



# **BASIC NEEDS TRUST FUND**

## **Training in Participatory Community Development Methods**



### **REPORT**

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**Cover picture:** Building in Capoey Village, Anna Regina Community, Region Two (Pomeroon/Supenaam)  
Guyana

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Development Consultant

## EXECUTIVE SUMMARY

The training for Community Liaison Officers (CLOs) of the Basic Needs Trust Fund (BNTF) Programme of the Caribbean Development Bank (CDB) was held from November 25 to 29, 2013. In attendance were twenty eight participants from the ten BNTF-Participating Countries: Belize, Dominica, Grenada, Guyana, Jamaica, Montserrat, St. Kitts and Nevis, St. Lucia, St. Vincent and the Grenadines, and Turks and Caicos.

The major topics (presented in detail in the Appendices) were:

- Overview of Development
- Participatory Approach
- Understanding Community and Powerlessness
- Participatory Methodology
- Preparation for Community Entry
- The Community Profile and Community Needs and Assets Assessment
- Debriefing
- Project Planning and Project Management.

The training provided for rich, interactive sharing among persons representing various cultures. There were exchanges on problems experienced and solutions utilised which enabled learning on new ways of viewing a situation and new approaches to problem-solving. The majority of participants indicated that the experience was a success as indicated in the final evaluation instrument.

One of the highlights of the workshop was the field exercise in the Capoey Village. Participants were able to use the participatory visual tools to capture rich data and considered the visit as a means of developing relationships which would augur well for future research. It was also acknowledged that it was an opportunity for participants to learn first-hand about the indigenous Arawak population.

Recommendations towards promoting sustainable participatory community development in the BNTF Programme centered on intensive training for personnel in Ministries carrying out developmental work to enable the transfer of knowledge and skill in participatory methods and in strengthening their capacity to work with communities. The CDB was challenged to lead the charge by sensitising more government authority figures and personnel about the use of the participatory methodology to make them more receptive and supportive of CLOs and to enhance the sustainability of sub-projects, since the methodology promotes community involvement in all aspects of project cycle management.

# INTRODUCTION

## Background

The Caribbean Development Bank (CDB) aims to ensure the efficacy of its operations in the delivery of Country Projects. The Basic Needs Trust Fund (BNTF) is the main programme through which the Bank is able to provide assistance to vulnerable communities in the ten BNTF-Participating Countries of the Caribbean in achieving the Millennium Development Goals. The objective of the BNTF Programme is to assist targeted communities in planning and implementing social and economic infrastructural sub-projects and in the development of skills to enhance employability, community management and engagement.

In order to make the project cycle more participatory and the sub-projects more aligned with community needs, the BNTF Fifth Programme (BNTF 5) introduced the Community Needs Assessment (CNA) which identifies the key characteristics of the community and validates the priority needs. The CNA is prepared by Community Liaison Officers (CLOs) after consultations which include group meetings and transect walks.

The Mid-Term Evaluation (MTE) of BNTF 5 noted that the time and human resources allocated to conducting CNAs are frequently insufficient. The Programme Completion Report for BNTF 5 noted that the level of community participation varies according to *inter alia*, country situation and the organisational strengths of communities and community-based organisations (CBOs). Further, the MTE of the BNTF Sixth Programme (BNTF 6) pointed to the need to re-examine the feasibility of deploying community-driven modalities full-scale in all countries, given differences in community skills and readiness, and the need to strengthen weaker, poorer communities prior to raising expectations for their full participation.

Community participation in sub-project identification, design, monitoring, implementation and maintenance is essential for the long-term success of BNTF, ensuring ownership and sustainability long after initial project inputs have been provided to the beneficiary communities. With the aim of improving the level of community participation in identifying resources, needs, problems and problem resolutions, the BNTF contracted a consultant to build the capacity of BNTF staff in the delivery of sustainable services and social interventions and in facilitating a wide cross-section of community involvement in the formulation and management of sub-projects. (**Appendix 1** – Terms of Reference).

## Database on Participants

In preparation for the training, CDB designed a Training Needs Assessment to compile baseline data on the participants to guide the development of the workshop agenda (see **Appendix 2** – List of Participants). The summary findings of the mixed group (60 percent female and 40 percent male) were that most had achieved

tertiary level education; with 50 percent having over 10 years of relevant experience; and only one person indicating previous training experience in participatory community development methods. More than 57 percent had little or no experience in impact assessment or had been involved in assessing compliance with gender equality. Details of the baseline assessment are at **Appendix 3 – Baseline Training Needs Assessment**.

### **Preparation for Training**

Early discussions were held among the Consultant Facilitator, CDB's Portfolio Manager and the Operations Officer, BNTF. The Facilitator also reviewed the template of the existing CNA to assist in the preparation of the topics for the training programme and methods to be utilised. Of importance was the need to enhance the capacity of the BNTF staff in identifying and developing Community Needs and Assets Assessment (CNAA) as part of information gathering and in the design, monitoring and evaluation of community-based sub-projects. Additionally, hand-outs were prepared and/or sourced in advance along with daily workshop timetables and evaluation instruments. Immediately prior to the start of the training, the Facilitator travelled to Guyana to meet with BNTF staff and to gain early introduction to the community selected for the field exercise. However, a site visit was not possible due to the long distance to travel to the hinterland community.

### **Challenges**

The Facilitator underscored that in view of time constraint, some of the protocols regarding community entry could not be followed, in particular, prior building of an early relationship with key informants and residents; getting a sense of the nature of the community; and explaining the research activity. It was also noted that distance to travel to the hinterland to conduct the field exercises, would mean that time in the field would be limited for gaining the type of qualitative information required.

Participants were advised that preparation for the assignment was important even though they were uncertain of the experience they would have. It was agreed that the attitude to adopt was that of "going with the flow" and preparing for the unexpected as whatever the experience, there would be an opportunity for learning.

## **OPENING**

The workshop was opened by Mr. Michael Singh, Project Manager, BNTF, Guyana who welcomed the participants and brought greetings from the Minister of Finance, who is also the line Minister for BNTF. Mrs. Darran Newman Belgrave, Portfolio Manager, BNTF brought greetings and highlighted CDB's interest in capacity building and the move away from the CNA to the use of CNAA to aid sustainable development. Mrs. Aldene Shillingford, lead Facilitator also welcomed those in attendance and introduced the co-facilitator, Miss Sandra Latibeaudiere.

### **Participants' Expectations**

The overarching themes as expressed by the participants were to:

- enhance knowledge to better meet the requirements of projects
- gain exposure to the tools and techniques of participatory research
- empower communities
- be re-energized
- learn the skills and get the right information in order to fix what needs to be fixed
- be able to learn and apply the knowledge when working in the field.

These were aligned to the expectations as recorded in the baseline survey.

### **Ground Rules**

Following introductions, participants were asked to highlight ground rules to govern the training. The rules identified were:

- be punctual
- no cross talking -one person speaks at a time
- opinions should be respected
- mobile phone on silent or vibrate
- lunch and breaks on time
- raise hands to speak
- full participation by all
- what you hear, stays here.

## OVERVIEW OF DEVELOPMENT

The presentation on Development commenced with a question "What is development?" The responses by the participants included:

- Structured interventions
- Moving from one level to the next
- An opportunity for capacity development and growth (personal)
- Improvements in human condition.

The presentation examined classical development theory which emphasised economic growth and wealth creation. More modern critiques highlighted the distorted nature of development with its dichotomy of affluence for some, and unacceptable levels of poverty, homelessness, discrimination and environmental degradation for many. The failure to address human development led to re-conceptualised theories to include both economic and social factors. The indicators of development today therefore include economic growth, improvements in standard of living, gender equality, participation, empowerment and sustainable development. The situation of poverty in the Caribbean was examined and the concept of social capital (the resources embedded in social relations which facilitated the production of other resources), was also introduced. (See **Appendix 4** – Overview of Development).

The presentation on Sustainability, People Participation (**Appendix 5**), and Gender (**Appendix 6**) stimulated lively discussions among participants. Many raised questions about the ability to ensure people-participation when the views of dominant authority (political) figures controlled decisions regarding sub-projects. Others were concerned about public personnel involved in development work who were not trained to promote people-participation.

### Participation

Participants were asked to identify the benefits of remaining in a social group. The following responses were used to help in understanding the benefits to be gained by participating in a community group or in a community project:

- Social interactions
- Group association and cohesion
- Helping to achieve goals and improving the standard of the group
- Satisfaction
- Shared values, characteristics, and trust

- Leadership and skill development to enhance the community.

Secondly, the participants were asked to identify personal benefits of participation in any group they were involved with. Among the responses were:

- Learning from each other
- Ownership of decisions
- Improved understanding of what is happening on the ground
- A sense of belonging
- Better appreciation of others and commitment.

Participants also identified the challenges to participation which they encountered which included:

- Lengthy decision-making process
- Working with poverty and powerlessness
- Cross-cutting interests and priorities
- Existence of many agencies working in the community but not communicating with each other
- Political alignment which resulted in communities refusing assistance because their party is no longer in power, and an inability to cross borders because of different political allegiances
- CDBs lengthy 'no objection' procedures which resulted in delayed disbursement of funds and implementation of sub-projects and apathy or disinterest among beneficiaries.

These early topics set the stage for participants to understand the importance of respecting community knowledge and engaging community residents in their own development. The discussions also prepared persons for the presentation on participatory research and the ethical considerations involved.

## **PARTICIPATORY RESEARCH**

### **Participatory Research - Different Ways of Knowing**

The origins and impact of participatory research, in particular, the Participatory Learning and Action (PLA) model was introduced as a method which stimulate action and empowerment since its philosophy was based on self-learning, self-teaching and self-reliance. The Facilitator stressed the importance of the appropriate entry into communities and that the process of negotiating entry should start long before the research itself commenced. Quality entry included: building a relationship with community members; informing community members about the reason for the research being undertaken; and gaining their commitment.

Participants raised some pertinent points in relation to political and partisan politics and discussed the challenges of using a participatory approach when the traditional top down methodology is the one being practiced. They also noted that CDB should make a concerted effort to “pull politicians together” either within their own countries or outside of the country and expose them (as well as development workers) to this participatory approach. This they felt would make the politicians and government workers more receptive and would provide support to the CLOs.

### **Qualitative Research - Different Ways of Knowing**

The Facilitator highlighted that participatory research was considered to be a *qualitative* research method which was just as important as quantitative research methods, since it was acknowledged that there are different ways of fact finding/knowing. A comparison was made between the two research approaches and the emphasis on the triangulation of data using the participatory method was cited as critical if the data collected was to be considered legitimate, trustworthy and scientific.

The benefits of the participatory research included the rich insights gained from an approach which enabled persons’ involvement in the generation of knowledge about their reality and the empowerment of persons to act on solving issues articulated.

The methodology encourages the development of social capital with its elements of shared norms and information sharing as well as reciprocity, tolerance, respect and acceptance. Social Capital was cited as an important resource which benefit the cooperation and coordination needed for groups to work together to achieve their goals. The Facilitator emphasised that empowering and building the social capital needed to solve and sustain community projects were the greatest advantages of PLA.

## **Ethical Considerations**

The *ethical considerations* of trust, respect and openness were highlighted as the core attributes of the PLA model. Other elements included:

- Informed consent
- No harm to the participants
- Anonymity and confidentiality
- No deception
- Debriefing.

## **Preparation for Entry**

In preparation for working with communities, participants were then asked to consider what comes to mind when they hear the word "community"? The discussion which followed concentrated on the following characteristics of communities:

- Shared norms and values
- Interdependence between community systems and units
- Interactions as a result of meaningful group participation
- Shared space/geography
- Identity and belonging or psychological and social ties established with the community
- Unity through group/committee interactions or a sense of “we can make a difference”

The Facilitator added the following characteristics (resources) of the community which augur well for development, (Mattessich and Monsey, 1997).

- ▣ Community awareness of an issue
- ▣ Motivation from within
- ▣ Small (well-defined) geographic area

- ▣ Flexibility and adaptability in problem solving
- ▣ Pre-existing social cohesion
- ▣ Ability to discuss, reach consensus and cooperate
- ▣ Existing identifiable leadership
- ▣ Prior success with community building.

It was pointed out that an assessment of the above characteristics in communities would be a good place to begin prior to the commencement of work with the community.

*Community*, according to Brueggemann (2002), is defined as “natural human associations based on ties of relationships and shared experiences in which we mutually provide meaning in our lives, meet needs and accomplish interpersonal goals”.

The Facilitator also highlighted that in order to prepare a community to address its needs and accomplish goals, the community liaison worker must understand his or her role. ‘*Community work*’ as defined by Twelvetrees (1991) is “a process of assisting ordinary people to improve their community by undertaking collective action”. To be able to go beyond the role of researcher, designer of projects and writer of project proposals, the *liaison worker also has a role to enable or facilitate a community’s capacity to undertake development work*. (See **Appendix 7**- Engaging the Community).

In recognition of powerlessness as one of the difficult challenges in working with communities, the Facilitator asked participants to think of a situation in which they felt helpless. The participants were asked to share their **feelings** and **reactions** rather than the actual situation which caused the powerlessness.

The associated feelings identified by the participants included: frustration, inadequacy, fear, dependence, incompetence, sadness, insignificance, anger, guilt, and being upset, unhappy, scared, crushed, agitated and useless. Some of the reactions to feelings of powerlessness included: acting out of character, being anxious, becoming very quiet and depression, praying, sleeping, engaging in destructive behaviour, being submissive, lacking interest and becoming unresponsive and dependent on others.

This exercise was used to create an understanding of *powerlessness and its associated feelings of inadequacy, fear and frustration* which could be encountered in BNTF-targeted communities and to help CLOs consider new ways of working with a community when it ‘appeared’ that the community was lacking interest or being unresponsive or dependent on others to solve their problems. (**Appendix 8** – Preparation for Community Entry).

As the first phase of preparation for entry into a community to conduct research, the Facilitator presented the *cognitive elements*. These included the right attitude and behaviour for CLOs to successfully engage the community. She stressed that if persons lacked the right attitude and behaviour then community work may not be for them. She also stressed that a major part of the training of participatory researchers was the attention given to these personal and mental elements.

The second phase of preparation for entry into a community addressed obtaining secondary data –the *physical elements*, as well as, making initial contact, building relationships and getting the community’s “buy-in” and involvement in decisions regarding the research exercise. The identification of a community group or the setting up of a community steering committee was critical at this stage to encourage community involvement in planning and participating in the field exercise.

The Facilitator then used a case study exercise to provide a sense of the type of background information which would aid preparations in carrying out a participatory research activity. (See **Appendix 9** - Case Study Exercise to Assist Field Preparation).

Persons were asked to form small teams of five persons to work together in conducting the practical exercise. Guidelines to aid the development of the team contracts were also provided for the participants to review overnight. (See **Appendix 10** - What If Exercises to Aid Developing the Team Contract). ‘Working as a Team’ was also addressed through a presentation on facilitation skills and the respective roles of facilitator, co-facilitator, note-taker and observer to be undertaken by team members in order to accomplish the objectives of the research.

## **Participatory Research Methods**

The participatory research methods which were introduced included:

- Sampling
- Interviewing and dialogue methods; and
- Visuals/diagrams/animation tools.

Sampling involved the identification of key informants and stakeholders considered important for future interaction/interviews. Sampling was cited as a purposeful part of engaging the community and as part of the first transect walk carried out prior to the research activity.

Interviewing and dialogue methods were presented with a focus on facilitation skills which includes attention to observation, listening and questioning skills. The semi-structured interview or the

conversational interview, considered the core of the research, involves the development of a flexible checklist of groups/persons to be interviewed, type of information required, questions to be asked and the methods/tools to be applied. A process matrix is used to ensure that the research remains focused on the development issues at hand (See **Appendix 11** – Participatory Methods).

Visuals and Animation were described as “powerful” and “empowering” as they encourage “quick” *engagement and participation* and as it is recognized that “*local persons have a greater capacity to map, model, quantify, and estimate, rank, score and diagram than outsiders have generally supposed them capable of*” (Chamber, 1994).

The following visual tools were demonstrated:

- Brainstorming and listing – which allows for the listing and ordering of ideas
- Ranking –which allows for the prioritizing of ideas/issues/resources through consensus
- Flow Diagrams – the Problem Tree analysis which enables the main or prioritised problem cited to be placed on the *trunk* of a tree and probing to understand “root causes” of a problem (placed at the *root* of the tree) and the impact of the problem (placed as *leaves or branches* of the tree)
- Venn Diagram –circles drawn in proportionate sizes representing the community and resources (human, organizational or institutional resources) and their relations with the community) to aid problem solving. Also used to identify and relate to external community assets/resources
- Triple Roti Diagram – Three concentric circles depicting what the community can do on its own to solve a problem (placed in the inner circle), what the community needs help with to solve a problem (placed in an outer circle) and what the community has no control over in solving a problem (placed in the outermost circle)
- Timelines –used to understand the history/major events of a community
- Trend Analysis –used to understand the history of an issue or changes over time related to any particular event or issue
- Wealth Mapping –used to understand how a community is stratified using the descriptions and identification of categories of wealth based on the community’s perceptions of income or lack of income and their perceptions of the percentage of persons who fall in each category
- Mapping –drawing or mapping of streets, community resources and location, as well as, mapping of community boundaries as seen by residents. Mapping is an excellent tool to

commence the research activity as it promotes initial people involvement, it encourages the “handing over of the stick” to community persons and encourages verbal communication about aspects depicted on the map.

Participants also had the opportunity to practice the Problem Tree and the Solution Tree as well as Wealth Mapping. (Refer to hand-out from *A Manual for Training Trainers: Techniques for Participatory Research and Development*, Chapter Two, and Appendix 2. CDB, 2006).

A participant asked the Facilitator how to address a situation in which the community was using poor agricultural practices (overuse of pesticides), specifically, “How would you assist in changing this practice?” The Facilitator demonstrated the practical use of the Problem Tree analysis to get persons to articulate causes and consequences of the problem they had identified. She stated that asking probing questions about the issue could provide the basis for the residents to identify and discuss the source of the problem, as well as the impact of the problem. This would later lead into discussion on the development of the Solution Tree with the residents identifying solutions to the problems in order to produce the desired outcomes.

## COMMUNITY PROFILES AND THE CNAA

The facilitator presented aspects to consider in writing the Community Profile, which could be used to develop the CNAA. The session encouraged very useful discussions which were appreciated as participants gained clarity on the profile and the type of analysis required for a quality CNAA process.

‘Community Profile’ is defined as “a *process of empowerment and capacity building* as local persons participate in research which enables an understanding of the nature of the community –its resources and problems, and in determining actions to aid problem resolution” (Shillingford). Community profiling utilises a Community Based Participatory Research (CBPR) approach which is informed by the Asset Based Community Development model (ABCD) and which is considered to be the building blocks of sustainable development.

Participants were asked to begin with identifying *social capital* which are resources embedded in social relations, which facilitate cooperation and collaboration, and has the potential to connect all other community assets/resources/capital, such as human, individual, economic, physical, and natural assets. Social Capital is said to have both cognitive and structural components. Examples include:

- nature of the relationships – trust, tolerance, reciprocity, respect and acceptance
- level of interconnectivity between different groups in the community
- relationships between formal and informal organizations
- access to and quality of participation by individuals in organizations, networks and associations

The CNAA builds upon the Community Profile by focusing on turning the “needs map” into an “assets map”. It is closely aligned to the ABCD model approach which is one of a range of participatory approaches. (See **Appendix 13** – Community Profile and CNAA).

### **Preparation for Field Exercise**

Participants engaged in group exercises in preparing Team Contracts and preparing the research instrument for the field exercise in keeping with the hand-outs provided on Day Two. The participants spent three hours working in their teams of five persons. Secondary data on the Capoey community (which had been compiled by the Operations Officer, CDB and staff of the BNTF Office, Guyana) was distributed among the participants, (see **Appendix 14**). The teams were able to anticipate and prepare for possible interviews with various groups in the community: the Parents and Teachers Association, the school children, the farmers’ group, the craft group and the community council/leadership group.

The Facilitator expressed concern about the community of Capoey which was chosen for the field exercise since the distance and the time to get to Capoey would not permit the usual suggested three to four hours of community engagement. Accordingly, participants were advised to not hold too many expectations of the research exercise but to consider the visit as a means of developing relationships which would augur well for future research.

The BNTF Project Manager acknowledged that a visit to an indigenous community would give participants from across the region a rich cultural experience and first-hand knowledge on the indigenous Arawak population.

Additionally, the visit also provided an opportunity for the BNTF Guyana staff to begin baseline data collection.

### **Field Exercise**

The journey to the village of Capoey in the hinterlands took approximately 4 hours. The journey included crossing two rivers; the Demerara and the Essequibo and involved participants boarding buses and boats at two sites.





#### **Setting out on the field trip**

At the coastal village of Capoey, the Captain and a group of residents were gathered awaiting the arrival of the participants who were given a warm welcome. One of the CLO in the BNTF Office Guyana (Mr. Dwarka Budram) gave a commendable introduction of the participants and outlined the purpose of the visit while the Captain welcomed all and gave a brief overview of the developmental plans for Capoey.

Following the official welcome, each team had the chance to conduct one field interview. The various groups to be interviewed included the Village Council, Craft Group, Farmers, Parents, Teachers and Children.

There was confusion at first as there were two groups of females gathered representing the farmers and those involved in craft. Persons assigned to interview the farmers' group had falsely assumed that this would be an all-male group but then realised that it was the women who were involved predominately in farming. Parents and teachers had gathered together in the school and this was thought to interfere with the kind of data collected since the teachers appeared to be more vocal. The children's group on the other hand formed an open rather than a closed group with additional children joining the group throughout the interview causing distractions at times.



Using Participatory Visual Tool – Ranking



Interviews of the parents



#### **Interviews of schoolchildren**

The interviews started at 12:45 pm and had to be concluded by 1:45 pm in order for the participants to complete a transect walk of the village, prior to boarding the boats to depart the village at 2:15 pm.



#### **Setting out on the transect walk**



Following a long day which included lunch in another rural town and a site visit to a school being constructed by BNTF, the participants returned to the hotel at approximately 8:00 pm.

## DEBRIEFING

During the morning session following the field exercise, the facilitator began the process of debriefing following the research. The participants were instructed to use the following guidelines:

- Discussing the dynamics in the group
- Acknowledging what went well
- Acknowledging what did not go well
- Identifying what is/was needed
- Giving positive strokes to team members. (**Appendix 15** - Group Debriefing).

They were reminded that the note takers and observers would take the lead in the discussion. Each of the five groups was given 45 minutes to prepare a ten-minute presentation.

As participatory research is also about *self-development through experience*, the debriefing session provided for shared meanings and lessons learned among fellow learners, including the facilitators.

Many persons highlighted the weaknesses/challenges and strengths encountered in the team. For example, many had forgotten their roles, some ‘froze’ not knowing where to begin or what to do while others simply withdrew and admitted the discomfort felt in working with communities in this manner. On the other hand, many also acknowledged the support provided by team members, the discovery of the skills and attitudes of team members which augured well for team work and community work. They also credited the preparatory workshop sessions which addressed the correct attitudes and behaviour and the “What ifs” hand-out which aided the development of team contracts and guided the behaviour in the group.

One group avoided reflections on the personal dynamics in the group and instead focussed on environmental factors which did not go so well –they noted that “the room was crowded”, “you could hear the other groups asking their questions”, and “the community residents were unresponsive”.

Comments coming out of the debriefing included:

- more time could have been spent in preparing the group contracts as some members had to assume other roles they had not planned for
- the assumptions on the sex group members threw off the group leader (facilitator) who reported an inability (or inflexibility) in carrying the role expected due to the discomfort felt as a result of a change in the situation

- planned signals among group members, for example passing notes or making eye contact, to assist each other during the research process, had to be discarded since the actions were viewed with suspicion by community members
- discomfort in using the tools made it easier to revert to the traditional pen and paper method of collecting/recording information
- unpreparedness because of not knowing what to expect in the community
- One team member assumed a dominant role thus displacing others from carrying out their prescribed roles. Others in the team were uncharacteristically laid back hence the reason for one person assuming a dominant role
- Nervous and shaky start but regaining composure eventually.

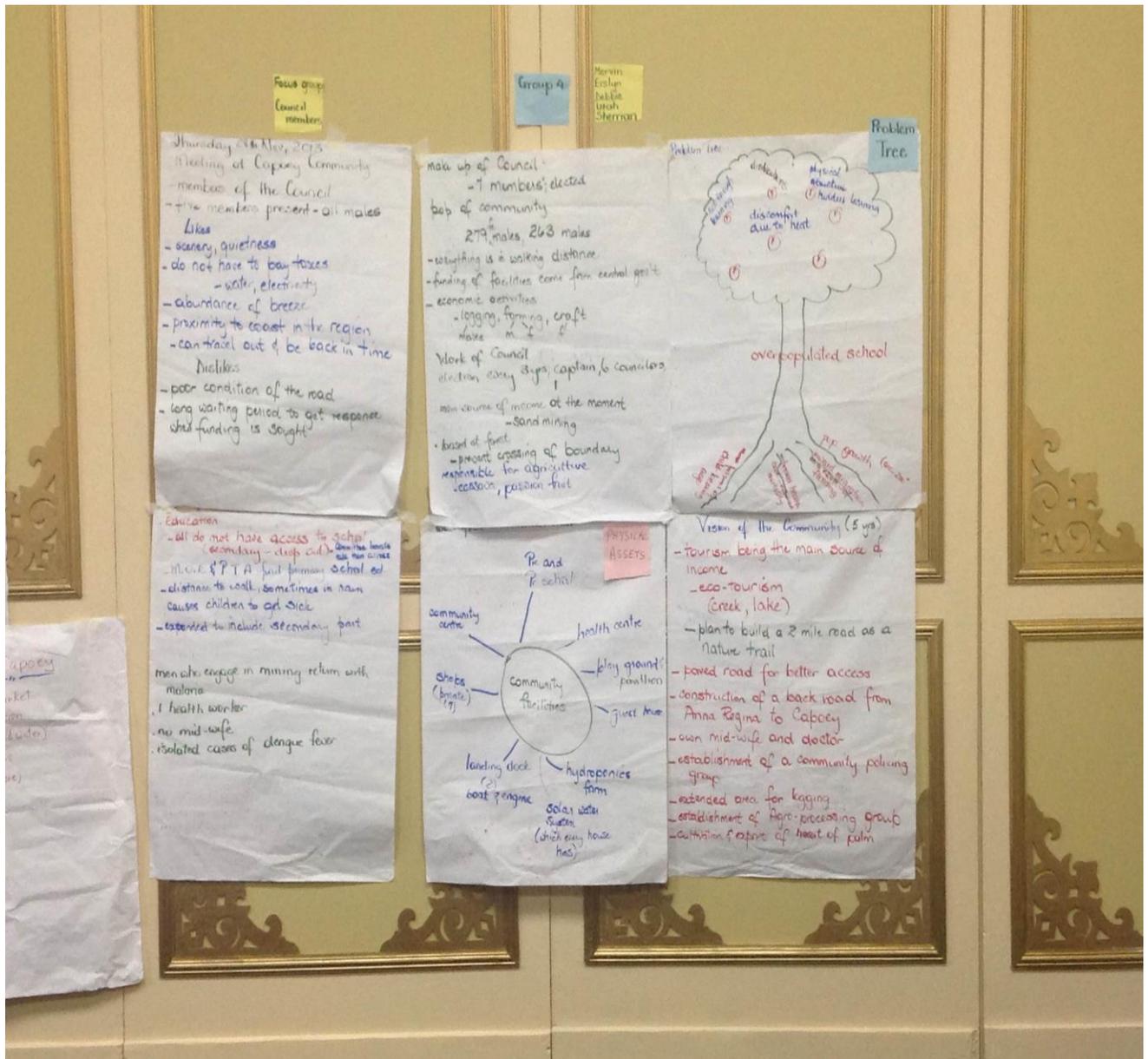
The Facilitator commended the participants for their maturity in engaging in this process of self-reflection and self-examination. She added that it is not an easy task since, “we do not like to look at ourselves or have others give us feedback about ourselves”. She stressed that this was an important component when doing community work as “it is the only way you will grow and improve your skills”. She also shared with them her own experience with participatory research for the first time when she was told by her group leader that she had asked a loaded question which defeated the purpose of people participation. She had been advised that questions should be “open-endedness” to allow the community to “open up” about a situation. She admitted that the feedback had made her nervous the next time she interviewed a community group, but it also made her more prepared and improved her questioning skills.

At the feedback session, many articulated learning about the Arawaks and their needs and resources. They also learnt about the power of applying participatory methods and found the session “enlightening” and “rich”. Each group recognised the importance of preparing for “community entry” as they articulated that they had to “rush” to get information from persons. Lessons learnt were that had they known the community the way they knew it after going there, they would have been better prepared, and they would have spoken to the chief beforehand to arrange the focus groups differently to gain the required information.

Since the sessions had been rushed many reported in the debriefing session what they would have done differently to gain better qualitative data. These included building an early relationship and gaining an initial understanding of the nature of the community in order to ensure the necessary structure and preparation of groups targeted for study. Notwithstanding, the visit provided an unusual and rich learning experience for persons from across the region to interact with members of an indigenous group for the first time. Additionally as the BNTF Guyana staff had not been to the Capoey community, the visit prepared them to

better plan for future interactions with the community. It was suggested that BNTF Guyana staff collate all the data gathered by the five groups and identify the gaps in information needed to be able to conduct future sessions with the community.

The Facilitator noted that the teams interviewing to the children's group, as well as the all-male council group and the all-female craft group appeared to be better prepared for the assignment in the field. They applied the tools learnt without receiving any hints to do so and appeared to have been comfortable in their supportive team roles and in their application of the attitudes and behaviour recommended.



Group presentations

## **Feedback**

Each team adorned the room with visuals displaying data collected in the field, (see **Appendix 16**). This allowed everyone an opportunity to view all the data collected from the different respondents using various participatory tools. Participants stated that they did not realise “how much rich and full information was collected in such a short period of time”. The tools used by the teams included the Problem Tree, the Solutions Tree, Listing, Brainstorming, Ranking, Venn Diagrams and Mapping.

The participants quickly realised the extent to which it was possible to triangulate the data in relation to problems faced, solutions offered and resources articulated and observed as follows:

- The need to expand the school due to overcrowding and learning discomfort for teachers and students
- The impact of extending the school on plumbing needs to be addressed to deal with the school population
- Need for a secondary school at the village due to distance travelled to access secondary education. This is said to impact the youth who drop out of school due to inability of families to afford the cost of transportation.

The issues of alcoholism among men and the subsequent domestic violence suffered by women as a result were articulated in one female group which was making attempts to deal with the situation and also calling for future attention to the issue.

## INTRODUCTION TO PROJECT PLANNING

CDB's Operations Officer made a short presentation on the sub-sector issues to be addressed by BNTF and partners under BNTF 7, (see **Appendix 17**). The themes included Citizen Security and Youth Crime, Micro Enterprise and Early Childhood Education. This presentation served as an introduction to the Log-frame.

Participants were introduced to the processes involved in planning, designing, managing, monitoring and evaluating a project. In preparation for exploring project planning, the facilitator defined the following terms: projects, programmes, operations and stakeholders to ensure clarity for all.

### **From Assessment to Project Design**

The Facilitator referred to the Community Profile as a compilation of the research undertaken largely by the community and which provides an analysis of the situation and which initiates the planning process. The Community Profile as articulated by community persons, also helps to inform the resources, needs, partnerships and the type and scope of intervention required.

The next key element discussed was the project design. In this session, the Facilitator used illustrations to define the vision (the dream), the mission (what is needed and why), the goals (outcome objectives), objectives (how much of what will be accomplished), activities (actions to be undertaken for objectives to be met), output (the deliverables), outcomes, indicators and targets (milestones). In order to concretise what was covered in the session, participants were asked to work in groups to complete an action plan. (See **Appendix 18** – Planning Designing and Managing).

The Facilitator highlighted that the Log-frame could be used to design, manage and monitor projects. Participants were then taken through the process of completing the Log-frame. (See **Appendix 19**).

One participant expressed unfamiliarity with the particular Log-frame template. He noted that the template which was used by BNTF included a section for baseline information. The point was made by the facilitator that the baseline information would have been captured in the work-plan. A blank Work-plan was later circulated. (See **Appendix 20** – Annual Work Plan).

The presentation on Project Management comprised definitions and features of Project Management including the Project Management Life Cycle and Project Management Knowledge Areas (which addressed human resources, communication, procurement, financial management and risk management) and Project Management Tools, including the Log-frame, Gantt Chart, Action Plan and Work-plan, (see **Appendix 21**).

The final topic covered was Project Monitoring and Evaluation in which the following points were highlighted:

- The difference between monitoring and evaluation and the tools used in monitoring and evaluation (Log-frame, field visits, monthly/quarterly/ annual progress reports, midpoint/final evaluation report)
- The use of indicators in guiding the project's progress
- The reason for an evaluation must be known since the objectives may differ depending on whether the evaluation is for the funders/decision maker or the project manager
- The closing out of the project was an important exercise that was often overlooked. This entails not only writing the final project report but releasing resources and conducting an exercise on the lessons learned.

The presentation ended on the theme "Celebrate your Accomplishments".

## RECOMMENDATIONS

Recommendations towards promoting sustainable participatory community development in the BNTF Programme centered on training. Specifically, training in the participatory methodology, including Understanding Community, Community Work, Community Engagement and the Development of Community Profiles and CNAAs to assist the sustainability of sub-projects since the methodology promotes community involvement in all aspects of project cycle management. Suggestions are as follows:

- Training BNTF staff/personnel (and community groups) towards strengthening the community's capacity to solve problems and to manage and sustain projects. This is critical once a community is motivated to pursue aspects of its development.
- Ensuring that sub-projects receiving funding are also linked to line Ministries which have a development agenda
- Training for personnel in Ministries carrying out this work to enable the transfer of knowledge and skill in participatory methods and in strengthening their capacity to work with communities. The Bank could lead the charge by sensitizing more government authority figures and personnel about the use of the participatory methodology. CDB should "pull politicians together" either within their own countries or outside of the country and expose them (as well as development workers) to this participatory approach to make them more receptive and supportive of CLOs
- Selecting quality staff to carry out work with the community. Attitudes of openness and respect for others, sensitivity and acceptance of critique augurs well for the type of self-development required to work successfully with people
- Supporting project staff with quality resources to enable the type of work required.
- Including gender sensitivity in all aspects of training
- Utilising research evaluators who are also knowledgeable of the participatory methods in project evaluation.

## OVERALL WORKSHOP EVALUATION - SUMMARY

The following is the list of questions and a summary of respective responses.

### 1. What issues presented over the 5-day training period still remained unclear?

- All issues were clarified
- How to successfully complete the log-frame
- Develop a project plan
- More time needed for persons to hone research, facilitation and interpersonal skills
- PLA tools - matrices, problem tree etc.
- The purpose of the training as far as I understand it was supposed to give the tools to be able to develop CNAA. In my opinion this was not met (one person's remark).

### 2. The most useful topics presented over the period were

- Project Planning and Learning the Participatory Methods, Understanding Communities
- Preparing for field visits and related attitudes and behaviours; different methods to utilise to collect information
- Various community development tools
- Tools for conducting community base research, participatory research methodology & project planning and management
- Community needs/social assessments
- Research tools/techniques; developing the community profiling
- Participatory tools -Venn diagram, Matrix etc.
- Community profiling; project planning and participatory approach
- Entering the community
- Understanding participation and understanding community
- Gender (dealt with briefly).

### 3. How do you rate your participation in the workshop?

- Very good - 69%
- Good - 31%

### 4. The pacing of the programme was:

- Just right - 85%
- Too fast - 8%
- Slow - 8%

**5. Was the programme relevant to your needs?**

- Yes - 92%  
No - 8%

**6. If yes, in what way was the programme relevant to your needs? Please explain.**

- Learnt things I haven't done before
- Provided clearer understanding of the different aspects to include in the preparation of CNAA
- Generating research material to develop project proposal
- Understanding the background behind putting together a project for BNTF funding
- Currently completing community profiles for 100 most vulnerable and volatile communities, this workshop helped with standardization
- Gaining knowledge in community research techniques
- Monitoring and Evaluation techniques will be relevant in my field of work
- Engaging the community and conducting a comprehensive research
- As a CLO I learnt necessary skills for ensuring community participation
- Project management
- Development of project proposals
- The purpose of the training as far as I understand it was supposed to give the tools to be able to develop CNAA. In my opinion this was not met" (one participant)

**7. Were you motivated to learn this material?**

- Yes - 100%

**8. How do you rate the balance of lectures, group discussions and group exercises**

- Very good - 62%  
Good - 31%  
Non-response - 7%

**9. How helpful were the group exercises?**

- Very helpful - 92%  
Helpful - 8%

**10. To what extent did the training live up to your expectation?**

- A great deal - 92%  
Not a great deal - 8%

## APPENDICES

**Appendix 1 - Terms of Reference**

The major objective of the consultancy is to improve the effectiveness and sustainability of the BNTF Programme through targeted capacity building among counterpart social sector representatives, CBOs and BNTF staff. Specifically, the consultant will provide technical assistance and support to the BNTF Programme in sustainable participatory project identification, planning and appraisal and the management of community-based resources through the design and execution of training in participatory approaches to be used in data gathering, the design and development of CNAAs and in the design, identification, planning and management of gender responsive community projects.

The scope of work will cover all the activities necessary to achieve the objectives of the consultancy as needed and will include:

- (a) A baseline assessment of the target group and recommendations towards a developmental plan, including training.
- (b) Desk review of relevant BNTF Programme documents to identify gaps between Programme design and delivery.
- (c) Meeting with CDB, prior to the commencement of the training exercise, to review the logistical arrangements for the workshop sessions and all training protocols to be used during the workshop sessions.
- (d) In collaboration with CDB, executing a training programme designed to address the deficiencies as identified in the baseline assessments and BNTF evaluation studies.
- (e) During the training period, facilitating on the ground coaching and providing distant supervision and coaching activities to assist selected participants in resolving technical and organisational challenges associated with their field assignments related to community development.
- (f) Formulating recommendations for a model for institutional arrangements towards promoting sustainable participatory community development in the BNTF Programme.
- (g) Upon completion of the training exercise, preparing a report on the initiative including all baseline survey forms, evaluation forms and CNAAs prepared during the workshop, and recommendations.

**Appendix 2 –List of Participants**

	<b>Name</b>	<b>Country</b>	<b>Email/Tel No.</b>
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**Appendix 3 – Summary of Baseline Training Needs Assessment Survey**

A total of 14 forms were completed and submitted by participants prior to the training.

**Sex**

Males            5 (46%)  
Females         9 (64%)

**Age**

25 – 29         = 2 (14%)  
30 – 44         = 2 (14%)  
35 – 39         = 3 (21%)  
40 – 44         = 2 (14%)  
45 – 50         = 2 (14%)  
over 50         = 1 ( 7%)  
non-response   = 2 (14%)

**Area of responsibility**

Admin and supervisory = 4 (29%)  
Technical                 = 6 (43%)  
Other (field officer)     = 1 ( 7%)  
Non-response             = 2 (14%)

**Years of relevant experience**

1 - 5 yrs.         = 4 (29%)  
6 – 10               = 2 (14%)  
11 – 15              = 4 (29%)  
16 - 20              = 1 (7%)  
over 20              = 1 (7%)  
non-response       = 2 (14%)

**Highest level education**

Secondary         = 2 (14%)  
Undergraduate     = 7 (50%)  
Post graduate     = 4 ( 29%)  
Other               = 1 (7%)

**Which of the following most closely identifies your educational or professional training?**

Community Development     = 5  
Engineering/Technology       = 2  
Education                       = 3  
Social Work                     = 1  
Gender and Development      = 2  
Other 3

one person selected 3 areas (community, education & gender)

**Previous training in participatory community development**

Yes = 1 (7%)

No = 12 (86%)

non-response = 1 (7%)

**If yes, name of agency:**

UWI, St Augustine Campus

**Tools learnt**

Participatory tools such as:

- semi-structured dialogue
- dialogue with key respondents
- dialogue with household members
- establishment of focus groups
- Stakeholder analysis
- Project management

**Current work:**

Tasks	Frequency							
	Never		Sometimes		Often		Nearly always	
Identifying key stakeholders			2	14%	2	14%	10	71%
Conducting research			4	29%	2	14%	8	57%
Defining and/or recommending components	1	7%	3	21%	1	7%	8	57%
Identifying/collecting socio economic information	2	14%	2	14%	2	14%	8	57%
Undertaking impact analysis or technical studies	3	21%	5	36%	2	14%	3	21%
Preparing sub-project proposals			3	21%	3	21%	8	57%
Writing GIA reports	6	43%	2	14%	1	7%	5	36%
Providing info about gender impacts	5	36%	4	29%	1	7%	4	28%
Planning or participating in community meetings			1	7%	3	21%	9	64%
Appraising, monitoring and reporting on sub projects			4	29%	3	21%	7	50%
Appraising, monitoring and reporting on sub projects for compliance with a gender equality results framework	5	36%	5	36%	1	7%	2	14%

**Challenges faced in conducting work:**

Poor community involvement

- Getting full attendance and participation at community meetings
- Identifying opportunities that will benefit the largest number of persons. Ensuring that there is fairness in the process used
- Getting the community to become more involved and contribute towards the sub-project approved for the community

Barriers to community work

- Cultural and traditional (dominating) barriers and at times language barriers
- Political and social dynamics of the community in the context of party politics, ethnicity, gender and class
- Lack of community resources

Community frustration

- Helping community-based organisation to understand and accept that an intervention in their community which involves CDB goes through a meticulous timeline before actual implementation of the project.

Attitudes and behaviour of authority figures

- The interferences made during the delivery of project by the relevant authorities, board and ministers of government alike
- The attitude and behaviour of some of the project consultants towards the project officers (CLO's) during project implementation
- Partisan politics and community politics

Lack of resources

- Transportation to rural communities
- Officers not having vehicles
- Limited office space
- Compromised health and safety on the job

**Support needed**

- The time to properly interact with communities in order to undertake better assessments of their needs and in order to design the proposed interventions to properly address such needs where applicable.
- Writing proposals, researching, communicating effectively to targeted audience, getting the buy-in from targeted audience
- Timely submission of sub-project indicators
- Timely response to information requested.

**What do you hope to achieve from this training workshop?**

- To better be able to engage with communities to design and execute social development projects.
- To trouble shoot and refocus projects after facing challenges with projects
- To learn the participatory community development methods
- To learn to prepare projects that best meet the needs of community
- To meet and liaise with persons who have made a career of working with communities
- To be better equip to do my job through the acquisition of the requisite knowledge in participatory approaches to community development
- To have a broad understanding of the methodologies being practiced to have successful community participation interventions.
- To learn different forms of participatory methods and how they can be incorporated at all stages of a project
- To learn how to write and manage sub-projects. How to better liaise and manage groups especially community based youth groups
- To gain increased knowledge on how to better target sub-project beneficiaries particularly poor individuals. The Jamaica JSIF targets poor "underserved" communities, the residents of which in some instances have low educational achievements. With this in mind, it is hoped that the training will sessions will provide measures/techniques to address persons with low education levels and will also take into account the gender dynamics which influence the individuals' willingness to participate in monitoring and evaluation exercises.
- To gain a comprehensive understanding of the approaches and methodologies involved in participatory community development for BNTF sub projects

- To acquire new skills which will enhance my job; hope to learn new methods that would help me in my work; what I learn could be pass on to community groups so we can establish a better working relationship and also to assist my other workers
- To develop the skills to assist me to be able to carry out my work more effectively and efficiently after I return.
- I am hoping that there could be a way that BNTF and other stakeholders could work closer together within communities (how can it be done?)

## **Appendix 4 - Overview of Development**

### **Development in the past**

- ▶ Defined in economic terms /influenced by Economic Development Theory
- ▶ Describes the relationship between labor, capital, resources, and markets
- ▶ Emphasis on efficient allocation of labor and resources to enable the production of wealth and growth of output
- ▶ Concerned with self-interest, competition, division of labour, movement of labour, how goods and services are allocated in the market, savings and investments
- ▶ “People all things being equal will act in self-interest and seek to maximize utility by choosing more over less with the least input and cost” (Smith)

### **Critique of Development**

- Obsessed with growth and variables which drive wealth
- Unprecedented economic growth experienced in some western and developing countries
- Distorted development – in the middle of affluence there are unacceptable levels of poverty, homelessness, discrimination, environmental degradation
- Many projects failed due to use of traditional research
- Development planners utilized top-down approaches which sought to control development rather than facilitate it
- The engines of economic growth failed to address human development – in the belief that as wealth increased resources would trickle down to the poor
- Emphasis is on **human** and **social capital** – a more equitable and balanced society experienced with less social problems
- In developed countries, such as, Austria, Sweden, Switzerland, Costa Rica, and Singapore – the emphasis is on social development which concentrates on both economic and social achievements.

### **Global Effects on Development**

- ▶ introduction of Structural Adjustment policies
- ▶ impact of Globalization, for example, world trade policies, and recession
- ▶ disasters – natural and man-made.

**Examining Poverty in the Caribbean context**

Country Poverty Assessments and Survey of Living Conditions measure incidence of poverty below a specified poverty line, as well as the depth and severity of poverty. Regionally, between 14 - 60 percent of the region's people live in poverty. Extreme poverty also called 'indigence' is seen in 9 Caribbean countries with the highest measurements in countries with indigenous populations.

**Features of Poverty in the Caribbean (Wint & Melville, 2007)**

- ▶ Pronounced deprivation of well-being
- ▶ Lack of assets and opportunities to better social conditions or quality of life
- ▶ Emotional pain associated with humiliation and dependency
- ▶ Moral pain due to daily choices
- ▶ Not just about lack of money but lack of power and social exclusion (Butcher *et. al.* 1993)
- ▶ Powerlessness/isolation
- ▶ Unemployment/limited income
- ▶ Urbanisation -leaves households headed by children under 18 years
- ▶ Rural poverty -poor housing structure, inadequate sanitation, water and inadequate community infrastructure (for example, roads) for farmers
- ▶ Poor credit services for farmers and relatively high cost of transportation
- ▶ School attendance poor and dependent on household income
- ▶ High drop-out rates, especially for boys, (due to challenges with access and appropriate curriculum)

Today poverty is the target addressed by development. Sustainable development is addressed by planning with people and by people and which prescribes some degree to a safety net or welfare action (programmes and projects) which involves people.

### **Changes in Development Planning**

- ▶ Integration of human development and human development indices
- ▶ Introduction of new methodologies –not just for technocrats but also includes people
- ▶ Re-conceptualisation of Development as a social process as well as economic growth - investments, development of industries etc.

Economic growth today is necessary and for economic development to be effective there must be supportive social and political elements.

### **Indicators of Development**

- ▶ Economic growth - Per capita income and Gross Domestic Product (GDP) as represented by growth in production, industries, increase in capital, technology, and an educated workforce
- ▶ Enhanced standard of living –looks at reducing poverty, improving, education, employment, income, health, housing etc.
- ▶ Enhanced people participation, gender equality, people empowerment, sustainable development, and sustainable human development.

### **Development Re-conceptualised**

- ▶ Influenced by the Humanistic school of thought – development now a process of social learning which calls for *people centred* approaches
- ▶ Shift to the concept of *sustainable* development
- ▶ Shift to the concept of sustainable *human* development – calls for the design of development projects/programmes which serve the needs of people
- ▶ Calls for the use of participatory approaches to ensure people are involved or participate in their own development.

**Sustainable Development** - Is the most current international development theories being promoted as it challenges the ways in which development has been conceived in the past

- Emphasises protection and enhancement of the natural environment
- Seeks to utilize materials in such a way as to restore them for future use
- Emphasises balancing growth with equity

- Maintains intergenerational equity
- Requires economic growth -population growth has a serious impact/damage on the environment

**Sustainable Development Solutions**

- Includes strategies to improve population growth
- Requires subsidy reform as incentives
- Requires government to play a role in promoting conservation strategies
- Reflects a shift in cultural values
- Impacted by a new and important concept –social capital

Reference: UN World Commission on Development and Environment Report, 1987

*Compiled by  
Aldene Shillingford, 2013*

## **Appendix 5 - Participation**

### **Typology of Participation**

- ▶ Passive Participation
- ▶ Participation by consultation
- ▶ Participation for material incentives
- ▶ Interactive participation
- ▶ Self-mobilisation

Challenges or obstacles to participation can be categorized as: Social, Structural, Administrative, and Cultural.

### **Participation and Sustainable Development**

Development is about people and for development to succeed the requirement is for:

- People centered approaches to development
- People participation
- People owning development ideas and identifying with decisions made
- Civic organizations
- Partnerships with internal and/or external entities to succeed.

## **Appendix 6 - Rationale for Gender Planning**

- Gender examines women in relation to men
- Women and men hold different positions within the household and within society
- There is the need to disaggregate households and families on the basis of gender – to examine and challenge stereotypical assumptions.

### **Gender Assumptions**

Traditional planning has been based on some general assumptions as follows:

- Nuclear families
- Equal control over resources and decision-making among members within families
- Clear division of labour –the different roles in the reproductive, productive and community spheres of activities
- Values placed on roles –roles associated with women tend to be valued less
- Remuneration –many of the reproductive roles done by women are considered non-work with little or no remuneration.

### **Gender Needs**

Since women and men play different roles, have differential access to and control over resources and face different types of constraints, they usually have different needs and priorities. When planning development interventions, it is often assumed that household members have the same needs. In these cases, women's specific needs are often not expressed.

Practical gender needs (PGN) are those identified by women and men in their socially accepted roles in society. Activities which address the practical needs of women include: (a) reducing their workload; and (b) increasing their incomes, among others. (OXFAM; 1995). PGN do not address the subordinate position of women in society; therefore, these needs are not directly linked to women's empowerment.

Strategic gender needs (SGN) are those that question or challenge the traditional roles that women and men play in society. SGN is a response to inequalities in decision-making positions and long-term benefits (Moser, C. 1989). In satisfying SGN, development is in the interest of a more just society. Activities which address strategic gender needs include: (a) achieving equality of legal rights such as land tenure; (b) improving access to productive resources; (c) enhancing participation in decision-making; (d) acquiring equal opportunities in employment; (e) taking up positions of power; and (f) gaining the right to participate in decisions about development interventions.

The differentiation between these two needs can provide a useful tool for planners.

### **Gender Planning Principles**

- ▶ Recognising women and men as equal active participants in development
- ▶ Ensuring equal value for the roles of men and women
- ▶ Ensuring equal access to resources allocated
- ▶ Ensuring equal control of resources allocated
- ▶ Better balancing of tasks/divisions of labour at the sectoral level
- ▶ Examining the relationship between roles (SGN) and needs (PDN)
- ▶ Equal control over decision-making in the political domain.

### **Gender Mainstreaming**

Gender mainstreaming is the concept of assessing the different implications for women and men of any planned policy action, (including legislation) programme or project in all areas and levels. Mainstreaming essentially offers a pluralistic approach that values the diversity among both women and men in all sectors, such as Education; Transportation; Health; Housing; Sanitation and Water; and Agriculture.

## **Appendix 7 - Engaging the Community Using a Participatory Approach**

Participatory Research refers to the *how* and *why* of doing a particular research. It allows for a high level of inclusion of local people in a non-hierarchical way, whereas traditional research generates knowledge participatory research emphasises knowledge *for action*.

The goals of Participatory Approach revolve around empowerment which encourages self-learning; self-teaching; and self-action for self-reliance

Participatory Learning and Action (PLA) is one of several models of Participatory Research

- Includes the *Participation* of ordinary people in the development process
- Involves all stakeholders *Learning* together as they analyse local situations
- A method which stimulates *Action* and may bring about institutional change (Burkey, 1996).

There are four (4) Modes of Participatory Research:

- Contractual arrangements
- Consultative arrangements
- Collaborative arrangements
- Collegiate arrangements

### **Principles of PLA**

- A defined **methodology** involving **systematic learning processes** where the emphasis is on “systems of joint learning” by all participants, outsiders and insiders
- **Multiple perspectives** which ensures “diversity” in the recognition of different views and actions
- **Group learning process** for all participants can only be ascertained through group interactions
- Context specific ensures that “the approaches are **flexible** enough to be adapted to suit each new set of conditions and actors, and so there are multiple variants”
- **Leads to change** in local people gaining the competence to “initiate action on their own in the future”

- **Facilitates experts and stakeholders** and leads the adoption of the use of the methods by local people in facilitating the learning of other locals thus resulting in community “transformation”

Participatory Research is interdisciplinary and has been benefited from many fields of study as follows:

- Education
- Social Psychology (Lewin & Dewey)
- Social Anthropology
- Sociology
- Community Psychology
- Community Development
- Feminist Studies

Participatory Research was developed in the developing countries (Chambers, 1994)

- Activist Participatory Research (1968) Friere, Brazil
- Agro-ecosystem Analysis (1978), Gordon Conway, Thailand
- Applied Anthropology (1980s), Social Anthropologists
- Field Research on Farming Systems in Africa (1960s)

#### **Asset Based Community Development (ABCD)**

- ABCD recognizes that communities can drive their development based on the recognition and use of their assets
- Local strengths/assets are described as the “building blocks” of sustainable development
- Assets included are community capital –social, human, financial, natural, and physical
- Participatory Research enhances ABCD.

### **Impact of PLA**

- It is powerful, empowering and popular
- New ways of doing things have been learnt more quickly
- The open institutional culture has now become common and the open-endedness has encouraged rapid innovations
- The practicability of applications has contributed to the momentum
- It is enjoyable and generates rapport
- Policy insights have been gained

### **Quantitative Research and Qualitative Research**

Different ways of knowing includes the use of Quantitative research and/or Qualitative research. The use of an approach depends on the nature of the research question:

- In qualitative study the research question often starts with ‘how?’ or ‘what?’
- This is in contrast to quantitative questions that ask ‘why?’ and look for a comparison of groups or a relationship between variables, with the intent to establishing an association, relationship, or cause and effect.

#### **Quantitative Research**

*Quantitative researchers work with a few variables and many cases.* Researchers start with a hypothesis to be tested along with the isolation of relevant variables. *Qualitative researchers rely on a few cases and many variables* (Babbie):

- Seeks explanations and predictions that are generalized
- Seeks to develop generalizations that contribute to theory
- Facilitates large samples to represent the population
- Analyses data using statistical tests

Qualitative Research

Refers to the meanings, concepts, definitions, characteristics, symbols and holistic in depth descriptions of things:

- Is conducted in the natural setting of the problem
- Qualitative researchers are inherently concerned with representing richness and texture
- Uses an inductive approach which emphasizes developing insights and generalizations from within the data collected

In quantitative research observation may compliment the use of standardised scales, questionnaires or other objective instruments. In qualitative research observation is often tedious -observing physical settings, people and their actions, physical characteristics such as age, race, sex and impact of interactions.

Participatory Research employs a Qualitative Research design:

- Refers to the meanings, concepts, definitions, characteristics, symbols -an holistic in depth descriptions of things
- Is conducted in the natural setting of the problem
- Qualitative researchers are inherently concerned with representing richness and texture
- Is concerned with developing insights and generalisations from within the data collected.

In Qualitative Research, the commitment of the researcher is important since she/he has to:

- Commit to extensive time in the field
- Engage in the complex, time- consuming process of data analysis
- Write extensively and completely in expressive and persuasive language, because the evidence must represent the findings
- Participate in a form of social and human science research that is evolving constantly.

**Why use the qualitative approach?**

- *The need to present a detailed view of the topic* Present the viewpoint of the interviewees in order to capture the viewpoints using even the rich language of the interviewees
- *The need to study individuals in their natural setting* - This involves going out to the setting or field of study, gaining access, and gathering material

**How to ensure Legitimacy and Trustworthiness**

- Prolonged and/or Intense Engagement between the Various Groups of People
- Persistent and Parallel Observation For understanding both a phenomenon and its context
- Triangulation by Multiple Sources, Methods and Investigators.

## **Appendix 8 - Preparation for Community Entry**

The term community includes images of:

- close ties, belonging
- unity, togetherness
- interaction
- interdependence
- a group

According to Brueggemann “Everyone needs community”. “Communities are natural human associations based on ties of relationships and shared experiences in which we mutually provide meaning in our lives, meet needs, and accomplish inter personal goals”...“Our predisposition to community insures that we become the persons we are meant to become, discover meaning, generate ethical values and develop a culture which would be impossible for single, isolated, individuals to accomplish alone” (Brueggemann, 2002).

Community is defined as:

- As space/place – geographic boundaries where people live
- As identity or sharing common interests, circumstances/issues
- As interaction with persons

As a ‘Social Entity’ community also represents:

- ▶ “ that combination of social units and systems that perform the major social functions having locality relevance” (Warren, 1987)
- ▶ Production, distribution and consumption
- ▶ Socialization
- ▶ Social Control
- ▶ Social Participation
- ▶ Mutual Support

## **Community Work**

- The process of assisting ordinary people to improve their community by undertaking collective action (Twelvetrees)
- A social work method based on scientific process with objectives to:
  - satisfy broad needs
  - provide the community with opportunity to exploit its strengths
  - effect change in community relations and decision-making powers

## **Purpose of Community Work**

The purposes can be located on a continuum with emphasis on building social relationships (Butcher):

- Strengthening community participation by encouraging the expression of views
- Enhancing coping capacities by improving communication and interaction
- Advancing interests of disadvantaged groups by promoting interests to ensure their involvement in decision-making
- Improving social conditions and services by includes identifying needs, goals, mobilising resources

## **Quality Community work**

- enhances the development of a healthy community. Healthy communities are able to function to meet needs. Elements include: community resources; community involvement; and community capital – social capital
- identifies gaps in services/unmet needs
- applies a community practice approach to manage challenges encountered
- involves the ability to work efficiently with people
- includes working with individuals and groups
- assures involvement with a wide variety of social issues.
- involves community practice projects.

**Preparation for community entry and engagement - Cognitive Elements**

Prior to any research activity, researchers must be prepared. Consider the **cognitive** element which gives attention to the appropriate attitudes and behavior of the researcher

<b>THE RIGHT ATTITUDE</b>	<b>THE RIGHT BEHAVIOUR</b>
openness	share and support
humility	establish rapport
curiosity	show respect for local opinion
acceptance	observe and listen not lecture
sensitivity	embrace error and learn from it
neutrality	allow the community to analyse/create answers
flexibility	encourage community involvement
genuineness	use visuals to engage
	hand over the stick – encourage community to draw and use visuals to tell their story

**Preparation for community entry and engagement – Physical Elements**

- 1) Learning about the community
  - Gathering Secondary Data
  - Making contacts
  
- 2) Building relationships with existing leaders – identify a steering committee to aid planning the research with the researchers (may include training the committee members to act as co-facilitators and gate keepers and identifying various community groups to be interviewed in advance).
  
- 3) Selling the idea of participation and gaining commitment from:
  - the community
  - the research organization
  - the power- holders (politicians).

4) Preparing the community for the research activity – deciding on areas of the community to be visited, groups to be interviewed and posting a notice regarding the research – date, time and venue

**The Logistics**

- Arranging venues
- Securing accommodation if necessary
- Arranging transportation
- Sourcing materials including refreshments/meals.

**Other Preparations**

- Find out which days are suitable for the research activities
- Arrange for the larger community to know of the visit
- Plan exactly what will take place
- Plan for unexpected occurrences (rain, problems with transportation etc.)
- Planning the introductions to include:
  - Explanation of the purpose of the visit
  - The goal or what you intend to accomplish
  - The activities involved
  - The roles you will play
  - How long will the visit last.

**Appendix 9 - Case Study Exercise to Assist Field Preparation**

The community of Golden Grove established the Golden Grove Action Committee (GGAC) in 1995 to serve the needs of the residents of this community. The GGAC has an executive of 15 persons and a membership of 45 persons who represent four districts, (Manor, Craig Hill, Castle and Shari Heights). GGAC is particularly concerned about school dropout among boys and an increase in teenage pregnancy among girls.

The four communities have been informed and selected for participation in a research exercise in order to gain an insight into the realities of the local community. This research activity will take place on Friday Wednesday December 4 between 4:00 pm and 8:00 pm.

Based on new knowledge of assessing communities, a participatory research strategy is to be used in gathering data to aid the analysis of a community profile which will guide the association's planning for future work with the community. The following information is required:

- a) Secondary (hard) data to gain an understanding of the population -size, poverty levels, employment data, and educational levels
- b) Primary data to analyse the community's needs and assets/resources and suggestions to manage issues faced. Of particular interest is the residents' perceptions of the GGAC which plans to work with the community to assist the development needed.
- c) An analysis of the levels of social capital that exists between the association and the community and between the association and external entities
- d) Recommendations regarding the overall goal, objectives and actions that will enable the GGAC to address the present situation.

Participants will work in teams of 4 and interviews will be conducted with six groups: 4 youth groups in the 4 communities (2 male and 2 female groups); members of the GGAC; and members of the senior citizens group.

Four groups will go to the four community districts while two groups will remain at the community centre to interview two groups, members of the GGAC and a group of senior citizens. All interviews will be concluded by 8:00 pm and the team will meet at the centre to have refreshments with those who participated in the interviews prior to departing the community. The researchers will be met by gate keepers who will escort various teams to the different areas of the community.

**Table 1: Sample Methods and Tools to be used to motivate community participation**

<b>Groups to be Interviewed</b>	<b>Objectives of the Interview/ Type of Information Required</b>	<b>Methods and Tools</b>
Teen mothers at Residential Care Facility	Challenges faced as a result of early parenting Causes of teen pregnancy Type of Support needed	Focus Groups Listing and Ranking Problem tree Transect walk in community for convenient interviews
Community school - adolescents	Causes of teen pregnancy Consequences of teen pregnancy Prevention strategies	Semi- structured interviews Problem tree Listing and ranking
Management/staff of the Residential Care Facility for pregnant teens	Perception of attitudes regarding teen pregnancy Perceived causes of teen pregnancy Support provided	Structured interviews Semi-structured interviews

**Table 2: Sample Data Collection** (from interview with focus group of 10 teen mothers 15-18 years of the Residential Care Facility for Pregnant Teens, St. Thomas).

Research Objective	Data Collected	Thoughts/Gut Feelings/ Perceptions	Analytical Leads
Challenges facing teen mothers	Lack of parenting knowledge  Lack of emotional and financial support  Lack of skill or qualification to work	The young ladies are reflecting frustration in their ability to cope with their situation  Bonding among teens in the home provides support (an important resource/ social capital)	Teen mothers are ill prepared for their new roles as parents
Support needed	Skills training  CXC programme  Strengthening relationships with baby fathers and parents	The young ladies appear determined to help themselves financially  Added emotional support would benefit teens	Adequate emotional and financial support to pregnant teens will promote financial independence and enhance their self-esteem  Need for bridging capital
Parking Lot		Parking Lot	
<b>Follow –up interviews to be conducted</b>  Conduct interviews with management staff at the home to determine support provided/needed and to create awareness of needs of teens  Identify/record resources/assets available to assist problem-solving		<b>Points for recommendation</b>  Development of a programme which will benefit teenage mothers, their children and their families.	

## **Appendix 10 - The Team Contract: What if?**

### **Group Exercise**

Each group is given the following list of problems to work on in order to help the development of a team contract prior to fieldwork. Past experience of working in a group is likely to influence future group behaviour. *Please look through the situations/listed of possible problems to be encountered to aid decisions in the development of a team contract.*

### **Working with the team - What if?**

- One team member tends to be controlling and wants to dominate all discussions and decisions made by the team
- One team member prefers to work alone as he/she makes the statement “I hate working in a group”
- One team member is frequently giving negative criticisms in team discussions
- One team member makes an offensive remark to another and both avoid working with each other
- One team member is unable to attend field-work exercises because of religious affiliation
- One team member is repeatedly absent from group preparation meetings
- Some team members appear unsure of what is required of them and as a result are not actively participating in team discussions.

### **Working with the community – What if?**

- Although the team demonstrated confidence in what to do in the community during the preparation, on arrival in the community they do not seem to know where to begin
- A member of the team appears over enthusiastic and keeps interrupting community members when they speak
- A member of the team seems to be always giving advice to community members rather than listening and encouraging them to speak
- A team member tends to ask questions just to get information rather than following the sequence required
- Some team members are disruptive by their interruptions and seem to forget the “holding the stick” rule which indicates that respect is given to the facilitator and co-facilitator who are on the floor

- In front of a large group of community members, one team member contradicts what a community member has said
- One team member facilitating a community group session becomes nervous and forgets how to utilise a method decided on
- The local leader tries to control a priority decision taken by the community
- While conducting a field exercise some high status members of the community want to dominate a discussion
- Community members are silent and unresponsive during a group interview
- You realize that you have not interviewed members of the target group
- You realize that information given is predominantly those of men
- Some community residents are disrespectful of opinions given by some members.

## **Appendix 11 - Participatory Methods**

The transect walk (planned with the community in advance – it is also a recommended activity to take place before the actual research and on the day of the research)

A transect is a systematic guided walk with key informants through an area which allows *in the first instance* for:

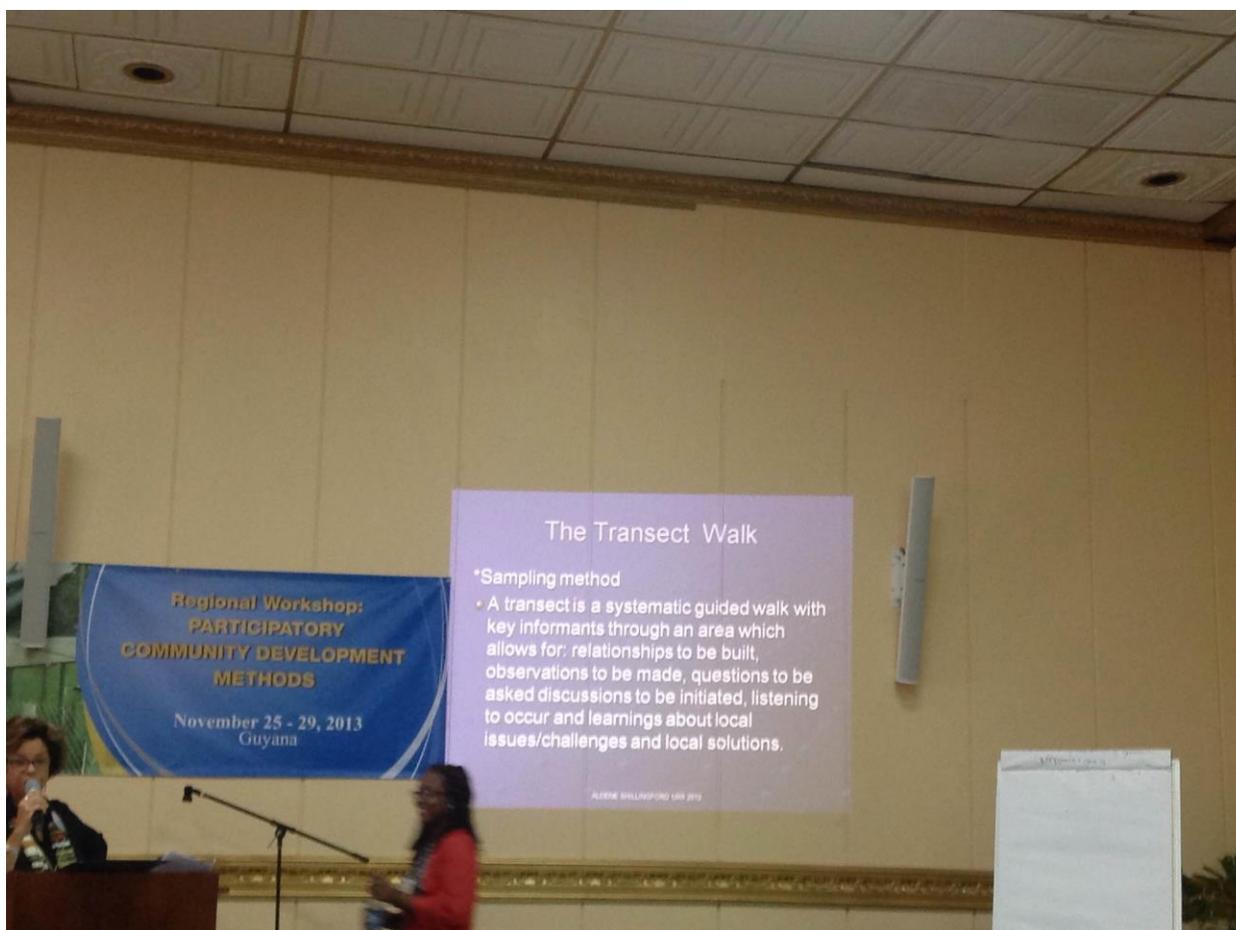
- relationships to be built
- observations to be made
- locations to be identified
- informal key contacts to be made
- groups to be known
- information sharing about the research
- gaining commitment to partner and collaborate on working on issues

In the second instance the transect walk enables:

- information to be gained from questions asked and discussions initiated
- listening to occur and learnings about local issues/challenges and local solutions.
- the validation of data gained from other sources
- and understanding of the community's issues
- the team to understand the spatial differences in an area under study
- the development of maps, and other visuals

**Selecting the people** (Madden) - Sampling method:

- Chance encounters or opportunity sample- you meet them as you walk
- Those identified by other respondents
- Those who are from special sector areas:
- Specialist knowledge of farming
- Social status
- Gender
- Economic group
- Location
- Occupation/roles.



**Decisions after the first transect walk:**

- Now that you have an idea of the composition of the community and who their leaders are it is time to plan:
- What methods will you use for data collection?
- Who will you speak to?

**Interviewing and Dialogue Methods**

The Semi-Structured Interview (SSI) represents the core of PLA which engages respondents in a conversation through guided questions. Although the focus is pre-determined, there is flexibility in the way questions are structured. The purpose of the SSI is to:

- create an atmosphere for dialogue
- draw out experiences and attitudes
- obtain representational information.

When SSI is used in focus group discussion:

- grand tour questions or broad open-ended questions
- Direct probing questions for clarification

SSI requires Facilitation skills: Observing; Listening; and Questioning

**Observing**

- Level of deprivation
- What people are doing at different times
- State of public facilities
- Access to amenities
- Areas of neglect
- Who interacts with who
- Community rituals, events, dress code
- Where do people converge
- Where cultural events happen
- Who accepts responsibility for getting things done
- What persons get excited about
- Body language
- Relationships

**Listening Skills**

- Listen more than you talk
- Give full attention – attending skills (most important)
- Show interest in all answers
- Practice active listening
- Paraphrase

**Questioning Skills**

- Ask open-ended questions
- Do not ask leading questions
- Avoid repetition
- Ask clear simple questions/Ask one question at a time
- Be careful how you ask insensitive questions
- Avoid lecturing
- Use appropriate body language
- Help participants to feel relaxed and confident

**Participatory Visuals and Diagrams**

- Brainstorming and Listing
- Ranking
- Mapping
- Flow Diagrams – problem tree/solution tree
- Venn diagrams
- Time lines
- Wealth Ranking.

## **The Team**

### Deciding on team roles:

- The Facilitator conducts the interview
- The Co-Facilitator assist the facilitator in getting group members to participate and may be an early scribe – writing on visuals created initially until the community members become more involved in the process
- The Note-taker takes additional notes of the data collected
- The Observer observes relationships and group interactions and notes discomforts and comforts as well as attitudes and behavior of the facilitators. The observer is also the time-keeper

Developing team contracts – the use of “What Ifs” which presents pitfalls encountered and asks participants to indicate how they would respond to either avoid the pitfalls or if the pitfalls occur (See Appendix 3)

### Preparing for data collection

- Preparation: Deciding on objectives (See hand-out Appendix 4 and Appendix 1f)
- Visit the field site
- Debriefing and Feedback

## **Participatory Tools**

- Assets Mapping template - can be part of the Desk Review using secondary data such as recent PPA and participatory research data emerging from participatory rural appraisal (PRA) exercises.
- Transect Walks
- Community Resource Maps
- Gender Resource Maps
- Seasonal Calendars
- Wealth ranking
- Historical profiles / Time and Trend lines
- Decision-making matrices
- Venn Diagrams / Roti diagramming
- Problem ranking
- Semi-structured interviews
- Focus Group interviews
- Community Action plans
- Direct observation
- Key Informant interviews
- Listing and Priority Ranking
- Future Visioning
- Force Field Analysis
- Mind Maps

## **Appendix 12 – Community Needs and Assets Assessment**

A community that is depicted in terms of *needs and problems* will be on the receiving end of all sorts of services designed and delivered by outside experts. Residents will be positioned as passive, powerless and dependent on outside help and assistance.

A community that is portrayed as *resourceful and gifted* will be more likely to draw upon the skills of local people to address issues and solve problems. People in these communities are positioned as engaged citizens, capable of shaping their futures. However, all communities are gifted, resourceful and capable – even those most marginalised and disadvantaged by social and economic change.

The wide range of Community Assets include:

Financial	Built (manufactured/physical)
Social	Human
Natural	Cultural
Political	Human resources
Activities and jobs	Know-how and skills
Culture and identity	Governance and democracy
Image and perception	External relations
Policy frameworks (with strong community focus)	Businesses
Physical Resources	Local Associations and Institutions
Churches	Arts and Crafts
Public Groups	Specialist groups
Halls	Local service clubs
Local/regional Councils	Older people /youth
People with Disabilities	Parks
Schools	Safe Houses/Day Care centres
Small Businesses	Large Corporations

The Community Profile should consist largely of information on the community gathered by the community or gleaned from participatory community interviews. The CNAA is developed using participatory methods by the CLO. Beyond a simple document which provides a snapshot of the situation, the CNAA is an approach to data collection and community engagement:

- First stage of involving local communities and engaging key players
- Use of participatory methods
- Creation of alternative scenarios- identification of other possible development interventions other than as identified in the request from the community.

The CNAA involves updating the Community Profile analysis in order to:

- verify the relevance of the initial course of action
- identify any indirect effects
- identify imbalances and synergies
- possibly re-orient the solution or sub-project identified by the community.

*Compiled by Marlene Johnson, 2013.*

## **Appendix 13 - Community Profiling and CNAA**

A Community Profile can be conceptualized as “a comprehensive description of the needs of a population that is defined, or which defines itself as a community, and the resources that exist within that community, carried out with the active involvement of the community for the purpose of developing an action plan or other means of improving the life of the community” (Hawtin, 1994, pp. 2)

Community profiling is a process of empowerment and capacity building as local persons participate in research which enables an understanding of the nature of the community – its resources and problems, and in determining actions to aid problem resolution (Shillingford). The final output is “a report which presents data about the neighbourhood as a whole which can be used as a source of data about the community” (Henderson and Thomas 2002. pp. 79)

A community profile includes both hard and soft data. Information from statistical departments will provide data on population size, poverty data, employment and educational data. A profile can be used to collect baseline data and to monitor a community’s progress.

### **Processes involved in profiling**

- ▣ Preparing the groundwork – reviewing secondary data, gaining community entry, motivating and enabling participation, setting up or identifying a steering committee of persons to work with (training persons if possible)
- ▣ Deciding on method – use of existing data and planning objectives of the research with the community using PLA tools and techniques
- ▣ Implementation and decision making – data gathering, data analysis, action planning

Community profiling utilises a Community Based Participatory Research (CBPR) approach which is informed by the Asset Based Community Development model (ABCD)

**Main Elements of profile**

**HISTORICAL/CULTURAL PROFILE (uses both secondary and primary data)**

- get an idea of the history of the community; significant events in the community's history; how it got its name
- racial and ethnic origins and composition of the community
- interesting beliefs and traditions if any
- history of a problem of concern to the community
- how the community solved problems in the past and solves problems in the present

**PHYSICAL PROFILE**

- Get a sense of the size, layout and boundary of the community
- Identify what facilities/amenities exist in or near the locality – water, electricity, sanitation etc.
- Standard of housing, roads public buildings /spaces, infrastructure etc.
- Natural resources present

**ECONOMIC PROFILE (to include data on poverty and unemployment)**

- How do people earn a living?
- What skills and or occupations do persons have?
- What other types of occupation or skill would persons be interested in if they had a choice?
- How do people who are unemployed manage?
- What kinds of economic activity are located in/near to the locality?
- What do men do/what do women do?
- Are persons employed in the community? Do people go outside the community to work?

**SOCIAL PROFILE (to include data on population size)**

- ▣ Availability of supportive community social services (school, health, etc.)
- ▣ Community organizations/groups & services provided - perceptions re-effectiveness & relationships/Links established between local and external groups
- ▣ Regarding sources of influence and authority - who do persons regard as leaders and why?
- ▣ What do persons like/dislike about their community?
- ▣ Extent of the sense community and efficacy, that is, 'we feeling' or 'we can do it/make a difference'
- ▣ Perceptions of community problems (by varying groups – males/females & youth, adults, the elderly)

**DEVELOPMENT PROFILE**

- ▣ What is the community's vision for the future?
- ▣ Awareness of issues, concerns, ideas about the community's development?
- ▣ What do people describe as prioritized needs/challenges?
- ▣ What is the impact on challenges for men and for women?
- ▣ What needs to be done to solve the problem?
- ▣ What capacity does the community have to solve the problem?
- ▣ What do they need help with to solve the problem?
- ▣ Are persons willing to become involved/ or what would motivate their involvement? Who and what should be involved?

**Community Assets or capital**

- ▣ The building block of sustainable development
- ▣ Begin with identifying **social capital** which has the potential to connect all other community assets/resources/capital (human, individual, economic, physical, natural):
- ▣ Identify groups, associations, institutions, individuals and their relationships within the community and their external linkages
- ▣ Social Capital has cognitive elements – those which enable bonding in a relationship that is, trust, norms, reciprocity, loyalty, identity, obligation
- ▣ Structural capital has structural elements – associations, structure, rules, roles, and procedures to aid democratic decision making (consensus)
- ▣ Social capital not only bonds but bridges develops networks and linkages with entities to partner with the community to solve problems and enhance assets

**Framework for the Profile Report**

- ▣ Introduction to the community – location, boundaries
- ▣ Descriptive data using sub headings (historical data, social data, economic data, developmental data)
- ▣ Analytical data using identification of needs/problems, assets needed and the community’s capacity to manage. (Reading by Mattessich may be used to identify the characteristics of the community which augur well for development)
- ▣ Recommendations regarding the use assets to benefit needs and identification of what else is needed to benefit needs.
- ▣ May also be written as the community’s goal, objectives and actions to meet objectives

**Appendix 14 – Background on Capoey**

Capoey Lake is one of the three largest lakes on the Essequibo Coast. Capoey is a small Amerindian village located near Anna Regina community in Region Two (Pomeroon/Supenaam) west of Affiance. It is approximately 23 sq. miles (or 40 square kilometres) in size with a population of 542 persons made up of 98% indigenous Arawak peoples. It is situated approximately 3½ miles off the main Essequibo road or 30 minutes from Supenaam. The main economic activity is logging, but farming and handicraft are also done. Corn, cassava and pineapple are the main commercial crops. Many households are engaged in subsistence farming and the Capoey Lake is a tourist destination. The village is a very scenic and quiet area.



The community is accessible by road and boat. One will have to travel along a two-mile long road which branches off from the Essequibo Public Road close to the village of Taymouth Manor, followed by boat across the Capoey Lake. There is a regular ferry service and access to cellular phone service.



It is said that Capoey was founded several decades ago when some families of Amerindian descent, mainly from the Arawak tribe, settled there. The community is governed by a seven-member village council headed by their Toshao. The council is presently under the leadership of T. Valerie De Younge. The councillors hope to establish a zoo and museum of Amerindian artefacts. Among the future plans for the village is the construction of a guest house to accommodate persons who are desirous of visiting the community and remaining overnight. The village plans to capitalize on the lucrative opportunities in exploring and enhancing its agro tourism potential. The Tri-Lake communities collectively have immense potential for organic pineapple production, cassava production, craft making, culinary arts and the development of a heritage trail. The latter is seen as an excellent way of preserving the heritage of the Amerindian communities.

The regional administration provides resources to the community. This community is well catered for in the government trust for national development and has over the years received significant assistance from the Government. The village can be described as one of the rapidly developing Amerindian communities in Region Two (Pomeroon/Supenaam) where advancement is constantly taking place.

There is a nursery school and primary school. The education and health facility are very good, as teachers from the Queenstown and other areas can travel in and out every day. There is also a village office, library, an all-purpose hall, as well as a number of benabs and a playground, a community centre and a guest house, all centrally located at the front of the village close to the lakeside. The multi-purpose hall will soon be used to host youth activities and cultural shows and will also serve as a meeting point for villagers. The village office is equipped with a radio set for communication and a solar powered computer. Through a Government of Guyana/ Inter-American Institute for Cooperation on Agriculture (IICA) project aimed at promoting agro tourism, the community received 67 solar panels.

As a hinterland community, the level of poverty is listed as severe (source: Country Poverty Assessment/ Survey of Living Conditions/ Population Census). Most houses are built of concrete. Potable water is accessible and the community also has its own health post that receives a regular supply of medicine. Some households still depend on the river for washing and other domestic use.

The social issues include alcohol and substance abuse. The major environmental issue is the threat of the lowering water level in the lake. Several residents in the area have reported that it is dropping every day. The risk is that villagers and schoolchildren, as well, will face transportation problems to cross and get to the Coast. Some children who have to attend secondary schools on the Essequibo Coast travel by boat and the low water level is causing the vessels to be grounded on the sand in different places. Several operators said their service will be affected although other commuters would be able to get across in cars and motorcycles when the lake is completely dry. Rice farmers are also lamenting the weather because their fields cannot be irrigated, as much of the water for their cultivation is released from Capoey Lake that serves as a reservoir for them.

There is close community cohesiveness.

The major health issue is dengue.

The Regional Council approached BNTF on behalf of the community for assistance in expansion of the primary school. Presently, there is a total of 77students enrolled (37M/ 40F) broken down as follows:

Grade	Male	Female
Grade I	6	7
Grade II	5	7
Grade III	9	9
Grade IV	4	3
Grade V	8	7
Grade VI	5	7
Total	37	40

Table: Enrolment in the Primary School

The size of the school building is 30' x 60' with one open area in which classes are divided by the blackboards. There is however, a designated Principal's office and library. Because of the overcrowding they had to merge Grades V and VI. There are 7 class teachers and 1 headmistress. The sanitary block was rehabilitated by the Regional Council Two and presently there is no problem for water at the school.

Community members place significant emphasis on education and the elders ensure that the child attend the area's primary school every day. The school which was constructed some years back has qualified teachers including one graduate teacher who has returned to serve her community.

**Appendix 15 – Group Presentations: Consolidated**



**Community Profile**

- Location-Capoey Lake -Region 2
- Population 542: 279 (females), 263 (males)
- Land mass- 23 sq. hectares
- Amerindian tribe - Arawaks
- Community assets – health centre, primary school, community centre, nursery, health centre, computer room, pavilion, Council Office, landing docks (2), guesthouse (3 rooms), solar panelling on all homes, private shops (7)
- Average family size – 4 persons
- Governance Structure- Administrative council

**Community Issues**

- Poor persons living in the community
- High school drop-outs due to poverty
- Health issues- malaria, minor diarrhoea, vomiting, maternal morbidity, increase in chronic diseases (diabetes, hypertension, high cholesterol), isolated cases of dengue
- Overcrowding in school
- Increase in community population doubled over several years due to increased births, migration
- Crime- drugs on the coast

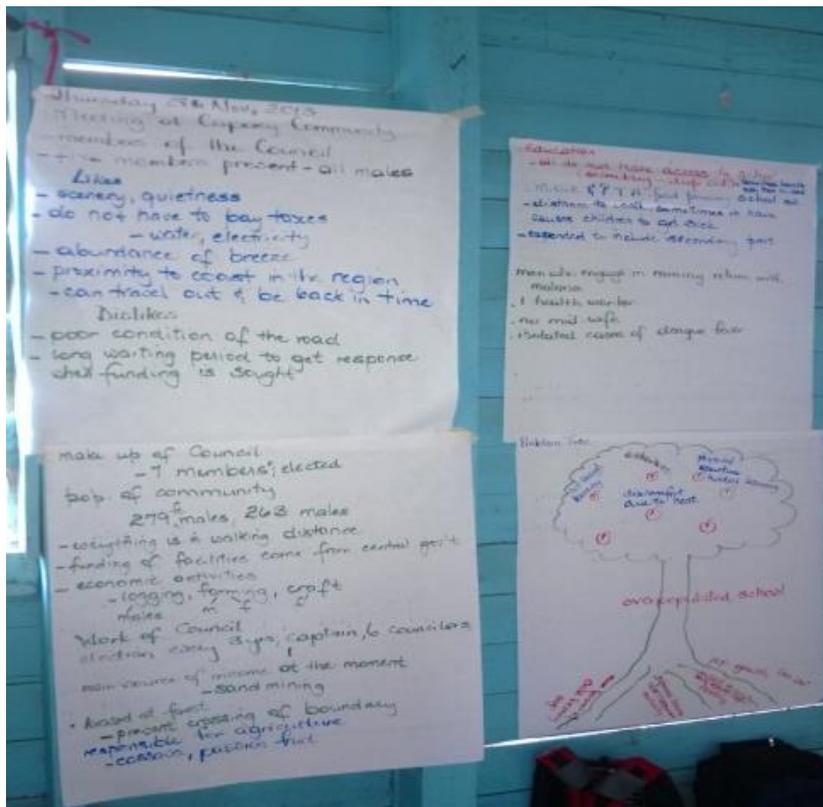
**Economic Life**

- Livelihood- logging (males only), farming (both genders, predominantly females), craft making (females), hydroponics
- Forestry- council earns from royalties collected
- Farming- produce cassava, pineapple, passion fruit, peppers, going into heart of palm
- Sand mining

**Capoey Council**



- All male, 5 member council lead by a Captain
- Council chosen through general election
- Election held every (3)year
- Each Council member is in charge of one area- Agriculture, Health, Forestry, Education and Assistance (Welfare)
- Five (5) member team
- Monthly and quarterly meeting
- All sectors areas covered on Council- Agriculture, Forestry, Education, Welfare, Mining (sand)
- Funding for Council generated from sector groups
- Funds used to develop the community



Likes of Community

- 
- Quietness
- Don't pay taxes (indigenous group)
- Don't pay light bill
- Abundance of breeze
- Proximity to coast of the region
- Vibrant primary school-education is at the core of the plan.

Dislikes of community

- No access road- condition of the road
- Residents do not have any collateral
- Residents do not have individual titles, only communal title
- External- request for funding takes a long time

Problem Identification

- Overcrowding at primary schools- school built by the government and Methodist church when community population was about 200 residents
- Congestion- classes near to each other
- Classroom environment is hot- construction materials for roofing
- Learning does not take place effectively in prescribed space

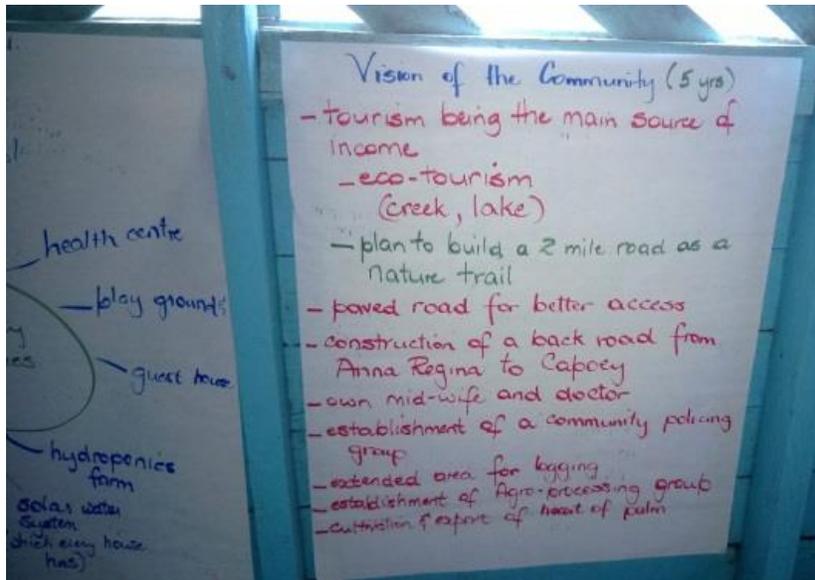


**Solutions**

- Extension of existing primary school to cater for early childhood education
- Improve secondary part up to a particular grade level

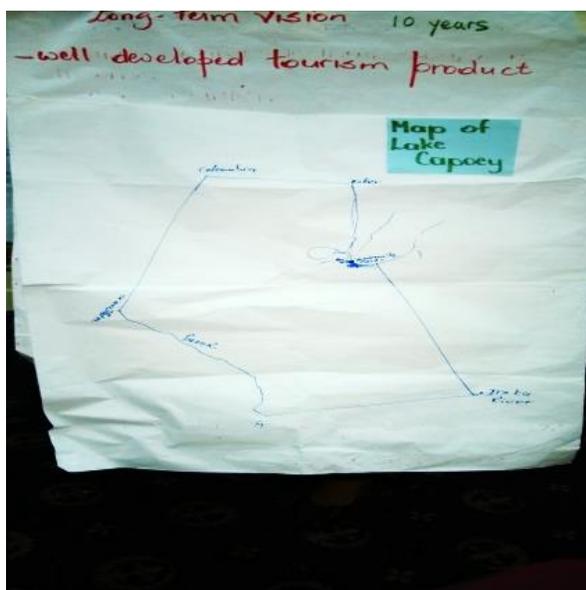
**Five (5) year plan for Capoey:**

**Vision:** A well-developed tourist product in collaboration with development partners (Government of Guyana, Amchar, Food for the Poor, and REI).



**Eco-tourism**

- Improve physical infrastructure- road network including a two (2) mile road as a nature trail, construction of a back road from Anna Regina to Capoey
- Establishment of community policing group
- Regeneration of forestry- expansion of forestry reserve
- Implement agro-processing- specialised crops for export, smoked pineapples
- Have own mid-wife and doctor for health centre



## **Appendix 16 - Debriefing: Reflections and Feedback**

Reflections is the forum to discuss the dynamics within the team with openness. Reflections are initiated by the observer's report and may consist of the following:

- Lessons learned
- How did we work together
- How prepared were we to enter the community
- How did the plan go
- Was there flexibility in the plan
- Acknowledging what went well
- Give strokes to team members
- Acknowledging what did not go so well
- What could have been done differently?

In recording field notes, the observer may collect all information, from discussions and visuals and observations including relevant phrases and symbols used. The information gained is used to analyse and synthesize the data collected

Feedback and presentation is the forum for discussing findings from the field –the note-takers role is important here. Feedback and presentation should begin in the field where preliminary presentation are made to the community respondents. Some recommendation are to:

- Sort information by themes
- Use a matrix or use the sub-headings or elements of the community profile to present the data
- View the findings by other groups presented and identify significant findings (similarities and differences)
- Note triangulation of the data or major differences
- Problems prioritized – causes and impacts (male and female perspectives)
- Problem solutions provided
- Identify resources/assets or strengths which present as opportunities or capacities to aid solutions
- Challenges encountered which may impact or threaten problem-solving
- Recommendations regarding the community's goal and objectives

### **Tips for a good presentation**

- Present different visuals/methods used
- The issues of substance discussed is noted
- The date, place and group used - identify who made the visual - community member, facilitator or facilitator with assistance from community member
- Number in group
- Male female ratio in group.

**Appendix 17 – CDB’s Thematic Areas**

Sector/Problem to be addressed by proposed funder and the community in partnership	Geographic Area of the community	Assets/ Resources <b>Needed</b>	Assets/ Resources <b>Available</b>
<b>Education and Human Resource Development:</b> <ul style="list-style-type: none"><li>• Micro-enterprise development</li><li>• Youth</li><li>• Citizen security</li></ul>			
<b>Water and Sanitation Systems Enhancement</b>			
<b>Basic Community Access and Drainage Improvement</b>			

## **Appendix 18 - Planning, Designing and Managing Projects**

Experience shows that when projects are being planned, the task of establishing a sound basis for goals and objectives, and defining them properly, is not given sufficient attention. Yet, these are the most fundamental elements of planning. A good plan alone is no guarantee for a good project. However, a plan that is built on a weak foundation can lead to a good project idea developing into a poor project.

Project documents (proposals and plans) differ in style and in degree of detail on specific activities. The differences depend on the type of project, but many are also matters of choice. Some prefer a loose framework plan with details to be filled in along the way. Others prefer a more detailed master plan. When one considers applying for donor funding then certainly a well-written, detailed project proposal has to be made. Regardless of what is chosen, the essential elements described below make up the basis for the project document.

Important aspects which should be considered in all development-related project proposals are gender, the impact on the environment, and sustainability. These ensure greater viability and impact/effect of efforts.

Some considerations for integrating **gender** in community related project planning:

- Is the project design based on a real understanding of the needs of men and women?
- Are the outcomes really what the male and female stakeholders need?
- In the daily life of the community, who is using their time, labour, and resources? Which groups are in the most disadvantaged position? Why? How will the project make things better?
- How will the project contribute to the empowerment of men and women?
- How will project benefit men's and women's productivity?
- How will the project affect men and women's family and household roles and responsibilities?
- Are there opportunities for both men and women to participate in project management position?
- Is the delivery of service under the project accessible to men and women in terms of resource, timing and location?
- Will the project evaluation speak to effects/impacts on men and women?

Main considerations for **environmental sustainability** are how the project will affect the environment, and impact the environment may have on the project itself.

**Template for a Project Document**

- ▶ SITUATIONAL ANALYSIS .....
- ▶ PROJECT OVERVIEW .....
- ▶ PROJECT OBJECTIVES .....
- ▶ PROJECT ACTIVITIES .....
- ▶ PROJECT JUSTIFICATION .....
- ▶ PROJECT STRATEGY .....
- ▶ PARTNERSHIP STRATEGIES.....
- ▶ RESOURCE MOBILISATION STRATEGY .....
- ▶ PROJECT RISKS .....
- ▶ PROJECT BUDGET.....
- ▶ PROJECT RESULTS AND RESOURCES FRAMEWORK .....
- ▶ ANNUAL WORK PLAN .....
- ▶ MANAGEMENT ARRANGEMENTS .....
- ▶ MONITORING AND EVALUATION FRAMEWORK .....
- ▶ LEGAL CONTEXT .....
- ▶ ANNEXES .....

**Situational Analysis and Needs Assessment**

You have done a preliminary community needs assessment for Capoeira:

- What are the issues related to the problem in the community?
- What are the consequences of these issues?
- Who is affected?
- How are they affected?
- Are these issues of widespread concern?
- Are there other agencies working on that issue/aspects of the issue in the community?
- Are there ethnic and gender considerations?

**Pulling it all together: putting intent into action**

- ▶ What programmes/product/ intervention strategy will be appropriate to address, reduce, ameliorate the problem/condition?
- ▶ How will you address those needs/gaps?
- ▶ Who will be responsible for delivering the service/product/intervention?
- ▶ What resources will be required?
- ▶ At what cost?
- ▶ How will you know that you made a change?

**Project scope**

- ▶ What services/products/ intervention will the project deliver to prevent, eradicate or ameliorate
- ▶ What services/products/ intervention our project will **not** deliver
- ▶ Who will benefit? (demographic or descriptive characteristics of clients to be served)
- ▶ Where will the project be located?
- ▶ Name of community or communities
- ▶ Partnerships & Collaborations
- ▶ How will we know when we have achieved it
- ▶ Monitoring & Evaluation
- ▶ Sustainability

**Definition of terms**

Project -a temporary endeavour to create a unique product or service.

Programme a planned sequence and combination of activities designed to achieve specified goals. Programmes are much larger and more complex than projects.

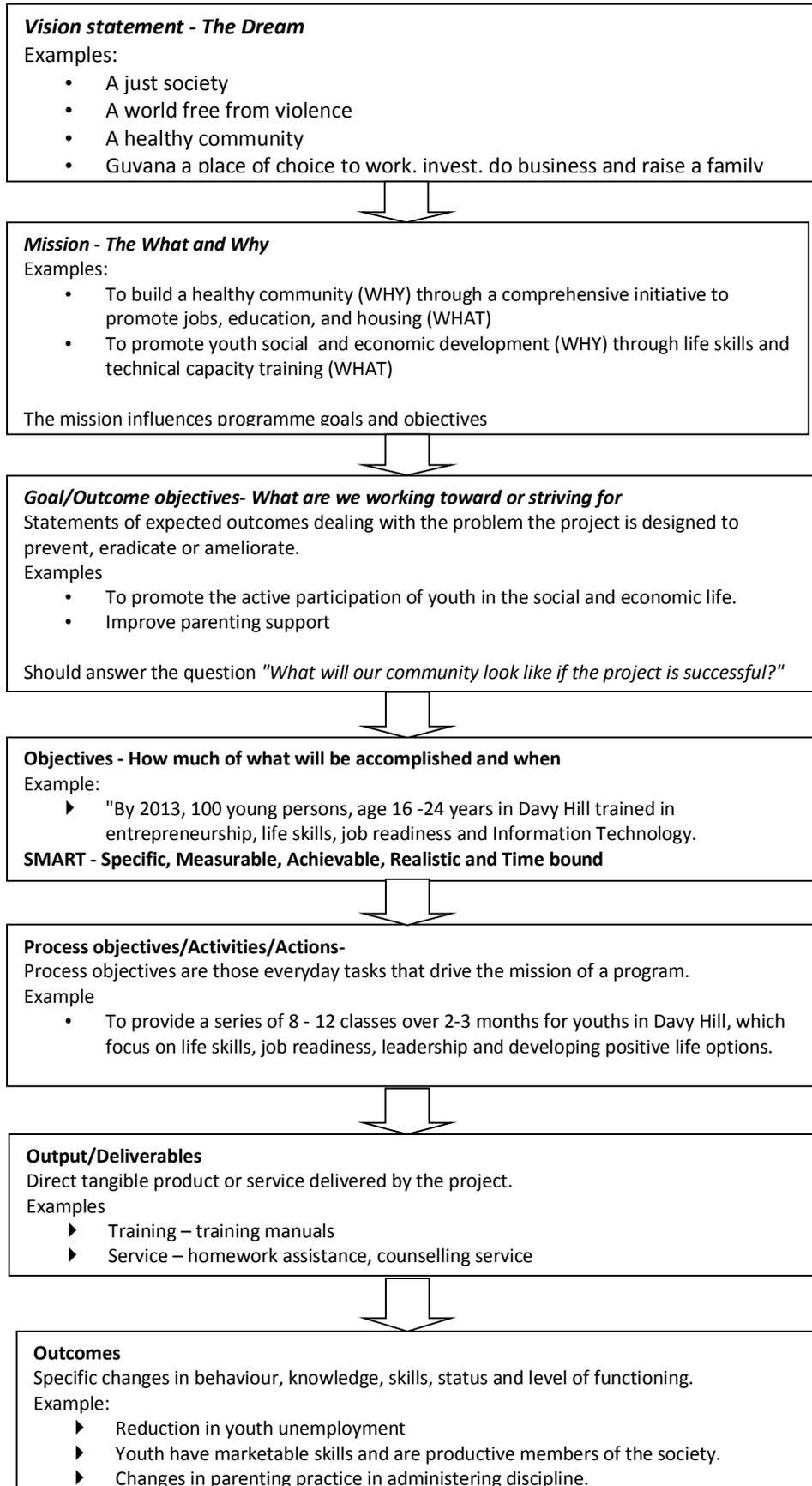
Operations constitute an organization's on-going, repetitive activities, such as accounting, procurement or production.

Stakeholders individuals and organizations actively involved with the project and whose interest will be positively or negatively affected as a result of project execution or successful completion of the project. There are many categories of stakeholders:

- ▶ The community whose situation the programme seeks to change
- ▶ Project Field Staff who implement activities
- ▶ Programme Managers who oversee programme implementation
- ▶ Funders (Project Sponsors) and other decision-makers who decide the course of action related to the programme
- ▶ Supporters, critics and other stakeholders who influence the programme environment.

*Source: Adapted from C.T. Davies, 1998.*

**Project Design -Each flows from the other**



**Definition of terms**

**Inputs** - Resources needed to implement project

- financial, human, technology, other equipment, space, materials, other resources
- contributions where there are multiple partners

**Assumptions** - conditions necessary for project success, which you believe to be true.

- external factors, not under project control, for project success
- Making these factors clear & explicit, renders it easier to monitor if they are affecting project's efforts.
- **Risks:** what happens if assumptions prove incorrect?

**Short- Medium- and Long-term Outcomes:**

Short term Outcomes (Learning)	Medium term Outcomes(Actions)	Long term Impact/Conditions
Awareness	Behavior	Economic Viability
Knowledge	Practice	Healthy Environment
Attitudes	Decisions	Social
Opinions	Policies	Political
Aspirations	Social action	
Motivations		
Skills		

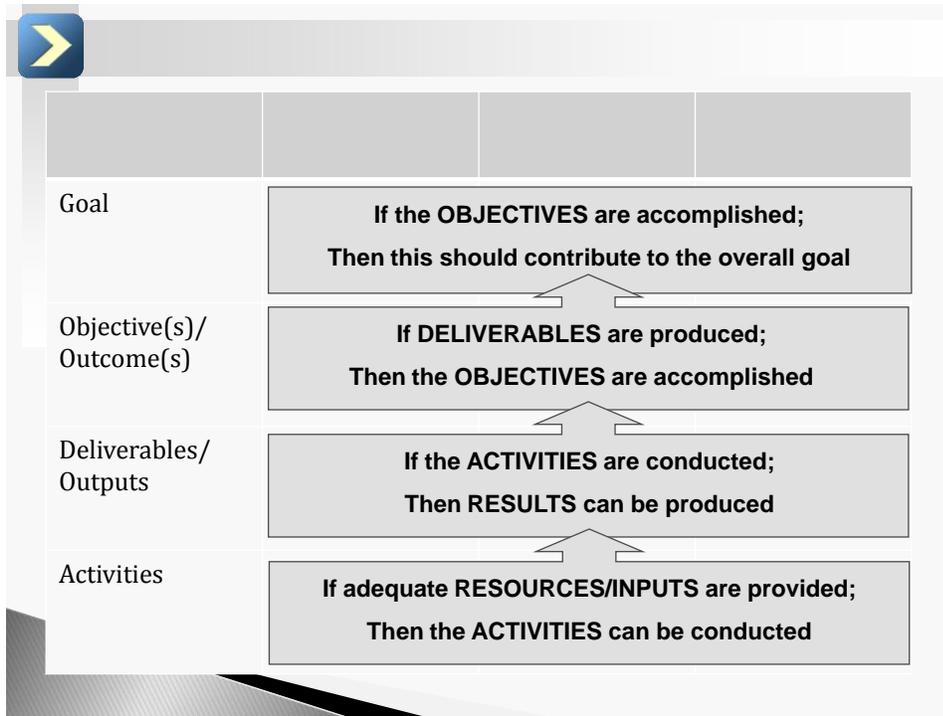
**Indicators**

Quantitative and qualitative ways of measuring progress and whether project outputs; purpose and goal have been achieved. For example - Change in behaviour patterns.

**Targets/Milestones – What to be achieved by when**

A quantitative measure of the anticipated achievement of a defined portion of the objective that is to be reached by specific dates during the time period. This will involve breaking up the work in chunks this will ensure that project is progressing as it should.

To check on your progress read the project flow from the bottom up: Activities → Outputs → Objectives → Outcomes → Goal



**Considerations in Managing the Project**

Project Duration

- ▶ What results do we want to achieve during the life of the project
- ▶ Start date and end date

Resources/Inputs

- ▶ What kind of staff will be needed in this program to provide the expected services and serve the clientele we have identified?
- ▶ Is gender, ethnicity or age a consideration?
- ▶ What degrees, certification or experience should staff members have?
- ▶ What are the resources, facilities, equipment will be needed to carry out the services and meet the needs of clients?
- ▶ Administrative management of the Project – who will comprise the members of the management team (PMU)

**Institutional arrangements**

- ▶ For sustainability what partnership arrangements will be made?
- ▶ Which will be the lead agency?
- ▶ What collaborations will be made?
- ▶ Which protocols for partnerships and collaborations will be followed? This includes ensuring that the focal point person has these duties written into his/her job description so that it is not vested in a person but a position, if that person leaves the organization the partnership does not die
- ▶ Signing of memorandum of understanding (MOU) to clarify roles and responsibilities of partnerships

**Project Reporting**

- ▶ PMU is responsible for preparing progress reports and annual reports
- ▶ Report against targets
- ▶ highlight achievements made towards meeting objectives

**Procurement**

- ▶ Procedure for the acquisition of goods and services under the project, for example, three quotes for items over a certain cost limit
- ▶ Selection of supplier -which suppliers will the project use
- ▶ Contract negotiation -ensure that the terms and conditions written in contracts are agreeable to the project
- ▶ Who authorises payment -who has the authority to sign off for money requested

**Risk Management**

- ▶ What could go wrong?
- ▶ What could happen that could affect your ability to deliver project?
- ▶ Are there things you can do to eliminate or minimize them?

**Governance (or the process of decision making)**

- Participatory -participation by men and women
- Consensus oriented -mediation of different points of view in order to reach a consensus.
- Transparent -decisions taken and their enforcement are done in a manner that follows rules and regulations.
- Responsive –institutions and process serve stakeholders within a reasonable timeframe

- **Accountable** -to those who will be affected by its decisions or actions. Accountability cannot be enforced without transparency and the rule of law.
- **Equitable and inclusive** -ensuring that all members feel that they have a stake in the organisation and do not feel excluded from the mainstream of society. This requires that all groups, but particularly the most vulnerable, have opportunities to improve or maintain their well-being.
- **Effectiveness and efficiency** -processes and institutions produce results that meet the needs of society while making the best use of resources at their disposal. The concept of efficiency in the context of good governance also covers the sustainable use of natural resources and the protection of the environment.
- **Follows the rule of law** -fair legal framework that are enforced impartially.



Corruption is minimized, the views of minorities are taken into account and that the voices of the most vulnerable in society are heard in decision-making. Convene a planning group that consists of:

- Key officials
- Grassroots leaders
- Representatives of key sectors
- Representatives from all parts of the community, including diverse ethnic, cultural, and socioeconomic groups

#### Communication Plan

Project must include a planned strategy of how information will be communicated (internally and externally). Communicate with all relevant audiences through:

- Group meetings
- Community meetings
- Emails, Skype

**Financial Management**

The Project Monitoring Unit will be responsible for:

- ▶ Management of funds
- ▶ Maintaining financial records

**Project Management Tools**

- ▶ Gantt Chart
- ▶ Log frame
- ▶ Work plan
- ▶ Action plan

**Appendix 19 - Log frame**

A project log frame/Logical Framework is a systematic tool for designing, planning, implementing, monitoring and evaluating a project. Logical Framework Approach (LFA) is a method developed by donor agencies to plan development projects (Randel, 2002).

The tool relates inputs to the implementation of activities; activities to the production of outputs; outputs to the achievement of the defined purpose; and purpose to a high level goal or impact. The log frame consists of a four by four matrix:

<b>Objective Hierarchy (narrative summary, intervention logic).</b>	<b>Performance questions &amp; indicators (objectively verifiable indicators, indicators, targets)</b>	<b>Monitoring Mechanisms (means of verification, sources of information)</b>	<b>Assumptions &amp; Risks</b>
<p><b>Goal (overall objective)</b> The long-term objective: change or improved situation to which the project contributes</p> <p><b>How to write it:</b> Put the verb in the present or past tense, as if it's already achieved over the long term.</p>	Performance questions and indicators at goal level- high level impacts	How necessary information will be gathered	For long-term project sustainability  Risks
<p><b>Purpose (Project objective)</b> The immediate objective: the overall observable changes in performance, behaviour or resource status that should occur as a result of the project .</p> <p><b>How to write it:</b> Put the verb in the present or past tense, as though it is already achieved.</p>	Performance questions and indicators for each purpose (component)- lower level impact and outcome indicators	How necessary information will be gathered	Assumptions in moving from purpose to goal Risks
<p><b>Outputs (Results)</b> The products, services, results that the project must deliver for the objectives &amp; purpose to be achieved</p> <p><b>How to Write it:</b> : Put verb in present or past tense, as if already achieved.</p>	Performance questions and indicators for each output (component)- output indicators	How necessary information will be gathered	Assumptions in moving from outputs to purposes Risks
<p><b>Activities</b> The project actions taken which are necessary for delivery of the outputs.</p> <p><b>How to Write it:</b> Put verb in the infinitive as something to do</p>	The needed inputs <b>NOT</b> indicators for activities		Assumptions in moving from activities to outputs/ Risks

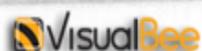
**The LFM and how to write each level (alternative terms in parenthesis)**

Vertical Logic	Horizontal Logic
<ul style="list-style-type: none"> <li>• Goal</li> <li>• Purpose</li> <li>• Outputs</li> <li>• Activities</li> </ul>	<ul style="list-style-type: none"> <li>• Narrative Summary</li> <li>• Objectively Verifiable Indicators</li> <li>• Means of verification</li> <li>• Assumptions</li> </ul>

# Differences

Adapted from UNICEF, UNFPA, World Bank

	Outcome Monitoring	Outcome Evaluation
Objective	To track changes in baseline conditions to desired outcome	To validate what results were achieved, and how and why they were or were not achieved
Focus	Outputs of projects, programmes and their contribution to outcomes	Compares planned and intended outcome achievement.
Methodology	Tracks and assesses performance (progress towards outcomes)	Evaluates achievement of outcomes by comparing indicators before and after the intervention
Conduct	Continuous and systematic by Prog Managers, Proj Managers and key partners	Time-bound, periodic, in depth. External evaluators and partners
Use	Alerts managers to problems in performance, provides options for corrective actions and helps demonstrate accountability	Provides managers with strategy and policy options, provides basis for learning and demonstrates accountability



Compiled by  
Sandra Latibeaudiere, 2013

**Template for Log-frame exercise**

<b>Narrative Summary</b>	<b>Verifiable Indicators</b>	<b>Means of Verification</b>	<b>Important Assumptions</b>
Goal:			
Purpose:			
Outputs:			
Activities:	Inputs		

**Appendix 20 – Template for Annual Work Plan**

**Year:**

EXPECTED OUTPUTS <i>(And baseline, associated indicators and annual targets)</i>	PLANNED ACTIVITIES <i>List activity results and associated actions</i>	TIMEFRAME				RESPONSIBLE PARTY	PLANNED BUDGET		
		Q1	Q2	Q3	Q4		Funding Source	Budget Description	Amount
Output 1  <i>Related outcome:</i> <i>Baseline:</i> <i>Indicators:</i>  <i>Targets</i>	1. Activity Result								
	Actions								
	2. Activity Result								
	Actions								
<b>TOTAL</b>									

