

# Facilitation for Empowerment and Social Transformation :

## Practioners' Guide Book



## Publisher



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Some of the contents were developed in reference with the Surkhet Project Awareness Raising Cycle (SPARC). We are indebted to all the community development groups, community based network organizations, funding partners and the local, provincial and the federal government for having faith in us and continuing their support in our endeavors. We are grateful to all the general members, staffs of Sahakarmi Samaj for their selfless engagement for the transformation of marginalized communities. Finally, special appreciation goes to all who, directly or indirectly extended their help in accomplishing this book. Thank You !



**Ratna Bahadur Gaha**  
Chairperson, Sahakarmi Samaj

# FOREWORD

With the political developments in Nepal, the state recognized and started making deliberate efforts towards engaging with the local communities in the development planning processes. Although autonomous local Acts and other related programs and policies regarding involvement of local communities have contributed in enhancing decentralization, the effective and meaningful involvement of the public still lags behind. Despite the change in political system, the need for transformation of citizens' capacity and level of awareness is evident and due to lack of opportunities, practice and experience the policies are yet to be complimented by appropriate institutional arrangements.

This resulted in significant emergence of Non-Governmental Organizations who started working for the development of communities at local level. The work of these NGOs have predominantly been of charity nature and still same pattern of support is in existence. Amidst political changes and instability, the role of NGOs was more of interference in the decade of 50s and 60s. There was clear presence and influence of NGOs during the peoples' movement of 2062/63 BS, consequence of which made a division of opinions for and against them. Subsequently, the status, role and access to opportunities for marginalized communities did not change and the benefits were limited to a certain class of people depriving the real target group from claiming their rights.

Efforts from the state and NGOs will not have the expected outcome and the development cannot be sustainable if there is lack of citizens' participation and feeling of ownership. Neglecting this aspect of development, the impact of a large investment in the name of community development was comparatively low. Interdependency, cooperation and collaborative traits of Nepali Communities were disrupted resulting in growth of dependency even for small activities.

In spite of enhanced political awareness and participation through the change, there was imbalance and the citizens built high expectations and dependency on the government or non-government organizations rather than initiating self-initiatives. There was no mechanism and environment

for community to identify their own problems, analyse them and find out the ways to solve them. The development process embodied by the state and NGOs is more focused on solving current problem while ignoring a long-term vision that create hopes and enthusiasm for development. There is still confusion about role of community and state for transformation and development. Moreover, unorganized seasonal programs of NGOs have fuelled a negative impact rather than positive one.

Like Robert Chamber opines, there is a greater need of transformation and amendment in mobilization of community in order to keep citizen as the focal implementer of development. There should be belief and due recognition that people can transform themselves upon a conducive environment. It is crucial to have a rewarding discourse among the people and organizations involved in the sector of social transformation to build a common understanding regarding the principles and practicality for development of a clear roadmap.

For the past 22 years, Sahakarmi Samaj has been consistently applying the approach of people-led community development processes for their own social transformation. Sahakarmi Samaj strongly believes that civil society/NGOs need to play a facilitator's role in such a transformative processes. During the course of application of such an approach, a constant evolvement has happened in its methods and tools. Based on the learnings, assessments and the realizations while facilitating such process oriented self-development initiatives, Sahakarmi Samaj has made an effort to publish this book entitled, 'Facilitation for Empowerment and Social Transformation: A Practitioners Guidebook'. The book tries to illustrate the ways in which the civil society/NGOs can support the left behind sections of the populace to have better access and control over the development processes that directly matters to them. Sahakarmi Samaj believes that this book can provide relevant information to researchers, educational institutions, government institutions, community development practitioners and broader development workers thereby contributing to sustainable development of the local communities that is built on processes that ensures solid participation and ownership of the communities themselves.



**Ammar Bahadur Air**

Executive Director, Sahakarmi Samaj

# ACRONYMS

FEST	: Facilitation for Empowerment and Social Transformation
CE	: Community Educator
SCE	: Senior Community Educator
CAT	: Community Animation Team
BCDT	: Basic Community Development
PBT	: Post Basic Training
SSW	: Sahakarmi Staff Workshop
SS	: Sahakarmi Samaj
OD	: Organizational Development
SAKTEE	: Strengthening Awareness & Knowledge through Education for Empowerment
COSLI	: Community Organizing for Sustainable and Empowerment based Livelihood Improvement
SWNGEP	: The South Western Nepal Community Governance Enhancement Programme
CGEST	: Community Governance Enhancement for Social Transformation Programme
SPARC	: Surkhet Project AwarenessRaisingCycle
CSP	: Community Screening Process
PRA	: Participatory Rural Appraisal
GT	: Generative Theme
LS	: Listening Survey
CDG	: Community Development Group
CF	: Community Facilitator
CBO	: Community Based Organizationa
CBNO	: Community Based Network Organization
MC	: Main Committee
RM	: Rural Municipality
VDC	: Village Development Committee
LG	: Local government
NGO	: Non-governmental Organization
INGO	: International Governmental Organization
GO	: Governmental Organization
CGST	: Community Group Strengthening Training
CFT	: Community Facilitation Training
COST	: Community Organization Strengthening Training
CGFRT	: Community Group Facilitation Refresher Training
CSO	: Civil Society Organization
PEE	: Participatory Exit Evaluation

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# INTRODUCTION OF FEST



Sustained change by marginalised people does not come about unless there is a transformation in their sense of themselves, allowing recognition that they have the capacity and resources to bring about social, economic and political change on their own behalf. Sahakarmi Samaj's experience, using the Facilitation for Empowerment and Social Transformation, or 'FEST', approach, has shown that such a transformation can be achieved through facilitated democratic interaction in community development groups focused on issue analysis, solution search, action planning and plan implementation. Small changes brought about through the use of locally available knowledge, skills and resources serve to demonstrate that marginalised people have at least a measure of power to influence their circumstances. Such small changes and accomplishments by marginalised people themselves prepare the way for further and more complex challenges to be addressed.

The FEST approach to development and social change practised by Sahakarmi Samaj (SS) does not impose a blueprint on a community. It sets out a process through which a community can shape its own future. FEST was first developed in the early 1990s in Nepal in response to

the limited success of over four decades of internal and externally supported development initiatives in Nepal to improve the lives of marginalised people.

There was a concern that, rather than offering them sustainable solutions, the dominant development approach in Nepal may itself be contributing to the problems that they faced. It was recognised that the top-down approach to development, where the agenda for change was in controlled by donors and technocrats, had undermined marginalised people's confidence and motivation to seek change on their own behalf. This left them in passive dependency on unaccountable external actors. It also left them blind to the simple fact that many development challenges can only be successfully addressed through planned collaborative action at the local level.

It first emerged from an earlier programme initiated by the United Mission to Nepal in Surkhet District. UMN's Surkhet Project was a community education programme aimed at helping marginalised people effect meaningful developmental change through mutual support and considered collective action. As well as promoting the effective and sustainable use of local resources, the project served to enhance marginalised people's capacity to advance their just claims to external resources. In order to minimise dependency and to guarantee the long-term sustainability of the changes brought about through its work, the guiding principle of the project was not to, at any stage, become a necessary part of the material or financial resource-

base through which target communities achieved their goals. Instead, it sought to build institutional capacity and ability for development at community and government levels without depending on external donor resources.

By the time the Surkhet Project was drawing to a conclusion in 1996, a considerable body of experience had been built up by those who had trained and worked in its field teams. It was in order not to dissipate this experience that Nepali project staff decided to establish Sahakarmi Samaj as an NGO in its own right. A management committee was established, which developed policies to give shape to the new organisation. Proposals were then developed for a new work programme (SAKTEE) in Banke District and financial support was secured from interested donors, including Lutheran World Federation (LWF) and The United Protestant Churches in the Netherlands (UPCN). The SAKTEE Programme was delivered through two phases and concluded in 2007. Over this period, Sahakarmi Samaj has delivered its all programmes based on FEST approach.

In the SAKTEE Programme, Sahakarmi Samaj adopted a methodology that incorporated key elements of the UMN Surkhet Project Awareness-Raising Cycle (SPARC), as well as certain amendments derived from the lessons that had been learned in Surkhet. Empowerment-focused approaches like that of Sahakarmi Samaj, that share key features of the SPARC process, are now identified as

‘Facilitation for Empowerment and Social Transformation’ or ‘FEST’ approaches.

In 2006, Sahakarmi Samaj entered into a learning partnership with The Social and Health Education Project (SHEP); an Irish NGO. Through this partnership, in 2007 Sahakarmi Samaj was able to avail of funding from the Irish Aid Civil Society Fund, which, in combination with funding from UPCN (by then operating as ICCO-Kerk in Actie), allowed it to establish a successor to the SAKTEE Programme: The South Western Nepal Community Governance Enhancement Programme (SWNCGEP). Between 2007 and 2016, this programme continued through three phases (two phases in Bardiya and Kanchanpur Districts and one phase in Kailali and Jajarkot Districts). A parallel programme, the Community Governance Enhancement for Social Transformation Programme (CGEST), was also delivered through two phases in Dang District with funding support from ICCO-Kerk in Actie. Additional to this, 6 others similar programmes delivered alongside SWNCGEP and CGEST with funding support of ICCO-Kerk in Actie, Mercy Corps/USAID, the Practica Foundation, the Development Fund Norway specially ‘organizational development, human right peace and reconciliation and community governance.

Since 2017, Sahakarmi Samaj has started ‘Community Organizing for Sustainable and Empowerment based Livelihood Improvement (COSELI) Programme (2017-2020) funded by the Development Fund Norway (DFN) and entered Partnership with European

Union (2019-2022) for implementing similar programmes on promoting and strengthening local governance, ESC Rights. Similarly, the next phase of the programme with SHEP/IA has also started by strengthening the existing Community Based Network Organizations (CBNOs) and community development groups in Bardiya, Kailali and Kanchanpur (2018-2021). Now Sahakarmi Samaj is working in 9 districts of 3 provinces (*Province no.5, Karnali Province and Sudurpaschim Province*).

Sahakarmi Samaj is the leading provider of FEST-related training in Nepal, to both national and international staff and to non-governmental, governmental, and private social development programmes.

### **Summary of FEST Approach:**

FEST drew on non-directive, empowerment-focused methods that aimed to put people in control of their own development. The main toolkit came from group work practice. The principal innovation in FEST was to educate and develop skilled group facilitators and then deploy them to catalyse and support locally-led development through a carefully constructed process of change.

There are four steps in this process –

1. Issue identification through listening and observation
2. Community development group formation
3. Cycles of planning, action and reflection
4. The organisational development of self-managed organisations and networks.

This process reduced complex development concepts to simple, practical measures that could be learned and successfully applied by local community workers, even if they lacked extensive formal education. And these measures could be observed as well, so the process development facilitators could identify where community participants needed more input.

The FEST process begins with a 'listening survey', which sees process development facilitators (programme staff) living alongside and sharing in the lives of local people whilst listening out for the issues that most concern them. This helps to build familiarity and trust. It also allows for the most marginalized communities in an area to be identified and targeted.

Work in targeted communities begins with an invitation to community members to participate in a series of preliminary group sessions in which participatory exercises are used to give them an experience of facilitated group-work as they explore different aspects of their local context. Following this, community members are generally interested to commit to group membership. Once groups have been formed, they meet on a weekly basis to critically analyse different issues with the facilitation of skilled programme facilitators. Because these facilitators have been living and moving within the communities, they understand the local context and can probe, observe and challenge group members' inputs. After a short while, the group members begin to plan actions to

tackle these issues, initially using only local skills and resources. They then implement their planned actions and evaluate the outcomes.

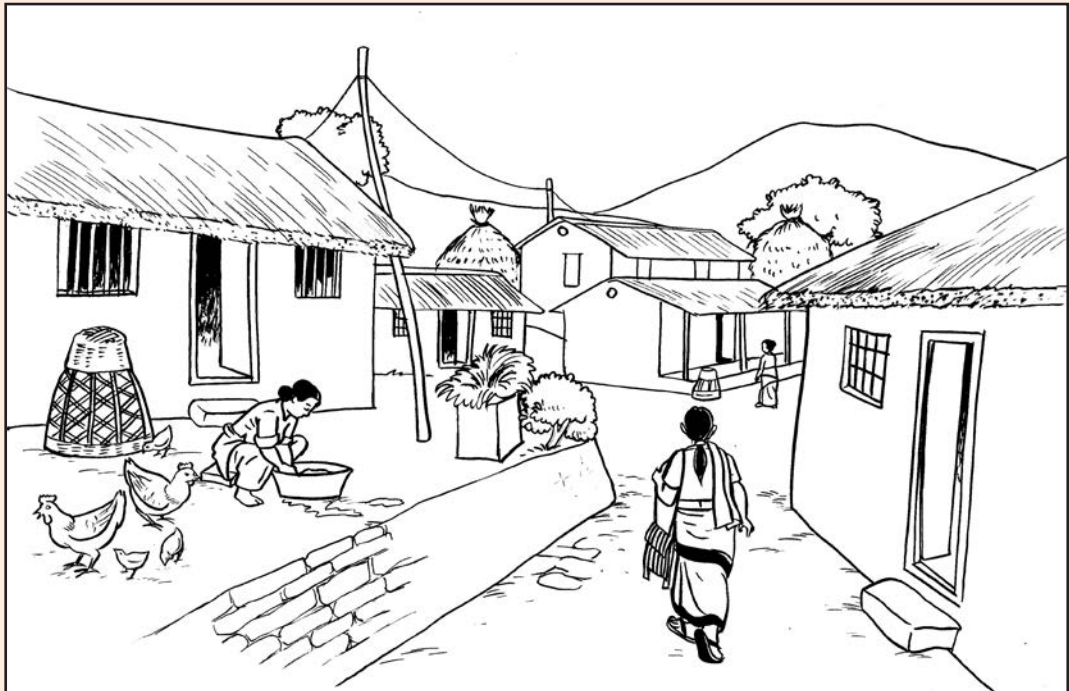
A series of leadership trainings is then offered to help each group to develop internal capacity. And the groups eventually become able to operate effectively in the absence of an external facilitator, using the analyse, plan, act and reflect pattern. Self-managing groups can choose to affiliate with other groups, creating larger linking institutions at both area and regional levels. These linking institutions facilitate information exchange. They also connect with government and non-government offices and agencies at the respective levels to secure appropriate resources and to advocate for necessary change.

The FEST process has now been in operation for over 25 years. A key impact of the FEST approach is a dramatic mind-set shift from passive fatalism to active engagement on the part of marginalised people in the groups. Behind this impact lie changes in their self-belief and in their capacity for critical analysis and planned collaborative action. Arising from these changes are a multitude of specific achievements that serve to progressively improve people's lives and to enhance their local resource and political base. Also arising from these changes is positive challenges to the perceptions non-marginalized people have of marginalized people and a greater recognition of the obligations of the former to the latter.

Part

1

# COMMUNITY EDUCATOR - CAPACITY DEVELOPMENT





# A

# SELECTION OF COMMUNITY EDUCATORS

## A1. Selection Process:

The Facilitation for Empowerment and Social Transformation ('FEST') aims to support marginalised communities through awareness raising, training in action planning and group facilitation/communication skills. Field based staff are primarily process facilitators. It is crucial that these employees are skilled communicators, and although a good part of these skills can be learned through training, an innate or 'natural' aptitude for skilled communication is important. In addition, the attitude of these staff is at least as essential as their skills, as it will determine the success of the programme to a great extent.

In 25 years of working experience, the entire process of staff selection is the best tool to identify the best person who not only understands and aligns with Sahakarmi Samaj's working approach, but also internalises this approach and takes it further. This process is the main pillar of Sahakarmi Samaj to facilitate the community people for their own sustainable development. Sahakarmi Samaj has practised developing its staff through this process, and it has been realised that sometimes hiring some staff without going through this training is also needed for particular positions, and it is not possible to conduct the training or waiting for the training. However, these staff are involved in the training at a later date, which is essential. Beside of this, the process helps to realize and learn about a new context through un-learning process.

Due to this importance of aptitude and attitude, the FEST makes a considerable effort to screen and select candidates for the position of 'Community Educator'. Selection takes place in 3 steps.

- First, a training course in self-awareness, communication skills, adult education principles and development concepts, is advertised (note: no job opportunity is offered, just a training course). Those interested are invited to apply, and candidates are screened using the minimum objective qualities required (age, education level, experience in social related work like teaching or social work) as



well as their answers to more option based questions like “What in your opinion is the major cause of poverty in your area?”

- Second, those selected from their application come for group interviews, which aim to identify people with ‘natural’ communication and collaboration skills, and appropriate attitudes.
- Third, the best candidates are selected for the 3-week Community Educator training course. After this course, all completing the course are given a certificate detailing the skills dealt with in the training. Those exhibiting the best skills and personal qualities for the work involved are offered a job as Community Educator through postal contact after the course is finishing. Offering a job, at the time of the course, to some, and not to others, can cause unproductive emotions at a time when all should be celebrating the successful completion of a valuable training.

This section (A1.1) describes the first two steps of the selection process, i.e. up to the training course.

## ADVERTISING TRAINING

The first step in the process is to advertise the training course. At this stage no mention of job opportunities needs to be made, although it quickly becomes a public secret that there may be a job at the end of the line. However, keeping this a public secret allows those responsible more leeway when jobs are actually offered to people. It also keeps open the possibility of not offering a job to any of the trainees, which may not be an entirely theoretical situation given past FEST experience. In some courses 90 % of participants have

been offered a job, whereas in other courses this was a mere 25 %.

The advertisement should mention what bio-data are expected (name, address, age, experience, qualifications). Applicants can be asked to write why they apply for this training, and for their perspective on ‘development’, how to improve the position of women, or a similar issue.

FEST has minimum requirements for age (21years) and qualifications (IA or equivalent for both men and women). The advertisement should be published in a local newspaper and FM radio broadcast.

## FIRST SELECTION

Bio-data should be screened for minimum requirements first. Also, a maximum age limitation may be applied (SS used 35years). Subsequently, positive indicators (experience in adult education, awareness raising, good essay on issue in advertisement) and negative indicators (dissimilar concept of community-based work, long experience in dissimilar organisations) will help to select candidates for group interviews. Gender must be taken into consideration as well. If, like with FEST, the ultimate aim is to have equal numbers of male and female trainees and employees, applications from men and women may have to be treated separately. Often there are many more male applicants with suitable qualifications and experience than there are female participants. Sahakarmi Samaj has always invited equal numbers of male and female interviewees. Sahakarmi Samaj has generally invited three interviewees for every training seat available.



## GROUP INTERVIEWS

The second round of selection consists of group interviews for 14-16 people, which take a full day. Before interviewees can take part, all certificates need to be checked; those with incorrect or inadequate certificates and citizenship papers should be refused the opportunity to participate. Their lack of honesty has denied a person with the proper qualifications the chance to participate.

It is useful to have at least 3-4 observers, because different people notice different things during the interview process. The programme consists of the following exercises:

### Introduction using bean bags/ bouquet

All participants, plus office staff, tell the group their 'short name' while seated in a circle on the floor, and throw a beanbag to another person. At the same time this person's name must be called out. After a while a second bag is added, until people can remember each other's name well. The 'welcoming exercise' also could be used for introduction. In this exercise participants tell their name, address and give the flower bunch to the next one or anyone in the circle with saying: "You are most welcome here in the program, best wishes for your successful interview and can you tell share your introduction please?"

**Name-tags:** All participants write their name on a big card and pin it to their clothes.

### Listening carrousel



The group of participants is divided in two. One group forms a circle, their faces outward. The other group forms a circle around them, faces inward. Pairs of participants should be facing each other.

(This exercise may be done either standing up or sitting down.)

Those in the inner circle get 5 minutes to tell their best experience at school, while those in the outer circle have the task of finding out as much as possible. The next 5 minutes they change roles. Then the facilitator asks the outer circle to turn a few places, and in the same way participants tell their worst experience at school, changing roles after 5 minutes. This exercise will give observers the opportunity to observe verbal and non-verbal communication (eye contact!), listening ability, level of interest in the other person, men's interaction with women, and women's interaction with men, and the ability of the "teller" to tell an experience.

### Small group discussion

For this exercise some whiteboards/sheets of paper should be arranged for each group. In front of the writing area there should be one marker pen only. In the big group explain that the participants will be divided in small groups of 4-5 persons. In these small groups they are to discuss what helps learning, and what hinders learning. The results of their discussion must be written down on the whiteboard/sheets of paper. Give them 10-15 minutes for discussion.

Observe the behaviour of people in the group. Who gets the marker pen? Does it stay with that person? Who is the leader of the group? Who participates, who doesn't? Who draws conclusions? Who

tries to get other participants' opinion? What kind of communication skills are used? Are all contributions accepted and recorded? Is the entire time period used? Other observations?

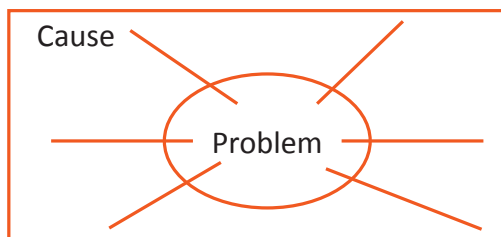
This exercise should help to screen out those that are overly task-oriented or dominant. It will also indicate which participants are more people and process oriented.

### Picture presentation

One by one participants come to the front of the group and take a picture out of an envelope. All of these pictures should have some level of abstraction (e.g. a painting or cartoon). They get one minute to briefly study and subsequently present the picture (what does it represent? what does it mean? etc.) to the group. The ability to explain one's idea or impression, the level of analysis, creativity and imagination, self-confidence, and the communication skill of the participants can all be observed in this exercise.

### Drawing a picture

Participants receive a sheet/white board and are asked to draw a picture of what they see as the biggest problem of their own community. Causes are to be indicated, using short phrases, towards the margin of the paper. After the allotted time, all pictures are put up on the wall and participants walk around and look at each other's pictures.



This activity will show the creativity and the depth of analysis of the participants.

### FACILITATION PRACTICE

All participants sit in a circle on the floor. The facilitator explains some major roles of a group discussion facilitator such as: discouraging those that speak too much, encouraging quiet people, clarifying the subject, and focusing the discussion. The facilitator models these activities with the group discussing a topic. After this, each participant will get the opportunity to facilitate the discussion for 5 - 10 minutes. Those not leading the discussion are reminded to treat the topic facilitator with respect. Participants pass on the beanbag when their time is over. The staff person provides the group with a new controversial statement (e.g. the present government's performance or the causes of poverty) whenever the discussion seems to die down.

The behaviour of participants, their participation, involvement, communication skills, listening skills etc. as well as facilitation skills of each applicant can all be observed in this exercise.

### Questions/comments

At the end of the day there is an opportunity for questions and comments from the participants about the interview process. (Some participants may feel strongly about not having been able to show their certificates!)

### A1.2: SECOND SELECTION

At the end of each day the observers meet and share their observations of each participant. At this stage it is important that observers try to share their observations rather than their judgements. Factors to focus on are participation, attitude, listening skills, communication skills

(including non-verbal and para-verbal), and facilitation skills.

After discussing all participants in this way, each observer ranks the top 5 participants of that day; the highest rank scores 5, second scores 4 etc. The total for each participant is recorded.

When all group interviews have taken place, a ranking of all participants is made. It is probably easy to decide on the top and bottom rankings, but those in the middle will require some discussion.

## **LETTER OF INVITATION**

The selected candidates for training should be sent a letter specifying the reason why they were selected, dates for training, facilities during the training (food, lodging etc.). They should also be informed that they will be expected to live as a group together with the other training participants, sharing rooms, cooking and cleaning responsibilities, and eating together. In addition the letter should mention the importance of replying quickly; a last date for confirmation of participation should be given.

### **A1.3: BASIC TRAINING OF CE'S**

The training runs a full three-weeks; basically in adult education, self-awareness, communication, and development issues for those who reply to the letter of invitation. Boarding facilities are provided, as well as financial resources and a kitchen for the preparation of food. Boarding is compulsory, and the full organisation except training delivery is in the hands of the participants.

The aim is to select those candidates who have the potential to grow into a good Community Educator. Attitude and the ability to live together as a group are important criteria, as is the candidates' ability to receive feedback and use it constructively. Although each of the three basic training courses that have been provided by the Project have been different, the overview printed below provides a fairly good summary of content and methodology. This training has been conducted by the Surkhet Project Awareness Rising Cycle (SPARC) for 3 batches and Sahakarmi Samaj for ten batches for selecting their own staff and for other I/NGOs<sup>1</sup> which have applied the FEST approach in part.

The details of training course (purpose, process and methodologies) has been included in annex (See Annex-1)

### **EXTRACURRICULAR OF BCDT :**

This is an informal setting, apart from the regular sessions, which is helpful in appraising the inner qualities of the participants to be more extrovert and communicative among other participants. It is an ice-breaker that allows the participants to share their inter-personal traits and nurture them to be more responsible to others by assisting the comparatively feeble participants to grow in stature. The games and regular interactions with partners allow the team building and team spirit to foster. The participants will be able to implement the lesson learnt from the regular sessions into practice. These activities help the participants to take initiative and lead in team work as well as an individual to

<sup>1</sup> These are the international & national non-governmental organizations working on participatory community development. Sahakarmi Samaj facilitated training on FEST approach upon the request of the former.

be pragmatic and proactive to problems. This help in the assessment of possible candidate who can qualify to be ideal community educator.

- **Goal setting:** each participant sets goals for the duration of the course
- **Walking talking partner:** a daily method of reviewing and reflecting on the activities of the day; change partners every week
- **Wall newspaper:** publish a wall newspaper at the end of a week. Participants write their view and leadings during the course.
- **Volleyball and other games:** games after sessions are over
- **Feedback:** facilitators give feedback to participants in an individual session at the end of the first week, and again at the end of the second week. Observe whether there are any actual changes in behaviour.

## A2: FORMATION OF COMMUNITY ANIMATION TEAM STRUCTURE AND FUNCTION

A Community Animation Team (CAT) consists of four Community Educators (CE), two women and two men. One of these is the team leader, with the official title of Senior Community Educator (SCE). The three other CE's have as their main responsibility the formation and facilitation of community development groups. Initially each CE starts four community development groups, one year later four groups are added, and after six more months two more group gets going, making the total number of

groups per CE eight to ten (at ward level). The SCE supports and supervises their efforts, and he also starts her/his 'own' groups but he/she only look after 5/6 community development groups. The number of team could be decided based on how big is the coverage area.

In later years Sahakarmi Samaj has practised hiring CEs from the same 'Palika'<sup>2</sup> and assigned them to neighbouring wards. They go to field from their own home. Similarly there are 6 people in a one team, where one CE is assigned for each ward.

Generally the community development groups meet once a week, and so does the CAT. In this meeting the situation in each group is discussed and analysed, and plans for the next week are made. A report of this meeting is sent to the office. On which days the two weekend days can be taken depends partly on the group meetings. If most groups meet on Saturday and Sunday, the weekend leave days will have to be moved to some other days. The CE's are encouraged to stay in their own working area during the weekend.

*A number of lessons have been learnt, and should be taken into consideration:*

*First: during the course of the project problems have occurred within the teams. The nature of the relationship between male and female team members was often a topic of speculation, in the villages as well as in the homes of female employees. Intimate attachments have developed among the CEs, or with community people as well. The intimate attachment some time may lead CEs towards unethical behaviour.*

<sup>2</sup> Palikas: The local level of government; Rural Municipality and Municipality

*Possibly programmes should be more explicit about their expectations of field staff and should pay more attention to male-female relationships in workshops.*

**Second:** *CEs hired from the same community can give rise to many issues which have direct bad implications on the quality implementation of the field program. Issues include being involved in community issues, resulting in difficulties of maintaining an impartial role in the community facilitation, which is a core value of the FEST approach.*

**Third:** *following the merger of VDCs into Palikas, under the new federal structure, it is suggested that at least 1 CE per ward, ensuring gender parity, should be hired for each Palika. The total numbers of CEs will be according to the number of wards in Palika.*

## ORGANISATIONAL CULTURE

Although it is difficult to adequately describe organisational culture, it is important to mention it here as one of the aspects of FEST and Sahakarmi Samaj. The main reason for this is the nature of the work, the result of which depends for a great deal on the attitude of employees in their interaction with the focus groups. It is not feasible to develop procedures for these interactions; neither can close supervision be arranged for this. Basically the CE's are on their own, and they must continually make decisions as to what behaviour is appropriate. Lacking written procedures and close supervision, an alternative for achieving congruence in employee behaviour is through organisational culture. This means that employees of the organisation share its basic beliefs about what is good or bad, right or wrong, etc. As these beliefs and

assumptions impact on decision-making, they guide employee behaviour, whether they are separated from the head office.

Sahakarmi Samaj's recruitment and selection process, 'Post Basic Training'(PBT), behaviour of the executive director and senior management, decision-making processes, and levels of participation have all had an important impact on the way Sahakarmi's organizational culture developed. It is essential to take sufficient time for the selection of employees with congruent values, as much as it is crucial that there is frequent contact between CE's and management. A PBT every 2-3 months may not be strictly necessary from skills or knowledge perspective, but it is important for the maintenance and development of organisational culture.

Sahakarmi Samaj promotes and practice in maintaining equality (no hierarchy) within staff. The practice of equality among the staff would deliver the same message to the community people resulting in non-discrimination among them. Overall, the greatest lesson learned by Sahakarmi Samaj is to maintain a low profile rather than being show-off to create favourable environment between staffs and between staffs and community people.

Personal development and personal management are important aspects for all staff to internalise. These two aspects should be oriented and raised up in every workshop to maintain simplicity among the staff, and hence would help promote the core value of the FEST approach.



### **A 3: POST-BASIC TRAINING (PBT)**

Once CEs have gone through a basic community development training and orientation course they move to a working Palika (municipality) to start their work in a CAT. As part of FEST, ongoing training is provided in the form of workshops, which last about 3/4 days, to ensure the ongoing development of CEs. CAT members leave their working area to come to these workshops every 2-3 months. The workshops are known as PBT's (Post-Basic Training's ) in the initial phase when during Surkhet

#### **PURPOSE**

The PBT's serve a number of different objectives:

- It allows for a sharing of experience between CAT's and between field-based and office-based staff;
- The interpretation of the experience in the field can be done together, and management have an opportunity to be part of this process;
- Monitor and guide developments in community development groups;
- Develop new processes for use in the working areas;
- Improve the skills of CE's;
- Set common goals for the next period of 2-3 months.
- It provides the teams with an opportunity to have some time away from their working areas;

#### **CONTENT**

A typical PBT would start with an experience sharing session, which may or may not include work-related issues. Participants are asked to express their expectations of the workshop.

Considerable time is spent on discussing the community development groups, and generally a report is put together of the developments during the previous 2-3 months. Time is put aside for questions or announcements relating to administrative matters. Especially in the first year, much effort goes into skill development. The emphasis is always on those skills that are relevant to the particular stage of the FEST process. Examples would be: drawing simple pictures for use as codes, interviewing (questioning) skills, listening skills, giving and receiving feedback, how to present the programme, group facilitation skills, planning skills, coaching skills, and counselling skills. The end of the workshop is always preceded by a goal setting exercise and the planning of the next PBT.

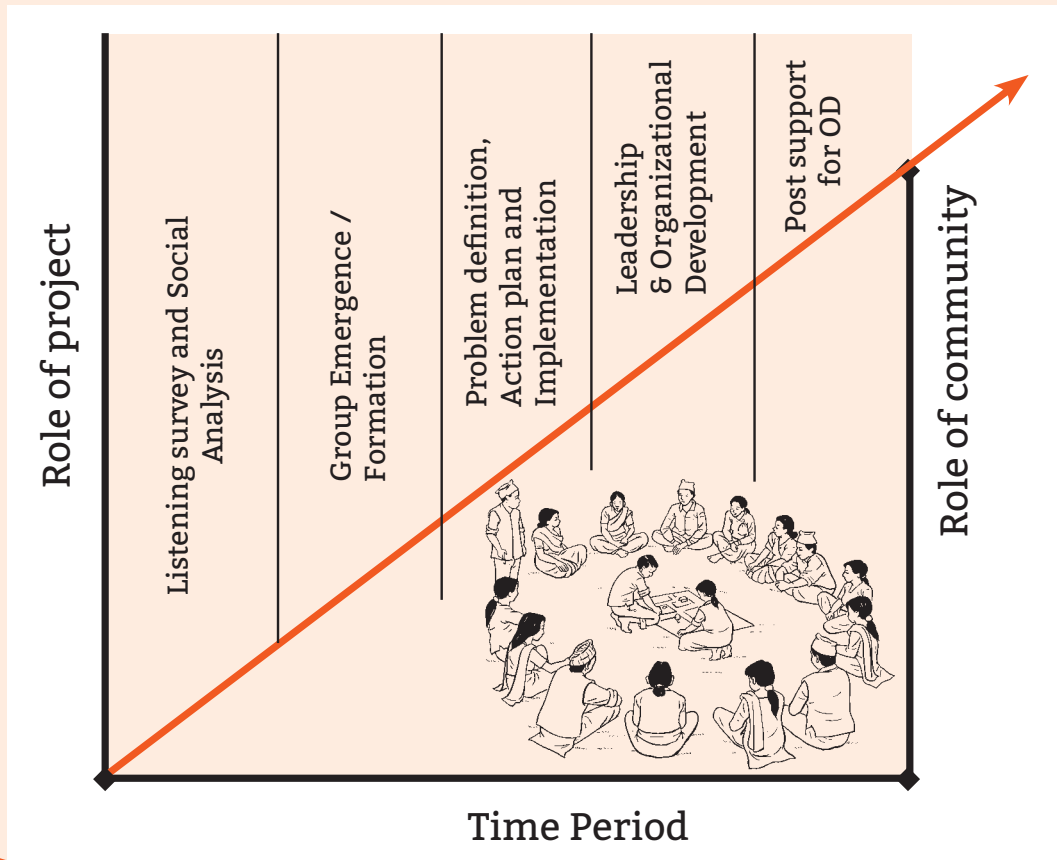
Initially the workshops were organised for 6 days on quarterly basis, which would focus on attitude strengthening and attitude building, but later on, due to the time constraints, the workshops started being organised for 3 days and focused on activities completion with no practical exercises for attitude strengthening. This resulted in seeing gaps in leadership and attitude building among the staff. Hence, the workshops should be organised for more than 3 days, preferably 6 days, so attitude building can be strengthened.

#### **METHODOLOGY**

PBT's are kept as participatory and open-ended as possible. Team leaders (SCE's) come into the office a day early to plan together with the training section. Often CE's and SCE's take responsibility for facilitating large parts of the programme.

# Part 2

## FACILITATION FOR EMPOWERMENT AND SOCIAL TRANSFORMATION

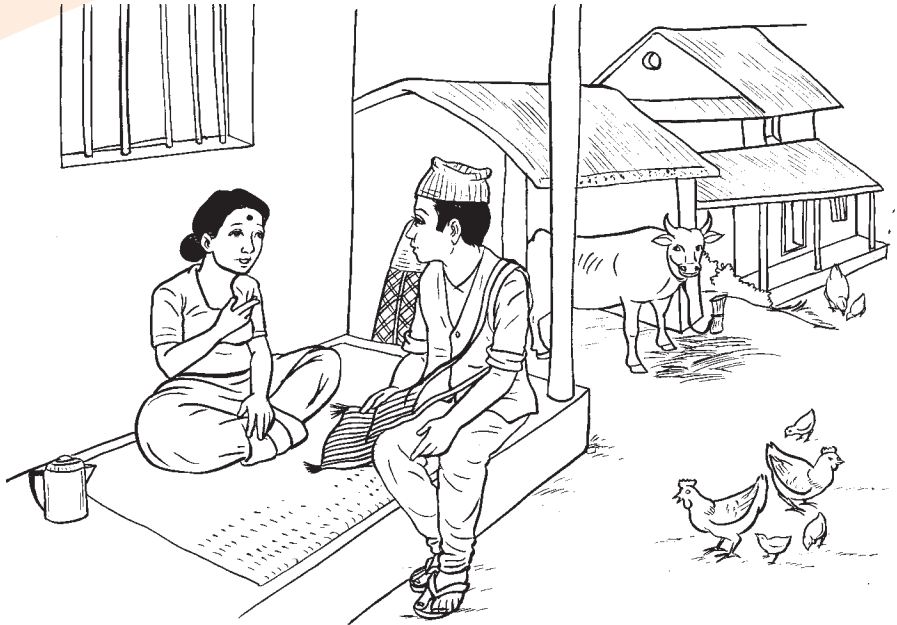






# B

## LISTENING SURVEY AND SOCIAL ANALYSIS



This stage of social analysis and listening survey is of about 6 months' duration. During that time, the field staff (a team of six community educators in each Palika) conduct meetings with Palika to introduce the program process and to secure official invitation from the local level government. The Sahakarmi Samaj field team conduct Community Screening Process (CSP) meetings in different parts of each ward of the selected Palika and the use of participatory exercises to identify the most marginalized communities and the reasons for their marginality. Based on information from the CSP meeting, the team conduct reflection on and analysis of the situation of the respective communities and identification of the key issues affecting them. They also conduct the selection of possible communities to work with. For this, a list is prepared of marginalized communities within each ward under the Palika.

## Broad Objectives:

- a) To establish trusting relationships with community members in the area.
- b) To identify the most marginalized communities and groups in the area.
- c) To identify the actual interests and concerns of these marginalized groups.

## B1: ENTRY INTO THE COMMUNITY

Teams of four previously selected and trained community educators (none of whom are inhabitants of this 'Palika') visit the Palika and look for a place to live, preferably in a less well-off community. Ideally they rent rooms in separate houses, living with local families. One extra room is rented to serve as an 'office', a place to meet and store official documents, which can also serve as a guest room for visitors. As soon as suitable accommodation has been found, they arrange for their personal belongings to be moved to the Palika. Next they set up a communication system with the office. It's easiest to employ a local mail- runner who goes to the central office once a week or two weeks for mail and shopping.

Permission is then asked to present the programme in a 'Palika' meeting. Such presentations should focus on the educational aspects of the programme; it should be clear that there is no material provision component that it is a time-bound programme, and that work will primarily be with the least well-off communities. Before moving to

the next part of the process, the team takes 2-3 weeks to just walk around the Palika and become familiar with its inhabitants (number of people, number of households), communities (names, culture, language), history, geography, services (schools, health posts, industry), etc. In order to be able to assess changes after the programme has worked in the Palika for several years, it is important that a simple baseline survey be conducted as well. The baseline survey should include information on (participation in) decision-making processes - at a community level as well as in the Palika and planning process, policy issues, management and use of local resources (forest, water, land etc.), use of government facilities (Rural Service Centres, Health Posts), and links with organisations outside the Palika.

Based on FEST approach, the CEs used to reside within the location of target communities i.e. most marginalized, prior to the political changes. But due to security reasons amid the conflict insurgency and other political riots, the residing context was slightly changed. Revised residing context made us realize that residing CEs within the vicinity of the most marginalized community would foster relationship building and cross learning of culture and promoting the practice based learning. resided within the location of the target community/ most marginalized community at the initial stages but due to the conflict insurgency and other political riots the residing context is being changed.

Hence, we realized that residing within the location of the most marginalized community would help build relationship and cross - learning of culture promoting the practice based learning.

## **B2. COMMUNITY SCREENING PROCESS**

To successfully implement FEST, activities follow specific processes and methods in FEST. For the effective start-up, programme implementation has an important place. This start-up process includes getting to know the situation of the community, building up rapport, and identifying community issues of interest before any action is taken with the communities. The most disadvantaged communities in the region are identified using a community screening process and listening survey approach. In addition to this, the community screening process is helpful for identifying communities and their current economic and cultural realities. This process allows the participants to analyze their situation from their discussions, which can inform any actions that might be initiated in the communities in the future.

The community screening process (CSP) is implemented in every ward. Meetings are held in all the communities<sup>3</sup> that exist in the wards. To organize this type of meeting, no less than 2 and no more than 5 communities should be included. If more than 5 communities are in a particular ward the communities should be split up so that, in any one

meeting, no less than 2 and no more than 5 communities are represented. Note that since federalism in 2017 the approach has changed. During the pre-federalism structure of Nepal, Sahakarmi Samaj took a ward (9 wards in a VDC) to implement Community screening process (for identifying the most marginalised community) but after the new federal structure was implemented, it is not be possible because the old wards no longer exist, and the new wards in a Palika are the size of old VDCs. Thus, the number of CSP's organised has to be increased for each ward given the increased size of wards after federalism.

Presence of a member of every household from that community in the CSP meetings is the goal. Equal participation of males and females, castes, youth and mature people makes the meeting more realistic and effective. Hence, women should be encouraged not only for their presence in the meeting but efforts should be made to get and affirm their input during the meetings. During this sort of initial community meeting, there is a likelihood of strong characters putting their point of view out forcefully while less empowered community members hold back and are not heard. The project staff, acting as meeting facilitator, should manage this from the initial stage of the meeting, using techniques that allow less dominant individuals space to express their points of view and concerns, verbally acknowledging inputs from these participants. Small

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<sup>3</sup> Community: Group of people living in a particular area/village having common interest, sense of belonging, practice of sharing and caring and interpersonal connections.

group “breakout” discussions during the meeting can provide this space as can giving each participant a set time to express their insights. Individuals not expected to be self-assertive in the meeting might be listened to before the meeting preparing them to participate during the meeting itself.

This kind of meeting should take no more than 2 hours. Facilitator should not allow this meeting to go past this time. This gives the message that these community meetings will not take a lot of time to attend. Participants should be informed about time limits and topics for discussion. To bring the meeting to a positive close the facilitator should review all the points discussed during the meeting highlighting any points of agreement which gives participants the feeling of having been in a successful

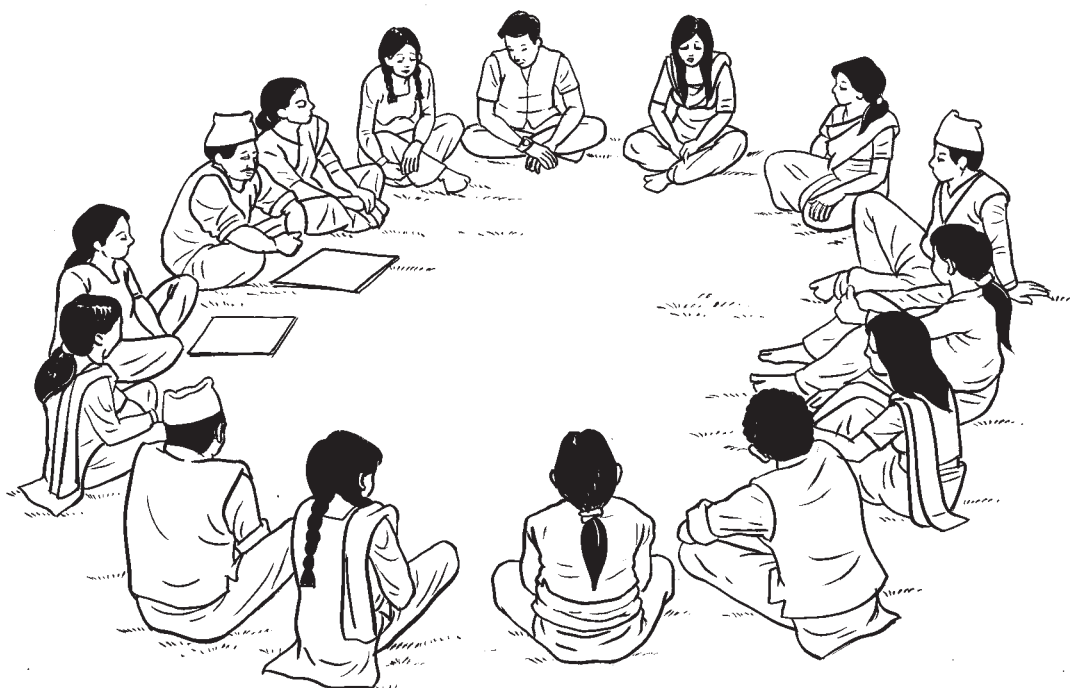
meeting. Finally, a strategy for calling a follow-up meeting should be clarified with all present.

As much as possible, locally available things should be used as tools for exercises in the meetings. Following steps could be facilitating for CSP Process.

## **B2.1: CONDUCT COMMUNITY MEETINGS**

### **Objectives**

- Introduction between program staff and participants take place and discuss about program objectives and upcoming activities.
- Participants identify their opinion of the real statistics of households and caste/ethnicity existing in their community.



- Participants analyse the community resources, both quantity and quality as well as who in the community can most easily use these facilities, caste-wise, age-wise, gender-wise, time-wise.
- Participants analyse the social and economic situation using PRA tools and will get reaction of this information from the communities in the ward.
- They prepare the ward's community map of resources and houses.

**Required Material:** colourful chalks, calendar paper for cutting, pieces of wood, newsprint, and colourful pens

### Introduction of Programme:

In this meeting the vision, objectives, and proposed time frame of project's involvement should be clearly stated. While describing the FEST program, do not say who will be priority for the programme focus. Be careful not to use the words "marginalized" and "underprivileged" in the meeting.

### Community Resource Mapping:

To help the participants prepare their community map, we can ask them the following questions:

- Which community are you from?
- Which communities are not represented at the meeting?

Communities mentioned by the participants should be listed down and a symbol for every community is placed on the ground/map. The above-mentioned questions will help to identify how many communities exist in that

ward. After identifying the communities, the participants are facilitated to make their community map. While drawing the map, facilitators ask questions about neighbouring communities. The venue where the meeting is conducted should be taken as a starting point in the community mapping process and ask:

- If this venue is considered to be the starting point of your community, where is your house located? Help the participants put the symbol of their house on the starting map.
- What else exists in your community?
- Where are those located? Help the participants place the symbols of those resources and objects on the map.
- Which communities exist around your community?
- Can you define your community borders?

On this basis, the participants list their own and their neighbouring communities. Start discussion using starters like the questions mentioned below:

- How many households are there in your community?
- What are the number of houses owned by every individual caste and ethnicity?
- Does your community have marginalised groups within it?

If other communities exist in the area, try to take information about them too. This will help if/when community mapping is done in those communities.

### Community Ranking:

If each of the community resource maps is ready, participants will have put the symbols in each of the communities for a clear picture. After placing the symbols on the map, the participants analyse the whole context and situation of the community to rank each community from weakest, or least advantaged, to strongest, or most resourced and able.

### Community Situational Analysis:

After ranking the communities, the participants analyse the situation of their own community. This discussion should be focused on finding information about the communities. To make the discussion focused on in-depth analysis, the facilitator should use issue relevant supportive questions. The information is noted down exactly as provided by the participants, by the facilitator, if possible in participant's own words. For community situation analysis, these questions can be used:

- What are your reasons for ranking in this way?
- Why, specifically, did you think this community is the weakest one?
- Why did you put the other one in second place? Etc.
- And why did you put this community above all?

In this way, try to identify the root causes behind ranking these communities. That is, what do the community members themselves value and use to assess the strength and weakness of communities? In addition to the above-mentioned questions, make the participants

compare each other's communities to get into more depth. Example: What are the differences between 1st and 2nd ranked community? What are the differences in 1st and last ranked communities? During this discussion, identify the community's economic and cultural differences. Once the participants complete analysing the situation of the community as per the ranking provided give a chance to rethink about the ranking.

- Now, how do you feel about the rank you have given to the listed communities?
- Do you think you have to change the rank of any other communities? If yes, why?

If participants ask to change the ranking with a thoughtful reason, change it accordingly.

- Now, how will you arrange the community?
- Which community will you rearrange?
- Does every one of you agree on the re-arrangement of the rank?

### Meeting Closing:

At the end of the meeting, whatever has been noted down should be read out to the participants. Participants should be given opportunity to put forwards their queries. All the queries should be clearly addressed and with thanks, the meeting should be wrapped up.

## B2.2: MEETING WITH PALIKAS: Objectives:

- The CEs with the through consultation with local public representatives identify the communities that exist



in their own wards and on the basis of the community situation will be ranked.

- Discussion about the communities in that specific Palika and identify up to 30 most marginalised and underprivileged communities and given them a rank.
- Identify the social and economic causes that are the reasons for those communities being ranked most marginalised and underprivileged. Facilitator records these reasons because these will be part of the measures used to mark transformation in the communities.

After the completion of meetings in each ward, second level of meeting is organized at the Palika level to identify the perceived situation of communities with the authorised representatives. These representatives are essential in this meeting. for assessing the role of communities as well as the role and responsibility of the local government. The representatives select marginalized communities among the proposed ones from the CEs and then endorse them. This ultimately builds rapport for local government to take ownership of such communities. If there is a lack of the authorised representatives, meetings should be organized in the presence of an acting-authorised, or previously authorised, representative of Palika.

### **Introduction:**

Introductions between the participants and the organization representatives should be done. To make the introduction session more effective

and interesting, the facilitator can use different icebreakers in the session.

### **Introduction of the Programme:**

After the individual introductions session, information about the goal, objectives, and work process of the Sahakarmi Samaj organization is shared. If the introductory discussion of the programme was done earlier, this session is not required.

### **Meeting's Objective:**

What are the tasks completed by the team till now? What is the realization of all meetings organised in the community? What is the reason behind this discussion? This step is focused on answering all these questions clearly.

### **Community Identification and Ranking:**

Participants are asked to write the name of the communities that exist in their wards on the paper.

- On the basis of overall situation of the communities, participants rank each community, starting from the weakest.
- Ranking of the communities are done separately for each ward.
- After ranking the communities, the participants do a short analysis regarding the given rankings.
- As per the participant's given rankings, the name of each community should be written on the white paper and displayed in a visible location.
- After completion of community ranking on the basis of the above format, ask the participants to think about all the communities. After that, ask the participants to select 30 communities

from all the 9 wards and take out the name of those communities from the display board.

- Ask the participants to rearrange the 30 selected communities and to display the name of those communities as per the rank they think would be appropriate.
- Organize a short discussion at the end to know how the participants felt about the discussion.
- With a few words from the rural municipality/municipality president, wrap up the program.

Identify the social and economic causes that are the reasons for those communities being ranked most marginalized and underprivileged. Facilitator records these reasons because these will be part of the measures used to mark transformation in the communities.

**Required materials:** markers, colourful cards, drawing paper, pens, SS Organization and program brochures etc

After completion of meetings in every ward, another type of meeting should be organized at the Palika level to identify the perceived situation of communities by the authorized representatives. These representatives are essential in this meeting. If there is a lack of the authorized representatives, meetings should be organized in the presence of an acting-authorized, or previously authorized, representative of Palika. See Annex-2 for related reporting format.

### **B3: LISTENING SURVEY:**

The Sahakarmi team visit every household in the selected communities to establish contact and explain the purpose of Sahakarmi Samaj. Details of these visits are documented, identifying any factors of disadvantage and critical issues affecting individual families. Having familiarized themselves in this way with the locality and its people, they perform a social analysis through which the most disadvantaged and marginalised communities or groups are identified. Further visits are then made to these marginalised communities/groups to strengthen the relationship with them. Their actual interests and concerns (known, in Freirean terms, as 'generative themes') are identified using the 'listening survey' technique. This is a kind of participant observation method in which field staff note and record the issues that are most important to the villagers.

The importance of active, focused listening cannot be overemphasised. Without employees who can really listen well, this kind of programme should not even be attempted. The CAT members aim to spend as much time with the selected communities as possible. They join in with activities, and participate wherever they are welcome and invited. As they do this, they listen for so-called 'generative themes', issues that interest people, either because they are a problem, or because they are a source of joy. These generative themes will become the starting point of future group discussions. It is difficult for workers to have the task to listen, without being



specific as to what kind of subject to listen for. Nevertheless every attempt must be made to keep this listening stage as open-ended as possible. At this point CAT members must explore things people say, and ask open questions (how did that happen, why did he do that, and then what happened, etc.). Although only this initial stage is called the listening survey, active listening remains crucial throughout the team's involvement with communities. The number of households for listening survey is determined as to how many communities will be covered by the end of the project. Normally 350 households are covered by one Community Educator in the village.

Basically listening survey is informal methods that focusing to listen the community concerns, stories. FEST does not allow making this conversation in formal way. During listening survey CEs do not use any structured or semi-structured questionnaire or format for gathering information. But when CEs return to their residence they make a short note of the concerned household, which they met. They prepare the very basic level information which help understand the social, economical and political situation of household as well as to follow up in future.

Originally household surveys were conducted at the same time as the listening survey, However, experience has shown that household surveys along with the listening survey is too soon. Household surveys are now

conducted after the CDGs have been formed. Because it is necessary to secure evidence of change over time, household surveys are now conducted every year.

## **B4: SOCIO-ECONOMIC ANALYSIS BACKGROUND**

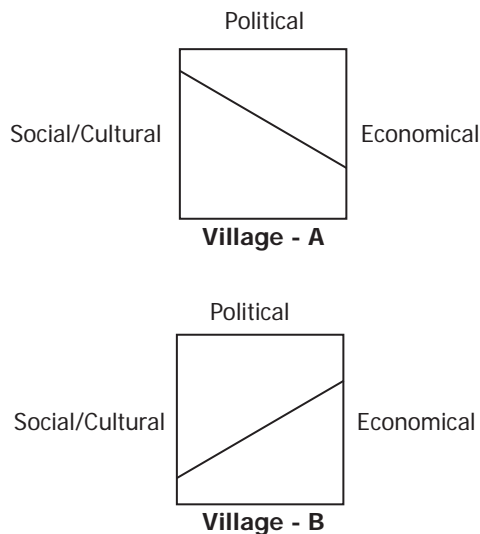
This tool was used in an effort to establish the extent to which communities were marginalised, and to provide an indication as to where to start working.

### **THEORETICAL CONCEPT**

Marginalised people are at the margin of a Palika in the sense that they are not in the centre, where control over decision-making rests. Seen from this perspective, marginality is equivalent to disempowerment, the lack of power to influence or control decision-making. Thus power, more specifically political power becomes the main criteria for distinguishing the empowered from the marginalised. Political power (meaning the power to change or influence situations) derives from two sources: cultural power and economic power. (This of course excludes simple brute force, either by government or other-than-government forces that can force decisions through fear and intimidation. Nepal experienced this type of power during the violent phase of the Maoist insurgency in the last 1990's and early 2000's)

Political power = Cultural (social) power  
+ Economical power

For example: to compare 2 different villages.



Political power is equivalent to the area under the line connecting cultural and economical power. It is important to note that the term 'marginal' implies relativity; marginality can only exist in relativity to the centre. If Kathmandu were to be taken as the centre, then all of Surkhet district except one ward in Birendranagar could be termed marginalised. The FEST has chosen to define this relative marginality in relation to the most empowered

community in an area, assuming that the area (known as 'Palika' earlier was VDC) selection process had succeeded in identifying the most marginal wards.

In practice this analysis involves visits to each household in the communities, which referred by the CSP meeting as marginalised communities. Each of these visits includes a semi-structured interview aimed at identifying factors, which either diminish or increase cultural and economic power (social respectively economic factors). To provide some structure in these interviews CE's focus on 7 different aspects: food, clothing, housing, health, education, drinking water, and the position of women. These interviews support to CE's to become familiar with the different communities. A community being defined as a group of people who have mutually supportive relationships and share common interests. For analysis, the information obtained from the interviews is put together for each household. Then lists are prepared, describing the social and economic factors related to each of the 7 aspects. An example is provided below .

### Force Field Analysis : Table-1

<p><b>Economical factors (positive)</b></p> <p>People own some land Goats are sold to pay for clothing Vaccinations available</p>	<p><b>Cultural factors (positive)</b></p> <p>Income from caste related work Medicinal use of local herbs Some girls are sent to school as well</p>
<p><b>Economical factors (negative)</b></p> <p>School, health centre far away Not allowed to cut wood for building homes Insufficient manure Animals die of diseases</p>	<p><b>Economical factors (positive)</b></p> <p>Local healers not often successful Not skilled at caste-related work Low caste people can't sell ghee locally Many girls do not go to school</p>

CE's make one overall diagram for all aspects combined. Most important is that each aspect is analysed as thoroughly as possible before any conclusions are drawn. After discussing and analysing all communities in this way, the team decides on a 'marginality ranking'. Often each member will make a personal ranking, and outcomes are then compared, discussed and worked into one ranking. This ranking is presented and discussed at a Palika meeting, and subsequently the group work is started in the most marginalised community.

Experience has shown that this process is very helpful in identifying the most marginalised communities. This process proves to be the best rapport building tools among the community people and the stakeholders with the CEs, which afterward would help identifying the generative themes. Stakeholders would also consist of the government representatives of the local level participate in this process to make it more effective. Hence, this process is very essential for the community to form a strong base of the programme.

## **B5: DOCUMENTATION OF COMMUNITY GENERATIVE THEME**

### **GENERATIVE THEME**

Community listening surveys have many purposes; establishing relationships between communities and the project, raising the understanding of both parties of the other's motivations, ideals, assumptions, problems, and aspirations, building familiarity, intimacy, shared experience, hopefully, respects and

trust. A major purpose for the project during this stage of the project's life is to discover commonly mentioned, community-wide "generative themes" (ref. Training for Transformation). Generative Themes are issues, situations, events, or aspirations, shared widely in the community that "generate" some kind of emotional response in a wide cross-section of individuals in the community and so have the potential to, most likely, move people to action. Hence the name "generative themes", they generate feelings/emotions rather than simply thoughts and opinions. The idea is that unless a topic, problem, or aspiration generates emotion across the community, community members will not actually get involved to address that concern. If the issue only generates talk or hopelessness, it is not a "generative theme". It can be difficult to know which issue or concern will be a Generative Theme in a community. For this reason, development programs using this initial approach to find what the communities are likely to respond to will test out these topics widely across a community to make sure action can be expected from a broad section of the communities. If the topic is, in fact, a community-wide generative theme the discussion will be participatory and animated. If the topic is only what a few people in the community wish the project would do for them the discussions will be sparse.

### **NEED FOR GENERATIVE THEME:**

For sustainable transformation of unfavourable realities of the community, the community themselves should be

expected to take self-initiation. In order to take self-initiation for a real existing problem, they should first identify their real need. To identify the real need, sufficient analysis of their current context and problems is very important. For sufficient analysis of the problem, a specific, observable situation has to be focused on. The situation raised must have a strong connection, i.e., a cause, a result, a secondary adverse situation, coming out of the unresolved larger, shared need.

Generative themes can be classified into two groups: short-term (acute) generative themes or long-term (structural or systemic) generative themes.

#### **SHORTTERM GENERATIVE THEMES:**

Most of these point to seasonal, relatively local, and unique needs of a certain context. They can often be dealt with within a limited time frame. The situations that these generative themes point to can often be addressed and dealt with simply but if the underlying needs are not addressed other related unhealthy problems could again present themselves in the same context. Diarrhea, snake biting, floods and landslides, etc. are problems pointing to possible acute Generative Themes.

#### **LONGTERM GENERATIVE THEME:**

Some issues are being faced by the people in their daily lives are painful and are the results of historical realities. These themes have effects on people's views, thoughts and vision. Long lasting issues that have a direct or indirect impact in people's living style are called

long term generative theme. Long-term generative themes impact people's existing working style and methods. Long-term generative themes are more structural and might be considered to be "just the way it is around here".

#### **PRIORITIZATION OF GENERATIVE THEME:**

During informal conversations with individuals or community development groups, various generative themes can be identified and all these identified themes are very essential for the discussion. Although all the themes are important and all issues will need to identify relevant actions toward solutions, if all the themes are raised for discussion at the same time, problems can be occurred. Energy for action can be dissipated through lack of focus. So community-wide generative theme should be raised in-group discussions while personal and family generative themes should be raised during personal and family discussions. Once several generative themes are collected through discussion and observation, study and analysis should be done to prioritize them based, at least on the criteria mentioned below or others if they seem important:

- How directly the theme produces observable negative results.
- Timeliness of dealing with the theme
- How broadly the theme effects the community
- How easily and openly the theme can brought into public discussion
- High possibility of resulting in positive results

Once the themes are categorized based on the above-mentioned criteria, list them in order of highest to lowest ranking. The generative themes are not only those that need to be identified through listening survey but also need to identify by many people. As group's

generative theme is discussed in-group and for personal generative theme, coaching should be given to the family discussion, so these two themes should be documented separately. For that the below given format can be used.

<b>List No : 1 Group Generative Theme</b>			
<b>Generative Theme</b>	<b>Name of the community</b>	<b>Number of HHs</b>	<b>Time taken for identified</b>

<b>List No : 2 Personal Generative Theme</b>			
<b>Generative Theme</b>	<b>House owner's name</b>	<b>Community</b>	<b>Time taken for identified</b>

*Make the list of the identified generative theme as per the format above and organize the discussion as per the importance and sensitiveness of the topic.*

**Considerations :**

- *Documentation of generative themes based on seasonal and prioritization based on weightage (community interest) should be done and has to be cross check to pick the right generative themes to discuss it further.*
- *We realize that, only documentation is not sufficient to explore it further, hence one should explore it through the eyes of researcher. This will help one to explore more on the issues and get it into the dipper aspects of it.*

## C

# GROUP FORMATION AND DEVELOPMENT



The interventions of the FEST are aimed at increased awareness, improved problem solving and planning skills, and strengthened community organisations. In practice this has meant that in the communities that have been identified as relatively marginalised, groups have been initiated. This paper briefly describes the activities, which precede formation of the groups as well as the actual formation and further development of the groups. This stage is of about 2-3 months' duration. Unless a group has already been formed, field staff first bring community members together into a group, giving special encouragement (and reassurance) to the most marginalized. During this stage our Community Educators (CE) explain the Sahakarmi Samaj programme approach. After the program orientation session, the community educators facilitate using participatory tools on group concept, community vision, seasonal calendar, development trend analysis of past years, resource analysis etc. After several meetings, a 'group contract' is established with the group, which includes the basic guidelines for effective group interaction. Facilitators provide feedback with their observations of group behaviour with reference to the contract. At this stage, the group members are encouraged to make their own guidelines.



## **BROAD OBJECTIVES:**

- a) To establish community development groups (or links with existing groups).
- b) To develop common understanding among community development group members of their role and responsibility
- c) To develop the skills needed for effective group working.
- d) To develop the group contract

## **C1: PRE-FORMATION ACTIVITIES**

### **LISTENING FOR GENERATIVE THEMES**

The main theme on the basis of which group discussions will be organised is the identification, discussion, and analysis of problems pertinent to a particular community, followed by action, which aims to address these problems. Surkhet Project's approach to the identification of problems has been to listen to community members with the aim to identify commonly discussed issues or concerns. In Freire's words these have also been called 'generative themes'. Essentially this means that Community Educators (CE's) have spent several months visiting the community, sometimes staying overnight, with the aim to hear as many generative themes as possible. Initially, seven areas had been provided as focus points for listening: food, housing, clothing, health, education, water, and the position of women. Some common examples of generative themes are: problems with drinking water (quality, quantity, distance), depletion of the forest, child mortality, excessive alcohol

consumption, lack of schooling facilities, and seasonal food deficits.

### **PRA EXERCISES**

The first attempts to bring members of the community together to discuss and analyse their situation is through a series of PRA exercises. Previous to the meeting, CE's visit individual households and encourage people to come. Especially women are encouraged to come, as they are often not expected - and as a consequence not expecting - to participate. During the first meeting the programme is explained briefly. Experience suggests that this explanation has little impact; it takes people a while to understand the programme. Although many PRA exercises may be appropriate, the programme has used the following three to get people to come together and share their experience and insight:

**Resource map:** a map of the community, made with whatever is available; homes, forests, streams, farm lands, temples etc. are indicated. When people are satisfied that all is there, the difference (if any) with ten years ago is discussed as well.

**Local history:** those who have been living in the community longest are invited to tell what they remember of when they were very young or of when they had just arrived. If necessary the CE facilitates by asking questions.

**Seasonal calendar:** the months of the year are drawn with a stick, and people are asked when they celebrate their

festivals, when they are busy planting, weeding, harvesting, when they tend to be sick, or anything else that may come up.

The stated purpose of these exercises is often to help the CE learn about the community, but as these exercises are done over a period of 3-4 weeks (generally once a week), people get used to come together as a group and discuss issues relating to their community. The emphasis is on participation and sharing, not on accuracy and conclusions.

## **C2: GROUP FORMATION**

### **GROUP CONTRACT**

At the end of the PRA exercises the CE asks people whether they are interested to continue weekly discussions about their own community toward some kind of action for positive change. If they are willing to do so, the CE suggests that a 'group contract' be made. This is basically a list of 'rules' about behaviour in the meetings, and it is developed by asking the people to reflect on the first few meetings.

Group contract meeting can be asking questions like: what kind of behaviour is appropriate during the meetings, what is inappropriate? Which behaviour is constructive to a good meeting, which behaviour causes difficulties? These ideas about meetings are then translated into a 'group contract', a written document that can be referred to and adjusted in future meetings. The group contract is then used as a reference point for future meetings. Common 'rules' are: let people speak without interrupting

them, do not come after you've been drinking, if you do not come to several meetings you have to pay a fine, etc. The group is then encouraged to think of an appropriate name, preferably with some local significance. The group may want to name their group; however, care must be taken that the group remains predominately an entity rooted in the community rather than a separate entity created by an outside agent. At no time in this process should CEs even hint that the programme will be a source of financial, technical, political, or any other kind of resource for the group to depend on.

#### **Considerations :**

- *Work was originally commenced with different CDGs in a VDC on a staggered basis, but this meant that the groups that started last received less input than those that started first. Work therefore now begins with all CDGs at the same time.*
- *Decrease in the number of male in the Community development groups is being seen these days in compare to the initial community development groups having more participation of male. It was found that the groups with less male or no male is weaker than those having more male members in them. Hence, it is realized that the male mobilization should be done to make it more effective by making them realize the importance of the entire process.*



## D

# PROBLEM DEFINITION, ACTION PLANNING AND IMPLEMENTATION



In this stage FEST focuses on mainly problem analysis and action reflection cycle. The presentation of generative themes in the form of codes is one of the key elements in the awareness raising process. Codes are social mirrors. They can be poems, plays, mimes, songs, pictures or any other medium, which presents the interests of the community involved. As such, they are intended to result in reflection on the situation, as it is, not as a means to provide communities with solutions to problems. Discussion leads towards a systematic approach, which aims at a general description and analysis of the code before linking it to day-to-day reality. Only after this link is established, the discussion moves on to include the wider impact as well as the root cause for the existence of a situation. The final step in the process aims to translate learning into action.

There are perhaps two crucial elements in this process, which aims to facilitate learning through situation analysis and reflection. Firstly, it is critical that Community Educators listen for generative themes with an open mind, and hear the excitement about e.g. a 'melaa' as well as the sadness because of disease. If only the obviously problematic themes are presented, strengths might be overlooked. It must be kept in mind that reflection on strengths feeds the development of vision, without which there is less incentive for trying to solve problems.

Secondly, it is critical that discussions reach the root factors underlying strength or a problem. Towards this end, the Community Educator must often infringe upon comfort zones by asking questions about underlying causes ("I heard you say that you must walk one hour to fetch water because you are not allowed to use the local spring - but why are you not allowed this?" - "but why do people believe this?" etc.).

The main purpose of the presentation of codes is to initiate reflection and analysis in order to generate a wider awareness of local issues. Other methods which serve this objective, such as Theatre for Development, may be applied as well, provided the community members are always the analysts and planners. Codes must be critically screened before they are used in a meeting.

A final note concerns the continued importance of listening: code discussions provide additional insight into other areas,

which interest people, thus providing starter material for future meetings. All the process applies in this stage aims to be created the opportunities to share, work, and think together within the group, which empower their people in their own situation.

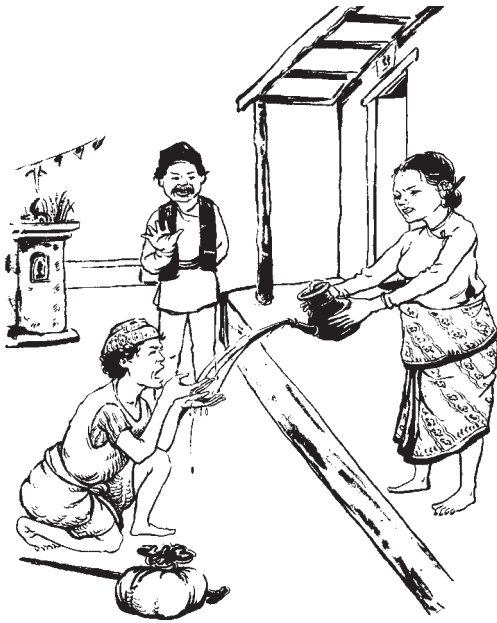
### **BROAD OBJECTIVES:**

- a) To develop the capacity of group members to critically analyse problems and identify root Causes
- b) To identify root problems for group action and determine a common goal in relation to the group's root problem.
- c) To identify strategies, resources to implement objectives to meet the goal.
- d) To formulate an appropriate action plan, evaluate the outcome and to define a new goal.

### **D1: PROBLEM DEFINITION:**

In this stage the educators conduct weekly meeting in the selected community. At each meeting a different concern (generative theme) is addressed using a problem-posing tool known as a 'code' (Ref Training for Transformation, Anne Hope and Sally Timmel). A code may be a play, a mime, a role-play, a picture, a photo, a puppet show, a story, a song, a game, somebody's personal history, a field visit; anything which brings the problem into sharp focus. The code does not provide any answers. In the course of group discussion, the facilitator steers the group through the 6 steps of problem

analysis in line with the Freirean method:



1. Description of the code (What did you see?, What happened then?)
2. First analysis (Why do you think he behaved in that way?, Why does the girl in the picture look sad?)
3. Real life (Does that ever happen here?, Do you have any experience of this?)
4. Related problems (What happened to his family?, How does that affect the community?)
5. Root causes (Yes, but why? I see, but why? But why does that happen? Continue this “but why” approach looking for root causes that may be social norms, political actions, economic structures, environmental events, etc. Note: do not stop with a “lack” of some resource [money, influence, time, people], always look

for the “why” behind the lack that is the real root cause that can be acted on by the group. The discussion is focused on what the group can do, not what it lacks, empowerment not dependency).

6. Action (What can we do about it?, How could we change that?)

Secondly, it is critical that discussions reach the root factors underlying strength or a problem. Towards this end, the Community Educator must often infringe upon comfort zones by asking questions about underlying causes (“I heard you say that you must walk one hour to fetch water because you are not allowed to use the local spring - but why are you not allowed this?” - “but why do people believe this?” etc.).

In this way the group members are encouraged to think through the problem, identify its root causes (the ‘root problems’) and come up with their own answers. Some groups may be impatient to take action to address a certain root problem and in this case the facilitator may decide to proceed immediately on to stage three, the action stage. Otherwise, towards the end of stage two, the group will have to consider all the root problems it has uncovered and decide which of these, if any, it wants to address first. At this point it may be that certain specific interest groups break away from the original groups. However, the facilitators will generally encourage groups to continue to work together to address common community concerns.

This stage is of variable duration,

depending on the nature of the problem being addressed. Initially facilitators encourage groups to address a small-scale problem, using only locally available skills and resources. More ambitious projects may be initiated once the group is familiar and confident with the process, although the emphasis remains throughout on the creative utilisation of local skills and resources.

Firstly, the group decides on a goal for its action. If the problem addressed is very complex or abstract, facilitators help the group to conduct a 'force-field analysis'; a tool used to identify manageable goals. Strategies are then identified by 'brain storming' and group discussion. At this stage, it may be realised that the group lacks adequate information, skills or resources to meet its goal. In such a case, the root problem is redefined as a lack of information, skills or resources, and a new goal is set to resolve this problem. The facilitator may then help the group to enhance its knowledge and skills through the use of appropriate participatory research methods. The community members may be assisted to undertake necessary investigation through sponsored consultation with resource persons, trainings and study tours.

The facilitator helps the group to determine objectives in relation to its chosen strategy. Pictures are generally used to represent the objectives in order to make it inclusive to those with limited or no literacy skills. The facilitator helps the group to formulate an action plan,

detailing who is responsible for individual tasks and when and where these should be carried out. Again, pictures or agreed symbols are used to represent the tasks on the group action plan.

One task that is always listed is that of monitoring the implementation of the plan, the responsibility for which is assigned by the group to certain members. The facilitator helps the group members to conduct an evaluation discussion, reflecting openly on the outcome of their actions and drawing out the lessons to be learned from their experience. Depending on the outcome, group members may decide either to define a new goal in relation to the same (unresolved) problem or to tackle a completely different problem and the action and reflection cycle is goes on as a regular schedule of the community.

#### **D1.1: PROCEDURE FOR CODE ANALYSIS:**

Various methods can be used to identify the issues within community's interest and to find out the solution for those issues. The methods of analysis vary as per the community context and participation level. Using a CODE is a good method for marginalized and illiterate communities to analyse the issues and prepare to present the issues strongly. This helps in creating the favourable environment, focuses and empowers the community people to identify the real issue, analyse them on the basis of their own real experiences and identify, multiple appropriate and workable actions toward a solution.

### **D1.1.1: INTRODUCTION OF CODE:**

A Code is an effective and important tool for situation analysis in issue-centred education. A Code is a picture, short skit, or mime representative of a situation of interest to an individual or to a community for the purpose of focusing attention on that issue and then to the underlying need not being satisfied for the individual or community. A Code is always representative of an issue of interest for a community or an individual. A Code is used to reflect back the exact subject of people's interest and helps them to identify the issues and analyse it to find out the causes and solutions. While analysing the issue through focusing on a Code, the group participants go to the ground reality for the issue or the common need not being met. They identify the real issue, its causes and results in the life of the individual or the community. A Code can help focus the victims on a single issue, so they can discuss their own problem, analyse it, and identify appropriate and workable actions toward a solution based on their knowledge, resources, and experiences. So a Code is important for the following contexts:

#### **BREAKING THE CULTURE OF SILENCE:**

Marginalized communities, as do marginalized individuals, have often learned to tolerate their problems silently. Their mind-set can be, "We don't know and we have to follow orders". They have been conditioned to this mind-set by the dominant culture that, over and over, in many overt and covert ways tells them they are worthless,

powerless, and unable to do anything on their own. This mental state has been called a "culture of silence". To break the culture of silence is the first step toward empowerment. Using codes to focus on a single problem and then helping people through a problem analysis, ending with an action plan can begin to crack that culture of silence and false assumption. The discussion, based on a code, encourages them to focus on their own experiences, daily behavior, and potential to act on some of the causes behind the problem as portrayed by a code.

#### **DECREASE HUMILIATION:**

Marginalized communities may have beliefs of: "Who will listen at us? We don't know anything. We can't do anything". These thoughts and beliefs, (that are actually lies) may be deep rooted within individuals and communities resulting in debilitating inferior complex. The discussion, through use of a Code, is useful to lead them into a discussion of an issue with each other, deconstruct the causes of a social problem and often, develop an action plan to address a problem. The early result of such analysis is often an increased their self-confident leading to more committed action.

#### **REDUCE DEPENDENCY:**

In our society, marginalized communities may have a belief/hope as: "Other people should do something for us". This comes out of a mindset dependency and can lead to helplessness. The complementary belief of many development workers

that: poor, unschooled, rural people don't have enough knowledge, resources, or abilities to change their life situation also can lead development workers to not expect much from traditionally marginalized people or peoples. Using the Code presentation and discussion process can be the first step for both the communities and the development worker to break free of their own assumptions about the abilities for marginalized people.

The chance to discuss and exchange thoughts will only develop the interaction and analysis capacity of people. The process of identifying and focusing on issues through Codes can break the culture of silence, exchange thoughts and experiences, and build internal power, capacity and direction in a community. And can, as well as lead to practical, grassroots quality of life changes in communities, increase participation, responsibility and initiatives in marginalized community.

#### **D1.1.2: HOW TO PREPARE CODE**

Codes should always be made based on the community generative themes. Generative themes should be related to common behaviour and realities of the community. Codes can be a drawing, a photo, a mime, a short skit, a short case study or a short verbal description of an incident. Whichever medium can be used to create a code, but that should be problem presentation, without a hint of its cause or of its solution. The code, which is made for reflection purpose, should be meaningful and clear. The basic rules for preparing a code are:

- Code should not reflect the reasons/ causes of a situation/problem or suggest an obvious solution.
- Code should not highlight only one situation/problem.
- Code should be clear with no question about it's focus.
- The method of code should be simple and understandable.
- Local language should be used if the code is a skit.
- A skit should be short, portraying only the problem, not the history or consequences of the situation/ problem.
- A code should not portray a situation/ problem that is not perceived by the community as impacting that community.
- Codes should always reflect the culture in which the code will be used.
- Code should not be used to impart a message to the community from the development agency.
- As much as possible, use local resources in code. Do not use resources that are new for the local people. This may distract from the central idea of the code.
- Even if a code shows a culturally associated situation/problem it should not portray the situation in a manner that points negatively at the culture.
- If picture is used for the code, avoid using various colours. Make big and clear pictures with as little detail as possible.



### **D1.1.3: CODE DISCUSSION**

#### **MANAGEMENT PROCESS:**

Selection of and discussion focusing on the codes is critical for the initial success of a young community development group. Community trainers must focus on the below mentioned aspects.

#### **SELECTION OF GENERATIVE THEMES FOR CODES**

Group discussions based on the community generative themes will focus community members which, in turn is more likely to result in active participation, both in discussion and community action. A clear commitment to a simple action plan starts with a focus on a common shared situation/problem. If discussion around a code is not animated one of several things could be true; the code is not clear or does not portray a common unacceptable community Generative Theme, or group dynamics are not such that members feel safe to voice their points of view, or the role of the facilitator is not clear and group members continue to expect the “leader” to point the way for them. If participation in the discussion phase is not full, then commitment and participation in the following stages will be difficult to create. So, while selecting the issue for discussion the community trainer should try to select one all community development group members consider important and changeable, it will soon become clear during discussion around a code if the community members “feel” it is an important issue.

### **BASIS OF PRIORISATION**

The selected issue for codes should be the ones that are:

- a. Related to most of the participants in the group,
- b. Raised at some time by the participants as a priority
- c. Seem solvable within a relatively short amount of time and with little monetary liability.

### **PARTICIPANTS' ACCESS AND INITIATION**

Another important aspect while identifying issues, preparing codes and identifying possible actions is, whether the issue is within the access of participants or not, and do participants commit to taking any action toward solving an identified problem? Sometimes, suggested actions in response to discussions around an issue as identified by the participants will not be within their perceived abilities at the time. Rather than continue planning around this action it should be shelved and other less demanding actions could be suggested. These types of actions can de-motivate for a group if begun and not successfully completed.

### **REGULAR, UNEXPECTED AND SEASONAL EFFECT**

While selecting an issue for a code and associated actions from a code discussion, timeliness is important. Groups are more likely to commit to issues that can be immediately acted upon.



## PREPARATION FOR CONDUCTING A DISCUSSION AROUND A CODE

Before introducing a code for group discussion, the group trainer should plan how the discussion will proceed. Facilitator should be prepared to clear any confusion or ambiguity that could come from a code. During preparation for a discussion around a code the facilitator could focus on the things mentioned below:

- Internal and external obstacles related to the problem to which the code is pointing: The facilitator should think ahead for likely subjects that are associated with the problem that is being reflected through code. Questions that might bring these problems into the discussion should be prepared.
- General discussion outline for all codes should be followed: There are several discussion outlines that can be used to move the group discussion from a focus on the presenting problem in the code to similar problems in the community where the group is to possible actions the group can do to begin to solve the problem in the community and finally to making an action plan for the most popular of the actions that are identified. An example of such a model is:
  - What do you see in the code?
  - Why do you think the problems in the code might have happened
  - Do these sorts of problems happen here?
  - What other problems might come

from these problems? (picking one of the identified problems)

- Are there things we can do to reduce this problem in our community? (Picking one action at a time) What can be done, who will do what, How long will it take, what help will they need, what is the expected result from that action. (a fuller description of a discussion outline is included below)

## SKILLS REQUIRED FOR A CODE FACILITATOR

Group facilitators should have skills in the following:

- Active listening
- Summarizing
- Ability to stick to a discussion outline
- Ability to ask for clarity of a statement
- Conflict management
- Creating a safe environment
- Group time management
- Creating an Action Plan

In addition to these skills they should have a fairly good understanding of the situation in the community they are holding a discussion. They should know enough to challenge obvious misrepresentations of community life and environment. They should also know most participants by name. And they should have a respect for and belief in the members of the community to solve many of their community's problems through focused actions.

#### **D1.1.4: CODE ANALYSIS AND PRESENTATION:**

After preparing Code, the facilitator should focus on many aspects to make the discussion more effective. The facilitator during informal discussion should create favourable environment and manage the following things:

#### **SEATING MANAGEMENT**

The participants should be asked to sit in the circle to make them easy to listen each other's thoughts and views. If the seating is not appropriate, the participants cannot listen to each other and the situation of low equal participation can be occurred.

#### **INFORMATION ABOUT DISCUSSION**

After sitting management, the facilitator should inform the time period and the importance of the participant's active participation and should try to take discussion further with their conscience.

#### **D1.1.5: GENERAL PATTERN FOR CODE DISCUSSIONS**

If the code is a drawing, display the drawing in a place where all can see it clearly. Give plenty of time for all to really see the code. If the code is a skit, mim, song, poem, or other action demonstrate the action at least twice, more if requested. request them to look at the drawing carefully, paste the picture in the most reliable place,if the picture is small, request the participants to look at the pitcure one by one and finally put the picture in one place and take the discussion further. The drawing should

be removed from the place after analysis for taking the discussion further.

#### **CODE ANALYSIS**

The analysis should be done using the 6 steps of problem analysis described in Training for Transformation by Sally Hope and based on the work of the educaionalist Paula Freire. This method is designed to help groups analyze codes and arrive at practical action-based steps.

- a. **Description of Code:** Participants are asked to focus on the code as it is presented. After the group members give time and attention to the code, they are asked, "what did you see? What did you hear? (if appropriate) What did you find etc? The participants should be asked to only describe, "What they saw or heard, without any interpretation or analysis. What was in the drawing? What was in the skit? Report back "like a video camera or recording machine. If it was a skit or song or other event, describe what was first, then second, etc.
- b. **First (code) Analysis:** After really looking at the code and making sure all in the group are seeing and/or remembering the same experience the discussion moves on to speculating on what might have caused the situation in the code and what might be the results of such a situation continuing. The focus must remain on the situation in the code. This is someone or somewhere else

at this point. All input is OK, even if it seems unlikely during the discussion. This stage is getting group members to simply open up and contribute and begin thinking creatively of “cause and effect” to analyse a situation. Review and affirm all contributions. This will help the participants analyse the situation when the discussion moves to their own situation. This stage should not be too long however as time to analyse the real situation is a priority.

**c. Real Life:** Once the participants have practice analyzing the situation in the code the question is asked, “Does this sort of thing happen here in our community? If it does not or if the situation is too much to handle for the group, the conversation will stall. If the conversation drops it is unlikely the community will have the motivation to actually do anything about the situation at this point in their group development. If there is affirmation that such situations/problems do happen in the community then further analysis is called for. At this point the facilitator must help the group choose a situation that has obviously created a lot of energy in the group but is also within the abilities of the group to deal with. If many possibilities for action are raised all should be recorded and a process of selection or prioritization should be done to arrive at the first problem the group chooses to work on. Agreement and commitment are essential for group cohesion. This

probably means commitment to not only the first effort but to those problems ranked second and third to be tackled.

**d. Related causes and effects:** After the group has identified the situation/problem to be focused on the facilitator, leads the group in thinking through the situation, coming up with a very specific problem definition, listing as many causes and effects that the group can come up with. The pattern that has been set through analyzing the code will help group members analyze into the real life situations.

**e. Root Causes:** The facilitator in this stage has to challenge the participants to drag out one or more deeper reasons behind the problem. This last analytical exercise is looking for the “root cause”. The deep analysis of reasons would help to identify the start point of the problem and possibly the starting point for the solution of the problem. The main tool for searching for the “root cause” is asking the group, “but why” at each cause suggested for the focus situation/problem. It will be up to the group, with informed facilitation from the group facilitator to settle on a specific cause or problem for the group to act against.

**f. Remedies:** Once the focus problem/situation is selected, the causes and results identified and a commitment is gained from the group participants

a brainstorming session looking for a way forward is held. It is important to get as many possible actions out on the table. This is brainstorming and all actions are acknowledged. Following this brainstorming session the most likely actions are identified and these are taken up making Action Plans.

### **Consideration:**

- *Originally it was the practice to show a number of different problem-posing 'codes' before any action was taken. However, CDGs preferred to initiate action from an earlier stage. Code presentation and action planning now run alongside one another, with action generally being taken in relation to every code. Sometimes change occurs more as a result of altered awareness rather than planned action (e.g. in relations between men and women).*

## **D2: FORMULATION OF ACTION PLAN:**

### **INTRODUCTION OF ACTION PLAN:**

After discussion and analysis of code, support the group to prepare one or more action plans depending on the outcome of the previous meetings. When people get enthusiastic and decide to plan an activity, the Community Educator guides the group in the development of a simple action plan. The precise format of this action plan is not important! Local people have planned for joint activities before, and can use their experience and skill to make a plan. However, the Community Educator may help improve the plan by

encouraging the group to be specific (e.g. by ensuring that a goal is divided into smaller objectives if necessary, by ensuring that responsibilities are clear, by making sure that there is a deadline, by asking what resources will be needed/used etc.). There are no general rules as to when a code discussion should result in some kind of action plan. As a rule of thumb, a Community Educator should aim to encourage the group to proceed when most group members are enthusiastic, and the goal seems realistic and attainable. In situations where this is not the case, the Community Educator may have to challenge the group in order to avoid disappointment or frustration during the implementation of the plan.

Action Plan includes, specific tasks, who is responsible, timing limits, resources that could be needed to complete the task successfully. Planning is an active process of selecting and developing the working process to complete the specific objectives. While preparing an Action Plan the end goal, intermediate measurable objectives, methods, main activities, responsibilities, resources, time, monitoring and evaluation process should be specified clearly. Straightforward methodologies should be used for preparing action plan. If most of the group members are illiterate, different pictures, local resources can be used to help them understand and remember the action plan. Initially, the action plan should be able to be implemented and completed by using local resources. Limiting early action plans to local and easily available

resources and relationships will allow confidence in local and community power. Action planning is a never-ending process continually going from plan to plan to improve community.

### STEPS OF ACTION PLAN:

Identification of one goal, action plan formulation, implementation, evaluation and again another goal identification, which is a cyclical process. While preparing an action plan the following things should be remembered.

#### 6 Steps of Action Plan (GOMAME): Table - 2

**1. Goal:-** The result of all the actions. Fix the goal and develop clear concept

**2. SMART Objectives:-** To reach to the goal, necessary objectives need to be identified. While defining the objectives they should be; Specific, Measurable, Actions, Realistic (given time and resource limits), and Time limited.

**3. Methods:-** How ? Among the methods try to figure out simple, reliable, skills and sources

**4. Activities:-** While listing out the activities focus on

S.N.	What (list of activities)	When	How much (Quantity)	Who (Responsible person)	Where? (Venue/ Location)	How? (List of the resources)
a.						
b.						
c.						
d.						

**5. Monitoring:** Along with the action plan formulation, implementation is another important aspect. Only supporting the community development groups in formation of action plan is not enough. Frequent monitoring and encouraging help them in implementing process. Responsibility for regular observation in the implementing process should be assigned to a project staff member and records kept of progress.

**6. Evaluation:** The more specific the expected results, the easier for the monitoring and evaluation processes. After accomplishing an action plan, in the presence of the community development group an evaluation using the Action Plan and Measurable Objective should be done. This compares the results as seen, or in some other way measured, to the written objectives and/or goals. During the implementation of plan, the Community Educator continues to visit the group and conducts household visits. After the plan has been implemented, the Community Educator facilitates an evaluation of the output as well as the process of its implementation. This evaluation forms the starting point for the next loop of the learning cycle. When facilitate the reflection meeting generally use the Gibbs' (1988) reflective cycle model, which includes 6 stages of reflection and is presented below.

- D** = Description - What happened?
- F** = Feelings - What were you thinking and feeling
- E** = Evaluation - What was good and bad about the experience?
- A** = Analysis - What sense can you make of the situation?
- C** = Conclusion - What else could you have done?
- A** = Action plan - If it is arose again what would you do? What next action we have to do after successful completion of this?

### **ACTION PLAN STRATEGY:**

While making the action plans, the facilitator should focus on making the plan in practical and strategic way, for effecting the transformation of community. Practical plan means the plan that needs to be immediately addressed and implement whereas a strategic plan can be more long term but its impact is high for the community transformation. Under the strategic plan, various issues such as working on Domestic Violence, ending untouchable practice, Behavioral change, developing the access to resources can be planned and work accordingly. The activities planned under the strategic plan do not have early impact but is seen in long run. Whereas, the practical plan need to be addressed immediately and is result oriented; such as cleaning, planting, vegetable farming, road construction etc. If the action plan is made with the balance of both the practical and strategic plan, the impact of the plan will not only be reasonable for benefiting the community but will go beyond that. While forming the group's plan, we need to focus on the things below:

- Number of plans: Every group should

be able to make 6-8 plans per year. With that number they are likely to see real transformation of community and learn to work as a team. It is important for an active group to have a number of plans completed for their own development and to create an impact and so increase their credibility in the community.

- Based on local resources: Use of local resources, mobilization and re-production will make the community efforts sustainable. For accessing external resources, the current requirement is the groups should have at least 8 completed plans but can certainly have more than that if the opportunity is there. This practice of allowing groups access to outside resources after 8 successful locally resources plans is in danger of promoting dependency on outside resources and reducing the perceived importance of local resources. Hence, to promote sustainability, enhance the group's skills, while acknowledging the value of attaining outside resources when required group action plans must be, at least 60% funded with local resources. This practice will



help in changing the attitude of the group members in neglecting the local resources by only depending on the external resources. This is needed to develop the practice of promoting self-dignity by taking the responsibility of local development.

- Impact of work and transformation in personal life: It is usually found that the group's members are focused on public plan while formulating and implementing the plan of community development group. This will work for the benefits of public but if, this cannot be connected with the member's personal life than there is a high chance of being frustrated. Hence, make sure to have a discussion connecting the group skills and plans with the member's personal life even though it is focused on developing the public infrastructures. In addition to this, the plan formed by the groups benefits economical, social and personal aspects of members.

### **D3: RESOURCE MOBILIZATION**

#### **IDENTIFICATION AND ANALYSIS OF RESOURCE :**

Resource is indispensable factor for fulfilling the demands and needs of all kinds, especially for addressing the issues and necessities of most marginalized communities. As access and control over resource is related to power and prestige, it is a major element behind most of conflicts and power mobilization at international, national and local context. The unequal distribution of resources has created gap among

people.

The level of knowledge and will power of local community and other aspects play essential role for having access to resources. Generally, local resources are neglected while considering resources for development and changes. We are being deprived of resources because in the first hand we don't utilize the local resources which are easily available at our disposal where as on the other hand we don't demand for the resources allotted for us. Therefore, both the aspects should be taken into consideration while talking about resources i.e. completion of community or personal responsibility for the mobilization of resources at each level as well as play a role to make state accountable for just distribution mechanism and policy development. Most of the solutions to the problems of community are present at their own level. Our problems are not based only of structural aspect but are also based on social, economical and cultural values.

For that, we need to identify the resources that exist at the local level and analyze them. If a group plans to implement activities by mobilizing local resources, community access to those resources will be increased. Hence, to change status, the community development group should mobilize local resources and reduce dependency on external sources by enhancing their self-capacity through local resource mobilization.

#### **TYPES OF RESOURCE:**

- a. Based on access: There will be two types of resources, if classified



based on access. The resources that can be found in our surroundings and can be easily available comes under local resources whereas the resources that are not available at the local level but have to be acquired from external sources are external resources. For example, while constructing road and bridge, the required materials such as cement or steel pipe are external resources. The external resources are based on needs, availability and sufficiency.

- b. Based on natural availability: Resources can be classified based on the natural availability. If analyzed on this basis, it can be of biological, minerals, plants, water, lands, air, lights etc.
- c. Based on quality and forms: Resources if analyzed based on quality and forms can be categorized as physical and non- physical. Physical resources are materials and financial whereas non-physical can be taken as knowledge, skills, thoughts, values, norms and beliefs and social influence. Although, non-physical resources are not as countable or quantitatively measured as physical resources they play a vital role in solving problems. Why is getting access to many physical and non-physical resources for marginalized communities a problem? Robert Chambers has proposed a fuller description of just how multi-faceted the marginalized situation is for marginalized individuals and communities. He termed his model, The Web of

Deprivation. He suggests following 5 areas of deprivation are:

- a. Powerless. Specifically political influence
- b. Isolated Specifically geographically and culturally
- c. Physically weak. Due to poor nutrition and poor health care
- d. Financial lack. Credit and savings mechanisms become much more expensive to the poor.
- e. Vulnerable. A cumulative effect of the above and other cultural structures.

Theoretically capacitate there are plenty and sufficient resources for human kind. As per Mahatma Gandhi said, “The basic needs that are required for human kinds are available in nature but not for selfishness”. However, the reality today is that, 1% of the world’s population own over 85% of the world’s private wealth. While geographic areas differ, only a small % of the population control natural resources: water, land, forest available around us and on other basic resources that are needed for living. Hence, those who have control the natural, economic, communications, and many other resources including power, and influence, can use them to their advantage and not to the advantage of those without such resources. Below are some reasons behind inequality is our society:

- **Historical levels of unequal distribution of resources:** If there is no justifiable process of resource distribution, one that is inclusive

and moves society toward more equity there will be an expanding gap between the rich and the poor. There is plenty of evidence that often the beneficiaries from government schemes go to more highly educated and resourced larger scale farmers and business persons rather than illiterate, uninformed, and less mobile small-scale farmers. If government facilities do not reach small scale and landless farmers, their lives will be marginalized and increasingly marginalized as these programs continue to be implemented.

- **Political partisanship:** The reality of political partisan reflecting in budget distribution and expenditure continues. In addition, enforcement of instances of misappropriation and poor quality of implementation also leaves the poorest and least influential communities without equal government facilities, i.e., roads (and with this transportation), schools, teachers, health posts, health workers, ration shops, and more.
- **Weak Governance:** The ability or will of the government agencies to proactively seek out and empower marginalized individuals and whole communities contributes to the status quo of leaving these communities out of progressive programs drafted originally to support the poor and marginalized. To ensure broad-based citizen participation, the state's various agencies should come forward responsibly, proactively

targeting communities that lack basic facilities. Failing this “pro-poor” implementation there will continue to be weak governance depriving the marginalized with very less chance for them to have access to information, resources, and a voice in a democratic government.

- **Lack of people-based advocacy:** Equitable policy creation and implementation is only possible if people who are having problems will raise their voice. This would increase their participation in government plans and their empowered voice would lead towards increase in access. Unless those communities unite together and raise their voice to get their due there is little chance for structural reforms.

It is important that communities develop their knowledge of government, and non-government programs to increase their access to external resources. Primarily, communities should build up and document their own local resources. An inventory of local and external, existing and potential assets will help prepare communities in deciding what type and from where, various resources could be accessed. Availability of external resources doesn't mean, they should be acquired and used. This can only be decided after the community has had time to analyze the impact of these resources on the community. Hence, an organization working in partnership with a community should formulate its strategy being sensitive to availability of physical resources from both internal and

external sources. Use of locally available resources, when mobilized, tend to underline a community's independence, resilience and self-worth. Resources, internal and external are limited, so use of any resource should be planned for and not simply accepted because of easy accessibility.

#### **D4: EXPLORING & STRENGTHENING GROUP FUND**

##### **NEED OF GROUP FUND**

It is often the case that community development groups assume that group savings and loaning funds is the end goal of the development process in fact which is not true. In fact, if group's situation is analysed properly, having a savings fund, through which to give loans, is one of the main reasons behind all the conflicts that occur within groups. However, it is also often the case that a group with a well-run saving and loan system is in a much stronger position to support its members and take advantage of community-wide opportunities that

may present themselves through government or some non-government schemes. FEST does not depend on having a group fund.

Every community has their own problems. Most communities have their own strategy to collect and utilize funds as per their needs and priorities. Basically, community funds are formed for the below mentioned objectives:

- **INCOME AND LIVELIHOOD IMPROVEMENT:** Main objective of group is to work for the benefits of members. Members after being affiliated with group should have some sort of positive change and should feel secure. Hence, the community development group should be formed and mobilize the fund for the objective of improving member's livelihood. If the fund is formed for the objective of improving livelihood, its main policy should be focused on investing the funds for the activities, which are the productive and profitable.



- **SOLUTION OF MEMBERS DAILY PROBLEM:** The community fund plays a vital role in fulfilling the daily needs of group member's. Members may or may not have daily income and may be dealing with daily fund problems. So the community fund would be very useful if this fund would help them get rid of high interest loans they have from other sources.

### EFFECTIVE MOBILIZATION OF GROUP FUND

- **Size of fund:** While collecting funds, the size of fund determines various aspects. If the fund is to be invested for the member's economical income then the fund's size should be bit larger. Rs 10-20 per member will not be sufficient in helping the group's member for income, so at least if Rs 100 per members can be collected they will be benefited in two aspects , i) Increase in saving and ii) Can support the income generation activities planned by the members. The clear policy with the objective of what will be the size of the fund and how will it be mobilize for the benefits of members would make the fund useful.
- **Resource of fund:** It is important to have in-depth discussion on the topic of fund collection and resources at initial phase. How to decrease unnecessary expenses would be the major strategy to discuss while thinking about fund. In another side, strategy to manage the daily

saving from addition sources can be made. Strategy of saving money by decreasing unnecessary expenses and making it to the source of daily saving would benefits in various ways. Eg: Any member from the family is addicted to smoking, drinking, if they drop down these habits, will help to get rid of habit which is injurious to health and it also helps in saving money. Besides this using various ideas the fund can be generated, such as; formation of group plan, group daily wages activities, separating the small portion of daily income for group, organizing various cultural programs.

- **Policy for mobilizing the community fund:** Creating fund and saving will potentially benefit members but, if not mobilized and managed transparently and properly, it can also be harmful and take them towards collapse. It is also found that, taking loans from a group and using it in wrong way has degraded the member's situation and the group's trust level and overall effectiveness. Hence, while mobilizing and managing the fund, proper rules and working plan should be made and implemented strictly. Normally, if the fund will be only used for the purpose of daily expenses then the savings will not be results oriented. If 60-70% of the saving can be mobilized for income generation and productive activities, the members will be economically benefited. For this, the group should organize in depth discussion among members

and help them in making plans. It will be result oriented, if the plans that are selected are practical and are appropriate as per the member's resources, needs, and capacity.

- **Targeting those traditionally less priority:** Most deprived groups should be under high priority of community savings and loaning funds. This is because other more market-oriented sources of finances are not available to the poor, less educated, and socially marginalized. This leaves them to deal with those who charge usury levels of interest. Hence, while forming the loan policies, clear rules and directives should be formed on how to mobilize and manage the funds toward opening up a chance of reasonable interest loans to the most deprived groups.
- **Account keeping of community fund and documentation management:** Having less amount in fund would not be a problem while keeping records, but as the members taking loans increase it will be hard to keep records properly. Therefore, a proper management for accountancy and documentation should be made in every group. For that materials such as ; passbook, saving collection and loan investment register, papers etc. should be obtained. Arrange the required training for proper management of fund the fund, effective mobilization of funds should be provided to the group's chairperson, secretary and treasurer.

In addition to the training, the community supporter should monitor the accounting system and support them the keep it on the proper way. If all the members can be informed about fund's income, expenditure, investment and member's total saving and status of loan in every 6 months, misunderstanding between members will not be created and will help increase trust towards each other and group.

- **One fund in one community:** We can see more than one group in one community now days. Many organization-based groups are formed without a value of community based organization and this practice could not bring positive change. As a result of this, bad practices such as member's waste of time, need to attend several meetings of various organization on the same issue, organize meetings for the organization are generating. The situation of member to save amount in 4-5 different group's fund is not helping them economically but are pushing them towards debt. Hence, if a concept of one community-one group or one village one group can be implemented, progress and transformation of community is possible. With the concept one community- one group can only establish the concept one community –one fund. If the objective of fund is to uplift the economical aspects of community rather than organizing the organization's activities, integrated

plan can be formed and can work for the economical improvement. Fund should be a supporter for economical activities rather than the reason to push the members in debt.

- **Participation of members in formation of fund's rules:** The members of respective groups should be allowed to formulate rules and regulation based on their needs and priorities regarding to mobilization of saving funds rather than imposing them with per-laid rules. The rules of investment and rate of interest determined by one group may not be reliable for other group. So, the group members should be assisted to form the rules and regulation independently. The necessary amendment can be done in future if existing rules are found to be non-reliable without interference of the supporting organization. The responsibility of community in fund and their ownership is always present if they are directly involved in the process.

## D5: MONITORING

It is harder to find out the results in quantity of process-based activities than other economic or production-based activities, so, specific monitoring processes are needed. For monitoring the program's working process and activities' impact-monitoring process has to be develop in the level of groups, main committee, community-based network organization and targeted community. After organizing discussion for short term

and long term monitoring to observe the impact of group, the facilitator should reflects, give feedbacks on what are the changed made so far? What aspects have been improved. In addition to this, to observe the longer-term impact, annual report should be prepared containing the half yearly change and family change and context.

As groups were initiated and developed, the need arose to somehow monitor these developments, in order to be able to gauge progress as well as distress. This need has resulted in what became known as 'group photo's', the idea being that a photo provides a realistic picture of the group. In each PBT (Post Basic Training) the CAT (Community Animation Team) prepares a report on each community development group. Initially, the activities of the group, group qualities, and membership (caste, gender) are all included in these 2-3 monthly reports, but later on the emphasis is on group activities and qualities only. Reports are then discussed and analysed during the PBT.

## FORMAT

These group photo's reflect: group membership (women / men, caste (households participating); the activities that have been completed; the 'qualities' of the group: Leadership skills, Participation, Planning skills, and Commitment. These qualities are coded, A indicating 'good', B for 'medium', and C for 'poor'. The meaning of these codes is as follows:



**Group Progress Monitoring: Table-3**

CATEGORY	LEVEL	CRITERIA
LEADERSHIP (L)	A	Group leaders organise, conduct and facilitate group meetings without any help of Project staff.
	B	Group leaders need some help in the organisation and facilitation of group meetings.
	C	Group leadership not yet developed. Project staff need to organise and run group meetings if they are to take place.
PARTICIPATION (P)	A	Group members come to the meetings without being called by the facilitators. Within the group participation is equal and open, regardless of caste, ethnicity or gender.
	B	Group members must be called for each meeting but come when reminded. Most group members contribute but facilitators must encourage some members to contribute or refrain others from contributing too much.
	C	Even after calling the group members many fail to attend. Within the group, participation is limited to two or three strong persons with quiet assent from the others.
PLANNING SKILLS (PS)		Planning skills include problem identification, developing various strategies, setting objectives, developing action plans, and the ability to honestly evaluate group efforts against original plans.
	A	The group has demonstrated the use of these skills without outside help.
	B	The group has demonstrated the use of these skills with facilitation by project staff.
	C	The group has failed to demonstrate use of these skills even with facilitation by project staff.
COMMITMENT (C)	A	In the opinion of the Project staff there is little doubt that the group will be functioning well at least a year after project staff leave the VDC.
	B	In the opinion of the Project staff the group is quite likely to be functioning after one year but will need some strengthening.
	C	In the opinion of the Project staff it is unlikely that the group will be functioning after one year.



Another way in which group development has been assessed is through rankings of all the groups in a Palika. This exercise helps the CAT's to compare groups and decide why some groups are low and others are high in their ranking. At times these reports have looked more like creative paintings than photographs. Those who report on the groups are also involved in the groups as Community Educators, and may want to produce a good rather than a realistic image. Nevertheless, in the absence of any obvious alternatives this system provided a fairly accurate idea of what was going on. It is questionable whether these indicators are useful for monitoring community development groups after the CAT's have been withdrawn, as their definitions focus on group meetings.

As the group goes through these stages, it is important that the Community Educator actively observes and monitors developments. A file on each group is to be maintained, with weekly reports on what has happened and what was discussed in meetings. In addition, the listening at a household level never really stops. The Community Educator continues to visit individual households with the aim to monitor how the group activities and discussions impact on individuals in the group. Apart from giving the Community Educator a good impression of what is going on, these regular visits strengthen the process of reflection and analysis. The format of group monitoring (called group photo) can be used as follows:

**Group Progress Reporting Format: Table-4**

GROUPS	MEMBERS	ACTION PLAN	WORK DONE	QUALITIES			
				L	P	PS	C

# E

## ORGANIZATIONAL DEVELOPMENT



If a group that has successfully achieved at least 4-5 goals decides that it wishes to establish itself as an ongoing institution (a CBO) it may participate in stage four of our programme. The project offers series of leadership trainings for group representatives for developing skills such as facilitation, institutional development, and planning, record-keeping and financial management. Leadership development training includes the provision of a) Community development group Strengthening Training (CGST), b) Community Facilitation Training (CFT), and c) Community Organisation Strengthening Training (COST). CGST covers issues such as group work, participation, decision-making, roles and responsibilities, and development theory. CFT covers facilitation skills, leadership and meeting management. COST covers network formation, resource acquisition and liaison with external agencies. COST supports the emergence of network organisations at a) level, and b) regional (sub-district) level. Sahakarmi Samaj's Organisational Capacity Building and Training, Consultation and Research Sections provide support and specialist training in accordance with the specific needs of established network organisations. During this stage FEST also provides support to the local government and facilitates

workshops to raise awareness amongst local representatives and government officials regarding social marginalisation injustice, good governance and democratic accountability. Interaction meetings between local level government and CBOs are conducted to strengthen effective service delivery process by the government.

FEST also offers free organisational development consultancy to these groups, both in project office and, as necessary, in the field. Similarly issue related workshops are conducting among the groups with similar issues and support them to carry out the collective action plans to achieve the collective goal. At the end of the fourth year, the team of Community Educators conduct the participatory assessment of community development group capacity at the point of withdrawal by the community educators. However, the team provide continued backstopping support through regular capacity assessment of the community development groups and network organisations using participatory self-assessment tools.

After creating a favourable environment and providing support to the community development groups working together, another aspect needs to be focused on, Organizational Development. This includes knowledge, skills and concepts regarding leadership and accountable to each other in the group. The following activities help teach these skills.

#### **BROAD OBJECTIVE:**

- a) To develop leadership skills among group members.

- b) To provide organisational development support and consultation to Community Based Organisations and Community Based Network Organisations.
- c) To establish networking among community development groups.
- d) To develop linkages, coordination and collaboration with government and other service providers.
- e) To strengthen local resource exploration, mobilization and acquire external resources.
- f) To enhance community advocacy for addressing their issues.

#### **E1: GROUP CAPACITY STRENGTHENING:**

Our society's existing leadership is often a traditional way, copying from others and the existing state structure. However the person taking leadership in the group will need special skills and to follow the methods explained below. The art of leadership needed is determined by the experience, knowledge, skills, nature and values of the person. The leadership is the source of group culture. The effectiveness and sustainability of any organization is depending on the leadership as well. The sustainability of an organization depends on the visionary quality of the leader. Hence, to develop leadership for the sustainable development of group, the following actions can be organized.

#### **E1.1: COACHING:**

Community Educator should focus on what kind of role to be played for developing the leadership capacity of community and community based group.

And the community facilitator can support the deprived and marginalized community for their leadership development through coaching and mentoring process to the entire group, developing leadership skills in several members of the groups and good leadership expectations in members of the groups. It is not healthy for a community development group to have a single long-term leader carrying all the responsibility for the progress and actions of the group.

- Study the current context of the community and people to identify their leadership approach and leadership skill development.
- Create an environment to increase the relationships between the community members, exchange of views and cooperation and establish same level of relationship with the community members to develop the same level of leadership skills.
- Empower every member to express their views during community development group discussion/meeting for breaking the culture of silence and to generate the feelings of self-respect.
- If the person who is currently is in a leadership position have a nature of dominating, under-estimating and having control on the resources with having a nature of monarchy, the concept of the leader should be slowly changed through individual and group coaching and feedbacks.
- Leadership skills and capacity is not acquired by birth but can be develop through favourable environment, so

mentoring and coaching is necessary to develop their skills and capacity of leadership.

- Promote both women and men of the community development group to participate and to take responsibility equally.
- Evaluate the performance of all those who took responsibility and provide feedbacks.
- Among the members, provide regular mentoring and coaching on leadership development to the members who are proactive and have quality by leadership development action plan.

While working with any community, the idea for self-empowerment should be a focus. The concept of forming the group structure and giving leadership during the initial phase of group formation will not develop the concept of leadership development. While supporting in community development group formation, the CE should focus on people's nature and behavioural change aspects. Community Educator uses the 'GROW model coaching' for strengthening leadership of community facilitator and as well as in the group. While providing regular coaching to the vulnerable families, group leaders, community development groups following methods can be used for coaching:

- **GOAL SETTING:** Facilitate to identify what the participant's want, and support them to identify the expected change they wanted to see, during informal conversation

about the existing context.

- **REALISTIC ANALYSIS:** After identification of participant's future goals, try to identify those goals are realistic within the existing context. Tell the participants to analyze, if those goals are accomplished what might be the benefits and what might be the loses? Help this identify which goals could be easily accomplished and which are not?
- **OPTION ANALYSIS:** Once the participants will select the goal and realistic analysis, try to figure out the possible steps or series of actions plans to reach to the goal. Sometimes after SS staffs are very well acquainted with the gorups they to might float some possible ideas for critical analysis. Likewise after identifying the various options organizations leaders themselves select the best option.
- **WILLINGNESS:** After participants select the best option among all the possible ones, try to figure out how likely it will be that leaders implement changes to reach the goals. Help hem make action plans on that basis. If action plans are made, help leadership set up structures/schedules to monitor and evaluate them on time basis and give feedback.

This model also uses for family coaching. If the group members have special problems that couldn't be discussed in the group meeting, CE take a time to the family for listening their concerned.

Initially CE meets with the person and do conversation as following the GROW model coaching. If necessary, CE tries to facilitate family meeting to address their issues. Generally CEs facilitate them to address their issues within them, if the there should be needed external support they will be referred to the concerned offices or resources holders.

### **E1.2: MENTORING:**

For this, Community Development Group should not be converted into some specific structure and should support in making policy to ensure the equal status of all the members. But while performing one should be assigned with some responsibilities, in this situation through the discussion of group member specific person can be assigned. Eg:- Keeping the group fund, book keeping of group fund and writing minute etc. After the group formed through this process will identify the group's problems, analysis and solution for some term (Approx.3 years), they should be given up with the responsibility to select the leader and practice of changing the leader.

Within this period, the group members should have sufficient participatory exercise of organizing group. Opportunity to exercise and understand the various types of behavior within group can be trapped. All the members have an opportunity to develop the same level of equity thoughts. Within this period, group should start up various activities to institutionalize group such as yearly group assembly, formation of yearly action plan and implementation, evaluation of action plan etc. These

types of activities will make them realize the need of a leader and then only selection of chairperson, secretary and treasurer should be done. But while giving responsibility, the group members can select the leaders with their common conscience. For this kind of group structure and leadership development mechanism, the community facilitator should create favourable environment through various exercise and discussion.

### **Considerations:**

- *This strategy was given insufficient attention in the past while greater priority was given to work with community development groups. This strategy is therefore now being given greater emphasis.*
- *In order to meet the numerical targets set out in previous programme plans, Sahakarmi Samaj personnel sometimes engaged people in coaching where that was not necessary or appropriate. Clearer criteria have therefore now been developed for engaging people in coaching.*
- *In the past a database of available supports was not always kept up-to-date. Greater attention is therefore now being given to maintaining this database.*
- *Up until now, the GROW coaching model has been used, but it has not been sufficiently well-tailored to the coaching work of Sahakarmi Samaj. Sahakarmi Samaj will now develop its own coaching model by drawing on a wider range of evidence-based approaches (e.g. motivational interviewing).*

### **E1.3: LEADERSHIP DEVELOPMENT TRAINING:**

There is a need of training and capacity building of the community development group leaders so they can lead the community development group in an effective way. Local community is the development agent and they themselves can bring change in their situation. As the aim is for the group to be able to continue to function when the Community Educator is withdrawn, group leadership becomes a core issue once the pattern of regular meetings has been established. Again, there is no particular moment at which the Community Educator should consider handing over some of the responsibility for group facilitation; some people are 'natural' facilitators and do at least as good a job as the Community Educator. Group members themselves do the sooner facilitation, the more likely it is that dependence on the Community Educator can be minimised. Towards this end, exercises which stimulate reflection on leadership issues (styles, participation) can be introduced in the meetings. As group members start to take responsibility for the facilitation of discussions, the role of the Community Educator changes from that of a facilitator to that of a coach.

The external facilitating organization is there to help the group find out the appropriate solutions to their problems. Only local communities can lead their community toward development themselves. Therefore, the development of leader's skill is very important. After SS has been facilitating the group for one year, in problem analysis and group



discussion, conceptual change, and local resource mobilization etc possible leaders should be identified, who are seen to understand the process of group organizational strengthening. After the

group has been given four types of training, hopefully the new group leaders can take responsibility to organize the group in sustainably themselves.

**LIST OF TRAINING & MAIN TOPICS: Table-5**

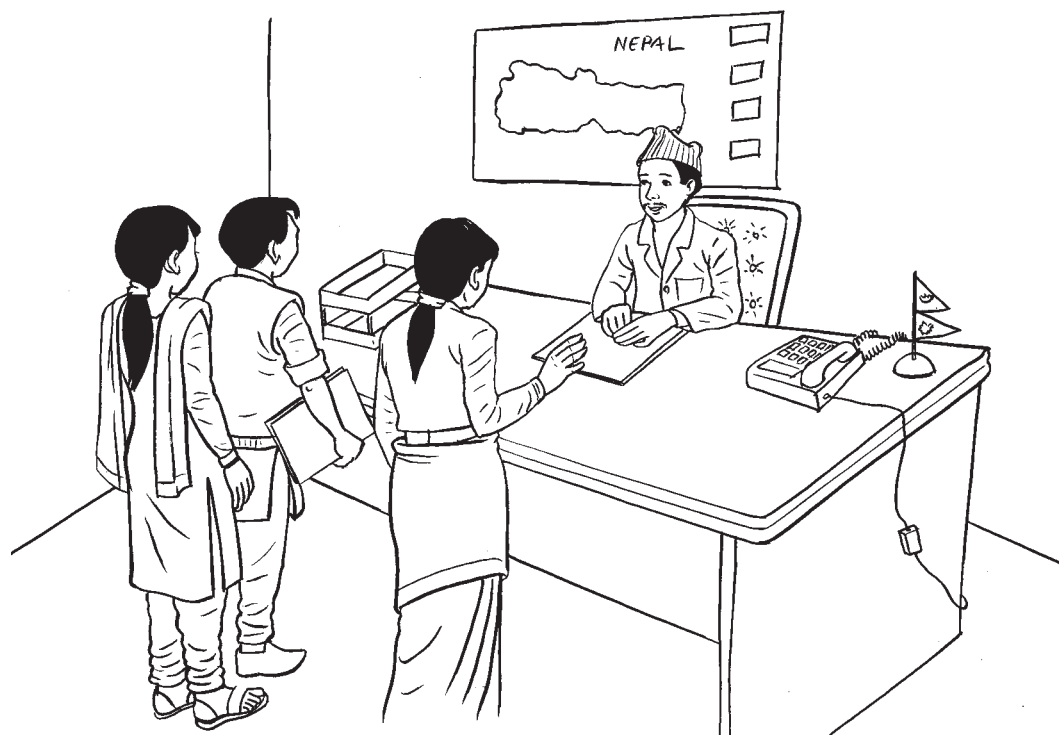
S.N.	Name of the training	Main Topics
1.	Community Group Strengthening Training 3 days CGST  (At least 8 participants from one group making 24 participants from 3 groups)	<ul style="list-style-type: none"> <li>• Needs and importance of group</li> <li>• Role of group and members</li> <li>• Participation</li> <li>• Effective leadership in group</li> <li>• Decision making process</li> <li>• Resource analysis</li> <li>• Formation of Action Plan and effective implementation</li> <li>• Development concept</li> </ul>
2.	Community Facilitation Training 4 days CFT (Active 4 participants from the group strengthening training, making 24 participants from 6 groups)	<ul style="list-style-type: none"> <li>• Community supporter</li> <li>• Effective communication</li> <li>• Group facilitation</li> <li>• Effective meeting organizing</li> <li>• Coordination and relation</li> <li>• Problem identification and analysis</li> <li>• Decision writing and documentation</li> <li>• Feedback</li> </ul>
3.	Community Organizational Strengthening Training 4 days	<ul style="list-style-type: none"> <li>• Practice on community development group institutionalization</li> <li>• Need of network and development</li> <li>• Intergroup Community Action plan formation and implementation</li> <li>• Group's long term plan</li> <li>• Community good governance</li> <li>• Structure of community and rules/regulation</li> <li>• Common issues and coordination</li> </ul>
4.	Community Group Facilitation Refresher Training 2 days CGFRT (Supporter from each groups)	<ul style="list-style-type: none"> <li>• Group concept</li> <li>• Institutionalization practice in group</li> <li>• Group Facilitation</li> </ul>



The trainings should be organized in this way. First the Community Group Strengthening Training (CGST) is given. Then, three months later the Community Facilitation Training (CFT) is organized. Following this, after six months the Community Organizational Strengthening Training (COST) is organized. After another 6 months the Community Group Facilitation Refresher Training (CGFRT) is given. During the CGFRT Training, all the contents of the three previous trainings will be included. The interval between the trainings gives enough time to implement the knowledge, skill and experiences in practice. As a result, the trainings will be more effective. Training facilitation manuals to be designed for each training. Based on the training syllabus, volunteers can deliver trainings to the groups.

#### **E1.4: CONSULTATION FOR KNOWLEDGE & SKILL AQUASITION FOR RESOURCE:**

The FEST has initiated community development groups with the aim to create sustainable community based organisations and / or problem-solving bodies in marginalised communities. Initially, groups are encouraged to use local knowledge, skills, and resources to solve problems. However, as it was envisaged that groups might need external resources FEST has developed its own consultation process to increase the knowledge, skills on resource mobilization. FEST process focus was on the provision of information to groups about resource-providing agencies at the center level of Palika and district level as well. Organizational databases



established at district offices and provide consultation if group needs any support to further addressing their issues. Usually groups will solve their basic problems by using their own skills, experiences with local resources. This will bring positive changes in the community. However, it is not possible to follow up many ideas the group has with their limited funds. Access of the group to external resources should slowly increase. SS consultation can be provided to the community development groups, main committees and community-based networking organizations to support them in capacity development, including increase in access to resources.

**Objective of Consultation:**

- To provide help with the problems of group, main committee and Community based networking organization
- Collect and document the organizational data
- Support the group, main committee and community based networking organization for relation build up and coordination development.

**CONSULTATION PROCESS:**

The process for group consultation should be reliable, easy and time being. While providing consultation, arrival to the group and all those activities that a

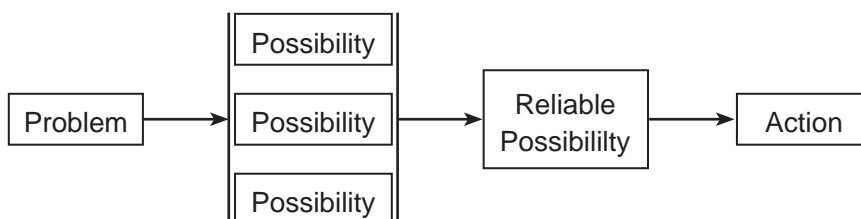
group do while meeting with organization should taken under consideration.

The consultant should consider the following items when visiting the group

- Seating and respect for visiting guests.
- Exchange of introduction, at the first meeting.
- The initial talk should be informal including collection of information about group.
- Ask the reason behind their visit as usually groups are in search of knowledge, skill, resources and also physical facility.
- Provide the consultation as per required and listen to the reaction of the participants after the consultation.

**Identification and analysis of the main problem or issue:**

Sometimes participants during consultation meetings do not focus on the main problem of the group but want to discuss some of their own demands. Unless a clear analysis is done of the main problem that the group wants to solve, it will not be possible to solve. If the issues raised by the group are not related to their main problem, help the group representatives identify what the main problem is. The discussion can be as follows:



- What is the main problem that the group wanted to raise? Try to identify.
- Likewise, what are the other problems? Note down the main problem
- What are the group's attempts to solve the problem ?
- Give examples of those attempts? How ? Why they couldn't do that?
- What are the possible ideas to solve the problem ? Did they try to find it or not ?
- How was the decision made to select this goal?
- What and how much was the participation of all group members in the discussion?
- Total how many of them are present?
- How many of them are female?
- How many of them did not agree while selecting this goal and why?

While providing consultancy service to solve the problem, the consultant should make the group analyze through following approach.

#### **Participatory decision-making process:**

How the group makes decisions is the focus. If participatory decision-making process is not practiced, then the group work will not be effective over the long term. Sometimes the decision to have a consultation is made by only a few people and not a group decision. This is not helpful and can be harmful to the way the group works in the future. Group decision-making process plays a vital role for the group culture and organizational development. Therefore, the consultant should explain the process of group decision-making and promote the practice of including all members in this process with equal partnership and participation. The following questions can be put forward to discuss and practice:

- Why did you select this goal?
- What are the other problems?

Give feedback on the decision making process and let the group decide if its process is as inclusive as possible, to allow "buy-in" from the whole group.

**After Goal Selection:** After listening to the discussion and gathering of information If there is still some lack seen in selecting the goal by the group, then continue the discussion. However If the goal selection process is positive and they have decided on the need to find outside help from a local organization then:

- Prepare to send the facilitator/ group representative to suitable organizations.
- Focus on the database of organizations, to gather information.
- Ask the group if they have some information about any potential organization
- If there are many government and non-government organizations working for the solution of the presented problems then give sufficient information to help them make a decision about which to approach first.

- If they find it too confusing help them decide.

Once it is clear whom to approach first, give some more information about that organization. Also explain how to find the correct location to visit and the key person to meet. Decide together on the aspects that will be focused on. Note down the following:

- Organization name, address and direction.
- The means of transportation to reach that organization (e.g. bus, rickshaw etc)
- Organization's chief name and contact number

Focus of the meeting with the concern organization:

- a) If possible, meet with the chief or responsible person otherwise the meeting maybe useless
- b) Give a clear introduction of the group when meeting with the office chief. Include information about group's history, activities accomplished, action plan, training, group vision, and process of decision-making.
- c) Suggest the need to be detailed about the nature of problem, approximate investment needed, distance, number of beneficiaries from the plan, local participation etc. Along with the application, request the required skill, knowledge and resources needed for the group.
- d) The supporter should mainly focus on the response of organization's chief or responsible person. If the answer

is not satisfactory, suggest perusing further. Use questions such as " If so, then where from? When? How? Through which process? Sometimes a "Your work will be done, we will do this" type of response is another way to say no we will not help you in that way.

- e) If the organization's chief is positive suggest collecting information about the process to follow up.
- f) Request the group representative(s) to come to the consultation section after having the meeting with the visited organization.
- g) Discuss on the conclusion of the meeting. Take the discussion further in this way:
  - What happened during the meeting? How did the conversation go?
  - What was your reaction regarding the discussion?
  - Why did you say (either good/bad) about it? Make the group representative analyses the reaction.

If the reaction of the group representative is positive then suggest a focus on these aspects:

- Loyalty to group's commitment and decision
- Completion of the task on time
- Good communication
- Maintain equal balance between group's work and relations
- Define the future plan
- Encourage the use of exact wording

of the discussion when telling the group what took place with the government organization.

- Record information regarding the group who has come for the consultation.
- Plan a follow up monitoring visit to the group.

If / when the group has received project help from any organization, arrange a monitoring visit to see the reaction of participants to the work. How is the support and relationships going? Is the work following the action plan or not? Arrange a meeting to reflect on the action plan to make their work more effective. If a plan is accomplished, motivate them to make another plan.

### **If the reaction of the group representative is negative:**

If the representative, seeking knowledge, skill or resources has been ignored by organizations, or the process is too hard or they had to wait for too long, then the group can get de-motivated. In this case, the consultant should tell the group representative to focus on these things:

- To be patient
- Often “Trying will lead to the success”
- Identify an alternative option by having the group select another goal to solve a different major problem.
- Meet the organization that was approached and build coordination through discussion. Try to understand the process they use.
- Collect documentation from groups who came back for consultation and

after meeting with government /non-government organization, so you will have information for the future.

### **Monitoring of the groups who approached from consultation**

It is necessary to arrange meeting with the groups who have approached for consultations, in identifying the knowledge, skills and resources requested. But these types of meeting should be organized after a situation analysis of the group. These meetings will help to understand in depth about group’s experiences, beliefs, concepts, reactions and also activities accomplished by the group. This will create a clear concept about the group and will help further in providing them suggestions and feedbacks.

### **E1.5: KEEPING DATA OF RESOURCES:**

#### **ORGANISATIONAL DATA COLLECTION AND DOCUMENTATION MANAGEMENT:**

Organizational data collection and documentation management: The main responsibility of a consultant is to support the group, so it is most important to keep information about which aspects of support are most needed. Data should be recorded regarding the resources needs. A separate file for every group should be maintained. Organizational documentation should be updated in every 6 months and every meetings detail should be included with the group’s data. Document the needs, local organizations, their activities, by the state, district level

organization While collecting this data, details of organization's main services and working process should be included.

### **CONSULTATION MANAGEMENT:**

Group members can approach the community consultant any time for help with knowledge, skills development, or resource identification and acquisition. So the consultant should be available at the office or through phone so group members can have consultation and not have to go without contacting the consultant. This would decrease their level of trust in the process of support and in the consultant. To manage these things, the following should be done:

- Keep records of the groups based on their needs for consultation and update it as needed.
- Give orientation to the community facilitator on group consultation process and methods.
- Keep data of the all the organizations under the concerned Palika in the local level
- Support the group, main committee and community based networking organization in developing and maintaining coordination

### **E1.6: COMMON ISSUE RELATED WORKSHOP:**

If there is groups with the same generative themes and problem, a one day issue related workshop used to conduct among the groups for finding out solution. Through group monitoring, exposure visit, communication, various groups located in the same village may

find they have similar generative themes or problem. If more than two groups do have the same problem then prompt them to find a solution collectively. For this reason, a workshop based on Generative Themes can be organized. The following activities to be included

- Visit each group and organize discussion of the group's issue.
- Two or more groups having common issue should be brought together to have a discussion.
- Observe the group's discussion, meeting and provide necessary feedbacks.
- Find out the actual reason for the group's problem and organize discussion to find out the appropriate solution
- If group finds the solution difficult to identify, suggest a possible solution indirectly eg I have heard that ..... , As I have seen....., What if .....

### **E2: COMMUNITY BASED NETWORK ORGANIZATION (CBNO)**

#### **E2.1: NEED & IMPORTANCE OF CBNO**

For strengthening the power of the marginalized community development group, to motivate them and to strengthen their unity, there is a need of networking between groups. A group cannot fulfil all the requirements by themselves. A group formed by the marginalized community is not in a condition to have access to resources, power is needed



to have access on the resources. The effect of a single group is comparatively low. To fight against various problems and to find the solution is hard for a single group. They need to seek help from other groups as well.

Likewise, the groups through community based networking not only exchange resources but also support each other through advocacy in protecting their rights, creating pressure to resolve community problems, and implement work based on action plans in community. Therefore, the coordination between groups plays a vital role for the continuity of the groups, whereas community based networking is also needed within the groups formed in the marginalized community.

- a) Increase groups access to the resources: Groups are facing various problems, although they have lack of resources to solve those problems. To exchange the resources among groups and to increase access to the resources, networking between the community development groups is needed. These types of CBNO have a special role in maximum utilization of local resources and increasing access to external resources. The CBNO of the affiliated members is focused on searching for available resources.
- b) Impact of community empowerment: With the change of development concept and the effect of 19th century's concept of community empowerment and process, the

concept of CBNOs as an effective group's organizational has been generated. The concept of citizen should be responsible for their own development has not been possible only through the small groups formed in the community. So, to bring all these community development groups together to make a force working together regularly for the community development and to lead these groups, a concept of Community based networking organization has been developed. Likewise, when the role of community people's roles and responsibilities has seen to be increased, they started realizing the need of more strong leading mechanism and hence the concept of CBNOs has been generated.

- c) To increase in group identity and partnership: Small group's falls under last priority of various locally based government and non-government organizations. They always select their partner based on the organizational process, human resource, capacity of implementation, and access to local stakeholders, legalization status. Keeping all these under , the CBNOs representing many community development groups under one umbrella has a high possibility of being selected as a partner organization by the locally based government and non government organizations.
- d) Raising the local issues massively: To raise the local issue massively, the group needs each other's

support. Small incident or problem of any group can be destructive for others and this can have a bigger negative impact on others. So, to raise these kinds of issues massively, and to create pressure for the solution, advocacy/lobby, the role of networking is important, hence the need of community networking is realized.

- e) Policy based priority to the local organizations: As per the concept of local governance, role and participation of community based organization and network has been raised up as top priorities and this is also been accepted by the 10th five years plan. The individual group has not seen to be influencing in various activities and movements of local government agencies and are in the least priorities for not having organizational identity. The role of local government for the local development is really high and therefore to make the role of local level community development groups effective and to put the impacts of local facilities to the local people, the needs of CBNOs has been realized.
- f) Preservation of traditional knowledge, skills, experiences and culture: Local communities have their own traditional knowledge, skills, experiences and culture, so to preserve and promote these as a whole, the role of community based networking organization is important. Some of those knowledge, skills, experiences and culture need to be avoiding

whereas some of them should be preserved, so the need of community based networking organization has been the best option to put the positive effect on the community.

## **E2.2: QUALITIES OF CBNO**

The CBNOs are formed with different values from other organizations; therefore the character of CBNOs is of special quality, which can be categorized as follows:

### **AUTONOMOUS OF THE AFFILIATED GROUPS:**

a community networking organization do the community-based groups initiate an institutional. Groups affiliated with this are autonomous and independent whereas the central structure of network does not control the activities of the groups. But the groups try to influence the activities of network through their representatives.

### **LEARNING THROUGH EXPERIENCE:**

Community based networking organizations give respect and priorities to the experiences and thoughts of the affiliated groups rather than consultant suggestions. They have the nature to learn from each other's experiences. So, the decisions and actions taken by these types of organizations are locally based, from previous experience.

### **FEELINGS OF GROUPS RESPONSIBILITY AND OWNERSHIP:**

The groups affiliated with the community based networking organizations have feelings of common responsibility and ownership. They show their involvement

in the network's activities by their participation, lobbying and taking responsibility.

### **INTERDEPENDENCY RELATION:**

The CBNOs is an effective medium for development of interdependency between the groups. This helps to establish respectful relationship between the groups. These types of activities also help to develop interdependency among the groups. Hence, not only the structural but also emotional and practical interdependency can be found in networking organizations.

### **PARTICIPATORY SYSTEM:**

Groups and their stakeholders are given priority during planning and implementation. The networking organization's working process is also based on the participatory approach.

### **COMMON NORMS & VALUES:**

There is a common value among all the groups affiliated with the networking organization. Based on all these norms and values, the organizational behavior and attitude has been formed. Such common values accepted by all, help develop the group's organizational identity.

### **FLEXIBLE BEHAVIOUR:**

Compared with other organization, flexibility is very important in the network organization. This approach gives priority to open sharing, rather than binding with rules.

### **EXCHANGE OF SUPPORT:**

A specific process has developed for the exchange of information, thoughts and

resources among the groups to create an environment of exchange. This will provide the life and motion for the network organization.

### **POWER DELEGATION PRACTICE:**

The image of the network organization is depends on the affiliated groups. Groups need to be active to allow the network organization to be active and helpful. The image of the network organization can be erupted with the groups being inactive. The grass root group are always working as a foundation and main part of the network.

### **E2.3: STRUCTURE OF CBNO:**

Organizations without established structure cannot complete their objectives effectively. The role of organizational structure is very important in community based networking organizations as they work with various groups and a large working area. To assign the roles and responsibilities with good participation between every level, clear organizational structure is necessary. In some organization bottom –up approach is been practiced whereas in some top-down approach is been practiced. Various aspects play a role in forming the organizational structure of network organization. FEST enhances the community based network organization based on decentralization concept. Grassroots level members are given responsibilities as a need for the whole structure of the network organization. This process makes the grassroots representative take an executive position with the center. The resources of power exist within the grassroots organization

and they have indirect control on the center. The network organizations formed on the basis of this concept have

followed the process to make both center and grassroots level organizations accountable towards each other.

### FORMATION OF CBNO SHOWING DIFFERENCES: Table-5

Basis	Bottom up approach	Top down approach
Formed	Under the leadership of grassroots level groups	Under the leadership of a strong central person or organization.
Responsibility distribution	Everyone has their own responsibilities. A participatory approach is used to distribute responsibilities to the grassroots groups.	The control mechanism relies on the central person to decide who has responsibility.
Relationship and behavior	Equal two-way relationship is developed that reflects the behavior. Interdependency and a feeling of equality exist.	The grassroots level always relies on the central leadership, creating feelings of some being "higher or lower" in power
Ownership	Self-responsibility for their own work and ownership of results. This gives a feeling of ownership.	A concept of "if the central leader does not exist, the whole identity of groups will fail" The community development groups feel they work for the center.
Decision making process	Information from grassroots, consultations are taken as the basis for decisions, and are followed. Policy based decision are approved by the grassroots level.	Central leadership decides and the affiliated groups are made to follow.
Planning process	Central leadership helps make a plan based on community development groups input, focusing on the main grassroots level activities	Central leadership makes the plan and focus for development of affiliated groups and then the affiliated groups make plans on that basis.
Roles and areas of rights	Grassroots community development groups have important roles in network. They are independent and have indirect control on the network. They have taken some rights from the groups whereas they provided some rights to the networks as well. There is power balance between both of them.	Role of the central network is to have control of the groups. Network has unlimited rights and can pressure the groups to do what they want. Groups are responsible to the networks but the networks have little responsibility for the groups.

## LEVEL OF COMMUNITY BASED NETWORK ORGANIZATION:

Community based networking organization should be based on the decentralization approach. The organizations formed using this approach are more effective for the community empowerment & community sustainable development. CBNOs work at different levels. The network's structures of level determine the real size and form of that network. Based on the decentralization approach, the levels have been categorized from grassroots level to the top where centralized approach, the upper networking organization determines the roles and level. There are no rules for the number levels, a networking organization should have but as per the number of affiliated groups, geographical area and issues, for the effectiveness of organization's initiation levels can be determined.

Normally, in most of the community based networking organization have the structure based on 2 levels. In this category, the grassroots level groups have formed a network at the higher level with the groups within the same territory, having similar objectives. Specific ward, area or settlements are taken as a basis and groups having similar objectives and culture build strong coordination with each other. These types of networking organization have very active communication. They all have very good coordination and support with each level. As the network is formed within the same area, it can focus equally in all sectors and there will be effective in exchanging support. These types of networks only are limited

in specific areas and hence have limited access and power. In the new change in the political territory of the state SS has also facilitate to enhance two level CBNOs on among communities. Where one is at the ward level and the next is at the 'Palika' level.

At the starting of the Sahakarmi Samaj, it has applied 3 levels of CBOs structure for strengthening community development groups network. In this category, the level above the 2nd level has a representatives networking organization formed from groups. Due to the large coverage of working areas and groups, this network has high power, access and identity. This network could have been effective in terms of power and access but there can be confusion in terms of roles and responsibilities in each level. Each of their responsibilities should be clarified and control and balance should be maintained in this type of structure. Although, the network can be categorized in more than 3 levels but as much as the levels will be increased, there can be a possibility of decreased in effective information and communication. The active participation and representation could be lost if we follow more steps in the network. Whereas, it has been realized also difficulties to maintain the direct relationship of grass root community development groups with the uppermost level.

Therefore while constructing the level of community based networking organization two various aspects power and access on one side whereas in other side effectiveness and smooth operation including maintaining good relationship should always keep under consideration.

Diagram of CBNO structure practiced by CBNO:



#### **E2.4: FUNCTION OF CBNOS:**

The activities of CBNOs are clear before they are formed. They work for groups having similar goals, and specific objectives They already have the list of activities they need to perform. Therefore, the activities of networking organizations depend on the affiliated groups needs. Every networking organization has different roles with activities determined by the areas of issues. The roles of CBNOs can be listed as:

#### **EXCHANGE:**

The determined role of CBNO is to create favorable environment for exchange of experiences, thoughts, resources and to take initiation in solving each others' problems. Exchange of experiences, thoughts, would help in solving each others' problems and make the relationships stronger. Solving the affiliated groups' problems and managing the external partners to strengthen the groups, is the major activities of CBNOs.



### **DISSEMINATION:**

The most important responsibility of CBNO is to disseminate information, experiences, thoughts, perception, and problems. A group has an access to limited area but the CBNOs have wide ranges of access. It is also said that a CBNO is a best platform to raise the personal issue and then to disseminate helpful information. The dissemination of organization's role has its effect on development and activeness of group. CBNOs disseminate the information of the group's activities among the various stakeholders whereas information regarding external and internal opportunities among the groups. This helps various groups' access to the various opportunities and to create opportunities as well. Therefore, CBNOs should have well plan, managed and regular process of disseminating process. Disseminating process could be easier, if the documentation of organizations is well managed. Regular circulation of news and information among members would help in maintain the relationship effectively.

### **SOLIDARITY:**

Groups affiliated with CBNOs have a vision of an equitable society. It is normal to seek for support and solidarity from others groups and organization for social transformation. For this purpose, the CBNOs have an important role in encouraging solidarity from the groups and external organizations. Solidarity can make a single issue known to others and so build support to take action.

### **RECORD MANAGEMENT**

Documentation of experiences, thoughts, perception and activities of affiliated members is essential for a good networking organization. The activities implemented by the network organizations have direct relationship to the stakeholders and affiliated groups. Regular documentation of information and resources helps in providing support to the groups to raise their issues as well as to promote evidence based advocacy.

### **STRATEGIC ANALYSIS:**

There is a need for strategic analysis. The analysis on how to collect the issues raised by the groups? Does the working tool relevant with the current context? What are the working tools of group? Will this be able to achieve the group's goal? Network should review its own activities internally and identify the appropriate strategy whereas groups should analyze their process for implementing activities and initiations. Likewise, based on the internal status and the external environment, appropriate strategy has to be identified, therefore the networking organizations have to go through strategic analysis on each steps.

### **PLANNING & IMPLEMENTATION:**

In community based networking organization, selection of plans, formation of action plan and implementation are taken as an important part, because CBNOs are not in that situation when they can only sit and make plans independently. CBNOs should formulate plan according to the plan and needs of affiliated groups. Hence, CBNOs should

take further initiation in implementing plans made through two layers. In first layer, they should focus on providing necessary supports in implementing plans of affiliated groups, whereas in second layer, they should address the needs of affiliated groups and should take further initiation on implementing those entire self made plan for the organizational capacity development. Therefore, CBNOs are playing a role of facilitator in plan formation, implementation and so on. Although the roles of groups in formation of plan and implementation are found, but for the implementation of group's plans, finding out the possible support, collecting human resources at the local level and so on, CBNOs have the most important roles.

#### **ACTIVITIES MONITORING:**

Regular monitoring of the affiliated groups plan within the implementing period should be regularly done. Networking organization can also form a monitoring group and assign them for the monitoring process as well. Through the regular monitoring, the groups can get instant support wherever they feel confused whereas the flow of regular message to the networking organization regarding the activities implemented by groups can be delivered. In addition to this, it also helps to clear the confusion between network and groups. Likewise during monitoring ,internal relationships within groups, regular and irregular in the meetings and internal status of groups can be exchanged including an opportunity for giving and taking

suggestion but not only focused on the implemented activities. Regular monitoring is also a medium to make the groups active and effective.

#### **IDENTIFY & MOBILIZATION OF RESOURCES:**

The initial activities of CBNOs is to identify the resources and mobilize them. The CBNOs provide support in indentifying the external resources to mobilize the local resources as per the plan of groups. Groups have considered the CBNOs as a forum who will take further initiation in identifying the resources to fulfill their needs and to find out solution. Although some of the network organizations being focused on the particular issues , they are helping them finding consultancy and lobbying but the CBNOs which is formed with the initiation of community development groups have responsibility of finding out the resources for affiliated groups and helping them mobilizing local resources. The realization of CBNOs need is especially seen in making the groups access to resources.

#### **DEVELOPMENT COMMUNITY NORMS, VALUES AND CULTURE:**

It is necessary to develop group values in between various groups exist within CBNO. Common value should be develop after having layers of discussions and analysis on” what should be the kind of behavior of affiliated groups?”, What should be the identification to differentiate the organization and groups? Etc. If the strong value and norms including behavior could be develop only the independent groups can be brought

together to develop group leadership with the feelings of trust and unity. This will help taking a step further to manage the organizational process a head.

### **RAISE AWARENESS AMONG GROUPS ON SOCIAL VALUES AND RULES:**

CBNOs are the representatives of all those groups who are motivated towards social transformation. These have to focus on taking initiation on analyzing the existence culture, values and rules of society, discussion within the groups and create awareness. Network organization for maintaining social justice and peace, after formulation of values, they should slowly provide further support to the community development groups in implementation. Network organization should not only focus on one or two issues or areas but also need to focus on creating environment for the entire social transformation.

### **COLLECTION PUBLIC SUPPORT FOR THE NETWORK:**

Network should advocate and lobby on the community issues. They should form the relevant environment to create pressure in policymaking level as well. So, to increase own power and access, citizen support should be increased.

### **INFLUENCE OTHERS FOR THE BENEFITS OF NETWORK:**

Network should be able to raise voice on various issues of society for the benefits of the affiliated groups and for itself and should impress different stakeholders by their working expertise and behavior

for the better solution. Getting supports from everyone will help get the solution easily. This will also increase the effect of network and impress other stakeholders as well. In addition to this, the external environment will be convenience for the groups to perform.

### **DEVELOPING INDERDEPENDENCY BEHAVIOUR:**

Mutual relation, participation, mutual respect, believes and support would help in developing interdependency behavior. Respecting each role should be established as a behavior. Therefore, network should provide support for establishing common perception among groups, promote them to exchange supports and establish the environment of acceptance. This will help developing interdependency behavior among network-group and group-group.

### **DISSEMINATION OF VALUES OF CBNO WORK:**

Relation should be established between CBNOs and media to disseminate the network's activities. Side by side, if the activities implemented by affiliated groups can be disseminate would help promote the affiliated groups whereas would also helps increase the identity of CBNOs as well.

### **ADVOCACY ON PUBLIC ISSUES:**

Network organization while working for the group's benefits should build coordination among organization and person. Some of the issues don't have a single effect but have several direct or indirect effects on lives of community.

Such issues are related to the group's rights and benefits. As these issues are related to the strategic transformation, change cannot be made with the attempts of one or two groups. So, network organization should collect supports from various aspects to have discussion and advocacy.

### **FORMATION OF CODE OF CONDUCT AND RULES:**

Network organization should form necessary code of conduct and rules based on the values and belief. Code of conducts and rules made by the organization should be well accepted by the affiliated groups. Code of conduct is required to create similarity in their behavior and to start up organizational culture within the organization, whereas rules will help to manage the activities and maintain transparency. For the proper operation of network organization only formulation of code of conduct and rules are not enough, but have to implement them properly and effectively. Hence, to make sure for their proper and effective implementation, regular monitoring and feedbacks should be provided to the concern sector.

### **E2.5: ORGANIZATIONAL PROCESS OF CBNO**

The roles and responsibilities of the CBNOs are very important. Simply monitoring the activities of the community development groups is not enough. The networking organization needs to develop its training abilities in communication skills, planning and evaluation skills, documentation

and reporting skills, and other "soft" skills community development groups might need support with. In additions CBNO's represent itself and its member community level groups to government and non-government offices in the region.

The management system of any organization can be seen in its organizational structure. CBNOs need to develop organizational processes for their most effective performance with the goal of supporting and representing the community development groups. Rules and regulations are needed for smooth operation of any organization, the governance structure reflect the functions of the CBNO and be accountable for maintaining high standards of performance. If the organization is well managed, then the organizational development of the affiliated groups will go from strength to strength. The quality of the CBNO will be a direct reflection of the health and growth of the community development groups who contribute to its support. Each CBNO will be unique in its resources, linkages, activities, and annual activities because each CBNO is responding to the needs of the community development groups that support it. A high quality CBNO produces high quality community development groups and the reverse is also true. There are few aspects essential for effective organizational processes:

### **ORGANIZATIONAL IDENTITY:**

Networking organizations can be formal or informal. It is not compulsory that a CBNO be formalized but CBNOs who

are called on to support and represent both formal and informal groups to outside program offices or to provide organizational and/or planning process supports should try to establish formal identity in their own right. This not only should be done to support the credibility of the CBNO itself but to increase the credibility of the community development groups that it supports. Its own identify as a registered non-profit will provide formal identity to the affiliated groups and main committees the CBNOs have a relationship with. While thinking through the mandate of CBNOs, in depth discussion should be done at every level. The proposed mandate should be brought for discussion among all the members before giving it to the final shape and taking it further for the registration process. Members of the community development groups should be clear about what the CBNO's purpose is and what the community development groups can expect of and from the CBNOs. For this entire process, the supporting organization's role should be as a facilitator of the discussion. To date, the initial CBNO mandate model is suggested by the supporting organization but this is only a model to be shaped and modified by the community development groups in the process of preparing each newly formed CBNO's purpose and relationship to and for the community development groups. CBNO mandates should be realistic, as specific as possible, measureable, and clear. The mandate should be reviewed each year to refresh members minds about what to expect from their CBNO and to

celebrate actions of the CBNO in support of the community development groups it represents. Hence, CBNOs work should be limited to and defined by its mandate and should follow the organizational process and policies transparently.

### **INSTITUTIONAL DEVELOPMENT & COMPLIANCES:**

Once the network organization gets formal identity and registration, it should focus on strengthening its organizational structure. To operate the organization, policy, procedures and rules need to be formulated. It is not possible for the CBNOs executive team to be at the office daily so efficient secretarial office staff is needed to work in the office daily. Rules and regulation should be formulated to make work easier and more efficient and dependable. It also helps to establish transparency within organization. For all these reasons, written and published staff personnel policy and financial policy and guidelines should be established. Policy and rules are not formulated for 1 or 2 years, but is a responsibility to establish a system into the foreseeable future. However, formulating rules and regulations is not as important and establishing a culture within the CBNO of service and responsiveness to the needs and support of the community development groups that support it. It is, unfortunately the case that executive staff of organizations can set up facilities, policies, and rules that benefit themselves above the membership, this should never become the perception as it erodes trust and commitment of the members to the networking

organization. Transparency and good communication are the only way to avoid this kind of negative thinking invading the relationship between management of the CBNO and the community development groups. A regular (annual) public review of the CBNO's staffs job description and procedures can be a way of keeping the members fully informed of the staff's job responsibilities and giving board members insight into how staff and organization policies appear to membership.

### **DEVELOP POLICY & PROCEDURES:**

Rules and policies should only be formulated and re-formulated after getting a clear picture of the state's provisions, other organization's rules and policies and should also focused on the practical limits of staff time and abilities. Organizational rules and policies are not legal if not following state guidelines. So, the supporting organization be well aware of the state's guidelines and rules that apply to the type of organization the CBNO chooses to register as. Possible obstacles while formulating policies and rules, with the possible solutions and action plans for the solutions can be listed out, after an in-depth analysis. While setting the allowances and facilities for executive staff members of the CBNO, make sure the organization's internal resources can handle it.

### **MEMBERSHIP MANAGEMENT**

The most important part of the CBNOs organizational purpose is to manage/ service its members. CBNOs should prepare the record of each general

member including other members from the other two layers of the network. This underlines that the main pillar of CBNOs is members and member groups affiliated with them. The CBNOs can only perform well when the number of active members will simultaneously increase along with the level of performance of economic and social actions of the members. The existence of CBNOs depends on the groups and, in turn, the member groups should get benefit from CBNOs abilities to access various grants and incentives from both government and non-government agencies as well as supportive training and coaching arranged through the CBNOs. This interdependent relationship is the ideal for each network. Membership management, membership distribution and renewal starts with keeping proper records of members and member actions. CBNO staff must visit groups regularly to encourage their activities, listen to their problem and provide, or arrange for the groups, necessary support. Therefore for the management of members and development of active members, network organization should provide necessary support and help in the following areas:

### **ORGANIZING ASSEMBLIES:**

Annual assemblies are considered compulsory for the organizational development process of CBNOs. In any democratic organization, annual assemblies for discussion of the activities and plans of the organization and communications to member groups are most important. The network



organization should not only organize annual assemblies for them but should ensure every layer hold an annual assembly.

### **GROUP ASSEMBLY:**

Group assembly should be organized once a year, where the reports covering all activities and programs implemented for the year should be presented including the upcoming year action plan. It is good to invite other external people as well as the neighbour communities or groups. As during group assembly, implemented and upcoming activities are presented, it can also be considered as a “social audit”. Groups are the pillars of community-based networking organization, so their activities, culture, and behavior have huge importance in the organizational process. Group annual assemblies should be organized yearly in same time period, but if it can be managed to organize during end of every Fiscal year would be better. Some specific preparation such as; Issues that need to be raised, way and methods for the preparation, time period, process should be done by the group members together. The practice of organizing group assemblies would help developing a feeling among the members to take it as an important festival. The group assembly will also select the representatives to the higher levels in the network and should provide the groups concerns and expectations to the higher body. The network organization while formulating policies and rules should clearly mention the time and duration for selecting the representative for the

higher level of network and group leader. At least after every 2 years, leaders should be selected. The network should try to establish the group assembly as inputs for planning assembly. It would be appropriate if the annual assembly will decide the yearly direction for the groups.

### **MAIN COMMITTEE ASSEMBLY:**

Main committee annual assembly has to organize only after when all the groups under the committee have completed their annual assembly as the representatives of groups form main committee. Main committee’s plan and activities report is prepared based on the reports and plans of groups, which they have presented in their annual assembly. Main committee is an important layer of many groups representative forum and it has to lead many groups. If main committee is formed at the ward level it has to lead the entire groups of ward and have to work for their development. Therefore, good preparation should be done before organizing main committee annual assembly. Partners and stakeholders should be invited in the assembly. To organize it systematically, the assembly’s session should divide into two parts “Open” and “Closed”. In open session, inauguration, presentation of reports and plans, participation of invitees and delivery of speeches are done and main committee’s representatives, invitees and group members can be a part of it. Usually in open session, only presentation and delivery of speeches are done. Closed sessions also start in formal way where only main committee’s

representatives can be present. This system is considered as an important aspect to maintain discipline and to discuss the organizations internal issues openly. This will help to organize the assembly in systematic way. Especially, the closed session is focused on having discussion on the queries put forward by the participants on the presentation in open session. Executive members' try to response the queries to make it more clear whereas in some issues, the correction is also made if the participants think it necessary. Likewise, the closed sessions should include ratifying the financial, programmatic, audit reports. After some deep discussions the annual program, action plan and purposed budget should be accepted with any changes. These activities have to be done in committee's regular annual assembly whereas in election assembly, selection of representatives as per the mandate is done.

### **CBNO GENERAL ASSEMBLY:**

The general assembly of CBNOs should be organized once the assembly of groups and main committee is done. Even in CBNOs general assembly, the reports on activities implemented and future action plan and their ratification along with discussion on amendment of mandates are done as done during main committee's assembly. Based on the responsibilities and coverage areas, the assembly of CBNOs should be more formal than of MC's assembly. Because of maximum number of participants in the general assembly of CBNOs, one should be more focused on their management.

Due to the high number of participants having different expectations, the mass can be uncontrolled for not getting their expectations addressed. Therefore, different aspects should keep under consideration while listing out the possible issues that will be raised in assembly. The entire session should be well planned focusing on the time frame. Although, the process of assembly is similar to the MC's assembly but management, issues and topics of discussion, preparation aspects should be given special focus for the general assembly of CBNOs.

### **E3: PROMOTION OF COMMUNITY ADVOCACY:**

The systematic and serial process of creating moral and legal pressure to get the most necessary rights, facilities and services of people is called advocacy. In a democracy, advocacy is a process to affect the quantity of work, where policy formation, resources distribution, social system and organizations of political and economical sectors are included and which directly affects the lives of citizens. Various strategies as per the diversification and context of issues can be made for advocacy. Therefore citizen advocacy can be considered as a joint initiative to make the concerned implementer form the policy and complete the certain task to the benefit of those advocating.

Advocacy is a process to support the issues and to find out the solutions based on the issues to the benefit of those advocating for change. Advocacy initiatives, work when:



- Those advocating for a change focus on exactly what they want changed and why.
- Those advocating for a change can draw others together under the same issue or proposed action.
- The change advocated for is framed in a positive and constructive way, rather than in the negative.

Hence: Advocacy can work for the solution of existing problem, the amendment, change and improvement of policy as per the community needs and issue, implementation of effects of policy and formation of people-centered policy in establishing good governance,

justice, peace and development, access and control and to establishment of utilization of rights. In people-centered advocacy, the service receivers can take decision related to their lives by themselves, whereas the responsible agencies by respecting their rights should listen to their thoughts, interest and feelings. Therefore the community people's advocacy for themselves is taken as an important initiation but only if their voice is united and focused on a limited request. Community advocacy lead by community development groups should be focused on making the related agencies responsible on the various issues exist in the community. But any

one-advocacy effort should be focused on a single change rather than a host of requests/demands. In addition to this, groups can advocate in their own community on various social taboos and discriminations in the forms of social and culture realities that create injustice and inequality.

The role of supporting organization for the promotion of community advocacy should be facilitating the citizens to raise their own issues and problems in an organized and united way. So, the supporting organization should focus on capacity building of local community to identify their issues, analyze them, analyze the policy, prioritization of needs and their ultimate expected situation (goal) and prepare strategy and activities (action plans) accordingly. In addition to this, the supporting organization should create environment and situation for the community development groups to raise their own issues by bringing them together, sensitizing them, and providing information to make them well aware about their rights.

The supporting organization cannot be an activist or leader of that initiative. The initiative of a non-government organization should be for the motivation of citizens and sensitization of issues. The community should be able to raise local issues and take the responsibility and leadership of entire process and results as well. Developing these aspects can promote and strengthen community-led advocacy efforts:

### **DEVELOPING COMMUNITY'S AWARENESS LEVEL:**

Unless and until, the community has acquired sufficient awareness about right and wrong, necessary and unnecessary, what are its rights and how those rights can be used, advocacy will probably not occur. Often ordinary members of the public are not well aware about what is a situation or possibility due to the lack of information. Therefore, the most important and initial task for community advocacy is to empower the community with knowledge and increase their level of awareness about any number of situations in the community. If community people are aware about their rights, differentiate between justice and injustice then only can they be expected to participate in initiatives for their betterment, respect, and rights. For that, community people should be well aware about social incidents, issues and reasons. To help the community take a lead, their leadership capacity should be developed by giving them an opportunity to analyze the identified issues.

### **CAPACITY DEVELOPMENT ON ADVOCACY:**

Unless the community will take a lead to raise their own issues, they will not have participation and ownership in "Change". Hence, promotion of community advocacy is important to capacitate community to lead their own issues. Capacity development of community members is needed. For this, various trainings, workshop, interactions, dialogues between the stakeholders, evaluation of impact of services and organized discussion at the community level can be organized. To increase the

capacity and awareness of community members, group work plans among and between the groups at community level can be formed that would allow members to learn and be inspired by each other.

### **INFORMATION RELAY:**

Collection of all the issues-related information can be circulated. Try to make them connect the information relayed with the violation of their rights and organize series of discussions and interaction to make the community take further action to get other related information. For easy understanding, a trainer can be prepared to explain the government policy and programs related to the community. Information has an important role for the development of advocacy in community.

### **POLICY ANALYSIS:**

For strengthening community advocacy programs, the supporting organization should analyze the various levels of policy and laws related to community rights and opportunities and calculate their short and long term effects before delivering it to the people. It should be remembered that the power for change that the community has it strongest when it is focused on one or two issues at a time. Taking on many ventures can dissipate community influence and so effectiveness.

### **COORDINATION AND RELATIONSHIP BUILD UP:**

For community advocacy and strengthening, relationship build up among stakeholders is required. The

clear understanding of issues among stakeholders would strengthen them to raise these issues. Coordination among the stakeholders would help in creating an environment for mutual cooperation and collaboration. Through this, the community people will have access to the stakeholders and will be able to raise their issues in the appropriate place in an effective approach.

### **Considerations:**

- *The importance of voluntarism is sometimes inadequately recognised in the MCs and the CBNOs. The issue of voluntarism will therefore now be given greater emphasis in MC and CBNO trainings.*
- *Some of the CDGs require additional support. MCs will therefore now be encouraged to develop volunteers to provide facilitation and support for CDGs.*

## **E4: STRENGTHENING LOCAL GOVERNMENT:**

Development is a process of progressive and qualitative movement from inability to ability and from incapacity to capacity. Capacity building is a key component of local governance, which involves the development of a number of specific competencies. Generally, three competency areas are identified for enhancing the performance of local governance. Capacity building of local government includes the entire local governance structures such as local government councils, civil servants and local government executive committees,

etc. The process of building the local government capacity depends on strengthening the capacities of all the actors involved in governance at the local level. With the development of effective participation of all actors, the local government capacity can only be possible because participation is not a matter of only structural arrangements; it is also a matter of will and capacity. Therefore, a crucial element in the process of capacity building is the assessment of available and lacking capacities in all local governance actors.

In Nepal's context, it is seen that there is an unseen gaps between the service receivers and service providers at every level of government. Unless and until these gaps are being bridged the local governance cannot be strengthened: resulting in less capacitated local government at the end. If both the central and local governments are weak and so are the civil society and the private sectors. However, the capacity building endeavor should be premised on clear policy objectives, political, bureaucratic and social will. Most of the local government policies and programs failed during implementation because they are driven by some other external factors. Focusing on these aspects, Sahakarmi Samaj through various methods tried to bridge the gaps between these two important components via series of capacity building techniques and tools. Looking back to our previous experiences, the approach Sahakarmi Samaj has used helped in bridging the gaps interms of accessing and delivering quality services and resources by the

service delivery agencies and service receivers.

In a short note, the strengthening of capacities for local government depends on capacity building and empowering local grass root communities. The things that needs to be clear about local government capacity building is unless and until the capacities of all stakeholders and actors at the local level for their full-range participation in decentralized governance process would be strengthened, it is not possible.

Sahakarmi Samaj since it's inception focused on strengthening governance at the community level through supporting the local governance structures such as local government councils, civil servants, local government executive committees, community development groups and related stakeholders. To build the capacity building of local government FEST focused on following aspects:

- Enhance local government for better governance that can lead to sustainable development and democracy.
- To enhance the level of local government performance towards its primary constituencies.
- To built be tter access of marginalized communities in the government services and policies.

### **TRAINING & CAPACITY ENHANCEMENT:**

Training itself is a teaching, or developing process of oneself or others, any skills and knowledge that relate to



specific useful competencies. Training has specific goals of improving one's capability, capacity and productivity and performance. Hence, under this SS provides trainings to both the service providers and service receivers (i.e: civil servants, local government executive committees and community development groups and stakeholders). The overall training usually focused on people-centered development approach including any capacity building issues asked by them or identified by Sahakarmi Samaj as well. The major issue/ contents, Sahakarmi Samaj delivered to the concern stakeholders to create a bridge between these two aspects can be categorized. The topics like Role Analysis, Problem/Need Analysis, Marginalization and empowerment, People Centered Development Concept, Development Vision, Leadership, Governance, Participation, Participatory Planning and Evaluation, Government policies/Acts and the their process to put influence in having access to its resources and services etc. can be includes in the People centered Development training.

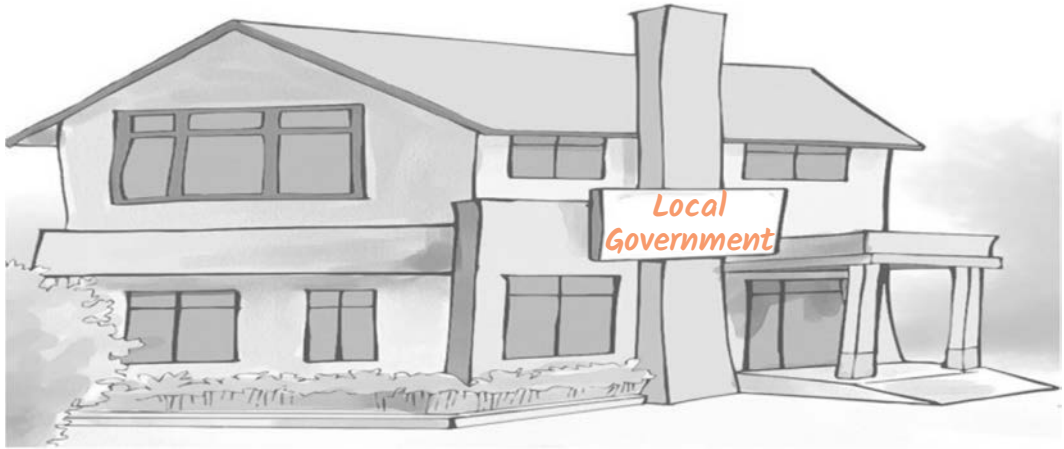
### **ENHANCE COORDINATION & COLLABORATION WITH LOCAL GOVERNMENT:**

One of the core step of FEST approach is providing consultation to the, community development groups, Main committees or Community based networking organizations. The capacity building of local government through consultation is not directly done but is done with the capacity enhancement of service receivers for their meaningful

participation in planning, access, implementing and monitoring of the government services and resources. As per the tested approach of Sahakarmi Samaj's FEST, CODE is an essential tool to generate the common understanding and mutual conscience on the community's generative themes. This facilitation has made development sustainable by facilitating the community people take ownership of their own development. Once, a community is being able to identify their own problems and is capacitate enough to track the local governance, the local government in consultation with them has planned, designed and implemented various development initiations. Beside of this, the community development groups, if identified generative themes where they feel that there is a need of government support, they collaborate with the local government and implement such activities.

Overall, the consultation and collaboration should be mutual to maintain local governance and this will finally shows the level of local government capacity. Groups themselves are capable to complete various tasks but there are other tasks, which they need more support. Encouraging relationships between group-group, group- government/non government organizations and especially between group-local government play a vital role in the group's sustainability. Promote them to main committee gathering and interaction in spite of problem.

- Create a good environment to organize these types of activities



in the group and main committee's initiation.

- Participate in these types of gathering if requested by group or main committee.
- If some emergency situation occurs in-group, organize the workshop meeting in that venue.
- Organize inter committee gatherings and have them discuss social issue.
- Share information regarding the group and community based organization's work and activities with the district level organization.
- Take the information about other organization and keep database and be clear about the areas of support.
- Organize workshop and meetings to clear the process of getting support from district level organizations and to maintain their relationship.
- Try to increase the participation of community-based organization in workshop and meetings organized by other organization.

### **COMMUNITY SCORE CARD:**

A community scorecard is a management tool used to measure overall performance and aid leaders with strategic planning. With defined focus areas and specific performance metrics, leaders are more easily able to know how well the service is being delivered. This is also a monitoring and evaluation tool usually facilitated by the external agents to show caste the government service providers about what general people "service receivers" feels and thinks about the delivered services. This score card would be helpful for the service providers to prepare the strategy further to make it more efficient, reliable and accessible. It is usually organized in wards level of local government. Ward representatives and civil servants, political representatives, target groups representatives, local civil society leaders are invites for meeting. Following steps can be used for facilitating community scorecard process. Measuring categories can be: "Quality of service deliverances", "Plan selection and implementation", "Program



monitoring and evaluation”, “Relation, Coordination and Collaboration”, “Documentation Management” etc.. The score card is uses in the ward level and Palika level as well.

### Step one: orientation and provides formats

- Select Key informants from CSOs, Group’s leaders, Users group and common citizens, ensuring inclusive participation. Likewise: from the government side, civil servants, ward representatives, Palika members etc.
- Provide them questionnaires format to each of the groups and orient them on the filling process.
- Select 100 Key Informants within a ward for format filling process, which takes an hour to fill it.

- At the end of the first step, collect the entire filled format.

### Step two: Compilation

- Compilation of the score separately and prepare the score in a visible card sheet for the presentation among the large audiences.

### Step three: Presentation and meeting facilitation

Presentation of the meta cards by the facilitator in the larger audiences and asked following questions for the discussion:

- o Why the score is different between government representatives and community representatives ?
- o What are the gaps?

- Facilitate them to discuss and analyze on the results jointly (Make them more focused individual categories on identifying, why the results are different)
- Facilitate them to prepare strategic actions to overcome/ address the identified gaps for the smooth operation of the service deliverances.
- Facilitate in identifying the roles of individual stakeholders: CSOs, Group's leaders, User groups and common citizens, the government representatives, civil servants, ward representatives, Palika members

#### Step four: Documentation

- Prepare the reflective report by the facilitator and submit it the government agencies for the smooth and effective operation in future.

#### Consideration:

- *If the trainee's are not the key decision-makers it is difficult to bring about the necessary changes to policies and practices. Always should take greater efforts to ensure that key decision makers are involved in the training and workshops.*

### E5: PARTICIPATORY EXIT EVALUATION (PEE)

The CAT's live and work in a village for about 4 years. During the last 3 months of this period they facilitate a so-called 'exit evaluation', which brings their involvement with the groups to an end and provides the groups with an opportunity to reflect on their experience.

Community Educators facilitates this field-based activity. This evaluation provides the group with an opportunity to reflect on developments in their communities during the past few years. This evaluation consists of a series of participatory exercises plus open-ended questions which try to draw out positive as well as negative experiences, group strengths and group weaknesses, the status of internal relationships, links established with other groups or organisations, and changes in the community which are a consequence of the groups' activities. Other people in the Palika (government institutions, teachers, community members who are not part of the group) may be approached as well for their perspective on the groups. The information obtained in this process is presents back to each group, and a summery report is provides to Palika officials. This exercise is aimed to serve as an opportunity for reflection, primarily for the community development groups; in addition, the programme can also learn from the outcomes.

### CONTENT AND METHODOLOGY

Using questions such as 'what is the aim of this evaluation' and 'what should be included in the evaluation' the CAT's develop an overview of subjects, groups of participants to be included, and the methods to be used. As a consequence, different formats may be used at different times. The exercises are then practised as required. In the group meeting some PRA tool uses for reflective discussion. All group members invite to join in the discussion and try to seek their active

participation. CEs take notes and every comments, ideas, feedbacks to be noted and documented.

Generally, in addition to questions and exercises with the community development groups other people were interviewed individually as well (e.g. group facilitators, community members who are not part of the group, local leaders and opinion makers). After all the information is put together, the results are presented and discussed with each group as well as with the Palika. This activity marks the end of a CAT's stay in a Palika. Generally following questions to be asked for the PEE session. After compilation of the PEE process, community development groups conduct farewell meeting to Community Animation Team. CEs give thanks to the community for their love, care and support and clarify the further role and support from the organization and how the connection will be continued in future. For example the list of key questions are given below. There are exercises for each section to facilitate the PEE in the community. FEST uses participatory exercises for PEE facilitation and the discussion run following major aspects:

- Activities done by the group and liked best and there.
- Activities that did not go well with reason.
- Relationship within the group and outside of the group.
- Strong point of the group (Ranked according to importance)
- Changes within the household since

the group meeting started (+++, ++, +, -, --, ---)

- What if the trained group facilitators would not be there?
- How much change has occurred as a result of the group's existence? (+++, ++, +, -, --, ---)
- What does it mean if you say change has happened ?
- How long do you think this group will continue to exist ?
- What are you planning to do in the future ?

#### **Consideration:**

- *In the past, Sahakarmi Samaj has been less clear than it is now about its distinctive purview. Any future collaboration will uphold the purview, whilst allowing for value to be added through the accommodation of complementary strategies adopted by strategic partners. A specific theory of practice will be developed in relation to each collaborative programme to ensure that it has a valid practice rationale.*

#### **CONCLUSION:**

Without a doubt, the essential part of an empowerment process consists of interactions like those described above. However, these interactions between educators and marginalised communities take place in a wider context, which should not be ignored. This wider social, economic, and political context influences the steps that marginalised communities take towards empowerment, which in turn affect the wider context. The presence of NGO's which aim to provide technical and/or

material assistance to self-help groups is another factor in this wider context: the presence of such NGO's may foster group initiative, whereas the existence of active groups may draw NGO's to certain areas. Other factors in this wider context are (leaders of) political parties, the role of the local government, and more could be added depending on the particular situation.

As a consequence of the above, the wider context must be explored, analysed, and monitored from an early stage onwards. More importantly, strategies must be developed which aim to create a favourable environment for the community development groups. Good relationships with all stakeholders involved as well as a proactive stance on the dissemination of information about developments within the groups are possible steps towards this aim.

The process described in this paper might be taken as a blueprint that, if carefully followed, would cause empowerment to occur in marginalised communities. If such application of this process were to happen, the purpose of putting it on

paper would be defeated. It is true that the proposed process is a result of the digestion of 25 years of experience. However, as such it is a learning process of those who wants to become involved in similar development activities. We hope that the learning process is going on ever and we are committed to learn many new ideas and always welcome to feedback and constructive contribution more to make this outline as an 'a process more capable of empowering poor and marginalised communities as agents of positive, sustainable change'.

Empowerment is a powerful concept within development discourse. However, the tendency of development to disempowered is often inadequately recognised and the need for a different approach is therefore often inadequately acknowledged. FEST has shown that skilled facilitation of a clear change process can put people in the driving seat of their development and it is for that reason that we want it to be more widely understood.



## ‘Basic Community Development Training’ course

DAY-1		
Purpose	Process	Details
Welcome	Speech	
Introduction	Bean bag	<ul style="list-style-type: none"> <li>All participants tell their name</li> <li>Throw bean bag to person and call out his/her name</li> </ul>
Getting to know each other	Pair-wise discussion Share in big group	<ul style="list-style-type: none"> <li>All participants receive picture of animal</li> <li>Must produce sound of that animal</li> <li>Find partner, find out address; occupation father, grandfather, self; most exciting moment in life etc.</li> <li>Introduce partner in big group</li> </ul>
Expectations	Brainstorming (BS)	<ul style="list-style-type: none"> <li>Think for a while: what are my hopes/fears? Why did I come to training?</li> <li>List fears and hopes on separate whiteboards</li> </ul>
Introduction to course	Presentation	<ul style="list-style-type: none"> <li>Distribute hand out with objectives</li> <li>Compare objectives to hopes and fears</li> </ul>
Training contract	Brain storming	<ul style="list-style-type: none"> <li>Define/explain brainstorming technique. Discuss responsibility for making the training a success</li> <li>Share responsibilities (reporting, time keeping etc.): make schedule for first week</li> <li>Make group contract (with ‘rules’ for the course)</li> </ul>
Administrative information	Presentation	<ul style="list-style-type: none"> <li>Info on money, facilities, rules, timing etc. Sign training contract for each participant</li> </ul>
Role game	Big group discussion (BGD)	<ul style="list-style-type: none"> <li>Identify own roles: who am I ? Which roles do I play in which contexts ?</li> </ul>
Kitchen Planning	Presentation / BGD	<ul style="list-style-type: none"> <li>Hand-outs on planning (Purpose, Strategy, Objectives Action plan, Monitoring Evaluation)</li> <li>Practice planning for kitchen arrangements during 3 weeks of training</li> </ul>
Allowance		<ul style="list-style-type: none"> <li>Pay allowance for this week, sign for receipt</li> </ul>
Homework	Walking/ talking partner	<ul style="list-style-type: none"> <li>Find someone you do not know well</li> <li>Go for a walk after the training ends</li> <li>Discuss your feelings, what you have learned etc.</li> </ul>

DAY-2		
Activity	Process	Details
Game	Curtain Game - Know each other	<ul style="list-style-type: none"> <li>• Divide group in two, put big curtain between groups - they should not be able to see each other</li> <li>• From each group one person comes right up to the curtain</li> <li>• Count to 3 and drop curtain</li> <li>• Who calls out the other person's name first scores a point</li> </ul>
Report of day - 1	Presentation	<ul style="list-style-type: none"> <li>• Report writer will present the report of previous day.</li> <li>• Other participants will give feedback and their comment if they have.</li> </ul>
Review	Individual feeling sharing	<ul style="list-style-type: none"> <li>• What happened yesterday? What did we learn?</li> <li>• How did we feel? Why?</li> </ul>
Competition	Exercise	Training for transformation (TFT) 2:85 <ul style="list-style-type: none"> <li>• Participatory Learning and Action (PLA): 169</li> </ul>
Co-operation	Exercise	TFT 2:84 <ul style="list-style-type: none"> <li>• Put 25 items in a box, open box for 1 minute only</li> <li>• Each participant to list what is remembered</li> <li>• Ask for highest scores</li> <li>• Small groups of 4 to put together their lists</li> <li>• Ask for group scores</li> <li>• Discuss, analyse, conclude</li> </ul>
Family map	Presentation / Exercise	<ul style="list-style-type: none"> <li>• On an empty sheet of paper, put the word 'me' in the centre</li> <li>• Towards the left, put down your male relatives - the closer they are, the better your relationship with them</li> <li>• Towards the right, do the same for female relatives</li> <li>• Reflect: why is it like this? Share in pairs</li> </ul>
Report writing	BGD	<ul style="list-style-type: none"> <li>• Share in group</li> <li>• How to write daily reports: why, content, style, presentation</li> </ul>
Walking Talking Partner	Partner selection	<ul style="list-style-type: none"> <li>• Why walking and talking partner</li> <li>• Do's and Don't Do's</li> </ul>

## DAY - 3

Activity	Process	Details
Game: Life boat		VIPP: 93 <ul style="list-style-type: none"> <li>• Make boat by given numbers of people</li> <li>• Analyse of behaviours &amp; feelings</li> <li>• How did drowned people feel? Did anyone volunteer to die?</li> </ul>
Report of Day 2	Presentation	Follow as Day one.
Review	Follow as Day one.	Follow as Day one.
Life journey	Exercise	TFT 2:20
Values	Story of a girl and boat	<ul style="list-style-type: none"> <li>• What is value?</li> <li>• Draw out personal values</li> <li>• Relate organizational values to personal values</li> </ul> Relationship between values and practice
Feedback	Exercise	<ul style="list-style-type: none"> <li>• Find a partner</li> <li>• Think of him / her as an animal. Why this animal, what is similar? Share in two's</li> <li>• In big group, ask how honest people have been (Scale 1-10). Discuss</li> </ul>
Feedback	Presentation Practice	TFT 2:66 <ul style="list-style-type: none"> <li>• Present correct way of giving feedback (based on actual observations): I have seen, heard / that caused these feelings that will, may have this effect; no advice, no judgement!</li> <li>• Write feedback letters in groups of four (one for each member) and discuss</li> </ul>
Inner directed Ego boundaries	Self analysis format	<ul style="list-style-type: none"> <li>• Fill out self evaluation form</li> <li>• Role play of different EGO boundaries</li> </ul> Reflection: <ul style="list-style-type: none"> <li>• Build self dignity</li> <li>• Mutual respect - Interdependency</li> <li>• Free from co-dependence and dependence behaviour</li> </ul>
Journal keeping	Presentation	<ul style="list-style-type: none"> <li>• Usefulness of a personal journal, things to write etc.</li> </ul>

DAY - 4		
Activity	Process	Details
Game: Trust building	Chair game	<ul style="list-style-type: none"> <li>• Manage one strong table chair and one table</li> <li>• Keep chair over the table</li> <li>• Ask for 6 volunteer participants</li> <li>• Tell them to make 2 line and stand up face to face and tie hands with the friend in front of him/her (similar height person would be good)</li> <li>• Ask for volunteer to play the game. Close his/her eyes by shawl and tell him to fall by his back with closed eye.</li> </ul>
Report		
Review		
Interpersonal Communication	Exercise -1: Paper folding game	PLA: 189 <ul style="list-style-type: none"> <li>• An A4 size paper will be given and asked them to close their eyes and tell them to fold and tear their paper as instructed by the facilitator</li> <li>• Participants will follow the process until the instruction going on.</li> </ul> Reflection: <ul style="list-style-type: none"> <li>• What is listening? What is different between listening and hearing? Why is listening important to people?</li> </ul>
Communication squares	Exercise -2:	PLA: 186
Communication	Role play facilitators BGD	<ul style="list-style-type: none"> <li>• Show active, emphatic listening</li> <li>• Analyse main aspects</li> <li>• Explain 'bracketing' (Scott Peck)</li> </ul>
Client Centred Communication (CCC)	Presentation	Carl Rogers <ul style="list-style-type: none"> <li>• Parallel to doctor's focus on patient's problem</li> </ul>
Unhelpful listening	Fish bowl exercises	<ul style="list-style-type: none"> <li>• Instruct participants on their roles: playing down size of problem, share personal experience, compare to other situations, express sympathy, express own opinion/solution</li> <li>• Analyse unhelpful listening - why are these behaviours unhelpful?</li> </ul>

DAY - 4		
Activity	Process	Details
Values	Exercise	<ul style="list-style-type: none"> <li>• Draw picture of person on board</li> <li>• Where do the values and ideas, beliefs of this person come from?</li> <li>• Brainstorm (Culture, Family, Roles, Religion etc.)</li> </ul>
Life goals	Practice	<ul style="list-style-type: none"> <li>• What are my life goals? How will I achieve these?</li> </ul>

DAY - 5		
Activity	Process	Details
Game		
Report		
Review		
Communication	Presentation	<ul style="list-style-type: none"> <li>• Overview Verbal / Para-verbal / Non-verbal aspects</li> </ul>
Para-verbals	BS	<ul style="list-style-type: none"> <li>• What is some common para-verbal 'words' in our practise in our society?</li> <li>• Which are encouraging?</li> </ul>
Non-verbal communication	Exercise	PLA: 183
Questions	Presentation Practice	<ul style="list-style-type: none"> <li>• Difference between open, closed and leading questions</li> <li>• Discuss effects</li> <li>• Practice open questioning in three's (one to ask, one to answer, one to observe)</li> </ul>
Empathy & Sympathy	Presentation	<ul style="list-style-type: none"> <li>• Difference between empathy and sympathy:</li> <li>• 'Looking at reality through the other person's eyes'</li> <li>• Hand-out on communication</li> </ul>
Vicious Circle translate into Virtuous circle	Presentation	<ul style="list-style-type: none"> <li>• Case study</li> </ul> Reflection: <ul style="list-style-type: none"> <li>• Vicious circle - meaning, effect and how it creates</li> <li>• How to break vicious thinking and change into virtuous</li> </ul>
Proof of learning	Presentation	<ul style="list-style-type: none"> <li>• Groups of participants present in whatever way they like what they have learned this first week</li> </ul>

## DAY - 6

Activity	Process	Details
Game		
Report		
Review		
Aspects of group dynamics	Presentation Exercise	<ul style="list-style-type: none"> <li>• Toy dog factory (see hand out)</li> <li>• Bring out importance of leadership, participation, communication, decision making, problem solving, conflict resolution</li> </ul>
Group dynamics	Group exercise	<ul style="list-style-type: none"> <li>• Let someone who is not involved in training come in and announce some important local dignitary is coming (e.g. minister, CDO etc.) to visit the training within 10 minutes</li> <li>• Analyse what happened after the announcement</li> </ul>
Task - gum model	BS Presentation	<ul style="list-style-type: none"> <li>• What are the needs of any group? Distinguish between task related (task) and relations related (gum) needs</li> <li>• These two are the pillars that support the group (roof)</li> <li>• The pillars need strong foundations (process)</li> </ul>
Task - gum model	BS Presentation	<ul style="list-style-type: none"> <li>• What are the needs of any group? Distinguish between task related (task) and relations related (gum) needs</li> <li>• These two are the pillars that support the group (roof)</li> <li>• The pillars need strong foundations (process)</li> </ul>
Participation in a group	Exercise	<p>Groups of 4-5</p> <ul style="list-style-type: none"> <li>• Hand out materials with the aim to build a very nice house; a reward for the best one!</li> <li>• Analyse what happened re. leadership and participation</li> </ul>
Resources within group	Listing BGD	<ul style="list-style-type: none"> <li>• List all skills that participants have</li> </ul>
Participation	Exercise	<ul style="list-style-type: none"> <li>• Adjusted version TFT 2:80</li> <li>• Instruct some participants to withhold their pieces</li> <li>• Analyse the effects of non-participation</li> </ul>



DAY - 6		
Activity	Process	Details
Facilitation	Practise Fishbowl	<ul style="list-style-type: none"> <li>• Each pp to write a discussion topic on a piece of paper; collect in bag</li> <li>• Participants take turns in facilitation by drawing a topic from the bag</li> <li>• Each time some discussion participants are instructed to show some unhelpful behaviour (distracting the group, jokes, talking with neighbour etc.)</li> <li>• Discuss unhelpful behaviour</li> </ul>
Confronting unhelpful behaviour	Discussion	<ul style="list-style-type: none"> <li>• Use animal pictures and discuss their typical behaviour</li> <li>• How to confront these behaviours? Summarise (domination-discourage; playing- suggest sharing &amp; involvement; blocking-ask for alternatives; attention seeking-focus attention on topic; withdrawing-express need for participation; accommodating-probe confront behaviour, not people!</li> </ul>

DAY - 7		
Activity	Process	Details
Game		
Report		
Review		
Participation in practice	Exercise	<ul style="list-style-type: none"> <li>• Each participant gets 5 matches</li> <li>• Start review discussion</li> <li>• For each time someone participates, one stick should be put in front of person</li> <li>• Discuss the number of sticks, participation Analyse: how to achieve more equal participation? See also PLA:180</li> </ul>
Leadership	Exercise	<ul style="list-style-type: none"> <li>• See hand out</li> <li>• Leaders and flowers game</li> <li>• Reflection: Understanding the meaning of leadership</li> </ul>

DAY - 7		
Activity	Process	Details
Leadership styles	Role play	<ul style="list-style-type: none"> <li>• Demonstrate and analyse leadership styles: Authoritarian, Laissez faire, Democratic Analyse with help of socio-grammes drawn by observer</li> <li>• Focus on the influence of the leader on the contents and on the process</li> <li>• A good facilitator only impacts the process</li> <li>• Discuss concept of leadership, Qualities of a good facilitator</li> <li>• Hand out with facilitation skills</li> </ul>
Shared leadership	Presentation	TFT 2:56
Self evaluation	Practise	<ul style="list-style-type: none"> <li>• Hand-out form for self evaluation of facilitation skills</li> <li>• Small groups</li> <li>• Fill out form for self</li> <li>• Also fill out a form for group members</li> </ul>

DAY - 8		
Activity	Process	Details
Self evaluation	Interview	<ul style="list-style-type: none"> <li>• Individual interview with participants and discuss to clarify.</li> <li>• Give feed back to participants on their performances</li> </ul>

DAY - 9		
Activity	Process	Details
Game		
Report		
Review		
Decision Making	Role play	<p>Group of 4 (See hand out)</p> <ul style="list-style-type: none"> <li>• Prepare a development plan within 5 min.</li> <li>• Reflection: <ul style="list-style-type: none"> <li>o Role of members</li> <li>o Elements need to be considered</li> <li>o Best options of the decision making</li> </ul> </li> </ul>

DAY - 9		
Activity	Process	Details
Development	Picture presentation	<ul style="list-style-type: none"> <li>• My ideal world looks like...Each participant to draw a picture on a big sheet of paper</li> <li>• Opportunity to walk around and observe pictures</li> </ul>
Development	Slide presentation	<ul style="list-style-type: none"> <li>• Development need</li> <li>• Understanding sustainability</li> <li>• Right based development approach</li> <li>• How people led the development process</li> </ul>
History of development	Presentation	<p>Pre-colonial period, Colonisation, Flow of resources, Technology, Industrial Revolution, Post-colonial era, 'Underdevelopment', Truman, Problem with resources (there are limitations!)</p> <p>Development concepts: Modernisation (trickle down, debt crisis), Basic needs (Integrated development, marginalised don't benefit), Empowerment (Power can never be given, it must be taken), Control as a central issue. Consequences for development interventions Development: some less publicised effects - Pollution, Waste, Overconsumption</p> <ul style="list-style-type: none"> <li>• Gandhi: enough for all people's needs, not for greed</li> </ul>
Balanced / Sustainable Development	Exercise	Development house with pillar and foundation

DAY - 10		
Activity	Process	Details
Game		
Report		
Review		
Learning outside school	BS Discussion	<ul style="list-style-type: none"> <li>• List all the things we learn outside school</li> </ul>

## DAY - 10

Activity	Process	Details
Adult learning	BS Discussion	<ul style="list-style-type: none"> <li>In what sense are adults different from children?</li> <li>What are the implications for learning/teaching/education?</li> </ul>
Theory: Knowles	Presentation	<ul style="list-style-type: none"> <li>The 4 essentials of adult education: Respect, Relevance, Experience, Practice</li> </ul>
Knowles & Education in Nepal	SGD	<ul style="list-style-type: none"> <li>To what extent are these qualities present in the education system of Nepal?</li> </ul>
Respect: Berne's theory (Transactional Analysis)	Presentation Demonstration	<ul style="list-style-type: none"> <li>Different roles in different situations: Parent, Adult, Child</li> <li>Discuss own experience</li> <li>What is desirable for education work?</li> </ul>
Respect: Berne's theory (Transactional Analysis)	Presentation Demonstration	<ul style="list-style-type: none"> <li>Different roles in different situations: Parent, Adult, Child</li> <li>Discuss own experience</li> <li>What is desirable for education work?</li> </ul>
Relevance	Exercise	<ul style="list-style-type: none"> <li>In pairs participants write down their 3 most urgent needs</li> <li>Do same for partner</li> <li>Compare</li> <li>Analyse and discuss in group: to what extent can one define whether something is relevant to another person?</li> </ul>
Experience	Exercise	<ul style="list-style-type: none"> <li>Short inventory of experience on a particular topic</li> <li>Whose experience is most important, relevant?</li> <li>Any learning must start with what's there</li> </ul>

## DAY - 10

Activity	Process	Details
Practice	Presentation Exercise	<ul style="list-style-type: none"> <li>Remember 20% of heard, 40% of seen, 80% of done</li> <li>Illustrate by demonstrating the folding of a paper plane; one third of participant can only hear the instructions, one third can also observe what is happening, and one third have their own piece of paper to work along with the instructions. After this let all participants fold a plane and compare the results</li> </ul>
Practice	Presentation Exercise	<ul style="list-style-type: none"> <li>Remember 20% of heard, 40% of seen, 80% of done</li> <li>Illustrate by demonstrating the folding of a paper plane; one third of participant can only hear the instructions, one third can also observe what is happening, and one third have their own piece of paper to work along with the instructions. After this let all participants fold a plane and compare the results</li> </ul>
Action/Reflection	Presentation	<ul style="list-style-type: none"> <li>Present the 'circle' and 'spiral' action/reflection models</li> </ul>

## DAY - 11

Activity	Process	Details
Game		
Report		
Review		
Transformative Education	Debate	Freire's ingredients of education: <ul style="list-style-type: none"> <li>Dialogue, Generative themes, Reflection and Action Problem posing education vs. Banking education</li> </ul>
Animation	Exhibition	Stone, Egg and Chana <ul style="list-style-type: none"> <li>Self transforming process vs Influences by external</li> <li>Grow community potentiality</li> </ul>

## DAY - 11

Activity	Process	Details
Marginalisation and Empowerment	Debate	<ul style="list-style-type: none"> <li>• 2 conditions will be stuck on the wall and they will have to chance to choose what they liked?</li> <li>• Reflection:                             <ul style="list-style-type: none"> <li>o How and why one becomes marginalised - causes and consequences</li> </ul> </li> </ul>
Community Problem and need, Expectations	SGD	<ul style="list-style-type: none"> <li>• 4/5 groups will prepare the list of the real problem of their village</li> <li>• Reflection:                             <ul style="list-style-type: none"> <li>o What is real problem ?</li> <li>o What are different expectations and problems ?</li> <li>o How is problem and need related each other ?</li> </ul> </li> </ul>

## DAY - 12

Activity	Process	Details
Game		
Report		
Review		
Generative Themes	Exercise	<ul style="list-style-type: none"> <li>• Identify community generative theme and individual generative theme</li> <li>• Discussion on how to identify the generative themes?</li> <li>• Why we should know generative themes</li> </ul>
Problem Analysis of Paulo Freire's Approach	Role play and Mirror Exercise	<ul style="list-style-type: none"> <li>• See hand out</li> <li>• A role play between 'Boss' and 'Subordinate'</li> <li>• Reflection:                             <ul style="list-style-type: none"> <li>o What is reflection on the problem?</li> <li>o Why and how is problem analysis necessary to empower the people?</li> <li>o Methods and process of problem analysis</li> </ul> </li> </ul>
Codes	Poster presentation	<ul style="list-style-type: none"> <li>• Difference between an instruction oriented picture and a code</li> </ul>



## DAY - 12

Activity	Process	Details
Codes	Presentation Practise	<ul style="list-style-type: none"> <li>• Present the process of code discussion and analysis</li> <li>• Each participant to practice preparing and discussing codes</li> <li>• Feedback by observers and facilitators</li> </ul>

## DAY - 13

Activity	Process	Details
Game		
Report		
Review		
Facilitation	Role play	Reflection on role play: <ul style="list-style-type: none"> <li>• How to facilitate group meeting?</li> <li>• Steps of session facilitation?</li> <li>• Differences among lecture, teaching and facilitation.</li> </ul>
Facilitator	Brain storming	Discussion: <ul style="list-style-type: none"> <li>• What is the role of facilitator?</li> <li>• Code of conduct for the facilitator?</li> <li>• Knowledge, skills &amp; attitude requirement?</li> </ul>
Re-education	Role play	<ul style="list-style-type: none"> <li>• Show a role of a development worker?</li> <li>• Discussion:               <ul style="list-style-type: none"> <li>o What, why and how re-education is important?</li> </ul> </li> </ul>
Planning	Practise	<ul style="list-style-type: none"> <li>• Plan an actual 'bhoj' - picnic</li> <li>• Analyse: who took which roles? Leadership, participation, facilitation etc.</li> <li>• Use task - gum model for analysis</li> </ul>

## DAY - 14

Activity	Process	Details
Picnic	Conduct picnic	<ul style="list-style-type: none"> <li>• Picnic should be conducted outside of the training venue</li> <li>• Follow all rules and regulations set out in the planning session</li> </ul>

DAY - 15		
Activity	Process	Details
Game		
Report		
Review		
Review of picnic	Big Group discussion	<p>Reflection of the picnic on following:</p> <ul style="list-style-type: none"> <li>• Role and responsibility, food, planning take place, expenses, game etc.</li> <li>• Learning's from the day</li> </ul>
Framing	Exercise	<p>Discussion:</p> <ul style="list-style-type: none"> <li>• How and why framing' are obstacles to social worker's work with community?</li> </ul>
LENSE	Exercise	<p>Discussion:</p> <ul style="list-style-type: none"> <li>• What lenses should be used during our action plan</li> </ul>
Inclusion	Power flower	<ul style="list-style-type: none"> <li>• Participants will fill out the power flower sheet and find out their inclusion status in their society</li> <li>• Reflection: <ul style="list-style-type: none"> <li>o Inclusion</li> <li>o Power and power structure</li> </ul> </li> </ul>
Team	Presentation	<ul style="list-style-type: none"> <li>• Tell the story of tortoise and rabbit.</li> <li>• Reflection <ul style="list-style-type: none"> <li>o Need of team</li> <li>o Team behaviour and attitude</li> <li>o Grow team members</li> </ul> </li> </ul>

DAY - 16		
Activity	Process	Details
Game		
Report		
Review		
Learning Reflection		<ul style="list-style-type: none"> <li>• Revisit the course and activities</li> <li>• Draw/write the symbol of learning reflection from the training course</li> </ul>

DAY - 16		
Activity	Process	Details
Plan	Setting goal	<ul style="list-style-type: none"> <li>• Participants will set their personal goal</li> <li>• Identify the ideas connecting each other and continue their learning and sharing</li> </ul>
Evaluation	BGD	<ul style="list-style-type: none"> <li>• 4 Empty boards for comments on Process, Content, Facilitators and Environment (half for positive, half for negative)</li> <li>• Facilitators leave the room</li> <li>• Discuss</li> </ul>
Certificates	Presentation	<ul style="list-style-type: none"> <li>• Hand out to all who have successfully completed the training</li> <li>• Two types: one for participation (physical presence), one for successful participation</li> </ul>

**Community Ranking Format :**

Name of Palika:

Date:

No of participants:

Female:

Male:

Others:

Name of Community		Rank with detail Criteri			
		1	2	3	4
1					
2					
3					

**Palika Meeting Report:**

Name of Palika:

Date:

No of participants:

Female:

Male:

Others:

S.N.	Name of community	Criteria	Existing resource	HHs based on Caste	No of Participants	
1						
2						
3						
4						

Incorporate everything that comes in the discussion. All the criteria for ranking the community should be mentioned in the box above under "Criteria". Community map and ward map should be prepared, to be included in the report.

**Wards Comparative Reporting Chart :**

Wards											
1		2		3		4		5		6	
Communities	Criteria	Communities	Criteria	Communities	Criteria	Communities	Criteria	Communities	Criteria	Communities	Criteria
1	1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7	7

**Final selection of possible marginalized communities**

Name of Palika:

Date:

S.N.	Name of the community	Ward No.	Criteria	Existing resources	Caste	HHs
1						
2						
3						
4						

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