

LIMITED

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ECONOMIC COMMISSION FOR LATIN AMERICA
Subregional Headquarters for the Caribbean



TRAINING SEMINAR ON
COMMUNITY PARTICIPATION METHODOLOGY (I)

(Port-of-Spain, 29 March 1984)

BACKGROUND

The Caribbean Conference of Churches (C.C.C.) is a regional, non-governmental organization, engaged in development programmes in the Caribbean Sub-region.

Since the beginning of the year 1984, the ECLA Social Affairs Officer for Women's Programmes has been invited to a number of meetings, which women of various organizations in Trinidad and Tobago have attended. The objective was basically to create a C.C.C. Women's Desk and discuss ideas for a work programme geared towards the advancement of women. As a result of these discussions, the meeting adopted two basic decisions, namely that:

- 1) the approach to any programme to be worked out for women should start from a wider community perspective;
- 2) the emphasis should be laid on a participatory methodology.

At the end of January 1984, the C.C.C. Women's Desk has requested the ECLA Social Affairs Officer for Women's Programmes to provide technical assistance for the preparation of a work programme. Within this framework, Ms. Judy White, Programme Co-ordinator (C.C.C.) and Ms. Sonia Cuales, Social Affairs Officer (ECLA) organized a training seminar for the core group, on a methodological approach that may be used to develop a work programme. The first session, "Community Participation Methodology (I)," was held at the ECLA Office in Port-of-Spain on 29 March 1984.

Ms. Cuales (ECLA) presented a conceptual outline of Community participation and a related framework for the formulation and implementation of women's programmes.

This document contains a brief summary of the main issues of discussion within the context of the proposed methodological approach for Community participation.

Training Seminar on : Community Participation Methodology I
Resource Person : Sonia M. Cuales
ECLA Social Affairs Officer
Women and Development Programmes
Venue : ECLA Office, Port-of-Spain
Date : 29 March 1984

Brief summary of proposed basic steps to follow in a process of project formulation with a methodological approach of genuine community participation.

1. Establish geographical boundaries of the Area with members of the community:
 - find out number of people and
 - criteria used for boundaries and for size of population.
 - interview with key members of the community,
 - identify indicators for internal stratification of the community.
 - review literature/secondary sources on the particular community (publications, newspaper clippings, etc.).
2. Identify existing services, already provided and by whom.
3. Select target Group
4. What forms of participation already exist? Be open, so as to recognize alternative forms of organization which are generally not considered as such.
5. Identify existing resources, skills, technology.

ALL THESE STEPS TO BE FOLLOWED WITH THE MEMBERS OF THE COMMUNITY THROUGH COMMUNITY MEETINGS AND/OR SESSIONS WITH PARTICULAR GROUPS PREFERABLY AT PLACES AND AT TIMES USED BY THEM FOR THEIR OWN COMMUNAL ACTIVITIES.

Once the target group has been roughly identified, the process of DIAGNOSIS will start, describing the situation as it is within each of the major conditions of life, namely:

HEALTH STATUS
WATER AND ENVIRONMENT

EDUCATION/TRAINING

EMPLOYMENT/INCOME

NUTRITION/FOOD INTAKE/DIET PATTERNS

HOUSING CONDITIONS

CULTURAL EXPRESSION (incl. LANGUAGE)

MEANS OF COMMUNICATION/TRANSPORT

- a) Establish priorities concerning the condition of life, i.e. which of these is the most important of the needs for action in order to improve the situation.
- b) Establish priorities concerning the specific needs within the various conditions of life. So if it is e.g. health, then list the needs for action in order of priority, for example, health post, resident nurse, maternity care, papsmear tests, immunization programme, training of community health workers, etc.
- c) Select activity for immediate action, taking into consideration feasibility in terms of finances, existing material and human resources and most importantly expected impact improvement of life condition of target population.
- d) Establish OBJECTIVES and STRATEGIES to achieve them and to EVALUATE the process.
- e) After describing the situation in terms of the living conditions, check out what the conditioning factors are and in what ways each living condition is related to and affects the other.
- f) Identify and describe obstacles, both internal and external ones, including those related to cultural beliefs and practices.

BE GUIDED BY THE MAJOR QUESTIONS OF:

- WHAT ARE PEOPLE DOING?
- WITH WHAT MEANS?
- HOW DOES THIS AFFECT THEIR LIVING CONDITIONS?

Planning of a Community Participation project is a process of dialogue between institutions and social groups (at local level) with the purpose of analysis aimed at generating a set of solutions for the improvement of the conditions of life.

The dialogue consists of a continuous confrontation of perceptions and assessments of technical agents and community members (representative of the interests and needs of poor groups).

Those perceptions and assessments refer to:

- qualitative and quantitative aspects of the living conditions of poor groups,
- desirable changes in those conditions,
- priorities for action,
- feasibility and social acceptability of technical and other solutions and utilization of resources aimed at changes in the living conditions,
- organization forms, management arrangements and roles performed at community and local institution's level(s) and their adequacy for change;
- relationships for the existing situations with wider social, economic, political, etc. environments and feasibility of achieving and maintaining the proposed changes in lieu of factors opposing change.

Local level action results from planning in the above-mentioned terms.

It should be a joint project implementation effort between the institution(s) and organized communities according to the rules of the game established through a planning process.

Projects should be based on information about the living conditions of the community and the factors that determine or contribute to those conditions. This is called diagnosis. The analysis of those two types of information should lead to formulation of action objectives and the ways to accomplish them (strategies). Changes in the living conditions are project objectives, while changes in the conditioning factors are strategies. When the latter are established, the project is formulated.

Evaluation is defined in the same terms. Evaluation of changes that occurred in the living conditions of the project beneficiaries are project impacts, while the other project results in terms of activities performed, resources utilized, etc. refer to the accomplishment of physical targets.

ANNEXES: List of Participants
Graphic Presentation
Sample of Types of Information required for Assessment of living conditions and Conditioning Factors
Sample of more specific Questions (in one living condition)

BEARING IN MIND THAT ANY COMMUNITY HAS AN INTERNAL STRATIFICATION OF ITS POPULATION, EFFORTS SHOULD BE MADE TO IDENTIFY AND WORK WITH THE BASIC UNIT WHICH HAS COMMON FELT NEEDS AND PRIORITIES, WHETHER THE TARGET GROUP IS CONSTITUTED BY MEMBERS OF THE COMMUNITY AT LARGE OR BY SPECIFIC AGE GROUPS, OR WHETHER IT CONSISTS OF WOMEN.

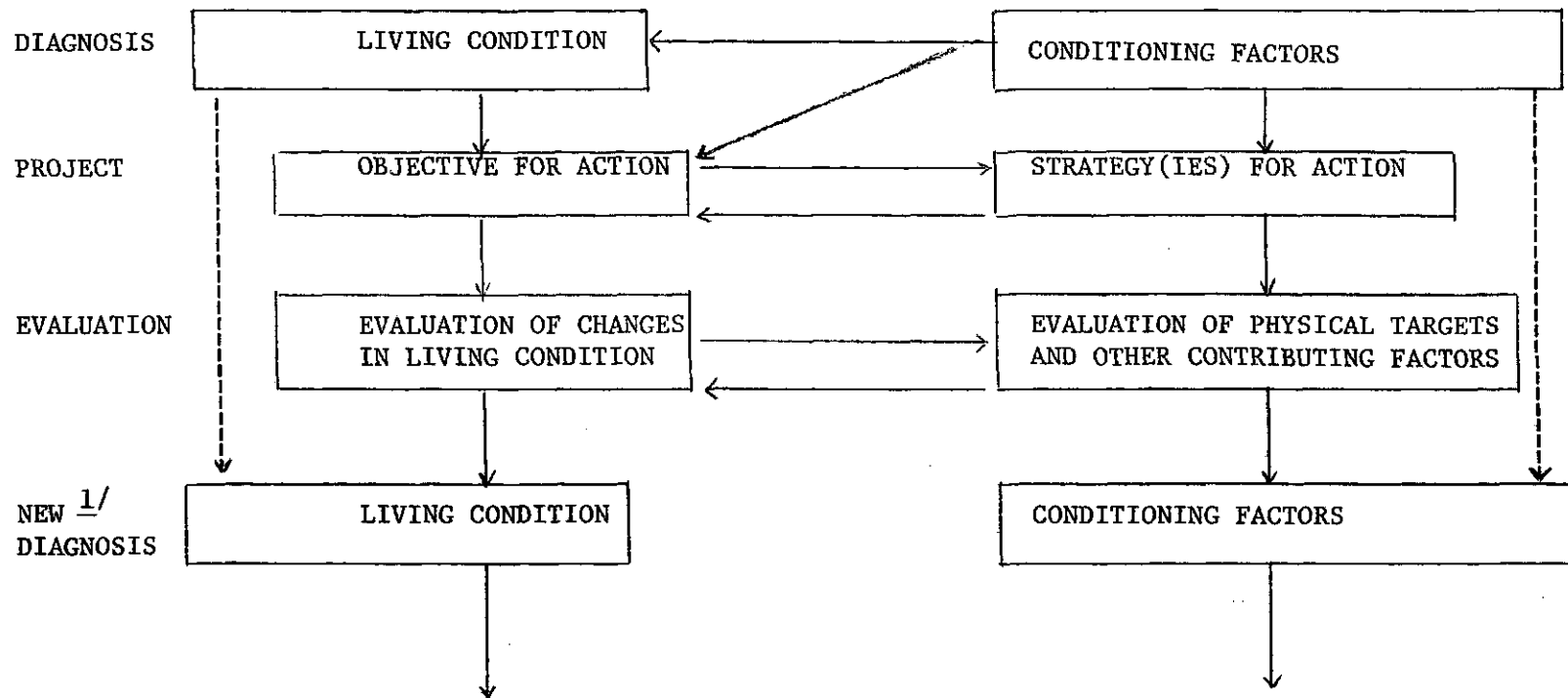
Port-of-Spain, 3 April 1984

Training Seminar : Community Participation Methodology I
Resource Person : Sonia M. Cuales
ECLA : Social Affairs Officer
Women and Development Programmes
Venue : ECLA Office Port-of-Spain
Date : 29 March 1984

LIST OF PARTICIPANTS

<u>NAME</u>	<u>ORGANIZATION</u>
Angela Gay-Persad	Association of Village and Community Councils, Trinidad and Tobago
Margaret Hinkson	The Group
Cathy Shepherd	The Group
Judy White	C.C.C.
Maria Faustin	C.C.C.
Georgiana Rebeiro John	Electrical Woman's Group
Cheryl Scott	Trinity Young Adults Youth Group
Sybil Hall-Sayers	Nursing Association
Dorothy Stephenson	Methodist Church Women
Joy Brathwaite	N.I.B.
Ruth Antoine	Nursing Association
Caren Bowen	Trinity Young Adults Youth Group
Marjorie Wilson	Women Citizen of Trinidad and Tobago
Stachen Newallo	The Group
Margaret Brown	Federation of Women's Institutions
Wendy Ifill	Starr
Lorraine Chan	Starr

THE FOLLOWING GRAPHIC PRESENTATION SHOW THE RELATIONSHIPS BETWEEN DIAGNOSIS, PROJECT FORMULATION AND EVALUATION:



1/ Since the process is envisaged as continuous, evaluation of project objectives and strategies together with initial information leads to new diagnosis and new projects.

Sample of Types of Information Required for an Assessment of
Living Conditions and Conditioning Factors

Living Condition

Conditioning Factors

Nutrition

Nutrition status (NS), food intake, diet patterns of various groups of households and within them age and sex groupings. --- Influences on health, income generating capacity, education, etc.

Type of food produced, consumed, purchased, preserved, stored, prepared --- Breast feeding and weaning practices --- Resources and technologies used --- Roles performed and organization forms utilized for activities --- Traditional beliefs and practices --- Attitudes towards improvement --- Health, income, education and other conditions influencing nutrition situation. --- Other social groups and factors outside the community influencing the condition of food and nutrition. --- Obstacles and potential for action.

Health

Services coverage for vulnerable groups, morbidity, mortality, difference between household types --- Influences on nutritional status, income, etc.

Institutions and services accessible to the community --- Resources and technologies used --- Availability of specific types of service personnel and under what conditions --- Traditional beliefs, practices and attitudes towards improvement --- Other relevant living conditions which influence the health situation (nutrition, water, housing, etc.) --- External influences on health condition --- Obstacles and potential for action.

Education

Primary school coverage (including absenteeism and drop-outs), existing skills, level of literacy according to occupational status and sex. --- Condition of pre-school children in terms of social, psychomotor and intellectual development. --- Influence of education on other conditions of life (income, health, etc.)

Schools within and near the community. --- Personnel, curricula and maximum years of schooling available --- Schools' equipment and other resources --- Forms and content of adult education activities, literacy courses, etc --- Traditional beliefs, child-upbringing practices, educational practices and attitudes towards acquiring knowledge and skills. --- Nutrition, health, income and other conditions influencing education opportunities --- Factors outside the community influencing education opportunities --- Obstacles and potential for action.

Water and Environmental Sanitation Accessibility of sources of water, its quantity and quality according to various groups of households --- Levels of environmental sanitation of various groups of households in terms of garbage disposal, proximity to other sources of infection (sewage, etc.) --- Influence on other conditions (health, nutrition, etc.)

Activities and time required to obtain water according to uses of water (personal hygiene, washing productive activities, etc.) --- Person who performs those activities --- Environmental sanitation measures and person in charge of their maintenance --- How are the water systems maintained with what personnel, resources and technologies. --- Traditional beliefs and practices related to water and environmental sanitation, attitudes towards improvement --- Outside factors influencing the water and environment condition of the community --- Other factors (natural and man-made) which influence the condition of water and sanitation --- Obstacles and potential for action.

Living Condition

Conditioning Factors

Income, work and expenditure
Occupation and working relationships of heads of households --- Types and levels of income according to working relationships and/or occupations --- Occupations of heads of households and their level of income in households whose consumption standards (nutrition, housing, etc.) fall below standards --- secondary occupations, production in kind, domestic work and other means of income in those households ---The role of women, children and other family members in work and income generation. --- Influence of the condition of income, work and expenditure on other conditions of life (nutrition, housing, education, etc.)

Work done and income obtained inside and outside the community --- Frequency of activities during the year and corresponding absorption of labour force --- Type of workers by sex and age in main occupations. --- Historical and present economic and political factors determining the work sources and occupation structure within the community --- Who are the owners of the means of production and where do they live --- Types of activities and time spent in households whose level of consumption is below standards. Level of efforts and health hazards related to those activities --- Resources and technologies utilized in principal, secondary activities, natural production and domestic work. --- Relationships of those activities with other social groups or enterprises in the community and outside. --- Resources and skills under-utilized in those households --- Attitudes and beliefs regarding income, occupations and consumption. ---Obstacles and potentialities for change in levels of income, occupations and levels of expenditure.

Housing

Differences of households according to quality of houses in terms of floors, walls, roofs and connections to public utility services. --- Differences of households according to legal status regarding ownership, renting, etc. ---Number of families per house, people per room and per bed according to types of houses.

Housing construction, time spent, source of materials, land status and costs --- Persons and entities involved in housing construction, renting, credit, maintenance, etc. --- Technologies utilized in house construction and maintenance --- Traditional beliefs and practices regarding the function of the house and various parts of it --- Other factors inside and outside the community which facilitate or hinder housing improvement --- Attitudes and other potentialities for improvement of housing condition.

Communications and Transport

Radio, television, newspapers and other mass media utilization by various groups of households. ---Ownership and utilization of means of transportation by various groups of households --- Difficulties of access to places within and outside the community for the whole community and groups of households

Existing physical infrastructure and public services (post office, roads, radio and TV stations, newspapers within the community and region) --- Types of services offered and their relevance for the community --- Traditional beliefs and practices related to communications and transport --- Attitudes towards change and improvement. --- Other factors inside and outside the community which facilitate or hinder improvements in communication and transport.

Living Condition

Conditioning Factors

Power Relationships and Participation Social groups and individuals who have power over others in the community through property over means of production, conditioning of type of work, salaries, prices, rewards, outcome of elections, presentation of community demands to administrative and political authorities, etc. --- Ties between organizations, as well as rivalry and competition --- Differences in the objectives of various organizations --- Type of leadership in formal organizations --- Kinship among those with major responsibilities in community affairs, duration of their functions --- Differentiation between households in terms of their memberships (also according to sex) in formal organizations --- Initiative efforts and merits of members of organizations --- Other living conditions influenced by power relationships and participation.

History of power relationships and participation in the community. --- Origin of organizations, endogenous or exogenous (imposed or requested) --- Major accomplishments of organizations in terms of improvement (or deterioration) of living conditions --- Economic, political cultural and other factors influencing power relationships and participation of various groups.

Cultural Expressions

Language, religions, ethnic groups in the community --- Level and forms of self-esteem, self-expression and negotiating power of the community (or groups within it) with other relevant social and cultural groups.

History of the community in terms of its cultural evolution and relationships with other groups --- Traditional beliefs and practices related to nutrition, health, education, income, etc. --- National and regional socio-economic and political structure and its impact on the cultural expressions of the community --- Dominant cultural values, ethnic groups, religions and language in a region and nation.

Current language/speech particularity. Importance of basic concepts, expressed in the language used by the community.

SAMPLE OF MORE SPECIFIC QUESTIONS

e.g. in Work, Income and Household Expenditures

Living Conditions

Conditioning Factors

How do the households differ in terms of working relationship and/or occupations of the heads of household?¹/---

What are the types and levels of income (in kind and in cash) according to working relationships and/or occupations? --- What are the predominant types of workers by sex and age in each occupation? ---

Are there households within each occupational group whose total income substantially differs from the rest of households because more household members work for an income, transfer of income from source outside the community, rents on property, etc? ---

What are the main occupations of heads of households and their type and level of income in households whose nutrition, housing and other consumption aspects fall below the standard(s)?---
What are the secondary occupations in those households?---
What is produced or obtained in kind in those households?---
Where does the rest of their total income come from (e.g. Government, private sources, natural environment, etc.)?---
Which goods and services do they buy, how often and with what level of expenditures?---
What goods are obtained from other forms of exchange?---

According to occupations in the work done in the community or outside? ---What are the commercialization arrangements? If this work involves production of goods, are they sold inside or outside the community? --- What is the frequency of activities during the year? (permanent, occasional, seasonal). --- Working hours and the time spent on transportation? --- By what means? --- Health and other hazards at work, according to occupation? Which are the predominant type of workers by sex and age in each of the occupations? - Are there children below 14 working as hired labour? --- Which historical or current factors, inside and outside the community determine its present situation in terms of sources of work, working relationships, levels of income?--- Do the owners of means of production live in the community or outside? ---

WHY?

Which are typical daily activities of the members of the household whose consumption levels fall below standards? Are there any seasonal or occasional activities which bring them additional income (in kind and cash)? --- Which are the resources and technology used in secondary activities, in production in kind and domestic work? Which of those activities require excessive physical effort, are they excessively time-consuming or do they present serious health damages? ---Which of those activities depend on other groups or individuals (money lenders, commercial intermediaries, owners of transport facilities, land owners, shop tenants, etc)?---Which resources and skills in those households are under-utilized, or can be upgraded(Labour force, land and other natural resources, savings, etc)?--- Which are their attitudes and beliefs regarding income, consumption and occupations, as well as about their power of negotiation with powerful economic groups?--- What are the obstacles and restrictions inside and outside the community related to increase of their income, rationalization of consumption, changes in occupational structure and/or times and efforts needed for production in kind and for domestic work? --- What elements within and outside the community facilitate those changes? ---

¹/ See page 3.

OBJECTIVES FOR ACTION

STRATEGIES

Which sources of work (and changes in occupations and skills) should produce increase in income (in cash) and for which sex and age groups? 2/ ---

For which types of existing working activities (secondary activities, production in kind and domestic work) should working house/or efforts and/or health hazards be reduced?---

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Which changes are desirable in the level of expenditures in households whose consumption is below standard?---

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What type of alternative activities could be initiated in a short term? --- For example, an agricultural project? --- What is the quantity and quality of local resources of potential productive use? --- What would be the volume of production?--- Which would be the technical alternatives (intensive vs. extensive)? --- What would be the fixed costs and functioning costs? --- Which would be the sources of financing (community, banks, other) --- What would be the relationship between volume of production and the community's demand? --- What would be the volume for internal consumption and the market value? --- What would be the relationship cost vs. benefits? --- Which appropriate technology devices could be used (to reduce working time and risks)? --- What would be the impact in terms of increase in actual income and nutritional improvement? --- What is the volume of the women's labour force which could be oriented towards productive use? --- What would be the number of hours available, which incorporating technology, could be dedicated daily to the development of the productive projects? --- Which are the needed skills? --- Which technologies can be up-graded or replaced by more appropriate ones in the domestic work of women and children? --- Which household expenditures can be reduced through community based commercialization arrangements, better transport or by household domestic activities?---

PROJECT IMPACT AND SIDE EFFECTS

ACCOMPLISHMENT OF PHYSICAL TARGETS AND OTHER CONTRIBUTING FACTORS

What proportion of families benefited from the execution of small productive projects? - What number and percentage of heads of household have obtained productive employment through the project?--- How many people have been relocated from low productivity and high risk activities to productive and relatively safe activities?---

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How many productive activities have been initiated and are functioning? --- To what percentage has actual food consumption increased in the community? Which education activities were performed during the project implementation? --- Which technologies were introduced? --- Were the deadlines respected?--- What were the other factors that contributed to success or failure of the project? ---

PROJECT IMPACT AND SIDE EFFECTS

ACCOMPLISHMENT OF PHYSICAL TARGETS AND OTHER
CONTRIBUTING FACTORS

In what volume has the local food offer increased? ---

How many additional hours do the women have to dedicate them to directly productive activities or to child care?

Did the efforts and health hazards in domestic activities reduce due to introduction of new skills and technologies?---

How did the pattern of expenditures change due to increases in income and/or other strategies related to improvement of patterns of expenditures.

1/ Working relationships and/or occupations differ for the rural and urban contexts, and according to sources of work (agriculture, industry, services, etc.) In the urban context the groups may be: wage earners, employers, self-employees, non-remunerated workers and unemployed, while in the rural one they may be the following: Tribal groups in predominantly subsistence economies with a combination of communal and family-owned means of production; small land-owners who mainly produce for family subsistence and occasionally sell their products; small land-owners who obtain part of their income by working for wages, tenants, sharecroppers, etc.

2/ In households whose consumption level is below standards.

