



Basic Agricultural Production and Natural Resources Conservation

NTQF Level I

Learning Guide #1

Unit of Competence: Supporting Awareness Creation in Local Community Work

Module Title: Support Awareness Creation in Local Community Work

LG Code: AGR BAN1 M15 LO1-LG-01

TTLM Code: AGR BAN1 M15 TTLM 0919v1

LO1: Assess the situation of community awareness

Instruction Sheet	Learning Guide #1
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This learning guide is developed to provide you the necessary information regarding the following **content coverage** and topics

- Conducting *Community consultation*.
- Identifying *Specific information*.
- Providing suggestions for changes/improvements
- Make contributions to the production of new and/or improved program materials and methods.
- Encouraging reports on progress of community awareness programs.

This guide will also assist you to attain the learning outcome stated in the cover page. Specifically, **upon completion of this Learning Guide, you will be able to**

- Conduct *Community consultation*.
- Identify *Specific information*.
- Provide suggestions for changes/improvements
- Make contributions to the production of new and/or improved program materials and methods.
- Encourage reports on progress of community awareness programs

Learning Instructions:

1. Read the specific objectives of this Learning Guide.
2. Follow the instructions described below.
3. Read the information written in the information “Sheet 1, Sheet 2, Sheet 3, Sheet 4” and Sheet 5
4. Accomplish the “Self-check 1, Self-check 2, Self-check 3, Self-check 4” and Self-check 5 in page 7, 18, 21, 23 and 26 respectively.
5. If you earned a satisfactory evaluation from the “Self-check”

Information Sheet-1	Conducting <i>Community consultation</i>
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Community is the people in a given geographical location; the word 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.

Community assessment is the process of identifying the strengths, assets, needs and challenges of a specified community

A **community assessment** is usually performed early in the development of a coalition to better understand the community and decide how the coalition might best address its concerns

1. **Situational awareness** or **situation awareness (SA)** is the perception of environmental elements and events with respect to time or space, the comprehension of their meaning, and the projection of their future status.
2. Situation awareness has been recognized as a critical, yet often elusive, foundation for successful decision-making across a broad range of situations: .
3. **A Community Awareness and Participation Plan (CAPP)** have been prepared to ensure widespread, ongoing, and meaningful participation of the key stakeholders with a focus on the poor and the vulnerable groups. The “reach” and “sustainability” of development initiatives are improved when all stakeholders, including the poor and the vulnerable groups, have an opportunity to participate in shaping investment programs and the voice of the poor is heard at all levels of decision- making. Stakeholder analysis was undertaken to ensure that relevant stakeholders are identified and included in the participatory project design process.
4. **Effective community consultation** is a participatory process that underpins genuine community development. It enables communities to articulate their own concerns, and identify the appropriate responses and solutions to problems that affect them.
5. Consultation could be defined as a wider continuous process of participation of all stakeholders in the decisions throughout the formulation and execution of a project leading to a sustainable development for the population in the area.

6. **The Community Awareness Program (CAP)** is a free, interactive program designed to. Provide citizens with the basic tools needed to recognize and help prevent terrorism and. criminal activity within our communities. Taught by public safety professionals, CAP
7. **Consultation** could be defined as a wider continuous process of participation of all stakeholders in the decisions throughout the formulation and execution of a project leading to a sustainable development for the population in the area.

Government's modernization of the plan making process aims to streamline the resolution of planning issues at State, regional and local level, in the context of a vision for a sustainable future. The five key outcomes of this process are:

- improved coordination and integration
- reduced complexity
- better communication and participation
- effective land use controls and
- the development of efficient processes for plan making and review

These goals will be achieved via collaboration; maximizing the combined efforts of a range of government departments, agencies, industry groups, community organizations and individuals.

The achievement of the specific goal of achieving better communication and participation faces a number of obstacles, on a range of levels. At a macro level, those who decide which services should be provided are not the same people as those who actually provide the service. This is a tension inherent in any process of governance and it presents a challenge to those interested in enhancing community participation. Understanding this tension means locating efforts at achieving community consultation at the right juncture within processes of governance, so that the consultation is meaningful in the sense of having an impact on decision-making, and also effective in terms of having an impact on service delivery.

Other obstacles are inherent to the strategic planning process. These include the presence of conflicting values amongst participants, uncertainty about outcomes, the difficulty of defining

responsibilities, and the controversial nature of sustainable land use management (Institute for Sustainable Futures, forthcoming).

Principles for effective community consultation

1. **Make it timely** Participation should not be so late in the life of an issue that it is tokenistic, or merely confirms decisions already made. The timing should occur when citizens have the best chance of influencing outcomes. Give people enough time to express their views.
2. **Make it inclusive** Participants should be selected in a way that is not open to manipulation, and should include a cross-section of the population — as individuals and as groups. Random selection offers the best chance of achieving this.
3. **Make it community-focused** Ask participants not what they want personally or what is in their self-interest, but what they consider appropriate in their role as citizens.
4. **Make it interactive and deliberative** Avoid reducing questions to a simplistic either/or response. Allow consideration of the big picture, so people can really become engaged.
5. **Make it effective** Although decision-making can strive for consensus, complete agreement need not be the outcome. Be clear on how the decisions will be made so that participants know and understand the impact of their involvement. Make sure all participants have time to become well-informed about and to understand material they are unlikely to have a prior familiarity with.
6. **Make it matter**
7. **Make it well-facilitated** It is important that all participants control the agenda and content because this will give the process more credibility. An independent, skilled and flexible facilitator with no vested interest is essential in order to achieve this.
8. **Make it open, fair and subject to evaluation** The consultation method should be appropriate to the target group. Evaluation questions should be formulated in advance. Decide how the ‘success’ of the consultation will be measured. Include factors beyond the adoption of recommendations. Feedback to the community after consultation is over is essential.
9. **Make it cost effective** It is difficult to measure community satisfaction, or savings in costly litigation that could arise in the absence of consultation and participation.

However, factors can be considered including how many and which types of community members should be consulted on a given issue. Some questions will require broader consultation, others more targeted consultation. Costs will vary and are adaptable, but the process selected must be properly resourced.

10. Make it flexible A variety of consultation mechanisms exist. Choose the one which best suits the circumstance

Why conduct a community assessment?

Reasons to conduct a community assessment include:

- providing a comprehensive picture of the community;
- identifying new, or understanding known, community public health issues;
- identifying factors associated with a particular issue;
- developing an understanding of particular groups in the community;
- assessing the community's readiness to proceed with action;
- understanding available resources within the community;
- establishing community priorities and developing action plans; and
- gathering data to develop an intervention, including baseline data

Comprehensive community assessment process has seven phases:

- i. establish a community team,
- ii. determine the purpose,
- iii. plan the community assessment,
- iv. conduct the community assessment,
- v. report results and recommendations,
- vi. evaluate the community assessment process,
- vii. Community action plan.

Self-Check -1	Written Test
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Directions: Answer all the questions listed below

1. **What is Community assessment?**
2. **What is Situational awareness or situation awareness?**
3. **What is Community Awareness Program?**

Note: Satisfactory rating - 3 Unsatisfactory - below 3

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

Answer Sheet

Score = _____

Rating: _____

Name: _____

Date: _____

.Information Sheet-2	Identifying <i>Specific information</i>
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1. Current situation

Existing state of affairs how things stand present circumstances

Existing conditions change size state status present

2. Cultural set up:

As is the case in every society, Ethiopians come from different ethnic, family background, life style, education and work experience and individuals have their unique characteristics. However most Ethiopians are very welcoming, friendly, generous and respectful and expect the same in return. In certain cases, Ethiopians will go out of their way to please or entertain others, including strangers.

Ethiopians appreciate warm greetings, handshakes, positive body language (smile or showing a sign of happiness) and a show of respect. They offer the best they can afford and give priority to their guest. For example, in most cases, Ethiopians will not take a seat before their guests. Things like this should not be interpreted as anything other than a sign of respect. Ethiopian society is very hierarchal i.e., age, wealth, education and social contribution plays a role.

Asking about work, life and family is a very common approach to start a conversation. How are you (Tena-Yestelegn or Endmenot)?

How your family, kids, etc. is, part of the daily greetings. Ethiopians are not usually comfortable talking about private or personal matters outside of their family circle. Therefore, it is preferable to avoid discussion about family matter unless advice is solicited (either by you or by the other person). They always speak highly of their family and friends.

The question 'Where are you from?' can be interpreted in a negative way and it is advisable to avoid such a question. This line of questioning can be interpreted as what is your ethnicity and there are very many people who consider this line of questioning as divisive.

It is advisable to avoid discussion on religion, sex or sexuality and local politics because it is hard to tell where people stand on these topics. Most Ethiopians seem to be indifferent, at least in public, about politics. However, it is possible your comments might be taken as criticism. Most Ethiopians show self pride and do not accept easily being seen as less worthy.

Most of the time a topic for discussion will depend on the age and gender of the person and the popular topic in the city or the country. For example, if you happen to be in Addis when the World Cup is in progress, you can chat with anyone about it, men and women, young and old. Most Ethiopians are soccer fans.

Avoid humor during first contact and if the person you are talking to does not seem to have a good command of the English language or you do not speak the local language. It is hard to tell how it can be interpreted. But Ethiopians love humor.

3. Educational background

Education in Ethiopia had been dominated by the Ethiopian Orthodox Church for many centuries until secular education was adopted in the early 1900s. Prior to 1974, Ethiopia had an estimated illiteracy rate well above 90% and compared poorly with the rest of Africa in the provision of schools and universities. After the Ethiopian Revolution, emphasis was placed on increasing literacy in rural areas. Practical subjects were stressed, as was the teaching of socialism. By 2015, the literacy rate had increased to 49.1%, still poor compared to most of the rest of Africa.

Recently, there has been massive expansion throughout the educational system. Access to primary schools is limited to urban locations, where they are mostly private-sector or faith-based organizations. Primary school education consists of two cycles: grades 1 to 4 and grades 5 to 8. Secondary schools also have two cycles: grades 9 to 10 and grades 11 to 12. Primary schools have over 90% of 7-year-olds enrolled although only about half complete both cycles. This situation varies from one region to the other, being lower in agro-pastoral locations (such as Somali and Afar regions) and the growing regions such as Gambella and Benshangul Gumz.

A much smaller proportion of children attend secondary school and even fewer attend its second cycle. School attendance is lowest in rural areas due to lack of provision and the presence of

alternative occupations. In later grades the secondary curriculum covers more subjects at a higher level than curricula in most other countries. Low pay and undervaluation of teachers contributes to poor quality teaching, exacerbated by large class sizes and poor resources—resulting in poor performance in national assessments. There is also evidence of corruption including forgery of certificates.

Many primary schools have introduced mother-tongue teaching but face difficulties where small minority languages are concerned. English-medium instruction remains a problem throughout the later years of education. Girls' access to education has been improved but early marriage decreases their attendance. Girls' educational attainment is adversely affected by gender stereotypes, violence, lack of sanitary facilities and the consequences of sexual activity.

4. Age, sex distribution

Age structure	0-14 years: 43.47% (male 22,963,502/female 22,826,957)
	15-24 years: 20.11% (male 10,516,591/female 10,669,695)
	25-54 years: 29.58% (male 15,464,171/female 15,702,104)
	55-64 years: 3.91% (male 1,998,711/female 2,115,210)
	65 years and over: 2.94% (male 1,391,339/female 1,701,740) (2017 est.)
Dependency ratios	Total dependency ratio: 82.1
	youth dependency ratio: 75.8
	elderly dependency ratio: 6.3
	potential support ratio: 15.8 (2015 est.)
Median age	Total: 17.9 years
	male: 17.7 years
	female: 18.1 years (2017 est.)
Population growth rate	2.85% (2017 est.)
Birth rate	36.5 births/1,000 population (2017 est.)
Death rate	7.7 deaths/1,000 population (2017 est.)

Net migration rate	-0.2 migrant(s)/1,000 population (2017 est.)
Urbanization	Urban population: 20.4% of total population (2017) rate of urbanization: 4.64% annual rate of change (2015-20 est.)
Major cities population	– ADDIS ABABA (capital) 3.238 million (2015) at birth: 1.03 male(s)/female 0-14 years: 1.01 male(s)/female 15-24 years: 0.99 male(s)/female
Sex ratio	25-54 years: 0.99 male(s)/female 55-64 years: 0.95 male(s)/female 65 years and over: 0.82 male(s)/female total population: 0.99 male(s)/female (2016 est.)
Mother's mean age at first birth	20 years note: median age at first birth among women 25-29 (2016 est.) Total: 49.6 deaths/1,000 live births
Infant mortality rate	male: 56.9 deaths/1,000 live births female: 42.2 deaths/1,000 live births (2017 est.)
Life expectancy at birth	Total population: 62.6 years male: 60.1 years female: 65.1 years (2017 est.)
Total fertility rate	4.99 children born/woman (2017 est.)
Contraceptive prevalence rate	39.2% (2016)
HIV/AIDS - adult prevalence rate	1.1% (2016 est.)
HIV/AIDS - people living with	710,000 (2016 est.)
HIV/AIDS – deaths	20,000 (2016 est.)

Drinking water source	Improved:
	urban: 93.1% of population
	rural: 48.6% of population
	total: 57.3% of population
	unimproved:
	urban: 6.9% of population
	rural: 51.4% of population
	total: 42.7% of population (2015 est.)
	Improved:
	urban: 27.2% of population
Sanitation facility access	rural: 28.2% of population
	total: 28% of population
	unimproved:
	urban: 72.8% of population
	rural: 71.8% of population
Major infectious diseases	total: 72% of population (2015 est.)
	degree of risk: very high
	food or waterborne diseases: bacterial and protozoa diarrhea, hepatitis A, and typhoid fever
	vector borne diseases: malaria and dengue fever
	respiratory disease: meningococcal meningitis
Nationality	animal contact disease: rabies
	water contact disease: schistosomiasis (2016)
	noun: Ethiopian(s)
	adjective: Ethiopian
Ethnic groups	Oromo 34.4%, Amhara (Amara) 27%, Somali (Somalie) 6.2%, Tigray (Tigrinya) 6.1%, Sidama 4%, Gurage 2.5%, Welaita 2.3%, Hadiya 1.7%, Afar (Affar) 1.7%, Gamo 1.5%, Gedeo 1.3%, Silte 1.3%, Kefficho 1.2%, other 8.8% (2007 est.)
Religions	Ethiopian Orthodox 43.5%, Muslim 33.9%, Protestant 18.5%, traditional

2.7%, Catholic 0.7%, other 0.6% (2007 est.)

Ethiopia is a predominantly agricultural country – more than 80% of the population lives in rural areas – that is in the early stages of demographic transition. Infant, child, and maternal mortality have fallen sharply over the past decade, but the total fertility rate has declined more slowly and the population continues to grow. The rising age of marriage and the increasing proportion of women remaining single have contributed to fertility reduction. While the use of modern contraceptive methods among married women has increased significantly from 6 percent in 2000 to 27 percent in 2012, the overall rate is still quite low.

Demographic profile

Ethiopia's rapid population growth is putting increasing pressure on land resources, expanding environmental degradation, and raising vulnerability to food shortages. With more than 40 percent of the population below the age of 15 and a fertility rate of over 5 children per woman (and even higher in rural areas), Ethiopia will have to make further progress in meeting its family planning needs if it is to achieve the age structure necessary for reaping a demographic dividend in the coming decades.

Poverty, drought, political repression, and forced government resettlement have driven Ethiopia's internal and external migration since the 1960s. Before the 1974 revolution, only small numbers of the Ethiopian elite went abroad to study and then returned home, but under the brutal Derg regime thousands fled the country, primarily as refugees. Between 1982 and 1991 there was a new wave of migration to the West for family reunification. Since the defeat of the Derg in 1991, Ethiopians have migrated to escape violence among some of the country's myriad ethnic groups or to pursue economic opportunities. Internal and international trafficking of women and children for domestic work and prostitution is a growing problem.

Languages

Oromo (official working language in the State of Oromiya) 33.8%, Amharic (official national language) 29.3%, Somali (official working language of the State of Sumale) 6.2%, Tigrigna (Tigrinya) (official

working language of the State of Tigray) 5.9%, Sidamo 4%, Wolaytta 2.2%, Gurage 2%, Afar (official working language of the State of Afar) 1.7%, Hadiyya 1.7%, Gamo 1.5%, Gedeo 1.3%, Opuuo 1.2%, Kafa 1.1%, other 8.1%, English (major foreign language taught in schools), Arabic (2007 est.)

age 15 and over can read and write

Literacy

total population: 49.1%

male: 57.2%

female: 41.1% (2015 est.)

School life

total: 8 years

expectancy (primary male: 9 years

to tertiary education) female: 8 years (2012)

Child labor - total number: 10,693,164

children ages 5-14 percentage: 53% (2005 est.)

Education

expenditures

4.5% of GDP (2013)

Maternal mortality

rate

353 deaths/100,000 live births (2015 est.)

Children under the

age of 5 years 23.6% (2016)

underweight

Health expenditures 4.9% of GDP (2014)

Physicians density 0.03 physicians/1,000 population (2009)

Hospital bed density 6.3 beds/1,000 population (2011)

Obesity - adult

prevalence rate

4.5% (2016)

5. Religion mix

Religion in Ethiopia consists of a number of faiths. Among these mainly Abrahamic religions, the most numerous is Christianity (Ethiopian Orthodoxy, Pentay, Catholic) totaling at 62.8%, followed by Islam at 33.9% . There is also a longstanding but small Jewish community. Some adherents of the Baha’is Faith likewise exist in a number of urban and rural areas. Additionally, there are a few followers of traditional faiths, who mainly reside in the southwestern part of the country.

according to the national census conducted in 2007, over 32 million people or 43.5% were reported to be Ethiopian Orthodox Christians, over 25 million or 33.9% were reported to be Muslim, 13,7 million, or 18.6%, were Protestants, and just under two million or 2.6% adhered to traditional beliefs. Neither in the 2007 census, nor in the 1994 census, was responses reported in further detail: for example, those who identified themselves as Hindus, Jewish, Baha’i, agnostics or atheists were counted as "Other".

The Kingdom of Aksum in present-day Ethiopia and Eritrea was one of the first Christian countries in the world, having officially adopted Christianity as the state religion in the 4th century. Ethiopia was the only region of Africa to survive the expansion of Islam as a Christian state.

6 Economic status

- Ethiopia, one of the world’s fastest growing economies in 2017, is projected to maintain sustainable growth in the medium term, according to the latest economic analysis for the country
- The economic update also highlights reform priorities to realize Ethiopia’s industrial goals
- The analysis includes case studies of teff, sesame and textile value chains, and confirms that a dynamic service sector is needed for manufacturing and agro-processing to thrive

According to official statistics, with growth at 10.9% growth during fiscal year 2017 the Horn of Africa nation was one of the world's fastest growing economies, with an average annual gross domestic product (GDP) growth rate of 10.3% during the 10 fiscal years ending June 2016. To maintain this growth momentum, the report recommends that Ethiopia makes policy adjustments to crowd-in the private sector and strengthen its economic competitiveness.

The sustainability of the Ethiopian economic growth model poses some important risks in light of continued foreign exchange shortages and limited room for external borrowing, the report says. While measures were taken to address persistent Birr overvaluation, the report highlights continued challenges, such as large external imbalances, rising debt and weak competitiveness may constrain the development of manufacturing and the creation of jobs. This calls for a shift toward a more export-led model, the report notes, where the private sector can play a greater role in economic growth, export diversification and employment.

The economic update also examines services in Ethiopia's economy, including the role of exports as tradable activities and intermediate inputs to manufacturing exports.

Produced in response to the government's interest, the report focuses on distribution services, including their role in Ethiopia's dairy, teff, sesame, and textiles value chains. Teff, the main ingredient for injera, is the daily staple food for more than 50 million Ethiopians and the source of livelihood for 6.3 million smallholder farmers. Sesame is the second source of foreign exchange for Ethiopia, after coffee, with over 90% of sesame exported to countries such as China, Jordan, and Israel. The analysis and value chain case studies presented confirm that a dynamic services sector is needed for manufacturing and agro-processing to thrive.

"Manufacturing and agro-processing cannot be competitive without accessing good quality and wide-ranging inputs from the services sectors," said Mathew Verghis, World Bank practice manager for the Macroeconomic and Fiscal Management Global Practice. "Eliminating obstacles to services including distribution channels would help link rural producers to markets for inputs and reduce post-harvest and storage losses."

As Ethiopia lags behind its Sub-Saharan African neighbors in the service sector, the report highlights the need for the country to catch up by removing trade barriers, reforming regulations

and moving toward integrating its services markets. For example, the report says that Ethiopia's distribution services tend to operate in a heavily regulated environment, which can prevent competition and innovation. One example noted is Ethiopia's Investment Code, which the report says, prohibits foreign investment in distribution.

8. Policies and strategies

A Strategy is a special plan made to achieve a market position and to reach the organizational goals and objectives.

Policy refers to a set of rules made by the organization for rational decision making.

Self-Check -2	Written Test
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Directions: Answer all the questions listed below

1. Identifying *Specific information* Community awareness program?

Note: Satisfactory rating - 3 Unsatisfactory - below 3

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

Answer Sheet

Score = _____

Rating: _____

Name: _____

Date: _____

Information Sheet-3	Providing suggestions for changes/improvements
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Community awareness improved by the following things

1. Host education event
2. Host social event
3. Organize a service project
4. News jack
5. Be help full friend
6. Distribute brochure or inserts
7. be the trust expert
8. share your gratitude

Community organizing is the process by which people come together to identify common problems or goals, mobilize resources, and, in other ways, develop and implement strategies for reaching the objectives they want to accomplish. As you can see, it's a big idea -- it's really a way of looking at all of the work that we do.

- For example, effective community organization will generally include:
- *Gaining an understanding of the community.* The first key step is learning what the community is like, and what is important to its residents.
- *Generating and using power.* There are many types of power; depending on the nature of your organization and your long term goals, your organization may have (or need) different types.

❖ Different kinds of power include:

- *Political or legislative power* -- for example, you could work to pass laws to make it more difficult for young people to get hold of alcohol or tobacco

- *Consumer power* -- your organization might organize a boycott against a company whose policies are environmentally unsound
- *Legal regulatory power* -- your organization might take a delinquent landlord to court
- *Disruptive power* -- employees of an organization might go on strike as part of a demand for better working conditions

- *Articulating issues.* A crucial part of effective organizing is being very clear about what people find important, and what you feel should be done about it.
- *Planning purposeful action.* Action planning is central to effective community organization.
- *Involving other people.* Community organizing works in large part because of the strength that exists in numbers. The idea that "what we can't do alone, we can often accomplish together" is what community organization is all about.
- *Generating and using other resources.* While involving many people is at the heart of any community organizing effort, a group will need to obtain other resources as well. These may include cash, gifts in kind, and other forms of donations or support.
- *Communicating with your community.* There are many ways to effectively get the word out and let the community at large in on what you are doing, why you are doing it, and why they should be a part of it.
- An important point to remember is that community organization is fundamentally a grassroots process. It's not about an outside "expert" telling a community what it should work on. Instead, it's about community members getting excited about something, and using that energy to create change. In short, community organization is all about empowering people to improve their lives; however that might be best done.
- A fundamental lesson for the community organizer is that you don't organize people to do something you think should be done; instead, you find out what is important to people in the community, and then help them reach their goals.
- Community organizing, done right, leads to a shift in power: you're building a power base among a broad group of people. Many times, community organization is done among those who have traditionally been denied a voice, or whose needs have been ignored -- the poor, the homeless, certain minority groups,

Self-Check -3	Written Test
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Directions: Answer all the questions listed below

1. How Community awareness improved?

Note: Satisfactory rating - 3 Unsatisfactory - below 3

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

Answer Sheet

Score = _____
Rating: _____

Name: _____

Date: _____

Information Sheet-4	Make contributions to the production of new and/or improved program
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Those working with older people or funding volunteering activities can be confident that there are wellbeing benefits for people in later life of making a contribution to the community. There is good evidence that older people who make voluntary contributions report:- an increase in the quantity and quality of their social connections- an enhanced sense of purpose and self-esteem- improved life satisfaction, happiness and wellbeing . Where people in later life feel valued and appreciated in their formal volunteering roles, there is evidence that this contributes to reduced depression. Organizations do not need to spend further time and money demonstrating these outcomes again. People with higher levels of health, wealth, social connections and wellbeing are more likely to volunteer in the first place, and the evidence suggests that these characteristics are both causes and consequences of contributing. The benefits of making a contribution are real, but they are not transformational. There is some evidence that the benefits are greater for older people with fewer personal and social resources, lower educational attainment and fair (rather than good or excellent) health. Those who stand to reap more benefit are not the people currently most likely to contribute. Those running or funding voluntary activities should particularly focus on engaging older people who are relatively less well connected, less wealthy and less healthy. They should be prepared to meet the additional costs of supporting these people to participate where necessary. However, there are gaps in the evidence on the ways in which disadvantaged older people currently contribute to the community, and the motivations and barriers they face in doing so. Organizations should always start with understanding the people they are seeking to support. They should also focus on activities that are most likely to make a difference – ensuring that older people have meaningful roles with opportunities for social interaction, and are recognized and valued for their contribution. The evidence does not suggest that making a contribution protects against social isolation or frailty in later life. Volunteering may be one pathway (among several) into employment, Depending on whether or not labour market conditions mean there are more jobs open to people in later life. Those running and funding activities to support people in later life should avoid a reliance on volunteering alone to tackle serious issues related to physical health, frailty, social isolation or employability.

Self-Check -4	Written Test
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Directions: Answer all the questions listed below

- 1. How to make contributions to the production of new and/or improved program**

Note: Satisfactory rating - 3 Unsatisfactory - below 3

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

Answer Sheet

Score = _____

Rating: _____

Name: _____

Date: _____

Information Sheet-5	Materials and methods
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Materials which may have been identified as being needed for distribution may include:

Equipment, aids and materials are the following

1. **Stationery** is not moving or not intended to be moved.
2. **Whiteboard** markers, also referred to as **whiteboard** pens or dry erasable markers, are **used for** writing on these boards. **Whiteboards** can be made of a wide range of materials, though the most common ones are melamine, painted steel, enameled steel, aluminum, and porcelain. *Whiteboard* frequently is *used in* classrooms, meeting rooms and boardrooms. It is usually made out of melamine, allows non-permanent
3. **Flipchart** a stationery item consisting of a pad of large paper sheets.
4. **Diagram** a simplified drawing showing the appearance, structure, or workings of something; a schematic representation.
5. **Chart** a sheet of information in the form of a table, graph, or diagram
6. **Poster**
 1. a large printed picture used for decoration
 2. a person who publishes something online, typically on a blog or social media website or application
7. **Radio** the transmission and reception of electromagnetic waves of radio frequency, especially those carrying sound message
8. **microphone** colloquially named *mic* or *mike* is a device – a transducer – that converts sound into an electrical signal

Media releases are electronic or hard copy statements to the media (print/press, radio and/or television). Despite being made available to all media types they are often known by the term ‘press releases’.

✚ They will commonly:

- Explain the initiative

- Provide details, facts, figures and timelines
- Include photographs and interviews with stakeholders/key people
- Seek to positively influence readers
- Include a contact person and contact details for follow-up/more information or for the media to arrange an interview.

Setting up a consultative steering committee involving representatives from businesses, industries, Council and an opinion leader from the industrial estate

- conducting a telephone survey and focus group to monitor progress
- conducting environmental reviews to assess current practices
- issuing newsletters to involve and inform
- organizing a launch to introduce, promote and set the tone for the project
- Conducting media activities including organizing articles for publication in the local paper and trade press
- holding a trade night: displays, demonstrations and discussions around the key issues
- preparing and issuing information sheets
- putting up on-site signs and posters

Decide on the methods you'll use to assess your project. Common process evaluation methods include documentation and description, discussions and observations, focus group questioning, participant and opinion leader surveys, monitoring of participation rates, expert or peer reviews, audits, and trialing of project components.

Process evaluation will help with quality assurance and the continuous improvement of your project. It provides information about the appropriateness of your project's content and methods. Keep records such as photographic and written evidence of key activities to show the progress of your project.

Self-Check -5	Written Test
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Directions: Answer all the questions listed below

1. What are materials and methods of community awareness program?

Note: Satisfactory rating - 3 Unsatisfactory - below 3 point

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

Answer Sheet

Score = _____

Rating: _____

Name: _____

Date: _____

Information Sheet-6	Encouraging reports on progress of community awareness programs
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To encouraging reports on progress of community awareness programs the following things to be considered.

1. share your message
2. hold a blue ribbon campaign
3. involve local faith communities
4. involve both sex
5. involve local schools
6. honor your community culture
7. encourage community members to celebrate their own heroes
8. distribute educational resources for parents

Self-Check -6	Written Test
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Directions: Answer all the questions listed below

- 1. How encouraging reports on progress of community awareness programs?**

Note: Satisfactory rating - 3 Unsatisfactory - below 3 point

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

Answer Sheet

Score = _____

Rating: _____

Name: _____

Date: _____



Basic Agricultural Production and Natural Resources Conservation

NTQF Level I

Learning Guide #2

Unit of Competence: Supporting Awareness Creation in Local Community Work

Module Title: Support Awareness Creation in Local Community Work

LG Code: AGR BAN1 M15 LO2-LG-02

TTLM Code: AGR BAN1 M15 TTLM

LO2: Plan community awareness program

Instruction Sheet	Learning Guide #2
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This learning guide is developed to provide you the necessary information regarding the following **content coverage** and topics

- Clarifying and confirm community requirements and expectations
- Determining objectives of programs
- structuring and checking draft programs
- finalizing and implementing Programs

Identify relevant *equipment, aids and materials* this guide will also assist you to attain the learning outcome stated in the cover page. Specifically, **upon completion of this Learning Guide, you will be able to**

- clarify and confirm community requirements and expectations
- Determine Objectives of programs
- structure and check Draft programs
- finalize and implement Programs

Learning Instructions:

1. Read the specific objectives of this Learning Guide.
2. Follow the instructions described below.
3. Read the information written in the information “Sheet 1, Sheet 2, Sheet 3, Sheet 4” and Sheet 5”
4. Accomplish the “Self-check 1, Self-check t 2, Self-check 3, Self-check 4”and self check 5 in page34, 38, 42, 45 and 49 respectively.
5. If you earned a satisfactory evaluation from the “Self-check”

Information Sheet-1	clarify and confirm community requirements and expectations
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Planning can be viewed as an approach to problem solving. It provides a systematic way of viewing problems and developing short- and long-term solutions. It can also be viewed as a decision-making process used to help guide decisions concerning future needs.

Stages of the Planning Process

Stage 1: Identify problems and needs

Stage 2: Develop goals and objectives

Stage 3: Develop alternative strategies

Stage 4: Select strategies and develop a detailed plan

Stage 5: Design a monitoring and evaluation plan

An employee needs to know:

- their role, required capabilities, responsibilities and contribution within the team and the organization
- what they are accountable for and expected to deliver to their team and organization's mission and goals
- expectations around ethics, values and behavior
- How their performance will be measured and assessed.

Performance expectations should be based on the capabilities employees need to carry out their role effectively. They should also be derived from the public sector core values and directly relate to your agency's mission and goals. Performance expectations must describe acceptable behaviors and actions expected and define work outputs required.

You should develop these expectations collaboratively with each employee (except for legislated or mandatory corporate requirements or objectives) to ensure you both understand what is required.

Once you have established expectations, you should continuously monitor your employees' performance, provide feedback to reinforce their performance and clarify expectations on an ongoing basis

When to set or clarify expectations

You should set and clarify expectations on an ongoing basis, but particularly when a new employee starts work, an existing employee takes on a new role or their responsibilities change, and when you take on a new team or the team's responsibilities change. Doing this will help employees clarify their responsibilities and realign their performance.

Failing to set clear standards of performance and behavior can cause employee confusion or misunderstanding, leaving employees unable to perform their role even if they are capable of doing so.

While it is important to set and clarify expectations for employees individually, it is equally important to do this for the whole team.

Setting expectations for your team

Teams are diverse, with different dynamics, cultures and people. Change – whether within the team or in the environment it operates in – can create uncertainty.

One of the most important steps in building a high-performing team is to set or clarify expectations. This gives the team an opportunity to discuss their expectations before working together.

What's involved?

When setting and clarifying expectations for your team, discuss shared goals and values, and how they relate to those of the organization and the public sector. Ask your team to consider its role within the organization and what it is expected to deliver.

It's important to determine the key roles and responsibilities within the team and how decisions will be made. To ensure good working relationships, establish how team members are expected to behave and conduct themselves at work, and with other team members; and what behaviors will not be accepted, such as bullying or harassment. Lastly, set the performance standards they are expected to meet, and how these will be measured and assessed.

When to set or clarify expectations

You should set, or clarify and discuss expectations with a team when:

- you start to lead a new team or a new employee joins the team
- the team's responsibilities change or team member responsibilities need to be clarified
- Workplace or organizational policies that guide employee conduct and behaviors are introduced or changed.
- Setting expectations and regularly clarifying and reinforcing them on an ongoing basis will avoid misunderstandings, conflict and disagreements within the team.

Self-Check -1	Written Test
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Directions: Answer all the questions listed below

1. Clarify and confirm community requirements and expectations of community awareness?

Note: Satisfactory rating - 3 Unsatisfactory - below 3

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

Answer Sheet

Score = _____

Rating: _____

Name: _____

Date: _____

Information Sheet-2	Determine Objectives of programs
----------------------------	---

To ensure that the implementation and further development of this Strategy benefits from informed community participation, and that progress towards ecologically sustainable development is supported by community understanding and action. Developed goals that focus on the target population to be served and the program services to be provided? Categorized goals according to short- and long-term goals? Prioritized goals according to needs and available resources?

Developed program objectives? Developed objectives that specify how the program goals will be achieved? Developed objectives that include a method for evaluating results? Established a time frame within which the objectives will be achieved? Defined objectives that is results-oriented, rather than activity-oriented?

To develop a high level of community awareness and understanding of the goal, objectives and principles of Strategy.

➤ Governments will:

- maintain targeted public information and education programs, aimed at key community groups, such as farmers, industry sectors and consumers
- work to improve the level of information provided to the community on the implications of the goal, objectives and principles for all industry sectors
- at the Commonwealth level, and in consultation with interested States and Territories, develop an appropriately targeted awareness program which aims to increase broad community understanding of the goal, objectives and principles underlying this Strategy, and which complements spectrally based programs
- to ensure timely and informed contributions from stakeholders to the implementation of initiatives outlined in this Strategy and in its further development, monitoring and review

Governments agree: those consultative processes should take account of the following principles:

- consultation should become an integral part of all issue-specific and sectoral level decision-making processes;
 - all major stakeholders should be identified and their involvement in the consultative process encouraged;
 - stakeholders should be provided with opportunities to develop an understanding of the issues sufficient to enable effective involvement in the consultative process;
 - adequate opportunities should exist for timely input to the consultative process; and agencies should meet the community's expectation that views will be heard and considered
 - to ensure mechanisms for community awareness, education and participation are coordinated with Strategy monitoring and review process.
- There are a variety of objectives which can be the focus for the education of the community in relation to the introduction of community awareness programs – they could possibly include:
- Persuasion in relation to the initiatives and inherent matters – persuasion may need to occur of:
 - The general public
 - Businesses
 - Local government
 - Rectification of errors – which may be required in relation to:
 - Straight-forward mistakes which have been made in previous information/statements about the initiative/program
 - Inability of local communities and stakeholders to understand plans, statements, information and projected outcomes
 - Addressing misinformation which may have been made by other parties who are running campaigns against the initiative
 - Provision of base, supplementary and projected information – as the basis for:
 - Materials for facts to be placed on the public record
 - General discussion
 - Targeted consideration of issues deemed important to the community
 - Decision making in relation to the program

- Provision of advice to the population – of intended action which often relates to:
- Advertising and promotion of the program
- Funding for the initiative
- Plans for development of physical resources and facilities
- Involvement of various experts and consultants
- Establishment of required committee and groups to assist with moving the initiative forward in a consultative and harmonious manner
- Encouragement of necessary participants – which may include:
 - Local businesses and industry
 - Individuals in the local community
 - A range of support services

Self-Check -2	Written Test
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Directions: Answer all the questions listed below

1. What are the objectives of community awareness programs?

Note: Satisfactory rating - 3 Unsatisfactory - below 3 point

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

Answer Sheet

Score = _____

Rating: _____

Name: _____

Date: _____

Information Sheet-3	structure and check Draft programs
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Their level of formal education, relative isolation from the media and other printed matter, rural people may have limited skills to interpret drawings. Just like reading a book, comprehending a drawing is an acquired skill, called “visual literacy”. To help such viewers, make illustrations that can be understood easily, possibly without any written or verbal explanation. The followings are some tips that can assist you when drawing for rural people:

- Make drawings simple and bold, and put the main topic at the centre as large as possible;
- Show only one topic (or idea) at a time;
- Take out unnecessary details, which do not have a purpose, as they distract people and make the main subject to become lost;
- Since perspective may confuse viewers, avoid drawing objects that are small in the background;
- Draw everything in the picture in scale to each other;
- Show whole objects, even if there are several. Put the objects in the foreground;
- Avoid overlapping or cutting off parts of objects;
- Show “detail enlargement” of a part only after the whole object is seen;
- Avoid symbols that are generally abstract;
- Help people identify with the pictures, make the characters, clothes, buildings, animals, crops, tools, and environment as similar as possible to the interaction groups;
- Use colors realistically;
- In a picture sequence present a new picture for each new action, thought or theme. This is called step-by-step sequence;
- Keep the figures and environment in the story consistent (characters, gender, age, clothing, hairstyle, animals, crops, buildings, seasons, colors, etc.).
- Use appropriate clothing for the person's social status, age, gender and activities; and
- Use the right facial and body gestures for each situation in the story.

To create effective visual materials that will meet your objectives, it is necessary to identify the various themes and ways of telling the story, as people from the community would describe it. These will be transformed into ideas, which will provide the basis for pictures and text. To be

effective, ideas must be clarified. Incomplete and vague ideas will waste the time and effort of artists, writers, technicians and even the intended interaction group. Use the storyboard technique to put all ideas in a sound written and visual form.

What is a storyboard? It is a way of assisting you to organize the various aspects involved in the production of visual print materials. It allows you to match images with the text or questions accompanying them. A storyboard is made this way:

- Small rough sketches of the proposed pictures, on one side of the paper;
- Simple text explaining the graphic details of each picture, on the other side of the paper, next to the related sketches; and
- Text that narrates the main story, in outline form, but includes key questions for the interaction group.

The storyboard is the key creative planning tool. It enables easy alteration, which ensures that ideas are clear and the story sequence and technical information are complete. At this stage all concerned with the communication effort can review and suggest improvements.

The guidelines presented here are mainly intended for flipcharts although they also apply to other materials. Remember to sketch the entire group of flipcharts, posters, leaflets and booklets, before drawing full sized versions. This shows planners that all main themes are covered. In summary you should observe the following:

- **Visualize for the interaction group.** Imagine each picture revealing the story in a step-by-step sequence so that the interaction group has no doubt about what is happening.
- **Sequence.** Good sequence is achieved when the interaction group is comfortable looking at the next picture, and not disoriented, asking, “What happened?”
- **One picture for one thought.** Assign a new picture to show each new action, thought or technical theme. If a message has multiple topics, split it up into separate pictures.
- **Number of pictures.** Plan a minimum of three pictures and maximum of eight pictures per story.
- **“Write pictures” or “draw sentences”.** Let the subject be revealed in pictures, one after another. The pictures should be self-explanatory. Draw as you are narrating a story,

keeping in mind topical questions to help the interaction group explore the content of the pictures more deeply.

- **Keep it brief.** Avoid writing long technical descriptions in the narrative (the pictures should be self-explanatory). The style should be conversational to stimulate discussion. Avoid a lecture.
- **Make it worthwhile.** Let the interaction group know from the very first picture that it is worthwhile to see more. This is accomplished by showing people like themselves involved in the story, familiar scenes of employment or leisure, or relevant concerns and interests

Proponents can work out the formats to use when delivering community awareness programs by:

Asking communities what they prefer – as part of initial consultation/s

Speaking to community leaders – so they can advise what methods would be the best

Determining the capacity and preferences of the community – in terms of:

Literacy levels, Language/s to be used

Assessing money available for delivering the programs – funding often dictates the formats which will/have to be used

Considering requests which have been made directly to the proponents – by interested parties

Complying with mandated requirements – government agencies/authorities may require communication to occur (with them or with communities or with other specified stakeholders) in a nominated method or using a blend of designated approaches

Factoring in other operational imperatives – such as:

- Previous experience and expertise in delivering similar programs to other communities
- Time available for delivering the programs
- Equipment, technology and other resources available to the proponent

Self-Check -3	Written Test
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Directions: Answer all the questions listed below

1. Identify structure and check draft programs?

Note: Satisfactory rating - 3 Unsatisfactory - below 3

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

Answer Sheet

Score = _____

Rating: _____

Name: _____

Date: _____

Information Sheet-4	finalize and implement Programs
----------------------------	--

When preparing for delivery of a community awareness program:

- Take time to plan
- Generate goals and objectives based on previous consultation and research
- Develop target audiences for delivery of community awareness programs
- Realize different audiences may have different preferences for receiving information/engaging with the program
- Schedule a variety of delivery times and options
- Create program format to reflect identified preferences of target groups
- Develop and disseminate a plan to disseminate information
- Consider creating a Communications Plan
- Create and record clear, accurate, comprehensive and informative content
- Obtain necessary approvals and authorizations
- Obtain information, physical, human and financial resources to enable and support the proposal.

Scheduling and delivery times must reflect the needs and preferences of the audiences – this means: research/consultation must occur to determine their needs and preferences

The proponent can never dictate when and where and how the delivery will take place in isolation from the community which is the focus of the program

Attention must be paid to the local calendar and conditions when creating the delivery timetable – for example there must be research an appropriate time for delivery sessions that accommodates: Local events, religious festivals, family, work and business restrictions and operational parameters

The primary aim is to:

- Avoid scheduling sessions at unwanted/non-preferred times

- Avoid clashes with established local events
- Different target audiences will need to be scheduled for delivery at different times – in order to: Accommodate their preferences for times
- Suit/match their availability
- Changes may need to be made throughout the delivery schedule on the basis of feedback received – this may see a need to:
 - Vary the content provided
 - Alter the delivery options/methods used to provide the information/proposal
 - Change the person/s delivering the program
 - Provide more time and/or more content for delivery sessions
 - Deliver sessions in a shorter time

Self-Check -4	Written Test
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Directions: Answer all the questions listed below

1. How to finalize and implement community awareness program?

Note: Satisfactory rating - 3 Unsatisfactory - below 3

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

Answer Sheet

Score = _____

Rating: _____

Name: _____

Date: _____

Information Sheet-5	Identify relevant <i>equipment, aids and materials</i>.
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Equipment, aids and materials are the following

1. Stationery,
2. whiteboard,
3. flipchart,
4. diagram,
5. chart,
6. poster,
7. radio,
8. microphone,

Radio in the development context can be broadly divided into three categories, each of which requires a different approach:

- Educational Radio;
- Documentary and Cultural Radio; and
- Participatory Radio?

Flipcharts are one of the best interpersonal communication tools for creating dialogue and rapport between field staff and rural communities. They are effective in remote areas with groups large and small, and also work well in schools, clinics, and markets and staff meetings.

Benefits of flipcharts

- The large pictures attract attention stimulating interactive discussion.
- Illiterate people clearly see important ideas for discussion.
- Discussions are relevant because the pictures show local people and their situations, etc.
- Both problems and solutions are seen.
- Problems can be further discussed, probed and sometimes even solved.
- People's values of a particular subject can be raised because positive benefits are seen.
- Technical details can be examined.

- Technical information is consistent.
- The presenter can easily check to see whether or not the interaction group has understood each point.
- Feedback is immediate as questions can be raised and answered on the spot.

Posters and leaflets: promoting ideas and action

- A whole story (or series of linked events) can be seen picture by picture in one short session.
- The story can be adapted to examine local situations to create consensus for action.
- Pictures of the problems stimulate a search for solutions.
- Field staff and rural people gain confidence to exchange ideas.
- Interaction between field-staff and the beneficiaries is immediate and guaranteed.

On the practical side, posters and leaflets are printed in large quantities and in local language versions without much additional expense.

Techniques which have proved to be effective in identifying issues include:

Identifying goals and objectives of the enterprise – through a combination of activities which must address:

Talking to owners and senior management – to: – Obtain their thoughts, wishes, ideas, considerations and preferences in relation and future direction/s – Gain the benefit of their experience and knowledge in this field – Initiate and develop a good rapport which can be leveraged into an effective and ongoing mutually rewarding relationship

Reading internal documentation which contains details of the direction/s and operations of the proposing business such as: – Strategic plans – Business plans – Operational plans – Annual reports

- Identifying the specific goals and objectives for the local community – as specified by:
- Community groups
- Interested parties

- Other businesses
- Government agencies, especially tourism authorities/bodies
- Peak industry groups representing tour/tourism operators
- Identify the basis for a t community awareness program

Generating public discussion – involving: Media presence, Social media interactions.

Reading existing reports and records – which will provide secondary data and indicate where primary data may be required to assist with the research process.

- Reading print-based articles from newspapers
- Reading relevant history and other texts
- Talking to key personnel – such as Elders and designated community representatives
- Speaking to a broad cross-section of those affected within the local community – such as:
 - Employers outside the direct industry
 - The unemployed
 - Families and households
 - Police and emergency services
 - Social welfare and child protection agencies
 - Training and recruitment organizations
 - Officials from government agencies dealing with immigration, customs, health, foreign affairs and trade and other similar offices
- Understanding the changes in demand for local services and facilities – through:
 - Talking to business owners
 - Liaising with officials who provide government-delivered services
- Discussing availability/supply of services and demand on same with representatives of the general community (families and households)
- Reading plans for the development/ongoing provision of related services to the geographic areas under consideration
- Using market research information to predict estimated usage/demand based on data collected.

Self-Check -5	Written Test
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Directions: Answer all the questions listed below

1. Identify relevant *equipment, aids and materials*?

Note: Satisfactory rating - 3 Unsatisfactory - below 3

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

Answer Sheet

Score = _____

Rating: _____

Name: _____

Date: _____



Basic Agricultural Production and Natural Resources Conservation

NTQF Level I

Learning Guide #3

Unit of Competence: Supporting Awareness Creation in Local Community Work

Module Title: Support Awareness Creation in Local Community Work

LG Code: AGR BAN1 M15 LO3-LG-03

TTLM Code: AGR BAN1 M15 TTLM 0919v1

LO3: Deliver community awareness program

Instruction Sheet	Learning Guide #3
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This learning guide is developed to provide you the necessary information regarding the following **content coverage** and topics

- Present Information to the community or target groups
- Conducting effective *public speaking techniques*
- Recognizing to the *community culture*.
- Operating relevant equipment
- Providing opportunities for the community
- Answerer and supplement with relevant information
- Referred Queries outside the area of responsibility

This guide will also assist you to attain the learning outcome stated in the cover page. Specifically, **upon completion of this Learning Guide, you will be able to**

- Present Information to the community or target groups
- Conduct effective *public speaking techniques*
- Recognize to the *community culture*.
- Operate relevant equipment
- Provide opportunities for the community
- Answerer and supplement with relevant information
- Referred Queries outside the area of responsibility

Learning Instructions:

1. Read the specific objectives of this Learning Guide.
2. Follow the instructions described below.

3. Read the information written in the information “Sheet 1, Sheet 2, Sheet 3, and Sheet 4”
Sheet 5” Sheet 6” and Sheet 7”
4. Accomplish the “Self-check 1, Self-check t 2, Self-check 3, Self-check 4”, Self-check 5,
Self-check 6 and Self-check 7 in page 57, 62, 65 ,68,73,76 and 79 respectively.
5. If you earned a satisfactory evaluation from the “Self-check”

Information Sheet-1	Present Information to the community or target groups
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Much of your best and most interesting information may come from community members with no particular credentials except that they're part of the community. It's especially important to get the perspective of those who often don't have a voice in community decisions and politics -- low-income people, immigrants, and others who are often kept out of the community discussion. In addition, however, there are some specific people that it might be important to talk to. They're the individuals in key positions, or those who are trusted by a large part of the community or by a particular population. In a typical community, they might include:

- Elected officials
- Community planners and development officers
- Chiefs of police
- School superintendents, principals, and teachers
- Directors or staff of health and human service organizations
- Health professionals
- Clergy
- Community activists
- Housing advocates
- Presidents or chairs of civic or service clubs -- Chamber of Commerce, veterans' organizations, Lions, Rotary, etc.
- People without titles, but identified by others as "community leaders"
- *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.
- *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 and human service organizations, and activists may all have done considerable work to understand the character and inner workings of the community. Take advantage of their findings if you can. It may save you many hours of effort.

- *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.
- *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. In addition to simply going to a place and taking notes on what you see, you might use other techniques -- Photo voice, video, audio, simple photographs, drawings, etc. Don't limit the ways in which you can record your observations and impressions.

This means those involved in presenting aspects of community program must:

- Be aware of all the facts
- Know the relevant statistics
- Understand pertinent times and dates
- Know the names of relevant people and places
- Appreciate the connections and relationships between all aspects of the proposal
- Recognizes advantages and disadvantages, and features and benefits of the initiative

- Understand and be able to explain the rationale/s for the project

Stakeholders may include community groups, industry or business associations, environment groups, local councils, government departments, schools, tertiary education institutions, youth/senior citizens 'groups, politicians, local residents.

Ensure at least one stakeholder is from your target group

Try to identify and enlist the assistance of a community 'opinion leader' for your stakeholder network. Work out each stakeholder's main concerns about the issue; acknowledge their differences, then concentrate on identifying the common ground and benefits for each.

You can involve stakeholders through working groups, surveys, newsletters, as members of a steering or advisory committee and through personal meetings.

It is necessary to target delivery community programs to accomplish a range of outcomes such as to:

- Show respect for individuals and groups – communicating with these people:
 - Is more respectful than ignoring them or failing to interact with them
 - Proves a willingness to engage and talk about things
- Prove the bona fides of the proposal – so people can:
 - See all the facts of the program and all the details of what is proposed
 - Be made aware of what is projected to occur
- Demonstrate the proponent wishes to consult and communicate with the community – as opposed to:
 - Operating by stealth
 - Working in an under-handed/secretive manner
- Advertise and promote the initiative – so:
 - The wider community is advised about what is being proposed
 - Statements and projections are put on the public record
- Respond to criticism – and address matters raised:

- By presenting opposing points of view and/or facts and information to ‘balance’ opposing arguments
- By discrediting sources, statistics and statements where it is valid to do so
- Be proactive and present information – in order to:
 - Set the scene for any debate which may need to take place
 - Create an initial positive environment for the proposal before those against the program have a chance to present their position/opposition
- Respond to notifications from groups or individuals – that they:
 - Want to be involved in the initiative
 - Want to be provided with information as and when it becomes available

Self-Check -1	Written Test
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Directions: Answer all the questions listed below

2. How to gather information from the community?

Note: Satisfactory rating - 3 Unsatisfactory - below 3

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

Answer Sheet

Score = _____

Rating: _____

Name: _____

Date: _____

Communications in its multiple forms pervades today's business environment. With numerous job interviews, conference calls, meetings, product presentations, workshops, and public events, more and more leaders realize the importance of developing good interpersonal communication skills within their company. Yet the majority of executives and employees continue to neglect and overlook the use of public speaking, leaving the advancements and better career opportunities for those who take proactive steps to master the art of speaking in public. The truth is that you might have the best products or services, years of experience or an outstanding business idea, but if you do not communicate this to your target audiences, you are limiting your effectiveness. All too often, the very best and inspiring stories in organizations and companies go untold because of people's reluctance to or fear of taking the stage. Whether your goal is to enhance your professional growth, take your business to the next level, or inspire, persuade and motivate other people to follow your lead, you will have to learn how to convey your ideas in front of a group of people in a clear, structured and captivating manner. However, becoming an effective public speaker does not have to turn into one of the necessary, yet unpleasant goals on your professional advancement list. The art of public speaking holds many practical benefits that go far beyond delivering a project presentation or holding a successful meeting. Developing your communication skills and learning to speak in public:

- Opens up new opportunities for career advancement
- Positions you as an authority
- Sets you apart from your competition
- Attracts the right customers to your business
- Presents technical or business information effectively
- Produces a faster sales cycle
- ✚ Allows you to effectively market your business or promote your products to larger audiences
- ✚ Improves internal communication
 - Helps you to easily assume leadership and train others
 - Increases employees' productivity

- Prepares you for spontaneous speaking challenges (e.g. delivering a speech at short notice) Establishes greater credibility and helps your clients' loyalty

🌈 Successful Public Speaking introduction

- Motivates and persuades other people to reach and attain professional goals
- Makes you a desirable guest on local, regional and national conferences, seminars and public speaking events

1. Using polite words

Polite means showing regards for others in manners, speech, and behavior.

English speakers value politeness over almost everything else. You can speak the most perfect English, but if you appear rude, other people won't want to talk to you.

Politeness helps us to deal with other people easily and smoothly. It helps us get on with strangers in a crowded place (like in the underground) and it helps us get what we want (say "Please" and your transactions get easier). Politeness is something we learn as children, and we expect to see it in other people, too.

But one problem is that if English isn't your first language, it's difficult to know what's polite and when to use a polite expression. So here are some quick tips to help!

A. Don't make orders

We rarely use the imperative form. So instead of saying "Do this!" we'd say "Can you do this, please?" or "Would you mind doing this?"

- Using modal auxiliaries helps you to make requests:

Can / Could you...

Would you mind (+ ing)...

- "Could you help me with this project?"
"Would you mind moving your suitcase?"

B. Ask for permission

- If you want to do something that might inconvenience someone else, ask before you do it!

Do you mind if I...

Is it OK if I...

- “Do you mind if I turn on the air conditioning?”
“Is it OK if I turn off the photocopier?”

B. Show respect for other people’s opinions

- You can also seem too direct when you give strong opinions. Supposing the other person doesn’t agree? Then it would be difficult for them to share their opinion with you. So English speakers use a range of “softening phrases” to appear less inflexible.
- *kind of / a bit*
“It’s kind of hot in here. Can I open the window?”
“It’s a bit too late to go out now. Shall we stay in?”
- *may / might*
“It might not be possible to give you a day off next week.”

E. Make it easy for the other person to say no

- When you are less direct with other people, you give them space to refuse a request or say “no” without losing face. One way to be less direct is to use past forms:
- “*I was wondering* if we could talk about a pay rise.” (past continuous)
“*Did you have* time to look at my report?” (past simple)
“*I wanted* to ask you a favour.” (past simple)

F. Remember and use the “magic words”

- The “magic words” are the words that get you what you want. This is the sort of thing we learn from an early age:
- Child: “I want an ice-cream.”
Parent: “What’s the magic word?”
Child: “Please.”

Parent: “Please can I have...”

Child: “Please can I have an ice-cream?”

- Please – when we want something

Thank you – when we receive something

Sorry – when we inconvenience someone, do something wrong, or can’t help someone

Excuse me – when we interrupt someone, or want to ask a stranger a question.

2. Respecting cultural values

Cultural respect is defined as: “Recognition, protection and continued advancement of the inherent rights, cultures and traditions of the people.

3. Focus group discussion

IS a good way to gather together people from similar backgrounds or experiences to discuss a specific topic of interest?

4. Two-way communication

Two-way communication is when one person is the sender and they transmit a message to another person, who is the receiver. When the receiver gets the message, they send back a response, acknowledging the message was received.

- Communication is considered as the most important aspect for any business
- It is essential to have proper work environment so that employees can give their best performance.
- In case of a business the major stake is on communication. In the process of communication there is a sender who sends the message; then there is a recipient who receives the message.

Self-Check -2	Written Test
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Directions: Answer all the questions listed below

1. What are effective *public speaking techniques*?

Note: Satisfactory rating - 3 Unsatisfactory - below 3

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

Answer Sheet

Score = _____

Rating: _____

Name: _____

Date: _____

Information Sheet-3	Recognize to the <i>community culture</i>
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As is the case in every society, Ethiopians come from different ethnic, family background, life style, education and work experience and individuals have their unique characteristics. However most Ethiopians are very welcoming, friendly, generous and respectful and expect the same in return. In certain cases, Ethiopians will go out of their way to please or entertain others, including strangers.

Ethiopians appreciate warm greetings, handshakes, positive body language (smile or showing a sign of happiness) and a show of respect. They offer the best they can afford and give priority to their guest. For example, in most cases, Ethiopians will not take a seat before their guests. Things like this should not be interpreted as anything other than a sign of respect. Ethiopian society is very hierarchal i.e., age, wealth, education and social contribution plays a role.

Asking about work, life and family is a very common approach to start a conversation. How are you (Tena-Yestelegn or Endmenot)?

How your family, kids, etc. is, is part of the daily greetings. Ethiopians are not usually comfortable talking about private or personal matters outside of their family circle. Therefore, it is preferable to avoid discussion about family matter unless advice is solicited (either by you or by the other person). They always speak highly of their family and friends.

It is advisable to avoid discussion on religion, sex or sexuality and local politics because it is hard to tell where people stand on these topics. Most Ethiopians seem to be indifferent, at least in public, about politics. However, it is possible your comments might be taken as criticism. Most Ethiopians show self pride and do not accept easily being seen as less worthy.

Most of the time a topic for discussion will depend on the age and gender of the person and the popular topic in the city or the country. For example, if you happen to be in Addis when the World Cup is in progress, you can chat with anyone about it, men and women, young and old. Most Ethiopians are soccer fans.

Avoid humor during first contact and if the person you are talking to does not seem to have a good command of the English language or you do not speak the local language. It is hard to tell how it can be interpreted. But Ethiopians love humor

1. Tradition

The transmission of customs or beliefs from generation to generation, or the fact of being passed on in this way. "Members of different castes have by tradition been associated with specific occupation

2. Feeding habit

Feeding habits" refers to what an animal eats, when it feeds and how it obtains its food.

For example, the feeding habits of kangaroos are that they are grazing animals which feed on grasses and young plant shoots. They are notorious for eating the tops off young trees, where the shoots are fresh and green. They are crepuscular, meaning they feed at dawn and in the early evening. They are semi-nomadic animals, roaming in "mobs" in search of healthy food sources

3. Dressing style

Most of us have a style personality which means that we gravitate towards a particular style such as alluring, classic, traditional, sporty, etc. People tend to choose their clothes based on their lifestyles and environment. As an example, think about a large office building with different departments on each level. Most groups such as technology or those in the legal department have distinctly different ways of dressing. So do individuals.

4. Language

Ethiopia has 83 different languages with up to 200 different dialects spoken. The largest ethnic and linguistic groups are the Oromo, Amhara and Tigray.

Self-Check -3	Written Test
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Directions: Answer all the questions listed below

4. What are community cultures of Ethiopia?

Note: Satisfactory rating - 3 Unsatisfactory - below 3

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

Answer Sheet

Score = _____

Rating: _____

Name: _____

Date: _____

Information Sheet-4	Operating relevant equipment
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Work equipment is safe and does not present a risk to those who come in contact with it. For certain types of work equipment there will be more specific requirements and you should look at the manufacturer's instructions or consult a competent engineer or equivalent person.

- Maintain equipment in a good state of repair and proper working order to avoid presenting a risk of injury to staff or others.
- Use equipment only for the operations and under the conditions for which it is appropriate.
- Ensure the compatibility of items of equipment which are used together e.g. patient slings and hoists, beds and bedrails.
- Develop a planned preventative maintenance programmed to ensure equipment is kept in good repair.
- Identify items of equipment which must be tested or examined at predetermined intervals and make arrangements for these services
- Ensure workers who carry out repairs, modifications, maintenance and servicing are competent.
- Keep records of maintenance checks, examinations, testing and servicing.
- Advise staff to check all items of equipment before use (i.e. a simple visual check) and only to use equipment that is safe. Where equipment is unsafe it must be taken out of service and sent for repair or replaced as required.
- An indication by the manufacturer that the product complies with relevant EU Directives.
- Obtain the instructions/user manual and ensure employees have access to it where necessary for their work.
- Power cables can become damaged if not properly routed or equipment is moved while plugged in, as may be the case with electrically operated beds, hoists etc. Measures must be taken to reduce the likelihood and consequences of damage to cables in line with manufacturer's instructions.

- Make employees aware of any health and safety risks associated with work equipment. Provide information, instructions and training to staff where required for the safe operation of equipment.
- Where guards or other protection devices are required to ensure the safe operation of equipment they must be in place before use.
- Where necessary, post warning notices and safe operating procedures alongside machines to remind operators and others of the dangers they impose and safe work practices. Many machine suppliers provide suitable notices.

Work equipment is defined as any machinery, appliance, apparatus, tool or installation for use at work. The scope of work equipment is therefore extremely wide.

Work equipment is found and used in every department in the hospital setting.

Every year, there are a number of accidents from using work equipment. Many are serious and some are fatal.

The Safety Health and Welfare at Work (General Application) Regulations, 2007 sets out the requirements with regard to work equipment. It is not possible to list all work equipment that may be present in the hospital setting but it includes items such as beds, trolleys, cookers, water boilers, patient handling aids, medical appliances, etc.

Intermediate suppliers – for example distributors, agents and retailers – must supply safe and compliant products, with the correct documentation.

Self-Check -4	Written Test
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Directions: Answer all the questions listed below

1. What is Operating relevant equipment?

Note: Satisfactory rating - 3 Unsatisfactory - below 3

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

Answer Sheet

Score = _____

Rating: _____

Name: _____

Date: _____

Information Sheet-5	Provide opportunities for the community
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If you would like a presentation about Someplace Safe, services available to victims and survivors of crime, or volunteer opportunities, we would be happy to come and speak to your local group, organization, or club.

Someplace Safe staff and volunteers may also be available to provide information or a tabling presence at your community events, resource or job fairs, or other venues.

Opportunities for the community

1. Participating in a Minimum Community Awareness Activities

- Activities are targeted to include underserved communities and diverse populations in our county. The community awareness activities focus on all our programs and services unless we are asked to speak on individual programs.
- 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. 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
 - Medical, criminal justice/legal and social service victim response

3. Training Sites Include:

- Social service agencies and organizations
- Educational institutions, including daycare centers
- Healthcare facilities
- Law enforcement agencies
- Youth organizations
- Legal – (e.g., legal associations, clerk-of-court or prosecutors)
- Local businesses (e.g., provide sexual violence training to employees)
- Churches (e.g., provide training to congregations and/or religious leaders)

4. Participation in Community Events

Program staff is 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)
- Sexual Assault Awareness Month activities.

5. Public Speaking

Getting the word out will increase community awareness of programs and available services.

Things to consider for public speaking:

- Keep an agency speakers bureau – the list should include advocacy core trained staff and volunteers with public speaking experience, their areas of specialization and general availability
- Advertise your availability to speak on the topic of sexual violence
- Call potential sponsors for speaking engagements
- Seek opportunities to speak at community events
- Set up interviews for local television and radio programs
- Submit workshop proposals for conferences

6. Distribution of Materials

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

7. Resource Libraries

Information technology is a means of sharing sexual violence materials and program services with the community. Site-based libraries, web-based resources and links and community-based libraries are all sources for resource sharing. Suggestions for resource libraries and sharing include:

- Maintain a resource library that contains up-to-date books, manuals, DVDs and training materials
- Advertise availability of agency-based resource library to the general public and/or local professionals
- Host a reading group
- Host a movie night
- Develop your agency website to include program specific resources that can be downloaded or links to resources

8. Media Coverage

- 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 Face book 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

9. Advertising

Advertising program services and the hotline number should be included in agency advertising and materials as well as ways to inform hard-to-reach populations such as the mentally ill, homeless, substance abusers and the available programs and services.

Self-Check -5	Written Test
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Directions: Answer all the questions listed below

1. What are opportunities for the community awareness program?

Note: Satisfactory rating - 3 Unsatisfactory - below 3

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

Answer Sheet

Score = _____

Rating: _____

Name: _____

Date: _____

Information Sheet-6	Answerer and supplement with relevant information
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There are four main categories of evaluation questions. Let's look at some examples of possible questions and suggested methods to answer those questions. Later on, we'll tell you a bit more about what these methods are and how they work

1. **Planning and implementation issues:** How well was the program or initiative planned out, and how well was that plan put into practice?
 - *Possible questions:* Who participates? Is there diversity among participants? Why do participants enter and leave your programs? Are there a variety of services and alternative activities generated? Do those most in need of help receive services? Are community members satisfied that the program meets local needs?
 - *Possible methods to answer those questions:* monitoring system that tracks actions and accomplishments related to bringing about the mission of the initiative, member survey of satisfaction with goals, member survey of satisfaction with outcomes.
2. **Assessing attainment of objectives:** How well has the program or initiative met its stated objectives?
 - *Possible questions:* How many people participate? How many hours are participants involved?
 - *Possible methods to answer those questions:* monitoring system (see above), member survey of satisfaction with outcomes, goal attainment scaling.
3. **Impact on participants:** How much and what kind of a difference has the program or initiative made for its targets of change?
 - *Possible questions:* How has behavior changed as a result of participation in the program? Are participants satisfied with the experience? Were there any negative results from participation in the program?

- *Possible methods to answer those questions:* member survey of satisfaction with goals, member survey of satisfaction with outcomes, behavioral surveys, interviews with key participants.
4. **Impact on the community:** How much and what kind of a difference has the program or initiative made on the community as a whole?
- *Possible questions:* What resulted from the program? Were there any negative results from the program? Do the benefits of the program outweigh the costs?
 - *Possible methods to answer those questions:* Behavioral surveys, interviews with key informants, community-level indicators

Self-Check -6	Written Test
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Directions: Answer all the questions listed below

1. What are four main categories of evaluation questions?

Note: Satisfactory rating - 3 Unsatisfactory - below 3

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

Answer Sheet

Score = _____

Rating: _____

Name: _____

Date: _____

Information Sheet-7	Referred Queries outside the area of responsibility
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Responsibility involves cultivating wisdom responsible, wise person reasons on the basis of secure emotional states and their actions are based on positive personal values. In the learner attribute of responsible, the idea of wisdom is implicit. Wise people need to be knowledgeable, creative and intelligent, but they have the capacity to apply these responsibly based on positive Responsibility and engagement through community awareness, service and student leaderships our society has become information rich, it has become action poor... As affluence has increased, the young person's environment has become impoverished for responsible and productive action, or any action that tests and develops them... There is more in us than we know if we could be made to see it; perhaps, for the rest of our lives we will be unwilling to settle for less .Kurt-Hahn, 1886-1974

At the heart of all good service learning, therefore, is reflection. Students need to think critically and creatively, individually and in groups, about service learning expectations and experiences. The intention is to equally benefit the provider and the recipient of the service. It is important for students to understand that people from different backgrounds, in particular those less privileged, will have something to teach them. Well-planned and managed service learning and community service programmes have a number of benefits to the community and the individual. Engaging students with the community increases social awareness, self-awareness and a sense of responsibility.

- ✓ Developing communication, collaboration, leadership and other intra and inter-personal skills. Understanding social issues relevant to their communities and developing a greater understanding of and appreciation for diversity .Enhancing students' applications to higher education.

Community responsibilities are an individual's duties or obligations to the community and include cooperation, respect and participation. The concept goes beyond thinking and acting as individuals to common beliefs about shared interests and life. A basic community responsibility is voting in elections.

Each individual is part of a larger community. Family, neighbors, tribe, village, city, county, state, region, country and the world form a larger community in the life of every human being. At the same time, full human potential cannot be reached if individuality is suppressed by society.

Self-Check -7	Written Test
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Directions: Answer all the questions listed below

1. What are community responsibilities?

Note: Satisfactory rating - 3 Unsatisfactory - below 3

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

Answer Sheet

Score = _____

Rating: _____

Name: _____

Date: _____



Basic Agricultural Production and Natural Resources Conservation

NTQF Level I

Learning Guide #4

Unit of Competence: Supporting Awareness Creation in Local Community Work

Module Title: Support Awareness Creation in Local Community Work

LG Code: AGR BAN1 M15 LO4-LG-04

TTLM Code: AGR BAN1 M15 TTLM 0919v1

LO4: Evaluate the delivery of community awareness programs

Instruction Sheet	Learning Guide #4
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This learning guide is developed to provide you the necessary information regarding the following **content coverage** and topics

- Assessing community understanding and responses to the programs.
- Analyzing feedback from the community and observers.
- Making recommendations for changes/improvement

This guide will also assist you to attain the learning outcome stated in the cover page. Specifically, **upon completion of this Learning Guide, you will be able to**

- Assess community understanding and responses to the programs.
- Analyze feedback from the community and observers.
- Make recommendations for changes/improvement

Learning Instructions:

1. Read the specific objectives of this Learning Guide.
2. Follow the instructions described below.
3. Read the information written in the information “Sheet 1, Sheet 2, Sheet 3, and Sheet 4”
4. Accomplish the “Self-check 1, Self-check 2 and Self-check 3 in page 85, 89, and 95 respectively.
5. If you earned a satisfactory evaluation from the “Self-check”

Information Sheet-1	Assess community understanding and responses to the programs.
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It will 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.

An assessment will encourage community members to consider the community's assets and how to use them, as well as the community's needs and how to address them. That consideration can (and should) be the first step in their learning how to use their own resources to solve problems and improve community life.

It will help you make decisions about priorities for program or system improvement. 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.

It goes a long way toward eliminating unpleasant surprises down the road. Identifying needs and resources before starting a program or initiative means that you know from the beginning what you're dealing with, and are less likely to be blindsided later by something you didn't expect.

Why develop a plan for that assessment? Some reasons why you should:

- It allows you to involve community members from the very beginning of the process. This encourages both trust in the process and community buy-in and support, not only of the assessment, but of whatever actions are taken as a result of it. Full community participation in planning and carrying out an assessment also promotes leadership from within the community and gives voice to those who may feel they have none.
- An assessment is a great opportunity to use community-based participatory research, further involving community members and increasing community capacity.

- A good plan will provide an easy-to-follow road map for conducting an accurate assessment. Planning ahead will save time and effort in carrying out the process.
- A planning process will give community members the opportunity to voice their opinions, hopes, and fears about the community. Their idea of priorities might be different from those of professionals, but they shouldn't be ignored.

It may be important to address the community's priorities first, in order to establish trust and show respect, even if you don't believe that those priorities are in fact the most important issues. Building relationships and credibility may be more important at the beginning of a long association than immediately tackling what seems to be the most pressing need. Among other things, community members' priorities may be the right ones: they may see underlying factors that you don't yet understand.

Understanding the community entails understanding it in a number of ways. Whether or not the community is defined geographically, it still has a geographic context -- a setting that it exists in. Getting a clear sense of this setting may be key to a full understanding of it. At the same time, it's important to understand the specific community you're concerned with. You have to get to know its people -- their culture, their concerns, and relationships -- and to develop your own relationships with them as well.

- *Physical aspects.* Every community has a physical presence of some sort, even if only one building. Most have a geographic area or areas they are either defined by or attached to. It's important to know the community's size and the look and feel of its buildings, its topography (the lay of the land -- the hills, valleys, rivers, roads, and other features you'd find on a map), and each of its neighborhoods. Also important are how various areas of the community differ from one another, and whether your impression is one of clean, well-maintained houses and streets, or one of shabbiness, dirt, and neglect. If the community is one defined by its population, then its physical properties are also defined by the population: where they live, where they gather, the places that are important to them. The characteristics of those places can tell you a great deal about the people who make up the community. Their self-image, many of their attitudes, and their aspirations

are often reflected in the places where they choose -- or are forced by circumstance or discrimination -- to live, work, gather, and play.

- *Infrastructure.* Roads, bridges, transportation (local public transportation, airports, and train lines), electricity, land line and mobile telephone service, broadband service, and similar "basics" make up the infrastructure of the community, without which it couldn't function.
- *Attitudes and values.* Again, much of this area may be covered by investigation into others, particularly culture. What does the community care about, and what does it ignore? What are residents' assumptions about the proper way to behave, to dress, to do business, to treat others? Is there widely accepted discrimination against one or more groups by the majority or by those in power? What are the norms for interaction among those who with different opinions or different backgrounds?

Self-Check -1	Written Test
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Directions: Answer all the questions listed below

1. How assess community understanding and responses to the programs?

Note: Satisfactory rating - 3 Unsatisfactory - below 3

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

Answer Sheet

Score = _____

Rating: _____

Name: _____

Date: _____

Information Sheet-2	Analyze feedback from the community and observers
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Feedback is the process of communicating the results and learning from your work to the various stakeholders within and outside of your organization. It is a key way to demonstrate your accountability. Feedback can stimulate changes that will improve the way in which you work and your effectiveness. It can provide examples of good practice to be shared with others, and can inform your national and international advocacy work.

In simplest terms, feedback from participants consists of reactions to or opinions about your effort from those who are affected by it.

- It is part of being customer-centered. Paying attention to what participants need and want is a crucial element in creating a quality program.
- It gives you tools to improve your program. Understanding what's needed and what isn't, and what's working and what isn't helps you to increase the effectiveness and success of your work.
- It allows you to respond to changes in the community, the population, or the situation. There may be social or cultural changes within the population you're working with (an increase in immigration, for instance), changes in the community (a downturn in a major industry), or other factors (an increase or decrease in neighborhood violence) that affect your program. Being able to spot and react to these through participant feedback will keep your program current and effective.
- It can give you information about the history of the community, the history of your issue in the community, or the history of your population. Hearing from participants that what you're doing has bad connotations in the community, or that it's been tried before, and failed as a result of conditions that haven't changed, can help you create a program without the baggage of past mistakes.
- It can inform you about personalities and relationships in the community and/or the population you're working with. This kind of knowledge can be very important when you're trying to get different sectors of the community or different neighborhoods working together, or when you're trying to put together a planning or other group.

- It can tell you when your methods or approach aren't working. If participants aren't feeling like there's any progress, they may be right, unless you have evidence to the contrary.
- It can tell you when you're treating people in ways that make them feel uncomfortable, angry, or otherwise disrespected. Honest participant feedback will let you know if your intake procedure is too impersonal and scares potential participants away, or if your attitude toward the teens in your program is that they don't know anything and are nothing but trouble.
- It can help you deal with what's important to participants, even though that may not be your major goal. The story of the smoking cessation program that opens this section is an example of how paying attention to what participants are concerned about can pay big dividends in the long run.
- It can assure that your objectives make as much sense for participants as they do for you. Regardless of your long-term goals, you have to start where participants are. If they see the program as irrelevant to them, all you'll see are their backs.

Feedback from participants can and should be used at every phase of the Deming Cycle.

- Before a program or initiative starts (Plan): Participant feedback is crucial to ensuring accurate assessment of the assets and needs of the community, and to understanding what the appropriate outcomes of an effort should be.
- During the development of the program or initiative itself (Do): Having members of the population you're aiming at provide feedback for – or, better yet, engage in – the planning and structuring process will greatly increase the chances that your effort will attract participants and meet their needs.
- When your program is ready to begin (Check): Asking potential participants for feedback on your plan can identify bad choices, omissions, and strong points, and help you to make your effort as effective as possible before you begin. Be sure to ask if it addresses the needs expressed by potential participants, and if it is likely to achieve the outcomes that meet those needs.

- During the running of the program (Act): Continuing to ask for and obtain feedback from participants as the program runs will allow you to make adjustments on the fly, and to fine-tune the program as it runs.
- As part of a formal or informal evaluation (Analyze): You should conduct some sort of evaluation on a regular basis (annually is typical). You really can't get an accurate picture of the strengths and weaknesses and the effectiveness of your efforts without participant feedback. The evaluation allows you to incorporate that feedback, and other information into an improved effort for the following period, thus starting the cycle over again.
- Feedback from those who have the closest perspective on what you're doing – those you serve, or whom your work is meant to benefit – can be tremendously helpful in making your program, initiative, or intervention as effective as possible. It's not always easy to get honest feedback from these folks, because they may be reluctant to criticize, or may be afraid to respond at all for various reasons. But their feedback is important enough that it's worth the effort to get around their reluctance. Perhaps the best way to ensure honest feedback is to involve participants in what you're doing from the beginning. If they're part of the planning, implementation, and evaluation of your work, they'll feel ownership, and trust you and the work enough to tell you what they really think.
- Participant feedback can help you better understand what you need to do and how to do it. It can improve the work you're already doing, and make sure you adjust to changes in the community or the population that call for changes in your approach or your goals. Overall, the purpose of obtaining feedback is to assure the quality of your work.
- You might obtain participant feedback through the use of surveys (written, face to face, or by phone), individual or group interviews, focus groups, town-meeting or whole-program format meetings, or journals. Whatever method you choose, you're more likely to get honest feedback if you treat participants as partners working with you toward a common goal, rather than as clients who couldn't function without you.
- Ultimately, you should strive toward creating an organizational culture and attitude that encourages participant feedback, and views it as a necessary tool to keep increasing the quality of the work you do.

Self-Check -2	Written Test
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Directions: Answer all the questions listed below

1. What is feedback?

Note: Satisfactory rating - 3 Unsatisfactory - below 3

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

Answer Sheet

Score = _____

Rating: _____

Name: _____

Date: _____

Information Sheet-3	Make recommendations for changes/improvement
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Recommendation is a suggestion or proposal as to the best course of action, especially one put forward by an authoritative body

The evidence shows that older people who contribute to the community develop more and better social connections, an enhanced sense of purpose and meaning, and improved life satisfaction and wellbeing. Whilst making a contribution has clear benefits, it is not a miracle cure. There is limited evidence that contributing leads to improved physical health or employment outcomes, and it does not seem to make a difference to more severe problems such as social isolation or frailty. People who are less wealthy, have more limited social connections and less activity in their lives are likely to benefit most from making a contribution, but they are also less likely to participate – not least because they face additional barriers and have access to fewer opportunities. The kinds of activities also make a difference. Being recognized and appreciated for volunteering is particularly important – underappreciated volunteers do not necessarily gain the same benefits. People, groups and organizations working with older volunteers When recruiting volunteers or securing funding, those working in this area can confidently state that making a contribution makes a difference to wellbeing and social connections. However, they should also avoid over claiming – volunteering alone was not found to make a significant difference in terms of physical health, frailty, social isolation or employability. To maximize the benefits of participation, they should focus on recruiting and supporting older people with lower income lower education, fewer social connections, fair (rather than good or excellent) health and/or disabilities, as well as lower wellbeing. Where this requires new approaches or additional resources, they should be confident in making the case for these. They should also seek to ensure that older people have meaningful roles, with opportunities for social interaction and mutual support, and are recognized and valued for their contribution. Roles that entail increased physical or cognitive activity are also likely to be beneficial. Wide array of factors influences a community's health and many entities in the community share responsibility for maintaining and improving its health. Responsibility shared among many entities, however, can easily become responsibility ignored or abandoned. The *community health improvement process* described one

approach for a community to address this collective responsibility and to marshal resources of specific, accountable entities to improve the health of its members.

Contributing to the interest in health improvement and performance monitoring is a wider recognition that health embraces well-being as well as the absence of illness. For both individuals and populations, health can be seen to depend not only on medical care but also on other factors including individual behavior and genetic makeup and social and economic conditions.. It suggests that a variety of public and private entities in the community, many of whose roles are not within the traditional domain of health activities, have a stake in and an influence on a community's health (Patrick and Wickizer, 1995).

Although many performance monitoring activities are focused on specific health care organizations, there is a growing appreciation of their importance from a population-based perspective. Only at the population level is it possible to examine the effectiveness of health promotion and disease prevention activities and to determine whether the needs of all segments of the community are being address with these ideas in mind, let's look at the individual parts of this logic model or theory of action.

1. Community context and planning

The first step understands the context in which people act. By the context, we mean people's experiences, their dreams for a better life, and what makes them do what they do. The context is influenced by many things, such as:

- People's hopes and expectations--for example, the belief that things can change
- Problems, especially poverty
- Strong and deep leadership: a diverse team with vision, competence, and persistence
- Adequate financial resources
- Approval (or resistance) from the community (or from those in authority) when people attempt to change things
- The broader political and social context

Later in the life of the community group, these can serve as benchmarks for detecting whether or not they are getting closer to their goals. For example, they can look at the level of violence and see if it has decreased since the partnership has been in existence.

With an understanding of the context, the group can move forward with planning. Collaborative planning is a critical and ongoing task that brings together people and organizations with different experiences and resources. Together, they clarify or develop the group's vision, mission, objectives, strategies, and action steps for bringing about changes in the community.

2. Community action and intervention

The planning process should be followed by taking action. If the plan of action was thorough, this part should generally go fairly smoothly.

That's not to say there aren't bumps in the road. Sometimes, action runs into some pretty serious resistance. Even a relatively harmless effort to fix up low-income housing may be resisted by local officials, who delay needed construction permits.

Similarly, efforts by a community partnership to take money from law enforcement and put it into substance abuse prevention will probably be opposed by the police and their allies. This opposition might take many different forms. For example, the police might deny requests for information; others might cast doubt on the capability of members of the partnership to get the job done.

How can a community organization overcome this or other types of opposition? There are many responses a group might make. The best one will depend on your particular situation.

3. Community and system change

The goal of the action plan is to bring about community and system changes.

By *community change*, we mean developing a new *program* (or modifying an existing one), bringing about a change in *policy*, or adjusting a *practice* related to the group's mission.

Let's look at the following examples:

- A "safe ride" program giving free rides so people don't need to travel alone in unsafe areas after dark (a new program)
- Policy changes such as stronger penalties for people who commit crimes using a weapon (a change in policy)
- New employment practices that allow workers flexible time to be with children after school (a change in practice)

System changes are similar to community changes, but take place on a broader level. A business might implement its child-friendly practices throughout its operations nationally. Another example is a change in grant making policy to award cash incentives to grantees that reach their objectives.

4. Risk and protective factors and widespread behavior change

When these community and system changes occur, they should, taken together, change the environment in which a person behaves. This is sometimes referred to as increasing *protective factors* and/or decreasing the *risk factors* of community members.

What are risk and protective factors? They are aspects of a person's environment or personal features that make it more likely (risk factors) or less likely (protective factors) that she will develop a given problem. Often, risk and protective factors can be considered flip sides of the same coin. For example, if drugs are readily available in your community, then easy accessibility is a risk factor. If they are very difficult to find, then that lack of drugs is a protective factor. The intended effect of environmental change is widespread behavior change of large numbers of people in the community.

5. More distant outcomes

Improvements in more distant outcomes, such as reducing violence or increasing employment rates and family incomes, are the ultimate goals of collaborative partnerships.

As we discussed earlier in this section, data on community-level indicators can help you determine just how much progress you have made towards your goals. Information to see if efforts are working in different areas can be organized together in an annual community "report card." This can let people throughout the community know how things are going, including information on community-level indicators, important community changes, and success stories.

Before we go on, it may be helpful to look again at this process as a whole. Remember, this process is an interactive and continuous cycle.

- The community context affects the organization's planning
- Guided by ongoing planning, the group generates community action and implements interventions
- Community action brings about community and system changes
- These community and system changes, taken together, decrease risk factors (and enhance protective factors)
- This environmental change should affect the behavior of a large number of people in a positive manner
- This widespread behavior change should effect community-level indicators of improvement

Self-Check -3	Written Test
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Directions: Answer all the questions listed below

1. **How to make recommendations for changes/improvement for community awareness?**

Note: Satisfactory rating - 3 Unsatisfactory - below 3

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

Answer Sheet

Score = _____

Rating: _____

Name: _____

Date: _____

REFERENCE

✓ Websites See more information at:

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http://archive.canada.icomos.org/bulletin/vol4_no3_jamieson_e.html - The use of indicators in monitoring – The economic impact of cultural tourism activities
http://www.snvworld.org/files/publications/a_toolkit_for_monitoring_and_managing_community-based_tourism.pdf - A Toolkit for Monitoring and Managing Community-Based Tourism

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