West African Rural Development Centre

<u>Rural Community Development Practitioner Diploma Program</u>

<u>Course Outline</u>

<u>Module 1: Community Development Foundations (6 weeks)</u>
<u>Module 2: Economics and Development (4 weeks)</u>
<u>Module 3: Human Relations and Development (4 weeks)</u>
<u>Module 4: Management and Development (4 weeks)</u>

<u>RCDP is an 18-week, 540 contact-hour diploma programme of the West African Rural Development Centre (WARD)</u>

Community Development Foundations
Programme Content and Module Descriptions:

CDF 01:
Animator/Participant Relations

Theoretical background and practical approaches to effective communication, basic counselling, group process skills, participant motivation and conflict resolution are emphasized. Activities help trainees identify and examine West African practices and circumstances. An examination of community animation and the role of the animator is included and related to developing and maintaining vital animator/participant interactions. Conflict and conflict resolution is also addressed.

CDF 02:
Community Development

Introduction to community development theory and practice with an emphasis on needs assessment, communicating with the community, involving the community in all phases of programme development and operation, and the role of the adult animator as a community development worker. Principles of participatory research are also examined. West African case studies are used and rural West African conditions will be the focus of the techniques and approaches examined.

CDF 03:
Planning, Design and Evaluation

An overview of programme and workshop planning and evaluation and a unifying programme planning model is introduced and developed. Emphasis is on practical ways to develop programme goals, methods, content and structure appropriate for specific situations and needs. Participatory Rural Appraisal techniques for identifying community needs are examined. Practical introductions to key instructional techniques and use of instructional media are essential elements of this course.

CDF 04:
Working with Rural Adults

An examination of factors important to effective training of rural West African adults. Issues like assessing cultural assets and building on cultural strengths, accommodating rural adults, examining rural West African animation styles, and reviewing the purposes of adult animation in rural Gambia are discussed. A series of activities addresses the issue of gender and development. Case studies of West African adults and culture-specific activities make this course especially important for animators working in rural areas.

CDF 05:
Popular Education and Adult Training

This module provides an introduction to the theory and practice popular education and working with adult learners. Beginning with an overview of adult training theory, participants are asked to apply these general concepts to the West African situation. These principles provide a philosophical foundation for the subsequent study of popular education, and specific and practical popular education techniques are provided and modelled. Training for empowerment, a key to popular education is explored and illustrated throughout.

CDF 06:
Project Management and Facilitation Practice

The first section of this module looks at issues critical to effective project management: publicity, organizing and chairing meetings, proposal and report writing, budgeting, planning and management skills. Participant recruitment and problem solving are also touched on. The second section provides participants with an opportunity to prepare and receive feedback on two workshops delivered to and critiqued by the facilitator and other participants.

Economics and Development

Programme Content and Module Descriptions:

EAD 01:
Introduction to Economics and Development

This course provides an overview of the characteristics of economics and development -- theories of development, an analysis of poverty, and an examination of international trade and globalization. Basic economic terms and vocabulary are introduced and defined. Skills and information are presented in the context of West African development realities and challenges.

EAD 02:
Economic Development and Micro-Enterprise

This course covers many different themes around community principals and economic enterprise. Focus is on creating a community vision around entrepreneurial development. The course also takes a close look at entrepreneur characteristics and techniques, gender-focused micro-enterprise, and the differences -- and different challenges -- of group and individual enterprise. Once again, participants are challenged to apply the principles presented to their work situation and the West African social context.

EAD 03:
Community Assessment and Mobilization

This course focuses on the uniqueness of communities, especially in their needs and assets. Approaches to identifying community issues and strengths and for developing positive development plans are presented. Besides PRA methods, asset-based techniques for identifying and mobilizing community resources are introduced. Barriers to community mobilization -- and strategies for overcoming them -- are also discussed. All of these areas are explored through participatory activities that draw on the experience of the participants.

EAD 04:
Social Issues and Development
This course begins with an in-depth look at poverty -- its definition, roots and consequences. Through participatory exercises, participants become aware of different strategies for approaching poverty -- eradication, alleviation, and reduction -- and the different attitudes and activities they assume. Population and its links to population is studied and debated. Additional issues addressed include environment, health, and gender. All are related to their effect on and role in development. Advocacy is also examined with an emphasis on effective and appropriated advocacy approaches in a West African context.
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Human Resources and Development
Course Content and Module Descriptions

HRD 01:
Effective Groups I

This module provides an overview of the characteristics of effective groups and the essentials of team building. The module then focuses on the first three elements of effective groups -- goal setting, communication, and leadership. Skills and information are presented in the context of research in group dynamics and West African situations. While readings provide data and findings, module activities emphasize group discussion and active participation.

HRD 02:
Effective Groups II

This module continues the theme of the first week by examining the remaining five elements of effective groups -- power, decision making, group conflict and conflict resolution, intergroup behaviours and attitudes, and problem solving. Once again, research is presented and activities challenge participants to apply the principles to their work situations and the West African social context. Activities are interactive and encourage reflection and group discussion.

HRD 03:
Gender and Development

This module focuses on re-defining gender, building gender relations awareness, exploring gender issues as development issues, reviewing gender theory in development, prioritizing gender change and equity in development initiatives and organizations, and personally committing to gender awareness and sensitivity in one's own life to make change and have positive impact. All of these areas are explored by the group through participatory activities and discussions

HRD 04:

Conflict Management and Peace Building

This module starts with a review of the basics of conflict resolution covered in Community Development Foundations. The module then focuses on examining personal responses to conflict, the process of negotiation, mapping conflict, and mediation. The module examines traits that make for effective negotiators and mediators and the role of the Community Development Practitioner as a mediator of conflict in their project communities. Common African conflicts are examined and tactics to manage or resolve these conflicts are strategized. Finally, the module examines the concept of peace building and looks at tactics used in West Africa and elsewhere. The module uses short readings, group discussion, case studies, both provided and generated by the group, and interactive structured activities.

Management and Development
Programme Content and Module Descriptions:

MAD 01:
Organizational and Human Relations Management
This course provides the basis for the rest of the management unit and focuses on practical ways to create and maintain effective and efficient development organizations. The emphasis here is on creating high staff morale as well as specific management tasks. High staff morale is viewed as a key to avoiding later personnel problems and includes insight into motivation and communication. Management roles and philosophies are explored, and several activities focus on such identified management needs as recruitment and hiring, personnel management, time management, information management and record keeping.

MAD 02:
Fundraising and Proposal Writing
Fundraising and proposal writing are the life blood of many development organizations, and these skills have repeatedly been identified as critical to West African development workers. This course uses actual West African case studies to examine the elements of the proposal cycle, including the use of PRA and other techniques to ensure community input. The steps in this cycle provide the basis for the unit – problem investigation, community validation, preparing the case for support, donor identification, and proposal writing basics. The unit also includes an introduction to computers in proposal and management writing.

MAD 03:
Project Management
This unit will give participants the tools to plan, implement and monitor projects. Also using a real West African project case study, the course utilizes a problem-solving approach that engages participants in all phases of project management with special emphasis on project planning, goal setting, and progress reporting. Specific areas covered include managing project teams, project reporting, project assessment and evaluation, developing and using project control charts, community-based management, data collection, and resource allocation.

MAD 04:
Financial Planning and Management
This course will introduce participants to key financial documents such as spreadsheets, budgets, cash flow charts. Essential financial procedures, such as budgeting and bookkeeping, are also introduced. The activities included emphasize hands-on practice in all phases of financial management and planning critical to managing a development organization. Participants are also introduced to Excel and the use of computers in financial management. The concept and practice of strategic planning and business planning are included.

Sample A: Activities from Module 5, Popular Education and Adult Training. These activities would occur on the morning of the first day and are designed to engage learners and introduce major concepts.

Activity 2: Code: Adult vs. Child Education

Purpose: To have participants begin to reflect on the differences between adult training and child education practices.

Time: 45 minutes to 1 hour

Materials Needed:

- overheads of two classrooms
- overhead projector
- chart divided into "CHILD" and "ADULT" columns
- *Comparison of Child and Adult Education* chart on overhead.

Notes on Use:

This activity is a code designed to encourage reflection and discussion on adult vs. child education. Note that adult education and adult training are being used interchangeably here. As adult and child education are compared, the idea that adult training is less formal may arise. As you discuss differences between child and adult education, you might spend a few minutes discussing the distinction between **non-formal** and **formal** education. Point out that child education can be non-formal and adult training can be formal, but that there is a tendency for adult training, especially in developing countries, to be less formal. Why might this be? Be sure to connect this exercise with Nyerere's idea from the previous exercise.

Participants should be able to brainstorm a good list of differences between the two classrooms, but suggest differences that participants might have missed as appropriate. Then use the comparison chart (developed by adult training expert Malcolm Knowles) to build on the ideas already generated by the participants. Be prepared to explain and elaborate the items in the chart so that participants come to see how the two practices are philosophically different and why.

Procedure:

1. Place the transparency of the school classroom, the **child education code**, on the overhead. Ask participants what they see, having them focus on dress, teacher placement and attire, room furnishings, body language of participants and teacher, facial expressions, etc.

2. Then show the transparency of the adult training classroom, the **adult education code**. Ask similar questions to encourage careful examination of the picture.

3. Now immediately go to the chart paper divided into two columns marked CHILD and ADULT. Place the child education code on the overhead again *and list all the things participants observe about the classroom.* List these under CHILD. They can also speculate on how the classroom is organized and operates.

4. Place the adult education code on the overhead and go through the same process, listing the observations and speculated operation of the adult classroom under "ADULT."

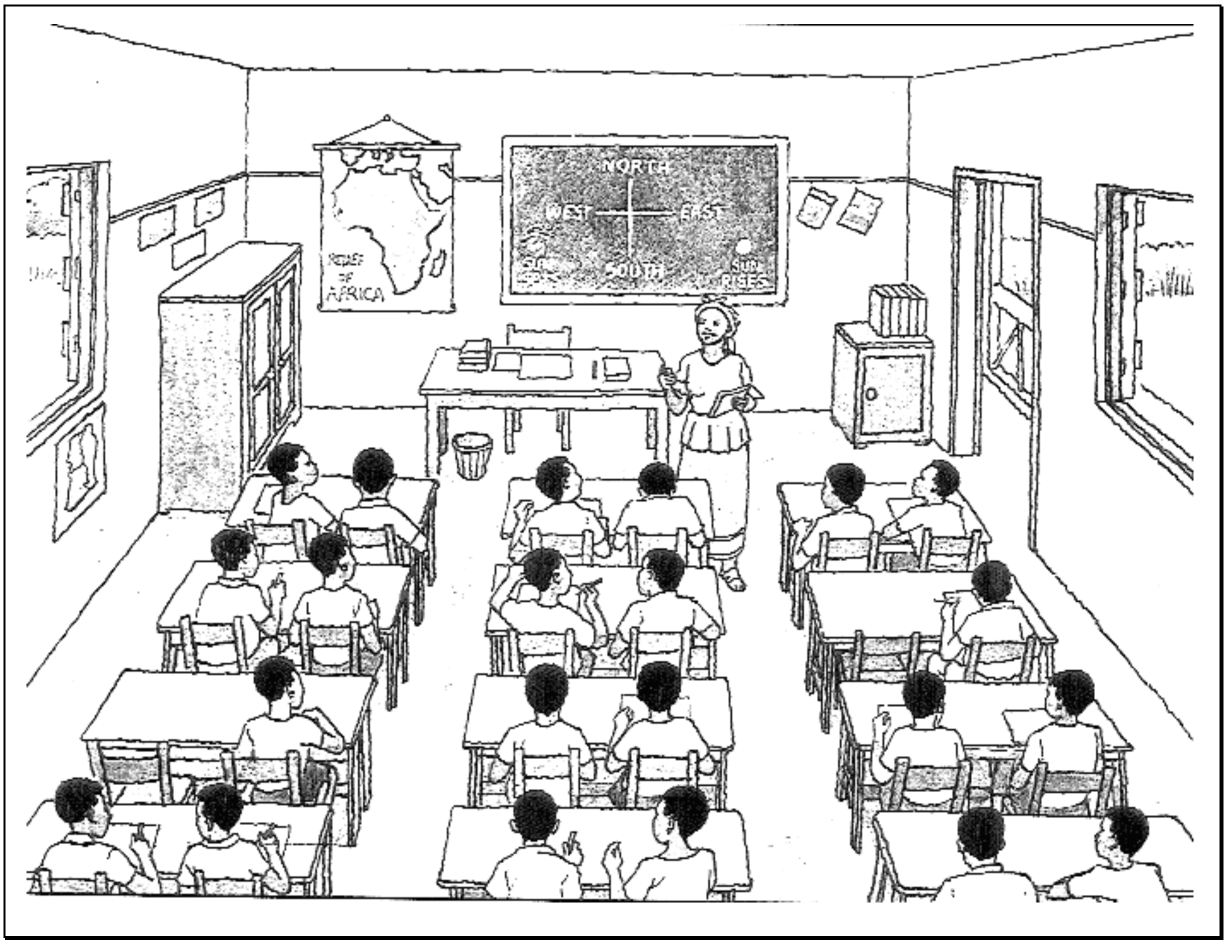
5. Once participants have finished, debrief, having participants identify similarities and differences between the two situations by contrasting the ideas presented in the two columns on the chart paper.

6. Now place the *Comparison of Child and Adult Education* chart on the overhead. Review the assumptions and design elements and discuss. Are the comparisons valid? Are they over generalized? How do they compare to the list brainstormed by the group? What are the implications of this chart for the participants as adult training practitioners?

7. Debrief.

Debriefing:

How is child education practice different from adult training practice? Why? How are the two similar? What generalities can you make about how the two differ?
How are adults different from children? How would these differences affect the way we teach each? What happens when we teach adults as we would children? Has anyone experienced this?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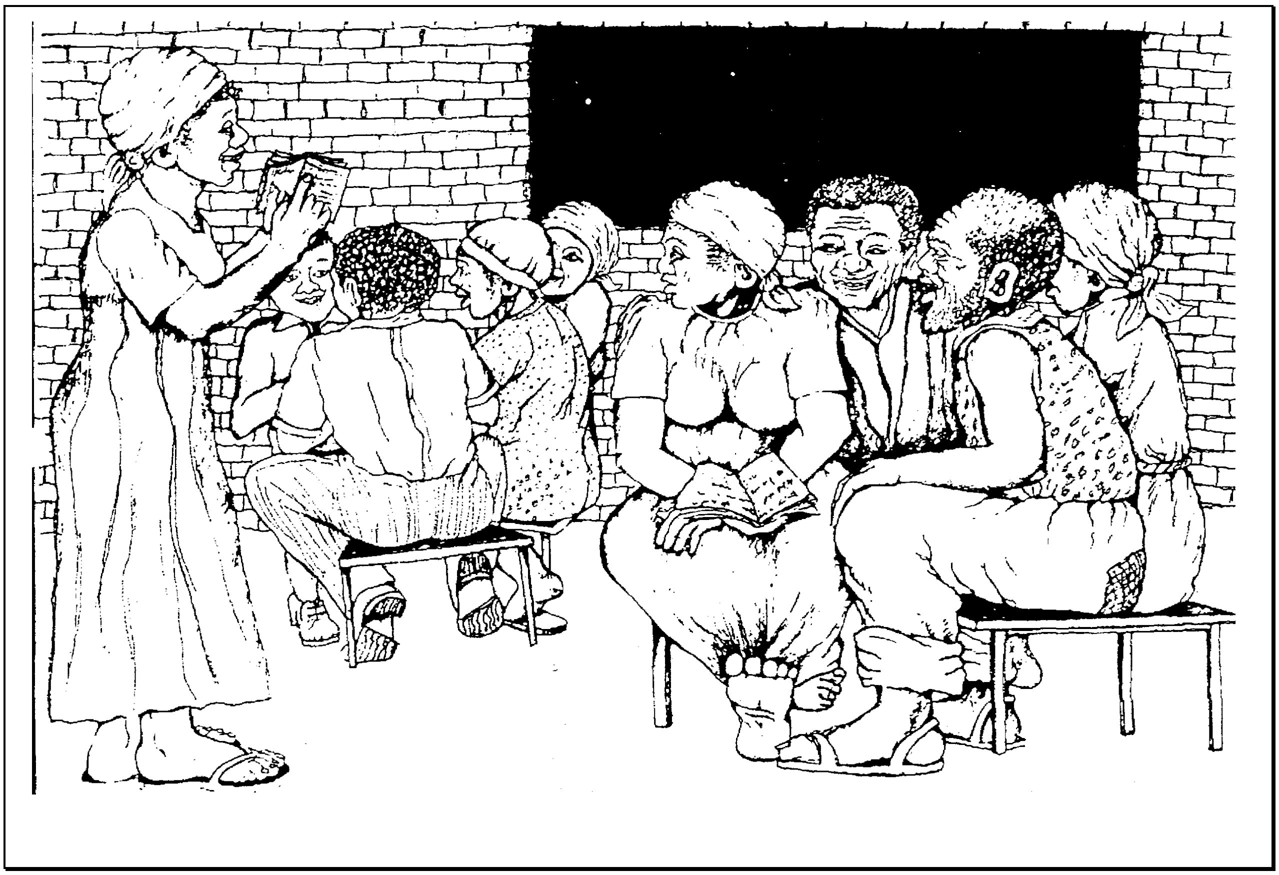


A COMPARISON OF ASSUMPTIONS AND DESIGN OF CHILD AND ADULT EDUCATION

Assumptions		
	Child Education	**Adult Education**
Self-concept	Dependency	Increasing self-directiveness
Experience	Of little worth	Learners are a rich resource for learning
Readiness	Biological development Social pressure	Determined by social roles and real needs
Time perspective	Postponed application	Immediate application
Orientation to learning	Subject centred	Problem centred

Design Elements		
	Child Education	**Adult Education**
Climate	Authority-oriented Formal Competitive	Mutuality Respectful Collaborative Informal
Planning	By teacher	Mutual planning
Diagnosis of needs	By teacher	Participant self-diagnosis
Formulation of objectives	By teacher	Mutual negotiation
Design	Logic of the subject matter Content units	Sequenced in terms of readiness Problem units
Activities	Transmission techniques Teacher directed	Experiential techniques Dialogue Inquiry Participant-centred
Evaluation	By teacher	Mutual re-diagnosis of needs Mutual assessment of programme

Activity 3: Omar Sarko's Protest

Purpose: To introduce and examine the complex factors that relate to the training of rural adults, to stimulate discussion on these factors, and to encourage the development of strategies for ensuring successful rural adult programs.

Time: 1 to 1 ½ hours

Materials Needed:

- *Omar Sarko's Protest* for each participant
- one ranking sheet for each participant
- overhead projector and overhead of ranking sheet.

Notes on Use:

Omar Sarko's Protest is a consensus activity that relies on good small group discussion for its effectiveness. Take the time to read the entire poem and discuss it aloud before having the participants fill in their ranking sheets. Also try to avoid forming homogenous groups: divergent points of view will produce the greatest exchange of ideas. Be sure too to take adequate time with the debriefing as this is where many attitudes, values and feeling will emerge. Keep in mind that the purpose of a consensus game is not to reach agreement but to simulate discussion. Most groups will not reach agreement on all 13 items, and some will reach no agreement at all.

Procedure:

1. Hand out "Omar Sarko's Protest" to each participant. Read through the entire poem with participants. Explain terms if necessary.

2. Hand out ranking sheets to each participant and ask participants to fill out their sheet, marking each factor from one to 13 under the individual column in terms of which were most critical to the failure of Omar Sarko's adult training classes.

3. Form participants into groups of about five. Instruct each group to reach a consensus about the "correct" ordering of the 13 factors. Remind them that consensus means group agreement and that each member must agree with the ranking before it can be entered. In reaching agreement, encourage participants to rely on logic and reason rather than emotional argument.

4. After 15 to 20 minutes, have groups stop their discussion. Place the blank overhead of the ranking sheet on the overhead and record each group's top three factors. Discuss why each group chose the ones they did, where there was agreement and disagreement and why.

5. (Optional if time permits) Then find out and record how many people on their individual sheet ranked each item either one, two or three. This could reflect great diversity of opinion. Discuss briefly.

6. After the discussion is complete, have participants return to their groups and complete this task:

Imagine that you are a group of animators that has seen the poem in the local paper. Write a response to Omar Sarko addressing his concerns and how you will address them in your adult programs.

7. Have participants present their letters to the large group and discuss. What attitudes and approaches do the letters reflect? What educational assumptions are implicit? How would Omar Sarko respond?

8. Debrief

<u>Debriefing</u>:

When debriefing the letters, be sure to challenge assumptions in the letters (e.g. "You should return to class because training is good for you") and reinforce good adult education concepts (e.g. "We want to establish a dialogue with you so we can devise a programme more appropriate and meaningful to you") or just good validating human touches (e.g. "We're sorry you've had such a bad experience with adult training programs").

Emphasize the complexity of adult training programs, as reflected in the items listed on the ranking sheet, and how all of them need to be considered in adult programming. Debrief the rank ordering carefully so everyone has a chance to explain his or her rationale for choosing as he or she did, and so that everyone <u>listens</u> to the variety of opinions expressed. That is one of the major objectives of this activity -- to acquaint participants with the complexity of adult programs and the diversity of thinking on how these factors affect the success of a programme.

OMAR SARKO'S PROTEST

Ranking Sheet

Now that you have read the protest poem, based on your own experience and the text of the protest, what or who is most responsible for the failure of the adult training programs described by Omar Sarko. Rank the following items from one to 13 in order of their contribution to the failure of Omar's programs.

Contributing Items	**Individual Rank**	**Group Rank**
a. Omar Sarko's attitude		
b. Programme content		
c. Programs disconnected from community		
d. The instructors		
e. Learning materials		
f. Teaching methods		
g. Political system		
h. Omar's resistance to new ways		
i. Lack of participant input into programs		
j. Funding system for adult programs		
k. The educational bureaucracy		
l. Poverty		
m. Lack of respect for Omar's existing skills and knowledge		

Omar Sarko's Protest

Background:

Omar Sarko is a 40-year-old Ghanaian from a rural community in the Northern Region. He has become disillusioned with adult education programs that have operated in his area and recently published this poem in the Daily Graphic. It has caused quite a stir and has even reached the Parliament in Accra.

Why Should We Become Educated?

by Omar Sarko

What kind of people are we?
We don't live as fancy as others
but we are not stupid.
That is why, despite our low academic levels,
we still exist.
But we have to know why we should become educated.

We joined adult classes before
but after some time we got wise.
We felt cheated -- so we left the classes.

Do you know what we found out?
That bureaucrats and NGO's
take up this work in their own interest.
Maybe the election is around the corner.
Or perhaps there is a UN grant
or something that must be utilized.
What they taught us was useless.

To fill in blanks in workbooks means nothing.
Or to read books written in England means nothing.

We agree to join the classes
if you teach us how not to depend
on others anymore.

We should be able to read the news
keep our own accounts, write letters
and understand the government language.

One more thing...
Why do our teachers feel so superior?
They behave as if we are ignorant fools,
as if we are little children.

Please do understand that
the teacher may know things which we don't.
But we know a lot of things that are beyond him.
Let's see how he manages at the end of the dry season
with your family waiting and crops months away.
By our standards he is as helpless
as a little child unable to walk.

We are not empty pitchers.
We have minds of our own.
We can reason out things
and, believe it or not,
we also have dignity.
Let those who will teach us remember this.

We have enough struggles and suffering.
Why should we add to them
by taking courses and attending classes?

If the programs can make us
feel a little more cheerful
then we may join.
We are not children.
Let the teacher remember this.
Treat us like adults.
Behave with us as friends.

Can literacy and learning help us live a better life?
Suffer a little less?
Would it guarantee that our children
Would live past four?
Would it help us feel sure of ourselves?

Literacy should help us live better --
at least we look at it that way.
They say things are being planned for us
to help us.
Would literacy help us in understanding
those government plans?

Would it help us know
how to get a job or increase our incomes?
How to reduce our work
and find money to send our children to school?
To start co-operatives
or to deal with buyers for our groundnuts

and rice.
To keep basic records.
To help us live better lives here
in our village,
not in Accra.

What good are workbook exercises about city people?
About houses in England and the USA?

Will these programs teach us
how to think and work together?
Will "doing" be made part of "learning?"
If this is all done
we will gladly join
for it will then be learning
to live a better life.

Our people have struggled in the past.
Now we hear about AIDS, cancer and other diseases.
Will your programs teach us to avoid
these strange new troubles?
If it does, then we shall come.

They say there are laws to protect
and benefit us. We do not know these laws.
We are kept in the dark.
Would literacy help us to know these laws?
Would it help us to organize our community?
To find projects that will help us
not some NGO?
We want a straight answer.

Then we shall decide whether
we need this kind of education or not.
But if we find out
that we are being duped again
with empty promises
we will stay away from you.

We will say,
"For God's sake, leave us alone."

Sample B: This another activity in this unit that builds on previous learning and discussion by asking groups working together to draw a popular educator, thus synthesizing their concepts for large groups discussion and asking participants to go to the next step of applying the ideas in an African context.

Activity 12: Drawing a Popular Educator

Purpose:

To have participants reflect on the various aspects of a popular educator.

Time: 1 hour

Materials:

- handout of *The Popular Educator* for each participant
- flip chart and markers; blackboard and chalk
- transparency of handout of *The Popular Educator ;* overhead projector

Notes on Use:

This activity uses the drawing medium to assist the participants to articulate what they have learned about the roles and philosophies of trainers who use a popular education approach. Often, adults think that activities which use drawing, role playing, and song writing are childish, but on the contrary, these techniques often generate information and discussion which would never come out in purely verbal activities. The facilitator should encourage all participants to fully participate in these "adult" activities.

Procedure:

1. Ask the participants to brainstorm the professional and personal qualities of an effective popular educator. Record these on two sheets (below) taped to the wall after deciding where each quality should be placed:

Professional	Personal

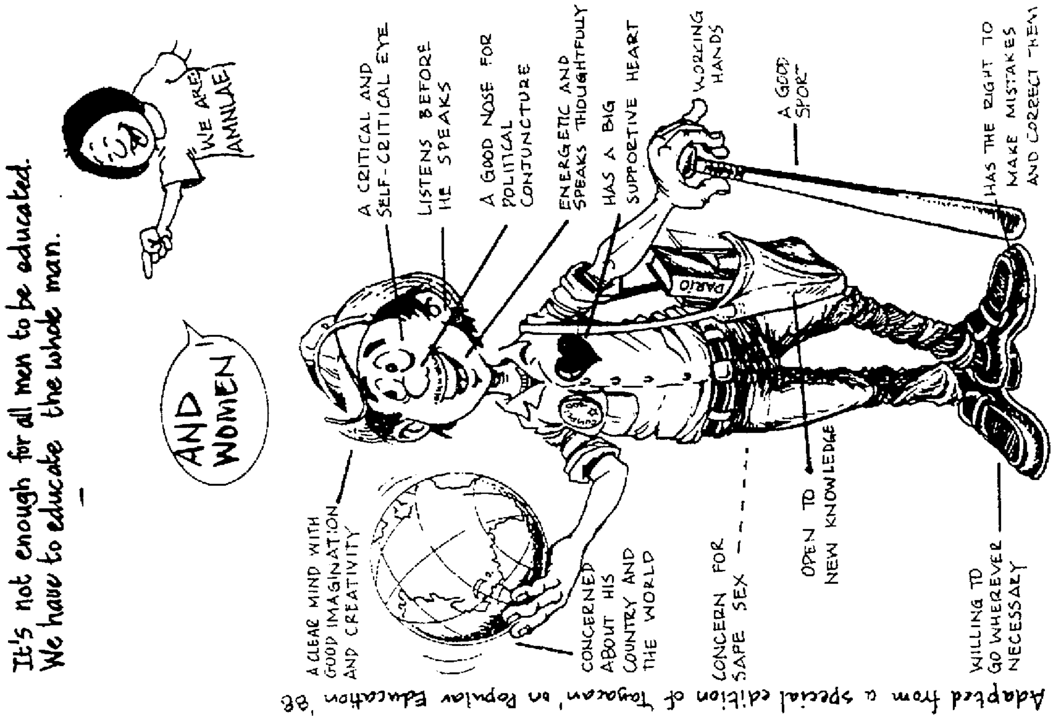
2. Handout *The Popular Educator*, to the participants. This handout has two pictures of popular educators, one based on the Canadian experience and the other based on the Latin American experience. Have the participants break into small groups and on sheets of flip chart paper **draw their own vision of a West African Popular Educator** based on the other 2 drawings. Encourage them to be as creative as possible, but to strive to have their picture represent the reality of West Africa. Allow sufficient time for the discussion that should be a prelude to the drawing.

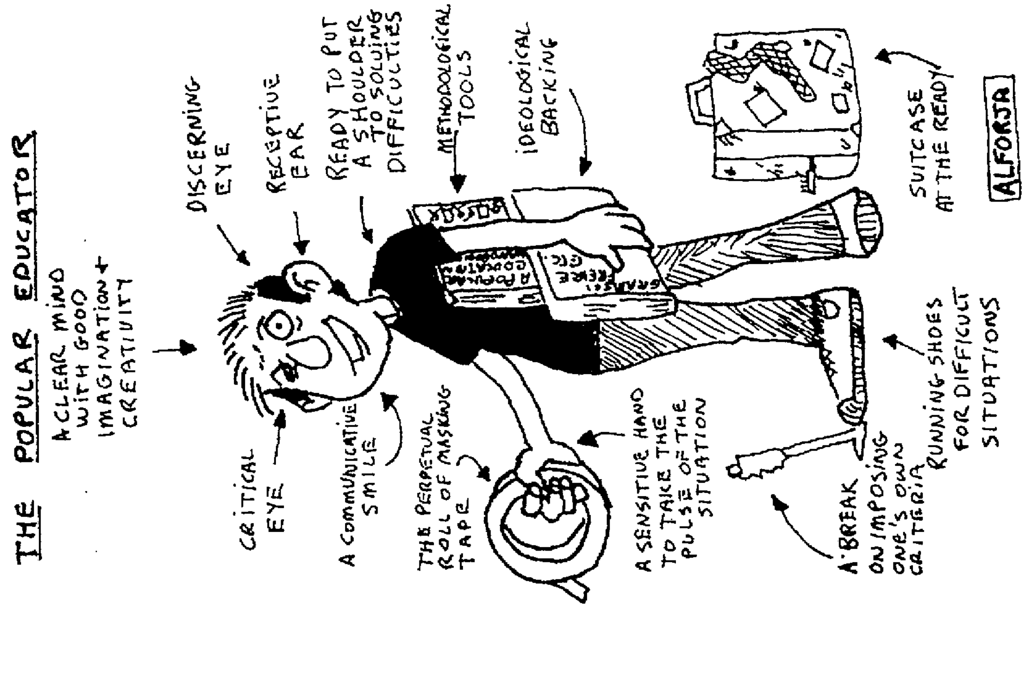
3. When the participants have completed their drawings, have them post them around the room and group members explain the pictures to the other participants. Participants should be encouraged to ask why things were included and why things were omitted.

Debriefing:

- How were the participants' drawings of the West African popular educator different from the drawings of the Canadian and Latin American popular educators?
- What were some of the aspects of the popular educator that participants find personally difficult to incorporate?

The Popular Educator





Sample C: This is one of the final activities in the one-week module, and it demonstrates how we try to get the group to take on instructional roles, in this case explaining and demonstrating specific facilitation techniques. Note to that we are asking participants to reflect back on their training (this is the fifth module in a six-week course, Community Development Foundations) to see how these techniques have been used in the training, a kind of meta-cognitive exercise.

Activity 14: A Sampling of Popular Education Techniques

Purpose: To introduce and demonstrate some techniques frequently used in popular education and examine their application to West African community development.

Time: 1 ½ - 2 hours

Materials Needed:

- flip chart and markers
- Transparency of CDF Facilitation Techniques
- Handout 14 a: Storytelling
- Handout 14 b: Sociograms
- Handout 14 c: Role Play
- Handout 14 d: Take a Stand
- Handout 14 e: Songwriting
- Handout 14 f: Web Charting
- Handout 14 g: Drawing
- Handout 14 h: Sculpturing
- Handout 14 i: Popular Education is NOT:
- (optional) Transparency of handout 14 i:

Notes on Use:

This activity asks the participants to model some of the techniques often used in popular education. It requires that the participants "perform" in front of one another, but hopefully, at this point of the programme, there is enough trust and familiarity for this to happen comfortably. The facilitators should be familiar with all the techniques that are used here so that they can clarify details for the participants as they are creating their models. It would be useful if the facilitators have used these techniques themselves, but if this is not possible, they should at least have carefully read through the descriptions of the different techniques and have thought out how they would proceed with each of the techniques if they were a participant. You might point out that these are the "wrenches in the tool box," the generic methods and tools they can use to cope with different situation, needs and demands.

Procedure:

1. Ask the participants to identify as many instructional techniques as they can that they have seen modelled during the CDF training. Record these on flip chart. After the particpants have exhausted their ideas, put the transparency of CDF Facilitation Techniques on the overhead and quickly discuss, filling in the gaps in the techniques list identified by the participants. Point out to the participants the broad range of techniques employed in the CDF training. Ask participants why such a variety of techniques has been incorporated into the training.

2. Participants should have identified that employing a variety of techniques makes the training more interesting and effective. Also, a variety of techniques and approaches can accommodate a variety of different learning styles and achieve different goals. The remainder of this activity will introduce participants to eight popular education techniques that they can use in their community development work to achieve a range of objectives and reach a variety of participants.

3. Have the participants break into four groups. Explain to the participants that each of the groups will have two techniques. They will have to explain one of their techniques and demonstrate the other. Handouts should be given out in the following manner:

	Group 1	**Group 2**	**Group 3**	**Group 4**
Explain	Storytelling	Role Play	Songwriting	Drawing
Demonstrate	Sociograms	Take a Stand	Webcharting	Sculpturing

1. Allow the participants 20 - 30 minutes to prepare for their presentations to the other participants. As part of their presentation, the groups should identify and give examples of how the technique might be used effectively by community development workers in West Africa

2. Have each of the groups make their presentations. After each explanation and modelling ask the participants:

- ***Have any of you ever used this technique in your work?***
- ***Do you understand this technique and feel confident about using it?***

3. Ask participants if they think that popular education might include a lecture. Is an approach that includes the above techniques always popular education? Pass out Handout V - 14 i: (or use an overhead transparency) and read through as a group. Discuss the content of this handout.

Debriefing:

- What are the strengths of these popular education techniques?

- Can these techniques be used effectively with rural adults? Are they more suitable to some types of programs than others?
- How does one decide what techniques to use?

A Selection of CDF Facilitation Techniques

(Focussing on Process Rather than Content)

Ÿ Ice-breaker interviews [I-1]	Ÿ Small group discussion around article and assigned questions (Why Gender?) [IV-12]
Ÿ Group term definitions (defining community development, culture) [II-2]	Ÿ Grouping by chosen statement (social purposes of adult training) [II-16]
Ÿ Grid completions in triads (animation approach, culture then and now) [I-3]	Ÿ Codes (pictures of hunters -- social context of literacy, adult training, adult vs. child education) [II-19]
Ÿ Web charting [I-4]	Ÿ Curriculum grid completion [II-20]
Ÿ Guided visualization (dealing with conflict in groups) [I-20]	Ÿ Field trips (PRA techniques) [III-3]
Ÿ "Medicine Wheel" group classification [I-5]	Ÿ Simulation games [II-12]
Ÿ Puzzle completion (sender/receiver) [I-6]	Ÿ Group brainstorming and classification (rural culture) [IV-2]
Ÿ Model introduction (communication, counselling, CD process, program planning) [I-7; I-4; II-4; III-2]	Ÿ Group consensus activities (purposes of rural animation, problems involving women) [IV-4; IV-13]
Ÿ Brainstorming [IV-2]	Ÿ Likert scale questionnaire completion and group discussion (effective animators) [IV-5]
Ÿ Group discussion research (conducting effective meetings, communication patterns chart) [I-8]	Ÿ Group webbing (accommodating rural adults -- tied to case studies) [IV-6]
Ÿ Triad role plays with observers and assigned topics (communication triads, counselling role play) [I-10; I-17]	Ÿ Group charting (working effectively in rural areas -- tied to case studies) [IV-7]
Ÿ Handouts/discussion [I-21]	Ÿ Prioritization using dots (barriers to participation) [IV-8]
Ÿ Lecturettes (15-20 minutes) [I-7]	Ÿ Stories (building on cultural strengths) [IV-10]

Ÿ Topic cards (paraphrasing) [I-10]	Ÿ Group presentations (African development problems, popular education) [IV-11; V-14]
Ÿ Skill self-assessments [I-11]	Ÿ Poem and consensus activity (Omar Sarko's Protest) [V-3]
Ÿ Circle on Circle (fishbowl) exercise [I-12]	Ÿ Group activity card analysis (knowledge) [V-9]
Ÿ Observer response forms (counselling role play) [I-17]	Ÿ Statement classification (true, false, neither/nor -- popular educator roles) [V-11]
Ÿ Group puzzle assembly [I-18]	Ÿ Drawing (a popular educator) [V-12]
Ÿ Small group discussion with assigned problems and keys(difficult groups) [I-19]	Ÿ Start/stop drama [V-13]
Ÿ Demonstration role play (by facilitator) [I-22]	Ÿ Small group problem/solution charting (training problems) [V-15]
Ÿ Opinionnaires and small group discussions (role of community animator) [I-23]	Ÿ Pair writing (writing a proposal) [VI-2]
Ÿ Personal experience inventory [II-1]	Ÿ Individual writing (report writing) [VI-4]
Ÿ Incomplete phrase completion (community vision statement) [II-7]	Ÿ Comparison and contrast charts (participatory research) [II-10]
Ÿ Diagrams (development wheel) [II-8]	Ÿ Group role play (CD officer) with specific scene descriptions [II-11]
Ÿ Personal listing (personal values) [II-7]	Ÿ Group role play with general topics (adult training practice; counselling) [I-17]
Ÿ Ad writing (for CE practitioners) [II-13]	Ÿ Group sequencing (community relationships) [II-14]
Ÿ Case studies (accommodating rural adults, working effectively in rural areas, budgets) [VI-10; IV-6; IV-7]	

Samples D: Here are two activities from an earlier unit on Working with Rural Adults. Here we are introducing a lot of information and ideas, especially in the second activity that focuses on research into good adult facilitation/animation skills and attitudes, but doing it in a way that draws on learners own experiences and honors their opinions. (We find that consensus activities, if well constructed, are great for generating discussion and sharing.)

Activity 4:The Purposes of Rural Animation

Purpose: To generate discussion on the training needs of rural adults and help participants clarify their beliefs about the purposes of rural animation.

Time: 1 to 1 ½ hours

Materials Needed:
- *Purpose of Rural Animation* sheets for each participant
- overhead projector and transparency of worksheet (optional)

Notes on Use:

This activity is a simple consensus game designed primarily to encourage trainees to address the issue of the goals and purposes of rural animation. The items listed were identified by Ghanaian and Gambian adult educators as being factors common to rural community development programmes, but acknowledge that different programmes may have different purposes: What are the general priorities and purposes of rural animation?

The activity is quite effective in getting participants to address the complex factors involved, and it also can serve to illustrate the extent of agreement within the group. Follow-up discussion can focus on the range of beliefs and expectations in rural communities, as well as the group, and how to accommodate them. The possible effect of the animator operating with one set of purposes and the community with another can also be explored.

Procedure:

1. Hand out *Purposes of Rural Animation* sheets to each participant. Answer any questions about the purposes that are listed.

2. Have participants rank the items from 1 to 18 in order of their priority. In other words, they should put a one by the most important item, a two by the second, and so on. This phase should be completed without discussion among the participants.

3. Read the following consensus guidelines to the participants. Make sure they know what consensus means and how to reach it.

- ***Avoid arguing for your own individual judgments. Approach the task on the basis of logic.***
- ***Avoid changing your mind only in order to reach agreement and avoid conflict. Support only solutions with which you are able to agree somewhat at least.***
- ***Avoid "conflict-reducing" techniques such as majority vote, averaging or "trading" to reach decisions.***
- ***View differences of opinion as helpful rather than as a hindrance in decision making.***

4. Then divide participants into groups of five. Instruct groups to discuss the items and attempt to come to consensus -- full agreement -- on the correct ranking of the *first five items.* If time permits, they can also discuss ranking of the remaining 13 purposes.

5. Allow discussion to continue until groups have reached consensus or further discussion seems unproductive. Record each group's ranking of which items should be one, two, three, four or five (even if partial) on transparency of worksheet.

5. Debrief

<u>Debriefing:</u>

Begin debriefing by discussing the process: How did members work together? Were all points of view accepted and solicited? Did some members feel left out or ignored? Was real agreement reached or did more aggressive members simply force their point of view on the others? Was it difficult to reach group agreement? Why? What can we learn about group process, communication and cooperative skills from this exercise?

You might then address the content of the exercise by asking what is missing. This is not an exhaustive list -- what would the participants add? Why? Then examine the groups' rankings. Have group members explain the rationale for their choices. Then focus on individual choices. Go down the list on the transparency asking participants to indicate those items they chose *individually* as one, two or three. Mark the number of participants choosing each item by the purpose on the transparency. Then have individual volunteers explain why they ranked the items in their top three. In this manner participants are exposed to a full range of ideas and attitudes and come to see the complexity of the issue more completely.

Using the activity as a starting point, begin to address the larger issues raised:

{ What do you think the point of view of rural community members would be? How could you find out?
{ How can the priorities you identified be built into an community development programme?
{ How would an community development programme have to change to reflect different priorities? What (and whose) priorities do most rural programmes reflect now?
{ How is the fact that consensus was hard to reach indicative of potential problems in working in rural communities? How can different priorities be accommodated?
{ How do your beliefs about the purposes of rural animation influence your facililitation?

PURPOSES OF RURAL ANIMATION

Group Rank | **Individual Rank**

_____ _____To develop literacy skills in local languages

_____ _____To develop entrepreneurial and marketing skills

___________To prepare participants to function effectively in their local community

_____ ______To improve agricultural practices

_____ _____To provide skills necessary for income generation

_____ _____To provide information on and encourage the practice of family planning

_____ _____ To develop positive self-concept

_____ ______To develop skills that lead to greater self-sufficiency at the village level

_____ _____To teach practical vocational skills

_____ ______To develop functional literacy in English.

_____ ______To improve health care practices, including nutrition and food preparation and preservation

_____ _____To contribute to overall community development and motivate community self-help

_____ _____To teach basic skills (reading, computation) and knowledge (facts, information)

_____ _____To make participants more aware of national social and development matters

_____ ______To prepare participants for further training or education

_____ ______ To provide skills in project/programme design and management

Activity: Effective Animators of Rural Adults

Purpose: To introduce the concept of rurally-based learning/animation styles and to stimulate discussion on this issue.

Time: One to 1 ½ hours

Materials Needed:
- *Effective Animators of Rural Adults* questionnaire for each participant
- Answer key.

Notes on Use:

This activity asks a series of questions based on the reported experiences of adult educators working with rural learners. It attempts to identify some of the specific learning styles that are common in rural areas and suggest some of the facilitation styles that have proven most effective there.

While there is an answer key with a brief rationale for each response, most of the preferred responses are obvious. It is critical that participants answer the questions honestly: How do they really facilitate? This allows them to then compare responses and experiences.

Because of the nature of this activity, the facilitator plays a crucial role. You must be able to explain and elaborate on the logic and rationale behind each response. You must be able to connect the theoretical to the concrete. Drawing on your own experience or that of others who have worked in the countryside to illustrate how the ideas can be implemented and how they work (or the consequences of employing less effective techniques) will be most helpful. Remember, the purpose of the exercise is to open up this critical area for discussion and examination; it is not to "test" participants or come up with the "right" answers.

Since some of the trainees you will be working with will have never facilitated, at least in rural areas, ask them to answer as they think they would behave.

Procedure:

1. Explain the task briefly and hand out *Effective Animators of Rural Adults* questionnaire.

2. Ask trainees to circle the number under each question that *actually* describes how they operate in their workshop or, for inexperienced participants, how they think they would behave in a rural workshop of adults. This is a self-assessment phase. Stress that it is important that the participants be honest about the way they really facilitate.

3. After this phase, have participants break into groups of 4 to 5 and try to reach agreement on the *best responses.* In other words, which responses describe *ideal practice*, the *best* way to act in most circumstances. (An ideal: something to strive for.) Encourage participants to explain

their answers, and the strength of their responses, by using examples and information from their experience (as an animator or student) and training.

6. Hand out answer key and ask the groups to compare their responses with the key. Point out that the key is based on some research, but that the answers suggest *trends* rather than *absolutes*. Don't have them take the information too seriously!

7. Debrief

Debriefing:

As you debrief, explain the rationale related to each question, especially those that are particularly critical or where there was substantial disagreement. Be prepared to elaborate and explore the implications of the preferred responses.

When differences occur, find out why. Are different assumptions being made? Do different circumstances call for different responses? Are people basing their responses on different experiences?

In terms of their own development, what behaviours do participants think they will have the most difficulty carrying out in their training situations? What can they do to develop these? Which behaviours do they feel are most important for working effectively with rural adults?

Then focus on the participants' own experience. Which of the behaviours and techniques have they experienced as participants? What were the effects? Would an animator who practiced the desirable techniques have been more effective? Can animators learn these techniques?

EFFECTIVE ANIMATORS OF RURAL ADULTS

1. How important is it to get to know your rural participants personally?

Important						***Not very important***
1	2	3	4	5	6	7

2. How is participation and social control determined in your training sessions?

Shared						Facilitator-centred
1	2	3	4	5	6	7

3. I allow plenty of time for my participants to practice and rehearse skills before I expect them to display them publicly.

Almost always						Not very often
1	2	3	4	5	6	7

4. I am generally able to tell when my rural participants need help.

Most of the time						Rarely
1	2	3	4	5	6	7

5. I would describe my facilitation style as being

Warm						Cold
1	2	3	4	5	6	7

6. Do you try to create a more cooperative or competitive workshop atmosphere?

Cooperative						Competitive
1	2	3	4	5	6	7

7. I often utilize concrete demonstration rather than just relying on verbal instruction.

Frequently						Not very often
1	2	3	4	5	6	7

8. In terms of participant expectations, I would describe myself as being

Demanding						Easy
1	2	3	4	5	6	7

9. I tend to favour having participants listen to information or read about a subject rather than using experiential, "hands-on" approaches.

Strongly agree Strongly disagree

1 2 3 4 5 6 7

10. There is genuine dialogue in my workshops.
Strongly agree Strongly disagree

1 2 3 4 5 6 7

11. When asking questions, do you allow enough time for your participants to answer?
Most of the time Not very often

1 2 3 4 5 6 7

12. When helping participants individually, do you tend to be quick and efficient or slower and more personal?
Quick/efficient Slow/personal

1 2 3 4 5 6 7

13. I value my participants' knowledge and experience and learn from them.
Strongly agree Strongly disagree

1 2 3 4 5 6 7

14. My participants demonstrate their knowledge through concrete demonstration.
Almost always Rarely

1 2 3 4 5 6 7

15. I am willing to adjust my schedule to the participants' timetable.
Strongly agree Strongly disagree

1 2 3 4 5 6 7

16. I try to meet the participants wherever and whenever I am needed.
Strongly agree Strongly disagree

1 2 3 4 5 6 7

17. I am generally adaptive and flexible
Strongly agree Strongly disagree

1 2 3 4 5 6 7

18. Do you talk at your workshop participants too long?
Frequently Not very often

1 2 3 4 5 6 7

19. I actively involve my participants in planning the programme.
Almost always Not very often

1 2 3 4 5 6 7

20. When teaching new and difficult concepts, I generally use a variety of instructional approaches.
Almost always Not very often

1 2 3 4 5 6 7

EFFECTIVE ANIMATORS OF RURAL ADULTS

ANSWER KEY AND RATIONALE

1. Important (learning as an interpersonal activity)

2. Shared (respect for adult roles)

3. Almost always (saving face)

4. Most of the time (sensitivity to non-verbal cues)

5. Warm (learning as an interpersonal activity)

6. Cooperative (reflecting community and family patterns)

7. Frequently (preference for visual/concrete learning style; accommodation of traditional patterns)

8. Demanding (active demandingness encourages confidence and effort)

9. Strongly disagree (preference for active, experiential learning style; accommodation of traditional patterns)

10. Strongly agree (shared responsibility; respect for adult roles; empowerment)

11. Most of the time (accommodation of communication and response patterns)

12. Slow/personal (learning as an interpersonal activity; accommodation of traditional patterns)

13. Strongly agree (respect for adult roles; validation and empowerment of learner)

14. Almost always (accommodation of traditional patterns)

15. Strongly agree (need for community sensitivity and flexibility)

16. Strongly agree (need for student-centredness and flexibility)

17. Strongly agree (need for flexibility)

18. Not very often (accommodation of traditional patterns; student involvement)

19. Almost always (respect for adult roles; student involvement)

20. Almost always (accommodation of concrete learning preferences and varied learning styles)

Samples E: Further activities in this unit, in these two we demonstrate how we try to use actual case studies – in the first case of real learner profiles based on reports from our Gambian and Ghanaian colleagues, and in the second stories of project that really failed – and have learners work with these to analyze, elaborate and strategize. Never fails to get lots of involvement.

Activity 6: Accommodating Rural Adults

Purpose:

- To raise sensitivity to the whole world of the adult learner
- To encourage trainees to reflect on how adult training is only one aspect of an adult's life and to reflect on how animation can best fit the participant's life patterns.
- To promote discussion on how rural animation can best serve the many needs of adult learners.
- To consider how animation can build on the strengths and help overcome the difficulties participants bring into the classroom with them.

Time: 2 to 3 hours

Materials Needed:

- enough copies of the four case studies (group size divided by 4 for each profile) plus copies of the sample profile for *each* participant
- flip chart paper for each small group
- black, red, and blue marking pens for each group
- (optional) overhead transparency of a sample student web chart
- poster or handouts with instructions for drawing webs on chart paper.

Notes on Use:

This is a critical activity. It is challenging but valuable as it uses real adult stories and asks trainees to look in depth at the sample stories of participants similar to ones they will be working with. It challenges them to see the whole person and understand that effective animation involves recognizing the complexity of the people they are working with. The activity is designed to move from the more general and abstract to the specific and personal. Note that the five profiles included here were provided by CDF facilitators based on their experience working with Ghanaian adult participants.

The web chart is the focus of the activity, and it may require some explanation and direction. Begin by preparing a flip chart or overhead transparency web on Bayuo (see example provided) to illustrate what is being asked for. Make sure your sample follows the instructions in terms of colours and symbols. The instructions are quite specific and you will need to have them available as a handout or posted clearly on a flip chart. Tell participants to draw symbols as much as possible, but that they can also use word as necessary.

Procedure:

1. Provide an overview of the activity and what its purpose is. Explain that they will be reading case studies of real participants who have participated in adult training programmes in rural West Africa.

2. Divide trainees into four groups and pass out the case studies, making sure all the members of a group get copies of the same case study. Allow time for the participants to read the story.

3. Pass out the profile of Samba as an example. After the participants have read the profile, show them the web chart you have prepared with Samba's name in the middle. Point out what you have done and why, what colours you have used, and how you have tried to diagram the whole person, including strengths and weaknesses.

4. Pass out flip chart paper and markers. Then ask participants to make a web chart of the student in their case study. Reveal the chart or prepare a handout with the following instructions:

v Using a black marker, draw a circle in the centre of your chart paper and place the name of your participant inside the circle. Add personal information such as age, marital status, tribal group, etc. inside the circle.
v All around the name, draw in symbols of things (or write them) that are important, positively and negatively, in the life of the person your are charting. Place all family considerations in one area, goals in another, education in another part, and so on.
v Suggested categories: strengths, weaknesses, education, goals, family, background, supports, achievements. Add any others you feel are important.
v Join related factors with black lines
v Draw red boxes around positive factors in your student's life.
v Draw blue boxes around negative factors
v In red, write in the feelings the subject may have regarding the factors (e.g. frustration, joy, depression, desperation, sadness, pride, low self-esteem, satisfaction)

5. Once the four web charts are completed, post them on a wall where everyone can see them. Have each group present their profiles to the group as a whole; have them summarize and explain all the factors they have identified and how they interrelate.

6. After the groups have presented, ask them to go back to their small groups and strategize how they would accommodate their participant in an adult training programme. How would they build on the strengths and help overcome the weaknesses? Have them prepare a list of recommendations for creating a programme that would be appropriate for their participant. You might ask them to keep in mind the categories of goals, methods, structure and content.

7. Have the groups report their recommendations and combine these on a single sheet of chart paper.

8. Debrief.

Debriefing:

- How can an adult programme be structured to overcome the weaknesses of participants and utilize their strengths? What personal factors are especially critical for adult animators to take into consideration?

- What do we need to know about our participants to be maximally effective? How can we find out? What are the implication of this exercise for us as adult animators?

- How would these profiles be different if the participants were from urban areas? What general issues, problems or strengths do you see common to all the profiles?

Case Studies of Rural Ghanaian Adult Participants

Bayuo

(sample -- to be used to illustrate webbing procedure)

Bayuo is a 22-year-old young man who lives with his family in the village of Zebilla in northern West Africa. The family Bayuo grew up in was a happy one. Bayuo was the only son in the family and therefore had access to formal education. Bayuo was able to read simple books and write short passages at an early age. He participated in community works and commanded the respect of the elders because he was a hard working boy. In addition, Bayuo wanted to continue his education. He also listened to people. Bayuo was one of the brightest participants in his class. Like many youths, his interests and hobbies included soccer, music, reading, and fishing.

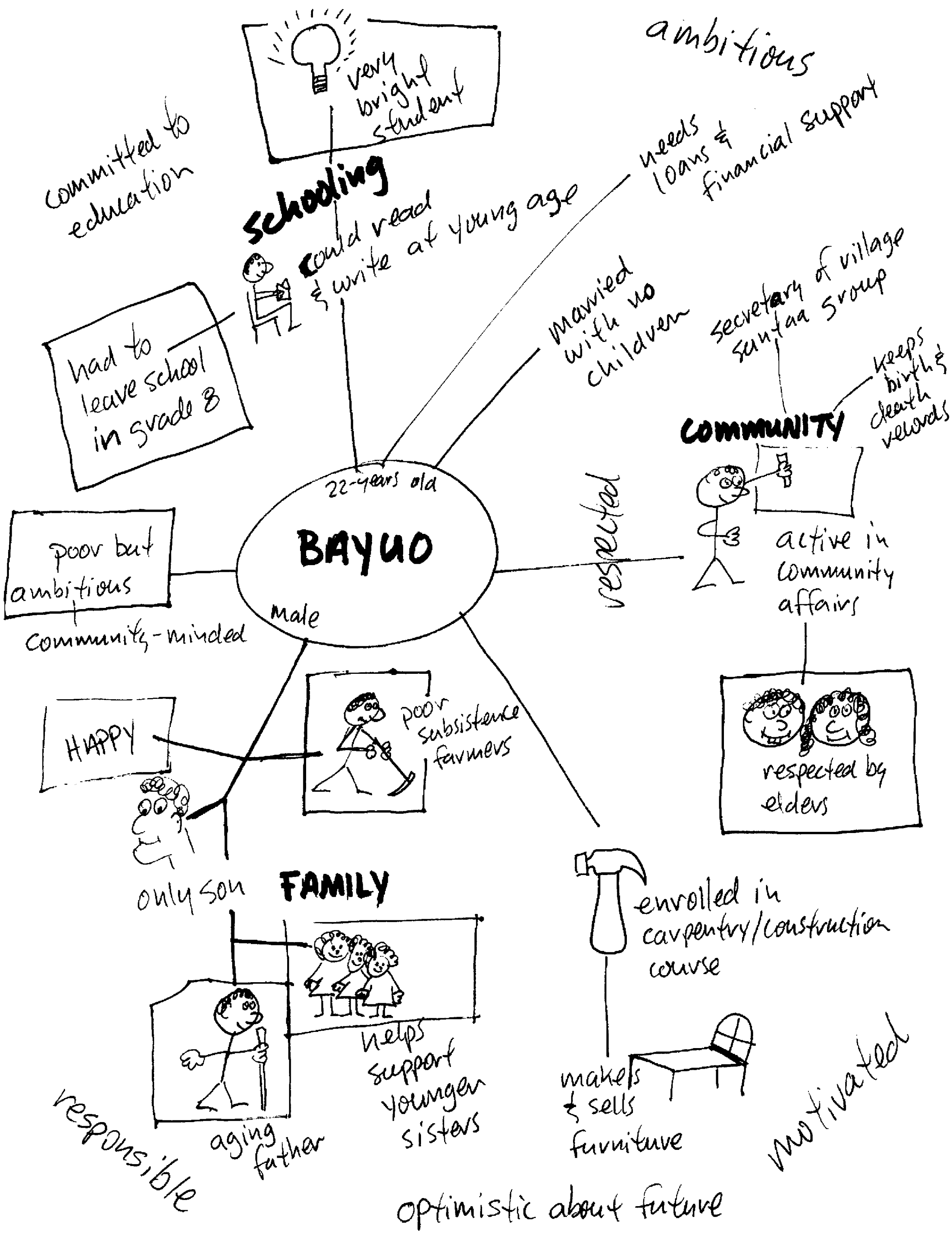
Unfortunately, Bayuo was not able to continue his education because his mother and father could not afford the school fees. He was gradually withdrawn from school to assist his parents on the land, and dropped out altogether in grade 8. This was very sad for Bayuo, and his classmates sympathized with him. Bayuo's parents were both subsistence farmers who found it hard to meet Bayuo's school expenses because the harvests were not good and because they had three younger daughters.

Although Bayuo had to end his studies prematurely, he is not bitter. He is secretary of the village *suntaa* group and participates in community affairs. Because of his literacy skills, he keeps records of the births and deaths in the village.

Being the only son in the family, Bayuo was expected to stay with the family and assist in shouldering other responsibilities because the father was aging. In light of that, he married a girl from his mother's village a year ago and now lives in the same compound with his parents. In short, this means that Bayuo has taken the role of the father -- feeding and clothing the entire family.

He decided to enroll in one of the short vocational programmes that were offered in his village so that he would learn life skills and upgrade himself to lead a better life. Thus Bayuo got some experience in carpentry and construction, and he could do well in related vocational programmes. In the meantime he provides for his aging parents and younger sisters by making and selling beds and other simple furniture. He and his wife also help his parents with the farming. But life is hard, and the young couple cannot see how they can afford to have their own children yet.

Bayuo wants things to be different for his own family. He hopes to make enough money to send all of his children as far in school as they can go. He hopes he will be able to develop his carpentry skills and build up his furniture business. He knows he will need loans to buy proper tools and materials. He also hopes to play a more active role in his community, helping develop its facilities and resources


ambitious
very bright student
committed to education
Schooling
could read & write at young age
needs loans & financial support
married with no children
secretary of village suntaa group
keeps birth & death records
COMMUNITY
had to leave school in grade 8
22-years old
BAYUO
male
respected
active in community affairs
poor but ambitious
community-minded
poor subsistence farmers
HAPPY
respected by elders
only son
FAMILY
enrolled in carpentry/construction course
helps support younger sisters
makes & sells furniture
aging father
responsible
motivated
optimistic about future

1. Norbile

Norbile is 23 years old and is the fourth child in a family of eight children. His father, Chimsah, is a subsistence farmer with a very small farm. His fields are small and not very fertile because Chimsah was a settler from another region. He migrated from his home village to his in-law's village before Norbile was born at the request of Chimsah's father-in-law. Chimsah had married the man's third daughter, and the father-in-law wanted Chimsah nearby to serve him.

During Norbile's infancy he was not fortunate enough to have been vaccinated against the five major childhood diseases, and he contracted polio. The disease made his left leg lame. Norbile has to use a stick to support himself when he walks.

Being physically handicapped, Norbile's parents did not see much of a future for him, and thus he was not sent to the village school nor was he taught any vocational skills that could support him later in life.

At the age of eight, Norbile realized that he was going nowhere. He was the only one of his brothers and sisters who did nothing during the day. They were either taken to the farm by their father or worked with their mother in the fields and hauling water and firewood. Norbile was left alone.

But Norbile knew he had the ability to learn. He also knew that he was clever with his hands. He approached a shoe maker, who was crippled himself, who had a shop near Norbile's home. To Norbile's delight, the shoe maker took him on as an apprentice for no fee.

After four years of apprenticeship, Norbile graduated and began his own shop right in front of the family home. Now Norbile has become quite successful. All four of his brothers have left home for the city in search of greener pastures, and his three sisters have married and left the home. Norbile is the only child left. From shoe making, Norbile is able to help feed both his mother and father. He also provides their clothing and run all errands for them.

Recently at a village meeting Norbile was elected treasurer of the village development committee -- a post many influential villagers vied for. Many in the village see Norbile as an honest, hardworking and trustworthy man. Now he is planning to marry one of the daughters of the village chief by the end of the year.

Norbile remains optimistic and hopeful about the future. He says that hard work has gotten him far and will continue to serve him. He would like to expand his business and build a new home for his wife. He would also like to learn basic literacy and bookkeeping so he can manage his business more effectively. He hopes to continue being active in his community and to help develop a new water supply in the village so that the women do not have to carry water so far.

2. Mahamadu

Mahamadu is a 50-year-old Dagomba man and a devout Muslim. He grew up in the same house where his father was born in the village of Banvim. Mahamadu has three wives, but has divorced one. He has eight sons, three daughters, five grandchildren under five, and four female foster relations staying with him. He also takes care of his mother. There are 25 people in the household.

Mahamadu's wives are small traders who process rice for sale. They are able to add a small amount to the support of the household, but mostly they are dependent on what Mahamadu can raise from his small farms. Until five years ago, Mahamadu farmed five acres inherited from his father. The father's land was larger, but by the time it had been shared between his brothers and paternal uncle, there was only a small plot left for Mahamadu. Five years ago Mahamadu had to leave his plot because residential and commercial development was encroaching, and because of lost soil fertility. He does not practice any improved farming techniques other than the use of fertilizer, which is now too expensive for him to afford. He was fortunate enough to be given some land in the nearby village of Jantong by his paternal aunt's son, who was a sub-chief there.

Mahamadu has put three acres of his new land under cultivation. He grows yams, maize, cassava, rice and guinea corn. He has no access to a tractor and relies on a hoe. Under a system called *kpariba*, he can request help from other farmers, but he has to provide them with food and pito. Last year Mahamadu harvested 10 bags of maize, 2 bags of guinea corn, 15 bags of rice, and 10 bags of cassava. He is often forced to sell his produce to meet social and family obligations such as funerals, bicycle repairs, health care, school fees, children's clothing, etc. He sometimes runs out of food before the coming of the next rainy season. This year he had to buy maize, at a very high price, by selling some of his animals.

Mahamadu's house, inherited from his father, is a four-room home of swish/mud construction with a rusting galvanized roof over one part. The whole house is deteriorating. All 25 people live in the four rooms. The building has no electricity or toilet. He needs cement to repair his house, but it is too expensive. Three of Mahamadu's sons attended school, and the rest helped him in the fields. Part of the reason he sent only three was the high school fees, including books and uniforms. Two of the three who did go to school have graduated from senior secondary school.

Mahamadu's dream is to overcome his financial problems and build a more modern cement block house. He would like to see all his children working and his wives able to make more money. He knows he needs credit for his wives and him to expand their operations. He doesn't think he could get credit from the bank because he has no collateral. As for his community, he would like to see it updated into a neat and modern settlement.

3. Sanaa

Sanaa is a petty trader living in northern Ghana who buys a sack of rice and parboils it for sale in the market. She is the first wife of a former chief's son, who has a second and third wife. They all live in the same compound consisting of a large round hut for the former chief, five small round huts with thatched roofs for the wives and their children, and a modern cement block house where her husband stays. Sanaa lives in one of the small round huts. Her place is very modest with only a mat, a few clothes hanging on a line, a few old bowls and a charcoal pot. In one corner of the room is a space reserved for bathing. Sanaa's household is Muslim.

Sanaa has given birth to eight children, four boys and four girls. Five of her children still live with her, sleeping in the same small room. Her oldest daughter parboils rice too and will soon be married off. Two daughters have been sent to live with the sisters of her husband, but Sanaa is not happy because she feels that they are being used as house servants. She will take the younger back when her oldest daughter leaves.

Only her youngest son has gone to school. The children's grandfather was very much against any of them going to school. The children so feared the old man that they refused to go to school even when Sanaa insisted. Now that the grandfather has died, she is able to send her youngest to school. Sanaa herself has never attended school even though she had wanted to. Her parents had not seen the need for education, especially for a girl. They may have feared that Western education would turn their children against Islam.

Sanaa knows only one kind of work -- parboiling rice for sale. She started several years ago with the little cash she had. She has been rolling this capital ever since, buying one sack of unhusked rice every three to five days. She can make up to 42,000 cedis every month, but she has to pay the credit she got for firewood, water and milling. The rest goes to support her family.

Sanaa's husband refuses to help provide her with capital. He has two other wives he has to help. He gives each wife one sack of rice each year. As for maize, the wife is only given it when it is her turn to cook for the husband. Sanaa realizes that the second wife is prospering from her rice sales. Her rival is probably using capital from her parents. In practice, parents look after their daughters so that she is not miserable compared to her rivals in the husband's compound. Sanaa's parents, however, are poor and cannot help her. In Sanaa's compound the difference is clear just by looking inside their homes. Sanaa's two rivals have fine bowls and many more clothes.

Sanaa's health also reduces her ability to do more income-generating activity. For two years now she has had ongoing stomach problems that have caused vomiting and severe pain. She went to the hospital for treatment, and her husband paid for her medication, which helped a little.

Sanaa hopes for a better future where she and her children will be more comfortable. But she says, "Only God can make one rich."

4. Azara

Azara lives in Gbambaya, where she moved 13 years ago with her four children after the death of her husband. Although all of her children are married, they are still staying with her in a compound of three round huts and two cement block structures, all with thatched roofs. Her oldest son has two wives, who do not work for a livelihood. He is a tailor. Between his two wives he has seven children. Two sons are attending school. He is unable to afford to send the others. Azara's second son is a peasant farmer. He has one wife and two young children. Azara's two daughters are staying with their mother because they have just given birth. They will stay until the children are three or four. This is a tradition in the region.

Life for Azara has always been hard. Her three elder brothers all died when she was young, leaving her as their only child. Her father farmed for their food, but it was never enough. At times they had to eat "wawa" -- a leaf with little nutritional value that always gave Azara diarrhea. Her mother knitted cotton for sale to supplement their income. Despite the poverty, Azama has fond memories of her childhood and her parents. Her father made all the decisions, and she was comfortable with this.

Azara also has favourable memories of her own marriage. She was happy to let her husband make all the decisions, though he would reconsider if she did not agree. Due to their own poverty, she was only able to send one son to school. He had to stop at Middle School Form 3 when his father died. The younger son had a serious sore that did not respond to traditional or hospital treatment. This has prevented him from doing active work like farming. He has become a tailor.

Azara herself did not go to school because "nobody went to school at that time." She is, however, a traditional birth attendant (TBA), a skill she acquired through observation of her mother in this role. She has not been able to use her knowledge to generate income. A group came to her village and promised to train her further but never returned. Since she had no other skills, she turned to soap making. The cost of her materials -- lye, sheabutter and firewood -- almost exceeds what she gets from her sales. She finances her production through credit she pays off when possible. When she does make money she uses it for food and clothing. Her sons' livelihood is marginal; they earn very little and are only able to contribute some food.

The household eats very modestly. The first meal is porridge, the lunch is usually TZ with okro soup, and supper is also TZ with another soup, maybe from local leaves. Although they have little food, they have never received charity from their neighbours. She has trouble getting credit because she has no relatives in the village. Azara has never explored educational opportunities in the community or joined community organizations. She feels that she is a stranger in the area. The major problems she sees in her life are 1. how to get capital so that she will not have to resort to credit for her soap-making materials, 2. how to feed her children and grandchildren, and 3. how to clothe herself and her family adequately (she loves nice clothes).

Azara wants enough money to feed herself and her family and to send the children to school. For the community, she would like to see a reliable source of water and nicer houses. Poverty makes people unable to keep up their current homes. When asked if she has a role to play in the household and the community, she says that if she does "God will tell me how." Left on her own, she cannot think of a means by which she can be of assistance.

Activity 7: Working Effectively in Rural Areas

<u>Purpose</u>: To identify and examine the traits and qualities that are needed to work effectively in rural areas.

<u>Time</u>: 1 $^{1}/_{2}$ - 2 hours

<u>Materials Needed:</u>

- flip chart and markers or blackboard and chalk
- handout: Case studies of animators in rural areas
- handout: *What an Animator Needs to Know to Work Effectively in Rural Areas* plus transparency and overhead projector

<u>Notes on Use:</u>

<u>Procedure</u>:

1. Have participants break into 4 groups and have each group read a case study of an animator who was not successful working in rural areas. Each of the groups should identify the things that contributed to the failure of the animator to work effectively in rural areas.

2. After the small group phase, have each group **summarize** (not read) their case studies to the other participants and to report the items they identified that contributed to the failure of the animator. Allow other participants to discuss and expand on the case studies. Encourage participants to share other instances where programmes were unsuccessful due to the instructor's inability to work well in a village setting. (Names of any animators involved should not be mentioned)

3. After the case study phase, ask participants to brainstorm what an animator needs to know to work effectively in rural areas. Record these on flip chart paper.

4. Distribute the *What an Animator Needs to Know to Work Effectively in Rural Areas.* Have participants add any items from their brainstormed list that are not on the handout. Have the participants individually choose **five** items on the list they feel are **Very important,** checking or placing an X by their five choices.

5. Form groups of 4 or 5, and by consensus decision making involving discussion, have the groups arrive at a decision of five items they all agree are Very Important items for an animator to know to be effective.

6. Using an overhead of the exercise sheet, compile a list of the items identified as **Very Important** by the small groups. Which ones appear most often? Circle these.
7. Ask the participants to strategize how animators can effectively prepare themselves for running programmes in a village based on the identified items from the list.

8. Refer again to the *Needs to Know* handout. Some of these items are skills and knowledge, but others are attitudes and personal qualities. Have the participants go through the list and classify the items as either **Skills and Knowledge** or **Attitudes and Personal Qualities**. Chart these on a flip chart similar to the example below:

WHAT AN ANIMATOR NEEDS TO WORK EFFECTIVELY IN RURAL AREAS	
Skills and Knowledge	**Attitudes and Personal Qualities**

What are the implications of the above classifications for the training and selection of animators for rural areas?

<u>**Debriefing**</u>**:**

- What are some of the most common reasons that animators from urban areas fail to work effectively in rural areas?
- Many of the items that enable an animator to work effectively in rural areas are attitudinal or personal qualities. Can student animators learn these things? How does attitudinal change happen? **What strategies can be employed to prepare animators to work effectively in rural areas?**

Case Study # 1: Paul

Gbedema was a small rural settlement in the Upper West with a population of approximately 300. It was endowed with fertile land suitable for both farming and horticultural activities. The women of Gbedema were hard-working and engaged in growing vegetables in garden plots that they individually owned. The Department of Agricultural Services became interested in helping the village women to develop and improve their gardening practices. They decided to post one of their workers, a young man named Paul.

Paul had taken his training in General Agriculture and was knowledgeable about his topic. Paul arrived in the village and obtained lodging. He spent the first weeks in the village assessing the situation. During this time he often had disagreements with the villagers because of different views on social and political issues. Sometimes these disagreements turned into bitter quarrels, During this time Paul was very homesick and missed the excitement of the city. He thought that the villagers were very ignorant and lacked initiative. Paul was also politically active and from time to time he would leave the village to campaign for his party.

Paul was anxious to get a project happening and consequently he approached the village elders to formulate a proposal. He was sometimes irritated with how long things took, and often forced the elders to agree to things to save time during meetings. At other times, he would tease the elders and make fun of them. Paul took a leading role in formulating a proposal that was submitted to his department for possible funding.

A month later, Paul was informed that the project was approved and the funds for the programme were disbursed through Paul. He called a meeting of the village and announced that the funding for the project had been approved and that he was going to go to Wa alone and purchase the materials.

When Paul returned with the materials from Wa, he called a meeting to report on his trip. To his surprise, only a few boys attended. Paul was upset and complained to the villagers that they should show more respect for him in appreciation of the money and resources that he had brought to the village. He tried to mobilize the villagers to become involved in the project, but to no avail. Paul became very frustrated, but try as he might, he could not get the villagers involved in his project. The Department of Agriculture became very concerned and eventually recalled Paul from the village and canceled the project.

Case Study #2: Tiyumba

Tiyumba was first posted to the Yariga District as a National Serviceman four years ago. Technically, Tiyumba demonstrated competence in whatever he did. His ability to submit himself to learning from the farmers first before complementing their knowledge with his "book" knowledge won him their admiration. Tiyumba's enthusiasm and dedication to work endeared him to the farmers, who would often cite him as model to their errant sons.

By the end of his second year of stay in Timpooni he had decided that he would stay on for another year or two. His effort to help the people of Timpooni had caught the attention of ***Development Support Services Foundation (DSSF),*** a local NGO which specialized in helping communities develop projects for funding support from Embassies and other funding agencies within and outside the country. He also had another reason for staying. For some time now, Afisa, the daughter of the Chairman of the local branch of the Cotton Farmers' Association in the village, had attracted his attention. Afisa, on her part, had been responding to Tiyumba's glances with encouraging smiles. The old ladies in the village had begun to whisper about the two young people. In accordance with tradition, Tiyumba asked one of the village elders to mediate the proposal of marriage. The marriage was soon sealed, after the normal customary ceremonies.

Tiyumba had submitted a project proposal for the rehabilitation and refurbishment of the village school to an embassy in Accra for funding support. Two weeks after the marriage ceremony, word came through the local agent of DSSF that the project had been approved. Tiyumba therefore called a meeting of the Village Development Committee to give them the good news so that they could plan to start the project before the onset of the rains. At the meeting, however, Tiyumba discovered to his surprise that the villagers had become quite cold towards him and the project. The few people who spoke at the meeting had very critical things to say about him. The youth in particular were negative toward any proposal Tiyumba made for initiating project implementation.

In his desperation to find out why there had been the sudden turn around against him and the project, Tiyumba turned to the rumour mill. There he learned from an old lady that the youth of the village were complaining that his success at everything he put his hands on gave cause to the elders to write them off as good-for-nothing young people. They particularly resented the fact that since Tiyumba's arrival in the village no young man has been judged by the elders as worthy of taking on any responsible role. Tiyumba wrote and read all their letters, even though four of the village youth had completed secondary school but could not go further with their education because of the lack of financial support. His marriage to Afisa confirmed their worse fears. Until his arrival in the village, Afisa was known to everyone as the fiancee of the youth leader, Mohammed Dorkarugu. If Tiyumba could take over what everyone thought was Mohammed's bona fide wife, then he could do anything else to anyone to establish himself as the favorite "boy" of the village, the youth thought. This new project was about to give him the power and authority to do whatever he wanted to them, since he would now control resources as well. How else could that be, they thought, when he had packed the Village Development Committee with illiterate elders, who could certainly not read nor follow all the intricate resource management procedures detailed in the proposal.

According to his informant, the youth had therefore decided that his continued presence in the community was not in their interests. If non-cooperation with Tiyumba and/or mudslinging is what could frustrate him out of the village, then so be it. They would do exactly that. To cut him off from the elders, it was enough to create doubts about his true intention, especially with respect to the management of the project finances and other resources. On that, they had no problem, as they could very easily cite their marginalisation in all the project management committees as ample evidence.

Case Study #3: Bayo

Nayuli, like most Northern Ghanaian villages, was predominantly a Muslim community, deprived of most of the basic amenities such as electricity and good drinking water. The women relied on firewood for fuel energy. The older men in the village usually lamented over and over about the once beautiful vegetation and forest reserves which surrounded the village but which had all found their way into the kitchens of the women during their preparations of the family meals.

It was a big relief to the women folk when a U.N. sponsored N.G.O. sent a delegation, headed by Bayo, to Nayuli to do a needs assessment of the women. This was aimed at poverty alleviation and also to try relieving the domestic burdens of the women in the village. This delegation came out with the brilliant idea of building a bio-gas plant right in the village. One purpose of this project was to encourage the villages to make use of the animal droppings and human excreta which posed sanitary and health problems. Since the plant would be a source of gas for cooking, the second purpose was to save what was left of the forest reserves, and reduce the burden and hardships the women went through gathering wood to burn. The idea sounded so laudable that the whole community embraced it.

The N.G.O. supplied all the needed materials and the digester was quickly constructed, under the supervision of Bayo. The digester was situated in the yard of the village assemblyman. It was hoped that the other villages would start their own plants the moment they saw how useful this one was.

While finishing touches were being made to end the construction, the highly elated Mr. Bayo quickly sent out letters inviting all the dignitaries of the region to the inaugurations of the first ever built bio-gas plant in the area. At the last meeting with the villagers, two weeks before the big day, Bayo proudly announced that the next day, all the villagers would be expected to converge at the site, each with a bucket full of excreta or animal droppings so that the digester could be charged to enable fermentation to take place before the inauguration ceremony. He had hardly finished this announcement when everyone started talking at once. Bayo was confused. What could be the problem? When he finally succeeded in restoring calm, he asked the assemblyman to give an explanation. In a nutshell, the villagers were surprised that Bayo expected them to gather the droppings themselves and didn't he know that as Muslims it was taboo for any of them to have direct contact with such dirt as animal droppings and excreta? Then it dawned on Bayo that he had not done the background work into the culture of the people during his needs assessment and planning stage. What could he do at this moment?

Since he had already sent out invitations that could not be recalled, he had one option left - to ask the sanitary laborers in his outfit to charge the digester. This was done, the inauguration came off well but then what next? No villager constructed a bio-gas plant because they had lost interest in the whole project. The only one that was constructed in the assemblyman's yard is now a “monument” because it was never recharged again after the original materials (droppings) got used up. No one would gather droppings!

Case Study #4: Yakubu

Wahala was one of the fairly large villages situated in the northwest Savanna Zone. It was among the rural areas that had not heard of formal (Western) education. They relied solely on *Malcaranta* schools which simply taught only Islam, Arabic and how to recite the *Quoran* and translate it into the local dialect. Enrollment was high and the pupils had to farm for the religious leaders and also perform household chores like fetching water and firewood for their wives. Therefore when Wahala village was finally selected for benefit from Western Education the religious leaders deemed it fit to send a delegation to the District Education Officer to register their protest. They told him the schools were coming to pollute their village for the following reasons: that they were convinced that their children would get into habits like drinking, smoking, stealing and all the vices that you can think of which they believed were associated with Western education. They also lamented that the children would become disrespectful to elders. The leaders said the children would be taken away from farming, reducing their Malcaranta intake and thereby robbing the wives of the religious leaders of their rights.

Formal education, they were convinced would negate their efforts to enact discipline in their children. Finally, they feared that the students would be sent away to foreign lands. Hence manpower would be lost. Despite of all these arguments, there were some progressives who thought otherwise. They argued there was no harm in trying the new system. Some had heard about it in the nearest town and took it as welcome news to be embraced. So they also pressured the authorities to open the primary school.

The school was opened in 1970 and the initial enrollment was low. The headmistress was a lady named Zunuo. She met with resistance as the villagers ridiculed her because they felt a woman's job was to marry, increase the population and get engaged in household chores. However, the progressives saw this as an opportunity to enroll their girls too. Zunuo was hard working and identified herself with the villagers. She participated in their social activities and mourned with them. She enacted discipline in school and her personal behaviour was that of a proper role model. She organized a Parent Teacher Association (PTA) and involved the villagers in the running of the school. Standards rose and enrollment increased year after year. She also organized the community to set up a village development committee and through this they liaisoned with the District Commissioner's (DC) office. Through their hard work the D.C. was convinced to give them a clinic and a nurse, as the DC finally visited the village and saw their poor health situation. Despite all this, conservatives were disgruntled, and as more and more students deserted for the formal school they become adamant and would not let sleeping dogs lie.

Some years after the school was on a sound footing, the devil raised its ugly head. A new head teacher was posted to the school. His name was Yakubu. He was different in many ways. Yakubu saw the villagers as ignorant vessels and held himself in high esteem. He was very authoritative in his actions and disbanded the P.T.A.   He could not relate well with the nurse either. Most pupils hated him because he did not use the cane sparingly. He would neither attend social functions in the village nor sympathize with them when they had funerals, even if he did he stood at a distance. This growing gap was worsened when he was finally reported as flirting with some of the female pupils.

The disgruntled religious leaders saw this as an opportunity to take a step once and for all to stop Western (formal) education in their village. They summoned the village elders to a meeting and sent a delegation to the District Education Officer but before they returned Yakubu had to run for dear life as his house was set ablaze.

Case Study #5: Alhassan

Alhassan worked in the Upper West for a foreign based NGO specializing in health services. In his area were two neighboring communities, namely Atonsu and Adumase, that had rural clinics housed in private homes of community members. Sanitation at these clinics was poor. The clinics were cramped since there was no space for expansion. When Alhassan consulted with the community members, both villages identified the need for a better health clinic.

Alhassan identified a local consultancy service to draw up a proposal for financing a joint clinic project for the two communities. The clinic was to be situated in between the two villages. It was planned that the two communities provide communal labour (i.e. unskilled labour) as its contributions towards the construction of the clinic. The two communities appreciated the need for the project for one major reason. Combining the two rural clinics in the two villages at a central location would make it easier for the clinic to have equipment and increased support from the Ministry of Health. Consequently, the two villages supported the project fully in terms of unskilled labour provision for the construction team.

When the new clinic premises were completed the two villages had to move their respective clinics into the new facility. Trouble arose when Alhassan showed the sign for the new clinic for the first time. The clinic was named Atonsu- Adumase Rural Clinic. The order of arranging the names of the villages in naming the clinic triggered off confusion. Adumase community claimed that their community was being placed subordinate to Atonsu if mentioned in the order presented. To the Adumase community the name of the new clinic should read "Adumase-Atonsu Rural Clinic". To the indigenous of Adumase their chief (i.e. the traditional ruler) had more land and power than that of Atonsu. Secondly their settlement came into existence before Atonsu.

Alhassan agreed to change the name to reflect the wish of Adumase, that is, to change the order of community names with Adumase appearing first. Not surprising, Atonsu community members reacted similarly that they would not agree to such a change since their community was a sovereign one and has its own traditional leader who was not under Adumase chief's authority. The issue of title or name of the clinic dragged for several months. Commissioning of the new clinic was delayed as well as benefits that should have started arriving to the people.

Though Alhassan suggested a neutral name for the clinic for the sake of peace, the people continued to disagree. Each community claimed that the project should be given to it solely or a second one be built. The new clinic is open, but most community members from both villages avoid using it. No official name exists for the new clinic.

Samples F: These two activities are from a more advanced course, Economics and Development. These are from the first of five one-week modules and introduce some key concepts. Because much of the information will not be known by the participants, we are presenting rewritten and summarized (both for easier readability and brevity) articles, and to involve the learners, they become responsible for presenting their information to the larger groups.

Activity 11: About Aid

Purpose: To examine the concept of development aid from several perspectives and to provide information on how aid can be reformed to make it more effective.

Materials Needed:

- *About Aid* handouts for each participant
- *Six Rules for Real Aid* handout for each participant
- *Six Rules for Real Aid* transparency

Time: 1 ½ to 2 hours

Notes on Use:

One of the biggest and most controversial areas of economics and development is the issue of aid. This activity is the first of two that focuses on this important question. The activity revolves around a series of readings that are used in a "jigsaw puzzle" approach – different groups read different articles and share their readings with the whole group, resulting in a more complete picture of the issue. It is followed by a look at "real aid" principles based on reaching the poorest and reforming the "aid machine."

The initial discussion on participants' experience with aid identify local input and local control as key elements in the success of an aid project. While these factors will not be discussed further in this activity, it is important that they be brought up at this point. The facilitator should ensure that they are mentioned, by asking leading questions if necessary.

Note: The activity involves summarizing five short articles on different aspects of aid. Summary writing is a difficult and complex task. Review the basics of summary writing, including the need to **paraphrase and condense the main points rather than just reading the entire article.** By working with their group to identify key ideas and condense them, the participants are working with the material in a way that will increase their understanding of the sections while helping other participants grasp the gist of the text being summarized and presented.

Procedure:

1. Ask the participants to identify a number of aid projects with which they are familiar. Let them suggest 5 or 6 and list these on the flip chart. Then ask how many of the projects were successful. Ask for a volunteer to identify one of the projects that was successful. Have the volunteer explain why it was a success, and whether it was successful from the donor's or the recipients' perspective. Now have a volunteer identify a project that was not successful and explain why it failed.

2. Divide class into 5 groups. Assign each group a different *About Aid* reading in their handbooks. Give groups 20 minutes to read the article together and discuss it. Explain that they will present a summary of their article and their comments on it to the class. Go over again the concept of a summary – identifying the main ideas of an article and paraphrasing them (restating them in your own words). The purpose is to condense the article so that other participants can be presented with just the key elements. Ask the groups to write their summary – which can be in point form – on a separate sheet of note paper so that they are not tempted to simply read the article aloud.

3. When the small groups are ready, have the groups present the summaries of their readings to the class. **The groups should summarize the main points rather than reading the article aloud**. Make sure they highlight the main ideas from their article.

4. Allow time for questions and discussion.

5. Ask participants to return to their small groups. Place the following on the flip chart: "**If you were in charge of changing international aid to make it more successful in assisting developing nations, what six rules would you create?"** Allow the groups about 15 minutes to discuss the question and arrive at their six rules. Have them record their rules on a sheet of flip chart paper and post these on the wall. Have the groups read their rules and explain why they decided on these.

6. Put the *Six Rules for Real Aid* on the overhead. Go over each one and discuss. Compare the results of the class's work to the rules developed by aid reformers. How are they similar? How are they different?

Debriefing:

How does aid help developing countries? How can it create problems? What are the biggest obstacles to making aid work effectively and reach those in the greatest need? How will this information on aid affect your work as community development workers?

ABOUT AID 1: THE BENEFITS OF RECEIVING AID

What motivates a country to seek and accept financial assistance from abroad?

There are three main reasons:

1. Economic Reasons
2. Political reasons
3. Moral reasons

Economic Reasons
Clearly the most important reason why countries seek and accept aid is for the purpose of economic development. There are three general economic reasons to accept aid:

- Supplementing the lack of domestic resources such as foreign exchange
- Enabling infrastructure changes to be made to the economy such as dams and roads
- Contributing to the take-off phase in sustained economic growth

Usually both donor and recipient countries agree about the purpose of aid. There is often less agreement about the amount and the conditions placed upon recipient country by the donor country that lends it. Recipient countries would prefer to have aid in the form of grants with no conditionality, such as the structural adjustment programmes of the World Bank, and not tied to a donor country's exports. Donor countries often argue that this results in resources being 'wasted' on military goods or supporting inefficient bureaucratic government enterprises, such as extravagant parliament buildings, or being corruptly appropriated by government officials.

Political reasons
In some cases foreign aid is seen as being necessary in order to maintain power. Often foreign aid in the form of military goods provides the power base that suppresses opposition and maintains the existing government in power. During the period of the cold war such aid was donated to maintain the balance of power between the industrialized West and the Soviet Union within the continent of Africa.

Moral reasons
Many people within the LDCs and the MDCs consider that the MDCs have a moral responsibility to provide development assistance for the poorer countries. This may be because of basic humanitarian reasons or a feeling that the colonial powers such as the UK that occupied countries such as the Gambia and Ghana have a responsibility to redistribute resources, having exploited so many of the resources of the LDCs during colonization.

Adapted from Biz/ed website: http://www.bized.ac.uk/virtual/dc/

ABOUT AID 2: THE ARGUMENTS AGAINST FOREIGN AID

Most West African nations have been recipients of considerable foreign aid over the years. There are a number of arguments put forward against development assistance. The arguments come from different philosophical standpoints.

The political right argues that foreign aid will have a number of negative effects

1. **Foreign aid crowds out private investment**
   Foreign Development Assistance may provide funding for production that the private sector might have invested in for commercial reasons. This argument is used against some of the micro credit facilities operated by NGOs. Micro credit lends comparatively small sums of money to small-scale entrepreneurs. This could have been undertaken by commercial banks that might have operated this service on a more commercial and profitable basis. It creates and perpetuates a welfare dependency.
2. **Foreign Aid distorts markets**
   Transfers of low interest loans or grants to fill the savings or foreign exchange gaps will interfere in the market determination of interest rates and exchange rates.
3. **Foreign aid funds inefficient infrastructure projects**
   Supporting projects that are non-commercially viable may give benefits such as reducing unemployment whilst the project is being constructed. However, when the development assistance is withdrawn the project may fail to stand on its own feet and either collapse or require additional funding.
4. **Foreign aid falls into the hands of corrupt officials**

The political left argues that foreign aid will also create problems

1. **Foreign aid leads to a culture of dependency**
   Dependency theory argues that aid ensures the continuation of the LDCs on the periphery and the dominance of the MDCs in the core. The LDCs, rather than relying on transfers of funds from the MDCs, need to build and develop from within their own capabilities and not depend upon the funding and the conditions required by the donor countries providing the funding. The 'Trade not Aid 'slogan is often used as a watchword for this argument. MDCs do have a responsibility to ensure that LDCs are not financed through aid but to ensure that the exports of the LDCs are able to have access into the markets of the MDCs at realistic prices.

Foreign aid focuses on the modern commercial sector
Considerable multilateral aid into LDCs has been focused on areas of the economy which are considered to stimulate economic growth. However, this assistance is not always welcomed or accepted.

Adapted from Biz/ed website: http://www.bized.ac.uk/virtual/dc/

ABOUT AID 3: DEVELOPMENT ASSISTANCE PHILOSOPHY

In the two decades following Independence Development Assistance focused very much on trying to simulate economic growth. The prevailing view was that increased incomes of the business community would trickle down to those people dependent on it for their incomes. Large aid projects such the Akosombo dam in Ghana certainly contributed to West Africa's economic growth of the period; however, there is considerable evidence that while growth occurred, levels of absolute poverty continued or worsened. In addition, the promised "spillover" benefits (e.g. fishing, manufacturing) never occurred.

Increasingly poverty became central to those organisations involved with Development Assistance, and in the 1970s much Development Assistance was aimed at Basic Human Needs and Integrated Rural Development. Both Public Development Assistance (such as that from the NGOs) and Private Development Assistance targeted much of their assistance at specific projects. This was often at rural community level, such as providing access to clean water and primary health care, and teaching farmers new skills. However, aid projects were often criticised because they failed to involve the institutions and infrastructure of the communities.

The 1980s were a difficult time for foreign aid organisations. The decade produced a number of crises that impacted on the LDCs. Food crises and the World Debt crisis both took their toll with the plight of the LDCs being given high media profile. There was growing public discontent with many aid organizations, which were considered to be overly bureaucratic and failing to effectively target poverty reduction. Populist movements such as Band Aid and Live Aid were seen as having more of an immediate impact than the existing NGOs and Official Aid.

Overseas Development Assistance (ODA) still continued providing funds for infrastructure projects such as dams, community involvement, and food relief programmes. Much Official Development Assistance was accompanied with strict macroeconomic stabilisation conditions and structural adjustment programmes aimed at creating an economic environment where economic growth might flourish. Some development economists argued that the theory of trickle-down was still underlying much of the assistance.

There was once again a need to find ways in which poverty reduction became the main focus of development assistance. A new approach to an old problem was needed. In the late 1980s microfinance had emerged as a possible solution. Many microfinance schemes were started up supported by Non Governmental Organisations.

Adapted from Biz/ed website: http://www.bized.ac.uk/virtual/dc/

ABOUT AID 4: TYPES OF FOREIGN AID

The term 'Foreign Aid' is broad one. It refers to any money or resources that are transferred from one country to another without expecting full repayment. It does not include private foreign direct investment such as inward investment by multilateral corporations, nor does it include preferential tariff reductions offered by MDCs to LDCs enabling them easy access for their exports into the markets of the MDCs.

To be considered foreign aid a flow of funds should meet two simple criteria:

1. It should be non-commercial from the donors point of view
2. It should be concessional so that the interest and repayment is less stringent or softer than commercial terms

Foreign aid includes all grants and concessional or soft loans that are intended to transfer resources from MDCs to LDCs with the intention of fostering economic development. Most studies consider concessional loans are those that have a grant element at 25% or more. Foreign aid can be divided into Public Development Assistance and Private Development Assistance:

1. Public or Official Development Assistance
    - Individual government assistance, known as bilateral aid
    - Multilateral donor agencies such as the IMF and World Banks offering multilateral aid
2. Private Development Assistance
    - Private non-governmental organisations (NGOs) such as the Red Cross, Oxfam

A considerable amount of foreign aid is tied aid. Here the grants or concessionary loans have conditions laid down by the donor country about how the money should be used. Tied means that the recipient country receiving the aid must spend it on the exports of the donor country. Tied aid by project means that the donor country requires the recipient country to spend it on a specific project such a road or a dam. Often this might be to the commercial or economic benefit of the firms in the donor country. For example their engineers might be the designers of the project.

Adapted from Biz/ed website: http://www.bized.ac.uk/virtual/dc/

ABOUT AID 5: WHY DO DONOR COUNTRIES GIVE AID?

Donor countries generally give aid because it is in their own interest to do so. Undoubtedly some aid is given with humanitarian motives in mind; however, most foreign aid is given for variety of political, strategic and economic reasons that benefit the donor countries in the longer term.

Political reasons
During the period of the cold war in the 1960s, 1970s and 1980s much development assistance was given to LDCs in order to maintain politically acceptable governments and the supply of natural resources that many LDCs produced. The fear of LDCs becoming allied to the former Soviet Union motivated considerable foreign aid from the west. Likewise the Soviet Union also provided development assistance to countries to maintain their allegiance.

Economic reasons

Filling the gaps
Providing aid to LDCs ensures that the savings gap and the foreign exchange gap are filled. For domestic investment to take place domestic savings must also occur. If these are absent then a flow of development assistance can help finance investment projects. Likewise, an inflow of foreign exchange may also enable LDCs to import foreign capital considered necessary for economic growth and development. In the case of Zambia, where there have been considerable shortages of foreign exchange earnings due to falling commodity prices, inflows of foreign exchange through aid have enabled the capital investment needed to maintain the copper industry. However, some economists argue that aid for capital investment can be anti-developmental as more capital intensive production in countries may contribute to increasing levels of unemployed and consequential poverty. It should also be mentioned that if development assistance is given to fill the foreign exchange gap there should also be technical assistance to ensure that the capital is efficiently used.

Self Interest of Donor Countries
Less and less development assistance is given in the form of outright grants and increasingly interest is being charged albeit at concessionary rates. Tied aid is also becoming more prevalent. Tied aid occurs where conditions are place by the donor upon the recipient about what they use the aid assistance for. Usually the recipients are required to purchase the exports of the donors. This may be a more expensive option than purchasing the capital from sources other than the donors. Tied aid may help fill savings and foreign exchange gaps; however, it may not always be in the best interests of the recipient country.

Adapted from Biz/ed website: http://www.bized.ac.uk/virtual/dc/

Six Rules for Real Aid

Rule 1: Aim at the poorest – Aid has to be targeted at development projects working with and run by the landless labourers, sharecroppers, tenant farmers, and urban jobless who make up the bottom 40% of the world's population.

Rule 2: Mobilise the poor – The poor are usually the least organised and, therefore, the least powerful, which is one of the reasons why they remain poor. Support should be extended to initiatives by the poor to organize themselves to fight politically, and to gain some control over the decision which affect their lives.

Rule 3: Fit aid to countries – The governments of developing countries have different development strategies. Those governments which are most successful at reducing corruption and at directing development at the poor are, often, those which the western countries of the North are not aligned with politically. If the objective of aid is to alleviate poverty then an emphasis should be made on those countries which are most effective at doing so.

Rule 4: Rebuild the aid machine – Almost invariably, the most effective agents of development are people's organisations, e.g. Women's groups, trade unions, cooperatives, community movements. Government to government aid tends not to find its way to such organisations. This should be changes, either by diverting more official aid through national agencies which do support people's initiatives, or by creating a new International Development Agency.

Rule 5: Abolish tied aid – Many donor countries use their aid budgets to made subsidies to their own firms trying to win contracts to supply steel mills, copper refineries, to developing countries. This is not really aid at all and should either be stopped or taken from other budgets.

Rule 6: Have an independent audit – The aid programmes of donor countries should be regularly assessed by the people who will be most critical and demanding – i.e., the development agencies and the people working at the grassroots in the South.

Adapted from *Teaching Development Issues Section 7* by Dave Cooke et al.

Activity 12: Does Aid Matter?

Purpose: To examine different opinions on the usefulness of aid.

Materials Needed:

- Six *Does Aid Matter* handouts for each participant
- Example of summary of handout #1 (*No, but…)* on transparency
- Flip chart and markers

Time: 1 hour

Notes on Use:

This exercise continues the examination of aid, this time in terms of its benefit to developing countries. The activity uses an article adapted from a *New Internationalist* a in which six development workers/experts give different opinions on the significance of aid. The opinions are organized in increasing order of importance, i.e., from "aid doesn't matter " to "aid does matter."

In recognition of the difficulty of some of these positions and the problems with summary writing (see previous activity), and example of a summary – in this case of the first reading – is provided to help groups see what a summary of this material might look like.

Procedure:

1. Ask participants to think of some reasons why aid still matters in today's world. After this has been discussed, ask them to think of reasons why it should be stopped.

2. Have all participants turn to the six *Does Aid Matter?* Handouts in their manuals. Tell the groups that each is going to be assigned one of the positions to summarize for the group. Review the concept of a summary (see previous exercise). Then have participants turn to the first article, *No, but…* Have them read the piece silently. Once they have read it, place the summary (below) on the overhead and discuss it. Does the summary capture the main ideas in the article? Does it make it simpler to understand?

3. Divide the participants into five groups. Assign one of the five remaining *Does Aid Matter?* handouts to each group. Ask participants to read their assigned opinion silently or aloud as a group, then discuss what they have read in their small groups. Tell participants that after 15 minutes of reading and discussion , and the preparation of a written summary -- that does not simply restate the article but identifies the main points and condenses the argument -- they will present the article to the class by summarizing the main points that the author makes, and whether or not they agree with it.

4. The groups should present in order of their opinions, from 2 to 6. As they present, write down their article's heading (e.g. 1. *No, but…;* 2. *Not much*) on the flip chart with space on the left to write numbers. Once all groups have presented, discuss the various opinions on aid, encouraging participants to draw on their personal experience with foreign aid.

5. To complete the exercise, go back over the six opinions on aid. This time, by a show of hands, identify which opinion the individual participants most agree with. Ask each person to examine the six opinions and decide which one he or she most supports. Then as you go through the opinions, have people supporting that position raise their hands. Record the number of supporters to the left of each opinion.

6. For each item one or more people have selected, have a volunteer explain why he or she most agreed with that position. Discuss. Was there general agreement? A wide range of points of view? Why?

Debriefing:

Given the different perspectives on the relevance of aid that have been presented and your own experience, what do you think – does aid matter?

Sample Article Summary

1. No, but…

Aid is a Western idea of charity that is being forced on the rest of the world. It is an old technique used to keep down unrest and demands for justice. But the fact is the major issues in the world are solved by political action, not charity. In fact, the more aid that is provided, the less the real reasons, the political reasons, for such atrocities as famine are ignored. It's not a matter of determining what aid organizations can operate where. We need to get back to finding out who is to blame, who is guilty, what policies have caused the problems. If there is a famine in Africa, instead of people being held accountable and disciplined, international aid organization administrators actually benefit through increased activity and promotions.

Does Aid Matter?

1. No, but…

Aid is essentially a Western, Anglo-Saxon model of charitable endeavour that's being imposed on the rest of the world. It goes back to Elizabethan times when Queen Elizabeth's Privy Councillors - wise, cynical souls that they were - saw the dissolution of the monasteries as creating unrest, even famine. They realized that the best way to keep a lid on unrest is to promote charitable endeavour. The truth of that insight echoes down the centuries, reinforced by the 1961 court judgment on Amnesty International which said: 'Justice is political, justice is not charitable. Amnesty cannot be a charity.'

The reality is that if you look at major problems - such as civil war and famine - around the world, the way they are solved is not through charitable action, it's through political action. The more resources - financial, political and intellectual - that are put into the charitable/technical model, the more the political discourse withers on the vine.

What's happening is that international law is being rewritten by the UN Security Council to take any element of criminality or moral deviance out of famine and invert it, so that the only moral issue is: Are Médécins sans Frontières or Oxfam allowed to operate? Which of course is completely beside the point. What we need to do is put back culpability and guilt - up to and including criminal guilt - into these situations, which is an act of solidarity with the victims. There are all sorts of public, transparent processes to go through to find out who's guilty, who's innocent, who behaved heroically, what mechanical procedures were at fault. In provincial India, if there's a massive food shortage, Members of Parliament or senior civil servants lose their jobs. If there's a famine in Africa international civil servants get promoted.

Alex de Waal works for African Rights.

Adapted from New Internationalist Issue 285.

2. Not much

Aid is decreasing and perhaps it does not matter, if one considers the way it is used. I don't think it is effective in terms of reaching the poor. All I do know is that very, very few people benefit from it. The poor remain poor.

If aid ended, life would still go on. It would only change for the people who benefit from aid. They are driven in huge cars and without it they would be forced to ride bicycles and would definitely lose weight.

Resources benefit those people who are better placed to exploit them. Who, in the first place, negotiates aid? Who defines what are considered the 'development needs' of a country?

People in powerful positions also happen to be men, and it is not always true to say that they represent the poor. Some have lived in positions of power so long that they have forgotten what it means to be poor. There are many people who are getting poorer despite aid, and because of aid. It is as if there is some kind of strategic silence about the fate of the extremely poor: 'Let them pull their socks up! If they do not have any, let them borrow from the non-governmental organizations!'

Take the example of aid and the conditions that are imposed before it is given, like democracy and human rights in the receiving country. What is meant by democracy? Who defines it? To most people 'democracy' means one man, one vote. The man who casts that one vote is as much a tyrant at home with his family as the one he votes for. Both are in their sixties. Are they going to learn democratic values in the afternoon of their lives? No. Democracy starts at home and in other institutions such as schools and churches. Yet when one raises issues of the family, gender relations, patriarchy, one is told that these are 'cultural' issues. We are talking about power relations here. Where does 'culture' come in?

Poor people should be able to have a say. In fact they have said many times over that they know what their problems are. They want food, schools, hospitals. But beyond that they want to build a strong, democratic society.

Hope Chigudu works for the Zimbabwe Women's Resource Centre and Network, Harare.
Adapted from *New Internationalist* Issue 285.

3. Sometimes

A lot of us who were very much for aid as a tool for development have become a bit disillusioned about how effectively it has been used.

Along with the move to private enterprise, it is non-governmental organizations (NGOs) which have been identified as healthy, rather than the state. Everyone is very critical of the Government of India, say, for its failure to deliver effectively to the poorest of the poor, to low-caste people and to women. The reason they are so critical is because it has been documented - it's out there in the public domain, it's published. When we come to NGO evaluation - nothing. Absolutely nothing!

'Gender' has served a lot of these organizations in the same way as 'empowerment' and 'participation', as a trendy label. Women, as long as they suffer from gender subordination, are not going to be a politically volatile category to work with. 'You need people to do free community healthcare for you? Right! We'll get the women. You need people to plant trees for you for free? We'll get the women.'

We do not want aid to be an accepted feature of North/South relationships into the indefinite future. We would like a world where aid is limited to humanitarian crisis, conflict situations, rather than an integral aspect of development. Because aid does breed dependency, it is always on the terms of the giver. But if you were to pull aid out of Africa or Bangladesh completely tomorrow, I don't know if anyone on the Left would be prepared to take on the responsibility for what might happen. The Left got it wrong because they forgot that issues around basic needs don't take care of themselves in very poor countries.

Naila Kabeer has written extensively on gender and development and is a Fellow of the Institute of Development Studies, University of Sussex.

Adapted from New Internationalist Issue 285.

4. Maybe

Aid that builds, that is responsive to national processes, enhances local, collective and democratic processes. Aid - sitting where I am sitting - is more than a supplement. It is the bulk of our resources. It is the thing that determines how economies evolve, how policies nationally are made.

Changes in the global system have suddenly abandoned the processes that created support for Africans. During the past 15 years, as Africa remained a candidate for aid, there was nonetheless a massive outflow of capital from the continent; there is still a massive outflow of capital. Commitments were made between Africa and the rest of the world to undertake economic restructuring. In exchange our so-called global partners undertook to resolve the debt problem and reduce net transfers. That didn't happen. Those promises were not kept.

It would be a sad thing to put the blame on aid, despite the callousness of transnational companies who have influenced aid policies in their own interests. We'd be backing the wrong horse if we put too much weight on the idea that aid has failed Africa.

Charles Abugre works for the Integrated Social Development Centre (ISODEC) in Accra, Ghana and, with Yao Graham, is also head of Third World Network, Africa.

Adapted from *New Internationalist* Issue 285.

5. Yes, but…

The secret of development is now seen in prudent fiscal and monetary policies, control of inflation and increasing savings. A lot is left to the market. This is known as the 'Washington Consensus'. But while such liberalization may raise world income as a whole it creates greater inequalities, both between and within countries. The World Bank and the IMF are very worried about these inequalities and the way Africa, for instance, is left out.

Aid will only work if it is a genuine contract, with obligations on both donors and recipients. What happens is that the countries do not accept the structural-adjustment programme that the World Bank or the IMF imposes on them, but they say they agree with it in order to get the money. At the first occasion they drop the programme, or it breaks down - it may have been unrealistic from the beginning.

Just think of it. You have a three-week IMF or World Bank mission consisting of monetary macro-economists from Washington, most of them with a PhD from Chicago. The group goes into a country that they know nothing about for three weeks and they sit together with people from the Central Bank and the Ministry of Finance, who are also monetary macro-economists - in fact many of them will have been former staff members of the IMF and World Bank. The real economy of the country is not represented at all. There's nobody there who looks after the interests of agriculture or industry. There's not much discussion of social problems, of employment, of income distribution and no data on poverty. It is, to my mind, a very unsatisfactory way of evolving these programmes.

Five or six years ago I was pretty desperate about the kind of thing I've been saying today. Everything was in vain. But now I'm much more hopeful again. The drawbacks of the 'Washington Consensus' are much more visible now, and more widely accepted.

Sir Hans Singer was present at the Bretton Woods Conference in 1944 and is now Emeritus Professor at the University of Sussex.

Adapted from *New Internationalist* Issue 285.

6. Yes

Christian Aid still has to take very seriously our relationship with lots and lots of very local communities across the world. Whilst they ask us to stand by them and support them I think we must do our best to do so. When I talk about 'walking on two legs' that's one of them. The other is campaigning on the structures that seem to go on maintaining and indeed creating poverty. There's been a considerable shift in this direction in the last few years. But we mustn't just shout to fulfill our own needs. We must ask: 'Is this really making a difference?' I think, in some cases, it is.

As a Christian who fulminates against religious fundamentalists I have a right to fulminate against economic fundamentalists. Questioning the economic order seems to be out for them - they really do have a passionate or fundamentalist faith in it. But the evidence grows that structural-adjustment programmes - not least in Africa - are not working, and that despite or because of this economic system poverty persists.

We used to think that the problem was in the South and the resources for tackling it were in the North. We now have to accept that the problem is everywhere. We have to create instruments - international, global, lobbying, research, policy networks - where the North and the South work together. Of course, sitting here as Christian Aid, one thing I'm very concerned to do is to maximize the huge potential of the churches network around the world.

If people see governments cutting aid, at the very least they should be asking loud questions. Are you cutting it because you think the reality of world poverty is less than it was? Are you cutting it because you think governments of the Western world don't have responsibilities towards the poor? What is your alternative strategy? Is it really a better way of fulfilling your responsibilities - and ours as part of the people you govern - towards the poor of the world?

Michael Taylor is Director of Christian Aid.

Adapted from *New Internationalist* Issue 285.

Sample Activities F: Here are just a few of the activities NESA associate Kelly Flynn developed for the Gender Relations Unit of the Human Relations and Development course. These two activities would be part of a one-week module.

Activity 13: The Roles Women Play

Purpose: To identity three different roles and two different needs of women. To illustrate which needs and roles different community development projects address. To allow participates to practice identifying roles and needs in a community development context.

Materials Needed:

- Flipchart paper and markers
- *Types of Work-Triple Role Handout*
- *Practical and Strategic Gender Needs Handout*
- *Community development Programmes, Projects and Gender Scenarios Handout*

Time: 1 ½ hours

Notes on Use:

This activity is an introduction to the Moser method of gender planning in community development. The facilitator needs to read and understand the handouts before facilitating this activity with a group of participants.

When discussing the information in *Types of Work-Triple Role Handout,* the facilitator may want to substitute 'family work' for 'reproductive work' and 'community work' for 'community managing'. Participants may relate to these terms in a more user-friendly way. However, it is important not to alter any of the concepts in the term's definition.

Participants may ask why men's gender roles and needs are not addressed in this activity. A possible explanation would be that men's needs are usually seen as human needs or community needs and are thus taken into account already. Women's needs are often not sought or acknowledged in an inventory method. Gender training is addressing this lack of balance. Another possible response would be to have the group work out and list men's gender roles and needs, making the above point clear. The facilitator may want to ask why is it noticed when men are left out, but often not noticed when it is women who are left out? In Moser's theoretical approach, men were not a part of her method.

If the issues of men's practical and strategic needs do arise, ask the group if they feel men and women share the same practical and strategic interests and needs.

This activity is not aimed at excluding men but rather at providing the participants with introductory theoretical background to gender and development while focusing on women.

Procedure:

1. Divide the group into two groups. In these two groups have the participants draw up a list of gender roles women play in everyday life. Have the groups write these on a piece of flipchart paper. Gender roles could include child-rearing, care-giving, educating, food production, etc.

2. When the groups have completed their brainstorming, distribute *Types of Work-Triple Role* Handout to each participant. Ask each participant to read the handout.

3. Divide the groups into three groups assigning one of the three types of work. Ask each of the three groups to prepare a summary of the type of work assigned to them as outlined in the handout introducing productive work, reproductive work, and community work. Ask that each short summary be accompanied by and illustrated with appropriate gender and community examples so that each work concept is placed into social and cultural context.

4. Allow each of three the groups to present their summary using gender and community appropriate examples.

5. Distribute the *Practical and Strategic Gender Needs* Handout to the groups. Assign one group to read and summarize both practical gender needs and strategic needs. Have the other two groups read the handout and list community and cultural examples of each to be shared with the entire group.

6. Allow each group to present their summaries and example lists having the learning summary group present first followed by the two groups who worked on community and cultural examples.

7. The facilitator should review the concepts outlined in each handout and presented by each group. Allow for any questions if there is any confusion. Encourage participants to re-read the handouts on their own outside of the training session.

8. Have the participants return to their groups. Explain to them that you are now going to provide them with examples of community development programmes, projects, or gender scenarios and they must identify with the type of work being illustrated and the category of the gender needs being addressed.

Explain the following short-forms:

Types of Work

- **RW** – reproductive work (often seen as family work)
- **PW** – productive work
- **CM** – community work (often seen as community managing)

Types of Gender Needs

- **PGN** – practical gender needs
- **SGN** – strategic gender needs

9. Handout *Community Development Programmes, Projects and Gender Scenarios* to the participants. Have each group work through the list on the handout. When each group has completed the task, have the participants return to the larger group to share their answers and ideas. As the facilitator, you should have your answers and ideas organized so that you can assist in directing the final discussion. There is no need to debate the answers, as many may have different interpretations of each situation and scenario. As the facilitator, you are looking for an anaytical understanding of the concepts put forth in the activity and handouts.

Debriefing:

How might your understanding of the three types of work done by women assist you in your field work at a community level?

How might you apply practical and strategic gender needs to community development programme or project planni

Types of Work – The Triple Role

Work can be divided into three main categories. Women's roles encompass work in all these categories, and this is referred to as women's 'Triple Role'.

Productive work involves the production of goods and services for consumption and trade (farming, fishing, employment and self-employment). When people are asked what they do, the response is most often related to productive work, especially work which is paid or generates income. Both women and men can be involved in productive activities, but for the most part, their functions and responsibilities will differ according to the gender division of labour. Women's productive work is often less visible and less valued than men's.

Reproductive work involves the care and maintenance of the household and its members including bearing and caring for children, food preparation, water and fuel collection, shopping, housekeeping and family health care. Reproductive work is crucial to human survival, yet it is seldom considered 'real work'. In poor communities, reproductive work is, for the most part manual-labour-intensive, and time-consuming. It is almost always the responsibility of women and girls.

Community work involves the collective organisation of social events and services: ceremonies and celebrations, community improvement activities, participation in groups and organisations, local political activities, and so on. This type of work is seldom considered in economic analyses of communities. However, it involves considerable volunteer time and is important for the spiritual and cultural development and survival of communities and as a vehicle for community organisation and self-determination. Both women and men engage in community activities, although a gender division of labour also prevails here.

Women, men, boys and girls are likely to be involved in all three areas of work. In many societies, however, women do almost all of the reproductive and much of the productive work. Any intervention in one area will affect the other areas. Women's workload can prevent them, from participating in development projects. When they do participate, extra time spent farming, producing, training or meeting, means less time for other tasks, such as childcare or food preparation.

(Source: *Two Halves Make a Whole: Balancing Gender Relations in Development* CCI C/MA TCH/ AQOCI)

Practical gender needs (PGN):

A. They are a response to an immediate perceived necessity
B. They are formulated from concrete conditions.
C. They are derived from women's position within the gender division of labour (i.e. the women's role).
D. They do not challenge the subordinate position of women although they arise out of it.
E. They are needs mainly arising from and reinforcing women's reproductive and productive role.

- Practical gender needs may include water provision, health care, income earning for household provisioning, housing and basic services, and family food provision.

- They are needs shared by all household members yet identified specifically as practical gender needs of women, as it is women who assume responsibility for meeting these needs.

Strategic gender needs (SGN):

A. These are formulated by an analysis of women's subordination in society.
B. When addressed, they should lead to-the transformation of the gender division of labour.
C. They challenge the nature of the relationship between men and women
D. They aim to overcome women's subordination.

- Strategic gender needs may include abolition of sexual division of labour, alleviation of the burden of domestic labour and child care, the removal of institutionalised forms of discrimination such as rights to own land or property, access to credit and other resources, freedom of choice over child bearing, and measures against male violence and control over women.

Community Development Programmes, Projects and Gender Scenarios

In your groups, decide whether each of the following programmes, projects, and gender scenarios are **RW, PW, or CM** and **PGN or SGN**. Allow for some discussion, and refer to your handouts and notes if you are in question.

A. Training for women in batiking and tie-dying for sale in the tourism economy
RW PW CM PGN SGN

B. Home economics training offered to women who are housewives
RW PW CM PGN SGN

C. Training of women in masonry and carpentry for employment
RW PW CM PGN SGN

D. Primary health clinic in an area where women work on cash crops in the mornings
RW PW CM PGN SGN

E. A health clinic in a village that is only open in the mornings and evenings
RW PW CM PGN SGN

F. A community well project that only brings water to the community during the rainy season
RW PW CM PGN SGN

G. Housing rights placed in both the man's and women's name under national law
RW PW CM PGN SGN

H. An agricultural project that includes and pays women for their time and knowledge
RW PW CM PGN SGN

I. Environment training for women in desertfication and alternative farming
RW PW CM PGN SGN

J. Community outreach services placed at the father's workplace in another town
RW PW CM PGN SGN

K. Micro credit loan programmes made available for women only
RW PW CM PGN SGN

L. A school situated close to the community's market garden
RW PW CM PGN SGN

M. Assigning a female community development practitioner to a community to oversee a women's micro-finance project
RW PW CM PGN SGN

N. Family planning training and support offered to men and women in the evenings by medical and community development professionals
RW PW CM PGN SGN

O. Pre-natal and nutrition classes offered to expecting mothers and their husbands
RW PW CM PGN SGN

P. National laws addressing and banning FGM practices in communities
RW PW CM PGN SGN

Q. TV and radio campaigns educating communities about the harm of domestic violence
RW PW CM PGN SGN

Activity 14: Gender and Development – Checklists

Purpose: To introduce to participants a variety of gender-focused checklists, their uses and limitations. To encourage and enable participants to write and adapt a checklist to be used in their own work.

Materials Needed:

- Flipchart paper and markers
- *Missing Masculinity Handout*
- *Integration of Women Checklist Handout (followed by supplementary reading for participants)*

Time: 1 ½ to 2 hours

Notes on Use:

This activity is an introduction to using a gender-focused checklist for programme and project planning. This activity is often very useful when participants are encouraged to share and reflect on their development experiences as professionals.

The facilitator should be aware that checklists have their role and their limitations. Often lists are too long, and there is a danger that they will not be used. In contrast, they can be too short, in that it is impossible to ask every relevant question.

The facilitator should communicate to the group that:

- **Checklists are most effective when used by the people who helped develop and draw them up**
- **Checklists need to be customized for a group who understand their concepts, vocabulary, rationale, and goals**
- **Checklists serve as a reminder rather than an outside imposition**

Procedure:

1. Divide the group in to sub-groups, three to five participants in each.

2. Distribute both the handouts to the participants. Have them read each handout and discuss the main points of each. For the checklists, have the groups list the limitations of each list. Ask each group to organize their points so that one person in the group may present their summary to the larger group.

3. Return to the larger group and have one person from each group summarize the main points and limitations of the checklists. As the facilitator, write the main ideas on flip chart paper as each presenter presents.

4. Have the participants return to their sub-groups. They will now write, as a group, their own checklist that will be based on their own needs, using ideas from the checklists and articles handed out, personal and field work experience, and learnings and realizations while participating in this module. For practice, and the purposes of this activity, they should work with the standard development categories of :

    - **Project objectives**
    - **Availability of data and information**
    - **Project description and preparation**
    - **Anticipated impact**
    - **Monitoring and Evaluation**

    Groups are to design a checklist for the following community development project:

- **A micro-finance project**
- **Batik and tie and dye products**
- **Income generating scheme for women in a rural community**

After giving them the above information, make sure that the groups do not spend too much time hypothetically creating the development project and not leaving themselves enough time to design the checklist. The activity is to provide practice in designing and writing checklists, not debating and developing projects.

5. When each group has designed their checklists, have them present to the larger group. The facilitator should make a list of common vocabulary, questions, and/or concepts on flip chart paper.

Debriefing:

How might writing and using checklists help you in your work with community members and colleagues at your agency or NGO?

How might the article *Missing Masculinity* help you heightened personal gender awareness and insights for both men and women in development? Explain.

In your current development work, what limitations might checklists have? How could you work around these limitations?

Could checklists provide you with needed reminders while doing community development work with both men and women in mind? Explain your answer.

Checklist for Development Projects: *if integration of women in development is an objective*

A: Project objectives

1. What are the objectives of the project?

2. Are women specifically mentioned as either agents or beneficiaries?

3. What, if any, are stated benefits for women? E.g.:
   - acquisition of skills
   - increased productivity
   - opportunity to earn cash income, etc

4. What assumptions are made in believing that project inputs will lead to these benefits?

5. If women are not specifically mentioned as participants, would their actions be relevant to the objectives of the project? Would a component for women be a useful addition to the project?

B: Availability of basic information

1. What socio-economic information is already available which is relevant to the target group in general and women in particular?

2. Is information on economic arrangements at household level, including role of women, adequate for purposes of project?
   - structure and size of households, and developmental cycle
   - division by sex/age of labour, decision making, rights to land control over saleable products, sources of cash incomes, including off-farm activities, of household members; seasonality of labour demands.

3. If more information is essential, what arrangements are being made to obtain it?

4. If consultants are assisting with feasibility studies, have they been briefed to consider situation and contribution of women, as appropriate?

C: Project description and preparation

1. Has there been consultation with people whose lives will be affected by the project, and what attention has been given to women in this?

2. Are women involved at any level in the professional planning and implementation of this project?

3. Are women to be given access to the new opportunities and services that the project provides? (local training and overseas fellowships; agricultural extension; new allocation of land rights; credit arrangements; membership of co-operatives; employment during either constructural or operational phase)

4. If not, what are the reasons?

5. Are resources adequate to provide these services for women? Are women extension staff available in sufficient numbers if approached by male staff is not culturally acceptable?

6. If project is likely to have adverse effects for women (see below) what actions are planned to counterbalance this?

D: Anticipated impact

1. How will the project affect women's access to economic assets and cash incomes? (access to land; opportunity for paid employment or other income-earning activity; assistance with economic activities from other members of household; control over sale of product)

2. How will the project affect women’s allocations of time? Will their workload increase/decrease as a result of innovation or changes? (mechanisation; new agricultural inputs and cropping patterns; withdrawals of labour by other household members; agricultural advice, nutritional or health teaching, if implemented; changes in distance to farms, workplaces, water supply, firewood supply) If workload is decreased, does this involve loss of income for local women?

3. How will project affect subsistence within the target group, and women's control over food supplies for household? Will promotion of commercial agriculture affect availability of land for food grown mainly for family use; women's access to land; labour inputs (male and female) on food crops?

4. Will any sources of food be removed or decreased?

5. Will women be increasingly dependent on partner's cash income for household food and necessities? If so, will this income be sufficient to make good subsistence losses? How subject is it to fluctuations

according to world market, climatic conditions? Can it be assumed that male income will 'trickle down' sufficiently to meet basic household needs?

6. Will there be a change in staple diet? Will this be acceptable? Will it involve increased time in preparation?

7. Will changes in labour allocation alter nutritional needs of any members of household? Are subsistence resources or increased cash incomes sufficient to meet them? If not, what are probable consequences for women and children, especially if unequal food distribution patterns are customary?

8. Is the project likely to have any adverse consequences for women within groups and categories not immediately affected?

E: <u>Monitoring and Evaluation</u>

1. Is provision being made to monitor and evaluate the impact of the project on women?

2. Will available baseline date be adequate for this purpose? 3 What factual indicators would be relevant?

(Source: *Women and Development: Guidelines for Programme and Project Planning,* Caroline Pezzullo, consultant to CEPAL, 1992)

Women's Status Criteria Checklist

***(Supplementary reading for participants)**

A woman's development project may be counted as improving the status of women to the extent that progress may be seen in the following indicators:

Basic needs: better provision for women of such basic needs as food, water fuel, housing and health care; proportional distribution of basic needs between men and women.

Leadership roles: proportion of women to men in leadership roles in the community; involvement of women as women's leaders on women's issues.

Consciousness: awareness amongst women of women's needs and women's issues; awareness of discrimination against women; ability to analyse issues in terms of women's interests and women's rights.

Needs assessment: involvement of women in identifying the priority needs of the community, and in identifying the special needs of women as community members.

Planning: involvement of women in project design, planning, implementation and evaluation.

Sexual division of labour: involvement of women in tasks traditionally performed by men; level of involvement of men in tasks traditionally performed by women; number of hours per day worked by the average working woman, in comparison to the number worked by the average working man.

Control over the factors of production: women's access to, and control over, land, credit, distribution of income and accumulation of capital.

The order in which these indicators are presented is not intended to imply an order of priority, nor a sequence of what should come first and what should come later. It is merely suggested that a successful project should be making progress across several of these indicators, and that a successful programme should include projects which seek to improve women's status across the full range of these indicators.

(Source: Zambia Association for Research and Development (ZARD) workshop 1994)

Missing Masculinity:

Bringing men into gender and development

One of the most obvious gaps in gender and development studies, where new tools and new approaches are needed, is in relation to men. Old-style feminist theory dealt with them at a stroke: men were classed as the problem, those who stood in the way of positive change. And while feminist activism stressed change in attitudes and behavior on the part of women in coming forward to claim their rights, it offered little more to men than a serious of negative images of masculinity. Only by abandoning those attributes which are culturally valued and associated with masculinity could men reprieve themselves. It is hardly any wonder that many men found this difficult. Not only were they told that they should give up position, which put them at an advantage, they were left without anything to value about being men...

[It has been argued that] although there are many ways of being a man, some are valued more than others and men experience social pressure to conform to dominant ideas about being a man. They termed this 'hegemonic masculinity'. [This concept] is most valuable in showing that it is not men per se but certain ways of being and behaving that are associated with dominance and power. In each cultural context, the way in which masculinity is associated with power varies...[And] in each cultural context there is a range of available models of masculinity and femininity. Not all men benefit from and subscribe to dominate values. 'Hegemonic masculinity' can be just as oppressive for those men who refuse, or fail to conform. Yet these men are often implicitly excluded from being part of processes of changing and confronting gender inequality because they are male...

If gender is to be everybody's issue then we need to find constructive ways of working with men as well as with women to build the confidence to do things differently...it is time to move be- hind the old fixed ideas about gender roles and about universal male domination. Time to find ways of thinking about and analysing gender that make sense of the complexity of people's lives...Taking complexity seriously does not mean that we need to abandon completely fundamental feminist concerns with women's rights, where we do need to be careful is in con- fusing strategic arguments about women or men in general with the everyday experiences of real women and men.

(Source: *Extracted from Cornwall, 1997* Rethinking Gender Matters in Development ‘Poverty and Development in the Twenty-first Century’)

Samples G: This was a fascinating unit for me (this is the first of about 12 activities) that focused on groups and group effectiveness. (All these areas had been identified by development workers as priority areas of concern.) I had to take western concepts and apply them to African situations then try them out and see what needed to be modified. All of us, including the participants, had lots of fun – and I have some funny stories about how these concepts worked cross-culturally. (They laughed all the way through my fictionalized "case study" – they'd all been there.) But one concept emerged: while the specifics differ, most of the principles of effective groups seemed constant. In many ways we were using the exercises to do some primary research into African group dynamics and characteristics. We all had a real hoot as the differences – and similarities – emerged. By being right up front and acknowledging that they were the experts on African communication and leadership styles, we were able to generate some important insights for all of us while making the participants the focus of the teaching/learning. You can see this especially clearly in Bases of Power, where we were truly generating new knowledge.

Activity 1:African Organization for Development Staff Meeting

Purpose: To encourage participants to identify and analyze the elements of group effectiveness

Materials Needed:

- *The African Organization for Development Staff Meeting* handout
- flip chart paper
- *Group Dynamics* handout
- *Comparison of Effective and Ineffective Groups* overhead and handout
- Overhead projector

Time: 2 to 2 ½ hours

Notes on Use:

This activity introduces the basics of what will be studied over the next two weeks. It begins with a student analysis of a fictional case study, The *African Organization for Development Staff Meeting.* The purpose of this phase is to encourage participants to reflect on a dysfunctional group and identify for themselves what is going wrong. This is followed by a group phase that is designed to promote sharing and discussion of the elements of effective and ineffective groups.

The elements generated on flip chart paper by the groups should be kept on the wall so they can be used in the next phase of the activity. This revolves around a reading of the handout *Group Dynamics* and a broad classification of the elements the group generated into the categories noted in the handout. Don't let this phase drag on too long; the purpose is to simply point out that many of the elements the group identified themselves are reflected in the literature. In the final phase, the *Comparison of Effective and Ineffective Groups* chart will be used by the groups to further analyze the AOD. Be sure to point out that the eight elements noted in the chart will provide the structure for the next few weeks of study.

Important Note: Much of the group dynamic principles presented in this module is based on research conducted in North America and Western Europe. Organizational principles are notoriously culture bound, especially in such areas as motivation, individual vs. group responsibility, appropriate levels of self-disclosure, subordinate/super-ordinate relations, and interpersonal communication patterns. Be sensitive to this reality and make sure you test out the applicability of the principles presented with the group, analyze and adapt the ideas to a West African setting, and adjust the concepts to make them relevant to and reflective of West African realities.

Procedure:

Introduce the concept of group dynamics by asking participants to think about groups they have been in and then suggest some definitions of groups. Have a few volunteers give their definitions of groups. Then provide the following definition of a group as determined by social scientists (on flipchart):

> **A group is two or more individuals in face-to-face interaction, each aware of his or her membership in the group, each aware of the others who belong to the group, and each aware of their positive interdependence as they strive to achieve mutual goals.**

Ask participants to identify the main elements of a group according to this definition. Then point out that researchers have identified three core activities of any effective group. Go over the following information on the flip chart and make sure participants understand the importance of each of the three activities and how they are interrelated:

Any effective group has three core activities:

1. **accomplishing its goals**
2. **maintaining itself internally**
3. **developing and changing in ways that improve its effectiveness**

Tell participants that they are going to look at a fictional case study of a group that is not functioning well. Their task as they read the account of the AOD staff meeting is to note all the elements of the group that show it to be *ineffective*. Have participants read *The African Organization of Development Staff Meeting.* When they are done, ask participants to look back at the three core activities of effective groups. Is the AOD accomplishing its goals? Is it maintaining itself internally: Is it developing and changing in ways to improve its effectiveness? There should be a clear consensus that the AOD is not achieving any of these activities judging from this staff meeting. This is an *ineffective group*.

Now have participants individually list all of the problems they see with this group and how it is interacting. Ask participants to *be as specific as possible* and avoid generalizations (e.g. the director is bad), noting what the group members are and are not doing that compromise the group's effectiveness.

Once they have finished their individual lists, place participants in groups of about five. As a group they are to review the group members' lists and combine them into five to eight specific problem areas. These should state clearly what is going wrong within this organization. Have groups list their items on flip chart paper. When they are done, have a representative from each group post their charts on the wall and explain their items and why they chose them. In debriefing this stage, point out similarities and differences, especially noting those items that point out more subtle dysfunctions (e.g. there is a lack of trust and safety in the group).

Now have participants turn to the article *Group Dynamics* in their participant handbooks. Still in their groups, have the participants read the article carefully, noting any questions. When everyone is done, make sure the material is clear and answer questions.

Now, place the transparency of the chart *Comparison of Effective and Ineffective Groups* on the overhead. Ask the participants to look at the flip charts generated by the groups. Reading each of the eight characteristics of ineffective groups from the chart, note those items generated by the participants that relate to each of the eight areas. There may be several groups that identified similar issues, and there might be some items that no one touched on. There may also be areas that are not included in the chart, but generally try to show that the observations made by the groups fall within one or more of the eight categories.

Once this is complete, ask groups to return to the *Group Dynamics* article and focus on the eight dimensions of group effectiveness. In their groups, ask them to discuss each of these items in terms of their experience working in development and/or community organizations. Which are the most important? Which are most often missing?

Debriefing:

Ask groups to share their discussions and report on which of the eight areas are most critical to effective groups and which are the hardest to achieve. Ask for examples from peoples' experience where the effectiveness of a group was compromised because one or more of the elements of an effective group were absent. Have participants been in effective groups? Were these elements generally present?

Be sure to point out that this material is based on group effectiveness research in Western societies. Do all eight elements also to apply to effective groups in West Africa? Would some of the elements be somewhat different in a West African context? Are there additional elements specific to West Africa that should be added?

Point out that the next two weeks will focus on, first, becoming more familiar with groups and group dynamics in general, and then on the eight group dynamic areas noted in the *Group Dynamics* article. The objective of the two weeks is to provide them with the skills, attitudes and knowledge to work more effectively in groups and organizations. The eight general categories are:

- **Goal setting**
- **Communication**
- **Leadership and participation**
- **Power**
- **Decision making**
- **Conflict in groups and conflict resolution**
- **Intergroup behaviour and attitudes**
- **Problem solving**

THE AFRICAN ORGANIZATION FOR DEVELOPMENT STAFF MEETING

The African Organization for Development (AOD) is a small NGO located in The Gambia but attached to a larger organization based in Britain. The British mother organization provides 90% of AOD's funding. AOD targets women's organizations in their efforts to promote rural development in The Gambia.

The director of AOD, Musa Mendy, recently returned from a six-month training program in London. During that time Fatou Bojang was the acting director. Musa has come back after conferring with his funders and is anxious to get his two deputy directors and ten field staff reoriented to the new priorities the funders are pushing -- micro-credit schemes for women in the villages.

At his first staff meeting since his return, Musa began to outline the new policies. He had several overhead transparencies that showed the funders' priorities. "So," Musa continued. "As you can see, the goals of AOD have changed somewhat. We are all going to place micro-credit at the heart of what we do."

One of the field workers, Kebba Jobe, raised his hand. "I appreciate the funders' ideas, but we have many other projects we have been working on. And these are based on what the community indicated were priorities with them. We have are working in areas like income generation, rice production..."

"That's enough," Mendy cut in. "I'm here to inform you of our new direction, not debate it." He glared around the room, pausing a minute when he caught Fatou Bojang's eye. He felt that she was ambitious and would like his job on a full-time basis. "I don't know how matters were decided while I was gone," he continued, glancing again at Fatou, "but I am back now. I will be making the decisions."

Abdulai Mbye, the other deputy director, nodded. "It's good to have a clear line of control again. We all have our roles. Let's do them."

Mendy beamed at Mbye. "Thank you, Mr. Mbye. It is always nice to have support. And it is the attitude I expect all of the group to share."

Anatu Saaka, a new woman to the organization, spoke tentatively. "I feel a little uncomfortable with this approach," she began. "I mean just having all of this thrown at us. I feel that we would be better off if we could discuss matters and reach a general agreement."

Mendy glared at her. "I'm not particularly interested in feelings, Miss Saaka. I want to deal with facts and ideas. And the facts are that the people who pay us are insisting that we make micro-finance our focus. Is that clear?" Mendy glared at the group. Several people looked down at the table in front of them.

Another field worker raised his hand. "Yes, Mr. Tijani?"

Kadiri Tijani cleared his throat. "Mr. Mendy, as you know, I have been with this organization for more than ten years. It seems to me that we all have lots of skills and a great deal of knowledge and experience to contribute. I think our views should be considered."

Mendy sighed. "Kadiri, I am just following orders. And you just have to follow my orders. That's the way organizations work."

"Perhaps," Aimee Lowe said slowly. "But I don't think we need to ignore peoples' contributions. We all want the best for the organization. While you were gone Fatou encouraged us to make decisions by consensus. That way we all felt heard and..."

"Fatou is no longer the acting director!" Mendy spit out. "I am the director now, and we will do things my way, Miss Lowe. Do I need to make myself any clearer?"

Aimee shook her head silently. Mendy continued to glare around the table. Mendy softened his tone. "Look, I don't want any conflict here, any controversy. Let's just move on and examine the new directions we have been given. Each of us has a specific duty within the organization. We all need to pull together on this and perform our functions to the best of our abilities. I am the director. My role is to direct. I am simply providing you with the background you will all need to carry out our changing mandate."

Fatou had remained quiet during Mendy's presentation. Now she looked at the director. "Mr. Mendy, could I perhaps give you some feedback on your presentation?"

"This is not the time for feedback, Ms. Bojang. I am here to provide a clear and useful overview of the information I received during my stay in England." Mendy seemed exasperated. "Why is that so difficult? I would just like to get through the material so we all know where we stand."

Fatou persisted. "But there seems to be a problem here. We would like to discuss this new direction in terms of our current activities and see how it fits. We would like to come up with some innovative ways of incorporating these new ideas with what we are already doing. But you seem to feel that we just have to drop what we're doing and accept this without question. That's the problem. How do we solve it?"

Mendy tapped his pen impatiently as he glanced around the room. Few people met his eyes. Patience Sanyang doodled on the paper in front of her. "Maybe we should, I don't know, try to work it out, " she mumbled without looking up from her paper.

Veronica Alhassan shrugged her shoulders. "We really haven't had much experience solving problems within the group. What do we do?"

Mendy slapped his pen on the table. "There is no problem here. We don't have to like each other or even agree with each other. We just have to do what we're told! This is not an election. I have been named the director, and I will do my job. I would appreciate it if you would all do the same."

"It's, it's just that we don't seem to be working together very well as a group," Anatu stammered. "I think we'd all feel better if each of us felt that we, uh, that our ideas were being valued. That our different points of view were being valued."

Mendy sat down and ran his hand over his hair wearily. "You know, I don't quite know what's happened since I've been gone. We seem to have lost our unity. All we need to do is to get back to the basics. We will be just fine if people will simply do their jobs and work hard at making micro-finance a successful part of what we do. We don't have time to discuss the ins and outs of every detail of what we do. It's better if we just accept our new mandate and find ways of implementing it in our villages."

Fatou began to speak. "Well, Mr. Mendy, I..."

"And you, Ms. Bojang," Mendy yelled, losing his temper, "you can be demoted, you know. I can send you to a village so far away you won't get to see your family except on holidays." He glowered at Fatou. "Do you understand what I mean?"

Fatou dropped her eyes. Her jaw was clenched tightly.

"Good. Now, if we can get back to the presentation. As I was saying, micro-finance schemes will be established in each village by the end of the next fiscal year. These schemes will..."

Mendy droned on at the front of the room, unaware that almost no one was listening. Anatu stole a glance at Fatou. She stared stonily at the table in front of her. Anatu glanced around at the others. Only Abdulai Mbye was looking at the speaker. Anatu sighed deeply and stared out the window.

WHAT IS A GROUP?

How do you tell when you are a member of a group? There are many different definitions of the concept *group.* The social scientists who have tried to define what a group is seem much like the blind men trying to describe an elephant. Each social scientist has taken some aspect of a group and assumed that that aspect revealed the essence of a group.

One solution to the profusion of definitions is to combine them all into one definition. A *group* may be defined as two or more individuals who (a) interact with each other, (b) are interdependent, (c) share norms concerning matters of common interest and participate in a system of interlocking roles, (e) influence each other, (f) find the group rewarding and (g) pursue common goals. Not all of these characteristics are equally important, and while it is impossible to gain consensus among social scientists as to which characteristics are most important, the authors prefer the following definition: A *group* is two or more individuals in face-to-face interaction, each aware of his or her membership in the group, each aware of the others who belong to the group, and each aware of their positive interdependence as they strive to achieve mutual goals. Though there may be some groups that do not fully fit this definition, the most commonly recognized examples of groups do.

Based upon the above definition of a group, is an audience at a concert a group? Are the people traveling in the same airplane a group? Are the children waiting in the same line to talk to Santa Claus a group? Are all twenty-one year old males in our society a group?

EFFECTIVE GROUPS AND EFFECTIVE GROUP SKILLS

Group dynamics is the area of social psychological that focuses on advancing our knowledge about the nature of group life. It emphasizes theoretically significant empirical research and the potential applicability of its findings to the improvement of group effectiveness. Before examining group dynamics as a field of inquiry and practice, we need a definition of group effectiveness and ineffectiveness.

Any effective group has three core activities: (1) accomplishing its goal, (2) maintaining itself internally, and (3) developing and changing in ways that improve its effectiveness. A successful group has the quality and kind of interaction among members that integrates these three core activities. Group members must have the skills to eliminate barriers to the accomplishment of the group's goals, to solve problems in maintaining high-quality interaction among members, and to overcome obstacles to the development of a more effective group. To be an effective group member, you need an understanding of what group effectiveness is and now your behavior can contribute to this effectiveness.

There are several dimensions of a group effectiveness that relate to these three core activities, and together they make up a model that can be used to evaluate how well a group is functioning. This model provides a sense of direction to the building of the productive group be stating what, ideally, the group should be. An awareness of the difference between the ideal model and the way in which their group is functioning will motivate group members to improve their effectiveness. These dimensions, discussed in detail in later chapters, are as follows:

1. Group goals must be clearly understood, be relevant to the needs of the group members, highlight the positive interdependence of members, and evoke from every member a high level of commitment to their accomplishment.

2. Group members must communicate their ideas and feelings accurately and clearly. Effective, two-way communication is the basis of all group functioning and interaction among group members.

3. Participation and leadership must be distributed among members. All should participate, and all should be listened to. As leadership needs arise, members should all feel responsibility for meeting them. The equalization of participation and leadership makes certain that all members will be involved in the group's

work, committed to implementing the group's decisions, and satisfied with their membership. It also assures that the resources of every member will be fully utilized, and increases the cohesiveness of the group.

4. Appropriate decision-making procedures must be used flexibly if they are to be matched with the needs to the situation. There must be a balance between the availability of time and resources (such as members' skills) and the method of decision making used. Another balance must be struck among the size and the seriousness of the decision, the commitment needed to put it into practice, and the method used for making the decision. The most effective way of making a decision is usually by consensus (unanimous agreement). Consensus promotes distributed participation, the equalization of power, productive controversy, cohesion, involvement, and commitment.

5. Power and influence need to be approximately equal throughout the group. They should be based on expertise, ability, and access to information, no on authority. Coalitions that help fulfill personal goals should be formed among group members on the basis of mutual influence and interdependence.

6. Conflicts arising from opposing ideas and opinions (controversy) are to be encouraged. Controversies promote involvement in the group's work, quality and creativity in decision making, and commitment to implementing the group's decisions. Minority opinions should be accepted and used. Conflicts promoted by incompatible needs or goals, by the scarcity of a resource (money or power), and by competitiveness must be negotiated in a manner that is mutually satisfying and does not weaken the cooperative interdependence of group members.

7. Group cohesion needs to be high. Cohesion is based on members liking each other, each member's desire to continue as part of the group, the satisfaction of members with their group membership, and the level of acceptance, support, and trust among the members. Group norms supporting psychological safety, individuality, creativeness, conflicts of ideas, and growth and change need to be encouraged.
8. Problem-solving adequacy should be high. Problems must be resolved with minimal energy and in a way that eliminates them permanently. Procedures should exist for sensing the existence of problems, inventing and implementing solutions, and evaluating the effectiveness of the solutions. When problems are dealt with adequately, the problem-solving ability of the group is increased, innovation is encouraged, and group effectiveness is improved.

(Adapted from Johnson and Johnson, *Joining Together*, 2000)

Comparison of Effective and Ineffective Groups

EFFECTIVE GROUPS	INEFFECTIVE GROUPS
1. Goals are arrived at jointly; goals are clarified and changed so that the best possible match between individual goals and the group's goals may be achieved; goals are cooperatively structured.	Members accept imposed goals; goals are competitively structured.
2. Communication is two-way, and the open and accurate expression of both ideas and feelings is emphasized.	Communication is one-way and only ideas are expressed; feeling are suppressed or ignored.
3. Participation and leadership are distributed among all group members; goal accomplishment, internal maintenance and developmental change are underscored.	Leadership is delegated and based upon authority; membership participation is unequal with high-authority members dominating; only goal accomplishment is emphasized.
4. Ability and information determine influence and power; contracts are built to make sure individual goals and needs, as well as those of the group, are fulfilled; power is equalized and shared.	Position determines influence and power; power is concentrated in the authority positions; obedience to authority is the rule.
5. Decision-making procedures are matched with the situation; different methods are used a different times; consensus is sought for important decisions; involvement and group discussions are encouraged.	Decisions are always made by the highest authority; there is little group discussion; members involvement is minimal.
6. Controversy and conflict are seen as a positive key to members' involvement, the quality and originality of decisions, and the continuance of the group in good working condition.	Controversy and conflict are ignored, denied, avoided, or suppressed.
7. Interpersonal, group, and intergroup behaviors are stressed; cohesion is advanced through high levels of inclusion, affection, acceptance, support, and trust.	The functions performed by members are emphasized; cohesion is ignored and members are controlled by force. Rigid conformity is promoted
8. Problem-solving adequacy is high	Problem-solving adequacy is low

Activity 14: Self Disclosure

Purpose: To expand on the importance of an individual's capacity for self-disclosure as a contributing factor for effective group functioning through a process of self-reflection and sharing.

Materials Needed:

Ÿ 1/2 a flip chart sheet for each participant
Ÿ Enough markers so each participant has at least one
Ÿ Masking tape
Ÿ A self-portrait completed by the facilitator

Time: 1 to 1 ½ hours

Notes on Use:

This is the final activity looking at communication in groups. It is a fun activity that encourages participants to think about and practice self-disclosure in a non-threatening structure. The activity revolved around drawing a self-portrait that displays the *inner* as well as the outer person. This is where the self-disclosure comes in. Encourage people to be honest in their portraits and reveal as much about themselves as they are comfortable with. Remind participants that there are public sides to us that most people know, but there are also private aspects to who we are that aren't easily visible. This is what self-disclosure is all about. Point out that being willing and able to share our whole selves is not just therapeutic; it also creates trust and understanding between individuals and group members that can contribute to more openness and closer cooperation.

Make sure you have prepared (on a full piece of flip chart paper) your own self-portrait as an example for the group. Draw your self-portrait displaying symbols and words that represent aspects of who you really are -- a big heart might show generosity, tears might represent that you are emotional, a fuse burning from you head might indicate that you have a short temper, a black arm band might indicate that you are mourning the loss of a loved one, etc. Don't worry about artistic excellence. When you explain your portrait, model good self-disclosure by being honest, open and willing to take some risks.

Procedure:

1. Refer participants back to Activity 8 in this unit and have them review their ability to self-disclose. It is important to remind the group that the ability for self-disclosure is a key interpersonal communication skill that is important when working with individuals and groups. Ask them to think about the people they are closest to. Is there a high degree of trust and intimate knowledge of each other in those relationships? When is it important and appropriate to self-disclose in West African cultures? When isn't it?

2. Enlarge on this discussion, pointing out that self-disclosure has to occur within a personal, cultural and group context. **Self-disclosure should occur when and to the extent it is appropriate, relevant and helpful.** Place a line on the flip chart with "no disclosure" at one end and "full disclosure" at the other. Then ask participants to volunteer where different individuals in their personal and professional lives fit. Also discuss the issues that make it difficult to disclose. For example, one group of participants offered these issues that could affect self-disclosure:

   Gender: "A man should be secretive." Mandinka proverb
   Religion: "A man should hide his weaknesses from his neighbour." Islamic teaching
   Age: In West Africa, certain secrets are shared only as children mature and pass through different phases of development. Mandinkas say, "A child knows what adults do at night but never discusses it."
   Urban/rural: "When we are working in rural communities, what we disclose is what will benefit the community."

3. Once the discussion is complete, point out that while the nature and extent of self-disclosure is influenced by culture, age, situation, gender and other issues, the group of participants that generated the list above agreed that appropriate self-disclosure is indeed important to close and effective group functioning. This exercise is designed to illustrate that point. Explain that each of the participants is going to practice self-disclosure by drawing a self-portrait that shows his or her whole self. Tape your self-portrait to the wall as an example. Explain that you have drawn your inner self as well as your physical aspects. Explain what the various symbols and words mean. Ask: What do you know about me that isn't in the picture? What have I disclosed that you didn't know?

4. Distribute half sheets of flip chart paper and markers to each individual. Allow about 15-20 minutes for each participant to draw his or her own self-portrait. Tell them that they can use words as well as symbols but that each word must be attached to a symbol. Have them try and emphasize the symbols in their self-portrait. Also ask them to be as honest as they are comfortable being.

5. Once everyone is done, have the participants write their names at the bottom. Then have them post the pictures around the wall. Divide the participants into two halves, A’s and B’s. Have the A’s stand by their portraits while the B’s circulate and ask the individuals about their portraits and what they mean. Then switch so the B’s answers queries and the A’s circulate. Allow about 10-15 minutes for each phase of this sharing activity.

6. Point out that this activity was a simple exercise in self-disclosure. Do people feel more comfortable and closer as a group now? Why? How did they feel about the process when they were drawing? When they looked at other people's drawings? When they had to answer questions? How does trust affect our ability to be open and honest?

Debriefing:

How does our ability to self-disclose affect interpersonal relations? How does it affect groups we work in? How do we know what levels of self-disclosure are safe and appropriate? How does the cultural context we are working in affect how and what we self-disclose?

Activity 17: West African Leadership Styles

Purpose: To explore traditional and more current leadership styles that prevail in West African communities and organizations

Materials Needed:

- *Characteristics of West African Community Leaders* worksheet for each participant
- Worksheet on transparency
- *West African Community Leadership* questions on transparency
- Overhead projector

Time: 1 ½ to 2 hours

Notes on Use:

This is the third and final activity in this series on leadership. The exercise asks people to participate in a "research" activity. While there is considerable investigation into leadership patterns and skills in Western cultural contexts, very little research has been done on African patterns. In this activity the participants will use their understanding of traditional leadership styles *at the community or village level* to generate some general observations about what characteristics, assumptions and approaches prevail among community leaders. This information will be used to explore a number of critical areas through a process of a *carefully managed* large group discussion that focuses on five questions.

The key to this activity is generating information on indigenous leadership characteristics in the first phase of the exercise. Encourage group members to go beyond simple answers (e.g. "authoritarian" for leadership style) and look for deeper and more detailed responses that reflect the characteristics of traditional community leaders accurately and fully.

Procedure:

1. Tell participants that they are going to participate in a research activity that looks at typical West African community leadership patterns. Little has been formally investigated in this area, and they will be compiling original research based on their experiences in the field.

2. Ask participants to begin by brainstorming a list of all the types of traditional leaders there are at the community or village level (e.g. alkallos, chiefs, mullahs). List these on the flip chart. Tell participants that the are now going to participate in an exercise that looks at the leadership traits of these community leaders.

3. Break participants into groups of about four or five. Have them turn to the *Characteristics of West African Community Leaders* worksheet in their student manuals. As a group, instruct them to carefully go over each of the leadership categories on the left and discuss them in their group. Have a recorder write their general observations and conclusions on the worksheet. Allow about 25-30 minutes for this phase.
4. Once the groups are done, put the *Characteristics of West African Community Leaders* worksheeet transparency on the overhead and discuss each item. Don't ask for each group's response on every item; rotate around the room asking for a group for their initial response, and then ask if others had different ideas. Record the information on the overhead. Don't get bogged down here -- try to finish the discussion portion in 20 to 30 minutes.

5. Once you have finished listing and discussing typical leadership traits, place the question sheet transparency on the overhead. Revealing each question one at a time, read the question out loud and then ask for a response from the large group. Try to make sure everyone gets a chance to participate and give their point of view, but manage this portion carefully, allowing about five or six minutes of discussion per question. As the facilitator, summarize the comments and be sure to add your own input.

Debriefing:

What have we learned about traditional community-level leadership characteristics? How do those affect us as community development workers? How do they affect community development organizations and society as a whole?

Characteristics of West African Community Leaders

Examine the 9 categories below as they relate to traditional community-level leaders in West Africa. As a group, discuss each category on the left and write your group's descriptions of typical West African community leadership characteristics on the right.

assumptions about people	
physical characteristics	
intellectual characteristics	
personal characteristics	
human relations and communication approach	
conflict resolution approaches	
leadership style	
decision making and problem solving style	
gender, social class or ethnic background	

1. How are the traditional community leadership characteristics identified by the group changing?
2. Are the leadership traits identified still appropriate at the community level? How could community leaders be encouraged to use more effective skills and approaches?
3. To what extent are the characteristics identified still reflected in the procedures, structure and practices of West African development organizations? What are the effects?
4. How are the community leadership characteristics identified reflected in the behaviour of national and regional government personnel? What are the effects?
5. What are the implications of the local leadership characteristics identified by the group for community development workers?

Activity 3:Bases of Power

Purpose: To introduce the concept of power bases and explore how these are used, harmfully or helpfully, in West African communities and development groups

Materials Needed:

Ÿ *Bases of Power Information Sheet* handout
Ÿ *Power Bases in West African Development* handout
Ÿ Transparency of *Power Bases in West African Development* handout
Ÿ Overhead projector
Ÿ Flip chart

Time: 1 ½ to 2 hours

Notes on Use:

This is the third activity focusing on power. The activity begin by introducing information on power bases -- the basis of power people use to meet their goals and influence others. Remind participants that power is not necessarily bad -- though it can certainly be misused. We all have power -- and use it -- on a daily basis, professionally and personally. Gaining a better understanding of power and how it is used will allow participants to recognize helpful and harmful power and develop strategies for maximizing the one and minimizing the other.

The second part of the activity revolves around groups providing some "primary research" by reflecting on what power bases are most commonly found -- and are most influential -- in West African communities and development organizations. In defining "communities," we are focussing on smaller in rural West Africa.

In debriefing this phase, point out that participants are generating original information on power bases in West Africa, information that can help them and others cope more effectively with the challenges of development work at the community and organizational level.

Procedure:

1. Begin by asking participants how people get their power in West Africa. List these on the flip chart or overhead. Explain that these are **bases of power** -- sources of power people use to meet their objectives and influence others. This activity is going to explore this concept and look at what bases prevail in West African development work.

2. Have participants turn to the handout *Bases of Power Information Sheet* and read carefully. Point out that this material is based on research in several cultural contexts. After everyone has finished, discuss briefly the eight bases of power identified and make sure people are clear on the definitions and distinctions. Do they agree these are present in West Africa? Are there others? For the purpose of this activity, we will focus on the eight listed.

3. Have students turn to *Power Bases in West African Development* consensus sheet in their handbooks. Ask them to examine the exercise sheet and explain that they are to focus on which of the eight power bases described are the most *prevalent and influential* in West African communities and development organizations by placing a number from one to five next to the power base. A 1 indicates that this is a relatively uncommon and unimportant power base while a 5 indicates a common and powerful power base.

4. Once participants have completed their individual assessments, place them in groups of about four and ask them to try to reach agreement on which number should be placed by each power base in both columns. They should discuss and support their points of view but be prepared to listen to other participants. Remind them that they only have 20 to 30 minutes for this phase, so they should not get stuck arguing one point. When time is half over, announce that they have another 15 minutes.

5. When the groups are finished or the time is up, place the overhead of the consensus sheet on the overhead and discuss the groups' opinions on the prevalence and importance of each base. Make this quick -- you want to wind up the exercise with some sharing, but you don't want to get bogged down debating fine points again. If one group thinks that a base is a five, say, "So you think this a very important base. Why do you think that?" Then move onto the next item. This should only take about 15 to 20 minutes.

6. Conclude the activity by asking these questions: **How can we use the information we've generated to be more effective at the community level? At the organizational level?**

Debriefing:

What bases of power seem to prevail in West African communities? Development organizations? What are the effects? Why is there a discrepancy between the two? Which power bases can be most harmful to a community or development organization? **How do we deal with this use of negative power when we encounter it in our work?**

BASES OF POWER INFORMATION SHEET

Without power, leadership is not possible. This statement, of course, does not imply that with power, leadership is guaranteed. It simply means that power is an essential ingredient of leadership. However, everyone has a degree of power. Even an infant possesses power. Who can resist a baby's smile? Or ignore the loud cries of a baby who is wet and hungry? In the first example, the baby has a *referent* power base; in the second, the infant has a *coercive* power base.

There are eight bases of power:

1. *Legitimate power* - If your ability to influence the behavior of someone else is based on your position in an organization, you possess *legitimate* power. In other words, if losing your position or title would mean the loss of power, you have a *legitimate* power base. You can demand compliance of certain people because authority has been granted to you by the organization. The people over whom you exert *legitimate* power know that non-compliance would bring sanctions; for example, the loss of their jobs.

2. *Coercive power* - If your ability to influence the behavior of someone else is based on fear, you have *coercive* power. This fear can take many forms, for example, fear of retribution, fear of punishment, or fear of appearing inadequate.

3. *Reward power* - Closely related to coercive power is *reward* power. If your ability to grant rewards influences the behavior of another person, you have a *reward* power base. Rewards may be as simple as a smile or compliment or as significant as a promotion.

4. *Referent power* - If your ability to influence the behavior of another person is based on your personal traits, you possess *referent* power. You are so admired for your personal qualities --perhaps for your charisma-- that others want to be identified with you. They are willing to pay for a close association with you, and you thus wield power over them.

5. *Expert power* - If your ability to influence the behavior of another person is based on your expertise in some area, you have an *expert* power base. Your expertise may be necessary for another person to do his or her job satisfactorily or superbly; therefore, the person complies with your desires in order to receive your expertise.

6. *Information power* - Closely related to expert power is *information* power. If your ability to influence the behavior of someone else is based on information you possess or have access to, you have an *information* power base. As with an expert power base, the information you have or can obtain may be so valuable to another person's job or prestige that he or she is willing to comply with your wishes in order to receive the information.

7. *Connection power* - If your ability to influence the behavior of another person is based on your "connections" with important people, you possess *connection* power. Although you may not be able to grant rewards, sanctions, information or expertise and although you may have no legitimate power in the organization, your contact with influential people gives you unmistakable power.

8. *Status power* – If your ability to influence the behavior of others is based on your social status or position, age, gender, class, or inherited position, you have a status power base. Status power is similar to legitimate power but is derived from social position rather than organizational authority.

Power Bases in West African Development

Examine the power bases listed below and decide how prevalent and important they are, first in West African rural communities, and then it development organizations. Depending on their importance, **place a number from 1 to 5 by each base**, with a 1 indicating that this is a relatively uncommon and unimportant power base while a 5 indicates a common and powerful power base (and 2, 3 and 4 somewhere in between).

Base of Power	**Communities**		**Development Organizations**	
	Individual	*Group*	*Individual*	*Group*
1. Legitimate (or organizational) power				
2. Coercive power				
3. Reward power				
4. Referent power				
5. Expert power				
6. Information power				
7. Connection power				
8. Status power				

Samples H: These last activities are interesting because they address writing funding proposals, a key skill identified for us by African development field workers. One key aspect is that we use actual local experiences and proposals submitted and get people engaged in reflection on the issues right from the start. This first bunch of activities is designed to get participants to think about proposal writing as a cycle rather than a single event. The emphasis on ABCD inventorying grew out of the spectacular success we had with the introduction of this concept in earlier units.

Activity 1: Introduction to the Proposal Cycle

Purpose: To introduce the main elements of the Proposal Cycle through the examination of a West African case study.

Time: 2 to 2 ½ hours

Materials Needed:

- *NOPA Proposal Cycle* case study for each participant
- *Proposal Cycle worksheet* for each participant (handout and transparency)
- *Proposal Cycle* key (handout and transparency)

Notes on Use:

This initial activity introduces the main focus of the module — approaches and skills for securing project funding. The activity revolves around a case study of a real cycle — and the attendant skills used — involved in successfully identifying, proposing and obtaining funding for an actual project. Point out that while NOPA is a fictitious organization, the case study itself is an actual account of the Proposal Cycle as related by a Gambian NGO director. The account relates to a successful agricultural/natural resources project, but be sure to point out that the basic steps are more or less common to all projects.

The activity portion involves participants drawing out the elements of the cycle from the reading. Make sure that all groups have a "master sheet" to record their group elements on. When presenting the key, point out that this is not necessarily the "correct" list of elements, but one that does incorporate all of the major steps used in preparing a project proposal. These elements will be the basis for the following activities, which further explore each of the elements identified.

Note: While there are eight elements identified in the cycle, the final step, submission and approval, is included to complete the process but does not require explanation or development. It is therefore excluded from the activities outlined below.

Procedure:

1. As this is the initial activity in a week largely devoted to fund raising and proposal preparation and writing, begin by asking the following question**: How important is fund raising and proposal writing to our work as community development workers and leaders?** After people have shared their views, ask them why these activities are so important. Finally, ask how many participants have been involved — in any capacity — in preparing and/or writing project proposals. What role did they play? How would knowing how to do this better be useful at the personal level? At the organizational level? Allow 10 or 15 minutes for this general discussion.

2. Explain that the initial activity in the module revolves around an actual case study of a successful project proposal cycle. Form participants into groups of about three (ideally you want seven groups) and have them turn to the *NOPA Proposal Cycle* case study in the participant handbooks. Using the alternating reading method by paragraph, have each group read the case study aloud.

3. Once the reading is complete, have the group turn to the *Proposal Cycle worksheet* in their handbooks. As a group, instruct the participants to review the case study and **identify eight steps the proposal writers followed in preparing for and writing the proposal. These should be** agreed to by all group members and should be placed on the worksheet in proper sequence.

4. Once the groups have completed their task (20-30 minutes), place the transparency of the worksheet on the overhead. Ask groups to volunteer topics — in sequential order (i.e. discuss element one first, then move onto two) — and write the different ideas in the appropriate ovals on the transparency. Proceed through all eight elements. Is there general agreement? Significant differences?

5. Place transparency of key on the overhead. How are the topics on the key similar to the ones the groups came up with? Different? Why? Are we using different terms for the same steps? Was there general consistency between the steps identified in the key and those by the groups?

6. Explain that the eight elements in the key will be the areas most of the rest of the module will focus on, providing information and skill related to each step.

7. Now go hack to the key. Hopefully you have seven groups (if fewer, some will have to take two steps). Assign each group one of the first seven elements (i.e. group one gets step one, two gets two, and so on. Don't assign the eighth – see note above). Have the triads review their assigned step as it appears in the case study. Each group is to:

   - **summarize the activities undertaken in the case study at their phase of the cycle, and**
   - **brainstorm what other activities could have been undertaken at this phase**.

8. Go back to the key and review each of the eight steps. Have the groups assigned to that step briefly review their summary and other ideas they had for carrying out this phase.

9. Finally, have participants look at the last four paragraphs of the case study, which summarize the lessons the project coordinator learned. As a large group, discuss the lessons the NGO team took away from the Proposal Cycle process. What did they learn? What did you learn?

Debriefing:

How generalizable is this Proposal Cycle to other West African organizations and projects? What elements in the cycle were included that you had not considered? Which do you need to work on the most?

North Bank Organization for Poverty Alleviation (NOPA) Agricultural and Natural Resources Management Project Proposal Cycle

We want everything we do to be in response to what the people need. We started with a participatory rural assessment (PRA) process where staff members went into the communities to discuss with them their needs and assets. Although 20 villages were involved in our region, we were able to borrow on PRAs from earlier studies in several communities and only had to mount full assessments in five. We asked them not only to identify their needs but how they thought these needs could be addressed. We used trend lines, Venn diagrams, seasonal calendar, wealth ranking and others. The data we gathered indicated that there were four key needs in the communities we were working with. These were agriculture and food security, environmental management, education, economic development (including micro-finance) and health. These techniques established general priority areas.

Once the results of the PRA exercises were tabulated, we put them into a PRA report, which we took back to the communities for validation. We went over the data and said, “Is this what you told us? Is there any exaggeration or anything we omitted? Is there anything that should be added to it? We did this to make sure the report accurately reflected the needs expressed by the community. We also reported on the solutions suggested by the community. Through dialogue and priority ranking with community members, we then settled on a project that addressed their greatest concerns, food security. Many villages were especially concerned about the salt intrusion into low rice fields, some of which had had to be abandoned.

Although some of the communities, especially those in the uplands, were not interested in salinization, every village had food security high in their Community Action Plan (CAP). Some, for example, were more concerned with reforestation, increasing soil fertility, and developing income-generating activity in the agricultural area. We worked to develop a program that would address the range of food security needs in the 20-village area. This became the Agricultural and Natural Resources Management (ANRM) project.

Once the PRA was carried out and the general focus of the project was determined, we undertook an assessment of assets in terms of what the community could provide, what our organization could provide, and what we needed from outside sources to carry out effective programming in the specific sectors. For example, we realized we did not have the technical capacity to know how to go about desalinization. We told the communities that right away and then contacted the Soil and Water Management Unity of the Ministry of Local Government. They completed a technical survey for us. They provided details on what the situation was, how we could go about correcting it (e.g. dike construction) and what the costs might be. We had already looked into what other agencies and government ministries had done in this area, and this involved us in examining government policies and contributions in our target area. Also during the community discussions, community members had raised questions regarding government and regional programs and priorities that we had to investigate.

Now that we knew what the problem was and what we needed to address it, we had to find donors to sponsor the project. We knew we didn't just go straight away and write a proposal. We first put together a concept paper that introduced our organization and its background, background to the concept paper, the overall economic and environmental situation in our region, the process we had undertaken to identify the problem, the strategies we were proposing to address the issues. At this point we didn't have a budget. It was about a two-page document.

After the concept paper was developed, I took it to our NGO's Eco-zone Committee, comprised of representatives from each of the 20 communities' Village Development Committees. They looked over the draft and proposed changes, but they also endorsed the project as outlined in the concept paper.

Now we were seriously looking for donors. In our initial search to find organizations that might fund the project we went to three main sources: local NGOs recommended by friends and associates (whom we physically visited), the internet, and the *Agencies for Development Assistance* catalogue of donor agencies.

For the internet search, I began by going onto several search engines (e.g. Google, Yahoo) and put in a very general descriptor: "potential donor funding for Third World countries." I got lots of stuff and went through it. That was all I did, but I know there are more effective ways for using the internet (add Sean's section).

I identified almost 20 potential donors. Then I went to each of their backgrounds. If it seemed like a good match with our proposal, I found the e-mail included on the site and sent them an introductory letter, about one page, that gave NOPA's background, how we came to be, the main areas we are involved in, and, at the end, I asked if they might be interested in supporting the ANRM project. I mentioned that I had a concept paper and an organizational strategic plan if they were interested in more information. I sent the letter by e-mail to the donors I had found on the Internet.

I also used several catalogues of current donors. I looked up the sector we were interested in – agriculture – and was able to identify those agencies supporting agricultural and food security initiatives in Africa. I also had compiled a list of local donors who might contribute. As with the internet contacts, I sent introductory letters each organization by e-mail and through the regular mail to that did not have e-mail addresses. At this point I had sent out 20 letters to internet contacts and 20 to groups identified through the catalogue. I also visited five or six NGOs in the sub-region. To identify these I used my contacts with other development colleagues, my prior professional associations with different organizations, and my knowledge of what agencies were supporting similar programs in our area.

The response was quite encouraging. Out of the initial 40 or so contacts, approximately six got back to me to say that they were interested in the project. I had already learned not to depend on just one or two possibilities – often you limit yourself too much and ignore groups that might be interested. Through my search I found many potential donors, and because I didn't know who would be supportive, I tried as many of them as I thought might be interested. So I figured six positive replies was not bad.

They responded and said, yes, we are interested, but we would like more information on your organization, so I sent the concept paper and the strategic plan. Several got back and said they wanted to work with us and referred us to their web site, where we could locate their proposal application form. I downloaded these and began working on the various forms.

Although each one varied considerably, the general information was common to all of them. For example, each wanted to know the background to the problem, how we planned to address the problem, why we wanted to do it, what the specific capacities were of our organization to be successful, how the project was to be monitored and assessed, and how we were going to monitor finances.

In preparing the proposal itself, I began with research. I first went back to the PRA data and made reference to national development policies, government strategy papers such as Gambia Poverty Reduction Strategy (PRS), and regional priorities. I included statistics regarding the level of poverty, the food security situation and how salinization and other environmental changes were impacting people, especially women. I also used a wide range of documents from other aid agencies (who I acknowledged). To get his information I contacted groups such as the Strategy for Poverty Alleviation Coordinating Office (SPACO), the planning unit of the Department of Agricultural Services, Divisional Agriculture Coordination Office, the local government authority. I looked for statistics such as life expectancy, infant mortality, seasonal malarial infections, population, etc.

Now I had all the information I needed – from the communities, the staff and from other agencies. Using the forms provided, I wrote a first draft of the proposal, which included an implementation plan. I then took this to my senior staff members for initial response. Each person that went through it suggested some changes and additions. I incorporated this information into a second draft, which I presented to the full staff. Here we reviewed all aspects of the proposal, including the workplan and attached activities. After their feedback, we decided that we had a proposal that we could present to the communities. I took the proposal to the financial officer, who costed the activities equipment and provided a tentative budget to the whole group. The draft budget was revised by the full staff.

We now had a full proposal complete with an implementation plan and budget. I went over the proposal again to make sure it 1) was clear, 2) was concise, and 3) answered every single question asked. For one proposal I had to answer 61 questions! Sometimes the donors want to see your organization's constitution or letters of reference from government or other non-government agencies. One donor wanted letters of interest from the communities themselves. I had to attach these documents to the text of the proposal itself. Even though a donor might not ask for specific information, if I thought it strengthened the proposal, I attached it to the text. This reduces the amount of time going back and forth asking for additional documentation.

After the final document was prepared, I took the proposal back to the communities and took them through the process we had gone through and where the proposal went from there. This was designed to keep them informed of the progress of the initiative they had been involved with.

Generally I did not hear back on the proposals for three to five months. Most did not ask for too much additional information, but some did ask that we reduce their budgetary contribution. We had asked for donors to contribute up to the total project cost. Between the agencies which approved the proposal, we were able to fully fund the project.

What have I taken away from this process? Besides the need for clarity and completeness, I would say the importance of working with the communities right from the beginning. It not only looks good to the donors when you submit the proposal, but more importantly it is consistent with the bottom-up development model we are promoting. As well, as the implementing agency, we will only be successful if the community members are fully supportive and involved. They have to have a sense of ownership.

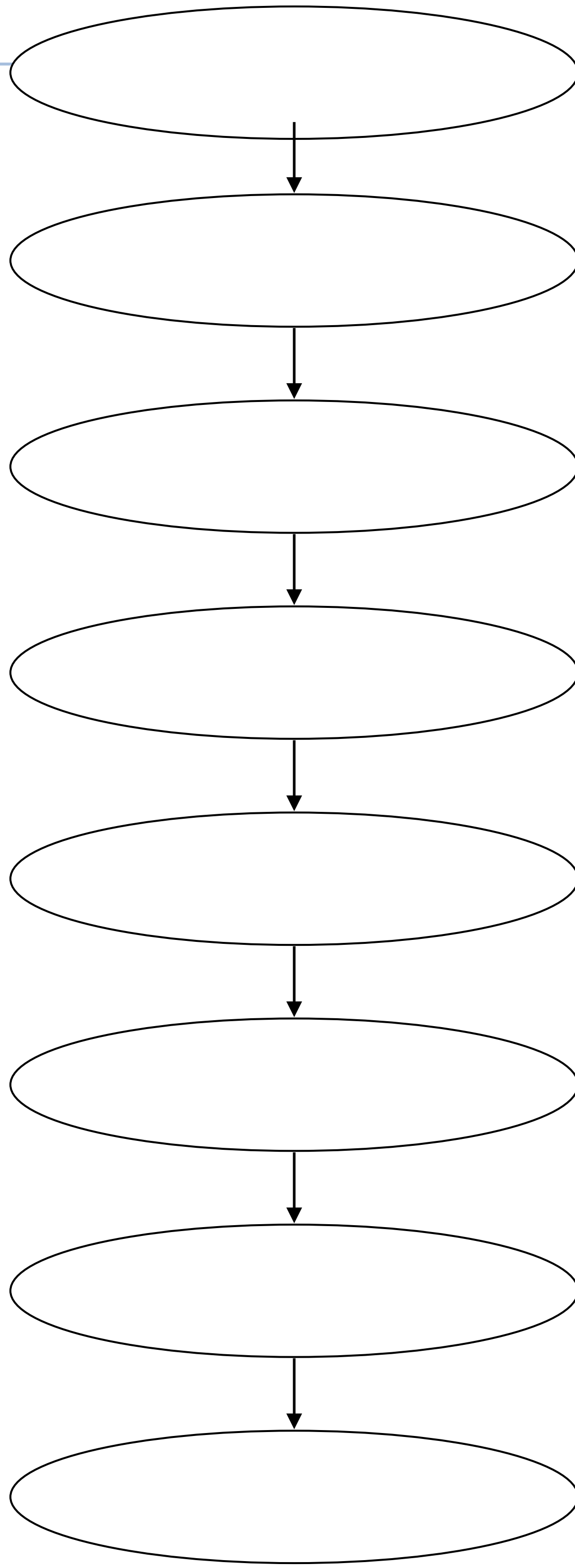
In some cases this involvement can be critical to even getting the money. One donor said they wanted to come and speak with the people in the communities about the project. We said, you are welcome. When they came they discussed the project freely with the people, and because the community members had been so involved, they were enthusiastic and very supportive. After the donors saw the importance and legitimacy of the project on the ground, they even offered us more money!

The other thing is, don’t make the donors feel like they are giving everything. Going back to the community and organizational assets, make sure you point out what the community will donate and provide, what the organization will do, and so on. We often break the budget into four columns. We identify what the overall project will cost, then break that down by what the community will donate, what the NGO will donate, and what the donor will provide. And don’t be reluctant to apply to several donors to support the same project. You can point out what another organization is donating and request another donor to cover specific additional activities and costs.

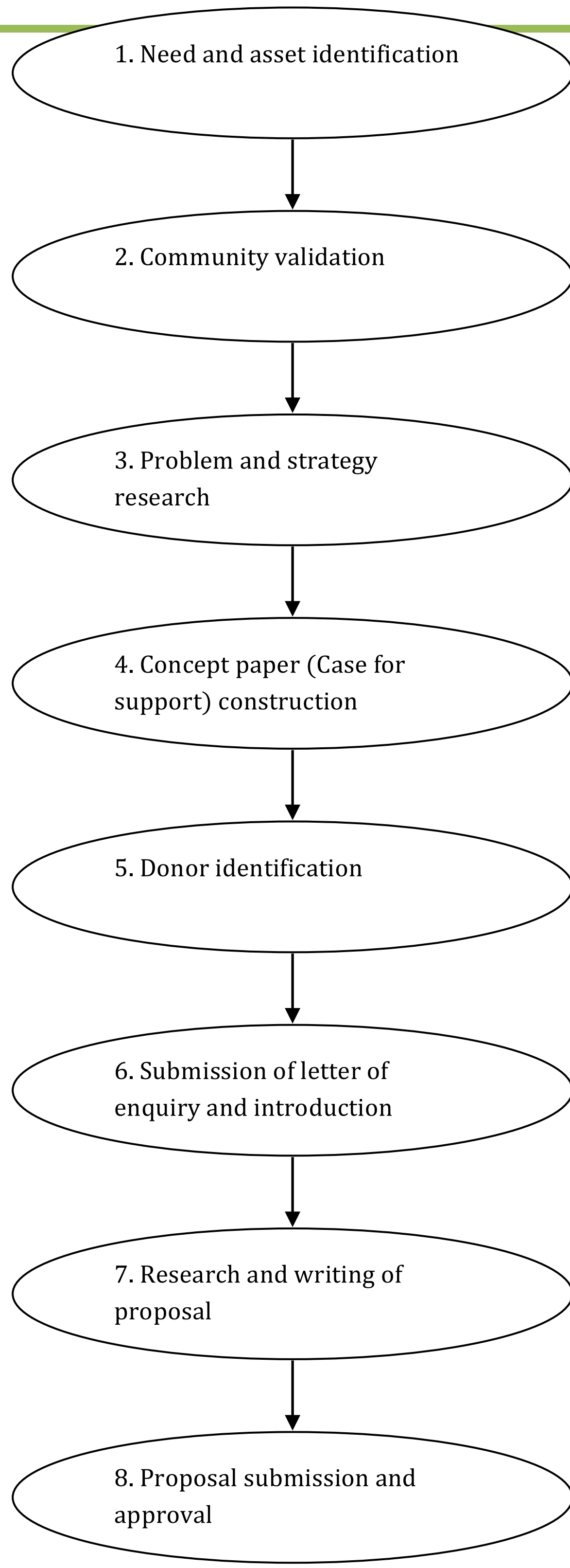
Remember too that some donor agencies have proposal forms and some don’t. You have to know what to put into a general proposal as well as those that have specific formats.

There are at least eight distinct steps in the proposal cycle that are suggested in the NOPA case study. After you have read the account, join with two other participants and as a triad decide on the steps taken by the organization in developing and preparing their funding proposal.

The Proposal Cycle



NOPA Proposal Cycle Key



Activity 2: Using PRA in the Proposal Cycle

Purpose: To look at step one of the Proposal Cycle, Need and Asset Identification, and how PRA can contribute to this phase.

Time: 1 ½ hours

Materials Needed:

- *Summary of 12 PRA Techniques* handout
- *PRA as a Project Research Tool* chart (handout and transparency)
- Flip chart and markers

Notes on Use:

This activity follows up on the previous one by focusing on the first step introduced in the PC, identifying needs and assets. As the case study emphasized, for any proposal and project to be successful, the process must involve the community from the beginning and at every subsequent phase. The initial step, where the community's concerns become the foundation for the entire project concept, is particularly critical.

This exercise reviews 12 PRA techniques that have been introduced in Module 3 of CDF and Module 3 of Economics and Development. Make sure participants connect the techniques to the more extensive exploration of them in the two previous modules. Make sure other techniques are also solicited.

In keeping with the theme of focusing on the strengths of the community as well as its problems, emphasize that this stage needs to not only inventory deficiencies and difficulties, but also strengths and assets – both human and natural.

This activity could bog down in the recording stage. Make sure you keep the exercise moving, clarifying and noting just a few remarks for each item before moving on.

Procedure:

1. Place the overhead of the eight-step Proposal Cycle on the overhead. Looking at the first step – Need and Asset Identification – ask participants how this was carried out in the case study examined in the previous activity. Discuss how PRA played a major role in the investigation and what techniques were used.

2. Now have participants turn to the *Summary of 12 PRA Techniques* in their handbooks. Break participants into four groups, each assigned three techniques to report on. Have the first group focus on the first three items, the second on items 4-6, and so on. With a recorder taking notes, groups are to discuss their three techniques focusing on three questions (place these on a flip chart) :

    - How has the technique been used by the group members or by other development workers they are familiar with to provide research for project proposals?
    - How *could* the techniques be used for this purpose?
    - How could the technique be used to identify *assets* as well as problems?

3. Once the group has completed their discussions (about 15 – 20 minutes), put the transparency with the *PRA as a Project Research Tool* chart on the overhead. Have the recorder from one group provide his or her remarks on all three questions for their first technique, then their second, and then third. Paraphrase, clarify and list these on the transparency. Then open the discussion on each point for a few remarks from the group as a whole and add some of the volunteered ideas. Proceed to the next group, who reports on their three techniques. Continue until all items have been discussed.

4. After this phase is over, ask the large group if they have used or are aware of other PRA techniques that could be used for this purpose. Note these on the flip chart and discuss.

Debriefing:

Why is PRA a good strategy for identifying project focus and establishing need? What are PRA's shortcomings? What other methods could you use for researching community needs and assets? How could the information generated from the PRA approaches be used to strengthen a project proposal?

Summary of 12 PRA Techniques

Note to participants: The following 12 PRA techniques were presented in Module 3 of CDF and Module 3 of Economics and Development. For further information on their use, refer to handbooks from those courses.

1. **Semi-Structured Interview.** This essentially a survey technique conducted with community members. Unlike more traditional surveys, in the SSI researchers may have a set of general questions and a set of issues or topics he or she wishes to explore, but mainly he or she listens. It is an informal discussion with a purpose. First, identify broad issues or problems through careful listening and research. Then making sure you go where the people are – markets, homes, bars, fields etc.-- ask questions that focus on the problem and its root (e.g. what problems are you facing marketing your groundnuts?), community issues (e.g. who decides what farmers receive services and assistance?), and values and attitudes (e.g. how do women explain their poverty?).
2. **Community Resource Mapping.** CRM is a technique that involves participants in actively reflecting on the needs, conditions, resources and potential, socio-economics, and history. Begin by passing out sheets of plain paper and instruct participants to diagram their community, including every item, building, or facility in the community the feel is critical or important – economically or socially. This can be done individually and then have groups or pairs combine their maps or as a large-group exercise. Once the map is complete, post it on a wall. Questions (e.g. what are the major natural resources in the community? What problems are suggested by the map?) can then be posed to the group.
3. **Transect Walk.** This PRA technique can be done with a large or small community group. Begin by designing a chart with the categories you would like to examine (e.g. soil, water, vegetation, socio-economic indicators, problems, opportunities). With a blank chart, walk with the group through the community in a straight line, stopping every 100 paces or so. At each interval conduct an analysis of each category that the group finds at that spot. Chart this information on the TW grid. Continue until you have transected the community or area being focused on.
4. **Matrix Ranking and Scoring.** Similar to Pairwise Ranking, this technique involves listing key items in a category (e.g. six vegetables) through discussion with informants. After having them identify “good” and “bad” characteristics of each item, list these along the right hand side of the matrix with the items being examined across the top. For example, in examining vegetables you might have identified major factors as cheap seed, good market price, easy to grow, disease resistant, drought resistant, and easy to store. You then ask, “Which is best?” and place a six in the box. Then, “Which is next best?” and so on until all six items are ranked by criteria. By adding numbers, you can determine the most preferred and why.
5. **Well Being Ranking.** Designed to encourage community members to reflect on poverty and power in their villages, this technique involves a community map with each household named and numbered. This information is transferred to cards, with the name of the head of the household on one side and a number on the other. Have participants put the cards into four or five piles based on perceived wealth (e.g. ranging from “wealthy” to “poor”). Calculate the well-being of each household by multiplying the number of cards in a pile by the value of the pile (five to one). For example, a household that had ten cards in the wealthiest category of a five card range would count 50. Continue until all households have been ranked and charted. This can lead to a discussion of what poverty and wealth mean, how wealthy people obtained their wealth, and what correlation there is between wealth and power.
6. **Seasonal Calendars.** Designed to generate information about seasonal trends in such areas as agricultural and household labour, and as a means to draw relationships (e.g. rainfall and illness). Arrange 12 cards, one for each month, across the top of a chart, table or the ground. Then list a category (e.g. illness), and have participants place stones or make marks to indicate which months have the most illness and to what degree (e.g. they could use one to ten stones). To be more specific, you could list a number of specific illnesses and have these ranked separately by the month.
7. **Gender Workload Calendar.** To analyze work done by men and women and to educate each group to the other’s workload, this technique is similar to Seasonal Calendars, but with a specific focus. List the 12 months across the top of a sheet of paper or on the ground. Have participants (separated by gender) identify

all the work they do over the course of a year. Using symbols or words, list these along the left-hand side. Then ask if there are certain months when they do more of a specific activity than others. If so, represent the relative amount of work by dots, seeds, stones, etc. by each month. Continue until all months are covered for all work categories.

8. **Venn Diagram.** Although this can have different uses, it is often used to identify external organizations and individuals how they relate with the community. After generating a list of organizations and individuals that have an impact on or connection with the community, chart these in relation to the community (represented by a central circle in the middle of the paper) using a series of circles. With instructions from community members, the size of the circle can represent the power of an institution, and closeness represents the extent to which that organization is perceived as working in the interests of the community. Circles can overlap depending on relationships and closeness to the community.

9. **Problem Tree.** This activity provides an opportunity for community members to analyze causes and effects of important community issues. Once a priority issue is identified, draw a tree trunk in the middle of a sheet of paper or chalk board and write the problem in the trunk (e.g. high illiteracy rate). The community members then brainstorm five or six primary causes of the problem. Roots are drawn for the tree, and the causes are listed in the roots. Once the root causes are listed, the group identifies the effects of the problem to them personally, to their family or to the community as a whole. These are written in branches of the tree, allowing the group to see the relationship between problems and their causes and effects.

10. **Problem Ranking.** There are a number of techniques for problem ranking. The simplest is to hand out a card with four or five blank lines for participants to list their problems in order of personal priority. The cards are then collected and problems ranked according to votes. Another approach is the "bean method." Priority problems are listed on cards (or symbols could be used) and placed around the room. An opaque container is placed by each card. Participants are then given four beans (if different colours, they could represent four different levels of priority). Participants then circulate around the room and place their beans in the containers by the problems they feel are most important. Beans are then counted and the problems are ranked by the votes cast.

11. **Village History.** This exercise allows the community and PRA team to identify local, regional/national and international events that have impacted the village. First identify a group of five to 10 people knowledgeable about the community and its past. Using a facilitator and a note taker, the facilitator asks the group to recall important events from as far back as they can, including stories and events that were passed on to them by their parents and grandparents. The note taker or facilitator writes the events related and their corresponding dates on a flip chart sheet. After the events have been charted, have the participants reflect on how people responded to the major changes, problems and challenges of the past. How can this information be used in solving current problems?

12. **Trend Lines.** To analyze critical changes in key areas of village life and to identify and better understand current problems, trend line graphs can be very useful. With a group of about 10 people knowledgeable about the community and its past, draw a blank graph on a board or flip chart, explaining how time on the graph moves from the left to the right along the bottom axis. The rate of change is represented by the vertical axis. Once key issues have been established, place an appropriate time line (e.g. 50 years in 10 year increments) along the bottom. Along the left hand axis, place appropriated indicators (amounts, numbers, low-medium-high, etc.). Using input from the group in response to specific questions (e.g. when was yam production the best in the past 50 years? The worst?), dot the information on the graph. When finished, connect the dots, providing a visual trend line that can be examined and discussed.

PRA as a Project Research Tool

PRA Technique	How it has been used	How it could be used	How it could be used to identify assets
1. Semi-Structured Interview			
2. Community Resource Mapping			
3. Transect Walk			
4. Matrix Ranking and Scoring			
5. Well Being Ranking			
6. Seasonal Calendars			
7. Gender Workload Calendar			
8. Venn Diagram			
9. Problem Tree			

10. Problem Ranking			
11. Village History			
12. Trend Lines			

Activity 3:Asset Identification

Purpose: To reinforce the idea of looking at a community's assets as well as its problems as part of all phases of project development and implementation, focusing here on the role of Asset Identification in the Proposal Cycle.

Time: 1 ½ hours

Materials Needed:

- *Releasing Individual Capacities* handout for each participant
- *West African Capacity Inventory* worksheet for each participant

Notes on Use:

This activity is direct outgrowth of the Asset Based Community Development (ABCD) approach to community development included in Module 3 of Economics and Development, Community Assessment and Mobilization. For more on this approach, refer to handout in that module. For those participants who have not completed the third course, and as general review, a brief synopsis is provided in this activity.

This activity is designed to remind participants about a central theme in the WARD training – always investigate and recognize the assets of a community rather than focusing simply on its problems and deficits. In this case, we are trying to show how this approach can be effectively built into the Proposal Cycle to both strengthen the proposal (impressing donors with the capacity and commitment of the community to contribute to the program), make sure the funding request is limited to covering the resources and expertise not available in the community, and, most importantly, provide a basis for involving every person in the community in meaningfully contributing their skills and knowledge.

The Capacity Inventory (Adapted by West African community development workers from an exercise designed by John McKnight) is used here to both introduce a concrete tool that can be used to assess community assets (useful at all phased of community development) and to demonstrate, through the shared completion of the worksheet, the unrecognized and untapped skills and abilities that often exist in all communities. Point out how empowering this recognition can be for the community as well useful for planning and community mobilization.

Procedure:

1. Ask the participants who can give a brief summary of the Asset Based Community Development (ABCD) approach introduced in the Community Assessment and Mobilization module of Economics and Development. Have several volunteers provide their ideas. How has this concept affected their approach to community development? To project design and planning? Has anyone tried using it in the field? If so, how?

2. Then explain that at a recent workshop delivered by John McKnight (and attended by two Gambian WARD facilitators), father of ABCD, McKnight told a story about moving from an apartment to a home with a vegetable garden. One day he came home from the market with a bag of groceries. His wife looked puzzled. "Why did you buy all those vegetable?" she asked. "I always buy vegetables," he replied. "That was in the apartment," his wife replied. "We have a garden full of the same vegetables you just bought."

   The moral of the story, McKnight told us, is (place on flip chart):

Don't buy vegetables until you know what you have in your garden.

Ask the group what this means in terms of ABCD? What are the implications for the Proposal Cycle? How do we find out "what you have in the garden"? What techniques have participants used? What techniques are they aware of?

3. Have the participants form pairs (the facilitator should join the odd person if necessary). Point out that the Capacity Inventory technique they are going to examine is part of the ABCD approach introduced in Module 3 of Economics and Development. (Encourage them to review the ABCD material from that unit if they wish to look at a more in-depth treatment of the approach.) Have them turn to *Releasing Individual Capacities* in their handbooks and, switching readers, read the summary aloud to one another. Then have the pairs discuss how the inventory could be used in the Proposal Cycle. Ask for contributions as a large group.

4. Still in their pairs, have the participants turn to the *West African Capacity Inventory* in their handbooks. Note that this inventory is based on a technique developed by John McKnight, designed to identify the individual capacities available in a community. It has been adapted somewhat by West African community development workers to better reflect West African realities. Point out that the *Capacity Inventory* is only one way of determining what local citizens can contribute to community building, but it has been used and successfully in many settings.

5. Now have one partner administer the inventory to the other, noting the other person's responses on the worksheet. If time permits, then switch roles with the other person recording the first person's responses. This should take about 20-30 minutes.

6. Once the inventories are complete, have the pairs discuss what they discovered. Was the person interviewing surprised by what the skills the interviewee had to offer? Was the interviewee surprised to discover his or her own range of skills?

7. As a large group, discuss the inventory. What did the exercise illustrate? What would participants expect to find if this was carried out in a community? How would they have to further modify the inventory? How could it be modified to focus on particular categories of skills? How could the information be used in project planning? In the Proposal Cycle? In motivating the community?

Debriefing:

What is the advantage of focusing on gifts and capacities of community members rather than simply deficiencies? How can this information be collected and reported to the community? How can it be used in actual community projects and overall community strengthening? How can it be used to strengthen a project proposal?

Releasing Individual Capacities

Persons at the Center of Community—Persons at the Margins of Community

Every single person has capacities, abilities and gifts. Living a good life depends on whether those capacities can be used, abilities expressed and gifts given. If they are, the person will be valued, feel powerful and well-connected to the people around them. And the community around the person will be more powerful because of the contribution the person is making.

Each time a person uses his or her capacity, the community is stronger and the person more powerful. That is why strong communities are basically places where the capacities of local residents are identified, valued and used. Weak communities are places that fail, for whatever reason, to mobilize the skills, capacities and talents of their residents or members.

While the raw material for community-building is the capacity of its individual members, some communities have failed to understand this. One of the reasons this basic resource is undeveloped in weak communities is because the community has come to focus largely on the deficiencies rather than the capacities of its members. This deficiency focus is usually described as a concern about the needs of local members. And these needs are understood to be the problems, shortcomings, maladies and dilemmas of people.

It is clear that every individual has needs or deficiencies. It is also clear that every individual has gifts and capacities. This fact reminds us of the glass of water filled to the middle. The glass is half full and it is half empty. Local residents, likewise, have capacities and they also have deficiencies. However, the part of people that builds powerful communities is the capacity part of its members. Therefore, the basic information needed to develop strong communities is an inventory of the capacities of its residents.

Unfortunately, in some communities local residents have come to mistakenly believe they can build their community by an inventory of deficiencies. The common name for this deficiency inventory is a "needs survey." It is basically an effort to count up the emptiness in an individual or a village or neighborhood. The problem is that this information is not useful for community-building because it deals with people as potential clients and consumers. To be powerful, a community must have people who are citizens and producers.

Think of a carpenter who has lost one leg in an accident years ago. Clearly, he has a deficiency. However, he also has a skill. If we know he has a missing leg, we cannot build our community with that information. If we know he has a capacity as a wood worker, that information can literally build our community.

Mapping Individual Capacities: An Inventory

In order to focus on the capacities of community members, it may be necessary to use a new tool that does not focus on needs. This tool is called a *Capacity Inventory.* An example follows this reading

This particular *Capacity Inventory* was designed to identify the abilities of people in two older Chicago neighborhoods and modified somewhat to make it more relevant to the West African context. Therefore, it is merely an example of one approach to identifying what local citizens can contribute to community-building. However, it has demonstrated its usefulness in communities across North America where it has been adapted for various groups, associations and neighborhoods.

The *Capacity Inventory* is divided into four parts:

Part 1—Skills Information

This section lists many skills people have learned at home, in the community or at their workplace. It is important to point out to people taking the inventory that it is more than a list of skills learned on paying jobs. Many people have valuable skills learned outside the workplace and these skills are often valuable to neighbors, community groups and employers. They can also be the basis for starting a new business.

Though modified, the basic list was developed based upon the particular skills reported by lower income people in two US inner-city neighborhoods. Therefore, the list should be understood as simply an example. It can be shortened depending on the particular people being inventoried. For example, a very different list might he developed if school parents are being interviewed to determine what additional classes they could teach in the evening, what they could contribute to the operation of their children's school or what skills they could help young people develop.

Similarly, a different list might be developed based upon capacities of seniors in a community? What particular gifts can they offer, no matter how physically limited? For rural African communities, again many skills would be changed, removed, added or modified to better reflect the strengths community members have developed.

At the conclusion of the list of skills is a section called Priority Skills. Here, the person being interviewed is asked to identify their best skills listed in questions A and B. This is usually the most important formation in this section**,** because the person with the skills is usually best able to assess their own abilities. And, they are most likely o feel confident about these skills. Therefore, they are more likely to 'e willing to contribute them to the community or sell them in the marketplace.

These Priority Skills are the foundation of community building. Therefore, identifying and mobilizing these skills is the basic work of leaders, animators, associations and local institutions that are building on the assets of the neighborhood.

Part 2—Community Skills

This section identifies the kinds of community work the person has participated in and then asks what kind of work they would be willing to do in the future. The work the person is willing to do in the future is the 'raw material" for community building. Connecting these potential gifts with local community groups is vital work for local leaders and asset building organizations.

The particular list of activities in this section is only one example. It should be amended or added to as appropriate in the community where it is used.

Part 3—Enterprising Interests and Experience

This part seeks two kinds of information. First, it determines whether the person has considered starting a business. Second, it asks if they presently are engaged in a business of any kind. Asking questions about business, it is important to emphasize that your group is interested in any kind of business activity. It could child minding, selling perfume to neighbors, sewing, repairing broken furniture, etc. Often, people will not call see these activities as business potentials. Therefore, the interviewer should make clear that any money-making activity is of interest. This is because most small businesses grow step-by-step and often, the most important step is the first one—the sale of any goods or services.

This leads to the most important information in Part 3 for asset developing leaders and groups. This information is the answers to questions A4 and B5.

Question A4 identifies the barriers the person feels prevent them from starting some kind of enterprise. Helping remove these barriers is the work of asset developing leaders and groups.
Question B5 identifies the factors that could build the person's current business. Helping deal with these factors is the role of local leaders and groups committed to developing local capacities and assets.

Part 4—Personal Information

The items listed are the minimum information usually necessary for follow-up. However, other information maybe added if it is useful in developing the capacities of the person.

Additional Advice for Groups Using the Capacity Inventory

The wording of the *Capacity Inventory* is for use when one person is interviewing another person to gather the information. This is especially useful when working with a non-literate population. However, some groups have revised the wording so that the Inventory can be given to a person who will fill out the answers themselves. Also, the Inventory has been given to groups of people, each of whom fills it out at the same time. This allows one person to explain what to do and to answer questions while many people are filling in the information.

At first glance, the Inventory may seem to be very long. It may be necessary therefore, to cut it back and revise it for the individuals using it. However, it may be best to try to gather all the information possible and see whether people interviewed actually object. Often, people will provide a great deal of information if they feel the interviewer is genuinely interested and the answers will be used to help them or their community.

One problem that may be encountered in using the *Capacity Inventory* is that some people may feel it asks some questions that are too personal or private. This may be especially the case in regard to the questions about business interests and activities. Therefore, those who use the inventory must be sensitive to these concerns and tell people that they should not answer any questions they do not care to answer.

A few of the groups who have used the *Capacity Inventory* have told the person interviewed that the information will he kept confidential. However, they found that they couldn't use the information for capacity development because of this promise. They could only use the information for a general study summarizing numbers of skills or capacities. Unfortunately, this information is of little practical use to the people being interviewed and may contribute to their frustration or anger because they were "studied" rather than helped or given an opportunity to contribute.

This leads to the most important advice about using the *Capacity Inventory.* We have found there are two basic questions that determine whether the *Capacity Inventory* is a useful development tool.

First, is its basic purpose to gather information about a specific person in order to help that person contribute to the community, develop employment or businesses? Will the information help this person— Fatou Conteh—give her gifts, contribute her talents or increase her income? The purpose of the *Inventory* is to help a particular person contribute. If the information is not primarily used for this purpose, Mary Jones may feel "used" and her time wasted. This result will weaken the community by alienating people who often feel they are being uselessly "studied" by outsiders.

Therefore, it should be emphasized that the *Capacity Inventory* is not designed to do a study of community residents that will primarily result in tables and charts showing numbers of skills, activities and enterprises. If this kind of study is the primary outcome, the inventory will not lead to its basic purpose as a tool for developing the capacities of local residents.

The second basic question is to ask what will be done with the information collected from Fatou Conteh in order to help her to contribute her gifts, skills and capacities and develop her income or enterprise? This question should be answered in detail before beginning the inventory.

Therefore, the groups involved in asking the questions should first have a plan that outlines how they will:

- Connect Fatou Conteh's skills to other residents, associations, institutions or enterprises.

- Connect Fatou's community skills to local Community groups or activities.

- Connect Fatou to individuals, groups, programs or financing that will assist her in creating or developing an enterprise.

(Adapted from Kretzman and McKnight, *Building Communities from the Inside Out*. Chicago: ACTA Publications, 1993.

West African Capacity Inventory

Hello, I'm with (local organization's name). We're talking to local people about their skills with this information we hope to help people contribute to improving the community, find jobs or start businesses. May I ask you some questions about your skills and abilities?

Part I – Skills information

Now I'm going to read to you a list of skills. It's extensive list, so I hope you will bear with me. I will read the skills and you just say ''yes'' whenever we get to one you have. We are interested in all your skills and abilities. They may have been learned through experience in the home or with your family at church/mosque or in the community. They may also be skills you have learned on the job.

Health

Caring for the elderly _________
Caring for the mentally ill _________
Caring for the sick _________
Caring for the physically disabled _________

(If yes answer to items 1,2,3,or 4, ask the following)

Now, I would like to know about the kind of care you provided.

Bathing _____
Feeding _____
Preparing Special Diets _____
Exercising and taking places _____
Grooming _____
Dressing _____
Making the persona feel at ease _____
Other _____

Office

Read and write well ______
(don't ask further questions about reading/writing if response is not affirmative)
Typing (words per minute………..) ______
Operating adding machine/Calculator ______
Filing alphabetically/numerically ______
Taking phone messages ______
Writing business letters ______
Keeping track of supplies ______
Take notes or minutes ______
Bookkeeping ______
Operate a computer (word processing) ______
Operate a computer (spread sheets) ______

Construction and Repair

Painting ________
House Construction or Repair ________
Tearing Down Buildings ________
Knocking out walls ________
Furniture Repairs ________
Repairing locks ________
Bathroom installation ________
Latrine construction ________
Tile work ________
Plumbing Repairs ________
Electrical Repairs ________
Cement block laying and masonry ________
Mud brick making ________
Roof thatching ________
Metal roof installation ________

(Stop here if no affirmative response by this point.)

Cabinet making _______
Furniture making _______
Plastering _______
Soldering and welding _______
Concrete work _______
Cooling system installation _______
Installing windows _______
Carpentry skills _______
Roofing repair _______

Maintenance

Window washing _______
Floor waxing or mopping _______
Washing and cleaning carpets/rugs _______
Cleaning clogged drains _______
General household cleaning _______
Fixing leaky faucets _______
Planting and caring for gardens _______
Pruning trees and shrubbery _______

Food

Preparing and serving meals to large numbers
of people (over10) ______
Operating kitchen equipment ______
Meat cutting ______
Baking ______
Fish processing ______
Fruit/Juice processing ______
Vegetable growing ______
Food preservation ______
Commercial crop production ______

Child Care

Caring for Babies (under 1 year) ______
Caring for children (1 to 6) ______
Caring for children (7 to 13) ______
Caring for large groups of children ______

Transportation

Driving a Car ______
Driving a Van ______
Driving a Bus ______
Driving a Taxi ______
Driving a Commercial Truck ______
Hauling ______
Operating farm equipment ______
Driving an Ambulance ______

Driving a horse/donkey Cart ______

Riding motorcycle ______
Riding a bicycle ______
Riding a horse / donkey ______
Operating a boat ______

Operating equipment and repairing machinery

Repairing Radios, TVs, VCRs, Tape recorders ______
Repairing others small appliances ______
Repairing mobile phones ______
Repairing automobiles ______
Repairing cars/trucks ______

Repairing car or truck bodies ______

Repairing large household equipment (e.g. refrigerator) ______
Repairing air conditioning system ______

Supervision/Management

Writing reports ______

Filling out forms ______

Planning work for other people ______
Directing the work or other people ______
Making a budget ______

Keeping record of activities ______

Interviewing people ______

Training ______

Writing proposals

Conducting meetings

Teaching skills

Sales

Operating a cash register

Selling products

(If yes, which products?)
Selling services (e.g. hairdressing)

(if yes which services?)
How have you sold these products or services (check mark, if yes)
Door to Door

Phone

Mail

Store/ Stall

Home

Regional market (e.g. LUMO)

Music
Singing

Playing an instrument (which?)
Dancing

Composing

Security

Guarding residential property

Guarding commercial property
Guarding industrial properly

Armed guard

Crowd control

Security at major events

Installing alarms or security systems
Bush fire fighting

Other

Upholstery Sewing

Dressmaking

Tie dye/Batik

Soap making

Incense making

Knitting

Tailoring

Shoe repair

Blacksmithing

Moving Furniture or equipment
Managing property

Assisting in the classroom

Hair Cutting

Hairdressing

Jewellery, watch, or spectacle repair

Are there any other skills that you have which we haven't mentioned?
1.
2.
3.
4.
5.

Priority skills

1. When you think about your skills, what three things do you think do best?
a)
b)
c)

2. Which of all your skills are good enough that other people would hire you to do them?
a)
b)
c)
3. Are there any skills you would like to teach?
a)
b)
c)

4. What skills would you most like to learn?

a)
b)
c)

Part 11 –Community skills

Have you ever organized or participated in any of the following community activities? (Place mark yes)

Youth groups ______
Church/Mosque fundraisers ______
School- parent Associations ______
Sports Teams ______
Day care for children ______
Community meetings ______
Political Campaigns ______
Village organizations ______
Community Groups ______
Weekly market (lumo) ______
Community Gardens ______
Age group organizations ______
Men's/women's groups ______
Other Groups or Community work? ______

Let me read the list again. Tell me in which of these you would be willing to participate in the (Place checks mark if yes)

Part III- Enterprising interests and Experience

A. Business Interest

1. Have you ever considered starting a business?
   Yes ________ No _________ If yes, what kind of business did you have in mind?

2. Did you plan to start in alone or with other people? Alone ________Others_______

3. Did you plan to operate out of your home? Yes ________No ________

4. What has kept you from starting the business?

B. Business Activity

1. Are you currently earning money on your own through the sale of services of products?
   Yes __________No___________

2. If yes, what are the services or products you sell?

3. Whom do you sell to?

4. How do you get customers?

5. What would help you improve your business?

Part IV – personal information

Name ____

Address____

Phone (if available) ____

Age______(if precise age is not given, ask whether the person is in the 20s, 30s, etc)

Sex F__________________ M________________________

Thank you very much for your time

Source ____-

Place of interview ___________________________________

Interviewer ____

Activity 12: Introduction to Proposal Writing

Purpose: To introduce a generic proposal writing format with explanations of the purpose of each section as well as general tips for completing successful submissions.

Time: 2 ½ hours

Materials Needed:

- *Proposal Writing Format* handout and transparency
- *Tips for Proposal Writers* handout and transparency
- *NOPA Health Project Proposal* handout for each participant
- Overhead projector
- Flip chart paper

Notes on Use:

This activity begins a series of three exercises designed to take participants to the crux of the unit – actually writing the proposal. In this introductory activity, participants are introduced to the elements of a generic proposal format combined from several sources. Be sure to point out that different donors will often require the use of specific proposal outlines. Still, whatever the specific format, most will at least include most of the elements presented here.

The activity begins with the introduction of the format with commentary on how best to present this section and why it is important. Make sure participants are comfortable with the elements before going on. The introduction of elements is followed by the introduction of "tips" gleaned from experienced writers. Between the two, participant should have a good understanding of the basics of proposal format and construction.

With this background, they should now be ready to critique of an actual proposal. Here groups focus on one element of the sample proposal, and based on the previous readings and their own experience, analyze it for strengths and weaknesses.

Together this should help prepare participants for the next activity, which focuses on what makes a proposal competitive, and the third one in the series where the participants actually write a proposal.

Procedure:

1. Begin by reviewing the progress made so far – participants have moved through community need and asset identification, validation, research, constructing the concept paper, identifying potential donors and submitting a letter of enquiry and introduction. They have now received some encouraging responses from donors. But they want to see more – they want a fully developed proposal. Because this phase is so critical, that will be the focus of the next three activities.

2. Ask by a show of hands how many people have written proposals or contributed to their writing. Ask a few volunteers to talk about the experience, what the challenges were, and what areas they found most challenging.

3. Point out that while there are many different proposal formats – some specific to a particular donor – most require more or less the same information. The first phase of the activity will introduce a generic proposal format.

4. Ask participants to turn to the *Proposal Writing Format and Tips* handout in their manuals. Place the transparencies of the document on the overhead and go over each of the 10 sections carefully, making sure participants are clear on the purpose of the section and how to ensure it is effective. Encourage questions from the group and contributions from participants who have previously worked on proposals. Does the format presented seem to include all the major information a donor might want?

5. Now present the *Tips for Proposal Writers* on the overhead, asking participants to turn to the same page in their handbook. Again, go over the tips provided, noting that some tips relate to structuring and writing the proposal and some to how to follow up a proposal. Together they complement the format by providing some advice from experts on how to make your proposal as strong as possible and how to use it for future activity. Make sure the points are clear and that there is a chance for the group to discuss the advice provided.

6. Once the discussion on the format and writing tips is complete (about 45 minutes), have participants turn to the *NOPA Health Project Proposal* handout. Read the entire proposal aloud, noting how the proposal conforms to the sections in the previous handouts.

7. Break the participants into nine groups. Have the small groups return to the NOPA document. Assign each section of the proposal to one of the groups – group 1 will look at the Cover letter, 2 at the Executive Summary, 3 at the Needs Statement, and so on the Appendix has not been included and, because the contents vary so greatly depending on the donor, this section is not being considered here). They are to use the approach introduced in Activity 6: take a sheet of flip chart paper and, with the section they are examining at the top, break it into two columns, STRENGTHS and WEAKNESSES:

Executive Summary	
Strengths	**Weaknesses**

8. Then have the groups re-read their section and discuss it in detail. Using the information on what constitutes a strong proposal provided in the first part of the exercise and their own opinions and experience, have each small group critique the assigned section, noting its strengths and how they would improve it.

9. Each group posts its chart on the wall. Going in sequence from the cover letter to the appendix, have them present their comments. What was effective about the section? What could be improved? Invite comments from the large group, but be careful not to get bogged down – this is a fairly lengthy process, but try to keep the whole presenting stage to about 20 to 30 minutes.

10. Once the presentations are complete, reflect on the overall proposal. Is it effective? Would it be likely to be funded? Why or why not?

Debriefing:

This activity presented a generic proposal format. How would the 10 categories presented be helpful to proposal writers, even if the donor form was somewhat different? A number or proposal tips were also presented. What further questions do you have about effective proposals? Were you able to look critically at the case study proposal provided? Why or why not? What did you learn from the process?

Proposal Writing Format

Now that you've made your first formal contact with a potential funder through a Letter of Enquiry and been invited to submit a proposal, it's time to get down to the writing. In this section, you will learn the basic structure of a winning proposal.

There are ten essential elements to a winning proposal.

1 Cover Letter
2 Executive Summary
3 Needs Statement
4 Goals and objectives
5 Implementation Strategy
6 Qualifications
7 Evaluation
8 Budget
9 Sustainability
10 Appendix

Before you start writing, there are a couple of formatting considerations to keep in mind. If your proposal is over five pages, you should include a Table of Contents. A Table of Contents is an absolute must for any proposal over ten pages. Try to include bold and logical headings and subheadings. Be careful not to make any single section too long.

1. Proposal Cover Letter

The Cover Letter is a compact version of your introduction and executive summary. It sets the stage for these two sections and acts as a formal introduction to your organization.

It should contain the main points of your proposal, be carefully written and no longer than a single page. Whether the proposal is for project funding, support for a capital campaign, operating equipment or seed money, a Cover Letter should express your needs clearly and concisely.

Some simple rules to follow when crafting a convincing Cover Letter:

- **Cut to the chase:** Like any type of writing, it is vital that you catch the reader's interest early and give them a reason to continue. You have one page to make your point, so get to it quickly.

- **Be compelling:** You can hold a reader's interest through compelling examples and strong arguments. These engage the reader's interest and highlight the importance of your work.

- **Use an active voice and positive, lively language:** Your organization has an inspiring cause. so keep the language inspiring. Communicate the strength of your conviction and be positive. Grant officers want to know that a problem can be solved and are much less receptive to negative language.

- **Name names:** Never address a letter "to whom it may concern". It's usually taken as a sign that you haven't done any research. When conducting your preliminary research and initial phone call, find out precisely who will be reading your proposal and address the letter directly to that person.

- **Take your Time:** It is better to miss a deadline than risk making a bad first impression. Be sure to give yourself enough time to do a first class writing job.

- **Get an editor:** Always ask your colleagues for their input and guidance when writing and editing the Cover Letter. Remember, even professional writers use an editor.

2. Executive Summary

The Executive Summary is the most important section of your proposal and is similar to your Letter of Inquiry.

A good Executive Summary should be no longer than two to three pages depending on the complexity of your project. It should also summarize the main points of your full proposal in a succinct and compelling manner. If your project scope is relatively narrow and your needs easily defined, a two or three paragraph summary is acceptable.

Keep in mind that an Executive Summary is designed to highlight your organization's needs while promoting interest in the proposal. Use the Executive Summary as an opportunity to explain the scope of your appeal and give the grant officer a reason to become involved.

In terms of basic structure, your Executive Summary should contain a brief breakdown of all the sections in your proposal. Feel free to use the same language as your Case for Support, Letter of Enquiry and Cover Letter. Consistency is important and no one will fault you for repeating a good point more than once.

It is also important to remember that an Executive Summary may be the only section of your proposal that a board member reads. So make it a good one.

3. Needs Statement

In this section you should define and demonstrate an over-riding need for your service in the community. A short, succinct and well written Needs Statement demonstrates your knowledge of the issue. It should also demonstrate to the reader how your organization represents the best solution to a problem.
An effective Needs Statement should:

- Be clear about who will benefit from this project. Identify the beneficiaries in geographic, social, economic and (if appropriate) gender terms.

- Link your project to the interests of the funder. Show them how backing your organization fits with their goals and values.

- Reinforce your arguments and illustrate your case. Try including comments from leaders in the field, as well as facts and statistics. Empirical data strengthens your case and demonstrates to prospective donors that you understand the problem.

- Establish how your project and organization are unique or different from others in the community. This shows the reader how your organization can more effectively influence the problem.

- Never exaggerate or overstate the need, or your ability to influence the problem. If your project involves curbing violence, for example, don't claim to have discovered a global cure for all forms of violence.

- Show how other groups and regions could benefit from your initiative. Projects that begin at the community level can often have implications for other regions.

4. Goals and Objectives

This section should include all the expected goals, outcomes and results of your program or project. Goals represent concept or ideal situations – the broad condition you are working toward – that are not necessarily measurable. Objectives are specific, tangible and measurable outcomes that should be achieved within a specified period of time and help move the target group toward the overall goal. Place the goal – the ideal condition – first. Then state your most compelling target objectives first and always use concise, clear language, as well as examples.

Objectives or goals are sometimes confused with the methods or activities used to achieve a certain result. A method talks about the activity you will perform to achieve your goals, while objectives are the expected results of your actions.

To illustrate the point, follow this fictional example of a project to increase HIV/AIDS awareness:

- Method: “We will research and conduct 12 workshops involving sex trade workers in our area.”
- Objective: “We will increase the understanding of how HIV/AIDS is contracted and spread among the 250 sex trade workers in our region.”

Be certain your objectives are practical and attainable. Logical and rational goals and objectives help to create a confident proposal. Overselling or overstating those goals, however, will detract from your message.

Show the donor how your success in achieving these Objectives will make the world a better place. Like investors, they want to see a return on their investment. Stress the measurable results of your project by using target language like ‘reduce’, ‘eliminate’, ‘increase’ or ‘decrease’.

The target population of HIV/AIDS project, for example, is currently receiving no formal information on the cause and prevention of HIV/AIDS.

However, upon completion of your project, 75% of the target population will report an increased understanding of how HIV/AIDS is transmitted and that they are employing methods to avoid spreading or contracting the disease. This is the improvement that your potential funder will want to know about.

For your Objectives section, you would say: “Upon completion of this initiative, 75% of the approximately 250 sex trade workers in our area will report an increases awareness of how HIV/AIDS is contracted and spread and will be practicing safer sex.”

5. Implementation Methods

The Methods section (or Implementation Strategy) contains a detailed description of how your organization will achieve its objectives. This section should leave a grants officer or donations committee with the impression that you understand the steps and challenges to achieving your objectives.

Here are some rules to follow.

- Describe your methods in a logical, step-by-step way. Timetables are an extremely effective method of illustrating your methods section. Timetables communicate to a donor that you are not only capable of starting a project, but also prepared to complete it.

- List all the things that could go wrong with your project and how your organization anticipates solving these problems. Build in contingencies or alternate methods that can be substituted to ensure success.

- If possible, research similar programs that were successful and determine what methods were used. No one will fault you for borrowing ideas or project elements from other organizations. But if you do, be sure to identify the source.

6. Qualifications

The Qualifications section is a discussion of your organization's special skills or abilities. Highlighting your historical achievements and the credentials of your staff will show that your organization is capable of achieving its objectives.

Provide a brief description of your key personnel, listing their track records and past successes. Then take some time to describe the resources which are currently at your disposal. This description can include a list of equipment, research or other intellectual resources, as well as a synopsis of partner organizations and support networks.

Try to provide references for people the funder can contact to verify the capabilities and commitment of your staff and organization.

7. Evaluation

The Evaluation section is the place where you demonstrate a plan to measure progress and achieve objectives.

Don't underestimate the importance of this section in today's economic environment. Evaluating the impact of an initiative is a key requirement for most donors, particularly corporate foundations and government. Many organizations have failed to secure grants because they simply neglected or ignored this section of the proposal process.

- It is absolutely critical that you have the ability to measure the success of your project. Well thought out and effective evaluation methods will lend additional credibility to your proposal.

A solid evaluation program will help you monitor the progress of your initiative more closely. It also shows prospective funders that you have the capability - and the willingness - to track and quantify your organization's effectiveness.

In your Evaluation section, briefly describe how the results will be measured. This can include:

- Testimonials from community officials or community members detailing the impact of your initiative
- Questionnaires and/or interviews documenting desired changes among target group
- Data collected from government and other sources (e.g. schools) related to desired change (e.g. increase in school enrollment for girls)
- Timetables that list met high priority deadlines
- Charts that document the number of people you have reached with specific services
- Statistics collected from the field indicating a decrease or increase in the condition targeted (e.g. incidence of malaria during rainy season)
- Pre- and post-conditions related to baseline survey

As well as thinking about how you will collect data, think about who will provide this data – the community? The field worker? Agencies? Trainees (e.g. Village Development Committee members)? Make sure they are aware of their responsibilities for data collection and are able to collect it.

8. Budget

A budget is a plan that describes how your organization's money is spent (expenses) and earned (income).

The budget should demonstrate your organization's ability to manage money in an effective and careful manner. It should present a realistic estimate of the funding required to achieve the project's objective(s). Remember that a non-profit organization should plan so that expenses and income are equal.

Budgets are normally organized in a tabular manner, listing expense items first and income items last. Explanations of unusual items are normally provided as footnotes.

Typical expense and income categories include:

Expenses:

- Salaries and Benefits (personnel)
- Contract Payments (outside consultants or contractors)
- Rent
- Office Expenses
- Capital purchases (office machines, computers, vehicles)
- Travel and Lodging

Income:

- In-Kind contributions (from the organization, community and government)

- Earned Income

Contributed Income

- Indicate the funding you anticipate from the donor in this section.

9. Project Sustainability

The Project Sustainability section is a description of how you will sustain your project and your organization over time. By generating a Project Sustainability strategy you answer the donor's question: "What's going to happen to this project once we stop funding it?"

To answer this question effectively, you will need to demonstrate a sound fiscal strategy and a commitment to becoming self-sufficient.

A community women's centre, for example, could use this section to discuss revenue-generating programs that it plans to launch in the future. These plans could include renting facilities for events, opening a gift shop, hosting women's income generating workshops, charging tuition for training provided through the centre, or selling products produced through the Centre's various craft initiatives.

Building project sustainability into your proposal will show that your organization has a strategy for the long term. It will also demonstrate that you have taken the time to conduct research and prove the economic viability of your organization and your project.

In this respect, the Project Sustainability section can help to reassure a potential donor that they are not your sole source of financial support.

A sustainability strategy can also indicate tactics to be used to raise future funds:

- A request for funding in the future, based on the measured success of your project.
- A detailed strategy for raising funds from other organizations in your community, such as businesses and corporations
- Plans for a fundraising campaign targeting the general public.
- A list of any other revenue generating programs or projects.

10. Appendix

The Appendix section contains all the basic data, statistics and organizational information that's included in the body of your proposal. It should include any and all relevant materials that will boost the significance of your project or lend weight your arguments.

Identify and clearly distinguish each item in the Appendix. Order them in the way in which they appear in the proposal. In the Appendix, you may want to include:

- Verification of your charitable registration status.
- Resumes of key personnel, as well as the names of board members and officers
- Your most recent financial statements (like an annual report).
- The full statistical data in your proposal.
- Lists of past and current funding sources.
- Details of previous successful projects
- Relevant sections of national Strategy for Poverty Alleviation document and other relevant papers

Tips for Proposal Writers

1. Thanking Donors

Maintaining strong donor relationships is critical to long-term fundraising success. When you've received a grant from a particular donor, it's advisable to do the following:

- Contact the donor as soon as possible after the grant is received. To make an immediate impact, this activity should be carried out within two or three business days.
- It is best to have the most senior person in your organization contact the funder. Your board chairperson or executive director are the ideal candidates.

Be prepared to thank a donor at least six times:

- When they visit your site
- At your official opening or Annual General Meeting
- In your newsletter
- On your website
- When you provide your first interim report
- When you report project completion

2. Dealing with "NO"

One of the most difficult experiences in the fundraising world is dealing with "no". Look at a rejection letter as an opportunity to learn from your mistakes and make the improvements necessary to receive a positive response in the future.

Application Review: Take the opportunity to review the entire application process and ensure you are satisfied that every step in development was properly carried out.

Get A Second Opinion: Once you have read the letter of refusal for clues to the rejection, get an outside opinion.

Call the Funder: Talk to the funder and ask them if there is anything you could have done differently or whether there was a specific problem with the proposal.

Try, Try Again: If everything seems to be in order, apply again in the next grant cycle.

When You Never Receive a Reply: It can happen that your funding proposal goes unanswered. This is particularly true of small family foundations that lack the staff to answer letters. If you feel everything with your application is in order and you're convinced that the project would still be a good fit, send them an update every six months.

3. Packaging Your Proposal

Your proposal is concise, the messages are clear and the last minute editing changes have helped make it more effective. There's only one thing left to consider: is my proposal properly formatted and packaged?

The following are a series of hints and tips to make your proposal easy to read and professional looking:

- Use a basic font such as Times New Roman or Arial; - they're the easiest to read. If you are going to mix different fonts within a document, limit yourself to two.
- Use one-and-a-half line spacing instead of single or double.
- Leave adequate margins of at least one inch on the top, bottom and sides.
- Do not use artistic borders or designs on the title page or anywhere else on the proposal.
- Number all pages.
- Use bullets or other types of formatting when outlining important points.
- Use plain-coloured paper.
- Avoid expensive or flashy packaging. A paper clip or staple works fine.
- Don't forget to spell check the entire document.
- Use footnotes wherever necessary and make sure to follow standard footnoting style.

4. Writing Effectively - General Tips for a Strong Proposal

Style and Voice: When writing a grant proposal, always try to speak in an active - rather than a passive - voice. For example, try saying: "Our organization provides a better life for women and children," rather then, "Women and children associated with our organization can experience a better life".

Keep your message positive. Don't get wrapped up explaining all the challenges that your organization faces. Focus more on describing the good your organization does, rather than talking in too much depth about the scope of the problem.

Describe the human element of your project. Foundation executives want to know that people will benefit and how your work will strengthen their community.

Try to avoid industry terms or other kinds of jargon wherever possible, even if a foundation reviewer is already an expert in the field. It's unlikely that other members of the board have the same level of experience or expertise.

It's important to be enthusiastic about your organization and its goals, but you should try to guard against overselling your message, Foundation boards want to know that your feet are planted firmly on the ground. They are considering an investment your organization and are constantly scrutinizing your professional credibility.
Don't leave the reader to assume anything. A strong proposal communicates your purpose to everyone and should include any and all information that is relevant to your cause.

First Draft: Getting past that first draft is often the most difficult and challenging aspect of writing a proposal. Try to put together a complete first draft before you begin editing. Don't worry too much about sentence structure, spelling or grammar at the outset. They can be cleaned up in later drafts. In this early stage, it's more important that the structure of your proposal is sound and all your key messages are included.

When writing your first draft, get to the point as early as possible. It is difficult for foundation directors to give a thorough read of all the proposals that land on their desk. They want to determine your needs as early as possible. Develop a strong executive summary that contains all your key points and can stand alone.

Statistics and Examples: Whenever possible, try using concrete examples to illustrate your arguments.

A strong technique for including real world examples is to reference a recently publicized issue or event. Using a current event (e.g. an UN statement on AIDS or a recently released EU paper focusing on the impact of global warming in the Sahel) as an example will drive your message home to readers and provide a way for them to personally identify with your message.

Facts and figures also help to support your argument, while developing awareness of the extent and severity of your cause. But don't just include a whole bunch of data - provide an interpretation and analyze those facts for the reader.

Editing: Make sure to proofread your proposal thoroughly before sending it out. Every punctuation or grammatical error detracts from your overall message and damages your credibility. If you don't have solid proof reading and editing skills, try finding someone that does.
Consistency: If you want to build a more coherent and cohesive proposal, let one person take charge of the entire project, rather than writing it by committee. This way you will achieve a consistent style and tone.

Length: Although the length of a proposal can vary significantly, most foundation boards prefer to see short, succinct proposals that are six to eight pages in length. The size of a proposal speaks volumes about your organization's clarity of thought and purpose.

The length of your proposal should also be consistent with the amount of money you're seeking. If your organization is only asking for a hundred dollar investment, for example, a one-page letter will probably suffice.

Objectives: Be certain you can achieve the project objectives you made in your proposal. If approved, your proposal becomes a legal agreement. An honest approach is always best. Be frank about your organization's strengths and weaknesses and make sure you can deliver on your promises.

North Bank Organization for Poverty Alleviation (NOPA)

North Bank Division
P.O. 1000
Kerewan, The Gambia
West Africa
Tel: 220-700101
e-mail: s.ceesay@qanet.gm

March 31, 2016

Mr. Jacques Parizeau
Executive Director
Aide d’Action
67 Boulevard Soult
75592 Paris
Cedex 12
France

Dear Mr. Parizeau:

Have you ever seen a woman dying of AIDS, lying in a small mud hut, her arms thin and her eyes closed in resignation? We see this sight every day, and we are determined to do something about it. Already we are reaching hundreds of the poorest people in the world – the average per capita income for The Gambia is US$280 per year – with projects that create awareness about critical health issues. Now, with your help, we will tackle the latest and most devastating health issue to affect our people, HIV/AIDS.

Established in 1996, NOPA is an indigenous Gambian NGO with a long record of delivering outstanding, effective programs in health and food security. Through a unique system of “eco-zone” committees, we work directly with community members to improve the conditions of villagers throughout the North Bank Region.

While HIV/AIDS in The Gambia is still below that of many African countries, it is becoming an increasing concern. Already 13,000 people are infected, and it is estimated that if significant intervention does not occur almost immediately, the numbers could spiral out of control. Because Kerewan is on the major trucking and migratory route – the path by which AIDS spreads most quickly – we are uniquely placed to reach trucker, traders, sex trade workers and migrants.

NOPA has an outstanding staff with many years of African development experience. With your support we will be able to address the growing AIDS problem through a combination of education, development of AIDS awareness materials, community mobilization, literacy instruction, counseling, school visits, and media publicity.

We appreciate your interest in our organization and our program. I have attached a full project proposal for your consideration. Please contact me if you require additional information.

Thank you again for examining our proposal. We look forward to working with your organization and other donors to help lead the fight against the spread of AIDS in The Gambia.

Sincerely,

Saikou Ceesay
Executive Director

North Bank Organization for Poverty Alleviation (NOPA)

Project Title: Promotion of HIV/AIDS awareness and preventive health care

2. Submitted to: Aide d'Action

Contact Address:

North Bank Division
P.O. 1000
Kerewan, The Gambia
West Africa
Tel: 220-700101
e-mail: s.ceesay@qanet.gm

LIST OF ACRONYMS USED IN THIS DOCUMENT

NOPA	North Bank Organization for Poverty Alleviation
CBO	Community Based Organisation
CHN	Community Health Nurse
DCD	Department of Community Development
EMC	Eco-zone Management Committee
HSCM	Health Sub committees
MDFT	Multi-Disciplinary Facilitation Team
M & E	Monitoring & Evaluation
NBD	North Bank Division
NGO	Non-governmental Organisation
PRA	Participatory Rural Appraisal
RDA	Rural Development Assistant
SDRD	Support to Decentralised Rural Development
SCF-USA	Save the Children Federation-USA
TANGO	The Association of Non-Governmental Organisations
TBA	Traditional birth Attendant
VDC	Village Development Committee

LOCAL TERMS USED IN DOCUMENT

Kabilo	Clan
Imam	Islamic priest and head of mosque
Dalasi	Local Gambian currency
Alkalo	Village head

1. Executive Summary

NOPA's overall aim in this project is to create awareness on key health topics that will lead to sustained improvements in the health status of rural people in the North Bank Division. NOPA works with local communities at the grass-roots level, within its targeted Eco-zones, to bring about improved health and welfare to North Bank residents.

This project will support government-led initiatives on the promotion of improved health practices and the fight against deadly diseases such HIV and AIDS and other Sexually Transmitted Infections. The **Promotion of AIDS awareness and preventive health care** is part of our cross-cutting strategy of utilising a multi-sectoral approach so that people benefit in the most holistic way possible from any interventions, which we are in a position to support

Although the present official rates of HIV/ AIDS infection in The Gambia are significantly less than those of many other African countries, the AIDS pandemic is increasingly becoming a concern. Latest figures (2002) released by the AIDS Secretariat and Department of State for Health indicate that the number of HIV carriers and AIDS sufferers is on the increase. It is estimated that at least 13,000 people in The Gambia are known to have the HIV, while 3000 have been reported to be full blown AIDS patients as compared to 236 cases in 1990[1]. Within the North Bank Division very little effort has been made to heighten awareness of the problem. NOPA is uniquely placed to address this problem. Besides a long and successful track record of delivering effective health programs in our region, we have developed excellent rapport with the communities and have a strong field team of health workers. As well, we have pioneered the "Kabilo Approach" a means of using traditional village structures to implement health care programmes. Once local needs have been identified Kabilos form a perfect conduit to channel development initiatives in a way, which will be acceptable to the community.

Our project would approach the problem of HIV/AIDS prevention through a number of strategies:

- Capacity building of local institutions (e.g. HSCMS, EMCS and VDCs)
- AIDS Awareness materials will be developed in Mandinka, Wolof and Fula, while posters with Arabic slogans will also be developed and printed.
- Literacy facilitators will be encouraged to include HIV/AIDS discourse in their classes using materials developed in Mandinka, Wolof and Fula .
- All villages within the eco-zones that play host to considerable numbers of high risk categories of people will be targeted for AIDS Awareness interventions.
- AIDS Awareness counselling will be offered to women sex workers[2] in those villages within the four eco-zones where weekly markets (Lumo)- a point of attraction for sex workers - are held .
- All final year students of Senior Secondary and Middle Schools within the four eco-zones will be targeted for AIDS and sexually transmitted infections sensitisation.
- All health care facilities in the eco-zones will be supplied with AIDS Awareness information, for the attention of their clientele.
- The community radio station will be used to transmit AIDS awareness and other improved health care messages throughout the NBD on a regular basis. These programmes will be carried in English and three major local languages spoken in the NBD namely- Wollof, Mandinka and Fula

NOPA aims to start the project in March 2005, subject to the availability of funding. It is essential to get a good number of activities under way during the dry season (i.e. before June) as it is critical for us to fit in with availability of community members based on their seasonal calendar.

Sustainability will be ensured through building the capacity of local health organizations, lessening outside dependence, and creating linkages with other government and non-government organizations working in the HIV/AIDS area.

The **Promotion of HIV/AIDS Awareness and Protective Health Project** has evolved through such participatory approach and NOPA's work with beneficiaries over the past number of years

2. Needs Statement

While The Gambia is classified as one of the least developed countries in the world,
The NBD is among the poorest regions in The Gambia with an average per capita income of less than $200 per annum. Women are considered the poorest with most of them well below the poverty line. Poverty levels amongst women are much higher than that of men. Recent studies reveal that 55% of households are very poor, and of this 69% mainly women, are well below the poverty line. In fact, since the last Poverty Survey in The Gambia in 1998 the poverty level has risen to more than 300%[3].

Although the present official rates of HIV/ AIDS infection in The Gambia are significantly less than those of many other African countries, the AIDS pandemic is increasingly becoming a concern. Latest figures (2002) released by the AIDS Secretariat and Department of State for Health indicate that the number of HIV carriers and AIDS sufferers is on the increase. It is estimated that at least 13,000 people in The Gambia are known to have the HIV, while 3000 have been reported to be full blown AIDS patients as compared to 236 cases in 1990[4]. Within the North Bank Division very little effort has been made to heighten awareness of the problem. Among local communities there is little understanding of the problem and the danger it represents. Many people, particularly youths, leave the NBD and go to live in the urban areas, unaware of the threat posed by AIDS and unaware of the possibility of bringing the virus back to their home communities.

Within the Division there are a number of towns that are important international transit points and migration routes – the paths by which the AIDS virus most quickly spreads. These towns play host to considerable numbers of long distance lorry drivers, traders, migrants and sex workers. These are some of the groups most at risk of contracting and spreading the virus, yet no effort has been made to sensitise them on the issue. In addition, there are a number of villages in which migrant sex workers offer their services during the weekly markets. These communities have not been targeted for any HIV/AIDS related interventions.

The Gambia is not unique in that its government is not in a position to raise sufficient budgetary income to provide adequate basic healthcare services to the population. Therefore, it is incumbent upon communities themselves to endeavour to take responsibility for their own health and well-being. Of particular concern are maternal and infant mortality rates, which are amongst the highest in the world. The under-5 infant mortality ranking for The Gambia is 60 out of a total of 187 countries[5]. The need therefore to set up health subcommittees in all the four eco-zone will be necessary to enhance community participation in the implementation of promotional activities geared towards improving health status especially as it relates to HIV/AIDS, STIs and other preventive health practices.

3. Goals and Objectives

The proposed **Promotion of HIV/AIDS Awareness and Protective Health** project has evolved over several years of grass-roots work with local communities and consultation with community, regional, and national health agencies. The overall mission of NOPA is to "Provide a better life for North Bank men, women and children." This broad vision clearly requires us to address this significant threat to the people living in our region.

To address the problem, in conjunction with local community members, we have established the following as our overarching project goal:

Goal: To increase awareness of HIV/AIDS in the North Bank District and reduce the spread of the disease

To reach this goal, we have also arrived at a set of objectives through community and regional consultation:

Objectives:

- To strengthen the capacities of Local institutions – HSCMS, EMCS and VDCs for effective co-ordination and implementation of HIV/AIDS awareness and preventive health care programmes
- To raise awareness of adults and children on the effect, impact and prevention of HIV, AIDS and other Sexually Transmitted Infections (STI)
- To significantly reduce risky sexual behavior among men and women
- To revitalise and retrain Health Sub-Committees in the 4 Eco-zones
- To especially build awareness of and attitude change toward HIV/AIDS among school students

4. Implementation Strategy

NOPA's Health Sector is primarily concerned with enabling community members to meet many of their own health care needs. Within the Kabilo Approach, local community members play pivotal role in promoting improved health care practices at village level. NOPA and staff of the Divisional Health Teams take the time to raise people's consciousness about preventive health care practices , HIV/AIDS and other sexually transmitted Infections. Promotional strategies to raise level of awareness on the above health issues will be devised and implemented in close collaboration with community members themselves so that from the start 'ownership' of the process rests with the beneficiaries. The implementation of all activities under this project will be carried out in collaboration with the State Department of Health through the Divisional Health Teams, EMCs, TBAs and HSCM within the Division, in conjunction with other stakeholders.

The project will also feature the utilization of traditional social structures known as *kabilos*. These are highly organized structures, that have wide spread influence throughout the country. Due to their cohesion and highly organized structures, once local needs have been identified, a *kabilo* forms a perfect conduit to channel development initiatives in a way that will be culturally sensitive and acceptable to the community.

The two-year project will commence March 2005 and continue through March 2007.

A detailed description of each of the envisaged intervention methods linked to this project are provided below.

1. Capacity Building Overview:

NOPA firmly believes that capacity building within all sectors is the only way to a brighter future for the targeted communities we work with. Thus, recognising the important role that local institutions will play both during and after the project period, series of capacity-building activities aimed at preparing local institutions will be carried out. The ultimate objective is to nurture these local institutions into independent, community-based organisations capable of sustaining, the programmes started during the project period and beyond. Therefore, a key focus of this project is the building and strengthening of the knowledge and skills of these local institutions as follows:

- **Development of training material / manual for HSCM training**

In order to enhance the capacities of the various local institutions to be involved in the project a curriculum for training of these institutions will be developed. Training materials will be collected from various health institutions and compiled into a comprehensive training manual for health sub committee members covering all the twelve key health areas. The training manual/material will be a standard tool for use by Community Health Nurses in close collaboration with the Multi Disciplinary Team of Facilitators (MDFTs for training of all HSCMs .

- **Training of VDCs and EMCs**

To ensure active and effective participation of the VDCs and EMCs, their capacity to plan, implement and manage programmes at their level needs to be improved. To this effect, NOPA will organise orientation programmes for the Eco-zone Management Committees on a regular basis.

- **Health Sub-Committees training**

NOPA will collaborate with the ministry of health staff through the Divisional Health Team, to revitalise these HSCMs in all the eco-zones, through training. NOPA will hold series of meetings with all partner communities in order to sensitise them on the roles of HSCMs in the Health Care delivery system in the villages and to solicit community support for HSCMs.

2. Education and Awareness Overview

The HIV/AIDS pandemic transcends social, economic, cultural and political boundaries and as such NOPA will look at the issue from that perspective. NOPA will take a three-pronged approach to disseminate information on HIV / AIDS prevention and control focusing on three target groups-

1) Focus on at-risk groups;
2) Targeting of schools;
3) Community sensitization

The Health Care staff of NOPA in collaboration with a range of partners will carry out series of campaigns and sensitisation programmes to raise awareness on the *facts* of AIDS among specific at-risk groups and more generally among the population of the four eco-zones and to offer advice on protective practices.

- AIDS Awareness materials will be developed in Mandinka, Wolof and Fula, while posters with Arabic slogans will also be developed and printed.

- Literacy facilitators will be encouraged to include HIV/AIDS discourse in their classes using materials developed in Mandinka, Wolof and Fula .

- All villages within the eco-zones that play host to considerable numbers of high risk categories of people will be targeted for AIDS Awareness interventions.

- AIDS Awareness counselling will be offered to women sex workers[6] in those villages within the four eco-zones where weekly markets (Lumo)- a point of attraction for sex workers - are held .

- All final year students of Senior Secondary and Middle Schools within the four eco-zones will be targeted for AIDS and sexually transmitted infections sensitisation. This will include and "AIDS Awareness Day Celebration," participatory curriculum development, in-class presentations, and the creation of school health clubs.

- All health care facilities in the eco-zones will be supplied with AIDS Awareness information, for the attention of their clientele.

- The community radio station will be used to transmit AIDS awareness and other improved health care messages throughout the NBD on a regular basis. These programmes will be carried in English and three major local languages spoken in the NBD namely- Wollof, Mandinka and Fula

- Meetings will be held regularly in each village through the support of HSCMs, VDCs and EMCs . In those villages where weekly markets (Lumo) are held meetings will take place on the eve of each Lumo day. At these meetings an array of health topics, including HIV/ AIDS awareness will be dealt with

5. Qualifications

NOPA's overall aim is to create awareness on key health topics that will lead to sustained improvements in the health status of rural people in the North Bank Division. NOPA works with local communities at the grass-roots level, within its targeted Eco-zones, to bring about improved health and welfare with a particular emphasis on women and children.

This project will support government-led initiatives on the promotion of improved health practices and the fight against deadly diseases such HIV and AIDS and other Sexually Transmitted Infections. The **Promotion of AIDS awareness and preventive health care** is part of our cross-cutting strategy of utilising a multi-sectoral approach so that people benefit in the most holistic way possible from any interventions, which we are in a position to support

NOPA works within a multi-sectoral framework. This is a holistic strategy modelled on the eco-zone (watershed) approach. The **Promotion of HIV/AIDS awareness and Preventive Health care practices** form part of this framework. Each component part within this multi sectoral framework compliments the efforts of other components. Within this framework, a cross sectoral linkage is forged between the various programme activities to compliment and consolidate each other which together 'gel' into a holistic approach to improving the quality of life of women and children. In addition other programme activities of NOPA include:

a. ***Agriculture and Natural resources Management*** - This sector aims at enabling communities to increase food security and environmental conservation. Dike construction, reforestation, land reclamation, improving crop yields and the introduction of improved farming practices and training are among the measures being implemented with beneficiaries. The sector aims at enabling women and children to improve food security, nutrition, environmental management and income.

b. ***Education*** - This sector aims at promoting, through advocacy, the education of female children by helping to overcome existing religious, cultural and economic obstacles. The sector also encourages functional literacy for women thereby enabling them acquire useful life skills. In addition, the promotion of early childhood care and development is a key focal area for support.

c. ***Micro-enterprise development*** - This sector aims at providing access to small-scale credit for women to improve their economic status. These are community-managed revolving loan schemes, which offer opportunities re and education of their children.

NOPA's mission is to specifically focus on improvements in the lives adults and children in the poorest region of The Gambia. In implementing all of its programme activities NOPA maintains a close collaboration with various departments of the Gambian Government. Amongst these national Institutions that NOPA work closely with are: Department of Community Development, Department of Agricultural services, Divisional Health Teams, Department of state for Education, Local Government Authority etc. In addition NOPA works with a range of donors/partners which includes Catholic Relief Services (CRS), the SDRD Programme of the European Development Fund, Oxfam America, the Gambian Family Planning Association (GFPA), APSO (Ireland), Ireland Aid, Agence Francaise de Development (AFD), Dublin Corporation and Gorta.

NOPA is also an active member of the Divisional Co-ordinating Committee. This is an umbrella body that comprises of all Government Departments, NGOs and other Institutions operating in the North Bank Division. The Divisional Co-ordinating Committee (DCC), has the responsibility to oversee the activities of all organisations within the Division so as to ensure effective co-ordination and non-duplication of efforts.

6. Evaluation

Ongoing data collection will be a major responsibility of the project management team. This data, both quantitative and qualitative, will be tabulated and included in regular narrative reports.

As a means of verifying whether objectives and targets are being met, qualitative and quantitative monitoring and evaluation exercises will be carried out regularly.

Indicators for the project will be tracked as a means of measuring progress, or otherwise, of activities undertaken. NOPA views monitoring and evaluation as an opportunity to assess whether or not implementation has gone according to plan and how improvements can be made.

NOPA will conduct data collection exercises throughout the life-span of the project so that modifications can be made to improve the project as it progresses. An annual narrative report including data collected in regard to specific objectives will be completed and filed annually. At the end of the two (2) year project, an Evaluation will be arranged by NOPA with an independent consultant heading a team of evaluators.

The Agency would welcome the involvement of the donor's representative(s) in the evaluation of the project at the end of the period. We also expect that donors will carry out independent visits to project sites from time to time. We will be pleased to facilitate such visits and organise schedules on request.

Data will be collected to measure progress toward our overall goal, but because of the length of the proposed project (two years) and the nature of the disease, it will be difficult to demonstrate significant progress in terms broad aims of the project.

Goal: To increase awareness of HIV/AIDS in the North Bank District and reduce the spread of the disease

Indicators	i.	*50% reduction in new case of HIV/ AIDS in the North Bank Division, as reflected in the annual statistics of the Divisional Health Teams.*
	ii.	*A 75% increase in awareness of the effect and impact of HIV/AIDS and effective prevention practices among program participants as reported in post-intervention interviews*
	iii.	*A 50% increase in the use of condoms by male program participants as*

	measured by medical personnel

We will particularly look at measurable indicators related to specific objectives to identify progress or areas that require additional attention.

Indicators are as follows:

- **Objective:** To significantly reduce risky sexual behavior among men and women
-

Indicators	❖ *A 50% increase in the number of female sex trade workers who refuse to engage in sex unless the partner is wearing a condom as reported in follow-up focus groups* ❖ *A 100% increase in the number of free condoms distributed through the local health clinic* ❖ *60% of women sex trade workers report that ongoing support from project staff members make it easier for them to follow through on safer sex practices* ❖ *A doubling in the voluntary use of condoms by male clients, as reported by the women interviewed four months after project conclusion*

- **Objective:** To raise awareness of adults and children on the effect, impact and prevention of HIV, AIDS and other Sexually Transmitted Infections (STI)

Indicators	❖ *500 area residents report reading (or being read) HIV/AIDS leaflets developed and printed in English, French, Mandinka, Wolof, Fula and learning more about the disease.* ❖ *75% of focus group who have read the pamphlets state that they learned more about the effects, impact and prevention of HIV/AIDS as a* ❖ *Using interview samples, 80% of community members in the target area report an increased awareness of HIV/AIDS and its prevention as a result of seeing posters distributed and posted in the region* ❖ *90% of those attending HIV/AIDS workshops report increased awareness of the disease and its prevention in written and oral evaluations*

- **Objective:** To especially build awareness of and attitude change toward HIV/AIDS among school students

Indicators	• *90% of those students attending HIV/AIDS workshops in their schools report increased awareness of the disease and its prevention in written and oral evaluations* • *Twice as many senior grade students report a thorough knowledge of AIDS, it cause and prevention* • *90% of students participating in the AIDS awareness scheme in schools report an increased knowledge of HIV/AIDS and safer sexual practices* • *100% of the student essays reflect an enhanced understanding of the HIV/AIDS pandemic* • *Students in those schools conducting an AIDS Awareness Day indicate twice as much AIDS awareness as those in*

	non-participating schools • *Health Club organizers report reaching 10 youth with HIV/AIDS prevention message per person*

7. Budget

Budget Notes

1. Equipment / materials

For effective sensitisation campaigns, NOPA will need recorded information on experiences elsewhere to show to target groups during sensitisation campaigns. Using such media outlets can be a very powerful way of sending important messages across. It also has the potential to attract huge crowds to meetings, the main trust of our sensitisation activities. As a result, the cost of a VCR, Video and Television sets and cassettes are included in the budget.

2. Labour costs/ salaries

This line item covers salary for NOPA staff who will be directly or indirectly involved with the project. It covers the full salary of the Co-ordinator who will have overall responsibility for management, implementation and monitoring of this project. In addition, 25 % of the salary of the will also be paid from the project. Furthermore, other NOPA staff such as the Executive Director, Accounts Officer, Secretary, and the four field-based RDAs will be spending part of their time on this project. 10 % of their costs is also included in the budget on a cost-sharing basis with other projects.

3. Capacity building (training)

During the project period there will be series of capacity building measures aimed at enabling local institutions such as VDCs, EZMCs and HSCMs to effectively participate in implementation of this project activities. As these local institutions will be playing a pivotal role in the overall co-ordination and implementation of this project, it is imperative that they acquire relevant skills. Ultimately, NOPA wants to see these institutions become fully fledge independent community based organisations capable of sustainiably managing the affairs of individual eco-zone areas.

The Kabilo representatives will also be trained to enable them to train and supervise their Kabilo in the implementation of key health activities.

As NOPA plans to adopt multi-disciplinary approach towards programme implementation, all extension workers especially CHNs within the four eco-zones will be trained to enhance their support to project beneficiaries. In addition to the training of local institutions, series of sensitisation meetings will be carried out to raise public awareness on key health issues. All the aforesaid activities and resources required to implement them will incur costs as a result they are included in the budget.

4. Support for Community Health Nurses

Since the community health nurses will be playing a pivotal role in the overall implementation of this project cost related to their support in terms of fuel allowance and stationery are included in the budget to facilitate their active involvement and participation in the implementation of the project.

5. Auto operations

In order to enhance effective implementation, monitoring and overall co-ordination of intervention activities the budgets includes expenses to cover auto operations such as fuel for vehicles and motorcycles, service costs plus insurance, licence etc.

6. Unforeseen expenses

In the light of the fact that the project is a long term one, it is almost impossible to budget for everything that needs to be done during this period. As a result, a 5% miscellaneous cost is added to the budget to cater for unforeseen project expenditure during the five-year period.

Furthermore, inflation rate for all line items has been calculated and built in the budget to match average annual inflation rates of a minimum of 5 % per annum.

7. Administrative expenses

A 25% contribution to administrative project support cost has been charged to this budget. The administrative expenses covered under this project line item include utility bills, telecommunication, office equipment, stationary, publicity, evaluation, audits, membership fees, professional fees etc….

(Note: At this point the actual budget would be inserted, reflecting the budget lines and numbers above)

8. Project Sustainability

In recognition of the fact that outside funding is not a sustainable option in the long term, NOPA will endeavour to help communities to come up with their own plans and resources for sustainability of activities.

Through concerted efforts with the communities, especially the key committees mentioned elsewhere in this document, NOPA would support the following initiatives for the future viability of activities started during the period of the project.

A. Capacity-building: Through the training of local institutions -Eco-zone Management Committees, in the first instance, and through them, eventually the VDCs, HSCMs and other committees, it is anticipated that the tendency of dependency - on either Government support, outside donors, or private funding sources, for rural, community-based development activities - will gradually be reduced.

As stated elsewhere in this document, the process of building the capacity of EZCs to eventually become independent community-based organisations, in their own right, has already started. It will continue with the implementation of, not only this project, but also others, which NOPA is implementing. These projects, when looked at in combination, form the basis of our holistic approach to long-term, sustainable development.

B. Establishing Linkages: During the implementation of this project NOPA will create linkages between project beneficiaries and organizations, such as the World Bank funded Social Development Fund, National AIDS secretariat and other NGOs involved in AIDS and other preventive health-related activities who may be interested in working with those communities for future initiatives.

It is NOPA's conviction that our vision of "*a better life for North Bank men, women and children*" can only be achieved if all interventions in this project are viable options for the future once our support is withdrawn from the targeted communities.

9. Appendix