NATURAL RESOURCES CONSERVATION AND DEVELOPMENT

NTQF Level -II

Learning Guide #39

Unit of Competence: - Participate in Indigenous Soil and Water Conservation Practices

Module Title: - Participating in Indigenous Soil and Water Conservation Practices

LG Code:- AGR NRC2 M09 LO2-LG#9

   TTLM Code: AGR NRC2 TTLM 0919v1

LO 2: - Establish role of group in community

Instruction Sheet	**Learning Guide #39**

This learning guide is developed to provide you the necessary information regarding the following **content coverage** and topics –

- Identifying Potential roles of program to community
- Managing Interaction with community
- Establishing and maintaining consultation processes
- Maintaining Image of group and program in community

This guide will also assist you to attain the learning outcome stated in the cover page.

Specifically, upon completion of this Learning Guide, **you will be able to –**

- Identify Potential roles of program to community
- Manage Interaction with community
- Establish and maintaining consultation processes
- Maintain Image of group and program in community

Learning Instructions:

1. Read the specific objectives of this Learning Guide.
2. Follow the instructions described in number 3 to 20.
3. Read the information written in the "Information Sheets 1". Try to understand what are being discussed. Ask you teacher for assistance if you have hard time understanding them.
4. Accomplish the "Self-check 1" in page 5.
5. Ask from your teacher the key to correction (key answers) or you can request your teacher to correct your work. (You are to get the key answer only after you finished answering the Self-check 1).
6. If you earned a satisfactory evaluation proceed to "Information Sheet 2". However, if your rating is unsatisfactory, see your teacher for further instructions or go back to Learning Activity #1.
7. Submit your accomplished Self-check. This will form part of your training portfolio.
8. Read the information written in the "Information Sheet 2". Try to understand what are being discussed. Ask you teacher for assistance if you have hard time understanding them.
9. Accomplish the "Self-check 2" in page 7.
10. Ask from your teacher the key to correction (key answers) or you can request your teacher to correct your work. (You are to get the key answer only after you finished answering the Self-check 2).
11. Read the information written in the "Information Sheets 3 . Try to understand what are being discussed. Ask you teacher for assistance if you have hard time understanding them.
12. Accomplish the "Self-check 3" in page 11.

13. Ask from your teacher the key to correction (key answers) or you can request your teacher to correct your work. (You are to get the key answer only after you finished answering the Self-check 3).

14. If you earned a satisfactory evaluation proceed to "Operation Sheet 1" in page 12. However, if your rating is unsatisfactory, see your teacher for further instructions or go back to Learning Activity #1.

15. Read the "Operation Sheet 1" and try to understand the procedures discussed.

16. If you earned a satisfactory evaluation proceed to "Operation Sheet 2" in page 13. However, if your rating is unsatisfactory, see your teacher for further instructions or go back to Learning Activity #1.

17. Read the "Operation Sheet 2" and try to understand the procedures discussed.

18. If you earned a satisfactory evaluation proceed to "Operation Sheet 3" in page 14. However, if your rating is unsatisfactory, see your teacher for further instructions or go back to Learning Activity #1.

19. Read the "Operation Sheet 3" and try to understand the procedures discussed.

20. Do the "LAP test" in page 15 (if you are ready). Request your teacher to evaluate your performance and outputs. Your teacher will give you feedback and the evaluation will be either satisfactory or unsatisfactory. If unsatisfactory, your teacher shall advice you on additional work.

Information Sheet-1	Identifying Potential roles of program to community

Definitions of terms

Culture: -

- Is the quality in person or society that arises from a concern for what is regarded as excellent in different things?
- The arts and other manifestations of human intellectual achievements regarded collectively.

Community Values:-

- A community's most deeply held shared ideas and beliefs that serve as guiding principles.
- Community values are the foundation for a community's vision and action plan.

Attitude:-

- A settled way of thinking or feeling typically reflected in a person's behavior.

The community*:* In pursuing their interest in their domain, members engage in joint activities and discussions, help each other, and share information. They build relationships that enable them to learn from each other. A website in itself is not a community of practice. Having the same job or the same title does not make for a community of practice unless members interact and learn together. The claims processors in a large insurance company or students in American high schools may have much in common, yet unless they interact and learn together, they do not form a community of practice. But members of a community of practice do not necessarily work together on a daily basis. The Impressionists, for instance, used to meet in cafes and studios to discuss the style of painting they were inventing together. These interactions were essential to making them a community of practice even though they often painted alone.

2.1.1. Identify role of range of groups

The role of range of groups in a community as of indigenous SWC development concerns may be as

- ➢ **Task roles:** the initiator**,** the Information seeker**,** the opinion seeker**,** the information giver**,** the elaborator**,** the coordinator**,** the energizer**,** the procedural technician **and** the recorder.

- **Maintenance Roles:** The encourager**,** the harmonizer**,** The compromiser**,** The gate keeper**,** The standard setter**,** The group observer**,** The summarizer**, and** Reality tester.
- **Blocking roles:** The aggressor**,** The blocker**,** Recognition seeker**,** Self –confessor**,** The playboy-playgirl**,** The dominator**,** Help seeker **and** The special interest pleader.

2.1.2. Identify range of groups use in group/project/ activities

Program activities may include, but not limited to form and/or develop a community group, Promote solutions or explain issues relating to the environment or other government, Program, project activities, and fund raising and submissions.

Working with groups

Range of groups may include, but not limited to: Formal or informal groupings based on social activities and interests, family and community history Cultural backgrounds including ethnicity, Sex and age. Development agents do a lot of their work with, and through, groups of farmers or other rural people. These groups may be formal or informal, large or small, traditional or modern. The group ma y already exist, or the development agent may help form it. It may be open to anyone in the community, or just to certain people. The group may have many functions, or it may have only a single purpose. It may be long lived, or may disband after it has completed its task.

Advantages of working with groups

- A group enables people to do things they could not achieve by themselves. For example, a group can get difficult things done quickly, or can overcome labour shortages at a critical time, such as harvesting.
- The group can pool its resources and skills, for example, members of a revolving credit group lend each other money so that one member can buy something could not afford alone.
- The group can become empowered. The weight of numbers and support of friends may give people confidence to try new things out, challenge the status or pressure for change. Groups can generate a sense of ownership and can help sustain development efforts.
- The group members can share resources equitably and use scarce resources efficiently. For example, they may agree to share irrigation water in a way that avoids conflicts, or buy a lorry to transport produce to market.

> ➤ The group may be able to access services that are not open to individuals, such as credit, training, or extension advice. It is impossible for development agents to contact every farmer individually, by working with groups, the agent can serve a much larger number of people.

A wide variety of groups exist in Ethiopia. Almost every one belongs to one or more groups. Here are some examples both traditional and modern.

- ➤ Debo
- ➤ Edir and equb
- ➤ Saving and credit associations
- ➤ Service cooperatives
- ➤ Grazing land users association
- ➤ Water users association
- ➤ Interest groups

Self-Check -1	Written Test

Name: _____   Date: _____

Short Answer Questions

Directions: Answer all the questions listed below. Use the Answer sheet provided in the next page:

1. What is the role of range of groups in a community?(5points)
2. What are formal or informal groupings depend on?(4points)
3. Mention at least two advantages of working with group.(6points)

Note: **Satisfactory rating > 7.5 points   Unsatisfactory - below 7.5 points**

Answer Sheet

Score = _____

Rating: _____

Information Sheet-2	Managing Interaction with community

A Community Interaction Committee (similar to the Committee for Academic Planning and the Research Committee) is constituted of faculties, DAs and other experts. The committee offers a participatory forum for all sectors of the community development and functions as sanctioning and coordinating body for community interaction strategies and policies. The committee is responsible for policy implementation, quality control and resource allocation, where applicable. It is also responsible for creating the opportunity for communities in society to have active participation in all stages of implementation equally.

Communities should have their own management frameworks for all their interactions on the development. These management frameworks are important things for the implementation of any community development programs, to participate community members actively on the implementation of the program plan. Communities should have Representatives or committee which have a role of organizing and facilitating all the development programs on behalf of the whole community.

Monitoring and Evaluation of Community Service

- All community projects or programmes are monitored and evaluated both before and after registration of the project/programme.
- Annual progress, outcomes and financial management reports must be submitted in respect of all projects/programmes.
- The evaluation of projects/programmes may be done by the community representatives and development agents at the site level. This evaluation may progress beyond site level.

Self-Check -2	**Written Test**

Name: _____   Date: _____

Short Answer Questions

Directions: Answer all the questions listed below. Use the Answer sheet provided in the next page:

1. Why community management frameworks are important?(10points)

Note: **Satisfactory rating >5 points   Unsatisfactory - below 5points**

Answer Sheet

Score = _____

Rating: _____

Information Sheet-3	Establishing and maintaining consultation processes

Consultation processes involve complying with values and respecting cultural authority, addressing issues that may impact on values, including discussion where relevant with communities and groups on natural resource and environment management.

Consultation is important for any implementation, so before start any development program you should establish consultation processes with relevant peoples and organizations. Whenever there is a potential that a stakeholder may be affected in relation to a trail project, consultation will be required. There are two consultation processes that are available: a) *Communication Only* and b) *Communication and Consultation*. A decision should be made during the early stages of planning for the trail to determine if stakeholder issues are likely to have an impact on the outcome. This will then determine the most appropriate process of consultation.

The Communication Only process should be adopted when the stakeholder has no, or minimal ability to influence the decision or outcome. However, it will be important to get a message across in a consistent way ensuring that a stakeholder is kept informed. This will assist in building a positive relationship that may impact favourably on future activities.

The combined Communication and Consultation Process should be adopted when it is important or necessary that stakeholders have input which may influence a decision or outcome. Stakeholders may test ideas or options and in some cases, may contribute to a mutually acceptable outcome. It will be important to use a combination of effective communication and consultation techniques to ensure that a positive result is achieved. The degree of sensitivity of potential stakeholder impact displays the impact the stakeholder issues are likely to have on the project.

Communication and consultation techniques

Provide information using

- Advertisement / Media
- Letter / Phone call
- Newsletter / Brochure
- Internet
- Signs / Maps / Models
- Public Display / Exhibition
- Meetings with key individuals
- Submissions from stakeholders
- Telephone Hotline
- Surveys
- Presentations to existing groups
- Local community group meetings
- Public meetings
- Community event
- Open day information session
- Maintain awareness / Updating information
- Identify concerns and issues
- Develop objectives / Issues
- Develop options
- Test ideas / Prioritise options
- Build relationships and involvement
- Achieve consensus
- Reach large numbers of stakeholders
- Reach people who don't readily participate
- Influence small groups / Individual contact
- Obtain input into decision making
- Satisfy statutory requirements (eg veg clearance)

Methods of organizing the community

There are different methods that you might be able to use in order to organize the community in which you work. You may be able to organize the community according to:

- Their place of work

- Common characteristics of the people

- The issue addressed

- Location or geography.

Look carefully at the list above. It shows some of the methods that you may be able to use to organize groups in your community. Think of examples from your own work for each item, where the community has been organized in this way.

Reveal answer

According to your own interests and skills and the needs within your community you can organize the community to involve them in many different types of health education activities. It is best to begin with those people or groups who are already interested in addressing the community problem. In some situations, the community members may already be organized for certain purposes. In this case, you can assess the background and interest of the organized groups and work with them. So, you may not need to organize new groups if there are community groups which are already organized. Each community is different, and a variety of problems may occur. It is never easy to organize the community, and it may be possible for you to work with community leaders. Community leaders are often good organizers, and people tend to follow their example.

Conducting training sessions

During a training session, you should undertake the following activities:

1. **Start with introductions and/or an icebreaker activity**. Welcome participants and introduce yourself by name to them. Talk briefly about why the training is important, and what your interest is in the training. Allow all the participants to introduce themselves. Adult learners appreciate an open, comfortable learning environment. Motivate participants at the beginning of a training session by introducing a fun activity (known as an 'icebreaker') that requires them to interact and learn more about each other. Do not spend too much time on these 'icebreaker' activities (recommended time is about 10 minutes).

2. **Describe the agenda**. Explain to participants what training areas will be covered by the training, the order you will present topics, and how much time you will be spending on each one. Ask if they will need to modify or create their own agendas, according to their needs, culture, or customs.

3. **Gauge participants' knowledge and interest.** Before you start training, it is advisable to assess the participants' level of knowledge and interests. To do so, you should ask participants to complete some questions prepared for this purpose — or you can do this orally by asking the participants. Allow about 10–15 minutes to complete this task. This enables you to adapt the training activities to the knowledge, skills, interests and culture of the training participants. As you start presenting each topic in turn, take a few minutes to find out how much participants know about the topic, and what areas they would like to focus on.

4. **Pay attention to participants**. Do the participants look as though they are following the session well? Are they nodding, volunteering comments, and asking questions? Stop from time to time to ask for questions and ask how everyone is doing. If participants are tired or unengaged, you may need to slow down, turn the material into questions and generate discussion. Or it may be necessary to move more quickly, switch to a different type of activity, or take a short break. You can also revitalize their energy with a brief fun activity (either physical or not) that gets learning moving again.

5. **Be flexible**. Some things may not go as you planned. Be aware that some of your activities may take longer or shorter than planned. Explain to participants what is going on if you need to deviate from the schedule you have laid out. If participants do not seem to be engaged in a given activity, be prepared to adjust, stretch, shrink or eliminate activities as necessary.

6. **Think about keeping the interest of participants**. Keep the interest of participants. Start with simple concepts; build them into more complex ideas. Integrate physical movement, humour and practical demonstrations (Figure 14.5). Tailor the presentation or talk to the specific group of participants. Include and encourage personal stories and humour whenever possible.

7. **Conclusion**. End each session with a summary, and a chance for participants to share their last thoughts. Ask everyone to share one thing that really stood out from the session.

8. **Evaluate each session.** This enables you to find out what worked in your session. Ask participants to give you feedback, so you can find out what they learnt in your session, what they enjoyed most, and what they would change.

Community organising is the process of developing individual and community capacity, and empowering them for collective action. In community organising, it should be possible to develop a network of relationships among people in order to create a favourable environment to work together.

Community organisation is most often successful if you organise people according to the location, workplace or common characteristics of the participants, or their interest in the issue being addressed. Sometimes you may find ready-made or organised community groups. This is a good opportunity for health educators, and you should work with such groups whenever this is possible.

Once you have organised the community, you should give them training to equip them with the necessary skills and knowledge to be able to include them in health education activities.

One big resource you have in your community is your people. Therefore, you should mobilise and involve as many local people as possible in all your planned health education activities.

Self-Check -N	Written Test

Directions: Answer all the questions listed below. Use the Answer sheet provided in the next page:

1. What are the two consultation processes available?(5points)

Note: **Satisfactory rating >2. 5 points**   **Unsatisfactory - below 2.5 points**

Answer Sheet

Score = _____

Rating: _____

Information Sheet-4	Maintaining Image of group and program in community

Maintaining Image of group and program in community development

➢ Acknowledging community concerns

Those community members involve and contribute for the success of the project/program work should be acknowledged in kind or certificate, etc. to impart positive image in their mind.

➢ Promoting positive image of group and program.

Positive image of group and program in a community is an asset to be promoted. The promotion of the image may be using public meeting, mass media, web-sites, etc.

Self-Check 4	Written Test

Directions: Answer all the questions listed below. Use the Answer sheet provided in the next page:

1. How do you maintain Image of group and program in community?(5 points)

Note: **Satisfactory rating >2. 5 points**   **Unsatisfactory - below 2.5 points**

Answer Sheet

Score = _____

Rating: _____

List of Reference Materials

1- BOOKS

Mitiku, H., Herweg, K., Stillhardt, B., 2006 *Sustainable Land Management – A New Approach to Soil and Water Conservation in Ethiopia*. Mekelle, Ethiopia: Land Resources Management and Environmental Protection Department, Mekelle University; Bern, Switzerland: Centre for Development and Environment (CDE), University of Bern, and Swiss National Centre of Competence in Research (NCCR) North-South. 269 pp.

2- Manuals

-Workplace communication teaching manuals used

3- WEB ADDRESSES (PUTTING LINKS)