



The Egyptian Cabinet - Information & Decision Support Center (IDSC)



**Third Advanced International Colloquium on
Building the Scientific Mind BtSM2009**

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**Empowerment
and
Raising Critical Awareness
Technique
with special emphasis on
Qualitative Tools.**



Objectives of the session :

At the end of the session participants will be able to :

- I- Appreciate the role of qualitative “ tools and techniques” in resolving the conflict between:**



- **Top - Down Approach.** # **Bottom Up**
- **Authoritarian centered Approach:** # **People**
 - Learners # **Participants**
 - Teaching # **Facilitation**
- **Behavioral change Empowerment.** #



Objectives of the session :

At the end of the session participants will be able
to: cont....

**II- USE THE RAISING CRITICAL
AWARENESS TECHNIQUE.**

**III- USE QUALITATIVE
TECHNIQUE .**

PLANNER

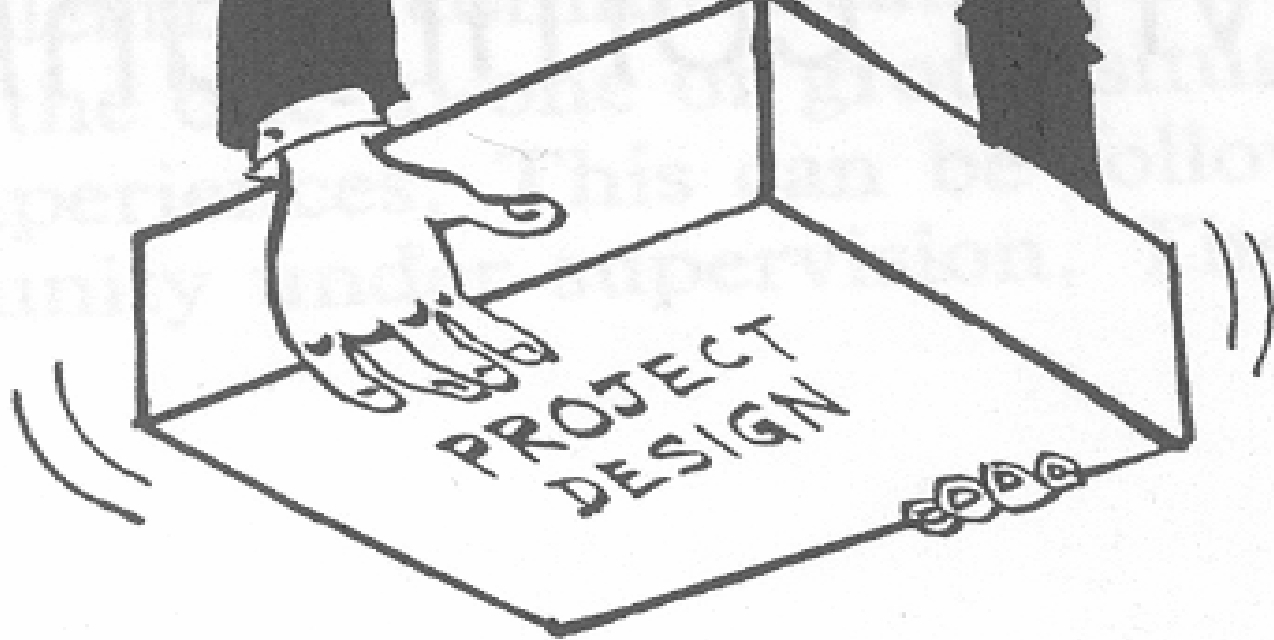


PEOPLE



PLANNER'S
IDEAS

PEOPLE'S
VIEWS





Planner's



Individual's



Qualitative tools : FGD

- **Is a group discussion, between 8 people,**
- **With similar background and experiences.**

- **They discuss a specific topic of interest, guided by a moderator who chooses the topic.**
- **The moderator helps the group to have a natural discussion amongst themselves.**



Conversation With A Purpose

- **Both moderator & participants are collaborators.**
- **In a relaxed and comfortable setting.**
- **Interactive discussion**
- **Participants determine the flow of discussion.**



- *Is the ART of :*
 - *Asking*
 - *Listening*
 - *Interpreting*





WHAT CAN QUALITATIVE RESEARCH DO?

- *The main primary source of data collection : when you examine research question from people's perspectives, or explore new research areas , vulnerable group , or sensitive issues.*
- *To supplement Quantitative data : to generate survey questionnaire.*
- *To explain findings from a survey questionnaire. These surveys can describe what behaviors are occurring , but cannot explain why they have occurred.*



- *To understand people : their culture, their meanings , their knowledge , their experience , their perception , their behavior , and their way of life.*
- *To understand and learn more about important social , cultural , economic and political factors which influence their life.*



- *To Test your new intervention : how people perceive it and how they need it, “ Participatory Evaluation “ .*
- *For the production of pictures for critical awareness , “ to develop “ Themes “ .*

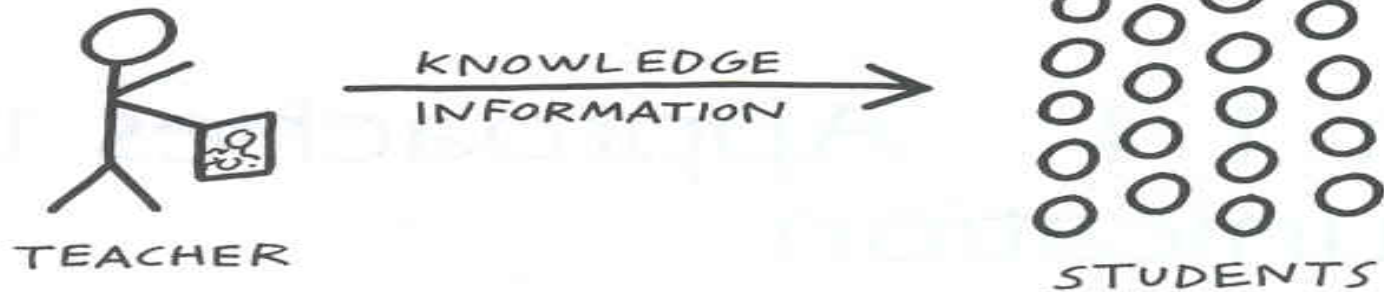


- **To assess community needs: To identify people's : perception , needs , priorities , obstacles in existing programs , and proposed solutions.**
- **TO EMPOWER.**



APPROACHES TO COMMUNICATION

ONE-WAY COMMUNICATION



- The teacher gives out information
- The students receive information from the teacher
- The teacher is active, the students are passive
- The teacher stands, the students sit down in rows
- The teacher possesses "valuable" knowledge
- The knowledge and experiences of the students do not enter into the communication process
- There is a very unequal distribution of power between teacher and students
- Visual aids like billboards, display posters and flipcharts attempt to send "messages" to "target" audiences
- Visual aids for one-way communication are usually designed by men



THE AUTHORITARIAN APPROACH:

ONE -WAY COMMUNICATION

How it can be changed?

MULTI-WAY COMMUNICATION



- Learners and facilitator sit together in a circle
- Learners participate actively
- Everybody talks - no-one dominates the discussion
- Everybody's knowledge and experience is valued
- There is a relatively even distribution of power within the group
- Nobody falls asleep
- Uses pictures for critical awareness, such as discussion starters, picture cards and flannelboards
- Visual aids for multi-way communication are often made by women



**THE PEOPLE CENTRED
APPROACH:
TWO-WAY AND
MULTI-WAY
COMMUNICATION:**

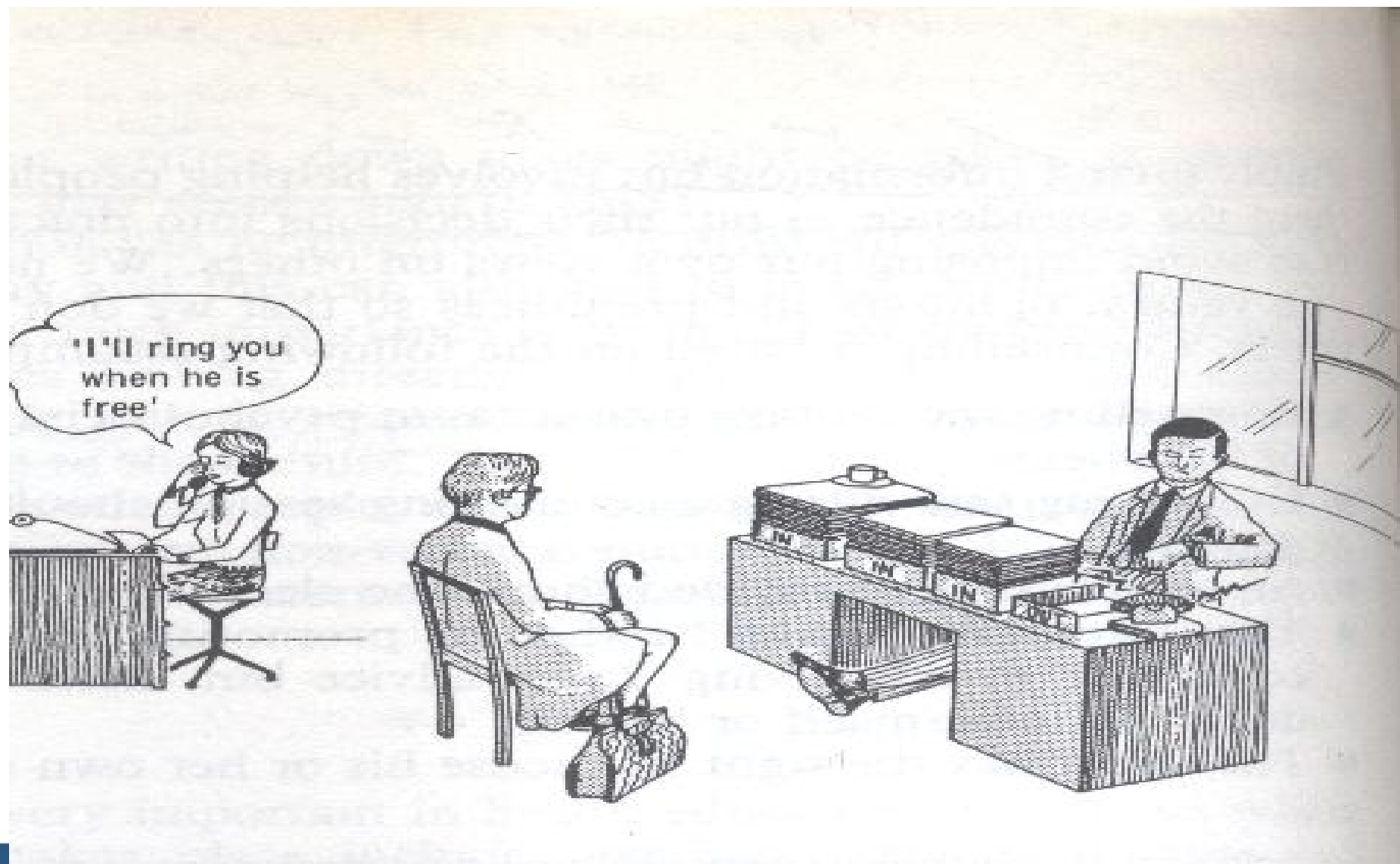


Communication skills “ Facilitation Skills “

- *Skills includes : non- verbal , Active listening , asking questions ,*
- *Communication skills are the basic skills needed for :*
 - *Counseling*
 - *Qualitative research i.e. FGD*
 - *Raising awareness*
 - *Empowerment*
 - *.....*



BLOCKS TO THE NON- VERBAL COMMUNICATION





Active listening:

- *By Paying attention.*
- *By Non-verbal communication (body language).*
- *By using Silence constructively, Giving room to think.*
- *We check out understanding by:*
 - *Repeating back, Summarizing , Identifying feelings*
- *Encourage people to talk more freely. You are Enabling people to express their ideas and feeling rather than getting them to express what you think*



*Two Big ears and
ONE small mouth
Listening more than talking*





Asking Questions: Closed # Open questions

- *Closed :*
 - *Used to collect factual information*
 - *Used for starting a conversation*
 - *To include shy members in a group discussion. They do not encourage the informant to formulate what comes in their mind , nor to tell their stories .*
- *Open :*
 - *It generates information*
 - *Gives the chance to express ideas , feelings , problems , etc....*



Leading # Probing questions

- *Leading questions : bias responses , do not express what informants thinks but what they think you want o hear .*
- *Probing questions allow you to find out more about a topic. Use Why? Who? what? when ? where?*



*Behavioral change
“Health Education”*

#

*Empowerment
“Health Promotion”.*



APPROACHES TO HEALTH EDUCATION

- *Conventional health education programs placed its major emphasis on achieving voluntary changes in individual behavior through expert interventions which, neglect the wider social and economic forces affecting health over which isolated individuals have little or no control”.*
- *NB: It can be health or any other issue, use it in your context .*



Health education and behavioral changes

- Health education includes a variety of approaches and ranges from a very narrow focus on individual behaviour change to prevent disease to more radical focus. The latter includes the aim to enable people to take control over their own health and lives. A more radical or liberating approach is based on a social economic and political model of health which incorporates a multi-faceted analysis of what influences health .

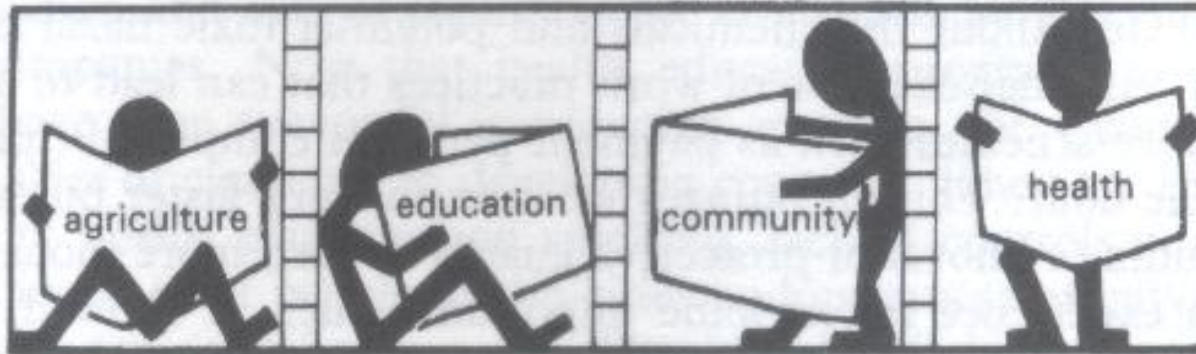


Health promotion and Enabling

- *Health promotion is seen to be broader and to encompass health education to the social, economic and environmental factors conducive to health.*
- *Health promotion is not just the responsibility of the health sector or the individual, but a joint responsibility of all public sectors and groups in communities to address conditions which impair health .*
- *Health promoters (we are facilitators , enablers) play a role in advocating and lobbying for healthy public policies and conditions, and enabling all people to achieve their fullest life potential.*

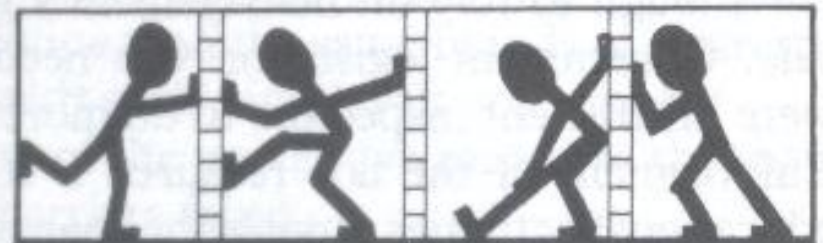
Appropriate agriculture Appropriate education Appropriate community development for village Appropriate health for village

We are still in separate boxes



Where do we go from here?

Break down the walls



Get to know each other



Work together



Fig. 10.2 Inter-sectoral collaboration – breaking the barriers



Liz Barnett's framework

"What do the strategies aim for":

- *Changing how individuals behave:*
(Conventional).
- *Changing legislation and policies and social rules:*
(Legislative)
- *Enable individuals to make their own choices:*
(Self empowering)
- *Enable communities to control their own health and lives:*
(Empowering).



Professional decides

CONVENTIONAL
Aimed at individual
Behaviour change

LEGISLATIVE
Aimed at
legislative change

Individual focus

Social Focus

SELF-EMPOWERING
Aimed at
empowering individuals

EMPOWERING
Aimed at
community empowerment

People decide



- *A bottom up or self-empowering approach is aimed at developing the self confidence and self esteem of individuals. This approach uses strategies which enable individuals to make sound choices in how they live and help individual coping with his life .. A self empowering approach can be distinguished from a top down conventional approach to health education in that **the problem addressed is defined by individuals.** They decide , about which issues they need more information , and they identify in what way they wish to solve a problem or learn how to cope with a problem.*



Empowering:

- *Raising critical awareness.*
- *Supportive community action for change.*
- *Two way communication.*



Examples of Health Promotion Activities

- *RESOURCE CENTER FORMATION.*
- *SELF- HELP GROUPS.*
- *COUNSELLING.*
- *WORKING WITH COMMUNITY GROUPS.*
- *NEEDS ASSESSMENT.*
- *Developing materials with the people concerned about the issue, and use it for raising awareness .*



Health promotion activities

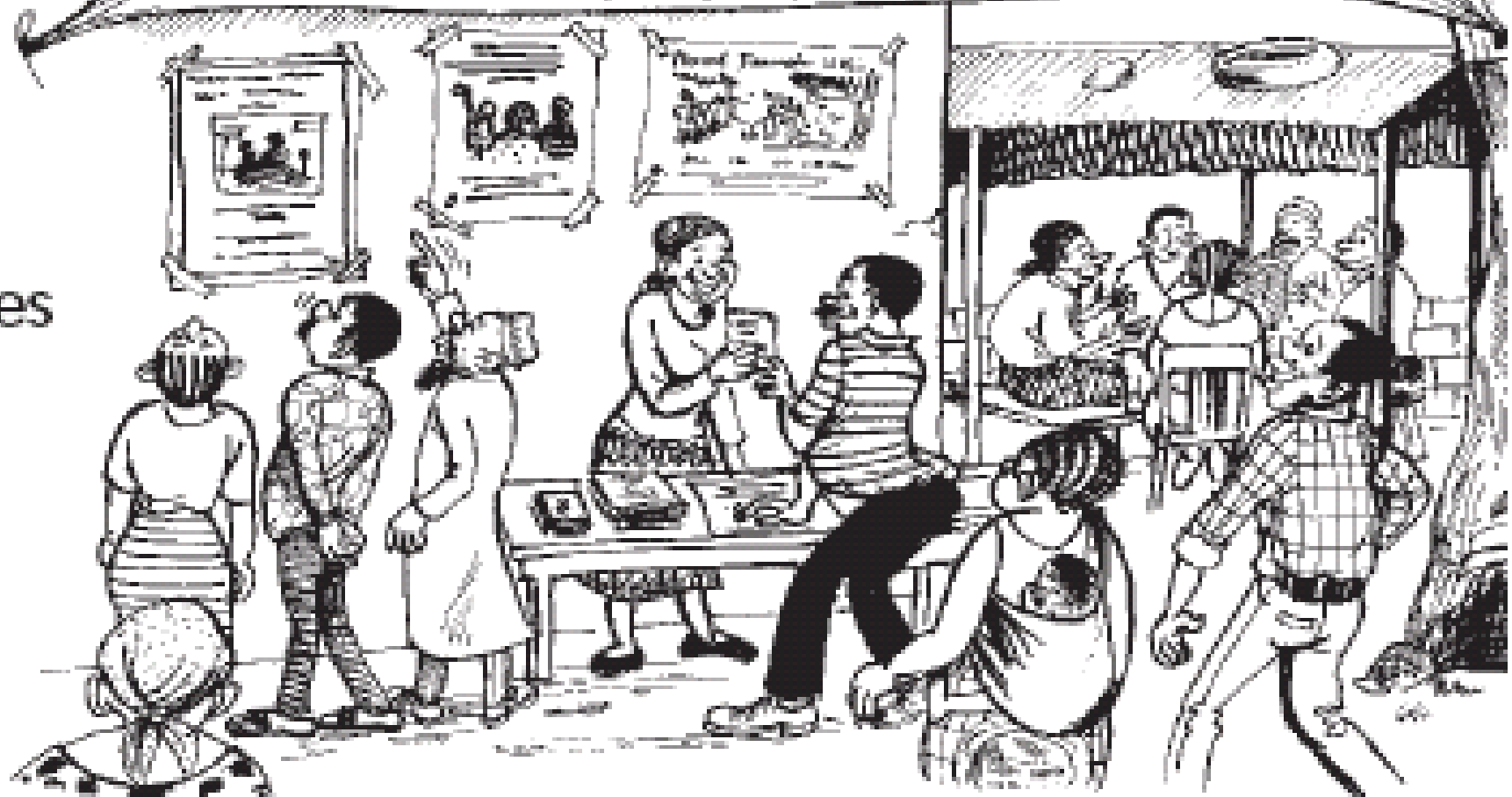
- **RESOURCE CENTER FORMATION**

A resource centre is a meeting point and a collecting point for education resources.

It have a space for people to meet and exchange ideas, information for training and space to store education materials.

Available for everyone.

INTERNATIONAL WOMEN'S DAY CELEBRATION!



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SELF-HELP GROUPS

- *One example of self empowering strategies are the self-help groups.*
- *In general terms self-help groups are groups of people who are concerned with the same problem, which can be of social, medical, behavioural or economic condition and have joined in order to do something about it.*



Counseling

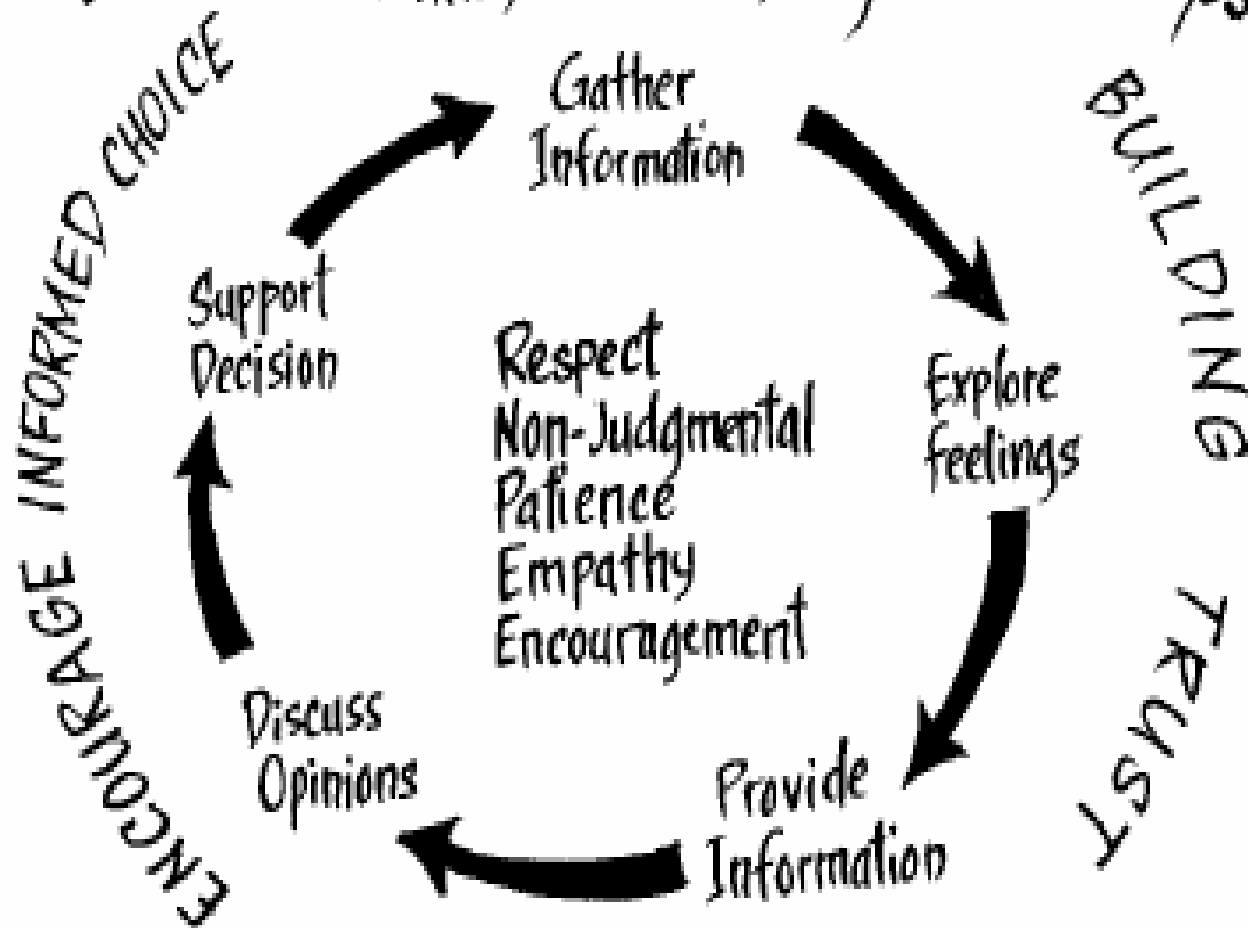
- *Counselling skills can enable you to be able to help your client to talk through her situation , explore it, examine it and finally to decide on a course of action.*
- *This is a short list of what counselling can do:*
 - *Clarifying problem issues*
 - *Relieving tension.*
 - *Facilitating problem solving.*
 - *Encouraging friendships and companionship.*
 - *Ensuring greater clarity of understanding.*
 - *Encouraging insight*
 - *Relieving stress.*



- *Counselling can empower a person to face the social difficulties that she confronts. Sometimes personal frustration, anger, and pain can get on the way of taking action. Sometimes counselling can help to release some of the feelings that prevent action and open up the way to dealing more directly with some of the larger social issues.*



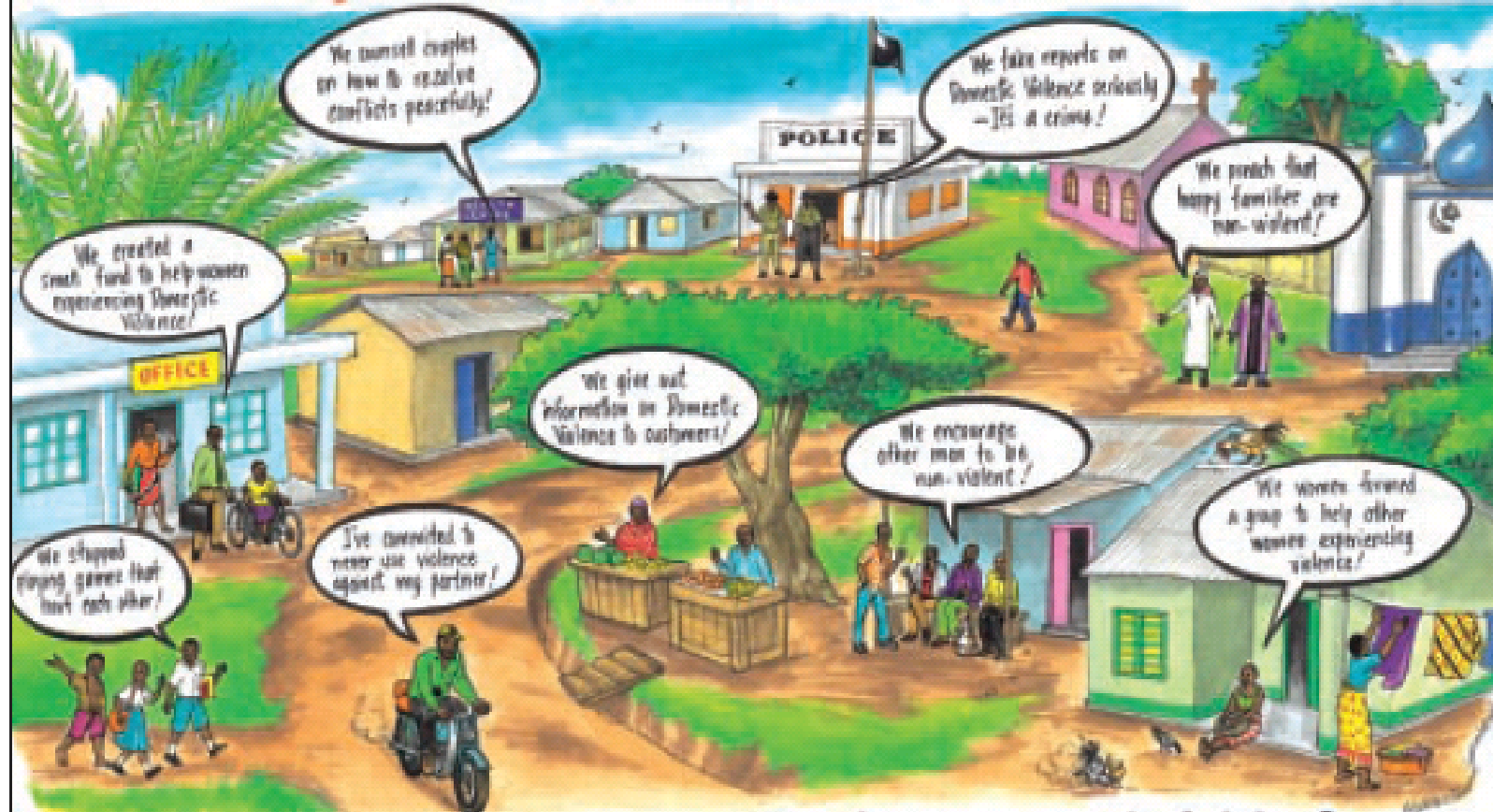
Effective Listening and Helping Relationships





WORKING WITH COMMUNITY GROUPS.

What are you doing to prevent Domestic Violence?



SMALL ACTIONS CAN MAKE A BIG CHANGE!

S





The role of the facilitator And the role of Communication Material for Empowerment



- *The facilitator* is a concept , a philosophy rather than a person with technical features. This concept grew out in the context of education for empowerment and means , the way as someone interacts, behaves and implements skills when trying to encourage people to change , and improve the situation in the frame of their reality.



- The philosophy behind education for empowerment suggests that the changes can start when people discover their strengths and understand the contradictions in their social and political environment ; then, they can begin to build and shape their lives in their own terms.
- Empowerment is defined as a social action process that promotes participation of people, organizations and communities in gaining control over their lives , in their social and political environment ; then they can begin to build and shape their lives in their own terms.



- *The facilitator plays an important role, which is to encourage people to discuss their own concern and plan in the most satisfactory and productive way possible .*
- *Groups in the community must own their own plans rather than following ideas from outside.*



COMMUNICATOIN MATERIAL FOR EMPOWERMENT

DISCUSSION STARTERS *" THE PROBLEM POSING* *APPROACH"*

"Raising the Critical Awareness
Technique"



Communication materials

- *Communication materials and aids can be very useful communication instruments if*
 - *designed in a way to stimulate group discussion and to encourage community members to identify the problem with its negative consequences and encourage them to confront it. Also they are designed to encourage community members to think of alternative behaviours and attitudes that contribute to creating a better life situation .*



Types of communication Materials:

- *Theatre*
- *Drawing series*
- *Puppets theatre*
 - *Video*
 - *Radio*
 - *Poster*
 - *Role play*
 - *Demonstration*
 - *Songs, booklets, Stories (tales), Games,, Flannelograph*



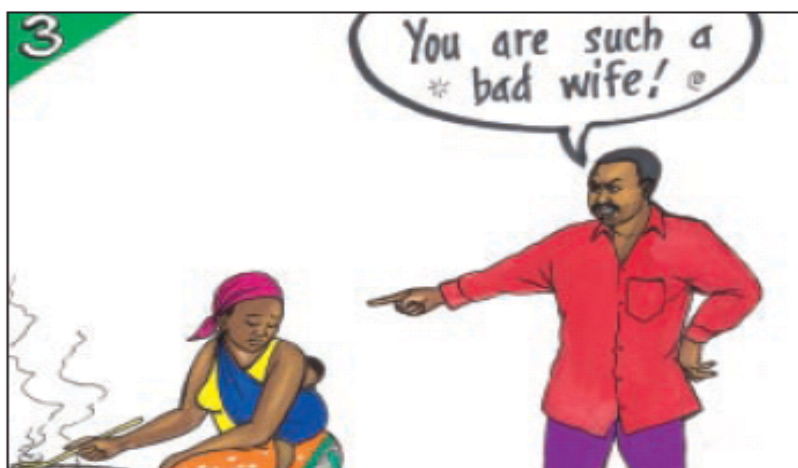
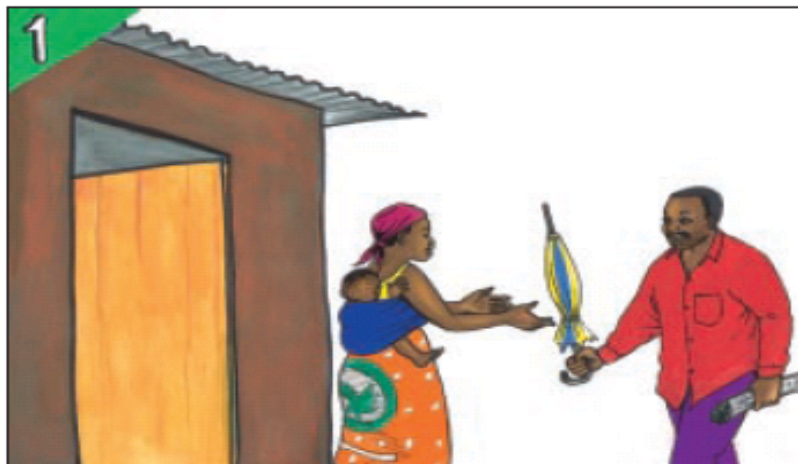
Learning Aids



Fig. 4.6 Learning aids for teaching about health



Sequence cards





DISCUSSION STARTERS

"THE PROBLEM POSING APPROACH"

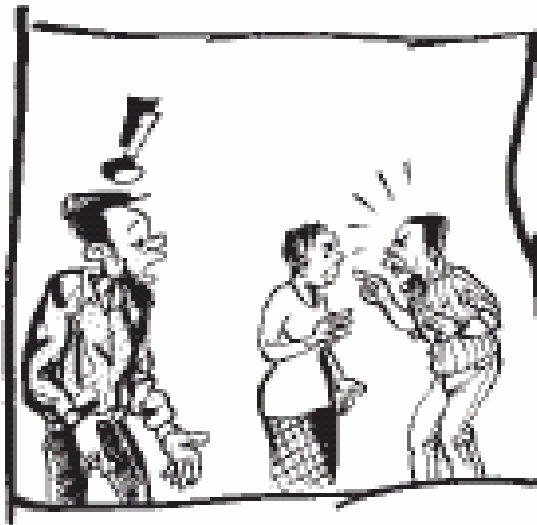
- *A discussion starter is a picture, story, or a role play, used by, a facilitator in group work to initiate and stimulate discussion about its theme.*
- *It is designed to be used in a specific way, with the group passing through distinct and recognizable stages during the discussion. This is, the characteristics of what is called*
PICTURES FOR CRITICAL AWARENESS.



- *Discussion starters are good for helping people to analyze the causes of problems. They show them that any problem can have a number of causes. They enable them to look deeper and deeper into these causes and to identify root causes. They also help people to clarify causal relationships between the various factors that may contribute to a problem or issue.*
- *Discussion starters can be very effective in helping participants to develop some of the logical analytical thinking processes necessary for the growth of critical awareness.*



*Unaware of the problem nor its consequences
on life → thinks → prepare to take
an action → takes an action*





Picture for critical awareness

- Each culture has its own way of “reading” pictures, depending on their own tradition and experience. Therefore, messages that can be easy to “read” or understand from a pictorial presentation in a culture can be completely un-understandable in other.*





Perception

- *When people hear or see something , they try to give it a meaning that “makes sense” to them.*
- *Perception thus involves guessing at the meaning from the information available..*
- *There are different levels at which a person can perceive: to See, to Think, and to Feel.*



- *Perception is a highly subjective process- two people may hear or see the same message and interpret the message quite differently from each other and from the meaning intended by the sender.*



- *In a FGD/HP the facilitator need to understand the different levels of perception, because misunderstanding between the participants and facilitator can happen.*
- *Problems of misunderstanding can be serious, when there is a lack in immediate feedback to check if correct understanding has taken place.*



Picture for Critical Awareness

- *Show familiar situation.*
- *Encourage participants to make causal connections.*
- *Deal with locally important themes.*
- *Do not show solutions only problems.*
- *Are open ended to allow learners to analyze them in different ways.*
- *Do not contain words.*
- *Are not simple that they suggest a predetermined correct response.*
- *Are not so complex that learners cannot understand them.*
- *There is no “DON’T”*



Guiding the discussion

- *What follows is a framework for allowing learners to reach their own conclusions through their own analysis and inventiveness.*
- *it is best used as a guiding framework and not as a rigid system that may repress learners creativity:*



- **Describe-** encourage participants to describe what they see in the picture.
- **Relate-** relate what is shown in the picture to the real-life situation of the participants. Encourage them to make links between the contents of the picture and their and their own everyday lives.
- **Identify the problems-** make sure that everyone in the group is clear about what are main problems illustrated in, or suggested by , the picture.
- **Look for causes-** the group looks for causes of the problems. Participants together make a detailed analysis of the problems. This is a very important stage in the development of critical awareness.
- **Look for solutions-** encourage participants to suggest solutions that correspond to the causes they have found.
- **Plan action** – the group draws up an action plan aimed at putting their solutions into practice.



- **Describe-** describe what they see .
- **Relate-** Encourage group to make links between the contents of the picture and their and their own everyday lives.
- **Identify the problems-**make sure that everyone in the group is clear about what are main problems illustrated .
- **Look for causes-** the group looks for causes of the problems. together make a detailed analysis of the problems. This is a very important stage in the development of critical awareness.
- **Look for solutions-** encourage to suggest solutions that correspond to the causes they have found.
- **Plan action** – the group draws up an action plan aimed at putting their solutions into practice.



What are these children learning?



VIOLENCE AFFECTS EVERYONE IN THE FAMILY!



Women have a right to exercise their reproductive rights.



Law is Advocacy for Women in Nigeria (LAW-NI)

For more information, contact the National Commission for Women in Nigeria, Lagos State, Nigeria. Phone: 01-2612345. Email: lawni@ncw.gov.ng



PREPARING FOR DISCUSSION

- ☺ *Cover up themes extracted from the needs assessment.*
- ☺ ☺ *If you are using pictures for critical awareness remember that all pictures should be with no narration , no wordings, and showing people from the area .*



☺ The setting:

- ☺ *The number of participants should not exceed 12 participants.*
- ☺ *The group should be homogeneous, don't mix educated with non educated participants, and don't mix different age groups or different power structures in the community in one group.*
- ☺ *Remember you are in an informal setting.*

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kkkk

dr shahinaz, 5/7/2009



☺ Yourself:

- ☺ *You are a facilitator not a teacher*
- ☺ *You are learning form your participants*
- ☺ *Respect what participants know*
- ☺ *There are no right and wrong answers.*
- ☺ *You are innovative, tailor what you have learned to different situations.*
- ☺ *Say I don't know if you don't and ask for expert opinion when participants wants to know about different things about violence or any other problems.*