

CARE

Participation for Empowerment

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PARTICIPATION FOR EMPOWERMENT
A Manual for Development Agents

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Dedication

To the rural communities in Maradi, Niger and Sololá, Guatemala
who allowed us to live among them and learn from them.

Judiann and Shannon

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Acknowledgments

This manual is the result of a collaborative process involving many people within and outside CARE. When field staff first requested training in order to understand the concept of community empowerment and their role in making it happen, Judiann and Shannon drafted the training objectives and a very broad outline. Consultant Judi Aibel then created the first draft of the training curriculum, which was translated and pilot tested with CARE field staff at a Latin América regional workshop. A second version was used for CARE's international Child Survival workshop which included field staff from five Asian and three African countries. After these two workshops, the participants began to test the curriculum in their home countries with CARE co-workers as well as staff from other NGOs, and government counterparts. Their feedback, as well as that of many others with interest in community participation and empowerment, has been used to create this version of the manual. This final version has most recently been field tested in Tajikistan where both the concepts of community participation and empowerment as well as the practice of participatory adult learning are totally new.

We would like to especially thank Carlos Cardenas and Dora Ward for their role in the Latin América workshop and subsequent input, and Dr. Sanjay Sinho of CARE India for his role in the Child Survival workshop and suggestions for improving the manual. We are grateful to the many others in CARE and other development agencies who took time to review this manual or participate in the Forum on Community Participation to clarify the concepts.

Foreward

The ultimate goal of development activities is to have a sustainable impact on improving the lives of people. Over the past fifty years, government and non-government organizations have made a significant impact through disseminating knowledge, delivering services and building infrastructure. More and more, those who are to benefit from these changes have had some role in contributing local knowledge, labor or resources.

It is easy for donor agencies and the implementing NGOs or agencies to be satisfied with a water system that the community helped install, with a full turnout for immunization campaigns, or acres of newly terraced land to conserve the soil for future generations. But, we have to ask, “what if...?” What if the community grows and the water system is no longer sufficient, will they know what to do and where to go to get help to expand it? What if the government turns management of the local health center over to the community, will they know how to prioritize the resources and plan immunization campaigns? What if the community with the terraces also has low school enrollment, limited markets for their products, malnourished children, no access to family planning services, will they know how to identify and prioritize these other problems, seek solutions, and mobilize resources within and outside of the community?

The sustainable impact we are seeking must go beyond a single project or activity. Individuals and community members must gain the skills necessary to identify and prioritize problems, seek solutions, work together for the common good, and mobilize resources within and outside of the community. They must know where and when to ask for assistance and how to approach representatives of government and institutions. They must include women and minorities and understand their rights as human beings and as citizens. Possessing these skills and this knowledge, they will be empowered, in control of their lives to a much greater degree, and able to address present and future needs.

With this perspective, we change our thinking from seeing the results of a particular project as an end in itself, to seeing the entire project as an educational process. In other words, the skills the community learns from actively participating in all phases of a water project from design through management are the most significant outcome, not the water system itself.

Because our donors have specialized interests, we seldom have the liberty to support the project the community may identify as their first priority. However, we can explain to the community that by learning the processes of self-determination (*auto-gestión*) with our funding and technical assistance for their third or fourth priority, they will be empowered to later pursue the solution to their first priority. Donors are becoming much more interested in participation and empowerment, but their time limits and pre-determined objectives are often perceived as barriers to these principles. We must continue to educate the donors, by writing participation and empowerment into our proposals and by reporting on the empowerment indicators we adopt with the communities.

Changing our role from that of providing the community with knowledge, services or infrastructure, with or without their participation, to one of involving community members in process, of valuing their knowledge, of working with them as partners rather than doing for them or overseeing their participation in activities we planned, and ultimately believing in their ability to take total control themselves requires a major adjustment for many development workers. Many who have experience in the field fully believe the in concept of empowerment, but need new skills, tools, and attitudes to adopt an empowering approach to their work with communities.

This training guide is intended for use with development agents who work at the community level or who supervise others at that level. It may also be useful with management and technical staff, as well as institutional or agency decision-makers to create awareness of community empowerment and hence, garner the institutional support needed to adopt an empowerment approach to development.

Judiann McNulty

How to Use this Manual

Participation for Empowerment was developed as a guide to assist in training field staff to adopt techniques and attitudes that promote community empowerment in their day-to-day field activities and in their program planning. *It is not intended for the participants to replicate the training with community groups, but rather to put the concepts and skills into practice themselves. This should be made clear to the participants.*

This manual is presented in the form of a workshop, lasting approximately five days, with all the instructions needed to replicate the workshop. It is intended as a guide, rather than a blueprint of every workshop detail. Just as field staff should design their program activities in light of the capabilities and needs of the communities they serve, so should one using this manual view it as a guide to be adapted to local issues and priorities.

A few logistical considerations are in order before beginning to use this manual.

- The participant group should include no more than 30 and preferably under 20 people to allow for everyone to be adequately involved.
- The physical space in which the workshop is held should be large and comfortable with plenty of room for participants to spread out their materials and themselves with tables and chairs that can be moved for different activities. Besides a large room for plenary sessions there should be space for small group work, ideally, arranged so that groups can be somewhat removed from one another.
- **As a first step in preparation, the facilitator should read through the entire guide.**
- Materials needed to complete each activity are listed at the beginning of that activity's instructions. In general these will consist of previously prepared flipcharts or overhead transparencies, flipchart paper, index cards or similar-sized paper, marker pens and masking tape.
- Examples of the flipcharts and handouts needed for each activity are included in the annexes and on the CD (found on the back cover) that accompanies this document. **The facilitator may choose to make overhead transparencies in place of the prepared flipcharts.**
- While some office equipment, for example, a photocopier and computer, would be helpful during this workshop, with adequate preparation, the workshop can be easily conducted without those amenities on site during the event.
- Especially in the context of a five-day workshop, anything the facilitator can do to energize the group and inspire creativity is a good idea. Thus anytime the group seems to be lagging, the

facilitator should feel free to call a break, or do some other quick, fun exercise. Another way to add variety is to use creative methods to break into small groups, rather than counting off every time. (Examples are grouping people by their favorite colors, by the kind of clothes they are wearing, or by the first letter of their names.)

Participant groups will typically consist of field staff experiencing situations directly relevant to the workshop content on a daily basis. Participants may be well versed in the use of community participation techniques and in the promotion of community empowerment, or these subjects may be entirely new. One workshop may have a range of participant backgrounds. In addition, if the workshop is held at the regional level participants may have very distinct customs and even different primary languages. Such diversity requires addressing several considerations with regard to facilitation. The success of the workshop will be influenced heavily by the skill of the facilitator. Ideally, the facilitator will be both experienced at leading groups in highly interactive situations as well as committed to the community empowerment principles central to the design of this manual. The following are some suggestions and considerations of facilitation issues.

Facilitation Tips

- The best way to teach and encourage active listening is to model it. Listen to and consider what the participants have to say.
- Watch the group dynamics. If one person or small group of people is dominating the group's discussions, confirm that you have heard their input, then turn to others to involve them.
- Be aware of the level of functioning of the participants. If the group in general has had no exposure to these ideas, be sure they understand the basic principles before going on. If the group has a comfortable grasp of basic principles, push them to think even more critically and stimulate challenging discussion.
- Treat participants as peers, all with their own expertise to share.
- Model and incorporate as many of the principles and attitudes of a development worker promoting community empowerment as possible.
- While two or three people may wish to share facilitation of the workshop, a single facilitator, who is well prepared, can easily lead it alone.

Adult Learning Principles

Teaching adults, especially training adult professionals, requires a unique set of skills, distinctly different from those often used in traditional educational settings. It is key to remember when planning adult education events that adults are voluntary learners. They have chosen on their own to participate in the event. This affects the educational interaction in two major ways:

1) Adults generally are most comfortable outside the traditional classroom setting; educational interactions with adults should incorporate involvement, participation and a variety of techniques; and 2) In a professional setting learners will come to the table with a host of their own experiences and knowledge, and will learn best when encouraged to share them.

Adults are generally most comfortable outside the traditional classroom setting; educational interactions with adults should incorporate involvement, participation and numerous techniques.

Education should be grounded in concrete experience. All learners, but especially adult learners, learn best when they can easily relate the material to their own lives.

Different people learn in different ways. Learning techniques should represent a balance between experience, observations, conceptualization, and experimentation, as well as a balance between verbal, auditory, kinetic, and visual modalities.

The event should be non-intimidating. A U-shaped or circular seating arrangement without a podium or head table is generally more conducive to participation rather than a very formal setting.

Participants may experience barriers to learning, in the form of both objections to the changes in their work that the workshop content may inspire and/or the buildup of their day-to-day responsibilities. Therefore, their motivation should be supported. The environment should be one of encouragement first and challenge next.

In a professional setting learners will come to the table with a host of their own experiences and knowledge, and will learn best when encouraged to share them.

The workshop content relates directly to participants' concrete, day-to-day work and the workshop has been designed to incorporate the participants' experiences. This is a valuable way to learn and should not be sacrificed in attempts to condense the workshop. Working with professionals active in the field affords workshop organizers the opportunity to use previous experience as a starting point for reflections on their own attitudes and future possibilities.

The workshop design has been based on the Freirian principle of dialogue. It attempts to reject both in principle and in practice the “banking” theory of knowledge acquisition. While facilitators and workshop organizers come to the workshop with prepared materials and learning goals, the event should be viewed as an exchange. The final goal is not to have participants be able to recite a list of paradigms and learning points or even to complete a number of sessions. The final goal is to send participants home thinking about how their daily work can promote true empowerment of the communities with which they work. Thus, the workshop should be approached not as an attempt to deposit of a fixed body of knowledge but as an exchange, a challenge, and an opportunity for reflection by both facilitator and participants.

By Dora Ward, MPH

Timing

| | |
|--|-------------------------------|
| Session 1: Welcome and Introduction of Participants | 1 hour 15 minutes |
| Activity 1: Greetings and Introduction of Participants | 10 minutes |
| Activity 2: Overview of Workshop Goals and Objectives | 35 minutes |
| Activity 3: Development of Workshop Norms | 30 minutes |
| Session 2: Discussing Community Participation | 2 hours 30 minutes |
| Activity 1: Defining Community | 45 minutes |
| Activity 2: Defining Community Participation | 50 minutes |
| Activity 3: The Continuum of Community Participation | 55 minutes |
| Session 3: Discussing Community Empowerment | 5 hours |
| Activity 1: Defining Community Empowerment | 60 minutes |
| Activity 2: Domains of Empowerment | 45 minutes |
| Activity 3: Dimensions of Community Empowerment | 105 minutes |
| Activity 4: Constraints to Community Empowerment and Participation | 75 minutes |
| Session 4: Empowering Skills, Attitudes, and Knowledge | 3 hours 15 minutes |
| Activity 1: Self-Assessment | 75 minutes |
| Activity 2: A New Professional Approach: The Development Facilitator | 60 minutes |
| Activity 3: Johari's Window | 25 minutes |
| Activity 4: The Language We Use: What does it Convey? | 35 Minutes |
| Session 5: Interpersonal Communication | 2 hours 25 minutes |
| Activity 1: Discussion of quotations from Paulo Freire | 55 minutes |
| Activity 2: Active Listening | 70 minutes |
| Activity 3: Praxis /Triple A | 20 minutes |
| Session 6: Introduction to PLA | 3 hours |

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|---|------------|
| Activity 1: Introduction to PLA | 25 minutes |
| Activity 2: Overview of PLA Tools | 20 minutes |
| Activity 3: Your PLA Toolbox | 60 minutes |
| Activity 4: Preparation for Community Day | 75 minutes |

Session 7: Community Visit

**5 hour
30 minutes**

| | |
|---|------------|
| Activity 1: Community Visit | ~3 hours |
| Activity 2: Analysis of Community Visit | 1 hour |
| Activity 3: Presentation of Community Visit | 90 minutes |

Session 8: Finding Consensus

**1 hour
30 minutes**

| | |
|---------------------------------|------------|
| Activity 1: Conflict Management | 25 minutes |
| Activity 2: Hidden Agenda | 65 minutes |

Session 9: Strengthening Community Leaders and Organization

**2 hours
30 minutes**

| | |
|--|------------|
| Activity 1: Sharing Power | 25 minutes |
| Activity 2: Styles of Leadership | 40 minutes |
| Activity 3: Strategies to Encourage Empowering Leaders | 85 minutes |

Session 10: Assessing Community Empowerment

**1 hour
40 minutes**

| | |
|---|------------|
| Activity 1: How to Define Indicators | 25 minutes |
| Activity 2: Defining Indicators for Community Empowerment | 75 minutes |

Session 11: Next Steps

**2 hours
10 minutes**

| | |
|---|------------|
| Activity 1: Lessons Learned | 50 minutes |
| Activity 2: Strategies to Promote Community Empowerment | 80 minutes |

Session 12: Evaluation

1 hour

| | |
|-----------------------------------|------------|
| Activity 2: Written Evaluation | 20 minutes |
| Activity 3: The Art of Evaluation | 40 minutes |

| | |
|--------------|--------------------------------|
| TOTAL | 32 hours 45 minutes |
|--------------|--------------------------------|

Session 1: Welcome and Introduction of Participants

Time: 1 hour 15 minutes

Activity 1: *Greetings and Introduction of Participants*

Time: 10 minutes

Objective: Allow participants to begin meeting other workshop participants through a non-threatening exercise

Materials: None

Steps:

**Welcome
10 minutes**

- 1) Begin the session by welcoming the participants and introducing yourself and the facilitators. Officials from the government or NGO may be invited to open the workshop with brief comments. The introduction may incorporate an ice-breaker.

Note to Facilitator regarding Ice Breakers:

Ice-breakers can serve multiple purposes:

- They help unfamiliar participants get to know one another
- They can help redefine patterns of interaction between familiar participants (especially if there is a hierarchical relationship between participants)
- They help create an atmosphere of trust
- They break the traditional teacher-learner environment by encouraging all participants to be actively involved
- They energize participants
- They can help to ease some of the concerns or fears participants may have about participation

Activity 2: *Overview of Workshop Goal and Objectives*

Time: 35 minutes

Objectives:

- Identify personal goals and expectations for the workshop
- Present the workshop goal and objectives
- Explain the relationship between the objectives and the workshop session activities

Materials:

- Flipchart paper
- Marking pens
- Handout 1.2b: Workshop Goal and Objectives
- Handout 1.2a: Workshop Schedule [Please note that the schedule presented here is a sample, intended to give a general idea of the timing. Workshop organizers should feel free to adjust this schedule as needed and should generate their own handout accordingly.]

Steps:

Personal Goals for the Workshop
25 minutes

- 1) Ask participants to reflect on their personal goals and aspirations for the workshop. Ask each participant to share at least one of his or her expectations for the workshop. Ask for a volunteer to list the goals and expectations of the participants for the workshop on a flipchart or whiteboard.
- 2) After the list of goals has been generated, probe the participants for why these goals are important to them.
- 3) Ask participants why they think the organizers of the workshop feel community empowerment is important.

Review of the Workshop Goal and Schedule
10 Minutes

- 4) After some discussion explain how the need for this workshop was identified. Distribute **Handout 1.2a: Workshop goal and objectives** and **Handout 1.2b: Workshop Schedule**. Present the workshop goals and review the workshop schedule with the participants. Briefly describe the content of each of the sessions planned for the workshop.

Session 1 Activity 2

- 5) Ask participants if they have comments or suggestions related to the proposed schedule.

Activity 3: *Development of Workshop Norms*

Time: 30 minutes

Objective: To establish agreed upon norms under which the workshop will be conducted

Materials:

- Flipchart paper
- Marking pens

Steps:

- Introduction**
10 minutes
- 1) Ask participants to think of a time when they felt that they were able to learn easily. Ask participants the following questions concerning their experiences:
 - What was it about that time that made it easier for you to learn?
 - What did the educator/trainer/facilitator do to make it easier for you to learn?
 - What was the environment like?
 - 2) Ask for a volunteer to write a list of the characteristics on flipchart paper that enhanced their ability to learn.
- Plenary**
Discussion
20 minutes
- 3) Explain to participants that this is their workshop. It is therefore up to them to create an environment that is ideal for their learning.
 - 4) Ask participants to develop a set of norms that will guide the workshop. As the participants propose suggestions ask for the group's approval or disapproval. All participants must agree upon a suggestion for it to become a norm. Have a volunteer write the norms developed on Flipchart paper.
 - 5) Once all of the participants are satisfied with the list generated, hang the list of norms on the wall where it may be referred to if necessary throughout the workshop. Explain that since all participants participated in the development of each of the norms and agreed to each, they are expected to respect each norm established.

Session 2: Discussing Community Participation

Time: 2 hour 30 minutes

Activity 1: *Defining Community*

Time: 45 minutes

Objective: Understand the complexity of the term community

Materials:

- Flipchart paper
- Marking pens (preferably one per participant)

Steps:

Introduction
5 Minutes

- 1) Explain to participants that the key component in a discussion of community participation and/or community empowerment is "Community". Ask participants to think about the concept of community and how they would articulate its meaning. They can write their thoughts on a piece of paper to use in the following activity.

Small Group Activity
20 minutes

- 2) Divide the participants into groups of four or five. Give each group a large piece of paper and enough markers for each participant to have one. Ask participants to **draw** their perception of "Community". Encourage them to think beyond their first reaction to hearing the term. There are no "rules" other than each member of the group must physically contribute something. Hang the pictures around the room.

Plenary Discussion
15 Minutes

- 3) Ask each group to describe what they drew and why. Compare and contrast the pictures emphasizing the different ways one could consider community--geographic, ethnic, religious, professional, etc. Defining criteria for a community includes 1) a shared commonality, and 2) members' recognition of themselves as a community or having some sense of allegiance. What other criteria do the participants suggest? Ask whether communities are always homogenous.

Conclusion
5 Minutes

- 4) Explain that community is a complex concept. In our efforts to promote community participation and community empowerment we must

Session 2 Activity 1

remember that the area or region, or even a single village, in which a project works may not necessarily represent a single or unified community. Furthermore, the concepts and tools provided in this workshop are applicable to all types of communities: from urban, rural, professional, academic, religious or ethnic to drug users or prostitutes.

Activity 2: *Defining Community Participation*

Time: 50 minutes

Objective: Develop a common definition for community participation

Materials:

- Flipchart paper
- Marking pens
- **Handout 2.2** *Development of a Definition of Community Empowerment*

Steps:

Introduction
10 Minutes

1) Explain that community participation is popular and discussed worldwide, however, there are many different ideas of what it actually is.

Individual Activity
3-5 Minutes

2) Distribute **Handout 2.2** *Development of a Definition for Community Participation*. Ask each participant to first individually write a short definition of community participation.

Small Group Activity
20 Minutes

3) Divide participants into groups of 4-5 people per group. Have participants share their individual definitions of community participation with the other members of their group. Each group should then formulate a consensus definition drawing on the ideas of all group members. Once they have agreed on a definition it should be clearly written on a piece of flipchart paper and hung on the wall using masking tape.

Plenary Discussion
10 Minutes

4) Ask each group to present their definition to the larger group. Ask the members of the other groups what they think the key words or ideas are in each definition presented. Underline these key words or phrases.

5) After all groups have presented their definitions, discuss with the participants the similarities and differences between the definitions they developed. Ask how community participation differs from community mobilization and how the two are related. (Refrain from discussing community *empowerment* at this time.)

Session 2 Activity 2

Conclusion 6) Summarize the ideas brought forth in the discussion
5 Minutes

Note to Facilitator on key differences in definitions:

- Community participation – community members, leaders, and/or groups participate in one or more phases of an activity or project. Participation may involve contribution of ideas, priorities, resources, time or decision-making, implementation, and evaluation. The goal of participation is to give the communities ownership, the ability to express themselves, to learn from them, and ultimately to empower them through the transfer of skills, abilities, and knowledge. Participation is a process, often leading to some other end product.
- Community mobilization – the community or groups within the community organize around a particular issue with or without the prompting of outsiders. Community members work together to resolve the issue or overcome a problem. For example, communities are often mobilized to build their own school. Once this is accomplished, they may or may not continue to work together or address other issues. The goal of community mobilization is to solve a particular problem.
- Community empowerment – Through *participation* and transfer of skills, communities assume responsibility for identifying problems, prioritizing needs, mobilizing resources, negotiating, planning, implementing and evaluating activities for the common good on an on-going basis. The goal of community empowerment is to enable and empowerment is the end product of the project or program.

Activity 3: *The Continuum of Community Participation*

Time: 55 minutes

Objective: Describe the continuum of community participation

Materials:

- **Handout 2.3:** *Continuum of Community Participation*
- **Photocopy 2.3:** *Examples of Community Participation*
- **Flipchart 2.3:** *Continuum of Community Participation*

Note: The examples of Community Participation provided in **Photocopy 2.3:** *Examples of Community Participation* may be replaced by examples from your own projects.

Preparation:

- Prepare Flipchart 3.1: Continuum of Community Participation. Cover the description of each level of participation with a sheet of paper.
- Cut out each example on **Photocopy 2.3:** *Examples of Community Participation*.

Steps:

Introduction
10 Minutes

- 1) Explain to participants that community participation is not an absolute. Rather, it occurs on a continuum from lesser to greater participation. Different scales of community participation exist. The scale presented in this exercise is only one way of depicting the process.
- 2) Using **Flipchart 2.3:** *Continuum of Community Participation*, present the varying amounts of community participation at each level of the continuum starting with Level 1 and proceeding through to Level 4. Uncover each level as it is described.
- 3) Distribute **Handout 2.3:** *Continuum of Community Participation*. Point out to participants that as one moves along the Continuum not only the amount of participation increases but also the quality of that participation.

Case Studies in

- 4) Divide participants into four groups. Assign each group one of the four

Participation for Empowerment

Session 2 Activity 3

Small Groups 15 Minutes

case studies in **Photocopy 2.3: Examples of Community participation.**

- 5) Ask the groups to determine the level of participation described in their case study and discuss what characteristics led them to believe that the case studies were at that level.

Plenary Discussion 30 Minutes

- 6) Ask participants to return to the plenary. Ask each group to read their case study and state the level of participation they felt it described. Ask them to describe the key characteristics that suggested the case study to be at that level. Do the other participants agree with their decision?
- 7) Ask participants to think again about the definitions of community participation they developed. Discuss how they would modify their definitions based on their new understanding of the Continuum of Community Participation. Write the level of community participation reflected in their definition next to the definition.
- 8) Given the discussion of community participation, how do they think participation may relate to community empowerment?
- 9) Ask participants to think about the answer to this question until the next session: "Does level four community participation equal community empowerment?"

Note to the Facilitator:

Community participation occurs along a continuum and may fluctuate over time as is frequently seen in many projects. When the project is new or the threat is great, community participation tends to be very high. Once the threat has passed or the project becomes "routine," community participation tends to ebb. This is one of the major distinctions between community participation and community empowerment. Empowerment implies fostering the ability and desire to sustain power—in other words, the ability and desire to make decisions and take action in all aspects of life.

Session 3: Discussion of Community Empowerment

Time: 5 hours

Activity 1: *Defining Community Empowerment*

Time: 60 minutes

Objectives:

- Develop a common understanding of community empowerment
- Identify the key characteristics of an empowered community

Materials:

- **Handout 3.1:** *Definitions of Community Empowerment*
- **Handout 3.1a:** *Examples of Community Empowerment (WARM)*
- Flipchart paper
- Marking pens
- Dry erase board and pens or black board and chalk

Steps:

Introduction
5 Minutes

- 1) Explain to participants that it is important to clarify the concept of “empowerment” and its relationship to community participation. As with participation, there are many different ways of defining empowerment. In order to discuss how to foster empowerment in communities we must develop and clarify a common understanding of community empowerment.

Small Group
Activity
20 Minutes

- 2) Have participants return to their group from the previous activity. Ask the participants to discuss with their other group members their own experience with communities. Have they ever worked with a community they felt was truly **empowered**? How did they know the community was empowered?
- 3) Based on their experiences with communities and their group's discussion, ask each of the groups to write a case story describing an empowered community. The case may be derived from a single exemplary experience or may be a composite of all of the group members' experiences.

Session 3 Activity 1

Plenary Discussion 30 minutes

- 4) Ask the participants to return to the plenary. Have each group present their case study. As they present their case ask for a member from another group to create a list of the key characteristics of each "empowered community".
- 5) Discuss with the plenary what they feel are the key characteristics of an empowered community. Ask for a volunteer to generate a list on a flipchart of the characteristics discussed.
- 6) Based on these characteristics that the group identified, ask the participants to develop a definition of community empowerment. If eraser boards are available it may be useful to ask a volunteer to write the definition on the board as the group discusses it. Otherwise they may use flipchart paper. Encourage the participants to continue discussing the definition of community empowerment until all participants are satisfied with the definition

Conclusion 5 minutes

- 7) Point out to participants that there are many ways of defining community empowerment as the exercise has demonstrated. Distribute **Handout 3.1: Definitions of Community Empowerment**. Explain that these are some of the definitions found in the literature.
- 8) Emphasize that each definition presented in the handout as well as the definition they developed is a **working definition**. As the participants discuss the different aspects and dimensions of community empowerment they should revisit the group's definition to determine if modifications are needed.

Note to Facilitator:

Examples of Characteristics of an Empowered Community

- All sectors or groups must have a voice in decision-making
- Concern for the common good prevails over personal ambition
- The community recognizes and prioritizes needs of all members.
- Community can take action locally to solve problems, change behaviors, or access services.
- Community is able to plan, implement, and evaluate activities or projects on their own.

Session 3 Activity 1

The facilitator may want to distribute **Handout 3.1a** for examples of community empowerment from the WARMI project in Bolivia.

Session 3 Activity 2

Activity 2: *Domains of Empowerment*

Time: 45 minutes

Objectives: Define individual empowerment and community empowerment

Materials:

- **Flipchart 3.2:** *Two Domains of Community Empowerment*
- **Handout 3.2:** *Two Domains of Community Empowerment*
- Flipchart paper
- Marking pens
- Large index cards
- Tape

Preparation:

- Show the list of characteristics of empowered communities generated in previous activity (**Activity 3.1: Defining Community Empowerment**).
- Hang several sheets of flipchart paper on the wall. Draw a large circle in the center (see example)

Steps:

Introduction
10 minutes

- 1) Ask participants for examples of problems or situations that a community might be able to resolve on their own and list these on a flipchart or chalkboard. [i.e. local garbage disposal, building a school of local materials, youths sniffing glue] Then ask for examples of problems or situations to resolve which will require that the community coordinate with or seek technical assistance or support from another community, from a government agency, or from a national or international NGO or institution. [i.e. getting a government-paid teacher, building a water system or all-weather road] Note that there may not be complete agreement about the activities that the community can do on

Group Activity
20 Minutes

- 2) Have participants return to their small groups from the previous activity. Each group is to consider the characteristics of their empowered community (generated from **Activity 3.1: Defining Community Empowerment**) and identify those skills and abilities that increase empowerment within the community itself. Then, they can discuss those

Session 3 Activity 2

skills and abilities that relate to increased empowerment of the community with outside institutions and the wider environment. They will have two lists. Some skills mentioned may apply to both working within and outside of empowered communities.

- 3) Provide groups with colored paper, scissors, tape and markers, etc. Once the groups have developed a list of attributes have participants tape one or two attributes on themselves. Have the participants representing skills relating to communities' working within to resolve problems make a circle facing outward. Have those representing skills relating to a community working with external entities make a concentric circle outside the first, facing inward. There will be two concentric circles facing each other.
- 4) Have the two circles move in opposite directions giving each participant a chance to see the skill set of the other circle.
- 5) Ask the groups to return to the plenary. Ask one representative from each group (inner circle or outer circle) to briefly describe the characteristics they chose.
 - What is common about the skills of the inside circle?
 - What is common about the skills of the outside circle?
 - Are there skills or characteristics that are present in both the inside and outside circles?
 - How might some of these skills or characteristics relate to one another?
- 6) Discuss the association of power with empowerment.
 - The word "empowerment" has to do with obtaining power or making people feel more powerful. In the development context, power must be used in a positive way, not for personal satisfaction nor to control others.
 - Using **Flipchart 3.2: *Two Domains of Community Empowerment*** explain that there are two domains in which community empowerment can take place or in which there may be shifts in power:
 - 1. With outside institutions and the wider environment:**
Empowerment implies increased power or control of communities in relation to their broader environment. An

**Plenary
Discussion
20 Minutes**

Session 3 Activity 2

empowered community has a sense of its own right, responsibility and ability to interact with, negotiate with and make demands upon the outside world.

2. Within the community: Empowerment implies an increased sense of power or control in relation to problems and issues internal to the community. An empowered community is capable of articulating its needs and generating solutions using locally available resources. Internal empowerment also implies equitable power sharing within the community, particularly inclusion of women and minority groups.

7) Distribute **Handout 3.2: *Two Domains of Community Empowerment***.

Conclusion
5 minutes

8) Summarize the discussion that emerged from the exercise. Emphasize that community empowerment implies an increase in both internal power **and** external power. Both are closely related and important for increasing community empowerment.

Activity 3: *Dimensions of Community Empowerment*

Time: 105 minutes

Objectives:

- Identify the main dimensions of community empowerment
- Describe how these dimensions change as community empowerment increases

Materials:

- **Flipchart 3.3:** *The Community had No Potable Water*
- **Handout 3.3a:** *Ladder of Community Empowerment*

Note: Good facilitation skills are necessary for this exercise.

Steps:

Introduction
5 Minutes

- 1) Distribute **Handout 3.3a:** *Ladder of Community Empowerment*. Explain that as with community participation, community empowerment is not an all-or-nothing quality. Explain that similar to the way that the amount and quality of participation increase in the continuum of participation, so does empowerment increase as one moves up the Ladder of Empowerment. Community empowerment is about growth, both internal and external. Think about the different dimensions of empowerment.
 - What must be developed within individuals or a community in order for that community to assume more "power" or control?

Generation of
Ideas
20 minutes

- 2) To facilitate thinking about the dimensions of empowerment, ask participants think about what a community will need to address the priority problem they identified, which is lack of potable water. (**Flipchart 3.3:** *The Community has no potable water*).
- 3) Ask a volunteer to write on the flipchart as participants list the steps necessary for the community to take to resolve the water problem. Encourage participants to think conceptually and realistically. The questions in the **Note to Facilitator** may be useful to guide participants in identifying the essential steps.
- 4) Once the participants have identified the necessary steps, ask participants what skills are necessary for the community members to carry out these steps. Ask another volunteer to list the skills identified

Session 3 Activity 3

alongside the steps on the flipchart.

- 5) Review the categories formed. Ask the participants to identify which skills are related to Leadership, Community Organization or Resource Mobilization. Have the participants look at **Handout 3.3 a**, to find descriptors in each level of empowerment for these categories. Explain that these three categories form the dimensions of community empowerment.
- 6) For each of the categories developed ask participants to think about how they could help a community move between level 1 empowerment - an unempowered community and level 4 empowerment - a fully empowered community.

Small Group Activity 15 minutes

- 7) Divide participants into four groups. Assign each group one of the following scenarios:
 - Level 1 Leadership, Level 2 Community Organization and Level 3 Resource Mobilization
 - Level 3 Leadership; Level 3 Community Organization and level 4 Resource Mobilization
 - Level 2 Leadership, Level 1 Community Organization, and Level 1 Resource Mobilization
 - Level 4 Leadership; Level 4 Community Organization and Level 2 Resource Mobilization.
- 8) Ask each group to create a role-play depicting the dimensions of their assigned levels of empowerment. Role-plays should be limited to less than 10 minutes.

Role-play and Plenary Discussion 60 minutes

- 9) Invite each group to perform their role-play. Remind group to limit their performance to less than 10 minutes.
- 10) Following each role-play ask the audience to determine which level of empowerment was depicted for each of the dimensions.
 - What level had the group been assigned?
 - What characteristics made the audience believe that it was at that level?
 - How could the performers change their play to more accurately depict their level?
- 11) Discuss with participants how they feel community participation relates to these dimensions of community empowerment.

Conclusion

- 12) Summarize the key points in the discussion. Did the participants capture

Session 3 Activity 3

5 minutes

the idea that communities form a mosaic of experiences? As emphasized in this exercise, communities may have varying levels of skills in different dimensions. Likewise, different sub-groups of the community may also have varying levels of skill. For example a women's group may have highly developed skills in resource mobilization but lack leadership skills, while the school teachers may have strong leadership skills but lack resource mobilization skills. How could a development agent facilitate the exchange of skills between community groups?

Note to Facilitator

You may wish to use the following questions to help the participants think about the different dimensions that are necessary to address a community problem in an empowered way:

Leadership

- Who will coordinate activities?
- How will the different interests of the community be represented?
- How are needs identified and activities planned and coordinated?
- When is leadership assumed? Relinquished?

Community Organization

- How is the community organized? Is there a formal or informal social structure?
- Are there community organizations?
- Do they communicate and collaborate with the other organizations?
- Who are they comprised of?
- Do they have skills in needs assessment?
- Do they have planning skills?
- Do they have management skills?
- Do they have evaluation skills?

Resource Mobilization

- What resources are necessary?
- Can they anticipate future resource needs on an ongoing basis?
- How are resources mobilized?
- When are resources mobilized?
- Who mobilizes resources?

Activity 4: *Constraints to Community Empowerment and Community Participation*

Time: 75 minutes

Objectives:

- Identify constraints/difficulties associated with sustaining community participation
- Critically analyze a problem and identify its causes and its consequences

Materials:

- Piece of flipchart paper
- Marking pens
- Small colored cards
- Masking tape

Steps:

**Problem Tree
40 minutes**

- 1) Divide participants into two groups. Each group should have a facilitator who has had some experience with using the Problem Tree methodology.
- 2) Have one group examine the problem of low community participation and the other group examine the problem of limited community empowerment.
- 3) Draw a large tree on a piece of flipchart paper, blackboard or on the ground with a stick. The tree should have a wide trunk, many branches and many roots. Discuss with participants the relationship between the roots, trunk and branches of a tree. Explain that in order to look for solutions to a problem a first essential step is to clearly analyze the problem and understand all of its causes and consequences.
- 4) Write the problem on the central trunk of the tree.
- 5) Ask participants to identify the consequences of the central problem. Have the group members write these ideas directly on the tree or on smaller pieces of paper that are taped or placed on the branches of the tree. Often primary consequences will have secondary or tertiary consequences. Ask participants to identify those as well by asking:

Session 3 Activity 4

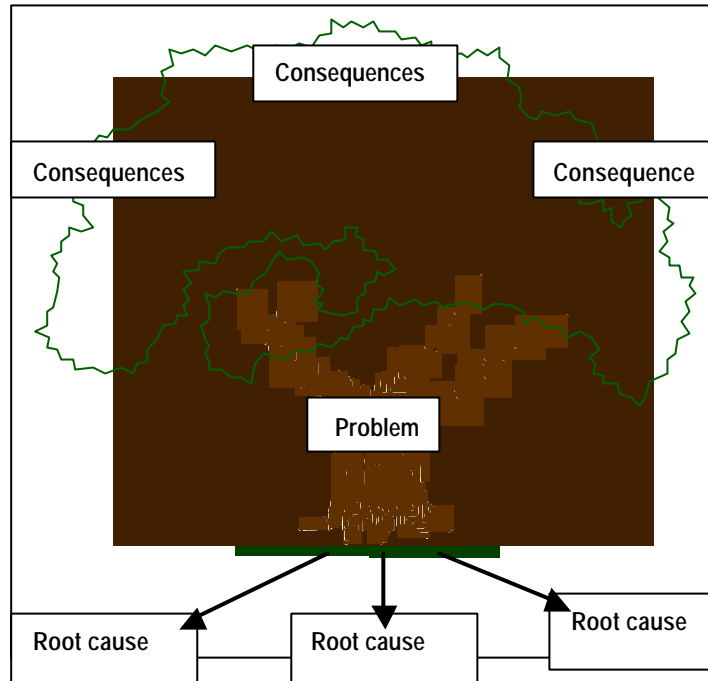
- Does this consequence or problem lead to other consequences or problems? (These may be written on the smaller branches)
- 6) For each consequence identified ask participants who in the community is affected (men, women, adolescents, children, older people etc.). Are some people affected more than others are?
 - 7) Ask participants to identify the roots or causes of the central problem. Have the participants write or tape these onto the roots of the tree. Primary causes should be written first on the main roots. For each of these causes, secondary and tertiary causes to be written on the feeder (small) roots should be identified by asking:
 - Why does this problem (cause) exist?
 - 8) Ask one of the group members to summarize all of the ideas presented on the tree. Ask again if any consequences or causes are missing.
 - 9) Ask participants to return to the plenary. Ask each group to briefly present their problem tree.
 - 10) Discuss with the participants some of the possible solutions. Ask participants what ideas they have about how to solve the problem?
 - Have any of the participants already taken action to try to solve the central problem?
 - What have they done?
 - What have the outcomes been?
 - What suggestions do other group members have for solving such a problem?
 - 11) Summarize the causes, consequences and possible solutions that emerged from the discussion of both trees. Save both trees for later sessions.

**Plenary
Discussion
30 minutes**

**Conclusion
5 Minutes**

Session 3 Activity 4

Example for facilitator:



Possible consequences of low community participation may include:

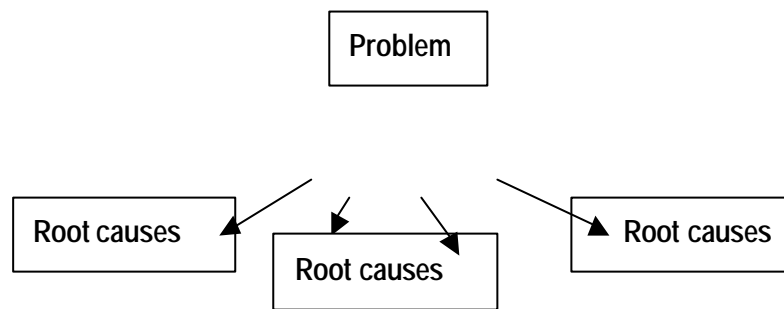
- Inability to sustain project activity or impact
- Inappropriately planned projects
- Failure to have an impact on the needs of the people
- Project inefficiencies
- Failure to maximize locally available resources
- Population is not committed to the project

Possible causes may include:

- Limited time available for participation
- Power conflicts
- Political and religious diversity
- Donor limitations
- Donor imposed project
- Lack of political support
- Community has different aspirations
- Lack of trust among community or with outsiders
- Failure to involve the population in all stages of the project
- Social context
- Illiteracy when the approach used requires literacy
- Attitudes and behaviors of leaders, sub-groups

Session 3 Activity 4

- Domineering or authoritarian development agent



Session 4: Empowering Skills, Attitudes and Knowledge

Time: 3 hours and 15 minutes

Activity 1: *Self-assessment*

Time: 75 minutes

Objective: Identify one's own strengths and weaknesses relative to the skills, knowledge, and attitudes necessary for promoting community participation and community empowerment

Materials:

- **Flipchart 4.1:** *Six Competencies for Effective Community Development Agents*
- **Handout 4.1a:** *Six Competencies for Effective Community Development Agents*
- **Handout 4.1b:** *Self-assessment of Community Empowerment Attitudes, Knowledge, and Skills*

Steps:

**Introduction
15 Minutes**

- 1) Introduce the session by explaining that there are six competencies that are important for community development agents to work effectively with communities and promote community empowerment. Show **Flipchart 13.1: Six Competencies for Effective Community Development Agents**, revealing each competency in turn and asking participants to explain the meaning and importance of each:

- (a) Relating to the community
- (b) Interpersonal communication
- (c) Negotiation and conflict resolution
- (d) Planning and evaluation of activities **with** community members
- (e) Strengthening community leaders and organizations
- (f) Assessing community empowerment

Handout 4.1a is a replica of the flipchart.

Self-Assessment 2) Explain to participants that in each of these competency areas, there are
Participation for Empowerment

Session 4 Activity 1

30 Minutes

a number of different attitudes, types of knowledge and skills that are important in community work. Promoting community empowerment may necessitate a change in some of the skills and approaches community development agents commonly use when working with communities. In order for an agency to provide support to staff who promote community empowerment, it is important to know what the staff members' needs are in terms of additional training, technical materials, etc.

- 3) Distribute **Handout 4.1b: Self-assessment of Community Empowerment Attitudes, Knowledge and Skills**
- 4) Ask participants to read each of the statements and score their attitudes (A), knowledge (K) or skills (S) as:
 - (1) Weak
 - (2) Mediocre
 - (3) Strong

Conclusion 20 minutes

- 5). Plenary discussion of results of the scoring exercise:
 - What were participants' strongest categories?
 - In their weakest categories what area needed strengthening, attitudes, knowledge or skills?
 - Do they have ideas for how these areas can be strengthened? From whom do they need help?

Session 4 Activity 2

Activity 2: *A New Professional Approach: The Development Facilitator*

Time: 60 minutes

Objective: Describe the necessary changes in the attitudes and approaches used by community development agents in a community empowerment approach

Materials:

- **Flipchart 4.2:** *Quotation from Robert Chambers*
- **Handout 4.2:** *A New Professional Approach: The Development Facilitator*
- **Handout 4.2a** *Comparison of Approaches*

Preparation: Distribute **Handout 4.2: A New Professional Approach: The Development Facilitator** the day before. Ask participants to read the handout before the session.

Ask one or two participants to prepare a brief role-play depicting a non-empowering approach to community development. Ask one or two other participants to prepare a brief role-play depicting the "development facilitator" or empowering approach to community development. The performers are to assume that the members of the audience represent the community. The role-plays should be no longer than 5 minutes.

Steps:

- Role-play
20 Minutes**
- 1) Ask the participants who prepared the role-play depicting the non-empowering approach to begin their performance.
 - 2) After the role-play, ask participants to discuss their impressions of the role-play:
 - What did you see?
 - How did the development agent treat you?
 - How did it make you feel?
 - Does this ever happen in real life?
 - 3) Explain that just as the role of communities changes between an empowerment approach and a Level 1 community participation approach,

Session 4 Activity 2

some community development agents must also change. This is often one of the most difficult changes to make. Reveal **Flipchart 4.2: Quotation from Robert Chambers**. To empower communities, development agents must have:

- A positive attitude towards communities and their potential to become empowered
- A warm, motivating communication style
- Appropriate methods to use

4) Ask participants if they had any questions or comments about the reading or this new approach before we examine it further.

Small Group Activity 20 Minutes

5) Divide participants into groups of 4-5 people. Have participants discuss **Handout 4.2: A New Professional Approach: The Development Facilitator**.

6) Ask each group to discuss the attitudes and approaches characteristic of community development agents who have adopted an empowerment approach.

7) After the groups have discussed the characteristics of a community development agent who has adopted an empowerment approach, ask each group to decide which are the three **most important** aspects of the attitudes and approaches necessary to promote community empowerment. Have participants write these on a piece of flipchart paper.

Plenary Discussion 20 minutes

8) Have groups to return to the plenary.

9) Ask the participants who prepared the role-play depicting the non-empowering approach to begin their performance.

10) After the role-play, ask participants to discuss their impressions of the role-play:

- What did you see?
- How did the development agent treat you?
- How did it make you feel?
- Does this ever happen in real life?
- How do the attributes portrayed in the role-play compare with the ones they generated? What was different? What was the same?

11) Discuss what each group considers to be the most important aspects of an empowering development worker.

Session 4 Activity 2

12) Distribute **Handout 4.2a** *Comparison of Approaches*.

Example for the Facilitator of a role-play developed by a workshop participant:

A man pretends to get out of his car into the center of a community. He looks around with an expression of distaste. He is carrying a briefcase. He pulls out a sheet of paper looks at it and announces:

"I am here to tell you that we have decided to start a project as we know that you don't have safe water. Don't worry I know how to fix this for you. Now we want you to meet over here right now to hear our plan. (Pause while the audience groups in the indicated place.) You see, we are going to build a very nice well over here. Actually you are going to do the work and we will give you the materials for the casing and the winch. When you have dug down to the water, send someone to our office in the District Health Department and we will send the materials. I may come back next week to check the progress on my project."

He wipes some dirt from his shoes and walks away.

Activity 3: *Discussion of Johari's window*

Time: 25 minutes

Objective: Understand community members' experience, ideas and priorities

Materials:

- **Flipchart 4.3: Johari's Window**
- Flipchart paper
- Markers

Preparation: Create **Flipchart 4.3: Johari's Window** in advance. Cover each of the four "window panes" with a piece of paper.

Steps:

**Introduction
5 Minutes**

- 1) Explain that Joe and Harry were two psychologists who studied the obstacles to communication and collaboration between people from different backgrounds, such as technical development agents and community members. The different parts of the window represent different views or perspectives on the same situation or problem.

**Problem
Analysis
20 minutes**

- 2) Ask participants to select a problem or situation to discuss. Write the problem on the top of **Flipchart 4.3: Johari's Window**.
- 3) Open up the panes one by one and ask participants to give examples of the type of information contained in each one.
 - i) If we look through the first windowpane, we see "Information that is easily accessible to everyone," i.e. to both community members and development workers. This is information that everyone is aware of, that can easily be collected through observations or informal discussions with community members. Ask participants:
 - Is this information useful in developing programs?
 - Is this information sufficient?
 - ii) If we look through the second window pane, we see two types of information and ideas that belong to development workers:
 - (a) **Specialized technical information:** Information that development workers have access to that communities

Session 4 Activity 3

probably don't have access to

(b) Opinions and perspectives of development workers:

opinions and perspectives that may or may not be known or shared by community people.

Ask participants:

- Is this information useful in developing programs?
- Does the view through this windowpane provide an accurate view of the situation?

Often programs are developed based on these two windows of information (the first and second) and often they fail. Ask participants:

- Why do you think that is?

iii) Frequently it is because they have not carefully analyzed and understood the community's perspective. When we look through the third windowpane, we see "Information on community members' point of view, perceptions, beliefs, and concerns." Ask participants:

- Is this information usually available to development workers for developing programs?

iv) Ask participants which of these windows or perspectives they feel it is important for development workers to have access to.

Explain that all three are important. In the Johari window, looking through the fourth windowpane enables us to see the information and perspectives of all three of the other windows. It contains the information and perspectives of the other three windowpanes plus the learning that comes about through the interaction and collaboration between community members and development agents. It contains "Information that is acquired by working and learning together." Some of this information or ideas are only available when communities and development workers collaborate and develop new ideas together.

4) As development workers we need to take all of these perspectives into consideration in developing and implementing community programs. This is the ultimate aim of PLA methods, to understand what is in the fourth windowpane.

Example of an Application of Johari's Window

The following is an example of how Johari's window may be applied to analyze a health problem

PROBLEM: "Child Malnutrition"

- How can child malnutrition be viewed differently depending on the window or perspective through which we look?

Window I: Commonly known information

- People are poor
- Food is expensive
- Not enough food is produced
- Food habits of the community

Window II: Specialized Information only commonly known by development or health workers

- Importance of exclusive breast-feeding for 6 months
- Timeliness of introducing complementary foods
- Types of foods necessary for good growth
- Role of chronic diarrhea in causing malnutrition
- Necessity of de-worming regularly
- Impact of micronutrient supplements

Window III: Information that only the community is likely to know, such as traditional cultural beliefs.

- "Evil eye" or bad spirits can cause a child to be sickly
- Babies must be given water because warm milk cannot quench thirst
- Some foods are not considered suitable for children
- A child who has diarrhea should not eat or drink
- Mothers do not have time to actively feed babies
- Teething is a sign that a baby can have food besides milk

Window IV: The information and perspectives of all three windowpanes are important to comprehensively understand child malnutrition. Projects that incorporate the "perspectives" or information from windows I, II, and III will have the greatest likelihood of success.

Activity 4: *The Language We Use: What Does It Convey?*

Time: 35 minutes

Objective: Analyze the language used in community development projects/programs as it relates to the roles and expectations of community members and community development workers

Note: This exercise requires high levels of language proficiency and is best used only with participants who speak the same language at the same level.

Materials:

- **Flipchart 4.4:** *The Language We Use*
- Colored cards
- A list of words used to describe work with communities
- Flipchart paper
- Masking tape
- Marking pens

Preparation: Keep a list of words that the participants have been using throughout the workshop to describe community participation and their involvement with communities, preferably focus on verbs and on words used to describe who we work with. (For example: *beneficiaries, target audiences, they/ them, messages, instruct, tell, give*)

Steps:

**Terminology
Generation
10 Minutes**

- 1) Ask participants to think about the language they use or they have heard others use to describe community participation, work with communities or community empowerment. Provide participants with one or two examples from the list the facilitators have been making. As the participants suggest words or phrases, ask them to write them on a card and hang it along the left-hand side of **Flipchart 4.4: The Language We Use** until you have approximately 8-10 cards. If the full spectrum of the levels of participation is not represented add additional words to ensure that the entire continuum is presented.

Session 4 Activity 4

Categorization Activity 15 minutes

- 2) Ask all of the participants to think about each of the words listed and the connotations implied by the word. Ask participants to decide to which level along the continuum of participation the word corresponds. Move the cards to show where they believe each word falls along the continuum.

Plenary Discussion 10 Minutes

- 3) Review the results of the categorization exercise with the participants. Explain that these results represent the opinions of the many people in the group. Some words may or may not have the same connotations for everyone.
- 4) Explain that the words we use convey the way we see communities and ourselves, our expectations of them and the way we act. We must be careful that the messages we convey through the words we choose reflect the ideas we wish to convey.
- 5) Remind participants that we can start to be mindful of the language we use immediately. Tell them that the group can continue adding to the list of dis-empowering words and that any time anyone (participant or facilitator) uses a word on the list someone in the group will sound the signal. (The signal can be a bell, a gong, a whistle, etc.)

Session 5: Interpersonal Communication

Time: 2 hours and 25 minutes

Activity 1: Discussion of Quotations from Paulo Freire

Time: 55 minutes

Objective: Discuss Paulo Freire's concepts of respect, dialogue, humbleness, love, trust and empathy and their relationship to promoting community empowerment

Materials:

- Flipchart 5.1a: *Humility*
- Flipchart 5.1b: *Understanding the Community's Perspective*
- Flipchart 5.1c: *Love*
- Flipchart 5.1d: *Faith*
- Flipchart 5.1e: *Trust*
- Flipchart 5.1f: *Dialogue*
- Flipchart 5.1g: *Questions about Quotations from Paulo Freire*

Note to the Facilitator: Background on Paulo Freire paraphrased from *Paulo Freire: His Life, Works and Thought*, (out of print) by Denis Collins.

Adult educator Paulo Freire was born in Brazil in 1921. Over the course of his life he struggled for the liberation of the poorest of the poor: the marginalized classes who constitute the “**cultures of silence**” (see below) in many lands. Paulo Freire's work and leadership in education, literacy, and social services focused on helping men and women overcome their sense of powerlessness to act in their own behalf. He documented his philosophy of education in numerous papers and three books, including the most famous, *Pedagogy of the Oppressed*.

Freire's life and work as an educator is optimistic in spite of poverty, imprisonment, and exile. Growing up during the depression in Brazil, his family experienced hardships. Later, his work as a welfare officer and as a State Director of the Department of Education and Culture of the Social Service put him in direct contact with the urban poor, and led him to begin developing a means of communicating with them that would later develop into his dialogical method for adult education.

Session 5 Activity 1

In the early 1960s, Brazil was characterized by numerous reform movements, each with their own diverse socio-political goals. It was during this time that Freire became the Director of a Cultural Extension Service that brought literacy programs to thousands of peasants in northeast Brazil. Freire's literacy teams worked throughout the entire nation, claiming success in interesting adult illiterates to read and write. The secret of this success was found in how Freire presented literacy; he established participation in the political process through knowledge of reading and writing as a desirable and attainable goal for all Brazilians. Freire won the attention of the poor and awakened their hope that they could have a say in the day-to-day decisions that affected their lives. Freire's methods were incontestably politicizing and radical, resulting in his exile from Brazil. Freire moved to Chile where he continued to work in literacy. Later, he taught at Harvard University and served as Director of Education for the World Council of Churches in Geneva.

In his work *Pedagogy of the Oppressed*, Freire describes education as the path to permanent liberation. Freire describes two stages to liberation. The first is that by which people become aware (**conscientized**- see below) of their oppression and through **praxis** (see below) transform that state. The second stage builds upon the first and is a permanent process of liberating cultural action.

In 1979, Paulo was invited by the Brazilian government to return from exile, where he was subsequently appointed Minister of Education for the City of Sao Paulo. He died in 1997.

1: The "**culture of silence**" is a characteristic that Freire attributes to oppressed people in colonized countries, with significant parallels in highly developed countries. Alienated and oppressed people are not heard by the dominant members of their society. The dominant members prescribe the words to be spoken by the oppressed through control of the schools and other institutions, thereby effectively silencing the people. This imposed silence does not signify an absence of response, but rather a response that lacks a critical quality. Oppressed people internalize negative images of themselves (images created and imposed by the oppressor) and feel incapable of self-governance. Dialogue and self-government are impossible under such conditions.

2: **Conscientization** is an ongoing process by which a learner moves toward critical consciousness. This process is the heart of liberatory education. It differs from "consciousness raising" in that the latter frequently involves "banking education," the transmission of pre-selected knowledge. Conscientization means breaking through prevailing mythologies to reach new levels of awareness--in particular, awareness of oppression, being an "object" in a world where only "subjects" have power. The process of conscientization involves identifying contradictions in experience through dialogue and becoming a "subject" with other oppressed subjects--that is, becoming part of the process of changing the world.

Session 5 Activity 1

3: **Praxis** is a complex activity by which individuals create culture and society, and become critically conscious human beings. Praxis comprises a cycle of action-reflection-action that is central to liberation education. Characteristics of praxis include self-determination (as opposed to coercion), intentionality (as opposed to reaction), creativity (as opposed to homogeneity), and rationality (as opposed to chance).

Steps:

Introduction 5 Minutes

- 1) Explain that Paulo Freire's ideas related to community development will be discussed as well as several practical frameworks for involving communities at different phases of project development and implementation. Ask participants the following questions:
 - How many of you know something about Paolo Freire's work?
 - What is the relevance of his work to our discussions on community development and community empowerment?

Small Group Discussion 20 Minutes

- 2) Ask participants to move around the room, to read the different quotations (**Flipchart 5.1a: Humility**, **Flipchart 5.1b: Understanding the Community's Perspective**, **Flipchart 5.1c: Love**, **Flipchart 5.1d: Faith**, **Flipchart 5.1e: Trust**, **Flipchart 5.1f: Dialogue**).
- 3) When they have read all the quotations, ask them to stand at the one that particularly interests them, or that they can most relate to. When everyone is situated, ask those standing at each quotation to discuss with each other the questions on **Flipchart 5.1g: Questions about Quotations from Paulo Freire**:
 - What are the key ideas in the quotation?
 - What is the relationship between these ideas and the role of community development agents in promoting community empowerment?

Plenary Discussion 15 Minutes

- 4) Ask the groups to return to the plenary. Have one person from each group read their quotation and share their group's ideas regarding its relevance to the role of community development agents in promoting community empowerment.

Conclusion 15 Minutes

- 5) Conclude the session by suggesting that "dialogue" is a central concept in Freire's thinking and work. According to Freire, through dialogue it is possible to establish horizontal relationships between people that are necessary for any type of sincere collaboration. In trying to help communities improve their

Session 5 Activity 1

situation we often focus our attention on the technical interventions or strategies. Freire suggests that the basis of all community development efforts is the relationships we have with community members. Freire emphasizes the importance of the human dimension of community development work. Ask the workshop participants to share examples they know which show how the human dimension has been overlooked.

Activity 2: Active Listening

Time: 70 minutes

Objective: Practice the active listening technique

Materials:

- **Handout 5.2a:** *Do's and Don'ts of Active Listening*
- **Handout 5.2b:** *Active Listening Technique*
- **Handout 5.2c:** *Typical Communication Blocks*
- **Handout 5.2d:** *Exercise in Active Listening*

Steps:

**Introduction and
Brainstorm
15 Minutes**

- 1) Listening is an art, a skill and a discipline.* Begin the activity by explaining that the listening skills are crucial to an empowerment approach. Ask participants to think about a time in which they felt someone truly listened to them. Ask participants to generate a list of what it was that made them feel this way.
- 2) Explain to participants that a facilitator's role is primarily to listen, not to give advice. Distribute **Handout 5.2a: Do's and Don'ts of Active Listening**, **Handout 5.2b: Active Listening Technique** and **Handout 5.2c: Typical Communication Blocks**. Explain the concept of active listening: Active listening involves both verbal and non-verbal communication in which the listener actively engages the speaker, encouraging the speaker to openly share his or her ideas, to critically analyze his or her situation and to discover his or her own solutions. Important techniques in active listening include empathizing with what the other person is saying, using probing questions, paraphrasing what the other person says, and non-verbal encouragement.
- 3) Ask for a volunteer to discuss with the facilitator a recent event in his/her life. Demonstrate active listening. (The event might be their trip to the workshop or something that happened at work.) Ask participants to observe the demonstration and note examples of probing questions, paraphrasing; non-verbal, empathizing, and encouragement.

* Training for Transformation

Session 5 Activity 2

Small Group Activity 45 Minutes

- 4) Divide participants into groups of three. In each group there is an interviewer, an interviewee and an observer. Distribute **Handout 5.2d: Exercise in Active Listening**.
- 5) Assign each person one of the three roles. The interviewee should think about a recent challenge they had to face and discuss this challenge with the interviewer. A second person will act as the interviewer/active listener. The third person will observe the active listener and provide feedback on his/her verbal and non-verbal communication with the interviewee.
- 6) After 10 minutes of listening/observation, the observer and interviewee should provide feedback to the interviewer for five minutes.
- 7) Repeat the process, but have the interviewer adopt the role of the observer, the interviewee adopts the role of interviewer and the observer adopts the role of interviewee.
- 8) Repeat the same process for the third time, changing roles again. Each person in the group should have the opportunity to be in each of the three roles.

Plenary Discussion 10 Minutes

- 9) Ask the participants to return to the plenary and discuss some of their experiences.
 - Did you learn anything about your listening style?

Activity 3: *Praxis and the Triple A Approach*

Time: 20 minutes

Objective: Understand the use of the Triple A Approach as a framework for community participation at all steps in the development and implementation of community programs and a tool for community empowerment

Materials:

- **Flipchart 5.4a:** *Freire's Concept of Praxis*
- **Flipchart 5.4b:** *Triple A Approach*
- **Flipchart 5.4c:** *The WARMI Cycle*
- **Flipchart 5.4d:** *Health Action Through Problem Solving*
- **Handout 5.4a:** *Triple A Approach*
- **Handout 5.4b:** *The WARMI Cycle*
- **Handout 5.4c:** *Health Action Through Problem Solving*

Steps:

Introduction to Praxis
10 Minutes

- 1) Ask any of the participants know about and can explain Freire's concept of *praxis*. Explain the three aspects of Freire's concept of *praxis* referring to **Flipchart 5.4a: Freire's Concept of Praxis**:
 - i) Freire made the observation that many community development workers don't systematically reflect on their work with communities. They do not analyze what they have done, formulate lessons and implement those lessons in the future to improve what they are doing. He developed the word *praxis* and defined it as "the continuous process of action...reflection...action...reflection etc. Ask participants:
 - In your experience is this type of approach usually used in community development projects?
 - If no, why not?
 - What do you think is the advantage of this type of process?
 - ii) Community members should be involved with development agents at all steps in the process of ongoing reflection and action. Ask

Session 5 Activity 3

Participants:

- In your experience are communities usually involved with development workers in ongoing action...reflection...action etc?
- What is the advantage of communities and development workers being involved in this ongoing process of action and reflection?

iii) Horizontal dialogue between community members and community development agents is the basis for establishing a collaborative relationship at all steps in the implementation process.

Discussion of Triple A Approach 5 Minutes

- 2) Explain that Freire's ideas have been applied to several frameworks for project planning and implementation, including the Triple A cycle, the WARMI Project Cycle and the Health Action Through Problem-Solving Cycle.
- 3) We will focus our discussion on the Triple A Approach. Uncover **Flipchart 5.4b: *The Triple A Approach*** and distribute **Handout 5.4a: *The Triple A Approach***. The Triple A Approach was developed in Tanzania and has been promoted by UNICEF. Ask participants the following questions:
 - What is the purpose of this tool?
 - What is the relationship between Freire's ideas of praxis and the Triple A Approach?
 - When does dialogue between communities and development workers occur?
 - To what extent do you think use of the Triple A Approach can contribute to community empowerment?]
- 4) If desired, show **Flipcharts 5.4c *The WARMI Approach*** and **5.4d *Health Action Through Problem Solving*** and distribute the corresponding handouts, **Handout 5.4b** and **5.4c**, and discuss in relation to the Triple A Approach.

Conclusion 5 Minutes

- 5) Conclude that the Triple A framework is based on Freire's praxis as suggested by the circular process wherein action is always followed by reflection/evaluation and dialogue between communities and development agents at all stages in the project/program cycle. Point

Session 5 Activity 3

out also that while many people agree that it is important to involve community members in all steps in the program process, the challenge is knowing how to involve them.

Session 6: Introduction to Participatory Learning & Action (PLA) Tools for Empowerment

Time: 3 hours

Activity 1: *Background on PLA Methods*

Time: 25 minutes

Objective: Understand the history and principles underlying Participatory Learning for Action (PLA) tools

Techniques: Lecture

Materials:

- **Flipchart 6.1a:** *Participatory Methods*
- **Flipchart 6.1b:** *Three Pillars of Community Empowerment*

Steps:

**Introduction
10 Minutes** 1) Begin the activity by explaining that this session will introduce a variety of participatory methods sometimes referred to as Rapid Rural Appraisal (RRA), Participatory Rural Appraisal (PRA) and Participatory Learning for Action (PLA). Refer to **Flipchart 6.1a: Participatory Methods**. Ask participants if they have heard of these terms and what they mean.

**Lecture
15 Minutes** 2) Based on the following “Note to the Facilitator” provide a brief overview of the origins and evolution of participatory methods. Emphasize the following **key points** regarding how PLA methods differ from PRA and RRA methods:

- (a) Instead of being dominated by outsiders, they require outsiders to facilitate, sit, listen, watch, and learn.
- (b) Control in using the methods is turned over to community

Session 6 Activity 1

people - "handing over the stick." PRA and PLA methods require significant changes in development workers' attitudes and behavior interacting with communities.

- (c) These techniques are not *extractive*; in other words, they are not meant to take information from the community. Rather, PLA tools are intended to lead to decision-making and actions **by communities** based on the information they collected.
- 3) Show **Flipchart 6.1b: Three Pillars of Community Empowerment** and ask participants what it means. Explain that Robert Chambers is one of the main proponents of participatory development, PRA and PLA methods. He has expressed concern that the use of PRA and PLA methods often has not contributed to genuine participatory development and empowerment. He identified three pillars of participatory development that must be in place for participatory development to be translated into a force to promote community empowerment.
- (i) Attitudes and behavior of technicians: According to Chambers this is the most challenging of the three pillars to change. In many cases, the tools used by development workers are rendered significantly less effective due to their top-down, directive attitudes and behaviors.
- (ii) Approaches and methods used: Participatory approaches and methods are required which give communities decision-making responsibility at all stages of project development and implementation.
- (iii) Institutional context and support: There must be institutional context and support for participatory approaches. Organizations, including government agencies, that are used to top-down planning must be radically changed if they are to support more participatory approaches.

Note to Facilitator: History of Participatory Learning & Action

| | |
|---------------------------------|--|
| 1950s through 1970s | <ul style="list-style-type: none"> • Development professionals and technicians believed they had the answers to communities' problems, which could be applied in a top-down fashion. Communities were the <i>recipients</i> of the solutions applied. The tools and methods used to gather information in top-down, technician-driven approaches were often inappropriate for use at the community level, and were very time-consuming. • Over time, this approach was increasingly questioned. People began to realize that top-down approaches were often inappropriate to the local contexts and needs, and were rarely sustainable. Development professionals began to recognize that community participation was essential for the identification of appropriate and sustainable solutions. |
| Early 1980's | <ul style="list-style-type: none"> • Rapid Rural Appraisal methodology was developed in the early 80's in the field of agriculture. Compared with traditional data collection tools, the new tools were simpler, more flexible, took less time to use, and were less expensive. RRA methods focused on technicians collecting information to assess community situations, practices etc. In RRA methodology, technicians retain control over the activities. |
| Late 1980's though early 1990's | <ul style="list-style-type: none"> • Discussion amongst development practitioners increased regarding the need to move beyond RRA approaches and shift the way development professionals worked with communities at all phases of project design and implementation. PRA methods emerged, first called Participatory Rural Appraisal, and later evolved to Participatory Reflection in Action. • Initially most PRA tools were designed to collect information on various problems and situations at the assessment stage. Later tools were developed for planning, problem solving, for evaluation. |

Session 6 Activity 1

Late 1990's

- In the past decade many people have begun referring to the participatory methods which motivate community analysis and problem-solving as PLA: Participatory Learning for Action. In many cases these are the same methods included in PRA but the adoption of the term PLA suggest two things:
 - i) While in the past technicians focused on “teaching,” now, with the PLA tools, the focus is on learning. (Learning by community members as well as by development workers.)
 - ii) While in many cases the PRA tools have been used only to collect information, the PLA tools are intended to lead to decision-making by the community regarding actions to be taken, based on the information collected and discussion instigated.

Activity 2: *Overview of PLA tools*

Time: 20 minutes

Objectives: Identify PLA tools that can be used for:

- Identifying assets and problems
- Analyzing the cause of community problems
- Action planning
- Monitoring and evaluation.

Understand the use of PLA as a tool to promote community participation leading to community empowerment.

Materials:

- **Flipchart 6.2:** *PLA Objectives*
- **Handout 6.2:** *Principal Characteristics of participatory methods for analysis, planning, and follow-up of community projects*

Steps:

Introduction **10 Minutes**

- 1) Explain that different categories of PLA tools have been developed and are being developed to use at the different steps in the project cycle. Tools have been developed to:
 - Identify community assets and problems
 - Analyze the cause of community problems
 - Decide what steps to take to carry out an activity or solution
 - Monitor and evaluate activities carried out
- 2) For each of these categories of tools give one or more examples.
 - i) Identify community assets and problems
 - Community mapping
 - Wealth ranking
 - Decision-making patterns
 - Assessment of interpersonal communication problems between community members
 - Time use by age and gender
 - Social network mapping

Session 6 Activity 2

Note: In traditional community assessments, information is collected only on community problems whereas here information is also collected on community resources and strengths.

ii) Analyze the cause of community problems

- Problem tree

Note: Often the solutions to problems are not very effective because they are not based on an in-depth analysis of the different aspects and causes of those problems.

iii) Decide what steps to take to carry out an activity or solution

- Pocket planning chart
- Force Field Analysis

Note: This technique can be used to analyze alternative possible solutions, to analyze steps included in the plan to identify “positive forces,” that will make it possible to carry out each step, and “negative forces” or constraints, that will make it difficult to carry out the step.

iv) Monitor and evaluate activities carried out

- Evaluation indicators brainstorming

Note: Traditionally community development technicians define the indicators they will use to evaluate programs. Through this type of exercise community members can define their own indicators for evaluation.

Lecture
10 minutes

- 3) Reveal **Flipchart 6.2: PLA Objectives**. Explain that each of the PLA tools has specific objectives but there are two equally important broad objectives that apply to all of the tools:
- Allow community members to express ideas about their lives, values, perceptions, problems, priorities, needs, and plans for the future
 - Allow community development workers to listen to and dialogue with community members to better understand their lives, values, perceptions, problems, priorities, needs, and plans for the future
- 4) Distribute **Handout 6.2: Principal Characteristics of Participatory Methods**

Session 6 Activity 2

for Analysis, Planning, and Follow-up of Community Projects. Review the list of characteristics with the participants. Make sure that the ideas are clear to all of the participants.

Activity 3: Your PLA Toolbox

Time: 60 minutes

Objective: Understand how to implement PLA methods for:

- Identifying assets and problems
- Analyzing the cause of community problems
- Action planning
- Monitoring and evaluation.

Materials:

- **Handout 6.3:** *Your PLA Toolbox Packet* (Under separate cover)
- Colored index cards (15 per group)

Preparation: Meet with the small group facilitators in advance to review. **Handout 6.3:** *Your PLA Toolbox Packet*. Assure that each facilitator is comfortable discussing the objectives of each tool and the steps necessary to implement each tool.

Steps:

Small Group Activity
45 Minutes

- 1) Distribute **Handout 6.3:** *Your PLA Toolbox Packet* to each participant. Emphasize that these are just a few examples of the tools available.
- 2) Divide participants into groups of 5 or 6 people. Each group should have a facilitator who is familiar with the descriptions of each of the different PLA tools.
- 3) Have the facilitators lead a short discussion of the tools, presenting as many tools as possible during the session. Facilitators should present **at least** one tool from each category (Problem/asset identification, Cause analysis, Action planning, and Monitoring and Evaluation) For each of the tools the facilitator should follow two steps:
 - i) Discuss:
 - Objective of the tool (summarize what is written on the handouts)
 - Steps involved in using it with a community group
 - Comments on the visual example of the product of the

Session 6 Activity 4

tool found in the handout

Due to time constraints, the facilitator should not expect or encourage participants to read the entire description of each of the methods.

- iii) Ask the group if they have used these tools and for what purpose. How

do participants think the tools could be adapted and used in their current projects or activities?

**Plenary
Discussion
15 Minutes**

- 4) Ask the groups to return to the plenary. Ask each group to discuss some of the ideas their group generated.
- Which tools did they think are most interesting?
 - Which ones have they used? How?
 - How do they think they can apply the any of the tools?

Note to the Facilitator: Preparation for Session 6 Activity 4

Ideally, the workshop is being held where there is access to communities. The field practice of PLA tools can be planned through a local NGO or institution with existing community groups or groups called together just for this practice. The local coordinators must make it clear to the community members that this is just a practice and that in exchange for participating, they will get to meet some visitors from another place. Groups should have no more than 20 participants nor less than five. The workshop facilitator should arrange to return products of the PLA exercises (maps, drawings, etc.) since these belong to the community members who will produce them.

An advantage to doing the practice is that actually using or seeing PLA applied with real community members is often necessary for people unfamiliar with the method to believe in it and to believe that community members can perform this role. Practice will also help workshop participants learn what is necessary in preparing for a PLA exercise and how to cope with situations they will encounter in applying it in their own work.

There are some disadvantages to doing a practice of PLA in communities where there will not be follow-up. If the PLA exercise leads the community to only recognize a problem, they may feel frustrated and helpless. One way of coping with this disadvantage is to carefully choose tools that will not open discussion of serious problems. Social networks and community assets

Session 6 Activity 4

mapping and time use charting are examples of such tools. If the PLA exercise leads to discussion of problems, before leaving, the facilitators should encourage the group to come up with at least one small step they can take with their own resources towards solving the problem.

Activity 4: *Preparation of a PLA Session*

Time: 75 minutes

Objective: Plan the use of one of the PLA techniques in a nearby community

Materials:

- **Handout 6.4a:** *Steps to Follow to Prepare Your Community PLA Session*
- **Handout 6.4b:** *Steps to Carrying out a PLA Session with a Community Group*
- **Handout 6.4c:** *Analyzing your group's PLA experience*
- **Handout 6.4d:** *Group Presentation Guidelines*

Steps:

**Preparation in
Groups**
75 minutes

- 1) Explain to the participants that they are going to have an opportunity to use one of the tools with community members. Ask them what are the advantages of being able to practice using a PLA tool. Then, ask what are the disadvantages to practicing PLA in a community where there may be no further contact or follow-up.
- 2) Distribute and review with participants the **Handout 6.4a: Steps to Carrying out a PLA Session with a Community Group**. Explain that these are the steps that each group should follow once they are introduced to the community members with whom they will work. Distribute and review **Handout 6.4b: Steps to Follow to Prepare Your Community PLA Session** with participants.
- 2) Assign participants to one of the tools described in the previous session, forming groups with three to four people.
- 3) Distribute **Handout 6.4c: Analyzing your group's PLA experience** and **Handout 6.3d: Group Presentation Guidelines**. Explain to participants that, after the field practice, they are to prepare a 15-minute presentation on their experience. **Facilitator**, see **Session 7 Activity 2**.
- 4) Have participants do the following in their groups:

Session 6 Activity 4

- i) Read through the information sheet describing the technique
- ii) Discuss the purpose and steps necessary to carry out their particular PLA exercise.
- iii) Have groups identify and prepare any materials that are needed.
- iv) Choose two group members to facilitate the community session. (Preferably the people chosen should have some experience with non-directive facilitation of small groups.) The others will observe the activity and take notes to help with review of the group's experience.

Session 7: Community Visits

Time: Half day or less, depending on travel time

Activity 1: Community Visit

Time: Half day or less, depending on travel time.

Objective: Experience using at least one PLA tool with a community group.

Session 7 Activity 2

Activity 2: Analysis of Community Experience

Time: 60 minutes (can be done outside the regular workshop schedule and should be done immediately after returning from the field experience).

Objective: Identify the benefits, constraints and lessons learned from using a PLA tool with a community group.

Note: Instructions for this activity should be presented during Session 6 Activity 4. This activity should be done by each group immediately after returning from the field experience and participants advised to come prepared with their presentation to Session 7 Activity 3.

Materials:

- Handout 6.4c: *Analyzing Your Group's PLA Experience*
- Handout 6.4d: *Group Presentation Guidelines*

Steps:

**Analysis in Groups
60 minutes**

- 1) Ask each team to discuss their experience in the community and prepare a 15-minute presentation following the outline in **Handout 6.4d: Group Presentation Guidelines** and the questions in **Handout 6.4c: Analyzing your group's PLA experience**
- 2) Explain that following each presentation there will be 10 minutes allowed for discussion.

Session 7 Activity 3

Activity 3: *Presentation of Community Experience:*

Time: 90 minutes (Allow approximately 15 minutes per group presenting)

Steps:

- Presentation
Group PLA
Experience
90 Minutes**
- 1) Allow each group 15 minutes to present their work.
 - 2) Following each presentation allow up to 10 minutes for discussion of the presentation and the group's experience.
 - 3) Summarize the "lessons learned" based on the presentation of each group.

Activity 4: *Dealing with the Unexpected: "Real World" Tips*

Time: 45 minutes

Objectives:

- Understand the principles of group facilitation
- Identify solutions to common problems during group facilitation

Materials:

- **Handout 7.4:** *Some Solutions to Common Problems during Group Facilitation*
- Flipchart paper and marking pens

Steps:

**Introduction
5 minutes**

- 1) Explain to participants that group facilitation skills, like active listening skills, are crucial to an empowerment approach. A good facilitator encourages not only all voices to be raised, but also heard, and sees that everyone gets a fair share of time to express themselves.
- 2) Ask participants to think about the challenges and difficulties they faced in the groups they have attempted to facilitate or in which they have participated, writing their thoughts on flipchart paper. The facilitator may add some experiences. Try to generate a list of 6-10 challenges.

**Small Group
Discussion
20 minutes**

- 3) Divide participants into groups of three. Ask groups to discuss the challenges listed.
 - How do they think some of the problems may be resolved?
 - If they could not be resolved, how could they have been avoided?Each group can develop a very short role-play (1-2 minutes) showing a problem and possible solution.

**Plenary
Discussion**

- 4) Ask the group to return to the plenary. Each group will present their role-play. For each challenge, ask participants

Session 7 Activity 4

20 minutes

to suggest other possible solutions. Distribute **Handout 7.4: Some Solutions to Common Problems during Group Facilitation**. Emphasize that neither the list of problems nor solutions is exhaustive. Not all of the solutions will work in every situation.

Session 8: Finding Consensus

Time: 1 hour 30 minutes

Activity 1: Conflict Management

Time: 25 minutes

Objective: Understand the basic principles of conflict management

Materials:

- **Handout 8.1a:** *Ground-rules for Conflict Resolution*
- **Handout 8.1b:** *Principles of Collaborative "Win-Win" Negotiation.*
- Flipchart paper
- Marking pens

Steps:

Introduction
5 minutes

- 1) Conflict is an inevitable result of social interaction and is not necessarily negative. A distinction must be made between positive and negative aspects of conflict. When constructively managed, conflict may lead to clearer ideas, innovative solutions and increased effectiveness and commitment.

Plenary Discussion
20 minutes

- 2) Ask participants to think about a conflict situation, disagreement or argument they have recently experienced. Ask what were some of the factors leading to or contributing to the conflict. (without providing specific details about the conflict itself).
- 3) Ask a volunteer to make a list of the factors on a flip chart.
- 4) In asking those who typically do not raise their voices to speak up, and those who are typically most outspoken to be silent and listen, we court conflict. We ask communities to put aside their personal differences and self-interest, to more equitably restructure their social organization, and to collaboratively use limited resources. As facilitators of

Session 8 Activity 1

community empowerment we must be prepared to confront and manage conflict and to assist community leaders in doing the same.

- 5) Ask participants to think again about a conflict situation that has since been resolved:
 - How was it resolved?
 - Was outside assistance necessary?
 - How were they able to help?
 - How could the conflict have been avoided?

- 6) Distribute and review **Handout 8.1a: Ground-rules for Conflict Resolution** and **Handout 8.1b: Principles of Collaborative "Win-Win" Negotiation**.

| Note to Facilitator: | |
|--|--|
| The following are common factors contributing to conflict: | |
| <i>Organizational change</i> | People are unsure about their role in an evolving organization or environment leading to stress and in turn conflict |
| <i>Diverse groups</i> | Diverse groups' different perceptions of a situation may lead to conflict |
| <i>Strategic disagreement</i> | Disagreement about a group or organization's goals and objectives can result in conflict |
| <i>Competition between groups</i> | Competition between groups for similar resources, status, etc. may result in conflict |
| <i>Unreasonable expectations</i> | Unreasonable expectations can build frustrations and in turn conflict |
| <i>Lack of common understanding</i> | Two or more individuals differ in their perception of a situation or issue |
| <i>Goal conflict</i> | Different parties desire different outcomes |
| <i>Poor communication skills</i> | One person or group does not feel listened to or understood by another |

Session 8 Activity 1

| | |
|-------------------------------------|---|
| <i>Unclear/Unfair Expectations</i> | Roles and expectations are not clearly outlined or understood leading to frustration and conflict |
| <i>Power-plays and manipulation</i> | Abuse of situational power or authority, or manipulation for personal desires. |

Activity 2: *The Hidden Agenda*

Time: 65 minutes

Objectives:

- To sensitize participants to the less obvious interests and attitudes that influence a group
- Practice use of conflict management skills.

Materials:

- **Handout 8.2a:** *Road proposal*
- **Handout 8.2c:** *Consensus Decision-Making*

Steps:

**Role-play
Preparation
10 minutes**

- 1) Explain to participants that they will now have the opportunity to exercise their new conflict management skills in a brief role-play.
- 2) Distribute **Handout 8.2a: Road Proposal** and **Handout 8.2c: Consensus Decision Making**
- 3) Divide participants into the following six groups and distribute the respective role instructions: (Each group should see only their respective instructions. You will need to cut some of the handouts.)
 - Longe Town
 - Village of Garrick
 - Village of Ade
 - Village of Iwo
 - Village of Tunde
 - NGO Development workers
- 4) Each group should select a village head or spokesperson. The other members of the group may represent other opinions or factions identified in the particular community. They may provide the spokesperson with suggestions or insight through out the discussions. They may not however participate in the actual meeting.

**Role-play
35 minutes**

- 5) Invite the participants to begin the "meeting." Mr. Longe is to try to bring the group to solicit the support of all four village representatives. He must try to facilitate unearthing all the obvious and hidden agendas and

Session 8 Activity 2

to try to bring the group to consensus about how to proceed with the proposal. Participants from the other villages may interject with via their spokesperson. The consultants may offer insight or advice when solicited to Mr. Longe. All participants should try to analyze the positions of the various village heads and try to determine what helps and what hinders reaching agreement.

Plenary Discussion 15 minutes

- 6) Ask the plenary to reflect on the experience:
 - How did Mr. Longe's opening encourage or discourage the village heads to discuss the question freely?
 - What were the main points of resistance that were stated?
 - Where there any unstated questions or concerns?
 - Was there suspicion or mistrust? Did Mr. Longe recognize it?
 - How did the unspoken questions effect the meeting?
 - Should all of the village heads have stated their concerns directly?
 - What would you have done differently?

Conclusion 5 minutes

- 7) Often the conflict that must be managed is not overt. Groups often argue over unimportant points and resist logical discussion, holding a "hidden agenda" which they may be reluctant to state. A hidden agenda may be based on facts or misunderstandings or rumors. Such hidden agendas can compromise group efforts. Development agents and community leaders can work more effectively if they recognize the existence of hidden agendas and can tease out their influences.

Session 9: Strengthening Community Leaders and Organizations

Time: 2 hours 30 minutes

Activity 1: *Styles of Leadership*

Time: 20 minutes

Objective: Identify the skills needed for community leaders to effectively promote community empowerment

Materials: Handout 9.1: *Leadership Style*

Preparations: In advance divide participants into three groups and distribute **Handout 9.1: Leadership Style**. Assign each group one of the three leadership styles (Authoritative, Consultative and Enabling). Ask each group to plan a 5-minute role-play to illustrate this type of community leadership. Groups should not reveal to each other which style they have been assigned.

Steps:

**Introduction
5 Minutes**

- 1) Leadership plays an important role in community empowerment. There are many styles of leadership. The short role -plays will be presented to get them thinking about the different roles leaders play in empowering communities. Explain to participants that after each role -play they will be asked to identify the leadership style and whether different approaches of the community leaders facilitated empowerment or not.

**Role plays
30 Minutes**

- 2) Invite the first group to begin the role-play.
- 3) After each role-play is completed, initiate a discussion by asking the participants the following questions regarding the community leader they have observed:
 - Describe the leadership style of the leader.
 - How does this style empower or disempower the community?

Session 9 Activity 1

- Does this style of leadership exist in some of the communities you have worked with?

Ask a volunteer to make a list of the characteristics and approaches identified in each role-play by participants.

Conclusion
5 Minutes

- 4) Summarize the list made by the participants.

Activity 2: *Strengthening Community Leaders for Empowerment*

Time: 80 minutes

Objectives:

- Identify skills necessary for community leaders to effectively promote empowerment
- Identify strengths and weaknesses in community leaders
- Identify ways to strengthen community leaders and organizations

Materials:

- **Flipchart 9.2:** *Strengthening Community Leaders for Empowerment*
- **Handout 9.2:** *The Empowering Community Leader*
- Colored index cards
- Masking tape

Steps:

Introduction
15 Minutes

- 1) Explain to the group that there are many skills that are need for a leader to promote empowerment. These can be divided into two types of skills:
 - (a) Those that help to get a task done
 - (b) Those that help to maintain the motivation and support the ongoing activities of the group when facing the task.

Small Group Discussion
10 Minutes

- 2) Divide participants into groups of four or five. Ask each group to discuss the role of community leaders in promoting community empowerment. Have groups brainstorm about following questions:
 - What is the role of a community leader in promoting community empowerment?
 - What skills do community leaders need to fulfill this role?

Plenary Discussion
20 Minutes

- 3) Ask each group to summarize the key skills they identified as necessary for an empowerment leader. Distribute **Handout 9.2: The Empowering Community Leader**. Highlight those points not brought up by the participants. Encourage participants to add some of the others discussed that may not be included in this list.
 - Are the skills task related or maintenance related?
 - How do these skills promote empowerment?

Session 9 Activity 2

- 4) Discuss with participants how the skills they identified relate to the six competencies identified for development workers. (**Session 4, Activity 1**) Ask participants to vote:
- In which competencies do you think development agents tend to be strongest?
 - In which competencies do you believe community leaders tend to be strongest?
 - In which areas are development agents usually weakest?
 - In which areas are community leaders usually weakest?

Small Group Activity 20 Minutes

- 5) Ask participants to return to their groups and to think about the communities with whom they work. Ask each group to complete **Flipchart 9.2: Strengthening Community Leaders for Empowerment**. Participants should identify strengths or enabling skills they have seen in leaders (formal or informal) of the communities they work with.
- How is it an enabling skill?
 - Can we as development workers learn something about this skill from the community leaders?
- 6) Ask participants to identify weaknesses or behaviors in community leaders they have worked with that are disempowering.
- What skills need to be developed?
 - How can we as development agents facilitate community leaders in developing this skill?
 - Can these skills be addressed in training?
 - Have you developed exercises or training modules to address these skills in community leaders?
 - Do you think community leaders might be resistant to such change/development?
 - Why and how might you overcome such resistance?
 - Is it feasible and realistic?

Conclusion (in plenary) 5 minutes

- 7) Summarize some of the strategies for strengthening leaders that emerged during discussion.

Activity 3: Supporting Community Organizations

Time: 60 minutes

Objectives:

- Define a successful community organization
- Identify specific mechanisms to support and strengthen community organizations

Materials:

- Paper, flipchart and regular sized
- Marking pens

Steps:

**Introduction/
Discussion in
Plenary
15 minutes**

- 1) Ask the participants to reflect on what constitutes a successful organization. Encourage them to think of organizations with which they have worked that have been successful, financially as well as programmatically, and that had the trust of the community. Try to elicit responses that are as specific as possible
- 2) Have a volunteer record the participants' ideas on flipchart paper.
- 3) Discuss which themes are appearing as the most important characteristics of community organizations. Encourage the participants to think in terms of what practical aspects organizations have bred success rather than in terms of their judgement of an ideal community.
- 4) Ask participants to think about how they would assess the characteristics that identify an organization as successful.

**Small Group
Discussions
30 minutes**

- 5) Have participants divide into groups of four to six people. Make sure they have pens and paper to keep notes with.
- 6) Ask the groups to design an assessment plan to evaluate whether a community organization is successful. Ask that they assume they are evaluating the success of a community-level NGO with a view toward determining in what areas it needs strengthening and that they would

Session 9 Activity 3

have a limited time to perform this assessment.

- 7) Allow approximately 30 minutes for discussion
- 8) Participants may assume they would have full access to the organization and the community at large and may include any form of assessment they wish (review of financial records, interviews with leaders, interviews with organization members, interviews with community members, surveys to assess impact and service provision).
- 9) From the plenary's list of successful characteristics and the skills and knowledge measured in the small groups' assessments generate a list of fundamental skills necessary to a successful community organization.
- 10) Point out that successful capacity building is dependent on identifying which of these skills an organization is lacking and helping it acquire these skills.
- 11) Discuss ways to transmit these skills to organizations. Some methods to emphasize are modeling, learning-by-doing, and cross visits with other successful organizations.

**Group
Discussion
15 minutes**

Session 10: Assessing Community Empowerment

Time: 2 hours

Activity 1: *How to Define Indicators and Measure Community Empowerment*

Time: 120 minutes

Objectives:

- Understand how to define indicators
- Identify indicators for evaluating community participation and empowerment based on the ladder of community participation

Materials:

- **Flipchart 10.1:** *Monitoring and Evaluation of a Gardening Project*
- **Handout 10.1:** *Defining Community Empowerment Indicators.*
- Flipchart paper
- Marking pens
- Masking tape

Preparation:

It is **essential** to meet with group facilitators prior to the session to assure that they clearly understand the task to be carried out as well as their role in facilitating the small groups. (see Note, p 65)

Steps:

**Introduction
20 minutes**

- 1) A primary objective in most community projects/programs is to promote community empowerment. Integral to these efforts is the ability to measure changes in community empowerment. When attempting to do so, several important questions arise:
 - How can we know what degree of community empowerment exists at the outset?
 - Have our efforts to strengthen it been effective or not?

In order to evaluate community empowerment, indicators must be defined which allow us to assess and measure the different dimensions of community empowerment.

Session 10 Activity 1

- 2) Ask participants the following questions:
 - Have any of you already developed indicators to evaluate community participation and community empowerment in your projects/programs?
 - What are some examples of indicators you use already?
- 3) Explain to participants that in order to evaluate something it must be broken down into its smaller parts or components in order to define what needs to be verified or evaluated. Use **Flipchart 10.1: *Monitoring and Evaluation of a Reforestation Project*** as an example. Once key "sub-activities" are identified, it is possible to define indications that these sub-activities have occurred. It is then necessary to define a means of verifying each of these indicators.
- 4) Explain that the three dimensions of community empowerment will be used as a basis for breaking down the overall program goals into measurable "sub-activities."
- 5) Divide participants into groups of 4-5 people each with a facilitator.
- 6) Distribute **Handout 10.1: *Defining Community Empowerment Indicators***. Assign each of the three groups one of the dimensions of community empowerment.
 - Leadership
 - Community organizations
 - Resource mobilization
- 7) Ask participants to define the following
 - The dimensions or parameters related to aspect of community participation assigned to them.
 - One or more indicators that can be used to assess each dimension or parameter.
 - One or more criteria to verify whether or not the indicator has been accomplished/completed etc.
- 9) Have each group organize their work in table form as on the handout provided.
- 10) Have groups hang their flipchart on the wall. Encourage groups to circulate around the room and observe the work of the other groups.

**Small Group
Discussion
35 Minutes**

Session 10 Activity 1

**Conclusion
(in Plenary)
25 Minutes**

- 11) Ask participants to rejoin the plenary.
- 12) Discuss the results of the exercise.
- 13) Conclude the session with a discussion of the next steps needed to finalize, revise etc. the suggested indicators.

Note to the Facilitator

The facilitator's guidance is crucial to this session for distinguishing between **indicators** and **means of verification**. Indicators represent what we want to know about the performance of our program. Means of verification are the specific activities we engage in to determine the status of those indicators. The critical questions driving the formation of indicators include impact on the population and extent to which planned activities are being carried out. Because means of verification represent what we do to monitor those different outcomes the critical questions driving the choice of means of verification should be feasibility, reliability and accuracy.

It is also important to draw participants' attention to the distinction within indicators between measures of outcome and measures of process. Our indicators must answer two questions:

- What effect is the program having on the status or condition it is trying to change?
- How effectively are we realizing the necessary steps to have that impact?

Measures of outcome address the first question. Measures of process address the second. These considerations are especially important in the assessment of community of empowerment because some of the outcomes to be measured are, in fact, processes. Those selecting indicators must carefully distinguish between measures of process within the project activities and measures of outcome that are measuring processes within the community.

Session 11: Next Steps

Time: 2 hours 10 minutes

Activity 1: Lessons Learned

Time: 50 minutes

Objectives:

- Review the main concepts presented in the workshop
- Summarize what the participants feel they have learned from the workshop

Materials:

- Flipchart paper
- Marking pens

Steps:

Introduction
10 minutes

- 1) Review briefly the main topics covered in the workshop.

Group Discussion
50 minutes

- 2) Ask participants to share what they felt were the most important things learned about each of these topics. Encourage them to share what they have learned that relates directly to their own experiences and projects.
- 3) Ask two or three volunteers to write the participants' ideas on flipchart paper on the wall. Allow approximately 30 minutes for the spontaneous generation of ideas.
- 4) When about twenty minutes remains ask the participants to begin to look over the ideas they have generated for common themes. Ask the group to decide on five to ten key points or issues and have the volunteers write these as well.

Session 11 Activity 2

Activity 2: Strategies to Promote Community Empowerment

Time: 80 minutes

Objective: Develop specific plans of how the principles learned through this workshop can be incorporated into daily work.

Materials:

- Flipchart paper
- Office paper
- Marking pens

Steps:

**Introduction
10 minutes**

- 1) Ask participants to think about how they can incorporate what they have learned into their daily lives and work. Emphasize that adopting the attitudes that promote community empowerment might entail personal change as well as organizational change. List their ideas on a flipchart.

**Individual Work
20 minutes**

- 2) Ask participants to individually reflect on how they will use what they have learned. Encourage them to be as specific as possible.
- 3) Ask participants to write on paper their ideas about specific strategies to promote empowerment in communities where they work. Have them write these in the form of a personal commitment to action.

**Plenary Discussion
30 minutes**

- 4) Invite participants to share whichever of their commitments they care to with the group. Be sure to encourage them to be specific and to think about how their reflection on the issues and problems they face might benefit those from entirely different communities.
- 5) Encourage participants to take home the commitments they wrote and to review them periodically. They may wish to develop indicators to measure their own progress.

Session 12: Evaluation

Time: 1 hour 30 minutes

Activity 1: *Workshop Evaluation*

Time: 40 minutes

Objectives:

- Complete a written evaluation of the workshop
- Complete a visual evaluation of the workshop

Materials: Handout 12.1: *Written Workshop Evaluation*

Preparation: The workshop facilitators or planners should develop their own written evaluation based on the adaptation they may have made to the workshop. It is advisable to include questions about the logistics of the workshop (venue, food, timing, length of workshop, support staff, etc.), the content of the workshop (Did it meet the stated objectives? Did it meet participant's personal objectives?) and the style of the workshop (techniques used, facilitators performance, etc.). A balance of open-ended and closed-ended questions may be necessary. Close-ended questions are quicker and easier to complete and evaluate. Open-ended questions allow participants to express themselves more thoroughly and make specific suggestions for changes, etc. **Handout 12.1: *Written Workshop Evaluation*** is provided as an example.

Steps:

**Introduction
20 Minutes**

- 1) Explain that the written evaluation has four objectives.
 - Determine whether participants accomplished the workshop objectives
 - Determine the relevance of the workshop content to participant need and interests
 - Assess the effectiveness of the teaching/learning methods and materials
 - Assess the adequacy of the administrative and logistical arrangements of the workshop

Session 12 Activity 1

- 2) Distribute **Handout 12.1: *Written Workshop Evaluation***
- 3) Ask participants to individually complete the evaluation form.
Encourage participants to ask the facilitators for clarification if there are questions that are unclear.

Session 12 Activity 2

Activity 2: *The Art of Evaluation*

Time: 20 minutes

Objective: Complete a visual evaluation of the workshop

Materials:

- Flipchart paper
- Marking pens in a variety of colors (approximately 1 per participant)

Steps:

**Small Group
Activity
20 Minutes**

- 1) Divide participants into groups of four. Give each group 4 marking pens of different colors and one piece of flipchart paper. Ask the groups to discuss how they felt at the beginning of the workshop and how they feel now at the end of the workshop.
- 2) Each group should then draw a picture that reflects their feelings before and after. No words should be used in the drawings. Have participants hang their drawings around the room with masking tape.

**Plenary
Discussion
20 Minutes**

- 3) Review each of the drawings with the participants. Before the each group explains their drawings, ask participants from other groups what they see in the drawings. When other participants have given their interpretation, the artists of each picture may want to add or correct the interpretation of their work.

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