



THE REO's WORK MANUAL

**GETTING CLOSER TO
THE RURAL COMMUNITIES**



**DIRECTORATE OF RURAL
DEVELOPMENT**

**MINISTRY OF AGRICULTURE, WATER
AND RURAL DEVELOPMENT**

FEBRUARY 1993

THE REO's WORK MANUAL
GETTING CLOSER TO
THE RURAL COMMUNITIES

Wh 111 10
152 93 RE

DIRECTORATE OF RURAL DEVELOPMENT

**MINISTRY OF AGRICULTURE, WATER
AND RURAL DEVELOPMENT**

FEBRUARY 1993

FIRST EDITION.

This manual was produced by the Rural Extension Materials Unit Directorate of Rural Development, with the assistance from UNICEF.

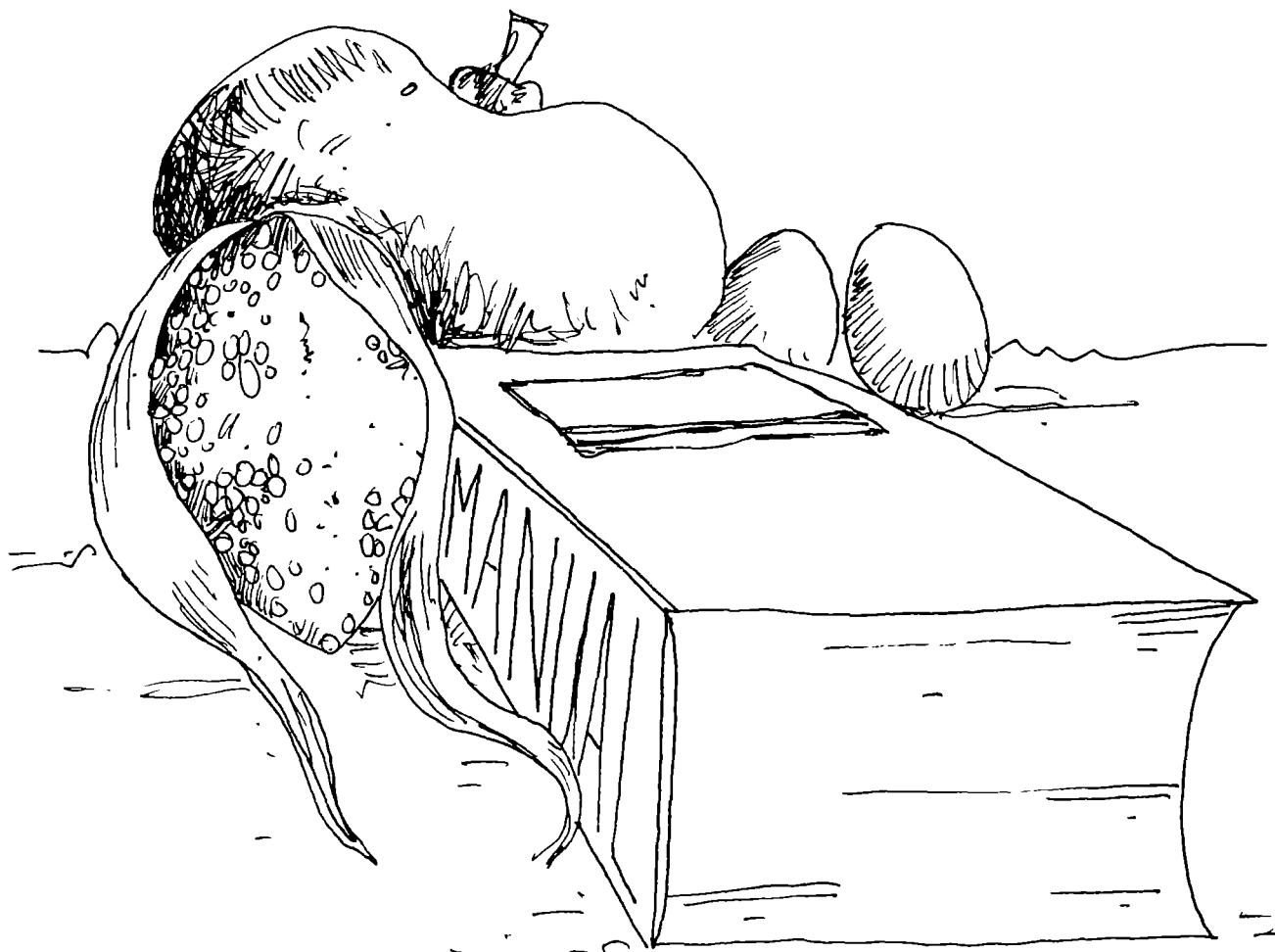
All rights reserved. No part of this manual may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying otherwise without the prior permission of copyright owner. Applications for such permission, with a statement of the purpose and extent of the reproduction, should be addressed to the Director of Rural Development.

ACKNOWLEDGMENTS

This manual, "*The REOs Work Manual: Getting closer to the Rural Communities*", has been produced with the assistance of UNICEF - Namibia. The initial draft was compiled by Ms A Iken, Head of the People's Participation Unit in the Directorate of Rural Development (DRD). Ms A Soroses, Deputy Director of DRD, advised on the content and reviewed the final draft of the manual.

The manual has also benefited from the ideas generated by the participants and resource persons in the 1992 Household Food Security Training Programme, and from their comments on the final draft.

Graphics are by Evarst Mtota and Amanda Page. Imelda M Molokomme and Martin L Byram, consultants to the Directorate and sponsored by UNICEF Namibia, reviewed and revised the initial draft of the handbook, and were responsible for the final edit and design.



FOREWORD

The overall goal of the Directorate of Rural Development is to promote development in the rural areas by reducing poverty in the communities and individual households. The Directorate's main areas of intervention are:

- ◆ Rural water supply;
- ◆ Cottage industries and income generating activities;
- ◆ Appropriate technology for women;
- ◆ Home economics;
- ◆ Formation of extension teams to coordinate extension activities at national and local level.

To achieve its goal the Directorate has formed and trained Rural Extension Officers, and community level Rural Development Promoters to work with and promote participation in development activities in the communities throughout the different regions. These Officers work on a daily basis with individual households, and community groups to assist them improve their standard of living. They work with other extension officers, and members of organisations who are partners in promoting rural development.

To be effective Rural Extension Officers have to be good communicators. They have to be able to work with the people in the rural communities, and get their participation in rural development projects that will help them better their own lives. The Rural Extension Officer has to be able to motivate and encourage rural communities to make their own decisions about their priorities for developing their own communities. This can only be achieved if there is interaction discussion and consultation with people.

To assist the Rural Extension Officers carry out their work effectively the Directorate of Rural Development has, with the support of UNICEF Namibia, produced two manuals. One 'A Manual for Training Rural Development Promoters' is meant to be used by Rural Extension Officers when training their Rural Development Promoters (RDPs). The Manual gives guidelines on how to train RDPs in:- Communication Skills; Participation and Motivation techniques; basic Household Food Security issues; Training methods and the use of Visual Aids.

The manual entitled "**The REO's Work Manual - Getting closer to the rural communities**," is a reference document to guide the REO's in their activities as they work with the rural people. It is a document that REOs should consult at all times and keep it in close reach. The intention is to update the manual from time to time to make the necessary changes.

Although this manual has been prepared for Rural Extension Officers of the Directorate, it is hoped that it will also provide a useful guide for other extension workers working with communities in all types of development activities.

Rural development is a very complex process. There are no easy answers and no short cuts. It requires dedicated workers who are prepared to consult and communicate with the people and help motivate them to achieve their own goals and aspirations. I hope this Manual, and the Manual for Training Rural Development Promoters, will assist those working with the rural communities achieve participation.

To conclude, I would like to thank UNICEF for supporting the preparation of these two manuals as well as the Household Food Security Programme in general; Martin Byram and Imelda Molokomme, consultants on the Programme, who worked with the members of the Directorate on the production of the Manuals; and the participants in the training activities on the Household Food Security Programmes - who have made their contributions in one way or another. I encourage them to use these manuals to the full and to work hard towards helping improve the lives of our own people.

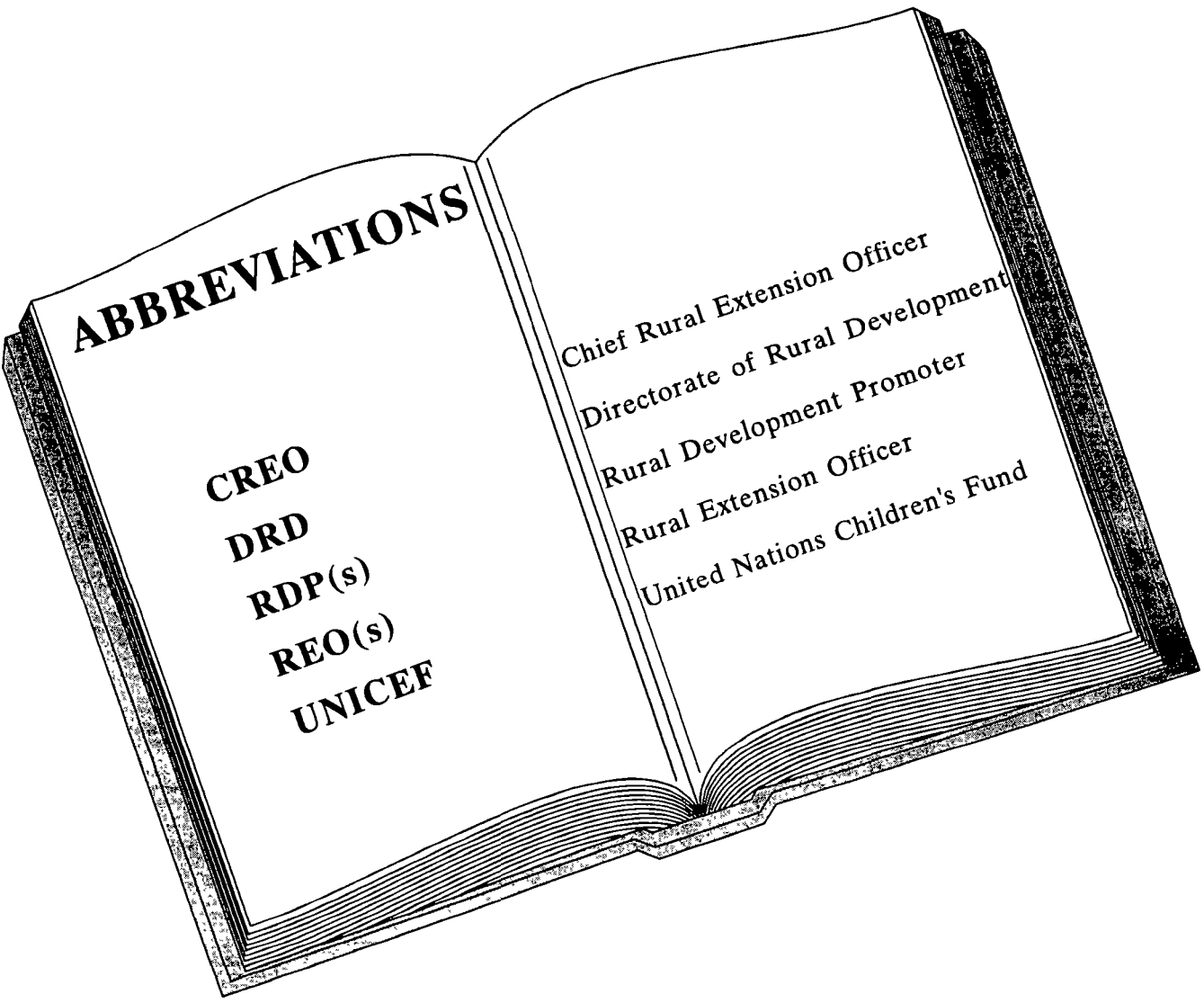


K. KAHUURE
Director Rural Development

FEBRUARY 1993

CONTENTS

ACKNOWLEDGMENTS	i
FOREWORD	ii
ABBREVIATIONS	v
REFERENCES	vi
OBJECTIVES OF THE MANUAL	vii
HOW TO USE THE MANUAL	viii
PART ONE - INTRODUCTION	
Rural Development	1
The REOs Tasks	2
PART TWO - MAKING A START	3
Making a start	4
Visiting the Chief	5
The REOs Checklist	7
Meeting other community leaders	8
The Introductory Meeting	11
PART THREE - GETTING TO KNOW MORE ABOUT THE COMMUNITY	14
Introduction	15
The Tree of Life	16
Maslow's ladder of human needs	18
The "Walk Abouts"	19
The look and listen Checklist	20
PART FOUR - COMMUNICATION, MOTIVATION & PARTICIPATION	29
Defining a community	30
Basics of communication	31
Motivation techniques	35
Defining participation	37
Making participation work	44
PART FIVE - HOUSEHOLD FOOD SECURITY	49
Introduction	50
Household Food Security	51
Gender Awareness	58
Training Methods and Teaching Aids	65



REFERENCES

In the process of preparing this manual, reference was made to the following books, sources and materials.

1. **Let's Build Zimbabwe Together: A Community Development Manual**, Ministry of Community Development and Women's Affairs, Zimbabwe, 1989.
2. **Training for Transformation, Book 1: A Handbook for Community Workers**, by Ann Hope and Sally Timmel, Mambo Press, Zimbabwe 1984.
3. **Modules for Training Extension Workers with Handouts**, by Martin L Byram, Center for International Education, University of Massachusetts, 1986.
4. **Trainer's Guide to Communication Skills for District Land Use Planning Units** Compiled by M L Byram, R Kidd and I M Molokomme, Ministry of Local Government and Lands, Botswana/SIDA, 1991.
5. **Training Manual - Workshop on Women, Population and Development - UNFPA/KIT**, Amsterdam 1992
6. **Field Programme Management Food and Nutrition**, FAO.
7. **Malcom Knowels Characteristics of adult learners**. (Adaptation)
8. **Handbook for Water Point Committees in Namibia** (Adaptation) October 1991
9. **A Handbook for Potential Business Women and Women in Business** (Adaptation) - I M Molokomme for Women's Finance House February 1992.



OBJECTIVES OF THE MANUAL

This manual has been prepared for you, the Rural Extension Officer. It is a reference book which you can consult in your daily interaction with the rural communities.

The manual provides simple straight-forward information that will enable you to get closer to the rural people, especially women. It includes information and suggestions on how to *communicate* and *motivate* the community members and get their "*real participation*" in development activities.

In this work manual you will find information about:

- the overall objectives of the Directorate of Rural Development
- the type of activities undertaken by the Directorate of Rural Development
- the role of the REO and his duties
- how the REO should begin his work in a community
- how to conduct 'walk abouts' and collect basic data about the community
- basic communication skills
- the meaning of 'community participation' and how to motivate people.
- gender awareness and gender analysis
- resource management
- training methods, communication and visual aids

HOW TO USE THE MANUAL

THIS MANUAL IS A GUIDE TO HELP YOU PLAN YOUR WORK IN THE COMMUNITY

To help you use it we have divided it into five parts. The content of each part is briefly explained below. To help you make the best use of this Manual we suggest that:

- ◆ first, you get an overview of the contents by reading the section summaries below;
- ◆ then, you read quickly through all the Manual. Do not try to absorb all the facts. Your aim is to get a more detailed impression of the content and how it is organised;
- ◆ finally, as you are planning your work read the relevant sections in detail. Use it as a reference document to help you to decide what to do, how to do it, and when.

Now read the section summaries.

PART ONE - INTRODUCTION

In Part One the manual explains what rural development means and gives you information about the needs of the rural communities. Read this part in detail so that you can understand why rural development is important.

The Directorate's scope of activities in rural development are also outlined. You need to understand these and use your creativity to achieve the objectives of the Directorate of Rural Development.

Your tasks, or job description, also appears in this part. This job description will guide you in your daily activities in the community. You have to read and understand it. If you do not understand your job description, ask for an explanation from your senior officer.

PART TWO - MAKING A START

Part Two tells you how to start your work in a community. The various steps of how you can enter the community, and which people may be of help to you are explained.

They will help you understand the cultural, social, political and economic status of the community you will be working with. Get a full understanding of this part of the manual, so that when you meet community leaders or other important people in the community at meetings and informally, you know:

- exactly what to do,
- what to say,
- how to encourage people to participate, and
- how to behave when interacting with the community, and carrying out your daily activities.

PART THREE - GETTING TO KNOW MORE ABOUT THE COMMUNITY

Part Three tells you about how to get even more close to the communities. How people in the community have different backgrounds. How they still lack the basic facilities.

When reading this part, keep this at the back of your mind - so that you can appreciate their strengths and their weaknesses. Another important step in this part is 'YOUR WALK ABOUTS'. Read this part thoroughly to understand how you can penetrate the community and be part of them in order to win their openness and participation.

**"IF YOU ARE SENSITIVE TO THEIR NEEDS
YOU ARE A WINNER"**

PART FOUR - COMMUNICATION, MOTIVATION & PARTICIPATION

Part Four discusses what is meant by a community and community participation. There are case studies and critical incidents for you to read, analyse and compare with your own approach to the community. If situations, similar to those described in the case study, occur you will know how to deal with them. You can be creative and work out your own approach to community participation, and how to make it work. By reading Part Three you will learn how to motivate people in the community and how to communicate with villagers.

PART FIVE - HOUSEHOLD FOOD SECURITY

Part Five introduces you to:

- household food security,
- gender awareness and household resource management,
- training and training methods, and
- techniques for getting information from the community.

As you know household food security is an important part of the Directorate's programme, and it is important you understand the issues involved. You have to be gender aware and gender sensitive when carrying out your activities in the community. This means looking at both men and women together in the process of development - understanding that women are

the most vulnerable, they have many burdens, and have many roles in the household. This you must understand in order to assist them.

Household Resource Management is about how scarce resources should be managed well and how you can assist the community people achieve this. This part also tells you about training, training methods and training aids. If you cannot produce training aids yourself from simple items like paper, cardboard etc, consult the Materials Unit in your Directorate. Part five finally tells you how to get baseline data and how to conduct focus group discussions. The community has a reservoir of information. You have to tap this.

"IF YOU STICK TO THIS MANUAL AND USE IT SUCCESSFULLY, YOU WILL HAVE ACHIEVED YOUR BEST IN HELPING THE COMMUNITY YOU WORK IN".



**YOU MAY GET STUCK ...
YOU MAY COME ACROSS SOME DIFFICULTIES ...
AND YOU MAY NEED HELP.**

WHO CAN YOU TURN TO FOR ADVICE?

1. Your first contact point is your Chief Rural Extension Officer. If your problems do not need urgent solution, record them in a diary until you meet the CREO.

Only if they are very urgent should you pick up a telephone or send a fax. Remember that resources and budgets are limited and you need to economise.
2. Some issues might be solved within your region by senior government officers, such as the Regional Commissioner. Write a letter or make an appointment to see him, and discuss the issues.
3. You might need to discuss your problem with your colleagues in the field, and other extension officers in other departments in the region. You can arrange for a meeting with them to share problems and solve them through joint decisions.
4. The Chief Rural Development Officer is another contact point in your region.
5. Contact headquarters when you are really stuck.

**IT IS NOT NECESSARY TO DRIVE THERE.
IT IS NOT COST EFFECTIVE.**

WRITE A LETTER, SEND A FAX OR TELEPHONE.

**‘BUT REMEMBER, THE MANUAL CAN SOLVE
MOST OF YOUR PROBLEMS’.**



PART ONE
INTRODUCTION

- **RURAL DEVELOPMENT**
- **THE REO'S TASKS**



RURAL DEVELOPMENT

The standard of living and quality of life of rural people is of great concern to the government. Many people in the rural areas lack the basic necessities and services. Often they do not have sufficient or adequate food, water, shelter, education, health facilities etc.

In an effort to reduce poverty in the rural communities, the government is trying to improve the quality of services and help people to be more self-sufficient. This it does through its ministries, directorates, departments and other institutions.

The Directorate of Rural Development is one of these institutions that is concentrating on:

- targeting the communal areas,
- alleviating problems of poverty in the communal areas,
- taking an integrated, coordinated approach by encouraging extension teams, and
- encouraging people's participation to facilitate the process of development.

The main areas of intervention of DRD are:

- * rural water supply
- * appropriate technology
- * home economics
- * energy supply
- * cottage industries
- * improvement and marketing of non-agricultural products
- * capacity building at national, regional, district and community level i.e. rural extension network.

In order to achieve its goals, DRD has created a cadre of Rural Extension Officers to work in the rural areas.

These officers are the key people in the Directorate's development programme. Their major activity is making personal contact on a daily basis with individuals, families and groups, to teach them new ideas, and provide assistance with local development projects. The success and failure of mobilising the rural people rests on the REOs shoulders.

The REOs work with different people in the community: They must work with: community leaders, colleagues, members of church organisations, leaders of non-governmental organisations, members of donor organisations, headmasters, teachers, political leaders, other extension workers, and many others.

In order for the REOs to achieve the objectives of the Directorate and to operate efficiently in the above areas of intervention, they are guided by the following job description.

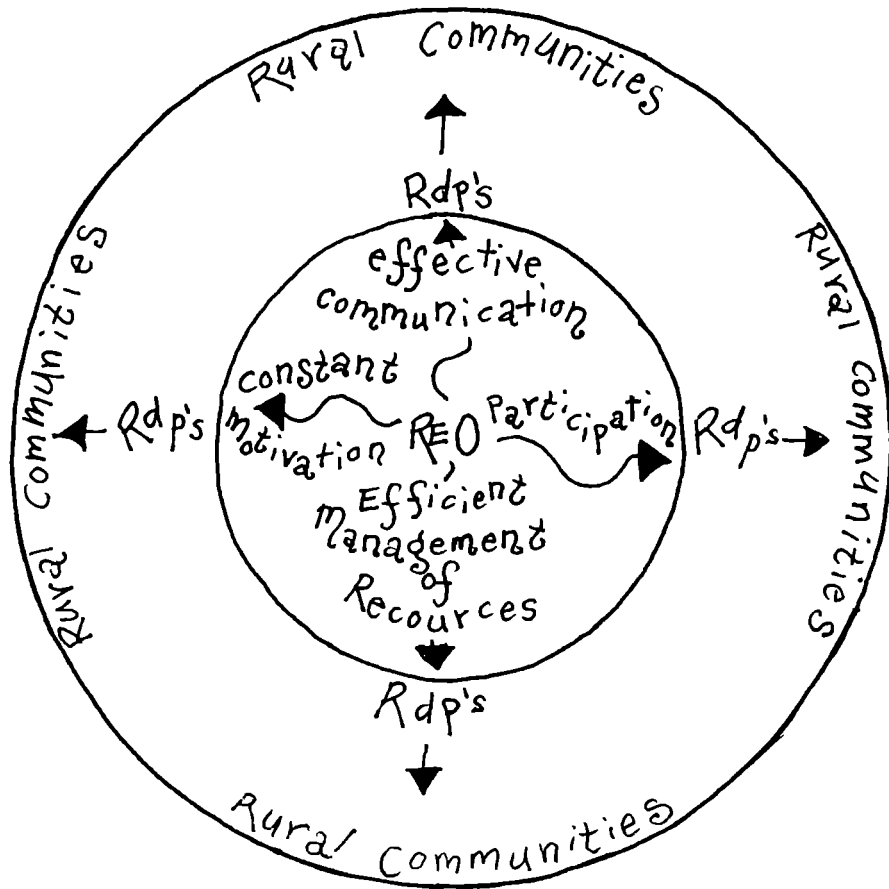
THE REOs TASKS

- ◆ To identify the needs of the rural people by working and planning with them on the prioritisation of their needs.
- ◆ To disseminate information, to the right people at the right time and place, about development programmes initiated by government;
- ◆ To encourage the rural communities to improve and increase their production, storage and marketing methods and techniques;
- ◆ To train rural people about the importance of managing the limited resources, and the need for them to participate in this resource management;
- ◆ To promote the development and the availability of appropriate services such as supplies, marketing and access to credit;
- ◆ To introduce, especially to women, approaches to appropriate technology, alternative means of energy sources, the importance of home economics and sewing techniques, and in this way address the issues of gender and development in an overall manner;
- ◆ To assist rural communities in the formation of development and other committees, eg water point committees, which will carry out important decisions agreed upon by the community, reduce the dependency syndrome and promote decision making at grassroots level;
- ◆ To identify suitable candidates with the involvement of the communities, to be trained as community based Rural Development Promoters;
- ◆ To carry out a training needs assessment for the design of an appropriate training programme for RDPs;
- ◆ To train and supervise Rural Development Promoters with the relevant methods that lead to the achievement of people's participation;
- ◆ To promote the formation of extension teams at district and local level in order to achieve coordination;
- ◆ To report to headquarters on a regular basis on the progress made and the problems encountered and how these could be solved;
- ◆ Liaise with relevant institutions to carry out technical training outside the scope of rural extension staff;
- ◆ To make follow-ups and monitor the work of RDPs, give necessary advice to RDPs, receive feedback from them in order to update and modify training programmes and interventions.

The tasks are many but the key functions are to:

- mobilise individuals and groups
- inform and educate
- support individual and group projects
- train and supervise RDPs
- liaise with headquarters and other development agencies

the Central Role of the REO



PART TWO

MAKING A START

- **MAKING A START**
- **VISITING THE CHIEF**
- **MEETING OTHER COMMUNITY LEADERS**
- **THE INTRODUCTORY MEETING**



MAKING A START

We all have to start somewhere. Usually the question is how? If you are a new REO in a community what should you do? Let's take the case of Simu Sheehama from Ondangwa to help answer this question.

She has been hired by DRD and posted as the first Rural Extension Officer to Otjiwarango in the north central region. She has been provided with the following:

- * a vehicle;
- * a brief on the objectives of DRD; and
- * a copy of her job description.

She has never been to Otjiwarango before and does not know the place or the people. For the past week she has been sitting in her office, feeling very miserable, not knowing what to do.

Where and how can Simu start?

In all communities you will find traditional leaders, other important people and community organisations. These are your initial points of contact with the community. As people who know their community and are involved in decision-making, they will be able to provide you with information about the community and introduce you to other people. You should get to know them - and they should also get to know you.

In every community you will find:

- traditional leaders, such Kings, Chief and Headmen
- opinion leaders, such as the local shop owners, ...
- religious leaders

You might also find:

- senior officials of government
- other government extension workers
- representatives of non-government organisations
- leaders of local income generating activities

In the first few weeks of your posting your aim should be to meet with each of these people.

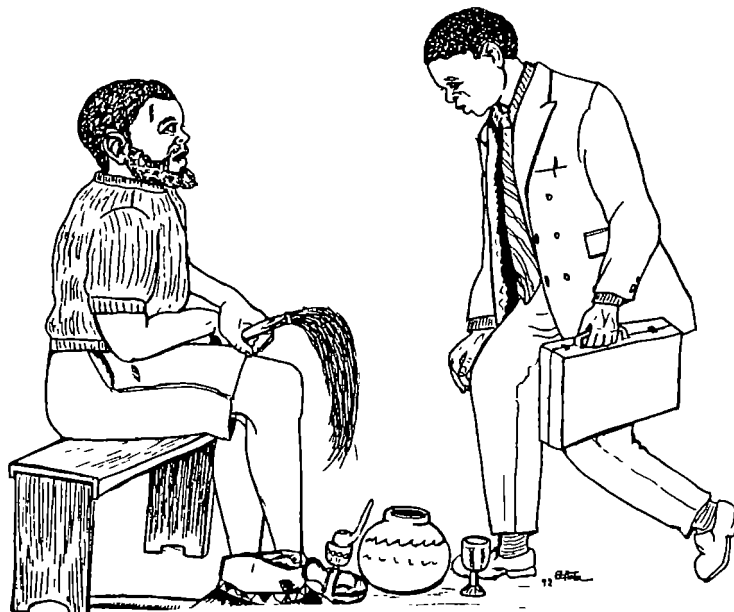
So let's go back to Simu, and try and solve her problem. Let's try and help her make a start. The list above helps us to identify our initial contacts in the community. We can begin by:

- visiting the King, chief, or headman of the community
- meeting other community leaders and extension workers
- arranging an introductory community meeting

VISITING THE CHIEF

The chief is an important person in the community - in some cases the most important person. As your work with the community develops, he can be useful in establishing contacts and mobilising community support. Making a good start with the chief is important. The purpose of meeting the chief is to:

- ☛ Introduce yourself and get the community elders' permission to work in their community
- ☛ Get their cooperation in making contact with other leaders and influential community members
- ☛ Get their advice on how you should start your work in the community.



How should Simu organise the meeting with the chief?

The first thing is to prepare an agenda for the meeting. The example below will help you.

THE REOs AGENDA

- *self introduction*
- *purpose of your visit*
- *explanation of your work*
- *questions (by Chief or REO)*
- *organising a community meeting*

At the meeting

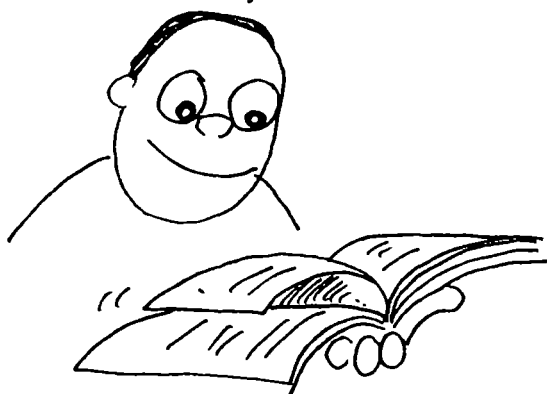
- Introduce yourself. Say where you come from. Who you are working for. What your position is. Show **RESPECT AND POLITENESS** "**REMEMBER, OUR ELDERS STILL VALUE OUR TRADITIONS AND CUSTOMS**".
- Explain **THE PURPOSE OF YOUR VISIT**.
- **BRIEFLY SUMMARISE YOUR WORK** and what you hope to be doing in the community. Focus on the immediate activities and their purpose. You will need to explain that you want to:
 - meet with other community leaders
 - hold a community meeting

Keep your discussion simple and to the point, **AND IN A LANGUAGE THAT the Chief will UNDERSTAND**.

- **ASK QUESTIONS** to get the Chief's views about the community and how you might help his people. Ask him about:
 1. **THE GENERAL INFRASTRUCTURE** eg roads, schools, clinics, market places etc
 2. **ENVIRONMENTAL ISSUES** eg cutting of trees, littering, toilets etc
 3. **SOCIAL ISSUES** eg Entertainment places, sports etc
 4. **CULTURAL ISSUES** eg marriages, funerals, gender issues etc
 5. **ECONOMIC ISSUES** eg employment, marketing of locally made commodities

Remember he might not know everything, you will meet more community leaders, business people, and the rural people themselves. Touching base with the chief is just breaking the ice in order to pave your way into the community.

At the end of the meeting, get the Chief's support in organising a meeting where you can be introduced to the community.



- On the next page is a check list to guide you on what to do and what not to do when you meet the Chief -

REO's CHECKLIST

When you are meeting the Chief.

- ◆ you have **not** come to tell him what to do,
- ◆ you have **not** come to solve the problems of his community on your own
- ◆ you are **not** going to make decisions for the community
- ◆ do **not** make any promises that you can not fulfill

EXPLAIN

- * you **have** come to help the community solve some of their problems, but most solutions are to come from them
- * you **would** appreciate them telling you about their lives in general
- * you **will** encourage them to make their own decisions, and to plan for their lives

"MAKE IT CLEAR TO THE CHIEF FROM THE START
THAT YOU ARE JUST A FACILITATOR".

BE A GOOD LISTENER, MAINTAIN THE
QUALITIES OF RESPECT AND POLITENESS

MEETING OTHER COMMUNITY LEADERS

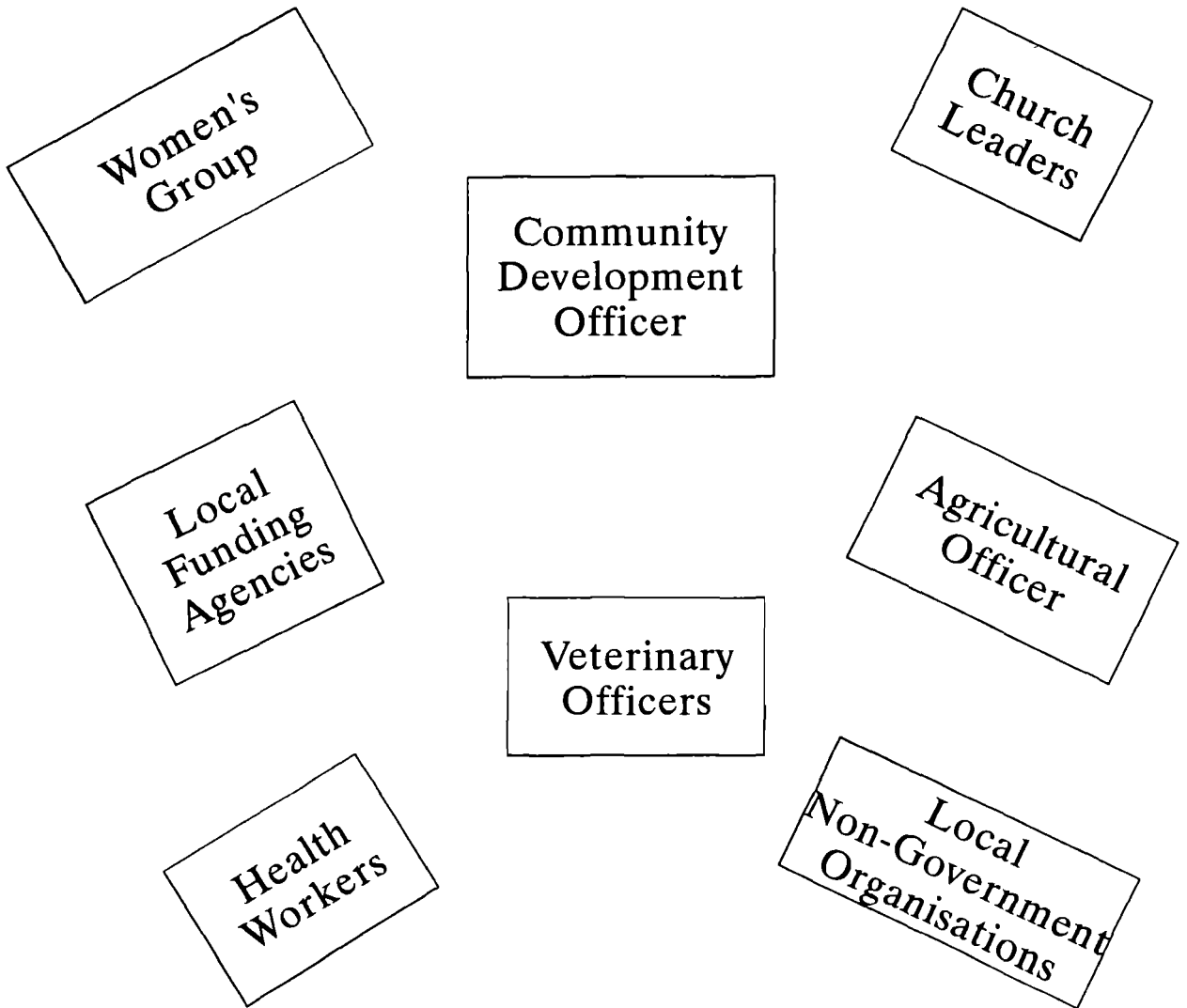
In the first few weeks of your posting your aim should be to meet with important people in the community. The visits are better kept informal but you will need to have an agenda - you have asked for the meetings and you will be expected to lead the discussion. Below is a check list to help you plan an agenda for these meetings.

<i>Check List</i>	
Agenda for Meeting Community Leaders	
■ Self Introduction	- explain who you are
■ Purpose of the visit	- explain why you have asked for the meeting; what your agenda is
■ The REO's job	- briefly describe your tasks and what the community can expect of you
■ The other persons job	- ask about the activities of other persons involved in the community/ eg. other extension workers & community development workers
■ Their views about the community	- ask their opinions about the situation in the community - the needs, the strengths, weaknesses, the successes and failures in terms of projects
■ Areas of cooperation	- discuss ways in which you might be able to work together and assist each other in the future.

The main purpose of these first meetings is to introduce yourself, your work, and to get to know a little bit about each other. You are making contacts to help you do your work in the future.

Who should you meet?

Who you meet will vary from community to community but your 'list of who to meet' will probably include:



When you meet these people your aim is to create a good working relationship, and establish strong links for coordination and consultation

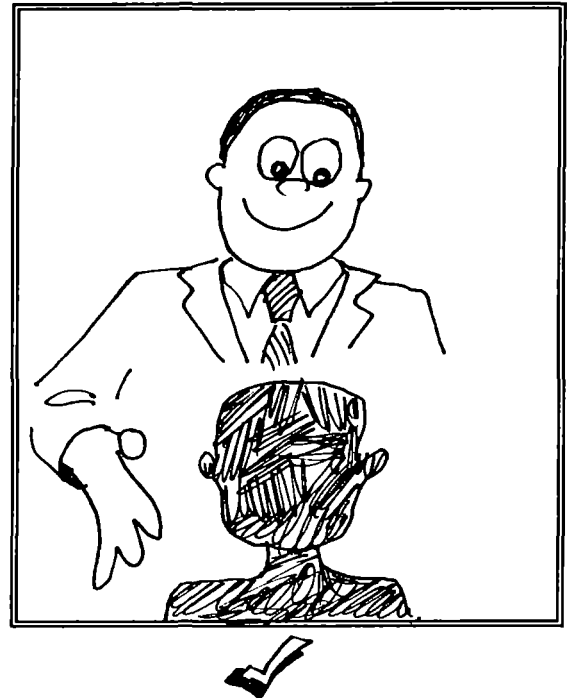
REMEMBER, UPLIFTING THE STANDARDS OF LIVING OF THE RURAL COMMUNITIES REQUIRES JOINT EFFORT.

First impressions are important.

The impression you create in this first meeting is important. You will be judged by them. If you make a good impression your work will be easier. Make a poor impression and your work will be harder.

Look at the pictures below.

Who is making a good impression? How do you make a good impression?



You make a good impression by being:

- polite and respectful - remember elders still value our traditions and customs
- prepared - knowing what you want to talk about
- knowledgeable and confident about your work
- willing to listen - show interest in what people are telling you
- willing to answer questions - be patient and clarify points that people do not understand
- fluent in the use of the local language, or an acceptable language.

THE INTRODUCTORY MEETING

By now you have met the chief and other important individuals in the community. Now you are ready to meet with the community as a whole. At the meeting your aim should be to listen to what people have to say, but you will also be expected to say something, so be prepared:

- ◆ Plan in advance what you are going to say about yourself, your work and what you hope to achieve with the community. By now you have gathered some basic facts about the community and you should take these into consideration when outlining your preliminary ideas.
- ◆ Be brief and to the point - people are usually more impressed by what you say, not how long you take to say it.
- ◆ Anticipate questions - and when you answer keep to the point and be sure your facts are correct.

Remember, first impressions do count!

You create a good impression if you are:

- on time - in fact be early and show that you are interested in the community and serious about your work
- presentable - the way you dress is important, do not overdress - be simple
- polite and friendly
- attentive - take an interest in what people have to say; it helps if you take notes
- sociable - mix and talk with people before and after the meeting

And when you talk and answer questions be realistic. Do not make false promises and do not be over ambitious in your plans. Explain that you are:

- still getting to know the community,
- that you would like to work with them in the next few weeks,
- where the focus of your activities will be.

People are more impressed by things that happen than by promises that are never fulfilled!

To make your meeting a success remember to:

- allow time for community members to ask questions
- encourage everyone to take part in the discussion, but try to make the meeting as short as possible
- be a facilitator, do not dominate the discussion. Be there, but in the background
- lay stress on the tasks that people in the community should take responsibility for, and emphasise the need of a feedback at the next meeting
- towards the end of the meeting, summarise the issues that were discussed

Close the meeting with song or a traditional dance, that everyone can join in. This will help to create a feeling of friendship between you and the community.



PART THREE

GETTING TO KNOW MORE ABOUT THE COMMUNITY

- **INTRODUCTION**
- **THE TREE OF LIFE**
- **MASLOWS LADDER OF HUMAN NEEDS**
- **'WALK ABOUTS'**
- **INFORMAL INTERVIEWS**



INTRODUCTION

Everybody has expectations, hopes and fears. People in the rural areas are no exception.

There are things that they will be worried about, and, on the other hand, there will be things that make them happy and hopeful.

Although you have met some community leaders, you may not have all the information about the community. Many a time, leaders will only talk about what people are happy about (the positive side) and not what the people are worried about (the problems that people face).

You will have conducted your first community meeting, but not all the people will have turned up. Furthermore, some people at the meeting might have been shy, withdrawn and some are quiet by nature. Such people might not have spoken even though they will have their own opinions and ideas.

It is important for you to have as much information as possible about the community you are going to be working with. You therefore, have to find a way of getting to know more about the community.

One way of doing this is by doing "community walk abouts".

The aim of these walk abouts is to make observations, meet people, talk to them informally, and listen to what they have to say.



*- But let's first look at two exercises -
The Tree of Life and Maslow's Ladder -
to help us understand the people in the
communities -*

THE TREE OF LIFE

Before you start the "Walk Abouts" do this exercise on the tree of life. The exercise will help you reflect on your own life, and go into the community with a broader concept of how different other peoples lives can be from yours, and even from each others.

Look at the tree;

- *It has roots*
- *A trunk*
- *Leaves*
- *Fruits and buds*

What do these parts of the tree represent in your life. The following will tell what the parts may represent.

1. The roots represent;

- the family from which you come
- strong influences by your parents and relatives, as you grew up, which have shaped you into what you are today.

2. The trunk represents:

- the structure of your life today
 - * your job
 - * your family
 - * organisations, communities and movements to which you belong

3. The leaves represent;

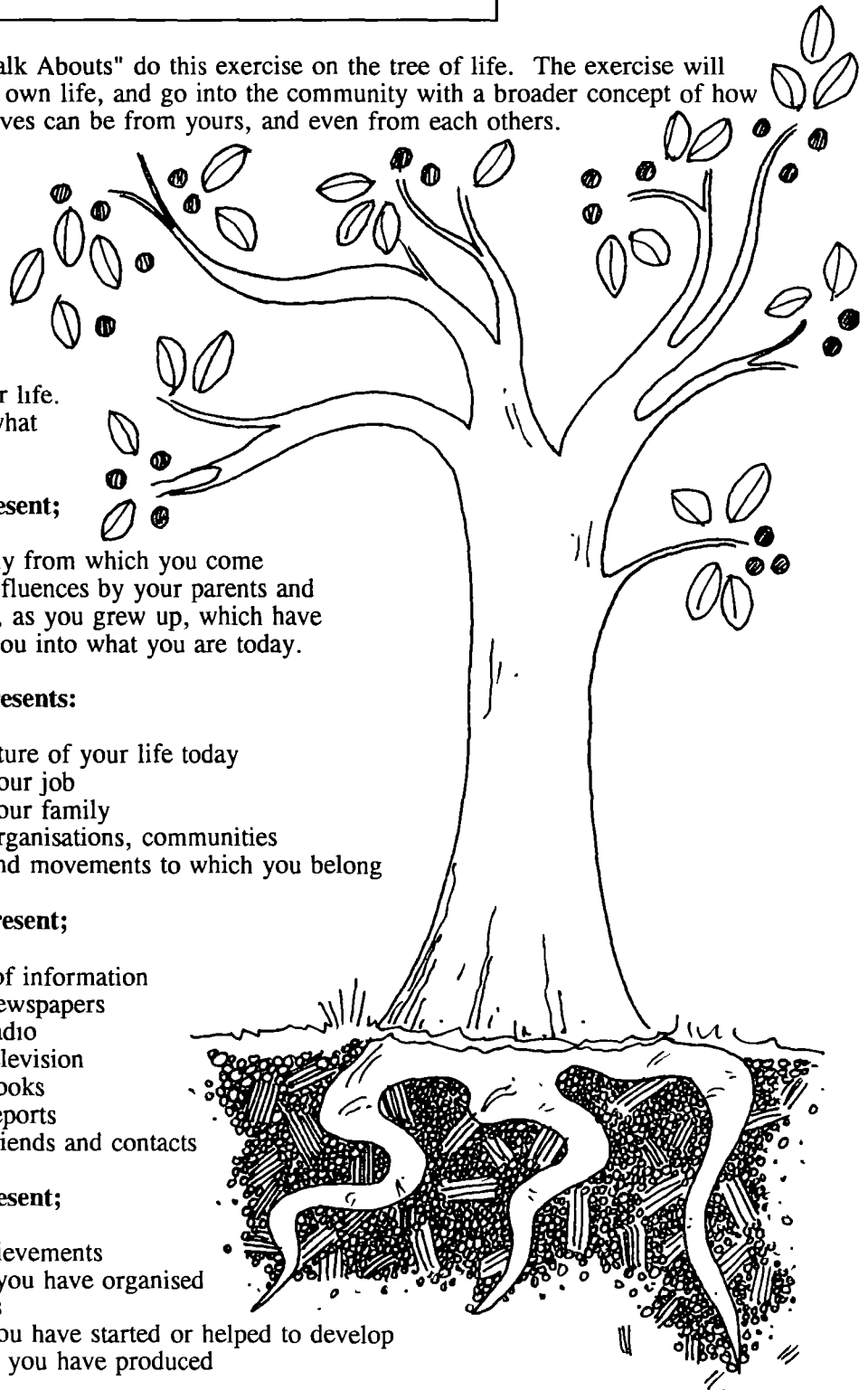
- sources of information
 - * newspapers
 - * radio
 - * television
 - * books
 - * reports
 - * friends and contacts

4. The fruits represent;

- your achievements
- projects you have organised
- programs
- groups you have started or helped to develop
- materials you have produced

5. The buds represent;

- your hopes for the future



People's histories are different

The tree of life is an example you can use to understand peoples lives. By asking questions we learn about their backgrounds. We might learn for example about their:

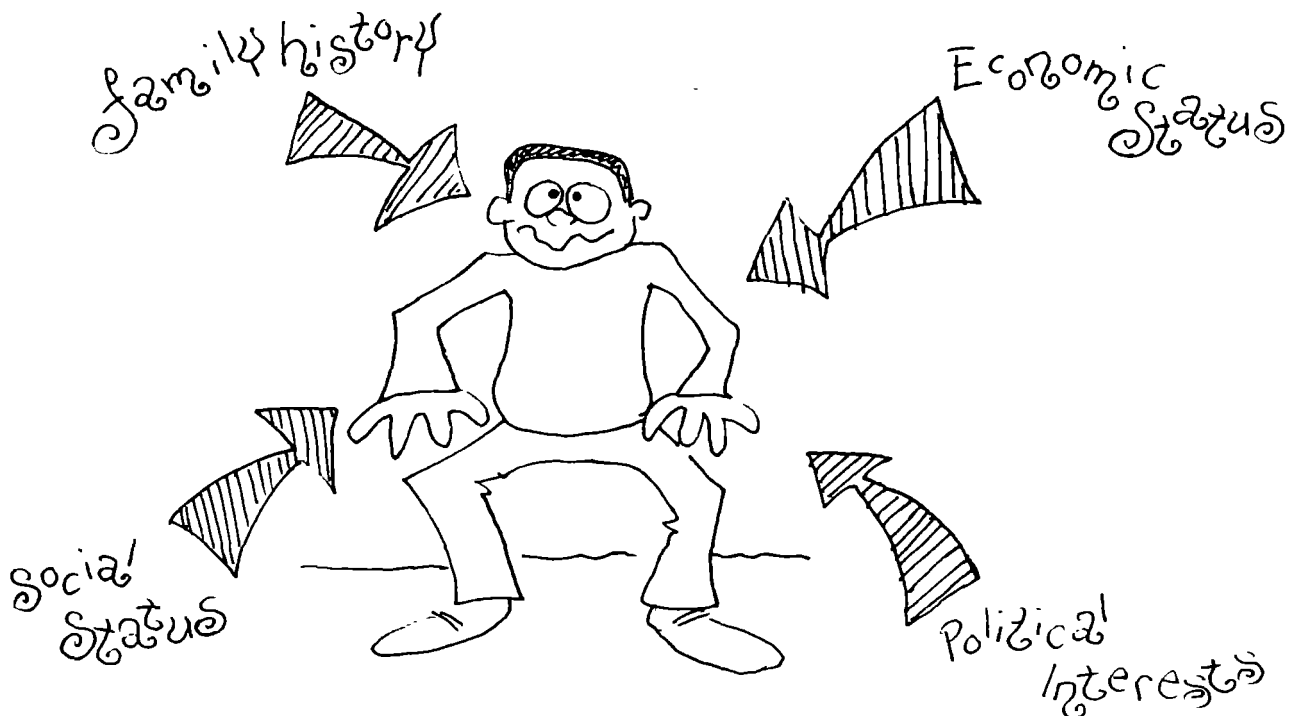
- **Family History:** Some people may no longer have any family or relatives alive. Some families may not be close. They may therefore not even help each other in times of need.
- **Economic Status:** Some of the people you work with may not be employed so they may be very poor.
- **Social Status:** When you are poor you sometimes feel you are not part of the society you therefore do not interact much. You however need information but because you do not interact you miss out on what is happening around you, socially politically, economically etc. Because you are poor you may not have access to sources of information. You are shut out from the world, but information is important. Therefore, you feel there is nothing you have achieved or may achieve in the future. You have no hope for the future.

Some people in the community will have those characteristics. You as the Rural Extension Officer can help them build their lives by encouraging and motivating them to participate in community activities and decision making.

In this way you can motivate them to see a better future.

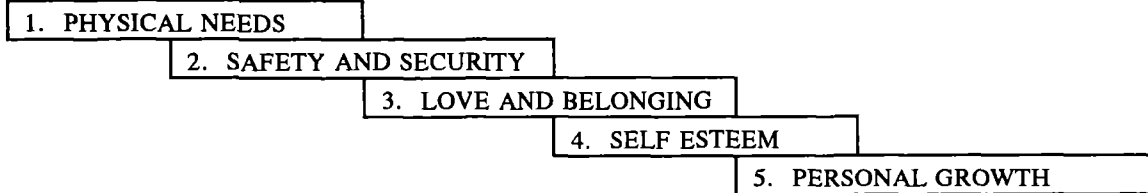
BUT BEAR ALL THE ABOVE POINTS IN MIND.

IN THIS WAY YOU WILL APPRECIATE WHY PEOPLE ARE DIFFERENT AND WHY THEY BEHAVE DIFFERENTLY.



MASLOW'S LADDER OF HUMAN NEEDS

The following is another exercise you can think about before you start the "walk abouts". The exercise comes out of a theory by a management specialist called Maslow. Maslow shows how the needs of people are different. He puts the five basic human needs in a series of steps as follows:



1. The physical needs are the very basic needs; such as food, clothing, shelter, water, health and care.
2. The safety needs are met when a person feels safe and secured, for example, he might have a good job and protected where he lives.
3. Love and feeling that you are part of a family group, or community is a social need; you can only start belonging if your physical and safety needs have been satisfied.
4. Self esteem comes only when the above three needs have been fulfilled. People in this category are not that interested in money or material benefit.
5. Personal growth; people in this category have reached the peak and feel that more or less, their needs have been fulfilled.

Ask yourself

In which category do members of my community fall?
What can I do to help them better their lives and finally satisfy their needs?

- ◆ Most of the people in the rural communities fall into the bottom category of Maslow's Ladder of human needs. They lack the very basic physical needs, such as, food, shelter and clothing.
- ◆ Some may be living in fear and may not feel safe or secured, because of the lack of a number of basic facilities, for example, better housing, health facilities etc. They will then fear the outbreak of disease, fearing for themselves and their children. They are people and also need love from their relatives, families, wives or husbands. They are human beings and want to belong and interact with the society. For various reasons they may not get enough love and may not belong. This affects them and they need encouragement, and recognition.

Self esteem and personal growth may be a need that may take long to get but they can be encouraged, in various ways. You can do a lot to help these rural communities develop, and become more confident.

**BUT BEAR IN MIND ALL OF THE ABOVE POINTS.
IN THIS WAY YOU WILL APPRECIATE THAT PEOPLE HAVE
DIFFERENT NEEDS. YOU CAN DO A LOT TO HELP THEM
SLOWLY GO UP THIS LADDER TO BECOME ACHIEVERS TOO.**

THE "WALK ABOUTS"

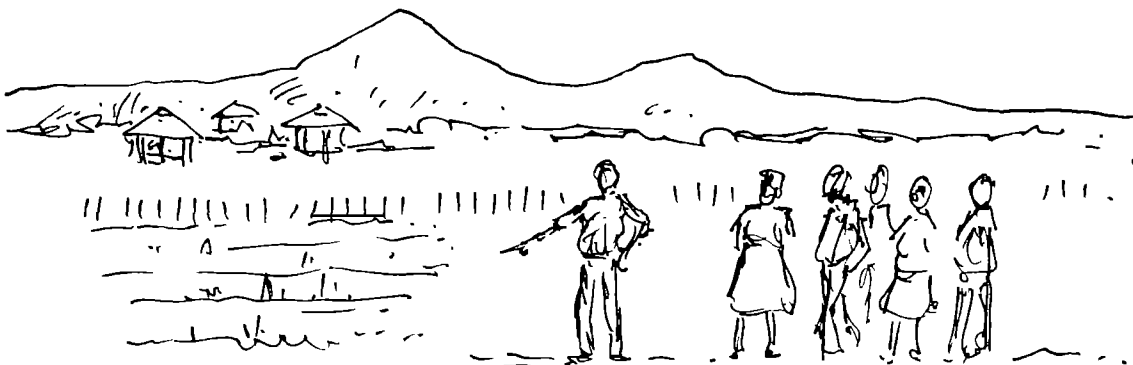
A 'walk about' is an observing and listening survey. Listening is the key to discovering the deepest feelings of a local community. At the same time you should be observing what people are doing, any constraints they are facing, and formulating a picture of how you might help improve their lives.

You need to target the right people, at the right place and at the right time, if you want to make your listening and observation survey successful. For example;

- You will find women mostly at the hospital, clinic and schools where they take their children
 - at market places where they sell some of the items they have produced to make a living and at cuca shops.
 - at water points, whether taps, wells, dams, etc
 - at the fields during ploughing and harvesting times
 - around the neighbourhood forests fetching firewood; and other places where they come together informally and discuss issues of concern.
- You will find the men at different places, eg:
 - at formal work places
 - at their own business places
 - at the bars and some at the local football grounds.
- You will find the youth around the shopping places, disco places, if they do not attend school.

You will find different people at different places during different times.

As a REO, you just have to know who you are targeting, where these people are and at which times they are available. A Checklist for the Look and Listen Surveys can be found on the next page.



THE LOOK AND LISTEN CHECKLIST

- * How different households meet their basic needs of food, housing and clothing.
- * Where people get water and the problems associated with water shortage, or water points.
- * The provision of health facilities and health services.
- * The community decision making procedures, processes and structures in place and how people try to solve their own problems.
- * In the case of the prevailing drought find out information on how it is affecting the different households and how they are coping.
- * In good years what do people produce? How do they produce? How do they store their produce or market their surplus products?
- * Make observations, for example, at water points to check the management of this important resource, and whether community participation exists.
- * Listen and look out for the existing interest groups eg farmers associations or committees, burial societies etc.
- * Be on the look out for any production groups, that produce to sell their surplus commodities and generate income; and where they get their start up capital (access to credit especially the women).
- * Listen and be on the look out for any committees that have been established in the community.
- * Listen very carefully on women's roles in the households, where they get firewood, how far they go for water, their roles in farming, child care, and how they produce food to feed their families.
- * Listen and look out for any other development agencies in the community that assist in one way or another, how they help, what their projects are and how these benefit the people.
- * Listen and look out for other extension workers in the community.
- * Listen to the relationships between people. The social relationships (tensions - harmony) between men and women, husbands and wives, parents and children, workers and employers, community and family rituals (birth, marriage, child care).
- * Listen to issues on education and socialisation. Remember through schooling and traditional education people learn about values, skills and acceptable ways of behaving as members of a community. Listen to and know what these are, whether any changes are occurring and whether the changes bring about tension.
- * Listen to and observe what different people in the community do to relax and enjoy themselves. Do they play games, watch sports, sing traditional songs, political songs, sit and talk, about what. Engage in some art work or craft work.
- * Listen to conversations at funerals and observe the culture, even at weddings, children's outdoorings or christening ceremonies. In other words listen to peoples' beliefs and values.
- * Try and visit the church if there is one around and listen to the sermons, and people's conversations after church.
Listen to people's conversation after public meetings, or community meetings conducted by chiefs and politicians.

In your 'walk about', which may be spread over a period of time you have to find ways and means of listening very carefully to spontaneous discussions of the community.

Do this without making them feel uneasy and suspicious. You can achieve this by becoming one of them, making friends, joining in with their fun times, being friendly and down to earth. You need not carry a note book, just try and remember what is said and make notes afterwards. Below are a number of places and situations where you can make observations and listen to conversations:

- *water points*
- *shopping centres*
- *cuca shops/food kiosks*
- *bus stations*
- *taxi ranks*
- *train stations*
- *open market places*
- *clubs*
- *bars*
- *public meetings - before and after*
- *barber shops*
- *different households*
- *wedding ceremonies*
- *funerals*
- *before and after church services*
- *in the fields around ploughing and harvesting times etc.*

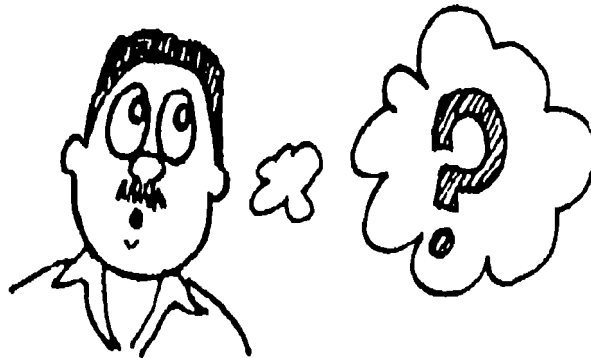
During the walk abouts, your major aim is to get a feel of what is going on in the communities, that is;

- what people do - (economic, political, cultural),
- who is responsible for what,
- why they act the way they do,
- which are the most important and frequently used words in the community, and so on.

So have a checklist but do not write things down in their presence, make it casual. Make your notes later.

The objective of the listening and observation survey is to get an insight of how people live in a community. At some stage, however, you might want to know more about what you have heard and what you have seen.

You might want some further clarification or explanation.

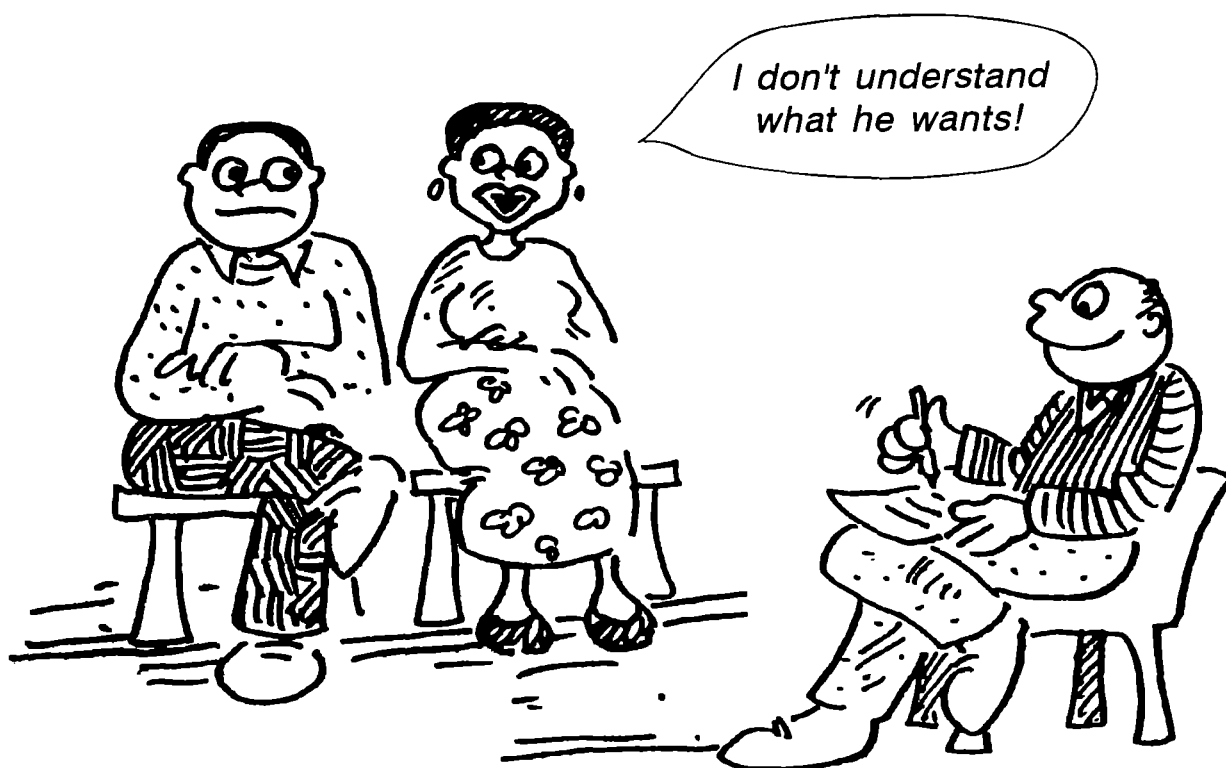


What you can do is to arrange for some informal discussions with some of the following people depending on what the subject matter is, and its relevance.

- *Older women in the community*
- *Older men in the community*
- *Traditional healers*
- *Traditional birth attendants*
- *Women (mothers)*
- *Spiritual healers*
- *Headmasters and teachers*
- *Retired civil servants*
- *Pensioners*
- *Local institutions eg. Village Development Committees,*
- *Health workers*
- *Agricultural Extension workers*
- *Veterinary Extension workers*
- *The business community*
- *Members of women's groups*
- *Community action groups, eg farmers associations*
- *School children*
- *Development agencies (representatives)*

**USE YOUR CREATIVITY AND BE INNOVATIVE
ADD TO THE ABOVE LIST OF INFORMAL INFORMANTS.**

**IT IS IMPORTANT THOUGH TO PLAN FOR THESE DISCUSSIONS
IN ADVANCE EVEN IF THEY ARE INFORMAL.**



INFORMAL SURVEYS

There are other ways of collecting information about the community. Some methods are described below.

1. A community questionnaire

This form may include the following:

- † the name of the community
- † the name of the traditional leader
- † the basic infrastructure
- † information about non-governmental organisations and the activities they perform in the community
- † churches actively involved in the community
- † groups that exist in the community by type and activity, whether these are active and if not, why?
- † who your first contact(s) are in the community
- † your reason(s) for contact and your first contact date.



On the next page you will find a sample of a community questionnaire. This form should be completed for each community at the very beginning. The data you collect is very important, so start your file immediately.

2. Community Visit Report

It helps if you keep a record of your visits; what actions were taken and what was agreed. Completing the Community Visit Report will help you:

- review the original objectives, and evaluate the effectiveness of the visit making note of both the positive and negative aspects so that you can help improve on future visits.
- follow-up matters of importance, in particular the things you have agreed to help the homestead with.
- plan a future visit.

It is important to evaluate your visits. Unless you review your effectiveness, you will not improve as an extension worker.

COMMUNITY QUESTIONNAIRE

1. Location of community
2. Name of community
3. Name of headman, chief or king
4. Name of person(s) or group visited
5. **Basic infrastructure:**
 - Roads
 - School(s)
 - Health facility
 - Market place/shopping centre
6. **Non-governmental organisations**
Details of activities and extent of community involvement:
7. Groups in existence, types, details of activities active or non-active and if not active, reasons for not functioning:
8. Contact(s):
9. Reason(s) for contacting:
10. Date of contact:
11. Other comments:

COMMUNITY VISIT REPORT

Complete this form each time you visit a particular community. Record information separately for each community visited and file systematically according to the dates. Remember, you have started a file. Keep adding new information.

1. Name of community:
2. Name of the group/persons visited:
3. Date of visit: Nº of visit:
4. Purpose of visit (fill in before leaving):
5. If there was a meeting:

Participants	Men	Women	Youth
Group members:			
Others:			
Total:			

Participation: very good good low

6. Subjects discussed:
7. Follow-up needed with other departments, Head Office, etc:
8. Specific progress made since last visit?:
9. Was the purpose of the visit accomplished?:
10. Next action(s) planned:
11. Next visit planned (with whom, when, for what purpose):
12. Specific problems met:

Name of REO: Date:

3. Focus Group Interviews

At times and usually at the beginning when you enter a community it may be difficult to conduct household surveys due to the fact that:

- you may not know the community as yet,
- you may be the only REO,
- you may not have sufficient time and have a heavy workload,
- you may not have transport available all the time.

‘RESOURCES ARE SCARCE’

But there is a technique you can use to collect information from people in the community. It is called the FOCUS GROUP TECHNIQUE.

What is the focus group technique?

Focus group definition

A group of people representative of the community from whom you can get valuable and reliable information, which can be analysed and fruitful decisions made from it.

Things to remember when selecting members for a focus group discussion:

- † The number should be a minimum of six for it to be manageable,
- † If its a maximum N^o of twelve resort to the group discussion technique,
- † Selection of a focus group must take into consideration the subject of discussion
- † Give everybody in the group a chance to give his/her opinion/ideas,
- † Try and control dominant members,
- † Encourage participation,
- † Praise good points given,
- † Avoid talking too much yourself.

***BY USING THIS TECHNIQUE YOU WILL HAVE STARTED
COMMUNITY INVOLVEMENT.***

Checklist FOR A SUCCESSFUL FOCUS GROUP DISCUSSION

- † Select six to eight people from each of the above through the help of a contact person.
- † Prepare relevant questions for each group.
- † Make appointments.
- † Choose a convenient time, people are busy.
- † Arrange an appropriate venue.
- † Be on time
- † Do not keep people or discussions for too long.
- † Respect every group member's views and ideas.
- † Be patient.
- † Consider norms and cultural values.
- † Remember some issues are sensitive.

SO BE TACTFUL

Before you select a group ask yourself:

WHAT DIFFERENT KINDS OF PEOPLE OR GROUPS DO YOU FIND IN A COMMUNITY?

Below is a list of people that you may find in a community.

1. Women (from female and male headed households) employed, self-employed or unemployed.
2. School children (primary, secondary & upper level).
3. Youth - employed or unemployed.
4. Traders
6. Destitutes.
7. Politicians.
8. Parent teacher associations.
9. Members of non-governmental organisations.
10. Members of church organisations.
11. The disabled.
12. Income generating groups.
13. Social groups.
14. Civil of public servants
15. Farmers

YOU CAN ADD TO THIS LIST. BE CREATIVE!!



Who do you ask?

Say you need information on the impact of the drought on households and who should qualify for the "Food For Work Programme". You can conduct a 'Focus Group discussion' in the community.

- ◆ **SELECT** a group of six to twelve people from the community

For example:

- **Chiefs and elders of the community**
- **Community development workers**
- **Destitutes**
- **The disabled**
- **Key informant civil servants**
- **Teachers and headteachers**
- **Rural Development Promoters**
- **The unemployed and others that you may think relevant.**



After discussions with each group:

- Compile the information collected.
- Analyse the information.
- Decide on your target group for the "Food For Work Programme" based on the focus group discussions and procedures.
- Take action (write a short report).

You can conduct focus group discussions for other topics as well, for example:

- A backyard garden project
- A training programme - for women in the informal business
- Management of a water point
- Veld fruit harvesting and use
- Ventilated improved pit latrines
- Tree planting campaigns

- Clean up campaigns
- Cottage industries
- Appropriate technology for women
- Networking for business women
- Coping strategies for the drought

- Water hygiene
- Child care
- Sewing and knitting projects
- How to get formal credit
- Informal credit strategies
- Marketing, etc.
- Saving techniques for women



FILE THE INFORMATION YOU HAVE COLLECTED SYSTEMATICALLY

- Compile and analyse the information
- Check for any strengths in the projects
- Check the weaknesses
- Discuss the ones you think are feasible with your seniors
- On the basis of decisions made, go back to the community and give them feedback
- Ask for their views once more.



PART FOUR

COMMUNICATION MOTIVATION & PARTICIPATION

- **DEFINING A COMMUNITY**
- **BASICS OF COMMUNICATION**
- **MOTIVATIONAL TECHNIQUES**
- **DEFINING PARTICIPATION**
- **CASE STUDIES**
- **MAKING PARTICIPATION WORK**
- **CRITICAL INCIDENTS**



DEFINING A COMMUNITY

At this point you have gathered a lot of information about the Community through the observation and listening survey.

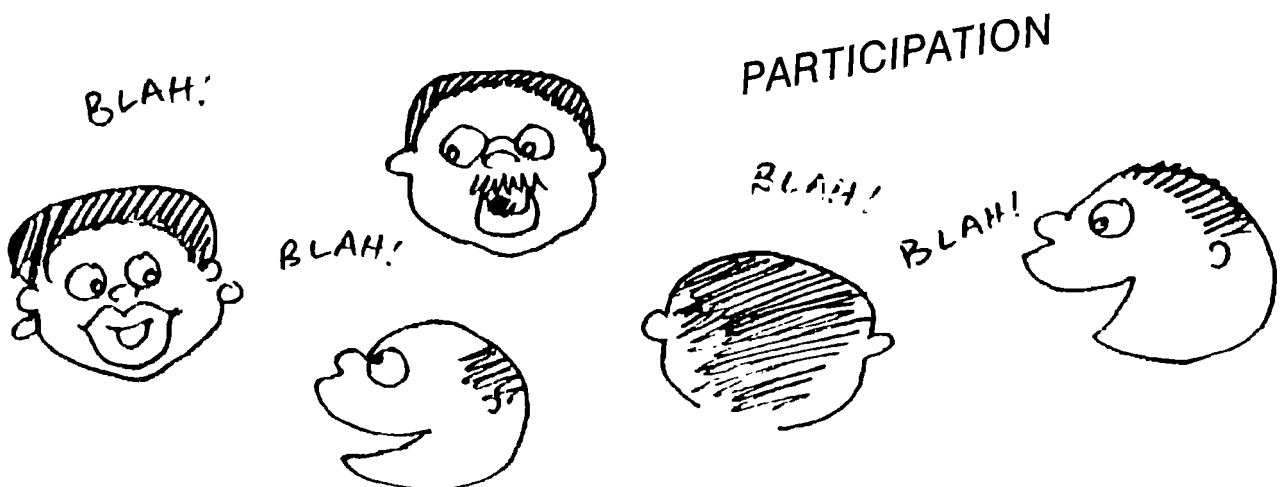
Now you know a little about the community you will be working with.

Let us now define what a *Community* is:

A *Community* is a group of people with an organised leadership structure, living together in the same area, boundary, environment, sharing either values, culture, beliefs, language, norms, facilities and a common economic status.

Definition given by: The participants of the 1992 Household Food Security. Training Programme. Held at the RDC Ongwediva

You can define your own community if you wish according to its characteristics. You are not tied to the above definition "**BE CREATIVE**"



BASICS OF COMMUNICATION

Your task is now to start communicating with the different groups of people in the community. Communication can involve a number of things.

- * You can communicate with villagers to give them important information.
- * You can communicate with individuals or a specific group of individuals with the aim of developing their skills through training.
- * You can also work with a specific group with an aim of bringing about group cohesiveness and therefore group dynamics.
- * In certain instances your communication may be directed to problem solving.
- * At times you may want to talk about decision making by the Community on some scarce resources.

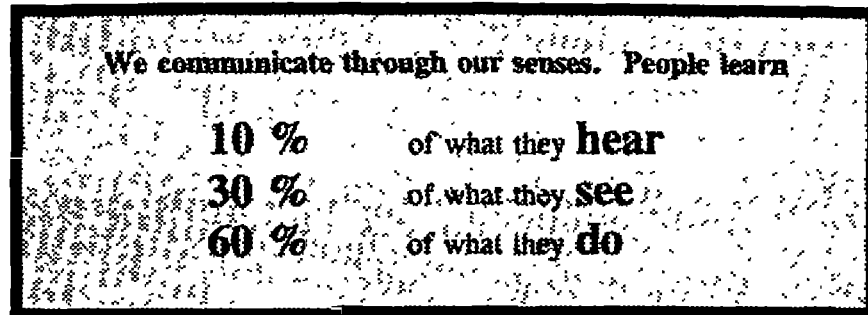
Before you start communicating you need to know the basics of communication in other words you have to understand the communication process.

Below are a few guidelines on how you can become effective in your communication skills; especially when you are an extension officer, who interacts on a day-to-day basis with individuals, families and groups.

BE EFFECTIVE

- Be clear about why you are communicating
- Be clear about what you want to communicate
- Be sure your message is clear
- Be sure you know your audience
- Be sure your message is relevant
- Be sure you have selected the appropriate medium
- Be sure you have chosen the appropriate time

USE THE RIGHT LANGUAGE

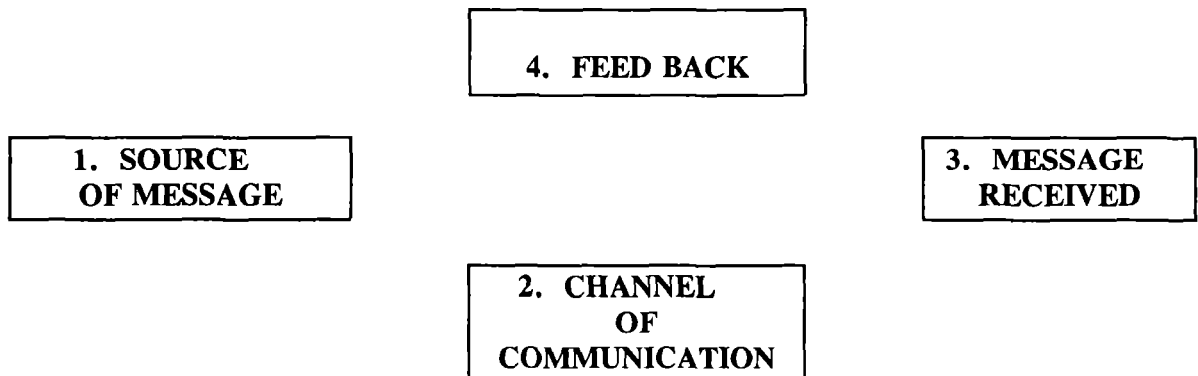


This has implications on our ability to receive, understand and learn. People learn better if they practice what they are taught; if they are involved in making decisions; and if they are part of finding solutions to their problems.

People learn very little if they are just listening to you talk. Preaching is not teaching.

EFFECTIVE COMMUNICATION
Involves
attention, intention, a message and feedback

The communication process can be seen diagrammatically ...



You are communicating effectively if you hold people's attention and get feedback. You can maintain people's attention by asking questions, getting them involved by:

- ◆ Putting them in pairs to share ideas
- ◆ Organising small group discussions
- ◆ Bringing them together as a whole group for a brainstorming session
- ◆ Allowing them to ask questions during an open question session.

**REMEMBER,
PREACHING IS NOT TEACHING**



**AN EXAMPLE OF HOW YOU CAN MAKE COMMUNICATION
SUCCESSFUL IN CERTAIN AREAS**

You would like to communicate to a group of women in your community, about overcoming a health problem on the Vitamin A deficiency,

YOU NEED TO PLAN YOUR TALK

Follow these guidelines and ask yourself:

- What is the topic?
- What is your overall objective in talking to the women?
- What is the short term objective?
- What time do you want to meet the women and at what place, are they aware of your coming, and is the time and place convenient to them?
- What kind of communication aids do you need?

Use visual aids to emphasise your points. Use:

- ◆ Pictures of fruits and vegetables
- ◆ Examples of dark green vegetables
- ◆ Pictures of mangos, pawpaws, guavas, carrots
- ◆ Pictures of butter, margarine, eggs, milk, liver

Try and encourage a lot of participation from the women.
Get the women to come up with their own solutions.

You can use these guidelines when you are talking to different groups of people on other topics too. For example:

- † What women can do to lessen their burden in gathering firewood and fetching water kilometres away;
- † What women can do for themselves in the area of home economics;
- † How women can put up cottage industries;
- † How women can start income generating activities;
- † How women can devise saving techniques, and raise informal credit;
- † How women can succeed in networking, i.e. working together as a cohesive group; sharing ideas about improving the standard of living in the households
- † How women can together solve problems and make viable decisions; that will improve household food security
- † How women can develop coping strategies during the drought;
- † How women can devise other means of feeding their families eg by using veld fruits.

"BUT REMEMBER PLAN WITH THEM NOT FOR THEM"



MOTIVATIONAL TECHNIQUES

Most of the time you will be dealing with adults. They are different from children. Adults, have the following positive characteristics:

- They are generally self directed, autonomous and can function well with minimal external control,
- They possess a reservoir of experience, they are therefore educators and can learn from each other's experiences,
- They are great problem solvers and explorers of alternatives,
- They strive for self esteem,
- They are capable of self assessment of their current competence, weakness and areas of improvement,
- They expect good results.

AS A GOOD REO YOU CAN MOTIVATE PEOPLE EVEN FURTHER BY:

- Encouraging discussion - not over directing but facilitating, acknowledging their contribution and re-assuring them of the value of their input.
- Giving them the opportunity to use their capability as educators. This will encourage group dynamics.
- Not solving the problems for them, but listening to the alternatives and solutions they have to offer.
- Respecting their age, experience and input.
- Allowing them to critique themselves, and say where they could have done better.

***BUT REMEMBER
PLAN AND PREPARE WELL***

Adults also have negative characteristics. For example, adults are:

- † Task oriented and get frustrated if success does not come quickly;
- † Easily discouraged and fear failure. They initially lack confidence in their ability to learn;
- † Cautious in new situations and sometimes resist change and creativity;
- † They are no longer used to learning new things and may not feel very confident;
- † If they feel they are not benefitting they will quickly give up.

MOTIVATE BY BEING POSITIVE

- Emphasise the relevance of the information in relation to the task;
- Emphasise the sense of achievement, and discouraging excessive competition and domineering people, if it is a group. But do it tactfully;
- Provide reinforcement through relevant methods. Giving emotional support and encouragement. Providing an opportunity for early success;
- Be patient and accepting criticism.

Different techniques can be used to motivate adults. In training sessions, for example, you can:

- Use some of them as role models,
- Assign certain duties that are simple to perform to those who seem to be unsure, who have fear of failure or are somehow inhibited,
- Use the "**I will be your friend**" technique. They choose their friends during a particular task or session. In pairs they can motivate each other,
- Arrange small prize giving sessions. The session is more fun if the friend is anonymous.
- Arrange small revolving fund sessions to encourage saving. This works very well among women. Join in and be part of the revolving fund session. A small amount can be contributed and this should revolve amongst a small group. The minimum number can be three and the maximum five.

Above all → Give them freedom to express their opinions.

DEFINING PARTICIPATION

Participation of the people, at every stage of development is a key to success. When people have the freedom to participate in activities it gives them dignity and self respect. Development efforts should therefore start by recognising people's potential, and proceed to their enhancement and growth. For people to develop there has to be "**real participation - involvement of the people**".

Participation means

The involvement of the people in the communities in planning their own future together. It means encouraging them to make their own decisions and controls their own development - Thus creating a democratic atmosphere.

Definition Given By: The Participants of the 1992 Household Food Security Training Programme Held at the RDC Ongwediva.



You need not be a slave to this definition, you can arrive at your own definition, the way you see it "**BE CREATIVE**".

IF YOU WANT PARTICIPATION

- Start with a few communities
- Establish a good relationship first
- Then move to the next community

In the following pages there are four case studies which will help you understand the importance of participation.

CASE STUDY Nº 1
THE PEOPLE'S GREEN PROJECT

Eight women from a nearby village in Ondangwa met in January 1991 to talk about what they can do to better their lives, the lives of their children, and the community as a whole. All eight women were from female-headed households. As they wanted to establish a vegetable garden, they discussed the following:

1. Acquiring a piece of land,
2. Procuring of implements,
3. Installing water,
4. Fencing the land,
5. Seeds etc.

Tasks were assigned as follows:

- Ms Seehama and Amanyanga were to see the CREO about getting the piece of land. They required 100 x 100 square metres to start the vegetable garden.
- It was agreed that for a start the women would contribute the implements they use at their homes.
- Ms Erago and Aijambo were given the responsibility of seeing the CREO in Ongwediva to enquire which development agencies can assist in water installation and fencing.

The other four women were given the following tasks:

- Visit the neighbouring schools to ask about the types of vegetables they need and where they usually buy.
- Visit the vegetable sellers in Oshakati, see the type of vegetables they sell and who their customers are.
- Visit teachers in the nearby communities and a number of households to find out which vegetables they eat on a regular basis.

At the same meeting:

- † Ms Sheehama was elected Project Leader.
- † Ms Amanyanga - the Chairperson
- † Ms Aijambo - the Secretary
- † Ms Erago - the Treasurer, and
four committee members.

The agreement was to change positions held by people every year.



In May 1991 the People's Green Project was doing very well, as they managed to get all the things they needed through the CREO.

The women grow and sell spinach, tomatoes, onions, carrots, cabbage, egg plant and squash. Their market is the schools, the teachers, the Rural Development Centre and neighbouring households.

Ms Nakale has started to visit the hospital to ask whether they need vegetables. The women contribute R10 a month towards the project and work in the vegetable garden themselves. CCN provided R6 000 as start up capital.

They have approached the CREO to request for a week of technical training.

Four other women have joined the Project.

QUESTIONS

1. Do you think the People's Green Project is doing well?
2. Why?
3. What can you learn from these women?
4. Can you mobilise women in your community to do the same?
5. What would you improve?

CASE STUDY Nº 2
THE MEETING AT BETHANIEN

The Bethanian community has been short of water for a long time.

The Chief Rural Extension Officer, based in Keetmanshoop, was called by the community leaders a number of times to discuss this issue.

In June of 1990 Water Affairs connected Bethanian to the main reticulation system and four water points/standpipes were installed in different parts of the small village. Households now had access to clean water.

However, the community started to abuse the water points. Their cows and goats drank there, donkeys roamed around the water points and the area was full of dung. Some people bathed around the water points. The place was very dirty with litter all over.

Public Health Officials were very concerned and arranged for a meeting with the Rural Extension Officer of the area, to discuss this problem. The REO suggested that she would call a community meeting soon.

She paid the headman a visit first, to make him aware of this problem and asked for his advice. The headman said that he was already aware of the problem. He said some of the community members had come to him to complain.

A meeting of the Bethanian community was called and many people turned up.

The meeting started with a prayer and then the Headman addressed the community. He expressed his disappointment about the state of the water points. That many responsible community members came to see him about this issue. A nurse who was also invited to the meeting talked about water-borne diseases, breeding of mosquitoes, resulting in malaria.

The Chairman of the District Development Committee was also given a chance to speak. He posed the following question:

Do you remember how you used to struggle when there was no water? Whose water points are these?

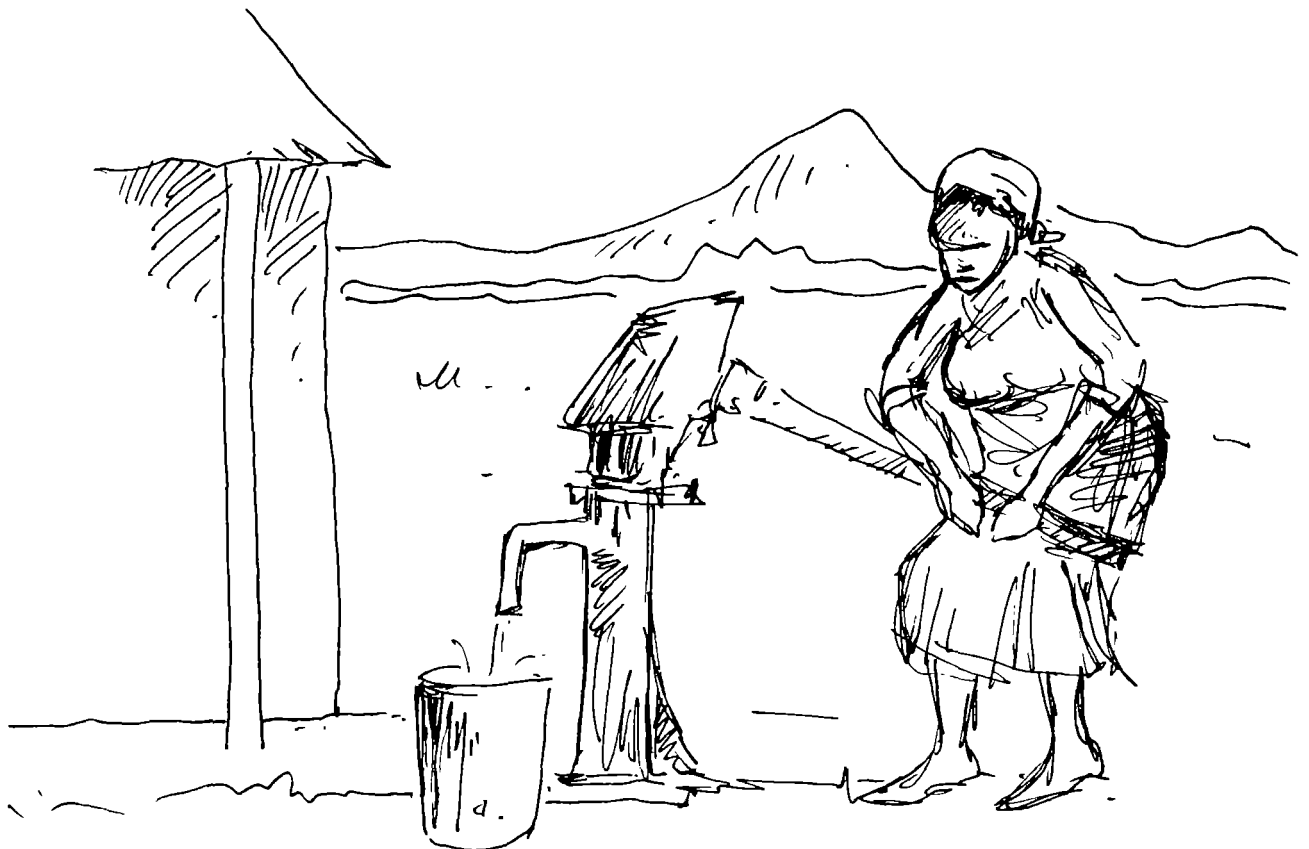
There was dead silence and clear embarrassment. The CREO finally stood up and said:

Now my parents you can see there is a problem. What are we doing about it? You are the people who can solve the problem and make decisions.

She said it would be a good idea to divide into groups and discuss the issues. People agreed.

When the people finally came together the group leaders came out with the following suggestions:

- that each ward using the same water facility, provide poles and a fence for the standpipe and that each household could provide two poles,
- that all households using a particular water point, arrange for a day to clean up the place before the fencing,
- that the community members using a particular water point, elect a water point committee, which will be responsible for the facility, and report to the community in case of any particular further problems arising,
- that after this meeting every ward would be responsible for its own water point.



DISCUSSION

1. What do you think about the Bethanian community?
2. What were the problems?
3. Were these well solved, and if so, how?
4. What was good about the solution?
5. Have you come across similar cases in the community?
6. How did you handle them?

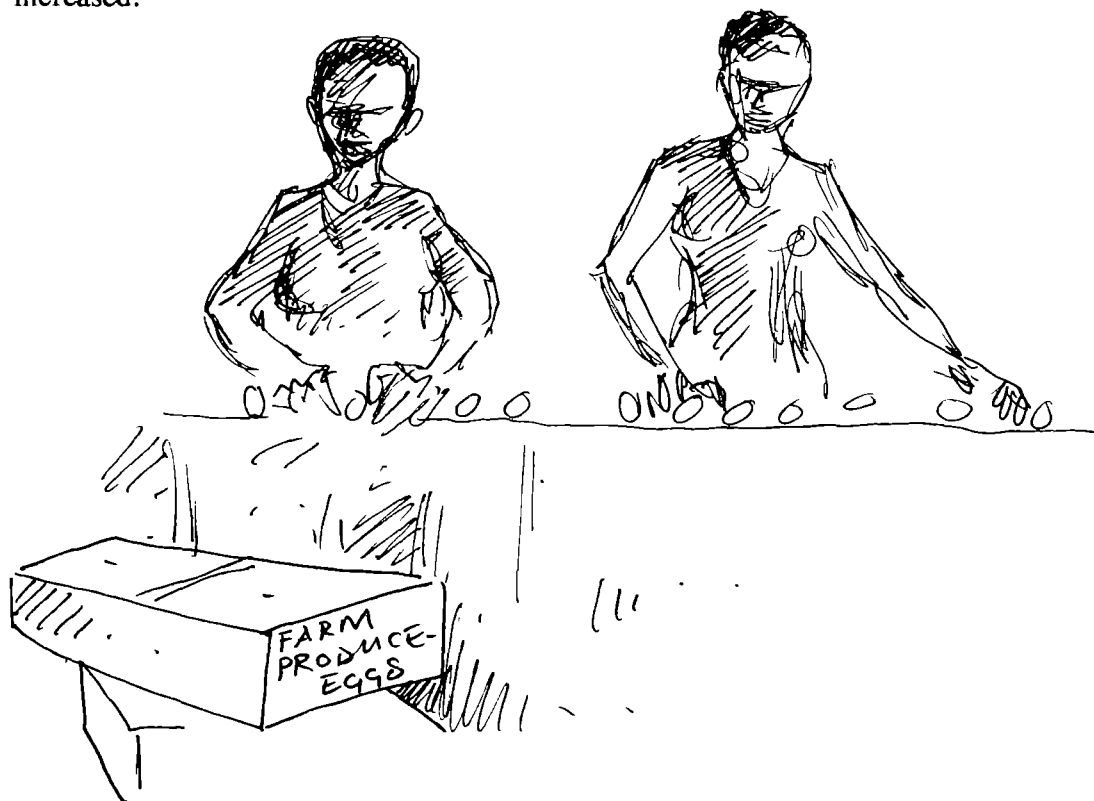
CASE STUDY Nº 3
INCOME GENERATION

A successful project sponsored by the German Development Agency had provided family life and responsible parenthood education to women's clubs in some twenty communities, in Kavango.

It was then decided to strengthen Rural Development Promoters' capacity to work with the clubs.

This additional service was expected to increase women's competence and self confidence and help them to contribute more to family income.

Specific inputs included, training of selected Rural Development Promoters, training of club leaders on food production and preservation. The final project evaluation revealed that although club members had acquired new skills their production and income had not increased.



DISCUSSION

1. Why do you think production and income had not increased?
2. Can you think of any possible ways of improving the situation if you were faced with a similar problem in your area.

CASE STUDY Nº 4
COMMUNITY TRAINING

A pilot project in a remote village in Gobabis provided women's group with educational material related to:

- ◆ safe environment,
- ◆ primary health care,
- ◆ birth spacing,
- ◆ status of women and women's rights.

The materials and training were initially provided to the government's, Family Health Trainers, community leaders and to special Rural Development Promoters recruited from the community. These selected people in turn were supposed to train the women's groups.

A mid term evaluation found out that women's group members had received little information or materials on:

- ◆ birth spacing
- ◆ status of women and women's rights.



DISCUSSION

1. Why do you think this happened?
2. Can you think of any possible way of improving the situation if you were faced with a similar problem in your area?

MAKING PARTICIPATION WORK

Participation in groups occurs when:

- † You are an efficient group leader.
- † You apply a democratic leadership style.
- † There is joint problem solving.
- † There is sharing of responsibilities.
- † There is contribution by all.
- † Group rules are established.
- † There is adherence to rules.
- † There is an equal share of benefits.
- † There is an equal share of losses.
- † There is group decision/group consensus.
- † There is gender awareness & sensitivity.

Your task is to encourage all of the above when dealing with different groups of people in the community.

IN THIS WAY "REAL PARTICIPATION" CAN FINALLY BE ACHIEVED.



Sometimes there is no participation because of the way we approach people. Analyse the critical incidents on the following pages to help you learn some of the things you should avoid.

CRITICAL INCIDENT N^o 1

A group of women and the new Rural Extension Officer.

- REO "I have brought very good news. We are putting up a football pitch to keep the community boys busy and away from mischief. We are organising the money and clearing the area. What a terrific idea! What do you think?"
- 1st woman "We thank you for wanting to help our community. However, we do not think a football pitch is important at this stage. We approached the Rural Development Promoter (RDP) some months ago, we want the government to build us a day-care centre, where we can take our children while we are at work and collect them when we finish. The RDP promised to take up this matter with you. She has not come back to us. Now you talk of a football pitch, what happened to the discussion about the day-care place?"
- REO "Well the RDP has not given me any such information. In fact, I have not seen her for weeks. She is useless, you better choose another one. Anyway, I know what is good for your children. You have complained that the youth do not have anything to do and always get into trouble. I have solved your problem. Besides, this has been approved in Windhoek, so there is nothing you can do; or say."
- 2nd woman "This is a sad situation. We have other needs, that are more pressing. We need food, water clothes for our children and many other things. We wanted the government to support us by building a day-care centre so that we could go into business full time. As it is we have to spend most of our time caring for our children."
- 3rd woman "This is so silly, and so ridiculous, can we eat a football pitch?"
- 4th woman "Go and tell those in Windhoek that we want more land to produce food. Tell them we want to start businesses. Let the youth chase footballs in Windhoek, not here, we have no time for all this nonsense."

The women all stand up and walk away.

1. What do you think went wrong?
2. How could you have done it better?

CRITICAL INCIDENT Nº 2

Interaction between a group of women and the Rural Extension Officer (REO), taking place in REO's office.

Group "Good morning, sir."

REO "Good morning. Can I help you?"

Group Leader "We are six women. We want to start a sewing business. We have two sewing machines. We contributed money and bought some materials. We want to make uniforms and sell to schools. Now we need more money to build a structure. We need money to get the business started. How can you help us?"

REO "This is not as easy as you think. You have very little equipment and you are so many. You are not trained, you may not produce quality uniforms. We have other big enterprises selling school uniforms. You may not meet the demand and the school will be angry with you."

Group Leader "That is why we want your help, sir."

REO "OK, go back and I will think about it. I will consult with my seniors."

REO does not get back to the women. After four weeks, the women return to his office.

Group Leader "What happened to you, you have not come back to us. We have been waiting for such a long time, so we have come to find out if you have any information for us."

REO "I am sorry, I was very busy with meetings, workshops, and office work. There is just too much work."

2nd woman "What should we do now?"

REO "OK, take these forms. They are from the American Embassy. Complete them and bring them in two days time."

3rd woman "But these forms are in English, I do not understand them. How will we manage? (comment directed to the other women) We do not know."

REO "I must go now, I have to attend a meeting. I have no time to explain, just fill them as best you can. Ask your children who go to school to help you."

- Is this a good way to approach the women?
- How can it be done better?

CRITICAL INCIDENT N° 3

The Rural Extension Officer, Ms Nangula, and a poultry businesswoman, Ms Amukhongo.

Ms Amukhongo "Good afternoon, sir, I have a problem, can you please help me?"

REO "Yes, old lady, what can I do for you?"

Ms Amukhongo "My chicken business started very well because of your initial help. I used to buy chicken feed very nearby, but the place has closed down. Now I travel far. I used to sell my chickens at a good price to Mr Parma's butchery. But now he says the chickens are not of good weight. He says he wants 100 big chickens at a time, and I can not produce big enough chickens nor can I produce so many for sale at once."

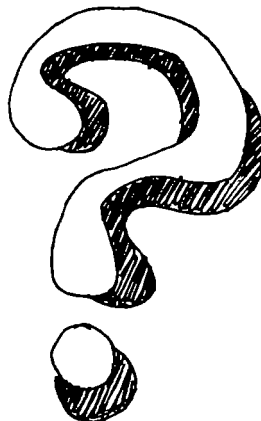
REO "Well, old lady, I tried my best at the beginning. I gave you a start. You are going wrong somewhere. Go back and see where your problem lies, and come back when you have tried to solve it."

Ms Amukhongo "Well, I told you where things went wrong and why they went wrong. So I know where the problem lies. I tried to solve it but I need your help."

REO "You can come back in two weeks, I am going to a workshop now."

The woman looks very disappointed and she leaves.

- What went wrong?
- How could the REO have helped the woman?
- How would you have handled the situation?



CRITICAL INCIDENT N^o 4

A Women's Group and the Rural Extension Officer.

- Group Leader "Good morning, sir, we have come to you for help because we have a great idea."
- REO "Let me hear it."
- Group Leader "There are a lot of veld fruit trees in our area. This year most of the trees of a particular tree have borne fruits in abundance. We hear that it makes tasty jam. We could make jam, put it in jars, sell it and make much money for ourselves and our children."
- REO "It sounds like a very good idea."
- 1st woman "But please listen now. We do not know how to do it, we need to be trained. We do not know how to start, we do not have facilities, we do not know how to run a business."
- 2nd woman "How can you help us, sir?"
- 3rd woman "We learnt of a group of successful women somewhere in Caprivi. They run a piggery and they are doing very well."
- 4th woman "Yes, we learnt that they got some money from government. They were also taught at some training workshop and are now doing very well."
- REO "It might be a great idea to make jam, but remember, pigs are different from jam. Anyway, our planned training for this year is for training women to produce honey, horticulture, rabbit rearing, and brick-moulding. You must do one of these. Again, our financial year is about to end and the money for training programmes will be put back until the new budget speech"

DISCUSS

1. What do you think went wrong?
2. Why do you think things went wrong?
3. How would you have handled the situation?
4. What lessons can you learn from this?

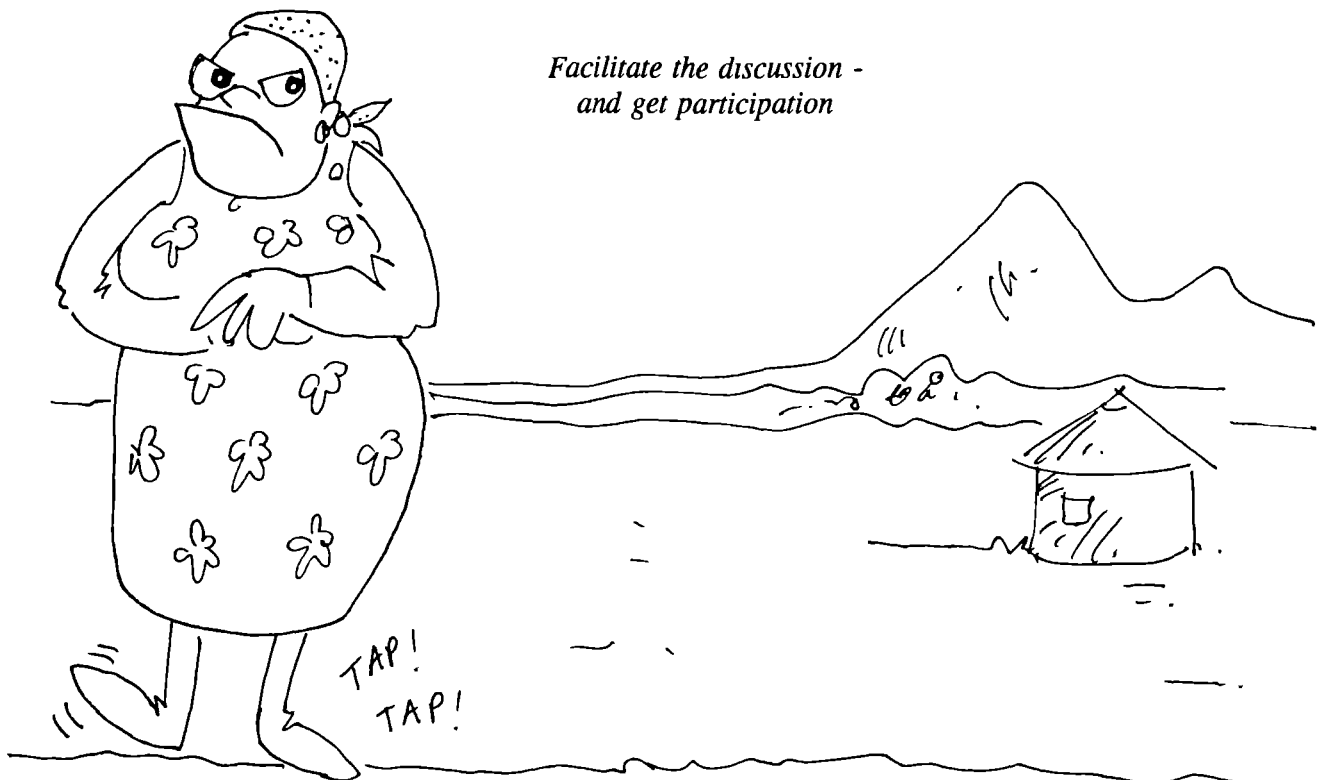
SUMMARY OF ISSUES - COMING OUT OF CRITICAL INCIDENTS

The four critical incidents show the wrong approach in communicating with the women. In these incidents the REO:

- ◆ imposes projects which the women do not necessarily approve of. These are neither projects of their choice or priority. They have other ideas to offer.
- ◆ makes decisions for the women. This is not the right approach. People want to make decisions for themselves and they can do it given a chance.
- ◆ is not a good listener he/she is impatient, discourages the women, neglects them and looks down on them.

In this way there can be no participation so:

- Do not impose your ideas/projects, solicit for opinions
- Do not look down on people, have respect
- Be patient
- Do not discourage people's efforts
- Be a good listener
- Do not make decisions for them.



*Facilitate the discussion -
and get participation*

PART FIVE

HOUSEHOLD FOOD SECURITY

- **INTRODUCTION**
- **HOUSEHOLD FOOD SECURITY**
- **GENDER AWARENESS**
- **TRAINING METHODS AND TEACHING AIDS**



INTRODUCTION

In Part One you read a brief introduction to the overall meaning of Rural Development. You read about the role of your Directorate and you are well informed of your tasks as a REO. You should now be aware of the important role you have to play in the community.

Part Two tells you how to make a start, and get closer to the communities you are working with. It gives you suggestions on how to meet community leaders, be introduced to the community, and the way you should conduct your first meeting.

Part Three is all about getting to know more about the community. Getting to know individuals, and members of institutions who are partners in the rural development process. This you can do through "walk abouts" which involve listening to spontaneous discussions of the community and making important observations.

You can also visit and talk to important and influential people, other extension officers and some senior government officials.



Part Four gives you a definition of a community and participation. The basic skills that you need to communicate effectively with villagers, and how to motivate the rural communities. You were asked to analyse case studies on participation, and compare them with your own situations. There were critical incidents which give the wrong approaches to communication to help you learn about the right ways of working with a community.

You are now known in the community and if you have carried out your tasks in a reasonable manner, you have been accepted by the community and you are now part of the community that you are operating in.

HOUSEHOLD FOOD SECURITY

IS AN IMPORTANT TOPIC FOR YOU.

"Household food security" and the achievement of adequate levels of nutrition and a regular supply of food are important goals for the welfare of children and women world wide. Improving access to the right type of food for both mothers and children to promote child survival and development is an important part of your job.

WHAT HOUSEHOLD FOOD SECURITY MEANS

Access for all people to food in sufficient quantity, and quality on a sustained basis.

What topics and activities are included in Household Food Security?

THE HFS CHECKLIST

- Income generation
- Food production
- Storage
- Food preservation
- Utilisation of natural resources
- Management of resources
- Environmental protection
- Appropriate technology
- Health education
- Marketing strategies
- Home economics
- Water

As a Rural Extension Officer working with the members of the community, you can do a lot to help these different people achieve household food security in the above areas.

What you need to do is get information from the rural people about what they think they can do to achieve Household Food Security. Ask:

- ◆ What their problems are in achieving Household Food Security;
- ◆ What their most urgent needs are;
- ◆ What they have already done to improve their situation;
- ◆ How they can help themselves in achieving Household Food Security;
- ◆ What other contributions they are prepared to make;
- ◆ What difficulties women have as the most disadvantaged groups in the society.

"REMEMBER PLAN WITH THEM, AND NOT FOR THEM".



ANOTHER IMPORTANT TOPIC IS HOUSEHOLD RESOURCE MANAGEMENT.

In order to achieve household food security, proper management of resources is very important. The most important resource is the land. Food is produced from land, water comes from land, veld fruits are a natural resource from land, fish is a land resource and many others.

What is important is the proper management of this important resource if we are to continue to survive on it.

HOUSEHOLD RESOURCE MANAGEMENT MEANS

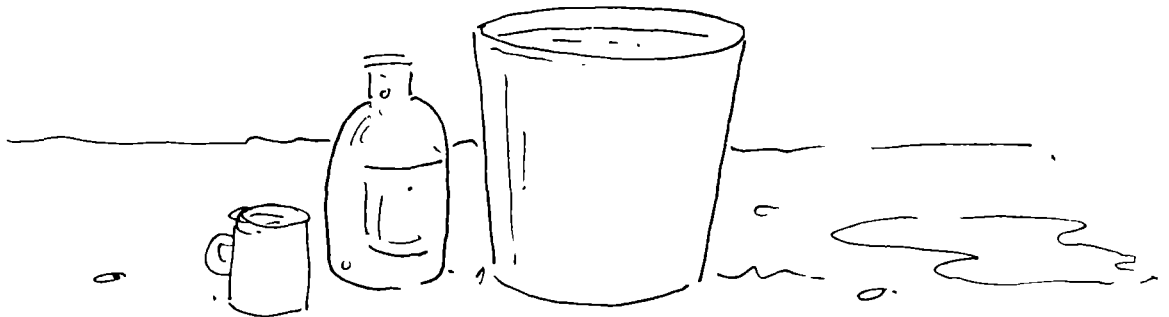
The sustained efficient and economic use of resources for maximum benefit.

As a REO working with the members of a particular community, you can do a lot to help the rural people manage the vital resources in an efficient manner.

Four examples are given on the following pages on how you can go about doing this.

1. WATER - Managing a water point

Water is an important resource. Nothing can be done without water. Water is used in cooking, bathing, washing clothes, watering gardens. Clean water brings about better health, saving water is a technique that has to be learnt by the people, especially when they have been provided with it. Taking care of a water point must be regarded as a responsibility by members of the community on a collective basis. Above all, the most important thing to ask them is "*Whose water facility is it?*" It is theirs!



It is best therefore, for you as the REO, to bring community members together to talk about the importance of this scarce resource, and to form a water point committee. The water point committee has an important role to play in ensuring that there is good communication between people and the government on water supply matters. The committee has to keep in close touch with the people and with government extension workers. Discuss with them plus the functions of a water point committee. On the following page you will find some of the functions.

THE WATER POINT COMMITTEE

- To coordinate all the users of the water point to make sure that it is kept in good working order and is used properly.
- To represent the water point users in meetings and discussions with the government and other organisations who help to build water supplies.
- To collect information to help plan and build improved water supplies.
- To organise the community to provide labour and materials, and if necessary, money to help build better water supplies.
- To organise the community to take good care of water points by keeping them in good working order and in a clean and hygienic condition.
- To make rules and regulations in consultation with the community for the proper use and care of the water point.
- To ensure that all users of water points have their fair share of the water available.
- To organise and manage community contributions for the running of the water supply.
- To meet on a regular basis to discuss and solve problems regarding the water point, eg breakdown, improper use, or arguments among users.
- To meet occasionally with other water point committees to discuss common issues.
- To keep good records of overall decisions reached at meetings.
- To report to the community about the work of the committee and involve them in all important decisions.
- To work closely with other community organisations.

Remember as a REO, to let them decide on who they select from among the community to represent them on the committee.

Let them decide on the functions of this committee.

Remind them that the water point is theirs, and they are responsible for its good upkeep.

2. *TREES* - Conservation of a resource

Firewood is used for cooking and warming houses in the winter time, especially by the women. As long as there is no alternative source of energy the people will continue to cut down trees to get firewood.

If this continues, very soon there will be no trees, the land will become barren and this is not a healthy sign. The people in the community have to know this. They have to have knowledge about the dangers of deforestation.

You as a REO working in the community can play a vital role in making such information available to them, through organising educational activities and tree planting campaigns. This you can do together with the Rural Development Promoter.

Below you will find a checklist on how to go about doing this.

<i>CHECKLIST</i>	
◆	Arrange for a community meeting
◆	Do this well in advance, at a convenient time and place
◆	Target the right audience eg chiefs, traders, women, other community development workers, teachers, councillors public officers like sanitation officers
◆	Draw an agenda with their agreement
◆	Arrange for a speaker to speak on deforestation
◆	Get ideas from the people on how to preserve nature
◆	Arrange for a tree planting day with them

3. **VELD FRUITS** - Utilising traditional resources

In some communities there are a lot of trees that yield wild fruits which can be very useful as a food substitute:

- some yield fruits that can make jam,
- some make a tasty juice,
- others can be eaten as they are.

There will be many others that the people know in the community.

You as a REO can organise the community to talk about these. The women are especially good at these. They have knowledge about useful nutritious veld fruits and wild greens. You can conduct focus group meetings with them to collect information about wild fruits and their use.



Use the check list on p55 in order to get peoples ideas on what veld fruits and wild greens they think can be a food substitute.

4. *INFORMAL CREDIT - Helping each other*

Women have great difficulty in raising money, especially in getting loans from the banks, to start income generating activities on a small scale basis. Those that are married need their husband's support to apply for loans. Those from female headed households usually lack security to back up their loans.

You as a REO can suggest certain saving techniques to them. One of the techniques is how to raise informal credit. Here follows a checklist on how to go about doing this.

THE INFORMAL CREDIT CHECKLIST

- ◆ Arrange for a meeting with women who are interested in starting income generating activities, or those who have already started.
- ◆ Do this in advance, at a convenient time and place.
- ◆ Target the right group.
- ◆ Suggest the informal credit saving scheme to them.
- ◆ The group involved in this saving scheme should not be too big, a minimum of six and a maximum of ten.
- ◆ Let them suggest the amount they would give each woman or group of women and the period, it may be weekly, two weekly or monthly.
- ◆ Advise them to use a savings bank, to bank the money so as to earn interest.
- ◆ Advise on the proper use of such money, eg how they can make their small businesses grow.
- ◆ Advise them on group dynamics, honesty, and the importance of trust building.

Above all, let them make the rules and the decisions around the informal credit (rotating scheme).

In this way they can build their small businesses.

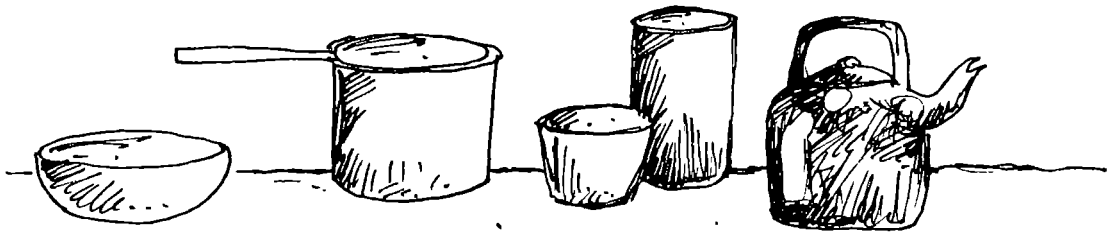
GENDER AWARENESS

Ask yourself the following questions:

- Which are the most disadvantaged groups of people in the community?
- Why are they disadvantaged?
- How can you help them and why should you help them?
- How can you train/educate others in the community in order for you to assist them in changing their life styles and participate in projects?

The answer to the first question is that one of the most disadvantaged groups of people in a rural community are the **women**.

They are poor and in most cases have no substantial assets. They own the smaller items in the household for example, pots, pans, plates, baskets, buckets etc. They may sometimes own a few goats and sheep, but the larger resources like cattle, vehicles, tractors etc are owned by men who in many cases are the heads of the households and make most of the decisions.



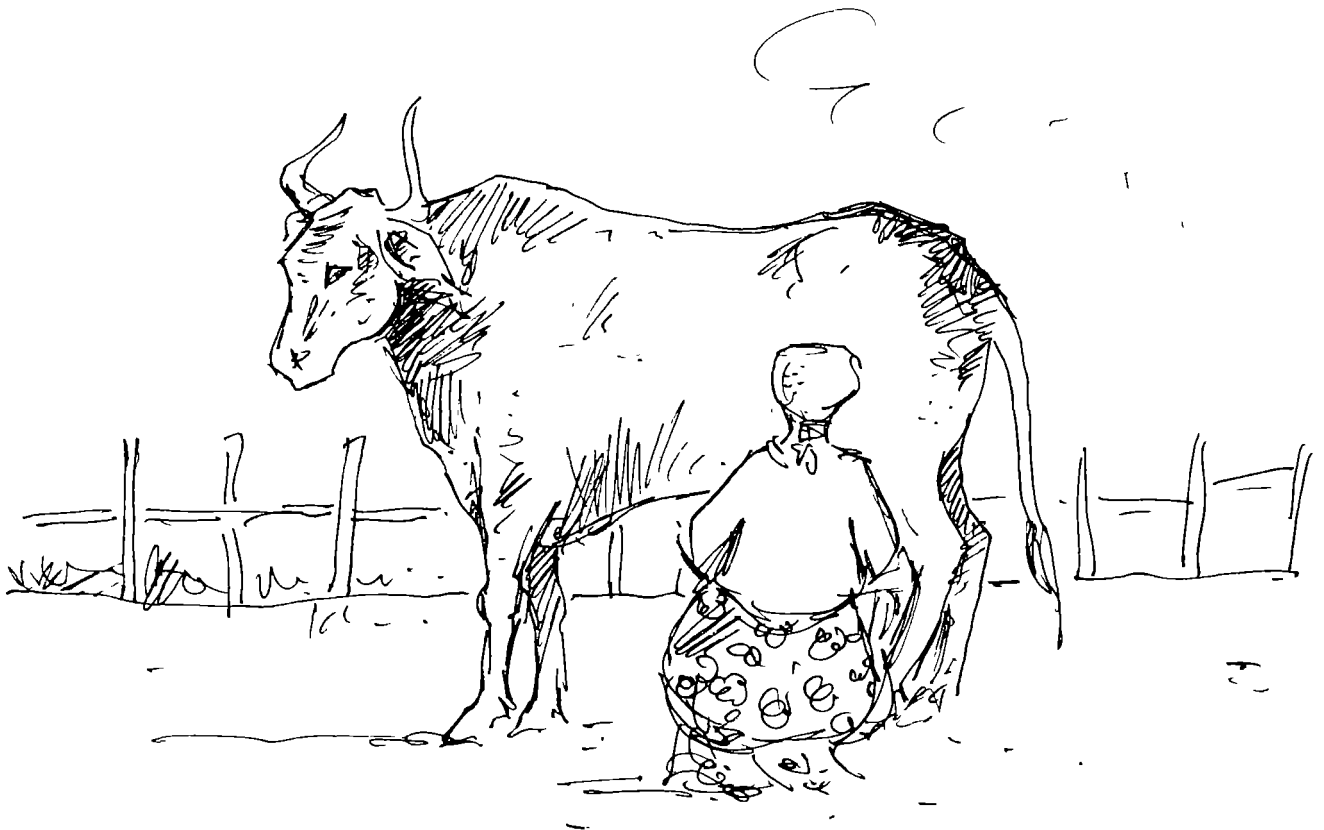
Yet the women are the food producers. They till the soil with their bare hands to grow vegetables and grain to feed their families, and gather veld fruits as a food substitute during hard times. They do the stamping of mahangu to provide daily meals for their children.



The women are the child minders and carry them on their backs while working to produce food. They cook for their children and firewood these days is very difficult to get for the land has become very barren.



Some of the women have to manually milk the cows, to provide milk which is healthy for their young children.



Women are engaged in small-scale income generating activities to earn an income to help buy food. These can be sewing projects, knitting projects, bead making, breadmaking etc.



Women are very hardworking, they spend days weaving big baskets for storage of mahangu and this is not small job. This they make from parts of a tree, which they spend days collecting.



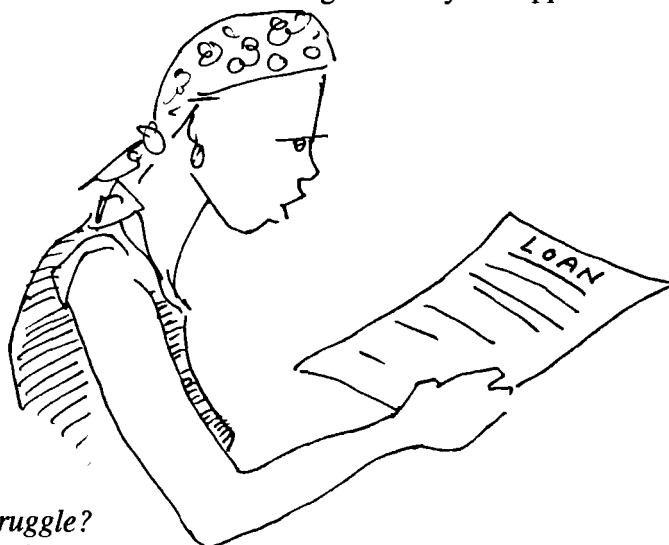
Water is a very scarce resource, and without water nothing can be done. Some women and their female children walk several kilometres to fetch water and most women are concerned about the condition of water points.



Women are responsible for cleanliness around the house and compound. They are responsible for the health of the whole family. They have numerous roles to play and are in fact the managers of the homes.



They have difficulty in raising start-up capital. Access to credit is very difficult for them, those who are married need the signatures of their husbands to secure loans. The women from female headed households do not have enough security to support their loan applications.



Ask yourself again,

- Are they alone in this struggle?*
- Do the men take any part?*
- Are the men not disadvantaged?*
- Are they not poor?*
- Should we look at men and women separately?*

As a REO you have to be in a position to analyse gender issues. You have to be gender aware and gender sensitive. These questions will help you.

Let us go back to the case study entitled "Community Training". Do you remember what happened in this case study? If you do not, read it again, answer the three questions.

What went wrong?

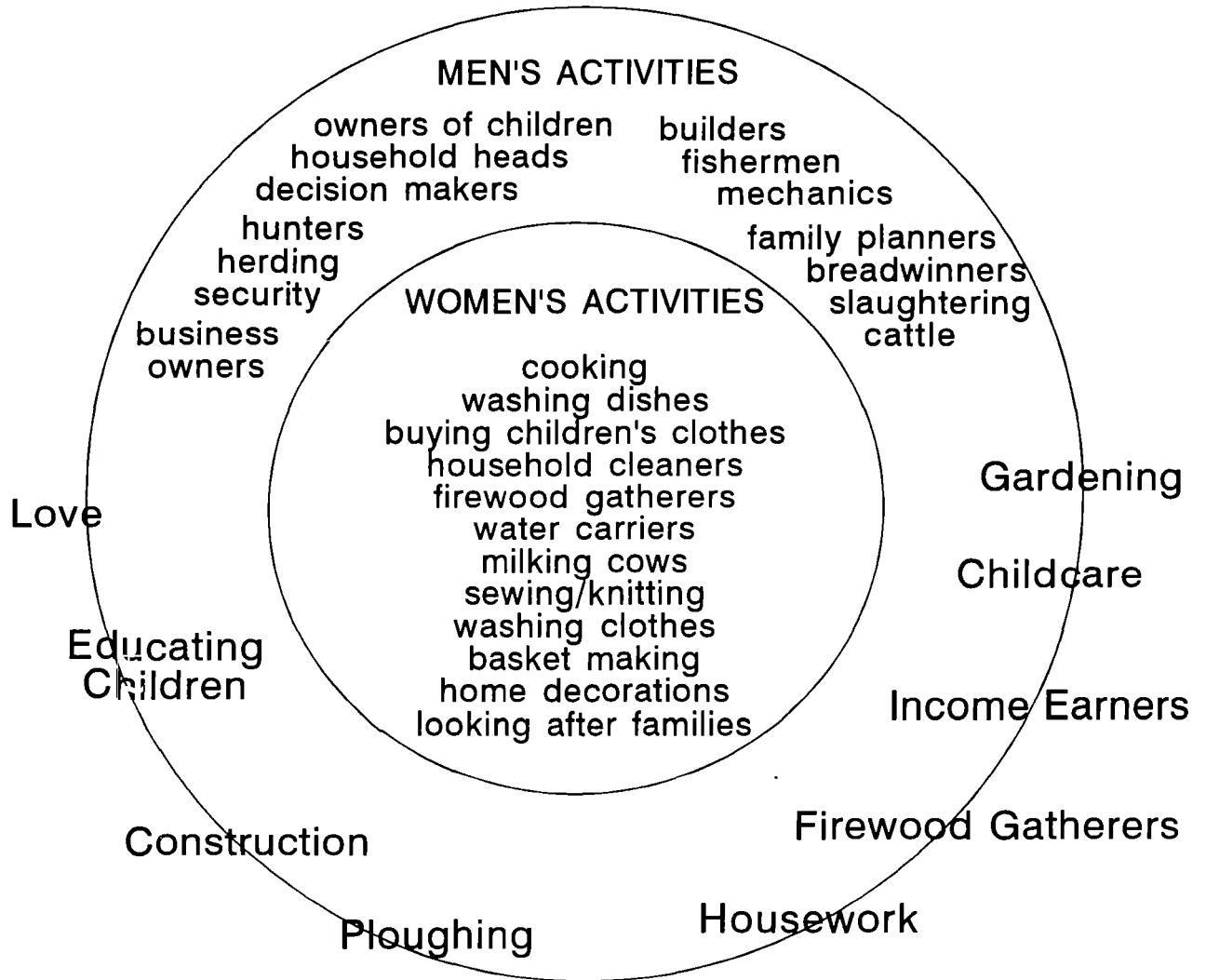
The following were some ideas given by the participants of the 1992 HFS training programme.

- ◆ Maybe the bulk of the trainers were men, and were not in a position to freely discuss birth spacing, status of women and women rights.
- ◆ There might have been a question of gender discrimination.
- ◆ Traditional and cultural barriers continue to persist in the African culture.
- ◆ The concept of the man as the household head and sole decision maker is another cultural barrier.
- ◆ Children are looked upon as a pride in some traditions and therefore the topic of birth spacing is unheard of.

What are your ideas as a REO? Have you met a similar situation in the community you are working with? How did you handle the situation?

In most cultures women have different responsibilities from men. Some of the responsibilities are shared between men and women. The diagram on the next page shows how responsibilities are divided between men and women.

DIVISION OF RESPONSIBILITIES



Inner circle - Women's Activities
 Outer circle - Men's Activities
 Across outer circle - Shared Activities

Source: 1992 Household Food Security Training Programme
 (Participants views of men's, women's and shared responsibilities)

Women therefore play a crucial role in the household. They have numerous responsibilities, yet many of them are not allowed to make decisions about their own lives. Many households are headed by women, and in most cases they are unemployed. In most cases women have no assets or no control over assets, they are poor, disadvantaged, and vulnerable. In most cases the men are the decision makers.

Women therefore need a lot help so that they can take more control of their own lives, secure adequate food for their families, and manage their meagre resources.

If you are a REO who is committed and sensitive to women's issues, you will have to find out about the extent of women's poverty and vulnerability in the community. You can do this by finding out:

- The general status of women in the community.
- How they produce food to feed their families.
- What they do to cope during difficult times (e.g the drought).
- What problems they have in food production.
- How far they walk to the nearest health facility.

- How far they walk to the nearest water point.
- Where they get their firewood.
- What access they have to assets/What assets?
- Whether they are involved in any production or income generating activity.
- How they manage their resources .

- What alternatives they have for energy sources.
- What access they have to training.
- What access they have to credit.
- What they know about marketing.
- Their cultural, legal and religious barriers.
- Who makes the decisions in the households etc

And looking at the kind of networking they have between themselves as women.

You can to get all this information from the women themselves. They have a reservoir of information. They are also great problem solvers and household managers. Plan with them and let them give you their priority areas.

If you have this information as a REO, you will know the most vulnerable group of people in the community, why they are disadvantaged, and how you can help them. You will be able to design relevant training programmes for your rural development promoters, and training programmes that are responsive to women's needs.

On the next page you will find a brief topic on Training Methods and Teaching Aids to assist you in your educational activities in the community.

TRAINING METHODS AND TEACHING AIDS

As a REO you are also a trainer. In your training activities you have to make use of the appropriate training methods. These will make your training more interesting and more stimulating.

The participatory approach is very important here. People learn more when they do, when they are actively involved. Therefore, in your training sessions make use of:

- ◆ role plays,
- ◆ short case studies,
- ◆ critical incidents,
- ◆ drama, puppets,
- ◆ demonstrations,
- ◆ chalk board,
- ◆ pictures and posters
- ◆ card ranking,
- ◆ competition,
- ◆ team building exercises,
- ◆ short stories,
- ◆ poems, and songs,
- ◆ overhead projector,
- ◆ videos and films

Also make use of teaching aids. You can produce these yourself, from simple cheap material, for example, simple drawings, pictures, cartoons, physical objects. You need to make things visual and practical. People remember more if they see. If you cannot produce them yourself, consult the Materials Unit in your Directorate.



You can get more information about training in the training manual for RDPs