Training Manual on Community Development Practices

Collaboration Partner's:

Community Development Professional Association of Tanzania, (CODEPATA)

Sokoine University of Agriculture-(SUA)-Department of Agricultural Extension and Community Development

Contact Person:

Daniel Stephen WAMBURA, PhD-Candidate (Project Management)

Lecturer and Secretary General-(CODEPATA)

P.O Box 1006, TICD-Arusha-Tanzania

GSM: +255 744-146-581/+255 710-414-218

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Preface:

The Training Manual builds on existing and on-going work on community development and experiences in Tanzania as shared by different community development actors and practitioners. It aims at equipping community development trainers and practitioners, communities, groups and other stakeholders with relevant knowledge and skills necessary for the effective implementation and management of community development projects for sustainable development. The Manual contains ten substantive modules and an eleventh module, which covers crosscutting issues in community development. The first module on Facilitation skills is aimed at equipping the Trainers with skills and knowledge that need to be observed and or applied when training adult learners/community who learn more by sharing what they already know. The other 11 modules include; Community Development; Group formation and Development; Leadership and Governance; Conflict Management; Entrepreneurship Development; Participatory Methods; Project Management; Resource Mobilization; Record Keeping and Management and Cross-cutting issues in community development. This training manual will therefore be used as the basic reference material by community development workers/practitioners and trainers alongside other training manuals in the field of community development.

This Training Manual on Community Development has been developed through the initiative and coordination of the Department of Community Development in the Ministry of Community, Gender, Women and Special Group, Community Development Professional Association of Tanzania (CODEPATA), Sokoine University of Agriculture (SUA), and the collaboration of other stakeholders. In developing the Manual, the CODEPATA provided the overall leadership and the expertise, coupled with the experiences gained through the implementation of community development programmes and projects as well as one-on–one interaction with communities, community groups and relevant stakeholders.

I wish to recognize the Director for Community Development, Mrs. Angela Mvaa, the president of CODEPATA who organised the CODEPATA Members and also the Zonal Coordinator's, who provided the supervision and technical support for the exercise.

My special appreciation goes to the Executive Committee Team member's by Angela Mvaa, Dr Regina Malima, and Wanchoke J. Chinchibera who committed themselves and devoted their time and worked tirelessly in researching and putting together the content found in the various modules of the Manual.

It is also important to recognize the following community development experts namely: Mr. Erasto Mfugale, Mkali Kubebeka, Happy Lutenganya, David Mpumilwa, Christina Nshobeilwe, Dismas Ijagara, Zena Kapama, Joyce Kazimoto, Enembora Lema, Mariana Sumari., Revocatus Josephat, Osear Mwabusila, Robert Kwela, and Tana Nyabange for their inputs on development of this manual. Appreciation also goes to the Community Development Departmental staff in all District Councils Tanzania Mainland, individuals, groups and communities who provided information and relevant feedback in the process of developing this Manual.

Through this Manual, CODEPATA is committed to empowering and building the capacities of Trainers, community development worker's, communities, community groups and projects, community development practitioners and other relevant stakeholders to ensure the effective delivery of the training and implementation of community development projects and programmes for improved wellbeing.

INTRODUCTION
Background

This Manual has been developed to serve as a guide for Trainers of communities, Community Groups and Projects. Prior to the commencement of any training, the trainers need to conduct a Training Needs Assessment (TNA) to establish appropriate content and methods to use depending on the target group. This manual can also be used as the foundation base in community development training institutions in Tanzania.

Trainers are encouraged to observe the principles of adult learning while conducting training. Trainers are also encouraged to use participatory methods, techniques and tools that provide an opportunity for the trainees to practice what they have learnt.

Trainers should note that the notes provided under each Module are summary highlights and are open for further improvement or modification to suit specific training needs and the target group.

Purpose

This manual aims at equipping communities, community leaders, groups and other practitioners with relevant knowledge and skills for effective participation in socio-economic development.

General Objective.

To provide a standard training tool that enhances the capacity of trainers for efficient and effective leadership, management and implementation of community development initiatives such as community development projects.

Specific Objectives

(a) To equip trainers and trainees with basic skills to plan and manage training sessions with various target groups;

(b) To provide relevant content to the users for training of leaders in community development

(c) To provide illustrations on various community development practices

Target Users of Training Manual

The users of this manual will include staff in Government Ministries involved in Community Development Work, Community Development Committees (CDCs) Community Groups, Development Agencies, Civil Society Organizations, Community Development Institutions and other stakeholders.

Training Sessions

The training sessions comprise of ten substantial modules and eleven modules which covers cross-cutting issues in community development. Some of the substantial sessions may be divided into sub-sessions for effective coverage and in-depth consideration.

MODULES:

1. Facilitation Skills
2. Community Development
3. Group formation and Development
4. Leadership and Governance
5. Conflict Management Entrepreneurship Development
6. Participatory Methods
7. Project Management
8. Resource Mobilization
9. Record Keeping and Management
10. Report Writing Skills
11. Cross-Cutting Issue

MODULE 1: FACILITATION SKILLS

2.1 Training Objectives

At the end of the session, participants will be able to:

a. Define the concept of facilitation
b. Explain facilitation skills
c. Describe adult learning principles and techniques
d. Explain the role of a facilitator
e. State the qualities of a good facilitator

2.2 Contents

a. Defining the concept of facilitation skills
b. Facilitation techniques
c. Principles of adult learning
d. The role of a facilitator
e. Qualities of a good facilitator

2.3 **Methodology:** Brainstorming, lectures, group exercises, case studies, role-play/social drama.

2.4 **Duration:** 2 hours

2.5 **Materials Needed:** Felt pens, masking tape, flipcharts, flipchart board, scissors, newsprints, pins audio visual posters etc.

2.6 **Guidelines for Trainers**

Step 1: Facilitator defines concept of facilitation skills and facilitation techniques.

Step 2: Facilitator asks participants to brainstorm on the principles and techniques of adult learning.

Step 3: Facilitator clarifies important principles and techniques in adult learning.

Step 4: Facilitator divides participants in groups and asks them to discuss the role of the facilitator and present in plenary.

Step 5 The Facilitator guides participants to identify topics and present role plays on facilitation skills

Step 6: In Plenary, facilitator asks participants to describe the qualities of a trainer as seen in the role play and wraps up by giving additional input

2.7 Notes for Trainers

Introduction

Facilitation skills enhance the learning process by guiding the participants to understand and perform certain tasks and responsibilities. It helps participants to learn and take increased responsibility for their own learning.

It is a process of self- development through experiences, which enables all involved to change behaviour and attitudes about themselves and others, modify institutional work contexts and initiate more participatory processes and procedures in activities. Facilitation can be seen as part of the Bottom Up approach to development, which promotes active participation amongst the participants.

Facilitation is an act or a process that helps a group of people to understand their common objectives and assist them to plan how to achieve these objectives. Facilitation is not teaching and a facilitator does not take a particular position in a discussion.

Principles of Adult Learning

Practical Knowledge: use existing knowledge of the participants-learning from a particular experience occurs when a person takes time to reflect back upon it, draws conclusions, and derives principles for application to similar experiences in future.

Relationship with what Adults Know: Relates the learning to what the participants know. This is experiential learning and the most effective learning from shared experience.

Respect: Adult learners like it when their contributions on experience and knowledge is appreciated.

Participation: Active participation in the learning process helps learners share information and experiences including collaboration. Adult learners like to be given the opportunity to use their existing knowledge and experiences and apply it to their new learning experiences. Adult learners learn by doing.

Adult learners are motivated and self-directed. They desire to achieve and learn for their own purposes.

Adult learners are goal oriented. They become ready to learn when they experience a need to learn it in order to cope more with real life problems and tasks.

Relevance – learners want to know the relevance of what they are learning to what they want to achieve.

Learn by Doing: This is reflective learning; learners remember more from what they see and do than what they hear.

Role of a Facilitator

- Guides the discussion but remains neutral
- Prepares facilitation materials
- Keeps the group focused on the content of the discussion
- Monitors how well the participants are communicating with each other (who has spoken and who has not spoken)
- Gives group tasks
- Manages discussions to avoid many interruptions

- Uses questions to help make the discussions more productive
- Reserves adequate time for closing discussion (wrap Up)
- Wraps up on a positive note (concluding talk)
- Provides time for evaluation of the group process

Facilitation Techniques

Talks and presentations by trainer and other facilitators. They introduce discussion topics and clarify or sum up issues raised in the course of discussions. They are brief and to the point. They are meant to stir the training process while at the same time keeping the trainer(s) or facilitators' role to a minimum and that of participants to a maximum.

Discussions should be informal and allow participants to express their opinions freely on a given topic.

They should take place in small groups with a discussion leader. By making statements, describing a problem or raising questions, the group leader draws the group into consideration of the subject.

Role-play is a group situation or life experience presented by various members of the discussion group who play certain assigned roles. It is sometimes known as social drama and is not rehearsed in advance.

Each member interprets his/her role as he/she sees fit. It can be used by large or small groups. It focuses attention on the group processes at hand and hence provides good learning opportunities for prospective discussion leaders.

Community maps and pictures could include drawing of a village map which engages trainees in a creative, self-directed experience. It generates a lot of discussions and even enjoyment.

Flexi flans are figures cut out of light card board with movable joints that can be manipulated on a flannel board to tell a story, identify a problem, or analyse possible solutions.

Story with a gap -open ended stories.

Brainstorming – sharing of ideas by participants in plenary.

Buzz groups – small groups of 2 -3 hold brief discussions and share with the rest of the participants.

Other techniques include: Case studies, Study visits, Storytelling, Lectures, Drawings and Pictures.

Qualities of a Good Facilitator

- Good listener- communicates interest and attentiveness.
- Respects opinions-encourages participation; believes in everyone's knowledge, expressions, strengths and ideas.
- Provides feedback-responds to issues raised without judgment.
- Poses questions-through probing to elicit the thoughts/ideas of participants.
- Recognizes body language-through observation of participants' behavioural changes.
- Good sense of humour-ability to catch participants' interest on the subject.
- Sense of time-observes punctuality and manages sessions well.
- Tactful-handles participants without hurting their feelings.
- Sensitive to people's feelings- recognizes body language.

- Conversant with subject area-understands the topic under discussion and the scope of the subject.
- Resourceful and creative-thinks on his feet, able to adapt to different situations.
- Takes responsibility of any situation that may arise during training

MODULE 2: COMMUNITY DEVELOPMENT

3.1 Training Objectives

In this session, the participants will be able to:

a. Define and explain the concepts in community development
b. State and explain the principles in community development
c. Explain approaches in community development
d. Describe characteristics of a healthy and unhealthy community
e. List and explain the assumptions in community development
f. Describe the challenges in community development
g. Define and explain participatory methods for development

3.2 Contents

Introduction

a. Concepts in community development
b. Characteristics of healthy and unhealthy communities
c. Assumptions in community development
d. Principles in community development
e. Approaches in community development
f. Challenges in community development

3.3 Methodology: Group discussions, brainstorming, case studies, exercises, video shows, role plays

3.4 Duration: 3 hours

3.5 Materials: Assorted stationery, photographs, projector, computer, visual aids, drawings etc.

3. 6 Guidelines for Trainer

Step 1: The trainer forms small groups of participants and assigns each of them a concept to discuss

Step 2: Groups present in plenary

Step 3: Trainer provides input on the relevance of each concept in community development

Step 4: Trainer presents to the participants photos and asks them to bring out the indicators of a healthy and unhealthy community for discussion

Step 5: Trainer takes participants through assumptions, principles and approaches in community development

Step 6: Trainer asks participants to brainstorm on challenges in community development

Step 7: Trainer provides input on challenges in community development

3.7 Notes for Trainers

Introduction

For community practitioners to be effective in their work, they need to understand some of the key concepts used in community development. The concepts include: community, development, mobilization, participation, empowerment, sustainability, social change, integrated development, culture, volunteerism and philanthropy.

This session introduces participants to these concepts which are important in the performance of their roles.

3.7.1 Definition of Concepts

- **Community**

- The term "Community" can be defined as People living together in a defined geographical area sharing culture, norms, values and social economic activities. A community can also be defined based on ethnic, occupation or religious grounds.

- **Development** – The act or process of growing or causing something to grow or become large or more advanced.

- **Sustainable Development** - Development that meets the needs of the present without compromising the ability of future generations to meet their own needs.

- **Community Development** - Is the process where community members come together to take collective action and generate solutions to common problems.

- **Mobilization** – It is the process of marshalling, organizing and coordinating people and resource for a purpose.

- In essence, it is the process of bringing people together to identify, plan and implement programmes and activities that improve their livelihoods.

- **Empowerment**- It is a process of increasing people's opportunities to access information and resource.

- **Social Change** - Refers to any positive or negative alteration over time in behavior, cultural values and norms.

- **Culture -** Is a way of life of a group of people representing their behaviors, believe, values and symbols that they accept generally without thinking about them and that are passed along by communication and imitation from one generation to the next.

- **Participation -** Refers to joined consultation in decision making, goal setting, profit sharing team work and other measures in an attempt to foster collective ownership in achieving their objectives.

- **Sustainability** - The ability of a project to maintain its operations, services and benefits during its projected lifetime.

- **Integrated Development** - This is development which is holistic and coordinated and meets a number of inter1related needs of communities or target groups.

- **Social Development** - It is about improving every individual in the society so that they reach their full potential.

- **Extension** - The practice of extension is based on an important philosophy of "learning by doing"—that is, providing adults a chance to practice whatever they have learnt as soon as possible so that they can remember

- **Volunteerism** - is an activity where an individual or group provides service for no personal gain, intended to promote goodness or to improve human quality of life.

- **Philanthropy** - Is the desire to promote the welfare of others through generous donations to good courses.

3.7.2 Principles in Community Development

The theoretical conceptions and practice of Community Development (CD) are based on a number of principles which are outlined below: -

a. Empowerment: Increasing the ability of individuals and groups to influence issues that affect them and their communities
b. Participation: Involving people in decision making and implementation of community initiatives
c. Inclusion: Equality of opportunity and non-discrimination-recognizing that some people may need additional support to overcome barriers they face.
d. Self-determination: The self-drive to participate in making own choices
e. Partnership: Recognizing that many agencies can contribute to community development.

3.7.3 Approaches in Community Development

There are various approaches in community development which community development practitioners and development agents can adopt to implement community development programmes and activities. The follow1ing are some of the approaches: -

- **Rapid Approach:** This is a decision-making tool that can help in assigning clear and specific roles when a decision has to be made. The rationale of this being moving fast to save a situation.

- **Community Need Assessment**: The goal of community need assessment is to identify the aspects of the community and determine potential concerns that it faces. The rationale is sustainability of community initiatives.

- **Participatory Development**: seeks to engage local populations in development projects. The aim is to give the poor a part in initiatives designed for their benefit in the hopes that development projects will be more sustainable and successful if local populations are engaged in the development process. It is often presented as an alternative to mainstream "top-down" development. The rationale is to create ownership

- **Self - Help Movement:** This is based on the philosophy whereby individuals who share like problems or situations work together to understand and/or improve their situations. The member-owned and - operated groups offer participants experiential knowledge, information, education, and emotional support. Leader1ship comes from the group's membership. These leaders are not paid, and membership is free or nominal.

- **Groups** may also provide material aid and/or social advocacy. The rationale is pooling resources together.

3.7.4 Elements of Community Development

- **Active Participation:** Getting everyone involved in a way that is productive and inclusive. It involves creating the right atmosphere from the beginning and it is important to ensure that community members feel comfortable discussing their ideas with others.

- **Self Sufficiency:** This is the state of not requiring any aid, support, or interaction, for survival; it is therefore a type of personal or collective autonomy. The term self-sufficiency is usually applied to varieties of sustain1able living in which nothing is consumed outside of what is produced by the self-sufficient individuals.

- **Collective Decision Making:** this is a situation faced when individuals are brought together in a group to solve problems. According to the idea of synergy, decisions made collectively tend to be more effective than decisions made by a single individual. However, there are situations in which the decisions made by a collection of individuals are riddled with error, or poor judgment.

- **Collective Responsibility:** This is a concept or doctrine, according to which individuals are to be held responsible for other people's actions by tolerating, ignoring, or harbouring them, without actively collaborating in these actions.

3.7.5 Healthy and Unhealthy Communities

A healthy community is where people come together to make their community better for themselves, their families, friends and neighbours.

Unhealthy Community is one that is not able to attain basic needs or participate in furthering their own development.

Characteristics	Healthy Community	Unhealthy Community
Services	Services are better and available	Services are poor or not avail1able
Participation	Inclusive and active, supportive and ownership	Exclusive, passive and sabotage
Sense of community	People feel wanted, belonging and support each other	People feel alienated, lonely and individualistic
Human resource capacity	People have capacity to think critically, question themselves and their situations and effectively manage their affairs	People lack capacity, are passive, helpless and indifferences
Self-Governance	A self-governing entity with effective local institutions, groups, leaders	Dependent, disorganized, op1pressed, poor self-governance and there are cliques, cartels, factions and excessive

		com1petition
Level of cooperation	A lot of cooperation since people know themselves and understand their situation, their past and have a vision	People have not developed capacity to work together for their own betterment
Wealth status	Affluence, rich	Poor and desperate
Indicators of well- being	UN indicators such as low infant and maternal mortality and high school enrolment achieve	UN indicators are far from being achieved
Shelter	Permanent and semi-permanent residential units in good state	Shanty houses
Sanitation	Very good	Poor
Food security	Plenty and nutritious	Scarce and nutritionally poor
Education	Plenty and nutritious	High dropout and poor facilities and performance
Security	There is safety, peace, order and discipline	There is disorder and insecurity

3.7.6 Challenges Facing Community Development

- Ineffective leadership by political, community and religious leaders
- Inadequate political good-will from the leaders who are currently in office and out of office
- Conflicts, infighting and fragments within groups
- Conflict of interest by leaders, government officers, donor agencies, development partners and other stakeholders
- External interference from technical officers, local and political leaders
- Mismanagement and misappropriation of community project resources
- Inadequate resources
- Dependency syndrome
- Inadequate organizational and management capacity
- Poor governance
- Low level of community participation and contributions
- Poverty
- Poor policy framework
- Illiteracy

- Top – down approach to development
- Differences in socio economic status
- Dominance by influential community leaders (pioneer syndrome)
- Differences based on gender and discrimination

MODULE 3: GROUP FORMATION & DEVELOPMENT

4.1 Training Objectives

By the end of this session, the participants will be able to:

a. Define key concepts in group development
b. Identify types of groups
c. Explain why people join groups
d. Explain the process of group formation registration and development
e. List key components of a group constitution
f. Explain factors contributing to success and failure of groups

A group training session.

4.2 Contents

a) Concepts in group development
b) Types of groups
c) Reasons for joining groups
d) Process of group formation and development
e) Factors contributing to success, cohesiveness and failure of groups
f) Components of a group constitution/By-laws-Vision, Mission and Objectives/Strategies/Goals

4**.3 Methodology:** Group discussions, brainstorming, lectures, case studies, exercises, visual aids etc.

4.4 Duration: 6 hours

4.5 Materials: Assorted stationery, flipchart board, computer, projector, blackboard

4.6. Guidelines for Trainers

Step 1: The trainer divides participants into small groups to define the concepts

Step 2: Group presentations on concepts

Step 3: Trainer asks the participants to brainstorm on reasons for forming groups

Step 4: Trainer asks the participants to brainstorm on factors contributing to success and failure of groups

Step 5: Trainer divides participants into small groups to brainstorm on the components of a group constitution

Step 6: Trainer wraps up by providing input

4.7 Notes for Trainers

Introduction

Community groups are important vehicles for community development work. This session is aimed at assisting the communities understand how groups are formed, registered and managed.

4.7.1 Definition of concepts

- **Group**-A collection of two or more people who perceive themselves to be united with common objectives or goal.

- **Dynamics-Effects**/changes/forces arising from interaction between two or more people

- **Group Dynamics**-Refers to the sum total of actions arising from social interaction of members as they work towards meeting their predetermined goal

- **Self-help Group**-People who have voluntarily come together and pooled their resources to address common felt needs.

- **Constitution**-Is a social contract that guides inter-personal relationships within a group as they strive to achieve the stated objectives.

- **By laws-**a set of rules and obligations that bind members in carrying out the agreed tasks for the achievement of their objectives.

- **Committee**- Refers to the elected individual members of a group who take charge of group affairs on behalf of the group members/Community Members.

4.7.2 Types of Groups

Groups can be classified into three types. These are:

1. Community service groups-Water projects, Cattle Dips, Health Facilities etc.

2. Socio-economic groups-Table banking, Investment, Salons, poultry farming etc.

3. Welfare groups- For psycho social support e.g. funeral, dowry etc.

Why do people Join/Form Groups

People join or form groups for various reasons such as: -

- **Security**: Few people would want to stand alone. People get reassurances from interacting with others and being part of a group.

- **Status**: Belonging to a group that is viewed as important by others provides recognition and status for its members.

- **Self-esteem**: Groups can increase people's feeling of self-worth.

- **Power:** Groups are a vehicle for fulfilment for people with high power need.

- **Goal achievement**: Pooling of talents, Personal Economic growth, Management of community resources, Problems solving, knowledge and power to accomplish a task/goal where an individual cannot.

- **Psycho social support-** support for the emotional and social aspects of a person's life so that they can live with hope and dignity.

4.7.3 Process of Group Formation and Development

In community development work, self-help groups have been found to emerge, form, operate and cease to exist either after achieving the objectives or due to other unforeseen factors.

Groups emerge from one or several persons who recognize the need to form a group to address the common felt needs or a community problem. The idea of forming the group can also be suggested by a community worker or any other development agent. This means that the idea for forming the group can come from within (endogenous), or from outside (exogenous).

Groups are like an organism as they develop from one stage to another. They pass through a standard sequence of four stages: -

- **Forming:** This stage is characterized by uncertainty about purpose, structure and leadership. At this level the group should come up with a vision, a mission, goals and objectives that explain the purpose of coming together as a group. Once the group has been formed there is suspicion, confusion and politely guarded comments as members are engaged in testing to determine what types of behavior are accept1able. At this stage, members should focus on basic information; determine and clarify individual roles and responsibilities; develop broad norms and strategies. The stage ends when members start to think of themselves as part of a group.
- **Storming:** At this stage, members accept existence of the group but with some resistance to the control the group imposes on individuality. The stage ends when there is a relatively clear hierarchy of purpose and leadership within the group.
- **Norming:** At this stage the group members develop close relationships and they begin to demonstrate cohesiveness, sense of group identity, assimilation of a common set of expectations as to what defines correct member behavior.
- **Performing/Fruition Stage**: At this stage the group is fully functional and focused on tasks at hand.

The group is able to enjoy profits and share losses.

 Decline stage/Graduation: This is the stage where a group ceases to function either after achieving its objective or due to other unforeseen factors. Groups that live longer are those that are able to manage their affairs well or frequently make changes to continuously meet their members' interests. Where decline leads to death of a group, in some cases a new group is formed by some of the members. A group may also graduate to a CBO, Association, Cooperative Society, Company, etc.

4.7.4 Group Registration Process

The registration process involves the following:

- Community mobilization and sensitization
- Capacity Building
- Identify group name/Develop Vision/Goals
- Formulate group Constitution/By-Laws
- Carry out Elections for office Bearer
- Seek registration Certificate from relevant registering office (SCSDO in Huduma Centre) upon payment of the registration fee.
- Issuance of group certificate

4.7.5 Factors Influencing the Success and Failure of Groups

Table 2 shows some of the factors that contribute to the success or failure of groups

Success Factors Failure Factors	Success Factors Failure Factors
Effective leadership Poor leadership	Effective leadership Poor leadership
Clear vision/objectives Unclear vision/objectives	Clear vision/objectives Unclear vision/objectives
Cohesiveness Poor interpersonal relationship	Cohesiveness Poor interpersonal relationship
Effective communication Poor communication	Effective communication Poor communication
Clear definition of tasks Undefined tasks	Clear definition of tasks Undefined tasks
A good and comprehensive constitution/by-laws A weak constitution /by laws	A good and comprehensive constitution/by-laws A weak constitution /by laws
Adherence to constitution/by laws Non-adherence to constitution	Adherence to constitution/by laws Non-adherence to constitution

4.7.6 Components of a Group Constitution

The following are some of the key components that should be included in a constitution. Heading of the Constitution such as Nairobi-Mraru Self Help Group Constitution

Article 1: Name – Indicate name of group and contact details and physical location

Article 2: Objectives –State the vision/objectives of the group

Article 3: Membership –Indicate the conditions for membership, resignation, reinstatement and the next of kin

Article 4: Office bearers –Indicate officials of the group

Article 5: Functions of office bearers – Indicate roles and responsibilities of each office bearer

Article 6: Tenure of office bearers – Indicate the term of office

Article 7: Finances – Indicate sources, management and utilization of funds

Article 8: Meetings – Indicate type of meetings and quorum

Article 9: Elections – Indicate procedure and mode of electing office bearers for example, secret ballot, (lining up), show of hands, acclamation, etc

Article 10: Record keeping–Indicate the group records that will be kept and managed

Article 11: Discipline–Indicate the dos and don'ts and the sanctions

Article 12: Amendment of the constitution – indicate the process to follow to effect amendment to the constitution

Article 13: Audit – Indicate the procedures and frequency for carrying out the audit for activities and finances

Article 14: Dispute resolution–Indicate methods of reporting disputes and mechanisms for resolving the disputes and appoint an arbiter.

Article 15: Dissolution of group – Indicate the procedures to be followed to dissolve the group, handling of assets and liabilities.

Article 16: Adoption of constitution – Indicate the procedures for adoption of the constitution, for example through a meeting.

MODULE 4: LEADERSHIP AND GOVERNANCE

5.1 Training Objectives

By the end of this Session, the participants will be able to

a) Define the concepts in leadership and governance;
b) Describe leadership styles and their effects;
c) Explain qualities of a good leader;
d) Describe characteristics of good governance;
e) Describe common problems in leadership and governance;
f) Describe ways of solving common problems in Leadership and Governance

5.2 Contents

a) Introduction
b) Definition of concepts
c) Leadership styles
d) Qualities of a good Community Leader
e) Characteristics of good governance
f) Common challenges in leadership, management and governance
g) Ways of solving common problems in Leadership, management and Governance
a) 5.3 Methodology: Group discussions, lecture, video show, case studies, exercises, role plays etc.

5.4 Duration: 4 hours

5.5 **Materials:** Assorted stationery, video, flipchart board, computer, LCD projector, black1board, etc.

5.6 Guidelines for Trainers

Step 1: The trainer asks participants to brainstorm on the meaning of concepts

Step 2: The trainer provides input on definition of concepts

Step 3: The trainer divides participants into small groups to list and discuss various leadership styles, why it is used, when it is used and effects on the group and the qualities of a good leader

Step 4: Group presentations in plenary

Step 5: The trainer provides input on the leadership styles and its effects

Step 6: The trainer asks participants to brainstorm on the characteristics of good leadership and governance

Step 7: The trainer provides input on characteristics of good leadership and governance

Step 8: The trainer asks participants to brainstorm on common problems in leadership and Governance and how to solve them

Step 9: The trainer provides input on common problems in leadership and Governance

Step 10: The trainer provides inputs of solving common problems in Leadership and Governance

5.7 Notes for Trainers

Introduction

This session brings out the aspects of leadership and governance in groups. In any community, there are leaders and followers. This session will highlight the concepts; leadership, governance, qualities of leaders and leadership styles. It also highlights common problems in leadership and governance and ways of solving those problems.

5.7.1 Definition of Concepts

- **Community Leadership** - is a process by which a community leader influences others to accomplish an objective and directs the community in a way that makes it more cohesive and coherent.

- **Management**-this is the act of organizing and coordinating resources to accomplish desired goals and objectives.

- **Governance-**is the process of decision-making and by which decisions are implemented or not implemented. It also represents the way rules, norms and actions are structured, sustained, regulated and held account1able.

Leadership styles

The following are some of the leadership styles a leader may apply:

1. Commanding
2. Dominating
3. Passive
4. Participative
5. Transformative

1. Commanding Style

- Makes all decisions and announces to members
- Members of the group are supposed to follow orders

Why/When used:

- During emergency situations
- Members are unwilling to do certain tasks
- A leader is imposed
- To instil discipline

- **Effects:**

Positive

- Protects the group from outside interference

Negative

- Complaints

- No new ideas

- Disinterest

- Sub groups develop

2. Dominating Style

- Keeps on talking to members
- Does not give members a chance

Why/When Used

- Has high opinion of him/herself
- Seeks personal power
- Encouraged by traditions
- Leader lacks experience

Effects

Negative

- Boredom
- Infighting
- No new ideas
- Factions develop

3. Passive Style

- The leader is withdrawn
- The leader has little influence

Why/When Used

- Lack of self-confidence/Has self confidence
- Lacks skills, experience, interest/Has skills experience, interests.
- Many strong/experienced members
- Desire to find out member's opinion

Effects

Positive

- Provides room for substitute leadership
- Motivation

Negative

- Project activities fail
- Competition for leadership
- Delayed decisions
- Low self-esteem by members

4. Participative Style

•   Involves everyone in decision making process

Why/When Used

•   Confidence in the ability of other members

•   Needs to build support

•   Need to share tasks

•   Fear blame for failures

Effects

Positive

•   Teamwork

•   Cooperation

•   Less conflicts

•   High participation

•   Shared satisfaction for success/failure

Negative

•   Delayed decision making/ Decision implementation

5. Transformative Leadership

•   A leader works with subordinate to identify needed change

•   Creates a vision to guide the needed change through inspiration

•   Executes the change in tandem with committed members of a group.

Effects

Positive

•   Conveys a sense of trust and meaningfulness that leads to greater wellbeing of the people

•   Promotes participation and teamwork

•   Transforms people from the state of ill-being to state of well-being

•   Creates synergy and self-esteem in members

•   Provides opportunities for sharing the achievements

Negative

•   Creates anxiety

•   Unwillingness to embrace the change from people who want to maintain the status quo.

Styles selected by any leader will be determined by: -

•   The type of group he/she leads.

-     The type of activity/activities being undertaken.

-     The traditions of the group the society and the prevailing situation in which it exists.

-     The beliefs, experiences and confidence of the leader.

Qualities of a good Community Leader

An effective leader is expected to possess the following attributes:

(a) Knowledge about: Aspiration of the community

- Challenges and limitations of the community (levels of income, poverty, production).
- Community felt needs e.g. Socio-economic needs of the community
- Socio –Cultural issues
- Internal and external Environmental condition of the area
- Policy issues affecting the community

(b) Skills

- Effective communication
- Interpersonal
- Networking
- Negotiation
- Lobbying and advocacy
- Resource mobilization
- Conflict resolution and management

(c). Behaviour

- Exemplary
- Presentable
- Compassionate
- Avoids use of bad language
- Committed
- Time conscious
- Approachable
- Honest, fair and just
- Empathy
- Integrity above reproach
- Altruism (Desire to do good to mankind)
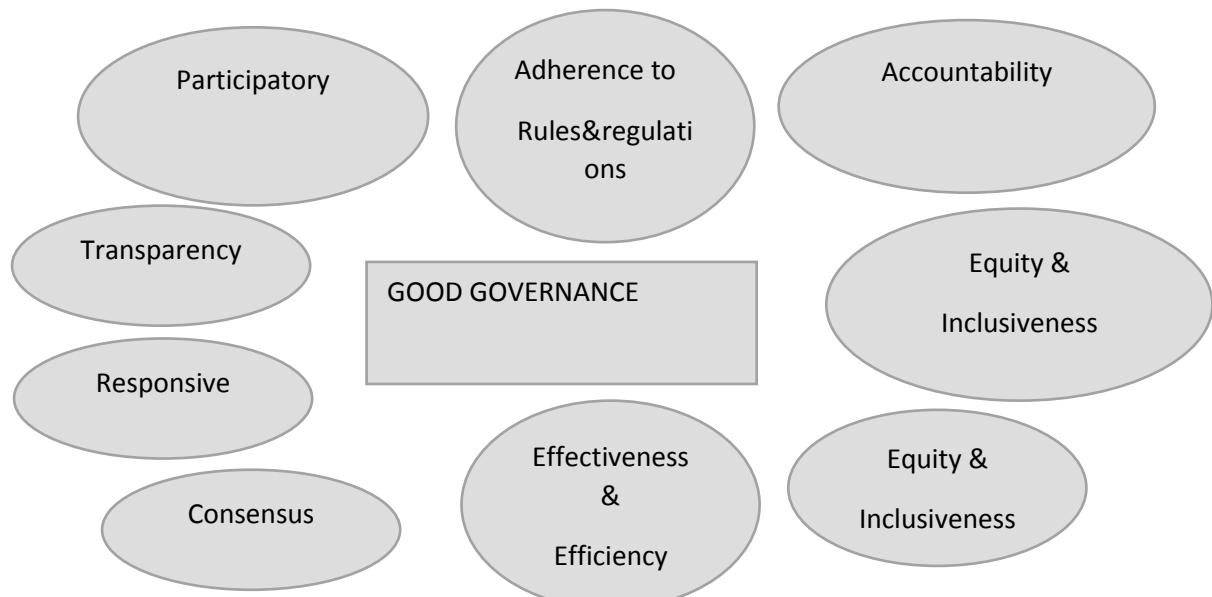
Functions of Management

Management operates through various functions classified as planning, organizing, staffing, leading/directing, and controlling/monitoring and motivation.

- **Planning** - The process of thinking about and organizing the activities required to achieve a desired goal.
- **Organizing** - Setting out modalities and structures through which to implement the plans.

- **Staffing** – The process of job analysis, recruitment and deploying staff for appropriate jobs.
- **Leading/directing** - Determining what needs to be done and getting people to do it.
- **Controlling** – Verification of activities to ensure that resources are utilized as planned.
- **Supervision and Monitoring** – Continuous assessment of utilization of activities as planned.
- **Motivation** - is the desire to do something. If motivation does not take place in an organization, then employees may not contribute to the other functions.

- **Governance**

- Good governance is critical in community development and it entails the following characteristics:

- **Participation-** A key cornerstone of good governance, strives to achieve equitable and meaningful participation by both men and women. This could be either direct or through legitimate intermediate institutions or representatives. It is important to point out that representative democracy does not necessarily mean that the concerns of the most vulnerable in society would be taken into consideration in decision making. Participation needs to be informed and organized. This means freedom of association and expression on the one hand and an organized civil society on the other hand.

- **Transparency-** Means that decisions taken and their enforcement are done in a manner that follows rules and regulations. It also means that information is freely available and directly accessible to those who will be affected by such decisions and their enforcement.

- It also means that enough information is provided in easily understandable forms and media.

- **Responsiveness-**Good governance requires that institutions and agreed processes try to serve all stakeholders within a reasonable timeframe.
- **Consensus oriented**-There are several actors and as many viewpoints in a given society. Good governance requires mediation of the different interests in society to reach a broad consensus in society on what is in the best interest of the whole community and how this can be achieved. This can only result from an understanding of the historical, cultural and social contexts of a given society or community.
- **Equity and inclusiveness**-A society's well-being depends on ensuring that all its members feel that they have a stake in it and do not feel excluded from the mainstream of society. This requires that all groups, but particularly the most vulnerable, have opportunities to identify their felt needs and improve or maintain their well-being.
- **Effectiveness and efficiency** - Institutions produce results that meet the needs of society while making the best use of resources at their disposal.
- **Accountability**-Must take responsibility for consequences arising from individual or group actions, decisions and policies.
- **Adherence to rules/regulations**-Good governance requires that established rules, procedures/regulations are followed by those entrusted with performance of various functions/tasks.

The diagram below shows the 8 characteristics of good governance (group the diagram)

Participatory

Adherence to Rules&regulations

Accountability

Transparency

GOOD GOVERNANCE

Equity & Inclusiveness

Responsive

Effectiveness & Efficiency

Equity & Inclusiveness

Consensus

Common challenges in Leadership, management and governance

Personal challenges:

a) Accepting too many responsibilities

Solution:

• Delegate

• Nurture successors

b) Desire for status and recognition

Solution:

• Consider others

• Accept other people's ability

• Avoid showing off

c) Identifying with particular groups for example denomination, political group (party),

Solution:-

• Serve all equally

• Impartiality

d) Personal interest, gains or benefits.

Solution: -

• Selflessness

• Change of attitude

Challenges for members

a) Competing for attention

Solution:

• Clear laid down rules that encourages participation by all

• Division of labour/tasks

b) Competing for benefits

Solution:

• Equitable distribution of resources/gains

• Clear guidelines on inclusion

• Set clear guidelines on rewards and sanctions

c) Social Cultural and Political influences

Solution:

• Know the people you are leading

• Understand external forces you work with

• Find out who supports who

• Adopt a neutral position

• Respect cultural diversity

MODULE 5: CONFLICT MANAGEMENT AND RESOLUTION IN COMMUNITY GROUPS

6.1 Training Objectives

At the end of this session, participants will be able to:

a. Define conflict

b. State and explain causes of conflict

c. Identify sources of conflict

d. Identify and understand the effects of constructive and destructive conflict

e. Understand and apply ways of managing conflict

6.2 Contents

a) Introduction

b) Meaning of conflict

c) Causes of conflict

d) Sources of conflict

e) Constructive and destructive conflict

f) Ways of managing conflict

6.3 Methodology: Group discussions, lectures, brainstorming, exercises, case studies,

Stories, audio-visual aids etc.

6.4 Duration: 3 hours

6.5 Materials: Felt pens, masking tape, flipchart, scissors, flipchart board, newsprints, blackboard, chalk, posters, computer, projector

6.6 Guidelines for Trainers

This is a practice session

Step 1: The trainer in plenary asks the participants to brainstorm on the meaning and causes of Conflict in groups

Step 2: The trainer provides input

Step 3: The trainer divides participants into small groups to identify and discuss sources, advantages and disadvantages of conflict in groups.

Step 4: Group presentations in plenary and trainer provides input

Step 5: In small groups, the trainer asks participants to discuss ways of managing conflict

Step 6: Groups presentation in plenary and trainer provides input with emphasis on the various conflict management styles

6.5 Materials: Felt pens, masking tape, flipchart, scissors, flipchart board, newsprints, blackboard, chalk, posters, computer, projector

6.6 Guidelines for Trainers

This is a practice session

Step 1: The trainer in plenary asks the participants to brainstorm on the meaning and causes of Conflict in groups

Step 2: The trainer provides input

Step 3: The trainer divides participants into small groups to identify and discuss sources, advantages and disadvantages of conflict in groups.

Step 4: Group presentations in plenary and trainer provides input

Step 5: In small groups, the trainer asks participants to discuss ways of managing conflict

Step 6: Groups presentation in plenary and trainer provides input with emphasis on the various conflict management styles

6.7.2 Causes of Conflict

- Causes of conflict include;

- Struggle over control of resources

- Disagreement over needs, goals and priorities

- Poor communication between group members and leaders

- Lack of clarity in roles and responsibilities

- Different attitudes, values or perception

- Lack of clear goals and objectives

- Uncooperative members

6.7.3 Sources of Conflict

De Souza (2010) has explained six sources of conflict outlined below:

- **Perceptual differences** between groups/individuals which makes them see the world differently and act on the basis of the perception which may not be reality itself;

- **Value differences** arise over differences in religious, moral, ideological and philosophical outlooks and cause conflict owing to issues which they find hard to change.

- **Role behaviour** entails certain responsibilities and expectations about what their counterparts should or should not do and are irritated when this does not happen.

- **Divergent goals** arise as leaders work for personal rather than group goals leading to competition between them for available resources.

- **Threat to self-esteem** or status arise because a leader is often regarded as knowing the most and feel his/her status threatened when others express good ideas.

- **Personality clashes** arise when people with diverse values find themselves in the same situation. Troublesome individuals and bullies because of their hostile nature are more predisposed toward conflict and are not tolerated by others. Similarly, individuals with low self-esteem compensate for this weakness by hostility toward others.

- **Weak constitution**/by-laws. Conflicts arise among groups that have no clear stipulated constitution or by-laws

Constructive and Destructive Conflict

Constructive

Where conflict is constructive or positive, it will help:

- Highlight problems that require attention;

- Clarify issues involved;

- Compel leaders to look for a permanent solution;

- Direct group efforts toward finding solution;

- Overcome lethargy (passiveness) that often characterizes self-help groups;

- Produce better ideas and force people to search for new approaches;

- Challenge old habits and restore creativity that may have existed during the formative stage of the group; and

- Increases tension, interest and stimulate creative thinking about affairs of the group

- Creates synergy, output in group members

- In decision making situations, confrontation between people permits sharing of ideas and making of correct choices, likely positive changes within the group include;

- There will be increased cohesiveness between members as external threats or common enemies force them to pull together, overlook their internal differences and become more loyal to each other;

- Members become more task-oriented as they become less concerned with individual interests owing to the urge to get work done;

- Leaders become more directive because of the danger sensed by the group and which requires quick and often unilateral decisions;

- There will be increased emphasis of formal structure through clear definition of members' duties.

- Group norms, rules and regulations are strengthened and members are expected to conform.

Destructive

Where conflict is destructive or negative, it will:

- Slow down decision making in a self-help group as members reject each other's ideas;

- Increase instability of groups;

- Lead to suffering emotional and physical stresses, psychosomatic disorders, inability to perform tasks they used to perform very well and resorting to use of drugs and/or alcohol as coping mechanisms;

- Leads to a waste of time, energy and other resources in putting out fires rather than resolving the conflict. As a result, goals of the organization suffer as more attention is paid to resolving more immediate problems.

- An atmosphere of suspicion and mistrust develops.

- Reduces contact between people and some stop communicating with each other.

- Lead to resistance, passivity and pursuit of own self-interest.

- Can lead to total collapse of a group.

- Can lead to protracted legal tussle among group members.

- Leads to embarrassment and demoralization and feelings of defeat among some members.

- Leads to some members leaving the organization and thereby weakening it.

- Negative attitudes and hostility towards others increase as the group's perception becomes negative, sees its rivals as enemies and develops negative stereotypes about them;

- Communication between the groups decreases as relation with enemy is viewed as unnecessary and punishable;

- Selective perception leads to distortion where a group views itself favorably and ignores strengths of opponents;

- Monitoring of rival's activities increases and helps to substantiate their negative stereotypes.

6.7.3 Ways of managing conflicts

There are two main factors that determine how conflict can be managed.

How assertively a group chooses to act depending on how they consider their relationship with the other party.

Or whether they choose to act responsively.

Styles in Managing Conflicts

1. **Dominating style**:

   This is high on assertiveness and low on responsiveness. Here persons exert their viewpoints at the expense of others often through open competition and a win-lose- situation. Dominance occurs when one party wins by having more power. For example, where two committee members cannot reach an agreement, they may take the matter to the chairperson for resolution. Such authoritative resolution is often faster and sometimes the only way out of bitter disagreement. Here the members recognize and accept authority of a higher leader to resolve the conflict—they may not agree with the decision but learn to live with it. But because the decision is imposed, their commitment to observe it can be low.

2. Dominance (force) is often used in situations of:

   Emergencies

When organizations want to implement unpopular courses of action

When both parties are in an adversary relationship and no other approach seems possible

The problem is that the approach can evoke bitterness and hostility in the losing party. It also makes the parties to become submissive to and depend upon authority to resolve disagreements.

3. **Accommodating or smoothing style**:

This is the opposite of the dominating style and the parties seek to resolve issues each of them presenting its views in a forceful way. When parties are avoiding open conflict, leaders often use this style by emphasizing areas of agreement and de-emphasizing those of difference. They limit discussion to only those matters where the parties can agree and which are usually positive. In both interpersonal and intergroup conflict, this style is useful in that when one party is in agreement, the other tends to be more receptive.

4. **Avoiding/withdrawing style**:

This is low both in assertiveness and responsiveness in the sense that people deal with conflict by avoiding it. In intergroup conflict, the parties avoid each other or if meetings are necessary, they engage in pleasantries or evasions to avoid confronting the problem. The avoider seems to be indifferent or detached to the conflict situation and their retreating from the conflict can be useful for:

- A cooling-off period

- Postponing issues until a better time

- Preventing disputes over unimportant issues when there appears a chance to win.

- Likely damage from confrontation.

Despite this, the style is ineffective for achieving a long-term solution to serious matters. It reflects failure to address important issues and a tendency to remain silent when parties need to take a position. The avoidance undermines a relationship and leads to a chilly distance called "ice-o-lation". Withdrawal often becomes a continuous retreat from the opportunities of reaching an agreement.

5. **Compromising:**

This style stands half-way between assertiveness and responsiveness. Compromise searches for solution that satisfies both parties. It is a give-and-take process which seeks mutually acceptable solutions that partially satisfy both parties. The word "compromise" suggests weakness and lack of commitment to a position. It may also suggest lack of principle and pursuit of short- rather than long-term solutions. However, the strategy is useful and is used by organizations when continued conflict is likely to be more costly than partial agreement. There may be no clear loser or winner. A main weakness in this is that once initiated as a process it tends to slow down a search for satisfactory solutions. One of the tactics used in this style is bargaining which consumes a lot of time but often produces second best solutions. In compromise, the goal is to reach an agreement that ends the conflict even if it is not the best solution.

6. **Collaborating style:**

This operates with both high assertiveness and high responsiveness. Here the parties confront each other to reach a solution that satisfies the concerns of each of the

7. **Confrontation style:**

This provides the first step in seeking constructive resolution and it entails:

- Sharing relevant facts and feelings.

- Openly admitting differences.

- Clarifying issues and needs of the opposing parties and their current feelings.

6.7. 4 Steps in Conflict Management

Step 1 Exploring

- Assess the problem situation and identify the problem.

- Explore, define and clarify the actual problem. (The more clearly a problem is understood, the more able we are to see what needs to be done to solve it).

- In this stage, you are able to assess the driving forces (negative/positive).

- Consider how to increase the positive and reduce the negative.

Note: At this stage the group needs to be curious, open, participatory and attentive

Step 2: Goal Setting

- Define goal, analyze forces, generate strategies and select appropriate strategy.

- This is a decision to do something (set a goal) to help solve a problem.

- You need to define a goal (make it smart).

- Collect, organize and analyze relevant supportive data to form a basis for your plan.

Step 3: Taking Actions

- Write work plan, implement and evaluate.

- Write a work plan, identifying activities necessary to carry out your chosen strategy.

- List tasks, order them, and allot responsibility, state deadlines.

- Implement and evaluate the plan.

6.7.5 Methods of Conflict Management and Resolution

- **Mediation-**Is a dynamic, structured, interactive process where a neutral third party assists disputing parties in resolving conflict through the use of specialized communication and negotiation techniques. All participants in mediation are encouraged to actively participate in the process.

- It is also a process that it is focused primarily upon the needs, rights, and interests of the parties. The mediator uses a wide variety of techniques to guide the process in a constructive direction and to help the parties find their optimal solution. A mediator is facilitative in that s/he manages the interaction between parties and facilitates open communication. Mediation is also evaluative in that the mediator analyzes issues and relevant norms ("reality-testing"), while refraining from providing prescriptive advice to the parties

- **Arbitration**-Is a proceeding in which a dispute is resolved by an impartial third party whose decision the parties to the dispute have agreed, or legislation has decreed, will be final and binding. There are limited rights of review and appeal of arbitration awards. The arbitrator is officially appointed to settle disputes.

- **Negotiation**-Is a dialogue between two or more people or parties intended to reach a beneficial outcome over one or more issues where a conflict exists with respect to at least one of these issues. This beneficial outcome can be for all of the parties involved, or just for one or some of them.

- **Reconciliation**-Is an alternative dispute resolution process whereby the parties to a dispute use a conciliator, who meets with the parties both separately and together in an attempt to resolve their differences. They do this by lowering tensions, improving communications, interpreting issues, encouraging parties to explore potential solutions and assisting parties in finding a mutually acceptable outcome.

MODULE 6: ENTREPRENEURSHIP AND DEVELOPMENT

7.1 Training Objectives

At the end of this session, participants will be able to:

a. Define key concepts in entrepreneurship

b. Identify characteristics of individual and group entrepreneurship

c. Types of enterprises

d. Explain advantages and disadvantages of individual and group entrepreneurship

e. Explain the benefits of training group entrepreneurs

7.2 Contents

a) Introduction

b) Key concepts in entrepreneurship

c) Types of entrepreneurs

- Individual entrepreneur

- Group entrepreneurship

d) Characteristics of individual and group entrepreneurs

e) Stages of Entrepreneurial Process

f) Advantages and disadvantages of group entrepreneurship

g) Training of Entrepreneurs

h) Types of enterprise opportunities

i) Tips on starting an enterprise

7.3 Methodology: Group discussions, lectures, brainstorming, exercises, case studies, stories, audio-visual aids, role plays, games, visits to successful group enterprises (GEs).

7.4 Duration: 4 hours

7.5 Materials: Felt pens, masking tape, flipcharts, scissors, flipchart board, newsprints, blackboard, chalk, posters, ICT equipment etc.

7.6 Guidelines for Trainers

This is a practical session

Step 1: The trainer, in plenary, asks the participants to brainstorm on key concepts of entrepreneurship

Step 2: The trainer divides the participants in small groups and asks them to discuss individual and group entrepreneurs and their characteristics and later presents reports.

Step 3: Using reports of assignments in Step 2, trainer using a lecture highlights group entrepreneurship and engages participants in outlining their advantages and disadvantages giving examples.

Step 4: The trainer concludes by presenting possible enterprise opportunities and offering tips on starting an enterprise.

7.7 Notes for Trainers

Introduction

Entrepreneurship is one of the means for fighting poverty, especially when promoted among communities and groups and supported by training and funding programmes. Entrepreneurship is a key component in poverty reduction and socio economic empowerment of communities.

7.7.1 Key Concepts in Entrepreneurship

- **Entrepreneurship** may be defined as the practice of starting a new business or reviving an existing business in order to capitalize on new found opportunities. It is the capacity and willingness to conceive, initiate, organize, and manage a productive venture (enterprise) while in search of profit as a reward despite inherent risks

- **Enterprise** refers to creating of a need in response to an existing opportunity amongst people or a community for a specific service or product. It is the provision of something of value (service or product) to others at an agreed upon cost.

- **Entrepreneur** is an individual who owns a firm, business, or venture, and is responsible for its development.

- This is an enterprising individual who builds capital through risk and/or initiative.

- **Group entrepreneurship**: This is a number of persons who work together on some enterprise, often aided by a link organization which could be government or non-governmental agency. Unlike individual entrepreneurship, group entrepreneurship (GE) can help persons to undertake mass-based activities in a viable manner.

- **Backward and forward linkages:** These are economic operations which have to be carried out in relation to the market both in terms of inputs and outputs.

- **Primary producer:** a person or a group that is involved in the extraction of products consisting of raw materials, as in farming, fishing, forestry, hunting, or mining

- **Secondary Producers:** is a person or organization involved in value addition by use of raw materials produced by primary producers.

- **Primary productive activity**: This is the economic activity that is carried out by people.

- **Primary and secondary linkages:** These are activities among the forward and backward linkages that have to be carried out. While some activities such as supply of raw materials are primary linkages, others such as marketing and public relations are secondary linkages.

- **Supporting agency**: This is the agency which is either governmental or non-governmental which assists entrepreneurs.

- **Trader, middleman, and moneylender**: These are the persons who take care of the forward and backward linkages that put the primary producer in contact with the market. Traders often function as money lenders at the same time.

7.7.2 Types of Entrepreneurs

There are two types of entrepreneurs: Individual and group entrepreneurs.

Individual entrepreneurship

These enterprises are operated by individual entrepreneurs. Examples include: Value addition, Tailoring, cycle and motorcycle repairs, selling of second hand clothes, groceries, stationery, and photography among others.

Funding for these enterprises can be drawn from individual or group, community savings, grants, loans, donations and government.

Group Entrepreneurship (GE)

Group entrepreneurship (GE) is undertaken by a group of people. This could be people who live in the same locality or share the same economic interest.

Funding for these enterprises can be drawn from individual or group, community savings, grants, loans, donations and government funds.

7.7.3 Characteristics of Individual and Group Entrepreneurs.

Table 3: Summary of Characteristics of individual and group entrepreneurs

Individual Entrepreneurs Group Entrepreneurs	Individual Entrepreneurs Group Entrepreneurs
It is the venture of one individual who fulfils all man agement functions, forward and backward linkages.	It is the venture of one individual who fulfils all man agement functions, forward and backward linkages.
Features of entrepreneurship are manifest in his/her	Features of entrepreneurship are manifest in his/her
personality	personality
It is a group venture in which people initially fulfill	It is a group venture in which people initially fulfill
functions in which they are specialized while other	functions in which they are specialized while other
functions and forward and backward linkages are	functions and forward and backward linkages are
taken care of by a supporting organization	taken care of by a supporting organization

7.7.4 Stages in the Entrepreneurial process.

The four steps or stages in the entrepreneurial process are:

1. **Spotting and assessing the opportunity**

   Opportunity identification is the process by which the group comes up with a prospective idea for a new venture. Identification takes research, exploration, and evaluation of current needs, demands, and trends from consumers and others

2. **Drawing up a business plan**

Business plan development is an integral piece for submitting a proposal for any business. The group develops a description of the future direction of their business including cost benefit analysis.

3. Resources mobilization.

The entrepreneurial process calls for securing financial and non-financial resources. Financial resources include start-up costs while Non-financial resources may include human skill.

4. Running the enterprise

Running the enterprise means examining operational issues throughout the implementation of the entire business.

7.7.5 Advantages and Disadvantages of Entrepreneurship

1. Advantages of Individual Entrepreneurship

(a) It gives a great amount of freedom.

If you start your own business, you will be able to make your own decision and set your own schedule

(b) It can be exciting.

Entrepreneurs considering their ventures highly creative and enjoyable.

c) It allows you to set your own earnings.

As an entrepreneur, one is able to make their own investment and enjoy the earnings from the business.

d) It offers flexibility.

As an entrepreneur, you can schedule your work hours around other commitments, including quality time one would spend with their family.

2. Disadvantages of Individual Entrepreneurship

a) It requires you to dedicate a huge amount of time.

One big challenge in starting your own business is the amount of time you have to dedicate to it. However, even if you are able to enjoy flexibility in your work schedule when your venture does become successful, you will still have to dedicate a substantial amount of time to growing the business.

b) It can be difficult to compete with other businesses.

It is very important for an entrepreneur to stay competitive. This means that you have to differentiate your business from others in your niche in order to build a solid customer base and, finally, become profitable.

c) It does not guarantee 100% success.

Entrepreneurship would make your dreams come true, which does not often happen with traditional employment, but you need to make some sacrifices to make it happen. You should know that this type of venture does not guarantee 100% success.

d) It comes with unpredictable work schedules.

One major drawback of being an entrepreneur is that more work and longer hours will be required from you than being an employee. While you want to become your own boss, you must first know the amount of effort, time and investment to make your venture successful. Even though there is a lot of reward coming from it, it also has certain downsides.

iii) Advantages of Group Entrepreneurship

a) Helps reach the poorest of the poor.

b) It helps the whole group, not necessarily to become rich, but to earn a better and a more assured income from its produce.

c) It spreads basic management skills amongst the group members.

d) It spreads risk.

iv) Disadvantages of Group Entrepreneurship

If the venture fails, a whole group may lose their livelihood.

a. The group enterprise may be killed by vested interests. It entails high level of dependency among members.

b. Conflict may arise among members on management of the enterprise.

7.7.6 Training of Entrepreneurs

Skills development for entrepreneurs is very critical for initiating and managing the enterprises. However, inculcating the entrepreneurial skills to individuals or groups can be challenging and a long process. The three key skill areas identified for entrepreneurship include;

- Personal enterprise skills, which has to do with self-awareness and self-assessment of our abilities/strengths and weaknesses. It is the ability to examine and analyze problems and identify creative/innovative solutions. It is important that an entrepreneur has Literacy, numeracy people, and time management skills.

- Enterprise development skills: This has to do with knowing the needs of the market and the ability to make decisions, find out facts, opinions and identify possible solutions (information seeking). This will involve systematic planning (setting realistic step by step strategies to achieve targets and influence strategy), networking (convincing others through use of influential people to solicit support, funds, and recognition etc.).

- Enterprise management skills: This involves financial management, budgeting, accounting and cost control. It includes record keeping, product promotion, and marketing, selling skills, resource mobilization and management.

Additionally, an entrepreneur needs to understand the climate within which his/her enterprise can thrive. Key factors include the following;

- Availability of inputs/resources within the immediate environment: A business for which resources are within the village will be easier to run since the owner or owners will not have to spend much time and money on travelling. Organizing and planning the purchase or resources from a distant location can be difficult.

- Availability of customers for the product/service is nearby or if the customer is an institution, it will be easier for a business to succeed. Direct selling to the customers, without spending much time and money on travelling is ideal. It also offers the

opportunity to stay in contact with the markets and to ensure that the customers are satisfied with the quality and the price of the products.

Physical factors that affect location of enterprises such as; -

- Culture- creation of perceptions that only some communities can engage in certain enterprises e.g. the masai

- Gender-some communities discourage certain gender from undertaking some enterprises

- Religion e.g. Islam with sale of pork

- Environment –refers to site, for example accessibility, security

7.7.7 Types of Enterprises

Table 4 shows existing possible business opportunities

Type	Activities
Agriculture & Nutrition related	Dairy farming
	Bee keeping
	Fruit farming
	Trade in domestic animals (buying and selling)
	Sugar cane growing
	Trade in farming inputs e.g. Pesticides, fertilizers/manure
	Fish Farming
	Pig farming
	Poultry farming
	Goat rearing
	Rabbit farming/rearing
Educational related	Establishing a nursery school kindergarten
	• Bookshop
	• Establishing a village polytechnic
	• Consultancy services
	Establishing of private colleges
Tailoring and dress making	Basket weaving
	Screen e.g. Maridad fabricsin
Housing and General construction	Masonry
	Brick-making

	Block-making
	Quarry activities and stone excavation
	Hardware
	Sand harvesting
	Tiles making
	☐ Building rental houses
	Carpentry and joinery
Environment and energy related	Tree nursery
	Energy saving jikos/stoves
	Firewood trade
	Wood carving
	Timber trade
	General Carving
	Charcoal Production
	Garbage collection and recycle
	Public toilets
	Water kiosks
Transport Sector	Matatus,
	Boda boda
	Tuk tuk
	Buses
	Taxis
	Mkokoten

Business or commercial ventures	Posho Mill
	Shoe Making
	Hair Dressing
	Mobile money services
	Pottery
	Buying and selling of Land
	Table banking
	Car wash
Health – related	Community pharmacy
	Chemist
	Private Clinics
Entertainment and Hospitality	Tents and chair hire
	Dance troops
	Public address systems
	Party Décor and catering services

7.7.8 Tips for starting an Enterprise

Carrying out a feasibility study. This basically answers three fundamental questions;

•   Do the beneficiaries have the time and (access to) skills to run the business? (Research into the organization and management of the business).

•   Can the product/service be sold? (Research into the market of the product/service)

•   Can the product/service be sold for a profit? (Research on the requirements for investment, sources of finance, the daily expenses, and the sales income)

Planning for the enterprise:

Planning in a business can be compared to going on a journey. One needs to make the necessary arrangements in advance and take note of where one is in the course of the journey. A good planning process follows the steps below;

•   What is the goal of starting the enterprise and what do we want to do in the future?

•   What are the different ways to reach the goal? What are the advantages and disadvantages of each way?

•   Which way is most acceptable? Is it feasible? Are the resources needed available?

•   What tasks must be completed to move towards the goal in this way?

•   Who will be responsible for these tasks? Who will do what, when and where?

When will progress be evaluated?

- Write-up the results of the discussions in a business plan

- Carry out the plan

Guiding questions for an entrepreneur:

- Why? –Motive for starting business (employment? Profit?)

- What?- For goods and services

- Who? - Demand? Personnel? Skills?

- How?- Strategy/Method

- When? - To start business, acquire required items

- Where?-Location of business? Source of raw materials? Inputs, credit/funds? Markets

MODULE 7: PARTICIPATORY METHODS FOR DEVELOPMENT

8.1 Training Objectives

At the end of the session, participants will be able to:

a. Explain the importance of community participation in development

b. Explain methods of collecting, analyzing and interpreting data in participatory processes information

8.2 Contents

a) Introduction

b) Definition of concepts

c) Methods of gathering data

d) Analysing and organizing data for use

8.3 Methodology: Group discussions, lecture, brainstorming exercises, case studies, stories, audio-visual aids, simulation, participatory education theatre.

8.4 Duration: 4 hours

8.5 Materials: Assorted stationery, flipchart board, newsprints, blackboard, chalk, poster, drawings, computer and projector.

8.6 Guidelines for Trainers

Step 1: The trainer works with participants to define concepts in participatory methods

Step 2: Trainer highlights the participatory methods; and asks the participants to give their understanding of the methods

Step 3: Trainer introduces tools for participatory data collection

Step 4: The trainer divides the participants in groups and asks them to practice use of the methods and tools

Step 5: Participants present their experiences from group work in plenary and the trainer provides additional input

Step 6: Trainer helps participants to interpret the information gathered and its possible use

8.7 Notes for Trainers

Introduction

Participatory Methods refer to ways of engagement of people in making and acting on decisions that affect their lives and in controlling and influencing decisions made by communities themselves to bring about improvements in their community.

This session highlights some of the participatory methods used to gather information on communities for community development planning and programming

8.7.1 Definition of Concepts

- Method: Is a way of doing things

- Participation: Refers to the involvement of individuals or group of people in a certain engagement or activity

- Participatory Development: Refers to centering development around the people so that they are on forefront of all decisions and actions taking place in their communities.

8.7.2 Participatory methods

- PRA (Participatory Rural Appraisal)-this is an approach used by development actors to incorporate the local knowledge and opinions of rural communities in planning and management of development projects and programs.

- PUA (Participatory Urban Appraisal)-this approach by the development actors to allow urban people express their ideas and perceptions in an inductive manner to make their own analysis of the problems they face and to identify their own solutions.

- RRA (Rapid Rural Appraisal)-this is link between the formal service and unstructured research methods such as Focus Group Discussions (FGD) in-depth interviews and observational studies.

- ABCD (Asset Based Community Development)-is a methodology for sustainable development of communities based on their strengths and potentials. It involves assessing the resources, skills, and experiences available in a community, organizing the community around issues that move its members into action and then determining and taking appropriate action.

8.7.3 Participatory Tools

Information can be gathered in numerous ways with varying degree of thoroughness. The choice of ways will depend on the purpose for which the facts are to be used, the amount of time available in which to gather them and the experience and skills of the investigator(s).

The methods enable members of a community to collect information about the life conditions of their community, to analyze and share the information and to plan and take action. They permit people to collect information quickly within few hour(s), day(s) and week(s) and to analyze and use it to plan and implement the plans. They are visual and entail sharing while investigator(s) are expected to use their best judgment and creativity.

The methods help people to carry out their investigations facilitated by outside investigator(s), share results and learn from each other. The information gathered is used to prepare projects/activity plans which they implement, monitor and evaluate and lessons are generated for their improvement.

Some of the participatory methods include; Participatory Rural Appraisal (PRA) or Participatory Urban Appraisal (PUA). Chambers (1994) says that the methods are used in combination for collections of information, but those commonly used depend on the problem or the situation at hand. These include; desk reviews, key informant interviews, transect walks, community interviews, seasonal calendars, community/social mapping, wealth ranking, livelihood analysis and institutional and chapati or venn diagrams (Chambers (1994).

- **Desk reviews:** This provides secondary data derived from files, reports, maps, aerial photos, satellite images, journal articles and books.

- **Focused survey**: Usually a small sample of respondents is interviewed using a short interview schedule. The interview is open-ended and entails probing and visualization of aspects of the problem studied.

- **Key Informants Interviews** (KIs): These are persons who are more knowledgeable on problems studied and are identified and interviewed using an interview guide. The identification is done purposively through snowball or judgmental sampling. Snow-ball is where a knowledgeable person being interviewed is asked to mention another knowledgeable person who is contacted and interviewed and this one in turn mentions another and so on. Judgmental sampling is where investigator(s) decide that some of the persons interviewed have adequate knowledge and need to be interviewed in detail.

- **Transect walk:** This entails a walk through an area and while doing so investigator(s) observe, ask questions, listen, discuss and identify different types of soils, land uses, vegetation, crops, livestock as well as use of local and improved technologies. The investigator(s) draws a map or sketch of the area and its various resources

- **Community/group interviews**: Members of a community or a self-help group are assembled in a suitable location and the investigator(s) seek their views and clarifications on various questions listed in a checklist.

- **Seasonal calendars:** Members of a community provide information on major seasons on month to month basis to show seasonal changes including distribution of rain, soil moisture, food consumption, income, expenditure and migration.

- **Community/social mapping:** A few well-informed members of a community are brought together and guided by the investigator(s) to map out the area in terms of its boundaries and its resources such as schools, health centers, roads, streams/rivers, hills, markets, administrative center, police post and so on are shown on the map or sketch.

- **Wealth ranking:** In a meeting of a few better-informed members of a small neighborhood such as village guided by investigator(s), its map is drawn. The members identify and locate households in the map. They then rank them whether they are poor, medium or well-to-do. They can use small, medium and big stones or long, medium and short sticks to do so.

- **Livelihood analysis**: This entails gathering information on stability of households, crises they experience, income, expenditure, credit, debt and multiple activities on a month by month basis.

- **Institutional, chapati or venn diagrams**: This entails identification of individuals and institutions/groups existing in the neighborhood. For example, an inventory of self-help groups can be developed showing their names, year started, goals, activities, number of members and status whether very active, active or dormant.

- **Community score cards:** This is a community self-analysis on the basis of standards set up in the score card (see Annex 3). It can be used to assess progress between competing communities, but more importantly for community self-education or for assessing its improvement.

- The score card can be used as a guide to score a community in terms of government, education, religious life, recreation, health, trade services, conservation, cottage industry and organizations. The information is used in two ways: First, for discussion groups; and

secondly, by planning committees to identify problems, define needs and initiate new projects.

- **Gender Action learning system** (GALS): Is a cost effective and sustainable community led planning methodology. It helps women and men to have more control over their lives and work together on a basis of shared visions and values of equality.

- **Participatory survey:** This involves the community being surveyed in gathering of information. They can, with guidance from outside investigator(s), be involved in planning, conducting and reporting the survey. People collect the information on local conditions and will be interested and motivated to use it. The survey goes through a number of steps:

  1. Agreement on the problems to be surveyed;

  2. Setting up the organization to carry out the study;

  3. Developing the plans and the questionnaires needed to gather the desired information;

  4. Gathering the desired information from available sources and field. This may require some training of the people to gather the information.

  5. Classification and analysis of the information gathered in the field and from secondary sources.

  6. Interpretation and presentation of findings both in written reports and to the people in the area of study.

  7. Developing plans and projects based on the findings and implementing the plans and projects. The survey sample may not be completely representative of the area and hence the information may be less accurate and not exhaustive. Its purpose is to bring out a picture of the situation and to motivate the people involved to do something to correct it.

The questionnaires need to be focused to the problem of concern, pre-tested and revised to make them fit the situation.

Members of the community can be assisted by investigator(s) to plan the survey, prepare questionnaires, collect the information, analyze the information and interpret the findings.

Self-Appraisal or Analysis: Frequently a community wants a systematic picture of itself and its needs. It is desirable that a less time consuming method is used to appraise the situation prior to development of plans or carrying out of action programmes.

The appraisal or analysis as a background to planning and action can be done through use of community score cards or community check sheets or through the use of evaluation committees.

Evaluation committees: If a project has been going on for some time and a self-appraisal is needed, an evaluation committee can study the project. The committee will be valuable not only in fact gathering but also in evaluation of the on-going project. Investigator(s) will be needed to help in design and carrying out of the evaluation. The evaluation can equally focus on performance of a self- help group, a CBO or GSDC.

Workshop: This is another method of fact gathering and fact sharing and provides opportunity for a community to compare experiences and appraise various community situations. The workshop is based on facts gathered prior to its being held. The facts are critically appraised by

the workshop in relation to how well they contribute to the understanding and solution of a certain problem. A workshop may focus on a selected problem such as schools, health or welfare problems. It can be used for one or several communities or self-help groups.

Historical Profiles: A resident or leader of a community might be asked to write a history of the community and its people. Local high school students can be asked to write essays on topics such as "the early history of my community". Such essays can be valuable in revealing the background and feelings of local people.

Similar essays can also be written on self-help groups and CBOs in a community.

Community case studies: These can be made by participant observers who live in the community for a period of time. The observer will be able to understand the people and groups in the community and present these in a form of a community study. For example a religious leader or a head teacher of a school can compile such case studies. Analyzing and organizing data for use-for information to be used well, it needs to be gathered and organized in a systematic manner. After the information is organized, it can be used by community groups for learning, planning, measuring progress, discussion and so on.

How to Organize Information-various methods can be used to organize information so that it is easy to use.

Some of these are;

a) Analysis, for example in terms of age, sex, income, occupation, geographic location and any other parameters that may be applicable.

b) Chronological ordering, what happened first in history?

c) Description, facts gathering can be described to serve as basis for evaluation

d) Illustration – many methods can be used to illustrate information for ease of understanding, e.g. pictures, pie charts, bar graphs, line graphs, percentage, etc. can be used to further information to enhance its effective use

MODULE 8: PROJECT PLANNING AND MANAGEMENT

9.1 Training Objectives

At the end of the session, the participants will be able to:

a. Define key concepts in Project Management.

b. Describe the Project Management Cycle

9.2 Contents

a) Define concepts

b) Project planning cycle (identification, design, implementation, monitoring and participatory evaluation)

c) Characteristics of community development projects

d) Types of community development projects

e) Challenges in project management

9.3 Methodology: Group discussions, lectures, brainstorming, case studies and group exercises, stories, and audio-visual aids.

9.4 Duration: 6 hours

9.5 Materials: Felt pens, masking tape, flipcharts, scissors and flipchart board, newsprints, blackboard and chalk, poster and pins.

9.6 Guidelines for Trainers

Step 1: Trainer asks the participants to brainstorm on Project planning and Management concepts.

Step 2: Trainer in plenary discusses and clarifies on the various project planning and management concepts.

Step 3: Trainer engages the participants in a brainstorming session to bring out their understanding of the cycle

Step 4: Trainer highlights and demonstrates the project cycle.

Step 5: Trainer divides participants in small groups and asks them to come up with a sample project.

Step 6: Participants present the sample project in plenary and the trainer provides professional input.

9.7 Notes for Trainers

Introduction

This session focuses on project planning and management as an area that is central to community development. Most of the community organizations (Self-help groups, CBOs Youth groups) are engaged in projects but they have inadequate skills in project management and hence the need for the training. In addition, Project planning and management has become important to attain justification for funding (external and internal) and its ability to bring about positive change or outcomes.

9.7.1 Key Concepts in Project planning and Management

- **Project:** a process consisting of a set of coordinated and controlled activities with start and finish dates undertaken to achieve specified objectives.

- **Project Management**: a process through which people themselves develop and use their capacity to effectively plan, design, implement, operate and maintain, monitor and evaluate their projects.

- **Project Planning:** entails all the pre-investment activities, which identify the project idea and formulate it into a set of action plans that can effectively achieve the intended objectives within the specified time period.

- **Project Implementation**: A process of accessing and using resources to produce outputs.

- **Programme:** A set of interrelated measures which show actions needed to attain certain objectives over a given period of time. Usually programmes are larger in scope, for example the Free Primary Education

- **Plan:**

- **Participatory Monitoring**: Continuous assessment of the project and involves key stakeholders to make sure the project is on course and achieving the desired objective within the stipulated timelines.

- **Participatory Evaluation:** periodic assessment of projects in terms of how far it has achieved its objectives and the impact.

- **Project sustainability**: The ability of a project to maintain its operations, services and benefits during its projected lifetime.

9.7.2. Types and Characteristics of community development Projects

Community development projects have often been categorized as social and economic.

- Social projects take the form of public utilities and facilities such as schools, health projects, water projects, public toilets, community halls, youth centers and religious buildings.

- Economic projects are income generating activities (IGAs) such as bakeries, livestock rearing, crops production, horticulture, cattle dips and irrigation schemes and provision of services such as leasing chairs and tents and cooking food at public gatherings and public address systems in Public functions (weddings and funerals.)

NB: In some cases there is a mix of the two types. Characteristics:

- Develop local organizations and leadership

- Use more local resources

- Based on felt and unfelt needs of communities

- Initiated by communities and self-help groups and also with guidance from community workers

- Involve people and help develop a feeling of local ownership.

9.7.3 Project Management Cycle

A project management cycle has four main stages Identification, planning/design, implementation and Participatory monitoring and evaluation.

Stage 1: Project Identification

Project identification stage has the following steps:

- Problems are identified and prioritized
- Problem analysis of the prioritized problem is carried out using the problem tree tool
- Formulation of the project Objectives
- Identification of target beneficiaries
- Identification of Suitable intervention approaches
- Identification of Project location/locations

Stage 2. Project Planning/design

Project Planning/design stage has the following steps:

- Carry out "situation analysis" or "baseline data" or "diagnostic study" The information collected provides a basis for this stage as well as for monitoring and evaluation.
- Identify human, material and financial resources as well as timeframe that is required
- Identify both internal and external sources of support
- Mobilize resources through fund raising and from development partners
- Specify implementation methods.
- Specify Monitoring and Evaluation procedure.

Tools in Planning and Design

1. Logical framework.

2. Project proposal format.

NB: Check annex 4 for samples

Stage 3 Project Implementation

Project implementation stage has the following steps:

- Preparation of a work plan.
- Procurement of resources.
- Carrying out planned activities.
- Building networks and collaboration for sustainability.

Stage 4: Participatory Monitoring and Evaluation:

A. Participatory monitoring stage has the following steps:

- Review objectives and activities

- Develop monitoring questions

- Establish direct and indirect indicators and tools to use

- Decide who will do the monitoring

- Analyze and present results

B. Participatory Evaluation stage has the following steps

- Identification of evaluation team (internal/external)

- Team familiarization with the project

- Preparation of evaluation tools

- Conducting evaluation

- Preparation of report and submission to the Client

- Execute corrective action as necessary

It is important that beneficiaries are assisted to understand evaluation and to participate in carrying it out.

Findings from evaluation done mid-term can be used to strengthen the project implementation process Ex-ante (pre-project evaluation). This is done before implementation of the project

- **Formative Evaluation**: (project appraisal) done at the initiation of the project or during ongoing project activities and the information is used to improve project implementation

- **Summative Evaluation** (impact or outcome evaluation): This is used to assess a mature project's success enriching stated goals. It is also called End evaluation.

- **Ex-Post Evaluation:** This is carried out two to three years after the programme is completed. The purpose is to assess lasting impact and extract lessons of experience and any unintended results.

It answers the questions

- Is the project replicable?

- Is the project sustainable?

- Is the project transportable?

9.7.4 Challenges in Project Management

- Poor leadership

- Poor governance such as lack of transparency and accountability

- Mistrust

- Misappropriation of resources

- Limited resources, skills, and knowledge

- Low involvement of communities

- Inadequate strategies of engaging communities to effectively participate in decision making and development processes which leads to lack of ownership, conflicts and unsustainable development.

MODULE 9: RESOURCE MOBILIZATION

10.1 Training Objectives

At the end of the session, the participants will be able to:

(a) Define the concepts in resource mobilization.

(b) Identify types of resources.

(c) Explain ways of mobilizing resources.

(d) State the key elements of a project proposal and letter writing.

10.2 Contents

a. Meaning of resource and resource mobilization.

b. Types of resources.

c. Sources of resources – internal and external.

d. Ways of mobilizing resources.

e. Tools for Resource Mobilization.

10.3 Methodology: Group discussions, lectures, brainstorming, case studies, stories, and visual aids, ICT equipment

10.4 Duration: 6 hours

10.5 Materials: Assorted stationery flipchart board, newsprints, fib cards, blackboard and chalk, poster and pins.

10.6 Guidelines for Trainers

This is a practical module

Step 1: Ask the participants to brainstorm on the meaning of terms

Step 2: Ask participants to name some of the internal and external sources

Step 3: Ask participants to brainstorm on ways of mobilizing resources

Step 4: Trainer summarizes ways of mobilizing resources

Step 5: The trainer introduces the topic on proposal writing and asks the participants to brainstorm on the elements of a project proposals

Step 6 Divide participants in groups to come up with a sample proposal

Step 7: Presentation of draft proposals in plenary

Step 8: Trainer wraps up by giving professional input

10.7 Notes for Trainers

Introduction

Mobilization of resources is a major concern for communities. Resources are raised through members' contributions and savings in the form of cash, labour and materials. Other resources are raised through fundraising, loans, income generating activities (IGAs) and gifts, for instance from well-wishers and grants from development partners.

10.7.1 Definition of concepts

Resources: These are cash, materials/human/time required that may be harnessed for meeting desired goals and objectives. Resources exist either in a developed, undeveloped or underdeveloped form hence the need to identify at which state they are in order to maximize on the potential benefits.

Resource mobilization: this can be explained as an effort to put together or bring together material, human labour (or people), funds and time necessary for a common undertaking. Resource mobilization is much more than asking (external) donors for money. One of the most effective ways of acquiring resources for a project is to increase the number of stakeholders via networking, lobbying, information sharing and deliberate networking with other sectors and institutions for example micro finance institutions.

10.7.2 Types of resources

Financial-This is the money available to an enterprise for spending in the form of cash, liquid securities and credit lines. Before going into business, an entrepreneur needs to secure sufficient financial resources in order to be able to operate efficiently and sufficiently well to promote success.

Personnel – People working in an enterprise to achieve a common goal. The success of a business is highly dependent on the strength and weaknesses of the employees.

Technology-This is the application of scientific knowledge for practical purposes e.g. ICT

Time - This is the quantity of availability of duration to be undertaken in a business.

Land – Primary input and factor of production which is not consumed but without which no production is possible.

10.7.3 Sources of Resources

Whereas community development emphasizes the use of internal resources, nearly in all cases there is need for support from external sources, especially for big projects. The support is often in form of grants, loans, knowledge, advice, equipment, and money. Resources can either be internal or external.

Internal Resources

Money: These are the funds owned by individual, groups and communities required to facilitate a given project

Materials: These are the locally available commodities and items which can be channeled into a project for example Soil, timber, gravel, etc.

Man Hours: This refers to the time utilized while attending meetings, trainings, workshops and doing the actual work.

Man Power: This includes the skilled, semi-skilled and un-skilled labour that is used to accomplish a given task.

External resources

The resources, especially from external sources are raised in two main ways: Proposal; and letter writing.

These are resources not within the group which include:

• Skills-technical skills from the extension workers and that could be exploited for the benefit of the members of the group

• Funds from external sources e.g. Donors, NGOs, CBOs, FBOs, Government Development Funds (WDF, YDF,SSDF) donations from Local leaders and well-wishers. This may include cash or material

0.7.4 Ways of Mobilizing Resources

• Interest from savings;

• Contribution from friends and well-wishers;

• Members' contributions;

• Appeal through media;

• Charity walks, runs, cycling;

• Raffles, Lotteries;

• Livestock auctions;

• Income Generating Activities;

• Dinners and Lunches;

• Selling services, e.g. cooking at public functions and entertainment;

• Payment of fines by group members;

• Merry-go-rounds;

• Table banking where interest goes to group;

• Sports Tournaments Grants and Loans;

• Dividends/share contributions (capitalization);

• Surplus funds, for example, fixed deposits, trust fund and security exchange.

10.7.5 Tools of Mobilizing Resources

Proposal Writing

Proposals can be submitted to external sources for example CDF, WEF, Youth Enterprise Development Fund

(YEDF), local NGOs, FBOs and foreign embassies.

A proposal may be open ended or closed. In an open-ended proposal, a group has the liberty to write all that they feel necessary within the outline while in closed, the group must stick to the format and ceiling of the funding organization.

Some of these development partners provide guidelines or what is termed "format" which show what should be contained in a proposal. Often, Community development proposals would have the following format:

- Title of the project

- Executive summary

- Background, problem statement, objective and justification

- A work plan that shows activities, Objectives, outputs, time lines and actor

- Methods and resources for implementation

- A budget covering the lifespan of the project

- Monitoring and Evaluation framework

- Management Structure

A community worker does not prepare a proposal for a community group, but rather facilitates the group to do so usually in a stakeholders meeting.

Letter Writing

Letter writing is another technique used in fund raising. A group can raise funds by writing letters to potential donors seeking their support for their activities. To use this technique a group needs to prepare an inventory of potential donors and their requirements. The group should keep the letter simple and short, but it should attract and appeal to the donor's interest.

The letter should include the problem that will be solved by the help the group is seeking, that is, it highlights the solution. Just as it is with the proposal, the Community Development worker will not write the letter for the group, but will facilitate them to write it by providing them with the necessary information and skills.

MODULE 10: RECORD KEEPING AND MANAGEMENT

11.1 Training Objectives

At the end of the session, the participants will be able to:

a) Identify types of records

b) State and utilize the tools used in record keeping

c) Explain and keep proper records

d) Explain the rationale of keeping records

11.2. Contents

a. Types of records

b. Tools for keeping records

c. Procedures of record keeping

d. Importance of keeping records

11.3 Methodology: Group discussions, lectures, brainstorming, case studies and visual aids

11.4 Duration: 4 hours

11.5 Materials: Felt pens, masking tape, flipcharts and flipchart board, scissors, newsprints, sample records, record template, posters, pins and computer and projector.

11.6 Guidelines for Trainers

This is a practice module

Step 1: Trainer asks participants to brainstorm on the types of records and the tools for record keeping.

Step 2: Presentation and discussion in plenary.

Step 3: Trainer divides participants into small groups and assigns each group to develop a sample record.

Step 4: Presentation and discussion in plenary.

Step 5: Participants discuss and list the importance of keeping records.

Step 6: Trainer wraps up by giving professional input.

11.7 Notes for Trainers

Introduction

Record keeping is a requirement for all groups and projects. Often, records of a group are kept by its secretary, treasurer and other designated officials. The records help continuous and effective monitoring of progress and smooth handing over whenever there is change in leadership.

11.7.1 Types of records

Types of records kept by community groups and the reasons for doing so are presented in Table 5.

Table 5: Types of records kept by Community Groups

Type Purpose	Type Purpose
Financial Records	Financial Records
Receipt book To show that payments are made to right persons or	Receipt book To show that payments are made to right persons or
are being received	are being received
Order book(LPO) To show orders that were placed with suppliers	Order book(LPO) To show orders that were placed with suppliers
Invoice book To show payment owed to group or customers	Invoice book To show payment owed to group or customers
Cash book To show income and expenditure	Cash book To show income and expenditure
Petty cash voucher Used for cash transactions on day-to-day	Petty cash voucher Used for cash transactions on day-to-day
Other financial records To show various financial transactions conducted by	Other financial records To show various financial transactions conducted by
the group	the group
Non-financial Records	Non-financial Records
Minutes of meetings (Annex 5&6) To keep track of what has been discussed and	Minutes of meetings (Annex 5&6) To keep track of what has been discussed and
confirmed	confirmed
Constitution or by laws To enable the group members know their rights and	Constitution or by laws To enable the group members know their rights and
responsibilities	responsibilities
Group members register (Annex 7) To know the profile of each group member	Group members register (Annex 7) To know the profile of each group member

Note: Not all of the above records might be kept as some of them may not be useful, especially to those groups that are very small. However, the groups should be encouraged to adapt the records to their situation as need arises

11.7.2 Tools for Record Keeping

There are a number of tools used in record keeping, these include:

Receipt book

This is used during sales and for payments and entails issuing of receipts for all transactions. Receipts will be issued when sales are made or when cash or cheques are received or issued. Receipt book consists of duplicate pages and is used with a sheet of carbon paper to enable copies to be made.

Order Book

This is used by a group to place orders from suppliers or manufacturers and acts like a local purchase order

(LPO) used by bigger organizations.

Invoice Book

This is used to remind the group's customers that they are either owed or owe the group a payment (it is a demanding document).

Cash Book

This is used for recording all the receipts and payments made by a group (Sample Table 6).

It consists of a series of numbered pages with columns for date, details, money and source of documents.

The pages are numbered to prevent wrongful removal of a page and fraudulent entries.

The cash book records money received and money paid out. The right-hand column is used for payments and the left for money received.

Because a group usually keeps more of their money in a bank account and a small amount in its office, the cash book has columns to show what happened to cash in the office as well as that held in a bank. (Sample - Table 7)

Apart from the cash and bank columns, there are also analysis/details columns to both the cash and bank sections of the cash book. Often analysis columns will conform to the headings in the group's budget.

Each entry made in the cash or bank columns is also entered in the analysis/details column.

The total of the analysis column at the end of the week or month will show how much money has been spent or received under that heading.

Table 6: A simple cash book

Date Details	Details	Receipts (Money)	Payments (Money)	Balance

Where the group/project operates a bank account, then the cash book will have three additional columns for the bank.

Table 7: A simple cash book for an IGA project

Date	Details	Cash			Bank		
		Receipts (Money In)	Payments (Money Out)	Balance	Balance Receipts (Money In)	Payments (Money Out)	Balance

Other Financial records

These include:

- Store ledger book which shows non-fixed assets owned by the group;

- Savings and credit records which show who saves, borrows and pays;

- Bank records which show banking transactions;

- Internal/external auditor's reports which show accountability and transparency

11.7.3 Importance of Record Keeping

Financial records are important for the following reasons:

a. Show the financial strength of a group;

b. Assist in planning;

c. Assist in decision making;

d. Demonstrate transparency and accountability;

e. Indicate surplus and loss

f. It justifies to donors, members and other important stakeholders on effective use of the funds.

g. Monitor members' participation in the group activities.

MODULE 11: CROSS-CUTTING ISSUES

12.1 Training Objectives

At the end of the session the participants will be able to;

a) Identify cross cutting issues in community development

b) Define key concepts of the cross-cutting issues

c) Explain how cross-cutting issues affect community development

d) Define the strategies of mainstreaming cross-cutting issues in community development

12.2 Contents

a) Introduction

b) Gender Mainstreaming

c) Disability Mainstreaming

d) HIV/AIDS

e) Vulnerable groups

f) Drug and Substance abuse

g) Environment /climate change

h) Disaster awareness and preparedness response

12.4 Methodology: Discussion, stories, case studies, posters, audio visual, role play

12.5 Duration: 6 hours (however this will depend on the issues at hand)

12.6 Materials: Flipcharts, posters, felt pens, black board, chalk, projector, laptop/computer.

12.7 Notes for trainers

Introduction

Community development as a basic strategy of community involvement assumes that every person in the community is involved. However, there are other factors that may affect community development such as issues of gender, disability, HIV&AIDS and drug abuse, vulnerable groups, environment, climate change, disaster awareness and preparedness. These issues require special attention and thus the trainer needs to highlight the need to integrate them into the development processes.

12.7.1 Gender

Gender refers to the social construction of roles, responsibilities and behaviour patterns assigned to men and women, boys and girls. Social construction is how society values and allocates duties, roles and responsibilities to women, men, girls and boys. This differential valuing creates the gender division of labour and determines differences in access to benefits and decision making which in turn influences power relations and reinforces gender roles. The social constructs vary across cultures and time. While Gender is a social condition,

Sex refers to the biological and physiological differences between males and females as determined by nature.

Why Gender is an issue in Community Development

Historically, women have not been holding leadership positions and therefore have not been involved effectively in decision making processes. Additionally, they don't have access to property, land, credit, because the society is patriarchal and this limits their participation and contribution in community development. Women contribute indirectly to community development but their contribution is not valued in monetary terms in the domestic economy. There is little involvement by men in small community projects because of the way they have been socialized. Gender based violence issues slows down community development. Hence the need for Gender mainstreaming.

Gender Mainstreaming

In order to ensure both male and female are involved in community development then gender mainstreaming has to be effected: This is the process of integrating a gender equality perspective into design, implementation, monitoring and evaluation of development plans, policies, programmes, projects and legislation at all stages and levels. Gender mainstreaming is a strategy for the achievement of gender equality. The ultimate goal of gender mainstreaming is to achieve gender sensitivity, equity and equality

How to mainstream Gender in Community Development

1. Encourage representation and participation of both men and women during group formation and any other activity within the community.

2. Investigate and identify specific needs of girls and boys, women and men for project identification and implementation.

3. Create awareness on different types of Gender Based Violence (GBV).

4. Assist in referring victims to the relevant agencies.

5. Encourage community dialogue on GBV prevention.

6. (For more details refer to the Gender Training manual)

12.7.2 Disability

Disability as defined in the PWDs Act 2003, is a physical, sensory, mental or other impairment including any visual, hearing or physical incapability which impact on social, economic and environmental participation.

Why Disability is an issue in community development

The act also spells out the Rights and the privileges of Persons with Disabilities (For more details refer to the

Persons with Disabilities Act, 2003) PWDs have competencies and skills which if harnessed can contribute greatly to community development.

Disability Mainstreaming

This is a strategy for making the concerns and experiences of persons with disabilities an integral dimension of the design, implementation, monitoring, and evaluation of policies and programs.

How to mainstream disability in community development

i. Create awareness through sensitization and trainings on disability

ii. Enforce affirmative actions on PWDs

iii. Setting up Disability Mainstreaming Committees

iv. Encourage PWDs to form groups

Methods of Disability Mainstreaming

- Disability awareness trainings/sessions and PWDs empowerment

- Accessibility to physical facilities and premises

- Employment and retention of persons with disabilities

- Organization/ institution services and/or products or programmes

- Policies, procedures, practices

- Setting up a Disability Mainstreaming Committee

12.6.3 Drug and Substance Abuse

Drug and Substance Abuse: Refers to Compulsive, excessive and self-damaging use of habit forming drugs and substances.

Commonly abused drugs and substances include

- Tobacco

- Alcohol

- Bhang (cannabis Sativa)

- Glue

- Prescription drugs

- Heroin

- Cocaine

Why Drug and Substance Abuse is an issue in Community Development

Drug and substance abuse impacts negatively on the health of the users (persons) lowering their productivity levels in community development. These persons usually divert resources meant for community development to the purchase of drugs.

The effects of the drugs like poor memory, lack of sleep, hallucinations, irritability contributes to poor decision making in community development programmes/projects. Drug users usually spend a lot of time looking for drugs, using the drugs and having hangovers when they should be participating in community development activities.

How to mainstream drug and substance abuse in community Development

i. Sensitize people in various ways and on danger of abusing drugs and substances

ii. Rehabilitate affected persons

iii. Encourage affected persons to join community development groups and activities

iv. Refer the affected for treatment or special care

Exercise: - What activities can you do to help address drug and substance abuse in the community?

12.6.4 HIV/AIDS

Acquired Immune Deficiency Syndrome or Acquired Immunodeficiency Syndrome (AIDS) is a disease of the human immune system caused by the Human Immunodeficiency Virus (HIV).

Why HIV/AIDS is an issue in community Development

This condition progressively reduces the effectiveness of the immune system and leaves individuals susceptible to poor health which results in death. Consequently, this leads to loss of human resource and skills in community development. When an individual is HIV positive, it may affect their effective participation in community development. PLWHIV are stigmatized and therefore discriminated against when it comes to community initiatives and involvement. There is therefore need to deliberately involve them in community development.

Prevention and Management of HIV/AIDS

- Use of Anti-retroviral medication

- Counselling to encourage positive living

- Post Exposure Prophylaxis (PEP) - early administration of anti-retroviral administered between 48-72 hours after exposure to HIV/AIDS for prevention

- Proper Diet

- Prevention of Mother to Child transmission

- Circumcision

- Sensitization and advocacy for prevention and management

- Abstain from sex

- Proper use of condom

- Maintain one uninfected partner

Mainstreaming HIV/AIDS in Community Development

This is the process of integrating HIV/AIDS perspective into the design, implementation, monitoring and evaluation of development plans, policies, programmes, projects and legislation at all stages and levels.

How to mainstream HIV/AIDS in Community Development

- Sensitization and advocacy

- Encouraging people to get tested

- Encouraging infected to use Anti-retroviral drugs

- Promoting good diet especially among the infected

- Working with the affected and infected in their groups and the community at large

- If the infected and or affected want to form their own groups, they should be encouraged to do so and be supported by others without stigmatizing them

- Offering psychosocial support for the infected and affected

12.6.5 Social Protection

Social protection refers to policies and actions including legislative measures that enhance the capacity of and opportunities for the poor and vulnerable groups to improve and sustain their livelihood and welfare; that enable income-earners and their dependants to maintain a reasonable level of income through decent work and that ensure access to affordable health care, social security and social assistance. These groups include

Orphans and Vulnerable Children (OVCs), Older Persons, Persons with Disabilities (PWDs), Widows and street families.

Why Social Protection is important in Community Development

The constitution of Kenya 2010 stipulates that the vulnerable have a right to social protection. The vision 2030 in the social pillar talks about a just and cohesive society that is all inclusive. The overall objective of Social Protection is to ensure that all Kenyans live in dignity and exploit their human capabilities for their own social-economic development. The marginalized are left out in community development projects and programmes, especially in decision making on matters affecting their lives. Therefore it is important to provide them with Social

Protection to enhance their participation

How to Mainstream Social Protection in Community Development

- To implement multi-Sector programmes/projects aimed at improving livelihood and access to opportunities. These include Cash transfer to OVC, PWSD and OP, Hunger safety Net programme, School feeding programme, cash for assets, NHIF NSSF and others.

- Ensure affirmative action in community programmes and projects for the vulnerable groups.

- Encouraging inclusion of social responsibility statement in group constitutions.

- Exercise- Mention other cross cutting issues in community development

MODULE 11: REPORT WRITING

3.1 Introduction

In modern office, executives have to take various decisions which are based on logical thinking. Logical thinking can be derived through factual and sound data. Management is not based on intuition but on scientific methods which are derived from facts and figures. It is continuously supplying all kinds of information to the executives through reports of different kinds.

Such information is required to be communicated in a written form to save time as well as to provide record. Therefore, Reports- as the source of communication has become the primary task of modern office today.

The main purpose of a report is to provide information to the executive so that they may take timely decisions and actions accordingly. The report may vary in length to meet the outcome. Short reports may be produced in the form of memo format but longer reports will need to follow definite structure.

3.2 Objectives

After studying this unit learner will be able to:-

- Define meaning of report.

- State the important of report.

- Explain the type of report

- Explain the essential for drafting report.

- Meaning of technical report and its drafting.

3.3 Meaning of Report

Report is a summary of information. It is a communication from someone who has information to someone who wants to use that information. A report is a form of narrative or statement which presents facts relating to an event or state of business affairs which are necessary for an evaluation of progress and for decisions. It is a presentation of facts and findings about an activity. It is objective, impartial presentation of facts. It may arise out of available factual data or through enquiry, investigation, survey, interview, experiment etc. A mere expression of opinion without supporting factual data is not a report.

Office reports may be regarded as the vehicles of communicating information to those who need that information and will use it. They also provide valuable records. They serve as usual means of developing public relation and goodwill.

George R.Terry defined report as "A written statement on collection of facts, events, and opinions and usually express as summarized and interpretative value of this information. It may deal with past accomplishments, present conditions, or probable future developments."

According to Johnson "A good report is a communication that contains factual information organized and presented in clear, correct and coherent language." Reports are used by members of management to plan, organize and control business operations. Each manager in an organization has to report to his senior for which he has accepted the responsibility.

3.3.1 Objectives of Report writing

Office report has the following objectives: –

Objective of office reports is to communicate the information to those who need it.

- To facilitate planning and co-ordination by presenting factual information.
- To provide the information to shareholders, creditors, investors, customers and also general public.
- To facilitate the management to take appropriate course of action.
- To provide valuable records of documents to the office which can be used as future reference?
- To provide facts and results of an enquiry.
- To give the basis of measuring the performance of executive

The above mentioned objectives of report writing can only be achieved if the report is written in a simple language, is brief and comprehensive and also if it is supported by reliable data and factual information.

3.3.2 Importance of Report writing

Report writing is very challenging, interesting and fun loving. It is not something separate from real work. It is necessary and integral part of work.

- It is quite valuable and useful because:—
- It helps to keep records.
- It is the source of information.

- It tells about future success and failures.

- It keeps on knowing what we are doing.

- It encourages the donors as it keeps them informed what happened to their donations.

- It helps other people know about the development of their project.

- Other people are encouraged to do their own project.

- Helps researchers to do their work.

- Helps to determine further actions.

- It is also important for evaluation purpose.

- Helpful to the govt. to know their performance to bring different changes in policies, programs etc.

3.3.3 Report writing guidelines

Report writing is an art. It is that skill which can be studied and cultivated. It is an essential means of communication in the form of recommendation or information which is placed before the management for taking different decisions. A report which does not stimulate thought has no useful purpose. It does not justify the cost and efforts incurred on its preparation. It is necessary for maintaining transparency.

The tips and guidelines about report - writing are valuable to employees at all levels. These are as under:—

- Avoid the use of passive voice.

- Prepare the report after knowing your audience and need of readers.

- Write the report concisely (briefly) but comprehensively.

Write in simple language.

- It should be well planned and well organized.

- It should follow the logical conclusion.

- It may also give recommendation.

After following all above mentioned tips, report should be prepared after doing the needful work:

- Collection of relevant facts and figures.

- The arrangement of data in logical manner.

- Arriving at conclusion.

Thus a good report is extremely valuable. If the above mentioned tips are followed, report writing skills can be improved and personnel's can also the trained accordingly.

3.3.4 Benefits of Report writing

- It arranges and organizes the available information.

- It identifies any missing information.

- It makes the author to get more total and neutral view.

- It makes analysis and assessment easier.

- It classifies the relationship between activities and results. (Input and output).

- It assists the author to make a less biased self-assessment.

- It can lead to charges in objectives, strategies and activities in future office.

- It gives proper feedback to bring any changes in future activities.

3.4 Types of Reports

Reports can be classified as under for the purpose of office usage.

- **Routine Reports** – It contains the statement of facts in a detailed manner without any recommendations. It conveys the information to the management on the progress of some matter. These are prepared at regular intervals and are based on present facts and figures. These may be a production reports, sales reports, cost report, director's report etc.

- **Special Report** – It is presented to the superior who has been entrusted with the responsibility of preparation. It usually contains the advice or recommendation of the reporter on non- routine matters. It may include research report, turnover report, plant location report etc.

- **Statutory report** – The report which are necessary to the prepared as per the requirement of law. For example, under Company's act of 2013, a Joint Stock Company should prepare and file the following reports with the registrar of companies.

- Directors report to the Annual General Meeting.

- Annual returns.

- **Statutory r**eport at the statutory meeting of the company

- **An auditor's report**.

- **Reports by Inspectors** appointed to investigate the affairs of the company.

- **Technical report** – Technical reports are prepared by technocrats and their contents are generally in the form of figures and statistics. It may be engineering report, plant maintenance report, project report etc.

Reports may also be classified as: – Formal or Informal

1) Formal report- It consist of several fairly standardized parts. It is presented to the reader in a rather formal format. These reports are generally analytical in nature. These reports are either statutory reports or non- statutory reports. Reports submitted by officials or executives of companies, societies, local bodies etc. are usually formal reports.

2) Informal reports – This report does not follow any prescribed or official form or procedure. It may involve verbal reporting in person or over the telephone. It is like the informal, communication

These reports may be of following types –

- **Short- report** brief discussion of facts.

- **Progress report** providing information about the progress of specific plan.

- **Staff report presenting** facts and giving recommendation on staff matters.

- **Justification report** justifying a particular course of action.

3.5 Essentials for preparation of Report writing

Reports are necessary to communicate progress, indicate achievements and make relevant recommendations. They are useful for evaluation purpose and may assist in making the necessary adjustments on an ongoing project.

Report writing is actually a challenging and exciting activity. Therefore, a formal report generally has the following essentials:

1) Preparation

Preparation of report involves many activities. It includes selecting an attractive report title, determining topics to the covered and listing points of the topics. Under preparation, writer has to acknowledge all those who offered assistance during the process. The acknowledgement should be as sincere as possible. After acknowledgment, writer creates a summary abstract, which communicates the scope of reports. An executive summary closely follows the summary abstract showing the purpose of the report background of the report and source of information.

2) Introduction

This stage communicates the main objectives of the reports. It covers a wide area including the background information, literature review, scope of study and research methodology used. The introduction phase should be very short and concise. It should, however, set the stage for a clearer and logical flow of report. A writer should understand the main objectives of the report before embarking on writing it in the first place.

This will assist in ensuring that you do not go out of topic or experience writer's block, a situation where a writer suddenly runs out of ideas.

3) Writing the body

The body is one of the most important parts of report since it holds all facts and relevant information, as regards of the problem. All information should be made available in a straight forward way without beating the bush. Although it is a report, it is advisable to use active voice as compared to the passive voice, since the former is clearer, more direct and has a natural role.

It is wise to use heading when writing the body since doing this maintains the logical flow of the report and it is much easier for the readers to follow and understand. The titles and subtitles may be bolded and text may be formatted to ensure clear information. The transition from one stage to another should be smooth, ensuring that the reader does not get lost.

4) Conclusion

This indicates the end of the report. It should be the summary of the whole report covering all aspects of the document and any underlying themes. Before writing the conclusion, it is advisable to make a draft first of the whole document and then note the main points to sum up. There should not be any inclusion of new information in the conclusion.

The conclusion of report also involves listing the recommendations of the research. After studying the whole report and understanding the underlying problem, one is able to make recommendations on the possible solutions.

Some reports also include list of references. A list of references shows the main sources of information for the writer. The list facilitates easier verification of the information. Just in case you might need to edit the report, it would be easier to find the information you are looking for if you follow the list of references.

Thus on the basis of above mentioned criteria, the report will not be only valuable to you, advisors, peers, juniors down the line but will also be readable and useful for the technical community in general.

Rules for Report-writing

The following are the guiding rules for drafting reports:

- Make reports which has only definite aims. What is expected from it?

- Write always in first person be positive and use positive statements.

- Write in narrative form, stating the facts, finding and recommendations in a logical manner.

- Keep to the subject- facts not related to the subject should be strictly excluded.

- Strive for simplicity- use simple words and sentences.

- Carefully observe the rules of punctuation- otherwise sense of report will be lost.

- Separate facts from opinions.-A mere expression of opinion without supporting factual data is not a report.

- Give a title to the report -so that at glance it can be noticed what the report is about?

- The report should be introduced by quoting the terms of reference-it should be made clear why the report is required and what it contains.

- Make specific recommendations.

- Give the correct and complete data or factual information.

- Keep report brief, but complete and comprehensive.

- Always read everything you have written – So do not regard it as finished until you are satisfied that it expresses exactly what you wanted to covey.

Specimen of report writing

General report to the Principal regarding difficulties experienced in the operation of the time – table during the ensuing semester.

The Principal,

XYZ

Delhi.

Dear Sir,

As I have been given the charge of smooth operation of the time-table but in the course of performing my duties, I have noticed certain difficulties in smooth operation of the time-table which I now beg to submit before you:

Lack of Punctuality

I have noticed that punctuality in attendance is not maintained by the members of the staff in general. Due to which they become late in taking their class. In my view defective system of recording staff attendance is mainly responsible for the lack of punctually.

Ineptitude of certain teachers

The smooth operation of time- table is further hampered by the existence of certain members of the staff who are present in the institute but not taking their class due to one or the other reason. I would suggest doing counseling to such teachers, or they may be warned that adverse entry in their C.R. can be made, if found guilty in future.

Overburdened with extra work

Many staff members have been given too much extra work other than teaching which consume most of their time. They hardly get any time to prepare the lesson for their forthcoming class. I would suggest that if routine type of work is given to the office staff then teachers would be able to take classes more efficiently and enthusiastically.-These are some of the methods which may be adopted for bringing good results in the Institute.

 Yours faithfully,

 X.Y.Z.

3.6 Drafting the Technical Report

There was a time when engineers joked about not being great of English or spelling. But those days have gone. These days' technical people are in high demand. There are people who have very good technical skills and can write and communicate as well too. For example: our ex

President Dr. A P J Abdul

Kalam.

How will you increase your writing skill, if you feel a bit of it is lacking?

Build up your confidence - As an engineer, one has a logical mind and with technical writing, it becomes exactly what you need actually. You are a better writer than you think you are.

Don't over complicate things - you are not expected to produce a rocket. All you have to do is to put down in writing what you would otherwise say verbally. So think you are writing a set of explanatory notes to a friend. It becomes less difficult.

Tape it and then listen back to it- And transcribe it when you are listening the tape, you will come to know your weaknesses then again re-write it including those weaknesses. Then you will come to realize that you are really more than technocrat.

A word about editing – you have to do a bit of editing. Even good writers, need editing of their work. You just get better & better by practice.

3.7 Let Us Sum Up

A report is a summary of information. It is the organized statement of facts relating to a particular subject prepared by the PS/PA/Sec. after an independent inquiry presented to the interested person with or without recommendations. In an office, reports are prepared to see the progress of activities so that definite decisions can be taken by the management. An office reports is quite important as:

1) It provides the means of communication.

2) It provides the valuable records of business documents for future use.

Provides the results of investigations.

4) Provides the basis for the measurement of performance.

Reports may be ordinary reports & special reports.

Ordinary reports are also called routine reports. They contain the mere statement of facts in summarized form without any recommendations. But special reports are prepared by the individuals or body & presented to the superior with recommendations supported by the facts & arguments upon which the recommendations are based.

Report writing is an art. No formal rules can be laid down with regard to style & language to be adopted. Any style can be adopted so long as it serves the purpose for which the report is being written. However, general guidelines may be followed to produce a clear, concise & logical statement of information:

Report should be simple, clear & unambiguous. It should be non-technical.

Negative Statement should be avoided. It should be written in first person.

Narrative form of writing may be used. Conclusion & recommendations should be based on factual data. It should be written as briefly as possible to keep to the basic purpose.

Keeping in view of the above mentioned guidelines, the report writer will produce clear, concise, logical & forceful report. He has to proceed methodically i.e. he has to collect the material needed for the report. Data should be collected from all valuable sources. Data collected should be accurate & reliable. He has to classify, tabulate & analyze the data so that he may be able to give a concrete picture of the problem and then the report writer has to arrive at conclusion and formulate the recommendations. He will prepare the draft report & may seek the opinion of some experts before it is finally printed. The report is finally printed or typed after incorporating the suitable alterations & corrections. It is submitted to the proper authority after signing with date.

3.11 Activities

Crossword Puzzle

(Teachers may use such puzzles to make the lessons more interesting.)

ANNEXES

ANNEX 1: SAMPLE OF A TRAINING WORKSHOP

Modules Objectives	Modules Objectives

Facilitation Skills	Explain the concept of facilitation skills b. Explain facilitation skills c. Describe adult learning principles and techniques d. Explain the role of a facilitator e. State the qualities of a good facilitator
Community Development	a. Define and explain b. the concepts in c. community development d. State and explain t h e e. principles in community development f. .Explain approaches in g. community development h. Describe characteristics of a i. healthy and unhealthy community j. List and explain the assumptions in community development k. Describe the challenges in community development l. Participatory methods for Development.
Group Formation and Development	a. Define key concepts in group development. b. Identify types of groups c. Explain why people join d. groups e. Explain the process of f. group formation, registration and g. development h. Explain factors contributing to success and failure of i. groups j. List key components of a g r o u p k. constitution

Leadership and Governance	a. Define the concepts in leadership, management and governance b. Describe leadership styles and their effects c. Explain qualities of a good community leader d. Describe characteristics of good governance e. Describe common challenges in leadership, management and governance. f. Describe ways of solving common problems in Leadership, management Governance
. Conflict Management and Resolution	a. Define Conflict b. State and explain causes of conflict c. Identify sources of conflict d. Identify and understand
Entrepreneurship and Development	Define key concepts in entrepreneurship b. Identify characteristics of individual and group entrepreneurship c. Types of enterprises d. Explain advantages and disadvantages of individual and
Participatory Methods for Development	a. Explain the importance of community participation in development. b. Explain the methods of c. collecting, analyzing and interpreting data in participatory process

Project Management	a. Define key concepts in
	b. Project Management
	c. Describe the Project Management Cycle
Resource Mobilization	a. Define the concept in resource mobilization
	b. Identify types of resources
	c. Explain ways of mobilizing resources
Record Keeping and Management	a. Identify types of records
	b. State and utilize the tools
	c. used in record keeping
Cross cutting issues	a. Identify cross- cutting issues in community development
	b. Define key concepts of
	c. the cross - cutting issues
	d. Explain how cross-cutting

FORMAT FOR CONSTITUTION/BY LAWS OF SELF-HELP GROUP

a) Heading of the Constitution (indicate name of group)

b) Objectives

c) Membership

d) Office bearers

e) Functions of office bearers

f) Tenure of office bearers

g) Finances

h) Meetings

i) Elections

j) Record keeping

k) Discipline

l) Amendment of the constitution

m) Audit –

n) Dispute resolution

o) Dissolution of group

p) Adoption of constitution

ANNEX 3: INVENTORY OF DEVELOPMENT AGENCIES IN YOUR COMMUNITY

Name of Agency	Activities	Effectiveness as Perceived by	Reasons for Effectiveness

ANNEX 4: FORMAT FOR SIMPLIFIED LOGICAL FRAMEWORK

Goal:---

Life Time:--

Assumptions:---

Indicators of success:…………………………………………………………………………….

Objectives	Activities	Persons Responsible	Time Frame(Quarterly)				OUTPUT
			1	2	3	4	
Objective							
Objective							
Objective							
Objective							
Objective							

ANNEX 5: ATTENDANCE RECORD OF MEETINGS OF SELF-HELP GROUPS

Name of Group/Committee---

Location---

Year---

Members: Men---Women----------------------------

Attendance in monthly average

Month Men Women Total Observations	Men	Women	Total	Observations
January				
February				
March				
April				
May				
June				
July				
August				
September				
October				
November				
December				

ANNEX 6: GROUP MEETING MINUTE BOOK

Date of meeting---

Group member's present--

Men----------------------------------Women--

Other persons in attendance--

Matters arising from previous minutes--

Matters discussed:

1

. --

2. --

Signed--Chairperson----------------------------

ANNEX 7: GROUP MEMBERSHIP REGISTER

Name of Group---

Member's Name	Occupation	Date Joined	Date Join Date Left	Position in Group	Other Position(s) in	Observations

ANNEX 8: TRAINING NEEDS ASSESSMENT

What is a Training Need?

A Training Need is a gap (lack of) in knowledge or an ability and desire in any person which prevents his/her from satisfactorily performing an activity.

What is Task Analysis?

Method of looking at each part (or task) of a person's job and identifying what skills require to carry out the task.

Why Training Needs Assessment?

Helps the trainer to know what the trainees already know and doing in order to know where to start. Assist in developing appropriate training materials focusing on the specific needs for specific group makes training relevant to the needs and life of the trainees Justifies, investment in training by showing how training will contribute to achieving community objectives.

Process for Identifying Training Needs of a Community

Understand the goals and objectives of the training you are going to embark on in the community. Determine the targets of the training, program in the community i.e. Women, men, extension workers, project committee, CRPs PANs, VDC's etc.

Understand what the target groups know and do; what about nutrition, Security, who does what in the community.

Identify the gaps in knowledge, skill and attitude. This can be done through a participation information collection in the community.

Prepare a summary document on the training needs identified for each targeted group. One can have common training needs to all the targeted groups and specific needs for specific group

Outcome of the TNA

- Determine who will be the target group

- Determine what to be taught or what topics to be given more emphasis

- Determine who will be the trainers

- Duration of the training

- Determine materials and equipment's required

- Suggest training materials/techniques to be used Determine training budget.

A. Identify Skills Needed (45 minutes)

Step 1: Greet participants and read aloud the session's posted Learner Objectives.

Step 2: Ask participants if they have ever been in a situation where the instructor spent a lot of time covering material they already knew. If so, how did they feel? How did it affect the class morale?

Step 3: Point out that in order to reduce the boredom or frustration that can occur when training is not appropriate for a particular group, it is necessary to conduct a training needs assessment before designing the training.

Step 4: Ask how they might go about assessing trainees' needs

ANNEX 9: ANIMAL CHARACTERS

Explain the altitude, Nature and behaviour