. As the group reports, their responses are pasted down.

- Sheet One: for individual responses.
- Sheet Two: for collective responses.

Once this task has been completed, the facilitator initiates a question and answer session.

Questions:

- Is there a difference between individual and collective responses/
- Why is it so ?
- Which responses will best serve the interest of the whole community?
- Which of the responses should we adapt when we begin to think of an alternative society/community?

Once this activity is over the facilitator asks them to discuss and reach agreement on how best the common interest of the community can be served and advanced?

Form Buzz Groups

They form buzz groups and discuss the question. The facilitator tells them that they have to imagine themselves as part of a mass march going to place demands in front of the government. Each demand has to be written on a placard since the marches are each expected to hand over her/his demand. At this point crayons and boards are handed out to participants to prepare their placards.

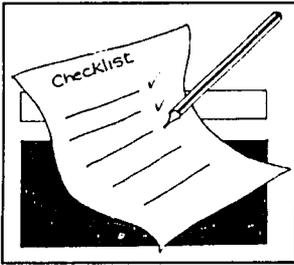
Participants join the "march" as they complete their placards. The "demonstrators" hand over their demands.

Songs are sung as we select a small group to compile a joint statement of our vision, mission.

When the statement is complete, one person from the group reads it out. Changes are made if and where necessary. When there is complete agreement, the statement is pasted up and distributed to everyone. The plenary discusses how it will distribute and popularise the statement more widely.



Checklist and Monitoring:



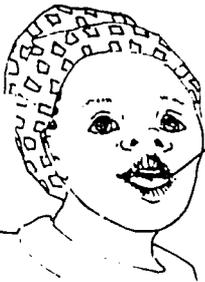
- flash cards for continuity exercise
- scenario games
- cardboard strips
- cardboard
- newsprint, crayons, kokis
- invitation to the people
- venue for workshop



Scenario 1

Some children are being run over by cars or are being looked after by school-going children. This is leading to many problems for parents and women in particular. What shall we do?

- we can drop our children at a creche on the way to work
- we can ask a relative to come and stay with you to look after the children and we pay her
- we could call a community meeting to talk about the problem and find a common solution.



Scenario 2

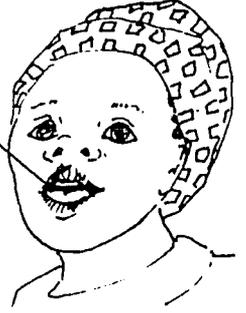
The community was given R8000 000 after a fire destroy a part of it. The initial damage was R3000 000. The money was donated by a donor body after the local priest wrote to them. What should the priest do with the money?

- rebuild the church, paint it, buy garden equipment for the church
- call in those whose property was damaged and divided the money amongst them
- what else can we do ?

Scenario 3

The local adult choir has won a national competition. They won R50000 as first prize, plus R1000 for the singer. The choir committee is in charge of the money. What should they do?

- buy new choir outfits
- have a community feast
- buy an organ
- put the money in a fund towards building a community art centre.



Reminders:

- check whether your scenario games are prepared and also the responses.
- if numbers have been dwindling be sure to do something about it.
- prepare the input thoroughly

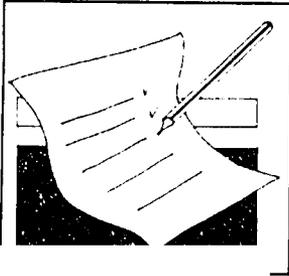
Module 10

Assessing our own potential

Definition/Rationale

For a community to believe in themselves, Their capabilities and their potential it is important and necessary that they explore their own potential, hidden talents and resourcefulness collectively. In a sence it is a step towards restoring full dignity and pride in themselves as people.

It is a process whereby we begin to believe in the factv that they can determine their own destiny and shape their own future.



Ojectives:

- to explore the human potential that exists in the community
- to build confidence
- to build on existing experiences
- to create a climate of exchange and new learning
- to fully prepare people for taking control
- to assist them in identifying resources and skills
- to motivate them to make meaningful contributions

Methods:

- revisit the module on prioritising needs
- exploring exercise
- role play - auction
- street theatre
- making banners

Process

Revisit the needs: -

The facilitator start the workshop by stating the purpose and the objectives. She tells the participants that she would like you to remind them of the needs they had identified and prioritised.

She uses flash cards to do it actively. Each need is pasted up on the wall.

(HOUSES) (CRECHE) (TOILETS) (ELECTRICTY) ETC.

Social	Economic
crime	no work
unemployment	Low wages
no houses	

Exercises in the exploring of their own potential.

She asks each participants to find a quiet corner where she could go and sit. When they are alone they have to think carefully about what skills, talents, vision, ideas and potential they possess. This activity should take each person about 10-15 minutes. Once They have analysed themselves they should find a partner .

Role Play - An auction

The facilitator calls everyone to sit around in a circle. She says they are going to attend an auction.

She explains what is an auction:

- It is a type of market where items are displayed, potential buyers can examine the items before the start of the sale. When the auction starts, an auctioneer asks people to bid on the displayed items. The highest bidder becomes the owner.

Once everyone has understood how an auction works the role play begins.

- The first item she selects is a watch. The participants make their bids until someone becomes the owner. The facilitator asks them what criteria they used to decide on the value of the watch or why they placed bids.
- The next item is cow. The same procedure follows. Again she asks them the criteria they used for placing bids.
- The facilitator says she has one final items to auction. She asks for a person to assist her (she get a volunteer). She then says

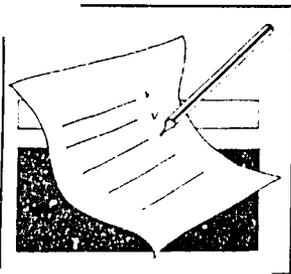
she is going to auction herself - She is the item, and they have to place bids. The same procedure follows except that she sets a time limit of 7 minutes for the bidding.

- When the time is up she asks them what criteria was used to bid.

Discussion:

This opens a discussion about people and their worth. Can one place a money value to human beings. HOW do we determine whether one person is better than other.

Exploring our potential:



The facilitator hands each participant a sheet of paper and a koki she asks them to write down everything they feel they can contribute to fulfilling the needs of the community. This they can stick up on a wall.

She asks a group of volunteers to begin sorting out the contributions under the following headings:

- SKILLS FOR BUILDING /CONSTRUCTION
- ORGANISATIONAL
- MANAGING SKILLS
- FINANCIAL/FUND RAISING
- TEACHERS/TRAINING
- COMMUNICATION
- MONITORING /ASSESSMENT
- PLANNING
- RECREATION
- CULTURE

etc.

She says that this list would become the community's resource list. While the group is sorting the list, she says that it is important to draw in on resources and potential of those who did not attend the workshop.

Street Theatre and Banners

The facilitator divides participants into groups and ask the groups to prepare a drama using songs,dance and banner- making.

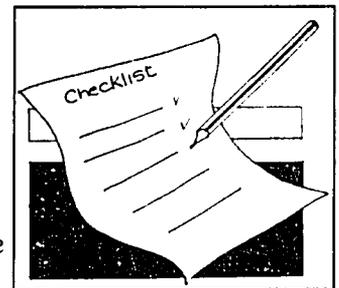
The purpose of this is to go out into the community on an agreed day and perform the plays as street theatre.

In this way we can involve people in what we are doing. it mcan serve as a report back and we can motivate people to add their names and skills to the resource list.



Checklist and Monitoring

- material
 - flash cards
 - paper
 - kokis
 - newsprint
 - material for banners
 - paint
- invitations to people, possibly do some house visits if the participants are dropping out.
- venue
- megaphones for street theatre



Reminders

This aspect of the module is vital to motivate people to attend and participate.

- ensure that your community meets
- help with the sorting out of the resource list

Module 11

Plan of Action

Definition/Rationale

A plan of action is a document collectively produced by the community that identifies all the activities necessary to achieve the goals set by the community. The activities are set and written in an orderly and systematic way.

An action plan must have the following:

- problems identified/need
- overall objectives/goals
- specific and operational objectives
- areas of operation
- target groups
- time frame
- resources, i.e. human, financial, material
- The plan of action has to act as a monitoring and evaluation tool.



Objectives

- to assist the community to collectively draw a clear plan of action so as to fulfill their development objectives.
- to assist the community to set clear achievable, realistic, viable and feasible objectives.
- to assist the community to time-frame their developmental activities.
- to enable the community to collectively identify and mobilise the human, material and financial resources.
- to assist the community to identify forces for and against their development.

- to assist the community to continuously refer to and reflect to and reflect on their priorities, vision, critical issues/problems/ causes so that their action plan is in line with the realities of their situation and aspirations.
- to draw on the concrete experiences of the community and in the process demystify skills, knowledge

Methods

- experiential learning
- group discussion
- revisiting exercises
- setting up working groups
- community meeting

Process

Even before she/he starts the workshop activities, the facilitator explains why this module is so vital. She explains that the point where a plan of action is about to emerge. She/he helps them to recall the steps that the training followed.

(step 5)

(step 4)

(step 3)

(step 2)

(step 1)



She/he presents them with a graphic explaining that they are about to unlock the door to the future.

Building a house: experiential learning

The facilitator explains the activity to the participants. By way of building a house we will arrive at the elements necessary to develop a coherent plan of action.

Participants are divided into two groups. Each group is given a set of questions relating to how one would go about building a house.

Step 1

Developing a plan of action.

- why do you need houses?
- who is going to benefit? (target group)
- where do we build houses? (area of operation)
- what kind of house (size, type) do you need? Overall objectives
- what do you need when you build a house? List resources

Operational items:

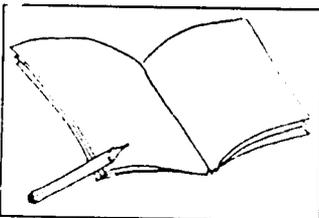


- where will you get everything? (resources - people, shops, etc.)
- how long will it take to build a house? (time -frame)
- what steps do you follow when building a house (chronology)

Operational objectives:

- what problems do you foresee? (obstacles identified)
- how many people do you need to build? (human resources)
- how much money will you need to build a house? (financial resources - budget)
- who does what when building a plan? (tasks and responsibilities)

Step 2



Once the groups have completed the task, reports are posted up and they give feedback to the plenary.

Discussion follows. The plenary has to focus on adding points, seeking options and making a summary of the reports.

Step 3

A joint list of all the elements necessary for planning a programme of action is finalised and written up.

This include:

- setting clear objectives
- identifying the target group
- deciding on an area of operation
- determining the overall goal and objective
- listing the resources

Operationalising the above

- time-frame
- tasks and responsibilities



Module 12

Implementation

Schedule

Definition / Rationale

The community has developed a plan of action and a set of guidelines for implementing their own plan. But a plan needs to be put into practise and viewed against other plans. Not only must the plan be put into action but it must also be structured and tested for its feasibility; only then can a plan become reality.

Objectives

- to involve people in testing their ideas
- to do a feasibility study
- to finalise and structure broad plans
- to work out realistic mechanisms for implementation
- to ensure that there is no duplication and avoid mistakes
- to clearly establish the organisational framework for implementation

Methods

- inputs
- surveys
- designing exercises with a case study
- group discussion

Process

The facilitator makes an input of the tasks ahead and explains that she has invited resource persons from development groups to assist in structuring the plans made, advising and sharing experiences.

The working group presents their consolidated plan as well as their recommendations.

The participants are divided into groups:

- finances
- co-ordination
- feasibility study
- implementation
- community motivation
- monitoring and evaluation

Before going into the groups, the tasks for each group is discussed thoroughly:

Finances - they have to finalise budgets and develop strategies for raising the funds.

Co-ordination - how can co-ordination, accountability be organised to ensure democracy and full participation.

Feasibility study - how can our plans be tested against other plans

- what are the plans of NGO's, government, and other actors in the community
- how do we relate to these

Implementation - how do we organise ourselves

- which working groups do we start with
- how do we involve outsiders
- how do we time-frame ourselves



Community motivation - how do we motivate everyone and every structure to contribute skills, time, energy

- how to sustain interest and involvement
- how do we utilise our people's potential
- how do we build team-spirit

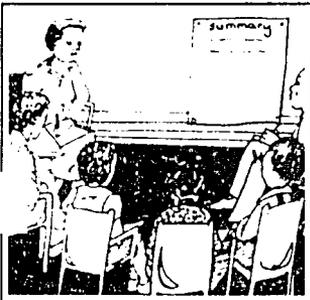
Monitoring and evaluation

- which mechanisms do we use to monitor and evaluate our process
- how can we be critical yet constructive
- how can we ensure that we stick to the objectives

Groups are given sufficient time to work through their important questions.

Report Back

Groups present reports which are fully discussed, amended and then finalised.



The facilitator says that one aspect was left out because of its importance and centrality.

S/he poses the question to the plenary - *"How do we keep it all together, remain fully accountable and yet have maximum participation of the people in the process"*

The facilitator asks people to consider the question carefully. S/he presents the workshop with a case study.

Case Study

Community X jointly decided that the area needed electricity. Together everyone decided on a campaign to force the government to electrify the area. Central Committees were established to work on media, mobilising the community, planning and co-ordination.

At a community meeting an executive was elected to oversee and co-ordinate the campaign. After a while no meetings were called, but reports on the radio and in the local press indicated that the

committee was still functioning and speaking on behalf of the community.

The campaign never really got off the ground, the government supplied electricity to a small group. The chairperson now heads a government development programme.

The participants are divided into groups, each group has a set of questions to discuss.

- what lessons can we learn from the case study?
- how can we avoid this type of unaccountable behaviour?
- what mechanisms must we build into our plans to ensure full control?
- what type of organisational framework do we need to ensure the implementation of the plans we made?
- illustrate on paper a possible structure

Report back

Groups present the reports and designs for possible structures. These are discussed, amended and synthesised.

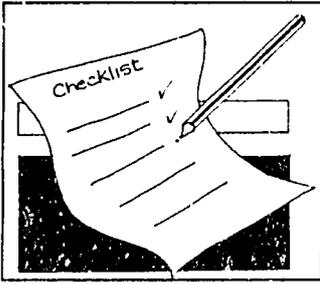
Way Forward

The facilitator asks what we would do with the plans and recommendations from the workshop.

Options

- finalised plans and structured proposals are presented to community meeting for ratification
- zonal house meetings are called to present plans and proposals
- plans are presented to TCOE
- a big community feast and celebration is held after zonal and house meetings were called where a structure is decided on and the plans finally accepted.

Checklist and monitoring



- invitation to resource person
- invitations to participants and reminders to committee
- questions for group discussion
- venue
- materials: newsprint, kokis, paper
- case study

Reminder

- carefully plan questions
- go out and draft plans with the committee
- look at useful case studies

Module 13

Problem-solving

Definition / Rationale

The community in which we work is not a homogenous one. People have different expectations, experiences and priorities. The process of PPPA does not solve underlying differences and needs, nor does it solve personality problems. The leadership potential arising out of PPPA may not be the traditional leadership that existed in the community.

Objectives

- to equip the community to identify and find solutions to problems
- to develop a code of conduct
- to set up acceptable methods for solving problems
- to encourage community team-work and togetherness

Methods

- wheel words
- role plays
- experiential learning
- gossiping games (whispering circles)
- group discussion
- brain-storming

Process

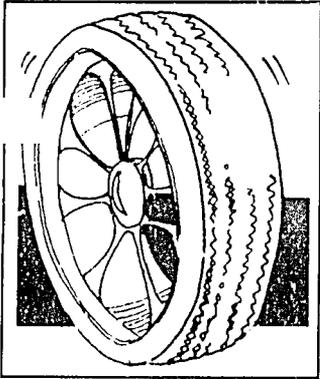
The facilitator explains the objectives of the workshop as well as the rationale behind it.

Brain-storm

S/he asks the participants to brain-storm the fears they may have about their potential to implement the plan. All these are listed as participants give information.

Wheel of words

Participants are asked to form the wheel word circles. A brief explanation about the game is given since it is merely to remind them of how it works. They have used the technique previously. Once the circles have been formed s/he starts the activity.



Questions include

- how can we solve problems
- which problems can we anticipate
- how has the community previously dealt with problems
- do you think violence is a solution to problems
- what must we do now to prevent problems
- how do women respond to problems
- how do men respond
- how do youth respond
- how do the elders deal with problems

Gossiping or whispering circle

After the wheel of words the facilitator asks the participants to sit flat on the floor. S/he explains the activity. One person will prepare a message. The person will write it down and hand it to the facilitator. The person will return to his/her seat and whisper the message into the ear of the person sitting next to him /her. The message is passed on. Everyone has to repeat the message whispered to him / her to

the person on the right. The last person to receive the message gets up and writes it on the board / newsprint. The facilitator asks the first person to read aloud the message that s/he started the circle with.

The facilitator asks them to compare the exercise to how information / gossip is spread in the community.

Group discussion

The facilitator explains the next activity to participants. Once the participants are in groups, each group has to discuss the following issues:

- elements for a community code of conduct
- mechanisms for resolving problems
- disciplinary actions to guide misconduct
- persons to act as a disciplinary committee and problem resolution mechanism

The Report Back

Groups present their reports, each report is discussed and synthesised. The synthesis is amended and finalised.

Module 14

Relationship between people's own plans and other national / regional plans

Definition / Rationale

A community does not exist in isolation from other communities, regions or the country as a whole. Events occurring at a macro level impacts directly on the lives of people and therefore it is necessary to link micro level planning into the broader issues of the macro level.

Different communities have common problems and our task is to link up communities so that a process of consultation and strengthening takes place.

Objectives

- to help people understand national and political context of their plans
- to encourage consultations and insist on dual accountability
- to develop critical awareness of current scenarios and in the process formulate our own position
- to develop independence
- to assist the communities to embark on local strategies and link into the strategies of other communities where this is possible and desirable



Method

- consultative meeting
- collage of the region's plans
- debates
- group work
- lectures

Before the actual workshop or consultative meeting it is necessary to discuss with the committee and others which organisations, groups and individuals should be invited to attend. Once this task has been completed, and agenda and programme defining the objectives of the workshop / meeting are discussed and finalised.

Workshop agenda (proposal)

- welcome and a statement about the objectives of the meeting
- background to the PPP process that the community is involved in
- speakers from the invited organisations, groups and communities. Each should be given a specific time for their presentation
- discussion and questions
- presentation of our plans
- group discussion involving everyone. The groups are asked to consider our plans in relation to:
 - the programme of the various organisations
 - the other communities
 - the national political strategies

After the discussion in groups, participants are asked to present their reports. The facilitator together with participants attempt to synthesise the points and list areas of difference.

Collage

The participants make a big collage of all the current plans of communities and organisations in the region.

Lecture

One guest makes an input / lecture on the current political situation. At the end of the lecture small buzz groups are formed to discuss the content and identify areas of disagreement and agreement.

The facilitator asks for two volunteers from each "camp" (agreement and disagreement) to debate with the speaker.

Consolidation

Large sheets of paper is pasted on the walls around the room and participants are asked to each come and write, draw or paste a picture that represents their own view on the political period.

A committee is selected to synthesize the view into a statement.

Checklist and monitoring

- pre-workshop meeting
- invitations to participants

**ADDITIONAL
READING
MATERIAL**

**DEVELOPMENT IS
A PROCESS
BY WHICH THE MEMBERS OF A SOCIETY
INCREASE THEIR PERSONAL AND
INSTITUTIONAL CAPACITIES
TO MOBILIZE AND MANAGE RESOURCES
TO PRODUCE SUSTAINABLE AND JUSTLY
DISTRIBUTED IMPROVEMENTS
IN THEIR QUALITY OF LIFE
CONSISTENT WITH THEIR OWN ASPIRATIONS.**

NORTH-SOUTH WHO SUBSIDIZES WHO?

NET TRANSFER: FINANCIAL RESOURCES

1981	North to South	\$42.6 billion
1988	South to North	\$32.5 billion

Foreign debt service of Southern Countries:
\$200 billion per year

NET TRANSFER: ENVIRONMENTAL RESOURCES

United States, Soviet Union, Japan and
West Germany:

14% of world population.
Consume 53% of commercial energy
and a comparable share of important metals.

United States:

5% of world population
24% of worldwide carbon dioxide emissions

EARTH'S THREE SOCIO-ECOLOGICAL CLASSES

OVERCONSUMERS <i>1 billion</i>	SUSTAINERS <i>3 billion</i>	MARGINALS <i>1 billion</i>
Consumer Class (cars-meat-disposables)	Living Lightly Class	Marginal Subsistence Class
<p>Travel by car & air. Eat meat based diets. Drink bottled water and soft drinks. Extensive use of packaged, disposable products. Live in spacious, climate controlled, single family residence. May have vacation home. Substantial discarded waste. Maintain image conscious wardrobe.</p>	<p>Travel by bicycle & public surface transport. Eat healthy diet of grains, vegetables and some meat. Drink clean water plus some tea and coffee. Use few prepackaged foods. Live in modest, naturally ventilated residences, with extended/multiple families. Recycle most waste. Wear functional clothing.</p>	<p>Travel by foot, maybe donkey. Eat nutritionally marginal or inadequate diet. Drink contaminated water. Live in rudimentary shelters or in the open. Produce negligible wastes other than own excrement. Wear second hand clothing or scraps.</p>

TWO VISIONS OF DEVELOPMENT

GROWTH-CENTERED

Material Consumption

Wants of Rich

Firm

Competition

Export Markets

Absentee Ownership

Borrowing/Debt

Specialization

Interdependence

*Environmental Costs
Externalized*

*Free Flow of Services,
Materials and Capital*

PEOPLE-CENTERED

Human Well-Being

Needs of Poor

Household

Community

Local Markets

Local Ownership

Conserving / Saving

Diversification

Self-Reliance

*Environmental Costs
Internalized*

*Free Flow of Information
& Technology*

FOUR RESPONSES TO POVERTY

	1.	2.	3.	4.
A. Causes of the problem.	Circumstances beyond the control of local people. Natural Disasters. Bad Luck.	Lack of education. Lack of resources, causing low standards of living. Inadequate technology.	Exploitation. Domination. Oppression. Alienation.	Inadequate structures and values.
B. Goals.	To relieve suffering.	To raise production. To provide technical skills. To develop self-reliance.	To challenge and overcome oppressive and exploitative structures.	To develop a new culture and build alternative economic, political, legal and education structures.
C. Service Programs.	Famine relief. Refugee centres. Care of Disabled and Aged. Child care. Clinics for curative medicine.	Technical training in agriculture and in health care. Income producing activities. Home industries, savings and credit societies.	Trade unions. Political parties and movements. Conscientization programs.	Conscientization. Alternative structures. Co-operatives, Workers Councils, Cultural programs. New forms of Education and Management.
D. Type of change Involved.	<p>FUNCTIONAL CHANGE</p> <p>◀ ▶</p> <p>Non - conflictual models.</p>		<p>STRUCTURAL CHANGE</p> <p>◀ ▶</p> <p>Conflictual models.</p>	
E. Type of Leadership.	Strong reliance on Authority.	Consultative.	Shared but delegation of authority from the base up.	Animation: Enabling Participatory. Shared Responsibility
F. Inspiration.	Charity. Help the poor. <i>I was hungry and you gave me to eat...</i> Matthew 25	Help people to help themselves. Vatican II. <i>Gaudium et Spes</i> <i>Do unto others as you would have them do unto you.</i> Matthew 7:12	Liberation Theology Denouncing Evil Announcing Good Blessed are those who hunger and thirst for what is right. Matt 5:6	A new relationship between all people and with the Earth. <i>Behold I make all things new.</i> Rev 21:5
G. Type of service.	WELFARE	DEVELOPMENT	LIBERATION	TRANSFORMATION

STRATEGIES OF DEVELOPMENT ORIENTED NGOS: FOUR GENERATIONS

Generation

	FIRST	SECOND	THIRD	FOURTH
<i>Relief & Welfare</i>	<i>Relief & Welfare</i>	<i>Community Development</i>	<i>Sustainable Systems Development</i>	<i>People's Movements</i>
Problem Definition	Shortage	Local Inertia	Institutional & Policy Constraints	Inadequate Mobilizing Vision
Time Frame	Immediate	Project Life	Ten to Twenty Years	Indefinite Future
Scope	Individual or Family	Neighborhood or Village	Region or Nation	National or Global
Chief Actors	NGO	NGO + Community	All Relevant Public & Private Institutions	Loosely Defined Networks of People & Organizations
NGO Role	Doer	Mobilizer	Catalyst	Activist / Educator
Management Orientation	Logistics Management	Project Management	Strategic Management	Coalescing & Energizing Self-Managing Networks
Development Education	Starving Children	Community Self-Help	Constraining Policies & Institutions	Spaceship Earth

NGO THEORY OF POVERTY: MOVING UPSTREAM

PEOPLE ARE POOR BECAUSE...

● **GENERATION 1: Relief and Welfare**

... they are in need. Give them what they lack.

● **GENERATION 2: Community Development**

... local inertia keeps them from making effective use of local resources. Provide outside stimulus to activate their innate capacity for self-help.

● **GENERATION 3: Structural Change**

... inappropriate development policies and structures force them into a condition of dependence. Change these structures and policies so the poor have the opportunity to overcome their poverty.

● **GENERATION 4: Mobilizing Vision**

... existing policies and structures are sustained by a development vision that does not recognize the finite nature of our planet's resources and strengthens forces that distort the allocation of those resources. Transform the vision and its underlying values and institutions through a global people's movement.

DEVELOPMENT AS TRANSFORMATION

THREE PRIORITIES

1. Develop diversified, integrated, self-reliant, sustainable national economies oriented to the basic needs of the domestic population.

2. Reduce overconsumption of environmental resources in the North and by the wealthy of the South.

3. Support international cooperation between people and governments in solving problems that people share in common.

EMPOWERING VERSUS DEPENDENCY CREATING MODES OF PROGRAM DEVELOPMENT

PROGRAM DESIGN IS:	Evolving-Collaborative & Process Oriented	Static-Expert Dominated & Blueprint Oriented
BEGINS WITH:	Problem Solving Action	A Formal Plan
INITIATED IN:	Village	Capital City
PRIMARY RESOURCES ARE:	Local people & resources	Central Funds & Technicians
TECHNOLOGY IS:	Indigenous-Scientific	Scientific
GROWTH IS:	Gradual-Organic	Rapid-Mechanistic
ERRORS ARE:	Embraced	Ignored or Buried
THE SUPPORTING ORGANIZATION:	Is Built from Bottom-up	Already Exists or is built from Top-Down
ORGANIZED BY:	Interdisciplinary Team	Technical Speciality
STAFF DEVELOPMENT CENTERS ON:	Continuous ongoing Supervised Assessment of Field Experience	Didactic Pre-service Classroom Training & Refresher Courses
EVALUATION IS:	A Continuous Performance Oriented Self-Assessment Process	Judgmental, Intermittent, External, and Expert Dominated
LEADERSHIP IS:	Strong, Sustained, Individual Inspired and Motivating	Limited, Rotating, Positional, and Controlling
SOCIAL ANALYSIS IS USED TO:	Define and Improve Program	Justify Plans and Meet Evaluation Requirements
MANAGEMENT'S FOCUS IS ON:	Improving Sustainable System Performance	Spending Budgets and Meeting Project Deadlines

DEFINITION OF CONCEPTS / TOOLS USED IN GENDER DIAGNOSIS

GENDER AND SEX

Sex identifies the biological differences between women and men. Gender identifies the social relationship between women and men. It therefore refers not to women or men but to the relationship between them, and the way this is socially constructed. Gender relations are contextually specific and often change in response to altering economic circumstances.

GENDER ROLES

Gender Planning recognises that in most societies low-income women and men are involved in reproductive, productive, community managing and community politics activities. The nature and extent of their involvement in each activity reflects the gender division of labour in a particular place at a particular time. The gender division of labour is a dynamic relation which must be reflected in gender diagnosis.

Reproductive role: Child bearing and daily child rearing responsibilities and domestic tasks primarily done by women. In some societies, men may have occasional customary domestic tasks (eg house building). It includes not only biological reproduction but also the reproduction of the labour force and social reproduction.

Productive role: Work done by both women and men for pay in cash or kind. It includes both market production with an exchange value, and subsistence / home production with actual use value, but also potential exchange value. For women in agricultural production this includes work as independent farmers, peasant wives and wage workers.

Community managing role: Activities undertaken mostly by women, but also by men, at the community level, as an extension of their reproductive role, to ensure the provision and maintenance of scarce resources of collective consumption, such as water, health care and education. This is voluntary unpaid work.

Community politics role: Activities undertaken at the community level mostly by men, but also women organizing at the formal political level, within the framework of traditional decision-making structures or national politics.

GENDER NEEDS

Women and men have different needs, because they have different roles in society. It is useful to distinguish between two types of gender needs.

Practical Gender Needs (PGNs) are the needs identified by women and men which arise out of the customary gender division of labour. PGNs are a response to immediate perceived necessity, identified within a specific context. They are often concerned with inadequacies in living conditions such as water provision, health care, employment.

Strategic Gender Needs (SGNs) reflects a challenge to the customary gender relations and imply change in relationships of power and control between women and men. SGN's which women identify arise from women's recognition and challenge to their subordinate position in relation to men in their society, for example, equal access to employment, equal pay, equal legal rights. SGN's which men identify arise from men's recognition and challenge to their exclusion from domains which customary male roles impose and which contribute to the perpetuation of women's subordination, for example, sharing childcare. SGNs are context-specific.

POLICY APPROACHES

Policy approaches to low-income Third World women have shifted over the past decade, mirroring shifts in macro-economic development policies and open to a gender critique. Five different policy approaches can be identified, each categorized in terms of the roles of women on which it focuses and the practical and strategic gender needs it meets.

Welfare: Earliest approach, 1950-1970. Purpose to bring women into development as better mothers. Women seen as passive beneficiaries of development. recognises the reproductive role of women and seeks to meet PGNs in that role through top-down handouts of food aid, measures against malnutrition and family planning. Non-challenging and therefore still widely popular.

Equity: Original WID approach, used within 1975-1985 UN Women's Decade. Purpose to gain equity for women in the development process. Women seen as active participants in development. Recognises reproductive, productive and community managing / community politics roles, seeks to meet SGNs through direct state intervention giving political and economic autonomy, and reducing inequality with men. Challenges women's subordinate position, criticised as Western feminism, considered threatening, not popular with governments.

Anti-poverty: Second WID approach, toned down version equity 1970's onwards. Purpose to ensure women increase their productivity. Women's poverty seen as problem of underdevelopment, not of subordination. Recognises productive role of women, seeks to meet PGNs to earn an income, particularly in small-scale income generating projects. Most popular with NGOs.

Efficiency: Third, and now predominant WID approach, particularly since 1980's debt crisis. Purpose to ensure development is more effective and efficient through women's economic contribution, with participation seen as associated with equity. It seeks to meet PGNs to earn an income while relying on the reproductive, productive and community managing roles, and elasticity of women's time. Women seen entirely in terms capacity to compensate for declining social services by extending their working day. Very popular.

Empowerment: Most recent approach articulated by Third World Women. Purpose to empower women through greater self reliance. Women's subordination seen not only as the problem of men but also of colonial and neo-colonial oppression. Recognises reproductive, productive and community managing and community politics roles, seeks to meet SGNs indirectly through bottom-up mobilization of PGNs. Potentially challenging.

although avoidance of Western feminism unpopular except with Third World women's NGO's.

{Adapted from Moser C. 'Gender Planning in the Third World: Meeting Practical and Strategic Gender Needs' in World Development, Vol 17, No 11, 1989

WHAT IS WOMEN'S DEVELOPMENT AND HOW TO ACHIEVE IT

Women's development has to be multidimensional and integrative. It has to be a process of changing all those structures, institutions, ideologies which perpetuate women's unequal status. The process includes all of the following.

1. Making women's contributions to society visible: that is showing that women in addition to being deliverers of children and home-makers are farmers, labourers, artisans, professionals etc., they have always been involved in production, and their contribution to GDP has always been major.
2. Making women and society recognize the knowledge, capabilities and skills that women have had and still have to manage and maintain humanity.
3. Creating social environment which gives women self-esteem and self-confidence.
4. Providing opportunities for girls and women to realise their full potential and to have choices and not to be pushed into only a few traditional roles.
5. Anabling women to take decisions about their own lives: whether, when and whom to marry, whether and when to have children, whether and what to study. Also to take decisions about family matters, community and national affairs.
6. Facilitating an awareness amongst women and men about girls and women's genuine needs, their status within and outside the family, their rights and responsibilities, and the resources available for development.
7. Providing facilities and resources available to women to meet their basic needs of food, clothing, shelter and their special needs in health and security.
8. Providing women access to and control over means of production, property and other resources and control over income.

STRATEGY TO PROMOTE THE PROCESS OF WOMEN'S DEVELOPMENT

The process of women's development must be one of empowerment.

The work has to be done at both micro and macro levels; at the community, and decision-making and planning levels.

1. Form women's groups to be the main vehicles of change. This creates solidarity, enhanced self-image and self-confidence which is fundamental for women working for change.
2. Provide access for women to information on legal rights.
3. Change negative images of women seen in the media as in films, TV, magazines, newspapers etc.
4. Change social and religious customs and practices which perpetuate the belief that women are inferior and that they have to be confined to few roles. This needs awareness for both men and women.
5. Create opportunities for women in education, practical skills training especially in non-traditional areas and employment with equal pay. Reservations in education and employment for women will be necessary for some years. Facilities, eg hostels and child care, have to be created for women students and working women.
6. Affirm women's indigenous knowledge of health and nutrition, agriculture etc.
7. Provide new knowledge to increase their control over their own bodies, health and reproduction.
8. Reform legal and economic structures to give women access to and just control over productive resources, assets and property.
9. Stop the process of marginalization of women in agriculture, animal husbandry, forestry, etc. and re-integrate them into these areas of mainstream development.
10. Reduce women's drudgery both inside and outside the home. Boys and men should share the equal burden of domestic and other work.
11. Develop appropriate technology to reduce the burden of work of women.
12. Scrutinize the working conditions of women workers within development and all line agencies to ensure increasing participation of women in policy decision making positions in these organizations.
13. Increase financial and other resources for programmes for women.
14. Give special attention to the health of girls and women in the reproductive period and ensure adequate food for women during the entire life cycle and at all levels of physical work.

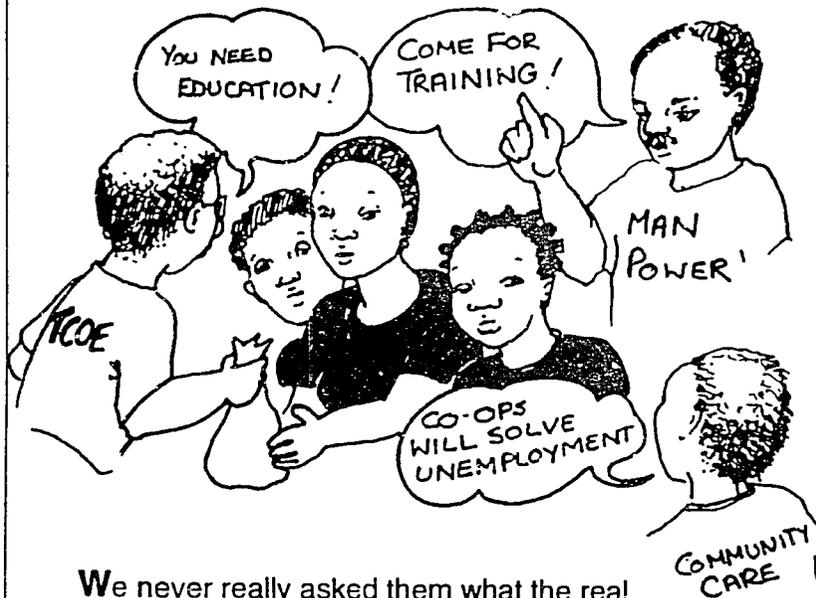


EDUCATIONAL PROJECT

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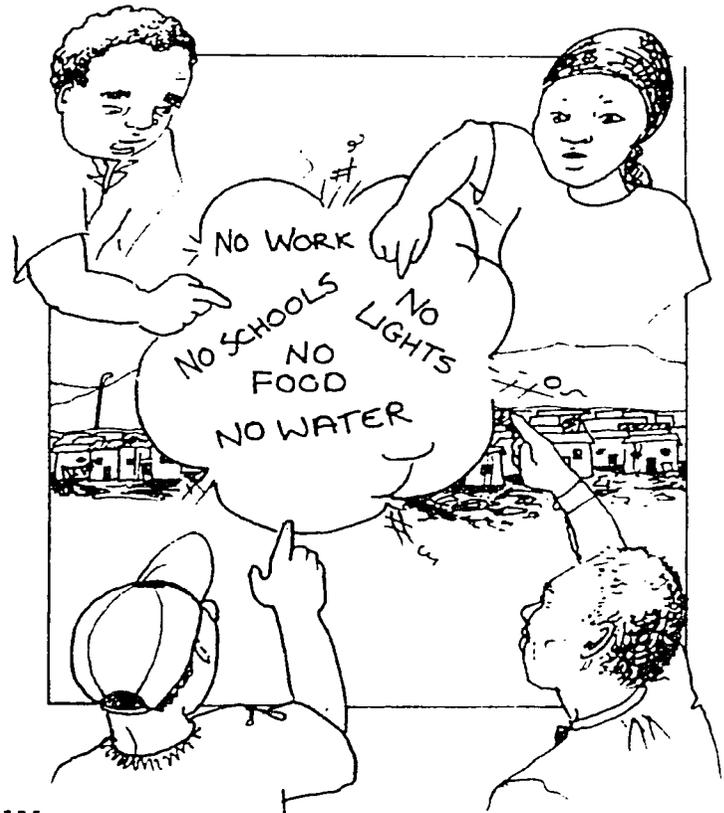
Masifundise, like many other organisations has worked in the community. We have gone into various townships, rural areas, villages and squatter communities to work with people to overcome their problems.



We never really asked them what the real problems were. We assumed that it was the programmes like education bursaries, co-operatives and literacy that people needed.

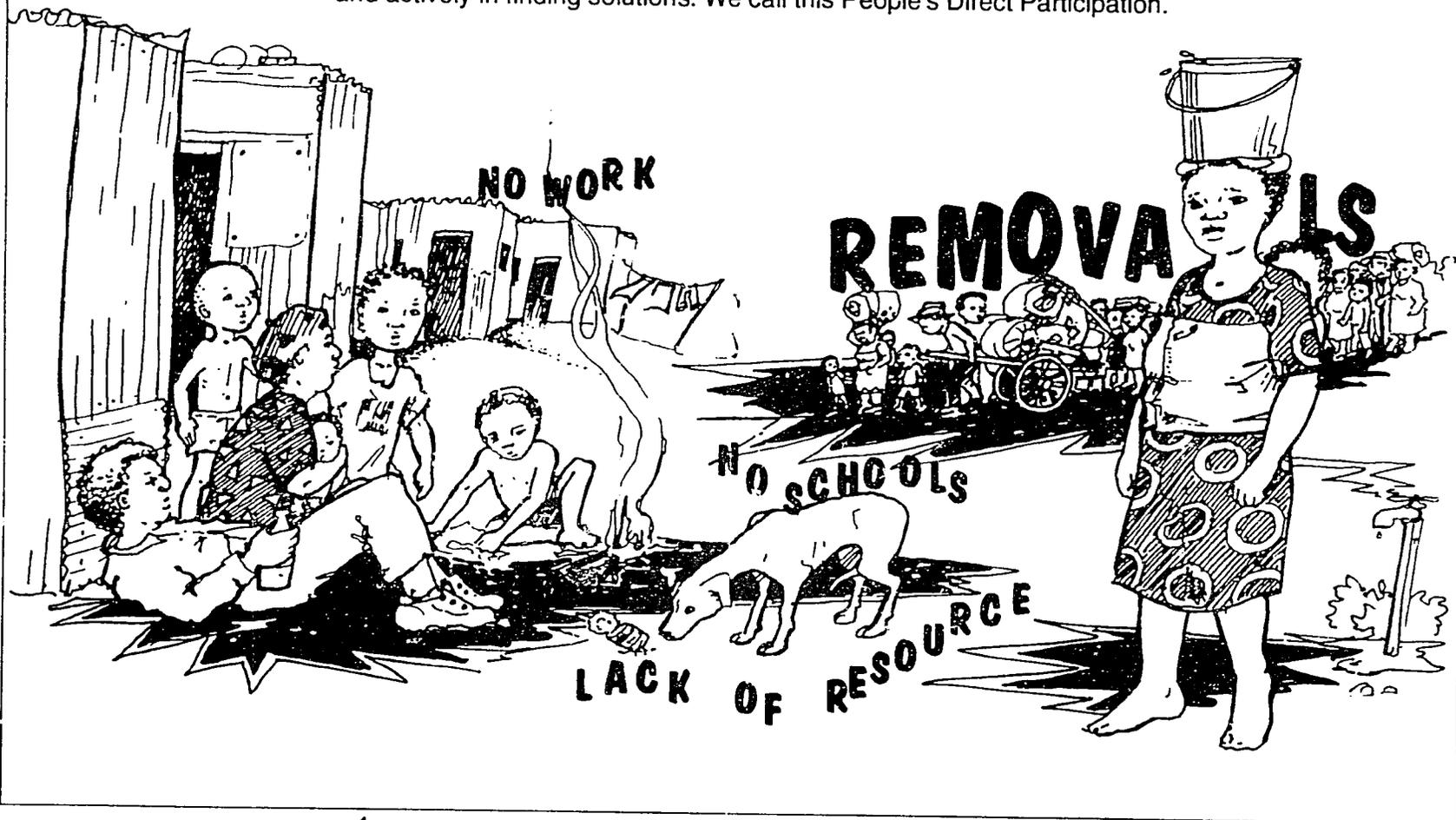
Many other organisations act in the same way

We would go into various communities to deliver our ready-made solution. We would act on behalf of the people and make decisions for them.



We have come to realise that our approach creates dependency. We believe that real development will only happen once the whole community is involved.

We think people are capable of making decisions about their lives. Our task is to involve everyone in a process of analysing the problems, understanding the causes of the problems so that the whole community can participate fully and actively in finding solutions. We call this People's Direct Participation.





Our approach is to consult everyone, to involve everyone, to help the community realise they have the skills and the potential to carry out decisions and a plan of action they have collectively decide on.

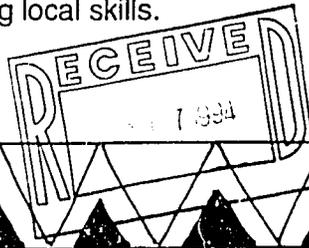
People's Direct Participation helps the community to be independent. It unifies people.

What is People's Direct Participation

People's Direct Participation is that of a community who has taken responsibility for their own development, for changing and controlling their lives.

People's Direct Participation is a process whereby the community decides on what to prioritise and how to go about solving the problems of no child - care, no facilities, lack of services like water, electricity, schools, clinics etc.

Our task is to support the initiatives, to encourage independence, to promote participation and direct action through training and developing local skills.



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