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# The Learning CART Module: Community Outreach

Sally Habana-Hafner

Ellen Licht

V. Heroldt Murangi

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# The Learning

**C**ommunities

**A**cting and

**R**eflecting

**T**ogether



## Module 2: Community Outreach



# *Series One: Leaders as Enablers*

## *Module 2: Community Outreach*

*A two-day participatory workshop for community leadership development*

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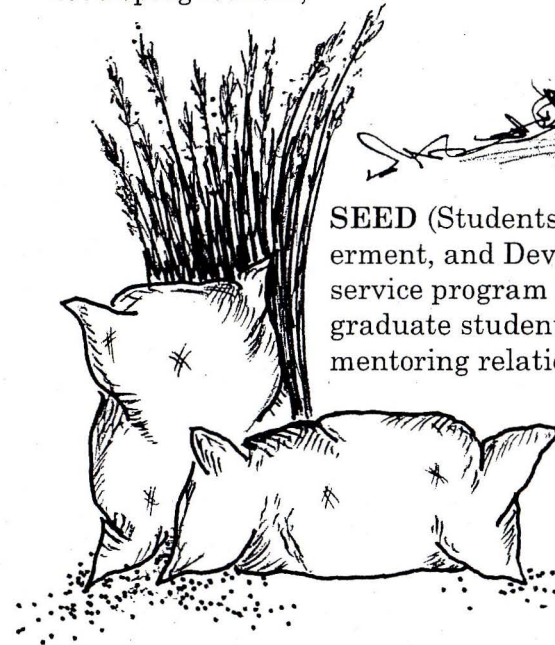
# CIRCLE

**ABOUT** The Center For Immigrant And Refugee Community Leadership And Empowerment (CIRCLE) At UMass Amherst . . .

CIRCLE is a statewide partnership between newcomer communities, the University of Massachusetts system (Amherst, Boston, and Lowell), and the Massachusetts Office of Refugees and Immigrants (MORI). Its mission is reflected in its name—to empower newcomers using informal, democratic, and highly participatory study circles that help members understand and make choices around important issues in their communities.

We at the UMass Amherst CIRCLE site offer collective leadership and community development programs for local Cambodian, Vietnamese, Tibetan, and Russian groups. Under the direction of our site director, graduate students in community development and undergraduate interns provide training, field support, and mentoring programs; more importantly, we model a form of collective leadership drawing on the strengths of all participants. CIRCLE also offers both graduate and undergraduate students an evolving curriculum in leadership and community development.

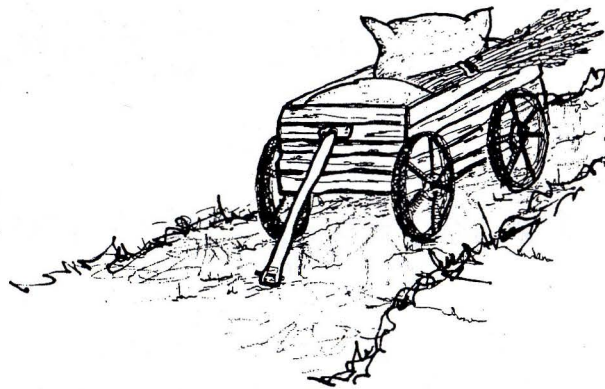
Specific programs include **CART** (Communities Acting and Reflecting Together) in which community leaders pass on their skills and knowledge to developing leaders;



**SEED** (Students for Education, Empowerment, and Development), a community service program linking newcomer undergraduate students with local youth in a mentoring relationship;

and **ROAD** (Researchers and Organizers Assisting in Development), a research component facilitating the exchange of learning between the academic and newcomer worlds.

CIRCLE sponsors two formal groups: the Regional Council Network, a coalition between leaders and the various communities they represent; and the Student Advisory Council, an undergraduate group practicing CIRCLE's collaborative leadership methods and active in developing training and course curriculum.





## ACKNOWLEDGEMENTS

The publication of the module series, The Learning CART, is an effort to involve newcomers and practitioners with CIRCLE's leadership training and education program. The participation of the collective leaders from the Cambodian, Vietnamese, Russian-speaking, and Tibetan communities in the workshops guided the concept of developing the module series. We thank them for sharing their knowledge, experiences, and culture.

This learning module, as well as others in the series, was made possible by the contributions and assistance of many individuals who were part of the Amherst CIRCLE core staff. From design to facilitation to writing, the workshop facilitators of each module kept in mind the spirit of participatory education for learners engaged in skill building and consciousness raising. Others involved in the design and production of the series considered the readers who may use the modules and tailor them to specific cultural contexts as well as to individual needs, learning styles, and experiences.

*Series Concept:* Sally Habana-Hafner

*Workshop Facilitators/Authors:* Ellen Licht, V. Heroldt Murangi

*Module Design:* Sally Habana-Hafner, Lucy Pacheco, JoDe Walp

*Copy Editing:* Janet MacFadyen

*Graphics:* Lucy Pacheco, JoDe Walp

*Cover Design:* JoDe Walp

*Printing:* Duplicating Center, University of Massachusetts at Amherst



# Introduction

*By Sally Habana-Hafner*

This series arose of the training and education program developed by Amherst **CIRCLE** with various participating leaders from newcomer communities. The organic character of the program has required an evolving and flexible curriculum shaped by the concept of collective leadership. As a result, the series is a work in progress—we will continue to develop and modify individual modules as we continue to learn from the leadership workshops we deliver for **CIRCLE** participants.

The guiding principles behind our work are those of participatory education and collective action learning, or, simply, “learning, doing, and working together for change.” Because we believe collective leadership is essential to community development, we view leadership as a collective phenomenon. To us, leaders are a group of people in formal or informal roles who share power, who take or accept responsibility and then exercise it.

A problem-solving approach linked with action-reflection forms the basis of our training, enabling collective leaders to deepen their knowledge and to change their communities. The modules in the series include ways of looking at community issues, tools for analysis, and guides for action plans. In designing the modules, we wish to validate past experiences; value indigenous knowledge; celebrate individual, group, and cultural differences; and learn from and with participants. The modules are highly flexible and can be adapted to the sociocultural realities of individual participants and their communities.

The Learning CART Series are intended to model for practitioners and newcomer communities a way of “learning by doing”, i.e., of developing training programs tailored to individual community needs, issues, learning styles, and experiences. In writing this series, we are passing along what we have learned through our own experience working with community groups. Each module has been tested on groups from many backgrounds, but predominantly on leaders and students from newcomer communities.



## *Series One: Leaders as Enablers*

Today's leaders must understand their role as enablers who help people to change their lives and communities. They must recognize that people are responsible for their own development and rely on non-directive guidance to facilitate community action. Enabling leaders are concerned with coordinated efforts and productive performance by the group they work with and have traits and skills which integrate individual needs into collective goals. Perhaps most importantly, enabling leaders have the ability to develop leadership potential in people.

## *Module 2: Community Outreach*

This module seeks to sensitize participants to the complexities of doing effective outreach and to provide them with an understanding of the issues and skills important in initiating community work. The first part of the module gives a broad overview of reaching out to the community. Participants map their own communities and examine issues such as respect and trust in different cultures and their roles as insiders and outsiders in doing outreach. The focus of the second part is more specific and introduces Participatory Action Research (PAR) as a method for implementing community development programs. Community outreach techniques are discussed, and a force field analysis activity highlights the resources and constraints that influence achieving goals.

## *Series One: Leaders as Enablers*

*Module 1: Group Process*

*Module 2: Community Outreach*

## *Series Two: Leaders as Educators*

*Module 1: Assessing Adult Learning Needs*

*Module 2: Learning Objectives & Educational Methods*

*Module 3: Facilitation: Tools & Technique*

*Module 4: Problem Solving & Team Building*


*Module 5: Bilingual/Bicultural Application*

*Module 6: Evaluation*



## ***ABOUT Using the Modules . . .***

As you glance through your module, you will notice some reoccurring subheadings: *CIRCLE NOTES*, *TALK NOTES*, *OUR STORY*, and *MINDFULNESS*. These special sections present illustrations, concepts, hints, or information to help you in adapting the activities to your training needs.

 ***Circle Notes*** deal primarily with the mechanics of the training. They include things to consider and helpful hints and ideas for implementing activities.



### ***Talk Notes***

are similar to discussion notes or lecturettes. They are intended for the facilitator as a guide for group discussion and often include relevant theory. We recommend that you be familiar with the ideas presented in them in order to understand the training material and comfortably answer questions.

***OUR STORY...*** include clips and vignettes of our own experiences in facilitating the workshop. Although each training is different and its outcome shaped by the individual learners, we share our stories with you in hopes that you will find some information or ideas you can apply to your own situation.



***Mindfulness*** presents reminders and ideas to think about, capturing critical attitudes rather than offering instruction. *MINDFULNESS* raises issues essential to the success of any training or group activity, such as cross-cultural awareness and sensitivity to diverse opinions and experiences.



# Module 2 : Community Outreach

## CONTENT OF THE WORKSHOP

### DAY 1

Check-in and Introduction

Ice breaker

Grounding Exercise

Learning Activity 1: Community Mapping

Learning Activity 2: Cultural Values: Respect and Trust

Learning Activity 3: Insider/Outsider Perspectives

Learning Activity 4: Johari's Window

Evaluation: Written Reflections

### DAY 2

Grounding Exercise: Sharing Goals, Fears, and Hopes

Learning Activity 5: Participatory Action Research: An Outreach Approach

Learning Activity 6: Observation: An Outreach Technique

Learning Activity 7: Sharing Participant Outreach Experiences

Moving Activity: "Gestures"

Learning Activity 8: Force Field Analysis

Summative Evaluation: Questionnaire



# DAY 1 CHECK-IN AND INTRODUCTION

TIME: 30 minutes

## OBJECTIVES:

- ☞ To bring the facilitators and participants back together as a group.
- ☞ To remind participants and facilitators of the guidelines that were previously agreed upon as a group.
- ☞ To review the agenda for the 2-day workshop and present the important points that will be included as well as the rationale behind its organization.

## MATERIALS:

- agenda and guidelines up on flipcharts

## STEPS:

- For the Check-in activity, go around the circle and have everyone share something that has happened to them, good or bad, since the last time they were all together. (See Circle Notes.)
- Review together the workshop schedule and explain the rationale behind the topics. Review the workshop guidelines as well.



### *Mindfulness*

*The participants should pay careful attention not only to the content of the workshop, but also to the process. Because the participants have meaningful experience and concrete goals for community outreach work, it is important that what is done in the workshop be very practical and useful to them. It is essential that they critically think about the activities carried out and ask themselves if and how they could apply and adapt them in different community contexts: specific cultures, age groups, gender, etc.*



## Circle Notes

*Since this is the second module in the Collective Leadership series, it is possible that the participants all know each other. However, it is important to consistently include activities that will nurture the feeling of being a group. In a training session using participatory techniques, it is the work that the group does together that creates the opportunities for learning. Educational facilitators know that it is significant for a group to feel like a group in order to share and be creative together. Just being in the same room together is not sufficient for this feeling to be fostered. Therefore, group cohesion activities such as Check-ins and Ice Breakers are necessary activities every time the group gets back together again.*



# ICE BREAKER AND GROUNDING EXERCISE

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**TIME:** 25 minutes

## **OBJECTIVES:**

- ☞ To strengthen the participants' experience in the process of group cohesion.
- ☞ To explore the meaning and elements of community outreach.
- ☞ To focus the workshop by looking at specific communities in which the participants would like to do outreach.
- ☞ To bring out the crucial issue of "context" and how outreach efforts might differ based on context.

## **MATERIALS:**

- a ball or other "fun" object to toss around during the Ice Breaker
- slips of paper (2 or 3 per participant); "Post-its" are ideal
- flipchart paper

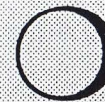
## **STEPS:**

- A. For the Ice Breaker, ask the participants to toss the ball around the circle randomly and say what immediately comes to mind when they think of "OUTREACH". Record their thoughts on the flipchart, look at them together, and leave the list of words on the wall throughout the workshop.
- B. For the Grounding Exercise, hand out slips of paper to participants and ask them to write the specific communities (one per paper) in which they envision doing outreach. When they are done, ask them to stick these on a blank flipchart and to look at each others'.

### ***OUR STORY:***

- Cambodian parents and Cambodian adolescents in the fields of education and relations
- Vietnamese and Vietnamese-American communities
- Jamaicans, inner-city children
- Minority teenagers (so I can set them straight and help them achieve their goals)
- Asian Pacific American communities
- Hispanics (to unite and overcome all differences)

- C. Hold a brief discussion around the topic of community outreach : *What is outreach? Why is it important to do outreach? What are the boundaries of "community"? Are they physical boundaries or are there other kinds of boundaries? Why do we need training to do outreach?*



### **Circle Notes**

*If it hasn't come up, stress the importance of looking at outreach as an ongoing process, rather than something that is done first and then ends when the "real work" begins. Outreach can be seen as the ongoing nurturing of relationships between community members and volunteers, i.e. outreach workers, service providers, etc.*



# LEARNING ACTIVITY 1

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## COMMUNITY MAPPING

**TIME:** 2¼ hours

**OBJECTIVES:**

☞ To examine the complexities of what is going on in a community.

☞ To explore what participants already know about the community and identify resources in finding out what they don't know.

☞ To model a possible activity that can be adapted and used in the community as part of their outreach work.

**MATERIALS:**

- large paper
- colored markers
- post-its, stickers, and other creative materials for each group
- guiding questions written on newsprint

**STEPS:**

A. Form groups of 3 or more participants around the common interests that have emerged from the Grounding Exercise.

B. Tell them that they will be drawing a map of the community, not a typical map with streets and buildings, though they may see a need for some of that, but rather a conceptual map of a dynamic community, using symbols: what do they see happening there physically, socially, and culturally? Ask them to think about it in terms of what they would need to know in order to work effectively in a community. Tell them to draw what they know and to include questions about what they don't know yet. Tell them to think about how they would go about finding those things out.

C. In order to include the conceptual and visual complexities involved in the community, the content is divided into 3 segments:

- 1) the physical boundaries and physical life of the community
- 2) the social groupings
- 3) the cultural strengths and issues

Each segment includes a set of guiding questions (see page 6) and the segments are introduced one by one with time in between to work on that segment (20 minutes at least). Different colors are used for each segment so that they can get superimposed on each other in "layers" on the same large piece of paper.

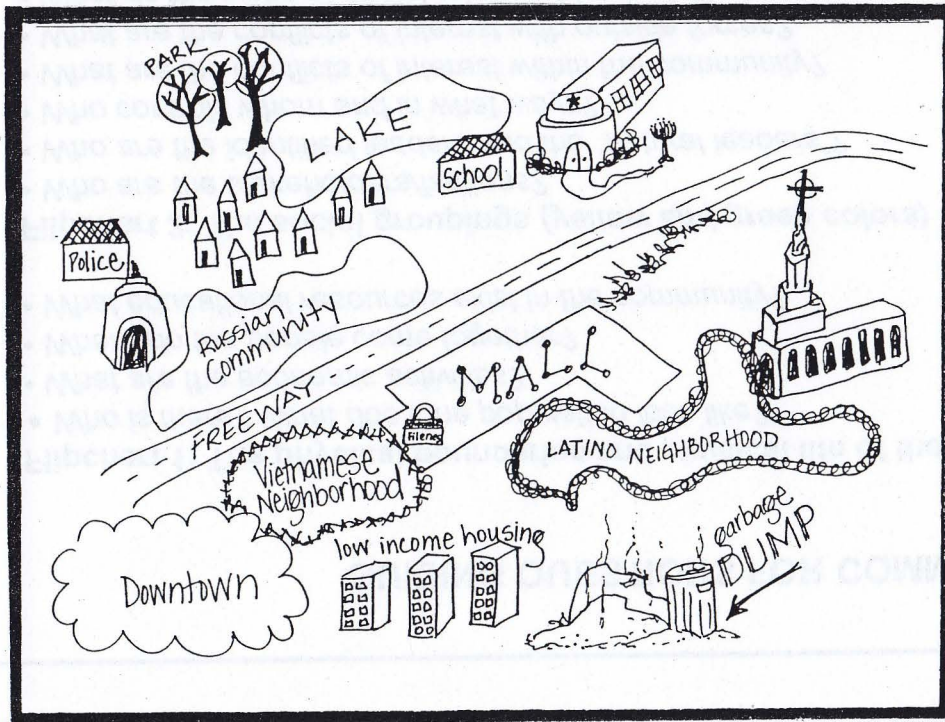
D. When the participants have completed their maps, ask them to share them with the larger group. Ask them to emphasize the broad concerns that bring people together in the community.



## LEARNING ACTIVITY 1...continued

### E. Wrap up with a discussion about community mapping:

- In what ways could you or could you not use this map-making activity in your particular community?
- How would you need to adapt it?
- In what ways could this be used to do outreach?
- How could it be used in the community to address critical issues?



### Circle Notes

*It is likely that in forming the groups at the beginning of this exercise, certain groups (on a particular issue or community) will emerge naturally and then there will be a group of "mixed interests" participants. Together with the participants, the facilitator can creatively form a diverse group of, for instance, multicultural students on campus. It is more important, for the purpose of this exercise, to work within a group toward a "made-up" goal, than for participants to work alone on mapping a community that they truly envision working in.*

*The first segment of the Community Mapping activity (physical boundaries and physical life of the community) takes longer than one might expect because at this stage the groups are defining the community and figuring out how they are going to visually represent it. It is important to give enough time for this part.*



## LEARNING ACTIVITY 1...*continued*

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### GUIDING QUESTIONS FOR COMMUNITY MAPPING

#### **Flipchart 1: The physical boundaries and physical life of the community (*red color*)**

- *Who is there? What does the population look like?*
- *What are the economic activities?*
- *Where do the people come together?*
- *What educational resources exist in the community?*

#### **Flipchart 2: The social groupings (*yellow and green colors*)**

- *Who are the stakeholders/factions?*
- *Who are the identified leaders and the “natural leaders”?*
- *Who controls whom and in what ways?*
- *What are the conflicts of interest within the community?*
- *What are the conflicts of interest with outside forces?*
- *What do the webs of social relationships look like?*
- *What are the ways that the people in the community relate to each other? What are the natural channels of communication?*
- *How are community decisions made?*

#### **Flipchart 3: Cultural strengths and issues (*blue color*)**

- *What are the cultural activities and traditions that are important to people?*
- *What do people value?*
- *What are the strengths in the community?*
- *What are the critical issues and problems that the community has identified?*



## LEARNING ACTIVITY 2

### CULTURE VALUES: RESPECT AND TRUST

TIME: 45 minutes

#### OBJECTIVES:

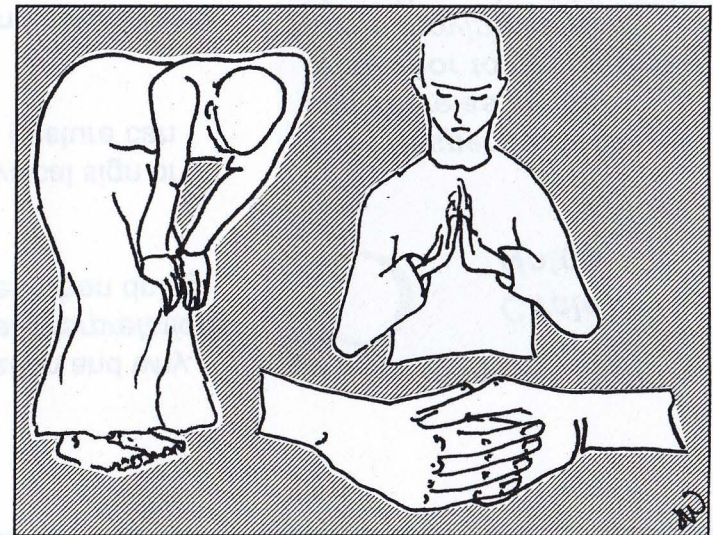
- ☞ To explore the crucial issues of trust and respect in doing outreach in the community.
- ☞ To increase awareness of culturally appropriate and different ways of showing respect and trust.

#### MATERIALS:

- pen and paper for each participant
- guiding questions on board or flipchart

#### STEPS:

- Explain to the group that through a "Statue Exercise" they will have a chance visually to represent their collective idea on the theme of RESPECT. Without using words, they are to think of what "respect" looks like to them, and position other participants in configurations or images to represent their idea. Anyone can change or add to the statue at any time.
- The first person uses the next person (or several people if necessary) and positions them in such a way that they represent his or her idea of respect. He or she then explains to the group why the statues were placed in this way. It is then the next person's turn to represent his or her idea of respect, and so on, until everyone is in a collective statue. Ask people to hold their position for a few minutes and reflect on the word "respect".
- Members of the statue who have not had a chance to represent their ideas can come out of the statue and have a turn. Also, anyone can change the collective statue at any time, by adding to it, by repositioning people, or changing gestures or facial expressions. They must explain to the group the changes that they have made.
- The final figure can be photographed and used to initiate further activities at another time.





## LEARNING ACTIVITY 2...continued

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E. Hold a discussion focusing on the changes that were made to the configuration and why. *What did participants think of the final configuration? How were different cultural interpretations of respect exhibited?* Discuss why it is important to be aware of these differences when doing community outreach and other work in a community.

F. To end the activity on Respect, ask everyone simultaneously to exhibit a physical sign of disrespect. This can also lead to an interesting discussion about how the same gesture can carry very different meanings in different cultures.

G. Initiate an exercise on Trust by displaying the following guiding questions and asking them to write privately for 10 minutes:

- *Whom do you trust?*
- *What do you say or do and how do you act differently with one person than with another?*
- *Who trusts you? How do you know?*

H. Ask the participants to share their thoughts in pairs, and then, in the larger group, ask the participants what they have learned.



### Circle Notes

*The "Respect Exercise" can serve as an ice-breaker or to get participants moving as well, since it requires them to be physically active.*

SOURCE: Adapted from *Técnicas Participativas para la Educación Popular*, by ALFORJA, pages 2.12-15.



## LEARNING ACTIVITY 3

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### *INSIDER/OUTSIDER PERSPECTIVES*

**TIME:** 30 minutes

**OBJECTIVES:**

☞ To explore the different issues of "insider" and "outsider" within the context of working with immigrant and refugee communities in the U.S.

☞ To further explore the possibilities of outreach within the contexts of the participant-generated community maps.

☞ To explore how outreach workers can adapt in order to get closer to the community or to its members.

**MATERIALS:**

• tape or string placed on the floor in a straight line (or other appropriate configuration) to represent a continuum, putting "insider" at one end and "outsider" at the other end, and degrees in between.

**STEPS:**

**A.** Introduce the concept of insider/outsider by asking the participants what this concept means to them. Expand by saying that everyone feels like an insider sometimes and like an outsider sometimes. Ask them to think about the particular dynamics of this concept within the context of the refugee communities that they have mapped, considering the changing dynamics and the different degrees of cultural adaptation that are occurring in these communities.

**B.** Explain that they are to pretend that they are a group of students going out into these different (mapped) communities to do outreach.

**C.** Working with one map at a time, the facilitator constructs hypothetical concrete outreach situations and asks the participants to stand on the continuum in the place that they feel represents their positionality in terms of being an insider or an outsider. Ask participants to explain why they stood where they did. *It is important at some point for the facilitator to highlight the possibilities of being an insider, or of getting close to the insider's perspective.*

**D.** The facilitator manipulates the context of the maps by changing or adding something to the hypothetical situations. See how participants move along the continuum. Ask them why they moved.

**Example of Outreach Situations\*:**

- "We are going into the Vietnamese community to do outreach with older women who want to learn English as a Second Language (ESL)". Where is your position as an insider or outsider? What if you're working with:
  - older men?
  - the monks?
- We are trying to facilitate a liaison between the Cambodian community and the public schools in order to encourage parents to be more involved in school activities. We approach the schools.

\* It is important that these scenarios come directly out of the community maps that the participants have created.



# LEARNING ACTIVITY 4

## JOHARI'S WINDOW

TIME: 30 minutes

### OBJECTIVES:

☞ To increase awareness about different degrees of interpersonal communication between outreach workers and community members.

### MATERIALS:

- diagram displayed on the wall or on flipchart
- several sets of cards (one per group of 3 or 4) displaying the following words:

OPEN  
BLIND  
HIDDEN  
UNKNOWN

### STEPS:

- Briefly present the diagram representing four different degrees of communication between insider and outsider, making sure that participants understand who is who in the picture.
- Divide the participants into groups of 3 or 4. Each group receives a set of four cards (OPEN, BLIND, HIDDEN, UNKNOWN).
- Ask the members of the groups to agree on where the 4 labels go on the diagram. (The labels are purposely unclear to generate discussion. Allow time for this discussion to take place, as this is the key part of the activity.)
- Invite the groups, once they have agreed within their group, to place the labels on the diagram where they think they belong.



### Circle Notes

*At this point, you can give the participants the "correct answer" from the book, but this is not necessary since the discussion around the ambiguity of the labels is more important than the "correct answer"*

- Conclude by holding a discussion around the diagram: *What is the relevance of this to doing outreach? What is going on in each scenario? What is the outsider's expectation? How does the window get opened?*

SOURCE: Adapted from *Tools for Community Participation*, by Lyra Srinivasan, pages 166-169.

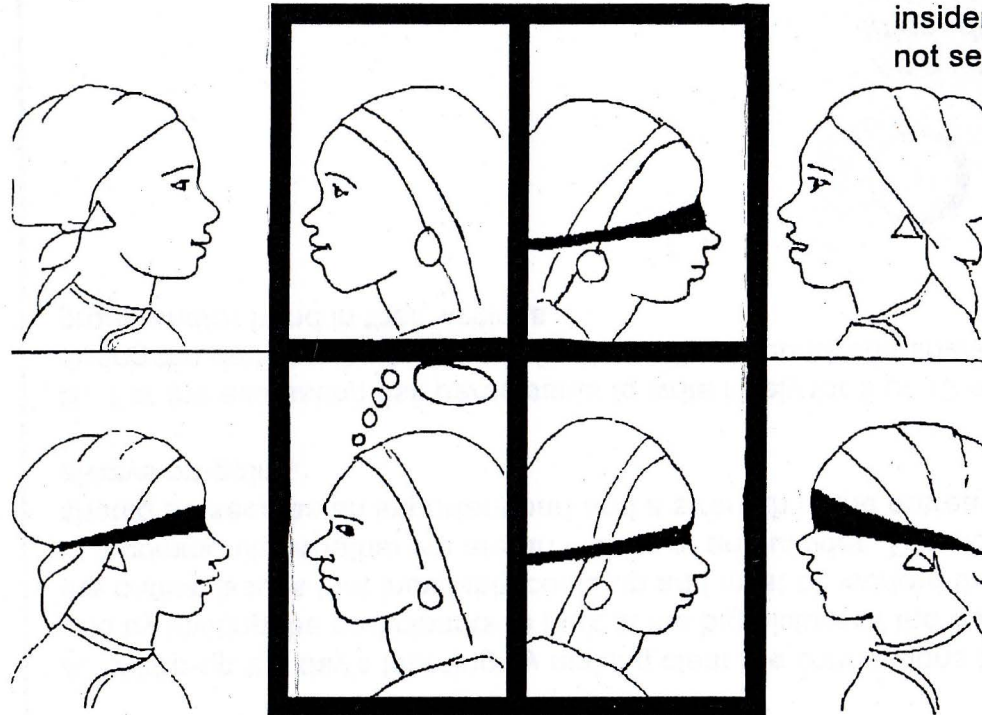


## LEARNING ACTIVITY 4...continued

### JOHARI'S WINDOW

**OPEN** - Both parties know each other at least superficially and the relationship seems friendly.

**BLIND** - The outsider (community worker) can see problems and their solutions clearly but the insider (community member) does not see them at all.



**HIDDEN** - The insider has certain feelings, beliefs, values, fears, etc. which only insiders are aware of. They are hidden from outsider's view.

**UNKNOWN** - Neither party knows the other well. They may, however, get to know each other better in the course of working together over a period of time.

**SOURCE:** Adapted from *Tools for Community Participation* by Lyra Srinivasan, pages 166-167.

# WRAP-UP AND EVALUATION OF THE DAY

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**TIME:** 30 minutes

**OBJECTIVES:**

- ☞ To pull together the different issues that have been covered throughout the day.
- ☞ To determine informally the usefulness of the workshop.
- ☞ To obtain participants' feedback that can be incorporated into the following day's outlook.
- ☞ To provide a model for doing an informal evaluation.

**MATERIALS:**

- pen and paper for each participant

**STEPS:**

- A. Wrap-up the day's learning by making clear the connections between the different activities and by inviting the participants to look at the big picture of the community, as well as some of the critical issues that inevitably come up and must be worked through when we choose to work in a community, whether we are an insider or an outsider. The working through of these issues should be seen as an important part and a strength of the outreach process, a process which is always on-going.
- B. For the evaluation ask participants to write freely for 5 or 10 minutes about what happened during the day and the highlights for them. Participants can share their thoughts with the larger group and/or hand in their writings.



**Circle Notes**

*As a variation you can put a lit candle or other symbolic object in the center of the room. Focus the participants' free-writing by asking them what this object means to them in terms of doing outreach.*



## DAY 2 GROUNDING EXERCISE

### SHARING GOALS, FEARS, and HOPES

TIME: 45 minutes

#### OBJECTIVES:

- ☞ To have participants express verbally their hopes and fears for the day.
- ☞ To write briefly one goal or project they would like to pursue in their own communities.

#### MATERIALS

- one card for each participant
- flipchart paper for grouping goals

#### STEPS:

- Go around the circle and have each participant share their expectations and concerns for the day.
- Supply each participant with a card, and ask each one to write on a card one goal he/she wants to pursue in the community or in general.
- The facilitator lists all the goals on the flipchart, and with the help of the participants, related goals should be grouped together in order to allow participants to work together in small groups. Explain to them that the goals will be used later in the day for the Force Field Analysis. (Refer to page 20.)



#### Circle Notes

*In order for this exercise to be focused, participants should bring ideas about a specific goal that they would like to pursue in the community. This could be a "homework" assignment from the previous day. Goals may be anything from a specific project to just getting to know the community better. Maybe their goal is to develop a goal!*

*Make sure that it is something concrete, specific, and manageable. This will provide a frame of reference for the day when specific outreach techniques will be explored.*

#### OUR STORY...

- Build a temple for a Cambodian community. Work with the whole Cambodian community.
- Develop community leaders/organizers. Strengthen community organizations. Work as a psychologist with refugees.
- Translate/interpret/ESL for refugees. Economic development.
- Bring diverse Asian/Asian-American students together on a residential floor as a support system.
- Bring all groups of color together for event/conference.
- Get to know the Vietnamese community better.
- University conference for Hispanics.
- Build leadership among high school students from Vietnamese community.
- Self-esteem work with teens from refugee families. Using literature to express selves.



## LEARNING ACTIVITY 5

### **PARTICIPATORY ACTION RESEARCH: AN OUTREACH APPROACH**

TIME: 45 minutes

#### OBJECTIVES:

- ☞ To expose the participants to the basic principles of Participatory Action Research (PAR).
- ☞ To exchange ideas on how PAR can be applied in practical situations.
- ☞ To use theoretical knowledge of PAR for analyzing a case study.

#### MATERIALS

- flipchart paper
- case study based on PAR

#### STEPS:

- A. The facilitator gives a comprehensive overview of the basic principles of PAR. (See Talk Notes, page 16)
- B. Let participants brainstorm ideas about how they can use PAR principles in reaching out to their own communities.
- C. Divide the participants in small groups and hand out the case study. Let them read the case study and answer the questions at the end. The questions are meant as guiding questions. Encourage participants to come up with their own questions and ideas.
- D. Ask one participant from each group to report their findings on behalf of the group.



#### **Circle Notes**

*This exercise might take more time than anticipated because different people have different interpretations of PAR. It is best to approach PAR in practical terms instead of looking at it as a theoretical concept. Try to see PAR as an alternative to conventional research by emphasizing issues such as participation, collective planning, and action. Look into ways on how to link PAR to the workshop theme of community outreach. How can the participants apply PAR in mapping out the community? Also try to link PAR to issues such as Trust, Respect, and the Role of Outsider or Insider. The case study used in this situation might not be relevant to other settings. Facilitators should adapt the case to fit the needs and interests of that particular group at that particular time.*



## LEARNING ACTIVITY 5...continued

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### CASEFIELD: A Case Study

Casefield is a small town in Massachusetts with a population of approximately 700 people. 40% of the community members are new comers from other countries, and the area is neglected by the U.S. government. The area is economically depressed and health facilities are extremely poor. Only 10% of the population (including the political leaders, landlords, business owners, and a few others) are economically well off and use most new comers for cheap labor.

In this town lived a health worker named Etienne. She had been instructed by her program leaders to form a community health committee to help organize the health facilities. "Be sure to include the political leaders," she was told. "Then your committee will have the power and leadership it needs."

So Etienne went to the mayor, who welcomed the idea. "I'll do all the work," said the mayor. "Just leave it in my hands. I'll even choose the members." The mayor chose his brother-in-law, some rich friends, a big landlord, and a wealthy businessman. The marginalized new comers were not included on the committee because they couldn't express themselves in English and were usually ignored anyway.

The committee accomplished very little. At meetings, members proposed good ideas for health activities, but nothing ever seemed to get done. It was never made clear who was responsible for anything, so no one did much. There was no special schedule for meetings. Some meetings ended early because nothing had been planned or because so few people attended.

Soon Etienne had other problems. Committee members expected free care and medicines for their families. Finally they took control of Etienne's medicine supply, saying they would "help with the distribution." The committee ended up selling some of the drugs secretly for personal profit.

#### DISCUSSION QUESTIONS:

- What is the level of participation in this case?
- What went wrong with this committee?
- What would you do to form a better representative community health committee?
- How would you do PAR in this setting?
- \* Add other questions which might be relevant to the case.

SOURCE: Adapted from *Helping Health Workers Learn* by David Werner and Bill Bower, page 10-3.

## LEARNING ACTIVITY 5...continued

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### Talk Notes

## **PARTICIPATORY ACTION RESEARCH**

Participatory Action Research (PAR) is based on the principle that adults are autonomous and independent, and thus are able to shape their own lives. In reference to specific theories of education philosophers, Julius Nyerere talked about "Man and development": individuals cannot be developed; instead individuals can develop themselves through thinking, problem solving, acting, and participation. Paulo Freire, who proposed problem-posing and dialogue as a way of learning, said that critical people are capable of transforming their own world.

PAR is an alternative to Conventional Research (CR). Typically, CR is research done on people where the research institution benefits from the research. People are used for the testing of a hypothesis. In contrast, PAR is collective, proactive research. It is done with and by the people. PAR is based on the premise that oppressed people can improve their own lives. It is an empowering process involving collective planning and action around decisions that affect their lives. The research process starts with the identification of the problem through interactive knowledge where we learn through dialogue. This is critical knowledge in which reflection and action are combined. The role of the researcher is both to be a facilitator/co-learner and partner in the community. All the people involved in the research process are considered researchers.

**SOURCE:** from *Pedagogy of the Oppressed* by Paulo Freire; and *Action and Knowledge: Breaking the Monopoly with Participatory Action-Research* by Orlando Fals-Borda and Muhammed A. Rahman.



## LEARNING ACTIVITY 6

### OBSERVATION: AN OUTREACH TECHNIQUE

TIME: 30 minutes

#### OBJECTIVES:

☞ To introduce observation as an important technique in doing outreach in the community.

☞ To observe a video recorded from one of the communities familiar to the participants.

#### MATERIALS:

- flipchart paper
- video-cassette player
- videotape of a real community setting

#### STEPS:

- Have the participants brainstorm some advantages of observation in community outreach.
- Then, have them watch a soundless video tape recorded from a real-life community and give attention to the following issues:
  - Physical infrastructure needed to solve community problems.
  - The interaction between people.
  - Concepts from community maps that are visible in the video.
  - Non-verbal expressions, e.g. body language, etc.
  - Any other observation they can make.
- Open a discussion based on the observations made.



#### Circle Notes

*Let the participants understand that true observation requires the investigator to engage him/herself fully in the life of the community. This involves physically participating in the day-to-day activities of the community, e.g. sharing experiences, language, etc. Data quality can be assured if observation is combined with other techniques.*

*Some participants might dominate the discussion; therefore think of methods which will allow everyone to participate. Test your equipment (video recorder or TV).*

#### OUR STORY...

In our initial workshop the video was recorded from the Cambodian community in Amherst, Massachusetts, and it was familiar to some of the participants.

However, it might be better to use a different community or to compare quality of observation with a community that participants do not know.



## LEARNING ACTIVITY 7

### SHARING PARTICIPANT OUTREACH EXPERIENCES

**TIME:** 1¼ hours

**OBJECTIVES:**

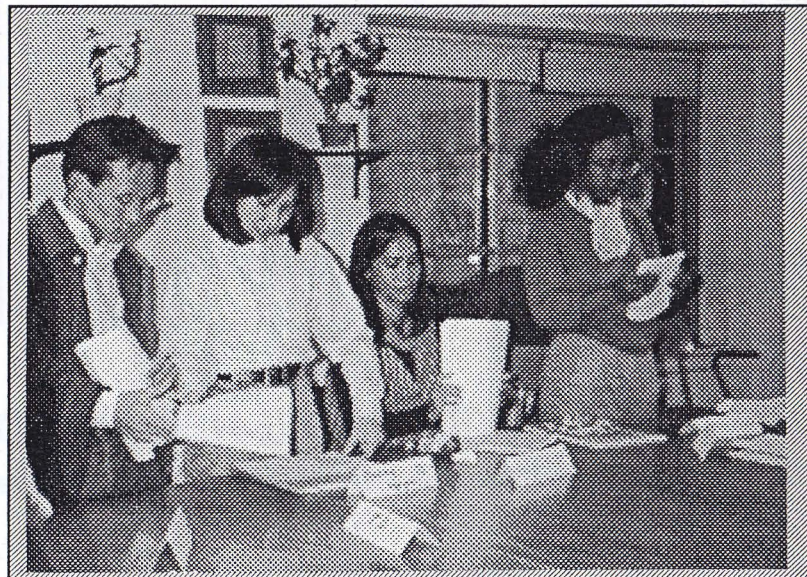
- ☞ To list some techniques relevant in doing community outreach.
- ☞ To share past experiences in community outreach, and identify strengths and weaknesses in outreach methods.

**MATERIALS:**

- flipchart paper
- markers

**STEPS:**

- A. Have the participants think of various means they can use to find out things they don't know in their communities. Put all ideas up on the flipchart.
- B. Divide the participants in groups and have each group decide on a case from one of the member's experiences. This member will give a synopsis of his/her case. In each group they should base their discussion on the following issues:
  - What worked well and why?
  - What went wrong and why?
  - What did the person learn from that experience?
  - Were the techniques used appropriate for that particular setting or group of people?



**Circle Notes**

*Stress the importance of setting or context in using community outreach techniques. What do people in that specific community value in terms of communication and personal contact? (e.g., community forums, telephones, home visits, etc.)*



# MOVING ACTIVITY

## "GESTURES"

**TIME:** 15 minutes

**OBJECTIVES:**

☞ To vary the dynamics of the group after a break or an activity for which they have been sitting still.

☞ To bring the group back together.

☞ To discuss issues of insider/outsider and the difficulties of understanding what is going on below the surface in a culture different from one's own.

**STEPS:**

A. Ask one person from the group to leave the room. The facilitator and the rest of the group chooses one person who will initiate different gestures that everyone will follow. Every 10 to 15 seconds, the initiator changes gestures and the rest of the group imitates him/her exactly without obviously watching him/her.

B. Invite the participant who has left the room to come back and try to figure out who is initiating the gestures.

C. Let the participants discuss the exercise. How did it feel to be the one excluded from the group? How did it feel for the rest of the group?



**Circle Notes**

*It will be important to bring out the parallels with being involved in different cultures. When we are outsiders to a group or culture, we know that something is going on, but we are often not sure what.*



## LEARNING ACTIVITY 8

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### FORCE FIELD ANALYSIS

**TIME:** 1¼ hours

**OBJECTIVES:**

- ☞ To identify and analyze forces which either help or restrain in achieving goals.
- ☞ To prioritize resources and constraints for a particular case.

**MATERIALS:**

- steps on a flipchart to be followed while carrying out this exercise
- paper rocks in 3 sizes to represent the constraints
- pictures of "buffaloes" in 3 sizes (or any other culturally appropriate representation) to represent the resources
- boxes to represent community moving towards the goal
- small piece of wood or other object to represent the goal

**STEPS:**

- A. Group the participants according to the related goals they want to pursue in their communities. (Link to the grounding exercise, page 13.)
- B. Let them decide on one goal they can use for the purpose of this exercise. This doesn't imply that the other goals are less important, but it is not practical to pursue more than one due to the limited time.
- C. Let the one with the selected goal brief others about the goal he/she wants to pursue. What are the reasons for pursuing this goal? What are incentives for the people's concern?
- D. Place the box representing the community facing the direction of an identified goal.
- E. The participants will then identify resources needed for achieving the selected goal. Let them write with a marker on the "buffalo" the identified resources, prioritizing them from the biggest to the smallest using the different size buffaloes. Place the buffaloes in front of the box to pull it towards the goal.
- F. The same procedures will be followed in identifying the constraints. Place the rocks in the box to resist its movement. Different size rocks represent different sizes of constraints.



## LEARNING ACTIVITY 8...continued



### Circle Notes

In identifying resources and constraints, participants should think in terms of the following:

- **Facilities:** What are the facilities available in the community? Are the facilities accessible to the community?
- **Services, i.e. religious, health, education, etc.** Are the services accessible to the people? What are their purposes?
- **Human resources:** What are the talents and capabilities in the community?
- **Power relationships:** Who possesses power in the community? Who makes decisions?
- **Financial support:** What are the possible financial resources that exist in the community?
- **Others...** refer to community maps.

\* Encourage the participants to think positively by identifying resources first and then constraints.

G. Discussion: Let the participants discuss the probability of the box reaching the goal. Let them analyze the resources and constraints, and link them together. *What is the biggest resource? Which constraint must be addressed before they can go on?*

### OUR STORY...

\* The resources and constraints are identified from large to small:

L=Largest M=Medium S=Smallest

**GOAL: Multicultural conference at a university.**

<u>Resources</u>	<u>Constraints</u>
L - Panelists/facilitators	L - Timing
- Administrators to plan conference	- Lack of participation
	- Funding
M - Advertising	M - Planning/Logistics
- Students to participate	- Sustaining interest
S - none	S - Ethnic conflict

**GOAL: Plan for building a temple for a Cambodian community.**

<u>Resources</u>	<u>Constraints</u>
L - Awareness programs	L - Collaboration
- Community gathering recruitment	- Power
- Communication	- Funds
	- Language barriers
M - Skilled proposal writers	M - Conflicts
- Skilled fund-raisers	- No action
- Translators/Interpreters	- Lack of structure
S - Recruitment of volunteers	S - No volunteers



# SUMMATIVE EVALUATION

**TIME:** 30 minutes

**OBJECTIVES:**

☞ To reflect on the workshop and provide feedback by filling in a written evaluation form, including suggestions for future improvement.

**MATERIALS:**

• evaluation sheet in the form of a questionnaire

**STEPS:**

A. Supply each participant with the following evaluation form, and give them enough time to complete it.

**COMMUNITY OUTREACH WORKSHOP EVALUATION**

1. How do you rate the learning experience from this weekend workshop? (circle appropriate number)

10    9    8    7    6    5    4    3    2    1    0

Very Valuable Not Valuable

2. How do you rate the following components of this 2-day workshop? (cross in the appropriate space)

	Very High	High	Average	Low	Very Low
<b>A. LOGISTICS</b>					
a. Length of day					
b. Sequencing of activities					
c. Time spent on each activity					
<b>B. FORMAT</b>					
a. Lectures					
b. Experiential activities					
c. Processing & reflection time					
<b>C. CONTENT</b>					
a. Ice Breakers					
b. Community mapping					
c. Respect					
d. Trust					
e. Insider/Outsider					
f. PAR					
g. Video/observation					
h. Methods for outreach					
i. Force Field Analysis					
j. Evaluations					



## SUMMATIVE EVALUATION...*continued*

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3. Which components of the workshop did you like most and why?
  
  4. Which components of the workshop did you like least and why?
  
  5. What is your best learning experience in this workshop?
  
  6. Do you think that all your expectations for the workshop were fulfilled?  
(a) Yes (b) No  
  
If "No", what were your expectations?
  
  7. How could the workshop have met these expectations?
  
  8. Other comments, criticisms, elements you would have liked more of?
  
  9. Suggestions for improvement, if any?
-



## FOR FURTHER READING...

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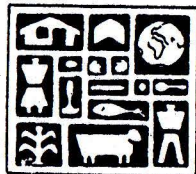
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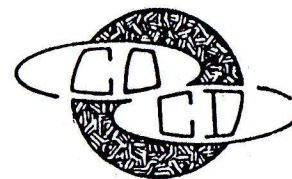
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For more information, contact:

Dr. Sally Habana-Hafner  
CIRCLE/COCD Director  
Center for International Education  
EPRA, School of Education  
University of Massachusetts  
Amherst, MA 01003-3015



Tel: (413)545-2038  
Fax: (413)545-1263  
Email: [amcircle@educ.umass.edu](mailto:amcircle@educ.umass.edu)



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