Community Liaison in Mine Action
A Training Manual in support of IMAS MRE Best Practice Guidebook 6

B

Before each suggested training segment the manual includes **background information** (marked with a "B") for the trainer on the critical elements that (s)he should know in preparation for the training. It is assumed that the trainer will have read the relevant Best Practice Guidebook. Guidance is then given on the appropriate activity or activities to transfer the information and required skills to the workshop participants.

T

Instructions to the trainer on how to carry out the training activities are marked with a "T".

A

Suggested answers for each activity follow the materials and are marked with an "A".

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Introduction

USING THIS TRAINING MANUAL

This training manual has been developed **to support the application of community liaison in mine action, particularly as part of mine and explosive remnants of war risk education (MRE)**. Although some basic "do's and don'ts" on how to train are given below, the manual is **intended primarily for use by those with previous experience in providing training**.

The training manual is generic in nature, which means that **the curriculum and activities suggested** in the manual **must be adapted to the specific context** in which training is taking place. It uses a fictitious case – Autobia – that draws on real-life examples, but avoids participants at a training workshop being drawn into political discussions or arguments about facts.

As part of preparing for the training workshop, the trainer(s) should have read the IMAS MRE Best Practice Guidebook on Data Collection and Needs Assessment.

BACKGROUND TO THE IMAS MRE TRAINING MANUALS

In October 2003, UNICEF completed a set of seven MRE standards, which were formally adopted as International Mine Action Standards (IMAS) in June 2004. The seven standards are as follows:

> IMAS 07.11 | Guide for the management of mine risk education;
> IMAS 07.31 | Accreditation of mine risk education organisations and operations;
> IMAS 07.41 | Monitoring of mine risk education programmes and projects;
> IMAS 08.50 | Data collection and needs assessment for mine risk education;
> IMAS 12.10 | Planning for mine risk education programmes and projects;
> IMAS 12.20 | Implementation of mine risk education programmes and projects; and
> IMAS 14.20 | Evaluation of mine risk education programmes and projects.[1]

In 2005, the UN Children's Fund (UNICEF) in partnership with the Geneva International Centre for Humanitarian Demining (GICHD) published a series of Best Practice Guidebooks on behalf of the United Nations to support the MRE IMAS.[2] This training manual, one in a series of seven, has been produced by the GICHD and UNICEF to facilitate the implementation of the IMAS on MRE through the provision of training in support of the relevant Best Practice Guidebook. The seven training manuals are the following:

> Needs Assessment for Risk Education
> Planning Risk Education
> Communication in Risk Education

> Community Liaison in Mine Action
> Monitoring Risk Education
> Coordinating Risk Education
> Emergency Risk Education

CONTENT OF THE TRAINING MANUAL ON COMMUNITY LIAISON IN MINE ACTION

This training manual, which suggests a course outline for a five-day workshop, links directly to Best Practice Guidebook 6. The manual is intended for all mine action staff, and for those that interact with the community in particular. It can also be used for building the capacity of counterparts and local partners on community participatory approaches. This manual outlines a five-day course that provides participants with the necessary knowledge, skills and techniques for more effective participatory approaches in mine action projects and programmes. It has four specific objectives, namely to:

> build agency capacity for participatory approaches to development
> consider and understand the value of community liaison (CL) as a participatory approach in mine action
> strengthen staff or beneficiary skills and techniques on facilitation
> instil a belief that behaviour and attitudes matter more than methods
> promote more sustainable approaches to mine action by increasing community participation

Specifically, training sessions address the following components or themes:

Session 1 | Understanding participatory approaches to development
In Session One (Day 1), participants will learn and reflect on the following: knowing the difference between a project 'product' and a 'process'; the importance of an awareness of one's own behaviour and attitude; the origins and evolution of participatory development; and the benefits and challenges of participatory approaches. The session attempts to address one common question: "How much participation is required in projects or pro-grammes?" It concludes with reflection on the ethics of community participation.

Session 2 | Guiding communities – the role of facilitation
The facilitation of Participatory Rural Appraisal (PRA) methods and techniques is a complex management task and requires exceptional skills and expertise to accomplish it well. Session Two focuses on the theme 'facilitation'. It describes the role of the facilitator in guiding communities or groups in problem solving and learning. This Day Two session sets the scene for upcoming sessions on how to apply participatory approaches in mine action and the use of PRA methods and techniques.

Session 3 | Understanding participatory rural appraisal
At the end of Session Three, participants will have a deeper understanding of PRA tools and techniques; knowledge of how to identify who should participate and when; an understanding of when to use specific PRA tools; and knowledge of how to improve information analysis. We also look more closely at how participatory approaches are and can be better applied in mine action.

Session 4 | Recognising the value of community liaison in mine action
Session Four aims to increase participant knowledge of community liaison, and to determine the level of participation in their current projects.

Session 5 | Knowing how to measure community liaison performance
At the end of Session Five, participants will understand some of the measurable dimensions or themes that cut across community liaison. They will know what indicators to set and other key considerations. The session includes practice on developing a performance measurement matrix. Another key element of this training is the importance of community involvement in mine action monitoring and evaluation. Finally, the session addresses the importance of reflecting, learning and adapting programmes.

Session 6 | Reflection on learning
This is the final session of the five-day training on applying participatory approaches to mine action. Session Six focuses on reflecting on key messages shared over the past five days, possibly CL entry points for a mine action project or programme, as well as identifying key CL principles that participants can take with them at the end of the training.

While this training manual is particularly relevant to MRE it is equally applicable to any of the other four core components of mine action. References to other IMAS MRE Best Practice Guidebooks and other guides are cross-referenced where appropriate.

Before each suggested training segment the manual includes **background information** for the trainer (marked with a 'B') on the critical elements that (s)he should know in preparation for the training. It is assumed that the trainer will have read the relevant Best Practice Guidebook. Guidance is then given on the appropriate activity or activities to transfer the information and required skills to the workshop participants.

At the beginning of each activity, one or more **learning objectives** are set. Guidance is then given on how to carry out the appropriate activity or activities to meet these learning objectives.

Instructions to the trainer on how to carry out the training activities are marked with a 'T'.

Materials needed for these activities follow.

Suggested answers for each activity follow the materials and are marked with an 'A'.

A proposed outline for the course is included below. It is assumed that all participants in the training have some previous experience of MRE.

SUGGESTED COURSE OUTLINE

The importance of 'timeout'

As a number of participants may be from more remote towns or villages, and don't often get to the city, a half day has been allocated for free time for participants. This enables them to catch up on essential shopping, networking or even sightseeing. If participants are aware of this timeout, their attendance at the other sessions may be more regular. But ensure that the timeout is when offices and services are open to allow them to do their business.

Another option is to end the session at 16.00 sharp each day (this may, however be more difficult to achieve). Let the participants decide when they want the time out and agree on the timing and date prior to finalising the agenda.

As the key to this training is the promotion of participatory processes, the agenda will have been developed following feedback from each participant on their priorities prior to the event. The draft agenda will be reviewed in the introductory session and amended based on participant feedback.

The four and a half-day course is divided into six learning sessions. Advice is given on the timing typically required for each session.

Purpose of the training
To strengthen participant skills in facilitating participatory development approaches.

Day One

Session 1 | Understanding Participatory Approaches to Development
> Introductions and agenda setting
> Recognising the difference between 'product' and 'process'
> Origins and evolution of participatory approaches

Coffee break
> Benefits and challenges of involving communities
> The 'ABC' of PRA
> The ethics of beneficiary participation

Lunch break
> Determining the level of participation
> Recent shifts in participation emphasis
> Lessons learnt from participatory development
> Planning for evaluation of the training course

End of Day One

Day Two

Session 2 | Guiding Communities – The Role of Facilitation
> Knowing the meaning and functions of facilitation
> Distinguishing facilitation from teaching or training
> The role of the facilitator

Coffee break
> Understanding the skills and techniques required for successful facilitation
> Understanding group dynamics
> Handling conflict

Lunch break
> Improving listening and observation
> Problem solving techniques
> On being a facilitator – putting it to the test
> End of day evaluation

End of Day Two

Day Three

Session 3 | Understanding Participatory Rural Appraisal

> Knowing PRA tools and techniques

> Who should participate in PRA?

> Adopting the most effective sequence of techniques

Coffee break

> Improving information analysis

> Planning for greater engagement with communities

Lunch break

Session 4 | Recognising the Value of Community in Mine Action

> Why is community liaison essential in mine action?

> Is community liaison working on the ground?

> Knowing the origins and evolution of community liaison

End of Day Three

Day Four

Session 4 | Recognising the Value of Community in Mine Action (contd)

> IMAS definition

> Community liaison goal and objectives

> What is a 'community'?

> Completing the Community Liaison Checklist

Coffee break

Session 5 | Knowing How to Measure Community Liaison Performance

> Identifying dimensions and themes

> Setting benchmarks and indicators

> Determining key considerations

> Designing and refining monitoring tools

Lunch break

> Promoting participatory monitoring and evaluation

> Learning from success and failures – the value of documentation

> Is it possible to institutionalise PRA?

End of Day Four

Day Five

Session 6 | Reflections on Learning

> What have you learned in the last five days?

> Principles and values that underpin community liaison

> End of training evaluation

End of Day Five and Workshop

MATERIAL AND RESOURCE REQUIREMENTS

When the draft agenda is circulated, ask participants to bring with them a sample of their project proposal including the monitoring plan (sometimes referred to as a performance measurement framework), a quarterly report and any monitoring forms they have designed, so that examples can be taken from 'live' documents during the course of the training.

The following materials are required for this workshop:

> Tables and chairs that can be easily moved
> Flipcharts and markers for each sub-group
> Coloured paper
> White and markers or blackboard and chalk
> Computer and LCD or overhead projector
> Adhesive tape, pins, scissors
> Internet access useful for downloading IMAS documents or photocopier

At the end of the course, hand out the relevant Best Practice Guidebook (No. 6).

DO'S AND DON'TS FOR TRAINERS

Good training is based on five basic principles.

> Adults learn best in an atmosphere of active involvement and participation.
> Adults have knowledge and experience and can help each other to learn.
> Adults learn best when it is clear that the context of the training is close to their own tasks or jobs. This means that training should be as realistic as possible.
> Adults are voluntary learners. They have a right to know why a topic or session is important to them.
> Adults have usually come with an intention to learn. If this motivation is not supported, they will switch off or stop coming.

Although the basic objective of training should be to create a learning environment, regrettably, often workshops contain a series of lectures. Adults have a particular problem with learning because as we grow older, our short-term memory becomes weaker. We find it harder to translate what we see or hear to long-term memory. Any method that relies too much on short-term memory, such as lectures, is therefore doomed to failure. For learning to stick, it has to be internalised.

Remember the words of Confucius:

"I hear and I forget; I see and I remember; I do and I understand."

WHAT MAKES A GOOD FACILITATOR?

A facilitator is a generic term for a person who teaches or trains through workshops, training courses, or classes. To be a good trainer/facilitator requires time and experience, and 'learning by doing' is the best way. Remember that you can never fully satisfy every participant. If you have managed to encourage learning among the majority, then you have done your job well. The most effective trainers and facilitators have a range of key characteristics:

> A warm personality, with an ability to show approval and acceptance of workshop participants

> Social skill, with an ability to bring the group together and control it without damaging it

> A manner of teaching which generates and uses the ideas and skills of workshop participants

> Organising ability, so that resources are booked and logistical arrangements smoothly handled

> Skill in noticing and resolving workshop participants' problems

> Enthusiasm for the subject and capacity to put it across in an interesting way

> Flexibility in responding to workshop participants' changing needs, and

> Knowledge of the subject matter

Following on from this, there are a number of basic facilitation skills that must be used by a successful facilitator:

> I listen intensely. I am a model for listening, often paraphrasing and "mirroring" what was said.

> I always use people's first names.

> I am a facilitator, not a performer. My work is being interested, not interesting.

> I encourage everyone to express themselves, and I accept varying points of view offered. I keep track of who talks and who does not, encouraging balanced participation.

THE IMPORTANCE OF FEEDBACK

"Teaching adults is complicated enormously by the difficulty of criticising an equal. Not giving the right quantity or quality of feedback is one of the main reasons why adult learning fails… There are two dangers: giving it in the wrong way and not giving enough." Rogers, 1989

If you do not let workshop participants know when they are doing things well, then they will not be able to reinforce the good things they are doing. As a trainer, you will have to guide self-reflection and give feedback immediately in order to address some of the mistakes from the past. There are five simple rules for giving feedback:

> Give feedback as soon as possible. Do not wait until the error or success is repeated.

> Limit comments to only two or three aspects of good or bad performance. There is a limit to how much we can absorb at any one time.

> Don't immediately correct every mistake yourself. The most difficult thing for a trainer is to keep quiet and let participants learn by doing it themselves. It might take longer, but the learning impact will be greater.

> Give praise before offering negative comments. However poor the performance, there must be something you can praise. Build up participants' self-esteem.

> Criticise the performance not the person. Whenever you offer feedback, make sure it encourages the participant to act upon it.

SESSION 1

UNDERSTANDING PARTICIPATORY APPROACHES TO DEVELOPMENT

Learning objectives covered in Session 1

At the end of this session, participants will have learned and reflected on the following: knowing the difference between a project 'product' and a 'process'; the importance of an awareness of one's own behaviour and attitude; the origins and evolution of participatory development; as well as the benefits and challenges of participatory approaches. The session attempts to address a common question: how much participation is required in projects or programmes? It concludes with reflection on the ethics of community participation.

Participants will have opportunities for reflection on their own valuable experience as well as learning from their fellow participants.

INTRODUCTIONS AND AGENDA SETTING

Although some of the mine action team may already know each other, members of sub-national teams may be meeting for the first time. The group may also include representatives of local counterparts and partners. Even if everyone already knows each other, some may be intimidated by being in the presence of managers or directors. Make sure that the introductory icebreaker does not offend or make any individuals feel uncomfortable. As this is a five-day course, there will be many opportunities for people to meet and bond during the training period.

It is worth kick-starting the process with a light-hearted introductory icebreaker. The procedure is outlined in Activity 1.

ACTIVITY 1.1 | FIRST NAME INTRODUCTIONS[3]

Learning objective

> To enable participants to get to know each other, without focusing on status of role. It also has a fun aspect and sets the tone for an informal training atmosphere.

Materials needed

> None

Time needed

> 20 minutes (depending on size of the group)

Conduct of activity

> Introduce yourself by saying your first name and add an adjective to your name which starts with the same letter(s), eg "My name is Edward, edgy Edward".

> Then ask the person sitting next to you to introduce you to the other participants before introducing himself or herself, adding an adjective beginning with the same letter of his or her first name as well, eg "I am happy to introduce to you edgy Edward. May I introduce myself also? My name is groovy Gregory".

> Everyone introduces all persons who were introduced ahead of them.

> Continue until everyone has had a turn.

Explain at the end of the exercise that for this training your status doesn't matter as the training is equally applicable to all those working in development and in this case, mine action in particular.

Next, for a review of the agenda, you can either use a PowerPoint presentation/overhead projector and/or agenda handouts, (copied from the previous pages) inquiring whether anything is missing or requires deleting. Spend 10-15 minutes on refining the agenda. And remind participants that the agenda for the next day will be reviewed at the end of each day.

B

RECOGNISING THE DIFFERENCE BETWEEN 'PRODUCT' AND 'PROCESS'

To set the scene for this session, it is useful to recognise the difference between a 'product' of a project versus a project 'process' in relation to community liaison.

In the opening, as a facilitator, you can mention that you have been told that at times there is an element of doubt among mine action technical experts about the value of community participation. And that this is mostly due to the fact that they believe an activity can be achieved just as effectively and possibly more efficiently with minimal if any contact with affected communities. While you agree that is true to a degree, it misses the bigger picture – the achievement of sustainable development – addressing longer term impact. The process of **how and why** an outcome is achieved is where the longer term learning lies, not just on the **what** – the action which achieves a short-term output (eg safe disposal of a mine/item of ERW).

There is general agreement within development circles that achieving an expected result is crucial for any the success of any project or programme. It is also acknowledged, however, that how that result is achieved is equally important. Participatory approaches emphasise **how and why** a result is achieved.

ORIGINS AND EVOLUTION OF PARTICIPATORY APPROACHES

Participatory approaches to development have been around for over four decades. In the 1960s, one key 'father' of participatory action was the Brazilian adult educator, Paulo Freire. Put simply, he sought to remove the oppressive nature of 'teacher-student' relationships and viewed learning as two-way communication and learning – that one did not exceed another in terms of knowledge – and that in reality we are all on a constant learning curve.

In the 1980s, this style of thinking was adapted by Robert Chambers who had learned many valuable lessons in the Africa development scene in the 1960s and 1970s. He became a strong proponent of Participatory Rural Appraisal (PRA), which many of you probably apply in your projects, viewing it as an approach that enabled local communities to take control of their own development, by doing their own appraisal, analysis and planning. PRA is based on a series of innovative tools and techniques that uses group animation and exercises more so than writing to facilitate information sharing, analysis and action among stakeholders. The visual nature of the tools allows participation from both literate and illiterate members of the community, enhancing the reliability of the results.

The approach has undergone 'critical reflection' in the past decade and has adapted to changing environments, incorporating a concept of learning in the Participatory Learning and Action (PLA). PLA is essentially an umbrella term for a wide range of similar approaches and methodologies, including PRA, its predecessor Rapid Rural Appraisal (RRA), Participatory Action Research (PAR), among others originating from livelihoods programmes and applied anthropology.

The common theme to all these approaches is the full participation of people in the processes of learning about their existing capacities, needs and opportunities, and in the action required to address them.

They challenge prevailing biases and preconceptions about people's knowledge. They offer opportunities for mobilising local people for joint action. This is not just relevant to developing countries. PLA is also used for community development in the western world.

To explain to your audience the context of community liaison, one must first know about the origins and evolution of participatory approaches. Start with the following brainstorming activity (no. 2) on participation.

ACTIVITY 1.2 | PARTICIPATION

Learning objective

> To understand the level of knowledge of participants of the term 'participation' and participatory approaches.

Materials needed

> Five large sheets of flip-chart paper, flip chart, adhesive, pens/markers

Time needed

> 30 minutes

Conduct of activity

> Ask participants to think for two minutes about the term 'participation' and 'participatory approaches'.

> Ask them to reflect on what the terms mean for them.

> Advise them that it can be a word that springs to mind, or a statement, or maybe an abstract image that springs to mind.

> Show them the paper sheets that are hanging on one wall of the venue, and ask them to write the word or phrase on that sheet.

> Tell them not to worry about the spelling or how the sentence is formulated.

> If they can, write in fairly large format.

> Ask them to remain standing near the wall hanging while you read out the contents.

> Jointly identify recurring themes.

> Ask one volunteer to write the recurring themes, as agreed by all, on a separate piece of paper.

> Hang this final piece of paper on the wall for the duration of the training so that the facilitator and participants can refer to it when necessary.

Comment that although the participants are here to receive training, it is obvious that there is already a wealth of knowledge among the participants, most likely derived from their own diverse work experiences.

The paragraphs below give an overview of the origins and evolution of participatory approaches. Some of the terms may have been covered in the brainstorming activity. Draw out the key points from this section to set the scene for the next session on the benefits of participation. Start with a slide of a definition of participation, as contained overleaf.

T *"Participation is a rich concept that means different things to different people in different settings. For some, it is a matter of principle: for others, a practice; and for still others, an end in itself. All these interpretations have merit…*

Participation is a process through which stakeholders influence and share control over development initiatives and the decisions and resources which affect them." [4]

B THE BENEFITS AND CHALLENGES OF INVOLVING COMMUNITIES

To open this segment, ask the participants to spend five minutes discussing with their neighbour the benefits and challenges of involving communities in their projects. Then ask the participants to share four benefits and four challenges with the class – asking for volunteers to respond to the question. Write their replies on a flip chart.

At the end of the exercise, ask the participants what they learned from this session.

You can now share with them that there is a growing body of evidence since the late 1980s that 'community participation' or 'beneficiary participation' leads to more positive project outcomes. Studies have found that different forms of participation add varying degrees of value to projects.

Highlight that some fairly substantial impacts cannot be ignored, namely:

> participation enables beneficiary communities to influence the choices of priority assets and project design features

> regular communication with communities helps to build a sense of local ownership, increasing cooperation and the maintenance of assets

> regular communication with communities also demonstrates that community involvement increases women's share of employment and women's involvement in decision-making

> lack of participation could result in increased levels of conflict between communities and project implementers

> although participation could introduce a degree of conflict, if managed effectively this could enhance the project design

> lack of participation and subsequent conflict could cause greater delays in project implementation further down the line, when time becomes more expensive

Add that perhaps community liaison provides opportunities for participatory engagement in the context of mine action. This is an issue we will be addressing in the next segment.

THE 'ABC' OF PRA

Begin this session by showing a slide of the following statement by Robert Chambers, 1996:

"Worldwide, PRA practitioners and trainers have been finding that personal behaviour and attitudes are fundamental for true participation.

Behaviour and attitudes matter more than methods, powerful though PRA methods have proved.

At the personal level, practitioners and trainers have found that the major problem in development is not 'them' - local people, the poor and marginalised, but 'us' - the outsider professionals…

…so we have to behave differently; it is our attitudes that have to change."[5]

Share with the group that in the 1990s, PRA experts began to talk about the ABC of PRA.[6] The ABC referred to having or producing the right **Attitude**, an awareness of the implications of different types of **Behaviour**, and a demonstrated willingness to **Change**. This still holds true to participatory approaches in 2008. Some would go as far as to say that

"the key to understanding participation lies in discovering mechanisms to produce the right kind of attitude and behaviour".

Throughout this training, we will be reminded time and again of these insights on attitude and behaviour. Now it's time for an energiser. **Do not announce the title of the activity or share the objective to the group**. Just tell them you are going to do an energiser and after setting up the chairs as indicated, follow the steps under 'procedure' outlined below.

ACTIVITY 1.3 | SABOTEUR

Learning objectives

> To show how communication and group work can be easily disrupted by creating awareness of sabotaging behaviour; and to use as an icebreaker or energiser.

Materials needed

> Groups of three chairs – ensuring there are enough sets of three to accommodate the whole group

Time needed

> Approximately 15 – 30 minutes

ACTIVITY 1.3 | SABOTEUR (CONTD)

Conduct of activity

> Divide the group into threes, each participant calling 1, 2, 3 as you go around the room.

> Each group of three takes on two roles: two speakers and one listener.

> Call all listeners to one side.

> Ask one speaker from each group to begin by describing something she or he cares about and is interested in to the other person. The other speaker sits and listens, then replies or shares another story.

> In the meantime, the facilitator tells the listener that they are in fact a saboteur. And their role as saboteur is to disrupt in any non-violent manner. They must not communicate this to the other two speakers.

> Allow the speaker to say a few sentences then give the signal for the saboteur to start.

> Let the chat continue for five to eight minutes.

> After a maximum of eight minutes, change roles and continue until the three people have been in each role.

> If you have time for a second session, go ahead. If not, one round can lead to sufficient reflection and learning.

> If there are one or two people left out of groups, they and the facilitator can act as roving saboteurs.

Comments: Remember not to announce that it is saboteur. This adds realism as the talkers do not know what to expect. Give at least 15 minutes for reflection, analysis and discussion in a plenary. This is important. Some of the following questions may be appropriate:

> What is it like to be a saboteur or to be sabotaged?

> Do you find it easy or difficult to disrupt others' conversations?

> What are the different types of saboteur?

> What different forms does sabotage take?

> How can you deal with a saboteur?

> How can groups deal with saboteur individuals?

A fun short sequence in plenary is to ask for hands to be raised for:

> Have you had the experience of being in the middle of a sentence when a senior person (or upper) starts talking and you have to shut up? (usually all hands go up)

> What does it feel like? (usually awful, humiliating, I feel angry)

> Have you ever done it to others? (wryly, usually yes)

Before this session ends, admit that you are also a saboteur at times and that as a facilitator you have to remember to observe and reflect on your own behaviour during workshops/ trainings.

In debriefing, remember to leave adequate time for participants to reflect on their own behaviour in a group.

THE ETHICS OF BENEFICIARY PARTICIPATION

In this session, mention that the rights of people benefiting from projects should never be abused. Abuse of vulnerable individuals and communities has been well documented over the years.

Ask the group, "What measures would you take to protect the rights and welfare of all project beneficiaries who become involved or participate in any way during the course of a mine action project or programme?" This session can be an open discussion, encouraging viewpoints from all participants. If responses are slow, start by giving an example from the selection below. Allow 20 minutes for this discussion.

At the end of the discussion, emphasise that before undertaking a community liaison intervention it is important to understand the following principles about involving community individuals or groups, namely that they:

> should be offered the opportunity to participate in a project, but should not be put under undue pressure to do so. They should be made aware of the opportunity cost (time and level of effort), etc.

> must be told the purpose, process and activities of the project and be informed of its limitations, so that false expectations are not raised. This is also particularly relevant to surveys and assessments

> must be aware that though they may find solutions to their own problems by participating, it may not lead to direct financial or other personal gain

> should not be prompted to give highly sensitive information to project staff if it makes them feel threatened or uncomfortable

> must be reassured that confidentiality of information sources will be respected

> must be permitted to express themselves freely without being harassed or interrupted

> should be aware that information will not be manipulated for ulterior motives

> should be aware of how future project information will be shared and through which project staff

Mention that affirmative action may be required to include the marginalised or those who are not often included in development initiatives (eg women, mine/ERW survivors and children).

DETERMINING THE LEVEL OF PARTICIPATION

Participants should now have a fairly good understanding of participatory approaches. One issue that is hotly debated in development is 'how much participation is required by individuals and communities in projects to be deemed 'true' participation?' Before sharing the following categories with participants, pose the above question to the group to illicit some viewpoints.

Also ask them how much participation they think is needed to ensure project sustainability.

There is no need to document the replies as this is a group learning exercise. Allocate 15 minutes for this discussion.

At the end of the discussion, mention that the well known book *"Participatory Learning and Action"*, by the International Institute of Environment and Development, puts forward seven types of participation, each with its own distinct characteristic. Knowing and understanding these will help mine action teams to better plan for participation within its project. The seven types are outlined below, each with an example relevant to mine action, as follows:

i) **Passive participation** Hearing about the agency's mine action project, but having no active involvement at any stage during the project cycle.

ii) **Participation in information giving** Replying to a KAP survey question or a Landmine Impact Survey (LIS), among others.

iii) **Participation by consultation** Mine action staff define both the problems and solutions, listen to the communities views, and may modify in the light of people's responses. Communities do not participate in the decision-making.

iv) **Participation for material incentives** People participate in return for a particular benefit, such as children for example in food or drinks, or perhaps children get the opportunity to act in a school play or public drama group on MRE.

v) **Functional participation** Individuals from a community participate as a group – an entity initiated by the mine action team – to help achieve a specific objective, having appropriate capacity development, for example, partnering with a local mine action community based organisation or facilitating the development of a mobile MRE communication team.

vi) **Interactive participation** Where people actively participate in joint planning, leading to the development of mine action plans and the formation of new local institutions or the strengthening of existing ones. These people have control over local decisions, setting local priorities and have a stake in maintaining structures and practices; eg the community mine action plans in Bosnia and Herzegovina.

vii) **Self-mobilisation** People take independent initiative to change systems. They develop contacts with external institutions for resources and technical advice, but retain control over resources. At this level, people are not dependent on external institutions; eg in RE, stopping scrap metal collection from UXO or preventing children playing with abandoned explosive ordnance.

The authors state that while all of the seven typologies have merit in their own right, the first four types will not in themselves lead to the achievement of a sustainable mine action project. The depth of participation in the final three lends itself to more sustainable development.

If you have time, list the different categories and give a brief explanation of each, then ask the participants in groups of six to spend 15 minutes identifying activities/approaches in MRE that illustrate each category. Go through each example and ask how realistic it is, what challenges exist to replicating it in other programmes or projects, and how these challenges could be overcome. Spend additional time on the final three types.

RECENT SHIFTS IN PARTICIPATION EMPHASIS

As participatory processes have evolved significantly over the decades, inform the group that there have been a number of significant shifts in the scope and focus of participation:

Participation should not only be emphasised at grassroots level, it should also be encouraged at sub-national and national level to enhance local decision-making processes. And of course, it goes without saying that international agencies should apply participatory decision-making processes to their own work environment.

The participatory process has moved beyond projects to policy processes and capacity development for participatory approaches at institutional level. While issues of power and elitism were always recognised in terms of community representation there is now greater recognition of the diversity of "communities" and internal power and politics. Now more than ever, proponents of participatory approaches are pushing for greater recognition of 'sidelined' groups – getting beyond the usual "key informants", often an elite group, who normally dominate development discussions and debates within communities.

Much more emphasis is placed on measuring and understanding the impact of participation, rather than simply promoting participation. Efforts to monitor and evaluate the process have increased significantly in recent years, though it is still much debated. There is also much more encouragement to communities to be actively involved in monitoring and evaluation processes.

Ask the group if this has any significance for their own work. For example, some of them may work with the National Mine Action Authorities, or local mine action agencies; ask if any of their agencies are involved in building national or sub-national capacity for participatory decision-making and action, etc. If the response is yes, give respondents a few minutes each to give some insights into these interventions.

LESSONS LEARNT FROM PARTICIPATORY DEVELOPMENT

Learning is central to participatory processes. Share with the group, on a flip chart or slide, "the five truths" that have been learned from participatory approaches to development (set out below). It is sometimes difficult for project managers, who clearly have exceptional technical skills, to accept that there are important things that they do not know or understand: community dynamics being an obvious example.

> **Outsiders do not have all the answers.** Nor should they impose their ideas or expertise on local people. The principle of 'we learn from them' must replace the traditional top-down attitude that 'they learn from us'.

> **Communities are much more likely to come up with appropriate solutions to their own problems than outsiders.**

> **The most appropriate role for outsiders within participatory processes is more of facilitating a process**, whereby local people identify, prioritise and analyse their own problems, and identify and implement their own solutions.

> **Outsiders can facilitate links between communities and other relevant humanitarian or development organisations** that may be a source of a solution to their identified problem. It may also introduce them to donors if additional community funding is required.

> **Outsiders often have more to learn than insiders during the participatory process**, particularly about self-awareness and ability to adapt to diverse situations.

Ask the group if they agree with these 'five truths' or if they have any other 'truths' based on experience they would like to add.

PLANNING FOR EVALUATION
OF THE TRAINING COURSE

In the light of participants' knowledge of participatory techniques, before finishing the day, jointly identify criteria for evaluating this workshop. The criteria can be revised, if necessary, on Day Three.

ACTIVITY 1.4 | TRAINING EVALUATION

Learning objectives

> To encourage group participation in monitoring and evaluation

Materials needed

> Flip chart, pens

Time needed

> Approximately 20 minutes

Conduct of activity

> Remain as one group. Let's brainstorm for 10 minutes on possible criteria or questions.

> Kick-start the process by suggesting some criteria, such as:

> "What I found most useful", "What I found least useful".

> Continue the discussion until about 10 criteria or questions are identified.

> Document all points and allow the group to review and update them on Day 3, if they feel it necessary.

> Adopt as necessary for the final evaluation.

Comment: This exercise shows that evaluations are not just the domain of external evaluators. In the world of participatory monitoring and evaluation, both staff and communities are involved in the evaluation process.

End of day one

SESSION 2

GUIDING COMMUNITIES –
THE ROLE
OF FACILITATION

Learning objectives covered in Session 2

This session focuses on the theme 'facilitation'. It describes the role of the facilitator in guiding communities or groups in problem-solving and learning. This sets the scene for subsequent sessions on how to apply participatory approaches in mine action and the use of PRA methods and techniques.

Facilitation requires specific skills. This session therefore seeks to provide participants with the skills and techniques required to get the most out of people in often challenging group situations. It will not teach participants about how to chair community meetings, but more about stimulating groups into action, using skills that can be applied to community meetings or focus group discussions in MRE/mine action.

Of course, you the facilitator or trainer will already have many, if not all, of these skills. The purpose here is to demonstrate your skills and techniques to the participants while at the same time sharing some of the theory and practical application of facilitation with the group.

KNOWING THE MEANING AND FUNCTIONS OF FACILITATION

The facilitator should first understand the following themes and dimensions of facilitation before involving course participants in defining the term facilitation. Note that the information in this segment is not shared with participants until after the activity below, "Distinguishing facilitating from teaching and training".

It is well recognised that **lecturing** as a means of teaching has considerable limitations. The most notable disadvantage is that communication is one-way, with little or no participation from the audience. It is based on the assumption that the lecturer knows everything and the audience is an empty vessel that needs to be filled with facts.[7] **Facilitating** is thus the preferred approach to training in participatory development.

The purpose of facilitation is to assist people to work together to achieve their objectives.

Facilitation focuses not only on the achievement of the final product (in this case, MRE/ mine action project results), but on helping people to learn how to improve the processes they use to achieve their objectives. For example, in demining, the final product could be the handover of cleared land, while the process would be the level of involvement of the community throughout the project cycle and their feeling of ownership of the project results, eg will they trust that the land is now safe and will they use the land?

The term facilitation is most commonly used when people are working in groups. It's about group dynamics. **A good facilitator makes it easier for the group to do its work**. The facilitator does not pronounce the end decision, but instead provides "non-directive" leadership (ie not a dictatorship!), so that groups arrive at their own set of decisions and conclusions. While every meeting or event needs to be steered to a degree in other to achieve its learning objective, **the role of a facilitator is not of controlling the process, but instead one of assistance and guidance**.

While there are many similarities between a facilitator and a trainer, a trainer can sometimes use more manipulative techniques in order to reach the successful conclusion of a particular training exercise. So, at times in training, manipulation can be viewed as a positive element. The facilitation of a community meeting should be much more of a joint learning process. There will, however, be a particular learning objective that must be reached, so facilitation may require a degree of skilful steering of the process, as noted earlier.

DISTINGUISHING FACILITATION FROM TEACHING OR TRAINING

Now that you understand the concept of facilitation, allow the participants an opportunity to demonstrate their knowledge or insights into facilitation, keeping in mind that they may already be facilitators in their individual working environments.

Cut out each of the statements below on separate pieces of paper, or have the statements clearly written on a flip-chart prior to the event. Give one statement to each participant or point to one statement on the flip-chart. Ask the participant to identify if the statement matches their perceived purpose and role of facilitation. Determine which statements have no place in the facilitation process.

After their feedback ask the questions: why, why not?

The term 'chair' is used purely for the purpose of not identifying if it's a facilitator, teacher or trainer.

> Participants are active learners during the training session or meeting
> The "chair" presents materials and participants sit and listen
> Participants develop their own materials
> Participants have an opportunity to learn from their fellow learners
> The "chair" sets the agenda
> The "chair" identifies problems and proposes solutions
> The participants identify problems and propose solutions
> Participants determine daily agenda
> The "chair" creates a situation or prompts a reaction to ensure that learners understand a specific point
> Participants are creative and have time for reflection on topics, often relating the issue to their own lives
> The "chair" tightly controls the training or meeting and manipulates the proceeding in order to achieve a pre-determined objective
> The "chair" encourages and stimulates learning and learns from the process
> The "chair" is the ultimate power
> The "chair" assists and guides the audience to meet their agreed objective
> The "chair" has no decision-making powers when it comes to community solutions

THE ROLE OF THE FACILITATOR

After the above activity, ask the participants if they can now determine the role of the facilitator. This reaffirms their understanding of the term facilitation. Eight points central to the facilitator's role should be emphasised. The facilitator:

> helps participants learn how to work together by providing structure

> assists a group to arrive at a decision or a successful conclusion

> motivates the participants or learners

> creates an environment conducive for learning

> interacts with participants and promotes learning between participants

> enables learning situations

> skilfully guides rather than controls

> learns from the group experience

UNDERSTANDING THE SKILLS AND TECHNIQUES REQUIRED FOR SUCCESSFUL FACILITATION

It is likely that participants will have some expertise in teaching, training or facilitating. It is useful for them to share with others the skills and techniques required for successful facilitation.

ACTIVITY 2.1 | 'POSTCARD JIGSAW'

Learning objectives

> To energise participants; to examine how ad hoc groups form; and to demonstrate a creative and fun way of getting into groups

Materials needed

> At least 10 postcards or pictures (depending on the size of the group and how many individuals you want in each team)

Time needed

> Approximately 10 minutes

Conduct of activity

> Divide participants into groups of five.

> When you know how many are in your group, cut up the postcards or pictures into easy-to-see pieces, just cutting enough to allow one per participant. Don't have too many pictures with just clear blue sky, for example, as this will make it impossible to decide whose blue sky belongs with which group.

> Place them on the table and mix them up.

> Ask everyone to come to the table and take one piece – if they take two by mistake, ask them to put one back.

> Everyone is then asked to take one piece and to find the other pieces of their jigsaw to complete the picture. One photograph or picture may contain anything from 4 to 6 to 10 pieces depending on what size group you want.

> Once the jigsaw is completed the members remain in that group. If the group is too small, merge two picture/photo groups.

T

ACTIVITY 2.1 | 'POSTCARD JIGSAW' (CONTD)

Conduct of activity

Comment: The IIED guide proposes another alternative to this group selection process. If you know your group well and you want certain personalities in a particularly group, cut the pieces before the event and write the names of the people on the back of each piece. You can then hand out the pieces to each person before a group event.

Now that your participants are in their groups, their task is to list 10 skills and techniques that they perceive as essential for effective facilitators. They have 30 minutes for this exercise. Assuming you will have a maximum of six groups in this training, ask each group to turn to their neighbouring group and come up with a joint list of skills and techniques – it being likely that many will overlap. They have 15 minutes for this part of exercise. Then one person (a volunteer or someone nominated by group) who represents the two groups will present the joint findings. When the findings of all groups have been merged following open discussion and general agreement, post the consolidated list on the wall. Display this list for the rest of the course and refer back to it on the final day.

A

The skills and techniques may include the following:

> knowing how to plan and prepare for a successful meeting or training session

> understanding the benefits of facilitation over lecturing or conventional teaching methods

> knowing how and when to apply listening, questioning and observation techniques

> understanding group dynamics and techniques for more effective group work

> having the skills to balance the various aspects of group work so that they best address the needs of the group

> understanding and applying various problem solving techniques

> knowing how to deal with conflict in the group

While some of these skills and techniques have already been touched on, the remainder will be addressed in this segment and later in the training.

B

UNDERSTANDING GROUP DYNAMICS

Group formation is necessary in training workshops on participatory methods as they involve a lot of intensive group work. PRA activities require the constant formation of groups of different shapes and sizes. To aid this process, games can be an extremely useful way of forming groups in an entertaining and non-threatening manner.

Thus, facilitation requires an in-depth understanding of group dynamics. The group you are working with today may be a community group composed of local authorities, village elders, local business people and householders. It could equally be a group of government and non-government representatives agreeing on a future strategy. Whatever the mix, different sections of the group will have different and often opposing interests and agendas. It is up to you as facilitator to make this group 'work'. So, you need to know about what makes a group tick. The basic nature of a group and how it develops is the same no matter what the group context.

Remember that informal groups will not be cohesive and most likely not accountable to each other.

Box 2 | Group exercises and games

The IIED has identified six main categories of group process exercises and games that are effective in participatory training:

> introductions

> energisers and group formation exercises

> group dynamics exercises

> listening exercises

> analytical exercises

> evaluation exercises

Before you facilitate this group event, take some time to reflect on the most commonly held view of how groups develop. While there have been many theories about how groups develop and group decisions emerge, perhaps the simplest and most useful is that well known 'Forming, Storming, Norming and Performing' model originating from the 1960s by Bruce Tuckman.[8]

The model describes four linear stages that a group will go through in its unitary sequence of decision-making. A fifth stage was added in 1977 when a new set of studies were reviewed.[9]

Table 1 | The stages of group development[10]

Forming	The stage when the group first comes together. Everybody is very polite and very dull. Conflict is seldom voiced directly, mainly personal and definitely destructive. Since the grouping is new, the individuals will be guarded in their own opinions and generally reserved. This is particularly so in terms of the more nervous and/or subordinate members who may never recover. The group tends to defer to a large extent to those who emerge as leaders.
Storming	The next stage, when all hell breaks loose and the leaders are lynched. Factions form, personalities clash, no-one concedes a single point without first fighting tooth and nail. Most importantly, very little communication occurs since no one is listening and some are still unwilling to talk openly. True, this battleground may seem a little extreme for the groups to which you belong – but if you look beneath the veil of civility at the seething sarcasm, invective and innuendo, perhaps the picture come more into focus.
Norming	Then comes the Norming. At this stage the sub-groups begin to recognise the merits of working together and the in-fighting subsides. Since a new spirit of co-operation is evident, every member begins to feel secure in expressing their own view points and these are discussed openly with the whole group. The most significant improvement is that people start to listen to each other. Work methods become established and recognised by the group as a whole.
Performing	This is the culmination, when the group has settled on a system which allows free and frank exchange of views and a high degree of support by the group for each other and its own decisions.
Adjourning	As the group project ends, the group disbands in the adjournment phase.

B

Tuckman believed that there are two aspects that all stages have in common – **task behaviours and interpersonal relationships**.

Thus, as a facilitator, you must remember that when individuals work as part of a group there are two issues to consider. The first is the achievement of a specific activity or objective (the task in hand) and the successes and failures that happen along the way. For some groups, this is the only issue worth considering – getting the job done. The second issue is the process of the group work itself – how the job is done – the mechanism by which the group acts as a cohesive unit to accomplish something and not as individuals carrying out parallel actions with parallel outcomes. It is the process by which individuals work together as a team that enhances the final joint outcome.

Facilitators should be aware that group or team individuals tend to adopt specific behavioural roles during the process of working together. Over the years, nine successful clusters of behaviour or roles have been identified,[11] namely:

Three action oriented team roles – Shaper, Implementer and Completer Finisher

Three people oriented team roles – Co-ordinator, Team Worker and Resource Investigator

Three cerebral oriented team roles – Plant, Monitor Evaluator and Specialist.

Each of these roles is explained in Box 3 below. It is intended as background information for the facilitator, but is not supposed to be part of the course.

Management experts advise that within organisations, individual capacity should be developed to ensure that each of the roles can be performed by a team member. Some roles are viewed as compatible and can be more easily fulfilled by the same person; some are less compatible and are likely to be done well by people with different behavioural characteristics. This does not mean that every group or team needs to have nine people, but there should perhaps be three or four people, and it can possibly be even more effective if it's composed of both male and female members.

Box 3 | Nine key roles of teams

Plant	A creative, imaginative, unorthodox team-member who solves difficult problems. Although they sometimes situate themselves far from the other team members, they always come back to present their 'brilliant' idea.
Resource Investigator	The "Resource Investigator" is the networker for the group. Whatever the team needs, the Resource Investigator is likely to have someone in their address book who can either provide it or who knows someone else who can provide it. This may be physical, financial or human resources, political support, information or ideas. Being highly driven to make connections with people, the Resource Investigator may appear to be flighty and inconstant, but their ability to call on their connections is highly useful to the team.
Chairman / Coordinator	The "Chairman/Coordinator" ensures that all members of the team are able to contribute to discussions and decisions of the team. Their concern is for fairness and equity among team members. Those who want to make decisions quickly, or unilaterally, may feel frustrated by their insistence on consulting with all members, but this can often improve the quality of decisions made by the team.
Shaper	A dynamic team-member who loves a challenge and thrives on pressure. This member possesses the drive and courage required to overcome obstacles.
Monitor - Evaluator	A sober, strategic and discerning member, who tries to see all options and judge accurately. This member contributes a measured and dispassionate analysis and, through objectivity, stops the team committing itself to a misguided task.

Box 3 | Nine key roles of teams (contd)

Team Worker	The "Team Worker" is concerned to ensure that interpersonal relationships within the team are maintained. They are sensitive to atmospheres and may be the first to approach another team member who feels slighted, excluded or otherwise attacked but has not expressed their discomfort. The Team Worker's concern with people factors can frustrate those who are keen to move quickly, but their skills ensure long-term cohesion within the team.
Implementer	The "Implementer" is the practical thinker who can create systems and processes that will produce what the team wants. Taking a problem and working out how it can be practically addressed is their strength. Being strongly rooted in the real world, they may frustrate other team members by their perceived lack of enthusiasm for inspiring visions and radical thinking, but their ability to turn those radical ideas into workable solutions is important.
Completer Finisher	The "Completer Finisher" is the detail person within the team. They have a great eye for spotting flaws and gaps and for knowing exactly where the team is in relation to its schedule. Team members who have less preference for detail work may be frustrated by their analytical and meticulous approach, but the work of the Completer Finisher ensures the quality and timeliness of the output of the team.
Specialist	The specialist brings 'specialist' knowledge to the team.

Source: Meredith Belbin's 1981 book 'Management Teams' on www.strategyvectormodel.com.

HANDLING CONFLICT

Conflict is not necessarily a bad thing and is seen as an inevitable part of working towards an understanding or general agreement among a group. Facilitators or trainers should, though, pay particular attention to negative vibes among members of a group as these can escalate and be a destructive force among the group. Remember that the negativity may also be the participant versus the facilitator. During breaks, it may be possible to get a sense of the cause and nature of the tension.

Ask the participants, based on their own experience, what were the reasons for conflict among groups they have worked with. And gauge how they have dealt with it. After their feedback focus on ways in which conflict can be avoided or reduced during a group session.

> Be very specific about the group objective – leaving no room for misinterpretation.

> Do not criticise a person, but instead pass judgement on the action or task.

> Always give positive feedback first before launching into the negative.

> Reaffirm or paraphrase a point that may have the potential for a misunderstanding between group participants.

> Use humour to diffuse a tense situation, if you are sure it's not going to offend anyone.

> Adopt the well known counselling advice, reply to negative statements by participants by using one of three verbs *'I appreciate, I respect, I agree'*.

> Never put a *'but'* or *'however'* into the *'I appreciate'* sentence as it can convey feelings of superiority, condescension or defensiveness. Use the word 'and' instead. By acknowledging what the participant said indicates that you understand their perspective. This allows you to move the discussion in a more constructive direction.[12]

> Talk to the person individually during a break if the opportunity arises to try to resolve the issue.

> If the person is still disrupting the session, give him or her specific tasks that will focus their energies.

B IMPROVING LISTENING AND OBSERVATION

Participatory development demands excellent listening and observation skills, also two of the attributes of a good facilitator. The next exercise, drawn from the IIED PLA Training Manual, is titled 'Drawing Bricks" and specifically addresses 'listening'. **Do not tell participants the title or the objective of the exercise**.

When participants have had an overview of what facilitation is all about, tell them you are now going to do an activity and want one volunteer.

Advise them that it does not involve role play, does not require knowledge, and will not embarrass the volunteer.
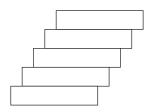
T ACTIVITY 2.2 | DRAWING BRICKS[13]

Learning objectives

> To show how difficult it is to transmit information using only words; and to compare the ease of one- and two-way communication.

Materials needed

> Two sheets of paper with the figure drawn on them

Figure

Time needed

> 10 - 15 minutes

Conduct of activity

Do not tell participants the title or the objective of the exercise.

> Ask for one volunteer. Sit that person with her/his back to the rest of the group.

> Give the volunteer the sheet with the figure on it and make sure no one else in the group can see it.

> The volunteer is them asked to explain verbally to the group what s/he sees, giving only verbal instructions on how to draw the figure. The rest of the group are asked to draw what they are told by the volunteer. The volunteer is not allowed to gesture, turn around, etc.

> In the first phase of the game, the rest of the group are not allowed ask questions: they must draw the diagram in silence. When the volunteer has finished the instructions, hand the second sheet to him/her. It is the same picture but the others will not know this.

> The group is asked to start a new sheet of paper and the exercise is repeated, but this time the group can ask questions and the volunteer is allowed to answer verbally (s/he is still not allowed to use her/his hands, etc) at the end, the various diagrams are compared with the original.

Comments: If time is short, this exercise can stop after the first phase as a demonstration of the difficulties of one-way communication. Debriefing should concentrate on discussion of the relative ease of one and two-way communication and the difficulties of only verbal compared to a combination of verbal and non-verbal communication. The following questions can be discussed:

> At what point did the rest of the group become/stop being confused?

> What assumptions was the volunteer making?

> What would have made it easier for the group to understand (analogies such as bricks, geographic directions)?

This diagram is good because, if described clearly, it can be drawn accurately. If other diagrams are used they should not be too difficult. They should be quite structured and it should be possible for the volunteer to make analogies with the object.

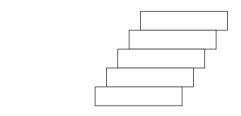## ACTIVITY 2.3 | NODDERS AND SHAKERS[14]

Learning objectives

> To illustrate how incoherent body language affects verbal communication

Materials needed

> Two sheets of paper with the figure drawn on them

Figure

Time needed

> 10 minutes

Conduct of activity

> Divide group into pairs by asking them to join with someone they haven't yet worked with.

> One person from each pair is the 'shaker' (ie only shakes head from side to side); the other person is the 'nodder' (ie only nods head up and down)

> Ask pairs to conduct a brief conversation. Both while talking and listening, the person should be nodding or shaking. After one minute, get partners to swop roles, the shakers become the nodders and vice versa.

> Feedback can be in pairs or conducted in the plenary.

ACTIVITY 2.3 | NODDERS AND SHAKERS (CONTD)

Conduct of activity

Comments: Use the following questions to debrief:

> Did you feel you were being listened to?

> Were you distracted by the nodding and/or shaking?

> Could you report back what was said?

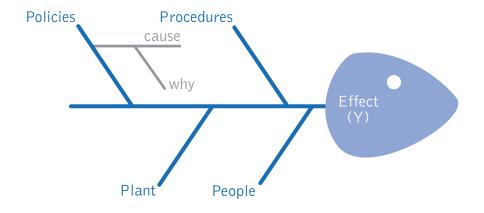> How did your incongruous body language affect your own verbal communication?

B

PROBLEM-SOLVING TECHNIQUES

Effectively, as project staff you are all keen problem solvers and most of you have been involved in problem solving during the course of your work. Some of you will have used tools and techniques to enable you to reach a solution to a problem including perhaps the well known SWOT analysis technique. This technique is a strategic planning method used to evaluate the Strengths, Weaknesses, Opportunities and Threats involved in a project.

Today, we will use a different kind of method to solve problems, a tool called the Fishbone Diagram tool. It provides a useful visual representation of the problem-solving process. This graphical tool identifies the relationship between a problem and its potential causes – sometimes also referred to as the Cause and Effect diagram. If used correctly as part of a joint team process, it can generate some innovative solutions.

The diagram below,[15] shaped like a fish, is constructed though group brainstorming of possible causes of a problem. The effect or the problem statement is written on the right-hand side, in the fish's head.

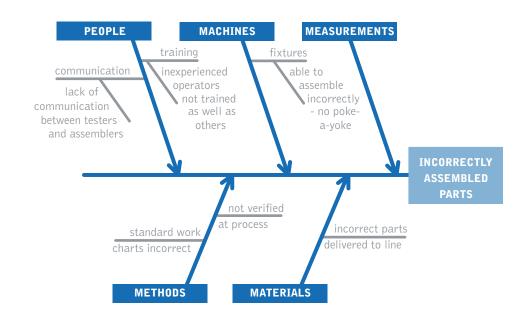**Figure 1 |** The Fishbone problem-solving diagram

The major cause categories are written in the boxes at the end of the fishbones on the side (the head can be represented by a circle). The idea is to summarise the major causes under categories. The categories chosen above are: people, plant, policies and procedures and are applicable to industry. While people, policies and procedures are normally categories relevant to most problems, new categories can be added to best suit your area of work. Other category suggestions are: equipment or materials, legislation, etc.

Under each category, identify potential causes for the problem relating to the category. For example, if the fact that project staff or community members are not communicating, or staff are not properly trained, are some of the causes of the problem, these should be captured under the fishbone called "People".

Figure 2 below, is an example from the manufacturing world and shows causes under each category.

Figure 2 | The Fishbone problem solving in the context of manufacturing[16]

Add more fishbones to the backbone if more categories are identified. Or if sub-categories are identified, smaller sub-branches can be added. It is often recommended that the problem be stated as a question – a question for which you will hopefully find the answer.

T ACTIVITY 2.4 | FISHBONE PROBLEM-SOLVING

Learning objectives

> To give groups the opportunity to work together to solve a problem

Materials needed

> Large sheets of paper, pens/markers, adhesive

Time needed

> Approximately 60 minutes

Conduct of activity

> Divide into groups of five or six people (use previously formed groups if appropriate).

> Identify a problem common to the group. This can be identified by the group, or one chosen by the facilitator. In this case you can present the following problem, framed as a question 'Why is the behaviour of secondary school children not changing when knowledge of mines/ERW risk is so high?'

> Each group should nominate a recorder and a rapporteur.

> Ask each team to represent this 'effect' in a circle representing the head of the fish.

> Then draw a backbone and side bones as previously demonstrated.

> Brainstorm on causes and document on separate sheet of paper. Do not debate the issue, just document as participants contribute – they are all valid.

> Then identify categories – or vice versa (eg identify categories first, then causes).

> Categorise causes under the relevant category.

> Reflecting on the causes, each group should rank the five most important causes, marking five beside the most important that needs to be addressed, decreasing to 1 in terms of degree of importance. Discussion is useful at this step of the process. Ranking can be done on an individual basis with all scores added in the end, or can be agreed though prior discussion.

> Causes can be turned into opportunities. The highest ranking cause/opportunity has the most potential for defining or solving the problem.

> At the end of the exercise, one group remains where it is and all other groups come to visit the display, asking questions or seeking clarification if necessary. Each display is allocated 15 minutes. The same is repeated until all team masterpieces have been reviewed.

> Ask all groups to return to their seats and ask which causes got the highest rank – based on their reflection on all displays.

> Advise that this can be turned into a solutions fishbone.

Comment: This process creates a sense of ownership of the solutions to the problem and can be useful when doing project planning and field assessments. It can equally be useful for finding solutions to organisational or institutional problems associated with a mine action. It is a good visualisation of a problem and solution in a snapshot.

End the session by asking the participants if it was a useful exercise. How did it compare to other problem-solving techniques they had used in the past. And finally, would they use this technique again in their project work?

ON BEING A FACILITATOR — PUTTING IT TO THE TEST

It is time to put this knowledge into action. Ask for a volunteer who will act as a facilitator in a facilitation role play on 'Land Use'. In addition, you will need four other volunteers to represent the following: one village leader (male); one businessman; one teacher (female); and one local authority member (male). It is best to undertake this activity when the group have got to know each other as participants may be shy or reserved in the beginning.

This is an activity to elicit discussion among communities and to assist communities in reaching agreement over the use of specific lands.

It asks a community to plan how they intend to use cleared land to avoid wastage and misuse of resources. Clearance activities are costly and time-consuming, therefore a community needs to be sure that they intend to use the cleared land for a specific reason, and that it will not be neglected or taken over by local leaders for personal use. Through general discussion, with community liaison staff acting as facilitators, information gathered should include the purpose of cleared land, number and type of beneficiaries, land tenure situation. This session does not include the drawing of community maps.

Ask the group of five to arrange their seating in whatever way they wish. They have 30 to 45 minutes for the role play. At the end of the role play, thank each of the volunteers and congratulate them on being so brave.

Box 4 | Attributes of an effective facilitator

> Active listener and observer	> Honest and fair
> Enthusiastic and energetic	> Consistent in actions
> Open and sincere	> Flexible when appropriate
	> A sense of humour and fun

Begin by asking the following questions of the facilitator:
> What did you learn about the process?
> Was it an easy group to facilitate, and is it similar to your past experience on the ground? If not, why not?
> What would you do differently next time?

Next, ask the four community volunteers the following questions:
> What did you learn about the process?
> Was your agenda represented in the final decision? If not, how do you feel about it?
> What about your business interests – if they are not taken into consideration, what will you do?
> What would you do differently next time?

Finally, ask the other participants the following:
> What did you learn about the process?
> What do you believe are the greatest challenges to successful facilitation?

End-of-day evaluation

Instead of doing one big evaluation at the end of the five days, build in some "mini-evaluations" during the training workshop. This is useful for the purpose of re-directing the training and also supports participatory monitoring and evaluation, a process we will talk more about in a later session.

ACTIVITY 2.5 | RESENTS AND APPRECIATES[17]

Learning objectives

> To get feedback on a training session or day; to encourage open reflection by the participants

Materials needed

> None

Time needed

> Approximately 20 minutes

Conduct of activity

There are two parts to this exercise.

> Ask participants to arrange themselves in a circle or U shape where they all have eye contact.

> In turn each participant completes the sentence:
"I didn't like it when…"

> This may refer to anything that happened during the session or day. Each person may choose to say nothing or complete the sentence as many times as necessary.

> No one should pass judgement or comment on what others have said.

> After everybody has answered this question, the procedure is repeated for what they appreciated. This time complete the sentence:
"I liked it when…"

Comments: The exercise finishes with the 'likes' so participants finish on a positive note. You should begin the round and be as honest as you expect the participants to be.

End of Day Two

SESSION 3

UNDERSTANDING PARTICIPATORY RURAL APPRAISAL

Learning objectives covered in Session 3

At the end of this session, participants will have a deeper understanding of PRA tools and techniques. They will know how to identify community participants and have an understanding of when to use specific PRA tools. And finally, it is anticipated that they will know how to make information analysis more effective.

B Begin this session by referring back to your session on participatory approaches to development.

We mentioned earlier that Participatory Rural Appraisal (PRA) is based on a series of innovative tools and techniques that uses group animation and exercises more so than writing to facilitate information sharing, analysis and action among stakeholders. We also noted that the visual nature of the tools allows participation from both literate and illiterate members of the community. It is now well understood that this enhances the reliability of the results.

On our first training day we highlighted one principle that we must be aware of if we are to use PRA successfully – can you tell me what it is?

One issue that is central to successful field work and that you must be aware of is short-comings in your own attitude and behaviour.

KNOWING PRA TOOLS AND TECHNIQUES

Box 5 | Tips for interviewers / facilitators

> Organise meetings at times that suit both men and women

> Wear culturally sensitive clothing

> Always start by greeting the participants

> Clearly explain the purpose of the interview or discussion

> Speak slowly and clearly and use simple language

> Ask open-ended questions using "who", "what", "where", "why", "when" and "how". Do not ask leading questions that might influence answers

> Do not raise the expectations of participants about potential of benefiting from future projects

> Do not interrupt while participants are speaking

> Be open to people's opinions, perspectives and interests

> Do not impose your opinion or viewpoint

> Use your facilitation skills to avoid domination by strong members of the group

> Be patient if participants are initially shy or hesitant to speak

> Be conscientious and take note of participant responses, even if you may not agree with them

> Always end interviews by thanking participants for their time and valuable contribution

ACTIVITY 3.1 | ESTABLISHING WHAT YOU KNOW ABOUT PRA

Learning objectives

> To demonstrate existing knowledge of the group and to add to their understanding.

Materials needed

> Flip-chart and markers

Time needed

> Approximately 20 minutes

Conduct of activity

> Ask for a volunteer to capture feedback on a flip chart

> In a plenary session, ask participants to name the participatory tools and techniques familiar to their current or past work.

> Volunteer writes responses on the flip chart. Check here that every response is captured no matter how strange it may seem. Clarify if necessary.

> Allow the respondent to briefly describe the method and when they would use it.

> When responses have ended ask the group to identify categories for grouping the tools and techniques.

> If they are hesitant in their response, suggest one such category, 'interviewing techniques'.

> Have a separate sheet of paper for each category title.

Comment: This exercise identifies the level of knowledge within the group and will determine what methods require further practice during the day.

Give more feedback on categories if necessary. Commonly used categories are as follows:

i)   **Interviewing methods**

While interviews are not necessarily tools or techniques, they are extremely useful PRA methods for collecting primary qualitative data. What they have in common is that they are flexible in time and structure. There are four common types of interview:

> Semi-structured group interviews

> Key informant interviews

> Focus Group discussions

> Household interviews

ii)   **Interactive data collection tools**

This set of tools includes maps and diagrams that help to simplify complex information, making it easier for individuals and communities to communicate and analyse. Some of the well known tools are:

> Community mapping

> Mobility mapping

> Venn Diagram (institutional mapping)

> Historical Timeline

> Seasonal calendar

> Transect Walk

> Land use planning mapping

iii) Matrix techniques

These tools are simple and inexpensive ways to provide insight into community decision-making processes and to identify the criteria that people use to select certain items or activities. Two tools that are commonly used are:

> Preference ranking

> Matrix scoring

> Or a combination of both

Box 6 | The "Don'ts" of interviewing: don't…

> Stand up and look down on your 'subject'	> Argue or be cynical
> Fidget while the person is replying	> Focus on rumours
> Influence by sharing a strong opinion	> Look bored and disinterested

Before you leave this session, ask the group to reflect for a moment on their knowledge of facilitation and remind them that:

The outcome of PRA depends largely on the attitude of the person or persons facilitating the process.

Mention here that we will return to the practical application of the tools in a later section.

WHO SHOULD PARTICIPATE IN PRA?

In a plenary, ask the group the question "Who should participate in PRA?" Ask them how they chose the participants in their field work to get the discussion moving. Allocate 10 to 15 minutes for this plenary. At the end, highlight some of the key points, outlined below, if they have not already been mentioned, or use them to stimulate discussion during the plenary, eg "So, what about the inclusion of women, children, mine/ERW survivors?"

> One of the key pre-conditions for successful participatory development is that the participants must be representative of their communities.

> Development projects can push community groups with different interests to oppose one another as not all community members share a common vision and objectives.

> While local elites can sometimes be a useful go-between for vulnerable groups and local government, they can often monopolise targeting and other important decisions in a community.

> Additionally, given business people's relative wealth, they can successfully oppose an intervention if it compromises their business interests.

Remember: If communities are not properly represented, participatory processes can pit losers against winners.

Also highlight that at times there may appear to be a lack of public interest in becoming involved in PRA activities. This is usually because their expectations have not been met in previous efforts. Equally, they may not been exposed to participation in the past and believe it is the role of local government to represent them, or perhaps that they do not have the resources necessary to become involved – it may be a simple logistics problem.

Don't forget that community mobilisation is an important part of any PRA process.

And remember to highlight gender issues. The gender-differentiated roles of men and women must be explicitly analysed during any participatory process to reveal the sources of variation in roles that will be important with addressing level of threat and perceptions of risk. To accomplish this, it is often useful to have separate male and female groups (which can be sub-divided into children, youth and elderly as required).

Remember: Have a good gender mix, since women, children and men will have very different perspectives of what is important to them.

ADOPTING THE MOST EFFECTIVE SEQUENCE OF TECHNIQUES

Participants should be aware that the selection and use of participatory tools must match the type of process or activity. It is important that they know when to use each tool. The activity below "Matching the participatory tool with the project phase" will assist this learning process.

ACTIVITY 3.2 | MATCHING THE PARTICIPATORY TOOL WITH THE PROJECT PHASE

Learning objectives

> To illustrate when to use specific tools and techniques in the context of the project cycle

Materials needed

> Large sheets of paper (one for each sub-group), pens, markers, adhesive

Time needed

> Approximately 60 minutes

Conduct of activity

> Going around the room, ask each individual to count 1, 2, 3, 4, 5.

> Then ask all "1's" to break into one group and so on, until you have five separate groups (or more depending on the number of participants).

> Display the table below and ask them to copy the table on to their sheet of paper.

Table 2 | Matching the participatory tool with the project phase

PROJECT CYCLE	METHODS, TOOLS AND TECHNIQUES
Planning & Assessment	
Implementation	
Monitoring & Evaluation	

> Ask them to brainstorm for 10 minutes and then add the specific tool under the methods, tools and techniques section.

> When each box has been completed, ask them to move to the next group and jointly share their findings.

> Encourage debate and discussion.

> Continue the same process until each group has met at least two other groups.

At the end of the exercise, ask the following questions:

> What did you learn from this session?

> Were there any challenges?

> Did you identify any areas where your group lacks knowledge or requires further support?

Remember to keep all the sheets of paper safely as they may be referred to again before the end of the five-day training.

At this point it would be useful to re-state some of the key steps that loosely apply to sequencing, as follows:

If an agency is undertaking an initial visit to a new location, it is more likely to conduct interviews for a rapid overview. For a more in-depth assessment, this can be complemented by techniques on group dynamics and sampling, such as social mapping.

Group problem-solving exercises and mapping are good techniques to start with because they involve several people, stimulate much discussion and enthusiasm, and provide the assessment team with an overview of the area. This normally elicits non-sensitive information.

When mapping is completed, the focus can turn to observation by the inclusion of transect walks, best accompanied by some of the people who have constructed the map. As trust and respect is built up between the outsider and insider, more innovative techniques can be used.

Wealth ranking is best done later in a PRA once a degree of rapport has been established, given the relative sensitivity of this information. Also, in RE/mine action needs assessments any potentially sensitive areas of inquiry are best kept until last.

While the current situation can be shown using maps, the use of other specific techniques such as seasonal and historical diagramming exercises can reveal changes and trends, throughout a single year or over several years.

Preference scoring or ranking can be a good icebreaker at the beginning of a group interview. It is a useful tool for ranking the importance of real or perceived risk within communities. Later, individual interviews can follow up on the different preferences among the group members and the reasons for these differences.

IMPROVING INFORMATION ANALYSIS

Note that at this stage, using some or all of the PRA techniques above will have given you lots and lots of information - of varying quality. As the information is qualitative and from multiple sources, it needs to be analysed for consistency and credibility. The next activity 'Fact, Opinion, Rumour' is an information analysis tool.

ACTIVITY 3.3 | FACT, OPINION, RUMOUR[18]

Learning objectives

> To encourage a differentiation between facts, opinions and rumours; to encourage the judging of responses by informants during fieldwork

Materials needed

> Prepared paragraphs of text to read out or distribute (sample included overleaf)

Time needed

> Approximately 20 minutes

Conduct of activity

> The name and objective of this exercise can be shared with participants at the start of the activity.

> Briefly discuss the difficulties of judging information as it comes from informants.

> Ask participants to judge the validity or reliability of information in a plenary brainstorm. Then define three ways of categorising information, namely as fact, opinion or rumour.

> Ask participants to define these words or, if your time is limited, present the following definitions:

  Fact knowledge or information based on real occurrences; or, something demonstrated to exist or known to have existed.

  Opinion a person's or group view or perspective on a topic.

  Rumour unsubstantiated information from unknown sources.

> Read out the whole paragraph first.

> Then go through it line by line and ask participants to judge each phrase by making a physical signal with their arms. No speaking is allowed.

> When the phrase or statement is deemed as:

  Fact raise one arm

  Opinion rest both hands on top of head

  Rumour cross/fold arms in front of body.

Sample text: Interview with the head of the local authorities

You would like to know about the mine/ERW situation in our village? Well, let's see. There are 500 households (F), one church (F), two health centres (F), one of which is not so good (O). The church was damaged in the last war (F). We heard it was the work of the rebels (R). There was one explosion near the church in 1990 (F), which killed two people (F). I'd say that it was caused by a cluster bomb because there are still a lot of them around the village (O). It is mostly women who get injured (F) as they don't understand the dangers (O). We heard one day that one woman stored a number of items of ERW under her bed (R) and that her children collect them for her (R). It seems to be a common occurrence around here (O).

Comments: This exercise can be a useful reference point for further field training. Participants can cross-check with each other and begin to categorise and judge information they receive from the field. Discussion on this game can also dwell on how a participatory team might investigate 'facts' further. Point out that judging information is subjective, as each listener will interpret the information based on their own preconceived ideas or prior experiences which might not be relevant in this situation.

Take this opportunity to emphasise key points, as follows:

A central tenet of PRA is triangulation of information sources. As PRA works with qualitative data to ensure that information is valid and reliable, at least three sources must be consulted or techniques must be used to investigate the same topics.

> Check data for common trends and patterns which may become apparent.

> Get clarification if data dubious.

> Perform the analysis at the end of each day's exercise while the information is still fresh in one's mind – if at all possible.

> Have as much input as possible from members of the community participant groups.

> Further cross-checking, analysis, interpretations and judgments will be necessary as the information sources flow in.

> Conclusions and recommendations will feed into activity development on the ground.

And don't forget:
The time taken for analysis should equal the time taken for data collection.

At this point ask the participants what categories they would use if, for example, analysing the results of an assessment. You can give an example such as 'cultural factors'. Give 10 minutes for this discussion and give some more examples of categories from the section below if they have not already been covered.

From a mine action perspective issues can be categorised in terms of the following factors:

> **environmental factors** physical characteristics that expose people to risk, seasonal changes that increase risk, security changes that block access to areas or force people to risk areas.

> **mine action factors** are mine action services able to respond adequately to the expressed needs of the community, is MRE sensitive to the needs of the target groups and accepted by them?

> **self-help factors** to what extent does the community conduct 'self-help' practices, such as marking or village demining, and are they willing to share any information about or arising from this practice?

> **social factors** social norms and practices, levels of support from relatives and wider social networks, interaction between different groups in the community, dominant role models in the community.

> **medical factors** do the villagers have access to medical care, such as first aid and rehabilitation care? What are their emergency rescue procedures and do they have transportation to medical facilities?

> **cultural factors** collectively held values (from religious convictions or other shared beliefs), which influence a society's response to its environment, determining for example what is good practice and behaviour?

> **individual factors** levels of knowledge of safe behaviour around mines/ERW, individual behaviour, attitudes and beliefs, levels of literacy and education.

> **economic factors** economic or livelihood pressures, access to economic resources.

> **political and legal factors** what opportunity does the community have to participate in decision-making, access to the legal system and existence of supportive laws, regulations and policies.

T PLANNING FOR GREATER ENGAGEMENT WITH COMMUNITIES

To wrap up this session, ask some questions that will reflect on participant learning, for example:

> Do you believe that community liaison can add value to your mine action programme?

> If yes, how?

> If no, why not?

Let the group debate these issues for 10 minutes then move on to highlight a few key issues.

> Emphasise that c**ommunity participation doesn't just happen - it has to be planned for**. As a concept for a mine action programme is being developed, so also is the plan for the affected community's contribution to the initiative.

> **The dimensions or depth of CL will vary depending on the task**. The level and depth of individual or group participation must be determined for each phase and indeed for each activity (it can of course be adapted later).

> When this has been agreed, its financial cost must be estimated and reflected in the budget.

> While PRA tools and techniques are very useful, **the participatory process (why) is as important as the tool (how and what) you use** to carry out an activity.

> The **establishment of formal or informal partnerships** could provide efficient opportunities for institutionalising participatory approaches in mine action. Ask the group if any of their agencies have formal or informal partnerships with local mine action agencies. If yes, give them 10 minutes to describe the level of partnership and the value that it adds.

> And advise them to recall from their training on the levels of participation that…

Sustainability will not be built through passive, consultative or incentive-driven participation, but by functional, interactive or community-initiated beneficiary involvement.

SESSION 4

RECOGNISING THE VALUE OF COMMUNITY LIAISON IN MINE ACTION

Learning objectives covered in Session 4

In this session, we will look more closely at how participatory approaches are and can be better applied in mine action. While many terms are used to describe 'community participation', the term most commonly used in mine action is 'community liaison', or CL as it is widely known. This session aims to increase participant knowledge of community liaison, and to determine the level of participation in their current projects.

WHY IS COMMUNITY LIAISON ESSENTIAL IN MINE ACTION?

To kick-start discussion on this issue, pose the question "Why is community liaison essential in mine action?" Have a plenary for 15 minutes, documenting the key points raised. Restate the facts and paraphrase when necessary. If the discussion is slow to start, suggest one of the following points.

Systematic application of community liaison (CL) tools and techniques can improve the efficiency and effectiveness of mine action interventions by:

> helping to mobilise communities to address risk-taking by community members

> providing reliable information

> linking communities' unmet needs with mine action interventions in a more timely fashion

In addition, the International Mine Action Standards (IMAS) affirm that community liaison is a strategic principle of mine action.

IS COMMUNITY LIAISON WORKING ON THE GROUND?

Ask the group "What could indicate that CL is not working on the ground?" Again, document the key points. This session may cause some heated debate, but it is useful to get people thinking about what they can do better. The points below can be used as an illustration that CL may not be achieving its full potential.

> It is estimated that 97.5% of land cleared in mine action programmes was never contaminated in the first place.

> Cleared land remains unused because communities do not know or trust that the land is now safe for use.

> In affected communities, victims go unassisted while rehabilitation centres have unused capacity.

> Additionally, there is doubt that community priorities are met in many mine action programmes, with plans and subsequent outcomes guided too often by other priorities, such as political expediency or ease of logistics.

KNOWING THE ORIGINS AND EVOLUTION OF COMMUNITY LIAISON

Some participants may be new to mine action and may need to have some facts on community liaison. This is an opportunity for more seasoned staff to reflect on what CL should involve on the ground.

A question and answer approach may be used based on the information below. Perhaps start with a broad question, "Do any of you know when CL was introduced into mine action and WHY?"

Over the past four decades, development experts, bilateral and multilateral donors and implementing agencies have been recommending community-driven or participatory development as the principled and responsible approach to development. This is true to development policy both in the developing and the developed world. The approach has been sold on the back of evidence (or sometimes without it) suggesting that participation builds stronger social networks between people; reduces the risks of misinformation between communities and planners; leads to the provision of more responsive services; and ultimately results in more sustainable project outcomes.

In the 1990s, mine action experts began to voice concern about practitioners' preoccupation with landmines as objects, with too little focus on the individuals and communities affected by mines and ERW. Involving the community in mine action interventions arose from recognition of two main problems:

> the lack of communication channels between affected communities and demining initiatives, as well as between these communities, mine action and development and relief interventions, which undermined the efficiency and effectiveness of mine action

> the typical failure of MRE to influence most of those at risk, especially when due to livelihood pressures, to change their behaviour to be more mine/ERW safe

The British NGO, Mines Advisory Group (MAG) pioneered what is now known as community liaison (CL) in the 1990s, recognising the inherent limitations of MRE as it was generally conducted. CL emphasises community participatory approaches, communicating directly with communities, mobilising their own knowledge and commitment and putting the needs and priorities of communities first in mine action interventions.

End of Day Three

IMAS DEFINITION

A flip-chart with the IMAS definition is worth posting on the wall for the duration of this session. A slide can also be shown.

IMAS 3.38[19] defines community liaison as:

"liaison with **mine/ERW** affected communities to exchange information on the presence and **impact** of mines and ERW, create a reporting link with the **mine action** programme and develop **risk reduction** strategies.

Community mine action liaison aims to ensure community needs and priorities are central to the planning, implementation and **monitoring** of mine action operations."

It further notes that:

"Community liaison is based on an exchange of information and involves communities in the decision making process, (before, during and after **demining**), in order to establish priorities for mine action. In this way mine action programmes aim to be inclusive, community focused and ensure the maximum involvement of all sections of the community. Emphasise the following statement:

This involvement includes joint planning, implementation, monitoring and evaluation of projects.

Community liaison also works with communities to develop specific interim safety strategies promoting individual and community behavioural change. This is designed to reduce the impact of mines/ERW on individuals and communities until such time as the **hazard** is removed."

You can end by asking if this is similar to the national standards definition in their country of work.

COMMUNITY LIAISON GOAL AND OBJECTIVES

In a plenary session, ask the group "In your opinion, what is the main goal or purpose of CL?" This brainstorming session will get people reflecting about what they actually do on the ground.

Next, ask them "in your opinion, is CL a specific activity or an approach – ie a way of doing business?"

You can tell them that the GICHD/UNICEF multi-country study found that there are different levels of community liaison as evidenced in many countries. While at times it could be categorised as a specific activity (as noted in the IMAS), it can equally, and possibly more effectively, be adopted as a participatory approach or a way of doing business within a mine action agency.

So broadly speaking, **the main goal of community liaison is to ensure the involvement of mine/ERW affected individuals or communities during the planning, implementation, monitoring and evaluation stage of mine action projects or programmes.**

This establishes CL as a distinct participatory approach or as a guiding principle as affirmed in the IMAS.

More specific objectives of community liaison include:

> exchange information between affected communities and mine action players on the presence and impact of mines and ERW

> link these communities to the decision-making process before, for example, data collection for General/Impact Survey, or during and after clearance in order to ensure that community priorities inform mine action

> link these communities to development interventions, if and when available, that could reduce the risk until clearance can take place

> develop interim safety strategies with at-risk groups to promote individual and community behavioural change (designed to reduce the impact of mines/ERW on individuals and communities until such time as the threat is removed)

If these are ever to be achieved systematically in a mine action programme, this will demand first and foremost a sea change in attitude among project and programme managers.

As you have already seen in the participatory rural appraisal section, CL takes time and uses valuable resources, needs skilled professionals and obliges difficult cross-sectoral linkages with other mine action and development efforts.

Emphasise that **the potential benefits, however, are extremely significant** as noted in the opening section of this chapter.

WHAT IS A 'COMMUNITY'?

Before moving to a detailed examination of participatory approaches, it is important to reflect for a moment on just what is this notion of 'community'.

Tell the group that developing a broad definition is essential at the start of any project or programme to enable performance measurement of 'community' liaison as implementation unfolds. Ask them to share some opinions on what is a community.

The multi-country study found that practitioners had in mind, variously, a group of individuals, households, a village or group of villages, within a geographically defined area.

Further criteria were that they should be jointly involved in implementing a mine action activity, having established a common goal. This is a useful categorisation of 'community' and one that is worth defining at the beginning of each project or programme.

ADOPTING A CL APPROACH TO MINE ACTION

ACTIVITY 4.1 | COMPLETING THE COMMUNITY LIAISON CHECKLIST

Learning objectives

> To demonstrate how well integrated community liaison or community participation is in your project

Materials needed

> Pens and one copy of the Community Liaison Checklist for each group

Time needed

> Approximately 60 minutes

Conduct of activity

Give one copy of the Community Liaison Checklist to each group. Do not explain anything about the content of the checklist.

> Ask the group if any of them work together as a team. If yes, ask them to form one group. Continue this pattern until all participants are aligned with a group. If it happens that all participants are part of one team, divide them into groups of 5-6 people.

> Ask them to read each question and mark/tick, yes, no, not sure, or not applicable in the boxes across from each question.

> Discussion and debate is allowed among each team in order to reach general agreement on each answer.

> At the end of the hour, ask the sub-groups to return to one group.

Begin by asking what they learned from this exercise. Additionally, ask:

> Were you shocked or pleased by the level of CL in your project?

> Did you have any difficulty with this Checklist tool?

> Do you understand the logic behind it? If yes, ask one brave volunteer to explain what it's all about.

A

Comments: When feedback has ended, make sure the following points have been adequately covered:

The community liaison checklist (see Table 3 overleaf) will assist mine action staff to integrate community liaison throughout the project cycle. The checklist supports the planning phase in particular, ensuring that the intervention is sensitive to community liaison and participatory processes. Not all questions may be relevant to all projects, and staff can select the questions that are most relevant in the specific context.

The aim of the checklist is to ensure that mine action staff fully consider the key issues linked to community liaison when developing a project. It is intended to highlight issues that are central to any participatory approach and therefore should not be overlooked.

It is worth giving some time to the completion of the checklist and preferably as a team, rather than just one person ticking all the 'correct' boxes. If the majority of the boxes receive a 'no' or 'not sure' tick, then it is recommended that you review your project from a community participation and liaison perspective. 'No's' may indicate that the project has not adequately addressed sustainability issues, reflecting little or no participation from the project beneficiary community or indigenous groups – leaning towards an outsider, top-down approach.

This tool is also useful for project review processes as well as for continuous monitoring and the final evaluation phase. Again, it is best used as part of a team effort, involving the community when relevant!

Finally, tell the group that this exercise will be useful later in a performance measurement session.

Table 3 | Community Liaison Checklist[20]

	DOES YOUR PROJECT ADEQUATELY ADDRESS THE FOLLOWING...	YES	NO	NOT SURE	N/A
INCLUSION AND REPRESENTATION	Does your mine action agency have a gender-sensitive employment policy or guide, and is it given due consideration during local and expatriate recruitment?				
	Does the design of the project enable the agency to gain an in-depth understanding of the community or village dynamics, power structures, lives and livelihoods?				
	Has the project taken into account under-represented groups in the community during all phases of the project cycle?				
	Has it considered the perspectives of children, youth, women, men, mine/UXO survivors, and the elderly, where appropriate when using PRA techniques?				
	Does it promote the inclusion of mine/UXO survivors in regular employment or project activities?				
	Financial and/or in-kind support and time is made available or allocated to promote inclusion in this project.				
CAPACITY DEVELOPMENT AND PARTNERSHIPS	The mine action agency has an explicit "capacity development strategy" with clear benchmarks, targets, indicators and handover strategy.				
	The planning, implementation, management and monitoring capacity of key individuals, community groups and government institutions will be strengthened by this project.				
	The project facilitates the establishment of local mine action groups, or sub-thematic groups (eg MRE) or supports the strengthening of existing ones.				
	The mine action agency has (or is planning) a formal or informal partnership agreement with a local like-minded agency.				
	Promotes and assists in the facilitation of annual planning initiatives for national and sub-national non-governmental groups and government institutions.				
	All mine action staff and relevant community groups or individuals receive minimum training requirements in participatory approaches, facilitation, PRA and partnerships.				
	Educational ministries, departments and schools are trained on mine risk reduction and encouraged to effectively adopt MRE into the curriculum.				
	Working in partnership with other groups is encouraged both at local and international level.				
	Safer access to food, water and markets are secured for vulnerable groups.				
	The project contributes to the development of a national or sub-national mine action strategy, where appropriate.				

Table 3 | Community Liaison Checklist (contd)

	DOES YOUR PROJECT ADEQUATELY ADDRESS THE FOLLOWING...	YES	NO	NOT SURE	N/A
COMMUNICATION & INFORMATION SHARING	A detailed communication strategy on mine risk reduction (MRR) is developed.				
	Improves quality of access to information by communicating in a variety of ways, using different languages and different communication media or formats.				
	Improves means of communication and information access for people with visual, hearing, or manual disabilities, particularly ERW survivors.				
	Provides opportunities for documentation of application of CL, development of guidelines and training manuals as required, encouraging information sharing via the internet.				
INFLUENCE, DECISION-MAKING & LEVEL OF PARTICIPATION	The project encourages local action and local decision-making.				
	Communities are actively involved in planning, implementing and managing the project, not just passively absorbing information.				
	Community priorities have been reflected in the choice of project interventions.				
	Interaction with key individuals and community groups encouraged throughout the project cycle.				
	Key individuals and community groups are actively involved in monitoring and evaluating the project.				
LEARNING	Participatory tools and techniques are adapted to the local mine action context and shared with other organisations and across the mine action sector internationally.				
	Mine action successes and failures in relation to community liaison and beneficiary involvement are documented and shared widely for the purpose of improving project efficiency and effectiveness.				
	Has the project been developed or adjusted based on lesson learnt from other projects or programmes?				

SESSION 5

KNOWING
HOW TO MEASURE
COMMUNITY LIAISON
PERFORMANCE

Learning objectives covered in Session 5

Inform participants that the multi-country study found exaggerated claims of the benefits of community liaison in mine action had not been borne out in practice. Why not, you might ask? Because the benefits have not been measured or documented. Or, if they have been measured and documented, they have not been shared for wider learning.

B Again, emphasise that while there is little evidence that community liaison is working on the ground, there is clear evidence that CL is needed for more effective programming. It is notable that much more research has been undertaken on the positive impact of community participation in development programmes. In order to quell its critics, mine action agencies need to sit up and take note and better sell CL as a viable participatory approach in mine action.

At the end of this session, participants will understand some of the measurable dimensions or themes that cut across community liaison. They will know what indicators to set and other key considerations. Part of the session will include practice on developing a performance measurement matrix. Another key element of this training is the importance of community involvement in mine action monitoring and evaluation. And finally, the session addresses the importance of reflecting, learning and adapting programmes.

Note: This session assumes a reasonable knowledge of monitoring and evaluation terminology, purpose and functions. If this expertise is lacking in the group, it would be useful to have the IMAS MRE Best Practice Guidebook on Monitoring.

IDENTIFYING DIMENSIONS AND THEMES

Before we talk about dimensions, themes and indicators, pose the following question to the group:

"Do you already measure the effectiveness of community liaison in your project?"

If yes, would you like to share with us how you measure it? Allow at least 10-15 minutes for this discussion as it sets the scene for what is to follow.

Next, share with the group that monitoring and evaluating community participation has never been easy due to the difficulty in defining it. An added challenge is the diversity of participatory approaches and depth of the process. Defining indicators or success criteria is not easy. There is, however, general agreement that the process needs to be monitored and that mine action agencies must learn from monitoring and evaluation outcomes.

The big question is always – so, what to measure?

In this session, begin with small brainstorming sessions of possible dimensions or themes that are central to participatory approaches.

ACTIVITY 5.1 | SMALL GROUP BRAINSTORMING

Learning objective

> To determine what to measure in community liaison process or approach

Materials needed

> Large sheets of paper and pens/markers

Time needed

> 30 minutes

Conduct of activity

> Divide the participants into groups of six.

> Ask each group to nominate one facilitator and one Rapporteur

> The facilitator leads the brainstorming session, while the Rapporteur transfers inputs to the flip chart.

> Explain to the group that we are going beyond activities or actions here and instead are looking at the process or community liaison approach as a whole.

> Explain that one such dimension or theme could be 'influence' - the degree to which communities are involved in the 'shaping' of project activities and in all-decision-making.

> Observe the groups and remind teams during the process that you are looking for something you can measure that may tell us how effective our community liaison component is/was.

> After 30 minutes, ask each Rapporteur to present the feedback.

> Leave discussion and debate until after the final presentation.

At the end of the feedback, ask the following questions:

> What did you learn from that activity?

> What proved the most difficult part of the exercise?

> Did you find that your group had a good understanding of monitoring and evaluation concepts and theory?

> Are their perhaps some recurrent themes or dimensions that are captured by all groups?

> If so, let's identify them. List all recurrent themes on one piece of paper for all to review when appropriate.

At the end of the discussion or debate, explain that there are some tools out there that can perhaps assist us in this measurement process. One such tool has identified four dimensions[21] or themes that are central to community participation approaches particularly in relation to partnerships, namely:

    i)   **Influence** The degree to which communities are involved in the 'shaping' of project activities and in all-decision-making

    ii)   **Inclusivity** The extent to which all groups and interests in the community can participate and the ways in which inequalities are addressed.

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ACTIVITY 5.1 | SMALL GROUP BRAINSTORMING (CONTD)

Conduct of activity

iii) **Communication** The effectiveness of ways of sharing information with communities and the clarity of procedures that maximise community participation.

iv) **Capacity** The level of resources the partnership provided that was required by communities to participate and support both local people and those from partner agencies to develop their understanding, knowledge and skills.

You may already have identified some or all of those themes during your brainstorming session. These examples may help to break down the monitoring process into useful chunks. Again, the choice of theme will very much depend on the pre-determined level of participation for each programme phase or activity. More themes or dimensions can be added depending on the situation.

As part of the multi-country study on CL, the Angola case study proposes three further dimensions identified by mine action agencies during a workshop in Malange in 2008, as follows:

v) **Ownership** The extent to which communities feel they have been part of the mine action solution and have a high degree of 'control' in programming.

vi) **Building Trust** The degree to which mine action operators build community confidence in their abilities to reduce risk and what degree of faith communities have in operators.

vii) **Learning** The extent to which participatory approaches and tools and techniques are adapted to the local context.

T

SETTING BENCHMARKS AND INDICATORS

Now that key dimensions and themes have been identified, it will be possible to identify measurable benchmarks (ie a point of reference by which something can be measured) or 'indicators' for each one.

Let's take one of the dimensions, 'communication', noted above, and put forward some possible benchmarks of indicators.

On a slide of flip chart, display the following:

Communication
This dimension is about the effectiveness of ways of sharing information with communities and the clarity of procedures that maximise community participation.

Can anyone put forward any indicators or benchmarks on communication for me?

One example could perhaps be "Community maps developed by the community and used by the community to inform other people of high risk areas."

Can you think of any others? List on a flip chart or slide as they reply.

Some possible benchmarks or indicators are as follows:

> Two-way information strategy is developed and implemented.

> Mine action project procedures are clear and accessible to all.

> Spontaneous peer education is undertaken by communities for community members or new arrivals.

> Reports on ERW are generated by the community members, CBO or local authorities.

> Markers are not removed by communities, and reported when missing.

> Degree to which community members are satisfied with the demining process.

> Evidence of systematic reporting by operators to the national or sub-national database.

> National database information is shared with mine action operators and other relevant development agencies.

Does this make sense to you? Do you need any further clarification about what we have talked about on performance measurement today?

Do you see these indicators or benchmarks as possible indicators for your project?

Leave some time for reflection and discussion before moving on.

DETERMINING KEY CONSIDERATIONS

We are soon going to design a quarterly monitoring form for measuring the effectiveness of community liaison in mine action. But before that, it is often helpful to define some key considerations or critical questions in support of information gathering for performance measurement. Taking the example of the communication theme again, one current tool identifies the following key considerations:

> How did the community learn about the project or changes in the existing one?

> Is the information reliable and credible?

> At what stage of the project were they consulted and/or involved?

> Were the community involved in creating a detailed map and have they found it useful?

> Was there an open and trusting relationship between the agency, the local government and the community? If not, describe.

> Are there clear lines of communication between CL and Technical Assistance?

> How has information from communities been communicated to national administrations (central/provincial)?

> Has national and provincial information trickled back down to operators and communities?

Explain that establishing key considerations for each dimension prepares the way for more accurate reflection of the participatory process. It can also guide monthly, quarterly and annual report writing.

T DESIGNING AND REFINING MONITORING TOOLS

This is an opportunity to ask participants for examples from their own projects of community liaison monitoring forms or performance measurement frameworks that accompany their proposals.

Ask them if, in the light of the information above, they feel the issues addressed in the forms adequately measure community liaison, 'the approach/process?', or if it focuses perhaps on community liaison, the activity?

If the participant is in agreement, it would be good to share the existing form with the other participants.

This brings us to the next step – designing a quarterly community liaison monitoring form.

T ACTIVITY 5.2 | DESIGNING A SIMPLE QUARTERLY COMMUNITY LIAISON MONITORING FORM

Learning objective

> To ensure more effective measurement of the benefits of community liaison on a continuous basis

Materials needed

> Large sheets of paper, pens/markers, adhesive

Time needed

> 2 hours

Conduct of activity

> Divide into groups of 5 persons. Each group chooses one facilitator, one rapporteur.

> Reflecting on information required to measure some aspect of community liaison – the process/approach – design a simple monitoring tool that will assist you in collecting specific information on a quarterly basis.

> Remember the following key points as you design:
>   > Collecting information costs money, staff and time.
>   > The information must be useful – eg will it demonstrate that by involving the community in something, it made a positive difference? (Or perhaps, had an unintended negative consequence).
>   > Will continuous monitoring build up a complete picture over the space of months / years?

> After 90 minutes, ask all groups to turn to the group nearest to them and share their design. Encourage inter-group discussion and debate during this period.

> Ask them to consider the following:
>   > Is it doable?
>   > What value will it add in terms of information that will demonstrate community liaison effectiveness?
>   > Can you link the potential outcome directly to community involvement?

At the end of the two-hour period, have a plenary on the exercise. Begin by asking what they learned from the exercise. Then ask if they see the value in having regular monitoring? Can they see a monitoring tool being introduced in their project or programme? And if not, why not?

PROMOTING PARTICIPATORY MONITORING AND EVALUATION

Say that mine action agencies will find that as they become more competent in participatory processes, programme target communities will become involved more and more in the programme's monitoring and evaluation process – that is, if it is true to its participatory principles.

Ask the group – "How does Participatory M&E differ from more conventional M&E approaches?" After 5-10 minutes of feedback, share that participatory M&E differs from more conventional and often 'outsider' approaches to M&E in that it seeks to engage key project stakeholders more actively in reflecting and assessing the progress of their project, particularly at the outputs, outcomes and impact level. Emphasise that it sits well within the principles of community liaison at every level.

Participatory M&E (PM&E) measures not only the effectiveness of a project;

> it promotes the building of ownership and empowerment of project beneficiaries

> it is viewed as building accountability and transparency within communities, enabling them to initiate changes in project direction and adapting to improve performance and outcomes when the situation indicates

> it is considered to be a bi-directional or two-way learning process for both insiders and outsiders

The value of such an approach cannot be underestimated given the potential for communities to seek sustainable solutions to their mine action challenges.

LEARNING FROM SUCCESS AND FAILURES: THE VALUE OF DOCUMENTATION

Enquire if any participant knows of a study of research being undertaken on the benefits of community liaison.

The multi-country study and research for this training manual found that though many mine action agencies review and evaluate programmes on a regular basis, very little is documented or shared on websites for learning purposes. Over the past decade, there has been little if any evidence-based documentation on community liaison in mine action.

Documentation of participatory approaches in any sector is vital for future learning.

Sharing lessons on positive and negative practices and taking appropriate action on the ground leads to more successful and potentially more sustainable programmes. Many mine action agencies collect lots of information, but little of it is channelled for wider learning. This is a practice that must be encouraged in the future of mine action. Then and only then can mine action agencies sell the benefits of community liaison and the added value of community participatory approaches within its sector.

Document successes and failures in participatory processes and share widely for the purpose of learning.

And don't forget, share your successes with beneficiary communities and give credit where credit is due.

IS IT POSSIBLE TO INSTITUTIONALISE PRA?

Share with the group that one of the greatest challenges is the institutionalisation of participatory approaches. On a slide or a flip chart, display the following statement:

"While certain members of an organisation may have an understanding of, and employ, participatory approaches in their every day work environment, how do you scale up to make sure that the organisation as a whole is based on participatory principles?"

Paraphrase if necessary as the word institutionalise can be confusing for many people. In other words, how do you ensure that more than a few people in an organisation apply participatory processes in their everyday work? Or how do you change the culture of a hierarchical organisational into one which is more inclusive and accepting of other people's opinions and judgements?

It is worth spending at least 30 minutes on this issue, documenting key words from responses on a flip chart.

At the end of the plenary, mention that the jury is still out on whether or not it's possible to institutionalise participatory approaches. That said, there is evidence of the benefits of participation at the individual level and among smaller NGOs in particular. In bigger organisations much of the problem lies in changing senior people's behaviour. It is often more difficult to instil participatory ways of doing business in large, hierarchical institutions where there is a long history of top-down authority.

Emphasise that while it is good to understand participatory approaches, we must set the example of applying them to our work. In any organisation, big or small, work must begin at the individual level. Where to start?

> Creating self-awareness among staff about their behaviour and attitude is a good start. This can be encouraged through a continuous cycle of team building and demonstrating a participatory leadership style. So if you're from a large or small NGO, take the first step yourself towards changing the office or organisational culture.

> Once a mine action agency is competent in participatory approaches such as community liaison, if development is to be sustained, it must support its local counterparts or partners in capacity development.

> New skills are required both at the institutional level and at the individual and community levels. And many of these skills and techniques have been noted during the course of this training.

> Building a formal or informal partnership should be encouraged with Community-based Organisations (CBOs), local NGOs, or sub-national and national government institutions, and in particular the National Mine Action Centres (MACs). Again, this will require careful planning and budgeting.

> Partnerships are useful when a number of different interests come together voluntarily to achieve some common purpose. The partners don't have to be equal in terms of participatory skills. And in most cases are not equal in terms of funding, but this should not be an obstacle to progress. They do, however, have to trust each other and share some sense of commitment. As building trust and commitment takes time it is worth taking the time and energy to promote participatory approaches and to instil participatory principles in the way that we all work. While it may not influence all members of a top-down organisation, it may sow the seed for change from the bottom up.

> And remember that training on participatory approaches is only one way of building capacity at institutional level. While participatory approaches to strategic planning and annual action planning processes are great in themselves, a demonstrated commitment to organisational behavioural and attitudinal change is the key to long term change in the way organisations or institutions operate.

The question I leave you with today is:

"Can you as current or future leaders or managers influence the culture of your organisation to make it more participatory?"

End of Day Four

SESSION 6
REFLECTIONS
ON LEARNING

What have you learned in the last five days?

This is the final session of the five-day training on applying participatory approaches to mine action. It focuses on reflecting on key messages shared over the past five days, possible CL entry points for a mine action project or programme, as well as identifying key CL principles to take away at the end of the training.

Begin this session by asking the group what are the main lessons they have learned during the five days. Tell them to say whatever comes to their mind first.

Write up the key points. Pose questions to direct the plenary session if necessary based on the points below:

> Every mine action programme can benefit from community liaison capacity and participatory approaches.

> CL should be applied at all stages and to all pillars of mine action—it is not just an activity of mine risk education or demining.

> Not all CL tools are necessary or appropriate to any given scenario or context.

> A rushed participatory process can yield incorrect results. Tokenism is not participation and it will not promote development — quite the contrary.

> Devote sufficient resources to CL: that means professional staff, training, quality management and logistics.

> Standardise quality in CL through the development of national standards and standing operating procedures.

A CL component in a mine action programme, therefore, might have the following features:

> **Allocation of adequate funding or logistical support** to ensure that key individuals and community groups can be actively involved in the project at pre-determined periods.

> **Assignment of adequate time** for each phase of the project to allow for community involvement.

> During the design stage, the **establishment of a formal or informal partnership** with a like-minded local agency to promote longer-term sustainability of the project.

> **The development of an explicit capacity development strategy** to strengthen local partners, ensuring that one such capacity is access to alternative funding sources.

> **The design of a detailed communication strategy** clearly outlining the evolutionary chain that leads from increased knowledge to behavioural change, identifying appropriate IEC materials, communication media, etc.

> **The employment of innovative community mobilisation techniques** to ensure wider involvement of under-represented members of the community.

> **Joint agency-community annual planning and strategic planning sessions** to instil a sense of community ownership in the project.

> **Advocacy and action for the rights of ERW survivors** to ensure greater access to appropriate medical services and employment opportunities where possible. Encouragement of their independence and advocacy for their inclusion in regular community activities. Additionally, the provision of support to their carers where appropriate.

> **Equal participation of women and men (including children, youth, elderly) in project decision-making**, as well as equal opportunities for influencing programme direction.

PRINCIPLES AND VALUES THAT UNDERPIN COMMUNITY LIAISON

The training will end with a brainstorming session on key principles and values that were identified throughout the course of the training.

Pose the following question to the group:
"Can you draw out any key principles (values, morals) from the past five days that can guide us towards incorporating participatory approaches in our mine action work?"

Record key words on a flip chart. Encourage debate and discussion allowing at least 30-60 minutes for this plenary.

At the end of the plenary, ensure that the following points have been covered, or alternatively, pose them as questions during the plenary when the discussion is flagging.

Emphasise that the principles aim to support successful participatory development, and are essential to understand prior to using any participatory tools or techniques.

Strongly emphasise that the process of participatory development is equally important to the achievement of an actual result.

Understanding the key principles is an essential step towards achieving greater participation on the ground. The guiding principles can be summarised as follows:

> **Commit to the concept of community ownership** and allow beneficiaries to have more control.

> **Develop a deeper understanding of communities**, their composition and boundaries, existing assets, needs and priorities, existing networks, underlying tensions and conflicts, power structures, and be particularly aware of divisive elements in the community.

> **Foster mutual trust and respect** early on in the project cycle.

> **Allocate resources**, if necessary, so that the community can participate at the required levels, and in sufficient numbers during the project cycle.

> **Promote change**. Facilitate a process of joint analysis and dialogue to define changes which would find a solution to a local challenge and together with community members motivate people to take action to implement necessary changes.

> **View conflict as an often necessary phase** for contributing to change and have the skills to find common ground.

> **Have patience and take the time** to find the most appropriate way of addressing challenges.

> **Promote a wide range of participation that is representative** of a community rather than pushing for everyone to participate.

> **Recognise that people participate from a variety of starting points** and cultural experiences and that this has implications for how people absorb knowledge and contribute.

> **Encourage flexibility by donors** on project design to allow it to be responsive and meet the needs and priorities of recipient communities. There is often external pressure for immediate results whereas community participation takes time and cannot be forced.

> **Adapt participatory tools and techniques** to each situation/region, even to each community; **it's not one size fits all**.

> **Triangulate PRA methods** so that a true picture of community issues is obtained. Using one approach alone, such as focus groups, may give a distorted and incorrect community diagnosis.

> **Listen, observe and learn** during all phases of the project cycle.

And always remember,

Document the failures, analyse the project process, learn from your mistakes, and share this information with others. It will enhance mine action practitioners' knowledge on community participation and allow opportunities for improvement.

END OF TRAINING EVALUATION

On Day One of the training, you and the participants came up with tentative criteria that could be measured or commented upon for the end of training evaluation.

Remember, most participants will not want to spend more than 15 minutes to complete an evaluation form especially at the end of a long and often heavy training. You've had some mini-evaluations during the days, so keep this one short and to the point.

Your end of training evaluation form may look like the sample overleaf[22]

ENDNOTES

1   As of July 2009, the IMAS on MRE were in the process of being revised.

2   The IMAS on MRE and the Best Practice Guidebooks can be downloaded free of charge from the Internet at www.mineactionstandards.org.

3   Berg et al., Centre for Advanced Training in Agricultural and Rural Development, Humboldt University Berlin, in www.fao.org/participation.

4   World Bank, "World Bank Participation Sourcebook", the World Bank, Washington DC, 1996.

5   IIED, 1996, "ABC of PRA: attitude and behaviour change", by Somesh Kumar, PLA Notes (1996), Issue 27, pp. 70–73, IIED London.

6   Source: PLA Notes (1998), Issue 31, pp. 23–27, IIED London.

7   Pretty et al., Participatory Learning & Action: A Trainers Guide, IIED Participatory Methodology Series, IIED, 1995.

8   Tuckman, B. W. (1965), Developmental sequence in small groups. Psychological Bulletin, 63, 384-399.

9   Tuckman, B.W. & Jensen, M.A. (1977). Stages of small-group development revisited. Group Org. Studies 2:419-427.

10   While the stages were developed by Tuckman & Jensen, the narrative was extracted from a paper by Gerard M. Blair "Groups that Work" on www.see.ed.ac.uk/~gerard/Management/, which gives a down-to-earth, if sometimes exaggerated, perspective of the often harsh reality of group dynamics.

11   The team-role theory of Meredith Belbin, as categorised in www.strategyvectormodel.com.

12   IIED 1995, Participatory Learning & Action: A Trainers Guide, IIED Participatory Methodology Series, by Pretty et al.

13   Adapted from IIED.

14   Adapted from IIED.

15   "The Cause and Effect Diagram (a.k.a. Fishbone)", by Kerri Simon www.isixsigma.com/library/content/t000827.asp.

16   Website article on 'Problem Solving' by Darren Dolcemascolo, 1 February 2006, www.emsstrategies.com/dd020106article.html.

17   Adapted from IIED.

18   Adapted from IIED.

19   IMAS 04.10, Glossary of mine action terms, definitions and abbreviations, Second Edition, 01 January 2003.

20   Table format adapted from www.charnwood.gov.uk/uploads/sustainabilitychecklist1.doc.

21   Wilson, M. and Wilde, P. (2003) "Benchmarking Community Participation, Developing and Implementing the Active Partners benchmarks", Joseph Rowntree Foundation.

22   Adapted from CGAP DIRECT TOT, http://www.4cleanair.org/CGAPevaluation.pdf.

END OF TRAINING COURSE EVALUATION

Workshop Feedback Form
(Place, date, male / female)

1.   What I learned most from this training course was:

2.   I still need to learn more about (explain what):

3.   I will apply the following to my own work:

4.   I will apply the following to my organisation:

5.   I will have difficulty applying the following to my organisation:

6.   My overall feeling about the course is:

7.   The course might have been more efficient if: