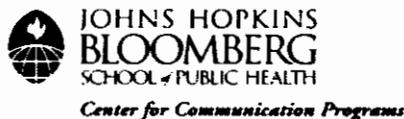




DN-ADB-261

**Africare**



**Final Report Summary  
of the  
ICH REFLECT Training of Facilitators Workshop  
(Annual Report Appendix D Section 2)  
July 1, 2003 to June 30, 2004**

**Liberia Improved Community Health Project  
USAID Grant No. 669-CA-00-03-002**

**Submitted to:**

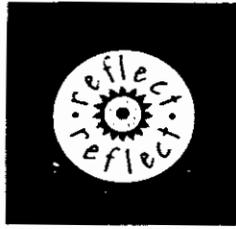
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**October 2004**



# **IMPROVED COMMUNITY HEALTH PROJECT (ICHP)**

## **REPORT ON REFLECT TRAINING OF FACILITATORS WORKSHOP**

**HELD AT GANTA, NIMBA COUNTY AND SALALA, BONG COUNTY**



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## **Executive Summary**

The Improved Community Health (ICH) Project of Africare – Liberia is a USAID funded reproductive health care initiative that aims at achieving improved primary health care delivery for deprived groups and communities. The project, which primarily targets women of reproductive age and children under five years of age, is being implemented through local partner organizations, in three counties of Liberia – Montserrado, Bong and Nimba.

As one of its key strategies, the project builds the capacity of health workers, and community facilitators to ensure sustainable and comprehensive health care at the clinic and community levels. It seeks to achieve this by empowering clinic staff and community members, with the skills, confidence and vision to work for improvements in their own health situations. In line with this strategy, the project organized a REFLECT Training of Facilitators workshop for some of its health workers, and those selected by the communities to serve as facilitators.

Broadly, the TOF aimed at increasing the capacity of health workers, supervisors at the clinic level and those selected by the communities as facilitators. Thereby creating an atmosphere of effectively working within these communities in gathering and analyzing data for community program planning and implementation; and to develop community generated Action Plans for effective participatory monitoring and evaluation. More specifically, it sought to introduce participants to the REFLECT Methodology and basic facilitation skills.

The two fourteen day training sessions in Ganta and Salala were attended by forty-nine participants, twenty-nine from Nimba and twenty from Bong. In Salala, there was one participant each from 5 clinics, the Phebe Community Health Department (CHD) and thirteen communities. The training covered various topics, using a range of participatory facilitation methods and approaches. Some of the topics covered were REFLECT, Development and Health, Literacy, Adult Learning Context, Development and Reflect, Conflict and Peace, Gender, Participatory Rural Appraisal (PRA), Linking PRA to Literacy and Numeracy and the Management of REFLECT Circles.

The objectives of the workshop and the expectations of participants were largely met as assessed by participants. Apart from acquiring new and useful skills with to work with communities to explore and understand their situations, and take practical problem-solving actions, participants learned valuable lessons for community development. Some of the lessons are summarized below:

- Everyone has some experience and knowledge that have been accumulated through different challenges and the adoption of different strategies to deal with challenges. As a result new things are learnt each time one interacts with others because everyone's experiences are unique. Therefore participation of all will yield higher results.
- Each community is unique. One solution to a problem in a particular community may not work for other communities. Community members have very useful ideas to contribute towards solving their problems. What they need is the space to think and talk about their problems.

- Every community has useful resources which value had never been considered in project implementation.

## **Background**

The Improved Community Health Project (ICH) is a reproductive health care initiative that aims at achieving improved primary health care delivery for deprived groups and communities. The project, which has women of reproductive age and children under five years of age as its primary targets, is being implemented through local partners in three counties of Liberia – Montserrado, Bong and Nimba. It is funded by the USAID and implemented by a consortium involving Africare (as the prime contractor), John Hopkins University Center for Communications (CCP) and Morehouse School of Medicine.

The project is focused on six technical areas: i. malaria; ii. childhood immunization; iii. reproductive health; iv. HIV/AIDS; v. nutrition, micronutrients and breast-feeding; vi. control of diarrhea diseases.

Capacity building of health workers and civil society is one of the project's three strategies to realize the goal of comprehensive health care at the clinic and community levels. In line with this strategy, the project organized a fourteen days per county REFLECT Training of Facilitators workshop for its health workers and those selected by the communities in Bong and Nimba Counties.

## **Rationale**

Sustainable health care delivery is the goal of the ICH project and its partners. This goal, the project believes, can be attained if approaches used in working with groups and individuals, as well as health workers, empower them with the skills, confidence and vision to work for improvements in their own health situations. To achieve this, the level and quality of target communities' participation in decision-making and other processes that affect their lives should be high. The expected result of this process is that it will ensure project efficiency and effectiveness, through increased ownership and sustainability of its interventions. In view of this, the REFLECT TOF workshop was organized to start the process. And this process is for equipping project clinic staff, health workers at county level and those selected by the communities with skills to effectively empower communities to embark on self-reliant health promotion and development, by continuously analyzing their situations and taking action to improve on them.

## **GANTA**

### **Participation**

Out of the total number of participants, one was staff of Africare-Liberia's Ganta Field office. The remaining participants were the acting county health officer, two district health officers, one county health administrator, eight Officers-in-Charge and clinic staff of five clinics and sixteen community facilitators of eight communities. Of the twenty participants, nine were female.

### **Participant Expectations**

Participants of the workshop had various expectations: make new friends, gain knowledge, understand and apply REFLECT methods, learn new ideas, be able to share with others, be certificated, Africare should take the recommendations into consideration, be able to work with our

communities effectively, community programs will commence soon, knowledge learnt will change the community, participants will receive sitting fees, participants will serve as agents of change at their community

## **SALALA**

### **Participation**

A total of twenty health personnel and community facilitators participated in the training workshop. They comprised health worker from clinics, supervisors Phebe Community Health Department Phebe (CHD), and Community facilitators from various field clinics and communities.

Out of the total number of participants, three were OICs, two clinic support staff, two Community Health Department Officers of Phebe, and thirteen community facilitators of seven communities. Male participants constituted a larger group than females. While the males numbered fourteen, the females were six.

(See Appendix "A2" for list of participants)

### **Participant Expectations**

Participants of the workshop had various expectations: to improve work; to know how to work with community in order to transform (change) them from good to better; to know what "REFLECT" is; to have new approach to the community; to learn to be patient with community members; to be able to evaluate oneself; community members will be involved in their own well being; Community will know their own importance; community will know their roles and responsibility; facilitators will clearly explain the lessons; we will serve as agents of change of the community; to make new friends; learn new ideas; learn to work with the people and not for them;

### **Workshop Objectives**

The general objective of the training workshop was to build the capacity of health workers and those selected by the communities as facilitators. Thus creating an atmosphere of effectively working within these communities in gathering and analyzing data for community program planning and implementation; and to develop community generated Action Plans for effective participatory monitoring and evaluation.

More specifically the training had the following objectives:

- Introduce participants to REFLECT methodology
- Trained to facilitate basic PRA techniques;
- Able to link PRA to literacy and Numeracy
- Able to develop units
- To do community mobilization and develop self-help strategy;
- Able to facilitate REFLECT process
- Able to develop Plan of Action for the establishment of a REFLECT Circle.

## **Training Content**

The training involved a number of topics and activities. While the topics provided the principles behind the methodology and its techniques, the other workshop exercises helped participants to link the principles to practice. Below are the topics and exercises:

- The Tree of my Community
- Introduction to REFLECT
- Literacy
- Adult learning context
- Development & Health
- Conflict & Peace
- Introduction to Community Mobilization
- Gender, Development & REFLECT
- Introduction to PRA (discussions, simulations and field exercises)
- Linking PRA to Literacy & Numeracy
- Unit Development
- Field Exercise

## **Training Methodology**

The training made use of range of participatory methods: the facilitation approach was employed, making use of techniques such as:

- Brainstorming
- Group exercises
- Group and plenary discussions
- Field exercises
- Field Trip
- Interactive presentations/lectures
- Stories, games and songs.
- Daily workshop evaluations by participants.
- Energizers

These techniques afforded participants to relate all discussions to health delivery and other community development activities. This resulted into creative methods of community development and ideas among participants. In addition, it served as a basis for identifying skills and other techniques for creating the space/environment for participation and eliciting the active participation of community members in particular.

## **Training Materials**

Among other materials used for the training were the following:

Flip board	Chalks
Flip chart paper	Scissors
Card boards	Masking tapes
Note pads	Miscellaneous local materials: stones, leaves, sticks, empty tins, papers, etc.
A-4 paper	Video and cassettes
Markers	
Pens	

## **Evaluation of the Training Workshop**

Forty-eight participants evaluated the training workshop. They assessed the workshop by rating the following issues as **Very Good, Good or Poor: Participation, Facilitation, Time Management, Venue of the workshop, Food, Achievement of Workshop Objectives** and the extent to which **Participants Expectations** were met. Lessons learned by participants as well as their suggestions for improvement of future such workshops were also stated.

## **Lessons Learned by Participants**

At the end of the training participants listed a number of lessons they learned during the training. Most ranged from believes and attitudes, approaches to community development, the identification of troublesome individual within communities and how to handle these situations/persons. A few of these bear some similarities but yet they emphasized different aspects as the result of the cultural/traditional background of the two dominating ethnic groups, the Maro and Gio in Nimba County and Kpelle in Bong County.

## **General Recommendations**

### **The Program**

REFLECT program should be designed based on the community assessment, analysis of problems and Action Points. It should be flexible to allow community members the chance to think broadly about situation or conditions and possible solution for improvement in their communities. In order to ensure lasting positive effects of REFLECT program, focus should not be limited to the achievement of program output objective as set at the office but include those from the community action point documentation.

### **Community Sensitization**

Community involvement into REFLECT program will largely depend on an effective and efficient community mobilization. This information sharing must clearly state the objective, benefits or expectation of the program. This strategy will yield a substance REFLECT program.

### **Facilitator Motivation**

The facilitator remains the pivot around whom the REFLECT circle revolves. The REFLECT process can take a lot of the facilitators' time. His/her motivation to perform is therefore very crucial. What motivates facilitators however very from simple words of appreciation to the payment of incentives. However payment of incentives would best done through Reflect Management Committees/Community Development Committees. But just coming out of a conflict in which many have lost their livelihoods, communities may not be able to provide incentives to facilitators immediately, Therefore for at least 3-6months small incentive could be provided base on performance. Another suggestion is that Africare could support the provision of incentives to facilitators through income generating activities such as garden project, Seed money can be provided for a revolving loan scheme, and part of the interest used to provide incentives for facilitators. Other similar strategies like support to community football league, video club can be explored.

## **Facilitators Meeting and Refresher Training**

Periodic meetings should be held for facilitators and supervisors. This is held to enable facilitators share their experience-challenges, best practices, etc. They are also avenues for the discussion of common issues observed by supervisors and sharing of emerging issues. The frequency can be reduced (to bi-monthly or quarterly), as facilitators get confident with the process. Refresher trainings should also be held to address challenges faced by facilitators and on new development topics as may be needed. This should be held yearly at the beginning. An annual conference could be held where the best community and community facilitators are provided with Yellow Star.

#### **Provision of Training Materials to Circles**

The initial contribution from the donor will enhance the start-up of REFLECT Circles. To sustain materials supplies, community contribution is vital; this can be made possible through Agriculture productivities or income generation activities. Donor's support to begin community gardens projects and income generation activities will sustain community REFLECT program. REFLECT Circles will include literacy which require stationery, lighting etc.

#### **Supervision**

Regular supervision of REFLECT program at the community level should be carried out for problem solving, proper implementation, especially during the first three months of the program start up. Health workers at the clinic level are trained as supervisors to monitor the community facilitators. A system should be put in place to monitor the supervisors.

#### **Involvement of Local Partners**

Reflect programs in many parts of Africa as well as those implement by international NGOs in Liberia are implemented through local partners and supervised by the IGNO who serve as donor. Therefore Africare should follow the same for effective supervision, monitoring and continuation when donor support phase out. Two local partners could be contracted one for Bong and One for Nimba and the community development specialist serve as the monitor from the Africare who is the donor.

#### **Provision of Logistics**

The provision of motorcycles with maintenance and constant supply of fuel oil will enable health workers from clinics to carry out supervision and monitoring of REFLECT Circles while in those communities for outreach immunization and other community activities. REFLECT circles especially those with literacy component need regular and intensive supervision.

#### **Training**

A separate training for supervisors in supervisory techniques, will empower them to effectively supervise and adequately manage the REFLECT program in the catchment's communities. This training should include Report and Proposal writing. PRA training for staff of clinics where REFLECT circle are not established.

#### **Management of Circles**

REFLECT management committees are usually formed and tasked with the coordination of REFLECT activities. Their roles and responsibilities are however found to be similar to those of the Community Development Committee (CDC). Where they exist it might not be necessary to create a REFLECT committee as that may result in creating a parallel structure. What may be

required is to appraise the performance/capacity of the existing CDC and adopt strategies to strengthen them. Where they are non-existent, the community should be encouraged to form one.

### **Support for Action Point Implementation**

This process raises high expectation of communities. Proposals could be written by community facilitators and supervisors and revised with the assistance of implementing agency for outside funding. Communities should also link with other members of the communities who are outside, e.g. Monrovia, USA etc. to fund Action Points. Resources at the community level are mobilized for community contribution. Other contributions could be made by implementing agency with keen consideration to avoid dependency thus promoting sustainability.

### **Monitoring and Evaluation**

This process can be done by community members especially the management committee, facilitators, donor agency, local partners and even participants of REFLECT circles. Communities should be encouraged to set indicators for every action point planned. These indicators are what the implementation of project will be measured by.

### **Closing**

The workshop was formally closed in the afternoons of August 12, and September 6, 2004 respectively.

In Ganta three personalities joined participants in the brief closing ceremony. These personalities were Mr. Luke L. Bawo Jr. Field Coordinator, Africare –Liberia Field Office, Mr. Sheriff, USAID, Dr. Adams Lincoln, and USAID Health Coordinator. Two of the personalities made very brief but useful remarks to close the workshop.

Dr. Adam Lincoln expressed happiness that the workshop was held. He stated that though Africare delayed in holding this training, it was his hope that the delay would afford them the opportunity to learn from the mistakes of other organizations that have implemented REFLECT. He challenged participants not to let the skills acquired remain with them but to use these skills to transform and empower communities to demand their due from all stakeholders. Citing examples from Uganda, he assured participants that the REFLECT methodology is a potent tool for ensuring this transformation. He contended however, that this would be achieved only if participants cultivate the right attitudes for its application.

The Chief of Party of the Improved Community Health Program Ms. Claudette Bailey, in her remarks during the Salala Bong County closing, commended participants for their effort and commitment in keeping with the intensity and volume of the course. She used the opportunity to reiterate her expectation that participants would, as soon as possible, make the best use of the principles and skills acquired in their respective areas of work. It was her conviction that the effective application of the principles and skills would contribute to sustainable self-reliant peace building and development of Liberia. Certificates of participation were presented to participants there after.

### **Conclusion**

On the whole the workshop went well. Activities planned for the period were all carried out as scheduled. Participation was active, lively and useful, as participants exchanged a lot of ideas. Some participants of the workshop were observed lagging behind in appreciating the principles of REFLECT, Participatory Rural Appraisal and Action Point Planning. As the result of these Facilitators had to make themselves available at all times including nights, and extra time had to be given them at night and on Sunday to catch up. They were very excited about the new skills and perspectives gained. What is required now is for them to put what is learnt into practice, and refresher training especially for supervisors so as to improve upon their facilitation skills.

### **Resources**

ICH REFLECT TOT Report-May 2004, Action Aid ABC of REFLECT Brochure, Action Aid Ghana REFLECT Training Guide, REFLECT Mother Manual, Diompilor REFLECT Trainer's Manual, Video Cassettes ( Lines in the Dust, A Bridge to Heights)

## **WORKSHOP OBJECTIVES**

The general objectives of the TOF workshop was to build the capacity of health workers and community facilitators at project clinics and community levels to effectively work with their communities, to gather and analyze community problems and take action for sustainable development. Also the workshop was held to enable communities facilitators and supervisors to establish and properly manage REFLECT programs at their communities..

The specific objectives of the workshop are indicated below:

- Introduced to REFLECT methodology
- Trained to facilitate basic PRA techniques;
- Able to link PRA to literacy and Numeracy
- Able to develop units
- To do community mobilization and develop self-help strategy;
- Able to facilitate REFLECT process
- Able to develop Plan of Action for the establishment of a REFLECT Circle.

## **SESSION TWO**

### **THE TREE OF MY COMMUNITY**

Objectives: Participants will be able to:

- Draw a Tree representing their community
- Describe the community history
- State future plans for working with their community.

Methodology: Participants were put into groups according to their communities to do an exercise of drawing a tree of their community depicting the historical events, issues, or infrastructures, the present realities and what they hope their communities will be like after studying and understanding the REFLECT methodology. The roots represent the history and infrastructure that existed in the

community before 1990, the stem represents the community history during the war (1990-2004) and the leaves and bud represent the future plans for development.

## **GROUP PRESENTATIONS**

### **SESSION THREE**

#### **INTRODUCTION TO REFLECT**

**OBJECTIVES:** To enable participants to:

- Explain REFLECT
- Explain the features of Reflect
- Discuss the formation of REFLECT CIRCLES

**Methodology:** presentation, and discussion

#### **WHAT IS REFLECT?**

It is a Process that involves the usage of tools like Maps, Trees, Calendars, Diagrams, etc for empowering communities to identify, understand and address their needs and concerns.

**RE** -Reintegrated

**F** - Freirean

**L** – Literacy through

**E** - Empowering

**C** - Community

**T** - Techniques

#### **FEATURES OF REFLECT**

#### **HOW DID REFLECT START?**

It started in 1993, when Action Aid conducted an action research project in Latin America, Asia and Africa in response to past failures in literacy campaigns throughout the world. The project explored the possible use of Participatory Rural Appraisal techniques for Adult Literacy Program. This research led to the development of the REFLECT approach.

#### **Piloted countries:**

1. Uganda
2. El-Salvador
3. Bangladesh

#### **ACHIEVEMENTS OF PILOT**

Participants gained self-esteem

Participants were able to read and write in their local languages.

Participants were part of decision-making communities.

## **HOW TO START A REFLECT PROGRAMME?**

A person wishing to start a REFLECT Program, should firstly meet the community he/she intends to work with and explain the objectives and the benefits of the program. This is called community sensitization.

## **WHO ARE PARTICIPANTS/MEMBERS?**

Participants or members are adults who have expressed interest in reading, and writing and development of their community. They may range from 15 years to over 65 years.

## **WHO ARE THE FACILITATORS?**

Facilitators are normally volunteers who lead the group in discussions, graphic constructions, reading and writing. They also serve as the link between the group and the wider community.

## **SELECTION CRITERIA:**

Facilitators who are either male or female should be:

Permanent residence of the community or close to it:

Above 15 years;

Able to read and write English, similar ability for a local language is an added advantage;

Respected by the community

Has good moral behavior

Ready to work as a volunteer

Etc...

## **Monthly Meetings**

These are very important for the smooth running of the circles.

The facilitators should meet every month to share experiences, discuss the tools constructed in the circles and help solve problems they may be facing.

## **WHAT HAPPENS IN A REFLECT CIRCLE?**

The circle size should not be more than 30 participants to enable the facilitator to handle the circle effectively. However, other community members are allowed to participate during the PRA although they may not form part of the reading and writing group?

The participants should decide when they want to have sessions or meetings. The time could range from 2 – 4 times per week, 1 1/2 – 2 hours per meetings, in addition to the day they meet for PRA sessions.

The PRA sessions normally last for 2 -3 hours. This has to be done in the day. It could be in the morning or afternoon. Discussions are held in relation to water, sanitation, rainfall, education, population, etc. The six friends; what? Who? How? When? Where? What else? are used by the facilitator to lead the discussions.

At the end of the discussions, participants would have identified possible solutions to the problem discussed and would have come to a point of action. Participants plan together how they are going to implement the action for solving the problems.

Participants on the agreed days, with the help of the facilitator, will learn to read and write their language. They already know the language well enough. What they do not know is how to match the letters and the sound.

### **WHO WILL BE IN CHARGE?**

REFLECT circles need effective supervision to make them work well. Supervisors are therefore selected and trained in the methodology just as the facilitators to monitor and provide on the spot support.

### **EVOLUTION OF REFLECT**

Reflect started as a unique approach to adult literacy and numeracy, but it has gone beyond this to involve the empowerment of communities in various ways such as conflict and peace building, agriculture, infrastructure etc.

### **ESSENTIALS OF REFLECT**

- No primer
- Involves the development of a facilitator's manual
- Involves construction of graphics on the ground using PRA techniques
- Uses visual cards
- Involves transfer of graphics onto sheets of papers and into participants cop books.
- Literacy work is based on discussion of graphics
- Involves taking action

### **PRINCIPLES OF REFLECT**

#### **Power and voice**

- Aims to strengthen peoples capacity to communicate by whatever means of communication are most relevant or appropriate to them

#### **A Political Process**

- Reflect is based on the recognition that achieving social change and greater social justice is a fundamentally political process. It seeks to help people in the struggle to assert their rights and change their position in society.

#### **Democratic Space**

- Creates a space in which everyone's voice is given equal weight. This challenges local cultures and the power relationships and stratification that have created inequality
- REFLECT builds on learners existing ore indigenous knowledge, skills and experiences
- REFLECT stimulates participants to analyze their reality, ask questions and look for answers
- Promotes collective learning among participants and builds solidarity, so that together they can realize their vision

- Strengthens the value of self-determination and equality and builds self-confidence among learners.
- Learner center

### **Key learning points**

Participant realized that REFLECT is an “eye opener, the way to sustainable development etc”. According to the participants this program will enhance their understanding on how to work with community in generating information for community problem solving. The powerful dominate community decision that affects the voiceless.

## **SESSION FOUR**

### **LITERACY**

**Objectives: By the end of this session participants will be able to:**

- Define literacy
- Identify the benefits of literacy
- Discuss the perception of literate and non Literate

**Methodology:** Group work, discussion and group presentation.  
Participants were put into groups of four to define the word Literacy.

### **WHAT IS LITERACY?**

#### **GROUP PRESENTATIONS**

##### **Ganta participants defined literacy as**

- Group 1      Literacy is the process of learning new things /ideas, language by way of application, reading and writing.
- Group 2      Literacy is the process of knowing how to read and write. The act of being educated.
- Group 3      Literacy is the ability to read and write and identify graphics (diagrams) any language word through better communication.
- Group 4      Literacy is the ability to learn new things through reading and writing.

##### **Salala participants definition of literacy**

- Group 1      An act of being able to read and write.  
An act of changing from one stage to another by the means of counting and writing.
- Group 2      Is one being able to read, write and have the knowledge of math
- Group 3      Education, Achievement, Reading and writing.
- Group 4      Literacy is the ability to learn new things through reading and writing.

In plenary the group agreed on selected key words for the workshop definition

### **KEY WORDS IDENTIFIED IN THE GROUPS WORK**

- Ability
- Read and Write
- Identify Numbers
- Calculation
- Language
- Counting

#### **Plenary Definition:**

Literacy (In Ganta) – is the ability to read, write, identify and calculate numbers in any language.

Literacy (Salala Participants) – is the act of reading, writing and performing simple calculation.

Participants were again put into groups to discuss their perception about

Perception about non-literate and literate

### **GROUP PRESENTATION**

Group presentation in Ganta

**GROUP** How do you perceive yourself as an Illiterate woman?

- ONE**
- Ashamed to go among people
  - Refuse to associate with educated people
  - Feels betrayed

**GROUP**

**TWO** How do you perceive yourself as an illiterate man?

- As illiterate man, I see myself as a simple man in the community.

**GROUP** How do you perceive yourself as a literate woman?

- THREE**
- I will feel proud in my community.
  - I will be highly respected
  - I will be set as an example in my community.
  - I will not depend fully on my husband

**GROUP** How do you perceive yourself as a literate Man?

- FOUR**
- Feels big and proud
  - Has high hope (high self-esteem)
  - Makes decision for others
  - Feels that he is productive

Feels responsible

Group presentation in Salala

**GROUP** How do you perceive yourself as an illiterate Woman?

- ONE**
- Feels inferior
  - Have bad feelings
  - Regrets of not being educated.

- Always sit in the back ground
- Only few like to take part in public gathering
- GROUP TWO** How do you perceive yourself as an Illiterate man?
  - Consider himself as a lowest in society
  - Feels ashamed and don't take part in community development.
  - He feels that he isn't important in society.
  - Not willing to take part in group meeting.
- GROUP THREE** How do you perceive yourself as a literate woman?
  - Big
  - Above others
  - Respectful
  - Agent of change
  - Role model
  - Very important
  - Good care takers
  - Think positively
  - Developmental
  - Civilize
  - Helper of others.
- GROUP FOUR** How do you perceive yourself as a literate Man?
  - The voice of the people
  - High self-esteem
  - Civilized
  - Change behavior, culturally and traditionally wise.
  - Dominion power
  - Achievable
  - Leader

## **PLENARY DISCUSSION**

### **Benefits of literacy**

- Communicate easily
- Improved Living condition
- Promotes development in the community.
- Highly respected in the community
- Exposed to civilization
- Positive Change
- Informed about his/her right
- Positive thinking
- Self-sustainable/reliant
- Accurate record keeping

- Good decision makers
- Farsighted
- Authority over life
- Organized
- Controller/good managers
- initiative

**Disadvantages of illiteracy**

- Culture of silence
- Limited in many aspects of life
- You are nobody in the community
- Powerless
- Dependent
- Low paid jobs
- Servants
- Reduce to mere housekeeper
- Unskilled laborer

**SESSION FIVE**

**ADULT LEARNING CONTEXT**

**Adult Learning**

Learner's objectives: At the end of this session participants will be able to:

- List the characteristics of Adult learning
- Identify problems faced by adult learners
- Suggest solutions for problems faced by adult learners

**METHODOLOGY:** Group work, discussion and group presentation

Participants divided into four groups to answer the following questions:

1. Who is an Adult?
2. How do adults learn?
3. From whom do adult learn?

Later the four groups were then merged to form two groups, group one and three, and Group two and four.

Presentations made by the groups were then summarized as follow

Who is an Adult?	How do adults learn	From whom do adults Learn?
18 and above	Listening	Friends

Make good decision One who is responsible Married Good moral conduct	Discussing Experiences Seeing	Children Elders
---	-------------------------------------	--------------------

**Plenary definition of an adult:** A person aged 18 and above, with good moral conduct responsible, married and makes good decision.

Participants were later put into four groups to discuss problems faced by Adult learners and suggest solution to problems

### Problems faced by adult learners

#### Merged Ganta and Salala Group Presentations

Problems	Suggested Solution
➤ Shame	➤ Help them overcome home problems and shame.
➤ slow in learning,	➤ Be patient and take time to teach them
➤ disturbed by home problems,	➤ Teach them their own language
➤ lack of interest,	➤ Teach by sharing ideas and experiences, seeing and doing things.
➤ language barrier	➤ Establish Reflect circles in communities
➤ difficult to learn new language	➤ Counseling
➤ slow to learn in formal class teaching.	➤ Practice family planning methods (space your children)
➤ Fear	➤ Make better use of what you earn.
➤ Having many wives and children	➤ Simple message and language and let them be a part of decision making
➤ Low income (worry about school fees)	➤ Write as clearly as possible
➤	➤ Need to be encouraged.
➤ Feels that he is old to learn	➤ Quiet, well lighted environment.
➤ Poor eye sight	➤ Know the benefit
➤ Worried about family	➤ Counsel about social problems
➤ Difficulty in writing and reading at the beginning of the school.	➤ Willing and interested
➤ worry about school fees	
➤	

➤ Suitable meeting time

### **Summary of group presentation**

From who do adults learned, and what are the senses used in adult learning?

Adult learned from	Senses used in Adult Learning
Adult, watching show, visiting friends, Experience, business, doing, attending church services, culture, traveling, children, Job they do, Reading, Visual Aid, drama	Seeing, Hearing, feeling, smelling and Tasting.

## **SESSION SIX**

### **DEVELOPMENT & HEALTH**

Objectives: At the end of this session participants will be able to:

1. define development and Health
2. Identify and discuss factors that promote or hinder health and development
3. suggest solutions to address the hindrances to development and health
4. link health to development

Methodology: Group work, discussion and group presentation

Participants were divided into four groups to prepare a graphical presentation of what they consider as development and under development communities; Healthy and unhealthy communities See appendix C for graphic construction.

In plenary participants merged key ideas for development and health to define development and health as:

1. Development is the process of working together to improve community living standard.
2. Health a state of complete physical mental, social, and Spiritual well being but not only the absence of disease.

### **WHAT FACTORS PROMOTE DEVELOPMENT?**

### **WHAT FACTORS HINDER DEVELOPMENT?**

### **SUGGEST SOLUTIONS TO PROBLEMS OF DEVELOPMENT**

#### **Participants' presentation on development**

Factors that promote	Factors that hinder	Suggestion for improving
----------------------	---------------------	--------------------------

#### development and health

- Unity,
- Good leadership
- Education
- Respecting each other
- Safe drinking water
- Taking children for vaccines
- Attending clinic
- Keep surrounding clean
- Having pit latrine
- Proper waste disposal
- health education
- Balanced diets
- Health delivery service

#### development and health

- Disunity
- Laziness
- Illiteracy
- War/conflict
- Bad government policy
- Lack of money
- Bad road
- Corruption
- Lack of communication
- Poor hygiene
- Unsafe water
- Unbalanced diets

#### development and health

- Establishment of **REFLECT** circles
- discourage corruption
- Discourage war and disunity
- Respect community members' view
- Promote agricultural project
- Choose a leader that has interest in development
- Keeping our surrounding clean.
- Make vaccines available
- Provision of safe drinking water
- Building of clinics
- Building of latrine

### **PLENARY CONCLUSION**

Development is a process not an event. It involves improvements not only in the condition under which people live but also the ability of people to bring about desired changes in their conditions. It should be seen not only in tangible things (like the provision of infrastructure, bridges, schools, health facilities) but also in intangible things (like the ability of people to communicate or speak out, the space for people to participate etc.). People can cause the desired changes in their conditions on a much more sustainable basis if their ability is strong or strengthened.

#### **How does development promote health?**

Development brings about changes that improve the living condition and behavior of the community members. Togetherness and common understanding brings development. Development and health are linked because without health development is hindered whereas lack of development hinders also health living.

### **DAY FOUR**

#### **SESSION SEVEN**

#### **CONFLICT AND PEACE**

**OBJECTIVES:** By the end of this session, participants will be able to:

- Define conflict
- Identify factors that cause conflict
- State three elements of conflict dynamics
- Define peace
- Describe the ways to build peace
- Discuss the benefits of peace
- Determine the connection between peace building and development.

**Methodology:** Group work, discussion and group presentation

Participants are put into four groups to discuss, and later the groups were merged to form two groups to discuss the following.

**In plenary participants defined conflict as**

**1. What is Conflict?**

- A misunderstanding among group of people
- A condition that exist or emerges between people as a result of disagreement and dissatisfaction
- An opposing forces due to disagreement
- A two opposing idea in a story
- War

**2. Identify factors that cause conflict as**

- Bad leadership
- Disadvantage/ Disrespect
- Corruption
- Lack of social justice/ Oppression
- Discrimination
- Land dispute
- Power greed
- Violation of human rights
- Unfaith Married Couples
- Tribal issues

**Presentation: The Dynamics of Conflict**

**NOTE:** conflict by its very nature is complex, dynamic and progress from one stage to another

**3. The four elements of conflict dynamics are:**

- **LATENT PHASE OF A CONFLICT:** Parties may be unaware of the existence of the conflict. Also, maybe aware but don not know what to do. The conflict needs to be brought in to the open before it can be effectively address

- **ESCALATING PHASE:** The conflict is gradually getting out of hand and has become very visible and may require action to address both the **ROOT CAUSES** and the causes of the **VISIBLE EFFECT**
- **CRISIS PHASE:** The violence is now uncontrollable
- **POST-CRISIS PHASE:** Peace building

**Participants in plenary discuss ways to settle conflict**

- Dialogue
- Reconciliation
- Elect good leader
- Avoid corruption
- Prayer

#### **4. Peace Building**

**Methodology:** Participants were put into group of four to discuss the Peace

**The group works were summarize in plenary**

- **What is Peace?**

Together, no war, fight, fear disaster, confusion, hatred.  
Settlement of dispute between parties on time.  
Living together in unity.  
Respecting the rights of others.  
Love each other  
Absence of war or conflict.

- **How can we build peace?**

Forgiveness  
Unity  
Respect  
Reconciliation  
Obedience/acceptance  
Identify & discuss the root cause

- **How can we make peace to be effective/ long lasting?**

- Communication, respect the view of others, respect laws/norms of society, respect others rights, deliver justice, provision of basic needs.

- **Discuss the benefits of peace.**

- Job opportunities
- Health care

- Education
- Agricultural improvement
- Improved roads
- Free movement
- Security
- Freedom of speech

#### **5. Discuss the connection between peace building and development:**

Plenary discussion of those things that are common to both Development & Health:

Education  
 Pit Latrine  
 Safe drinking water  
 Good health care delivery system

#### **Generally:**

- Peace building precedes development
- Peace building creates an environment for people to work towards development
- Reconciliation, honesty, transparency etc. acquired through peace building speeds up development
- Peace promotes coexistence and common purpose for development.
- One cannot separate Development & Health.

### **SESSION EIGHT**

#### **COMMUNITY MOBILIZATION**

**Objectives:** At the end of this session participants will be able to:

- Describe a community
- Discuss Community mobilization
- List the steps in mobilizing a community
- Discuss factors that promotes or hinder community participation

#### **METHODOLOGIES:**

- **ROLE PLAY**
- **GROUPWORK**

Participants were put into two groups to do a Role-play each on community Mobilization, one on a poor mobilization and two on a good mobilization.

Participants were divided into two groups to do a Role play each on community Mobilization. The first group to role play poor mobilization and the second to role play good mobilization.

#### **Role Play**

##### **First Role play**

A social worker enters the town and talks to one of the elders of the community to inform the chief and elders of the community that he would like to have a meeting with the members of that community.

The town chief informed the elders and members of the community of the upcoming meeting. They all converged at the town hall on the stipulated time and date and waited for this social work but the social did not go for the meeting until community members got impatient and begun leaving for their farms

### **Second Role Play**

A social worker enters the town and talks to one of the elders of the community to inform the chief and elders of the community that he would like to have a meeting with the members of that community.

The town chief informed the elders and members of the community of the upcoming meeting. They all converged at the town hall on the stipulated time and date and waited for this social work but this time the social worker came before the stipulated time and assist to gather the members to the meeting. He was very patient in his presentation, respectful and clearly explain the objective of the meeting to the community members allow them to ask question.

**Participants were later put into five groups to do the following tasks:**

#### **GROUP WORK**

1. What is a Community?
2. What is community mobilization?
3. What are the importance of community mobilization
4. List the steps in community mobilization
5. What are the factors that promote or hinder community participation

#### **Group One**

##### **What is a Community?**

A community is a group of people living together and working together with one understanding towards a common goal.

#### **Group two**

##### **What is community mobilization?**

- Talking with the community.
- Make them take initiative
- Create awareness
- Encouragement
- Sharing information

#### **GROUP THREE**

##### **What is the importance of community mobilization?**

- It makes people to pay attention.
- It will give the people opportunity to share ideas or to voice out their feelings.
- It prevents waste of time/resources
- It makes the people to cooperative and united.
- Enhances development
- Identification of resources
- The project will be successful

**GROUP FOUR**

**List the steps in community mobilization**

1. Notify the community (letters, messages, announcement)
2. Allow town crier/chief to announce the schedule of meeting
3. Gather community people
4. Make follow-ups
5. Explain reason for visit
6. Meeting
  - Be patient
  - Avoid proud ness
  - Use local language
  - Be present and on time allow community view
7. Tell them thank you for everything.

**GROUP FIVE**

**What are the factors that promote or hinder community participation?**

<b>PROMOTE</b>	<b>HINDER</b>
Respect the view of community members Be a good role model Speak at the level of the people Be friendly, calm	Bad leadership Bad manner of approach Not being on time Corruption Do not play with peoples wives/husbands Lack of leadership ability Failure of past project Lack of resources Mismanagement Failure to identify with community culture and tradition (dress code, norms)s Dissatisfaction Lack of education Weakness of members Misinformation

**In plenary, the participants agreed that community participation is increase if mobilization steps are properly follow as presented in the group works. Clearly stating the objective of the mobilization and allowing dialogue amongst the community members.**

## **SESSION NINE**

### **GENDER, DEVELOPMENT AND REFLECT**

**Methodology:** Group work and plenary discussion

**Objectives:** By the end of this session participants will be able to

Define Gender

Explain how gender issues affect development

State the reasons why Gender is a development concern.

List ways of incorporating gender into development and Reflect.

### **GROUP WORK**

Participants were put into groups to list the workload of women and men

In plenary the group works were merged as:

#### **Women**

- Caretaker
- Fetch water and prepare the house
- Prepare food and wash clothes
- Break wood and do fishing
- Control food in the home
- Wash clothes
- Break wood and do fishing
- Control food in the home
- Brush\*
- Plant
- Weed
- Harvest
- Tort loads
- Distill oil (Shared responsibility)

#### **MEN**

- Caretaker
- Brush farm
- Harvest palm
- Set trap/hunting
- Fell trees
- Men are decision-makers
- Tuition payment
- Build house

### **Roles and Responsibilities common to Men and Women**

Family head

Care taker

Bread winner

Cooking

Washing

Brushing

Gardening

Fishing

**In Plenary, though participants realize that there are share roles and responsibilities but analyze the work load of women to be more than men:**

**Presentation:**

**GENDER is roles, responsibility accredited to male and female in society that are learned. This is not the biological makeup of male and female.**

**How do the roles and responsibility of Gender affect Development?**

1. Women workload stops them from attending development meet ng
2. Can't contribute to development because of workload
3. Work keeps women unaware of happenings in community
4. People's work schedule may not allow them to attend meetings.

**State why GENDER is development concern**

1. Women have no time to improve self
2. Women do not have the opportunity to take part in development activities
3. The formation of women groups in community encourages development
4. Men do not want to spend time on things affecting women
5. Loaded down with rest of carrying for children have no time part take in other activities
6. The more the children the greater the suffering for the children and community

**How do you incorporate gender into reflect and development**

1. The formation of women groups in community encourages development
2. Explain the objectives and benefits of REFLECT Circle
3. Give responsibility to women
4. Respect views of women in the REFLECT Circle and developrrent meetings.
5. Properly plan the meeting time with everyone's involvement.
6. Reduce the workload of women by encouraging men to help wcmen with the house work.

## **SESSION TEN**

### **PATICIPATORY RURAL APPRIASAL (PRA)**

**OBJECTIVES: By the end of the session, participants will be able to**

Explain the concept of participatory rural Appraisal.

State the uses of PRA

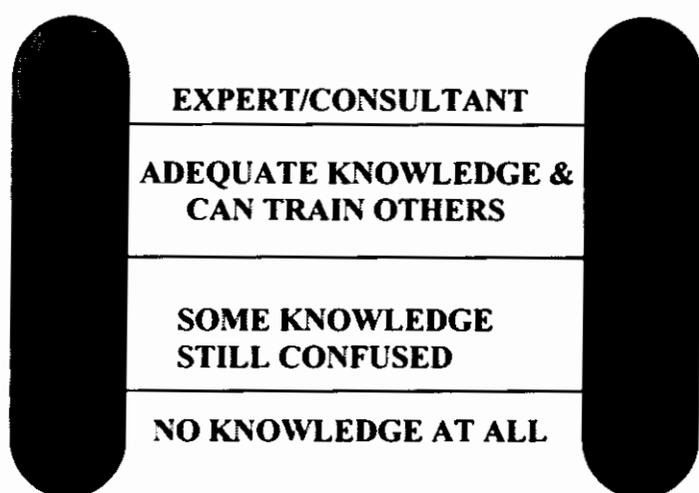
Describe at least four (4) features of PRA

List at least seven (7) advantages of PRA

List one disadvantage of PRA.

### **PRA KNOWLEDGE LADDER**

Participants were asked to evaluate their knowledge in PRA



STATISTICS OF THE WORKSHOP'S PRA LADDER	
<b>Ganta, Nimba County</b>	
NONE	- Expert/Consultant
ONE (1)	- Adequate knowledge & can train others
SEVEN (7)	- Some knowledge still confused
Twenty (20)	- No knowledge at all

#### **Statistics of the Workshops PRA Ladder**

##### **Salala, Bong County**

None- Expert/Consultant

One (1)- Adequate knowledge and can train other

Two (2) – Some knowledge but still training

Seventeen (17) –No knowledge at all

#### **Methodology: Lecture, Demonstration and discussion**

##### **WHAT IS PRA?**

##### **Answers from participants:**

- Helps the community to do for themselves what they were not able to do.
- Method used to assess the needs of the community with the participation of the community.
- Method use to identify community development project.
- Method used to help community own problem and find solution.
- Method of community to undertake their own development.

### **As defined by the Facilitator:**

PRA is defined as participatory rural appraisal. It is also referred to as Participatory Rural or Rapid Assessment, Participatory Learning and Action (PLA). PRA is a family of approaches and methods. Which enable rural people to present, share; analyze their own existing reality to plan and to act. This method is referred to as being participatory because it supports a process of learning between Rural/Local people and development workers and the larger community.

### **CONCEPTS OF PRA**

Help communities in organizing their knowledge and skills.

Helps to identify community strengths and weaknesses.

Make community to investigate their problems and find solution themselves.

Help to improve the socio-economic condition in a community.

It has to do with, dialogue, analysis, action and change with the involvement of the people.

### **USES OF PRA**

**Participatory Rural Appraisal can be used for:**

- Feasibility studies
- Identifying priorities for development
- Needs assessment
- Getting new information to implement activities
- Monitoring and evaluating development activities

### **FEATURES OF PRA**

**Some features of PRA are:**

- Cross-checking(triangulation)
- Observation
- Interview/discussion
- Dialogue

### **SOME ADVANTAGES OF PRA**

- Participants own the information generated.
- PRA creates awareness and the needs for change
- Meaningful information is obtained
- Enable participants to identify available resources
- Participants are actively involved in the process.
- Enable participants to analyze and initiate action.
- It helps the comparison of the past present and future

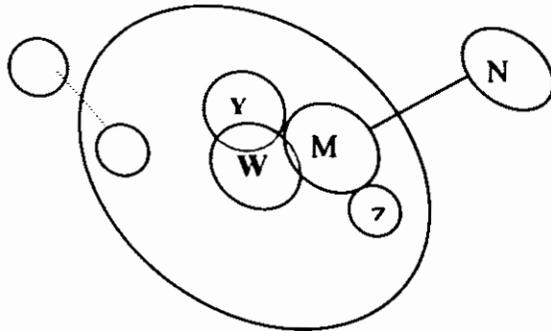
### **DISADVANTAGE**

- Time bias

### **PRA TOOLS**

**TRANSECT WALK** – Taking a walk across a section of a community with a local guard to observe, investigate historical milestones, soil, vegetation, source of drinking water etc.

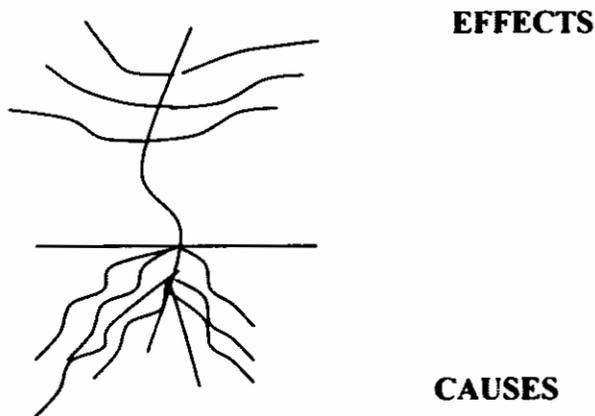
**VENN DIAGRAM** – Use to identify key institutions and the extend of their collaboration/relationships with each other and /or in the community, their level of authority or importance among them, external structures that impact the life of the community people as well example NGOS.



**PRINCIPLES BEHIND THE USE OF CIRCLES IN VENN DIAGRAM**

Size of Circle shows:  
Importance, scope, sense of ownership, belonging over la

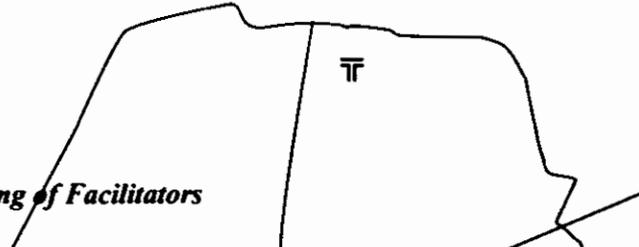
**TREE** – use to analyze conflict; determine income and expenditure of people or governance.

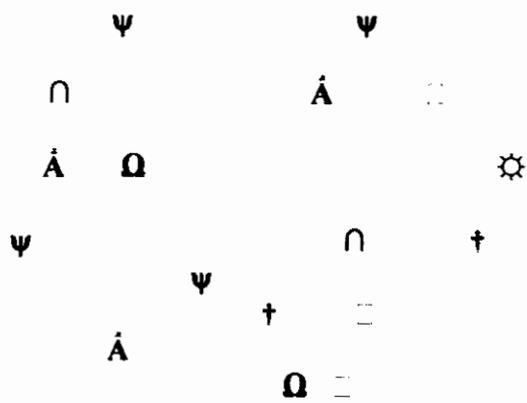


**MAP** – Use to investigate resources or population. Examples of maps that can be used are:

1. Community map
2. Resource map
3. Household or population map

**THE COMMUNITY MAP**





**CALENDARS** – Use to show various seasons occurring during a period of time. Representing issues over a period of time and examples are:

1. Rainfall calendar
2. Agriculture calendar
3. Seasonal calendar
4. Food availability calendar

**CALENDAR**

	.	..	...	....	.....	.....	.....	.....	.....	.....	.....	.....

**MATRICES/CHARTS** – Comparing two or more variables. Also use to show severity of problem/ issues, to find commonality or interest.

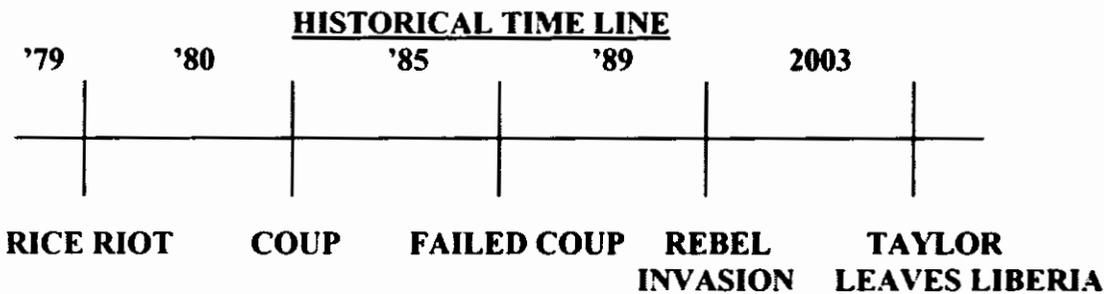
**MATRIX**

NAME	SYMBOL	SCORE	RANK

--	--	--	--

**HISTORICAL TIMELINE** – use to show occurrences of events over a period of time.

In addition to the above participatory tools, drama, role-play, and picture code can also be used to discuss and analyze community problems at decision making levels.



**GUIDELINES FOR PRACTICING PRA**

1. Appear neat and simple
2. Develop a cordial working relationship with community members
3. Use probing questions
4. Be observant and encourage participation.
5. Show interest and be flexible
6. Do not dominate
7. Don't be judgmental
8. Do not underrate the participants' intelligence.

**SESSION ELEVEN**

**PRA Simulation and Field Exercise**

**OBJECTIVES:** By the end of the session, participants will be able to:

1. List the steps in graphic construction
2. Construct a graphic.

**Methodology:** Lecture, Demonstration, Group Exercise and Presentation, field trip and discussion

**STEPS IN GRAPHICS CONSTRUCTION**

1. Identification and preparation of a mapping ground.
2. Prepare ideas for pictures.
3. Look out for local objects e.g. (stones, leaves, sticks, ashes, etc)
4. Agreement on objects. Participants agree on which object represents what.
5. Through discussion learners draw appropriate graphic on the ground.
6. With the help of the facilitator, participants transfer graphic from the ground onto a large sheet of paper.

7. Participants will have to agree that the transferred graphic is a fair representation of the graphic draw on the ground.
8. Participants copy graphic from the large sheet of paper into their exercise books.
9. All graphics drawn must have a date, title and key.

**TRANSECT WALK:** Tours of the workshop environment were held followed by construction of maps of the areas as example of community map. This exercise was done at the compound of the Ganta, United Methodology High school during the Ganta, Nimba County training while Tumutaa was toured during the Salala, Bong County training.

#### **GRAPHIC CONSTRUCTED FROM THE TRANSECT WALK (See Graphic constructed C)**

In plenary, participants discussed the graphics demonstration of the community map.

<b>EASY</b>	<b>DIFFICULT</b>
Transect walk Collecting local materials Sketching of map Location of features Key was easy Drawing of symbols	Transferring of map Sketching of the map Location of roads Locating the structures Matching Local language

### **SESSION TWELVE**

#### **GRAPHIC DISCUSSION**

**Objectives:** By the end of the session participants will be able to:

1. State the steps in graphic discussion
2. Demonstrate graphic discussion

#### **STEPS IN GRAPHIC DISCUSSION**

1. Review graphic to assist participants to identify an issue for further discussion.
2. Use probing questions to enhance the analysis of the issues. The use of the seven friends can be helpful: What? Why? When? What else?
3. Make sure to guide the discussion to arrive at Action point, or solutions of the issues/problems identified from the graphic. At regular interval summarize the discussion and remind participants. Of agreements reached.
4. Document important information or issues arising from the discussion (these information or issues could be shared with the entire community, visitors, supervisors or donors)

#### **SOME SUGGESTED QUESTIONS (Community Map)**

- What are the main facilities that we have in our community?
- Which of those is beneficial to us? And Why?

- What is the present status of the facility?
- What do you like to see improve in the next 6 months?
- What can we do about it?
- Who will be responsible for doing it?
- What aspect can community take on?
- Where will it be done?
- When will it be done?

## **SESSION THERTEEN**

### **LINKING PRA TO LITERACY**

**Objective:** By the end of the session participants will be able to:

1. State the guidelines for reading and writing
2. Demonstrate linking PRA to reading and writing

**Methodology: Presentation and Demonstration**

#### **READING: GUIDELINES FOR BEGINNERS**

- Review graphic with participants in order to get an appropriate generative word as keyword.  
Example pele
- Facilitator divides or breaks the keyword into syllables: pæ
- The facilitator then introduces the vowels and consonants in the keyword
  - 1) start from vowels in keyword æ
  - 2) introduce all other vowels a, e i o u c ε
- Use a method that will make participants remember the vowels easily ( songs, games)
- The facilitator uses vowels in keyword to form the syllabic families examples pa pe pi po pu  
pc pε la ;le li lo lu lc le
- Facilitator helps participants to identify meaningful words from group of words.
- The aim is to get participants to know how to form words using the syllabic families  
example pele ( meaning house in kpelle)
- At each stage write what is learnt on pieces of paper, cardboard and display them on the  
ground for participants to identify
- Facilitator helps participants to write the meaningful word into their exercise books. Make  
sure that participants start from left to right

#### **Guidelines for reading and writing**

1. Review graphic with participants in order to get an appropriate generative keyword. Eg.  
**Lεk**
2. Facilitator pronounces the keyword and writes it slowly and clearly while participants  
observe the process.
3. Facilitator divides or breaks key word into syllables: lε k
4. Facilitator introduces the vowels and consonants in the keyword.

- Start from vowels in the keyword
  - Introduce all vowels
5. Use a method that will help participants remember the vowels easily (i.e. songs, games)
  6. Facilitator uses vowels to form the syllabic families.

la le li lo lu lɔ le  
ka ke ki ko ku kɔ ke

7. The facilitator helps participants to identify meaningful words from group of words formed.
8. Facilitator helps participants to form sentences with meaningful words. For example (a loa lekc ala- in Gio meaning he/she has gone to the clinic/hospital)
9. Do hand exercise with participants using a song or game.
10. Demonstrate writing in the air facing the same direction as participants.
11. Ask individual participants to practice writing on the ground, pieces of paper etc. with the guidance of the facilitator.

### Vowel sound

I	a	e	o
A	e	i	o
Oo	or	air	
U	ɔ	ε	

OR

A	eye at after owl
E	ate eight able <sup>ait</sup> <sup>aim</sup>
I	eat eve even ease
O	out open over old
U	Cool could full pull
ɔ	oil or other 'off
ε	air egg eddoo

CONSONANT CHART				
B	c	d	f	g
H	j	k	l	m
N	p	q	r	s
T	v	w	x	y
Z	kp	gb		

b	bill bake	M	Mate Mate	X	Slove
c	Shoot	n	nail	y	Sale
d	date	P	Pill Pit Pave	Z	ZIP
f	face foil	q	Quick	ny	Yam
g	gate	r	rate	ny	Yam
h	hit hill	S	Sick Sail Sove	nd	Native
k	kill	t	tick	ny	Yam
	Cave	v	Vix	ch	Church
	lake	w	way wave will	mb	made
	live			sh	Shade
	little				

Circle the letter used in the consonant chart during the literacy session in the REFLECT Circle;

b	c	d	f	g	h	j
k	l	m	n	p	q	r
s	t	v	w	x	y	z
ny	ny	nd	ny	ch	mb	jb
sh	ny					

## SESSION FOURTEEN

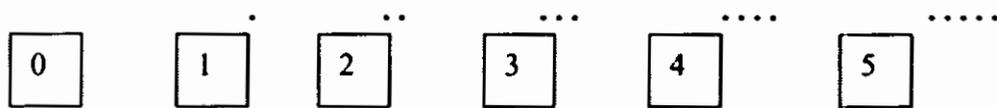
### Linking PRA to Numeracy

Objectives: By the end of the session, participants will be able to :

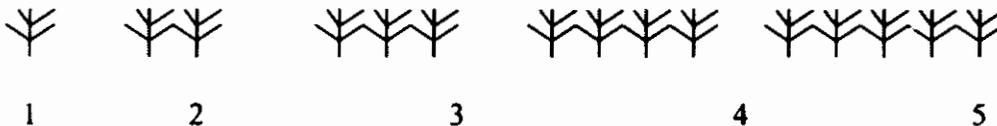
1. List the guideline for Numeracy
2. Use graphics as a foundation for teaching Numeracy
3. Demonstrate skills introducing Numeracy
4. Identify numerals 0-5

### Guidelines for Numeracy

1. Review with participants, objects that can be counted from the graphics eg. Houses, cattle, stone, people, branches etc. You may begin this by making participants to assist in circling set of objects on the graphic.
2. Introduce numerals by writing them against the sets of objects circled on the graphic
3. Clearly write down the sets of objects circled on the graphic and their corresponding numerals on the chalkboard for participants to see for example: (months)



### Examples



4. This method enhances learning as participants can refer to it for easy identification of numbers.
5. Display numerals on cardboard and ask participants to identify them as you mention them.
6. Take participants through hand exercise to relax their muscles and prepare them for writing
7. Ask participants to copy into their exercise books.
8. Go around and supervise exercise and assist participants with difficulties by either using broken lines or holding their hands to write.

## SESSION FIFTEEN

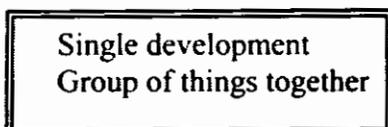
### UNIT DEVELOPMENT

**Objectives:** By the end of this session participants will be able to:

1. Describe unit with in the context of REFLECT
2. List steps involves in unit development
3. Explain the format for developing a unit
4. Practice unit development

**Methodology:** Presentation, demonstration & Group work

**Unit development as defined by participants.**



## Lesson plan

Unit development defined in the context of **REFLECT**

**A unit or lesson is made of sessions based on objectives and these are known as sub-topics. Each sub-topic addresses a particular objective.**

### **STEPS IN UNIT DEVELOPMENT**

1. Problem identification: this can be done in community meeting. Community members will list some major problems prioritize the problem. List some contributing factors and prioritize the problem to be addressed.
2. Objectives; set objectives on the lesson (what you want participants to learn at the end of the session)
3. Graphic Construction: (identify and state appropriate graphic)
4. Discussion (use probing questions that can lead you and participants to come out with an action point)
5. Action Point Documentation: (this is considered to be the implementation point, where activities to be achieved at the end of the PRA discussion are reached. Action point spells out what is to be done, when is it to be done, how it is to be done, where it is to be done and who is to do what)
6. Literacy (reading and writing): Introduce reading and writing following the steps already discussed.
7. Numeracy: write all the steps you will use to teach the session

### **UNIT DEVELOPMENT FORMAT**

#### **PROBLEM STATEMENT:**

Unit Title:

#### **GENERAL OBJECTIVES:**

#### **SESSION ONE: PRA**

- Duration/time
- Materials
- Objectives
- Steps

#### **SESSION TWO: PRA (Discussion)**

- Duration
- Materials
- Objectives
- Steps

#### **SESSION THREE: Literacy AND PRA**

- Duration
- Materials

- Objectives
- Steps

#### SESSION FOUR: Numeracy and PRA

- Duration
- Materials
- Objectives
- Steps

Participants were put into groups to develop Unit using the format for Unit Development. Group presentation on unit development (See Appendix "D")

#### SESSION SIXTEEN

##### ACTION POINT PLANNING

Objectives: At the end of this session participants will be able to:

1. Describe an action point plan
2. State at least two purposes of an action point plan
3. Explain the steps involved
4. Prepare example of an action point plan chart

Action point plan is a summary table or chart of key activity, which need to be done. It includes who will be responsible for each activity, When, Where, How it will be done and the resources needed.

An action plan is prepared by a group to serve as a guide for what to do and how to do it. It also shows step by step of how the project is implemented.

##### Example of Action Point Plan Chart

ACTI ON POIN T	WHAT ACTIVI TY?	WHO'S RESPONSIBI LITY	How will it be done	Wher e will it be done	When it will be done	What resources will be needed	Remarks
Dig one well	Site selection	CDC Chair CHW Environment health inspector Well diggers Chief, elder, youth leader	Visitation of possible site	Zoplay	Aug. 18, 04 Sunday at 3pm	Cutlass Transportation Food	
	Site preparatio n	Youth Well diggers Women Opinion Leader	Clearing of site	Selected site	Aug. 24, '04, Saturday	Food Cutlasses Hoe axes	
	Digging of well	Well digging					

RESOURCES AT COMMUNITY LEVEL				RESOURCES FROM OUTSIDE			
DESCRIPTION	UNIT	COST	TOTAL	DESCRIPTION	UNIT	COST	TOTAL
Cutlasses	3	150	450	-	-	-	-
Transport	1	250	500	-	-	-	-
Food	1cup/house	10	100	-	-	-	-

## SESSION SEVENTEEN

### FIELD TRIP

**Objectives:** By the end of this session, participants will experience the practice of PRA in a real community situation either by facilitating the process themselves or observing the process in an existing REFLECT circle.

#### Process and Methodology

Step 1 – Participants were put into two groups

Step 2 – each group was given a specific PRA tool and assigned a community

Step 3 each group discussed how they would facilitate the construction of the assigned graphic and appointed a facilitator for the field exercise.

Step 4 – participants visited the two communities and carried graphic construction exercises.

While the appointed facilitated the process, the rest observed the process and noted down things that went well and those that need to be improved upon.

Step 5 – The notes on the field were discussed at plenary.

Field Exercise were conducted in the below listed communities as participants work group to practice the PRA and Discussion with the assigned communities.

#### In Ganta Nimba Nimba County

##### GROUP ONE

Tool – Income & Expenditure tree  
Community: Weapa

##### GROUP TWO

Community Map  
Community: Buusie

#### In Salala, Bong County

##### GROUP ONE

Tool-Community Map  
Community: MANSHANSHUE

##### GROUP TWO

Community Map  
Community: Kpakolokoyata

## SESSION EIGHTEEN

### Micro – Facilitation

**Objectives:** By the end of this session participants will be able to:

1. Explain micro-facilitation
2. Use units developed to practice facilitation REFLECT circles

Micro-Facilitation is the process that provides participants how to facilitate or train others. It gives the opportunity of putting into practice the knowledge and skills they acquired during the training process.

### **Process and Methodology**

#### **Steps:**

1. Participants were maintained in the groups they belonged during the group work on Unit Development
2. The selected one of the units they developed and further discussed how the selected unit can well be facilitated.
3. Each group selected 3 members of the group to take turn in facilitation, as the rest of the participants posed as community people.
4. After each group's facilitation, discussions were held in plenary on the strengths and weaknesses of the facilitation.

### **Micro facilitation started**

#### **Plenary discussion on the micro-facilitation (A summary of Group Presentations)**

<b>GOOD</b>	<b>NEEDS TO BE IMPROVED ON</b>
PRA graphic construction	Wrong placement of key
Explanation was clear	Incomplete name or title of graphic
Steps were followed	Discussion did not lead to action point
Linked day activity with previous day	Did not ask probing question
Facilitator was audible	Did not follow the steps (literacy)
PRA discussion	Teaching without visual aid
Introduction	
Encouraged participation	
Confident	
Pronounced clearly	
Persistent (numeracy)	

---

### **Sample Unit Development**

Participants were grouped according to communities and clinics to do a comprehensive Unit Development and prepare an action point plan

## **SESSION NINETEEN**

### **THE FACILITATOR**

**Objectives:** By the end of the day participants will be able to:

1. List qualities of a good facilitator
2. State the roles and responsibilities of a facilitator
3. Identify problems faced by facilitator

### **Process & Methodology**

1. Participants were put into four groups to identify and discuss the qualities of a facilitator, roles and responsibilities of the facilitator, problems facilitators may face and suggested solutions to the problems.
2. The groups made presentations in plenary for discussions

### Questions asked to groups

What are the qualities of a good facilitator?

What are the roles and responsibilities of a facilitator?

What problems might facilitators face?

Suggest solutions to the problems facilitators might face.

Summary of groups' presentation:

### QUALITIES OF A GOOD FACILITATOR

- Able to read and write in English and preferably a local language
- Have interest in the work
- Be respectful and respected in the community
- Be a resident of the community
- Have good communication skills
- Be approachable
- Avoid politics during sessions
- Able to take initiative
- Be receptive to new ideas
- Patient minded

### ROLES AND RESPONSIBILITIES OF A FACILITATOR

- Be able to guide community members in identifying their problems and prioritizing them
- Assist circle members to agree on meeting days and times
- Assist in the organization and formation of a circle
- Prepare lesson notes and facilitate the circle
- Keep record of /on circle
- Ensure that action points are carried out
- Serve as a link between the circle and the community and also community and organizations

PROBLEMS	SOLUTIONS
Difficulty of mobilizing community members	Carryout sensitization clearly stating the objectives of the programme
Community member will or may be resentful	Involve members in scheduling meeting time
Cultural factors (having both male & female to discuss issues)	Have a flexible schedule to change according to needs of members
Some participants are domineering	Respect the culture and norms of the community
Choice of language/dialect	Respect the views of all participants
Inadequate circle logistics	Get the consensus to the group on the dialect to use

	Involve participants to decide how to provide the needs of the circle
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## **SESSION TWENTY**

### **REFLECT / LITERACY COMMITTEE:**

**OBJECTIVES:** At the end of the session participants should be able to:

1. Explain what REFLECT/LITERACY Committee
2. Describe the composition of the Reflect/LITERACY committee
3. State the roles and responsibilities of the REFLECT /LITERACY Committee

### **Process & Methodology**

1. Participants were put into four groups to identify and discuss what a REFLECT committee is what should be its composition and the roles and responsibilities of the committee.
2. The groups made presentations in plenary for discussions.

### **Summary of plenary discussion of participants (groups)**

REFLECT/LITERACY committee is a group of people who are either selected or appointed by the community to voluntarily manage a REFLECT program in a community

The composition depends on the community but guided by the facilitator

The roles/responsibilities of REFLECT/LITERACY Committee:

- To control development aspect of the community
- Link between community and clinic
- Chairs development meetings
- Control development fund
- Effect development project
- Pay volunteers teachers
- Initiate development project
- Accountable to community

## **SESSION TWENTY-ONE**

### **Monitoring & Evaluation**

**Objectives:** At the end of the session participants will be able to:

1. Explain monitoring and evaluation
2. Explain why monitoring and evaluation is done
3. Explain how monitoring is done

### **Process & Methodology**

1. Participants brainstormed on various questions posed by the facilitator: What is Monitoring? Why do we monitor? How should we monitor?
2. Answers given by participants were discussed in plenary and those agreed to were written on the flip chart.

## Out come of plenary discussions on Monitoring and Evaluation

### **What is monitoring?**

- To oversee regularly
- Making sure things go the right way
- Follow-up to correct of there is mistake
- Check & balance; implementation is according to plan
- Track progress
- Examine what is being done over a period of time

### **What is Evaluation?**

Evaluation means to assess, test, cross-check n examine, etc.

### **Why do we monitor?**

- See progress
- Make corrections or adjustment
- Ensure things are going as planned
- Keep record
- Prevent unforeseen problems
- Gather information for better planning
- Check and give feed back

### **Who Monitors?**

- Community members
- REFLECT committee members/CDC
- Facilitators
- Implementing Organization
- County/district authorities
- Collaborators
- Circle members/participants
- Donors

### **What do we monitor?**

- Regularity of meetings
- Action point implementation
- Quality of graphics
- Quality of analysis of issues/problems and their solutions
- Participation of community members
- Records
- Level of utilization of services
- Attitude change
- Impact of project

### **How do we monitor?**

- By starting with a checklist of issues looked for
- Observing

- Measuring inputs against outputs
- Listening/interviewing
- Review of existing records

## **GROUP FOUR/Gbeivonwea Community**

**PROBLEM STATEMENT:** More malaria cases in Gbeivonwea.

Unit Title: Lack of proper disposal of garbage and bushy surrounding.

### **GENERAL OBJECTIVES:**

By the end of the unit participants will be able to:

1. Discuss causes of improper disposal of garbage and cleaning of surrounding
2. prepare an area for proper disposal of garbage
3. clean the surrounding
4. identify two syllable words
5. identify three numerical values

### **SESSION ONE: PRA**

Duration/time 2hours

Materials: Local materials, card posters, markers, pens, pencils

**Objectives:** By the end of the session, participants will be able to:

1. Do the steps in graphic construction

#### **Steps:**

1. Identify and prepare the place for graphic construction
2. Participants go for local materials
3. Facilitator put community members in semi circle
4. Facilitator asks volunteers to draw the map the place local materials in the map that represent garbage disposal and bushy surrounding
5. Volunteers draw pictures representing garbage disposal and bushy surrounding.
6. Participants transfer the map to a poster sheet
7. Facilitator show the map to the community members

### **SESSION TWO: PRA (Discussion)**

Duration: 2 hours

Materials: Graphic, Pencils, Posters, and Pens

**Objectives:** At the end of the session participants will be able to:

1. Come up with an action point

#### **Steps**

Facilitator will review graphic with participants by asking probing questions such as: What, when, who, how, why, where, and what else.

### **SESSION THREE: Literacy AND PRA**

Duration: 2 days

Materials: Posters, markers, pencils, and copybooks.

**Objectives:** By the end of the session participants will be able to:  
Read and write vowels (a, e, i).

**Steps:**

1. Review the graphic with participants to get key words.
2. Facilitator pronounces keywords and writes slowly and clearly.
3. Facilitator will divided the keyword in to syllables
4. Facilitator will introduce vowels and consonants into the keyword
5. Facilitator will help participants to read and write two syllables word.

**SESSION FOUR: Numeracy and PRA**

**Duration:** 2hrs.

**Materials:** Number Cards, posters, pencils, and copybooks

**Objectives:** By the end of the session participants will be able to:

1. Identify objects and count it.

**Steps:**

1. Facilitator will introduce countable objects on the graphic
2. Facilitator will guide participants to count objects from the graphic
3. Participants will count objects from one to three

**Gbeivonwea Community Action Point Chart**

<b>ACTION POINT</b>	<b>WHAT ACTIVITY ?</b>	<b>WHO'S RESPONSIBILITY</b>	<b>How will it be done</b>	<b>Where will it be done</b>	<b>When it will be done</b>	<b>What resources will be needed</b>	<b>Remarks</b>
Gigging garbage pit	Site selection & preparation	CDC, CHW, youth, elders, chief	Visitation of proposed site	Gbeivonwea	Aug. 13, '04 Monday 2: pm	Cutlasses Hoes Shovels	
	Actual digging	Youth	Digging	Gbeivonwea	Aug. 14-16, '04 Tue. – Thur. 9am	Cutlasses diggers Food	
Cleaning surrounding/ community	Cleaning the town	Household/families	Brushing & weeding	Gbeivonwea	Aug. 18-20, '04 Sat.- Mon. 9am	Cutlasses Hoes wheelbarrow	

RESOURCES AT COMMUNITY LEVEL				RESOURCES FROM OUTSIDE			
DESCRIPTI ON	UNIT	COST	TOTA L	DESCRIPTI ON	UNIT	COST	TOTA L
Cutlass	5	100	500	-	-	-	-
Hoes	3	50	150	-	-	-	-
Shovel	2	300	600	-	-	-	-
Wheelbarrow s	5	1,200	6,000				
Food	1 bag rice	1,300	1,300				

**PROBLEM:** Out break of sickness in Gbanla community.

**TOPIC:** Community is not clean

**Objectives:** By the end of this session participants will be able to:

Identify of causes of these sicknesses in Gbanla community.

Discuss the causes of the sickness and what can we do about it.

**SESSION 1:** Graphic construction

Community map

**Duration:** 1 ½

**Materials:** Paper, markers, pens

**Objective:** By the end of this session participants will be able to:

Draw a community map

Discuss the community map

Find ways to solve the problems in the community.

**STEPS:**

Walk around the community

Find a level ground for graphic construction

# IMPROVED COMMUNITY HEALTH PROJECT



## CERTIFICATE OF PARTICIPATION

*This is to certify that*

---

*Participated in a two week REFLECT Training Of Facilitators (TOF) Course sponsored by the Improved Community Health (ICH) Project, funded by the United States Agency for International Development (USAID) and implemented by Africare, John Hopkins & the Morehouse School of Medicine.*

*Given this 12<sup>th</sup> day of August in the year 2004 in the City of Ganta.*

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Catherine Gbozee, Reflect Training Coordinator  
Africare-Liberia

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Claudette C. Bailey, Chief of Party  
ICH Project Africare-Liberia



# IMPROVED COMMUNITY HEALTH



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*Given this 6<sup>th</sup> day of September in the year 2004 in the City of Salala.*

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Catherine Gbozee, *Training Coordinator*  
Africare - Liberia

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Claudette C. Bailey  
CHIEF OF PARTY, ICH Project