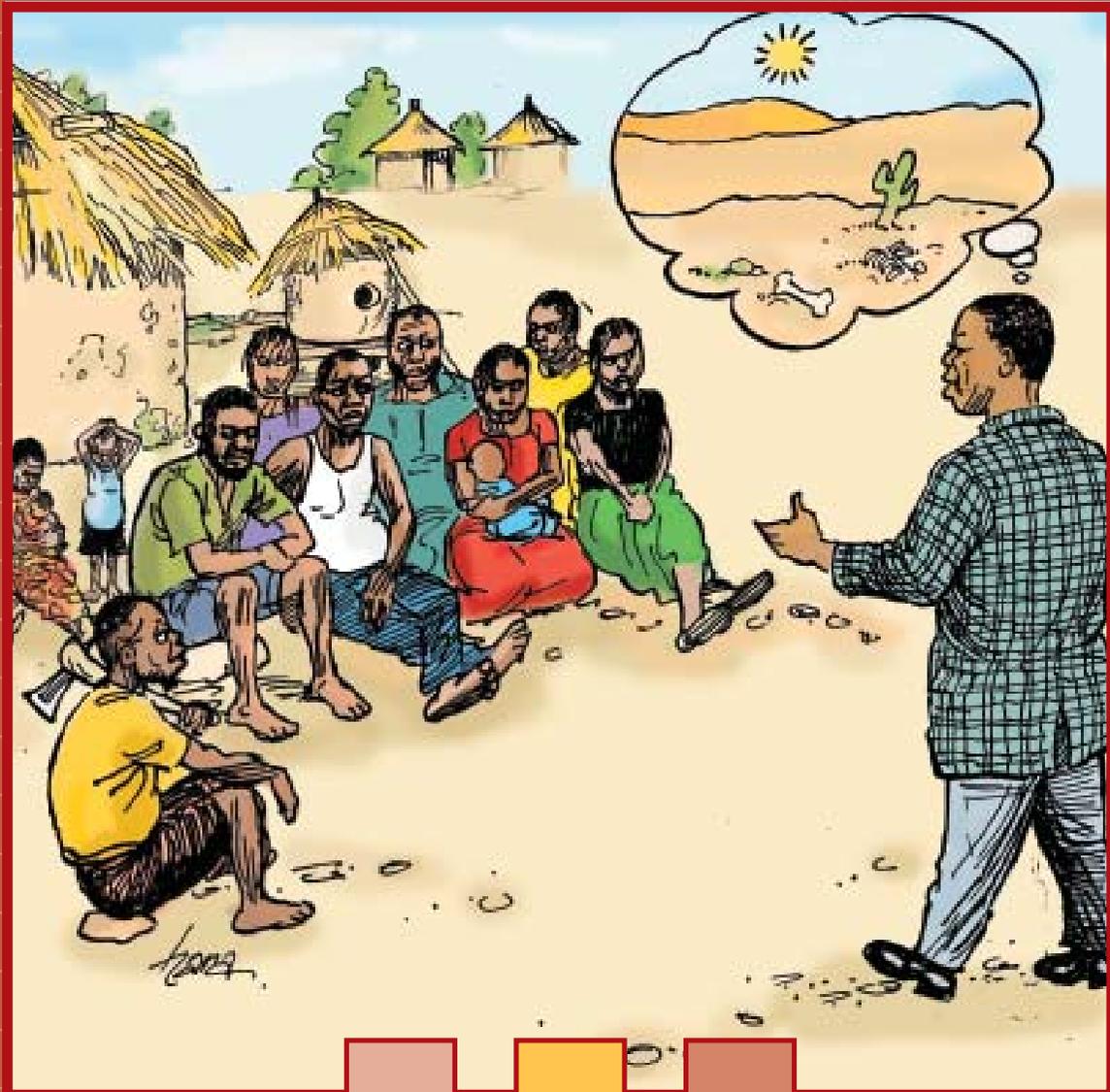


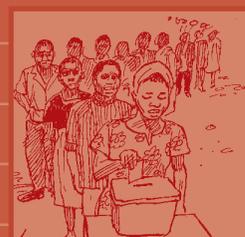
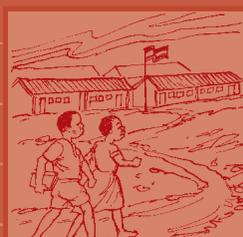
# TRAIN-THE-TRAINER MANUAL

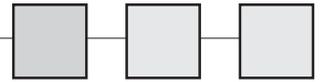
## PARTICIPATION

Civic Education and Community Mobilization

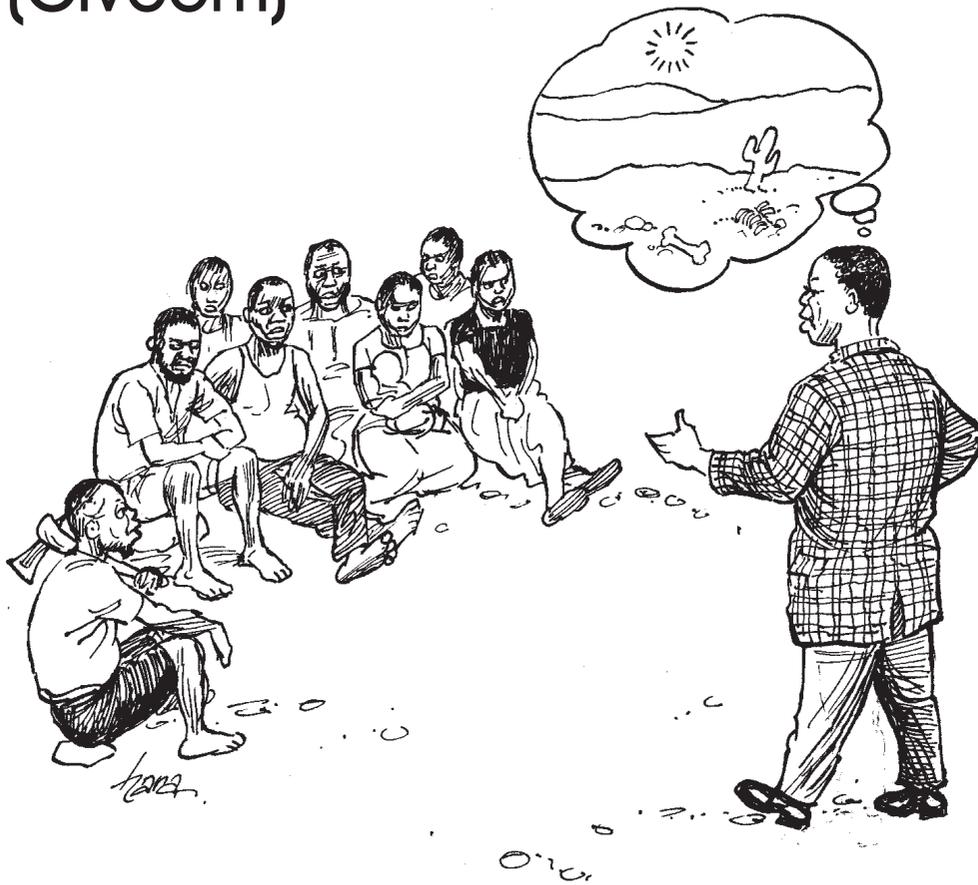


FACILITATION BY THE NETHERLANDS INSTITUTE FOR SOUTHERN AFRICA  
(NIZA), NETHERLANDS





## Civic Education and Community Mobilization (Civcom)



### **PARTNERS**

Centre for Human Rights and Rehabilitation (CHRR), Malawi

Public Affairs Committee (PAC), Malawi

National Constitutional Assembly (NCA), Zimbabwe

CIVNET, Zimbabwe

ASSERCO, Mozambique

CBRC, South Africa

FACILITATION BY THE NETHERLANDS INSTITUTE FOR  
SOUTHERN AFRICA (NIZA), NETHERLANDS

# CHAPTER ONE

## GUIDELINES FOR WORKSHOP FACILITATORS



1.1 How to Use this Guide .....	4
1.2 Principles of Adult Learning .....	4
1.3 Planning the Workshop .....	6
1.4 Conducting the Workshop .....	8
1.5 After the Workshop .....	15
1.6 Qualities of a Good Facilitator .....	16
1.7 Training Materials .....	16

# CHAPTER TWO

## PARTICIPATION



2.1 Objectives .....	18
2.2 Defining Participation .....	18
2.3 Why Participate? .....	19
2.4 Participation by Grassroots People .....	21
2.5 Obstacles to Participation by Grassroots People	23
2.6 Levels of Participation (Ladder of Participation)	24
2.7 Using Community Participation to Challenge the Problem of Poverty .....	27

# CHAPTER THREE

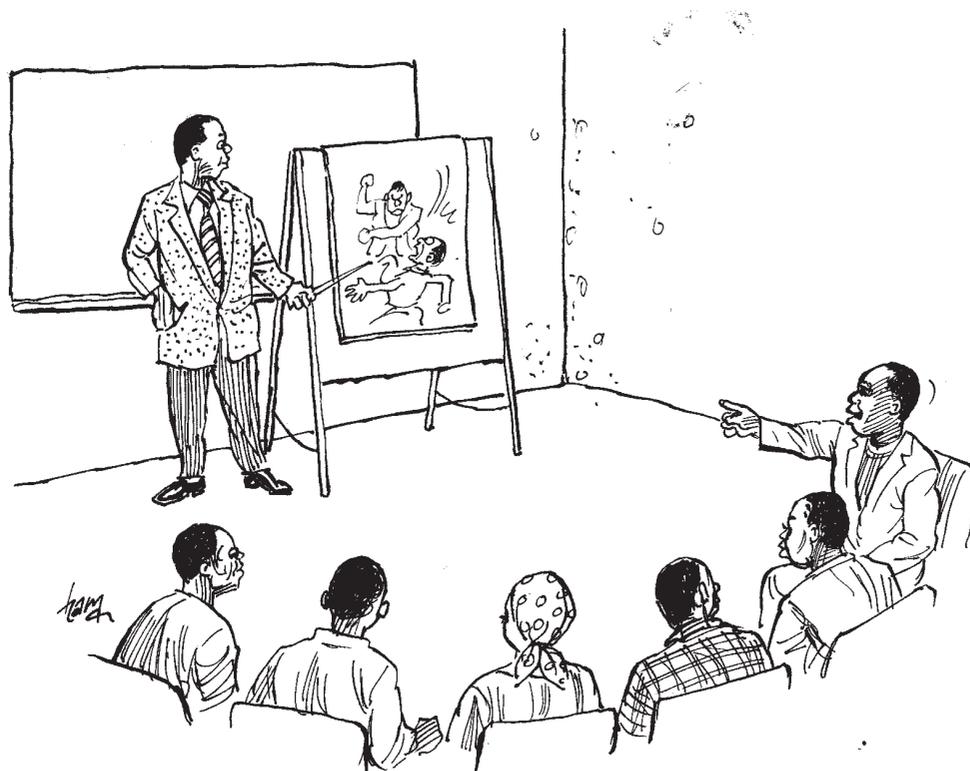
## COMMUNITY MOBILISATION



3.1 Objectives .....	30
3.2 Mobilising the Community.....	30
3.3 Mobilising Techniques.....	36
3.4 Resource.....	39

# CHAPTER ONE

## GUIDELINES FOR WORKSHOP FACILITATORS



### CONTENTS

- 1.1 How to Use this Guide
- 1.2 Principles of Adult Learning
- 1.3 Planning the Workshop
- 1.4 Conducting the Workshop
- 1.5 After the Workshop
- 1.6 Qualities of a Good Facilitator
- 1.7 Training Materials

# CHAPTER ONE

## GUIDELINES FOR WORKSHOP FACILITATORS

---

### INTRODUCTION

---

The purpose of this chapter is to assist facilitators with necessary hints and tips in conducting participatory training workshops at grassroots level.

This manual is based on participatory, problem posing methods whereby participants are encouraged to analyse problems and search for their own solutions. Ideas and information are only given after participants have had a chance to develop their own ideas. These methods are essential in that adults learn best through self-discovery.

### 1.1 HOW TO USE THIS GUIDE

---

The use of this manual should be flexible. Facilitators have the option of selecting methods to be used at a particular workshop, depending on the target group and the topic to be discussed. As the name suggests, the manual is only a guide that can be used by grassroots facilitators through the processes of participatory training. A number of methods/techniques and tips are provided in this chapter. Chapters two and three focus on the themes of 'Participation' and 'Community Mobilisation'.

### 1.2 PRINCIPLES OF ADULT LEARNING

---

There is growing realization that adult education is not accomplished through the conventional, teacher-student teaching style. Consequently, adult education facilitators have identified the following key principles of adult learning:

- Education is neither static nor neutral i.e. the learning process should be dynamic and should lead to some kind of change in the individual.
- The approach should be problem-solving and solutions ought to be developed together with the participants, with most trainees participating. Adults come to a learning situation because they want to use the knowledge and skills to improve their lives.
- The learning process ought to be a mutual process i.e. the facilitator should benefit from the participants too.
- Views and opinions of all participants should be valued and respected. No answer should be considered as wrong in the adult learning situation. Every suggestion should be positively received.
- The training process should be action oriented. This means that the actions that are aimed at solving problems should be derived from the process.

# CHAPTER ONE

## GUIDELINES FOR WORKSHOP FACILITATORS



- The learning environment should be friendly and accommodating.
- Adults learn most by doing. This implies that a lot of participatory techniques have to be employed in order to provide learning opportunities and to keep the participants active.

Facilitators should remember that many African countries have a high rate of illiteracy.

In order to accommodate the illiterate, the facilitator should take into account the following:

- The message should be appropriate to them
- The language should suit the local community
- The message should be simple to understand
- The trainer should respect the beliefs and traditions of the trainees
- Use pictures and images as much as possible

Every facilitator should also realize that there may be participants with various disabilities or special needs. For an effective training process the facilitator should identify the special needs and use appropriate techniques so as to ensure their participation.

Experienced facilitators have suggested that a truly community-owned programme will develop if the original vision comes from within the community. Thus, before any workshop, the following should be done:

- Identify the needs of the community
- Analyse the training needs
- Plan the learning activities

It has been demonstrated that people and particularly adults, learn best by doing - through exercises that allow people to address problems, analyze and solve them. The goal of any civic education programme is to empower people in the local communities with knowledge and skills, which will benefit the communities. This method does not only give people information but it expands their ability to think and act for themselves, to realize that they already possess a great deal of knowledge about their situations. Adults have experiential knowledge but they often do not recognize that their knowledge can be used to solve new problems they are facing.

Lastly, a facilitator needs to appreciate that each group of people has influential leaders who could be used as entry points into the community.

A facilitator should also be able to identify and recognize talent within the local community.

# CHAPTER ONE

## GUIDELINES FOR WORKSHOP FACILITATORS

---

### 1.3 PLANNING THE WORKSHOP

---

#### Step 1: Find out everything you can about the participants

- 1**
- What do they know about the subject or topic under discussion?
  - Have they participated in a workshop before?
  - What is their educational background?
  - What language do they prefer to use?
  - Do they live in a rural or urban area?
  - Do they belong to any organization?

Background knowledge about your participants helps you to prepare your workshop programme so that it meets the needs of your participants, as well as your aims.

---

**NOTE:** In this manual our target is the GRASSROOTS PEOPLE. Study Section 2.4 on Participation by 'Grassroots People' in Chapter 2 to have a general idea about grassroots participants.

---

#### Step 2: Decide on your aims

- 2**
- What do I want to achieve in the workshop? What are my main aims or objectives?
  - What should people know, think, feel and be able to do by the end of the workshop? What materials, content or knowledge and skills do you want the participants to gain?
  - What training methods are to be used?



### Step 3: Logistical arrangements

# 3

#### VENUE

- Where will the workshop be held?
- Has it been booked?
- What facilities are there and are they adequate?
- Is the room set up in the appropriate way?
- Is the time chosen for the workshop a good time for participants?
- Has the time and place for the workshop been communicated to the participants?

#### PARTICIPANTS

- How many people should be invited?
- How will they be invited to the workshop?
- Do you have information on language, education level, etc.?

#### FOOD

- Will you provide snacks, tea or a meal?
- Have arrangements been made for preparing food?

#### MATERIALS

- Manuals
- Newsprint/flipcharts/blackboard
- Markers/chalk
- Stationery, pens and folders for participants

### Step 4: Structure your programme

# 4

Look at your aims and ask yourself – What information and experiences do the participants need to achieve these aims? Do not try and cover too much in one session. It is better to introduce a small amount carefully and thoroughly, rather than confuse people with too many new ideas and thoughts.

- Decide in what order you will present the information
- What will you do first?
- What will you do next?
- All sessions should have an introduction, a body or presentation and conclusion.

### Step 5: Decide on how you will present each issue

# 5

What techniques will you use? Will it be a short talk, a group discussion, a game, a role-play, a debate?

# CHAPTER ONE

---

## GUIDELINES FOR WORKSHOP FACILITATORS

---

### 1.4 CONDUCTING THE WORKSHOP

#### SETTING THE SCENE

The facilitator should start the workshop by what is known as “setting the scene” i.e. by preparing specific objectives for the participants as shown below.

Ensure that by the end of the workshop participants will have:

- Prepared their own house keeping rules or norms
- Been divided into small groups of between 5 and 6 people
- Demonstrated a sense of group cohesion
- Evaluated group needs
- Showed a commitment to group norms
- Demonstrated an understanding of the intended outcomes of the training programme in place

This would be achieved through:

- Identifying the needs of the group
- Negotiating the learning process and anticipated outcomes
- Participating in a training process based on the principles and practices of civic education and community participation

#### SEATING PLAN

The chairs and tables should be arranged in a semi-circle in front of you except during the opening session where it is advisable to have participants sitting in a classroom style. The participants should also sit as close as possible to you and everyone should be able to see the flipchart/chalk/notice board.





### SOME *DO'S AND DON'TS* WHEN FACILITATING A WORKSHOP

#### **DO'S**

- Respect the knowledge and experience of participants
- Draw on the collective wisdom of the group
- Build tolerance and patience for other people's views
- Actively involve everyone in the workshop
- Vary your activities so as to avoid boredom
- Present each theme or issue clearly
- Encourage people to ask questions
- Plan your sessions thoroughly. Read through the whole Training Manual and make some guiding notes
- Work out your time accurately and stick to it
- Make sure you have everything you need before the session starts
- Check what language participants wish to use in the workshops
- Use the language which is best understood by most of the participants
- Use familiar words, terms and examples
- Be flexible. Adapt your workshop to meet the needs of the participants
- Always hang posters and/or newsprint on a flat steady surface. Do not let them flap in the wind
- Always summarise important points raised and drive towards consensus. This is important because the objective of any adult learning activity is to arrive at a collective solution

#### **DON'TS**

- Don't leave all your planning to the last minute
- Don't stand on a stage above the people. Rather create a semi-circle facing a side wall. In the same way, if the workshop is taking place outside, allow people to form a semi-circle around you next to a wall or a surface where you can put up posters and/or newsprint.
- Don't bore your participants by giving long lectures. Remember adults learn best by doing
- Don't play with money in your pockets or chew gum or speak with your hands in your trouser pockets
- Don't use unfamiliar jargon which no one understands
- Don't allow any one person to dominate the discussions or to intimidate others
- Don't be dogmatic about your own point of view – listen to others

# CHAPTER ONE

## GUIDELINES FOR WORKSHOP FACILITATORS

### LANGUAGE

As a facilitator, you must use the language that the participants feel comfortable with. In this case interpretation may have to be arranged accordingly.

### HOW TO RUN A WORKSHOP

If there is limited time and you wish to run a short session, you should choose a simple topic out of a vast subject like Human Rights and focus on it the entire session.

When planning a workshop, the facilitator needs to consider how much time he or she has available. This manual is designed to be adaptable to a variety of workshops. Here are two sample programmes to assist facilitators in designing their own programmes.

#### SAMPLE PROGRAMME FOR A FULL DAY WORKSHOP

Opening	30 minutes
• Welcome	
• Introductions	
• Ground rules	
• Goals and expectations	
• Introduce the concept of participation	20 minutes
• Analyzing a mass participation activity that has taken place in their community	40 minutes
Tea break	20 minutes
• Discuss the role of grassroots people	40 minutes
• Levels of participation	45 minutes
• Grassroots participation to reduce poverty	45 minutes
Lunch	60 minutes
• Introduce mobilization	30 minutes
• Develop a mobilization strategy	60 minutes
• Discuss/Role play different mobilization techniques (advantages and disadvantages)	50 minutes
Tea break	20 minutes
• Challenges facing communities in mobilization	30 minutes
• Resources needed for mobilization	45 minutes
Closing	15 minutes
• Thank participants	
• Final announcements	



### **OPENING THE WORKSHOP**

The way in which a workshop begins will often have a great impact on its success or failure. To ensure full participation (which is critical in a participatory workshop), people need to feel comfortable, they need to trust the other participants, they need to see that the workshop is relevant to them, and they need to be given some ownership of the workshop (so that it will address their needs). Here are some suggestions on how to begin a workshop:

### **WORDS OF WELCOME**

Participants should be welcomed with a few words of greeting and a brief outline of the purpose of the workshop. The facilitator can do this, or a special guest can be invited to do so, such as a pastor, sheikh, village headman, or other local leader (but never a party-politician!).

### **INTRODUCTIONS**

It is essential that participants know something about each other, so this is one of the most important elements of the entire workshop. There are many different ways to do introductions, but the facilitator can consider the following points.

- Generally, it is better to avoid self-introductions, as people tend to state their name and sit down. This does not build trust among the group.
- Where participants do not know each other very well, conduct introductions by using a short exercise in which people get into pairs or small groups, to learn about each other. They then introduce one another to the whole group. Groups can do this in any number of creative ways.
- Where participants know each other, they can each share one item of news or something that nobody knows about them with the group.

# CHAPTER ONE

---

## GUIDELINES FOR WORKSHOP FACILITATORS

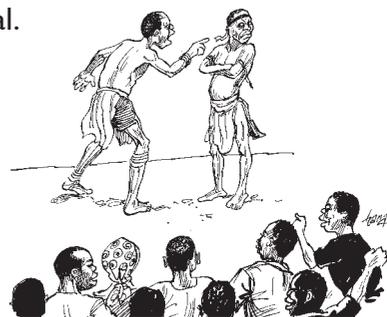
### TRAINING METHODS

This civic education programme manual suggests a number of different activities to help the learning process. Using a variety of approaches helps to keep participants interested. It also helps each person contribute and enhances the retention of knowledge and the ability to apply that knowledge practically. The manual has tried to balance theory and practice and to encourage the facilitator to be creative and flexible in how he or she presents the material.

Here are several different teaching methods that facilitators can use in civic education workshops:

#### ROLE PLAYS/DRAMA

People act out real life situations as a way to pose a problem or suggest how to solve it.



#### CODES

Problem posing by using pictures, photographs, songs and (traditional) stories as codes. This training method uses a story, picture or image that demonstrates a problem that needs to be solved. A code is a way of communicating a problem briefly and clearly to a group, which allows them to examine it in order to gain new information or skills.

After presenting a code, the trainer should lead the group in a discussion using the following steps. (The questions can change according to the issue):

- What did you see happen?
- Why did it happen?
- Have you experienced this?
- What other problems can this cause?
- What issues create this problem?
- What action can we take to solve the problem?



# CHAPTER ONE

## GUIDELINES FOR WORKSHOP FACILITATORS



The facilitator should only start teaching or giving new information after participants have first analysed the code. This helps people to learn effectively since they are required to think seriously on the problem.

### CASE STUDY

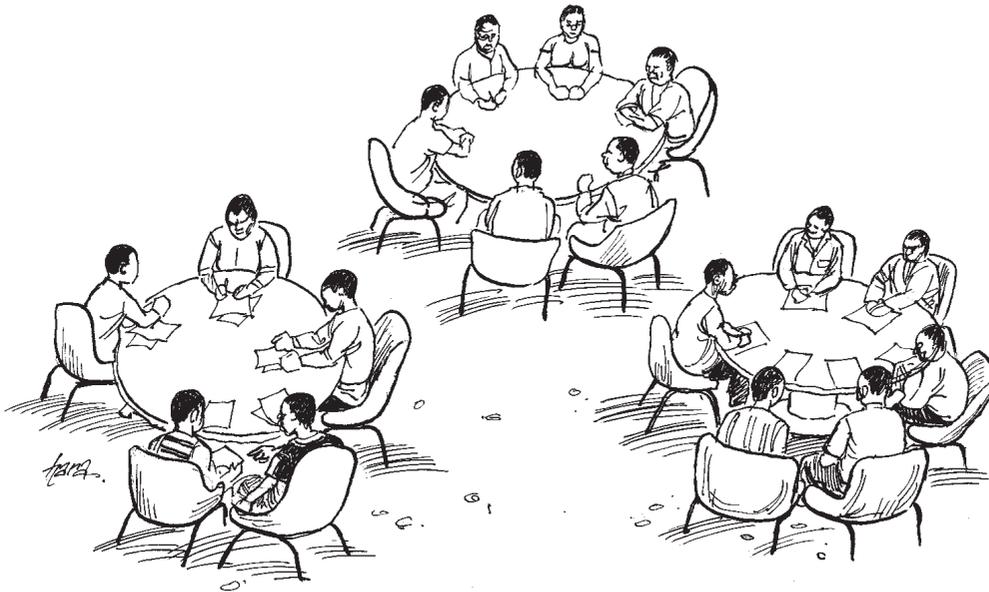
Problem posing through a “case”, a specific definition of a situation followed by the question “What do you do?”

### PLENARY

Large group discussions.

### SMALL GROUPS

Dividing people into small working groups helps build relationships and increases participation -good for problem solving.



# CHAPTER ONE

---

## GUIDELINES FOR WORKSHOP FACILITATORS

### SMALL “BUZZ-GROUP”

Quick break-away discussions between 2-3 people to discuss a specific question for a very short period of time.



### PANEL DISCUSSIONS/DEBATES

Choosing a few people to lead a discussion with the rest of the group.



### BRAINSTORMING

The whole group comes up with whatever ideas they can think of on a certain topic or question and then discusses them together. You may also, after discussion, decide which ideas are best to solve the situation.

### GAMES, SONGS, STORIES, ETC.

These are fun, creative ways to present information.





# CHAPTER ONE

## GUIDELINES FOR WORKSHOP FACILITATORS

---

### 1.6 QUALITIES OF A GOOD FACILITATOR

---

In addition to good listening skills, facilitators should demonstrate the following qualities:

- They should be patient, taking time to explain things carefully and allowing participants time to respond at their own pace;
- They should build co-operation and unity among the group, while supporting each person's right to diverse opinions;
- They should be open to criticism and questions;
- They should be creative and open to new ideas;
- They should show energy and enthusiasm for the material being covered in the workshop;
- They must be non-partisan and avoid showing their own personal biases, serving as the one who can resolve disagreements;
- They should be servant leaders, using their authority to keep people focused on the task at hand, but doing so in an open and respectful way – explain reasons for actions and seek consent of the group.

### 1.7 TRAINING MATERIALS

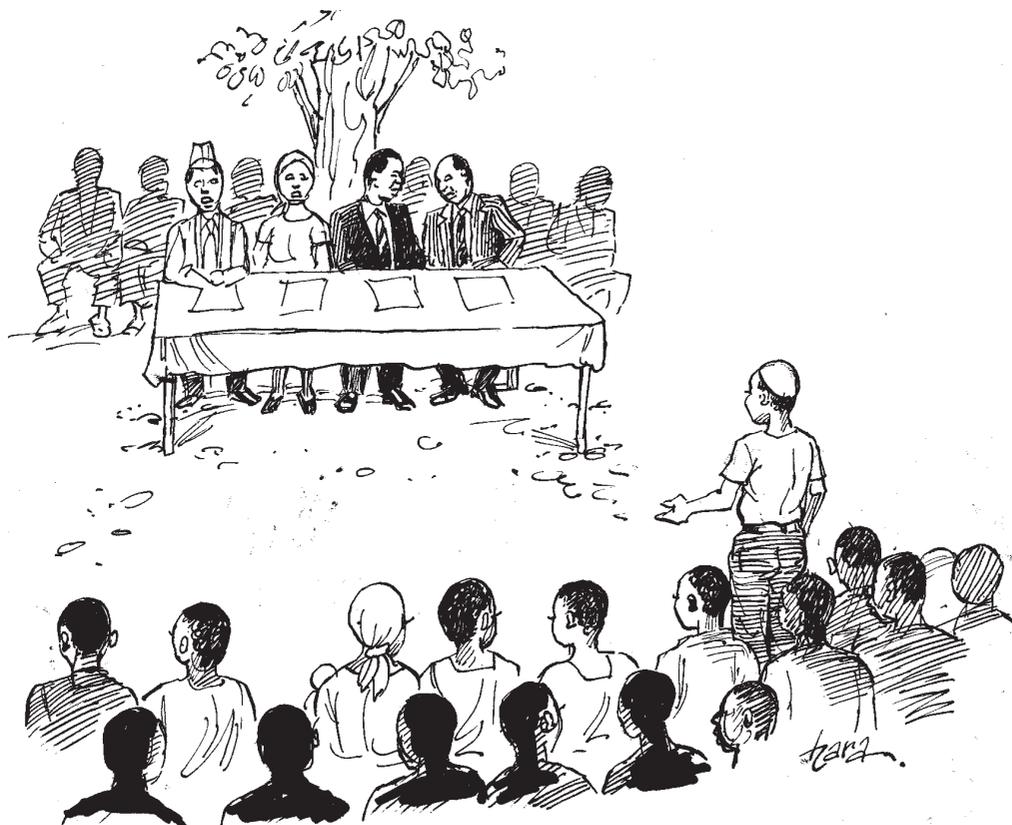
---

Apart from this training manual, it is advisable that the facilitator also brings all other relevant materials for reference purposes. This material would be useful for background information and for putting the learning in the context of your country. It can also assist in answering questions from participants. These can include:

- The Constitution of the country
- The Law on Local Government
- Other relevant civic education materials such as voter education manuals and posters

# CHAPTER TWO

## PARTICIPATION



### CONTENTS

- 2.1 Objectives
- 2.2 Defining Participation
- 2.3 Why Participate?
- 2.4 Participation by Grassroots People
- 2.5 Obstacles to Participation by Grassroots People
- 2.6 Levels of Participation (Ladder of Participation)
- 2.7 Using Community Participation to Challenge the Problem of Poverty

# CHAPTER TWO

## PARTICIPATION

### 2.1 OBJECTIVES

This chapter has been developed to enable facilitators to:

- Define/explain what participation in a democratic society means
- Explain why participation is important in government and governance
- Explain the role of the grassroots in governance
- Examine obstacles to participation
- Grasp the different levels of participation in terms of people's degree of involvement
- Consider how participation can contribute to addressing poverty and other issues

### 2.2 DEFINING PARTICIPATION



#### ACTIVITY I

Ask participants whether they think they have any role in running the government.

If yes, ask them to list any of those roles.

If people answer no, start a discussion on why not?

Then present some examples to get them to think about the ways they do have a role.

With reference to the list, which may be put on a board or flipcharts, give a summary of points from the input written below.

In simple terms, participation means taking part in an activity with others. This means participation involves doing things as a group. A group can range from two or more members of a community to the community as a whole.

#### THE COMMUNITY AND THE GOVERNMENT

If you live in a community, it means you are part of a bigger society whether a village, town, a region/province, and a country. You may therefore participate at these different levels of society depending on opportunities that exist and your own abilities to do so.

People who live in a country require a government to manage their affairs, such as providing security, and ensuring adequate services to maintain life. A government can work successfully if people are taking part by playing different roles in the process of governing. People can play a role in governance in terms of keeping government accountable to the delivery of services. Examples of areas the people should keep the government accountable for are health provision, education, protection (public order and security), etc. People can also play a role in governance in terms of fulfilling civil obligations. Examples are paying taxes, obeying the law and giving support to their lawful leaders.



### A NOTE ON DEMOCRACY

A government that (for the most part) allows people to freely participate is called a democracy. The word ‘democracy’ comes from two Greek words – “demos” meaning people and “kratos” meaning authority. Democracy then basically means that people have the authority. But democracy has been described in various other ways, such as:

- Government that rules with the freely given consent of the people
- Government of the people, for the people and by the people.

It is important to note that there is no single type of democracy because it all depends on how people in a particular country understand it in the context of their history and culture, and their social, political and economic situation.

### 2.3 WHY PARTICIPATE?



#### ACTIVITY 2

Ask participants to share a story on any activity in which they participated, which produced benefit for their group or community.

Discuss 1 or 2 of the stories by examining the following questions:

- Why did the activity succeed?
- What was the benefit?
- Was it a social, political, economic or other benefit?

After discussion, make a summary of points from the paragraphs below and give it to the participants.

There are various ways in which people can participate in their social, economic and political life. These are aspects of life that affect many members of the community or the community as a whole.

The following are examples of how people can participate in social, economic and political life.

#### SOCIAL LIFE

People are participating in social life in many different ways e.g. a community coming together to do maintenance work on a local road using their own resources. This is a case of self-help. Other examples of social participation are church, sports events, traditional ceremonies, cultural events, etc.

# CHAPTER TWO

---

## PARTICIPATION

### ECONOMIC LIFE

Individuals taking part in a market by selling various goods thereby making an income as well as providing goods for other members of the community. When people take part in communal weeding systems, it is a way of economic participation.

### POLITICAL LIFE

Voting is the most obvious form of political participation, especially if it is *informed* voting, capable of improving the quality of political leadership. Participation in political life also occurs when people come together to engage the district authorities or when they campaign for services, e.g. bore-holes.



#### **ACTIVITY 3**

Ask participants to think of proverbs in their culture, which promotes participation.

Expand the statement below to emphasize the importance of community participation.

Community participation is very important to human life. Different cultures have proverbs or traditional sayings illustrating the importance of a member of a community taking part with others. Remember that in a democracy participation is free and not excessively controlled.

In any society there are leaders and a government that have power to make decisions about how that society will function. This is not only true for countries, but also for local communities, traditional authority areas, and organizations like churches, trade unions, business clubs, and political parties. If the citizens in a society (or members of an organization) do not participate, then they have no say in how decisions are made. Those in power can then impose their decisions without considering what the people really need or want. In a dictatorship, leaders do not want the people to participate. However, democracy requires that people be involved otherwise it will not work.



### 2.4 PARTICIPATION BY GRASSROOTS PEOPLE

Democracy requires that as many as possible (the majority) should participate in public life. However, different groups of people have different opportunities of participating. The group of people that usually has the least opportunity to participate is people at the grassroots level of society.

What are the grassroots?



#### ACTIVITY 4

If the participants are not familiar with the English language, find a word in the local language that means “grassroots”.

Ask participants what the word “grassroots” means.

Allow for different ideas then agree on a common definition.

Grassroots people can be described as the ordinary people who are not directly involved in decision-making in government and big organizations. Like the roots of grass are hidden, so are these people, the roots of our society, often hidden. The daily work of the millions in the towns and villages is similarly not easily visible even if their labour is vital to feeding the country and raising the next generation. The grassroots people also play a big role in democracy when voting in elections to choose leaders.



#### ACTIVITY 5

Present an activity on grassroots using the following guidelines:

Take some grasses planted in a pot or any sample of real grass and ask questions:

Firstly:-

- What do you see?
- Does the grass look healthy?
- Where do you see the roots?

Secondly:-

- What is the role of the roots?
- What do the roots do when the grass is cut, burnt or eaten by animals?
- How do you value these roots?
- How can we make sure that the roots are well cared for?
- What is grass used for?

**NOTE:** The above questions are merely to guide the discussion. A facilitator may not need to ask each one of them in the order indicated.

# CHAPTER TWO

## PARTICIPATION

When the grass is cut or eaten by animals, the roots regenerate or restore the grass quickly. Likewise the whole country benefits from the cheap labour of people in rural areas and ordinary workers in towns. This capacity of ordinary African people to produce and support the nation is taken for granted. Only in times of disaster such as drought, outbreak of disease or any disturbance to normal life, do their roles become evident. When this happens the political, social and economic life of a nation is affected.



### ACTIVITY 6

Ask participants to reflect briefly on this question:

What are the consequences of overlooking the roots of society?

What types of problems are caused by the over-exploitation of rural people?

Make input by expanding on the statement below.

The role of grassroots is often undervalued. Without roots there can be no grass. One forgets that the roots of grass keep the soil together thereby providing a condition for growth. This analogy can be used to illustrate that when people are closely joined together they can form a strong foundation for a nation. But if people are overexploited (abused) and not cared for they cannot function well as part of the nation. Just like the roots cannot function if the grass is not watered or is burned too often. The roots may even die if they are given such treatment. **If the grassroots are neglected, the whole of society suffers.**



### 2.5 OBSTACLES TO PARTICIPATION BY GRASSROOTS PEOPLE



#### ACTIVITY 7

Ask for volunteers among participants to role-play a conversation between several persons who express feelings against the need for participation. The conversation can be based on the following comments:

**Person 1:** I really don't care about politics or what is happening in the community. I am too busy with my daily life to worry about what is going on with the government.

**Person 2:** I don't really understand what is going on anyway. The issues are too complicated, and besides our leaders understand them better than I do, and they say I should just trust them to do the right thing.

**Person 3:** I was excited when we voted in the last elections, but nothing seems to have changed much, and in fact life is harder now. So I don't really see why I should continue being involved.

**Person 4:** I voted too, but it seems that the leaders don't really care about us. They are busy enriching themselves and spending their time discussing things that will not help us here.

**Person 5:** I try to get involved in politics, especially during the elections, but people in my area did not like the party I was supporting and we were threatened by people from another party not to get too active. So, I don't feel like risking my family's safety.

After this role-play, ask participants the following questions:

- What feelings were being expressed? Have you felt the same way?
- Do you agree with what these people were saying?
- What might people lose from not participating?
- Are there risks in participating? If so, is it still worth it to participate?
- Are there certain groups of people within the society for whom participation is very difficult? (For example women, the disabled, children, elderly, religious groups) Why?
- What can be done to make sure everyone is able to exercise the right to participate?

People at the grassroots level, especially in Africa, are tough and are able to produce food for themselves. They market surplus produces to cover their other needs. However, this is changing slowly because many people would like to leave the rural areas and live in towns where one requires cash in order to buy food. In some cases, people who are used to growing their own food can no longer do so because they lost their land or the land is not as fertile as before and cannot produce enough food.

# CHAPTER TWO

## PARTICIPATION

---

People at grassroots are tolerant of certain degrees of abuse and mistreatment. Sometimes they accept low prices for their produced food. They are afraid of the authorities, which they cannot control nor influence. In the rural system, it is easier for them to accept, to obey and to rely on what they have.

**In this way grassroots populations avoid politics, other actors and issues that nonetheless influence their lives and future.**

Politicians are needed to address the root causes of the problems grassroots communities face. **However, grassroots communities also need to learn to voice their needs in ways that makes politicians listen.**

The prevailing situation in many African societies is that needs of the grassroots are not voiced in ways that real decision-makers (policy makers) can hear. These decision-makers include Members of Parliament, Councillors and government officials.

**It is therefore imperative that people understand why it is important for them to participate and to use that knowledge to take action that will change their lives.**

### **2.6 LEVELS OF PARTICIPATION (LADDER OF PARTICIPATION)**



#### **ACTIVITY 8**

1. Divide the participants into small groups. Distribute eight cards to each group (these together comprise the “Levels of Participation”). If the group has literacy problems, explain each of the eight points, using an easily remembered symbol or picture.

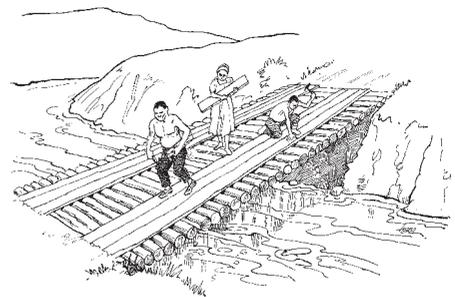
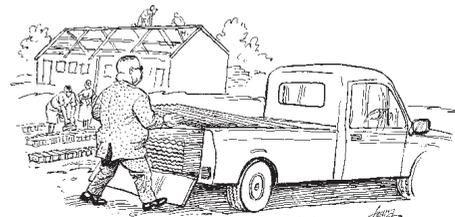
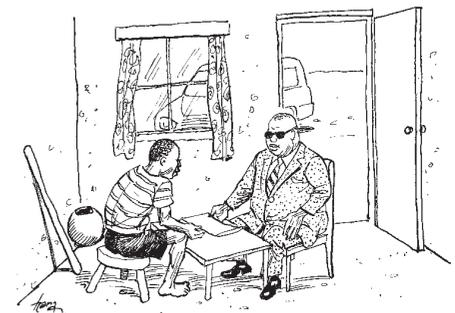
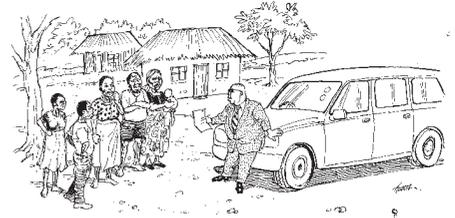
# CHAPTER TWO

## PARTICIPATION



### LEVELS OF PARTICIPATION

- **Manipulation** – The individual does what those with authority/power suggest that they do, but they have no real understanding of the issues. The individual is asked what they think and the person with authority/power listens to some of the ideas but they do not tell them what influence they have on the final outcome.
- **Decoration** – The individual takes part in an event, but they really do not understand the issues.
- **Tokenism** – The individual is asked to say what they think about an issue but have little or no choice about the way they express those views or the scope of the ideas they can express.
- **Assigned but informed** – Those with authority/power take the initiative to call in others, but the individual only decides whether to take part after being informed on the “how and why” of the project.
- **Consulted and informed** – The individual works as a consultant in a project that is designed and run by those with authority/power, but the individual understands the process and their opinions are treated seriously.
- **Authority-initiated, shared decision with others** – Those with authority/power involve others in a project, where important decisions require consensus between them.
- **Initiated and directed by those with less authority/power** – Those with less initial authority conceive, organize, and direct a project themselves, without interference from those with more power.
- **Shared decisions** – Decisions shared by those with more and less initial power is the final goal of genuine participation.



Source: Adapted from Hart, R., *Children's participation: From Tokenism to Citizenship*. Florence: UNICEF, Innocenti Essays, 1992.

# CHAPTER TWO

## PARTICIPATION

---

2. Ask the groups to discuss the content of each point. They should come up with one example for each card/ picture. The next step is to rank order the cards/ pictures, from lowest level of participation to highest level.
3. Prepare a “ladder of participation” with eight rungs on flip chart paper at the front of the room. When the small group work is finished, ask one group to volunteer to place their participation cards/pictures along the ladder, with the lowest level at the bottom. Ask other participants to comment. Make changes in the ordering of the cards/ pictures according to the wishes of the majority of participants.
4. Ask groups to volunteer their examples for each of the cards/ pictures. Write these next to the cards/ pictures on the “ladder of participation” flip chart paper.
5. Ask those participants who work with members of the community to talk about the degree of participation of their members. How can the participation levels of these members be raised?
6. Conclude with the ideas below, writing key points on flip chart paper:

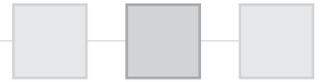
Genuine community participation depends on two essential components:

### **Enabling environment**

This refers to situations that show respect for the community or participant’s opinions to be freely expressed and given weight, as well as institutional mechanisms that can serve as avenues for the community to express their views and concerns.

### **Participant empowerment**

This refers to the skills, knowledge, values and confidence that the member can possess that supports their participation. Those with more authority/ power have the obligation to assist members to form these empowerment capacities.



### 2.7 USING COMMUNITY PARTICIPATION TO CHALLENGE THE PROBLEM OF POVERTY



#### ACTIVITY 9

Brainstorm with the participants their definitions of poverty. Obtain definitions other than “lack of money.” You could be guided by the following questions:

- What is poverty?
- When do you consider someone poor?

Consider the points below to expand on this discussion about poverty.

#### DEFINING POVERTY

Poverty is not easy to define because different people understand it in different ways. A poor king might be different from a poor peasant farmer. So, poverty is a relative issue. It is difficult to define in isolation.

At its most basic level, poverty means a lack of access to possessions or resources for proper and comfortable maintenance of life (want or scarcity of a means of subsistence). Poverty also relates to a matter of satisfaction with one’s situation. “Poverty can be measured by the degree in which people can influence factors and actors that determine their lives and future”.

There can be a lot of causes for poverty. In some instances, poverty can be controlled by people’s actions.

Consider this quotation from “liberation theology”: “This may mean that poverty is caused by factors or actors which if we are able to control will allow us to change the situation. Factors can include situations such as environment, physical health,

abilities or skills. Actors can be other people in a community, one’s superiors or those who make decision that affect the community. It is important to note that the one affected by poverty is also an actor in this case and can contribute to the poverty situation. We should also note that poverty should not only be seen as affecting individuals but also communities or countries (For example if a community is lacking basic things like clean drinking water, health services or markets to sell their goods).”



# CHAPTER TWO

## PARTICIPATION



### ACTIVITY 10

Brainstorm with participants (in groups, if necessary) on the following issue:

- List the factors that can cause poverty
- Indicators of poverty
- Consequences of poverty
- How can you participate in the whole process of addressing the root causes of poverty?

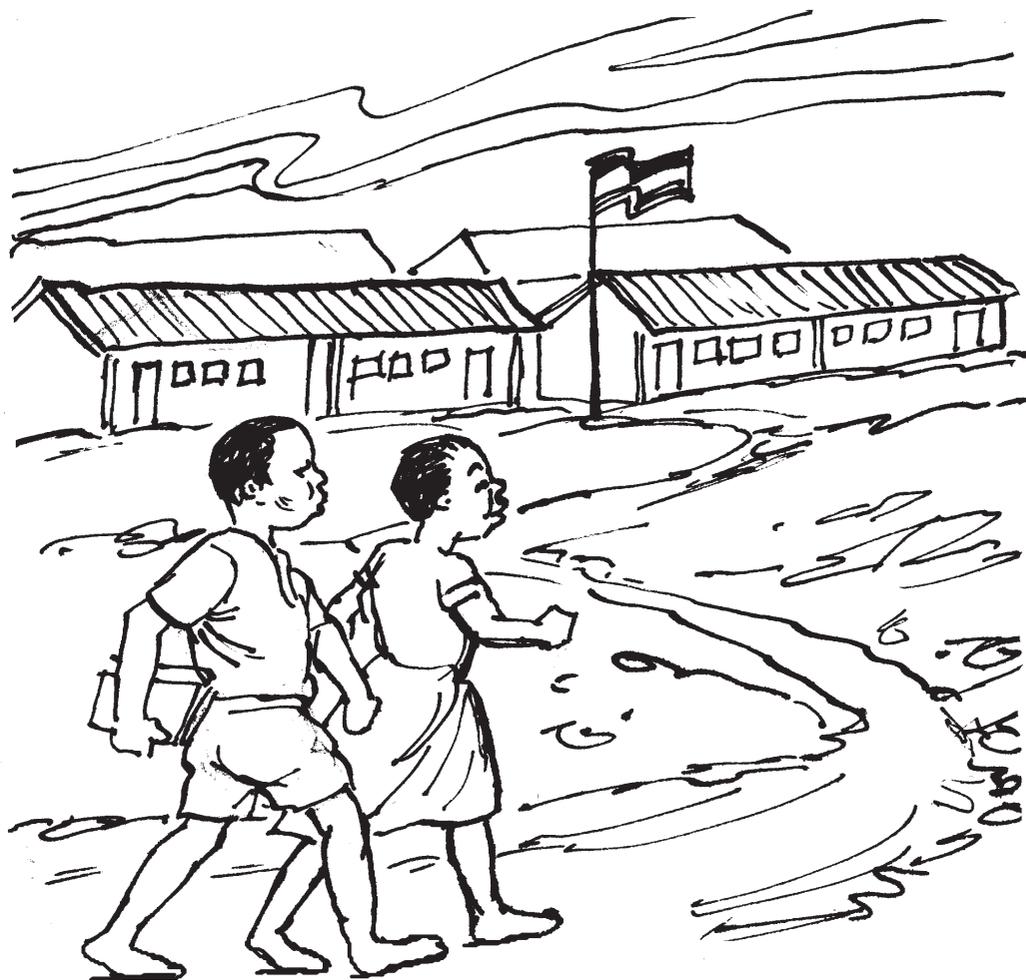
Use the discussion to emphasize how participation can be a way of solving the problem of poverty if people are given a chance and the power to find solutions. **Consider which of the ways in “ladders of participation” above can be used as a way towards addressing the problem of poverty.**

Where it is clear that factors or actors that can be controlled cause poverty, individuals can make an effort to change or improve the situation. Participation in a community is one important way of doing this. The community members can come together to identify the problem and find ways of solving it.

In the next chapter, we are going to establish how communities can organize themselves to solve their problems. The practices we are going to examine would be very important to addressing the issues of poverty as well as solving other problems in the community.

# CHAPTER THREE

## COMMUNITY MOBILISATION



### CONTENTS

- 3.1 Objectives
- 3.2 Mobilising the Community
- 3.3 Mobilising Techniques
- 3.4 Resources

# CHAPTER THREE

## COMMUNITY MOBILISATION

### 3.1 OBJECTIVES

This section has been developed to assist facilitators to:

- Understand what community mobilizing means
- Grasp important elements of community mobilization
- Know and apply skills and techniques for organizing in a community
- Understand challenges in community mobilization, especially in terms of resources

### 3.2 MOBILISING THE COMMUNITY



#### ACTIVITY II

Ask participants in groups to identify a problem that affects everyone in their community and can only be solved if people come together.

Make sure people identify a good case. You can help participants by giving examples of issues such as access to clean water, education, security, political violence or other forms of intolerance.

Then ask the participants to find ways of bringing people together to start addressing the problem. They should consider the following:

- Who will bring the community together?
- How will the community members know about the problem or issue?
- How will the community benefit when they reach their goal?

The process of bringing people in a community together to work towards a common goal is called community mobilization. A community that is mobilized well is able to work together to address a specific and well-publicized issue that would result in improvement in their lives. Organisational skills are essential to achieve this. This involves people working together to solve problems, to keep their leaders accountable and to participate meaningfully in their community. Grassroots communities can benefit if they are active in promoting their interests.



### WHAT IS A COMMUNITY?

A community can be described in terms of:

- Common interest
- Proximity
- Symbols, language, etc
- Geography or location
- Communal ties
- Shared space
- Bonds and relationships
- Growing independence
- Homogeneity and similarities among people
- Association
- Common history, culture, heritage, or ancestry
- Origins

### WHY COMMUNITY MOBILIZATION?

Only active communities can make progress in social, economic and political life. In social life people can work together to solve problems such as insecurity, health issues and many others. Economically, people can work together to find better ways of growing more food or creating opportunities for earning income. In political life people can come together to ensure that their leaders are active and responsible in serving community needs.

People have the ability to understand the concepts of democracy and participation, but they may never feel they can really act, or that they have the power to influence their leaders. If people cannot take action, then democracy will never succeed, because those in power will manipulate 'democracy' to promote their own interests.

Remember that a good government allows communities to demand services depending on their needs. If communities do not take action, it will be hard for elected authorities and leaders to know their needs. Those in authority have so many projects to run and they need to give priority depending on importance. It is only by making their demands heard that communities can ensure authorities consider them.

# CHAPTER THREE

---

## COMMUNITY MOBILISATION

### **WHY DO PEOPLE GET INVOLVED IN COMMUNITY MOBILIZATION?**

- To grow, survive, self-actualization
- To improve their existing conditions and quality of life
- To challenge the status quo
- To increase their capacity to deal with socio-economic problems
- To promote their vision for themselves and/or society

### **REASONS FOR ACTIONS OF COMMUNITIES**

- To grow and survive
- To gain access to resources
- To gain skills and expertise
- Need satisfaction
- Distribution /Allocation of power
- Adaptation to change

### **ON WHAT ISSUES CAN PEOPLE MOBILIZE?**

Communities can be mobilized on any issue that affects its members. The first thing in community mobilization must be the identification of a problem or an issue that needs to be addressed. It must be an issue that people feel strongly about and where there is agreement that some action needs to be taken to change the situation. It can be a political, social, economic or any other issue.

### **WHO SHOULD MOBILIZE?**

The initiative to mobilize can come from inside the community or outside of it. Please refer to the discussion on “ladders of participation” in the previous chapter. In that discussion we looked at different levels of participation and discovered that the most effective and meaningful participation takes place if people within the community initiate and organize work for themselves. Therefore, it means mobilization can be initiated by authorities outside the community, or collaboration between authorities and members of the community, or by community members themselves. Some of the community members who can initiate mobilization include community-based organisations, chiefs and other community leaders.



### **ROLE OF COMMUNITY BASED ORGANISATIONS (CBO's) IN COMMUNITIES**

One of the important starting points in mobilization is to identify existing community organizations and structures in that community. The purpose of mobilization is not to create new organizations but to identify and work with the existing structures. CBO's have some skills, resources and local knowledge that can be of benefit in addressing the problem. During the process of mobilization community capacity should be enhanced and their organization strengthened.

### **HOW DOES MOBILIZATION TAKE PLACE?**

In order to conduct successful community mobilization the community needs to be motivated. Keep in mind that people will not unite in their search for the means to alter or modify their circumstances unless they are convinced of the possibility that positive changes can be brought about. The general condition that faces us is one of mass resignation, capitulation to their conditions and abdication of a hope for a better life. This is verbalized in many clichés such as “that is life for you” or “things are rough all over” and similar expressions of defeat.

For mobilization to be effective you need to keep in mind that the way in which you organize is going to determine how effective you will be and the level of success you will achieve. It is important, therefore, to consider that the program is broad enough to attract and involve most of the community. Furthermore, the program should be:

- Specific
- Immediate
- Plausible
- Inspiring and
- One that the community understands

# CHAPTER THREE

---

## COMMUNITY MOBILISATION

### INVOLVE THE COMMUNITY IN IDENTIFYING THE PROBLEM

Whether members of the community or outsiders start the initiative, there is a need to get representatives of the community involved in identifying the problem or issue. People must be convinced that the problem or issue is real and that there is a need to take action on it. More importantly, they must be able to see how the result will benefit them. Identifying the issue must involve studying and analyzing the causes and effects of the problem on the community. In this way, it will be easier to set the **goals and objectives** that you want to achieve in tackling the issue.

Techniques to identify the problems in the community include:

- Community mapping
- Asking the community how they identify and prioritize problems in their community

### EDUCATE PEOPLE ABOUT THE ISSUE

An effort must be made to reach out to all members of the community to educate them about the issue. This will include discussing the problem, its effects on the community, the role of each member of the community in tackling the problem, and the benefits to be gained from tackling the issue or problem.

### IDENTIFY TARGET GROUPS/STAKEHOLDERS

- It is important to identify the leaders in the different sectors of society
- Are they from the local community?
- Do they have a following?
- Do they have the respect of the community?
- Do the leaders have faith in their communities?

Beside the leaders note that there are other stakeholders in the communities that need to be identified because they play a very important role in achieving the goals of the community. These include but are not limited to:

- Churches, mosques, synagogues
- Schools
- Sport clubs
- Businesses
- Cultural groups
- Special interest groups etc.



# CHAPTER THREE

## COMMUNITY MOBILISATION

### 3.3 MOBILISING TECHNIQUES



#### ACTIVITY 12

Explain the section called *How does mobilization take place*. Ask participants to consider the issue/problem they selected in Activity 11 in their groups. They should decide on techniques/ways to mobilize their communities in tackling the issue.

What techniques would they use in each of the following stages:

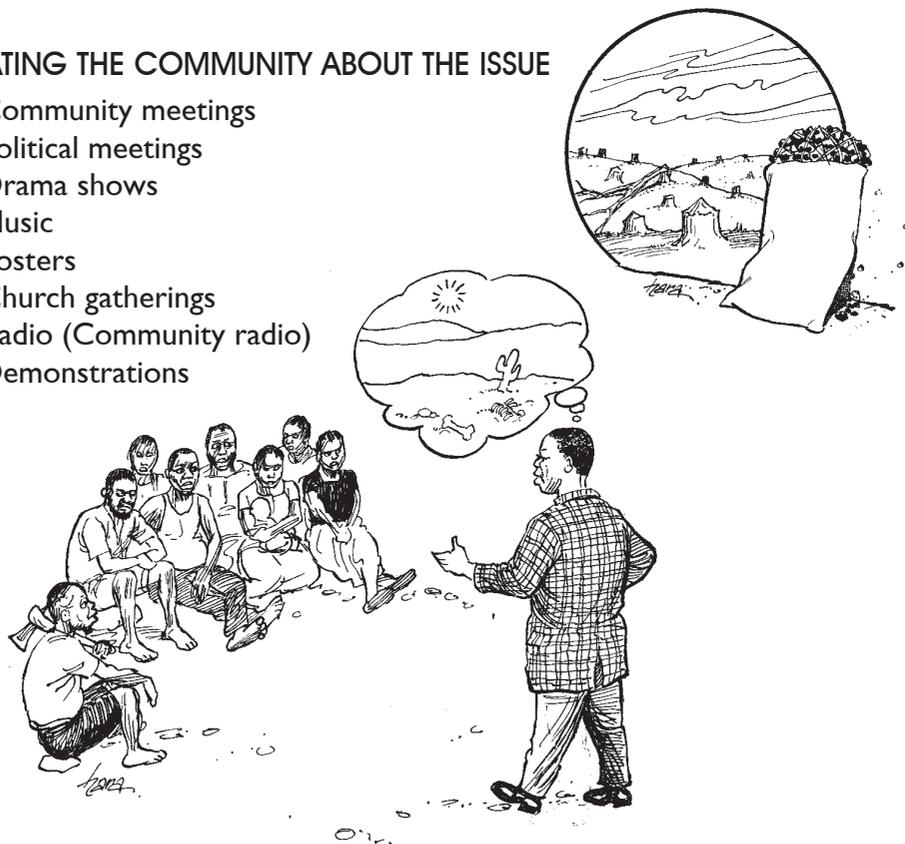
- Educating the community about the issue
- Appealing to different players for specific action
- Monitoring and evaluation
- Consolidating successes/ ensuring sustainability
- Reviewing failures

Each group should come up with a detailed report showing how they would carry out the mobilization strategy.

Below are some of the techniques that can be used in executing the different stages. Note that this will depend on resources available to the community.

#### EDUCATING THE COMMUNITY ABOUT THE ISSUE

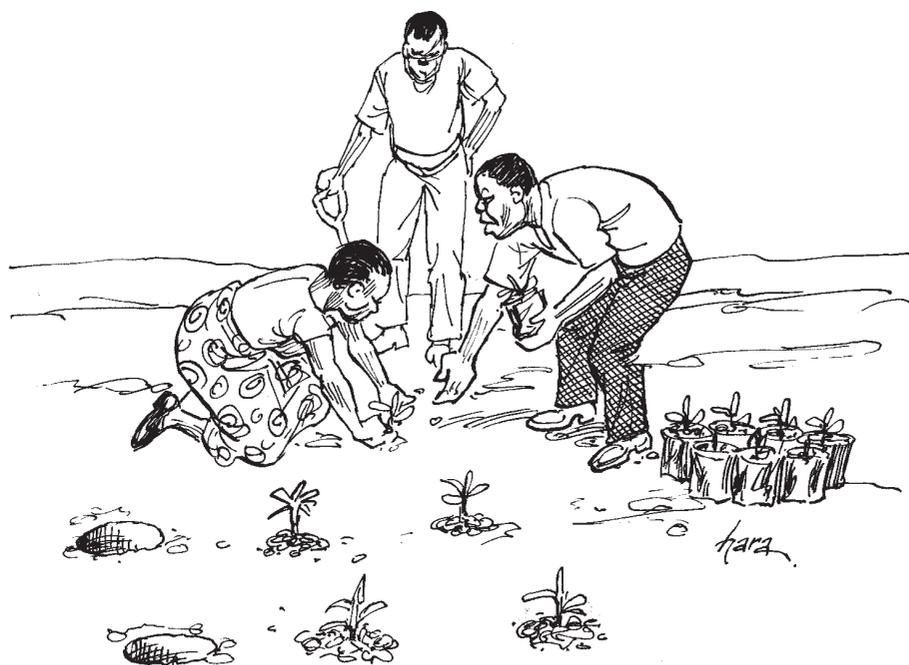
- Community meetings
- Political meetings
- Drama shows
- Music
- Posters
- Church gatherings
- Radio (Community radio)
- Demonstrations





### APPEALING TO DIFFERENT PLAYERS FOR SPECIFIC ACTION

- Face to face meetings (lobbying)
- Letters
- Posters/ leaflets
- Radio
- Door-to-door campaigns

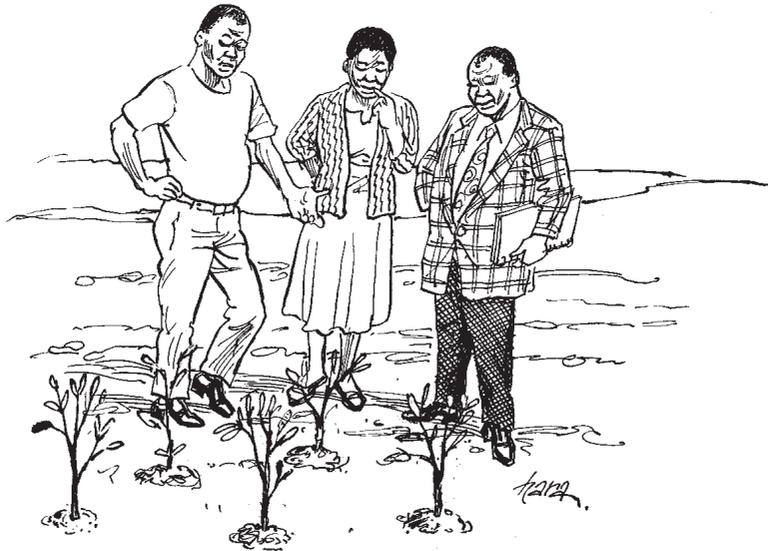


# CHAPTER THREE

## COMMUNITY MOBILISATION

### MONITORING AND EVALUATION

- Meetings
- Listening
- Collecting information through interviews
- Collecting information about the situation before the mobilization. This information will be used to determine whether there is indeed a change.
- Observing changes in the lives of the people



### CONSOLIDATING SUCCESSES/ENSURING SUSTAINABILITY

- Encouraging new practices
- Continued education on benefits of new practices
- Enhance capacity by training leaders and members of the community to maintain development
- Keeping information documented for future generations

### REVIEWING FAILURES

- Making new plans
- Changing approaches or tactics that do not work
- Studying and analyzing the situation



#### **ACTIVITY 13**

Ask participants to select at least one technique and perform a role-play on it.

Discuss the effectiveness of the technique in plenary.



### 3.4 RESOURCES



#### ACTIVITY 14

Ask participants to draw up a list of resources they would need to carry out a mobilization campaign on their selected issue.

They should think of:

- Resources they would obtain within the community
- Resources they would need to obtain from outside the community

It is important that community mobilization should be done using the community's own resources. Sometimes certain resources are not available in the community and can be sought from outside. There are different kinds of resources but the most important are:

#### Human resources

These include people who can do work e.g. building construction workers or people with special skills to write letters, people who can talk to Members of Parliament or people with skills to design messages or posters. These would also include people who can present issues to authorities such as the community's elected officials.

#### Material resources

These include money, equipment for writing, documents or books that contain information e.g. legal books, means of transport, means of communication, and other resources that would help carry out the work.

Communities must be able to obtain these materials inside or outside the community, in order to carry out community mobilization.

### REFERENCES

- Gwira Mpini Kwacha I: Civic Education to Build Local Democracy: A Trainers' Manual*, Cairns J & Dambula G (1996)
- Draft Manual on Participation* (Commissioned by NIZA), Henk\*\*\*: *Training Manual for Children's Rights*, Felisa Tibbitts, draft prepared for UNICEF-China (2001)
- Participation, Development, Power & Democracy: An Introduction to Basic Civic Concepts*, Africa Community Publishing, NGO/Civic Network (1997)

