Adult Literacy
REFLECT Training Manual

Finnish Refugee Council

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Table of content

Circle Management Committee (CMC) Training 63

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Introductory Training

1. Introduction to REFLECT

This section answers the questions you may have about REFLECT as a literacy and community development tool. If you still have questions that have not been answered here, please ask.

1.1 What is REFLECT about?

REFLECT is an acronym that stands for the following:

Regenerated **F**reirean **L**iteracy through **E**mpowering **C**ommunity **T**echniques

REFLECT as a Literacy Methodology

- REFLECT is a structured participatory learning process.
- REFLECT is a synthesis of planned & unplanned learning
- REFLECT helps people to read, write and calculate in the language of tuition chosen by them.
- REFLECT helps people to develop their capability to critically analyze their own environment & issues directly affecting them.
- REFLECT helps people to write about their own lives and their world.
- It is a process that puts into practice aims & expectations of Brazilian educator philosopher Paulo Freire.

REFLECT as an Empowerment Strategy

- The REFLECT process helps people to assert their rights, and/or become self-empowered to actively participate in the affairs of the world in which they live.
- The people participate by discussing issues, planning and taking actions to improve their lives. They do this by working together in community literacy circles, with a trained facilitator helping them to tackle common issues/problems by proffering sustainable solutions to them.
- At the same time, they improve their literacy and numeracy skills, which give them more skills/ power to participate in the world in which they live.

REFLECT in a pictorial form

The following illustration helps you to better understand the REFLECT learning process.
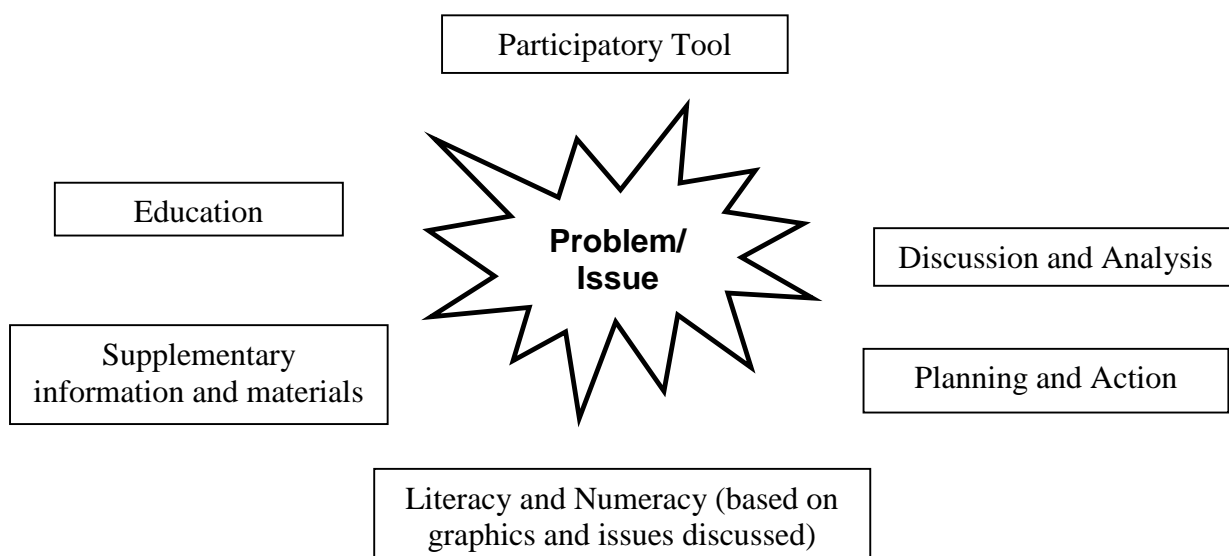
REFLECT as a Development Technique

- It uses Participatory Rural Appraisal (PRA) techniques and builds upon past literacy experiences.
- REFLECT offers practical and participatory methodologies for use by literacy facilitators that are working in their own communities.
- It strongly builds on the pillar that community people have a wealth of experiences with techniques, skills and coping mechanisms and as such should be put in the centre of their development process.

1.2 More about REFLECT

Essentials of REFLECT

- No primers for beginners – No prescribed textbooks for beginners.
- Development of facilitators' manual.
- It is both a planned and unplanned learning process.
- Construction of graphics on the ground using facilitation techniques from PRA
- Graphics is transferred on a large piece of paper.
- Language and numeracy work are based on discussions of the graphics drawn
- Participants copy graphics in their exercise books
- No student – teacher situation. The trainer is a facilitator: not a teacher.
- A more participatory and interactive approach. There is high level of participation and interest among participants.
- Action points on matters discussed (Plan of activities) are always required.

Origin of REFLECT

- The REFLECT approach came about in 1993 as a result of a two – year action research project conducted by Action Aid.
- The research was designed, among other things to explore uses of PRA techniques within Adult Literacy Programs.
- The research involved a series of surveys with different approaches which eventually led to the development of the REFLECT approach.

Why REFLECT?

UNESCO conference in 1990 raised serious concern about shortcomings of the formal Adult Education program.

Retention rates of learners were assessed to be as low as 12.5% in the last 30 years (Abazi 1994). Learners relapsed quickly to illiteracy due to disuse of knowledge.

- Past results of literacy proved to be particularly disappointing in terms of linking literacy and development. For instance, past Adult Literacy programs had no link between literacy and issues that affected people's well-being such as poverty alleviation, income and expenditure patterns and productivity of learners, birth rates & infant mortality.
- REFLECT was therefore developed to provide a dynamic literacy which has development at its heart and people are required to take action for their own development
- REFLECT is designed to strengthen community empowerment through literacy and numeracy

REFLECT Pilot Countries

The REFLECT approach was piloted in three countries of wide geographical spread cutting across continents and facing high situations of poverty, deprivation & strife.

- In Africa, it was tried in Uganda at the peak of the country's HIV/AIDS pandemic.
- In Asia, it was experimented in Bangladesh, which was facing successions of natural disasters and gender inequalities.
- In Latin America, it was piloted in El – Salvador after a ten – year's guerrilla war fare.
- Evaluation reports of these pilots revealed numerous achievements and high success rates.

Successes of pilot

The outcome of surveys in the pilot countries revealed some of the following as achievements of the REFLECT methodology:

- In 18 months, beginners in Adult Literacy were able to read and write and do basic calculations in their language of tuition.
- Learners gained self-esteem.
- Learners were elected to committees
- Participants assumed formal positions of responsibility in community organizations, which they did not hold before.
- The REFLECT approach proved to be very user–friendly and community–based
- Retention rates among adult learners increased from 12.5% (1993 UNICEF survey report to 27%).
- It influenced changes in gender roles and perceptions, In Uganda the practice of fetching fire wood, which was purely a women's affairs changed.
- In Bangladesh, the wearing of veils by women covering the entire body and face was modified to a more convenient code of dress.
- REFLECT promoted interactive and functional learning and sharing, which brought about self–initiated and self–managed community development programs.
- In El – Salvador, an Ex – guerilla group that went through REFLECT transformed into an NGO

2. Common literacy approaches used by adult literacy service providers

> *Notes to the instructor trainer: Lead participants to identify 3 main literacy approaches used.*
>
> *Note that by an approach here, we mean a philosophy and theory backing up the use of literacy techniques applied in functional adult literacy circles while techniques are detailed systematic ways of literacy learning instruction used by instructors.*

Through Lecture method, explain to participants the 3 main approaches to literacy which are: Traditional, Functional and Psycho-social.

1.1 Traditional Approach:

- Involves learning the alphabet first, progressing to syllables and finally to meaningful words and sentences.
- Mainly focuses on teaching reading and writing, accompanied mostly by elementary arithmetic.

- Has a long history – traced far back to missionary work in the 18th century
  - Was widely used by early evangelists in the teaching of Christianity.

1.2 Functional Approach:

- Functional Literacy emphasizes immediate application of skills learned. Functional Adult Literacy (FAL) therefore addresses the problem faced by non-literates in carrying out their day to day activities. These could be problems related to:
- Food production, health, communications, better management of resources, civic consciousness, family education, domestic violence, water and sanitation. To learn all these, there is every need for the training content to be relevant and focused on the felt needs of Literacy Participants.

Elements of the Functional Approach:

- Originated from life experience of the human being.
- The Literacy Participant (LP) is led to discover his/her function as well, but not restricted to learning of reading, writing and counting only.
- The approach has changed over time. It was first based on psychology of adults at work. The teaching of literacy and economic skills were to be carefully integrated such that the LP experiences two teachings at one learning.
- The problem with this approach is that practitioners always tend to emphasize functionality while ignoring the aspect of reading and writing.
- The functionality of literacy here depends on the context; that is, it has to be redefined for different times, places and people. Literacy is learnt for the sake of making the person function better in his/her environment or community.

1.3 Psycho-social Approach:

- Developed by the great Brazillian educator – Paulo Freire.
- It is problem-solving that is, provides framework for thinking, being creative and active as an LP
- Participants are required to consider a common problem & find solutions.
- Focuses on participants themselves choosing the content of their education, and not experts setting the curricula for them.
- Through dialogue in a session, a common generative theme is developed and from this, the reading, writing and counting is based.

3. Working definitions of literacy terms

1.4 What is Functional Adult Literacy?

Functional adult literacy is the ability of adults to read and write for life. It is a skills acquisition that enables adults to do better the productive and constructive things that they have been used to in their life.

Learning points: The meaning of literacy

UNESCO defined literacy in two ways;

Basic: *a literate person is one who can, with understanding both read and write a short simple statement in his/her everyday life*

Functional Literacy (UNESCO): *a person is functionally literate who can engage in all those activities in which literacy is required for effective functioning of his group and his community and also for enabling him to continue to use reading, writing and calculation for his own and the community's development.*

Being functionally literate depends on the situation where the use of literacy is applied. This differs with different communities. For instance, a functionally literate person may be one who is raring chicken, can read, count and write records concerning the numbers of chicks hatched, cost of feeds, cost of chemicals, amount of sales and profits earned etc.

It is possible to have educated people who are not literate (cannot read and write). For example, adults are already very knowledgeable and most of their education was informally got from parents and others. They did not go to school to know to read and write hence are illiterate but very educated. The role of FAL here is to make such adults be able to cope with their daily literacy tasks – filling forms in the bank, finding one's way by reading sign posts / labels, reading time, calendar and so forth.

Training, Teaching, Learning and Facilitating

"Training"
Means preparing someone for work in a system by enabling them acquire knowledge, skills, and attitudes they need. This however depends on several circumstances / factors, for example;

- educational, social and occupational background of the person
- the work he / she is being trained for
- the methods to be used in doing the work
- opportunities and facilities available for the training

"Teaching"

- it is assumed here that someone knows noting and the teacher knows all
- the information being passed is already accepted as true
- is giving knowledge
- there is no action is stimulated while acquiring the knowledge

"Learning"

- is sharing
- is understanding
- is discovering by yourself
- brings motivation to change

"Facilitating"

- is guiding the process
- is accepting and sharing knowledge and skills

1.5 Literacy Facilitator

This is a person who encourages learners to share experiences and ideas, discuss their problems, find how they can be solved and inspire them into common action. S/he guides the learning process by accepting and sharing knowledge and skills. When recruiting Instructors, special attention and consideration should be put on the following;

- Their education background (level and subject areas).

- Competence in language of instruction.
- How acceptable they are to the community.
- Their age, to possibly be 18 and above (adult).
- Interest in FAL
- Integrity
- Concern for developing the community.
- Should be a mature person and have spirit of voluntarism.

Supervisor

This is the person who ensures that the instructors and adult learners are effectively involved in literacy activities.

Trainer

A trainer is one who passes on FAL skills and knowledge to the supervisors and instructors.

Literacy Participant

This is a person who is enrolled in an adult literacy program. Literacy participants can be any community members as long as they are interested and willing to participate in the literacy circles but in the face of stiff competition, preference is usually given to young adult girls, boys and women who are unable to read or write.

Literacy Committees

A committee selected and set up from among community members including literacy participants and facilitators in the project location responsible for overseeing and managing the successful implementation of the project. It also ensures that there is a link and feedback system between the literacy group and the entire community/donors/other stakeholders.

Literacy Centre

The Adult Literacy centre is any place (thatch house, under trees or concrete building) within the community where literacy participants assemble on agreed days usually thrice a week to meet and learn; plan and also execute activities relating to their development.

4. Background to Paulo Freire

Introduction to Paulo Freire

- An Italian educator-philosopher who lived in Brazil.
- He cautioned unequal distribution of wealth in Brazil. He created a radical movement sensitizing poor people.
- This resulted in an uprising by the poor questioning issues and demanding rights. He got imprisoned but was later released.
- His philosophy was that literacy is not only about reading & writing; but rather, literacy should be a tool for positive social change.

Key Concepts

The key concepts in Paulo Freire's philosophy are:

- **Culture of Oppression** - the structure of oppression exists where people live in suppression and have little control over their own destiny. This could obtain at leadership and state governance levels, as well as in learning situations where the 'teacher' alone decides on behalf of the 'students'. This system, Paulo Freire believes is ineffective for Adult learning and REFLECT strongly frowns upon it.

- **Culture of Silence** – If people fear that by expressing their feelings they could be exposed to ridicule, danger, punishment or other unfavorable consequences, there is tendency that they will remain silent even where they disagree. This culture of silence does not help national development nor Adult literacy and REFLECT discourages it.

- **Banking Concept of Education** – Paulo Freire cautioned the existing teaching methodologies of choosing words from primers (prescribed textbooks) and putting them into people's heads (teaching), which he termed the "Banking System". In REFLECT, "Teach" what is real; not what is imaginary (e.g. teaching about fishing in a desert)

- **Domesticating Type of Education** – Paulo Freire argues that no education is neutral; you either educate to Liberate or to Domesticate. He argued that the formal type of education given in schools is the Domesticating type designed to tame and train students. In traditional teaching, students are passive objects; in REFLECT learners are active subjects.

- **Conscientization -** Conscientization according to Paulo Freire is the act of informing, enlightening, empowering and giving people the choice to decide what is right or wrong. REFLECT promotes this concept through the use of participatory communication and analysis tools including dialogue, conversation, talks and exchange of views in literacy circles.

- **Codification and De-codification** – messages and lessons could be presented as coded messages for participants to analyze and decode. This can be used as an effective tool especially in situations where the culture of oppression and silence is deep seated.

5. Definition, concept principles and features of PRA

What is PRA?

It is an acronym meaning

P = Participatory   R = Rural/Urban   A = Appraisal

Other synonyms: Participatory Reflection Action, Participatory learning & Action (PLA), Participatory Monitoring & Evaluation (PME).

Participation - What is it?

A participatory process happens when community people
- Take part in a learning process
- Have the space to express their choices
- Have the power to act upon some of those choices
- Have incentives to invest in collective action
- Build relationships of trust and reciprocity
- Work in mutual interest groups of multiple organizations including govt, both national and local.

PRA as a Concept:
- PRA is a philosophy
- It has a set of practical methods
- It is used for consulting with communities (especially non-literates)
- It is about local development.

Principles of PRA

- Always respect local people's opinions
- Local people are creative and capable of undertaking their own investigations, analysis and planning.
- Don't force choices
- Be eventful and flexible
- Be humble (humility)
- Be empathetic
- Observe norms and values
- Don't criticize
- Do proper introduction, clearly stating purpose of the exercise
- Don't raise hopes
- Field workers have a role as facilitators of development
- Local people should be empowered to solve their own problems for themselves.
- A learning process (Not Top Down)
- Systematic and structured
- Based on local perceptions
- Multi-disciplinary partnership

Advantages of PRA

- Meaningful information is obtained
- Participants are actively involved in the process
- Creates awareness and the need for change
- Helps in comparing the past, present and future
- Enables participants to analyze and initiate action
- Enables participants to own the information generated
- Enables participants to identify available resources

Guidelines in conducting PRA

- Appearance (being neat & simple)
- Establishing rapport and interface with community or group members
- Asking open-ended questions to solicit information
- Probing further for clarification using the 7 friends: what, who, where, when, why, how and what else.
- Listening attentively
- Being a good observer
- Showing interest in what people know, say, show or do
- Recording responses and key points made
- Respect for participants
- Patience and tolerance
- Participation (active involvement of all men, women, old, young & children)

- Not being domineering and assuming
- Not asking leading questions
- Not arguing & Not being judgmental
- Not underrating the intelligence of participants
- Not being hasty

PRA Entry point and exit strategies

- Creative introduction to create interface & interest (e.g. song, proverbs, roles plays, cultural performance)
- State clearly and honestly the purpose and procedures of the assessment
- Define roles and responsibilities
- Make conscious and sincere use of the end result

Difference between PRA and other methods

PRA	Other
Short time spent	Long time
Less Expensive	Expensive /high cost
Flexible	Fixed
High participation	Low participation
On the spot analysis	Analysis done in the office
Little statistical analysis	Heavy statistical analysis
Interview and group discussions	Questionnaire
Opportunity sampling	Random sampling
Multidisciplinary team	Enumerators
Non-hierarchical	Hierarchical
Best for learning & understanding	Best for gathering
Indicates people's opinion, behaviour, attitude	Rep. Quantitative data

6. Perception mapping

Perception mapping is a useful technique in Adult Literacy facilitation. It is good to start a literacy circle by doing a mapping exercise as shown below. Ask questions such as:

What is literacy?

How do you perceive

- A literate man / woman?
- An illiterate man / woman?

Exercise one

Ask the participants how the illiterates perceive the literate.

Some possible responses:

- Very intelligent
- Tricky and crafty
- Knowledgeable and exposed

- Important and powerful
- Not easily fooled or cheated
- Placed well in society

Exercise two

Ask the participants how literates perceive illiterates

Some possible responses:
- Vulnerable and exposed to danger
- Easily falls to cheating
- Has no secrets

Exercise three

Ask the participants how do illiterates see themselves/how do they feel?

Some possible responses
- Powerless
- Have secrets

Exercise four

Ask the participant how do literates see themselves / how do they feel?
- Better related/connected/associated/exposed
- Confident
- Have the desire to lead/organize

7. Voltaic approach to facilitating numbers and letters

The voltaic approach to facilitating letters and numbers has been user-friendly in the recent development approach to community development in most countries where REFLECT is wholly used as an empowerment tool. The approach is important and user friendly as described above because it centres around materials that are commonly used in our communities especially by African women folks. It simplifies and demystifies the processes involved in learning how to write letters and numbers using the Calabash and matapencil as domestic instruments. It also simplifies the stages involved in the development of the skills, for learning how to write numbers and letters by adults who have never in their life time been to school or who have left school at very low class level for years. The approach uses 9 different shapes from the two instruments.

1 = 1
2 = ɔ _
3 = ɔ ɔ
4 = | _ /
5 = | _ ɔ
6 = ɔ (
7 = ⁻ |
8 = o o
9 = o |
0 = o

8. Principles and Psychology of Adult Learning

1. Adults have a wide experience and have learnt much from life. They learn most from their peers. So facilitators help them share their own dialogue with one another. Let them sit in a circle where they see each other's faces so that speaking and listening can both be helped by the use of their eyes.

2. Adults are interested and learn quickly about those things that are relevant to their lives. So the facilitator needs to create a situation in which they can share in the planning, choose the topics and participate in regular evaluation of what they are doing.

3. Adult have a sense of personal dignity. They must be treated with respect at all time and never feel humiliated or laughed at before others.

4. As adults grow older, their memories may get weaker but their powers of observation and reasoning often grow stronger.

5. Some adults develop sight problems as they grow old. In realizing such problems, the facilitator should help such that they clearly see what is being written on the flip chart of chalk board by bringing them closer. To help them in hearing, the facilitator should speak audibly.

Tests have shown the following results for how people learn:

People remember 20% of what they hear; 40% of what they hear and see; and 80% of what they discover for themselves.

Things that help us learn	Things that didn't help us learn
• Encouragement	• Punishment and shouting
• Practical demonstration	• Being laughed at
• Practical exercises	• High expectations
• Chances to practice individually	• Exam pressure
• Listening to me and respecting me	• Uncommitted facilitator
• Visual teaching tools	• No practice
• No blame if I got it wrong	• Not relevant to me/my life
• Classmates support	• Unconstructive criticism
• Repetition	• Too much theory
• Meaningful and relevant to me/my life	• Everyone talking at the same time
• Discussion	• Studying alone
• Debates	• Stress, depression
• Achieving things	
• Counselling	
• Exposure trips	

9. Participatory Approaches to Adult Learning

There are other participatory approaches in addition to REFLECT that help adults learn such that they feel part of the process. A good number of these approaches have been creatively used by development practitioners, in their bid to contribute to adult development. Some of these approaches could be story-telling, traditional songs etc to introduce adult literacy based on people's interest and experience.

Language games are one key participatory approach that could be effectively used to help adults in their learning process. Some of these games are:

The mother word (this is suitable for all stages of the REFLECT course and tests writing skill)

The facilitator picks a long word with syllables that has been covered with the participants and writes it on the blackboard. Give the participants 5 or 10 to look at it. Then ask them to write down as many words as possible using the constituent letters of the mother word. After that, participants now read aloud the words they have developed or they will exchange their books for them to be able to learn more words.

Syllable soup: (suitable for early stage only it tests reading skill)

Divide the circle into two teams and lay the syllable card so far covered in the course on the ground. Make 2 or 3cards for common syllables. The two teams can make it in turns to make words. One person making a word and the others will be there to help. Each card used correctly to make up a word, earns two points and an incorrect word loses two points. One participant from each team keeps the score on the blackboard. The game ends when the teams cannot anymore make a word.

Sentence soup: (suitable for all stages of the RFELECT course and tests writing skill)

This is played in the same way as the syllable soup, except that whole words drawn from units covered are written on the cards and whole sentences are made from whole words by each team. Each word earns ten points and incorrect or incomplete sentences loose fifty points.

Word search: (suitable for latter stages and tests reading skill)

Draw a big square and divide it into little squares, e.g. 8x8. Write words which the participants can read into the square; trying where possible to choose words from one category, such as names of crops, common illnesses, place names from local sign posts. Fill in all the remaining blanks squares with random letters. This must be prepared beforehand and written on the blackboard very clearly. Ask participants to look at the letter square on the blackboard and search for words.

Example of word search

t	E	a	c	h	e	r	b
g	B	l	a	c	K	p	o
a	C	w	k	d	F	j	x
m	M	a	l	a	R	i	a
e	B	o	y	q	U	n	m
y	C	i	f	s	V	h	q
v	A	s	c	h	O	o	l
s	T	z	h	o	E	z	r

Communication Circle: (suitable for later stages and tests writing skill)

Ask all participants to write their names on a small piece of paper. Put all the names together and ask participants to pick out the name of one of their fellow participants at random. If they pick out their own name, they have to swap their paper with someone else's.

Every participant writes short letters or messages to the participant whose name they pick out, for two or three weeks. The facilitator acts as the message-bearer, distributing this secret mail amongst the circle. No one should know who is writing to them. At the end of the period, the participants say whom they have been writing to, and compare letters.

10. Qualities of an effective adult literacy facilitator

The facilitator should

- Be able to read and write both in English and the local language
- Be interested in the work and in the participants
- Be responsible and also respectful to the community
- Be knowledgeable in the community culture
- Be preferably resident in the community
- Have good communication skills
- Be approachable
- Be decent and polite
- Be cautious with religious issues/discussions
- Be ready to volunteer
- Be energetic and enthusiastic

- Be a role model
- Avoid politics during sessions
- Have initiatives

Roles and responsibilities of a facilitator

- Assist in organizing and forming the literacy circle(s)
- Assist circle members to agree on meeting dates
- Prepare units (lesson notes) and facilitate the circle
- Keep records on the proceedings and the activities of the circle
- Monitor performance of the circle
- Ensure that action points are taken and acted upon
- Be the link between the circle, the donor institution and the community
- Assist in the formation of the literacy circle management committee (CMC)
- Attend meetings and workshops to upgrade his/her standard
- Act as secretary to Circle Management Committee
- Be counsellor and role model
- Be able to spot and groom a co-facilitator
- Be able to motivate circle members
- Be committed to his work
- Be a neutral arbiter
- Report progress to donor agency and implementing partner
- Organize local fund raising activities

Facilitator's challenges

- Poor/lack of motivation
- Low logistics support
- Drunkenness
- Inability to read and write well
- Poor learning environment
- Facilitator's appearance
- The moral life of the facilitator
- Intimidation by circle and community members
- Lack of cooperation from participants in attendance/punctuality
- Other commitments of facilitators as well as those of the participants
- Interference of community members and spouses
- Boring Facilitation style
- Lack of interest in the work
- Making too many demands
- Making too many complaints and exercises
- Making too many self praises

- Pretending to know everything
- Interfering circle funds & materials (sustainability)

Suggested solutions

- Counselling of both facilitator and participants
- Awareness creation for community and circle members
- Vary methods of facilitation to make circle sessions and activities interesting and dynamic
- Relate circle activities and discussions to real life situations
- Make circle activities transparent and participatory
- Agreement on common meeting times and circle norms
- Motivate facilitators
- Encourage formation of circle projects
- Create healthy interpersonal relationships

11. Stages in reflect unit development

Below is a guide to follow in developing a unit for a literacy session using the REFLECT methodology. There is no rule that one step must always be completed before the other starts, but it may be useful to follow some sequence for a better result to be achieved. Please go through them carefully and let me know where you need clarification.

1.6 The Topic Stage

One important step in getting started with REFLECT is a pre-literacy survey. During this stage, adult educators together with the potential literacy participants identify possible themes for which literacy would be required. These themes provide an insight into a long list of topics that could be developed as facilitators' manual, for future facilitation purposes. Whether or not a pre-literacy survey is done, a facilitator should in consultation with participants be able to identify as topic a typical problem or a topical issue that is close to the heart of the community or literacy participants. The topic identification exercise should precede the actual literacy session. Examples of some common topics include: Income & Expenditure pattern, Health & Sanitation, Agriculture etc. The topic of a given subject should be brief and to the point.

1.7 Objective Setting Stage

Define the objective that you intend to achieve by the end of the session taking into consideration the use of active verbs. The more the objectives, the more difficult it becomes to achieve them and the lesser the objectives the easier it becomes to achieve them. Remember that the objective should have SMART characteristics:

- Specific
- Measurable
- Achievable
- Realistic
- Time bound

1.8 Graphics Development Stage

Develop or select a suitable graphics (usually a simple participant/facilitator generated material or "facilitation aid") that will serve as topic introducer. Graphics are so important because, they help

participants to learn easily, helps them remember and finally serves as a reference material at the centre especially when pasted at the centre.

1.9 Discussion & Analysis Stage

Participants develop non-violent communication and analysis skills (this is important literacy skills often under-utilized by adult educators) through constructive discussion based on the graphics using the 7 friends: - i.e. who, what, why, when, where, how & what else. This discussion usually leads to the clear understanding of what the graphics represents.

1.10 Action Stage

Discussing problems without finding workable solutions is as good as not talking about them at all; it is perhaps not only unproductive and frustrating but also de-motivating. It is only by action that REFLECT is linked up with development. By backing up problem discussion with appropriate action, participants develop the culture of self-driven and self-managed development. Action could be in a circle to demonstrate the situation and could also be out-door which is at community level.

1.11 Reading & Writing Stage

This step should creatively be linked with the graphics stage that was earlier used as topic introducer. A root-word could be coined from the topic and used as foundation for further spelling, reading, writing, question & answer etc. The limit in generating reading & writing materials is normally only as much as the creativity and ingenuity of the adult educator.

1.12 Numeracy Stage

As in 6 above, numeracy could stem from the same topic & graphics above. Basic arithmetic operations including weight, distance, money value etc. could be introduced. Mathematical signs as well can be introduced at this stage.

1.13 Evaluation/Revision Stage

It is a good practice to have a quick recap at the end of each session as adults learn often by repetition. By this also, the adult educator is able to measure the depth to which the topic is understood and where there is need for additional work.

Evaluating is similar to reflecting. When we **evaluate**, we **think back** about something. We think about what we have gained or achieved. We answer questions such as:

- What was good or useful about this session?
- Did we achieve our objective?
- What did we learn?
- What was not good?
- What did you not understand?
- What would we have liked more of, or less of?

After each of your learning circle sessions you should ask your learners to evaluate the session. You can use the questions above to guide you. You may also have other questions. Remember that the questions you ask when you are evaluating help you to monitor your sessions. Your questions are your indicators.

12. Checking trainees' literacy level

LEVEL ONE – BEGINNERS (0-1 YEAR)

Reading:

- Know how to handle pen/pencil correctly
- Know how to handle reading materials
- Correct left-right eye movement on writing surface
- Recognizing all letters of the Alphabet (Capital and Small cases)
- Recognizing and separating signs, symbols, pictures or letters
- Recognizing simple printed texts and posters
- Understanding simple sentences
- Interpreting photographs and drawings and messages on them

Writing

- Knowing how to handle pen correctly
- Correct left-right eye movement
- Relaxing hand muscles
- Improving letter formation skills (dot writing and over writing)
- Constructing simple sentences
- Write and read simple sentences
- Correct punctuation of simple sentences
- Draw simple diagrams
- Correctly copy all alphabets (capital and small cases)

Checking participants Numeracy levels (Beginners)

- Recognize and write numbers from 0-9
- Recognize and write 3 digit numbers (hundreds)
- Basic arithmetic operations in addition and subtraction of whole numbers
- Recognize and record time in hours from clocks/watches
- Measure, estimate and record weights/lengths, using simple equipment
- Recognize figures from coins/money and do simple transactions

LEVEL TWO LITERACY PARTICIPANTS (1-2 years):

Reading

- Read straight forward texts that are seen often
- Locate information on drawings and maps
- Trace and understand main point in a text
- Understand and fill forms on personal data
- Obtain information from printed text without reading full information

Writing

- Write short words and phrases
- Use punctuation correctly (commas, full stops, question marks, capitals etc)
- Spell correctly personal details
- Spell correctly majority of familiar common words
- Construct diagrams to summarize written information

Checking participants Numeracy Levels (Level two – Intermediate)

- Recognize, write and compare numbers up to 5 digits
- Do addition and subtraction of 3 and 4 digit numbers
- Do simple multiplication and division of whole numbers
- Use simple calculators to do sums (+ - x /)
- Read and write numbers with halves and quarters in fraction form, vice versa
- Recognize and write figures from all money denominations
- Interpret and construct pie charts, bar charts and line graphs from number table e.g. 1/8 + 7/8 and ½ …. 0.5

13. Characteristics of readers and writers

Characteristics of Beginner Readers and Writers

Developing readers and writings:

- Find reading difficult
- Read slowly
- Mix capitals and small letters in a word
- Sound new words syllable by syllable
- Poor flexibility of hand muscles and knuckles
- Difficulty in writing in straight lines

Characteristics of Fluent Readers and Writers

- Good comprehension
- Read smoothly
- Good word attack
- Write quickly
- Inquisitive and anxious to learn more and faster

14. Monitoring in the literacy project

What is monitoring

Monitoring means the following:

- Following the progress of an ongoing activity/project
- Ensuring that the activities are completed within a stipulated time frame

- Ensuring that mistakes made along the line of implementation are corrected

Things and issues to monitor in adult literacy circle

6. Number of literacy participants enrolled (male/female/youth) in the literacy circle
7. Literacy levels acquired
8. Participants' attendance
9. Number of circle meetings and times per week
10. Duration of circle meetings
11. Time to carry out literacy activities
12. Suitability of venue
13. Facilitator's commitment
14. Level of participation in literacy activities
15. Progress at work (e.g. reading, writing etc.)
16. Use of facilitation materials
17. Use of learners' literacy materials
18. Proper financial record keeping
19. Other Record keeping practices (e.g. materials supplied to circles, materials distributed to learners and facilitators etc.)
20. Team spirit among participants/learners
21. Spirit for circle development activities
22. Local resources mobilization
23. Other community development activities
24. Level of participation in other important events in the community

15. How to start a literacy circle

Base line survey

Baseline survey is conducted by FRC/Partners to ascertain community information with special reference to the literacy situation in that community. After the conclusion of the baseline, the information is then analyzed and communities selected

Number of circle members

Twenty – five (25) members per circle of interested participants will be registered by the community themselves. Some communities by virtue of their size will get two circles of fifty learners.

Selection of facilitator

Facilitators are also   selected by the community from the community as it is a voluntary job. A person with some educational background (at least JSS 3 level) and who can respect the circle members as they are adults.

Formation of Circle Management Committee

CMCs will be immediately formed who are charged with the responsibility of managing the circle. The composition and roles of members will be clearly spelt out.

Literacy centre

The circle members come together and construct a circle centre using local materials. This is considered as part of their contribution to the commencement of the project.

Teaching / learning materials

The community literacy group provides teaching and learning materials to the circle. This could be done such that participants buy their own books and pens or slate and contribute to buy facilitation materials for the use of the facilitator.

Training of REFLECT tool

Training will now be conducted for the facilitators on how to handle adults using the REFLECT methodology.

REFLECT Introductory Training

Day/Time	1st Day	2nd Day	3rd Day	4th Day	
8:00 - 9:00	**Breakfast**				
9:00 - 10:00	Registration Formal Opening and climate setting	Group work on PRA tools	Introduction to Guide to REFLECT Unit Development	Participatory approaches to Adult learning - the mother word and the syllable soup	
10:00 - 11:00	Introduction to and more about REFLECT	Group work presentation			
11:00 - 12:00	Literacy approaches and definitions of Basic Literacy terms	Presentation on Voltaic approach of facilitating letters and numbers	Presentation on Stages of REFLECT Units	The concept of monitoring	
12:00 - 1:00	Perception mapping	General exercise on voltaic approach	Group work on selected REFLECT Units	Some monitoring tools and techniques	
1:00 - 2:00	**Lunch**				
2:00 - 3:00	Background to Paulo Freire	Principle and psychology of Adult Learning	Group work presentation and General discussions on selected REFLECT units	Checking participants' literacy levels	
3:00 - 4:00	Definitions, Principle and Features of PRA				
4:00 - 5:00	Discussion on some PRA tools (Fish bone and problem tree)	Qualities of a community literacy facilitator		Formation of new community literacy group	

Departure

Intermediate Training

1. Core principles of REFLECT tool

Reflect tool is based on a series of core principles, derived both from the theoretical foundations of Freire and Participatory Rural Appraisal and through practical experience.

Power and voice

Reflect is a process that aims to strengthen people's capacity to communicate by whatever means that are most relevant to them. Although part of the process may be about learning new communication skills, the focus is on using these in a meaningful way. It is through focusing on the practical use that real learning takes place.

A political process

Reflect is premised on the recognition that achieving social change and greater social justice is a fundamentally political process. Reflect is not a neutral approach. It seeks to help people in the struggle to assert their rights, challenge injustice and change their position in society. As such it requires us to explicitly align ourselves with the poorest and most marginalized. It involves working with people rather than for them.

A democratic space

Reflect involves creating a democratic space – one in which everyone's voice is given equal weight. This needs to be actively constructed, as it does not naturally exist. As such it is counter-cultural – challenging the power relationships and stratification that have created inequality. It is never easy and may never be perfectly achieved, but it should be a constant focus.

An intensive and extensive process

Reflect is rarely a short or one-off process. Groups usually meet for about two years, and sometimes continue indefinitely. Often they meet three times a week – sometimes up to six times a week and rarely less than once a week. Each meeting may take about two hours. This intensity of contact on an ongoing basis is one of the fundamental ingredients for a process that seeks to achieve serious social or political change.

Grounded in existing knowledge

Reflect begins with respecting and valuing people's existing knowledge and experiences. However, this does not mean accepting opinions or prejudices without challenge. What is more, there will always be a part of the process in which participants are enabled to access new information and ideas from new sources. The key is to give people control.

Linking reflection and action

Reflect involves a continual cycle of reflection and action. It is not about reflection or learning for the sake of it, but rather reflection for the purpose of change. Neither is it about action isolated from reflection, as pure activism rapidly loses direction. It is the fusion of these elements, and it can start with either.

Using participatory tools

A wide range of participatory tools is used within a *Reflect* process to help create an open, democratic environment in which everyone is able to contribute. Visualization approaches are of particular importance (calendars, diagrams, maps, etc.) and can provide a structure for the process. However, many other participatory methods and processes are also used, including theatre, role-play, song, dance, video or photography.

Power awareness

All participatory tools can be distorted, manipulated or used in exploitative ways if they are not linked to an awareness of power relationships. *Reflect* is a political process in which the multiple dimensions of power and stratification are always the focus of reflection, and actions are oriented towards changing inequitable power relationships whatever their basis. A structural analysis is needed to ensure that issues are not dealt with at a superficial level. Only through such analysis can effective strategic actions be determined.

Coherence and self-organization

Reflect needs to be used systematically. The same principles and processes that apply to the participants also apply to us, within our own institutions and even our personal lives. It is important that the facilitator engage in the process alongside the participants, subjecting her/his behaviour, experiences and opinions to the same analysis, rather than standing outside as teacher and judge. Ideally, the focus of the process should be towards self-organization, so that groups are self-managed where possible rather than being facilitated by, or dependent on, outsiders.

2. Participation and what is it?

Participatory Rural Appraisal (PRA) strongly emphasizes participation as a bed rock for its success and that is directly implied in the name of the approach itself. Participation might take different shapes and dimensions. This accounts for differences in the definitions forwarded by different PRA practitioners in governments, NGOs and other development actors.

> **At this point participants will brainstorm and come up with their own working definition of participation in the context of PRA**

Some possible definitions

- The involvement of significant number of persons in situations or actions which enhance their well-being, it could be their income, security, self-esteem etc.
- Given more attention to decentralized development
- Recognition of the need to understand and use local approaches to development.

Other examples of participation include

- A voluntary contribution by the people to one or another public program supposed to contribute to national development, but the people are not expected to take part in sharing the program or criticizing its contents
- It could also mean to sensitize people and thus to increase the receptivity and ability of rural people to respond to development program as well as to encourage local initiatives.
- Participation includes from the point of view of rural development, people's involvement in decision making process, implementing program and sharing the benefits of development program and their involvement in efforts to evaluate such program.

3. Typology of participation

No	Typology of participation	Characteristics/features
1	**Passive participation**	People participate by being told what is going to happen or has already happened. It could be a unilateral announcement by an administration or project management without listening to the responses of people. The information being shared belongs only to external professionals
2	**Participation in information giving**	People participate by answering questions posed by extractive researchers using questionnaires, survey or similar approaches. People do not have the opportunity to influence proceedings, as the findings of the research are neither shared nor checked for accuracy.
3	**Participation by consultation**	People participate by being consulted and external people listen to views. The external people define both problems and solutions and may modify these in the right of people's responses. Such a consultative process does not concede any share in decision making and professionals are not under any obligation to take people's view into consideration
4	**Participation for material incentive**	People participate by providing resources, e.g. labor in turn for food, cash or other material incentives. Much on-farm research falls in this category. As farmers provide the fields but are not involved in the experimentation or the process of learning. It is very common to see this called participation yet people have no stake in prolonging activities when the incentive ends.
5	**Functional participation**	People participate by forming groups to meet predetermined objectives relating to the project which can involve the development or promotion of externally initiated social organizations. Such involvement does not tend to be at early stages of project cycles or planning, but rather after major decisions have been made. These institutions tend to be dependent on external initiators and facilitators, but may become self-dependent.
6	**Interactive participation**	In such situation, people participate in joint analysis, which leads to action plans and the formation of new local institutions or the strengthening of existing ones. It tends to involve multi-disciplinary methodologies that seek multi-perspectives and make use of systematic and structure learning process. These groups take control over local decisions and so people have a stake in maintaining structures or practices.
7	**Self-mobilization**	People participate here by taking initiatives independent of external institutions to change systems. They develop contract with external institutions, for resources and technical advice they need but retain control over how resources are used. Such self-initiated mobilization and collective action may or may not challenge the existing inequitable distribution of wealth and power in society.

It is important to note that participation must:

Contribute to the quality of project by adding values and have multiplier effect.

4. Principles of Adult learning

Adults prefer learning situations which

1. Are practical and problem centred, so…
- Give overviews, summaries, examples, & use stories to link theory to practice.
- Discuss and help them plan for direct application of the new information.
- Use collaborative, authentic problem-solving activities.
- Anticipate problems applying the new ideas to their setting so, offer suggestions.
- **CAUTION:** Guard against becoming too theoretical.

2. Promote their positive self-esteem, so…
- Provide low-risk activities in small group settings.
- Plan for building individual success incrementally.
- Help them become more effective and confident through guided practice.
- **CAUTION:** Readiness to learn depends on self-esteem.

3. Integrate new ideas with existing knowledge, so…
- Help them recall what they already know from prior experience that relates to the topic of learning.
- Share your agenda and assumptions and ask for input. Adjust time for topics to fit their needs.
- Use a continuum of a range of skills & knowledge. Ask them to apply stickers or marks showing what their current level of knowledge/skill is in the topic(s).
- Ask what they would like to know about the topic.
- Build in options within your plan so you can easily shift to address needs.
- Suggest follow up ideas and next steps for support and implementation after the session.
- **CAUTION:** Collect needs data and match the degree of choice to their level of development.

4. Show respect for the individual learner, so…
- Provide for their physical needs through breaks for example.
- Provide a quality, well organized, differentiated experience that uses time effectively and efficiently.
- Avoid jargon and don't "talk down" to participants.
- Validate and affirm their knowledge, contributions and successes.
- Ask for feedback on your work or ideas, provide input opportunities.
- **CAUTION:** Watch your choice of words to avoid creating negative perceptions.

5. Capitalize on their experience, so…
- Don't ignore what they already know, it's a resource for you
- Plan alternate activities and choice so that they can adjust the process to fit their experience level
- Create activities that use their experience and knowledge
- Listen and collect data about participants' needs before, during and after the event

- **CAUTION:** Provide for the possibility of a need to unlearn old habits or confront inaccurate beliefs.

6. Allow choice and self-direction, so...

- Build your plans around their needs, compare desired behaviors (goals) & actual behaviors.
- Share your agenda and assumptions and ask for input on them.
- Ask what they know already about the topic (their perception).
- Ask what they would like to know about the topic.
- Build in options within your plan so you can easily shift if needed.
- Allow time for planning their next steps.

CAUTION: Match the degree of choice to their level of development. Also, since there may be things they don't know, use a mix of their perception of needs AND research on needs and organizational needs and calendar to guide your planning.

5. Possible learner retention strategies

Learner retention is a challenge often faced in literacy programs. It is important for facilitators to be aware of the causes/reasons why learners often drop out of literacy classes and how they (facilitators) can help to retain learners. Critical to learner retention is the need to make each learner feel that they are a welcome, valued member of the class and for each learner to understand how the class will be useful to them.

Causes	What facilitator can do
Learners have a lot to do at home and may not be able to make time	Facilitators must discuss with learners when classes should be held in response set suitable times. Facilitators should visit learners who are continually absent from class to find out the reason and encourage them. Facilitators should work with the CMC members in their respective communities to encourage follow up on learners.
Learners do not see relevance of learning to their day-to-day lives.	Literacy materials have developed to be relevant to the communities. Facilitators should continually assess the need of learners in order to adapt learning to meet those needs. Facilitators should ensure that classes are structured to meet the learning needs. Facilitators should also work with learners to establish achievable goals which can be tracked and successes recorded.
Learners find classes boring.	The facilitator should vary classroom activities and ensure a range of individual and group activities (making good use of the different methods at his disposal).
The facilitator comes to class late without informing learners beforehand or the facilitator travels without informing class about any changes in schedule.	The facilitator should treat learners with respect and always inform them when there are changes in his/her schedule so that learners will not waste their golden time and become discouraged.
Conflict between learners and between learners and facilitators.	The facilitator should work with the CMC to resolve all conflicts in the session.

6. What are the do's and don'ts of facilitation

No	Do's	Don'ts
1	Listen more	Don't talk too much
2	Observe more	Avoid leading questions
3	Know your audience	Do not pre-empt
4	Be very patient	Do not faceplate
5	Know where to intervene	Don't use overpowering language
6	Encourage all to contribute	Avoid being focus of group attention
7	Simplicity of language	Do not condemn
8	Be at the level of your audience	
9	Respect other people's opinions	
10	Look out for dominant voices	
11	Flexibility	
12	Imagination and creativity	
13	Make group at easy and alive	

A good facilitator will facilitate the following:

- Opening the dialogue among group members;
- Identifying performance criteria;
- Running the discussion of performance criteria;
- Scoring and giving reasons;
- Making recommendations;
- Preparing for the interface meeting.

7. Facilitation methods

1. Brainstorming

This technique encourages active and imaginative input from participants and taps their knowledge and expertise. The facilitator's role is to encourage all participants to say the first thing that comes to their minds and to keep ideas flowing quickly. Brainstorming is used to help focus or clarify activities or generate information that can help introduce or direct a topic.

Process: The facilitator asks a question on a topic to be investigated. The participants are asked to draw upon personal experience and opinion and to respond with as many ideas as possible. As participants put forward their ideas, each idea is recorded on the board; none are rejected. When the brainstorm is complete, the group analyzes the information collected.

Advantages: It promotes creativity in finding solutions to problems. It is particularly effective in opening sessions and can be used to establish goals, objectives and norms for training programs.

2. Demonstrations

This technique is used to allow participants to see how something should be done. A demonstration brings to life some information that could be presented in a lecture, discussion or explanation. For example, a discussion of how to apply fertilizer may not be nearly as effective as a direct demonstration of how to do it, in which participants can both see and try for themselves.

Process: The facilitator should explain the purpose of the demonstration. The facilitator demonstrates the procedures or new behavior. Participants are encouraged to ask questioned and engage in discussion. The participants practice what has been demonstrated.

Advantages: Participant's actual participation in trying what was demonstrated by the facilitator shows if they have correctly understood and makes this information that they cannot easily forget.

3. Ice breakers / energizers

This technique is used to introduce participants to each other or help them to relax, wake up, or recapture their wandering interest. As its name implies, the ice breaker warms the learning environment to the point that the 'ice' keeping participants from interacting with each other is broken up.

Process: This technique is usually short and has no specific form. It is how it is used that makes it an ice breaker. A joke, short game, or physical activity of some sort can all be ice breakers. For example, to begin a class with new participants you might randomly pair off participants. Have participants work in pairs and find out as much about each other in five minutes as possible. Each participant then introduces his/her partner to the rest of the group.

Advantages: An ice breaker actively involves all participants. Ice breakers should be fun so that they create an initial bond between facilitators and participants and help to set an active, participatory tone for training.

4. Role plays

This technique encourages participants to explore solutions to situations or problems under discussion. It is a small, often unrehearsed drama where participants are given roles that they act out. Unlike a drama or play, there is no 'script' or particular words that participant-actors must say, but there is a description of the situation, the positions they should take, what they might do or opinions they should express.

Process: Roles may be set up by the facilitator or participants may make up their own roles. The description of a role play can be given orally or by handout. Participants acting in the role play should be given some time to prepare. Participants act out role play as the character that they are portraying. The facilitator facilitates discussion and analysis of what was seen or felt by participants. 'Actors' are given a chance to describe their roles and what they were doing to see if it matches with what participants observed. Participants then discuss how what they saw relates to their own lives and situations they encounter.

Advantages: Discussions following the role play can center around the role, opinions, and actions of characters as presented by the participants and thus avoid criticism of the participants themselves. This technique is entertaining as well as educational, and improves participants' skills of expression and observation.

5. Field trips

This technique allows participants to see how something is done first hand. The facilitator finds a place outside a class in which participants will begin to do these on their own. Facilitators may even consider using this as a way to have participants help to present new material from a lesson.

Process: Participants should be briefed on field trip, location time and purpose of the trip. Participants and the facilitator should make up a list of questions, or observations that participants can use during the field trip. Following the trip, participants should discuss and analyze what they have seen.

Advantages: Field trips expose participants to how information discussed in classes can be applied in real life.

6. Small groups

It is often necessary to break a large training group into small groups in order to facilitate discussion, problem-solving, or team activities and tasks.

Process: Participants select or are randomly broken into smaller groups. A specific task is assigned to smaller groups (the task may be the same or may be a different task for each group). The purpose of the task is clearly stated and a time limit imposed. How the group's work is to be presented is clearly defined and shared responsibility for the presentation is given to all members of the group. Following these instructions, the task is carried out. The small groups come back together and results are presented to the whole group.

Advantages: The smaller the group, the greater the chance of individual participation. The smaller groups you have, the better your chances of coming up with interesting information and more solutions to problems (although the time allocated increases with each additional group.

7. Visual aids

Visual aids, such as pictures, photos, physical objects (bottle tops, mangoes, oranges etc) can help explain new ideas, stimulate discussion and enliven a presentation.

Process: Test out visual aids on location before using them, to make sure that they are visible to the participants. When using the visual aids be sure to integrate it into the presentation. Introduce it, make reference to it and explain its significance for the topic at hand.

Advantages: Complex concepts can often be explained more effectively with visual aids. They also provide an alternative way to present information that reaches participants with different learning styles. Pictures and photos can bring a subject to life as well as stimulate reactions and ideas among participants.

8. Songs and dances

Song and dance are vital part of many cultures and has long been an entertaining learning tool. Words from songs carry messages that can stay with learners for years and dances offer activities that can add an element of fun and action to a literacy class. An instructor can easily encourage learners to create songs and dances that capture a message, key sentence, or even the way letters should be written. These songs can then be shared with other learners.

8. Key facilitation skills

For community facilitators to be successful in his/her bid to contribute to the development of his community, some key facilitation skills must be adopted. Some of these skills are explained below.

Planning: The facilitator has to learn about the group before the session to help develop clear goal, design an appropriate program and select appropriate methodology.

Listening: It is the responsibility of the facilitator to keenly listen to the group, out of what is discussed; he can make some sense out of it no matter what.

Flexibility: Changes are inevitable as far as adult learning is concerned. The facilitator should in that case adapt to the group's needs. He should handle different task and always be confident to face and try new things and ideas.

Focus: The facilitator should be focused. That is he should have and know a direction. This is easily accomplished when the facilitator is confident enough to do things without external support.

Encouraging Participants: As it is clear that children need encouragement, so do adults in practical terms. This could be done by involving everyone in the process so that they feel part of it. The facilitator could use humour, music, to encourage an open positive environment.

Managing: As the name implies, the facilitator guides the group through the session, sets limits of discussions and encourage ground rules. He also provides models and checks progress and reactions.

Questioning: The facilitator should adapt the techniques of asking probing questions so that participants can explain more and by so doing they participate in the process, which builds their confidence more and more.

Promoting ownership: The facilitator provides guidance to participants on how to take up responsibility for their own work and helps them reflect on follow up work.

Building Rapport: The facilitator should watch the body language of participants and should demonstrate responsiveness and respect for participants. This will help to build good relationship in the group.

Managing conflict: The facilitator encourages the group to handle conflict constructively and helps the group come to agreement.

Presenting information: The facilitator uses clear and concise language, gives explicit instructions and should be confident with visual, written, graphical and oral methods.

9. Do's and don'ts of PRA

Do's

- Lower self to the level of communities.
- Use their language
- Find out about their culture, values and norms
- Build up a dialogue
- Be friendly and easily mix with them
- Listen and be interested
- Make sure everybody has a say, men, women and children
- Respect the farmers/communities, their perceptions and knowledge
- Praise them for good work
- Cross check information
- Establish and build trust and confidence
- Participate in group activities and that of the community.
- Be observant and neutral

Don'ts

- Don't violate taboos and norms of the society
- Don't shout at people
- Use of abstract language
- Don't interrupt, blame, suggest or promise
- Avoid offensive jokes
- Gender bias
- Don't talk too much
- Don't side with opinion leaders
- Watch time, do not rush, work at their pace.

- Avoid getting drunk
- Avoid open criticism
- Don't be a boss
- Don't discuss local politics

10. Maps, models and diagrams as PRA tools

Maps, models and diagrams could be used to analyze special data. The techniques are pictorial or symbolic representation of information. They are constructed in a group for total participation of all.

Purposes

The purposes of diagrams include the following:

- A tract and focus attention of discussion group
- Represent objects in the process
- Stimulate open discussion
- Provoke an effective group work
- Facilitate education and information exchange
- Assist in decision making
- Help remember important points
- Help in monitoring and evaluation

Community sketch maps

This could be a typical example of maps and modes described above. It depicts the community in visual terms so that issues, both concrete and imaginary could be brought out for community solution. It also brings out what the community perceives as their community space. This includes showing the shape (appearance) of the community, boundary and all the major features as understood and known by the community.

The map shows where resources, activities, problems and opportunities are located as well as the dimension and scope of issues to be investigated. There could be different sketch maps for different purposes these include:

- **Social map:** This is a specific type of topical map representing households according to certain indicators.
    - It indicates where people live and how many live in an area
    - Social and residential differences in status and wealth
    - Building where people live or work and uses of space in a house etc.

- **Physical and resource map:** This is drawn by the people to indicate the positions of natural resource of an area, location and use of resources.
    - Fields and land uses
    - Physical land features
    - Water location, quality and use
    - Soil types, uses and location

11. Gender Daily Activity Calendar

Most daily activities in traditional rural societies are managed along gender lines. There are activities that are specifically performed by women, men and children.

Introducing gender awareness in PRA, helps a community to begin examining itself. It provides a clear picture of who does what in the community. It helps in the formulation of community and family action plan. This tool helps the community to be aware of the fact that until some changes in gender relations are effected, rural development will not proceed as quickly as they would like it to be.

It is better to allow the community to lead the gender related discussions. The PRA team facilitates discussion through a neutral process of mapping out a gender daily calendar. Men and women discuss on each daily activity taking into consideration the time they wake up in the morning to the time they go to sleep in the evening.

12. Sample Daily Farm Activity Calendar

	Father	Mother	Son	Daughter
Brushing				
Clearing				
Weeding				
Fencing				
Burning				
Fetching of fire wood				
Fetching of water				
Preparing breakfast				
Preparing lunch				
Preparing dinner				
Sweeping				
Cleaning the house				
Washing dishes				
Hunting				
Laundering				
Making of rooms				
Total work load				

Day/Time	1st Day	2nd Day	3rd Day	4th Day	
			REFLECT Intermediate Training		
8:00 - 9:00	BREAKFAST				D
9:00 - 10:00	Registration, Formal Opening and climate setting	Do's and Don'ts of PRA	Introduction to maps and models	Group presentation on REFLECT units developed	E
10:00 - 11:00	Experience Sharing on REFLECT use in communities	Some facilitation methods	Group work on maps and models		P
11:00 - 12:00	Core Principles of REFLECT	Key facilitation skills	Group presentation on maps and models		A
12:00 - 1:00	What is Participation and participation types?	Group work on gender daily activity calendar			R
1:00 - 2:00	LUNCH				T
2:00 - 3:00	What is Participation and participation types (continue)?	Plenary group presentation on Gender daily activity calendar	Sample REFLECT unit development	Group presentation on REFLECT units continues	U
3:00 - 4:00	Principles of Adult Learning		Group work on REFLECT unit development	Evaluation	R
4:00 - 5:00	Learner retention strategies	Discussion on Gender daily activity calendar methods of presentation		Goodbye	E

Advanced Training

1. Key principles of Paulo Freire

These principles have had a profound influence on our understanding of development education. In Latin America, the Philippines and South Africa, this is known as "popular education". "Popular education "is a community effort to acquire existing knowledge and build the knowledge to reshape society, so that all will have the opportunity to a full life. It is very important that community facilitators understand fully those key principles, if they are to play an effective role in the transformative process of education and community development.

The principles are as follows:

a) The aim of education is radical transformation

- Our own personal lives
- Our community
- Our environment
- The whole society

The poor is not always happy with his/her situation in a community. He/she always demands changes with the use of transformation in life generally. Transformation education is based on the HOPE that it is possible to change life for the better. To transform a society, we need to tap into much deeper values of cooperation, justice and "concern for the common good". The process of transformation includes both action and reflection. Development and education are not separate processes, but two sides of the same coin.

"Popular education" is not just an individualistic academic exercise like most traditional western education in which people try to obtain high qualifications for themselves. "Popular education" recognizes the energy and potential within each person and each community, and tries to empower them to make their full contribution to the process of building a new society in which it is possible for all people to meet their fundamental human needs.

b) Relevant – generative themes: Empowerment

Everybody thinks the education they provide is relevant. Many have stressed that the community themselves must choose the issues which are central in their education and development program. Paulo Freire has taken this concept much deeper, by pointing out the link between emotion and motivation to act.

Freire recognizes that emotions play a crucial role in transformation. Feelings are facts of human beings. Only by starting with the issues on which the community have strong feelings – hope, fear, worry, angry, joy, sorrow – and bringing these to the surface, will we break through the deadening sense of apathy powerlessness which paralyses the poor in many places. Some issues are discussed freely and are at the surface within a community, such as the closing of a clinic or shortage of jobs.

c) Dialogue

Dialogue is crucial in every aspect of participatory learning, and in the whole process of transformation. The challenge to build a just society based on equality, is very complex. There is a new awareness now, that on all the major challenges that face the world communities, no experts have all the answers. Each may have valuable information to contribute, but dialogue is needed to draw in the insights of all who are concerned as we search for realistic and lasting solutions. Local participation is crucial for effective community development. Dialogue is the main way in which we develop our capacity.
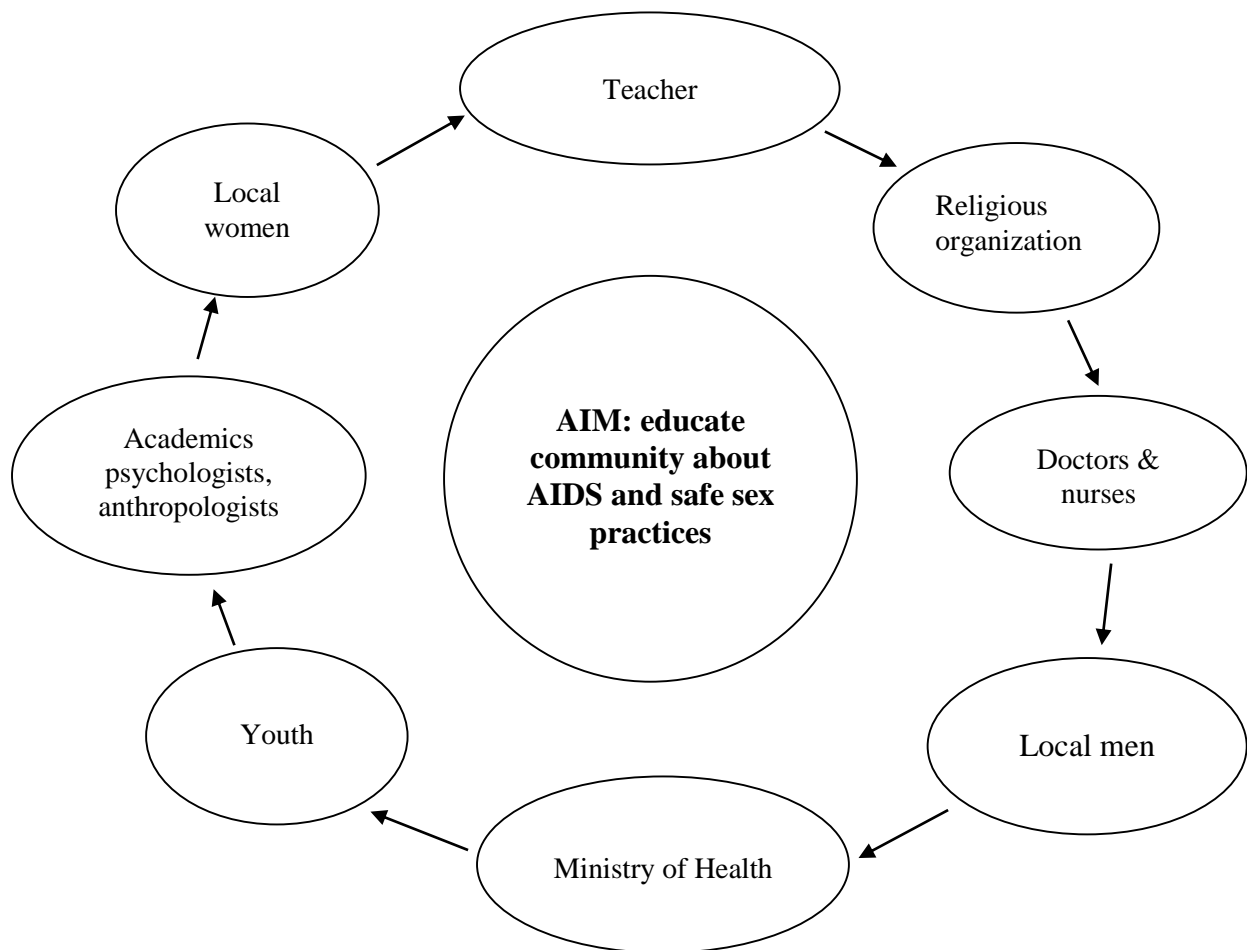
d) Problem - posing and the search for solution

Discussions usually lead to discovery of the generative issues of a community. The next step to follow is to find a concrete way of presenting a familiar experience of the core problem back to the group. This makes them realize that they do have something to say on the issue. Posters, plays, photographs, slides, songs can all be used to help focus the attention of everybody present on the same problem. The facilitator now helps the group to describe and analyze the problem and eventually find a solution followed by effective action planning for tackling the problem.

e) Reflection and action

A circle of reflection and action is central to the whole process of community transformation. Regular development education programs on literacy, health and agriculture etc can be entirely based on this reflection action circle. It is necessary for community people to be given the opportunity to reflect critically on what they are doing. That helps in identifying the root cause of their problem and possible solutions to them.

f) No education is neutral

No teacher is ever fully objective. We are all conditioned by our life experiences and it is important that we look critically at how these have affected our values and our judgment. We need to check to what extent we use our role and our power in the group to try and shape others in our own image. We also need to look to what extent we encourage participants to develop along their own unique paths.

We need to check to what extent our education is" domesticating" then to fit obediently into the role required of them by the dominant culture, and to what extent it is liberating them to be critical, creative, free, active and responsible members of society – as well as in this learning group.

2. Adult Motivation for Literacy

Trying to determine why some people wish to learn to read and write is important for all policy and program makers as well as for those who teach them. For it is generally agreed that adult learning programs, in order to be effective, must be based on the 'felt needs' of the learners. It is important to identify what the adult potential literacy learners aspire to, what their intentions are, if we are to help them to achieve those desires.

One traditional way of doing this is the missionary approach: to "get at" the potential participants and to try to "make them motivated". Agencies often work hard to make non-literate adults feel adequate, to help them to come to appreciate why they simply must learn to read and write, how their lives are blighted by being "illiterate". Arguments which by now have become traditional, e.g. "you will never be cheated if you become literate"; "you cannot use medicines properly unless you can read the labels"; are used to help non-literate adults to appreciate how in the modern world they need to become like the literate population if they are to "succeed". Illiteracy, it is often alleged, will confine them to a non-developmental future: "without literacy, there is no development", and "literacy is the key to health, wealth and happiness" are two of the many slogans which bodies such as UNESCO have drummed into the heads of agencies which provide adult literacy classes.

It is good to start with what adults already feel, what they wish to do – to take their **existing** aspirations seriously. It is surely important to help them to feel good rather than to feel bad about themselves, to start where they are rather than try to change their motivations first. And that means exploring in some detail just what these desires and intentions are. It is important to know why do some people really want to learn literacy skills and why do they persist week after week with learning the skills of reading and writing different scripts and texts. It may be worth trying to sort some of these out so that we can see how these will relate to our teaching-learning programs.

Four Groups of Motivation

1. Symbolic reasons. Some adults have told me that they have joined their classes, not because they want to use their new literacy skills but because they want to join "the literacy set". Such reasons relate to social status. These people have a relatively clear picture of a world divided into two, the literate (actually in some contexts a minority but nevertheless very dominant) and the illiterate, an inferior race, ignorant and powerless. And they have joined an adult literacy class to transfer from one class to the other, to gain ascribed power.

2. Instrumental reasons. They want to learn literacy skills because they want to accomplish some literacy tasks. Several aspire to read the Bible or the Quran.

3. Thirdly, some adults join adult literacy classes, not to learn literacy skills for use but for the opportunities the course will provide subsequently. They come because such learning will open doors for them at the end. Some adults join literacy because they want to get a driving license. In some contexts, obtaining a loan is dependent on being able "to read and write". Some adults join literacy to obtain bank loan since bank transactions entail being able to read and write. Some are only joining for them to obtain certificate of literacy at the end of the course so that they could become Community Health Volunteers. In various parts of the world, some adults see clearly that completion of a literacy learning program in the dominant literacy would help them to obtain paid employment or get promotion in the workplace. This is not just the motivational propaganda of literacy agencies – for many people, it is very real. The jobs and the promotions are there but the literacy skills required are not.

4. Finally, some adults join literacy for them to get access to further learning opportunities. This is a kind of opportunity motivation – the end of the literacy learning program will open the doors of education to them; but it is also an instrumental motivation, for the literacy skills will be learned for use. They hope to use their literacy as an entry point into second stage education – for example, to get into school through their adult literacy classes.

3. Learner retention

Learner retention is a challenge often faced in literacy programs. It is important for facilitators to be aware of the causes/reasons why learners often drop out of literacy classes and how they (facilitators) can help to retain learners. Critical to learner retention is the need to make each learner feel that they are a welcome, valued member of the class and for each learner to understand how the class will be useful to them.

Causes	What facilitator can do
Learners have a lot to do at home and may not be able to make time	Facilitators must discuss with learners when classes should be held in response set suitable times. Facilitators should visit learners who are continually absent from class to find out the reason and encourage them. Facilitators should work with the CMC members in their respective communities to encourage follow up on learners.
Learners do not see relevance of learning to their day-to-day lives.	Literacy materials have developed to be relevant to the communities. Facilitators should continually assess the need of learners in order to adapt learning to meet those needs. Facilitators should ensure that classes are structured to meet the learning needs. Facilitators should also work with learners to establish achievable goals which can be tracked and successes recorded.
Learners find classes boring.	The facilitator should vary classroom activities and ensure a range of individual and group activities (making good use of the different methods at his disposal)
The facilitator comes to class late without informing learners beforehand or the facilitator travels without informing class about any changes in schedule.	The facilitator should treat learners with respect and always inform them when there are changes in his/her schedule so that learners will not waste their golden time and become discouraged.
Conflict between learners and between learners and facilitators.	The facilitator should work with the CMC to resolve all conflicts in the session.

4. Learner centered techniques to help facilitate literacy and numeracy

It is important to integrate learners centred teaching techniques to strengthen the REFLECT process. Facilitators should build from where the participants are and adapt according to their learning needs. Some of the approaches outlined may seem strange at first. And take a lot of time to explain, but once established, they become a regular practice of the circle, and are an enjoyable and more efficient way of learning. They help to vary the pace and type of activity in two or three hour meeting of the circle. Doing everything together as a complete circle may become boring. Whilst different activities are carried out, the facilitator should move informally around the circle assisting and encouraging individuals, pairs and groups.

Pair Work

Participants work in pair (two people together) in order to get more time for practicing than if the whole circle stays together. Participants can stay with the same partner (who they get to know and can trust not to laugh at them) or can partner depending on who attend that meeting. They can do things such as test each other on new words (One has the words written down and reads out words for her/his partner to try writing.) write a short sentence and exchange exercise books so that they can get extra reading practice with their partner's writings or write the first half of a story and exchange for reading and writing the second half. All the pairs in the circle can also work on the same task such as making words out of syllable cards and can then share their work with the whole group at the end of the activity. This is very useful for giving every participant the chance to practice – without having to try something

alone in front of the whole circle. It is also a way of creating more ideas (and energy) in the circle. For example, every pair might transform on possible action points and can then discuss them as a circle.

Small Group Work

Participants can work in small groups of 4 – 6 in much the same way (and with the same advantage) as in pairs. For example, a group of participants can discuss the correctness of one another's and have a chance to read six exercise books. This encourages participants to generate their own materials and to be self-reliant – not depending on the facilitator to do everything for them. It should be noted that group work means participants have to be willing to be mobile and change places.

Mixed level circle

In every circle there will be participants with different activities. Those who are short sighted those who are irregular attendants. Those who have already been to one or two years of school. It is important to accept this situation as natural and adapt facilitation techniques accordingly.

Pair work and group way are useful ways of doing this, because although the graphic construction and main discussion should be done as a whole circle, there are varieties of literacy activities which can be done at different levels in pairs/groups. Either the facilitator can ask participants to divide themselves according to how they see their level (in order to avoid treating them like children) and design different task to suit different levels. Or she can ask participants to sit in pairs or groups of mixed levels so that the stronger participants can help the weaker ones.

The latter strategy is a good way of learning for the stronger ones. And a chance to get more individual attention than the facilitator can manage for the weaker participants. For example, in pairs, one pair can read out a sentence with a key word in it from the board, and the other partner can try writing the key word (without looking at the board)

Buddy system

Irregular attendance is always a major problem for adult participants. And one way of lessening the effects is for the facilitator to encourage a "buddy" system in the circle. A pair of participants (preferably friends or buddies) can help each other by visiting one another if they miss one or two meetings. They can explain what has been covered, let them copy it and most importantly give some ideas how some practice with the new literacy and numeracy component can be done. In the case of regular attender and a very irregular attender, the regular attender should feel confident enough to take the role of a facilitator with her buddy. However, it should at all times be stressed that participants are responsible for their own learning.

5. Key facilitation skills

For community facilitators to be successful in his/her bid to contribute to the development of his community, some key facilitation skills must be adopted. Some of these skills are explained below.

Planning: The facilitator has to learn about the group before the session to help develop clear goal, design an appropriate program and select appropriate methodology.

Listening: It is the responsibility of the facilitator to keenly listen to the group, out of what is discussed; he can make some sense out of it no matter what.

Flexibility: Changes are inevitable as far as adult learning is concerned. The facilitator should in that case adapt to the group's needs. He should handle different task and always be confident to face and try new things and ideas.

Focus: The facilitator should be focused. That is he should have and know a direction. This is easily accomplished when the facilitator is confident enough to do things without external support.

Encouraging participants: As it is clear that children need encouragement, so do adults in practical terms. This could be done by involving everyone in the process so that they feel part of it. The facilitator could use humor, music, to encourage an open positive environment.

Managing: As the name implies, the facilitator guides the group through the session, sets limits of discussions and encourage ground rules. He also provides models and checks progress and reactions.

Questioning: The facilitator should adapt the techniques of asking probing questions so that participants can explain more and by so doing they participate in the process, which builds their confidence more and more.

Promoting ownership: The facilitator provides guidance to participants on how to take up responsibility for their own work and helps them reflect on follow up work.

Building rapport: The facilitator should watch the body language of participants and should demonstrate responsiveness and respect for participants. This will help to build good relationship in the group.

Managing conflict: The facilitator encourages the group to handle conflict constructively and helps the group come to agreement.

Presenting information: The facilitator uses clear and concise language, gives explicit instructions and should be confident with visual, written, graphical and oral methods.

6. PRA as Development Instrument

The selection and use of training tools must match the training needs and type of training. The major challenges are:

  a) Sensitization to bring about attitudinal and behavioral change; and

  b) Using participatory techniques to build rapport, elicit support, information and participation of the people in their own development.

Importance of participatory techniques

- Participatory techniques aim to 'break the silence' of the poor and disadvantaged sections, recognize the value of popular collective knowledge and wisdom and legitimize the production of knowledge by the people themselves.

- Participatory approaches seek to be catalysts enabling and empowering the people.

- These have internalized some key techniques in adult training for learning such as

  a) linking learning to problems,

  b) linking learning to people's goals and visions, and

  c) giving trainees control over decisions on training.

- The participatory approach emphasizes flexible learning, is adaptable to the pace set by the learners/trainers and tailored to needs expressed by participants themselves.

Participatory rural appraisal

Participatory rural appraisal (PRA) is a methodology to enhance

- the development agent's understanding of the rural reality for the planning and development of projects; and

- the feeling of a greater degree of ownership and responsibility in the rural poor for better results and social acceptance of the program.

The effectiveness of participatory approaches has led donors, government organizations and NGOs to use PRA in their programs. Participatory training is based on the belief that

- learners with their life experiences are themselves a rich source of learning;
- learning cannot be imposed; the learner can only be encouraged to learn;
- learners learn best by doing or practicing an activity; and
- learning is facilitated by a positive/successful activity/experience resulting in further achievement, thereby building up a 'virtuous circle'.

7. Aims of participatory methods

Different participatory methods are used for different ends. Sometimes participatory approaches are the means and ends as well.

Scope of PRA

PRA is used

- To ascertain needs
- To establish priorities for development activities
- Within the scope of feasibility studies
- During the implementation phase of projects
- Within the scope of monitoring and evaluation of projects
- For studies of specific topics
- For focusing formal surveys on essential aspects, and identifying conflicting group interests.

Areas of application

- Natural resource management
- Agriculture
- Poverty alleviation/women in development programs
- Health and nutrition
- Preliminary and primary education
- Village and district-level planning
- Institutional and policy analysis.

8. Tips for good Facilitation

Tutoring can be an enjoyable experience that is beneficial to all concerned. Tips presented here summarize suggestions which other tutors have found helpful. They will be valuable only to the extent that you use and test them yourself.

- Relax and be yourself
  You have been selected to tutor because you have the qualities that will make you a positive role model for your student. Also, remember that you are tutoring your peer. While he has a weakness in one subject area, you may have a weakness in another area. Nobody's perfect!
- Establish rapport

Learn each other's names. Be friendly and sincere in your efforts to understand your student as a person and learn what his interests are as well as what kind of academic help he needs. Create an atmosphere of mutual confidence.

- Respect your student

  Be nonjudgmental, accepting his personal integrity without trying to manage or change him to suit your own value system. Try for an equal status, non-patronizing relationship.

- Maintain confidentially

  Be professional! Information gained about your student's handicaps, problems, test grades, scores, etc. is strictly confidential.

- Be sensitive to the individual needs of your student.

  Consider such things as the instructor's style of teaching and the demands of the course; learn about your student's special sensitivities and learning style as well as his particular interests and talents. Be informative without being intimidating.

  Resentment closes down communication. Help the student understand what is expected of him by the instructor, and by himself. Make him aware of the scope of the subject to be covered as well as of individual assignment requirements.

- Be Positive

  Your student may have had little success in school and needs rewarding experiences. Give him feedback concerning abilities and attitudes of which he may not be aware.

- Encourage independence

  Don't become a "crutch". Your student must be aware at all times that you are not there to do his work. Let him know that he must put forth an effort in order to benefit from tutoring. Insist that he do his assignments, study on his own, and do his own thinking, otherwise, you might be doing him more harm than good.

- Be flexible

  Remember that the style and content of the material to be learned should be adjusted to the individual being tutored.

- Be patient

  Never act annoyed or impatient with the student's progress or lack of it. Learning is the task at hand. Your annoyance may be just a replay of previous negative educational experience.

- Be attentive

  Study your student for verbal and non-verbal clues. Listen carefully to all of the messages he is sending regarding his feelings about what he is doing, as well as his concerns with the subject matter and course requirements. If you end up doing most of the talking, something is wrong.

- Be a prober

  Rather than feeding answers, probe or prompt your student to remain in an active role in the tutoring process. Engage him in a joint exploration of problems and concerns.

- Be a good explainer

  What is obvious to you may not be obvious to your student. Communicate at his level, be clear in your instructions, answer questions, use examples, repeat information, use diagrams or illustrations.

- Encourage your student to focus on learning how to learn.

  Get him to concentrate on developing mental processes and study skills rather than on only getting the answers. Encourage him to reflect on learning situations and evaluate himself within them.

- Have confidence in yourself

  But don't be afraid to ask for help and guidance if you need it. Don't hesitate to say that you don't know the answer. Tell your student that you will research the matter and get back to him during the next session. He may enjoy finding out that you are human too.

- Be honest with yourself

  If, after a number of sessions, it becomes obvious to you that, for one reason or another, your student is not profiting from the tutoring, let the classroom teacher know. It will not be held against you; rather, it will be an indication of your integrity.

- Share your experience and knowledge

  Confer with other tutors in your field about particular techniques that work. Seek and give advice. Sharing similar problems and challenges can be very productive.

- Always be on time

  This adds to the effectiveness of your tutoring. If you are late, your student may begin to doubt the sincerity of your concern for tutoring and for him.

- Set the same standards of effort for your student as you would for other students

  Do not adopt a condescending attitude in which you expect less of your student. Avoid lowering standards because you think they are unattainable for your student. Do not allow the student only to get by.

- Begin tutoring at a level well within the grasp of your student

  This will provide an atmosphere of success. This kind of setting will build the student's confidence and will establish a good tutor-student relationship.

- Indicate wrong answers without emotion

  Try not to show any disapproval or discouragement you may feel at wrong answers. Criticism can destroy self-confidence. This is <u>very</u> important.

- Make sure your student understands how you arrive at answers

  If you are not sure that he does, test him by giving him a similar example.

- Break your tutoring session into several short segments of various activities

  Your student will be less restless if he knows in advance when the session will end.

- Be creative and imaginative

  Look for ways to motivate your student and include him in the activity. Do not hesitate to innovate principles of successful tutoring. There is no Right Way in tutoring. You will find yourself developing methods that work. Any method that works for your student is the Right Way to Tutor.

- Be sensitive to the existence of emotional or psychological problems

  They may be affecting your student's performance. It is not your role to handle these problems. Do, however, bring them to the attention of the teacher with whom you work.

- Always end your session on a positive note

  "Look, we're running out of time. Let me do the talking or you'll never understand."

  "I really enjoy working with disadvantaged students."

  You might want to mention plans for your next session.

- Keep accurate records

  Make sure of time spent tutoring and the names of those tutored.

9. Methods and Benefits of Participatory Rural Appraisal

Principles and methods		Benefits
From 'they learn from us' to 'we learn from them'.	From 'we let them participate' to 'they take command of their own process'.	*Empowering* the poor and weak to assert their priorities, make demands and act.
From 'we've done a PRA' to 'we admit being corrected by people'.	From 'we use instruments from our toolbox' to 'they can map, model, estimate, score, analyze, plan themselves'.	Expression and harnessing of *local diversity.*
From 'we share our knowledge analysis with them' to 'we enable them to learn from each other and conduct their own analysis'.	*Offsetting biases*: spatial, project, gender/elite, seasonal calendar.	*Community* participatory appraisal, planning, implementation, monitoring and evaluation.
Rapid progressive learning, which is flexible, exploratory, interactive and inventive.	*Triangulation:* using different methods, sources and disciplines, and a range of informants in a range of places and cross checking to get closer to the truth through successive approximations.	Identification of *research priorities;* experts more receptive to the ability of rural poor to design, implement and evaluate.
Facilitation: to enable people to do more or all of the investigation themselves and own the outcome.		Insights gained from PRA leading to *policy change.*
Sharing: a culture of sharing information, methods, field experiences among NGOs, government and villagers.	*Behavior and attitudes:* critical self-awareness in external facilitators, learning from errors.	A culture of *open learning* among government, NGOs and community.

10. Good Features of Participatory Rural Appraisal (PRA)

PRA has the following unique features:

1. **Interactive:** goals and objectives are modified as the team realizes what is or is not relevant. The newly generated information helps to set the agenda for the latter stages of the analysis. This involves the "Learning-as-you-go" principle.

2. **Innovative:** Techniques are developed for particular situations depending on the skills and knowledge available.

3. **Interactive:** The team and disciplines combine together in a way that fosters innovation and interdisciplinary issues. A system perspective helps make communication easy.

4. **Informal:** Focuses on partly structured and informal interview and discussions.

5. **In the community:** Learning takes place largely in the field, or immediately after, or in the intensive workshop. Community's perspectives are used to help define difference in field conditions.

RRA and **PRA**: It is important for one to be able to tell the differences between these two words as they are frequently used by development practitioners at different levels of their development work with the use of REFLECT.

RRA	PRA
1. In Rapid Rural Appraisal (RRA), information is elicited and extracted by outsiders. In other word, people go to rural areas, obtain information, and them bring it away to process and analyze. 2. The information is owned by outsiders and often not shared with rural people.	1. In participatory Rural Appraisal (PRA), information is owned and shared by local people. Outsiders, (professionals) go to rural areas, but they facilitate rural people in collection, presentation and analysis of information of information by themselves. 2. The information is owned by rural people but usually shared with outsiders.

11. The Menu of PRA Methods

There are basically seven major techniques used in Participatory Rural Appraisal (PRA). This does not necessarily mean that there could not be any other method. Methods are ways of doing things for effective outcomes.

1. **Secondary date review:** such review takes into consideration information that are being sourced from data already compiled by other people and put into circulation. Such information could be sourced from books, files in community libraries, reports, newsletter, articles, maps etc. The information gathered here are very much important for action planning for community development.

2. **Observation:** Direct and participants' observation, wandering, "Do it yourself" DIY activities.

3. **Semi-structured interview:** This is an informal, guided interview session, where only some of the questions pre-determined and new questions arise during the interview, in response to answers from those interviewed. The interviewees may be: 1. Individual farmers or house hold 2. Key informant 3. Group interview 4. Community meeting. The interview is conducted by a multidisciplinary team of 2- 4 persons and the discussion is led by different people in different occasions.

4. **Analytical game:** This is a quick game to find out a group's list of priorities, performances, ranking, scoring, or stratification.

5. **Stories and portraits:** Colourful description of situation, local history, trend analysis, etc.

6. **Diagrams:** Maps, photos, transects, seasonal calendars, Venn diagram, flow diagram, historical profiles, ethno-history, time lines etc.

7. **Workshop:** Locals and outsiders are brought together to discuss the information and ideas intensively. Out of such discussions, solutions to community problems are identified, action plan designed and implemented for community development.

12. The following tips are necessary for carrying out PRA

It is easier to give advice than to take it. So, one has to be cautious. Here is a list of some practical tips.

1. Do not lecture. Look, listen and learn

2. Facilitate; do not dominate; do not interrupt or interfere; once a task is initiated, let people get on with it; give them time to think or discuss among themselves.

3. Embrace error. We all make mistakes and do things badly sometimes. Never mind. Do not hide it. Share it.

4. Try to obtain options from all groups

5. Relax do not rush.

6. Meet people when it suits them.

7. Use seven helpers – what, why, who, how, where, when and what else.

13. Pair wise/Preference Ranking

Description

A pair wise ranking (preference ranking) is done with the help of a matrix, which has two identical lists of items, one across the top and the other down the left side. Each item is compared directly against the others until they are ranked from highest to lowest. Each open box or cell in the matrix represents a paired comparison of two items or alternatives.

Objectives

- To determine the main preferences, priorities, needs, constraints or problems of a person or a group on a certain subject.
- To compare the priorities of different groups.
- To enable members of a village/ community to discuss, analyze and prioritize their problems, needs and possible solutions.
- To find out about criteria for decision-making.

Key questions

- Which item (e.g. a problem or a project idea) out of several ones is looked upon as most important, favorable, necessary or pressing by a certain group within a village/ community?
- Which are the criteria for preferring one item to another?
- How different are the preferences between different groups within the village/ community?

Pairwise ranking is a very useful tool, as long as the criteria are really asked for and noted down. The tool can be used in groups as well as in interviews with individuals. The number of items to be ranked should not exceed 5-6. Otherwise the procedure becomes too lengthy and the concentration of the group will decrease. Pairwise ranking does not give all information which might be needed (e.g. different importance of criteria).

14. Venn diagram

Venn diagrams consist of circles drawn to indicate different user groups and overlap is to reflect common interaction among groups. Venn diagrams are useful also in illustrating user groups of a

particular facility. They help to identify conflict over resources and also help which institution might play a lead role in the community.

Example of a Venn diagram
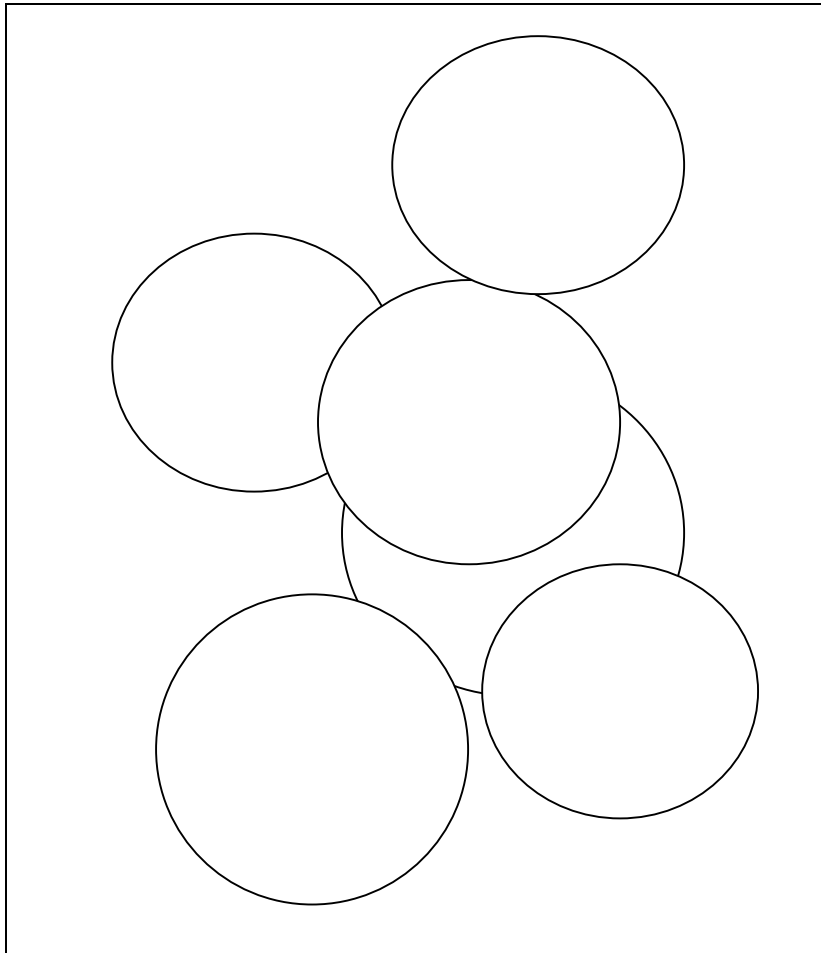
15. Transect walk

Transect walks are walks which PLA teams take around the community in order to observe the people, surroundings and resources. Transect walks are therefore spatial data-gathering tools. Transect walks should be conducted early in the PLA process, after the mapping exercise. It provides the PLA team with an overall view of the community and help it to identify issues that might merit further exploration. They can take as little as an hour or as long as a day, depending on the size of the community and the amount of time available. Transect walks are planned by drawing a "transect line" through a map of the community. The line goes through, or "transects" all zones of the community in order to provide a representative view.

Accompanied by several community members, members of the PLA team follow the line on the map during their walk in order to observe conditions, people, problems and opportunities in each of the zones. Members of the PLA team talk to the local people they meet along the way in order to obtain additional information.

Examples of things to observe during transect walk:

- Housing conditions
- Presence of street children (urban areas)
- Informal street commerce and prostitution

- Availability of public transportation
- Types of non-governmental organizations or religious organizations
- Interactions between men and women
- Sanitation issues
- Environmental conditions
- Educational facilities
- Population

Information gathered during transect walks is presented in a diagram showing the different zones of the community along the top of the page, with columns descending from each zone. In the left hand column different categories are written such as social conditions, hygiene conditions, educational facilities etc. Information is filled in for each category and zone.

Example

Soil	Rocky	Gravel	Sand	Clay	Gravel
Land use	Forest	Farm land grabbing	Village	Farmland grazing	Farmland
Problems	Erosion	Drought	Low fertility		
Opportunities	Fuel, wood, timber, Bamboo	Pasture, farming	Market, transport, water, health-care, school		

16. Problem – posing materials

Making codes and discussion outlines

Problem solving education is much easier if one uses "codes" which have been specifically prepared for a group. A code is a concrete presentation of a familiar problem, about which the group present has strong feelings. It may be a poster, a play, a slide, or set of slides, a film, a poem, or song, a diagram, a story or newspaper article, a proverb, or a case study. The important thing about it is that it raises questions: it does not provide solution

How to prepare codes

Most codes are best prepared in a group context. They should:

1. Deal with a theme about which the community has strong feelings.
2. Show a very familiar scene in everyday life.
3. Use contrasts or action to raise awareness and questions.
4. Focus attention on only one theme so that the discussion can go deeply in to this.
5. Show at least one person the participants can identify with.
6. Be simple, clear and visible.
7. Avoid distracting details, especially those from outside situations.
8. Stimulate the interest and touch the hearts of the group.

Digging deeply in discussion

The facilitator leads the group through a series of steps in the discussion. Problems are like weeds. If we only cut off their heads they will soon be back, but if we dig deep and get out the roots, they will not grow again. So the facilitator aims to get down as deeply as possible with the group, to the root cause of the problem.

First analysis: The group is challenged to move from observing, to thinking, but at this stage, they still have the ease of talking about the poster or the play.

Real life*:* It is very good to give the people a chance to give examples and describe some of the real life situations, to root the discussions solidly in reality. Personal stories may take time but they gather the energy for action

Related problems: Often the code shows only one of the symptoms of a deeper problem. If many problems are raised, we need to summarize, and then help the group to decide which one they will concentrate on during that particular discussion. Other important problems raised need to be dealt with at latter meetings.

Root causes: Now we start to challenge the group to analyze on a much deeper level. Only if we get to the root cause of the problem, then we really can solve it.

Action planning: The last step of the discussion is moving to action. Not every discussion about every theme can produce an action plan. But a group will become frustrated if there is no conclusion to the discussion which takes them a step further in transforming their life

17. Sample standard meetings procedure

Introduction

Meetings are an effective way to bring people together to communicate and achieve consensus, but they can be costly in terms of time spent versus benefits gained. This section of the Standards and Procedures Manual provides project-specific instructions to maximize the effectiveness and efficiency of project meetings.

Meeting procedures

The procedures for project meetings are as follows.

Before the Meeting

- Appoint a chairperson to keep the meeting on track.
- Develop a clear set of relevant objectives.
- Identify specific objectives for each agenda item (for information, for discussion, for action, and allotted time).
- Plan the attendance: make sure there is a valid reason for each person required to attend.
- Be prepared: know how you plan to conduct the session and ensure that all the staff and resources required are available.
- Notify each person in advance of the particular topics they will be asked to address, as appropriate.

Starting the Meeting

- Start on time.
- Summarize why each participant has been asked to attend (i.e., his/her role).
- Review the objectives and agenda.

- Define the process you want to follow.
- Establish the ground rules regarding such things as interruptions and handling of side issues.

During the Meeting

- Keep focused on the task and topic at hand.
- Keep focused on the Agenda and the allotted time for each item.
- Have someone maintain brief minutes, identifying all the action points.

Ending the Meeting

- Ensure that there is consensus on the results or if agreement is not reached, that the nature and grounds of disagreement are clearly recorded.
- Summarize action items and identify who is responsible for each.

After the Meeting

- Distribute brief minutes, identifying all the action points, to those in attendance as well as to other interested parties.
- Provide a copy of the minutes to the Project Administrator for filing in the Project Library for future reference.
- With regularly scheduled meetings, have participants periodically evaluate the meeting process (optional).

Follow-Up

- Track action items to closure.
- When all action items have been closed notify QA, update the library copy of the minutes with the closed date.

18. Decision Making

For every group to achieve its goals, should be constantly involved in making decisions. Some form of decisions to be made could be: Big decisions, little decisions, easy decisions, hard decision, right decisions and wrong decisions.

Decision-making forms a continuous pattern of relationships among members of a group: a pattern in which every individual member has some influence. Some groups are easily paralyzed when confronted with a decision; some argue over a minor point; others rush into a vote only to reverse their decision later on or fail to carry out the plan.

Most of the difficulties encountered by a group in making a decision centre around one or another of the following factors:

Fear of consequences: some decisions might lead to division and disagreement

Conflict loyalty: When one is a member of a number of groups, this leads to divided loyalty.

Interpersonal conflict: In groups of any size, personal differences occur which provokes feelings of affection or dislike among members and which interfere with sound decision making.

Hidden agenda: One person may try to get a group to make a decision which s/he wants for reasons which s/he will not share with the group.

Blundering methods: In such situation, there is little chance for free expression of difference.

Inadequate leadership: A leader may hinder good-decision making if s/he restricts the expression of opinion or discussion on issues too soon.

Clash of interest: Some times, different groups or individuals within a group do have opposing interest. This affects effective decision making.

Simple guide for making decisions by consensus

Below are some of the possible guides for making sound decisions in a group or organization:

- What are we trying to decide? (Be sure this is clear to everyone)
- What are the different possibilities? (Consider as many as possible. Brainstorming may be useful.) How may each possibility work? Pros and Cons
- What suggestions, or combination of suggestions, do we choose?
- Who will do what, when, where and how?

Factors which help decision making

- Clear goal
- Clear understanding of who has responsibility for the decision
- Good means of stimulating and sharing ideals
- Effective leadership and structures to deal with the size of the group
- Effective ways of testing different suggestions offered.
- Commitment of the leader to genuine group involvement in marking the decision.
- Agreement beforehand on what procedures will be most appropriate (e.g. consensus, majority vote, secret ballot, etc.)

Types of Decision

Every group has to make decisions and the way in which these decisions are will deeply affect the commitment of the members to the life and work of the group. If we have shared in the process of making a decision, we are far more likely to carry it out, but on the other hand we are more likely to become negative critics of the decision in the making of which we did not share. The more concern we are that a community take an active role in carrying out a decision, the more important it is that they share as fully as possible in making the decision.

There are many types of decision to be made. Some of these are:

- **The plop:** Here, the group makes a decision by not making a decision. Not to decide is to decide. Someone makes a suggestion but it drops like a stone into a pond and no one pays any attention to it at all. This leads to frustrations on the side of the person making such suggestions.
- **The one-person decision:** This is quickly made by the individual and most times implemented by the decision maker alone if he relies on the free support from others.
- **Topic jumping:** One person can also prevent a group reaching a decision by introducing a new point just at the point the group has already reached a decision on something. If the point is relevant, it should be allowed though it should have been brought in earlier.
- **The handclasp:** One person makes a suggestion. Another says, "What a marvelous idea" and without further discussion, the matter is decided. Resentment most times results out of such decisions later.
- **The clique:** This decision is made by a small group who plan beforehand to get their way. Because they are better organized than those who disagree, they are often successful on the immediate issues but they bring a spirit of rivalry rather than cooperation into the group. Sometimes groups of people who have been excluded formerly or silenced form a caucus in

order to present a common agenda. This could be a very positive action and check-and-balance to dominant group. This could be a healthy sing in a participatory democracy.

- **Minority:** These decisions are not as consciously organized as those of the clique, but a few powerful personalities dominate the group, often unconsciously and later begin to question why such decision stands.

- **Majority vote:** In big groups, this is often the most effective way to make a decision. However, one may lose the interest or the loyalty of the minority who voted against a decision especially if they feel their point of view was not heard.

- **Silent consensus:** Some groups aim at unanimous decisions. These are good if genuine, but they are rarely achieved completely on important issues. Unanimous agreement is sometimes assumed, when some members have not felt free to disagree and have kept silent.

- **Consensus:** This is an agreement, often involving compromise or the combination of various possibilities, after all opinions have been heard.

19. Sample REFLECT unit for the facilitation of Numeracy

Subject: Numeracy

Topic: Basic arithmetic signs

Objectives: Identify the basic mathematical signs

Discuss the use of basic mathematical signs

Do some mathematical operations using the basic signs

Read and write key words from the topic discussed

Graphics: Flash cards showing basic mathematical signs - + x and /

Discussion and analysis

The facilitator asks some questions relating to the objectives set to be achieved at the end of the lesson. Such questions could be asked based on the 7 friends: when, how, where, why, who and what else? These could be some of the possible questions to ask participants so that discussions could be generated:

- Why do you need to calculate?
- What are some of the things for which you do calculations?
- What are some of the way by which you do calculate?
- What are some of the signs you use in calculation?
- How do you use the signs to help you with your mathematical problems?
- What are some of the key words you use in basic mathematical operations?
- What are some of the local symbols used in basic mathematical operations?
- What are some of the situations in which you face the issue of numeracy?

Action Stage:

- Participants to demonstrate uses of basic mathematical signs: + , - , x , /

- Carry out exercises in the home relating to basic mathematical operations

Reading and writing stage:

At this stage, the participants read and write key words relating to the topic discussed – basic mathematical signs. These could include:

- Addition
- Subtraction
- Multiplication and
- Division

Numeracy:

At this level, the participants are given some exercises relating to the topic. Such exercises could be:

$$\begin{array}{r} 10 \\ + 15 \\ \hline \end{array} \qquad \begin{array}{r} 10 \\ - \ 5 \\ \hline \end{array} \qquad \begin{array}{r} 10 \\ x \ \ 2 \\ \hline \end{array}$$

$20 / 2 =$ _____ $5 \times 5 =$ _____ $40 - 15 =$ _____

$13 + 12 =$ _____ $50 / 2 =$ _____

Evaluation: At this stage, the facilitator finds out whether the participants understood the topic or not and as such asks questions such as, what did you or did you not understand about this topic?

Day/Time	1st Day	2nd Day	3rd Day	4th Day	
	REFLECT Advanced Training				
8:00 - 9:00	**Breakfast**				
9:00 - 10:00	Registration Formal Opening and climate setting	Key principles of Paulo Freire	Venn diagram	Questions and general discussion	
10:00 - 11:00	Experience sharing on adult literacy and use of REFLECT Introductory and Intermediate training workshops	Adult motivation for literacy	Historical transect	Group work	
11:00 - 12:00		Learner centered approach to teach literacy and numeracy	Problem posing materials		
12:00 - 1:00	Theoretical survey of facilitators' level of experience in using REFLECT (simple assessment)	PRA method as development instrument	Standard meeting procedures and tips for good facilitation	Presentation and discussion of REFLECT units	
1:00 - 2:00	**Lunch**				
2:00 - 3:00	Marking, comments and suggestions based on assessment outcomes	Methods, benefits and good features of PRA	Sample REFLECT unit in numeracy	Presentation and discussion of REFLECT units	
3:00 - 4:00	General discussion on problematic areas in using REFLECT based on assessment outcomes	The menu of PRA method	Decision making		
4:00 - 5:00		Pairwise	Types of decision	Workshop evaluation	

Circle Management Committee (CMC) Training

1. The concept of management

Key functions of management

- Planning
- Organizing
- Directing
- Control
- Coordination

Dos in Management

- Mutual trust
- Encouraging words
- Confidence building
- Trust in one another
- Asking for clarifications
- Jointly finding solutions to problems
- Team work
- Respect for one another
- Listening to different points of view
- Delegating responsibilities
- Mentoring and coaching

Don'ts in Management

- Witch- hunting
- Quarrels & malice
- Nursing grudges
- Sabotage
- Gossip
- Suspicion
- Any other act gearing towards pulling somebody down
- Any other act gearing towards destroying the literacy activities
- Any other act gearing towards destroying gains made out of the literacy project
- Condemns others view points

2. Resource mobilization

What is a resource?

The human (skill, knowledge, and concept) and goods like money, materials information, energy essential for attaining the objectives of an organization, group of individual and even individuals are

referred to as **"Resource".** Resource is what we use to achieve our objectives. Examples are money, information, materials, energy or skills.

What is Resource mobilization?

This is the process of identifying the resources essential for the development, implementation and continuation of works for achieving the group's, organization's or individual's mission. In real term, resource mobilization means expansion of relations with the source providers, the skills, knowledge and capacity for proper use of resources. Resource mobilization is to seek out resources that are essential and can be maximally used to achieve one's mission.

Importance of resource mobilization

Resource mobilization is deemed necessary for the following reasons:

- To diversify and expand resources.
- To reduce dependency on others.
- For sustainability of the group and the program.
- For maximum use of domestic capitals and skills.
- To expand deep relation with the stakeholder and community.
- To fulfill responsibilities towards the community.
- To run programs based on the genuine needs of the community and to advocate for such program.
- To develop new thinking and challenge the old tradition.

Features of resource mobilization

Resource mobilization has some characteristics that marks it as activity for community development. Some of these are:

- Resource identification
- Identification of resource provider
- Identification of mechanism to receive resources
- Right use of resource
- Knowledge and skills to Resource Mobilization
- Low financial risk.

> **A group work on the processes of community resource mobilization**

3. Community mobilization skills

What is a community?

A community is a set of people living together with common interest. There are different things that bind community members together and some of them are:

territory, sharing resources, administrative unit, language, Religion, culture, occupation etc.

What is community mobilization?

It is a process whereby a group of people become aware of a shared concern or common need and decide to take action in order to create shared benefit. It could also be a continual process that involves communication, education and organization which together lead to community action and development.

Preparation for the work of mobilization

There are basic steps to follow in the process of mobilization and some of these are:

- Identify a common issue in which the whole community can get involved.
- Gather information about the issue and the community.
- Identify resources and constraints.

Key tasks in community mobilization

There are various tasks in the process of community mobilization and some of these are:

- Development of an on-going dialogue among community members.
- Creating or strengthening of community organizations (committees etc.).
- Creating an environment in which individuals can empower themselves to address their own and their community's needs.
- Promoting community members' participation.

Community action

- Community action refers to the process of building social relationships in pursuit of common community interest.
- Community action is seen as the foundation of the community development process.
- Community development seeks to empower individuals and groups of people by providing these groups with the skills they need to effect positive change in their own community.

Steps in Community Action

- Identify the problem/issue
- Select a strategy to solve the problem
- Community mobilization
- Implementation through people's participation
- Assess the result and improve.

Community action needs continuous efforts. The available community resource should be used effectively for the community. The community should give support for her own development.

4. Group Formation and dynamics

Bruce Tuckman has identified four stages that characterize the development of groups. These four group development stages are known as forming, storming, norming, and performing as described below.

Group formation

1. Forming

This is the initial stage when the group comes together and members begin to develop their relationship with one another and learn what is expected of them.

2. Storming

During this stage of group development interpersonal conflicts arise and differences in opinion about the group and its goals will surface. If the group is unable to clearly state its purposes and goals or if it cannot agree on shared goals, the group may collapse at this point. It is necessary for

there to be discussion so everyone feels heard and can come to an agreement on the direction the group is to move in.

3. Norming

Once the group resolves its conflicts, it can now establish patterns of how to get its work done. Expectations of one another are clearly articulated and accepted by members of the group.

4. Performing

During this final stage of development, issues related to roles, expectations, and norms are no longer of major importance. The group is now focused on its task, working intentionally and effectively to accomplish its goals.

Group Dynamics

In order to be the most effective leader, you must be aware of what is happening in your group. Not everyone in your group has the same expectations, does the same thing or has the same commitment level. Knowledge about how your group members interact, share common goals and work with one another can help you to integrate newcomers and prepare them on the roles, norms, and cohesiveness of the group.

1. Roles

Depending on the task, group members will occupy formal and informal roles. With formal roles, a title is helpful in establishing the member's specific duties to the group. Formal roles include:

President/Chairperson, Treasurer, Secretary, Vice President/Chairperson, Parliamentarian, Director/ Coordinator. However, there are informal roles such as:

Worker, Social leader, Expert in certain area

2. Norms

Norms are the rules of the group. They may be explicit (outwardly stated) or implicit (known only by observation). They tell the group members how to behave or how not to behave in different situations. Examples of norms may include:

- How much socializing occurs at meetings?
- How members dress at meetings.
- Whether group members go out together and when.
- Whether meetings start on time or are always 15 minutes late.

Norms may be positive by exerting a sense of order, but they can be negative or cause uncomfortable exclusion from the group. It is your job as a leader to try and change some of the negative group norms

3. Cohesiveness

This refers to all of the forces that cause individuals to remain in groups. High cohesiveness, such as strong liking and close match between individual needs and goals may help the group.

4. Dysfunctional behaviors in groups

Cutting off others, attacking people rather than issues, topic jumping, withholding reactions, feelings or information, dominating, attending to side issues –nitpicking, side grouping –side conversations, avoiding responsibility, operating on assumptions – "not checking it out"

5. Helpful behaviors in groups

Seek to make each person welcome, ask or comments from those reacting nonverbally, encourage each to listen to others, request that all state their feelings, give positive feedback or support, involve everyone – ask for everyone's reactions, keep relationships honest and supportive, maintain a sense of freedom and mutual responsibility, listen to those who speak, encourage group members to state their opinions, avoid direct argument with a group member, ask individuals to try something –never insist, use inclusive language (i.e. "we "), exhibit "Sharing Behavior " (offer rides, bring snacks).

Duties of a Leader within a Group

- As a student leader, it is your job to stimulate and promote goal-oriented thinking and behavior. Make people feel strong (help them feel that they have the ability to influence their future and their environment).
- Structure cooperative relationships rather than competitive.
- Build members' trust in the leader (lack of mutual trust means lack of faith in the system).
- Resolve conflicts by mutual confrontation of issues rather than avoidance or forcing a particular solution.

What to Look for in Groups?

- Who are the high participators?
- Who are the low participators?
- What are the greeting behaviors? Do they serve to bond the group?
- Who talks to whom?
- Early arrival and late departure phenomenon –do people want to spend time together?
- Who keeps the ball rolling? And why?
- How are the silent people treated? And how is their silence interpreted?

5. Leadership and styles

Who is a leader?

A leader is one who controls, manages, directs and re-direct, initiates, etc in the interest of his/her group or organization. There are as many leadership styles as there are leaders.

Leadership styles

There are simple ways of describing the main styles of leadership. These can help leaders to determine which styles they can use. Whether you manage a team at work, captain a sport team, or lead a major cooperation, which styles you should use. Some of the leadership styles are:

1. **Autocratic leadership**
   This is an extreme form of transactional leadership, where leaders have absolute power over their subjects. Staff and team members have little opportunity to make suggestions, even if the suggestions would be in the team's or organization's interest. Most people tend to resent being treated like this. Therefore, autocratic leadership often leads to high levels of absenteeism and staff turnover.

2. **Bureaucratic leadership**
   This kind of leader works "by the book". They follow rules rigorously and ensure that their staff follows procedures precisely. This is a very appropriate style for work involving serious safety

risk such as working with machinery, toxic substance or where large sums of money are involved such as handing cash.

3. **Charismatic leadership**

   Charismatic leadership inspires lots of enthusiasm in their teams and are very energetic in driving others forward. However, charismatic leaders can tend to believe more in themselves than in their teams and this creates a risk that a project or a group or an organization, might collapse if the leader leaves. In the eyes of the followers, success is directly connected to the presence of the charismatic leader. As such charismatic leadership carries great responsibility and it needs a long-term commitment from the leader.

4. **Democratic leadership**

   This is a style of leadership that invites other members of the group to contribute to decision-making process. This does not only increase satisfaction by involving other members of the group, but also helps to develop people's skills. Team members feel in control of their own destiny, so they are motivated to work hard.

5. **Laissez-faire leadership**

   This French phrase means "leave it be", and it is used to describe leaders who leave their team members to work on their own. It can be effective if the leader monitors what is being achieved and communicates this back to the team regularly. Most often, this style of leadership is effective when individual team members are very experienced and skilled self-starters. Unfortunately, this type of leadership can also occur when managers do not apply sufficient control.

6. **People oriented leadership**

   With such leadership style, leaders are totally focused on organizing, supporting and developing the people in their groups/teams. It is a participatory style and it tends to encourage good team work and collaboration.

7. **Task-oriented leadership**

   Highly task-oriented leaders focus only on getting the job done and they can be quite autocratic. They actively define the work and the roles required, put structures in place, plan, organize and monitor. However, because task oriented leaders do not tend to think much about the well-being of their teams, this approach can suffer many of the flaws of autocratic leadership, with difficulties in motivating and retaining staff.

> **Group work - Which of the leadership styles is better or which ones could be combined for good result and why?**

6. Meeting procedures

A meeting is could be described as timely interaction of two or more people for different purposes. It is obvious that highly functional and productive groups and teams should have good and productive meetings.

For any meeting to be successful, there are three key stages to follow:

Before the meeting

Have a goal and agenda: Before you call a meeting, you should know what you want to accomplish and the discussion points or agenda that move you toward that goal.

Get the right participants: This is important for information sharing and discussion of issues relevant to the needs and aspirations of the group. With the wrong participants, information sharing and group discussions will be difficult as there will be discrepancies in the length and breadth of the information or issues to be discussed.

During the meeting

Stay on track: This means, the meeting leader needs to watch the time, cut short the rat holes and keep moving through the agenda. It is also important to engage the team and leave space for discussion.

Assign a note keeper or two: You need a record of what transpired and it keeps people engaged on track to be part of the process.

Summarize next step: Typically, the meeting's purpose is to provide context and decisions needed for the team to go out and do something. It is the leader's job to make sure everyone leaves knowing exactly what that something or those things to do is or are.

After the meeting

Have a successful last meeting to set up the next one: To have a successful next meeting, have a successful first meeting. Clearly establish next steps and the date for the next meeting. When your team leaves focused, knowing what they need to do and when they will be called together again to report progress, you are on the track for forming an effective meeting habit.

Check with the team to see what worked and what did not work: It is important to check in with the team about what is or is not working.

Demonstrate the process of a typical community meeting

7. Conflict management and resolution

What conflict is?

Conflict is an inevitable result of social interaction and it is not necessarily negative. When conflict is constructively managed it may lead to clearer ideas, innovative solutions and increased effectiveness and commitment.

Types of conflict

There are four basic types of conflict situations (let participants contribute):

- Intra-personal conflict
- Inter-personal conflict
- Intra-group conflict
- Inter – group conflict

These kinds of conflict are interrelated. Can you give an example of how conflict at one level can impact on another?

Levels of conflict

Conflict has levels in any case which determine its gravity and extensiveness.

Individual → Domestic → Community → Regional → National → International/global

Causes of Conflict

Conflict situations could be provoked in different ways. Some of the ways in which conflict erupts are (let participants contribute):

Functions of conflict

Although a good number of people detest conflict, it is however clear that conflict has good functions which it carries out in the lives of people that are engaged or that have been engaged in it. Here are some of the positive aspects of conflict:

- Conflict helps to establish our identities and dependence in society.
- Conflict helps us measure the depth and importance of the relationship
- Conflict can build new relationship.
- Conflict serves as a safety-value mechanism, which helps to sustain relationships.
- Fostering exchanges of conflict, allow people to vent out feelings and hostilities and reduce tension in a relationship.
- Conflict helps parties assess each other's power
- Conflict establishes and maintains group identities. Groups in conflict tend to create clear boundaries, which help members determine who is part of the in-group and who is part of the out-group.
- Conflict enhances group cohesion through issues and beliefs clarification. When a group is threatened, its members pull together in solidarity. As they clarify issues and beliefs, renegades and dissenters are weeded out of the group, creating a more sharply defined ideology to which all members agree.
- Conflict creates or modifies rules, norms, laws and institutions. It is through the raising of issues that rules, norms, laws and institutions are changed or created. Problems or frustrations left unexpressed in the maintaining of the status quo.

Conflict Management Strategies

These are some of the strategies we can choose from when in conflict situations:

- **Forcing:** Using formal authority or other power that you possess to satisfy your concerns without regard to the concerns of the party that you are in conflict with.
- **Accommodating:** Allowing the other party to satisfy their concerns while neglecting your own.
- **Avoiding:** Not paying attention to the conflict and not taking any action to resolve it.
- **Compromising:** Attempting to resolve a conflict by identifying a solution that is partially satisfactory to both parties, but completely satisfactory to neither.
- **Collaborating:** Cooperating with the other party to understand their concerns and expressing your own concerns in an effort to find a mutually and completely satisfactory solution (win-win).

Conflict Resolution Strategies

- When angry, separate yourself from the situation and take time to cool down
- Attack the problem not the person. Start with a complement
- Communicate your feelings assertively, Not aggressively. Express them without blaming
- Focus on the issue NOT your position about the issue
- Accept and respect that individual opinions may differ; do not try to force compliance; work to develop common agreement
- Do not review the situation as a competition where one has to win and one has to lose; work towards a solution where both parties can have some of their needs met.
- Focus on areas of common interest and agreement, instead of disagreement and opposition
- Never jump to conclusions or make assumptions about what another is feeling or thinking

- Listen without interrupting; ask for feedback if needed to assure a clear understanding of the issue
- Remember that when only one person's needs are satisfied in a conflict situation, it is not resolved and will continue.
- Forget the past and stay in the present
- Build "Power With" NOT "Power Over" others
- Thank the person for listening

> **Groups dramatize sample mediation process**

8. Impact of REFLECT as an Empowerment tool

REFLECT as a participatory development tool will have lots of impact when properly employed for community development, especially for the purposes of literacy and numeracy. Some of these are:

Self-esteem

REFLECT helps to build a strong self-esteem of community people by letting them feel confident in themselves anywhere and at any level. It helps women to communicate freely with their husbands especially in a culture where it is difficult for women to openly communicate with their husbands and in public.

Analytical skills

It builds the capacities of community people with special reference to literacy participants in analyzing their own situations including economic, social and political situations. Such analysis leads to discussions of community burning issues and subsequent actions on providing solutions. Analytical skills can also lead to alternative coping mechanism in the community and even at individual level.

Productivity

Productivity is realized in a situation where community people especially women have more control over their own business engagement. This kind of control and independence easily leads to quick decision making and increased productivity.

Gender relations

This is a very important impact of REFLECT taking into consideration the kind of discrimination women face in our communities in relation to their men folks in the context of African cultural dictates. Gender relations through REFLECT tries to break this barrier with increasing involvement of women in household and community decision making process. REFLECT as well enhances social status and greater mobility outside an enclosure or a confinement.

Health awareness

This is an important aspect which REFLECT instills in community people. It educates them on health issues, which generates further and critical thinking on how the heath situation of a given community could be improved. This could be like community people including women and men undertaking community cleaning exercises and productively pooling knowledge on who to ensure safer health conditions.

Positive attitude to children's education

It indoctrinates adults with positive attitudes towards the schooling of children especially the girl child which is presently an important issue to all development minded people. Parents could ensure regular school attendance of their children, monitor progress of their children and even give them educational supports at home.

9. Things that motivate and retain participants

- Participants voluntary contribution
- Participants Group Project (Sustainability Fund)
- Learning/skills acquired
- Literacy project supervision/visits
- Proper use of time
- Good relationship with facilitator, CMC and FRC staff
- Innovative circle/group activities
- Regularity/punctuality
- Participation in circle activities/sessions
- Participation in outdoor group project activities (Sustainability fund)
- Group Cooperation (Behavior/Attitude)
- Facilitator meeting expectations

10. Proposed Membership of the Circle Management Committee (CMC)

- Town chief
- Ward committee member
- Women's wing leader
- Youth leader (one male & one female)
- Religious leader (one Muslim & one Christina)
- Facilitators representative
- Literacy participants' representatives

Please note that not all the officers mentioned above may be necessarily present on the CMC. If the community does not have all of them, those who are available can serve.

The group shall elect a chairperson from among her members.

Roles of Circle Management Committee

The following role are some of the roles of the CMC:

- Coordinate circle activities
    - Build up or repair literacy centre with participants
    - Sensitize on the need for local initiatives
    - Ensuring success of circle initiatives
    - Help to mobilize community resources
- Ensure regular and punctual attendance of circle meetings

- Settle circle conflicts
- Monitor use of facilitation materials
- Monitor contribution and use of sustainability fund/materials
- Act as link between the circle, community, partner organization and FRC

11. How to start a literacy circle

Base line survey

Baseline survey is conducted by FRC/Partners to ascertain community information with special reference to the literacy situation in that community. After the conclusion of the baseline, the information is then analyzed and communities selected

Number of circle members

Twenty – five (25) members per circle of interested participants will be registered by the community themselves. Some communities by virtue of their size will get two circles of fifty learners.

Selection of facilitator

Facilitators are also   selected by the community from the community as it is a voluntary job. A person with some educational background (at least JSS 3 level) and who can respect the circle members as they are adults.

Formation of Circle Management Committee

CMCs will be immediately formed who are charged with the responsibility of managing the circle. The composition and roles of members will be clearly spelt out.

Literacy centre

The circle members come together and construct a circle centre using local materials. This is considered as part of their contribution to the commencement of the project.

Teaching / learning materials

The community literacy group provides teaching and learning materials to the circle. This could be done such that participants buy their own books and pens or slate and contribute to buy facilitation materials for the use of the facilitator.

Training of REFLECT tool

Training will now be conducted for the facilitators on how to handle adults using the REFLECT methodology.

12. Monitoring

Monitoring means the following:
1. Following the progress of an ongoing activity/project
2. Checking progress
3. Finding out about the current situation of the project
4. Ensuring that the activities are completed within a stipulated time frame
5. Ensuring that mistakes made along the line of implementation are corrected

6. Providing information on the implementation process for management decision making

Things and issues to monitor in the literacy and development project

1. Number of literacy participants enrolled (male/female/youth) in the literacy circle
2. Literacy levels acquired
3. Participants' attendance
4. Absentee rates
5. Drop-out rates
6. Retention rates
7. Number of ongoing circles in the community
8. Number of circles not going on
9. Dates of starting circles
10. Frequency of circles
11. Duration of circles
12. Time management
13. Suitability of venue
14. Facilitator's commitment
15. Level of Involvement of participants
16. Progress at work (e.g. reading, writing etc.)
17. Use of facilitation materials
18. Other Record keeping practices (e.g. materials supplied, etc.)
19. Team spirit among participants
20. Other community development activities
21. Level of participation in other important events in the community
22. Attendance Register
23. Facilitators' lesson notes
24. Participants note books
25. And any other thing issue deemed worthy of promoting the literacy project

Monitoring techniques

1. Observation
2. Meetings (group discussion, focus groups, etc.
3. One-to-one contacts
4. Observation
5. Site visitation
6. Interviews
7. Listening surveys
8. Reading & writing

13. Community literacy circle needs

Each community literacy circle should be supplied by the project the following items:

1. One blue ink pens
2. One red ink pens
3. One packets assorted chalk
4. One spacious blackboard (4x4feet)
5. One dusters per centre
6. Local language or English texts/primers

Each community should contribute the following items

1. Benches and desks for participants
2. Circle contribution for sustainability of the project
3. One table and chair for facilitator
4. Facilitators motivation
5. Learning space
6. Time to attend the literacy session

Community Circle Management Committee (CMC) Training

Day / Time	1st Day	2nd Day	3rd Day	4th Day	DEPARTURE
8:00 - 9:00	**Breakfast**				
9:00 - 10:00	Registration and climate setting	Group formation and dynamics	Group presentation on leadership and style	Group work on conflict management and resolution procedures	
10:00 - 11:00	The Concept of Management		Meeting Procedures	Group presentation on conflict management and resolution	
11:00 - 12:00	Resource Mobilization	Community Mobilization	Group demonstration of meeting procedures	Literacy Sustainability mechanism	
12:00 -1:00					
1:00 - 2:00	**Lunch**				
2:00 - 3:00	Group work on Resource Mobilization	Leadership and styles	Impact of REFLECT as an empowerment tool	Criteria for the establishment of a literacy circle in a community	
3:00 - 4:00	Plenary presentation of Group Work and general group discussion	Group work on leadership and style	Things that motivate participants and facilitators	Formation and membership of CMC	
4:00 - 5:00			Conflict Management and Resolution		