TRAINING ON

COMMUNICATION APPROACHES

FOR

COMMUNITY MOBILISATION & PARTICIPATORY METHODOLOGIES

FOR THE VOLUNTEERS/FIELD WORKERS OF VARIOUS DISTRICT

Initiatives by District Administration, Chhattisgarh.

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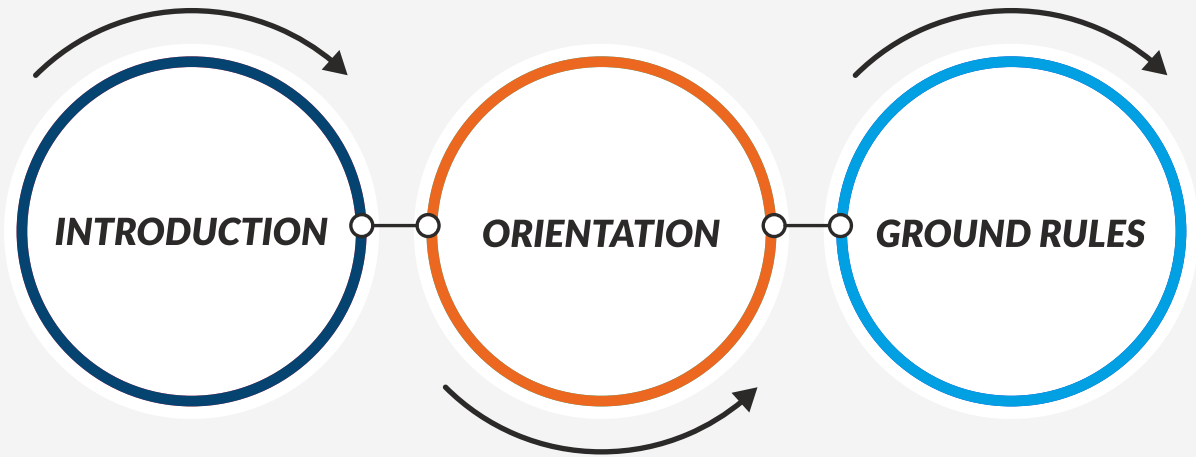
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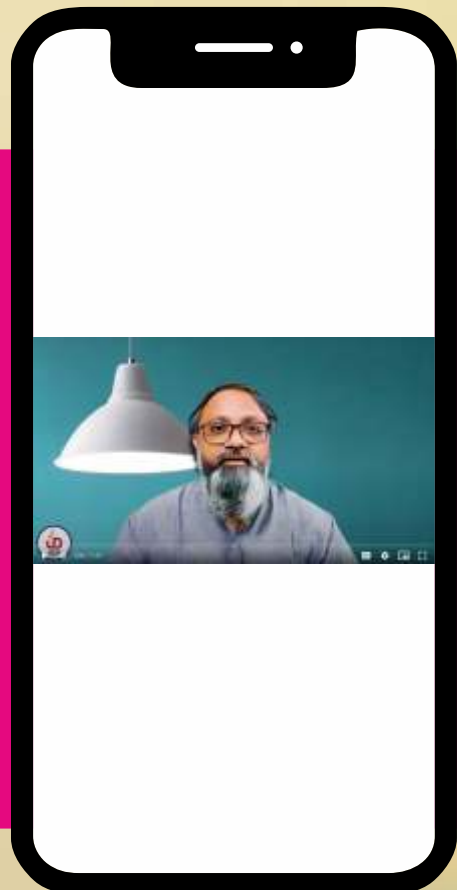
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HOW TO USE THIS MODULE?

INTRODUCTION — **ORIENTATION** — **GROUND RULES**

VIDEO LESSON – NO.1

Watch the video by Scanning QR Code

COMMUNITIES HAVE PROBLEMS, JUST LIKE PEOPLE

VIDEO LESSON – NO.2

Watch the video by Scanning QR Code

Problems are part of Life:

They go together with being alive. And every community has problems, too; they go together with being a community. That's just a fact of community life.

Two more basic facts:

- Communities, like people, try to solve their problems.
- And analyzing those problems helps in their solution.

For example, A community problem. The town area of a community is declining. Stores are closing, and moving out; no new stores are moving in. We want to revitalize that town. How should we do it?

Our thinking here is simple:

- We'd be better off analyzing why that decline is taking place, and why the problem is occurring For example rather than simply jumping in and trying to fix it.
- A good analysis will lead to better long-run solutions. And therefore:
- A good analysis is worth taking the time to do.

So this section explains what analyzing community problems is about, why it can be helpful and then how to do it.

WHAT IS A COMMUNITY PROBLEM?

This covers a lot of ground. There's a long list of nominees. And you probably know some of the main contenders. Can you name the leading problems in your own community? Chances are you can at least start the list.

Below are examples of community problems:

Example Community Problems: Adolescent pregnancy, access to clean drinking water, child abuse and neglect, crime, domestic violence, drug use, environmental contamination, ethnic conflict, health disparities, HIV/ AIDS, hunger, inadequate emergency services, inequality, jobs, lack of affordable housing, poverty, racism, transportation, violence.

WHAT OTHERS WOULD YOU ADD?

Rather than aim for a complete problem list, here are some criteria you may consider when identifying community problems:

- The problem occurs too frequently *(Frequency)*
- The problem has lasted for a while *(Duration)*
- The problem affects many people *(Scope, or Range)*
- The problem is disrupting personal or community life, and possibly intense *(Severity)*
- The problem deprives people of legal or moral rights *(Equity)*
- The issue is perceived as a problem *(Perception)*

This last criterion -- perception -- is an important one, and can also help indicate readiness for addressing the issue within the community.

Keep in mind that what is seen as a problem can vary from place to place, and from group to group in the same place. Although there's no official definition of a community problem, the above examples and criteria above should help you begin to name and analyze community problems.

COMMUNITY MOBILIZER: ROLE AND SKILLS

Now let us familiarize ourselves with the community mobilizer; her/his role and the skills involved.

A mobilizer is a person who mobilizes i.e gets things moving. She/he is a catalyst that creates an atmosphere to achieve a common goal of importance to the community by:

- *Bringing the people together*
- *Building trust*
- *Encouraging participation*
- *Facilitating discussion and decision making*
- *Helping things to run smoothly*
- *Facilitation in the community mobilization process.*

Attitudes	• Willingness to examine a situation • Respect for all community members • Non-judgemental and accepting approach • An understanding of community differences • A belief in community capacity to take effective actions
Skills	• Good communication skills, especially listening skills • Good facilitation skills to enable communities to conduct their own analysis and problem-solving • An ability to ensure the representation of every member of the community in decision-making and planning
Knowledge	• Sound knowledge of the community mobilization process and a thorough understanding of its principals • Understanding of the community, its ethics, and sensitivities.

Thus, a community mobilizer is a person who enhances community participation and ensures that the resources are mobilized to achieve a common goal. Now that we have identified what a community mobilizer should largely do and have also understood the qualities that a strong community mobilizer should have, let us read about the communication process and good communication skills as given below.

COMMUNICATION SKILLS ARE CRITICAL FOR A COMMUNITY MOBILIZER

What is communication?

- Communication refers to sharing of ideas, facts, opinions, information, and understanding.
- When the message sent is received and understood by the receiver in the same sense as the sender intended to convey, effective communication takes place.

Communication Process

- The process of communication is complete only when the message conveyed by the sender is properly understood by the receiver and the receiver provides the sender with feedback.

- The communication process has the following components: Sender, Receiver, Message, Channel and Medium, Feedback, and Noise.

  - The communication process begins with the sender. The sender is the person who wishes to send a message to the receiver. Before sending the message, the sender should visualize the communication from the receiver's point of view.

  - Receiver is the person or group for whom the communication is intended.

  - The channel is the means used to convey the message.

  - Feedback is the receiver's response to receiving the message.

  - Noise is any disturbance that reduces or disrupts the clarity or the quality of the message being transmitted. Noise can be physical.

(E.g.- noise coming from the construction work), psychological (happens when the listener's mind is distracted and he cannot focus on what the speaker says or has written), physiological (happens when the speaker or the listener has a physical difficulty due to which effective communication does not happen. e.g.: the receiver may have a hearing problem.) or semantic (happens when the speaker uses words that the receiver cannot understand).

Importance of Listening in communication

- **Active listening means listening with the goal of understanding the speaker's thoughts, ideas, feelings, and needs.** This is called community mobilization and is a process where people in the community plan and do things. They take charge of transforming. their community and their lives.

- Community mobilization is a capacity-building process through which community individuals, groups, or organizations plan, carry out, and evaluate activities on a participatory and sustained basis for their development, either their own initiative or stimulated by others.

- Community mobilization is very important for the success of any intervention/program as it helps in creating demand and increasing the effectiveness and efficiency of interventions; contributing additional resources to the response; reaching the most vulnerable; addressing the underlying issues affecting education: gender disparities, lack of awareness and increasing community ownership and sustainability

- There are various tasks involved in the community mobilization process. The sequence of the tasks is very important.

- Community mobilizer is a person who enhances community participation and ensures that the resources are mobilized to achieve a common goal.

- A strong community mobilizer should have a certain skill set. Effective communication skills are very important in this regard

COMPETENCES OF YOUTH WORKER/MOBILIZER

Overview

Competence means that you have the ability to do something well. You are capable of performing a task or job effectively. Competence can include the knowledge and skills needed to solve a quadratic equation. Or, it can comprise the much larger and more diverse clusters of skills, or competencies, needed to lead a multinational corporation.

The concept of competence is creeping into our lives, pervading our thinking about developing people of all ages – from new babes to weathered professionals. We find it in modern human resources departments in our workplace, and in innovative schools experimenting with competency-based education. Today, youth workers need to have key competencies to deal with several issues.

But where is this concern with competence coming from? Is it the right way forward, or just another buzzword?

In fact, competence has been around for some time now. The roots of competence lie in a debate about general intelligence – IQ or g.

David McClelland of Harvard wrote a classic paper on the issue: Testing for Competence Rather than Intelligence. He published it in the journal American Psychologist in 1973. Forty years later, it's still as punchy and pertinent as ever.

As you may understand competence is the "ability to do something successfully or efficiently". The term is often used interchangeably with the term 'skill', although they are not the same. Two elements differentiate competence from skill and make competence more than skill. When one person is competent, they can apply what they know to do a specific task or solve a problem and they are able to transfer this ability between different situations.

In social work, competence is understood as having three interlinked dimensions:

Knowledge:

This dimension refers to all the themes and issues you know or need to know about to do your work. This is the 'cognitive' dimension of competence. It is commonly associated with the 'head'.

Skills:

This dimension refers to what you are able to do or what you need to be able to do your youth work. This is the 'practical' or skills dimension of competence.

Attitudes and values:

This dimension of competence refers to the attitudes and values you need to espouse to do your work effectively. This dimension of competence is commonly associated with the 'heart'.

This is the definition coming from the European institutions actively promoting youth work.

Let me provide an 8-point course, which will help you to be much more skilled and knowledgeable about the key competencies required in modern youth work!

NEEDS AND ASPIRATIONS OF PEOPLE

Quickly look at these key competencies!

COMPETENCE 1.1

Build positive, non-judgemental relationships with people

This involves:

- **Skills:** Democratic leadership, active listening
- **Attitudes and values:** Curiosity, empathy, self-awareness, confidentiality, interest in people's views

COMPETENCE 1.2

Understand the social context of people's lives

This involves:

- **Knowledge:** Situation, status, and condition of society
- **Skills:** Analysis, information management

COMPETENCE 1.3

Involve people in the planning, delivery, and evaluation of work using participatory methods, as suitable

This involves:

- **Knowledge:** Interests, concerns, and needs of people
- **Skills:** Active listening, identification of aims, needs analysis, facilitation, group management
- **Attitudes and values:** Honesty, patience, interest in people's views, openness

COMPETENCE 1.4

Relate to person/people as equals

This involves:

- **Knowledge:** Ethics of work
- **Skills:** Representing one's own identity as a worker
- **Attitudes and values:** Being ready to be challenged, solidarity, interest in people's views

COMPETENCE 1.5

Demonstrate openness in discussing people's personal and emotional issues when raised in the work context

This involves:

- **Knowledge:** Ethics of work
- **Skills:** Management of one's own emotions
- **Attitudes and values:** Active listening, openness, patience, sensitivity, emotional stability, trustworthiness, honesty, transparency, confidentiality, empathy, and interest in people's views.
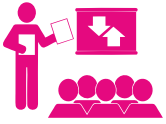
LEARNING OPPORTUNITIES FOR PEOPLE

*When we speak about learning opportunities for people,
we always have something in our minds. Here are most of them:*

COMPETENCE 2.1

*Support people in identifying their learning needs, wishes, and styles,
taking any special needs into consideration*

This involves:

- *Knowledge:* Learning theories (learning styles, preferences, etc.), non-formal education and learning, group dynamics, diverse backgrounds, and challenges of people
- *Skills:* Identification of aims, needs analysis, facilitation, leadership, delegation, inclusive educational approaches, inclusive methods
- *Attitudes and values:* Openness, sensitivity to diversity, interest in people's views, support for people taking the lead

COMPETENCE 2.2

Create safe, motivating, and inclusive learning environments for individuals and groups

This involves:

- *Knowledge:* Learning theories (learning styles, preferences, etc.), non-formal education and learning, group dynamics, diverse backgrounds, and challenges of people
- *Skills:* Motivating people, coaching, feedback, creativity, inclusive educational approaches, group management, facilitation, debriefing, problem-solving, mediation, and conflict transformation
- *Attitudes and values:* Willingness to experiment, support for people taking the lead, acceptance of the positive potential of conflict

COMPETENCE 2.3

*Use a range of educational methods including ones that develop creativity and
foster motivation for learning*

This involves:

- *Knowledge:* Non-formal education and learning, diverse methods, sources of information about activities
- *Skills:* Learning by doing, creativity, facilitation skills, information management, motivating people
- *Attitudes:* Openness to the suggestions of people about activities they like and want to do, willingness to experiment, curiosity

COMPETENCE 2.3

Use a range of educational methods including ones that develop creativity and foster motivation for learning

This involves:

- **Knowledge:** Non-formal education and learning, diverse methods, sources of information about activities

- **Skills:** Learning by doing, creativity, facilitation skills, information management, motivating people

- **Attitudes:** Openness to the suggestions of people about activities they like and want to do, willingness to experiment, curiosity

COMPETENCE 2.4

Provide people with appropriate guidance and feedback

This involves:

- **Knowledge:** Ethics of work

- **Skills:** Training, coaching, mentoring

- **Attitudes and values:** Empathy, openness, readiness to challenge others

COMPETENCE 2.5

Inform people about learning opportunities and support them to use them effectively

This involves:

- **Knowledge:** Information, counselling and relevant educational/professional guidance sources, available learning opportunities inside and outside the community, educational institutions, etc.

- **Skills:** Counseling, coaching, motivating people

SUPPORTING AND EMPOWERING PEOPLE

All we try to understand is what people want. Within this process, it is always important to support and empower people when they try to be involved in society.

COMPETENCE 3.1

Assist people to identify and take responsibility for the role they want to have in their community and society

This involves:

- *Knowledge:* Politics, society, power relations, policies relevant to people
- *Skills:* Critical thinking, active listening, political literacy

COMPETENCE 3.2

Support people to identify goals, develop strategies and organize individual and collective action for social change

This involves:

- *Knowledge:* Interests and concerns of people, issues that people are passionate about
- *Skills:* Participatory decision-making, democratic leadership, active listening, critical thinking, planning for action and change, group management, facilitation
- *Attitudes and values:* Power-sharing

COMPETENCE 3.3

Support people to develop their critical thinking and understanding of society and power, how social and political systems work, and how they can influence them

This involves:

- *Knowledge:* Politics, society, power relations, policies relevant to people
- *Skills:* Political literacy, active listening, critical thinking, facilitation, advocacy

COMPETENCE 3.4

Support the competence and confidence development of people

This involves:

- *Skills:* Coaching, empathy, communication, feedback
- *Attitudes and values:* Responsible risk-taking, willingness to experiment

ADDRESS INTERCULTURAL RELATIONS

Now it's time to speak about the support of people when they try to learn something from intercultural relations. Youth workers should actively and constructively address this educational process.

COMPETENCE 4.1

Support people in acquiring intercultural competences

This involves:

- *Knowledge:* Intercultural theory, human rights, international awareness, cultural awareness
- *Skills:* Facilitation, communication, intercultural learning, human rights education, debriefing
- *Attitudes and values:* Empathy, tolerance of ambiguity, solidarity, self-awareness, emotional stability, sensitivity, distance from social roles, clarity on one's own values

COMPETENCE 4.2

Promote interaction between people who come from diverse backgrounds at home and abroad so that they can learn about other countries, cultural contexts, political beliefs, religions, etc.

This involves:

- *Knowledge:* Intercultural theory, cultural awareness, foreign languages, international awareness, diverse backgrounds/identities of the people
- *Skills:* Facilitation, intercultural learning, group dynamics and management, mediation, conflict transformation
- *Attitudes and values:* Empathy, tolerance of ambiguity, solidarity, self-awareness, emotional stability, sensitivity, distance from social roles, clarity on one's own values

COMPETENCE 4.3

Work creatively on and with conflicts with a view to transforming them constructively

This involves:

- *Knowledge:* Conflict
- *Skills:* Facilitation, conflict transformation, mediation, dealing with unexpected situations
- *Attitudes and values:* Openness to being challenged, readiness to challenge others, orientation towards the common good, respect for others, tolerance of ambiguity

COMPETENCE 4.4

Actively include people from a diverse range of backgrounds and identifications in work activities

This involves:

- *Knowledge:* Intercultural theory
- *Skills:* Facilitation, inclusive education, intercultural learning
- *Attitudes and values:* Self-awareness, clarity on one's own values, emotional stability

PRACTICE EVALUATION TO IMPROVE

We encourage youth workers to actively practice evaluation to improve the quality of the youth work conducted. Here are some keynotes to take into account. Be ready to learn and improve your competencies!

COMPETENCE 5.1

Involve people in planning and organizing evaluation

This involves:

- *Knowledge:* Inclusive evaluation approaches
- *Skills:* Democratic leadership, active listening, process management, group management, research techniques, ICT

COMPETENCE 5.2

Plan and apply a range of participatory methods of evaluation

This involves:

- *Knowledge:* Inclusive evaluation approaches
- *Skills:* Participatory methods, democratic leadership, facilitation
- *Attitudes and values:* Openness to constructive criticism and feedback

COMPETENCE 5.3

*Use the results of the evaluation for the improvement of their practice*

This involves:

- *Skills:* Evaluation
- *Attitudes and values:* Openness to constructive criticism and feedback, adaptation to new/unforeseen situations, personal initiative

COMPETENCE 5.4

Stay up-to-date on the latest youth research on the situation and needs of the people

This involves:

- *Knowledge:* Youth research approaches, actors, and sources
- *Skills:* Analysis, information management
- *Attitudes and values:* Personal initiative
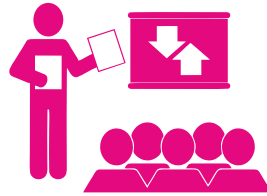
LEARNING IN TEAMS

Of course, we know that there are lots of individuals, who face challenges when working in groups. Even though this fact can make you think about each group activity, we believe that youth workers should support collective learning in teams. And here are some competencies of team learning!

COMPETENCE 6.1

Actively evaluate teamwork with colleagues and use the results to improve the effectiveness

This involves:

- *Knowledge:* Teamwork, learning in teams
- *Skills:* Evaluation, cooperation, communication, partnership-building
- *Attitudes and values:* Trust, openness to the views of others, self-management, adaptation to unforeseen changes, orientation towards the common good
- *Attitudes and values:* Personal initiative, openness to constructive criticism

COMPETENCE 6.2

Seek and give feedback about teamwork

This involves:

- *Skills:* Feedback, active listening, conflict transformation, mediation
- *Attitudes and values:* Being constructive, ready to challenge colleagues and be challenged, curiosity, trust

COMPETENCE 6.3

Share relevant information and practices in work with colleagues

This involves:

- *Skills:* Communication, information management
- *Attitudes and values:* Solidarity, willingness to share resources

MAKE POLICIES WORK BETTER

Experienced field workers know how they can contribute to the development of their organization and to making policies/programs work better for people. During the years competence comes to the worker, so he/she can find a way to make this contribution. How we see it:

COMPETENCE 7.1

Actively involve people in shaping their organization's policies and programs

This involves:

- *Knowledge:* Organizational management and development, policies and programs of the organization
- *Skills:* Needs analysis, democratic leadership, active listening, participatory decision-making
- *Attitudes and values:* Transparency, personal initiative

COMPETENCE 7.2

Co-operate with others to shape policies

This involves:

- *Knowledge:* Policy concepts, actors, and mechanisms at different levels
- *Skills:* Communication, networking, cooperation, partnership building, democratic leadership, advocacy, public speaking, presentation
- *Attitudes and values:* Willingness to partner with other actors, curiosity, open-mindedness, patience, tolerance of ambiguity, personal initiative

DEVELOP AND CONDUCT PROJECTS

There is still time to learn a little bit more. We are at the last stage of our course on the competencies of the worker. Please, be ready to get the information in the right way presented below, as the development and conduction of projects are quite important for people. This is a must-have competence in the 21st century.

COMPETENCE 8.1

Apply project management approaches

This involves:

- *Knowledge:* Project management frameworks
- *Skills:* Management (including finances), leadership, delegation, planning, facilitation, communication,
- *Attitudes and values:* Capacity to adapt to new/unforeseen situations

COMPETENCE 8.2

Seek and manage resources

This involves:

- *Knowledge:* Resource management
- *Skills:* Financial management, human resources management, and development, creativity in looking for resources, fundraising, communication, advocacy, networking
- *Attitudes and values:* Open-mindedness, honesty, transparency

COMPETENCE 8.3

Give visibility to projects, write reports and make presentations, for a variety of audiences

This involves:

- *Skills:* Presentation, public speaking, report writing, capacity to adapt your discourse to different audiences
- *Attitudes and values:* Self-confidence

COMPETENCE 8.4

Use information and communication technology tools when necessary

This involves:

- *Knowledge:* Information, communication, and media tools (online)
- *Skills:* Using ICT in work (projects), creativity
- *Attitudes and values:* Curiosity, personal initiative

INSPRATIONAL VIDEO – NO.3

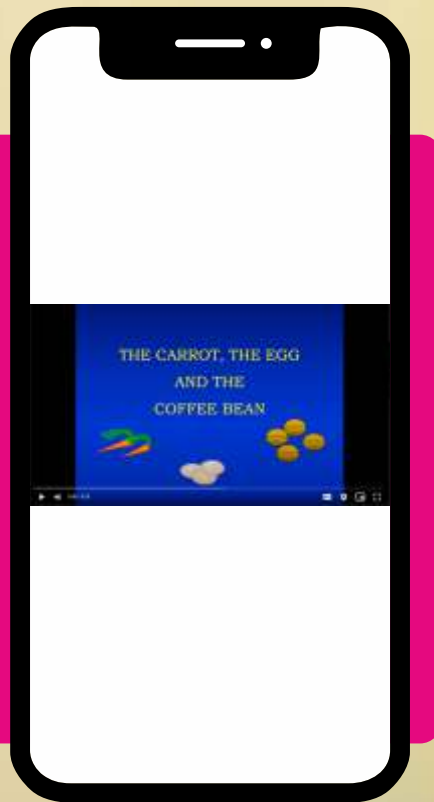**Watch the video by Scanning QR Code**

VIDEO LESSON – NO.4

THE CARROT, THE EGG
AND THE
COFFEE BEAN

Watch the video by Scanning QR Code

PARTICIPATORY RURAL APPRAISAL

VIDEO LESSON – NO.5

Watch the video by Scanning QR Code

- *Appraisal* – The finding out of information about problems, needs, and potential in a village. It is the first stage of any project.
- *Participatory* – This means that people are involved in the process – a "bottom-up" approach that requires good communication skills and the attitude of project staff.
- *Rural* – The techniques can be used in any situation, urban or rural, with both literate and illiterate people.
- It is considered one of the popular and effective approaches to gathering information in rural areas.
- This approach was developed in the early 1990s with a considerable shift in paradigm from a top-down to a bottom-up approach, and from a blueprint to the learning process.
- PRA is based on village experiences where communities effectively manage their natural resources.
- PRA is a methodology of learning about rural life and their environment from the rural people.
- It requires researchers/field workers to act as facilitators to help local people conduct their own analysis, plan, and take action accordingly.
- It is based on the principle that local people are creative and capable and can do their own investigations, analysis, and planning. **The basic concept of PRA is to learn from rural people.**

DEFINITION- CHAMBERS (1992)

PRA as an approach and method for learning about rural life and conditions from, with and by rural people. He further stated that PRA extends into analysis, planning, and action. PRA closely involves villagers and local officials in the process.

KEY PRINCIPLES OF PRA

- Participation - participation by the communities
- Flexibility - time and resources available
- Teamwork - conducted by a local team with a local language.
- Optimal ignorance - both time and money
- Systematic-generated data, qualitative nature.

PRA TECHNIQUES - METHODOLOGICAL PRINCIPLES

- Visualisation - Verbalisation – Documentation
- Sequencing
- Optimal Ignorance
- Triangulation

PRA TECHNIQUES

- Direct observation - Observations are related to questions: What? When? Where? Who? Why? How?

- Do it yourself - Villagers are encouraged to teach the researcher how to do various activities. The researcher will learn how much skill and strength are required to do day-to-day rural activities, gaining an insider's perspective on a situation.

PARTICIPATORY MAPPING AND MODELING

- Using local materials, villagers draw or model current or historical conditions. The researcher then interviews the villager by "interviewing the map."

- This technique can be used to show soils, water sources, wealth rankings, household assets, land-use patterns, changes in farming practices, constraints, trends, health and welfare conditions, and the distribution of various resources.

TRANSECT WALKS AND GUIDED FIELD WALKS

- The researcher and key informants conduct a walking tour through areas of interest to observe, listen, identify different zones or conditions, and ask questions to identify problems and possible solutions.

- With this method, the outsider can quickly learn about topography, soils, land use, forests, watersheds, and community assets.
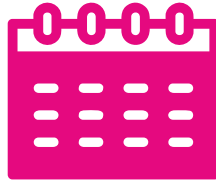
SEASONAL CALENDARS

Variables such as rainfall, labor, income, expenditures, debt, animal fodder or pests, and harvesting periods can be drawn (or created with stones, seeds, and sticks) to show month-to-month variations and seasonal constraints and to highlight opportunities for action. An 18-month calendar can better illustrate variations than a 12-month calendar.

DAILY-ACTIVITY PROFILES

Researchers can explore and compare the daily activity patterns of men, women, youth, and elders by charting the amount of time taken to complete tasks.

SEMI STRUCTURED INTERVIEWING

A semi-structured interviewing and listening technique uses some predetermined questions and topics but allows new topics to be pursued as the interview develops. The interviews are informal and conversational but carefully controlled.

PERMANENT-GROUP INTERVIEWS

Established groups, farmers' groups, or people using the same water source can be interviewed together. This technique can help identify collective problems or solutions.

TIMELINES

Major historical community events and changes are dated and listed. Understanding the cycles of change can help communities focus on future actions and information requirements.

LOCAL HISTORIES

Local histories are similar to time lines but give a more detailed account of how things have changed or are changing. For example, histories can be developed for crops, population changes, community health trends and epidemics, education changes, road developments, and trees and forests.

VENN DIAGRAMS

To show the relationship between things, overlapping circles are used to represent people, villages, or institutions; lines are added to reflect inputs and outputs.

WEALTH AND WELL-BEING RANKINGS

- People are asked to sort cards (or slips of paper) representing individuals or households from rich to poor or from sick to healthy.
- This technique can be used for crosschecking information and for initiating discussions on a specific topic (for example, poverty).
- The technique can also be used to produce a benchmark against which future development interventions can be measured or evaluated.

MATRICES

Matrices can be used to gather information and to facilitate or focus analyses and discussions. For example, a problem opportunity matrix could have columns with the following labels: soil type, land use, cropping patterns, and available resources; and rows with the following labels: problems, constraints, local solutions, and initiatives already tried.

PRA TOOLS

SEMI-STRUCTURED INTERVIEW (SSI)

- Purpose: To gain information from an individual or small group on an issue.

- It is a PRA method that engages villagers in a conversation through a series of guide questions (not structured questionnaires) relevant to the villagers.

- Important information is generated by talking with villagers about topics that interest them.

- SSI can be used with individuals, key informants, interest groups, or other small groups of villagers (i.e. women's groups)

MAPS

- Participatory mapping is one of the most versatile tools and is powerful in generating pictures of any aspect of physical reality.

- Maps can be produced for big regions (movement of animal herds of pastoralists), villages, farms, or even a single plot, depending on questions people are interested in.

SOCIAL MAPPING

- Social mapping involves the sketching/drawing of houses and other social facilities and infrastructure (i.e. temples, stores, rice mills, schools, pharmacies, trails and roads, water pumps, irrigation, and recreation facilities) in a village.

- It helps to visualize and situate the location of households and other social facilities / infrastructure in a village.

- It serves as a baseline for planning, implementation, monitoring, and evaluation of village development activities (including a selection of village organizing strategy).

RESOURCE MAP

- The Village Resource Map is a tool that helps us to learn about a community and its resource base.

- The primary concern is not to develop an accurate map but to get useful information about local perceptions of resources.

- Objectives: To learn the villagers' perception of what natural resources are found in the community and how they are used.

TIMELINE (HISTORICAL MAPPING)

The timeline with basic events can be used for focused discussions on problems, social and technological innovations, or on the community's history of cooperation and activities which helped them to solve past problems successfully.

SEASONAL CALENDAR

- PRA method that determines patterns and trends throughout the year in a certain village.

- It can be used for purposes such as rainfall distribution, food availability, agricultural production, income and expenditures, health problems, and others.

- The seasonal calendar can also be used to collect information on how villagers allocate their time as well as their labour in various activities within the village.

WEALTH RANKINWEALTH RANKING

Wealth ranking determines the economic attributes of households in a village. It shows the information on the relative wealth and well-being of households in a village. It helps in determining the social and economic status of households in a village.

PAIR-WISE RANKING

- The pair-wise ranking is a PRA method that helps villagers to set priorities (i.e. problems, needs, actions, etc.).

- Ranking can be undertaken with key informants or group of villagers that represents a good mixture of interests.

- It can also be conducted based on gender to determine different preferences between men and women.

KEY INFORMANT INTERVIEW

- Depending on the nature and scope of an inquiry, the investigator identifies appropriate groups from which the key informants may be drawn and then selects a few from each group. People belong to groups, e.g. families, castes, villages, etc.

- Farming practices and decisions are often discussed in families with friends and relatives. Farming or fishing practices, unlike other knowledge domains e.g. medicine, are common knowledge.

ADVANTAGES OF PRA

- Identification of genuine priorities for the target group

- Devolution of management responsibilities.

- Motivation and mobilization of local development workers

- Forming better linkages between communities and development institutions

- Use of local resources

- Mobilization of community resources

- More sustainable development activities

DISADVANTAGES OF PRA

- Raising expectations that cannot be realized

- Proposal of development plans that participating agencies cannot respond to

- Risk of "capture" of activities by local interests

- Failure to take account of stratification in communities.

YOUTUBE VIDEO

Watch this YOUTUBE video

VMOSA – STRATEGIC PLANNING TOOL

VMOSA (Vision, Mission, Objectives, Strategies, and Action Plans) is a practical planning process used to help community groups define a vision and develop practical ways to enact change. VMOSA helps your organization set and achieve short-term goals while keeping sight of your long-term vision. Implementing this planning process into your group's efforts supports developing a clear mission, building consensus, and grounding your group's dreams. This section explores how and when to implement VMOSA into your organization's planning process.

WHAT IS VMOSA ?

One way to make that journey is through strategic planning, the process by which a group defines its own **"VMOSA;"** that is, its <u>Vision, Mission, Objectives, Strategies, and Action</u> Plans. VMOSA is a practical planning process that can be used by any community organization or initiative. This comprehensive planning tool can help your organization by providing a blueprint for moving from dreams to actions to positive outcomes for your community.

In this section, we will give a general overview of the process, and touch briefly on each of the individual parts. For Example, we'll show you how an initiative to prevent adolescent pregnancy used the VMOSA process effectively. Then, in Tools, we offer you a possible agenda for a planning retreat, should your organization decide to use this process. Finally, the remaining sections in this chapter will walk you through the steps needed to fully develop each portion of the process.

WHY SHOULD YOUR ORGANIZATION USE VMOSA?

Why should your organization use this planning process? There are many good reasons, including the following:

The VMOSA process grounds your dreams. It makes good ideas possible by laying out what needs to happen to achieve your vision.

Creating this process in a group effort (taking care to involve both people affected by the problem and those with the ability to change it), allows your organization to build consensus around your focus and the necessary steps your organization should take.

The process allows you to develop your vision and mission together with those in the community who will be affected by what you do. That means that your work is much more likely to address the community's real needs and desires, rather than what you think they might be. It also means community ownership of the vision and mission, putting everyone on the same page and greatly increasing the chances that any effort will be successful.

VMOSA allows your organization to focus on your short-term goals while keeping sight of your long-term vision and mission.

WHEN SHOULD YOU USE VMOSA?

So, when should you use this strategic planning process? Of course, it always makes sense for your organization to have the direction and order it gives you, but there are some times it makes particularly good sense to use this process. These times include:

When you are starting a new organization.

When your organization is starting a new initiative or large project or is going to begin work in a new direction.

When your group is moving into a new phase of an ongoing effort.

When you are trying to invigorate an older initiative that has lost its focus or momentum.

When you're applying for new funding or to a new funder. It's important under these circumstances to clarify your vision and mission so that any funding you seek supports what your organization stands for. Otherwise, you can wind up with strings attached to the money that requires you to take a direction, not in keeping with your organization's real purpose or philosophy.

Let's look briefly at each of the individual ingredients important in this process. Then, in the next few sections, we'll look at each of these in a more in-depth manner, and explain how to go about developing each step of the planning process.

👁 VISION (THE DREAM)

Your vision communicates what your organization believes are the ideal conditions for your community – how things would look if the issue important to you were perfectly addressed. This utopian dream is generally described by one or more phrases or vision statements, which are brief proclamations that convey the community's dreams for the future. By developing a vision statement, your organization makes the beliefs and governing principles of your organization clear to the greater community (as well as to your own staff, participants, and volunteers).

There are certain characteristics that most vision statements have in common. In general, vision statements should be:

Understood and shared by members of the community

Broad enough to encompass a variety of local perspectives

Inspiring and uplifting to everyone involved in your effort

Easy to communicate - for example, they should be short enough to fit on a T-shirt

Here are a few vision statements which meet the above criteria:

- Healthy children
- Safe streets, safe neighbourhoods
- Every house a home
- Education for all
- Peace on earth

🎯 MISSION (THE WHAT AND WHY)

Developing mission statements are the next step in the action planning process. An organization's mission statement describes what the group is going to do, and why it's going to do that. Mission statements are similar to vision statements, but they're more concrete, and they are more "action-oriented" than vision statements. The mission might refer to a problem, such as inadequate housing, or a goal, such as providing access to health care for everyone. And, while they don't go into a lot of detail, they start to hint - very broadly - at how your organization might go about fixing the problems it has noted. Some general guiding principles about mission statements are that they are:

Concise. Although not as short a phrase as a vision statement, a mission statement should still get its point across in one sentence.

Outcome-oriented. Mission statements explain the overarching outcomes your organization is working to achieve.

Inclusive. While mission statements do make statements about your group's overarching goals, it's very important that they do so very broadly. Good mission statements are not limited to the strategies or sectors of the community that may become involved in the project.

The following mission statements are examples that meet the above criteria:

- "To promote child health and development through a comprehensive family and community initiative."

- "To create a thriving African American community through the development of jobs, education, housing, and cultural pride.

- "To develop a safe and healthy neighbourhood through collaborative planning, community action, and policy advocacy."

While vision and mission statements themselves should be short, it often makes sense for an organization to include its deeply held beliefs or philosophy, which may define both its work and the organization itself. One way to do this without sacrificing the directness of the vision and mission statements is to include guiding principles as an addition to the statements. These can lay out the beliefs of the organization while keeping its vision and mission statements short and to the point.

OBJECTIVES
(HOW MUCH OF WHAT WILL BE ACCOMPLISHED BY WHEN)

Once an organization has developed its mission statement, its next step is to develop the specific objectives that are focussed on achieving that mission. Objectives refer to specific measurable results for the initiative's broad goals. An organization's objectives generally lay out how much of what will be accomplished by when. For example, one of several objectives for a community initiative to promote care and caring for older adults might be: "By 2025 (by when), to increase by 20% (how much) those elders reporting that they are in daily contact with someone who cares about them (of what)."

There are three basic types of objectives. They are:

Behavioural objectives. These objectives look at changing the behaviours of people (what they are doing and saying) and the products (or results) of their behaviours. For example, a neighborhood improvement group might develop an objective around having an increased amount of home repair taking place (the behaviour) or of improved housing (the result).

Community-level outcome objectives. These are related to behavioural outcome objectives but are more focussed on a community level instead of an individual level. For example, the same group might suggest increasing the percentage of decent affordable housing in the community as a community-level outcome objective.

Process objectives. These are the objectives that refer to the implementation of activities necessary to achieve other objectives. For example, the group might adopt a comprehensive plan for improving neighborhood housing.

It's important to understand that these different types of objectives aren't mutually exclusive. Most groups will develop objectives in all three categories.

Examples of objectives include:

- By December 2030, to increase by 30% parent engagement (i.e., talking, playing, reading) with children under 2 years of age. *(Behavioural objective)*

- By 2025, to have made a 40% increase in youth graduating from high school. *(Community-level outcome objective)*

- By the year 2026, increase by 30% the percentage of families that own their home. *(Community-level outcome objective)*

- By December of this year, implement the volunteer training program for all volunteers. *(Process objective)*

STRATEGIES (THE HOW)

The next step in the process of VMOSA is developing your strategies. Strategies explain how the initiative will reach its objectives. Generally, organizations will have a wide variety of strategies that include people from all the different parts, or sectors, of the community. These strategies range from the very broad, which encompasses people and resources from many different parts of the community to the very specific, which aims at carefully defined areas.

Examples of broad strategies include:

- A child health program might use social marketing to promote adult involvement with children

- An adolescent pregnancy initiative might decide to increase access to contraceptives in the community

- An urban revitalization project might enhance the artistic life of the community by encouraging artists to perform in the area

Five types of specific strategies can help guide most interventions.

They are:

- **Providing information and enhancing skills**
  (e.g., offering skills training in conflict management)
- **Enhancing services and support**
  (e.g., starting a mentoring program for high-risk youth)
- **Modify access, barriers, and opportunities**
  (such as offering scholarships to students who would be otherwise unable to attend college)
- **Change the consequences of efforts**
  (e.g., provide incentives for community members to volunteer)
- **Modify policies**
  (e.g., change business policies to allow parents and guardians and volunteers to spend more time with children)

ACTION PLAN

(WHAT CHANGE WILL HAPPEN; WHO WILL DO WHAT BY WHEN TO MAKE IT HAPPEN)

Finally, an organization's action plan describes in great detail exactly how strategies will be implemented to accomplish the objectives developed earlier in this process. The plan refers to

- specific (community and systems) changes to be sought, and
- the specific action steps necessary to bring about changes in all of the relevant sectors, or parts, of the community.

The key aspects of the intervention or (community and systems) change to be sought are outlined in the action plan. For example, in a program whose mission is to increase youth interest in politics, one of the strategies might be to teach students about the electoral system. Some of the action steps, then, might be to develop age-appropriate materials for students, to hold mock elections for candidates in local schools, and to include some teaching time in the curriculum.

Action steps are developed for each component of the intervention or (community and systems) changes to be sought. These include:

Action step(s): What will happen

Person(s) responsible: Who will do what

Date to be completed: Timing of each action step

Resources required: Resources and support (both what is needed and what's available)

Barriers or resistance, and a plan to overcome them!

Collaborators: Who else should know about this action

Of course, once you have finished designing the strategic plan or "VMOSA" for your organization, you are just beginning in this work. Your action plan will need to be tried and tested and revised, then tried and tested and revised again. You'll need to obtain feedback from community members, and add and subtract elements of your plan based on that feedback.

IN SUMMARY

Everyone has a dream. But the most successful individuals - and community organizations - take that dream and find a way to make it happen. VMOSA helps groups do just that. This strategic planning process helps community groups define their dream, set their goals, define ways to meet those goals, and finally, develop practical ways to bring about needed changes.

In this section, you've gained a general understanding of the strategic planning process. If you believe your organization might benefit from using this process, we invite you to move on to the next sections of this chapter, which explain in some depth how to design and develop your own strategic plan.

AN OVERVIEW OF STRATEGIC PLANNING

"VMOSA"

Vision   **Mission**   **Objectives**   **Strategies**   **Action Plans**

What is VMOSA?
- A practical strategic planning tool.
- A blueprint for moving from dreams to actions to outcomes.
- An ongoing process.

Why use VMOSA?
- To give your organization structure and direction.
- To help build consensus about what to do and how to do it.
- To focus your organization's efforts.

When to use VMOSA
- New organization.
- New initiative or large project.
- New phase of ongoing effort.
- Breathe life into an older initiative.

Vision Statements: The dream -
Examples:
- "Healthy adolescents"
- "Healthy babies"
- "Caring parents"
- "A community of hope"
- "Safe sex"
- "Teen Power"
- "Caring relationships"

Objectives: The how much of what will be accomplished by when
Examples:
- By 2005, increase by 40% the number of adults who report caring activities with a child not their own.
- By 2015, decrease by 25% the number of reported cases of child abuse and neglect by.

Mission: The what and why
Examples:
- To build a healthy community through a comprehensive initiative to promote jobs, education, and housing.
- To promote adolescent health and development through school and community support and prevention.

Strategies: The how
Examples:
- Enhance experience and competence.
- Remove barriers.
- Increase support and resources.
- Make outcomes matter.

Action Plan: The specifics of who will do what, by when at what costs
These consist of:
- Action steps (what will be done).
- People responsible (by whom).
- Date completed (by when).
- Resources required (costs).
- Collaborators (who should know)

FACILITATING A GROUP

A group cannot function effectively on its own initiative, it needs to be facilitated. Facilitation can be described as a conscious process of assisting a group to successfully achieve its task while functioning as a group. Facilitation can be performed by members themselves, or with the help of an outsider,

To facilitate, it is important to understand fully the areas that need to be facilitated.

Facilitation may be required for:

- the effective performance of task and maintenance functions
- the processes like participation, communication, decision-making, and leadership
- the effective resolution of issues like inclusion, influence, and intimacy
- the smooth transition of the group from one stage to another
- the accomplishment of the task

To facilitate effectively the facilitator needs to:

- understand what is happening within the group
- be aware of his/her own personality and how s/he comes across, and
- know how to facilitate

Diagnosing a Group

The process of finding out what is going on in a group may be called diagnosing. It is an essential skill of a facilitator. S/he can help solve the problem only if s/he is able to diagnose what it is that is going wrong. Diagnosis involves understanding the causes including influential factors that may exist outside the group *(e.g. history of the past relationship between members)*. The following examples illustrate the point.

Problem: Everyone does not participate or show an interest, and few remain silent.

Possible causes may be:

● the goal or task is not relevant to everyone.

● some members are insecure

● some members are dominant on the basis of caste, class, education, or sex.

Problem: Subgroups occur within the group and they get involved in their own conflicts.

Possible causes: Existence of different value systems that become more important than the task of the group Existence of differences/ conflicts between individuals that existed prior to the formation of the group.

An Appropriate Intervention

Having diagnosed the possible causes of the problem, the facilitator needs to decide how s/he will help the group go forward. This conscious act is called facilitating.

Simple methods of facilitating include:

● encouraging

● bringing the conversation to the point

● mediating and peacekeeping

● maintaining order

● requesting

But then in some cases, these atone are not enough. It is then that the facilitator needs to look deeper and understand clearly the unconscious Processes and the levels of awareness within the members of the group, "and of the group as a whole. Depending upon the facilitator's grasp of the situation, different styles of facilitation can be used.

Some essential skills of a facilitator

In order to facilitate the learning process, the facilitator needs some basic skills:

Listening:

The ability to listen carefully and creatively. picking out positive aspects and problems, difficulties and tensions

Observation:

The ability to see what is happening; to understand non-verbal clues, to monitor the group's work objectively

Sensitivity/Empathy:

The ability to pick up implicit messages: to see problems through the eyes of the members; to understand their feelings, ideas arid values, to focus on structures and roles rather than personalities or competence

Diagnosing:

The ability to define the problem to synthesize diverse data and form a working hypothesis to choose intervention and action

Supporting/Encouraging:

The ability to provide verbal and nonverbal indicators of encouragement, affirmation, appreciation, and caring to assist in a joint search for solutions.

Challenging:

The ability to confront, to disagree, to stop a process without being rude

Openness:

The ability to invite dialogue, and to receive feedback. and to be prepared to examine one's own attitudes values and ideas and to change them. if necessary

Modeling:

The ability to incl tide oneself as a model in the group, responding spontaneously, without being idealistic, or posing as an expert.
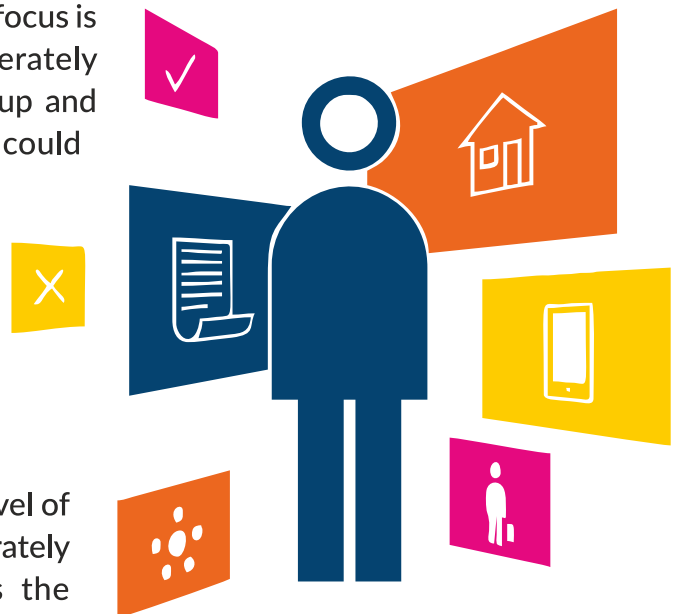
FACILITATION STYLES

Groups vary in the nature of their tasks, their composition, and the problems that crop up. The facilitator chooses his/her style of facilitation depending upon his/her understanding of the situation, the objective of the change, i.e., in the action or the awareness; and the focus of the change, i.e. the level of the group or the level of the individual. Four different styles of facilitation have been described taking into consideration these variables- task or awareness and individual or group.

Interactive Mode:

Here the facilitator diagnoses the problem as being at the individual level and the facilitation is thus individual-centered. This mode focuses on action/behavior. It is benign and educative, and change in behaviour of the individual is sought to be brought about by providing support and encouragement.

Inclusive Mode:

This mode is used when the facilitator diagnoses the problem to be at the level of the group and the focus is the change in action. The facilitator deliberately includes him/herself as a member of the group and provides model behaviour that the group could adopt. The facilitator needs to be careful that s/he does not present an ideal infallible model but one which includes his/her feelings, values, needs, opinions, and weaknesses as an ordinary human being.

Interpretive Mode:

Having diagnosed that the problem is at the level of awareness of the group, the facilitator deliberately chooses to be an outsider. S/he analyses the problem objectively and presents his/her interpretation impersonally to the entire group.

Intrusive Mode:

Here the facilitator diagnoses the problem to be with the individual and the focus of the change is at the level of awareness. With the assumption that the individual is interested in learning about becoming aware of his/her true self, the facilitator presents to the individual what he/she has observed and what that could indicate about that particular individual. This presentation is deliberate and impersonal and may be likened to an intrusion into the individual's life space.

(*A word of caution: Using these various styles of facilitation consciously requires practice, more so with the interpretive and intrusive styles. The facilitator must remember that the style depends upon the focus of change. It must also be remembered that the facilitator must be very conscious of his/her own self and avoid taking an authoritarian or moral stand during facilitation.*)

LEARNING ACTIVITIES

1.

UNDERSTANDING COLLABORATION AND CONFLICT IN TEAMS

"WIN AS MUCH AS YOU CAN"

Objective:

Win As Much As You Can exercise and discussion will help participants understand the conflict and importance of collaboration in teams for benefit of all.

Time: 120 minutes

Materials:

Flip charts, markers, paper tape, and A-4 sheets to make small chits Learning methods

Teaching aids:

Short lecture, brainstorming, group formation and sharing by groups, debriefing 'Win as much as you can' game

Activity 1

30 minutes

1.1 :- The facilitator divides the group into small groups of four persons each group calling out numbers 1-4.

1.2 :- The groups are seated in different corners of the room for internal group discussions.

1.3 :- The facilitators explain the rules of the game to the group.

1.4 :- The purpose of the game is to "win as much as you can"

1.5 :- The game is to be played in 10 rounds.

1.6 : Each group has to make a choice between two symbols, X or Y.

1.7 :- The payoff depends upon the choice made by all the groups.

It is as follows:

- 4X: Every group loses 1 point

- 3X: Groups playing X win 1 point each

- 1Y: Groups playing Y lose 3 points 83

- 2X: Groups playing X win 2 points each

- 2Y: Groups playing Y lose 2 points each

- 1X: Groups playing X win 3 points

- 3Y: Groups playing Y lose 1 point each

- 4Y: Each group wins 1 point

Activity 2

45 minutes Groups play the game:

2.1 :- Groups must not communicate with the other group members during the rounds.

2.2 :- In each group, members should agree upon a single choice for each round.

2.3 :- Other groups should not know the choices made by one group alone.

2.4 :- Two-three minutes are given to make the choice in each round.

2.5 :- After the choice is made, the facilitator asks each group their choice and announces the overall result (say "two X and two Y").

2.6 :- Each group notes down its score accordingly, without revealing it to the other group.

2.7 :- If any questions are asked, the facilitators' response should be the name of the game – 'win as much as you can'. The game continues for rounds two, three, and four.

2.8 :- At the end of round 4, a bonus is announced. The scores are to be doubled. Before the groups are to make their choices, the facilitator allows one representative from each group to negotiate with representatives of the other groups for 5 minutes.

2.9 :- Rounds 5 and 6 are played.

2.10 :- On completion of round 8, participants are all invited into the center to negotiate openly. Rounds 9 and 10 are played.

Activity 3
30 minutes

3.1:- The facilitator debriefs the group by asking the following:

- Who won the game? Why?

- Does winning in a small group mean more to you than winning in all the groups together?

- How did you feel in the process?

- Can you relate it to the outside world?

- The effects of competition and collaboration can be discussed.

Activity 4
15 minutes

4.1:- Facilitators discuss the understanding of the group in relation to 'you' in the game. They elaborate if the 'you' were meant as an individual and/or for describing organizations. The facilitators ask the participants to relate this game situation to their real-life scenario. The facilitators should reiterate how collaboration can be beneficial and maximize profit for all. Facilitators wrap up the session by highlighting conflicts and the importance of collaboration in the teams for benefit of all and summarising key points from the session.

Adapted from Handbook of Structure Experiences for Human Relations-Volume II. Pfeiffer and Jones, University Associates, U.S.A., 1974)

2.
PUBLIC-SPEAKING SKILLS

Objective:

To help participants identify and practice their skills in public speaking and facilitation

Materials:

None unless a participant chooses to use relevant materials, such as a flip chart

Process:

Tell participants that they are now going to focus on public speaking techniques. Discuss the major features of effective public speaking, such as:

- Use of engaging and interactive techniques
- Movement into and out of the audience
- Use of gestures
- Eye contact (of appropriate duration)
- Modulation of intonation
- Appropriate use of humor

Practice these techniques as you explain them, and ask participants to watch closely. This allows the group to see how the theory of good public speaking is actually applied. Then ask for feedback: 'How would you describe what I'm doing at this moment?' Make sure the main components of good public speaking are mentioned. After this, start a discussion about other factors that aid effective public speaking.

Be sure to bring up the following areas:

- Use of storytelling as a technique to capture the attention
- Caution about inappropriate use of slang terms or other unacceptable languages
- Creation and maintenance of a safe learning environment for the audience
- Ways to respond to incorrect answers from the audience

Closure:

Tell the participants that they will receive feedback on how they use their public-speaking skills throughout the training session

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Adopted from - Family Health International/YouthNet

UNDERSTANDING INTERPERSONAL COMMUNICATION

"BLINDFOLD GAME"

Objective:

Blindfold Game and discussion will help participants to understand the importance of effective interpersonal communication in team functioning.

Time: 120 minutes

Materials:

Blindfolds (7 for a group size of 21), chairs (3 for a group size of 21), one football, one whistle, flip charts, markers, paper tape

A large room/ground where the participants will play the game Slide, LCD Projector, and Computer

(Depending on the group size, the materials such as blindfolds, chairs, etc. may increase and/or decrease but it should be one-third of the total group size.)

Learning methods:

Learning games, short lectures, group work, and debriefing

Activity 1
60 minutes

1.1 :- The facilitator divides the large group into teams of three persons per team.

1.2 :- Instruct the teams that the Blindfold Game would be played in three rounds by each team. Each team will consist of one instructor (who would use hand movements/signs to direct without speaking), one speaker (who would give directions to the player by speaking following the instructor), and one blindfolded person (who would follow the directions to reach the ball).

1.3 :- The facilitator would give time to teams to plan their strategy to play the game. This strategy may include agreeing on hand movements so that the speaker could understand directions such as 'go right', 'go left', 'go straight', 'come backward', 'stop', 'bend down, 'higher', 'lower' etc. among other.

1.4 :- The speaker would sit on a chair facing the instructor who would be standing. The instructor would be able to see what is happening on the ground and where the football is moving and make gestures accordingly.

1.5 :- The speaker would have her/his back towards the ground and hence would not be able to see what is happening there but would speak following the instructor's hand movements. The blindfolded person would play the game and follow the voice of the speaker to reach the target i.e. football. The facilitator would control the movement of the football and also blow the whistle when starting the rounds. (In case a whistle is not available, directions can be given verbally to start the game).

1.6 :- The instructor would guide their partner and give instructions to help them reach the target and also avoid obstacles.

1.7 :- The game would be played in three rounds as each member of the team would switch roles and repeat the game till each one of them has played all three roles of instructor, speaker, and blindfolded person.

1.8 :- The facilitators would ensure that no one is hurt when blindfolded. They can redirect the person if they venture into an area where there is the possibility of their bumping into any object/ other participants of the game.

Activity 2
30 minutes

2.1 :- On completion of the game, facilitators lead a debriefing discussion by asking participants the following questions:

- How did you feel during the game?
- What happened during the game?
- What challenges did you face?
- Did they feel constrained at any point in time during the game in different roles?
- Did you face a similar situation in real life?
- What lessons can be drawn concerning the importance of communication from this experience?

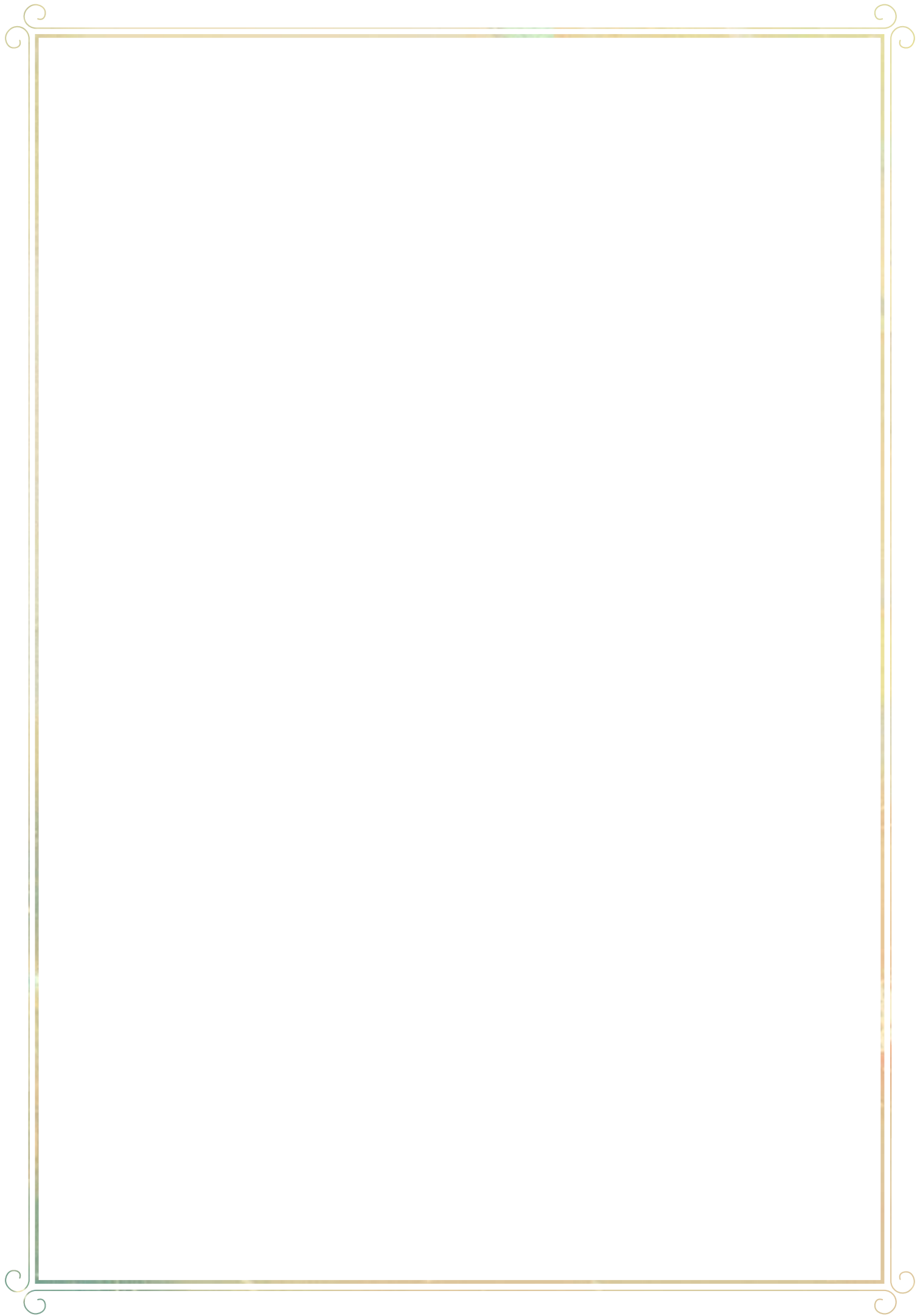--
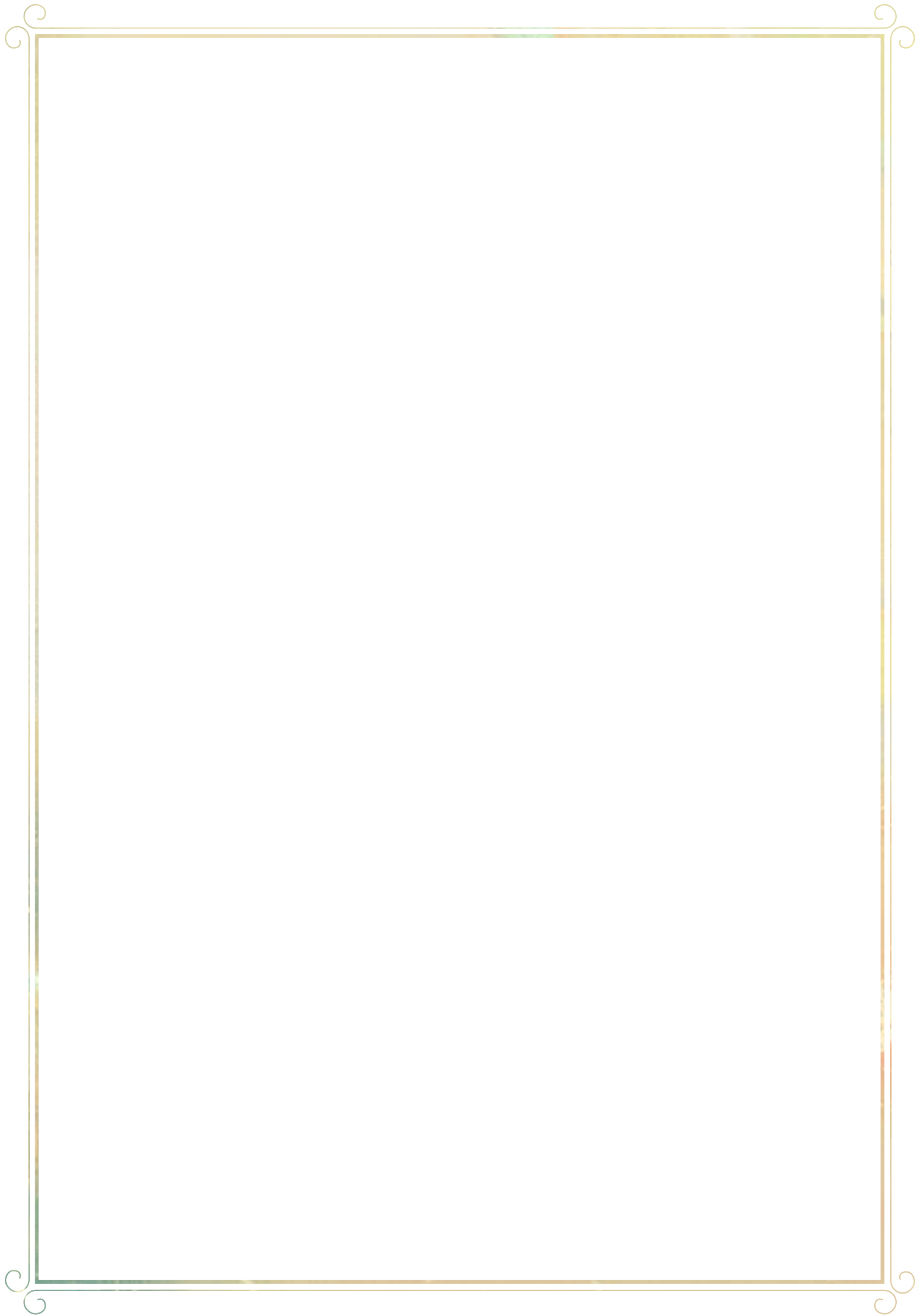
Activity 3
30 minutes

3.1 :- Make a presentation highlighting the various aspects and processes of interpersonal communication.

3.2 :- Facilitate a question and answer (Q&A) session. Allow participants to ask questions and add comments, after the presentation.

3.3 :- Close the session by thanking all for their participation.

This exercise has been adapted from MindTool