

Natural Resources Conservation and Development Level-IV



**Based on March 2018, Version 3 OS and September
2021, Version 1 Curriculum**

Module Title: Promoting Community Awareness Program.

LG Code: AGR NRC4 M14 LO (1-3) LG (63-65)

TTLM Code: AGR NRC4 TTLM14 21 v1

October, 2021

Adama, Ethiopia

Page 1 of 72	Holeta PTC Author/Copyright	TVET program title-Natural Resource Conservation and Development IV	Version -1
			October, 2021



Table Content

LO #1 Identify information, resource and service requirements	3
Information sheet 1. Using evaluation methods for domestic violence in the community	4
Self-check 1	10
Information sheet 2. Review relevance of existing community activities and materials	11
Self-check 2	14
Information sheet 3. Identifying gaps and inadequacies of information, resources and services	15
Self-check 3	17
Information sheet 4. Undertaking research on domestic violence and prevention	18
Self-check 4	27
LO #2 Support community participation	28
Information sheet 1. Supporting community participation	29
Self-check 1	31
Information sheet 2. Using appropriate interpersonal and networking skills	32
Self-check 2	40
Information sheet 3. Providing opportunities to key people and groups	41
Self-check 3	48
Information sheet 4. Undertaking cooperative planning and develop policies and strategies	49
Self-check 4	51
LO #3 promote domestic violence awareness	52
Information sheet 1. Identifying and utilizing relevant opportunities	53
Self-check 1	57
Information sheet 2. Promoting service delivery and activities	58
Self-check 2	61
Information sheet 3. Identifying strategies	62
Self-check 3	66
Information sheet 4. Identifying and clarifying opportunities for community education programs	67
Self-check 4	69
Reference Materials	70
Acknowledgement	71

**LG #63****LO #1 Identify information, resource and service requirements****Instruction sheet**

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

- Evaluation methods of domestic violence in the community
- Reviewing relevance of existing community activities and materials
- Identifying gaps and inadequacies of information, resources and services
- Undertaking research on domestic violence and prevention

This guide will also assist you to attain the learning outcomes stated in the cover page. Specifically, upon completion of this learning guide, you will be able to:

- Evaluation methods on domestic violence in the community
- Review relevance of existing community activities and materials
- Identify gaps and inadequacies of information, resources and services
- Undertake research on domestic violence and prevention

Learning Instructions:

Read the specific objectives of this Learning Guide.

1. Follow the instructions described below.
2. Read the information written in the “Information Sheets”. Try to understand what are being discussed. Ask your trainer for assistance if you have hard time understanding them.
3. Accomplish the “Self-checks” which are placed following all information sheets.
4. Ask from your trainer the key to correction (key answers) or you can request your trainer to correct your work. (You are to get the key answer only after you finished answering the Self-checks).

If your performance is satisfactory proceed to the next learning guide,

If your performance is unsatisfactory, see your trainer for further instructions or go back to “Operation sheets”



Information sheet 1. Using evaluation methods for domestic violence in the community

1.1 Introduction

Community domestic violence can damage the health and wellbeing of the community. It also affects communities, disrupting community and interfamilial relationships, isolating people from social networks, encouraging negative norms and perpetuating social exclusion. Violence also places a large burden on the national economy through the cost of health, support and justice services and the loss of human capital.

Evaluation is an important element in providing domestic violence services. It offers the field relevant data on effective prevention and intervention programs, as well as lessons learned. This section includes a compilation of evaluation tools and program evaluation reports for domestic violence programs.

1.2. Community

Traditionally a community is defined as people in a given geographical location while, the word community can really refer to any group sharing something in common. This may refer to smaller geographic areas a neighborhood, a housing project or development, a rural area or to a number of other possible communities within a larger, geographically-defined community.

In other words community can often be defined by:

Race or ethnicity

Professional or economic ties

Religion

Culture

Shared background or interest

1.3. Gathering information



To find out about various aspects of the community, you'll need a number of different methods of gathering information. Here are the way of collecting information about community.

I. Public records and archives: These include local, state and federal government statistics and records, newspaper archives and the records of other organizations that they're willing to share. Many of the public documents are available at public and/or university libraries and on line at government websites. Most communities have their own websites which often contain valuable information as well.

II. Individual and group interviews: Interviews can range from casual conversations in a cafe to structured formal interviews in which the interviewer asks the same specific questions of a number of carefully chosen key informants. They can be conducted with individuals or groups, in all kinds of different places and circumstances. They're often the best sources of information, but they're also time-consuming and involve finding the right people and convincing them to consent to be interviewed, as well as finding (and sometimes training) good interviewers. Interviews may include enlisting as sources of information others who've spent time learning about the community.

University researchers

Staff and administrators of health

Human service organizations and

Activists may all have done considerable work to understand the character and inner workings of the community.

III. Surveys: There are various types of surveys. They can be written or oral, conducted with a selected small group usually a randomized sample that represents a larger population or with as many community members as possible. They can be sent through the mail, administered over the phone or in person or given to specific groups (school classes, faith congregations). They're often fairly short and ask for answers that are either yes-no or that rate the survey-taker's opinion of a number of possibilities (typically on a scale that represents "agree strongly" to "disagree strongly" or "very favorable" to "very unfavorable.") Surveys can, however, be much more comprehensive, with many questions and can ask for more complex answers.



IV. Direct or participant observation: Often the best way to find out about the community is simply to observe. You can observe physical features, conditions in various areas, the interactions of people in different neighborhoods and circumstances, the amount of traffic, commercial activity, how people use various facilities and spaces, or the evidence of previous events or decisions. Participant observation means becoming part of the group or scene you're observing, so that you can see it from the inside. Observation can take many forms.

1.4. Evaluation of community's resource (asset)

A community asset (or community resource a very similar term) is anything that can be used to improve the quality of community life. Resources or assets can include individuals, organizations and institutions, buildings, landscapes, equipment -- anything that can be used to improve the quality of life.

Some community resource includes:

A. Human capital (a person)

Residents can be empowered to realize and use their abilities to build and transform the community. The stay-at-home mom or dad who organizes a playgroup. The informal neighborhood leader. The firefighter who risks his life to keep the community safe. These are all community assets.

B. Physical structure or place

A school, hospital, mosque, church, library, recreation center, social club all are physical structure that community used to it. It could be a town landmark or symbol. It might also be an unused building that could house a community hospice or a second floor room ideal for community meetings. Or it might be a public place that already belongs to the community a park a wetland or other open space.

C. Community service



It can be a community service that makes life better for some or all community members. These services includes: public transportation, early childhood education center, community recycling facilities, cultural organization. It can be also a business that provides jobs and supports the local economy.

You and everyone else in the community are potential community assets. Everyone has some skills or talents and everyone can provide knowledge about the community connections to the people they know and the kind of support that every effort needs making phone calls, stuffing envelopes, giving people information, moving equipment or supplies whatever needs doing. This suggests that everyone in the community can be a force for community improvement if only we knew what their assets were and could put them to use.

1.4.1. Importance of community's resource evaluation

It can be used as a foundation for community improvement.

External resources (e.g., federal and state money) or grants may not be available. Therefore, the resources for change must come from within each community.

Identifying and mobilizing community assets enables community residents to gain control over their lives.

Improvement efforts are more effective, and longer-lasting, when community members dedicate their time and talents to changes they desire. You can't fully understand the community without identifying its assets.

Knowing the community's strengths makes it easier to understand what kinds of programs or initiatives might be possible to address the community's needs.

When efforts are planned on the strengths of the community, people are likely to feel more positive about them and to believe they can succeed.

It's a lot easier to gain community support for an effort that emphasizes the positive - "We have the resources within our community to deal with this, and we can do it!" than one that stresses how large a problem is and how difficult it is to solve.

1.4.2. Community needs and resources

Needs can be defined as the gap between what is and what should be. A need can be felt by an individual a group or an entire community. It can be as concrete as the need



for food and water or as abstract as improved community cohesiveness. An obvious example might be the need for public transportation in a community where older adults have no means of getting around town. More important to these same adults however might be a need to be valued for their knowledge and experience. Examining situations closely helps uncover what is truly needed and leads toward future improvement.

Ethiopian farmers' cooperative that makes it possible for farmers to buy seed and fertilizer cheaply and to send their produce directly to market without a middle man, the library that provides books and Internet access to everyone, the bike and walking path where city residents can exercise -- all represent resources that enhance community life. Every individual is a potential community asset, and everyone has assets that can be used for community building.

1.5. Evaluation of domestic violence and its source

The Encyclopedia of Psychology defines **violence** as “an extreme form of aggression, such as assault, rape or murder.” Certain situations also increase the risk of aggression, such as drinking, insults and other provocations and environmental factors like heat and overcrowding” (American Psychological Association’s website). Intentionally causing harm to other individuals or property is a serious problem today. For example, the recent video of the Malaysian man whose jaw was broken and then robbed when someone was trying to help him comes to mind. These recent violent events give rise to the question, just what are the causes of violence and what should be done when you are faced with violence?

1.5.1. Causes of Violence

There are many causes of violence including “frustration, exposure to violent media, violence in the home or neighborhood and a tendency to see other people’s actions as hostile even when they’re not. The most common motivations for violence can be viewed as inappropriate attempts to handle emotions. Often violence is the medium used by an individual to openly express their feelings such as anger, frustration, or sadness. Other times, violence can be considered as a form of manipulation for individuals to try and get what they want or need. Aggressive behavior can also be used as a form of retaliation; a means by which one uses to even the score. Finally, violent



behavior is sometimes caused because people grow up seeing violence openly displayed. Violence then becomes learned as an “appropriate” way to behave. Sometimes, individuals will choose violence as a means to manipulate others to gain control over a situation.

1.5.2. Other factors which can be causes of violence

The influence of one’s peers

Having a lack of attention or respect

Having low self-worth

Experiencing abuse or neglect

Witnessing violence in the home, community, or medias

Access to weapons

1.5.3. Indicators of Violence

Signs for potential immediate or increased violence are:

Computation for natural resource

Pleasure in hurting animals

Voicing threats or plans to hurt others

Use of alcohol and drugs

Destruction of property or vandalism

Loss of control over emotions

If you recognize any of these signs, first it should be clarified that hoping that someone else will act and take care of the problem for you is **not** an appropriate solution. This choice actually allows the violence to continue.

Therefore, one should:

Be safe! Remember to be careful and do not put yourself in danger when trying to help a violent individual.

Share! Tell someone else if you are concerned about someone’s violent behavior.

Protect yourself! If you are worried that you may be a victim of violence contact the local authorities and ask for protection.

Seek professional help! A key to addressing violent behavior is seeking the assistance of professionals who specialize in violent behavior.



Self-check 1	Written test
---------------------	---------------------

Test I: Choose the best answer (2 point)

1. From the following which term is used to define community?
A. Race or ethnicity B. Professional or economic ties
C. Religion D. Culture E. All
2. Which method is used to gather information about community?
A. Public records and archives
B. Individual and group interviews
C. Surveys:
D. Direct or participant observation
E. All
3. From the following one is signs for potential increase of community violence
A. Computation for natural resource
B. Pleasure in hurting animals
C. Destruction of property or vandalism
D. All

Test II: Short Answer Questions

1. What is community domestic violence (3pts)
2. What is the importance of community's resource evaluation (4 point)

You can ask you teacher for the copy of the correct answers.

Answer Sheet

Name: _____

Score = _____
Rating: _____

Note: Satisfactory rating - 13 points

Unsatisfactory - below 13 points



Information sheet 2. Review relevance of existing community activities and materials

2.1. Relevance of community awareness activities

Awareness-building activities are required to ensure that communities are mobilized as participants in the project. Information disclosure and community awareness are essential for maintaining public or community support and redressing grievances during the implementation period. The goal of community awareness is to increase the community's knowledge of the available programs and services offered. This is accomplished by informing the general public through various activities.

Activities are targeted to include underserved communities and diverse populations in one county.

Community networking promotes community awareness of program services and availability by networking with professionals and leaders in the community.

Developing, building and maintaining Response Teams, which include representatives from victim advocacy, law enforcement, prosecution and healthcare.

Joining community-based collaborations (e.g., disaster preparedness committees, social service consortiums,)

Communicating regularly with staff at local social service agencies, hospital emergency room, law enforcement, state attorney, clerk of court and non-certified victim advocates

Visiting local businesses and dropping off sexual violence materials, event flyers and brochures

Joining local groups and sharing information

Collaboration with other agencies

2.2. Training for Professionals and Non-Professionals

“Training” refers to education about available programs/services that are provided to professional and non-professional audiences. Trainers must be competent in the following content areas:

Dynamics of each of our programs and all services that we offer

Relevant community resources

Crisis intervention

Page 11 of 72	Holeta PTC Author/Copyright	TVET program title: Natural resource conservation & development -IV	Version -1 October, 2021
---------------	--------------------------------	--	-----------------------------



Medical, criminal justice/legal and social service victim response

Training Sites Include:

Social service agencies and organizations

Educational institutions, including daycare centers

Healthcare facilities

Law enforcement agencies

Youth organizations

Local businesses (e.g., provide sexual violence training to employees)

Provide training to congregations and/or religious leaders

2.3. Participation in Community Events

Program staff are involved in events throughout the community. Participation in community events often includes a table with promotional and informational items containing (at minimum) program names and hotline number, program materials and program brochures. Examples of community events:

Festivals

Fairs

Community celebrations

Parades

Social service outreach (career day open house)

School events (sports events or campus clubs/activities>

2.4. Distribution of Materials

Community awareness programs should routinely distribute program materials to local businesses, churches, social service agencies, hospitals, law enforcement, court and legal personnel, clubs, schools and civic organizations.

Things to consider:

Materials should include information about all available programs as well as defined programs best suited for visit. Include on materials hotline and office telephone numbers, hours and location of services and website address.

The community should be informed of materials that are available for distribution and a mechanism established to request material



Drop off materials at local businesses (e.g., hotline tear off sheets, event flyers, program brochures)

Contact law enforcement on a regular basis to check on the status of the “Victim Rights and Services” brochure. Responding officers are required to give the brochure to victims

Develop materials that will be accessible to all members of your community

2.5. Media Coverage/Campaign

Media provides a cost-effective means of advertising. Plan events to include media coverage. This include:

Public Service Announcements on local television and radio stations

Local media/newspapers – invite the news to cover program events such as Sexual Assault Awareness Month activities or fundraisers

Social media – spread the news of your services through an agency Facebook page and/or Twitter account to keep professionals in your community up-to-date and informed on issues related to your program and sexual violence

Agency website and blogs

Advertising

Listed on the Collier County Sheriff’s Office Website

Listed on the Collier County Elder Brochure

Membership outlets (e.g., local newsletters for seniors, minority or women’s organizations)

Newspaper ads

Television and radio



Self-check 2	Written test
---------------------	---------------------

Test I: Choose the best answer (2 point)

1. From the following which community events used to give awareness by professionals

A. Festivals B. Fairs C. Community celebrations D. All

2. Media coverage to provide community awareness creation include.

A. Local media/newspapers

B. Social media

C. Television and radio

D. All

Test II: Short Answer Questions

1. Write down community awareness activities (3pts)

2. List community events for awareness creation (3 point)

You can ask you teacher for the copy of the correct answers.

Answer Sheet

Name: _____

Score = _____
Rating: _____

Note: Satisfactory rating - 10 points

Unsatisfactory - below 10 points



Information sheet 3. Identifying gaps and inadequacies of information, resources and services

3.1. Community Awareness Programme

For the successful implementation of any programme involving the community at large, in universal sanitation in urban areas, it is essential to spell out clearly and make known the manner in which the local body proposes to tackle the problem of urban sanitation and the extent to which community participation in urban sanitation is expected to make the city sanitized, healthy and liveable and improve the quality of life in the city. The scope of the community awareness programme includes the following:

- a. Enable the community to understand the need for the sewerage system
- b. Enable the community to understand the need for proper sewage treatment and disposal
- c. Enable the community to participate in planning
- d. Enable the community to appreciate that this service is not free because it is valuable and has direct impact on health and living environment
- e. Enable the community to understand what they get (tangible/intangible, long-term/short-term benefits) in return
- f. Inform and obtain approval of the community for various improvement measures thus creating a feeling of close participation.

3.2. Community Based Participatory Research

CBPR has powerful advantages over traditional research approaches to domestic violence for all involved. The historical, cultural, economic, and political contexts in which partner violence occurs vary enormously, calling for response strategies that are rooted in deep knowledge of specific communities (Gillum 2008; Nicolaidis et al., 2013; Sullivan, Bhuyan, Senturia, Shui-Thornton, & Ciske, 2005). In one focus group study with practitioners in a Latina domestic violence organization, for example, participants noted that CBPR was their “gold standard” for rigorous research because it ensured that Latina ways of knowing were reflected throughout the research process, including in the nature, interpretation, and application of results obtained.



The knowledge that their own perspectives were foundational to the focus and process of the research gave these practitioners the confidence to use the research to improve their own work with survivors (Serrata, Macias, Rosales, Hernandez, & Perilla, 2017). Ultimately, if research is not centrally relevant to the very people who can make use of it, its utility is limited at best. A number of contextual factors are particularly relevant to CBPR in the domestic violence context. These are described next. Privacy and Trust

Privacy and trust are especially significant considerations for CBPR in the domestic violence arena given that survivors' safety may well depend upon maintaining their privacy and ensuring confidentiality when they seek help. Any research activities conducted with survivors, their families, and the programs they turn to for support should always forefront survivors' confidentiality, safety, and well-being.

Provides a collection of evaluation resources including issue briefs, guides, and toolkits relating to evaluation for domestic violence programs. The website also includes a section on tips and tools for data collection and how to design an evaluation. A presents a toolkit to educate researchers on Community Based Participatory Research (CBPR), an approach to research in which researchers and community members share resources and decision-making during the research process and work together. The toolkit is aimed at those working on domestic violence research.



Self-check 3	Written test
---------------------	---------------------

Test I: Choose the best answer (2 point)

1. From the following which community events used to give awareness by professionals

A. Festivals B. Fairs C. Community celebrations D. All

2. Media coverage to provide community awareness creation include.

A. Local media/newspapers

B. Social media

C. Television and radio

D. All

Test II: Short Answer Questions

1. Write down community awareness activities (3pts)

2. List community events for awareness creation (3 point)

You can ask you teacher for the copy of the correct answers.

Answer Sheet

Name: _____

Score = _____
Rating: _____

Note: Satisfactory rating - 10 points

Unsatisfactory - below 10 points



Information sheet 4. Undertaking research on domestic violence and prevention

4.1. Introduction

Violence is an urgent public health problem. From infants to the elderly, it affects people in all stages of life and can lead to a lifetime of physical, emotional, and economic problems. Intimate community violence is a serious problem that has lasting and harmful effects on individuals, families, and communities. The goal for violence prevention is to stop it from happening in the first place. Prevention efforts should ultimately reduce the occurrence of violence by promoting healthy, respectful, nonviolent relationships. Healthy relationships can be promoted by addressing change at all levels of the social ecology that influence intimate community violence between individual, relationship, community, and society.

4.2. Violence prevention plan

This resource is organized into multiple sections, each focused on one phase of implementing a violence prevention plan are:

- Planning
- Partnerships
- Policy Efforts
- Strategies and Approaches
- Adaptation
- Implementation
- Evaluation



Figure 1. Violence prevention plan action

Planning: Assessing needs, resources, and capacity, and creating a comprehensive plan

Partnerships: Identifying and engaging stakeholders

Policy Efforts: Potential roles for public health in the policy process

Strategies and Approaches: Choosing strategies and approaches that are likely to prevent violence

Adaptation: Changing approaches to fit needs while still producing intended outcomes

Implementation: Putting your plan into action

Evaluation: Tracking and measuring outcomes



4.3. Violence Prevention in Practice

Assists State and local agencies and others who are involved in planning, implementing, or evaluating a violence prevention program. The resource offers information on planning, partnerships, policy efforts, and more to prevent violence among or between community's are solved through:

- Seminars and workshops
- Victim support groups/networks
- Public forums
- Community safety plans
- Focus groups on relevant issues
- Health promotion activities
- Users of violence behaviour change groups
- Community awareness programs
- Community education programs
- Community support programs

Violence prevention practice focuses on TAKING ACTION to select and implement the strategies presented in the Division of Violence Prevention's (DVP) technical packages. A technical package is a select group of strategies that represents the best available evidence to help prevent or reduce violence between or among community. This is designed to support state and local health agencies and other stakeholders who have a role in planning, implementing, and evaluating violence prevention efforts.

Table 1. Preventing intimate community Violence strategies and approaches

Strategy	Approach
Teach safe and healthy relationship skills	<ul style="list-style-type: none">• Social-emotional learning programs for youth• Healthy relationship programs for couples



Engage influential adults and peers	<ul style="list-style-type: none"> • Men and boys as allies in prevention • Bystander empowerment and education • Family-based programs
Disrupt the developmental pathways toward partner violence	<ul style="list-style-type: none"> • Early childhood home visitation • Preschool enrichment with family engagement • Parenting skill and family relationship programs • Treatment for at-risk children, youth and families
Create protective environments	<ul style="list-style-type: none"> • Improve school climate and safety • Improve organizational policies and workplace climate • Modify the physical and social environments of neighborhoods
Strengthen economic supports for families	<ul style="list-style-type: none"> • Strengthen household financial security • Strengthen work-family supports
Support survivors to increase safety and lessen harms	<ul style="list-style-type: none"> • Victim-centered services • Housing programs • First responder and civil legal protections • Patient-centered approaches • Treatment and support for survivors of IPV, including TDV
Teach safe and healthy relationship skills	<ul style="list-style-type: none"> • Social-emotional learning programs for youth • Healthy relationship programs for couples
Engage influential adults and peers	<ul style="list-style-type: none"> • Men and boys as allies in prevention • Bystander empowerment and education • Family-based programs
Disrupt the developmental pathways toward partner violence	<ul style="list-style-type: none"> • Early childhood home visitation • Preschool enrichment with family engagement • Parenting skill and family relationship programs • Treatment for at-risk children, youth and families
Create protective environments	<ul style="list-style-type: none"> • Improve school climate and safety • Improve organizational policies and workplace climate • Modify the physical and social environments of



	neighborhoods
Strengthen economic supports for families	<ul style="list-style-type: none"> • Strengthen household financial security • Strengthen work-family supports
Support survivors to increase safety and lessen harms	<ul style="list-style-type: none"> • Victim-centered services • Housing programs • First responder and civil legal protections • Patient-centered approaches • Treatment and support for survivors of IPV, including TDV
Teach safe and healthy relationship skills	<ul style="list-style-type: none"> • Social-emotional learning programs for youth • Healthy relationship programs for couples
Engage influential adults and peers	<ul style="list-style-type: none"> • Men and boys as allies in prevention • Bystander empowerment and education • Family-based programs
Disrupt the developmental pathways toward partner violence	<ul style="list-style-type: none"> • Early childhood home visitation • Preschool enrichment with family engagement • Parenting skill and family relationship programs • Treatment for at-risk children, youth and families
Create protective environments	<ul style="list-style-type: none"> • Improve school climate and safety • Improve organizational policies and workplace climate • Modify the physical and social environments of neighborhoods
Strengthen economic supports for families	<ul style="list-style-type: none"> • Strengthen household financial security • Strengthen work-family supports



4.4. Overview of CBPR and its importance to the domestic violence field

CBPR is one type of community-engaged research, an approach to research that involves community members in a meaningful way. Community-engaged research exists on a continuum, with wide variation in the strength and intensity of the community-academic collaboration. CBPR in particular represents the fullest expression of community-engaged research, with researchers and community members sharing power, resources, and decision-making at every step of the research process, from identifying questions to interpreting and applying results, to disseminating findings (Minkler & Wallerstein, 2010; Yuan, Gaines, Jones, Rodriguez, Hamilton, & Kinnish, 2015). The goal of CBPR is to enhance understanding of a given phenomenon by collaborating with those most affected by it, and integrating the knowledge gained with action to improve the health and well-being of community members (Green et al, 1995; Israel, Schulz, Parker & Becker, 1998). It is important to note that community-engaged research is a framework or approach for conducting research, not a methodology in and of itself.

4.5. Benefit of CBPR

CBPR partnerships are that they can:

- Help to illuminate local knowledge and perception
- Bring to the table varied skills, knowledge, and expertise necessary to address complex problems
- Bolster connections between academics and communities
- Increase community partner and researcher skills, and provide opportunities for mutual capacity-building Strengthen rigor and credibility of research
- Strengthen the utility and value of the findings for communities, practice and policy
- Support cultural sensitivity in the interpretation and application of research findings
- Help solve otherwise intractable problems

Limit the possibility that research findings have unintended negative consequences



CBPR Is...	CBPR Is Not...
<ul style="list-style-type: none"> • A process or approach 	<ul style="list-style-type: none"> • A specific research design or method
<ul style="list-style-type: none"> • Research that is conducted in the community, in partnership with community members 	<ul style="list-style-type: none"> • Any kind of research that is done in a community setting
<ul style="list-style-type: none"> • High quality, rigorous research that reflects the value and goals of community partners 	<ul style="list-style-type: none"> • Activist research that seeks to support a specific practice or policy by any means necessary
<ul style="list-style-type: none"> • Guided by a set of core values that are clearly articulated 	<ul style="list-style-type: none"> • Value-free or “objective”
<ul style="list-style-type: none"> • Flexible, dynamic and responsive 	<ul style="list-style-type: none"> • Pre-determined and rigid in its design & implementation
<ul style="list-style-type: none"> • Conceptualized and manifested differently, depending on the strengths & needs of the collaborating partners 	<ul style="list-style-type: none"> • Always done the same way, according to a set formula
<ul style="list-style-type: none"> • An approach that creates opportunities for bi-directional learning between researchers and community members 	<ul style="list-style-type: none"> • An approach that uses a uni-directional learning model that features researchers learning from communities

Table 2. Community based participatory research to prevent community violence

CBPR researchers should ensure that:

- Advocates, service providers, survivors and their family members are fully informed during the research consent process about all potential benefits and risks of research participation.
- Participants understand that involvement is voluntary and that they may discontinue participation at any time. Participants give permission to use the information collected for research.



- Research and ethics procedures for maintaining confidentiality are made clear, including how data will be aggregated.
- Participants are informed about any reporting mandates that researchers must follow to ensure the safety of survivors, their family members, and others.

4.6. Developing a plan for assessing local needs and resources

It help you gain a deeper understanding of the community. Each community has its own needs and assets, as well as its own culture and social structure -- a unique web of relationships, history, strengths, and conflicts that defines it. A community assessment helps to uncover not only needs and resources, but the underlying culture and social structure that will help you understand how to address the community's needs and utilize its resources.

It would obviously be foolhardy to try to address community issues without fully understanding what they are and how they arose. By the same token, failing to take advantage of community resources not only represents taking on a problem without using all the tools at your disposal to solve it, but misses an opportunity to increase the community's capacity for solving its own problems and creating its own change.

4.7. Stakeholder participated in plan

I. Government officials

Elected and appointed officials are often those who can help or hinder a community change effort. Engaging them in planning and carrying out an assessment helps to ensure that they will take the effort seriously and work to make it successful.

II. Influential people.

These can include individuals who are identified as leaders because of their positions college presidents, directors of hospitals and other major organizations, corporate CEOs because of the prestige of their professions -- doctors, professors, judges, clergy or because they are known to be people of intelligence, integrity, and good will who care about the community.

III. Community activists.



People who have been involved in addressing policy or issues that could come up in the course of the assessment have a stake in planning the assessment as well.



Self-check 4	Written test
---------------------	---------------------

Test I: Choose the best answer (2 point)

1. From the following which part should be participated in community violence prevention plan

- A. Government officials'
- B. Influential people
- C. Community activists
- D. All

2. Which one is phase under implementing a violence prevention plan?

- A. Planning
- B. Partnerships
- C. Policy Efforts

Test II: Short Answer Questions

1. Define community violence (3pts)

2. Why community based participatory research needed in violence prevention (4 point)

You can ask you teacher for the copy of the correct answers.

Answer Sheet

Name: _____

Score = _____
Rating: _____

Note: Satisfactory rating - 11 points

Unsatisfactory - below 11 points



LG #64	LO #2 Support community participation
Instruction sheet	
<p>This learning guide is developed to provide you the necessary information regarding the following content coverage and topics:</p> <ul style="list-style-type: none"> • Supporting community participation • Using appropriate interpersonal and networking skills • Providing opportunities to key people and groups • Undertaking cooperative planning and develop policies and strategies <p>This guide will also assist you to attain the learning outcomes stated in the cover page. Specifically, upon completion of this learning guide, you will be able to:</p> <ul style="list-style-type: none"> • Support community participation • Use appropriate interpersonal and networking skills • Provide opportunities to key people and groups • Undertake cooperative planning and develop policies and strategies 	
Learning Instructions:	
<p>Read the specific objectives of this Learning Guide.</p> <ol style="list-style-type: none"> 1. Follow the instructions described below. 2. Read the information written in the “Information Sheets”. Try to understand what are being discussed. Ask your trainer for assistance if you have hard time understanding them. 3. Accomplish the “Self-checks” which are placed following all information sheets. 4. Ask from your trainer the key to correction (key answers) or you can request your trainer to correct your work. (You are to get the key answer only after you finished answering the Self-checks). 	



Information sheet 1. Supporting community participation

1.1. Introduction

Community participation can be loosely defined as the involvement of people in a community in projects to solve their own problems. People cannot be forced to 'participate' in projects which affect their lives but should be given the opportunity where possible. This is held to be a basic human right and a fundamental principle of democracy. Community participation is especially important in emergency sanitation programmes where people may be unaccustomed to their surroundings and new sanitation facilities.

Community participation can take place during any of the following activities:

Needs assessment: Expressing opinions about desirable improvements, prioritising goals and negotiating with agencies

Planning: Formulating objectives, setting goals, criticising plans

Mobilising: Raising awareness in a community about needs, establishing or supporting organisational structures within the community

Training: Participation in formal or informal training activities to enhance communication, construction, maintenance and financial management skills

Implementing: Engaging in management activities; contributing directly to construction, operation and maintenance with labour and materials; contributing cash towards costs, paying of services or membership fees of community organisations.

Monitoring and evaluation: Participating in the appraisal of work done, recognising improvements that can be made and redefining needs.

1.2. Incentives of community participation

The following are some of the main reasons why people are usually willing to participate in humanitarian programs:

- Community participation motivates people to work together people feel a sense of community and recognize the benefits of their involvement.
- Social, religious or traditional obligations for mutual help



- Genuine community participation people see a genuine opportunity to better their own lives and for the community as a whole
- Remuneration in cash or kind

There are often strong genuine reasons why people wish to participate in any community promoting programmes. All too often aid workers assume that people will only do anything for remuneration and have no genuine concern for their own predicament or that of the community's a whole. This is often the result of the actions of the agency itself, in throwing money or food at community members without meaningful dialogue or consultation. Remuneration is an acceptable incentive but is usually not the only, or even the primary, motivation.

1.3. Disincentives to community participation

The following are some of the main reasons why individuals and/or community may be reluctant to take part in community participation:

- An unfair distribution of work or benefits amongst members of the community
- A highly individualistic society where there is little or no sense of community
- The feeling that the government or agency should provide the facilities
- Agency treatment of community members – if people are treated as being helpless they are more likely to act as if they are.

Generally, people are ready and willing to participate; the biggest disincentive to this is probably the attitude and actions of the body concerned. Treating people with respect listening to them and learning from them will go a long way toward building a successful programme; it will also save time and resources in the long run and contribute greatly to programme sustainability. Fieldworkers who expect members of the affected community to be grateful for their presence without recognising and empathising with them as people may satisfy their own egos but will have little other positive effect.



Self-check 1	Written test
--------------	--------------

Test I: Choose the best answer (2 point)

1. Community participation can take place during

- A. Needs assessment B. Planning C. Implementation E. All

Test II: Short Answer Questions

1. Define community participation (2 point)

2. Write the main reasons why people are usually willing to participate in humanitarian programs (4)

You can ask your teacher for the copy of the correct answers.

Answer Sheet

Name: _____

Score = _____
Rating: _____

Note: Satisfactory rating - 8 points

Unsatisfactory - below 8 points



Information sheet 2. Using appropriate interpersonal and networking skills

2.1. Introduction

Networking skills like communication, active listening and social skills are extremely valuable to have in both professional and personal environments and are particularly coveted by employers, as all successful community social development bond.

2.2. Community networks and community development

It is important to stress that no one community is entirely alike. Each has its own unique history and culture which impact on and shape their sense of identity. They are diverse and dynamic entities whose evolution are effected by their surrounding environments. Communities comprises of individuals, families, groups, organizations and institutions, all of which, both individually and collectively, contribute to and effect the development of the whole. Often, they are sources of untapped skills, expertise and knowledge which, if encouraged and stimulated can contribute not only to the development of an individual community itself but to society in general.

There is a distinction which must be made between "development in" a community, and "development of" a community. The former is a reduced concept, defining a community as a place of development: i.e. markets; businesses and modernization, whilst the latter is more inclusive, recognizing a community as an organic social system that possess its own political and cultural identity; something more than an arena of ubiquitous trends. By using this approach as a basis for community development and regeneration, the participation of the local community can be successfully harnessed.

2.3. Community Information Needs

The information needs of each individual citizen within a community varies according to their personal, family and social circumstances. It is fair to assume that these needs are met to a varying degree by the public, private and not-for-profit sectors of the local community. Hidden behind this assumption however, is a growing problem for citizens of today's society. Making and maintaining contact with the growing number of



organizations, groups and agencies that impact on our daily lives is a complex and sometimes impossible task.

It is possible that exclusion from today's society can be created by ignorance of one's basic rights as a citizen. Access to requisite information at the right time and in a user friendly and understandable format together with the ability to communicate with appropriate organizations should be a basic right in today's 'information society', it is essential for those suffering from social exclusion.

2.4. Social Exclusion

Social exclusion is a harsh fact of life which can spell hardship and suffering for many. It is a term that can be used to describe many states of the human condition, ranging from the unemployed or the homeless; to the disabled or the elderly. It can include single-parents; those on low-incomes; ethnic minorities; or members of other minority groups. However, the phrase social exclusion can equally be applied to those living in rural and peripheral communities who for whatever reason are deprived of essential support services.

2.5. Community Information Resource

A community-based information resource which provides local people with local information across the widest possible spectrum can go some way to addressing the problem of social exclusion through information deprivation. Clearly the type of information provided is a central issue to the success of any community information resource and community-based internet initiatives are no different. The information needs of any community can only be ascertained by an exhaustive exercise of community analysis or profiling. In other words, it is essential that the community is given the fullest opportunity to participate in the process by being asked about their information needs.

It is impossible to address the entire information needs of any community at one stroke. It is important therefore that this stage of an Internet-based community information resource is not seen as a one off. In the same way as communities evolve and develop, so to do their information needs. As such, community profiling must be viewed as a dynamic and ongoing process which is never entirely complete.



For a community information resource to be relevant to a community, it must also be accessible.

2.6. Education and Training

If community networks fail to encourage learning throughout the community through the provision of training and education courses then there is a risk of them reinforcing existing technological and information elitism. Physical access alone is worth nothing if citizens can neither use nor exploit either the technology or the information. Education and training in developing information handling skills are therefore also issues of access. As such they are also an important tool for addressing the problem of social exclusion. For many people the rate of change brought on by technological convergence and development is frightening.

Community networks therefore, by addressing educational and training needs, can stimulate an improvement in local people's employability by developing much sought after skills.

2.7. Communication Potential

Community networks are more than simple community information networks. By adopting a learner-centered approach to training and education and incorporating interactive links with the organizations providing information on the community information resource, community networks provide a platform for communication. Such a facility both encourages and enables citizens to participate by providing access to local groups and organizations and information about the services they provide. An example of the communications potential of community networks can be applied to local government. Electronic networks can be utilized as a tool for extending democracy and giving the local community access to local government at an additional level. This can be achieved by creating remote access facilities to local government service departments at the public access points. Such an initiative will enable both communication with local government and provide local people with information from the authorities.



Community networks are not simply about creating an empowered citizenship through civic participation. They can also create an open space for social communications. E-mail, bulletin boards, discussion groups, etc. can all be used to create communities of interest both within and beyond the geographic boundaries of the local community. Community networks therefore encourage communications between information providers and information users, but they fulfil another important social function in the 'information society'. By encouraging information and communication links both within and between communities, community networks enable information users to become information providers by sharing their experiences, knowledge and expertise with others. This can not only help reinforce a sense of community identity locally, but also raises the profile and cultural identity of the community to the outside world.

2.8. Social Role of Community Networks

Community networks can facilitate the sharing of information between organizations, and thereby encourage co-operation and collaboration between them. This approach can be particularly useful to the voluntary sector, by pooling resources in this way, organizations can avoid duplication of effort; put clients in touch with other appropriate organizations and agencies; and meet the needs of their client groups more effectively and efficiently.

Using appropriate interpersonal and networking skills

In general there are different skills that community can practice to become more effective at networking. This include:

- Communication
- Active listening
- Social skills
- Public speaking skills
- Nonverbal communication
- Interpersonal skills
- Empathy
- Positivity



- Humor
- Focus

Communication

Communication is the act of exchanging information from one person to another. It involves speaking and empathizing with others to correctly receive the message that the other person is sending and responding accordingly. When networking, communication is essential to develop and maintain relationships with others.

Active listening

Another important networking skill is active listening. To get people excited about your business and what you're sharing with them, you need to listen to and understand their needs. Active listening involves maintaining eye contact, nodding your head to show you understand what they're saying and responding appropriately. Active listening also ensures you're able to ask the right questions to keep a conversation moving forward.

Social skills

These are the verbal and nonverbal skills that you use to interact with others. They include not only words but also gestures, body language and your personal appearance. It also includes friendliness, which conveys honesty and kindness. That, in turn, can create trust and understanding, which can build a strong foundation for a new relationship when you're networking.

Public speaking skills

Public speaking skills can help you be more comfortable if you find yourself talking to a group of people, particularly at a networking event. Even when you're just speaking with another person, one-on-one, public speaking skills can help you improve the way you articulate, helping the person you're speaking with better understand you.

Nonverbal communication

Nonverbal communication is extremely important when networking. It's important to be aware of your own body language and any messages you may be sending the person with whom you're speaking. It's also beneficial to be able to read the body language of the person with whom you're speaking. This can tell you if you need to change the way you're expressing your message or alter something else in your communication style.



Interpersonal skills

These are often referred to as "people skills" and they impact the way you communicate and interact with others. They include a variety of skills, but particularly skills like communicating, attitude and listening.

Empathy

Empathy refers to the ability to feel what another person is feeling. Empathy skills are important for networking, as they make others feel that you understand and can relate to their emotions and experiences.

Positivity

A positive attitude is another important networking skill, as others are drawn to those with a friendly, positive demeanor. Positivity can help you develop a strong rapport with others quickly and, in general, help you to be more instantly likable and memorable.

Humor

Humor is humanizing and helps people come together on common ground. When used appropriately, humor can draw people to you and eliminate tension, putting people immediately at ease. People with humor also tend to be more approachable.

Focus

Focus is also an important networking skill, as it enables you to give the person with whom you're speaking your full attention. It will help you be an active listener and allow you to better establish a genuine connection.

How to improve community networking skills

Here are some steps you can take to improve your networking skills:

1. Practice improving communication habits

Improve your networking skills by practicing good communication habits. Maintain eye contact when you're speaking with someone and nod your head in understanding or agreement. Use simple, straightforward language, ask questions and invite opinions. Pay attention to the body language of the person with whom you're speaking to ensure they understand and confirm whether they agree or disagree.

2. Ask friends for constructive feedback



Consider asking friends how you're coming across in conversation. Understanding where you can improve can help you improve your communication style, which can have a big impact on your networking skills.

3. Attend networking events

One of the best ways you can improve your networking skills is to practice them regularly. Attend networking events and focus on building a genuine human connection with the people you meet. Ask questions that show you're genuinely interested in getting to know the person you're speaking with and listen closely to the answer while maintaining eye contact. Respond with relevant questions to show you were listening. Focus on the quality of the relationships you're having rather than the quantity.

Networking skills in the workplace

While networking skills are most frequently used outside of the workplace, you can also employ them within the workplace to develop more meaningful relationships with your colleagues. Here are some ways you can use them:

Practice active listening

Practice listening more than you speak. Listen carefully to your co-workers or your supervisor, holding eye contact and leaning in slightly to show you're engaged with what they're saying. After they're done talking, formulate your response before responding.

Ask good questions

Asking the right questions can help you build trust and open the lines of communication. Keep your questions positive and focused on the subject you're discussing.

Read body language

Pay close attention to the body language of the people with whom you're speaking. Also, consider the message you may be sending through your own body language.

How to highlight networking skills

Networking skills are beneficial in every step of the job search and—depending on the career field you're entering—could be essential within your job. Here are a few ways you can highlight these skills within each step of the application process:

Networking skills for resume



Look for different word choices to convey your ability to create and maintain business relationships. For example, instead of listing your skills as "networking skills," you may want to write "business relationships strategy" or "business development" within the skills section of your resume.

You can also emphasize your networking skills within the work history section of your resume. For example, you could say that you managed clients and other important relationships as part of your job.

Networking skills for cover letter

A cover letter is another great location to highlight your networking skills. Like your resume, you can discuss business development or client relations experiences. You could also share that you have been mentored by someone in a more senior position than you. It takes confidence and strong networking skills to reach out to another professional and ask them to mentor you.

Networking skills for the job interview

You can demonstrate your networking skills first-hand during a job interview. Shake the interviewer's hand firmly and maintain eye contact throughout the interview. Ask insightful questions and show them that you have done your research on the company in advance. Practice active listening throughout the interview, listening closely to ensure you fully understand the question and pause to consider your answer before responding. If appropriate, you may want to consider any experiences you have had creating or maintaining client relationships.



Self-check 2	Written test
---------------------	---------------------

Test I: Choose the best answer (2 point)

1. From the following which one is/are community skills that can practice to become more effective at networking?

A. Communication B. Active listening C. Social skills D. All

2. Which one is used to improve community networking skills?

A. Practice improving communication habits

B. Ask friends for constructive feedback

C. Attend networking events

D. All

Test II: Short Answer Questions

1. List down community networking skills (4 point)

2. Write how to improve community networking skills

(3)

You can ask you teacher for the copy of the correct answers.

Answer Sheet

Name: _____

Score = _____
Rating: _____

Note: Satisfactory rating - 11 points

Unsatisfactory - below 11 points



Information sheet 3. Providing opportunities to key people and groups

3.1. Influential people

Key people or influential people are the people in your community whose opinions are respected, whose insights are valued, and whose support is almost always needed to make any big changes. Generally, they're regarded as having a finger on the pulse of the community able to express the point of view of the public (some significant portion of the public) and usually having some influence over community opinion. An influential person may be a formal leader, such as a city commissioner or a well-respected minister, but may also be someone whom people in the community look up to and respect like the owner of a well-loved local restaurant or a young mother whose activism has earned the trust of the people in her neighborhood. As you might imagine, there are many benefits having people like these supporting your initiative.

So what are the advantages of involving influential people?

- Influential people may be able to let you know what concerns are held by people in the community.
- Influential people may be able to let you know how the community will react to your initiative.
- Influential people may have access to community history you're unaware of that might affect the course of your initiative.
- Influential people may be able to garner participation in and acceptance and support for your initiative in the community.
- Influential people may lend some credibility to your cause by being associated with you and your group.
- Influential people may help you work out specific problems you're having in the community.
- Influential people may be able to convince people who might otherwise be against your group to support it.



- Influential people may have access to resources like people, space, equipment, etc. that you might otherwise have difficulty getting.

3.2. Identify influential people in a community

Some key people are obvious. Particular political figures state representatives, mayors, etc. become key figures as a direct result of their positions. Other politician's town councilors, for instance--may be more or less influential depending upon their constituency and their political savvy. Sometimes it's the politician's aide, rather than the politician herself who makes important decisions and really has an effect on public opinion. There are certain people in any community some of whom may be influential themselves who are likely to know just where the power and influence lies. Among these are in no particular order:

- Directors of human service and government agencies
- Legislative aides
- Grassroots activists
- Religious leaders
- Business leaders and people active in service clubs (Kiwanis, Rotary, Lions, etc.) or the Chamber of Commerce, who are usually members of the business and financial sector
- United Way directors and Board members
- Senior citizen activists

The crucial element at all stages of this process is personal contact. That means that if you hope to involve influential people, you and other members of your organization need to be active in different sectors of the community, meeting as many people as possible. As you make contacts, particularly among those in the categories above, you should be asking them "Who else should I be talking to?" Most people are eager to be helpful, and will bend over backwards to demonstrate their knowledge of the community and to help you identify and meet the appropriate people. And it's personal contact with influential people themselves that will ultimately get you their support.

Once you've begun to identify key individuals, how do you meet them? Often, community contacts are the answer.



In the final analysis, meeting and involving influential people depends on personal contact and on convincing them to buy into your issue.

When do you involve influential people?

This depends largely on how involved you want influential people to be, but for most purposes you should get them involved early and often. The earlier they are involved, the more sense of personal investment they will have in your organization or initiative and the more fiercely they will fight for your issues and needs.

If your initiative is already well under way, however, don't worry. It's never too late to get influential people involved in your work. No matter at what point you bring influential people into the picture, they can make a positive difference for your work.

Some particularly appropriate points to encourage involvement are:

Special events

This can include things like a day of events celebrating or emphasizing your issue; a fund-raising event, such as a foot race, a party, or a golf tournament; a trip to the State House: all these can be excellent times to involve key people. In some cases (buttonholing legislators on a State House trip, for instance) they might advocate directly for your cause. In others e.g., participating in a money-raising golf tournament--their mere presence and their contact with others in their peer group might have more impact than what they actually say. In any case, special events are a good time to ask for help from influential people.

Critical points for your organization or issue

These are the times when a lot is at stake, and when influential people can be extremely helpful. They can advocate with legislators, help inform the community of the problem, defend your organization from attack, rally community support, and, sometimes, actually produce funds to stave off a financial crisis.

Some influential people might include:

- Local agency board members
- Local law enforcement
- Religious leaders
- Local government and political figures



- School administrators, teachers, PTA members, school board members (including school folks is especially advisable if your target population includes youth or your issue involves education)
- People involved in political campaigns
- Directors or staffers of health and human services agencies
- Local media representatives
- Local business people--goodwill, opportunities for name recognition, and product promotion, exposure to other business people in the community.

3.4. Maintain key people involvement

There are many ways this can be done, but first and foremost you must show your appreciation to any key influential who takes the time to get involved with your work. Giving public recognition to your supporters is important. Accomplishments has a lot of suggestions on how to show your appreciation to those who give your organization support.

Here are some other general tips on attracting and keeping support:

- Be helpful to others! That way, later on, you can collect on those favors by asking for support.
- Be sure to give supporters lots of feedback about their efforts. This helps them know how they are being most helpful and ways that they can improve.
- Most of all, impress them with by showing how good your cause is and how effective your program is in helping that cause. This means showing that your program is needed and effective. Influential people are often busy people, so if they're going to take the time to get involved with your work, they will want to see results. Strategies include letting supporters see that the people the program serves are pleased with the results, being as involved in high-level decision making (e.g., lobbying, campaigning for sympathetic legislators, participating in hearings where rules affecting your group are being considered, etc.) as possible.

3.5. Developing Communities of Opportunity

A Community of Opportunity should be safe from physical and social threats, including violence or trauma of any kind. It should be free of toxic compounds in the water, land,



and air. It should have excellent schools, affordable transit options, and ample access to nature. Its residents should have access to affordable health care, and to social and mental health services. It should have stores selling healthy and affordable food, include diverse peoples, housing types, and opportunities, with a prevalence of working families. The characteristics that give rise to or depress opportunity and wellbeing are called the social determinants of health. The categories listed in the wedges of the circle above are all key to achieving Communities of Opportunity. However, the development of these characteristics in low opportunity neighborhoods takes a concerted public strategy, generations of time, and a great deal of public investment in community infrastructure.

3.6. The Core Elements of Communities of Opportunity

Opportunity arises from an integrated set of elements or Social Determinants of Health that can be grouped into Categories of Impact:

- Safety
- Community Building and Recreation
- Food Security
- Healthy Living
- Financial Security
- Education
- Civic Engagement
- Green Initiatives
- Communication and Information Sharing
- Arts and Culture
- Transportation

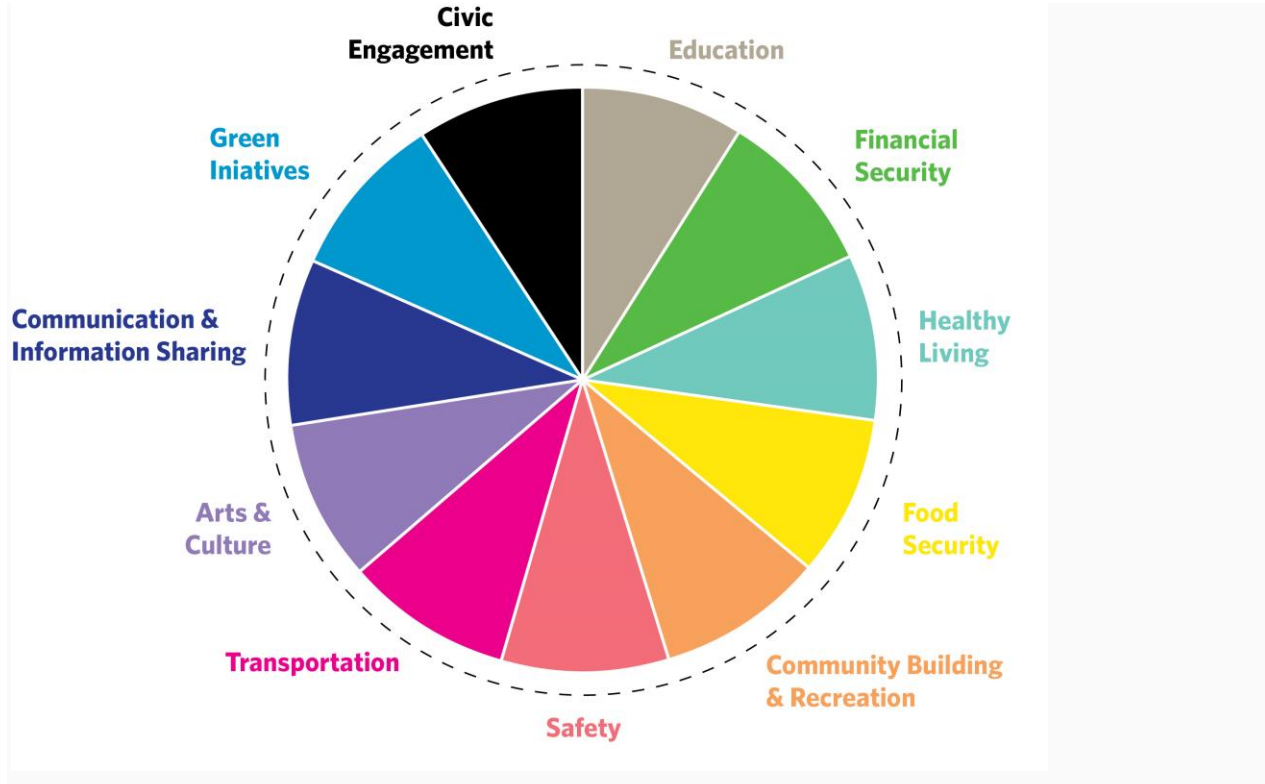


FIGURE 2. CORE ELEMENTS OF COMMUNITIES OF OPPORTUNITY

3.7. Social Opportunities for People and Communities

The changing environmental conditions around the world are accompanied by social, economic and environmental risks to communities. There is currently a huge global awareness around sustainability issues. A lot of businesses around the world are working to better the world we live in. They are increasingly using corporate social responsibility programmes to improve the wider environment. These programmes are being tailored to suit people and communities around the world, providing them with avenues for growth and development. There are enormous opportunities for communities that are hosts to sustainable businesses. A few examples of social opportunities for communities will be discussed below.

3.7.1. Empowerment

Businesses are increasingly launching empowerment programmes aimed at improving local communities. These programmes are being used to give back to communities around the world. For example, BSR has a popular program known as “women in factories China programme” empowering women with skills. The BSR’s Women in



Factories programme impacted more than 90,000 workers in manufacturing supply chains in China between 2014-2017. Many corporate empowerment programmes around the world are targeting women in developing countries due to the obvious fact that women (in developing nations) are on a much lower income compared to their male counterparts. It is believed that women empowerment can help reduce poverty in communities.

3.7.2. Social Amenities

Gone are the days where governments were left to provide social amenities for its citizenry. Businesses around the world are now investing in local communities via their corporate social responsibility initiatives. For example, Nestle has joined hands with the International Federation of Red Cross and Red Crescent Societies (IFRC) in Africa. The IFRC's Global Water and Sanitation Initiative (GWSI) aims to provide clean water to 30 million people around the globe by 2030.

3.7.3. Education

Education is seen as a vitally important tool for developing communities. Many corporate responsibility programmes have been providing communities with educational programmes. Giant companies such as Ford and Nestle are providing educational programmes to communities around their sites. For example, education is a top priority for Ford. It has invested nearly \$1.5 billion (through its Ford Motor Company Fund and Community Services) in civic organizations around the world to help create a brighter future for present and incoming generations. A portion of its funds is used to provide education, including scholarships to students.

3.7.4. Entrepreneurship and Innovation

Businesses around the world are working tirelessly to improve people and communities. Most of these businesses recognize that everyone has a role to play in pressing issues such as climate change. These are just a few of many social responsibility projects and/or programmes that are being used by businesses around the world to contribute positively to societies.



Self-check 3	Written test
---------------------	---------------------

Test I: Choose the best answer (2 point)

1. Community participation can take place during

- A. Needs assessment B. Planning C. Implementation E. All

Test II: Short Answer Questions

1. Define community participation (2 point)

2. Write the main reasons why people are usually willing to participate in humanitarian programs (4)

You can ask your teacher for the copy of the correct answers.

Answer Sheet

Name: _____

Score = _____

Rating: _____

Note: Satisfactory rating - 8 points

Unsatisfactory - below 8 points



Information sheet 4. Undertaking cooperative planning and develop policies and strategies

4.1. Strategic planning

Strategic planning allows the board to consider how the cooperative's resources can best be focused and employed to meet evolving member needs. The downside is that new board members do not have the long-run perspective and institutional memory of the issues and decisions facing the cooperative. Strategic planning session is begun by making everyone familiar with the strategic planning process and with the people involved. Commitment to make a plan is then explored. Commitment to carry through with it must be then made. This is important because the board of directors represent the interest of the cooperative's owners, its members. Planning and choosing a direction may mean making some changes. This might be fine tuning the existing structure or it may mean changing the entire structure. Making changes requires commitment to see it fulfilled.

4.2. Facilities, Personnel and Equipment

Use an informal meeting site away from the cooperative for the strategic planning sessions. Seminar or executive meeting rooms at local hotels make excellent accommodations. Blocks of or 8 hours should be scheduled when all directors, managers and appropriate assistant managers and accountants can be present. Seating should be arranged in a semi-circle facing the facilitator. Participants should sit in a different seat each day. This contributes to positive group dynamics.

4.2.1. Facilitator

The facilitator must know the strategic planning process. The facilitator's role is to lead the group and help make the group discussion easier. The facilitator should be perceived as impartial and neutral. The facilitator assists in planning the agenda, setting up equipment, and maintaining the climate of the meeting. The facilitator establishes the ground rules for the meeting, maintains the group focus, encourages participation, and works to create group synergy. The facilitator leads the process, suggests ways to proceed, finds and defines points of agreement



and disagreement, and restates comments through active listening, but does not evaluate ideas as good or bad.

4.2.2. Recorder

The recorder works as a team with the facilitator. The recorder's job is to capture basic ideas on large sheets of paper. The recorder should sit in front and to one side of the room. The recorder remains quiet except to ask the facilitator for clarification or to ask the person speaking if the written points are accurate. The recorder lists points of discussion on the large sheets and posts them on the wall for everyone to see.

Hints for the recorder:

- Number the pages ahead of time.
- Listen for key words.
- Abbreviate words or phrases.
- Vary the choice of colors.
- Use bullets, dots, arrows or stars.
- Leave margins for making notes at a later time.
- Cut tape beforehand for use in posting the note sheets.
- Don't be afraid to misspell.

4.3. Fact gathering

Visioning

Most well-managed and long-lived organizations display the trait of visioning. For strategic planning, a vision is a picture of the cooperative's desired future. This "picture" should set the stage for where the organization wants to go in terms of its performance criteria, standards, and basic organizational values. Key factors will appeal to common values and positive outcomes. Visioning should not be confused for the mission statement, the cooperative's purpose, or its philosophy. It is an image which focuses the efforts of the cooperative on what it wants to accomplish and what the cooperative will be like when it achieves its mission.



Self-check 4	Written test
---------------------	---------------------

Test II: Short Answer Questions

1. Define strategic planning in community awareness program (2 point)
2. List duties and responsibility of facilitator and recorder (4)

You can ask you teacher for the copy of the correct answers.

Answer Sheet

Name: _____

Score = _____
Rating: _____

Note: Satisfactory rating - 6 points

Unsatisfactory - below 6 points



LG #65 **LO #3 promote domestic violence awareness**

Instruction sheet

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

- Identifying and utilizing relevant opportunities
- Promoting service delivery and activities
- Identifying strategies
- Identifying and clarifying opportunities for community education programs

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

Specifically, upon completion of this learning guide, you will be able to:

- Identify and utilize relevant opportunities
- Promote service delivery and activities
- Identify strategies
- Identify and clarify opportunities for community education programs

Learning Instructions:

Read the specific objectives of this Learning Guide.

1. Follow the instructions described below.
2. Read the information written in the “Information Sheets”. Try to understand what are being discussed. Ask your trainer for assistance if you have hard time understanding them.
3. Accomplish the “Self-checks” which are placed following all information sheets.
4. Ask from your trainer the key to correction (key answers) or you can request your trainer to correct your work. (You are to get the key answer only after you finished answering the Self-checks).



Information sheet 1. Identifying and utilizing relevant opportunities

1.1. Assessing Community Need

To ensure a project has significant impact for a community, it is important to address a community's most urgent needs. Therefore it is important to rely upon well-respected community leaders and organizations for an assessment of its needs and for greater background on the issues the community faces. This should be supplemented with academic or government research that may be available about the community. From these needs assessments, community goals should become clearer, which in turn will allow project ideas to emerge more easily. Again, public service offices or experienced faculty may have done this work already, so please rely upon them.

1.2. Building Trust

In many campus-community, or "town-gown," relationships there are histories of miscommunication, neglect, distrust, and even conflict. It is helpful to be aware of these histories and the dilemmas they pose for new campus-community partnerships as you enter into dialogue with community members. Even when there are not histories of conflict, there can be an absence of communication that may cause each side to suffer misunderstandings about the other. Open, supportive communications are therefore essential to fostering mutually beneficial partnerships. Also helpful are public conferences, guest lectures, community talks, campus or community tours, and other exchanges that serve to build understanding and trust. Lastly, it is important to rely upon those bridge-builders between your campus and the community, whether they are community members with ties to the campus or staff and faculty who have been active locally.

1.3. Creative and Flexible Project Design

When designing a project with a community partner it is important to balance both community engagement and student learning goals equitably. This might involve some creativity and flexibility on both sides. Educators need to be flexible in adapting the learning goals of a course to the practical needs of a community partner. Likewise, community partners may need to be flexible in choosing projects that will provide



meaningful learning experiences for students. Open and supportive communication, mutual understanding, and trust are invaluable in this process.

1.4. Setting Realistic Project Goals

In defining a mutually beneficial project, it is important to set learning and community goals that are manageable for your students within the time frame of your course. Further, it is important to communicate these goals clearly to your students and ensure they have a clear sense of what will be expected of them at every step in the course.

1.5. Managing Community Expectations

Community partners can be excited to have students working with them on new and valued projects, and they may have high hopes about what they can accomplish. While this enthusiasm is important for developing a good partnership, it is important to ensure your partner knows exactly what capacities your students do and do not have, and to set realistic expectations for project goals.

1.6. Ensuring Continuity

Community needs often exceed the limitations of one project and the semester time frame in which most educators teach. Therefore, it is helpful for the community and educators to develop lasting partnerships. Not only do lasting partnerships yield multiple projects over time that can result in a cumulative impact on the community, but they also allow for the trust and mutual understanding that ease future project planning and success. If these partnerships can be established between the community and entire departments, programs, or institutions, community needs can be addressed across multiple educators and courses over time. This ensures even greater community impact and partnerships that are less vulnerable to the career shifts of individual faculty.

1.7. Assessing Impacts

As in any form of instruction, it is imperative to evaluate community-based teaching and its impact. While educators typically gather student ratings of a course, there often is no such mechanism for community partner evaluation. Community partner evaluations can be done in the midst of a project for the purposes of implementing any mid-course corrections, but they also should be done once the project is finished to determine its final impact. This can be in the form of a final written evaluation that an educator asks



them to submit, one with specific questions regarding every phase of the project – from the usefulness of project design, to student conduct, to the helpfulness of the final results. If there is more than one partner and they have online access, using an online survey service such as Survey Monkey can ensure greater anonymity and openness. This “discovery” phase of the planning process includes information and activities to help you learn more about the community. These steps include:

1. How to assess community strengths and resources
2. Ways to identify community weaknesses
3. How to identify potential threats or risks
4. A review of at-risk populations
5. Ideas to map information to better visualize your data

1. Assess Community Strengths and Resources

Every community has its strengths – qualities or characteristics that people view as an advantage compared to other areas. These include educational opportunities, community services such as early childhood education programs, its libraries or its employment opportunities.

2. Identify Community Weaknesses

Every community has its weaknesses or challenges. These might include lack of unity (partnership and collaboration); lack of communication and engagement; lack of coordination (services, resources and support); lack of access to services; and problems such as poverty, pollution or crime.

3. Identify Community Threats or Risks

Communities face threats, risks or issues such as unemployment, lack of community services, crime or environmental hazards. There are several ways to identify risks. You can seek the perspective of stakeholders, identify potential risks and review those that occurred in the past.

4. Review At-risk Populations

Some community members are more vulnerable than others during and after an emergency event. Groups that may need assistance include people with physical or



cognitive challenges, single parents with young children, those who live without a network of social support or who are economically disadvantaged.

5. Map Your Community

Maps can help you visualize the space you live in and the people and places that might be affected by different threats or risks. Organizing all this information in one place can help you prioritize your activities and assign roles to members of your coalition.

To produce a paper map:

1. Print out a map of your community.
2. Select one of the community threat or risk or other data you previously identified.
Draw a line around the areas that will be affected. Are there populations at risk in these locations? Highlight those communities.
3. Identify any resources close by. These could be businesses that may have equipment, community organizations with translations skills, or health centers.
4. Repeat these steps for each of your community threat or risk.



Self-check 1	Written test
--------------	--------------

Test I: Choose the best answer (2 point)

- Discovery phase of the planning process in community includes
 - Assess Community Strengths and Resources
 - Identify Community Weaknesses
 - Identify Community Threats or Risks
 - Review At-risk Populations
 - All
- From the following which procedure is used to produce Community map
 - Print out a map of your community
 - Select one of the community threat or risk
 - Identify any resources close by
 - Repeat these steps for each of your community threat or risk
 - All

Test II: Short Answer Questions

- Define community participation (2 point)
- List phase of the planning process to identify community needs (4)

You can ask your teacher for the copy of the correct answers.

Answer Sheet

Name: _____

Score = _____
Rating: _____

Note: Satisfactory rating - 10 points

Unsatisfactory - below 10 points



Information sheet 2. Promoting service delivery and activities

2.1. Introduction

Community service is exactly what it sounds like: services that you do to benefit your community. If that sounds a little broad, it's because it is -- community service can take a lot of different forms since there's SO much you can do to help folks out in your area.

But that might leave you wondering where to start. (Spoiler alert: *this* is where you start!) We've put together a list of community service project ideas, organized by what you'll be doing. Whether that's collecting, teaching, volunteering, or something else, you should be able to find something to inspire you to get out there and *do*.

Service delivery can be defined as any contact with the public administration during which customer's citizens, residents or enterprises seek or provide data, handle their affairs or fulfil their duties. These services should be delivered in an effective, predictable, reliable and customer friendly manner.

2.2. Community services

Performing community service is about as fun as having a root canal while taking a final exam in calculus, right? Wrong!

Serving your community benefits others while giving you enriching life experience that can also help you get into the college of your choice. Do it for others and for yourself.

Some of these community service ideas are:

- Build a house with Habitat for Humanity.
- Donate your old clothes.
- Volunteer at a soup kitchen.
- Donate old eyeglasses to an organization that collects that and distributes them to people in need.
- Donate non-perishable food to a food bank.
- Donate blankets to a homeless shelter.

General Community Service Ideas

- Participate in a charity walk or run.



- Volunteer at a local nonprofit.
- Organize a clothing drive.
- Participate in a national giving or Remembrance Day.
- Ask for charitable donations instead of birthday or Christmas gifts.
- Host a fundraising event and donate the money.

2.3. Community activities

Actions by communities and **government** can influence whether regular physical activity is an easy choice. Communities can provide many opportunities for physical activity, such as walking trails, bicycle lanes on roads, sidewalks, and sports fields. Organizations in the community have a role to play as well.

The following list identifies relevant sectors and illustrates roles they play in promoting physical activity. The division of functions in the community into the following sectors does not use mutually exclusive categories. These sectors were chosen simply to illustrate how parts of the community have a role to play in promoting physical activity. Some communities may use different names and divisions of functions.

- **Parks and recreation.** This sector plays a lead role in providing access to places for active recreation, such as playgrounds, hiking and biking trails, basketball courts, sports fields, and swimming pools.
- **Concern about crime can deter people from outdoors recreation.** Law enforcement can promote a safe environment that facilitates outdoor activity.
- **Urban planning.** The Guide to Community Preventive Services recommends both street-scale and community-scale design principles to promote physical activity. Urban planners have a lead role in implementing design principles to promote physical activity.
- **Transportation.** The transportation sector has a lead role in designing and implementing options that provide areas for safe walking and bicycling. Mass transit systems also promote walking, as people typically walk to and from transit stops. Programs that support safe walking and bicycling to school help children be more physically active.



- **Education.** The education sector takes a lead role in providing physical education, after-school sports, and public access to school facilities during after-school hours.
- **Architecture.** Architects and builders can design and construct buildings with active options, such as access to stairs. Campuses should allow pedestrians pleasant and efficient methods of walking within and between buildings.
- **Employers and private organizations.** Employers can encourage workers to be physically active, facilitate active transportation by supplying showers and secure bicycle storage, and provide other incentives to be active. Private and faith-based organizations can support community physical activity initiatives financially or by providing space for programs. Health and fitness facilities and community programs can provide access to exercise programs and equipment for a broad range of people, including older adults and people with disabilities. Local sports organizations can organize road races and events for the public. Senior centers can provide exercise programs for older adults.
- **Health care.** Health-care providers can assess, counsel, and advise patients on physical activity and how to do it safely. Health-care providers can model healthy behaviors by being physically active themselves.
- **Public health.** Public health departments can monitor community progress in providing places and opportunities to be physically active and can track changes in the proportion of the population meeting the Physical Activity. They can also take the lead in setting objectives and coordinating activities among sectors. Public health departments and organizations can disseminate appropriate messages and information to the public about physical activity.



Self-check 2	Written test
---------------------	---------------------

Test I: Choose the best answer (2 point)

1. From the following which one is/are community service ideas?

- A. Build a house with Habitat for Humanity
- B. Donate your old clothes
- C. Volunteer at a soup kitchen
- D. Donate blankets to a homeless shelter
- E. All

Test II: Short Answer Questions

- 1. List some communities' activities or divisions of functions (4 point)
- 2. List General Community Service Ideas (4)

You can ask you teacher for the copy of the correct answers.

Answer Sheet

Name: _____

Score = _____
Rating: _____

Note: Satisfactory rating - 10 points

Unsatisfactory - below 10 points



Information sheet 3. Identifying strategies

3.1. Introduction

There are many different ways for a community to bring about the changes it wants. In the Community strategies, those we are most interested in are those in which people come together to improve life in their communities. This occurs in different ways, and for different reasons. Thus, there can be slightly different ways of looking at the process of organization. The four ways that follow are:

Organization for locality development. Also known as community development, locality development focuses on community building by improving the process by which things get done. For example, it emphasizes the ideas of community competency--the ability of the community to solve its own problems by learning skills such as group facilitation and critical thinking that are crucial to community work -- and through working to build harmonious relationships among people from different racial, ethnic, and social-class groups.

Social planning or policy change. Whereas locality development focuses primarily on the process of working together, social planning focuses on getting results. That is, it emphasizes solving specific social problems, such as a lack of adequate housing or a very high crime rate. Delivering goods and services and avoiding the duplication of those services are important ends in this type of organizing. It is often initiated by community officials or planners, or as the result of state or federal programs.

Organizing for social action, or systems advocacy. When we think of the civil rights demonstrations in the South in the 1960s, or AIDS activists conducting "die-ins" in front of the White House in the 1980s, this is what we are talking about. Social action organizing is highly adversarial, and the concept of social justice is a dominant ideal.

In social action organizing, members of a certain group -- often those who are discriminated against or low on the economic ladder, and thus have little voice as individuals -- come together in order to make demands on the larger community for increased resources or equal treatment.



Coalitions. are broad groups that bring together people and organizations from throughout the community, including many groups that may not normally work together. For example, a coalition working to increase AIDS awareness in the community might bring together officials from the health department, representatives from the faith community, young people, business leaders, and members community -- groups that sometimes don't see eye-to-eye.

3.2. Developing community strategy

Developing your strategy is the next step in community organizing. What your strategy will be will vary greatly, depending on what type of organizing you are doing. However, in all types of organizing, members of your group will want to come together and develop agreed-upon answers to the following questions.

- What are your long- and short-term goals?
- What are your organizational strengths and weaknesses?
- Who cares about this problem?
- Who are your allies?
- Who has the power to give you what you want?
- How can we make our work enjoyable for community members to be a part of?

It's important to build your organization's strategy in a logical manner. People like to look upon themselves as being reasonable. Thus, organizers should develop the strategy in such a way that each escalation of activity makes sense, so that neither members of the group nor the larger community see what is being done as overblown or reactionary.

3.3. Community development strategies

Community development is a process where community members are supported by agencies to identify and take collective action on issues which are important to them. Community development empowers community members and creates stronger and more connected communities. Community development is a holistic approach grounded in principles of empowerment, human rights, inclusion, social justice, self-determination and collective action (Kenny, 2007). Community development considers community members to be experts in their lives and communities, and values community knowledge and wisdom. Community development programs are led by community



members at every stage - from deciding on issues to selecting and implementing actions, and evaluation. Community development has an explicit focus on the redistribution of power to address the causes of inequality and disadvantage.

Outcomes of community development

There are potential outcomes at both individual and community level. Children and families directly involved in community development initiatives may benefit from increases in skills, knowledge, empowerment and self-efficacy, and experience enhanced social inclusion and community connectedness (Kenny, 2007). Through community development initiatives, community members can become more empowered, such that they can increasingly recognize and challenge conditions and structures which are leading to their disempowerment or negatively impacting their wellbeing (Ife, 2016).

What is not community development?

Community development is not one-off events, consultation to inform goals or strategies, community advisory groups or committees, or leadership training. All these things could be part of a community development strategy but, by themselves, they are not community development.



Community-based work and community development work

TABLE 3. OUTLINES THE DIFFERENCE BETWEEN COMMUNITY-BASED WORK, WHICH INVOLVES THE COMMUNITY, AND COMMUNITY DEVELOPMENT WORK, WHICH IS LED BY THE COMMUNITY.

Community-based work	Community development work
<p>An issue or problem is defined by agencies and professionals who develop strategies to solve the problem and then involve community members in these strategies. Ongoing responsibility for the program may be handed over to community members and community groups</p> <p>Characteristics:</p> <ul style="list-style-type: none"> • Decision-making power rests with the agency. • The problem or issue is defined by the agency. • There are defined timelines. • Outcomes are pre-specified, often changes in specific behaviors or knowledge levels. 	<p>Community groups are supported to identify important concerns and issues, and to plan and implement strategies to mitigate their concerns and solve their issues.</p> <p>Characteristics:</p> <ul style="list-style-type: none"> • Power relations between agency and community members are constantly negotiated. • The problem or issue is first named by the community, then defined in a way that advances the shared interests of the community and the agency. • Work is longer term in duration. • The desired outcome is an increase in the community members' capacities. • The desired long-term outcomes usually include change at the neighborhood or community level.



Self-check 3	Written test
---------------------	---------------------

Test I: Choose the best answer (2 point)

1. From the following which one is/are characteristics of Community-based work?

- A. Decision-making power rests with the agency.
- B. The problem or issue is defined by the agency.
- C. There are defined timelines.
- D. All

2. Which question is raised during developing community strategy?

- A. What are your long- and short-term goals?
- B. What are your organizational strengths and weaknesses?
- C. Who cares about this problem?
- D. Who are your allies?
- E. All

Test II: Short Answer Questions

- 1. List the four ways that follow in community development strategies (4 point)
- 2. Write the difference between community-based work and community development work (4)

You can ask you teacher for the copy of the correct answers.

Answer Sheet

Name: _____

Score = _____
Rating: _____

Note: Satisfactory rating - 12 points

Unsatisfactory - below 12 points



Information sheet 4. Identifying and clarifying opportunities for community education programs

4.1. Community education

Community education, also known as community-based education or community learning & development, is an organization's programs to promote learning and social development work with individuals and groups in their communities using a range of formal and informal methods. A common defining feature is that programmes and activities are developed in dialogue with communities and participants. The purpose of community learning and development is to develop the capacity of individuals and groups of all ages through their actions, the capacity of communities, to improve their quality of life. Central to this is their ability to participate in democratic processes.

Community education encompasses all those occupations and approaches that are concerned with running education and development programmes within local communities, rather than within educational institutions such as schools, colleges and universities. The latter is known as the formal education system, whereas community education is sometimes called informal education. It has long been critical of aspects of the formal education system for failing large sections of the population in all countries and had a particular concern for taking learning and development opportunities out to poorer areas, although it can be provided more broadly.

Community learning and development related activities should be based on:

1. **Empowerment** – increasing the ability of individuals and groups to influence issues that affect them and their communities;
2. **Participation** – supporting people to take part in decision making;
3. **Inclusion, equality of opportunity and anti-discrimination** – recognising that some people may need additional support to overcome the barriers they face;
4. **Self-determination** – supporting the right of people to make their own choices; and
5. **Partnership** – recognizing that many agencies can contribute to CLD to ensure resources are used effectively.



4.2. Community education planning

Community education is a process used to:

- Create awareness of an issue
- Enhance people's knowledge, understanding and skills
- Influence people's values and attitudes
- Encourage more responsible behavior.

In such instances, the community identifies external groups or individuals it wants or needs to involve.



Self-check 4	Written test
---------------------	---------------------

Test I: Choose the best answer (2 point)

1. Community learning and development related activities should be based on?

A. Empowerment B. Participation

C. Self-determination D. Partnership

E. All

2. Community education is a process used to

A. Create awareness of an issue

B. Enhance people's knowledge, understanding and skills

C. Influence people's values and attitudes

D. Encourage more responsible behavior.

E. All

Test II: Short Answer Questions

1. Define community education (4 point)

2. Write the difference between community-based work and community development work (4)

You can ask you teacher for the copy of the correct answers.

Answer Sheet

Name: _____

Score = _____
Rating: _____

Note: Satisfactory rating - 12 points

Unsatisfactory - below 12 points



Reference Materials

Community Needs Assessment. Atlanta, GA: Centers for Disease Control and Prevention (CDC), 2013.

Ethical and safety recommendations for intervention research on violence against women. Building on lessons from the WHO publication . Geneva: World Health Organization. February 2016.

Health Communication Capacity Collaborative. (2016). Addressing Advanced Maternal Age, High Parity, and Healthy Timing and Spacing of Pregnancies: A Guide for Working With Community-Based Groups.

Natural Resources and Violent Conflict Options and Actions, The International Bank for Reconstruction and Development / The World Bank, 2003

Natural Resources, Conflict, and Conflict Resolution

Strategic Planning Handbook for Cooperatives Jerry C., Namken Galen W., Rapp USDAIRBS

Website

1. <https://www.indeed.com/career-advice/resumes-cover-letters/networking-skills-on-resume>
2. <https://www.indeed.com/career-advice/resumes-cover-letters/networking-skills-on-resume>
3. <http://resilienceincommunities.com/program/plan/know-the-community/>



Acknowledgement

We wish to extend thanks and appreciation to the many representatives of TVET instructors and respective industry experts who donated their time and expertise to the development of this Teaching, Training and Learning Materials (TTLM).

We would like also to express our appreciation to the TVET instructors and respective industry experts of Regional TVET Bureau, TVET College/ Institutes, Holeta Polytechnic College, East Africa Skills for Transformation and Regional Integration Project (EASTRIP) who facilitate the development of this Teaching, Training and Learning Materials (TTLM) with required standards and quality possible.

This Teaching, Training and Learning Materials (TTLM) was developed on October, 2021 at Adama, Pan- Africa Hotel.



The trainers who developed the learning guide

No	Name	Qualification	Educational background	Region	E-mail
2	Belay Beyene	B	NRM	Oromia	belaybe.bb@gmail.com
3	Dereje Siyoum	B	Agr. Engineering	Oromia	derejeseyoum99@yahoo.com
4	Mohamed Kabo	B	NRM	Oromia	mohakabo.kabo1@gmail.com
5	Sekata Kenea	A	NRM	Oromia	sekata.ken@gmail.com