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**AUTODIAGNOSIS/COMMUNITY
SELF-ASSESSMENT WORKSHOP:
PAKISTAN NGO INITIATIVE**

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LIST OF ACRONYMS

AKU	Aga Khan University, Karachi
BASICS	Basic Support for Institutionalizing Child Survival Project
EPB	Expanded Program for Breastfeeding
NGO	Non-governmental Organization
PNI	Pakistan NGO Initiative
PRA	Participatory Rural Appraisal (sometimes called RRA or PLA)
TAF	The Asia Foundation
USAID	United States Agency for International Development
VIPP	Visualization in Participatory Planning

EXECUTIVE SUMMARY

Purpose

The purpose of the visit was to assist with the facilitation of a workshop on the autodiagnosis/ community-self-assessment process. The purpose of the workshop was to increase the capacity of staff of various non-governmental organizations to implement participatory approaches in their project areas.

Activities

The workshop was held over six days in Islamabad and Murree and included three field visits for participants to practice their skills. The first few days were spent drafting the final agenda, making final arrangements and working with the local facilitators. Twelve people from eight NGOs participated in the workshop. There were five facilitators and one logistics coordinator during the workshop. The field visits took place within the project area of Appna Sehat, one of the participating NGOs.

Conclusions

- The orientation of the workshop shifted from promoting participation as a means to achieving specific health objectives, to participation as an end in itself. This is consistent with The Asia Foundation's goals for the NGO initiative.
- The workshop was quite successful in beginning the process of re-orienting some of the NGO staff to participatory approaches. In some cases, this will involve a fundamental shift in the way that activities are decided within the NGOs. The implications of this may not be fully appreciated by all the NGOs, which makes the follow-up workshops and field visits critical to the success of this approach.
- Each of the participants will try some of the procedures in their own project area before returning to the next workshop.
- The next workshop was tentatively scheduled for May 20-22 at Sungi Development Foundation in Abbottabad. The facilitators will meet on May 19 to plan the agenda for the workshop.
- Kausar Khan and Rashida Dohad are planning to participate in all of the other workshops and will hopefully be able to make field visits to each of the NGOs.

PURPOSE OF VISIT

The purpose of the visit was to assist with the facilitation of a workshop on the autodiagnosis/ community-self-assessment process. The purpose of the workshop was to increase the capacity of staff of various non-governmental organizations to implement participatory approaches in their project areas.

BACKGROUND

The Pakistan NGO Initiative (PNI) supports non-governmental organizations to address critical social development areas in education, health and community organization—areas targeted by the Government of Pakistan in its Social Action Program. The overall purpose of the PNI is “to strengthen NGO capacity to work with local communities to access/deliver improved social sector services,” especially in maternal health, child survival, female education, and family planning. The two grantees are The Asia Foundation (TAF) and Aga Khan Foundation (AKF). However, USAID recognized that the grantees did not necessarily possess the range of technical expertise (particularly for maternal and child health) needed to achieve the stated project objectives. For this reason, USAID capitalized upon existing expertise in its global projects (MotherCare, BASICS, and Wellstart/EPB) and named the three as “collaborating partners” to provide technical assistance to the grantees.

The technical assistance proposed includes three broad strategies: 1) participatory planning and capacity building assessment; 2) program development and implementation; and 3) information, documentation and dissemination. The autodiagnosis/community self-assessment workshop fits into the first strategy as one of several activities to develop the capacity of NGO staff to identify and prioritize the needs of the communities they serve.

Workshop Preparation

The first few days of my trip were spent in Islamabad preparing for the workshop. Judith Standley and I went through the agenda in detail and made some minor modifications. During the workshop, we planned to work with women’s groups in the project area of Appna Sehat. We met with staff from Appna Sehat to confirm the schedule for the field visits.

Standley had identified several resource persons who would co-facilitate the workshop with us. Kausar Khan is from the Community Health Sciences Department, Aga Khan University, and is a social scientist who regularly conducts workshops on gender awareness and community participation. Rashida Dohad is an independent consultant who regularly conducts training in participatory rural appraisal (PRA) approaches for NGOs, primarily in the environment and agriculture sectors. Naveeda Khawaja is currently with the British Council, but in June will be replacing Standley as the MotherCare Health Advisor to The Asia Foundation. Unfortunately, these resource people were not able to meet before the workshop (except for a couple hours the day before the workshop started) to finalize the agenda and discuss our various roles. Hence, for the first day, Standley and I assigned various activities to each of the five facilitators and decided that we would meet at the end of each day to fine tune the next day’s agenda.

Other preparations for the workshop included finalization of the participants’ agenda, facilitators’ agenda with key talking points, key points written on flipchart paper, forms for each of the procedures, and gathering supplies.

WORKSHOP ACTIVITIES

The workshop was held over six days with 12 NGO participants, 5 facilitators, and 1 logistics coordinator. The first day was held in the Asia Foundation (TAF) conference room in Islamabad and the other five days were held in the Blue Pines Hotel just outside of Murree. The field practice sessions were held in the village of Phagwari in the Appna Sehat project area.

- **DAY 1**

The first day followed the original agenda fairly closely, with each of the five facilitators conducting the various activities.

Questionnaire: As the participants arrived, we gave them a short questionnaire (attached in appendix) to complete which covered their language abilities and previous experience with data collection methods. We later compared their experience as a respondent to this questionnaire with their experience in doing a mapping exercise.

Welcome and Introductions: After a brief welcome to the workshop, we introduced ourselves using the cobweb exercise. For this, each person introduces herself and then holding one end, throws a ball of yarn to someone else. The second person introduces herself and holding onto the yarn, throws the ball to the next person, and so on. Each person said their name, their organization and something they are proud of. At the end of the exercise, a “web” or “network” had been formed with the yarn and we talked about the importance of supporting and maintaining the network which we hoped to create through the workshop.

After the introductions, there was a brief overview of the Pakistan NGO Initiative (PNI) and the selection of an “Eye” and an “Ear,” volunteers to provide feedback to the facilitators about the workshop.

Pie Drawing of NGO Activities: In order for the participants to learn about each others’ NGO, each person was asked to draw a pie chart of the main activities of their NGO. After the chart was complete, they were to share it with someone from a different NGO. These pie drawings were later posted on the walls.

Fears and Expectations: The participants broke into two groups. Each group was to discuss their expectations and fears about the workshop. Each group was also to decide on a name for their group. No other instructions were given other than that each group would have to present their discussion to the other group. The two groups named themselves Sitara and Purjosh-B. The expectations from the groups included sharing and learning experiences, how to work with women’s groups, how to involve men, how to motivate volunteers, and how to know what women want. Some of their fears included obstacles in the field, raising expectations, not having adequate resources, and that it might upset current activities.

After the groups presented their fears and expectations, we had a discussion about group dynamics and the process by which they reached consensus, especially how they decided on a

name. One group finished very quickly and decided on a name by making an acronym with the first letters of each person's name. In the other group, they ran short of time, and one person decided on the name and the rest agreed. In one group, one person did not participate very much because she had just joined the organization and felt she did not have much to contribute. Key points made during the discussion were written on flip chart paper.

Group Juggle: After lunch, we played the group juggle game. For this, everyone stands in a large circle and one person tosses five items to another person who tosses them to someone else, and so on. The last person tosses the items to the first person. The only rule is that the order in which people receive the items must stay the same. After the first round, the process is timed and the goal is to reduce the amount of time needed for all five items to return to the first person. After about five rounds, the participants figured out that they should move very close together and change their places so that they were aligned in the correct order. We then discussed how we often impose rules on ourselves and how we need to think creatively to solve problems.

Agenda: We handed out the agenda to the participants and went over the broad outlines. We emphasized that this was a flexible agenda and could be changed during the course of the workshop, as the need arises. The learning objectives were also discussed.

At the end of the first day, we traveled to Murree for the rest of the workshop. That evening, the facilitators met to review the first day and plan the next. Several decisions were made at this first meeting. Since several of the participants were not comfortable speaking in English, we decided that the workshop should be conducted in Urdu as much as possible and everything spoken in English would be translated into Urdu. This meant that the majority of the facilitation fell to Dohad and Khan. Secondly, we realized that many of the participants had not worked with women's groups before and did not have some of the essential interviewing skills, such as giving introductions, ensuring participation of everyone, etc. So we decided that more attention would need to be given to these topics than was originally planned. Finally, some of the facilitators felt that more attention should be given to the larger context of participation and why we are promoting it. Based on this discussion, we developed the agenda for Day 2.

• DAY 2

Eye and Ear: We started the day with the reports from the Eye and Ear about any issues that were brought to their attention. They requested a list of participants and also that we start each day with a prayer from the Koran. We then had a short discussion on the issue of beginning the day with a prayer when several people were not Muslim. Since this workshop was about promoting participation, including minorities, this issue was linked to the need to be aware of how our actions are perceived by different groups of people. The group then agreed that we would start each day with a moment of silence.

Mood Meter: We introduced the participants to the "mood meter." This was a table (similar to one below) made on flipchart paper and hung on the wall. Each person placed a sticker on the row showing her mood for that day. This was done for each day of the workshop.

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
☺						
Neutral						
☹						

Brainstorming on Health and Women: As a large group, we conducted a brainstorming session on health. This elicited a very holistic vision of health, including happiness, peace and equity. The facilitator brought out the differences between equity (based on need and access) and equality (meaning equal)—a bird and a cat don't have equal access to a plate of water. The group was then asked to brainstorm on the word woman. In general, the adjectives were very positive—including strength, professional, prime minister, and sexy. We then asked how this differed from the idea of a “village woman” and the adjectives were more negative, including deprived, weak, hard-working, helpless, patient, dependent.

Role Play: The participants broke into two groups. One group was a group of village women and the other was a group of health center staff who are supposed to develop a profile of the village. All the participants were very enthusiastic about the role play, some playing pregnant women. After the role play, we discussed the importance of giving introductions, asking open-ended questions, being aware of the group composition (in the role play, there was a mother-in-law and a daughter-in-law), and ensuring the participation of everyone. We also discussed the importance of being non-judgmental and recognizing that health workers do not know everything.

Mapping: Based on the cities that they knew, the participants broke into three groups for the mapping practice. Each group was asked to draw a map of a particular city. Participants were allowed to use any materials available, except paper and pens. A workshop facilitator served as the mapping facilitator for each group. After the maps were complete, the maps were presented to the rest of the group. For each map, we discussed the use of symbols and the group dynamics. We also discussed the question of who knows most about a particular area—people from that area. At the same time, the point was made that sometimes people living in an area will not know everything about that area. This point was made by asking one participant to take off a watch she'd worn for six years and then describe it. Even though she'd worn it for six years, she could not describe every detail of the watch. We also discussed how the participants felt about completing the map compared to filling out the questionnaire at the beginning of the workshop. Participants said that they felt frustrated filling out the form, but the mapping procedure was fun.

Field Visit: The participants were broken into two groups based on their ability to speak Punjabi, thinking that this would be what was spoken in the communities. Each group chose a moderator and a note-taker for the field visit. Each group worked with the same group of women in the community over the next few days to practice some of the behaviors and procedures. The facilitators split up to accompany the two groups. The group that I accompanied went to the Dhaal section of Phagwari. We arrived later than anticipated and many of the women had returned home, so we chatted with the women of the house while the others came. The house we were in belonged to a very wealthy family (a son in Saudi Arabia) headed by a widow. There were five daughters who were all highly educated; one was a school teacher.

Once everyone was assembled, the chosen facilitator began the introductions by asking everyone's name and educational level (we later discussed whether this was appropriate). The moderator then asked a series of questions about the basic characteristics of the village, including the population, and whether there is a clinic and school (later discussed how the moderator might have gotten this information through the mapping procedure). The moderator also asked whether they had formed any women's groups and whether they were interested in forming one. There was no existing women's group in the community—these women just came because they had been called to this meeting. When asked to make a map of their village, the women asked the moderator to “show them how” by making a map of Karachi first. The moderator obliged and began making a map. Halfway through, the village women started on their own map with lots of discussion and enthusiasm. They used sticks, leaves and mud to show various parts of the village. To show how far the water source is, they placed the symbol around the corner from the main part of the map.

The women were very dynamic; the biggest problem was getting people to speak one at a time. A few of the women were more quiet, while the three sisters of the house dominated the discussion. The session ended with the women singing songs and giving us tea and snacks despite our protests.

- **DAY 3**

Eye and Ear: We began the day with a moment of silence and then were given the reports of the Eye and Ear. There was a lot of discussion about whether we should be wearing *dupattas* or *chadars* (large scarves for covering head and chest) when visiting the villages. Some people felt that by not wearing them, we create barriers between us and the villagers and show a lack of respect. Others felt that there are already many barriers (economic status, educational level) and we must be true to our own beliefs about being a woman.

Feedback to Moderators: We discussed the previous day's field visit. Each group presented to the other group what had happened. During the presentations, the groups tended to report the actual discussions that took place and the information that was received. The facilitators then asked them about the process by which this information was obtained. We discussed the groups' dynamics and how to handle some difficult situations, such as dominant people. Then each group gave feedback to the moderator, specifying what they liked about the moderator's performance and what could be improved.

Ball and Chain Skit: The facilitators put on a skit to illustrate how many development workers come to local communities with a fixed agenda and do not listen to the problems of the women. One facilitator tied a ball of yarn around her leg to symbolize a ball and chain. Then one by one, a facilitator came up to her as a health worker, a teacher, an income generation schemer, and a religious person to try to convince her to do what they were saying. With each person, the village woman tries to show them the ball and chain, but no one listens. Afterwards, we discussed the implications of this for our work and the importance of responding to “felt needs,” as well as the need to be flexible in our own agenda.

Brainstorming: We then had a brainstorming session on the “women you met yesterday.” This time the adjectives were quite positive. The group then compared the brainstorming they had done on “yesterday’s women” with the one they had done on “village women” in general. The differences were quite striking. We discussed how our own attitudes towards village women affect how we work with them. For example, if we see them as oppressed and dependent, we might not recognize their capacity to analyze and solve their own problems. We may be reinforcing the sense of dependency.

Gender Exercise: In order to stimulate thinking about the differences between the social gender roles and biological sex, we did an exercise listing all the things that women do and then listed all the things that men do. Then we asked what is one the women’s list that men cannot do and what is on the men’s list that women cannot do. The only things that men could not do were give birth and breast-feed. We then discussed how gender roles are not biological, but are determined by the society.

Field Visit: We returned to the same group of women in Dhaal. Since it was a fairly large group, they broke into two smaller groups, each with a moderator and a note-taker. The workshop participants had decided that they wanted to try the gender exercise with the women. Since the women were so highly educated, one of them wrote the list of what women do and what men do. When discussing what men do, some of the women said that they just sit on a bed and smoke, and they also beat their wives. Drug use was also reported as increasingly a problem. The women felt shy to mention that women breast-feed and bear children. The mother of the household, who was widowed very early, said that there is nothing a woman cannot do since she has been doing both roles for a long time. The women discussed what it is that men cannot do, and there were jokes about making men do the cooking and cutting vegetables. At the end of the discussion, the moderator asked the women what they thought of the exercise, and one woman said “my mind has been opened—we never talk about this since we’re so engrossed in our daily routines.”

The school teacher said that she had spoken to her colleagues about the idea of forming a women’s group (mentioned on the first day) and they were very interested. They had hoped to come to this day’s session, but could not find transport. The school teacher said that the very poor women live higher up on the mountain and she would try to involve them in a women’s group.

Facilitators Meeting: That evening, the facilitators discussed what we had covered. Some of the facilitators were not clear on the objectives of the workshop and everyone agreed that it would have been much better if we had had time before the workshop to work together on the objectives and the agenda. Initially I had thought that the autodiagnosis workshop was to develop the participants' skills in using participatory approaches to further the health goals. However, The Asia Foundation is taking a broader view and sees participation as an end in itself. Hence the facilitators decided that health need not be an explicit focus of the workshop, but rather promote a participatory approach which begins with identifying the felt needs of the community. If health issues come up as felt needs, then interventions could be developed to address these needs. We thought of four broad areas which were important in the workshop: self-awareness, skills in specific techniques and procedures, understanding the larger context of participation in health and development, and the issue of power relationships.

We were also concerned that we were not modeling a participatory approach in setting the workshop agenda. The previous day, we had decided not to go to the field on Day 4 so that we could concentrate on developing interviewing skills. Unfortunately, we communicated this to the participants at the last minute which caused some confusion in the village. We decided that we would begin the next day by having a frank discussion with the participants about their expectations of the workshop and allow them to set the agenda for the rest of the time. We identified a number of activities that could be done based on where the participants decided they would like to focus.

- **DAY 4**

Eye and Ear: The Eye and Ear had no issues to report. I explained that we wanted to apologize for changing the agenda so much without involving them but that this happened for several reasons. One reason is that the facilitators had not had a chance to work together before the workshop and we were working each evening to reach consensus on the objectives and activities. Secondly, we had realized that people's skill levels were different from what had been anticipated and wanted to address those needs. Finally, we had said at the beginning that the agenda was intended to be flexible in order to respond to the needs and skills of both the participants and facilitators. We had recognized that the original agenda was very ambitious and that this was only the first in a series of workshops that were planned. What was not covered in this one would be covered in the next workshop. We ended by saying that we had no agenda for the day, but instead the participants should determine what had been covered and what they would like to cover in the remaining time. From this, an agenda would be developed.

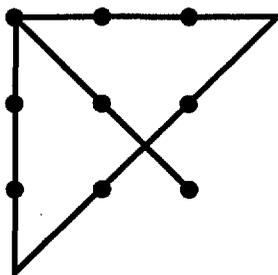
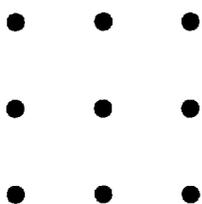
The participants responded very favorably to this. Although they had not brought it up as an issue, they were a bit concerned by the change in the agenda and did not understand why we had decided not to go to the field. They asked for some background and training materials on PRA. One of the facilitators showed them the "PRA Guidebook." The first page said "Use your own best judgement" and the rest of the pages were blank.

Review of Field Visit: The participants broke into their groups to decide how they wanted to present their field experience. One group used the flipchart and discussed the results of their

work. We probed to encourage them to discuss the process and group dynamics. The other group did a role play of their experience which captured both the process and the results of the experience. Feedback was also given to the moderators.

Setting the Agenda: The participants set the agenda by writing on colored VIPP cards what they had learned so far and what was left to be done. They then grouped the cards into five categories: managing the workshop, techniques, knowing the community, results, and to know the community. The facilitators then added cards showing what they saw as important elements of the agenda.

9 Dots Exercise: Each participant attempts to connect all the dots using only four straight lines. No one was able to figure it out. When the solution was shown, we discussed the need for creativity and the constraints we impose on ourselves.



Listening and Speaking Techniques: The purpose of this exercise was to encourage people to think about how much they talk and to think before they speak. Each person gets three beans. A discussion is started and before speaking, the person has to throw a bean into the center of the circle. If a person runs out of beans, they can no longer speak. Some people used up their beans very quickly, while others had some left at the end of the exercise. We discussed how people felt when they had used up all their beans and how this affected their listening ability.

Fruit Salad Energizer: As both an energizer and a way to form three groups, each person was named one of three fruits (e.g., mango, apple, orange). There are enough chairs for everyone except one person. When the name of a fruit is called, all named that fruit must change places while the person in the middle tries to grab a seat. When fruit salad is called, everyone changes places. The three groups are then formed by having all the apples together, mangoes together, etc.

Slides - Interviewing Skills: One of the facilitators had slides of photographs showing different interviewing situations. Within the three groups, participants discussed for each slide what was good in the slide, what wasn't good, and guessed who were the outsiders and who are the insiders. Participants discussed the importance of sitting at the same level as community people, letting them hold the chalk or stick, and encouraging the participation of everyone.

But Why?: To practice their interviewing skills and encourage the use of open-ended questions, participants formed groups of three with one interviewer, one respondent, and one observer. The interviewer was to initiate a discussion on any topic and then follow up with only two questions: “But why?” and “Tell me more about it.” The participants recognized the importance of using open-ended questions, but were frustrated by being allowed only those two questions. They felt that many times these two questions did not fit the context of what the respondent was saying. We then discussed the importance of the “six helpers”: why, what, who, when, how, where.

• **DAY 5**

Eye and Ear: The participants said that they really appreciated the opportunity to set the workshop agenda. They also said that they felt they were getting a lot out of the workshop and felt that they will be able to apply it to their work.

What is Participation?: An exercise was conducted to encourage the participants to think about what participation means and why participation should be promoted. The participants divided into three groups, and each group was to think of a way to show participation using any mode or materials they wanted. One group did a skit of a session with a women’s group and the other two groups drew pictures. One drew a picture of ants working together to build an anthill. When one ant did not help to build the hill, it died. We then had a discussion on the different levels and types of participation. The International Institute for Environment and Development (IIED) has developed a typology of seven types of participation, including data gathering, being informed about a project, participating by receiving services, donating land or food, and finally, interactive participation and self-mobilization. These last two are the forms of participation which we have been emphasizing in the workshop.

Daily Routine: Each person was asked to write their daily routine on a pad of paper using a time line (such as the one below). This type of diagram can be used in the village to understand women’s daily routines, when the best time for meetings would be, etc.



Seasonal Diagraming: Since most people do not follow the same daily routine all year round, seasonal diagrams can show how various aspects of life can vary throughout the year. Slides of some seasonal diagrams were shown to the participants. In addition to seeing the many ways that seasonal diagrams can be made, participants also noted some of the interviewing techniques shown in the slides. Then participants broke into three groups and developed their own seasonal diagrams using anything except paper and pencil. We discussed the possible applications of this to their work.

Field Visit: This was our last visit to the field and fewer women showed up than on the previous days. As a result, the moderator decided to keep all the women in one group to do the seasonal

diagraming rather than split them into two groups. Overall, the diagraming exercise went well and all the women were very interested in the procedure. There were two difficulties with the diagram. One was that there was not enough space to put the symbols in a line and so they curved around which made it somewhat confusing to read the diagram. Secondly, the women used cosmetics (!) and children's toys as symbols and the 2-year old assumed they were put there for him to play with!

Review of Field Visit: The participants had decided that they preferred to review the field experience during an evening session so that they could get home earlier on the last day (it was the beginning of a long holiday weekend). Each group chose a moderator to facilitate a feedback session for the seasonal diagraming moderator. After the feedback, each group was to present the lessons learned to the other group. Some of the lessons learned included

- Be ready before going to the community
- Maintain eye contact
- Don't underestimate the community
- Be aware of body language
- Don't be too abrupt in the work
- Can use the seasonal calendar to plan activities
- Have a community member be the note-taker

• **DAY 6**

Eye and Ear: We discussed the plans for the next workshop and will address the issues raised by the participants. We also discussed how to involve the participants' superiors in order to gain their support of this approach. Some participants were not sure that they would be able to attend the follow-up workshops. The facilitators emphasized that it was essential for them to attend, as the other workshops will build on what was started in this first workshop. Someone who did not go through the first workshop will not be allowed to attend the follow-up workshops.

Individual Plans: Each NGO (some represented by two people and others by only one person) worked on the next steps they would take. Each NGO was asked to think about what they could accomplish in the next four weeks and to write on VIPP cards their objective and how they would work towards those objectives. These cards were then taped onto flipcharts and we all reviewed them and discussed questions. In general, the participants tended to focus on the specific techniques that they would try out (mapping, brainstorming, etc.) and were less clear about the specific objectives. Many of the objectives were very broad, e.g., achieve self-mobilization or promote sustainable development.

Workshop Evaluation: The workshop was evaluated using a large chart which was taped to the wall and participants stuck colored dots in the various columns. The chart looked something like this:

To what extent did we ...	 1	2	Neutral 3	4	 5
Learn effective facilitation skills					
Gain confidence in participatory methods					
Learn from each other					
Learn new techniques to engage in dialogue					
Manage our time effectively					
Experience effective facilitation					
Experience good organization of the workshop					
Examine our attitudes towards the community					
Feel our concerns were addressed during the workshop					
Have fun (added by participants)					

Overall, most of the dots were placed in columns 4 and 5. We then discussed how the workshop went as a large group. Some of the participants' comments and recommendations were

- Need more time to learn about each others' NGOs
- Should work in a poorer community
- Should receive a certificate at the end of the workshop series
- Should review the day's fieldwork in the evenings
- Some people said they were happy that there were no men because "we saw we could do it without men"
- Did not learn as much on the day without the field visit

Recreating the Web: We ended the workshop by recreating the "cobweb" or "network" that we had created with yarn on the first day. This time, instead of introducing ourselves, we each said what we would do differently based on what we had learned during the workshop. A number of people said that they would listen more carefully to people.

RESULTS AND CONCLUSIONS

- The orientation of the workshop shifted from promoting participation as a means to achieving specific health objectives to participation as an end in itself. This is consistent with The Asia Foundation's goals for the NGO initiative.
- The workshop was quite successful in beginning the process of re-orienting some of the NGO staff to participatory approaches. In some cases, this will involve a fundamental shift in the way that activities are decided within the NGOs. The implications of this may not be fully appreciated by all the NGOs, which makes the follow-up workshops and field visits critical to the success of this approach.
- Each of the participants will try some of the procedures in their own project area before returning to the next workshop.
- The next workshop was tentatively scheduled for May 20-22 at Sungi Development Foundation in Abbottabad. The facilitators will meet on May 19 to plan the agenda for the workshop.
- Kausar Khan and Rashida Dohad are planning to participate in all of the other workshops and will hopefully be able to make field visits to each of the NGOs.

RECOMMENDATIONS

- The workshop began the formation of an NGO network. Many of the participants had not met before. The interactions which have begun will need to be supported and developed over time. This might include development of a newsletter, biannual meetings and other activities.
- The next workshop should place more emphasis on the implications of this approach for the NGO activities. For example, this approach might mean that instead of starting with an immunization program, the NGO might start with an income generation program if that is what the women feel is their priority. How would the program planning process look different by involving the community in the program planning decisions? The workshop should also address how to form and sustain women's groups.
- During one of the follow-up workshops, it will be important to develop indicators for monitoring the progress of the NGOs in implementing community participation. The Asia Foundation and the NGOs will need a way to assess their progress. Such indicators would also serve to focus the NGOs on the objectives (why they are doing this) as opposed to the specific techniques (how they are doing this). Although some process indicators could be included, they should be kept to a minimum (e.g., the number of mapping diagrams completed does not tell us much about what has been accomplished).

The NGOs may also want to develop indicators in consultation with the women's groups in the communities so that the women can monitor their own progress.

- More attention will need to be given to developing a supportive environment within many of the NGOs for a participatory approach. If real changes are to take place in the way that programs are developed, senior staff of the NGOs will need to understand and support this approach. This could be done in a number of ways, including having a workshop session for senior staff where other staff present their experiences. Senior staff should also be encouraged to observe some of the field activities when appropriate (when the moderators have developed a rapport and feel confident in their moderating skills, etc.).
- In the future, it is essential that all the facilitators have an opportunity to develop a common vision and set of objectives for the workshop. This workshop evolved a great deal from the original concept. Some of this is inevitable as facilitators become more familiar with the needs and skill levels of the participants, but much of the shifting could have been avoided by reaching consensus on the overall objectives. This planning phase also allows the facilitators to learn the strengths of the other facilitators so that the workshop benefits by drawing on the strengths of each person.
- In the future, more attention should be given to learning about the workshop participants in order to tailor the curriculum to their needs and interests. We did not know that several of the participants would not be able to work in English. Only a couple of the NGOs were working with established women's groups, and many of the participants did not have experience conducting group or individual interviews.

APPENDICES

APPENDIX A: LIST OF CONTACTS

Appendix A: List of Contacts

Rashida Dohad, PRA trainer
Inam Kazmi, Country Coordinator, Appna Sehat
Kausar S. Khan, Community Health Sciences, Aga Khan University
Mark McKenna, Asia Foundation
Nasim Sherin, Asia Foundation
Judith Standley, Health Advisor, MotherCare

Workshop Participants

Rukhsana Faiz, Appna Sehat
Jamila Bibi, Appna Sehat

Rashda Sultana, Health and Nutrition Development Society (HANDS), Karachi
Nasima Ali, HANDS, Karachi

Tasneem Awan, SUNGI, Abbotabad
Hameeda Naqvi, SUNGI, Abbotabad

Rubina Shah, Baluchistan Rural Support Project (BRSP), Quetta
Parveen Asif, Baluchistan Rural Support Project (BRSP), Quetta

Shazia Rashid, Pak-Community Development Program, Peshawar

Bushra Kazmi, Organization for Participatory Development (OPD), Gujranwala

Mussarrat Syed, Khwendo Kor, Peshawar

Lauren Muenuddin, Medecins du Monde, Rahim Yar Khan

APPENDIX B: AGENDA

Appendix B: Agenda

**AUTODIAGNOSIS -- COMMUNITY SELF-ASSESSMENT WORKSHOP
AGENDA**

Day 1/SATURDAY: Getting to Know Each Other

9:30-11:00 am Welcome

Introductions

Orientation to PNI

Selection of an "Eye" and "Ear"

Pie drawing of NGO activities

11:00-11:15 am Group work (2 groups)

Task for Groups:

1. What are the data collection methods you've used? (e.g. surveys, focus groups)
2. What do you expect to learn from the workshop?
3. Decide on a name for your group

11:15-12:30 pm Report out by the groups

Begin list of key principles (using VIPP cards)

12:30-1:30 pm LUNCH

1:30-1:45 pm Item toss exercise

1:45-2:30 pm Overview of workshop and objectives

Learning Objectives

By the end of the workshop, participants will:

- ▶ Be able to describe the Autodiagnosis - CSA process
- ▶ Have participated in the group discussion, social mapping, ranking, and seasonal diagraming procedures in the workshop
- ▶ Have served as a facilitator, note-taker or observer for the group discussion, social mapping, ranking, and seasonal diagraming procedures in the field site
- ▶ Understand and be able to practice the principles of individual and group interviewing
- ▶ Have internalized the key principles of this approach, that is be able to say them and practice them
- ▶ Have developed a plan of action for the summer

2:30 pm Travel to Murree

Day 2/SUNDAY: Getting to Know The Community

- 8:30-8:45 am Eye and ear; mood meter
- 8:45-9:45 am Mapping
- 9:45-10:15 am Discuss the mapping experience
- 10:15-10:30 am Break
- 10:30-11:00 am Interviewing—the basics

Break into 3 groups (listening, questioning, group dynamics). Each group should list important principles or “dos and don’ts” of their topic

- 11:00-11:30 am Come back together and make composite list of dos and don’ts
- 11:30-12:00 pm Discussion of roles (facilitator, note-taker) and forms
- 12:00-1:00 pm Entering and leaving the community; Preparation for field practice
- 1:00-2:00 pm Lunch
- 2:00 Leave for Field Work

In the Community:

2 groups

“Draw a map of your village.” Afterwards, discuss:
Where is the best place to live in this village?
Where do people who are better off live?
Do men like to meet at any particular place?
Do women like to meet at any particular place?
Where do people go for health care?
What would you change if you could?

Note taker needs to draw the map on a sheet of paper.

Day 3/MONDAY: What Is the Problem?

8:30-9:30 am Discussion about yesterday's experience; mood meter; eye and ear

Begin list of findings (VIPP cards)
Add to list of core principles (VIPP cards)

9:30-10:30 am Free list and ranking

10:30-11:00 am Discuss the ranking experience

11:00-11:15 Break

11:15-12:00 pm Continue principles of group and individual interviewing

12:00-1:00 pm Preparation for field practice

1:00-2:00 pm Lunch

2:00 Leave for Field Site

Community:

Group discussion

What things make women happy? / Describe a woman who has an ideal life.

What are the most difficult things in women's lives? What are the biggest problems women face?

What are the health problems that women here have?

Do problems differ for some women? Do some women have more health problems than others? Why?

Explore different "axes": age, socio-economic status, ethnicity

What are the health problems that children here have?

Ranking

Of the health problems that women have, which are the most important? (Biggest? Most serious?) Why?

Of the health problems that children have, which are the most important? (Biggest? Most serious?) Why?

Woman-to-Woman interviews

Ask each woman to talk to two other women (separately) about what they think women's biggest health problems are. Try to have each identify the 2 most important problems, and then ask each what she thinks are the reasons. (Think broadly of reasons: her diet, her workload, access to health care, access to knowledge about her body)

Day 4/TUESDAY: What Are the Reasons for the Problem?

- 8:30-9:30 am Discussion of yesterday's experience; add to findings and process; mood meter; eye and ear
- 9:30-10:30 am Preparation for narratives
- 11:00-1:00 pm Narratives field practice (in pairs)

[Take lunch to field]

Discussion with village women about their woman-to-woman interviewing experience.

How was it? [logistical problems:] Did other women want to talk to you about this? Why or why not? Did you find it difficult to find the time? How long did each interview take? Did interviewee find it hard to find the time? Other obstacles? (Probe: husband disapproval, lack of private place to talk)

How did they feel when they did it? What was good about it? What was difficult or not good about it? How did the interviewees feel? Do you think they felt free to talk? Did the 2 women you interviewed cite the same problems or different ones? Did they cite any problems in addition to those we talked about yesterday? Would you change your ranking based on what you found out?

Day 5/WEDNESDAY: Matching Reasons with Solutions

8:30-9:30 am Discussion of yesterday's experience; mood meter; eye and ear

Summarize where we are with process and findings

9:30-10:30 am Think about the plans of action for the summer—develop list of elements of a plan

10:30-10:45 am Break

10:45-11:45 am Seasonal diagraming

11:45-12:15 pm Discussion of experience of seasonal diagraming

12:15-12:45 pm Preparation for field

12:45-1:45 Lunch

1:45 Leave for field site

Seasonal diagraming with women's group

Work in fields

Food availability

Times of illness

Times of debt

Day 6/THURSDAY: Tying Things Together

- 8:30-9:00 am Discussion of yesterday's experience; mood meter; eye and ear
- 9:00-9:30 am Group Work in 2 groups (1 for process and 1 for findings);
- Group Task: Group and organize cards into broad categories
- 9:30-10:00 am Groups report on their syntheses (first process, then findings).
- 10:00-10:30 Force field exercise: begin to link findings to planning. ("You'll want to think about factors that facilitate and factors that hinder change if you plan a program.")
- 10:30-10:5 Break
- 10:45-1:00 pm Work on plans for the summer in pairs;
- 1:00-2:00 Lunch
- 2:00-3:00 pm What are you most worried about? What are you most excited about?
Pledges (I will ___ in ___ by ____).
- 3:00-3:30 pm Maintaining the network of support: What assistance will you need?
When? By whom?
- 3:30-4:00 pm Workshop evaluation using VIPP and dots
- 4:00 Return to Islamabad

APPENDIX C: QUESTIONNAIRE

Appendix C: Questionnaire

**Autodiagnosis - Community-Self Assessment Workshop
Participant Questionnaire**

1. Name: _____
2. Name of NGO: _____
3. Check the main activities of your NGO:
 Health Agriculture
 Income generation Water and Sanitation
 Women's empowerment Other, Specify _____
4. Check all the data collection methods you personally have used:
 Survey (Structured interview)
 Focus group discussion
 In-depth interview (unstructured)
 Village meetings
 Participatory Rural Appraisal (mapping, seasonal diagraming, ranking, etc.)
 Other, Specify _____
5. Rate your ability in the following languages: F=Fluent; G=Good; P=Poor

	Speaking	Understanding	Reading	Writing
Urdu				
English				
Punjabi				

6. Do you have access to a computer with WordPerfect in your NGO?
 Yes No
7. What do you think is the most important thing that a visitor should know about Pakistan?
8. If you could change anything about Pakistan, what would you change?