# BOOKLET #6

MODEL SESSIONS: COMMUNITY FIELD WORK WITH PACA

Though practice with participatory processes in communities is essential to understanding the power of the process and the skills needed to carry it out, there are many ethical concerns with using communities for training purposes. One session plan addresses the selection and preparation of communities as well as the preparation of the training participants for the community experience. Another provides a detailed debriefing for the training participants to maximize their learning from the experience.
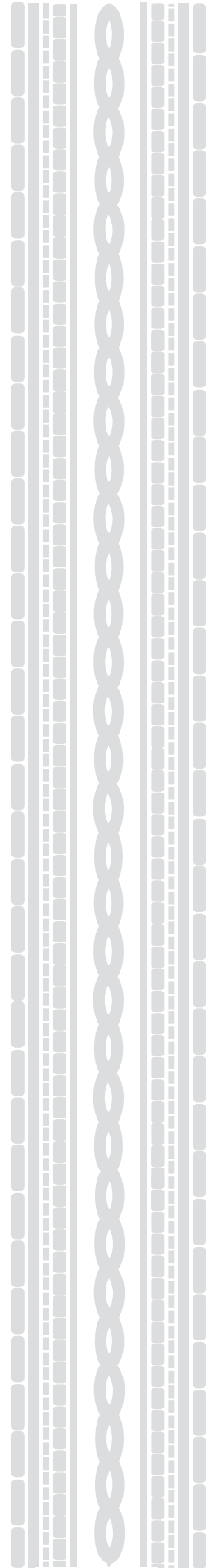
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PREPARATION FOR COMMUNITY FIELD WORK

RATIONALE

The field application bridges the critical gap between training concepts and local community realities. At this point in the training, it is necessary to demonstrate how the PACA techniques are in fact implemented in the field setting. The experience moves from designing participation to achieving participation.

TIME

1 1/2 - 2 hours

GOAL AND OBJECTIVES

GOAL

To provide participants the opportunity to apply the PACA methodologies in a community setting.

OBJECTIVES

1. To demonstrate the effectiveness of the participatory approach in analyzing community constraints and opportunities.

2. To provide the participants the opportunity to practice their newly–acquired skills.

3. To integrate the local community into the training process.

4. To generate a valid PACA participation with the community.

SESSION OUTLINE

   I.   Introduction to the Community Field Work (20 minutes)

  II.   Preparation for community field work (30 minutes)

 III.   Team preparation (30 minutes)

 IV.   Report out of team preparation (15 minutes)

TRAINER PREPARATION ✏️

1. Select and prepare the community(ies).

The preparation for the field day is key to the success of the experience. The participants receive their preparation for practicing each PACA technique in a simulated environment prior to the field application. In a similar sense, the trainers must prepare the local communities for the field day. As a general rule, the trainer(s) should contact the community at least one month before the field experience in order to explain the purpose of the field day, elicit their voluntary and **willing** participation in the experience, explain the techniques and their procedural steps, and prepare the logistics of the field day. The community should be familiar with the Peace Corps and either have a Peace Corps Volunteer (PCV) currently working there or with a plan to place a PCV there in the near future. At least two visits to the community need to be made prior to the field work, the second visit within a week of the field work to reconfirm all of the arrangements made previously.

Specific suggestions include:

a. Selection of the community(ies):

- The community should be representative of the communities targeted by the Peace Corps for programming.

- Select a community where the Peace Corps is actively known, expects to have a presence, and, if possible, use local Volunteer support.

- For manageability, the community (rural village or urban neighborhood) should be relatively small; less than 300 households is ideal.

- When more than one community is used, communities with differing characteristics should be selected in order to expand the application of the techniques.

- Care must be given to select communities in which inhabitants are available, i.e., not occupied by peak season labor demands, feast days, etc.

- Both men and women should be queried as to their availability, time preferences, willingness to participate, and so on.

b. Procedural details: [to be explained to community contacts]

- If two or more techniques are applied in a given community, a minimum number of available participants is required, but not everyone all day. If one technique is done in the morning and another in the afternoon, two groups of about 20 men and two groups of about 20 women will be required—one group of each sex in the morning, then a second group of each sex in the afternoon.

- It is necessary to consider the representativeness of the community participants in order not to exclude participation by criteria of ethnicity or socio-economic status.

- Two separate areas or meeting rooms are preferable, or at least enough space so that two (or more) separate groups can meet without overhearing or disturbing each other.

- At the end of each technique, men and women rejoin to interpret the results and to give recommendations. This can be done in one of the two meeting areas or in a larger accommodation.

- If a lunch or dinner is planned, it must be scheduled so as to include both morning and afternoon groups. This is a way to thank the community members for their time and to permit a more social environment for community members and trainees to be together, unless it would be culturally inappropriate or set a bad precedent. Funds for a meal should be provided via the training event budget.

c. Other hints:

- Use the local informal leadership to prepare the community: perhaps invite community representatives to the training prior to the field day.

- Make sure dates and arrival times are clearly understood, and training participants are punctual.

- Upon arrival, a selected member of the training group should make a detailed explanation of the field day plan.

- At the end of the day, a selected member of the training group should thank the community, talk about how the work will be helpful to both the community and the Peace Corps, and present culturally appropriate gifts (if dictated).

2. Select teams of trainees.

It is usually best to pre-select the teams of trainees going to the different communities or who will work together within one community. This will ensure that there are people with community experience in each team, a balance of quieter and more assertive people, as well as gender balance. If interpretation is needed, appropriate team members for this role must also be selected.

3. Schedule one-half day only of community work (optional, but not preferred)

If only a half day is available for community work, it is possible to do two techniques at the same time. A diagram showing how such a schedule proceeds is provided as the "Diagram of Community Field Work Sequence" handout. As this is quite complicated to visualize, it is important to distribute the handout and discuss it with trainees prior to their preparation work.

MATERIALS

- All the materials needed for each PACA tool that will be used (See list of materials on "Team Task" handout)
- Camera for prints and/or slides, as desired
- Video camera and blank tapes, if appropriate
- Gifts for the community, if appropriate

HANDOUTS

- Diagram of Community Field Work sequence (Half-day field-based expeirence) (optional)
- Profile of each community to be visited, if desired
- Trainee Teams for Field Work (or list on flip chart)
- Team Tasks for Community Field Visits
- Topic Outline (urban or rural)
- Logistics Information for going to and from Communities

PROCEDURE ⬜➤

I. INTRODUCTION TO THE COMMUNITY FIELD WORK   (20+ minutes)

Describe in detail the community(ies) that have been chosen, and the arrangements that have gone into the preparation of the communities. This can best be done by the person who has made the community contact. A handout with data about each community is useful.

Announce the training teams that will work together. This may be done via a handout that accompanies the data on the appropriate community or listed on a flip chart.

II. PREPARATION FOR THE COMMUNITY FIELD WORK   (30 minutes)

Distribute the "Team Tasks for Field Visits" handout and go over each point.

Discuss what teams **must complete** by the end of the session to be prepared for the community field work.

As a total group, determine a list of things you can do while there is free time in the community, e.g. if you have time before the opening session, if a group may not be able to start meeting for a while, if there is some time before or after lunch. This list might include walking through the neighborhood or village with a community member with that person describing what they are seeing, visiting someone's place of business or fields, or visiting a school, clinic, or other institution.

Distribute the "Topic Outline" handout that applies to the community(ies) selected (urban or rural). Suggest that these are types of information you may learn informally as well as through the techniques you are using.

Explain the logistics of the community field work, including times of departure and return, meal arrangements, suggested dress, etc. These details may be presented in a handout.

Ask if there are any questions about any phase of their preparation, the logistics, etc., of the field work.

III. TEAM PREPARATION   (30+ minutes)

Explain that teams are to meet and complete their preparation, according to the "Team Task" handout. Indicate where the supplies are located. State that you and the other trainer will circulate to answer questions and help as needed. Stress that all team members must have all preparations done before departing for the community.

IV. REPORT OUT OF TEAM PREPARATION   (15 minutes)

Bring the groups back together. Ask each team to report how they plan to carry out their community field work. Each trainer should note who is responsible for each task in the community they will visit.

When they are totally prepared for the following day, or have made individual assignments for preparation of materials, dismiss for the evening.

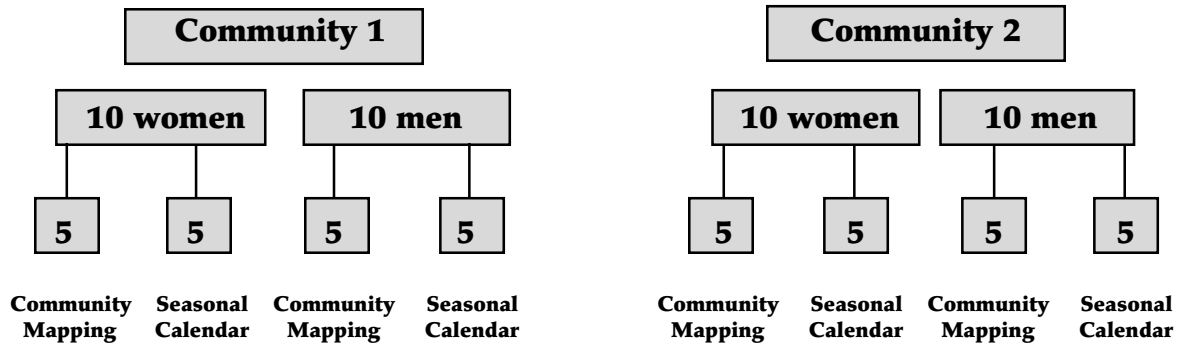# REFERENCES

1. "PACA Tools Session Plans" (Booklet #5)

2. *Implementing PRA: A Handbook to Facilitate Participatory Rural Appraisal*, [ICE – AG259].

3. *Rapid and Participatory Rural Appraisal Notes: No. 21 — Special Issue on Participatory Tools and Methods in Urban Areas*, [ICE – WS119].

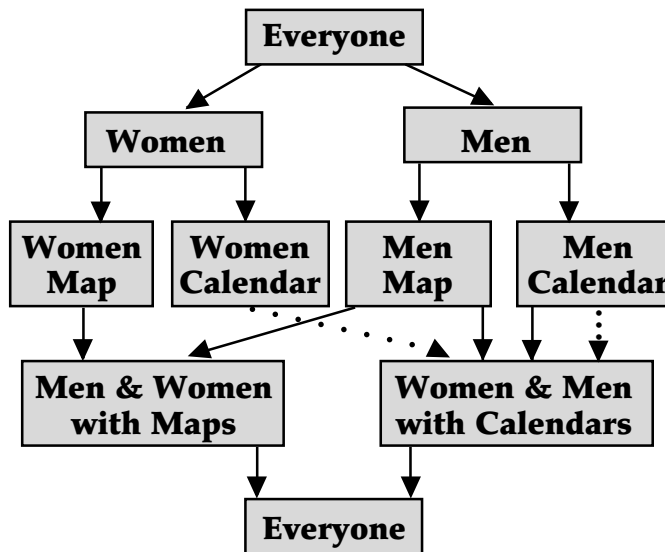4. *Tools for the Field: Methodologies Handbook for Gender Analysis in Agriculture*, [ICE – WD114].

NOTES
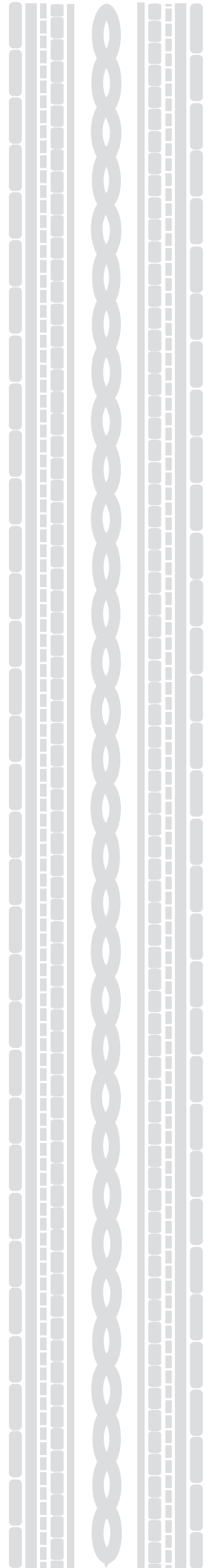
DIAGRAM OF
COMMUNITY FIELD WORK SEQUENCE
(HALF-DAY FIELD-BASED EXPERIENCE)

Division of Community Members into Groups

Community 1				Community 2			
10 women		10 men		10 women		10 men	
5	5	5	5	5	5	5	5
Community Mapping	Seasonal Calendar	Community Mapping	Seasonal Calendar	Community Mapping	Seasonal Calendar	Community Mapping	Seasonal Calendar

Schedule within Communities

Everyone — Welcome, Introductions, Explanation of Purpose

Women / **Men** — Icebreaker, name tags division into two groups

Women Map / **Women Calendar** / **Men Map** / **Men Calendar** — Participatory Techniques

Men & Women with Maps / **Women & Men with Calendars** — Men and women doing same technique meet together to share and discuss

Each group presents their work to other groups; discuss what it means; what was valuable to them by doing this

Everyone — Closure

TEAM TASKS FOR COMMUNITY FIELD VISITS

Discuss exactly what your team will do during the community field work. Discuss each item below, assigning names to roles. Do all of the tasks described. **Be totally prepared to begin when you arrive in the community.**

1. Which PACA technique(s) will you use? [The workshop trainer may predetermine this.]

2. Which trainees will play the various roles during the field work? **All trainees must have at least one specific "training" role:**

    — Who will introduce the field activities to the community?
    Develop an outline and discuss it with the trainer.

    — Who will introduce each activity to a group of men or women and take the lead in facilitating the activity? (There are four times this role must be taken. As many different trainees as possible should take this role at one time or another.)

    — How will the other trainees on the team assist with each activity?

    — Which trainees will be observing interpersonal behaviors between community members? between community members and trainees?

    — Who will facilitate the meeting and presentations, discussion between the men's and women's groups for each activity?

    — Who will interpret? How will the interpretation take place — simultaneously or sequentially? If the interpreter is not a part of the workshop, who will be responsible for briefing him or her about each of the activities before they take place?

    — Who will thank the community formally, including presentation of a gift, if appropriate?

    — Who will video tape and take photographs, if appropriate?

3. Once roles are determined, discuss in detail how you will conduct each exercise: who will say and do what? How will others assist? Select and practice your icebreaker.

4. Determine which supplies are needed for each activity you will conduct, including icebreakers, name tags, etc. Decide who is responsible for making anything that must be prepared in advance, collecting and taking all of the supplies. Check the list of materials provided on the next page.

5. Practice your roles **before** you leave for the community.

MATERIALS LIST, BY PACA TECHNIQUE

COMMUNITY MAPPING

- Flip chart paper
- Large markers – several colors
- Glue stick
- Scissors
- Tape
- Tacks or pins

According to data to be included on the Community Map: (choose **no more than** three, maximum)

1. For frequency: 50 small pieces of each of three different colors of paper
2. For likes and dislikes: 20 additional pieces of two other colors than used for frequency
3. For needs: two small pads of "sticky notes" (Post-its) or small squares of paper
4. For relative importance: three sizes of colored circles, one set for each participant

Note:

Be sure the same items are included and the same colors used on maps created by different groups in the same community. Create a legend for the maps that will be added after they are finished.

SEASONAL CALENDAR

- Flip chart paper
- Large markers – several colors
- Small markers – several colors
- White paper rectangles, 2"x3" (40)
- Glue stick
- Scissors
- Tape
- Tacks or pins

NEEDS ASSESSMENT

- Flip chart paper
- Large markers – several colors
- Scissors (optional)
- Tape
- Tacks or pins
- Envelopes made from paper to hold votes (optional)
- Objects for voting: corn, small slips of paper, etc. (50) (optional)
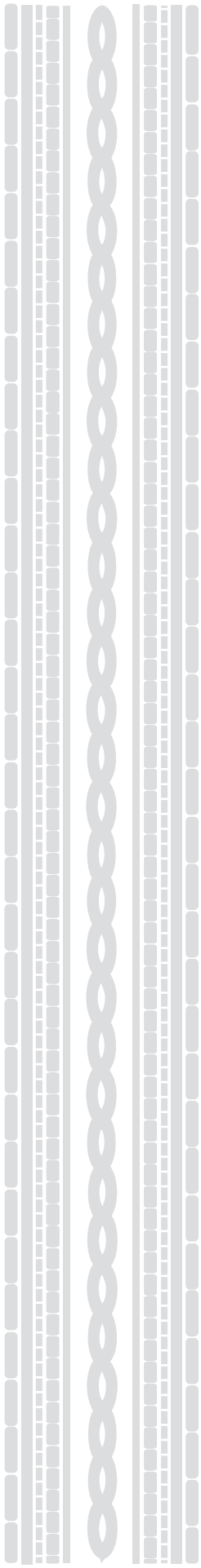
DAILY ACTIVITY SCHEDULES

- Flip chart paper
- Large markers – several colors
- Tape
- Tacks or pins

TOPIC OUTLINE FOR URBAN COMMUNITY FIELD WORK

A. THE HOUSEHOLD

1. A typical family

- large or small (average number of people, or range)
- roles and responsibilities
- composition of the families
- education
- distribution of family tasks: productive, reproductive, social

2. Resources available to the family

- house or apartment: owned or rented
- land: owned or rented, large or small
- land in one place or different places
- fruit and vegetable gardens, pastures
- store, shop, or other place of business: owned or rented
- employment

3. Access to infrastructure

- electricity
- water
- telephone
- markets: food, clothing
- education (primary, secondary, post-secondary, vocational)
- health services
- representatives of government
- sports fields

4. Credit

- bank
- informal
- intermediaries
- family

5. Economic activities

- formal economy: wages (who in the family)
- informal economy
- home produced food, animals, products for sale
- remittances from family living elsewhere

6. Decision making

- who decides what
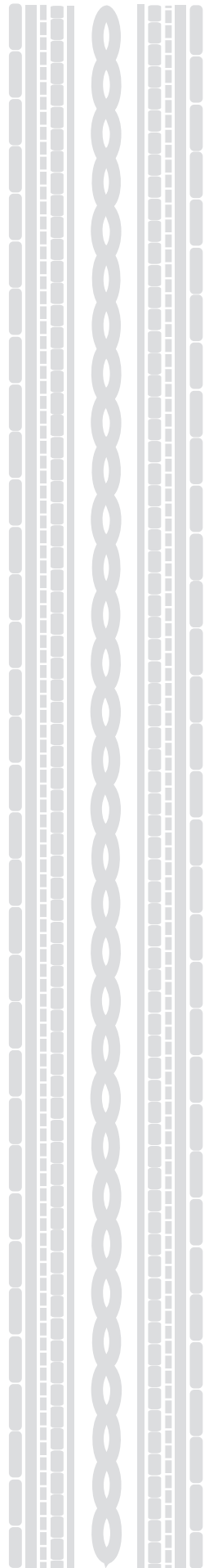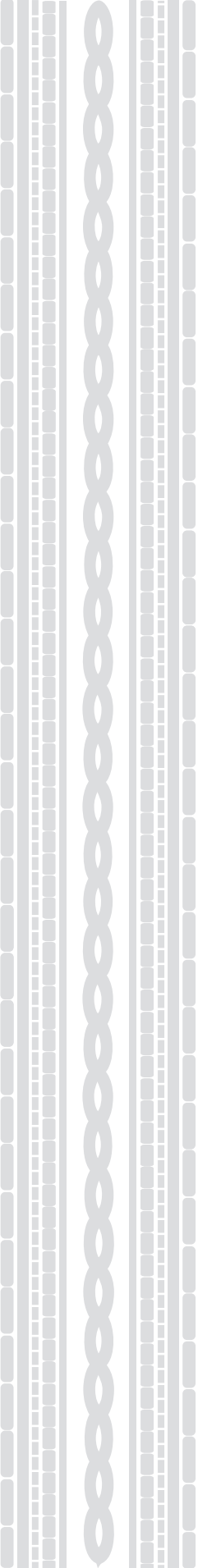- who is responsible for the income and expenses

B. THE COMMUNITY

1. Schools
2. Child care
3. Health clinic, hospital
4. Water and sewage system
5. Distribution and location of houses
6. Associations
7. Churches
8. Transportation

TOPIC OUTLINE FOR RURAL COMMUNITY FIELD WORK

A. THE HOUSEHOLD

 1. A typical family

- large or small (average number of people, or range)
- roles and responsibilities
- composition of the families
- education
- distribution of family tasks: productive, reproductive, social

 2. Resources available to the family

- land: estimated size
- land in one place or different places
- fruit and vegetable gardens
- pastures
- forests
- fields
- water, source of water

 3. Small and large animals

- size of herd
- location
- animal feed
- available corrals, pens, coops, etc.

 4. Access to infrastructure

- electricity, telephone, roads
- institutions: schools, representatives of government, health center, local industries, markets, stores
- sports fields

 5. Credit

- bank
- informal
- intermediaries
- family
- non-agricultural income: sales, crafts
- agriculture products to sell
- animals to sell
- remittances from family living elsewhere
- salaried work

6. Economic activities
- non-agricultural income: sales, crafts
- agriculture products to sell
- animals to sell
- remittances from family living elsewhere
- salaried work

7. Decision making
- who decides what
- who is responsible for what income and which expenses

B. THE COMMUNITY

1. School
2. Health center
3. Sources of water
4. Distribution or location of houses
5. Associations
6. Churches
7. Natural resources: deforestation, land
8. Transportation

DEBRIEF OF COMMUNITY FIELD WORK

RATIONALE

The community field work debriefing consolidates the field experience, allowing the participants to analyze the information gained through observation, informal interviews, and introduction of PACA tools. At this point in the training the participants integrate actual field experience into the Topic Outline, Gender Information Framework (GIF), or other data collection tools. They analyze the quantity and quality of information gathered and their reactions to the techniques used. This session may include a demonstration of the Needs Assessment tool.

TIME

3-5 hours, depending if the Needs Assessment tool and Priority Ranking is taught through this session.

GOAL AND OBJECTIVES

GOAL

To incorporate the field experience into the community analysis process as an applied strategy to enhance programming and project identification.

OBJECTIVES

1. Share the information gained by various team members who worked in the same community; describe the community.

2. Analyze the gender differences that emerged from each technique; define the important role of gender in family or community change and development.

3. Evaluate the participatory effectiveness of the techniques and their level of confidence in using the tools.

SESSION OUTLINE

I. Description and sharing (2 hours)

II. Reactions to the PACA tools (20 minutes)

III. Analysis of the results (1-2 hours)

IV. Evaluation of the techniques and the community field work (30-45 minutes)

TRAINER PREPARATION

As trainer(s) facilitate the processing of a large quantity of information, she or he must be particularly observant during the field experience, not only to incorporate "content" information derived from the techniques but also to observe the interactions among the training participants, and between training participants and community members. The nature of the group dynamics should be discussed in the debriefing session.

Also, the trainer(s) should be sensitive to the allocation of time. The tendency is to over-invest in the descriptive part of the session and to under-invest in the analysis and applications components. Likewise, if one or more participants had difficulties facilitating their techniques, they may be quite frustrated. If possible, move through the descriptive phase before talking about the frustrations. That will allow them to see how much information was actually transmitted and alleviate the initial sense of dissatisfaction. However, if frustration is very high, begin by describing the experience, and then move to what was learned.

Determine which option will be used in Section III. Analysis of the results.

MATERIALS

- Blank flip charts
- Marking pens
- Masking tape
- Visual aids prepared in each community
- VCR and tapes made in communities, if any
- Materials for Needs Assessment demonstration, if used
  (see Needs Assessment and Priority Ranking session plan – Booklet #5)

HANDOUTS

- Topic Outline (Urban or Rural), distributed prior to community field work
- Experiential Learning Model
- Debriefing Task # 1
- Debriefing Task # 2
- Gender Information Framework worksheet
- Needs Assessment and Priority Ranking, if introduced (Booklet #5)
- Debriefing Task # 3

PROCEDURE

I. DESCRIPTION AND SHARING (2 hours)

Introduce the process that will be used to debrief the experiences in the field by explaining the experiential learning model. Distribute the "Experiential Learning Model" handout.

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                              Experience


          Apply                                     Process
        (Try new                                  (Relfect,
        behaviors)                                 analyze)




                              Generalize
                            (Build theories)
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EXPERIENCE: something personally encountered, undergone, or lived through.

> "In this case, the field experience we just had."

PROCESS: reviewing or recalling what happened, who did what, in what order, with what effect; examining your reactions and observations about what happened; identifying patterns and dynamics, and alternative behaviors that might produce different effects.

> "In the example of our field work, it includes pulling together all of our data and discussing what happened in the community."

GENERALIZATION: given the analysis of what happened, what theories emerge? What new ideas or learnings or understandings do you have, what new principles or concepts emerge for you?

> "Once we have looked at all of our data and observations, what concepts or ideas emerge: about personal and community resources? tasks and labor demands? illnesses? hungry times and times of financial need? What gender differences did we find? What opportunities and constraints begin to emerge?"

APPLICATION: How can you use these learnings in the future to do your work more effectively? What skills do you need to use the new learnings?

> "How can you **and** your community develop a partnership for problem identification, resource analysis, decision-making, and planning that will lead to changes or development wanted in the community? Or, as a programmer, how can this information speak to project directions, including design, site selection, monitoring, and redesign?"

(continued)

> Theory or skill building can be introduced into the cycle in several places. Where, for example, would you say that the theory about PACA and the skills necessary to apply them were introduced during this workshop? (Before the experience)

We had an experience yesterday in communities. The first part of this session focuses on the process phase and will involve discussion in training teams by the communities in which you worked. There will be one hour of discussion in team groups, and 20 minute presentations of major points of information gained to the other team(s).

Distribute the handout "Debriefing Task #1." Allow time for reading and then answer questions.

Once groups start working, monitor them for time and give a 10 minute warning before the reporting period begins.

DEBRIEFING TASK # 1:

Description of the Community

You have an hour to discuss and note all the information you obtained in your community. Use the "Topic Outline" handout and the visuals you brought back from your community.

1. Begin with the "Topic Outline" handout. (Ask one person to keep notes for the group.) Discuss each topic and note what you learned. Information may have been learned through the general community meetings, talking one-to-one with people in the community, observations, or come out of the tools you used. Do not guess at information you do not know. Leave blanks where you do not have sufficient information.

2. What information came out of each activity or technique? (The recorder adds any additional information to the topic outline.) Show each other the flip charts done in each exercise, share the information that came up in the discussions after the techniques by men and women, look for your own interpretations, including gender differences, and summarize the information.

3. What did the observer(s) notice about each of the following:
   • Dynamics among community members
   • Dynamics among training participants
   • Dynamics between community members and training participants
   • Dynamics between other outsiders, such as extension agents, and the community

(continued)

4. What other information was gained about the community? By what means?

Summarize it.

5. Prepare to report to the entire group. You will have 20 minutes to make your report, so plan to present an overall summary of the community, and then highlight what was learned from the tools.

All the visual materials prepared during the field experience (by the respective communities) should be displayed around the room.

After all reports are done, conduct a brief question and answer session or discussion of what has been presented. Be careful, however, not to encroach on next steps in this session.

II. REACTIONS TO THE PACA TOOLS   (20 minutes)

Discuss their general reactions to using the tools. What worked well? What was difficult? What would they want to do differently the next time? (If possible, do this discussion on a reaction or feeling level. More in depth evaluation happens in the final step of the session.)

III. ANALYSIS OF THE RESULTS   (1-2 hours, depending on which option is chosen)

This segment calls for an analysis and an interpretation of the gender differences in the information. Begin this segment by indicating that they will be making a progression from data collection to analysis of data. To do this, they will be focusing on the information gained from the point of view of one group within the community only.

Training participants work in the same teams as in Section I. In this step, they are to try and imagine that they are the people in the community they visited. They will divide themselves into two groups, one representing the women of the community, the other representing the men.

Spending approximately 20 minutes working as gender groups, they will use the Gender Information Framework to identify gender differences in their community, including constraints and opportunities as they can imagine them.

Distribute the handout "Debriefing Task #2", below, and answer any questions. Distribute the "Gender Information Framework Worksheet" handout.

DEBRIEFING TASK # 2:

Analysis of Gender Difference in the Community

Divide yourselves into two groups: one group representing the men of the community, the other group the women. Using the "Gender Information Framework Worksheet" handout:

(continued)

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1. Discuss and list by gender the data gathered in each category of the explanatory factors.

2. Discuss what the community said about the gender differences, constraints, and opportunities.

3. Summarize your analysis of the gender differences, constraints, and opportunities.

4. Be prepared to represent your gender group's realities in the next exercise.

At the end of the 20 minutes, two options are possible.

A. Have each gender group briefly explain:

1. their Roles, Responsibilities, and Rights within their family and community, and

2. what they see as constraints and opportunities for their gender group in terms of bettering the lives of their families.

B. Role play one of the communities doing the Needs Assessment and Priority Ranking tool. Explain that they will have an opportunity either to role play their gender groups with a trainer playing the role of a facilitator in the community doing the Needs Assessment and Priority Ranking tool, or observe how the Needs Assessment and Priority Ranking tool can be used.

Two trainers (or trainees) demonstrate the Needs Assessment and Priority Ranking tool with one community, working with each gender group separately and then bringing them together to share and discuss their work. Use the "Needs Assessment and Priority Ranking" session plan for the details. (See Booklet #5.)

If more than one community was used for field work, the participants from other communities look on as observers. If time permits, the participants from the demonstration community can be facilitators for doing the Needs Assessment and Priority Ranking with the other community(ies). Any extra participants can be observers, or assist those chosen to be the facilitators in some way.

After the demonstration,

1. Discuss how the activity went: for the participants, for the observers.

2. Discuss the positive aspects of the technique.

3. What are the negatives? What are ways to overcome the negatives?

4. When might you use the Needs Assessment and Priority Ranking tool? Where does it fit? Why?

If desired, and time permits, spend a few minutes talking about how two groups of needs might be resolved.

Ask: How we can get the community to address both lists? Ideas might include:

1. Find common ground.

2. Get conflict out into open.

3. Evaluate resources.

4. Empower each group to speak for themselves; explain their needs.

5. Look for the most immediate needs.

6. Look for ease in implementation (something easier that will build confidence).

7. Is the idea possible? Consider the implications and impact.

8. Seek total involvement. Look for a way to meet some needs on all lists.

Review the lists generated in the Needs Assessment and Priority Ranking, and ask:

1. Can we identify a need that is common?

2. How could you begin to address this need?

3. Thinking of the technique used yesterday, what did we learn that impacts on this need?

4. Is this the most immediate need? How can we determine that?

Ask trainees to identify where this process might lead the community. What might be the next steps?

IV. EVALUATION OF THE TECHNIQUES AND THE COMMUNITY FIELD WORK
(30-45 minutes)

The evaluation of the technique and information gained can be done as a total group, by field work community groups, or another configuration that fits the groups' needs.

Distribute the "Debriefing Task #3" handout and review it before dividing into groups.

DEBRIEFING TASK # 3:

Evaluation of the Community Field Work

Discuss and summarize the following questions related to the community field work:

1. How do you feel about the information gained in the community …
   a. by the specific techniques?
   b. by other means?

(continued)

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2. To what extent did the field work provide you the skills you need to …
   a. use the PACA techniques?
   b. facilitate the analysis of information?

3. What more do you need to increase your confidence?

4. If you were to continue working in the community you visited, what are some of the next steps you would take to continue the process you have started?

Divide into groups for 20 minutes to discuss the evaluation questions. Inform them that they will have 10 minutes to present their evaluation to the entire group.

After the reports, discuss any recommendations and come to consensus, as necessary.

At the close of the session, distribute the handout "Needs Assessment and Priority Ranking" (Booklet #5) for their future use, if that demonstration step was done in this session.

NOTES

THE EXPERIENTIAL LEARNING MODEL
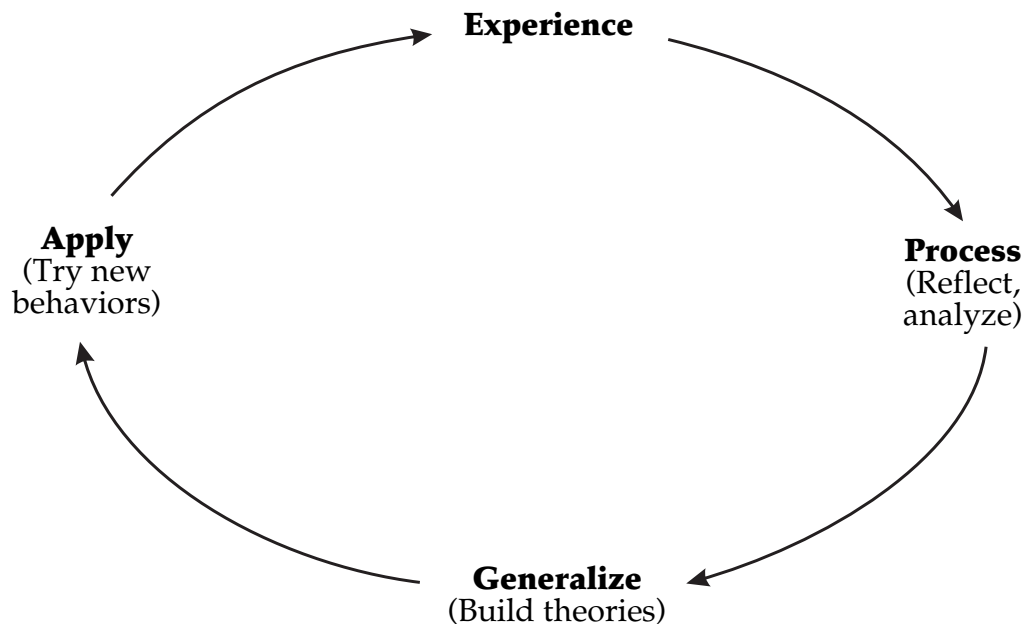
EXPERIENCE: something personally encountered, undergone or lived through.

PROCESS: reviewing or recalling what happened, who did what, in what order, with what effect; examining your reactions and observations about what happened; identifying patterns and dynamics, and alternative behaviors that might produce different effects.

GENERALIZATION: Given the analysis of what happened, what theories emerge? What new ideas/learnings/understandings do you have, what new principles or concepts emerge for you?

APPLICATION: How can you use these learnings in the future to do your work more effectively? What skills do you need to use the new learnings?

Theory or skill building can be introduced into the cycle in several places. For example, training may begin with a presentation of theory, followed by a practical experience. Or, training may begin with specific experience which is partially processed. Then theory is introduced to assist in the processing and generalizing.

DEBRIEFING TASK #1:

DESCRIPTION OF THE COMMUNITY

You have an hour to discuss and note all the information you obtained in your community. Use the "Topic Outline" handout and the visuals you brought back from your community.

1. Begin with the "Topic Outline" handout. (Ask one person to keep notes for the group.) Discuss each topic and note what you learned. Information may have been learned through the general community meetings, talking one-to-one with people in the community, observations, or come out of the tools you used. Do not guess at information you do not know. Leave blanks where you have insufficient information.

2. What information came out of each activity or technique? (The recorder adds any additional information to the topic outline.) Show each other the flip charts done in each exercise, share the information that came up in the discussions after the techniques by the men and women, look for your own interpretations, including gender differences, and summarize the information.

3. What did the observer(s) notice about each of the following:
- Dynamics among community members
- Dynamics among training participants
- Dynamics between community members and training participants
- Dynamics between other outsiders, such as extension agents, and the community

4. What other information was gained about the community? by what means?

Summarize it.

5. Prepare to report to the entire group. You will have 20 minutes to make your report, so plan to present an overall summary of the community, and then highlight what was learned from the tools.

DEBRIEFING TASK #2:

ANALYSIS OF GENDER DIFFERENCE IN THE COMMUNITY

Divide yourselves into two groups: one groups representing the men of the community, the other group the women. Using the "Gender Information Framework Worksheet" handout:

1. Discuss and list by gender the data gathered in each category of the exploratory factors.

2. Discuss what the community said about the gender differences, constraints and opportunities.

3. Summarize your analysis of the gender differences, constraints and opportunities.

4. Be prepared to represent your gender group's realities in the next exercise.
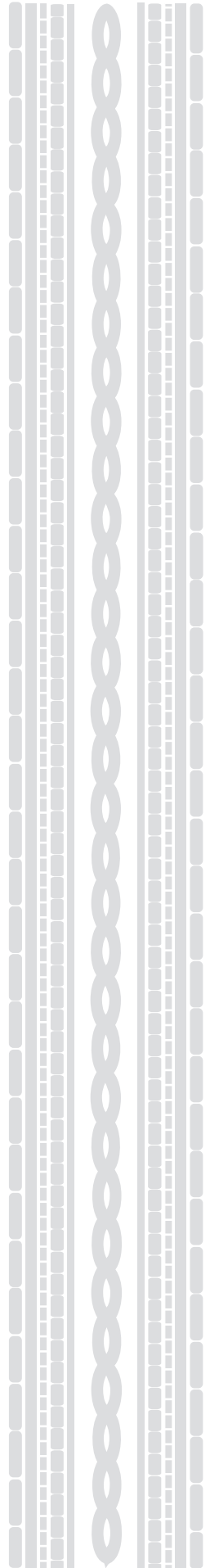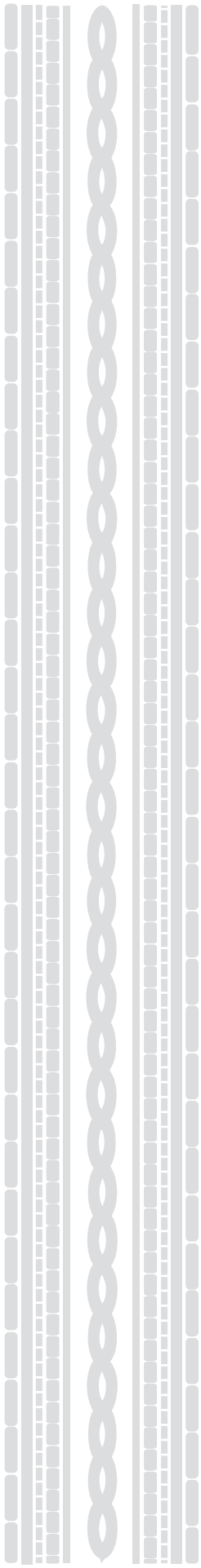
GENDER INFORMATION FRAMEWORK WORKSHEET

I. EXPLORATORY FACTORS

A. EXPLORATORY FACTORS	WOMEN and GIRLS	MEN and BOYS
1. TASK IMPLEMENTATION (Who does what tasks? Include paid work, and all unpaid work, for the family or the community)		

	WOMEN and GIRLS	MEN and BOYS
2. INCOME (Who earns what, in cash or kind?)		
3. EXPENDITURES (What are the family expenses? Who contributes what toward each household expense?)		
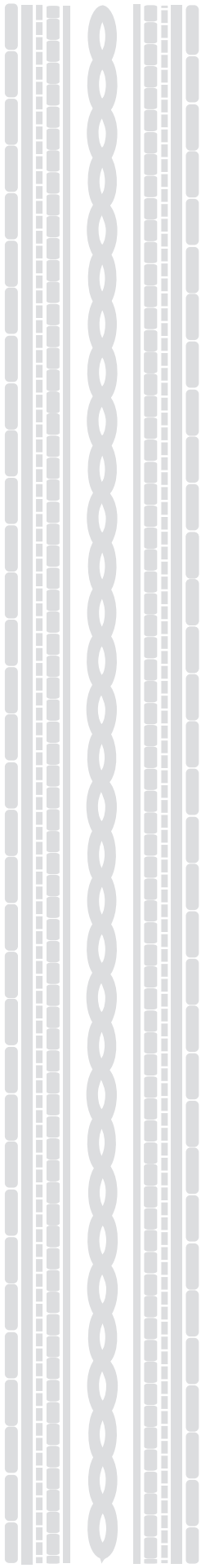
	WOMEN and GIRLS	MEN and BOYS
4. RESOURCES (Who has access to and/or controls key resources? Include **physical**, **financial**, **informational**, and **socio-organizational** resources.)		
5. TIME/SEASONALITY (What happens at various times during the year, in terms of work income and expenses, illnesses, etc?)		

	WOMEN and GIRLS	MEN and BOYS
6. DECISION-MAKING (Who decides about behaviors or investments required?)		
7. OTHER (Any other gender-related factors you feel might be basic to any community action or project?)		

PEACE CORPS
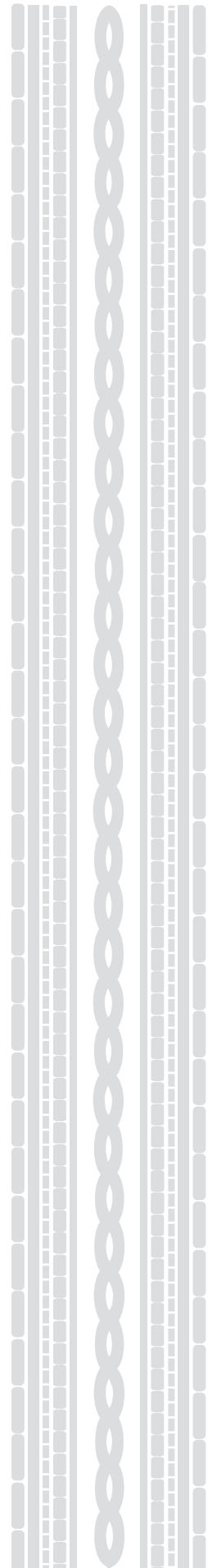
B. ADDITIONAL DATA NEEDED	WOMEN and GIRLS	MEN and BOYS
(These are "missing data" that are not known or available for completing some of the factors above but that are likely to be relevant to designing and implementing a project.)		

II. ANALYTIC FACTORS

A. ANALYTICAL FACTORS	WOMEN and GIRLS	MEN and BOYS
1. CONSTRAINTS (In general or in relation to specific project objectives, such as on labor, time, on access to all the various kinds of resources, on decision-making; any cultural constraints; no clear incentives to change; project participation could jeopardize other current activities.)		
2. OPPORTUNITIES (In general or in relation to specific project objectives, such as roles traditionally assigned to one or the other gender that facilitate project implementation; gender skills and knowledge that can be tapped; good fit of potential project with current cultural norms; clear incentives to project participants in terms of likely benefits.)		

B. ASSUMPTIONS (Guesses you had to make in order to complete an analysis pending finding out the needed information.)	WOMEN and GIRLS	MEN and BOYS

Based on Gender Information Framework developed by USAID's GENESYS Project

DEBRIEFING TASK #3

EVALUATION OF THE COMMUNITY FIELD WORK

Discuss and summarize the following questions related to the community field work:

1. How do you feel about the information gained in the community....

    a. by the specific techniques?

    b. by other means?

2. To what extent did the field work provide the skills you need to....

    a. use the PACA techniques?

    b. facilitate the analysis of the information?

3. What more do you need to increase your confidence?

4. If you were to continue working in the community you visited, what are some of the next steps you would take to continue the process you have started?