

Guide for Training Community Leaders to Improve Leadership and Management Practices

MANAGEMENT SCIENCES *for* HEALTH



USAID
FROM THE AMERICAN PEOPLE

Guide for Training Community Leaders to Improve Leadership and Management Practices



MANAGEMENT SCIENCES *for* **HEALTH**
Cambridge, Massachusetts

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ISBN 0-913723-01-0

Funding for this guide was provided by the Office of Population and Reproductive Health, Bureau for Global Health, US Agency for International Development (USAID) through the Leadership, Management, and Sustainability Program under cooperative agreement GPO-A-00-05-00024-00. The opinions expressed herein are those of the authors and do not necessarily reflect the views of USAID.

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ACKNOWLEDGMENTS

This guide is the result of experience acquired during the Moral Leadership and Community Management workshops held in Nicaragua and Peru with the support of the United States Agency for International Development (USAID). We would like to thank USAID and the people and institutions in both countries that made this sharing and learning process possible.

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INTRODUCTION

To be better leaders, we must be better people and walk along a path that will bring us closer to our families and communities, using the best management tools and strategies available. This conviction constitutes the basis of the project that Management Sciences for Health (MSH) implemented in the Municipality of Waslala, Department of Matagalpa in Nicaragua, and later replicated in Peru. During almost two years, the members of the MSH team worked to foster moral leadership—understood as leadership based on values—with 260 leaders from 30 communities. This guide is, to a certain extent, the history of that experience.

The project developed an educational process as a strategy to increase social capital, defined as networks of trust, solidarity, and cooperation, as well as the norms and values that facilitate action and foster collaboration among the members of a community for their mutual benefit. The process was followed and evaluated by the Harvard School of Public Health and by Alva, a Nicaraguan institution. Applying modified instruments from the World Bank, both institutions measured the project's progress against the baseline using indicators of social capital. In fewer than two years, the study showed results in almost every one of these indicators. For example, indicators of democratic participation and trust increased by 47 percent and 45 percent, respectively.

Thereafter, in Peru in 2007, within the framework of the project known as *Municipios y Comunidades Saludables* (Healthy Communities and Municipalities), the guide developed in Nicaragua was adapted to the Peruvian setting and reached 380 communities and a total of 1,200 participants.

Finally, the guide was presented at the Global Health Council conference in 2007 with the aim of reaching a larger number of people in more countries, so they could use it, recreate the process, and adapt it to their own needs.

THE TRAINING WORKSHOPS

The workshops began with group work so that leaders of rural communities could develop skills in moral leadership and at the same time improve community management. We assumed that when people of a community establish relationships based on values such as solidarity, democracy, trust, reconciliation, and respect, these values constitute the social capital that will allow them to successfully implement a number of different development projects.

The idea was conceived based on the principle that **leaders need to exercise leadership supported by values and must have the basic knowledge and tools available to manage their projects well. Communities need to participate actively.** Starting from these basics, all the workshops were designed to maintain a balance between the content to develop values and content to facilitate community management and participation. The design of projects and resolution of problems using the community's own resources were emphasized as a way of enhancing the inhabitants' self-esteem as well as their empowerment (feeling capable of doing things).

Decentralization at the municipal level, specifically in Waslala, was seen as an opportunity. The municipality undertook the commitment to participate and send its leaders to the workshops as well as promote and support these initiatives.

Three sources inspired and sustained the topics and dynamics of this training:

- the experience of the workshops offered by MSH to the staff of the Ministry of Health in Nicaragua;
- the book entitled *Liderazgo moral (Moral Leadership)* (Santa Cruz, Bolivia: Universidad Nur, 1993) for rural teachers;
- the work of Martha Cabrera, a psychologist from the Centro Ecuménico Antonio Valdivieso, about the development and training of new leaders.

The workshops allowed us to continue learning and streamlining the contents and topics as well as the methodology of this training. In this way, they inspired us, and we consider the leaders of Waslala as coauthors of this guide, together with the team of the Healthy Municipalities and Communities Project in Peru.

OBJECTIVE OF THE WORKSHOPS

The objective of the workshops is to allow community leaders to reflect on, reinforce, and practice their values as well as build their knowledge and use resources to improve community performance.

The expected results are:

- Leaders practice values at the personal, family, and community levels.
- Leaders improve their skills and performance.
- Families participate in self-management processes to improve their community.

ORGANIZATION OF THE WORKSHOPS

The topics to be covered as well as the exercises were adapted to time constraints. The leaders and the team agreed that **a minimum of five sessions of an average of eight hours each, and a break between sessions** so the leaders could put into practice what had been agreed on during the session and attain the expected results, were needed.

In Nicaragua the sessions were offered approximately every three or four weeks. Due to the long travel distances in rural areas, the leaders arrived in the community on Thursday evening, and the session began on Friday at 7:00 a.m. It continued until noon on Saturday. To improve attendance, women leaders were encouraged to bring their small children as well as a family member to take care of their children. On Friday evening, a movie was shown or music was played. In Peru the intervals between sessions ranged from two to three weeks, and each session was presented in a single day because some topics had been previously discussed in other workshops.

The number of participants at each workshop in Nicaragua was initially established taking into account the number of communities: two representatives per community, so they could support each other. This number was increased after the first session because the leaders requested the attendance of their Support Committee. The same thing happened in Peru, where we worked with all the members of Community Neighborhood Councils, which provide community leadership and coordinate with the local government and the Ministries of Health and Education.

The workshops had different numbers of participants depending on the number of participating communities. In general, **work goes better when there is an average of eight communities—approximately 50 people**—because there is sufficient time at the plenary sessions for each community to explain its projects, tasks, and achievements.

The workshops' facilitators were trained in advance so they could become familiar with the guide and adapt it to their own situation. At each workshop the facilitators worked as a team to prepare the material for each session, make the necessary adjustments before each session, and evaluate the results.

At all the workshops, the people responsible for the workshop worked in the area and therefore could do follow-up in the community. **An average of three people to take responsibility for the entire process is recommended.**

Some workshop responsibilities and tasks were shared with the leaders, such as sending invitations for the sessions, securing the facilities for the workshop, inviting authorities, providing transportation, and coordinating the preparation of food with local resources.

THE GUIDE

The guide is aimed at people, teams, or institutions from the governmental sector or other sectors of civil society that work with communities. This guide can be used as supporting material in community-based programs and projects for the local management of municipalities and the improvement of education, social welfare, and health services.

ORGANIZATION OF THE GUIDE

The guide is divided into two parts and it includes supporting material for workshop participants.

Orientation, the first part, includes “**Preparing to Facilitate**,” which provides facilitators the ideas that guide the training process, techniques, dynamics, and key points.

The Session Guide, the second part, contains **five units** for the conduct of the workshops. Each unit proposes the distribution of time, techniques, materials, topics, and evaluation. It comprises introductory activities, topics to be discussed, and closing activities.

The annexes at the end of each unit contain material to support participants. The annexes include all the readings and exercises distributed during the workshops so that participants can remember and share their work.

This is a basic guide to which expansions, adjustments, and adaptations to the participants’ situation and needs can be made.

PART 1

ORIENTATION



PREPARING TO FACILITATE

The purpose of this section is to lead the people who will facilitate the training process to reflect on the ideas and experiences that have guided the methodology and become familiar with the guide's organization and techniques.

OBJECTIVES

Upon finishing the reading material and studying this section, the people who facilitate the teaching-learning process will be able to:

- understand and use the dynamics that facilitate the training process;
- facilitate the reflection-action processes for each topic;
- adjust the units to the realities of their environment.

ORGANIZATION

This orientation has three components:

- **The conceptual framework for training**, which provides guidance based on lessons learned and basic methods of training for those in charge of facilitating the workshop. This framework helps facilitators understand the vision that has shaped the training.
- **Routine activities** that must be carried out during all the workshops or sessions, with the *raison d'être* of each as well as the way to conduct them.
- **Follow-up and evaluation**, with guidelines to facilitate the evaluation of the learning process as well as the monitoring of the practice of community values, participation, and management.

There are also activities related to these components and the conduct of the workshops: activities prior to each workshop and routine and evaluation activities.

Training Components	Subcomponents
Conceptual framework	Principles and lessons learned Basic methods
Routine activities	Advance arrangements Registration Greeting and prayer Presenting the “path” of the workshop Responsibilities Exercises and other activities Role playing and contests Readings Reviewing the commitments made in the previous workshop Remembering the commitments for the next workshop Workshop evaluation Farewell
Follow-up and evaluation	Follow-up and monitoring Evaluation

CONCEPTUAL FRAMEWORK

Principles, lessons, and methods form the conceptual framework of this training workshop on moral leadership.

PRINCIPLES AND LESSONS LEARNED

1. The learning experience can become the space where conflicts and losses are processed. The workshops help people achieve reconciliation and forgiveness.

To understand the importance of this principle, we must realize that Waslala, the rural area where the project was carried out, was the central point of the war during the 1970s and ‘80s in Nicaragua. This means that, within the same family, some members were on one side and others belonged to the other side, and many of their relatives and loved ones were murdered by both sides.

Not only war hit the Nicaraguan people, but also a number of natural phenomena such as earthquakes and hurricanes. As the psychologist Martha Cabrera says, “One cannot pretend to work in a project with someone who has been run over by a car . . . and the people of Nicaragua have been run over by several cars.” The key question was how to advance toward a process of reconciliation and forgiveness without entering into specialized psychological processes and specific religious rites. How could this process be carried out within the training environment and amount of time available?

While knowing that recovery from conflict and loss takes time and that it is not possible to achieve this within the six months that the training lasts, we decided to begin the project, trusting that it would find its own course. We employed methods that stressed reflecting and telling staff members' stories. Reconciliation and forgiveness were taken up as values for good leadership. We tried exercises that led participants to breathe well, feel their bodies, laugh, play, embrace, and touch each other. Martha explained to us that laughter and happiness heal wounds, and we decided that this should be part of the training.

We learned:

- Exercises such as the River of Life in Unit 4, which allow participants to tell their personal stories, are highly motivating to understand the suffering of others and to generate solidarity and forgiveness.
- The experience of joint work, in a joyful and informal manner, brings people closer, even if they have different religious beliefs or belong to different political parties.
- Most communities made few references to recreational activities. The practice of sports, which could be a simple way to get together, distract our minds, strengthen links, and keep youngsters busy, was barely mentioned in the communities with which we work. It was not an activity that that merited a special project. However, when activities such as fairs, contests, and championships were fostered externally, there was a lot of enthusiasm, and groups were formed to carry out what had been proposed.
- Exercises on guided breathing, acknowledgment of others, and massage, carried out with seriousness as well as with a spirit of authenticity and love, are very well accepted. There is a better connection with nature when exercises are done outdoors. It is also well accepted to massage one's partner's back and at the same time wish him/her the best.

2. Everybody needs to reflect about spirituality as a dimension of human beings. Spirituality manifests itself through the exercise of values.

Most leaders are closely linked to their churches. Thus, to a certain extent, spirituality is expressed through religion. Therefore the task consisted of reinforcing spirituality through the analysis and practice of values in daily life.

We learned:

- In most communities, the church was the first building made with everybody's support. Later on, it was the school. We confirmed what surveys showed: churches are organizations to which a great majority of the inhabitants of rural areas belong. In some cases, it is the only form of association to which they belong.
- The inclusion of topics dealing with spirituality and values encouraged some religious leaders, who initially did not want leaders who belonged to their churches to take part in the training, to allow those leaders to join later. Some even accepted responsibility for self-managed projects that emerged as a result of the training.

- Most leaders appreciate topics that deal with spirituality. The activity that was most liked was the one that dealt with the characteristics of human beings, and the leaders indicated that the spiritual part was the most important. The physical dimension was stressed the least, and participants found it difficult to express attitudes of self-care.

3. Leadership based on values is practiced at the personal, family, and community levels. You cannot be a good leader if you are not a good person.

Each value was worked on in three ways: with the leader, with his/her family, and with the community. We underscored that it is necessary to be a good person to be a good leader. We wanted, starting with the first task, to see the importance of the family in the leader's life. This is especially the case in rural leadership, where everyone knows each other and the leader's family life is conducted within the same community in which he/she exercises his/her leadership.

We learned:

- Leaders prepared long lists of actions that could be implemented at the personal, family, and community levels to work on every one of these values.
- Some leaders made commitments to their families, which were written down by their children or spouses, and they brought them to the workshops as their contributions.
- Most of them read the list of values with their family and performed the tasks so their families could also evaluate how their leadership was developing.
- Leaders appreciated that their contributions to reinforcing the values were written down on a piece of paper or cardboard and posted on the walls, where everybody could read them during the training.

4. Rural leaders must have the best tools and skills to manage their communities efficiently.

The leaders with whom we worked were mayors' assistants. They had a support committee with leaders from their communities. Some did not know how to read or write, and most of them had no formal education. It was a challenge to build their management abilities, skills, and tools at this level. We selected those that we considered indispensable and presented them graphically to depict them as practical tasks to be implemented in their communities. We worked with very few textbooks and tried to use drawings to convey the main ideas.

We learned:

- Some leaders did not know how to read assigned documents; they generally went home and asked their children to read them aloud to them. A number of family commitments emerged from these readings with respect to certain values.
- Almost all the readings were shared with participants' religious leaders, and some of them were also read in church.
- Even though most leaders had conducted community assessments and served as informants for several projects, none of them had an archive in their community, nor had they kept a copy of the census they helped complete or the information or project reports they helped prepare.

5. At the training events, motivating the participation of everybody enriches the discussion of diverse topics.

Several training events were held during the implementation of the Healthy Communities and Municipalities Project in Peru. At those events, generally only male leaders participated, and the rest of the participants remained quiet, especially women, because of custom, fear, or insecurity.

We learned:

- People participate more when they are addressed by name and congratulated for their good work and when their participation is stimulated with a round of applause.
- When groups include males and females, there is a tendency to let only male leaders speak.
- We recommend explaining that men and women can both contribute ideas to the group's work because every man and woman has his/her own way of seeing reality, and it might be different from that of others. When everyone participates and their opinions are taken into account, a more complete vision of reality is attained and better contributions are made to how to address challenges.

BASIC METHODS

1. **The methodology is basically participatory**, with exercises that allow participants to analyze their own experiences. Some studies make reference to the way adult people learn:

- 20% through hearing
- 40% through hearing and seeing
- 80% through doing

Therefore **learning by doing** should guide the sessions.

2. **Use simple language, with examples.** The workshop is aimed at adults with different educational backgrounds. Asking if they understand us must be a constant element throughout the workshops. Participants with no or little education should feel that they can learn new ideas, discuss, and contribute in the same way as others with more education.

3. **It is essential to encourage people to reflect on the topic and express what they think.** Avoid correcting what participants say. Only if facilitators perceive a lack of understanding should they say, "I think I failed to convey what I really wanted to say. Is what you meant . . . ?" Try to ask open questions, which allow giving several answers, as much as possible or invite people to express what they think.

4. **Begin by becoming familiar with what people know.** The workshops are based on the principles of adult education: begin with what participants know. When we ask questions we can learn about how the respondents live or think, and doing so enriches our knowledge about the people we are working with. The more we know the people the better we can facilitate the process because our language and examples will be specific to their situation.

5. Use inclusive language that refers to both men and women. Say "people" or human beings, instead of referring to men. Use the word "leaders" as much as possible, because a major problem is insufficient formal leadership among women. Encourage participation by women.

6. Encourage the participants to work on activities and commitments at the personal, family, and community levels. We are promoting leadership based on values, which means that good leaders are above all good people who live in adherence to certain values within their families and communities. They teach through example. In their communities they know very well who is who.

- **It is necessary to monitor fulfillment of commitments.** At each workshop, participants make commitments in terms of tasks they intend to carry out in their homes or communities. These must be monitored to motivate fulfillment of commitments and foster practice of what was learned.
- **Recreational activities are essential,** not only to make the learning experience fun, but also because recreation allows people to interact and get to know each other better, as well as build rapport. It is easier to exchange ideas and try to understand someone who has been laughing and playing with us than to understand a stranger.
- **An experience can become a lesson** when you reflect about and analyze it. When the analysis of your experiences is facilitated, you can draw your own lessons from them.
- **Try at all times to bring people and resources together.** Organize activities to disseminate information, invite people, thank them, and make commitments. Remember that working for the community means involving the whole contingent of resources that exists at the community level. The larger the number of choices, the more they will support advancing rapidly toward greater participation. Leaders need to relate constantly to government units in the community, such as the Ministries of Education and Health, the municipality to which they belong, and nongovernmental organizations and institutions that work in the area. Working in this way will give them access to increased resources, save time in terms of coordination, and make their work more effective. Furthermore, the promotion of values requires the support of all the organizations in the community. Promotion includes speaking about values at schools, churches, and on the radio, and posting slogans at health centers and in municipal meeting places.
- **Ensure that *all institutions* are informed about the training before and during the workshop and that they participate to the extent possible.**
- **Respect the culture of the people who attend the workshops but remember that cultures change.** Customs are established by a group of people to address problems. It is possible for that a problem to no longer exist the a custom remain. That is why it is important to review customs with leaders and encourage them to rethink them, in light of their current situation.

7. Acknowledge, thank, and congratulate participants constantly. When someone makes a mistake, take advantage of this situation constructively. Say that a person who does not do anything never makes a mistake, but never does anything either. The person who never speaks also does not make any mistakes, but by not sharing his/her ideas is unable to learn from his/her mistakes.

Constantly thank participants: for beginning on time, respecting their turn to speak, helping to maintain order, supporting neatness, doing the exercises with enthusiasm, consulting with the community,

and fulfilling their commitments. There is always a reason to thank and congratulate others if we are aware of what they do. Research has shown that people grow and develop better when they feel appreciated and their efforts are rewarded. Training meetings can become the space to get used to acknowledging and thanking people, addressing them by name, and detailing their contributions or the work they have accomplished.

8. Adhere to time constraints. A designated person should control the use of time and helps the person who is leading the activity adhere to the schedule.

9. Plan the distribution of materials. In general, when participants receive materials, they want to read or look at them immediately, and this can create a distraction. Agree on the most suitable moment to distribute materials according to the nature of the session.

10. Discuss the specific problems of a community only with that community. It is tiresome to listen to situations that are not our own. If it is pertinent, this can be done at the plenary to provide an example, but try not to name the community if the issue is negative.

11. Always underscore that leaders must begin with things that people can do easily. Congratulate the participants constantly to help them develop the courage to address more difficult situations.

12. Remember that evaluation is the reinforcement and acknowledgment of an effort and represents the possibility of improvement. If there is no evaluation, there is no acknowledgment or improvement.

ROUTINE ACTIVITIES

Routine activities carried out during each workshop throughout the training process include:

- advance arrangements
- registration
- greeting and prayer
- presenting the workshop path
- responsibilities
- exercises and activities
- role playing and contests
- readings
- reviewing the commitments made in the previous workshop
- remembering the commitments for the next workshop
- workshop evaluation
- farewell

ADVANCE ARRANGEMENTS

Preparation of the classroom involves not only its neatness and the layout of the required chairs and tables, but also posting slogans and phrases on the walls that help inspire leaders. People appreciate a welcome message on the board as well as music as they come into the classroom. They enjoy seeing pictures of previous workshops. They also like to walk around the classroom to reread some of the contributions made by the groups. Additionally, when we post a group's work on the walls, the people who took part in these tasks feel that their work is valued and appreciated.

Slogans that could be posted on the walls include:

- Wise leaders understand the power of small things that can be the seeds of greatness.
- True leaders are humble servants, not power-hungry tyrants.
- The golden rule is the leader's guide: "Do unto others what you would have them do unto you."
- Faith moves mountains.
- Don't burn your bridges, because you will be surprised how many times you will have to go across the same river.
- He who stands under a big tree is protected by good shade (it helps to have friends in important places).
- In order to speak, you must learn to listen.

It is also good to prepare the classroom with posters and drawings that constantly remind participants about the way we work. For example, you can display:

- a poster that includes a drawing of a person with the family above him/her, and the community above the family, so participants remember that work will be done at the personal, family, and community levels;
- a poster with a drawing of a head and a heart to underscore that we must work with our ideas as well as our feelings;
- a poster with a drawing representing all the parties with which we have to coordinate: the Ministry of Health, Ministry of Education (a school), or another institution (such as a church). You can include drawings of men, women, and children that symbolize the beneficiaries.

REGISTRATION

The list of participants should remain the same from the first workshop to the last to make it easy to check attendance. A good practice is to ask participants to sign the list as they come in and ask them to sign it again during a coffee break or during the snack. The sign-in process is easier when each community has one page assigned to it. The community's name should be at the top of the page so the different communities do not have to wait to sign.

The information to be provided on the first day should depend on the training needs. The minimum information required includes the first and last names of each participant, his/her position in the community, and his/her educational background.

GREETING AND PRAYER

The person or persons who facilitate the training welcome the participants. Given that the rural communities we work with have a strong connection with religion, they appreciate a prayer as part of the greeting. This activity should be considered optional, however, and we recommend consulting with the participants to find out if all wish to do it.

When there are different religious groups, each group should take turns offering the prayer. People who participate in the workshops as representatives of their church should be asked to coordinate the prayer. In some cases, the group has asked to sing a religious song or to read a biblical passage. When preparing the program, take into account that these activities require more time.

PRESENTING THE WORKSHOP PATH

This purpose of this exercise is presenting the topics that will be discussed during the workshop or providing a shared vision of work that was done.

To present the topics, you can cut out silhouettes of footprints from a piece of cardboard and write on each footprint the name of the topic that will be discussed. Next to each footprint you can put a drawing that identifies the topic to be discussed, for example, a tree when you work with the Tree of Dreams or a river if you are going to work with the River of Life. No footprints are cut out for routine activities. Each unit contains a list of the topics corresponding to that unit. Even though other shapes can be used for the silhouettes, we suggest making footprints because they illustrate that training is a step-by-step process.

The footprints can be glued onto two pieces of cardboard; doing so makes it easier to follow the path starting with the first session and to continue adding other footprints during the following sessions. These can be of different colors to identify the unit or session.

RESPONSIBILITIES

After drawing the path, it is necessary to dedicate some time to explaining that the workshop is a shared responsibility and everybody must contribute to its success. General as well as personal responsibilities should be established.

Depending on the circumstances in which the sessions are conducted, general responsibilities should be established and may be assumed by the people of the same community. People voluntarily state which responsibility they will assume. Examples of general responsibilities are detailed below:

- Cleaning the facilities
- Convening the meeting after the coffee break
- Keeping the restrooms clean

Personal responsibilities are the agreements and commitments made by each person who attends the workshop. Examples include:

punctual attendance: Explain that to attain the training objectives it is necessary to attend all the sessions or workshops and that only people whose attendance record is complete will obtain a certificate.

completion of tasks and fulfillment of commitments: Motivate people to make this commitment by explaining that each session has tasks that must be carried out with the family and the community. The training is divided into two parts: one is offered at the meeting and the other—the more important one—puts into practice what is being learned. That is why there are different tasks.

listening to what other participants have to say and raising your hand when you wish to make a contribution.

The sheet that contains the participants' personal and general responsibilities should be available for everyone to see at a designated place in the classroom.

EXERCISES AND ACTIVITIES

At each workshop, try to restate one of the project's key premises: leaders need to be better people to become better leaders. We used different exercises to support this process. Specifically, we used breathing and stretching exercises and activities to share good energy and wishes or incite laughter. Other activities are recreational and generate relaxation or are used to reinforce learning, for example, the knowledge of numbers.

We recommend that you try to carry out these activities and not assume that because they are recreational you can omit them when there is not enough time. It is precisely these kinds of exercises that make learning fun and help improve personal relations.

ROLE PLAYING AND CONTESTS

Most units include role playing and contests related to the performance of different tasks. Most community members enjoy participating in and watching skits. In order for a role play to shed light on and provoke discussion of a topic, it is necessary to clearly state the task and set the time, because there is a tendency to stop at the details. We recommend assigning at least 15 minutes for each presentation. This time could be too long when you do not have many hours available to carry out the training. Therefore, when possible, the role plays can be presented as a recreational activity in the evening.

The contests are designed to stimulate healthy competition among communities. Take care, however, to applaud the participation of all the participants, even if they did not win. Prizes should be symbolic in order to avoid conflicts.

There are charts in the units to collect information. These charts should be posted in a prominent place so participants can see their progress in fulfilling their commitments.

READINGS

Throughout the units there are reading aimed at different objectives. The readings:

- help explain the topic and contain precise directions about how to use the material;
- are distributed at the end of each explanation or exercise to reinforce understanding of a topic;
- are used to stimulate reflection about other topics that are not directly linked to the sessions. These can be used at the facilitator's discretion.

Even if participants do not know how to read, they appreciate taking the reading materials home. They can have them read aloud to them by a family member. In this way, they share the content of the readings. Some leaders have even asked for additional copies to hand out in church or at school.

Reading materials should be written in large letters, use simple, clear language, and, if possible, include drawings. They should not be handed out in advance because they distract the audience, and some people will not pay attention to the workshop in order to read them. It is recommended that the reading materials be read aloud during the workshop or session.

The reading can be done by three or four people who volunteer to read aloud. Divide the reading and let each person read one paragraph. Then underscore the main idea or ideas of each paragraph. Thus people participate, practice the reading, and reinforce the main ideas.

In other cases, the team can act out the readings, for example, the reading entitled "How to Help People Improve Their Behavior" or "Negotiation or How to Find a Solution for Conflicts."

After the reading, recommend that participants try to read the materials with their families and if possible hand them out to a clergy person or share it in a school or other institution. Have extra copies because some people may ask for them.

REVIEWING THE COMMITMENTS MADE IN THE PREVIOUS WORKSHOP

During the sessions a number of commitments are made. It is important to review fulfillment of these commitments during each session or workshop. This is important not only to reinforce the idea of fulfilling commitments but also because commitments allow people to practice what was discussed in the sessions by consulting with the community, meeting with their families, and thinking, planning, and carrying out activities. This turns training into a learning process that extends beyond the sessions and workshops. Commitments also grant an opportunity for leaders to ask for clarification or suggest other effective ways to do what they intended to do.

REMEMBERING THE COMMITMENTS FOR THE NEXT WORKSHOP

Participants must have a clear idea of the commitments made for the upcoming workshop. It is not possible to fulfill a commitment if it is not clear. Therefore we recommend that upon completing each workshop, all the commitments be reviewed and written on the board or on a piece of paper that is handed out to each participant.

WORKSHOP EVALUATION

Conduct the evaluation of each workshop with all the participants and the results communicate to them. The evaluation should depend on the participants and the information and feedback they need to advance in the process. At the end of each module, joint evaluation methods are suggested for use by the community.

Sometimes it is also necessary to use a form for the leader's personal and family evaluation. Sharing this personal evaluation is voluntary because the privacy of each person must be respected.

FAREWELL

The farewell activity should be short. The group may agree to have someone say a thank-you prayer and remind participants about the deadline for fulfillment of commitments.

FOLLOW-UP AND EVALUATION

FOLLOW-UP AND MONITORING

The follow-up and monitoring of each leader and his/her activities takes place at the personal, family, and community levels through the performance of tasks and fulfillment of commitments. Some of them focus on the personal and family environment, such as bringing examples of attitudes or activities to reinforce specific values and attitudes in the family. Other commitments and tasks focus on the leaders' performance as a whole and are aimed both at their own community organization and at improving coordination with other local government units or institutions in the area. Fulfillment of these commitments will depend to a large extent on the importance facilitators place on monitoring the commitments.

The charts made for each unit allow monitoring compliance with what was agreed on and follow-up on the progress of communities as a way to stimulate healthy competition and mutual support because in many contests, communities must assist each other.

Monitoring coupled with communication through meetings or posters allows the entire population to see what everybody is doing and reaffirm their feeling of being capable. This is the first step toward self-esteem and empowerment.

Two activities constitute the basis of monitoring throughout the entire training process:

- The Tree of Dreams in Unit 1 allows for self-diagnosis of the community's needs;
- The Honor Commitment in Unit 2 contains a list of three or four concrete results for which each leader assumes personal responsibility.

EVALUATION OF COMMUNITY DEVELOPMENT

Assuming that it is not always possible to visit the communities or carry out a baseline study in the communities, other, indirect ways to evaluate activities can be considered through:

- charts prepared by individuals and groups;
- maps created by groups;
- stories of problems about actual events that the group evaluates;
- creative expressions: dramas, role plays, songs, dances, sculptures, or collective presentations about the people or situations they have experienced;
- histories of the communities told by the leaders;
- meetings with groups and small meetings to discuss a challenge or need;
- bulletin boards.

It is also necessary to know how participants feel. If they feel comfortable and welcome during the sessions, they will be more likely to adopt a better attitude during the teaching-learning process. The chart that follows shows the qualitative evaluation of a group of 70 people at the end of a session.

EVALUATION OF WORKSHOPS

	Always	Sometimes	Never	No Answer
The schedule was respected	60	9	-	1
New topics were clearly explained	64	6	-	-
I felt tired during the training	15	30	24	1
I felt I learned new things	68	-	2	-
The handouts were useful	66	4	-	-
I felt bored during the training	16	17	33	4
I felt eager to learn more	67	1	-	2
Explanations were clear	70	-	-	-
I felt better after the workshops	68	2	-	-
They demand things that we cannot do	11	21	37	1
I felt that they treated me well	64	2	2	-
They did not listen to my suggestions	37	15	14	4
I feel like going back	48	10	10	2
They asked too much from us as leaders	35	19	14	2
The food was good	42	22	3	3
The lodging were comfortable	55	11	-	4
The material was clear	65	5	-	-
I liked the movies they showed in the evenings	48	21	1	-
I felt uncomfortable and insecure	13	14	37	6
I felt that they cared about me	66	1	1	2
I felt that I made progress as a leader	65	3	-	2
I felt uncomfortable with some exercises	19	12	37	2
I feel that I am improving as a leader	63	5	1	1
I was able to accomplish all the requested tasks	60	9	1	-

In the final evaluation, in addition to applying the same questionnaire that was used in the first session, the following questions were asked to improve the upcoming workshops with other communities:

1. If you had to design a program for a new group of leaders, what topics do you think would be important for them?
2. If there is another workshop, what other people from your community do you think should be invited?
3. How would you convince a leader from another community that he/she should attend a course like the one you have just taken?
4. What was the hardest thing to do on the tree branch on which your community chose to work?

PART 2

SESSION GUIDE



UNIT 1

SPECIFIC OBJECTIVES:

Upon concluding the first unit, participants will be able to:

1. Reflect on the power of dreams, both in people's lives as well as in the development of their communities.
2. Make a diagnosis of their communities, using a group exercise: The Tree of Dreams.
3. Reflect on the importance of values and identify and commit to democracy as a value to put into practice at the personal, family, and community levels.
4. Strengthen their knowledge in order to write the history of their communities and draw a map.
5. Carry out the first practical planning of activities, through the effective use of an agenda, and summarize what was agreed on at the meetings, in order to write this in the corresponding minute book.

TOPICS:

1. The power of dreams
2. What we need to make our dreams come true
3. What are values?
4. The Circle of Values
5. Democracy
6. The Leader's Dance
7. The Tree of Dreams
8. The history, map, and sectors of your community
9. How to hold meetings to obtain results

METHOD:

Workshop

DURATION:

One day, approximately eight hours

ONE-DAY WORKSHOP

Activities	Suggested Time
Registration	15 min.
Welcome greeting, introduction, and prayer	15 min.
Animation technique: Getting rid of our concerns	10 min.
The workshop path and responsibilities	20 min.
Animation technique: Breathing and stretching	5 min.
COFFEE BREAK	15 MIN.
The power of dreams	15 min.
What we need to make our dreams come true	10 min.
What are values?	10 min.
LUNCH	60 MIN.
The Circle of Values	15 min.
Democracy	15 min.
The Leader's Dance	15 min.
The Tree of Dreams	30 min.
COFFEE BREAK	15 MIN.
Animation technique: To the boats, run for your lives!	10 min.
The history, map, and sectors of your community	90 min.
Animation technique: We greet each other with ribbons	10 min.
How to hold meetings to obtain results	30 min.
Animation technique: Reflecting on a poem	15 min.
Remembering the commitments for the following workshop	15 min.
Workshop evaluation	15 min.
Farewell	10 min.
TOTAL	7 HRS., 40 MIN.

INTRODUCTORY ACTIVITIES

REGISTRATION

TIME:

15 minutes

MATERIALS:

- Attendance tracking sheet by community (Annex 1.1)
- One binder per participant, so they can keep the reading material together
- Notebooks and pencils
- Cards with the name of each participant and the name of his/her community

PROCESS:

- As participants arrive at the workshop on time, ask them to sign the attendance tracking sheet, and hand out to each person the identification card and a notebook, binder, and pencil.

WELCOME GREETING, INTRODUCTION, AND PRAYER (OPTIONAL)

OBJECTIVE:

Welcome participants, representatives of different institutions, and local authorities, and create an opportunity for them to meet each other.

TIME:

15 minutes

TECHNIQUE:

Presentation at the plenary session

MATERIALS:

- Board or flipchart
- Markers of different colors

PROCESS:

- Greet and welcome the authorities and leaders attending the meeting.
- Explain that this is the first in a series of training workshops dealing with community leadership and management. The topics of these workshops will address the following issues:
 - Values: Democracy, trust, solidarity, reconciliation, and respect
 - Reflections on how to be better leaders at the personal, family, and community levels
 - What can be done to improve a community's management, in order to be better organized and ensure greater participation from the population
- Make it very clear that only participants who attend all the workshops will receive a certificate of attendance and participation. In case of absence, a good reason must be presented. No replacements or substitute participants will be accepted.

Note: The facilitator should also mention, at this time, what institutions are providing the funding and/or offering the training.

- Lead the presentations according to the following order:
 - First:** Invite each participant to introduce him/herself saying his/her name, the community to which he/she belongs, and his/her position.
 - Second:** Ask the people who represent institutions to state their names and the name of the institutions for which they work.
 - Third:** Introduce the mayor or his/her representative or the local authority and let him/her deliver the workshop's opening speech.
 - Fourth:** Ask the representatives of the different churches to address the audience and bless the workshop's participants.
 - Fifth:** Finish the session by thanking participants for their presentations and contributions.



ANIMATION TECHNIQUE: GETTING RID OF OUR CONCERNS

OBJECTIVE:

Create an environment and a suitable mental and physical state of mind to begin the workshop's tasks.

TIME:

10 minutes

PROCESS:

- Ask all participants to stand up and form a circle. If possible, do this exercise outdoors, or else form two or three circles, one inside the other.
- Guide them through the following steps, one by one:
 1. To mobilize our positive energy, everyone should massage his/her arms, chest, and legs.
 2. Now we will massage our heads, and while we do this let us imagine that we have a large bag. Think about the bag and begin putting all your concerns, worries, sadness, problems, and weariness inside the bag. *Is everything inside?* Good, now tie a knot and throw the bag as far from yourself as possible.
 3. Given that we no longer have any concerns, now we are going to stretch and take several deep breaths.
 4. Breathe deeply like this . . . once more . . . and finish with a smile.
 5. We are now ready to begin the workshop.

THE WORKSHOP PATH AND RESPONSIBILITIES

OBJECTIVE:

Show the participants, in a way that is easy to understand, all the topics that will be discussed during the workshop.

TIME:

20 minutes

TECHNIQUE:

Presentation with dialogue

MATERIALS:

- Flipchart paper to write down the responsibilities and agreements
- Twelve cardboard silhouettes shaped like footprints. Write a topic to be discussed during the workshop on each footprint. The topics are presented below:
 1. The Power of Dreams
 2. What we need to make our dreams come true
 3. What are values?
 4. The Circle of Values
 5. Democracy
 6. The Leader's Dance
 7. The Tree of Dreams
 8. The history, map, and sectors of your community
 9. How to hold meetings to obtain results

PROCESS:

- Explain to the group that during each workshop we will always begin by becoming familiar with the workshop's path (See "Preparing to Facilitate") and preparing the list of responsibilities.
- Explain that the path is the road to becoming better people as well as better leaders and that during each workshop we will see what steps we can take to achieve this.
- Mention the topics in the order in which they will be discussed and place the silhouettes of the footprints on the board or wall, following the order in which they will be presented. Additionally, you can make some comments. For example:
 - *Step by step we will make progress along our path to becoming better people and better leaders.*
 - *The first step will be the Power of Dreams. We will see how powerful our dreams can be.*
 - *The second step will be exploring what we need to make our dreams come true.*
- Continue until you finish presenting all the topics.

For the list of responsibilities

After presenting the path of the workshop, spend a few minutes reminding participants that the workshop is a shared responsibility and that everybody must contribute to its success. To accomplish this, we must establish some general as well as personal responsibilities.

Depending on the venue where the workshop is offered, general responsibilities should be established and may be assumed by different people from the same community. People volunteer to take on a responsibility. Examples of general responsibilities include:

- Cleaning the facilities
- Convening the meeting after the coffee break
- Keeping the restrooms clean

Personal responsibilities should be presented as agreements and commitments made by each person who attends the workshop. Some examples are:

- **Punctual attendance:** Explain that to attain the training objectives it is necessary to attend all the sessions or workshops and that only the people whose attendance record is complete will obtain a certificate.
- **Completion of tasks and fulfillment of commitments:** Motivate people to make this commitment by explaining that each session has tasks that must be carried out with the family and the community. The training is divided into two parts: One is offered at the meeting and the other—the more important one—puts into practice what is being learned. That is why there are different tasks.
- **Listening:** Ask participants to listen respectfully to what others have to say and to raise their hands when they wish to make a contribution.

The sheet that contains the participants' personal and general responsibilities should be available for everyone to see at a designated place in the classroom.



ANIMATION TECHNIQUE: BREATHING AND STRETCHING

OBJECTIVE:

Encourage participants to move so they will have more energy. This will also create a natural interval between the previous and the following activity.

TIME:

5 minutes

PROCESS:

- Give the following directions:
 1. Let's stand up and leave enough room on both sides to stretch.
 2. Take a deep breath, trying to make the air reach your lungs. (Do this three times.)
 3. Now try to touch the ceiling with your hands. Stretch up more and more, as if you could touch it . . . and stand on the tips of your toes and keep stretching, and stretching your arms as well as your fingers as much as possible.
 4. Now we are going to do the same thing toward the sides. Begin with the right side, stretching your arms more . . . and more . . . and then letting them drop. Next do the same thing on the left side, stretching more . . . and more . . . and then letting them drop.
 5. Take three deep breaths again. Now we are ready to continue with the next activity.

TOPICS TO BE COVERED

1. THE POWER OF DREAMS

OBJECTIVE:

Understand the importance of dreams, believe and have faith that your dreams can be realized, and work toward fulfilling them.

TIME:

15 minutes

TECHNIQUE:

Presentation with dialogue

MATERIALS:

Reading: Faith and Love Move Mountains (Annex 1.2)

PROCESS:

- Encourage dialogue to bring out the following essential messages or ideas:
 - We are going to talk about the power of dreams. When we say dreams, we do not refer to the dreams we have when we are asleep, but the dreams we have when we are awake, that is to say when we wish to achieve something. For example: *Has anyone had a dream for their life?* These dreams could include owning a piece of land, building your own home, or traveling somewhere.
 - Close your eyes and think about something you really wanted to achieve and how little by little you managed to attain it.

- Ask the people who have already turned some of their dreams into a reality to raise their hands. Invite two or three people to tell others how they made their dreams come true. Continue by highlighting the following:
 - The first thing we need to make our dreams come true is to **have dreams**—having an idea of what we wish to achieve.
 - Then we must **believe** and **have faith** that we can accomplish them.
 - And then we must **work to achieve them** and persevere in spite of difficulties.
 - Ideas are powerful; they are the beginning of great changes.
 - Ideas or dreams are a way to attain our future, as people and as a family. To introduce changes to our community, we need to share ideas and let other people share them, and organize ourselves to implement them.
 - Ideas can lead us to achieve something that seems impossible. That is why the Bible says that “Faith moves mountains.”
 - Later on in this workshop, we are going to do an exercise with dreams, the dreams you have for your communities. We are also going to see what we need as leaders to make those dreams come true.

- Hand out the reading entitled Faith and Love Move Mountains (Annex 1.2). Ask one volunteer to read and comment on the first paragraph. Thereafter, ask another volunteer to do the same with the following paragraph, and so on, until the group finishes the reading. After listening to the comments made by each participant, restate the main ideas. Conclude by asking for a round of applause.

2. WHAT WE NEED TO MAKE OUR DREAMS COME TRUE

OBJECTIVE:

Present the topics to be discussed throughout the training program that will help participants to improve their leadership and achieve their dreams.

TIME:

10 minutes

TECHNIQUE:

Presentation with dialogue

MATERIALS:

Board or flipchart with the topics that will be discussed during the different workshops

PROCESS:

- Present to the group the following essential messages and ideas:
 - We have seen the power of dreams, but . . . *Is it enough to dream and do nothing but wait for those dreams to come true? Is this what happens in real life?* (Wait for the answers and then continue.)
 - As they say, “We must work to make our dreams come true.” In these workshops, we are going to work. We will discuss topics that will help us in our daily work as leaders.
 - A good leader is first **a good person with his/her family as well as his/her community**. Therefore, many of the exercises we will be doing will be related to you as people, you and your family, and you and your community.
 - Let us remember that the community is a set of families that live in the same place. How can a community develop if the families do not develop? *How will a community live in peace if the families do not live in peace? How can a community be healthy if the families are not healthy?* And **families are mainly parents and their children**.

- To conclude, read the topics that will help participants in their endeavors to become better leaders. These are:

Unit 1

1. The power of dreams
2. What we need to make our dreams come true
3. What are values?
4. The Circle of Values
5. Democracy
6. The Leader's Dance
7. The Tree of Dreams
8. The history, map, and sectors of your community
9. How to hold meetings to obtain results

Unit 2

10. Children's rights
11. Commitment to the health and education of the community's children
12. Solidarity, a value that unites us
13. Communication and bulletin boards
14. Types of leadership
15. Your community archive: The asset book and the accounting book
16. The Tree of Dreams: Selecting a tree branch
17. How to formulate a project
18. Reviewing your community map

Unit 3

19. The four functions of leadership
20. Participatory planning
21. Monitoring of projects based on the branches of the Tree of Dreams
22. Trust, a value that helps improve relationships
23. Review of the commitment to the community's children
24. Recording community activities
25. The four features of human beings
26. Reviewing the commitments: The type of leader I want to be and the community's archive
27. Reviewing the commitments: Sharing your community map

Unit 4

28. The River of Life
29. Reconciliation and forgiveness
30. The steps of healing
31. Review of the commitment to the community's children
32. Conflict resolution
33. What we have in our archive
34. Monitoring of projects based on the branches of the Tree of Dreams
35. Actions to build trust
36. Review of the four functions of leadership

Unit 5

37. Respect
38. Citizen participation laws at the national level
39. Local government participation laws and the role of neighborhood and community councils
40. Reaffirming the values
41. Our commitment to children: What we have accomplished
42. The Tree of Dreams: What we managed to turn into a reality
43. Final evaluation of the workshops
44. Ask for a round of applause for all the participants to motivate them to become better people and better leaders and to act to make their dreams come true.

3. WHAT ARE VALUES?

OBJECTIVE:

Participants reflect on values, why they are valuable, and what they are good for.

TIME:

10 minutes

TECHNIQUE:

Presentation with dialogue

PROCESS:

- To begin discussing this topic, point out that the word “value” means that a thing is worth something. When we want to buy something we ask: “How much does it cost?” and if we have the money and need it, we buy it. There are other types of values that cannot be bought with money but that are worth more than the things that have a monetary value because they help us grow as human beings. Therefore, it is very important to know them, put them into practice, and teach them.
- Explain the concept of values and discuss it with the participants:
 - Values are attitudes and behaviors—the way people think and act—that are valuable because they help us live in peace and harmony, supporting each other, and when we practice them we feel good about ourselves and about others. Values help us become better people.
 - Good relationships based on respect, solidarity, trust, democracy, and reconciliation constitute the wealth of a community. Research has shown that when the people in a community practice their values, projects go well, money is spent **honestly**, and people are happy and participate. When values are not practiced, things become more difficult, including even health care and the family’s own finances.
- Read and comment on the following examples, one by one, based on the questions that appear at the end of each example:

Example 1

A project provides money to a health center as well as the necessary funds to pay a nurse, so that all the boys and girls are vaccinated. But the problem is that Asta does not **trust** her neighbors and, therefore, she is unwilling to leave her home unattended. She does not take her child to be vaccinated, and the child gets sick. In this case, the child not only has lost its health, but the family will have to spend extra money to care for the child.

Ask: *What value was not practiced? What is the lesson learned?*

Example 2

Another project is willing to give money to install a drinking water system, but asks everybody in the community to approve it. Because the community members could not **reconcile** their different opinions, the population is divided. Time passes and the deadline to execute the project expires, because the community members failed to reach an agreement.

Ask: *What value was not practiced? What is the lesson learned?*

Example 3

Carla asked her neighbors to help eliminate the puddles near her home, given that she was alone and feeling sick. But the neighbors were unwilling to show their **solidarity** and told her that they had enough work cleaning their own areas. The result was that mosquitoes from the puddles in front of Carla's home bit the neighbors' children, and now they have malaria. The neighbors have to spend money and time taking their children to the health center.

Ask: *What value was not practiced? What is the lesson learned?*

- To conclude, ask the following questions: *Why are values valuable? What are values good for?*
- Summarize the participants' answers and comments.
- End the session by thanking them for their participation.

4. THE CIRCLE OF VALUES**OBJECTIVE:**

Participants exchange ideas about values and define some values that are important at the community level.

TIME:

15 minutes

TECHNIQUES:

Presentation with dialogue and group work

MATERIALS:

- Large posters to hang on the classroom walls. A value must be written on each poster:
 - Democracy
 - Respect
 - Trust
 - Solidarity
 - Reconciliation and forgiveness
 - Honesty
 - Justice

PROCESS:

- Ask the group to read the signs posted on the walls, and then ask them what these words represent. Listen to the participants' answers and opinions.
- Remind them what a value is and the importance values have in people's lives.
- Take into account that people generally cannot give a clear definition of each value and, additionally, many times another value is added to the first. For example, they might say that democracy is respect and trust. What is important is that people begin to think and speak about values; it does not matter if they do not have an exact definition of the value that is being mentioned or analyzed.
- Ask: *What is the opposite of democracy?*
 Listen and then reinforce the idea that the opposite of democracy is dictatorship, that is to say, when a person tries to do what he/she wants without consulting others. The opposite of democracy is also appointing someone at will rather than based on an election. The opposite of solidarity is egoism. The opposite of trust is fear and mistrust. The opposite of reconciliation and forgiveness is hate, revenge, and rancor. The opposite of respect is disrespect and disregard.
- Finally, reinforce the idea that people who act or practice values constitute the wealth of the community, so **we are going to work with a value during each workshop.**

The participants' commitment

Identify three examples of values practiced within the family and three values practiced in the community to present at the next workshop.

5. DEMOCRACY**OBJECTIVE:**

Participants reflect about democracy as a value and encourage democratic practices in their homes, communities, and in the country as a whole.

TIME:

15 minutes

TECHNIQUE:

Reading aloud with commentary

MATERIALS:

Reading: Democracy (Annex 1.3)

PROCESS:

- Give each participant the reading entitled Democracy.
- Begin discussing the topic by reminding participants that values help to develop good relationships in our communities. One of the values is democracy.
- Ask a volunteer to read and comment on the first paragraph. Then ask another person to do the same with the following paragraph, and so on, until the reading is finished. After the comments offered by each participant, reinforce the main ideas conveyed by the reading and clarify any doubts or discrepancies.
- Upon concluding the reading, reinforce the following key ideas:
 - Democracy is a value that helps us live in peace and harmony in our homes, communities, and country.
 - When a government practices democracy, the inhabitants can freely elect their representatives as well as use different means to hold them accountable. This can be done, for example, at town councils or popular meetings and through the media (radio, newspapers, and television).
 - The basis of democracy is respect for other people's ideas, even if they differ from ours.
 - When there is democracy, agreements are made by taking into account what the majority wants.
 - Democracy, as well as other values, is learned in the family. The best way of teaching it is through example, by practicing it.
 - Democracy is the basis of participation, because when everybody feels included and knows that agreements are reached by the majority, they are more willing to actively participate.

Participants' commitment

Remind participants that we previously said that democracy is taught at home and state the following commitment:

Present your observations of how democracy is practiced in your home. Give three examples of democratic actions or attitudes you take with your spouse and three examples of democratic actions or attitudes you take with your children.

6. THE LEADER'S DANCE

OBJECTIVE:

Encourage participants to move about in order to gather more energy at the same time as they reflect on how the leader must take care of him/herself, be balanced and patient in life, and know that the environment is constantly changing and that life consists of giving and receiving.

TIME:

15 minutes

TECHNIQUE:

Synchronized exercise

MATERIALS:

Reading: The Leader's Dance (Annex 1.4)

PROCESS:

- Ask participants to form a circle outdoors.
- Lead the dance, showing the different steps.

- First step:** Let us close our eyes and thank God [depending on the group's religious beliefs] for life and nature. Take a deep breath and stretch your arms above your head. Feel the air entering your body and helping you continue living and, once again, thank God. Repeat this three times.
- Second step:** Seek your balance, by standing first on one foot and then switching to the other. Observe how you balance and how everything in life, including ourselves, must be balanced.
- Third step:** Rub your arms and smile. While we massage ourselves, think that leaders must know how to take care of themselves and love themselves. If they do not take care of and love themselves how are they going to love and take care of others?
- Fourth step:** Leaders must show a lot of patience throughout their lives. Raise your arms and then put them down and touch the ground, moving your body while you say the word "patience." Repeat the exercise two more times.
- Fifth step:** Leaders must also know that everything constantly changes. Raise your arms above your heads and move your hands in a circle, while you repeat the phrase "everything changes, everything changes." Do this two more times.

- Sixth step:** Leaders are aware that life consists of giving and receiving. Move three steps forward, beginning with the left foot, extending your arms forward, smiling, and saying the word “give.” Then put your arms over your chest, walk backwards three steps, and say the word “receive.” Repeat this exercise three more times.
- Seventh step:** Take the hands of those beside you, raise them together, and say with enthusiasm: *Together we are strong! Thank you, God!*

7. THE TREE OF DREAMS

OBJECTIVE:

Facilitate the activity so participants can make their self-diagnoses and select community problems that will be addressed during the training program. Emphasize problems that participants can solve on their own and with their own resources.

TIME:

30 minutes

TECHNIQUE:

Group work

MATERIALS:

- Paper
- Pencils
- Colored pencils or crayons (a set for each community)
- Flipcharts
- Adhesive tape
- Markers of different colors
- List of Challenges and Problems (Annex 1.5)

NOTE FOR FACILITATORS

The Tree of Dreams is an exercise that allows participants to carry out, in a simple way, a **self-diagnosis and selection of community needs**. This process comprises two sessions. However, the Tree of Dreams can be used as many times as necessary throughout the workshops.

The Tree of Dreams is also used to evaluate how leaders are focusing their work and to help them see later the progress they have made.

PROCESS:

- Ask participants to form community groups.
- Hand out pieces of paper and pencils so each group can draw its own tree and its branches.
- Explain what the activity consists of, expressing the following:
 - We understand the power that dreams have.
 - Everybody should close their eyes and imagine what his/her community would look like if current problems were solved.
 - On the piece of paper we handed out, write the name of your community at the top. Then draw a tree that represents your community.
 - Then draw the branches of the tree and write on each branch a dream you would like to turn into a reality in your community.
- When each community has finished drawing all the branches with the dreams, hand out green, yellow, and red crayons or colored pencils.
- Explain that they should analyze the tree branch by branch, that is, dream by dream, and that, depending on the content of each dream, they must color the branches as follows:
 - When you need funds from other organizations or projects to make a dream come true, the fruit of that branch is not ripe (**green**) and it may not ever ripen. Color the branch green.
 - When a number of things have already been carried out to realize a dream, but you are waiting for a solution, that fruit is **yellow**. It can ripen, but other actions must be undertaken so it can ripen soon. Color the branch yellow.
 - When you need only to get organized and can achieve a dream with the community's participation and resources, the fruit is **red**, that is, ripe. Color the branch red.

- When the groups finish coloring the branches, explain the following:
 - To encourage the community to become involved in its own development, you must first begin by choosing the dreams, and this can be done by organizing yourselves and using the community's resources.
 - If you have not painted any red branches, your group should talk and reflect on what you can do to take advantage of the efforts of your community, that is to say what you can do with your own resources and efforts.
 - When a decision is reached, draw another branch on the tree and color it red.
- Once the groups complete their Tree of Dreams, hang the trees on the wall and reinforce the following ideas:
 - We often ask for community collaboration to solve problems that require support from other institutions, without being certain that the latter will give us the money. We do everything the institution requests, but for one reason or another, the funds are never disbursed. The result is that people get tired and say that leaders always promise but fail to keep their word. Thereafter, it is difficult to get people to attend meetings.
 - For that reason, it is important to begin with what we can do on our own and with our own resources, because the people of the community will feel that what was proposed has been accomplished. When people see what has been done, they begin to trust their leader and their committee. Above all they begin to trust themselves and what they can do. In that process, they learn to work together, understand the problems that arise, and feel proud of what they can do. This enriches the community because the inhabitants feel motivated, strong, and united.
 - To make our dreams come true we need to organize ourselves and plan and execute the necessary actions. We also need to have some tools that will help us with our work. Like the carpenter who cannot work without a saw, hammer, and other tools, the leader must have some tools to do his/her work as a community leader, such as a map of the community and a census of the population. We need to know how many of us there are, where our homes are, and what we have in our community.
 - The greatest wealth is the people, because they will make their dreams come true and, in addition, they will benefit from the results.
- Last, hand out the List of Challenges and Problems (Annex 1.5) to each community and ask them to fill it out, locating first the problems in the red branches and then the yellow branches, and finally the green branches.

Participants' commitment

Present the Tree of Dreams to your community at a meeting and collect their opinions about which branches they should begin to work on first. Bring their ideas to the next workshop.

Facilitators' commitment

Prepare a copy of the list from each community, as they were filled out by the groups, and bring them to the next workshop so the leaders have a clear idea of the dreams of each community, how those dreams will solve their problems, and how they will work to make them come true.

Note: *Facilitators should remind participants that their lists are the basic material they need to plan the actions their communities need as well as the ways to carry them out. Their lists will help them see if there are problems the community can solve on its own, which is a way of making progress within a process of empowerment and self-management.*

The same lists can be used to monitor how, through the workshops, leaders begin to change the way they address their work at the community level, as well as how to incorporate actions or dreams that do not require external support to come true.



ANIMATION TECHNIQUE: TO THE BOATS, RUN FOR YOUR LIVES!

OBJECTIVE:

Participants should experience how laughter and play facilitate human relations.

TIME:

10 minutes

PROCESS:

1. Ask participants to go outdoors to the yard.
2. Tell them that you are the captain of an imaginary ship that has lifeboats so people to save themselves in case the ship sinks. The captain is the person that tells them how many people must get on each imaginary boat. If there are fewer or more people than what the captain says, those people will not be saved.

3. Give directions to the people who are beginning to walk and talk in the yard. All of a sudden say out loud, *“You will be saved in groups of five. Run, run, get five people to save yourselves!”* Wait a few seconds and then go from one group to another, saying which boats were saved because they had the right number of people, which boats sank because they had too many people, and which boats had too few people and therefore were unable to row to safety.
4. Give directions again, changing the number of people that should be on each boat. You can say two, three, or eight, depending on the number of participants.
5. It is important to encourage people to walk around before telling them the number of people that will be saved on each boat, because generally participants stay together without moving while awaiting the new order. You can also say when you see that only men or women get together that, *“The boats that have at least two women will be saved”* and then say the quantity that must be on each boat.
6. To conclude this activity, ask participants to comment on how they felt during the exercise. For example: *Did you like this exercise? Why? Before the exercise did you laugh with the people who were on your boat? Do you feel it is easier to work with someone with whom you have laughed and played? Do you think there is an opportunity in your communities for people to laugh and play among themselves even if they do not know each other? Do you believe that if people play and laugh in a group it is going to be easier for them to work as a group?*

8. THE HISTORY, MAP, AND SECTORS OF YOUR COMMUNITY

OBJECTIVE:

Participants will receive guidelines to create a history and map of their communities and understand how to divide their communities into sectors.

TIME:

90 minutes

TECHNIQUE:

Group work

MATERIALS:

- Cardboard or flipchart with indications for the location of cardinal points
- Cardboard with step-by-step drawings to prepare the map
- Cardboard with a complete map
- Cardboard or flipchart with the symbols for the map
- Readings:
 - Guide to Writing the History of Your Community (Annex 1.6)
 - Symbols for Community Maps (Annex 1.7)
 - Basic Elements of Community Maps (Annex 1.8)
 - How to Orient Yourself with the Cardinal Points (Annex 1.9)

PROCESS:**FOR THE HISTORY OF THE COMMUNITY**

- Ask participants to raise their hands if they are familiar with the history of their communities. Then ask the people who know if there is a written history of their communities and who has it, to raise their hands.
- Based on the answers you get, explain that we often know the history of our community only from what is orally transmitted to us, but there are no written documents. If the history of our community is not written, there is a risk of forgetting, little by little, what occurred in the past.
- Ask: *Why is it important to have a written history of our community?* Listen to the answers and complete, explaining that knowing the history is important to:
 - Know that the community belongs to us and that we belong to our community.
 - Realize how our ancestors improved our community.
 - Continue practicing the customs that bring well-being, health, and happiness.
 - Know what they did not do well; learn from their mistakes in order not to repeat them.
- Ask: *How do you believe you can begin to become familiar with the history of your community? Will it be possible to write it?*
- Based on the answers given, conclude by underscoring that it is possible to become familiar with the history of our communities through everything the participants said. We can also do it through other channels, such as:
 - interviewing community elders;
 - reviewing legends transmitted orally from one generation to the next;
 - becoming informed through the records kept at government offices or religious institutions;
 - recovering pictures from the past.

- Ask again: *What should the history of our community contain?*
- Listen to the answers and explain that participants will receive a guide that can help them write histories of their communities and that we are going to discuss it point by point.
- Distribute to each community group the reading: Guide to Writing the History of Your Community (Annex 1.6)
- Ask: *Who can help us write the history of our community?* Listen to the answers and, if necessary, conclude by saying that the following can also help remember, complete, and write the history of the community:
 - religious institutions
 - some governmental institutions
 - the schools in our community

Participants' commitment

Start writing the history of your community, using the guide that was distributed. Present what you wrote at the next workshop.

FOR THE COMMUNITY MAP

First part: Draw the map

- Ask: *Who has drawn a map of your community? Why did you do it?* Listen to the answers and ask the people who answered that they drew a map: *Do you have it in your community?*
- Explain that:
 - We often draw a map of the community because someone requests it, but the map is kept by the people or institutions that requested it and does not stay in the hands of the community. Thus, when someone asks us again for a map of our community, we have to draw it again from scratch.
 - In this session we are going to explain how to draw maps of our communities, so it is useful for all of us to carry out our work. Additionally, we will learn how to include all the information that is needed.
 - A map is a graphic representation of our community on a piece of paper. When we observe it, we can easily see where our community is located, the other communities in the same area, how many homes there are, the churches, schools, roads, and sports facilities.
- Ask participants to say what a map must contain. Write on the board what everyone says and then tell them that we will proceed step by step, starting from the beginning, to learn how to draw a map.
- Invite participants to form groups by communities and hand out a piece of flipchart paper, a pencil, and an eraser to each group.

- Ask a leader who has never drawn a map to come to the board to practice.
- Give the following instructions to the person standing before the board and to the groups:
 - Draw a big square, more or less the size of the sheet of flipchart paper or cardboard.
 - On the upper part of the square, write the name of the community and the municipality it belongs to.
 - Write the cardinal points—north, south, east, and west—and then locate your community.
 - To locate your community’s cardinal points, orient yourself with the sun, as follows:
 - Stand and extend your right arm, pointing your hand in the direction where the sun rises. That cardinal point is the **east** (E).
 - In the same position, extend your left arm, pointing your hand in the direction where the sun sets. That is the **west** (W).
 - Then, the **north** (N) is in front of you.
 - The **south** (S) is behind you.
- Ask two or three volunteers to show the procedure to locate the cardinal points. To help the volunteers, point at the wall located on the side where the sun rises and tell them that the sun sets on the opposite wall. Suggest that the other participants help the volunteers. When this activity is over, thank the volunteers and continue giving instructions.
 - Write the word “North” on the upper part of the square, and write the word “South” at the bottom. Write “East” on the right and “West” on the left.
 - Determine the community’s limits, boundaries, or borders. That is to say, indicate which communities surround your community. Once the limits are determined, draw the lines that represent them, to delineate the shape of the community’s territory.
 - Write down the name of each community that limits or surrounds your community. Write down the name of the communities above yours, that is, to the north, and those that are below it, to the south. Write the names of those on the east on the right and those on the west on the left.
- Remind the person at the board as well as the community groups that they must follow these steps.
- Ask how they will represent the homes, schools, and all the other buildings in the community.
- After listening to the answers, explain: *If each community does what it wishes, it will be difficult for other institutions to use the maps.* That is why the Ministry of Health has asked them to use the same symbols it uses to represent everything in the community.
- Show and post on the board or wall the symbols for the maps.

- Distribute the sheet with the symbols (Annex 1.7) to be used to each group and continue:
 - Draw the highways and roads in your community, but only the most important ones. Select the corresponding symbols in each case. For example: *Observe that to draw a highway the symbol is two continuous parallel lines, whereas for railroad tracks we use parallel discontinuous lines. Take the time you need to draw. If you have any doubts, please ask for clarification.*
 - Now draw the natural landscape: hills, volcanoes, mountains, rivers, lakes, etc.
 - To continue drawing the map, draw the school, places of worship, community center or meeting facilities, that is to say, the facilities used by the entire community. Before drawing them, think about where those constructions are located: Are they near a highway? Next to the river? Are they close to each other? How can they be drawn where they are actually located?
 - Finally, draw the houses, approximating the number of houses that you believe there are in your community. Assign a number to each home you draw. Number 1 will be the first home you find when you enter the community using the main road. Thereafter continue numbering the rest of the houses, both to the right and left of the main road or street.
 - When a new house is built, assign it the following number; it does not matter where it was built. If for example, the total number of houses up to the past month was 115, number 116 would be assigned to the new house.
 - On a separate piece of paper, make a list with the number of homes and the name of the head of the family of each home.
- At the end, remind the participants that maps should not be handed out to anyone. If an institution needs a map, it can make a copy of our map, but it cannot take it.
- Review the work of each group, answer questions, and help make corrections.

Second part: Sectors

- To introduce the topic explain that it is a good idea to divide the community into sectors. Each sector will have a determined number of houses. Each leader of the follow-up committee, as well as other community leaders who wish to provide support, will be responsible for a sector. This way, the work will be easier and responsibilities will be better distributed.
- Provide orientation for the steps that must be accomplished to divide the area in sectors, explaining the following instructions:
 - Take as a basis the number of houses in the community. Divide that number into the total number of leaders who can assume responsibility for a sector. For example: if there are 100 houses and we have 5 leaders, divide 100 by 5 and the result is 20. This means that there would be 5 sectors in the community with 20 houses each; each sector is under the responsibility of a leader.

- Decide what sector corresponds to each leader. To do this, you have to take into account where the leader lives and assign him/her responsibility for the sector where he/she lives.
- If two or more leaders live in the same sector, they have to reach an agreement and decide which sector will correspond to each person.
- Instruct each community group to divide its map into sectors following the instructions previously given.
 - Each group must decide how many sectors the community will be divided into and which leaders will be responsible for each sector.
 - Draw lines on the community map to indicate the sectors. The sectors can be indicated using different colors and numbered.
 - Write the number of each sector and the name of the leader responsible for that sector below the map.
- During this process, support the groups and answers questions that may arise about the division of the community into sectors.
- Upon finishing the task, ask for a round of applause for everybody to acknowledge their efforts and hand out the readings: Basic Elements of Community Maps (Annex 1.8) and How to Orient Yourself with the Cardinal Points (Annex 1.9). Tell them these handouts will be useful when they have to carry out the participants' commitment.

Participants' commitment

Complete the draft map of the community that was drawn in pencil. It must be reviewed and completed and the final version must be colored. It should contain the numbers of the houses in the community and show the different sectors and the names of the leaders responsible for each sector. Bring the map of the community to present at the next workshop.



**ANIMATION TECHNIQUE:
WE GREET EACH OTHER WITH RIBBONS**

OBJECTIVE:

Reinforce among participants the importance of acknowledging and showing interest in other people at the same time as they renew their energy for the next activity. Hand out the reading entitled “Meeting at the Carpenter’s Shop,” which reinforces teamwork and the special nature of each person.

TIME:

10 minutes

MATERIALS:

- Ribbons or colored paper cut and shaped like ribbons
- Reading: Meeting at the Carpenter’s Shop (Annex 1.10)

PROCESS:

1. Hand out a colored ribbon to each participant. (The ribbons can be made of cloth or paper.)
2. Instruct them to take a deep breath and move the ribbons and their body in the same direction. Ask them to play with the ribbon, first by trying to write their name with the ribbon, as well as the name of a friend. Ask them to draw the mountains, clouds, and other objects with the ribbon.
3. Then ask them to find another person to adorn with the ribbon. In pairs, the participants adorn each other with the ribbons.
4. Ask participants to share their feelings and how they felt when they did the exercise and when another person adorned them with a ribbon.
5. Reinforce the idea that people feel good when we do something to make them feel good or make them laugh. It is not necessary to do great things—sometimes it is enough to give them a flower or a pat on the shoulder to congratulate them, or greet them with a smile and ask how they are. What is important is to show interest in other people.
6. Finish the exercise by asking for a round of applause, and proceed to hand out the reading entitled “Meeting at the Carpenter’s Shop.” Explain the in that reading they will find out why each tool is special—and how special people are—and that when work is carried out by motivating the best part of people and the team, objectives can be achieved. Suggest that they share the reading with their family and other members of their communities.

9. HOW TO HOLD MEETINGS TO OBTAIN RESULTS

OBJECTIVE:

Show how to prepare, lead, conclude, and follow up on a meeting with the members of the community.

TIME:

30 minutes

TECHNIQUE:

Presentation with dialogue

MATERIALS:

- Readings: Running Meetings That Yield Results (Annex 1.11)
- Book of minutes of community meetings

PROCESS:

- Begin by asking the following question: *Who has ever organized a meeting that did not have good results?*
- Ask two or three people to tell about their experiences in this respect.
- In plenary, mention that there can be many reasons for a meeting to go differently than we expected. In this session we will explain what must be taken into consideration so that meetings yield good results. We will study the four essential characteristics of effective meetings.

FIRST: PREPARE FOR THE MEETING

The following should be done:

1. Think about the purpose of the meeting. Have a clear idea of why you convened it.
2. Set an **objective** for the meeting that is very clear. (Ask participants to provide an example of an objective for a meeting and write it on the board.)
3. Think about the people who should be invited to attend the meeting. Using the objective to guide you, decide if you will invite only a group of people or if it is necessary to invite the entire community.
4. Prepare the **agenda**, or a short program of the topics to be discussed and who will present them. You must previously secure the commitment of the people who will be responsible for every item on the agenda.

5. Calculate the time that the meeting will last. It is important to determine how many topics people can discuss and avoid including too many topics, because if meetings are too long, people will get tired and begin to leave.
6. Decide who will lead the meeting. All meetings must have someone to welcome the audience, run the meeting, and, at the end, thank everybody for their participation.
7. Decide who will take notes to write the minutes of the meeting in the minute book. The person who runs the meeting cannot take notes at the same time. This must be decided in advance. We recommend choosing someone who can write well.
8. Invite participants in advance. In the invitation note include the objective of the meeting as well as the day, place, and time it will be held. You can also say how long the meeting will last so the people know beforehand that they must arrive punctually. (Ask participants to give an example of an invitation to a meeting.)

SECOND: LEAD THE MEETING

During the meeting, the person designated to lead it must:

1. Start the meeting at the time indicated in the invitation. Begin by thanking people for their attendance. Many times the leader begins by complaining that many people failed to attend. Result: The people who came may feel alienated listening to a complaint that does not apply to them.
 2. Read the meeting's objective, including the reason why the invitation was issued, and remind the audience how long the meeting will be. Read the agenda items that will be discussed.
 3. Make decisions or reach agreements democratically, asking for everybody's opinion and accepting what the majority decides.
 4. Make sure that the person who was previously designated to take notes writes down the agreements.
 5. Avoid separate dialogues between two people. Indicate that when someone wishes to intervene he/she should only refer to the topic that is being discussed at the time.
 6. Close the meeting at the time established in the agenda to avoid prolonged meetings and people beginning to leave before any agreements are reached.
- Explain that in order to remember the agreements and keep them orderly, they must be written down, as shown in the following example:

AGREEMENT: Organize a sports competition

Activity 1:	Inform the participating schools
Person responsible:	President of the Community Council
Date:	May 12

Activity 2:	Obtain the prizes
Person responsible:	Ms. Rogers
Date:	May 15
Activity 3:	Invite local authorities
Person responsible:	Mr. Patrick
Date:	2nd week of May
Activity 4:	Repair the sports field
Person responsible:	School principal
Date:	4th week of May
Activity 5:	Hold sports competition
Person responsible:	Mayor's Assistant and Professor Joyce
Date:	1st week of June

THIRD: CLOSE THE MEETING

The person who leads the meeting must do the following:

1. Close the meeting at the time established on the agenda.
2. Summarize the agreements that were reached, reading what has been written in the minute book.
3. Ask all the people who attended the meeting to sign the minute book.
4. Agree on a date to hold the next meeting.
5. Thank people for their attendance.

FOURTH: FOLLOW UP ON THE AGREEMENTS

After the meeting, it is necessary to follow up on the agreements that were reached. If this is not done, it is likely that they will not be carried out. Therefore we recommend that:

1. At the end of the meeting, the leader should designate a person to be in charge of writing a summary of everything agreed on at the meeting, including the names of the people responsible for the conduct of activities.
 2. This person should post this information on the community's bulletin board, so the entire population is informed and can follow up.
- Explain that we will now examine in detail the agenda or program and the minute book.

‘The meeting’s agenda or program

- Ask participants to say what topics they think must be included in every meeting’s agenda or program, and write them on the board. At the end of their participation explain that in general the agenda has the following points:
 1. Welcome the people who attend the meeting.
 2. Take attendance.
 3. Review previous agreements. The agreements from the previous minutes should be read.
 4. Begin by reminding the audience about the reason for the meeting and then the topics to be discussed in the meeting.
 5. Proceed to discuss each item.
 6. Read new agreements reached.
 7. Thank the audience for their attendance and participation.
 8. Have the minutes signed by the people who attended the meeting.

The minute book

- Ask: *What should be written in the minute book?* After listening to the answers, underscore the following:
 - The minute notebook or book should be used only to write down the agreements.
 - The pages must be numbered, from the first to the last, to prevent someone from ripping out any pages and rewriting the contents.
 - If there are any errors on a page, the respective correction must be written at the bottom of the page. Never cross out, erase, or overwrite mistakes.
 - The minute book must be signed by all the people who attended the meeting.
 - The secretary of the organization keeps the minute book.
- The essential information that the minute book must contain includes the following:
 - date when the meeting was held
 - reason for the meeting
 - agreements reached, dates, and parties responsible for implementation
 - signature of people who attended the meeting
- To conclude, hand out the reading: *Running Meetings That Yield Results* (Annex 1.11)



ANIMATION TECHNIQUE: REFLECTING ON A POEM

PURPOSE:

Reflect on the characteristics of a good leader, in preparation for closing the workshop.

TIME:

15 minutes

MATERIALS:

- The Leader's Poem written on a flipchart using large letters, without a title
- Reading: Leader's Poem (Annex 1.12)

PROCESS:

- Post the flipchart page with the poem on the wall, with the second verse covered.
- Ask the audience to silently read the first verse line by line.
- Ask them: *Who do you think must go to the people, live with and love them, and learn from them? Who must begin with what they have and take into account what they know?* Listen to their answers, comments, or opinions. Then confirm that, as a matter of fact, it is the leader.
- Tell them that now they will read about the best leaders. Then uncover the rest of the poem.
- Ask them to read the second verse line by line.
- Ask: *Why is it important for people to feel that they have done something by themselves?* Listen to the comments and reassert the idea that feeling proud of what they have done is the basis of participation. True participation is achieved when the leader makes everybody say, "We did it ourselves."
- Ask them to read the entire poem aloud.
- Ask for a round of applause, given that everybody wants to become an excellent leader.
- Hand out the poem to each participant.

CLOSING ACTIVITIES

REMEMBERING THE COMMITMENTS FOR THE NEXT WORKSHOP

OBJECTIVE:

Remind participants about the commitments they must fulfill before the next workshop.

TIME:

15 minutes

TECHNIQUE:

Presentation with dialogue

MATERIALS:

- Sheet containing the commitments made during the workshop

PROCESS:

- Ask everybody to repeat the commitments for the next workshop. As these are mentioned, write them down on the board.
- To close, remind them that the commitments are:
 1. Identification of examples of values in our community.
 2. Identification of three examples of how we practice democracy with our spouse and three examples of how we practice it with our children.
 3. Presentation of the Tree of Dreams to your community at a town meeting in order to gather opinions concerning which branch (or dream) to work on first.
 4. Review and make the final copy of the map, with colors, house numbers, sectors and the names of the leaders responsible for each sector.
- If it is not possible to hand out a sheet that contains the commitments, ask participants to copy it into their respective notebooks.
- Ask: *What will happen if we fail to keep our promises?* Listen to the answers and reinforce the concept of responsibility and values.

WORKSHOP EVALUATION

OBJECTIVE:

Give participants the opportunity to express their opinions about the workshop so the next workshop can be improved.

TIME:

15 minutes

TECHNIQUE:

Questionnaire (one per community)

MATERIALS:

- Questionnaire: About the Topics That Were Discussed (Annex 1.13)

PROCESS:

- Ask participants to meet in groups by community.
- Hand out the sheets that contain the questionnaire to each group.
- Explain how to fill out the questionnaire:
 - The questionnaire contains a list of the topics discussed during the workshop. There is a blank box next to each topic.
 - A person from the group should read the title of the first topic, and all the members of the group should discuss the topic to determine whether they understood it or not.
 - To answer the questions, the group leader must ask if people learned or understood each topic well, and if they understood it only partially or not at all. Depending on their answers, write in each box the appropriate (+) and/or (-) signs.
 - If most people think they learned or understood well, write the (+) sign.
 - If they think they understood only part of the topic, write the two signs to indicate more or less (+ -).
 - If most people think they did not understand, write the (-) sign.
 - Check if you are reading each line and writing the corresponding symbols.
- After the list of topics, write which exercise(s) and reading(s) they liked the most, as well as the recommendations or suggestions they wish to express.
- Thank the participants for filling out the evaluation form.

FAREWELL

OBJECTIVE:

Conclude the workshop in a friendly and joyful environment, and thank everybody for their participation.

TIME:

10 minutes

- Ask two or three people to volunteer to say a few words about the workshop.
- Ask the church representatives who attended the workshop to coordinate a thank-you and farewell prayer. If it is a lay community, you can ask a community representative to offer the farewell and thank-you speech.

ANNEXES TO UNIT 1

ANNEX 1.1

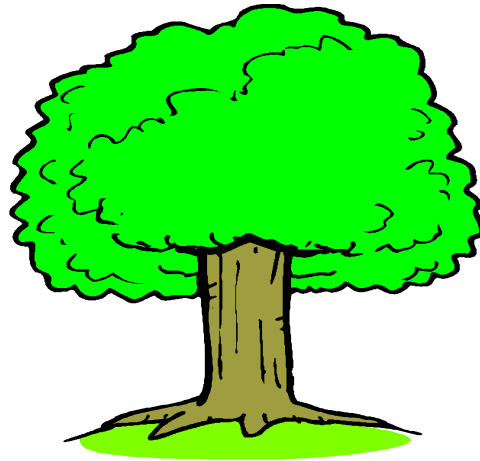
ATTENDANCE TRACKING SHEET BY COMMUNITY

Community's name: _____

Date: _____

Leader's full name	Age	Gender		Educational background	Position in the community	Signature
		M	F			
1						
2						
3						
4						
5						
6						
7						
8						
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ANNEX 1.2

FAITH AND LOVE MOVE MOUNTAINS

Faith and love are the ultimate ingredients of leadership that move mountains.

Wise leaders understand the value of small things that can be the seeds of greatness.

True leaders are humble servants, not power-hungry tyrants.

The leader's guide is the Golden Rule:
"Do unto others as you would have them do unto you."

From "Christian Leadership"

ANNEX 1.3

DEMOCRACY

Democracy means “**people’s authority.**” It is a form of government where people participate in the election of their representatives through voting. Additionally, in a democracy, people can demand accountability from their elected authorities, for example, through a town council or through the mass media.

In a democracy, other **values** come together that help us live in peace. We respect human dignity, freedom, and the rights of every person, whether they are boys, girls, senior citizens, teens, or adults, both inside our own family as well as in our community.

WE PRACTICE DEMOCRACY WHEN

- We elect, through our vote, the people who will represent us in our community, in the municipality, or in the country.
- We attend meetings in our community, give our opinion, and respect the opinions of others.
- We respect the religious beliefs and political preferences of other people.
- We ask for the opinion of our families before we make important decisions.



ANNEX 1.4

THE LEADER'S DANCE



Step 1: I close my eyes, take a deep breath several times, and thank God.



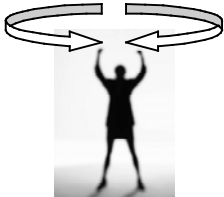
Step 2: I stand on one foot and then on the other foot to get my balance. I finish with both feet on the ground.



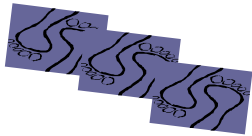
Step 3: I rub my arms, smile, and think that I should know how to take care of myself and love myself. If the leader does not take care of him/herself how can he/she take care of other people?



Step 4: I raise my arms and then put them down, touch the ground, move my body around, and say “patience.” I repeat this three times.



Step 5: I raise my arms over my head, move my hands in circles and say several times “everything changes.”



Step 6: Extending my arms, I take three steps forward and say the word “give.” Putting my arms on my chest, I take three steps backwards and say the word “receive.” I repeat this three times.



Step 7: We take each other's hands, raise them, and say together, “thank you God!”

ANNEX 1.5

LIST OF CHALLENGES AND PROBLEMS

Community name: _____

Problem	How do we see our community in the future if we solve this problem?	Color of branch	What will we do to solve the problem?

ANNEX 1.6

GUIDE TO WRITING THE HISTORY OF YOUR COMMUNITY

To write the history of a community, it is necessary to request information from the people who have been living in that community for many years. We can also request information from the mayor's office or town hall, health center, or school.

We can ask our sons, daughters, or someone who writes well to write our answers to the following questions. The list below will also help us ensure that we collect all the information we need.

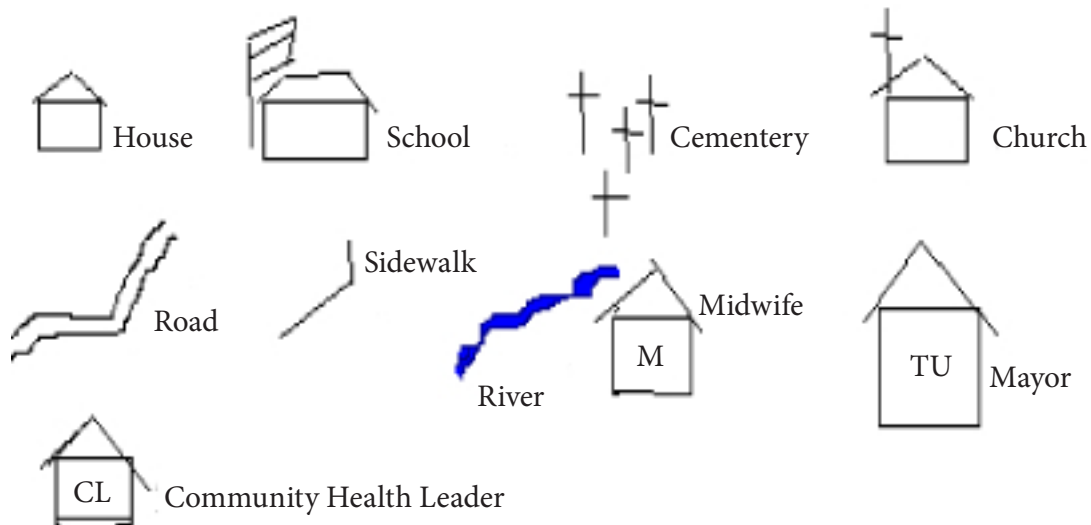
1. What is the name of the community and why was it given that name?
2. Where is it located and what are its territorial limits?
3. When did the first settlers arrive? Why did they settle there?
4. What were the names of the first inhabitants? How did they organize themselves? What did they do for a living at that time? How did they communicate with other communities or villages?
5. What has happened since the community was founded? Organize this information by periods of time. For example, you can categorize what happened in the community using 10-year intervals (for example, between 1970 and 1979, between 1980 and 1989, between 1990 and 1999, and so on).
6. When was the first school, church, home, or health clinic built? How did the builders do it and who helped?
7. What organized groups exist and what have they done for the community?
8. What resources did they have? Did they get any help? What was achieved?
9. How did they take care of their health? What diseases did they suffer from?
10. What beliefs did they have? Do they have the same beliefs now?
11. What did the community celebrate in the past and what does it currently celebrate?
12. How did boys and girls play before and how do they play now? What did teens do in their free time before and what recreation do they have now? How did adults have fun before and how do they have fun now?
13. What old songs, dances, and stories are still popular?
14. Does the community have a patron saint? How and when do residents celebrate their patron saint's festivities?
15. What is the community known for? It can be handicrafts, food, manufacturing, folklore, or any other characteristic that makes it special. Specify what those characteristics consist of, who shared the tradition, and how they began it.

One does not love what one does not know. Knowing the history of our community is reinforcing our love toward our community. By knowing the history of our community we learn the good that has been done and learn what we should repeat or preserve.

ANNEX 1.7

SYMBOLS FOR COMMUNITY MAPS

These symbols are only examples. Please find out what symbols are used by the Ministry of Health in your country.



Depending on why we need the map, we can add other symbols, such as:

- The letter “M” inside the drawing of a home means that a midwife lives there.
- The letters “TM” inside the drawing of a home mean that the town’s mayor lives there.
- The letters “CL” mean that a community leader there.
- A “P” means that clergy person lives there.
- An “R” means that a religious representative lives there.

ANNEX 1.8

BASIC ELEMENTS OF COMMUNITY MAPS

1. At the top write down the name of the community and the municipality it belongs to.
2. Locate the cardinal points: north, south, east, and west. To do this, stretch your right arm and point your hand in the direction where the sun rises. That is the *east*. In front of you is the *north* and behind you the *south*. Your left hand points to the *west*.
3. Write the names of the communities that share borders with your community to the north, south, east, and west. Determine the limits, boundaries, or borders of your community. Once these are determined, draw lines to determine the shape of your community's territory.
4. Draw the highways or roads and the streets of your community, but only the most important ones.
5. Draw the creeks, streams, and any other natural features.
6. Draw the houses and put a number on each house. When the map is ready, on a separate piece of paper, put the number of the homes and the names of the owners of those homes.
7. Draw the most important buildings in the community: churches, schools, health centers and clinics, community houses, stores or markets, and wells.
8. Draw the houses where the clergy persons, religious representatives, or authorities live. Also note where the mayor, Ministry of Health representative, teacher(s), and other community leaders live. Include the doctor(s) or nurse(s), midwives, and community health workers.
9. At the bottom of the map, draw a chart (this is called the key) with the symbols (drawings or letters with their meaning). For example, an "M" inside a home means that a midwife lives there.

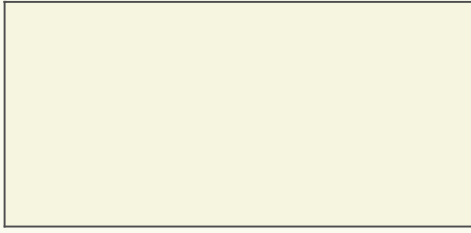
RECOMMENDATIONS:

- The map should not be handed out to anyone. If someone needs it, make a copy. The basic map should be kept in the archive of your community, and whenever there is a meeting you can use it to explain how many people there are, where they live, and the resources the community has or needs.
- Add new homes to the basic map, as well as any other changes that may have taken place in the community. When a new house is built, assign it the next number in the sequence, regardless of where it is located. Add the number of the new house, as well as the name of the owner, to the data sheet.
- The basic map can be copied and updated as needed. For example, you can coordinate with the Ministry of Health to indicate where pregnant women live, where there are children that must be vaccinated, or where latrines are needed. For agriculture, note which homes have gardens and what crops the owners have planted. You can also note the location of livestock.

STEPS FOR DRAWING THE COMMUNITY MAP

MSH MANAGEMENT SCIENCES for HEALTH

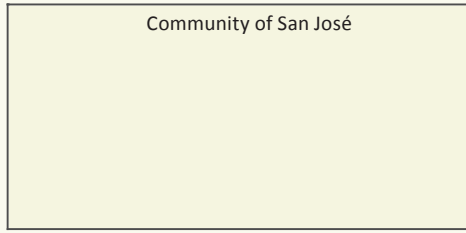
Draw a big picture



MSH MANAGEMENT SCIENCES for HEALTH

Write the name of the community and municipality

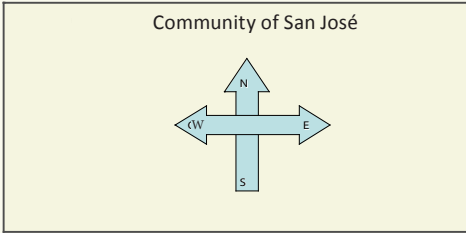
Community of San José



MSH MANAGEMENT SCIENCES for HEALTH

Locate the cardinal points

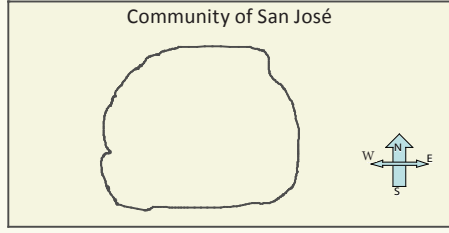
Community of San José



MSH MANAGEMENT SCIENCES for HEALTH

Determine the shape of the community

Community of San José



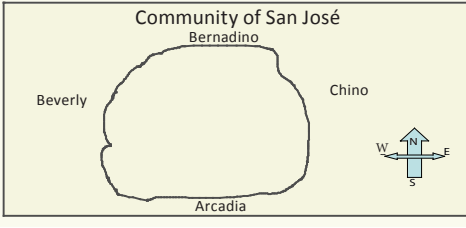
MSH MANAGEMENT SCIENCES for HEALTH

Write the limits

Community of San José
Bernadino

Beverly Chino

Arcadia



MSH MANAGEMENT SCIENCES for HEALTH

Draw roads, rivers, hills

Community of San José
Bernadino

Beverly Chino

Arcadia



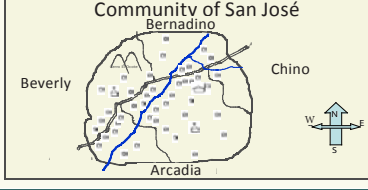
MSH MANAGEMENT SCIENCES for HEALTH

Draw and number the homes

Community of San José
Bernadino

Beverly Chino

Arcadia

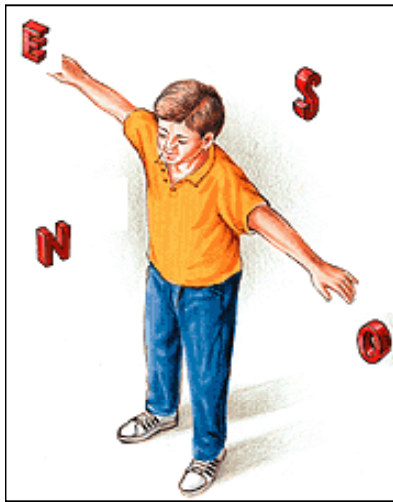


ANNEX 1.9

HOW TO ORIENT YOURSELF WITH THE CARDINAL POINTS

To orient ourselves, we often use simple means such as:

- Martha and Henry live on the farm known as Sunnyfields, which is situated in the community of Las Aguas, 171 kilometers down the road to Salina.
- Ryan's home is on the other side of the river.
- My grandmother lives in the foothills.
- The road is on the left side of the fence.
- The antenna was installed on the right side of the hilltop.



We use the cardinal points to indicate the four essential directions: north, south, east, and west.

To locate the cardinal points, you can orient yourself as follows:

Extend your arms like the child in the drawing so that your right hand is pointing in the direction where the sun rises. That is the **east**. Point the left hand points in the opposite direction, where the sun sets. That is the **west**. The **north** will be in front of you, and the **south** behind you.

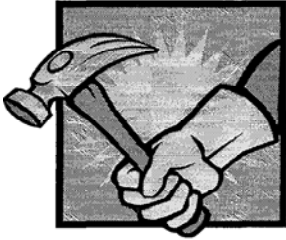
The east is also called the Orient or upper side (where the sun rises), while the west is also called the Occident or lower side (where the sun sets).

The cardinal points are also used to determine municipal and community boundaries.

It is important to know how to orient yourself so you can draw the map, locate your community, and give directions to community buildings such as the school, church, or mayor's office.

The north is usually located at the top of the map, the south at the bottom, the east to the right, and the west to the left.

ANNEX 1.10

MEETING AT THE CARPENTER'S SHOP

Once upon a time a strange meeting was held at the carpenter's shop. It was a meeting held by the tools to settle their differences.

The hammer chaired the meeting, but the general assembly asked it to resign. Why? It made too much noise! And, in addition to that, it was always hammering.

The hammer accepted its guilt but asked that the screw be expelled, too. It said that they had to turn it many times for it to be useful.

In response to the accusation, the screw also accepted the blame but asked in turn for the expulsion of the sandpaper. It stated that the sandpaper treated others too harshly and always created friction with others.

And the sandpaper agreed, on condition that the measuring tape be expelled, because it always measured the others according to its own measure, as if it were the only perfect tool.

At that moment the carpenter entered the shop, put on his apron and began to work. He used the hammer, the sandpaper, the measuring tape, and the screw. Finally, the raw timber became a beautiful piece of furniture.

When the carpenter left, the meeting resumed. The saw took the floor and said, "Fellow tools, it has been demonstrated that we have defects, but the carpenter works with our good qualities. That is what makes us valuable. Therefore let us stop thinking about our bad features and concentrate on the usefulness of our good features."

They all agreed that the hammer was strong, the screw made structures stronger, the sandpaper smoothed rough surfaces, and the measuring tape was precise and accurate.

Then they felt like a team that was capable of producing quality furniture. They felt proud of their strengths and enjoyed working together.

The same occurs with human beings. Observe them and you can verify this. When the people who belong to an organization or team see only the other's defects, the situation becomes tense and negative. The opposite occurs when they sincerely try to see other people's strengths. That is when the best things are achieved. It is easy to find faults. Anyone can do that. Finding good qualities, however, is for superior spirits that are capable of inspiring the best in every person.

ANNEX 1.11

RUNNING MEETINGS THAT YIELD RESULTS

There are many reasons why a meeting may not go as expected. For a meeting to be successful, the following elements must be considered:

- **First:** Prepare for the meeting
- **Second:** Lead the meeting
- **Third:** Close the meeting
- **Fourth:** Follow up on the agreements

FIRST: PREPARE THE MEETING

Follow these steps:

1. **Think about the purpose, or objective, of the meeting.** Have a clear idea of why you convened it.
2. **Think about the people who should be invited to attend the meeting.** Using the objective as a guide, decide if you will invite only a group of people or if it is necessary to invite the entire community.
3. **Prepare the agenda,** or a short program of the topics to be discussed and who will present them. You must previously secure the commitment of the people who will be responsible for every item on the agenda.
4. **Calculate the duration of the meeting.** It is important to determine how many topics people can discuss and avoid including too many because if meetings are too long, people will get tired and leave.
5. **Decide who will lead the meeting.** All meetings must have someone to welcome the audience, run the meeting, and, at the end, thank everybody for their participation.
6. **Decide who will take minutes of the meeting.** The person who runs the meeting cannot take notes at the same time. This must be decided in advance. We recommend choosing someone who can write well.
7. **Invite participants in advance.** In the invitation note, state the objective of the meeting as well as the day, place, and time it will be held. You can also say how long the meeting will last so people know beforehand that they must arrive punctually.

SECOND: LEAD THE MEETING

The person designated to lead the meeting must carry out the following activities:

1. **Begin the meeting at the time indicated in the invitation.** Start by thanking participants for their attendance. Refrain from complaining about poor attendance. Doing so will alienate people who did choose to attend.
2. **Read the meeting's objective and the agenda items that will be discussed.**
3. **Remind people how long the meeting will last.**
4. **Make decisions or reach agreements democratically,** asking for everybody's opinion and accepting what the majority decides.
5. **Make sure that the person designated to take notes writes down the agreements that are reached.**
6. **Avoid separate dialogue between two people. Indicate that when someone wishes to intervene he/she should only refer to the topic that is being discussed at the time.**

To remember the agreements and keep them in order, they should be written down, as illustrated in the following example:

AGREEMENT: Organize a sports competition

Activity 1:	Inform the participating schools
Person responsible:	President of the Community Council
Date:	May 12
Activity 2:	Obtain the prizes
Person responsible:	Ms. Rogers
Date:	May 15
Activity 3:	Invite local authorities
Person responsible:	Mr. Patrick
Date:	2nd week of May
Activity 4:	Repair the sports field
Person responsible:	School principal
Date:	4th week of May
Activity 5:	Hold sports competition
Person responsible:	Mayor's Assistant and Professor Joyce
Date:	1st week of June

THIRD: CLOSE THE MEETING

The person who directs the meeting must do the following:

1. Close the meeting at the time established on the agenda.
2. Summarize the agreements that were reached, reading what has been written in the minute book.
3. Ask all the people who attended the meeting to sign the minute book.
4. Agree on a date for the next meeting.
5. Thank people for their attendance.

FOURTH: FOLLOW UP ON THE AGREEMENTS

If this is not done, it is likely that the agreements will not be fulfilled.

1. At the end of the meeting, the leader must designate a person to take charge of writing **a summary of everything that was agreed upon at the meeting, including the names of the people responsible for the activities.**
2. **This person posts this information on the community's bulletin board** so the entire population is duly informed and can follow up on what was agreed upon.

ANNEX 1.12

THE LEADER'S POEM

Go to the people
Live with them
Love them
Learn from them
Start with what they have
Build on what they know.

But of the best leaders
When their task is accomplished
And the work is done
The people will all say
We did it ourselves.

Lao Tzu, Chinese philosopher, 600–531 BCE

ANNEX 1.13

QUESTIONNAIRE ABOUT THE TOPICS THAT WERE DISCUSSED

The questionnaire includes a list of topics that were discussed during the workshop. There is a blank box next to each topic.

- A person from the group should read the title of the first topic, and all the members of the group should discuss the topic to determine whether they understood it or not.
- Group members should ask for each topic if they learned or understood it well, and if they understood only a little or not at all. Depending on their answers, write in each box the appropriate (+) and/or (-) signs.
 - If they think they learned or understood well, write the (+) sign.
 - If they think they understood only part of the topic, write the two signs to indicate more or less (+ -).
 - If they think they did not understand, write the (-) sign.

Topics	Opinion
The power of dreams	
What we need to make our dreams come true	
What are values?	
The Circle of Values	
Democracy	
The Tree of Dreams for the community's self-diagnosis	
The history of the community	
The map and the sectors of the community	
How to hold meetings to obtain results	
How to prepare the agenda or the program of a meeting	
How to fill out the minute book	

Which exercise did you like the most? _____

Which reading did you like the most? _____

What could be done to improve the workshops? _____

THANK YOU



UNIT 2

SPECIFIC OBJECTIVES:

Upon completing the second unit, participants will:

1. Understand the importance of the first years of a child's life for his/her future personal and social development.
2. Be familiar with children's rights.
3. Make a commitment to the health and education of children in their community.
4. Be able to prioritize the problems facing their communities that can be solved with their own resources and design ways to solve them.
5. Recognize examples of different types of leadership in their communities and identify the type of leader they want to be.
6. Identify and use specific means to communicate effectively in their communities.
7. Reflect on solidarity and give examples of to how to practice it at the personal, family, and community levels.
8. Understand the importance of a community's archive and become familiar with the documents of which it is composed.
9. Apply the skills acquired to carry out a community's basic census.
10. Complete the community maps.

TOPICS:

1. Children's rights
2. Commitment to the health and education of the community's children
3. Solidarity, a value that unites us
4. Communication and bulletin boards
5. Types of leadership
6. Your community archive: The asset book and the accounting book
7. The Tree of Dreams: Selecting a tree branch

8. How to formulate a project
9. Reviewing your community map

METHOD:

Workshop

DURATION:

One day, approximately eight hours

ONE-DAY WORKSHOP

Activities	Suggested Time
Registration, greeting, and prayer (prayer is optional)	10 min.
The workshop path and responsibilities	10 min.
Animation technique: The numbers	15 min.
Reading: Children's rights	15 min.
COFFEE BREAK	15 MIN.
Commitment to children	60 min.
Animation technique: The Circles of Light	10 min.
Solidarity, a value that unites us	15 min.
Communication and bulletin boards	30 min.
LUNCH	60 MIN.
Animation technique: The Bath of Light	10 min.
Types of leadership	30 min.
Your community archive: The asset book and the accounting book	15 min.
The Tree of Dreams: Selecting a tree branch	30 min.
How to formulate a project	60 min.
Animation technique: Practicing the Leader's Dance	10 min.
COFFEE BREAK	15 MIN.
Reviewing your community map	30 min.
Animation technique: What you liked the most	10 min.
Reviewing the commitments made at the previous workshop	10 min.
Remembering the commitments for the next workshop	5 min.
Reading: The starfish story	10 min.
Workshop evaluation	10 min.
Farewell	5 min.
TOTAL	8 HRS., 10 MIN

INTRODUCTORY ACTIVITIES

REGISTRATION, GREETING, AND PRAYER (OPTIONAL)

OBJECTIVE:

Begin the workshop in a positive environment by capturing participants' attention.

TIME:

10 minutes

MATERIALS:

Attendance tracking sheets, the same ones used in the previous workshop

PROCESS:

- As participants arrive at the workshop, ask them to sign the attendance sheet.
- The session should begin at the scheduled time with a short speech to welcome participants. One person may say a prayer if the group wishes.

THE WORKSHOP PATH AND RESPONSIBILITIES

OBJECTIVE:

Show participants, in a way that is easy to understand, the topics that will be discussed during the workshop and encourage them to carry out general and personal responsibilities.

TIME:

10 minutes

MATERIALS:

- Flipcharts to write personal and group responsibilities
- Cardboard footprints or steps. Each footprint must have written on it a new topic to be discussed during this workshop. These are:
 1. Children's rights
 2. Commitment to children's health and education
 3. Solidarity, a value that unites us
 4. Communication and bulletin boards
 5. Types of leadership
 6. Your community archive: Asset book and accounting book
 7. The Tree of Dreams: Selecting the branches of the tree
 8. How to formulate a project
 9. Reviewing the community map

PROCESS:

- Remind the group that every workshop will begin by becoming familiar with the workshop's path and preparing a list of responsibilities.
- Remember that the path is the way to become better people as well as better leaders. During each workshop, we will see what steps we can take to accomplish this.
- Mention this workshop's topics in the order in which they will be discussed and post the footprints on the board or wall in the order in which they will be presented. You can also make some comments. For example:
 - *Step by step, we will move forward on our way to becoming better people and better leaders.*
 - *The first step will be children's rights. We shall see the importance of respecting the rights of boys and girls.*
 - *The second step will be making a commitment to the health, education, and well-being of the children of our communities.*
- Continue in this way until you finish presenting all the topics.
- As you post the footprints, mention that each participant's workshop on the community map and history will be reviewed.

For the list of responsibilities

After presenting the path of the workshop, spend a few minutes reminding participants that the workshop is a shared responsibility and that everybody must contribute to its success. To accomplish this, we must establish some general as well as personal responsibilities.

Depending on the venue where the workshop is offered, general responsibilities should be established and may be assumed by different people from the same community. People volunteer to take on a responsibility. Examples of general responsibilities include:

- Cleaning the facilities
- Convening the meeting after the coffee break
- Keeping the restrooms clean

Personal responsibilities should be presented as agreements and commitments made by each person who attends the workshop. Some examples are:

- **Punctual attendance:** Explain that to attain the training objectives it is necessary to attend all the sessions or workshops and that only the people whose attendance record is complete will obtain a certificate.
- **Completion of tasks and fulfillment of commitments:** Motivate people to make this commitment by explaining that each session has tasks that must be carried out with the family and the community. The training is divided into two parts: One is offered at the meeting and the other—the more important one—puts into practice what is being learned. That is why there are different tasks.
- **Listening:** Ask participants to listen respectfully to what others have to say and to raise their hands when they wish to make a contribution.

The sheet that contains the participants' personal and general responsibilities should be available for everyone to see at a designated place in the classroom.

TOPICS TO BE COVERED



ANIMATION TECHNIQUE: THE NUMBERS

OBJECTIVE:

Reflect on the importance of teamwork and how being knowledgeable helps you complete tasks well.

TIME:

15 minutes

MATERIALS:

- Two sets of numbers, from 0 to 9, written on letter-sized paper. The numbers must be large and cover the entire page.
- List of quantities containing several figures in which no numeral is repeated, for example, 93,584, 104,623, 596,132, 49,102, and 713,804. It can be any figure; the essential thing is that you must not repeat the same numeral. We suggest writing down the figures in advance.

PROCESS:

- Ask participants to come out to the yard and organize themselves into three teams to take part in a number contest.
- Give the following instructions:
 - A set of numbers, from 0 to 9, will be handed out to only two teams. None of these numerals can be repeated. Using them, teams will each write one figure according to the instructions. The winning team will be the first to write down the correct figure.
 - The third team will act as the jury and verify if the figure is correct and proclaim the winner of the contest.
 - When the figure is read aloud, the teams that have the pieces of paper must form a figure by putting the numerals together in the corresponding order and then raise their hands so the jury can verify if their number is correct. If the team has formed the wrong figure, the jury guides them to look for their mistake and correct it and waits for the team to raise their hands again, so the jury can check the number again and proclaim the winner.
 - During the exercise, all the team members who receive the numerals must participate by encouraging each other and supporting their team members to complete the activity as fast as possible.
- Give two teams a set of numbers and ask each to distribute the numbers among themselves so they will be able to find them faster. Two people can have the same number if there are more than 10 people on the team.
- Before the contest, conduct a test and make sure everyone understands the rules, so you can clear up any confusion.

For example:

The figure you must form is: One million two hundred thirty-four thousand five hundred sixty-seven (1,234,567).

- Give the signal to start the exercise and read the next figure from your list.
- When the contest is over, ask:

How did you feel doing this exercise? What are the lessons learned? For example, what happens when a team member does not know the figures well enough? If that person had played alone, what would have happened? Was it important to have somebody coordinating the game? Why? How did you feel when you heard that you were being encouraged?
- Conclude by talking about the experiences and how knowledge, teamwork, having a coordinator, feeling encouraged, and other factors influenced the outcome. Discuss how these things can be useful when we work in the community as leaders.

1. CHILDREN'S RIGHTS

OBJECTIVE:

Become familiar with and reflect on the rights of boys and girls.

TIME:

15 minutes

MATERIALS:

Reading material: Children's Rights (Annex 2.1)

PROCESS:

- Hand out the reading entitled Children's Rights (Annex 2.1)
- Ask a different volunteer to read and comment about each article of the rights of boys and girls, until the reading is finished. After the comments of each participant, reinforce the main ideas and make the necessary clarifications.

2. COMMITMENT TO THE HEALTH AND EDUCATION OF CHILDREN

The commitment that leaders make to children will depend on the health, education, and social protection programs in place in the communities and the problems that boys and girls have. In this session, participants will make commitments related to children's health, education, and rights.

It is important to establish links ahead of time with the Ministry of Health, water treatment programs, and nutrition and development/growth monitoring programs focused on early infancy, in order to provide information to leaders so they can foster these programs in their communities.

OBJECTIVE:

Understand the importance of the first years of a child's life for his/her future personal and social development. Reflect on how leaders can contribute to the healthy development of children.

TIME:

60 minutes

TECHNIQUES:

Presentation with dialogue and group work

MATERIALS:

- Readings (one per participant) about the programs that the Ministry of Health or local governments are implementing in the community that are directly related to children's health. For example, in Peru information was provided about the Glass of Milk program and in Nicaragua about SODIS water treatment, which uses a solar method.
- Sheets containing the commitment to children (Annex 2.2). (Prepare enough sheets to allow each leader to sign two copies. Give a signed commitment to each leader and keep a copy for the workshop's archive. For example, if there are six leaders, there must be 12 sheets available.)
- Board or flipchart
- Chalk or markers that can be used on the board and on paper

PROCESS:**FIRST MOTIVATION (30 MINUTES)**

- Explain at the plenary session that leaders help with community development and that we are going to consider how they can help people who cannot help themselves, that is to say, boys and girls. We have already read about the rights of boys and girls and have seen that several of those rights refer to their development. Therefore, we shall see what we can do for children to help them grow up and develop well.

Write on the board:

For children to develop and grow up well, they need to:

- Ask participants to state what they believe children need to grow up and develop well. Listen to their ideas and state that we are going to begin with the most important one. For children to develop and grow up well, they need to:
 - **Feel loved.** Explain that research has shown that children who receive love from their mother, father, and family grow up and develop better than those who do not receive love. When children grow up in a peaceful and loving family environment, they thrive. Even adults, when they feel loved and are not mistreated, are happier, more resistant to diseases, and benefit more from the food they eat.

If love has not been mentioned as something important for development and growth, motivate participants to think about the following by asking: *What happens when a child is not loved by his/her parents or by his/her family?* Listen to the answers and state the importance of feeling loved by writing on the board:

For children to develop and grow up well, they need to:

1. Feel loved

- Then go back to the ideas dealing with:

- **Have good food.** Motivate participants to reflect on nourishment by asking: *How do we know that children are receiving the food they need to grow and develop?* Listen and state that their weight and size indicate that children are doing well in terms of their growth. Add “2. Have good food” on the board.

For children to develop and grow up well, they need to:

1. Feel loved
2. Have good food

- Ask: *At what age do you believe it is most important for children to receive the necessary food to grow and develop? From the time they are born until the age of 2? From 2 to 5 years of age? From 5 to 10?*

- Listen to the answers and present the following ideas:
 - It is necessary to be well fed at all ages, but from the time children are born until the age of two, their brains are developing rapidly and at this age it is more necessary to receive adequate food and nourishment.
 - The brain is the organ that gives instructions and orders everything we do. Little by little, from the time children are born, with the help of food and with the stimuli of talking, playing, and hugging, and so on, their brains develop.
 - From the time they are born until their sixth month, the food that babies need is their mother's milk. After the sixth month, in addition to their mother's milk, they need other types of food. If they do not receive good nourishment, they will not grow and develop adequately and later they may have difficulties in learning.
 - Explain that one of the main reasons why boys and girls are not well fed is because the father or mother has bad practices for preparing food or feeding their children. For example, they may feed them broths that are not nourishing.
 - For this reason, governments throughout the world are fostering programs so fathers and mothers can see if their children have attained the adequate weight and size for their age. [At this point mention the programs that exist in the country and reach the community in which you are working.]
 - Announce that each participant will receive a piece of paper containing information about the program [mention the program you selected], so they can read it at home and share it with their families.
- Go back to the board and say that we are going to write down what we have talked about in order to remember it.

For children to develop and grow up well, they need to:

 1. Feel loved (talk to them, play with them, hug them)
 2. Have good food (to have the adequate weight and height for their age)
- Go back to the initial ideas about what children need to grow and develop well. Love, food, and . . . **being healthy.**
- Continue asking questions and mention the following main ideas:
 - Ask: *What is the second reason why children below the age of two, even though they are well fed, fail to attain the correct weight for their age?* Listen to the answers and indicate that it is because they get sick, and that one of the most common diseases is diarrhea.

- Ask: *Why do they get diarrhea?* Listen and state that contaminated water and lack of hygiene are the main causes of diarrhea. Then explain that, even if adults make an effort to feed children adequately, when children drink contaminated water or when they do not follow basic hygiene norms, such as washing their hands, they get sick with diarrhea and lose the food they have ingested. (This is why it is important that mothers breastfeed their children. Mother's milk is not only the best food for babies, it is also not contaminated. Bottles can carry disease if washed with contaminated water.)

- Explain that we are going to write down what we just said in order not to forget it.
 - For children to develop and grow up well, they need to:
 1. Feel loved (talk to them, play with them, hug them)
 2. Have good food (have the adequate weight and height for their age) [mention the program you selected in relation to children's health and nutrition]
 3. Avoid diseases such as diarrhea by drinking only clean water and following basic hygiene norms. That is why, in this community, we are committed to [mention the children's health program that fosters treating of water by boiling it, adding chlorine, or using other methods to purify it].

- Close this part asking somebody to read what is written on the board.
- Go back to the contributions that were initially made in connection with school. Ask: *Why is it important for children to attend school?*
- Discuss the ideas that are expressed. Explain that attending school is a right. Underscore that many health-related investigations have shown that when the mother has some education, the children do not get sick as often and live in better conditions. That is why all the governments in the world assert that is necessary to invest money in children's education. Indicate that you will also write this on the board in order not to forget it: **Attend school.**
 - For children to grow up well, they need to:
 1. Feel loved (talk to them, play with them, hug them)
 2. Have good food (have the adequate weight and height for their age) [mention the program you selected in relation to children's health and nutrition]
 3. Avoid diseases such as diarrhea by drinking only clean water and following basic hygiene norms
 4. Attend school. Explain that some children cannot go to school because they do not have a birth certificate.

- Continue asking questions to develop the following main ideas :
 - Ask: *What does the birth certificate contain?* Listen to the answers and state that children have the right to **a name and a nationality when they are born**. All children have a right to know who their fathers and mothers are and to what family and country they belong. This document is useful for children until they are of age.
 - Explain that in [name of country], for various reasons, many children do not have a birth certificate, and later on they encounter difficulties attending school or obtaining other identification documents. Unfortunately, children cannot obtain their own documents, and sometimes the father or mother is unable to do it or fails to understand the importance of this document.
- Say that we will write down what we said, and next to “Attend school” we will write: “5. Have a birth certificate.”

For children to develop and grow up well, they need to:

 1. Feel loved (talk to them, play with them, hug them)
 2. Have good food (have the adequate weight and height for their age) [mention the program you selected in relation to children’s health and nutrition]
 3. Avoid diseases such as diarrhea by drinking only clean water and following basic hygiene norms
 4. Attend school
 5. Have a birth certificate
- Hand out to each participant the readings related to the programs that foster children’s health.
- Ask: *As leaders would you like to help ensure compliance with at least some children’s rights? Can you help ensure compliance with what we have written on the board?* Listen to what they say and then state that you knew beforehand that children could count on their leaders, and that is why you have already written down a commitment to children for each leader. Explain that you will proceed to read the commitment.
- Read the Commitment to the Health and Education Children. (Annex 2.2)

SECOND PART: COMMITMENT TO CHILDREN (30 MINUTES)

Work by communities (10 minutes)

- Ask participants to form groups by communities and to think about what they can do to help ensure that children's rights are respected.
 - *What can we do to ensure that children have better nutrition?*
 - *What can we do to ensure that they drink clean water and do not get sick with diarrhea?*
 - *What can we do to ensure that children attend school and do not drop out of school?*
 - *What can we do to ensure that all the boys and girls in our community have a birth certificate?*

Plenary session (20 minutes)

- Ask each community to select a delegate to explain what the group intends to do in its community. Invite leaders to listen to what the delegates have to say.
- Ask for a round of applause when the presentations conclude and reassert some ideas regarding the use of census data to know how many children under the age of two live in the community, if they have a birth certificate, and if school-age children attend. These tasks should be coordinated with other institutions that can provide support. (It is necessary to find out in advance where the problem lies and who can contribute to the solution.)
- Hand out sheets that contain the Commitment to the Health and Education of Children (Annex 2.2). Have twice as many sheets as there are leaders and communities attending the workshop. Thus, each leader will keep the signed commitment at home, to remember it. The other copy should be kept in the workshop's file.
- Explain to participants that when they sign the commitment they are taking on the responsibility to honor it. Likewise, clarify that fulfillment of the commitment will be verified during the following workshops, and the prize will be that the children in their communities are healthy and happy.
- Ask a member of each community to present the agreement reached by their group to fulfill the commitment to children. When each community concludes its presentation, request a round of applause for the group and the community it represents.
- Take notes about what the leaders discussed so there is a record. This will allow the communities performances to be monitored and help ensure compliance.
- Write the commitment on the board.

Commitment made by participants

Bring information to the next workshop about:

1. The activities being implemented to ensure that children are well nourished
2. How many families are part of [the health program being implemented?] (If none is underway, find out what can be done so the program is implemented in the community.)
3. The activities that are currently being implemented to ensure that families drink uncontaminated water and follow basic hygiene norms
4. The number of school-age boys and girls who are not attending school and why
5. The steps being taken to ensure that these children attend school
6. The number of children who do not have a birth certificate and the steps being taken to ensure that they obtain their birth certificate



ANIMATION TECHNIQUE: THE CIRCLES OF LIGHT

OBJECTIVE:

Create an enabling environment and a state of mind as well as suitable physical conditions to begin the workshop's activities

TIME:

10 minutes

PROCESS:

- Ask participants to form a circle.
- Direct them to perform the following steps:
 1. Move your feet shoulder-width apart and balance your body.
 2. Put your left foot forward and stretch your arms out with your palms down.
 3. Move your hands as if drawing a wheel or a circle. Imagine that the circle is a circle of light.
 4. Move the circle of light clockwise.

5. Imagine that you are giving and receiving circles of light and energy. Imagine that you are connected with everything that exists, giving and receiving good vibrations, joy, and positive purposes.
6. Now put your right foot forward and repeat the previous steps.
7. Finish the exercise by joining your hands over your chest, greeting the person in front of you, looking into her/his eyes and appreciating that that person reflects the spirit of creation. Think about the fact that each person is unique and express your thanks for that.

3. SOLIDARITY, A VALUE THAT UNITES US

OBJECTIVE:

Reflect on solidarity and give examples of how to practice it at the personal, family, and community levels.

TIME:

15 minutes

TECHNIQUES:

Reading, presentation with dialogue, and group work.

MATERIALS:

- Reading: Solidarity (Annex 2.3)

PROCESS:

FIRST PART (7 MINUTES)

- Ask participants to describe situations they have observed in their communities in which solidarity was practiced. Listen to the examples.
- Hand out the reading material: Solidarity (Annex 2.3)
- Ask a volunteer to read and comment on the first paragraph. Ask another volunteer to do the same thing with the next paragraph, and so on, until the reading is finished. After each participant's comments, reinforce the reading's main ideas and answer any questions.

SECOND PART (8 MINUTES)

- Ask participants to gather by community, and with everybody's participation, prepare a list of ways in which you can show solidarity toward:
 - Your neighbors
 - Your spouses/partners
 - Your sons and daughters
- Ask participants to share their work in the plenary session. Each community must designate a representative to read what the group wrote.
- First ask each representative to read what they wrote about solidarity toward neighbors. Highlight the proposals that can be implemented.
- Explain that when people receive solidarity, they also learn to show solidarity. Therefore, if we want our neighbors to show solidarity toward us, we must begin by showing solidarity toward our neighbors.
- Next each representative will read what was written about solidarity with spouses. Draw attention to the proposals that can be implemented.
- Comment that, many times, we show solidarity with people outside our family circle, as the proverb says, "Shining light on the street and darkness in our home." When this happens, it is very difficult for our children to learn how to show solidarity, given that they learn values in the family through the example of their elders. If children observe that their fathers show solidarity at home, they will also show solidarity toward their mothers, their siblings, and other people.
- Ask each representative to read what was written with respect to solidarity toward children. Point out the proposals that can be implemented.
- Emphasize that children need solidarity from their parents and that many times, in an effort to educate them, we are more concerned about punishing them than understanding them.

4. COMMUNICATION AND BULLETIN BOARDS**OBJECTIVE:**

Improve leaders' interpersonal communication skills and introduce bulletin boards as a means of communication with the community.

TIME:

30 minutes

TECHNIQUES:

Motivational game and presentation with dialogue

MATERIALS:

- Reading: Advice to Improve Communication (Annex 2.4)
- Reading: The Bulletin Board (Annex 2.5)

PROCESS:**FIRST PART (10 MINUTES)**

- Explain that the topic to be discussed is communication. Everybody knows that communication is the best way to get to know other people, explain what we do, and motivate other people to understand us as well as for us to understand them. If there is no communication, there is no opportunity for human development. Therefore, we will now play a communication game.
- Explain that you have to communicate a message. (Write a message on a piece of paper, but do not show it to the group. The message must be short and simple. For example: We will see each other tomorrow at 5 p.m. to discuss the issue of water supplies at the school.)
- Tell them that the message is ready and that it is necessary to organize several groups of approximately 10 people each. Then ask the people in each group to stand next to each other and form a line. Each line must be separate from the others.
- Inform the groups that you will communicate a secret message to the first person in each line. That person will transmit the secret to the second person and so on until it reached the last person in the line.
- Gather the first person from each line and tell them the message clearly and rapidly. Then ask them to go back to their lines and wait for the signal.
- Give the signal so each line starts transmitting the message.
- When all the lines have finished conveying the message, ask the person at the end of each line to write down the message that he/she heard.
- Ask them to compare the messages they have written with the original message. Declare that the winner is the group that wrote the message that most closely resembles the original message.
- Ask for a round of applause for the winning group.
- Ask each group to comment about what happened and the lessons learned.
- Ask the groups to return to the plenary session.
- Ask: *Why did people fail to receive an accurate message?* After listening to participants' comments, explain that it is difficult to remember a message if it is not written down or if we do not have the chance to ask for a clarification, in order to make sure that we understood what someone wanted to tell us.

SECOND PART (10 MINUTES)

Ask: *What do we need to have good communication?* Listen to the answers, reinforce the correct ones, and continue explaining by following the text below.

How to communicate better

- To communicate better with people, the following is recommended:
 1. Use clear and simple language that is accurate, truthful, and understandable.

For example, sometimes we say “I have to” instead of “I would like to.” There is a difference between having and wanting to do something. There is a great difference between saying “I have to go with my friends” and saying “I want to go with my friends.”
 - Sometimes, when we speak we use the words “everybody,” “always,” or “never,” but we are actually not sure that this is so. Therefore, it is much better to say “sometimes,” “often,” “a few times,” and “seldom.”
 2. Always use words that make other people feel better. Avoid using words that could be offensive. When you offend, communications break down. Anger does not allow careful listening.
 - When a person feels insulted or feels bad, it is very difficult to establish good communications.
 3. It is better to say, “It is O.K. You are learning” or “Try to do it better,” instead of saying, “You are useless.”

Additional examples: Instead of saying, “That is impossible,” we can say, “It is difficult.”
Instead of saying, “You are a liar,” we can say, “I think you are mistaken” or “I probably failed to explain this well enough and that is why you got confused.”
 - Make sure you understood what the other person said.
 4. It is not enough to hear that what others say to us; we need to **listen** actively. To listen actively means paying attention and, if necessary, asking questions to have a clear idea of what is being said.

Some people are used to skipping the facts and only expressing their conclusion or their opinion; that is to say, they do not tell what happened. In those cases, we should ask, “What actually did happen?” To be sure that we understood, we can ask, “What do you mean by that?”

- When you want to communicate a message, you must have a clear understanding of the content. For example, if we are issuing an invitation, we must state precisely the following information:
 - What will take place?
 - What is its purpose?
 - When will it be held?
 - Where will it be held?
 - With whom will it be held?

THIRD PART (10 MINUTES)

Through a dialogue, present the following mini-lecture on bulletin boards, following the text presented below. Ask the questions, listen to the answers, and comment on or reinforce some of the ideas expressed by the participants.

Bulletin Boards

- Explain that we have already talked about interpersonal communications, but there are other forms of communication aimed at informing people.
- Ask: *What other forms can we use to inform the members of our community?*
- Listen and reinforce or clarify when necessary. Continue saying that in addition to the forms of communication that were mentioned, bulletin boards are a simple way to inform the community.
- Ask: *What is a bulletin board?*
- Listen and with everybody's help define what a bulletin board is and then ask: *Has anyone prepared a bulletin board in your community or seen how it is prepared?*
- Listen to the answers, and if you notice that very few responded, discuss creating bulletin boards. Show a drawing of a bulletin board and continue the explanation:

Bulletin boards can be used to:

 - invite people to a meeting;
 - post the results of a consultation or procedure;
 - inform the community about a problem;
 - congratulate the people who participated in certain activities;
 - display information received from certain organizations or institutions.

- Ask: *What else can a bulletin board be used for?* Listen to the answers and write them on the board next to the previous text.
- To conclude the topic, explain that:
Messages written on bulletin boards must be clear and complete. If the message refers to an invitation for an activity, the following information must be included: objective, who is invited, date, time, and place.

Finish explaining that participants will receive two readings, one about communication and the other about bulletin boards, so that they can remember the work that was done. Hand out the material containing Advice to Improve Communication (Annex 2.4) and The Bulletin Board (Annex 2.5).



ANIMATION TECHNIQUE: THE BATH OF LIGHT

OBJECTIVE:

Make participants move so they have more energy for the next activity.

TIME:

10 minutes

PROCESS:

1. Ask the group to leave the room, if possible, to do this exercise outdoors.
2. Explain that they will receive a “bath or stream of light.”
3. Guide them through the following steps:
 - Spread your feet apart and balance your body.
 - Close your eyes and imagine that you are receiving a stream of water over your entire body, as if you were under the shower, with large quantities of water.
 - Imagine that all that water is actually light falling all over your body, light that is full of good intentions and that brings you peace of mind and joy.
 - Feel that the bath of light cleanses and renews you.
 - To finish, smile and take a deep breath, and say thank you for the bath of light that you can take at any time.

5. TYPES OF LEADERSHIP

OBJECTIVE:

Recognize examples of different types of leadership in your community and the pros and cons of each. Have participants think about the type of leader they are and the type of leader they want to be.

TIME:

30 minutes

TECHNIQUE:

Reading and discussion

MATERIALS:

- Reading: Types of Leadership (Annex 2.6)
- Form to be filled out: What Type of Leader Am I and What Type of Leader Do I Want to Be? (Annex 2.7)

PROCESS:

- Hand out the reading titled “Types of Leadership” to each participant.
- Ask a volunteer to read and comment on the first paragraph. Ask another person to do the same with the following paragraph and, so on, until you finish the reading. After each participant’s comments, reinforce the reading’s main ideas, and answer any questions that were raised, drawing on the following information.

TYPES OF LEADERSHIP

For groups to operate effectively, they must have leaders that are capable of guiding them throughout their main activities so they can accomplish their objectives and goals.

A person is a good leader when:

- he/she helps the group preserve and strengthen its unity;
- he/she provides support so the group can carry out the tasks for which it was created;
- he/she collaborates so all the members of the group become better people and better members of their communities.

There are different ways in which a leader can achieve unity, carry out tasks, make everyone feel that they are better people, and encourage them to collaborate with other members of the community. We will review different ways of leading and see how people react to different types of leadership.

THE AUTHORITARIAN LEADER

He/she believes that people work better when they receive orders. His/her leadership is exercised by:

- giving orders
- demanding obedience
- not listening to what other people think
- not explaining the reason behind his/her orders

What happens in the group when there is an authoritarian leader?

- The group members resist the leader. Some of them say up front, “You are too bossy,” while others talk behind the leader’s back.
- When group members are unable to make their leader change, they do what the leader requests, but they do it slowly and without showing any interest. Many of them quit working.
- The group loses its unity because the members do not feel they are listened to, much less respected.
- People believe that they are not developing as human beings, but rather like machines that are asked to do what the leader instructs them to do.

Some fathers are authoritarian in their homes; they give orders to their wives and children and tell them what to do. In these cases, the family members are afraid, do not talk about their problems, and do not like it when the father comes home. They feel unhappy and misunderstood. Whenever they can, they try to leave home, and when the authoritarian father is not around, they take advantage of his absence to misbehave because they have not learned to think about their behavior, only to obey orders.

When the children of authoritarian parents grow up, they are generally insecure people. They do not know how to listen or explain. They are fearful and quite often they also become authoritarian.

THE PATERNALISTIC LEADER

The paternalistic leader believes that the people in his/her group need to be protected. When exercising leadership, he/she:

- tries to take care of and protect the group;
- tries to solve problems on his/her own and tells the group not to worry because he/she can take care of problems;

- asks questions and talks with other people, but does what he/she wants in the end, given that he/she believes that he/she must decide for the group;
- likes to be acknowledged by other people as a very necessary person for the group.

What happens when there is a paternalistic leader in the group?

- The group becomes used to letting their leader do everything.
- They fully depend on the leader.
- The members of the group do not develop as people because the leader does not allow them to address any challenges.
- People do not feel accountable; they feel that only the leader has responsibilities.
- When the leader is no longer there, the group disintegrates or tries to look for another paternalistic leader because it is used to having a person who takes care of the group.

There are also parents who are paternalistic. They always try to protect their children, even when they are sufficiently grown up to decide for themselves.

They are always talking about the hazards their children will face and always volunteer to solve any problems they may have, at school, with friends, or with family. They generally say, “Son, daughter, do not worry. I will take care of this.”

Children with overprotective parents generally act as if they were small children. They do not assume any responsibility for their acts, and they are always looking for someone to solve their problems because they did not have the chance to learn how to solve them on their own.

THE KNOW-IT-ALL LEADER

This type of leader generally emerges when there is a great difference in terms of knowledge or experience between the leader and the members of the group. The know-it-all leader feels that he/she is superior to the rest. This type of leader:

- tries to dominate the group with his/her knowledge and experience;
- is always bragging about how much he/she knows and quite often makes fun of other people’s ideas;
- believes he/she is the only one who can establish a relationship with institutions, because he/she is the person that knows the most;
- generally complains that nobody collaborates.

What happens with the group that has a know-it-all leader?

- The group members do not dare express their ideas.
- People feel they are not worth much. They feel inferior.
- They participate very little, do not feel valued, and lose interest.

Know-it-all parents often make fun of their children's mistakes and generate insecurity. These parents forget that when someone is learning something, he/she can make mistakes. Making fun of people's mistakes only generates shame and discomfort. The children of know-it-all parents are generally very insecure when they have to face new situations and feel afraid to make mistakes. Therefore, they prefer not to address any challenges or problems.

THE MANIPULATIVE LEADER

Generally this type of leader emerges in political parties, usually on the eve of elections. This type of leader thinks only about his/her own benefit, even though he/she pretends to think about the group's well-being.

What happens when there is a manipulative leader in the group?

- The people who believe what these leaders say feel very disillusioned afterwards and lose interest in participating in community life.

THE DEMOCRATIC LEADER

We generally think that democratic leaders are those elected by the majority. That is a part of democracy. However, there are elected leaders who do not behave democratically. Therefore, it is important to recognize how a democratic leader behaves. He/she:

- thinks of him/herself as a coordinator, not as a boss;
- tries to acknowledge the contributions of all the people in the group;
- does not provide solutions but helps the group find solutions that are good for everybody and not only for a few;
- asks for everybody's opinions before proposing his/her own opinion, which is done in a humble way, as an additional contribution and not as the way things must be done;
- summarizes everybody's opinions and proposals occasionally;
- asks questions and clarifies issues until the group reaches an agreement;
- encourages everyone to contribute and gives everybody the opportunity to learn and collaborate.

What happens to the group that has a democratic leader?

- People enjoy working; they feel that their ideas are taken into account.
- Their contributions are valued.
- They feel that they are developing as human beings.
- They feel that they can achieve their objectives and that everybody is needed.

Democratic parents take their children's opinions into account; they listen to them and value their ideas. The children of democratic parents feel secure, know how to express what they feel, and reach agreements with others. They are appreciated more, know how to work in groups, and make everybody feel better. Generally, they are successful in all their endeavors.

- Ask: *What type of leader do you believe you are and what type of leader would you like to be?*
Listen and clarify that participants will have time to think about this question, because they will receive a form they must fill out and that will become a commitment for the next session.
- Hand out the form *What Type of Leader Am I* and *What Type of Leader Do I Want to Be* (Annex 2.7), and agree on the following commitment:

Participant's commitment

I will bring to the next session, in writing on the form that was handed out, what I think about the type of leader I am and the type of leader I want to be.

6. YOUR COMMUNITY ARCHIVE: THE ASSET BOOK AND THE ACCOUNTING BOOK

OBJECTIVE:

Explain what a community's archive is, its importance, the documents it contains, and how to take care of it. Show the asset book and the accounting book, and explain their importance and how to issue a receipt.

TIME:

15 minutes

TECHNIQUE:

Presentation with dialogue

MATERIALS:

- Reading material: The Archive (Annex 2.8)
- If possible, distribute to the representatives of each community a plastic box with a lid (approximate size 40 cm. long, 30 cm. wide, and 30 cm. high), in which they can keep the community's documents. If it is not possible to hand out boxes, a large water-resistant plastic bag should be handed out.

PROCESS:

- Explain what community archive is, following the text presented below. If there are questions, allow other participants to answer. Complete or clarify those contributions.

THE ARCHIVE

- The archive is a set of documents, public records, or historical documents preserved so that people have information about their communities.

Ask: What documents are part of a community's archive?

Listen and then read the following list:

- minute book or notebook
 - community map
 - document containing the community's history
 - the basic census
 - asset book or inventory notebook in which all the assets received by the community are recorded
 - accounting book or account notebook in which the money received and the money spent are recorded
 - other documents that are important for the community
- Explain that:
 - A community representative must keep all the aforementioned documents in a safe place, protecting them from water, dirt, damage, and loss. When another person is elected to take charge of the archive, the person who is leaving that position must convene a meeting with [mention the name of the organization that represents all the families in the community] and deliver, before the representative of said organization, to the newly elected person all the documents kept in the archive that were under his/her custody.

- The person who receives the documents must sign his/her name below the last entry in the following documents: minute book, inventory notebook, and account notebook. This must be done as evidence that he/she received the archive. Thus it is clearly stated that what he/she received belongs to the community. The new representative of the community organization must continue writing down and reporting everything that belongs to the community.
- This is the transparent way to do things. This process will gain the trust of community authorities and representatives. As a result, the institutions or organizations that wish to support new projects will be able to see that the management of community funds and assets is honest and transparent.
- To conclude this discussion, summarize as follows:
 - Community documents are very valuable and must be kept in order and in a safe place.
 - Keeping all the documents together in a safe place helps to keep them in order, so information can be obtained whenever it is needed.
 - The person designated to keep the documents safe must be responsible for their safety.
 - The documents that belong to the community should never be handed out to anyone because they could get lost.
 - Important historical and community management documents must be kept safely in the community's archive.
 - When there is a change in the membership of the community organization, the documents in the archive must be handed over to the new community representatives.
- Explain that they already learned about the minute book, community map, history, and basic census. Now, they will learn about the issues related to the asset book or inventory notebook and accounting book or account notebook.

THE ASSET BOOK OR INVENTORY NOTEBOOK

- Explain the topic concerning the asset book or inventory notebook, following the text shown below. As you explain the topic, ask if participants have any questions or comments so the necessary clarifications can be made.
- The inventory notebook is a notebook in which the community's representative or the organization's treasurer writes down all the assets received by the community. For this notebook to be useful, the following information must be written down:
 - date on which the asset or item is received
 - the item's name and how it was obtained
 - observations concerning the asset's value and location

For example, if you received a radio and a lamp for community use, this must be written down. First write down the date and then the name of the asset that was received. Write down what happened to the item received under the observations column. It may have been delivered to the school. In that case a receipt must be prepared that must be signed by the person who delivers the item and by the person who receives it. It should also be registered in the inventory notebook that the asset was delivered to the school.

Example

Date	What was received	Observations
February 2, 2008	A portable radio delivered by MSH	Kept in warehouse
March 3, 2008	A lamp delivered by MSH	It was loaned to the school. [Signature of the teacher who received the lamp and the person who delivered it]
April 5, 2008	Plastic for the bulletin board	It is on the parish wall. [Signature of the person who received it and the person who delivered it]

If a community asset was donated or loaned, the name of the person who received it should be written in the Observations column, indicating if it was donated or loaned.

THE ACCOUNTING BOOK OR ACCOUNT NOTEBOOK

Explain that this notebook is used to write down money that is received and expenditures incurred. It is very easy to fill out, and it is the best way to know how we spent the money we received, how much money we spent, and how much money is still available.

Example

Receipt Number	Date (Day, month, and year)	Source and Purpose (How the money was received or spent)	Income (Money received)	Expenses (Money spent)	Balance (Remaining money)
01	04-03-08	FIL Project	3,400.00		3,400.00
02	04-06-08	Rented truck to transport . . .		400.00	3,000.00
03	04-10-08	Purchased cement to . . .		1,000.00	2,000.00
04	04-15-08	Neighbors' contribution	500.00		2,500.00
05	04-20-08	Purchased lumber to . . .		1,450.00	1,050.00
06	05-06-08	Purchased pipes to . . .		750.00	300.00

- Reinforce the idea that in order to keep the accounting book current and without any problems, for every purchase or payment made we should request a receipt or invoice. Likewise, for any amount of money we hand out, we must ensure that the people who receive it sign the corresponding receipt.

RECEIPTS

- Explain that receipts constitute the evidence that money was either handed out or received. They are very important in calculating the money we have left and showing that we are acting with honesty and transparency. Continue with the following ideas:
 - To be able to show clear accounts, it is necessary that all the purchases and payments made be backed by a receipt. All the receipts must be kept in a box, in a safe place, because they constitute the evidence that money was either handed out or received.
 - If you do not have a receipt book, an original receipt must be prepared, as well as a copy, as follows:

RECEIPT No. _____	
For \$ _____ (write in numbers the total amount of money paid or received)	
I received from: (name of person who pays the money)	

A total of: (write in letters the total amount of money. It must match the amount written in numbers)	

For: (reason why the money is paid)	

Date: (write down the day, month, and year)	

Received by	Paid by
(Name and signature of the person who received the money)	(Name and signature of the person who made the payment)

- Reach the following agreement with the participants:

Participant's commitment

Each leader or community representative must bring to the next meeting a piece of paper on which is written the name of each document under his/her custody in the community's archive.

7. THE TREE OF DREAMS: SELECTING A TREE BRANCH

OBJECTIVE:

Present the community's problems, or the tree branches that every community selected, and state which problem will be addressed first.

TIME:

30 minutes

TECHNIQUES:

Presentation with dialogue and group work

MATERIALS:

- Flipchart and thick markers suitable for writing on paper

PROCESS:

- Ask each team to post its flipchart paper with the tree drawing on the wall, to see what changes were made in conjunction with the members of the community. Generally, the trees are improved in artistic features as well as content, and include organizational aspects and values. Congratulate teams for their good work.
- Ask the leaders what agreements they reached with their communities with respect to the branch or problem that they can begin to work on their own. Remind them about the lists they created at the first session.

Example

Name of the community: _____

Municipality: _____

No.	Problem	How do we see the community in the future if this problem is solved?	Color of branch	What will we do to solve the problem?

Note: *This model must be presented on a flipchart or on the board. Provide enough space in each column so the corresponding information can be written.*

- Ask each team to write down in order of importance the issues the community agreed to work on first. Clarify that they must write down “number 1” for the first problem they will be working on, “number 2” for the next problem, and so on, until they complete all the challenges that were identified. Remember that the red branches (ripe) are the best ones to begin working on because they depend on the community’s own efforts. Wait until each community reaches an agreement about the first item they will begin to work on.
- Reach an agreement about the following commitment:

Participant’s commitment

Bring to the next workshop the chart that contains the problems we are working on so we will know how much progress we are making in finding solutions.

- Announce that we will study how to design a project, that is, the steps we should follow to plan and carry out what is written on the branch that we selected.

8. HOW TO FORMULATE A PROJECT

OBJECTIVE:

Know what a project is and how it is designed. Begin planning a project for each community, based on the problem selected from the Tree of Dreams.

TIME:

60 minutes

TECHNIQUE:

Mini-conference

MATERIALS:

- Flipchart that contains the example of how to plan a project
- Pieces of paper with an example of a community project (Annex 2.9)
- Guidelines to Formulate a Community Project (Annex 2.10)

PROCESS:

To motivate the group, discuss the following aspects:

- Everybody wants to make their dreams come true and see the changes they wish for in their communities become a reality. However, those changes will not happen by themselves, nor will they be attained solely because they want them to happen; it is necessary to work to achieve them. The first step, after dreaming, is designing a project.
- Ask: *What is a project?*
- Listen to the answers and explain that:
 - A project is a set of activities to solve a problem.
 - It is a document that clearly states what we want to achieve and what we will do to achieve it.
- Announce that we will see how to prepare a project. We will use a sample project as a model.
- Post on the board the flipchart that contains the sample project. Give each participant the Sample Project (Annex 2.9) so he/she can follow the presentation of this topic step by step.

FIRST PART: PLENARY SESSION (30 MINUTES)

- Lead a mini-presentation following the text presented below. During your presentation, explain step by step, pose questions, and clarify the content in response to the participants' questions.

What do we need to formulate a project?**Step 1: Decide what problem we want to solve.**

The first thing is identifying which problems affect the majority of the community's population. The leaders of the community must have a clear idea of the problems that affect the people.

All the problems cannot be solved at the same time. To decide which problems to select, we must ask ourselves the following questions:

- *Which problem can we solve now on our own?*
- *Which problem affects most of the population, so most people would benefit from its solution?*
- *Which problem can we solve with the participation of most of the members of the community?*
- *Which problem is the most urgent?*

For the sample project, the problem selected is: The community's main road is impassable.

This is a problem that affects everybody, so everyone should get together to solve it. It is urgent to solve it because if the road is not repaired, people will not be able to transport the products they harvest or leave the community to take care of other business.

1. What is the problem we want to solve? (PROBLEM)

The community's main access road is impassable, and people complain because vehicles cannot enter or leave the town. They can use animals only, and this makes the transportation of people and products difficult.

Step 2: Determine the solution to the problem.

The second step consists of deciding what we can do to solve the problem. In the previous example, the people decided that the solution would be to repair two kilometers of the road that links the community of San José with the municipality.

That solution also indicates the project's name: Repair Project for the Main Road to the Community of San José.

Step 3: State what will be achieved when the project concludes.

This step consists of stating the result or results that will be attained when the project is over. It is a dream come true. It describes the benefits to the community if the problem is solved, that is to say, if the road is repaired.

In the sample project, the results would be: Vehicles will be able to transport people to take care of their business and paperwork, obtain food and medical care, and buy necessary goods more quickly and safely.

Step 4: State who will benefit from the project.

The beneficiaries are always the people. Write down the number of people who will benefit. In this example, the beneficiaries are the 500 inhabitants of the community of San José.

Step 5: Specify how the community will implement the solution to the problem.

To implement the solution, a series of activities must be carried out to allow us to make our dream come true. The list does not specify the resources required to implement the activities.

5. How are we going to do it? (ACTIVITIES)
Ask for the community's cooperation, hold meetings, and make house-to-house visits
Look for people in the community who are knowledgeable and experienced in road repairs
Secure the necessary labor
Obtain the materials
Transport the materials
Monitor progress

Step 6: Specify who will be responsible for each activity.

A responsible person must be identified to implement each activity. This does not mean that this person will be the only one to do it. If necessary, he/she will be able to recruit other people to help accomplish the task. The responsible person must coordinate everything and address obstacles, as well as keep others informed about the progress of the work.

6. Who is responsible for ensuring that each activity is completed?
Municipal Agent and members of the Monitoring Committee
Municipal Agent
John Martin of the Monitoring Committee
Paul Russell, community leader
Catherine Erard
Peter Durand of the Monitoring Committee

Step 7: Specify the timeframe for each activity.

The end date should be specified for each activity. A two-week interval for completing each step is recommended.

7. When will the activity be completed?
First half of May
First half of May
Second half of May
First half of May
Second half of May
Entire month of July

SECOND PART: WORK IN GROUPS (20 MINUTES)

Note: *What follows should be implemented only if there is sufficient time. Otherwise, just provide general guidelines.*

- Ask participants to form groups by community. Each group must designate a coordinator.
- Ask each community to decide what problem they want to solve, in accordance with the list they prepared during the previous session, in order to begin formulating a project.
- Review the problems to make sure they correspond to a red branch, which means that they can be solved using the community's own resources.
- After selecting a problem, hand out to each community the Guide for Formulating a Community Project (Annex 2.10).
- Give the signal so they can begin planning the projects. Help the groups fill out the guide as shown in the example.

THIRD PART: PLENARY SESSION (10 MINUTES)

Ask the group coordinators to present the results of their work. Upon concluding each presentation:

- Ask participants what they think about each part of the project they have designed.
- Answer questions and help improve the wording when participants do not understand what is written.
- Ask for a round of applause to acknowledge each group's work.
- Explain that the guide is not only an exercise or example, but a project designed to make a dream come true.

Read the following commitment and ask participants to agree to it.

Participant's commitment

Bring to the next workshop our project guide to inform the group about how the project will be carried out in the community.



**ANIMATION TECHNIQUE:
PRACTICING THE LEADER'S DANCE**

OBJECTIVE:

Encourage participants to move about in order to gather more energy at the same time as they reflect on how the leader must take care of him/herself, be balanced and patient in life, and know that the environment is constantly changing and that life consists of giving and receiving.

TIME:

10 minutes

PROCESS:

- Ask participants to form a circle outdoors.
- Lead the dance, showing the different steps.

- First step:** Let us close our eyes and thank God [depending on the group's religious beliefs] for life and nature. Take a deep breath and stretch your arms above your head. Feel the air entering your body and helping you continue living and, once again, thank God. Repeat this three times.
- Second step:** Seek your balance, by standing first on one foot and then switching to the other. Observe how you balance and how everything in life, including ourselves, must be balanced.
- Third step:** Rub your arms and smile. While we massage ourselves, think that leaders must know how to take care of themselves and love themselves. If they do not take care of and love themselves how are they going to love and take care of others?
- Fourth step:** Leaders must show a lot of patience throughout their lives. Raise your arms and then put them down and touch the ground, moving your body while you say the word "patience." Repeat the exercise two more times.
- Fifth step:** Leaders must also know that everything changes constantly. Raise your arms above your heads and move your hands in a circle, while you repeat the phrase "everything changes, everything changes." Do this two more times.

- Sixth step:** Leaders are aware that life consists of giving and receiving. Move three steps forward, beginning with the left foot, extending your arms forward, smiling, and saying the word “give.” Then put your arms over your chest, walk backwards three steps, and say the word “receive.” Repeat this exercise three more times.
- Seventh step:** Take the hands of those beside you, raise them together, and say with enthusiasm: Together we are strong! Thank you, God!

9. REVIEWING YOUR COMMUNITY MAP

OBJECTIVE:

Present and improve the maps of the communities that you started drawing during the first workshop. Begin numbering the houses, underscoring their importance.

TIME:

30 minutes

TECHNIQUES:

Presentation with dialogue and group work by community

MATERIALS:

- Map that was used as an example during the first session
- Maps of the communities brought to the workshop by the leaders

PROCESS:

- Ask each community to designate a person to present the map at the workshop’s plenary session.
- As the maps are presented, ask the participants: *What do you think about the work that was done and what suggestions can you make to the group?* Listen to the answers and, if necessary, answer questions. Make suggestions to improve the map.
- Upon concluding the presentations of the maps, ask the participants to complete them by assigning the corresponding house numbers.

- Emphasize that to assign house numbers, you have to start from the first house you find as you enter the community through the main road. The number 1 is assigned to that house. The second house is number 2, and so on.
- Show the sample map to reinforce understanding of the topic.
- Ask all the people from the same community to get together and begin numbering the houses. Recommend that they write the numbers in pencil and then check them to see if they are correct. When you are certain that the numbers were correctly assigned, they can be written with a pen or marker.
- While the groups work, check their progress and give them any necessary support.
- When the task is finished, ask for a round of applause.
- Explain the importance of writing the numbers on people's houses to correspond to the numbers assigned on the map. Suggest that each group do this in their own communities, as follows:
 - A community meeting should be convened to inform families about the importance of writing the numbers on their homes. In the meeting, explain the importance of the community's basic census.
 - If anyone fails to attend the meeting, visit him/her to inform him/her and ask for permission to mark the house with a number.

Participants' commitment

For the next workshop, bring the community's map with the numbered houses.



ANIMATION TECHNIQUE: THE EXERCISE THEY LIKED THE MOST

OBJECTIVE:

Ask participants to relax and gather energy to prepare for the following activity. They will be participating in an exercise that was previously carried out and selected by them.

TIME:

10 minutes

PROCESS:

1. Ask: *What breathing exercises did you like the most?*
2. Explain that the selected exercise will be carried out again.
3. Ask for a volunteer who is willing to conduct the selected exercise.
4. Support the person who leads the repeated breathing exercise.
5. After doing the exercise, thank the person who conducted it and ask for a round of applause for him/her.

CLOSING ACTIVITIES

REVIEWING THE COMMITMENTS MADE IN THE PREVIOUS WORKSHOP

OBJECTIVE:

Verify fulfillment of the commitments that participants made in the previous workshop.

TIME:

10 minutes

TECHNIQUE:

Group work

MATERIALS:

- Before the session, prepare a flipchart page with a summary chart of the commitments made during the previous workshop so everybody can read it. Use the model presented below:

Example

SUMMARY OF COMMITMENTS MADE DURING THE PREVIOUS WORKSHOP

Communities	Commitments			
	Examples of values	How we practice democracy	Presentation of the Tree of Dreams	Map

PROCESS:

- Read the commitments made during the previous workshop one by one and ask the communities if they were able to fulfill them. The list of commitments from the previous session is as follows:
 - Identification of examples of values in our community.
 - Identification of three examples of how we practice democracy in our family, with our spouse and with our children.
 - Presentation of the Tree of Dreams to your community at a meeting to obtain their opinions about which branch or dream they should start working on first.
 - Review and final draft of the map drawn in pencil, colored, with numbers assigned to all the homes in the community, and divided into sectors with the names of the leaders responsible for each sector.
- If a commitment was fully fulfilled, put a plus sign (+) in the corresponding box of the summary chart.
- If a commitment was partially fulfilled, write a minus sign (-).
- If a commitment was not fulfilled, write a zero (0).
- When you finish reviewing the commitments, ask participants to observe the chart and identify the communities that carried out all their commitments. Ask for a round of applause for these communities.

REMEMBERING THE COMMITMENTS FOR THE NEXT WORKSHOP

OBJECTIVE:

Remind participants about their commitments for the next workshop.

TIME:

5 minutes

MATERIALS:

- List of commitments for each participant

PROCESS:

- Ask the participants to name their commitments for the next workshop. As they are mentioned, write them on the board.
- To finish, remind them that the commitments are to bring information about:
 1. The activities that are being implemented to ensure children are well nourished
 2. How many families are part of [the program being promoted]? If there are none, find out what could be done so the program can be implemented in the community
 3. The activities that are being implemented so families use uncontaminated water and follow basic hygiene standards
 4. How many school-age children are attending school and how many are not, and why
 5. What they are doing to ensure that these children attend school
 6. How many children do not have a birth certificate and what are they doing so the children can obtain one
 7. The type of leader I am and the type of leader I want to be as shown on the completed form.
 8. The name of each document under custody in the community's archive is written down.
 9. The list of problems being worked on, entered in a chart.
 10. The project guide to inform the group about how it is being carried out in the community.
 11. The community map, with the numbered houses.

- If it is not possible to furnish the list of commitments for each participant, ask participants to copy them into their notebooks.
- Ask: *What happens if we fail to keep our promises?* Listen to the answers and reinforce the concept of responsibility and values.



READING:
THE STARFISH STORY

OBJECTIVE:

Prepare to close the workshop, stressing that communities have many problems and that they should begin to solve them one at a time.

TIME:

10 minutes

MATERIALS:

- Reading: The Starfish Story (Annex 2.11)

PROCESS:

1. Hand out to each participant the reading titled “The Starfish Story.”
2. Ask a volunteer to read and comment on the first paragraph. Then ask another volunteer to do the same with the following paragraph, and so on, until you finish the reading. After each participant’s comments, reinforce the reading’s main ideas and the lessons learned. Answer any questions from the participants.
3. Finish the activity by asking for a round of applause for all the participants, in recognition of their commitments to the communities. Fulfilling these commitments will help save many children from malnutrition and a lack of education. Above all, it will enable these children to have a better present and a better future.

WORKSHOP EVALUATION

OBJECTIVE:

Discuss the evaluation results from the previous workshop and obtain information from participants concerning their opinions about the current workshop. Use it to improve future workshops.

TIME:

10 minutes

TECHNIQUE:

Questionnaire, one per community

MATERIALS:

- Report about the evaluation of the previous workshop
- Questionnaire about the topics that were discussed (Annex 2.12)

PROCESS:

FIRST PART: REPORT ABOUT THE EVALUATION OF THE PREVIOUS WORKSHOP

- Read the report about the results of the evaluation from the previous workshop. State your willingness to meet with the groups that have questions about certain topics, as well as to review with them the aspects that they did not fully understand. This meeting can be held at the end of the workshop, or during lunch time, to clarify, expand on, or discuss in greater depth any aspect of the topics that were addressed to help participants understand them better.

SECOND PART: EVALUATION OF SECOND WORKSHOP

- Tell participants that in order to evaluate the workshop they must proceed as follows:
 - Form groups by community.
 - Hand out the evaluation form for the second workshop (Annex 2.12) to each group or community.
 - Next to each topic, they should mark the box that best defines if they understood it or not.
 - If they feel that they learned it or understood it well, they should mark the smiley face.
 - If they think they did not understand, they should mark the sad face.

- Ask participants if they have any questions about the instructions and clarify if necessary.
- A person from the group should read the heading of the first topic, and all the other members of the group should discuss the issue to determine whether they understood it or not, in order to mark the corresponding face.
- Thank them when they return the evaluation.

FAREWELL

OBJECTIVE:

Conclude the workshop in a grateful and friendly way.

TIME:

5 minutes

- Ask two volunteers to evaluate the workshop.
- Ask the representatives of the attending churches to coordinate a thank-you and farewell prayer. If it is a lay community, you can ask a representative from any community to offer a thank-you and farewell speech.

ANNEXES TO UNIT 2

ANNEX 2.1

CHILDREN'S RIGHTS
DECLARATION APPROVED BY THE UNITED NATIONS
GENERAL ASSEMBLY ON NOVEMBER 20, 1959

ARTICLE 1

The child shall enjoy all the rights set forth in this Declaration.

Every child, without any exception whatsoever, shall be entitled to these rights, without distinction or discrimination on account of race, color, sex, language, religion, political or other opinion, national or social origin, property, birth or other status, whether of himself or of his family.

ARTICLE 2

The child shall enjoy special protection, and shall be given opportunities and facilities, by law and by other means, to enable him to develop physically, mentally, morally, spiritually and socially in a healthy and normal manner and in conditions of freedom and dignity. In the enactment of laws for this purpose, the best interests of the child shall be the paramount consideration.

ARTICLE 3

The child shall be entitled from his birth to a name and a nationality.

ARTICLE 4

The child shall enjoy the benefits of social security. He shall be entitled to grow and develop in health; to this end, special care and protection shall be provided both to him and to his mother, including adequate pre-natal and post-natal care. The child shall have the right to adequate nutrition, housing, recreation and medical services.

ARTICLE 5

The child who is physically, mentally or socially handicapped shall be given the special treatment, education and care required by his particular condition.

ARTICLE 6

The child, for the full and harmonious development of his personality, needs love and understanding. He shall, wherever possible, grow up in the care and under the responsibility of his parents, and, in any case, in an atmosphere of affection and of moral and material security; a child of tender years shall not, save in exceptional circumstances, be separated from his mother. Society and the public authorities shall have the duty to extend particular care to children without a family and to those without adequate means of support. Payment of State and other assistance towards the maintenance of children of large families is desirable.

ARTICLE 7

The child is entitled to receive education, which shall be free and compulsory, at least in the elementary stages. He shall be given an education which will promote his general culture and enable him, on a basis of equal opportunity, to develop his abilities, his individual judgment, and his sense of moral and social responsibility, and to become a useful member of society.

The best interests of the child shall be the guiding principle of those responsible for his education and guidance; that responsibility lies in the first place with his parents.

The child shall have full opportunity for play and recreation, which should be directed to the same purposes as education; society and the public authorities shall endeavor to promote the enjoyment of this right.

ARTICLE 8

The child shall in all circumstances be among the first to receive protection and relief.

ARTICLE 9

The child shall be protected against all forms of neglect, cruelty and exploitation. He shall not be the subject of traffic, in any form.

The child shall not be admitted to employment before an appropriate minimum age; he shall in no case be caused or permitted to engage in any occupation or employment which would prejudice his health or education, or interfere with his physical, mental or moral development.

ARTICLE 10

The child shall be protected from practices which may foster racial, religious and any other form of discrimination. He shall be brought up in a spirit of understanding, tolerance, friendship among peoples, peace and universal brotherhood, and in full consciousness that his energy and talents should be devoted to the service of his fellow men.

ANNEX 2.2

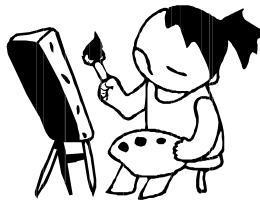
“WALKING TOGETHER TO GROW TOGETHER”

COMMITMENT TO THE HEALTH AND EDUCATION OF CHILDREN

THE COMMUNITY LEADERS

Taking into account that childhood is the stage of life that requires the most attention and help, we make a commitment to our community’s children, with the aim of ensuring that:

- All children between the age of six months and two years attend the [name the health program] program to improve their nutrition and have a better chance to grow up healthy and strong.
- All children drink clean water. We will promote water treatment and basic hygiene standards at the family level.
- All children have a birth certificate. We will foster coordination among the relevant agencies [mention those that are applicable].
- All children attend school. We will carry out a basic census of schoolage children, talk to their families so they send them to school, and ask teachers to support them.



We accept this commitment to the well-being of children, in the presence of the leaders who are participating in this workshop.

Name _____

Signature _____

Name _____

Signature _____

Name _____

Signature _____

ANNEX 2.3

SOLIDARITY

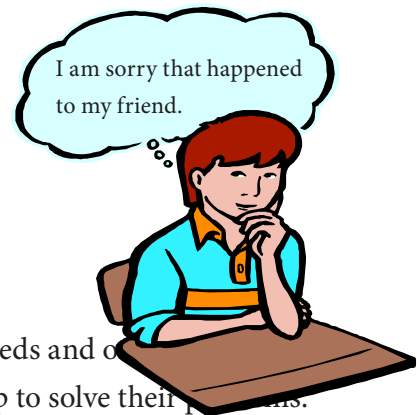
Solidarity is assistance given to other people, not only because we know them or because they are our friends, but also because we all have the duty to help others and the right to receive help from our fellow citizens.

HOW CAN WE SHOW SOLIDARITY WITH OTHER PEOPLE?

WITH OUR THOUGHTS

When:

- we feel other people's pain as if it were our own.



WITH WORDS

When:

- we tell others that we feel their anguish and understand their needs and o
- we talk with our children and our spouses to offer them our help to solve their p

WITH ACTIONS WITHIN THE FAMILY

When:

- we show our willingness to help;
- we share the housework with our spouse;
- we help our children do their homework.



WITH ACTIONS WITHIN THE COMMUNITY

When:

- we give our support to those who need it;
- we help our neighbors; we visit them in their homes to comfort them when they have difficulties;
- we defend a child against violence or mistreatment within his/her family;
- we defend our neighbors against violence from their partner or spouse;
- we work for the community's benefit.



To practice solidarity, like other values, we must think first about how we would like other people to behave toward us.

That is to say, we have to think about how we would wish to be treated when we have difficulties or sorrows.

If we are mistreated at any time, or do not have anything to eat, or are sick, what help would we like to receive?

Research has shown that when a community of people lives with solidarity, the community and the people themselves progress, live better, and are healthier.

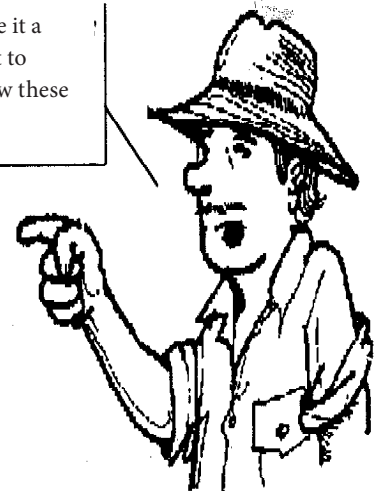


ANNEX 2.4

ADVICE TO IMPROVE COMMUNICATION

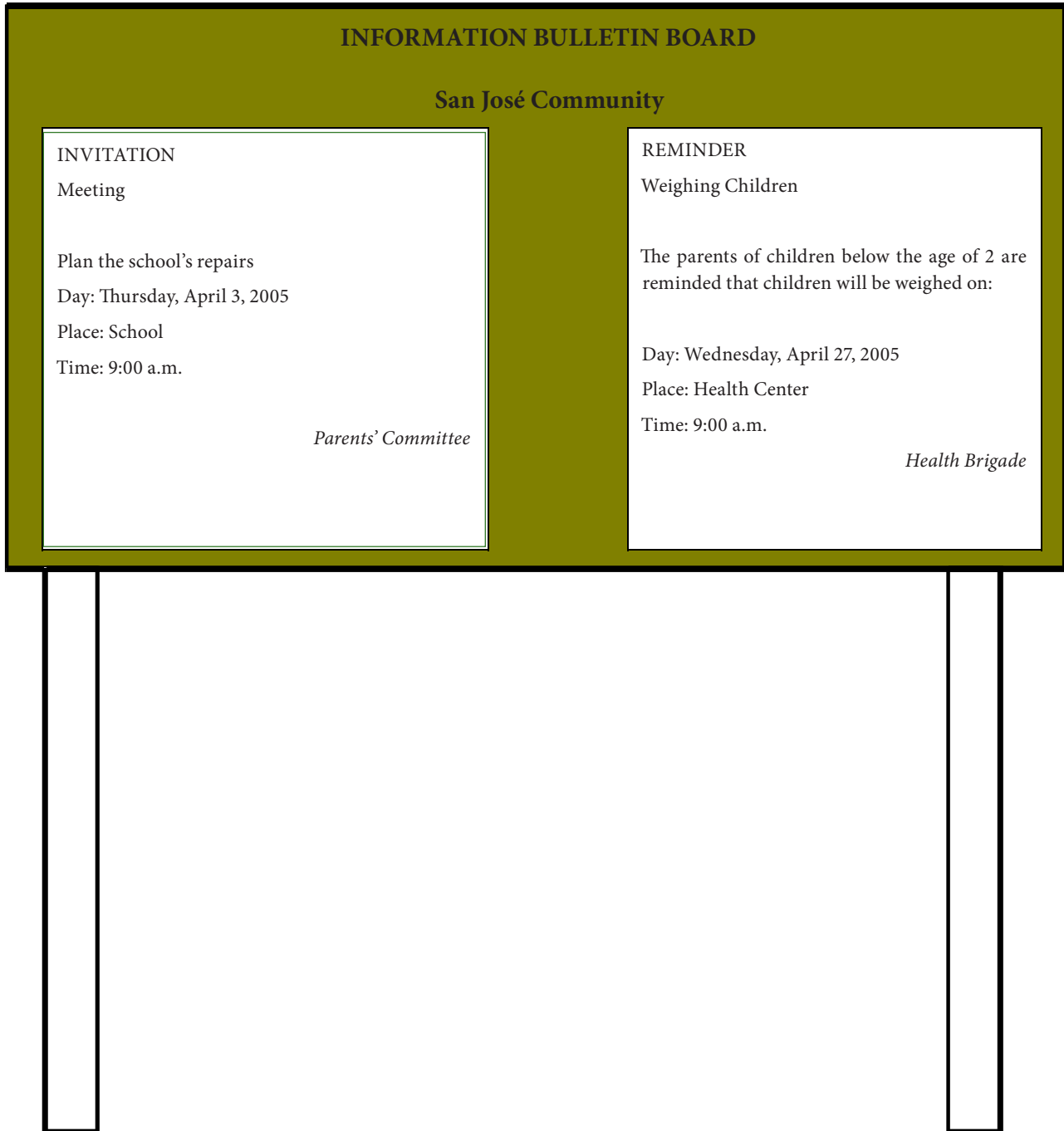
- Let us learn how to listen. Knowing how to listen is something that can be learned with a little will and practice.
- Let us remember that the person who listens learns a lot.
- Let us not interrupt people who are talking to us.
- Let us show that we are interested in what they are saying.
- Let us use clear and simple language to **make ourselves understood**.
- Let us ensure that we understood what the other person told us. Let us ask: *What happened? How did that occur? What are you trying to tell me with that?*
- Let us use words that will make the person feel comfortable. Communication is cut short when offensive words are used.
- We must be willing to listen to people who talk about their problems. When they approach us to communicate something, it is because they consider it to be very important.
- When they tell us gossip, we must stop the conversation courteously but decisively.

Make it a habit to follow these tips.



ANNEX 2.5

THE BULLETIN BOARD



ANNEX 2.6

TYPES OF LEADERSHIP

For groups to operate effectively, they must have a leader. A leader is someone who can lead the group's main activities with the aim of complying with their objectives and achieving their goals.

A good leader:

- Helps the group preserve and strengthens its unity;
- Provides support so the group can carry out the tasks for which it was created;
- Collaborates so the members of the group become better people and better members of their communities.

There are different ways for a leader to attain unity, carry out tasks, make everybody feel like a better person, and collaborate with other members of the community.

At this time, we will discuss different ways of leading and how individual leaders interact with people.

THE AUTHORITARIAN LEADER

He/she believes that people work better when they receive orders. Therefore, he/she:

- gives orders
- demands obedience
- does not listen to what others have to say
- does not explain the reasons behind his/her orders

What happens in a group when there is an authoritarian leader?

- **Group members become offended.** Some of them say directly to the leader, "You are too bossy." Others talk behind his/her back.
- When the group is unable to make the leader change, they do what he/she tells them, but they do it slowly and without showing any interest. Many of them quit the group.
- The group loses its unity because the members no longer show any interest, and they feel that nobody listens to them, much less respects them.
- People feel that they are not developing as human beings, but rather like machines that are asked to do what the leader says.

Some fathers give orders at home and tell their wives and children what to do. In those cases, the family members are fearful, do not talk about their problems, and do not like the father's presence in the home.



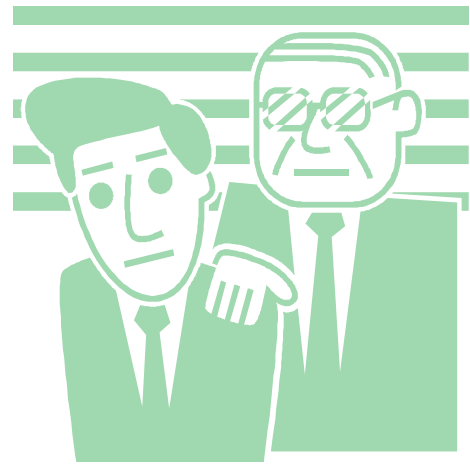
They feel unhappy and misunderstood. Whenever they can, they try to get away. When the authoritarian father is not around, they take advantage of this to misbehave. They have not learned to think about their behavior because they are used to only obeying orders.

When the children of authoritarian parents grow up, they are generally insecure people. They do not know how to listen or explain. They are fearful, and many times they also become authoritarian.

THE PATERNALISTIC LEADER

He/she believes that the people in his/her group need to be protected. When exercising his/her leadership, he/she:

- tries to take care of and protect the group;
- tries to solve problems independently, and tells the group not to worry because he/she can solve all the problems;
- although he/she asks questions and talks with other people, he/she does what he/she pleases in the end believing that he/she must decide for the group;
- likes to be recognized by other people as necessary for the group.



What happens within a group when there is a paternalistic leader?

- The group gets used to having the leader do everything.
- They are totally dependent on the leader.
- The people in the group do not develop as people because the leader does not give them the chance to face challenges.
- The people do not feel accountable; they believe responsibility rests solely with the leader.
- When the leader is no longer there, the group disintegrates or tries to find another paternalistic leader because they are used to having a person who looks after the group.

There also are fathers and mothers who are paternalistic, that is to say, they always try to protect their children, even if they are old enough to decide for themselves.

They always talk about the hazards their children will have to face and always offer to solve their problems, either at school, with their friends, or within the family. They generally say, “Don’t worry. I will fix it.”

Children with paternalistic parents almost always act as if they were small children. They do not assume responsibility for their actions, and they are always looking for someone to fix their problems because they never had the chance to solve them on their own.

THE KNOW-IT-ALL LEADER

This type of leadership generally emerges when there is a great difference in knowledge or experience between the person who acts as the leader and the members of the group. The know-it-all leader feels that he/she is superior to others. Due to this, he/she:

- always tries to dominate the group with his/her knowledge or experience;
- brags about how much he/she knows and often mocks the ideas proposed by others;
- believes that he/she it is the only person who can establish relationships with other institutions, because he/she is the most knowledgeable;
- generally complains that nobody cooperates.



What happens to a group that has a know-it-all leader?

- The members of the group do not dare express their ideas.
- People think that they are not worth much and feel inferior.
- They participate very little, do not feel valued, and lose interest.

Know-it-all fathers and mothers who mock their children's mistakes generate insecurity. These parents forget that when someone is learning something, it is normal to make mistakes. Ridiculing mistakes only generates shame and discomfort. The children of know-it-all parents are generally very insecure when they face new situations and are afraid of making mistakes. Therefore, they prefer not to address any challenges or problems.

THE MANIPULATIVE LEADER

This type of leader only thinks about his/her own benefit, even though he/she apparently thinks about the group's well-being. Generally speaking, he/she appears at the meetings of political parties and especially on the eve of an election. The people who believe what these leaders say feel **disillusioned** later and lose interest in participating in community life.

THE DEMOCRATIC LEADER

We generally think that democratic leaders are elected through the vote of the majority. While that is one part of democracy, there are elected leaders who do not behave democratically. That it why it is important to recognize how a democratic leader behaves.



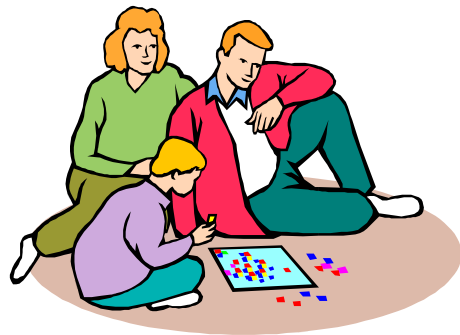
The democratic leader:

- is seen as a coordinator, not a boss;
- tries to recognize the contributions made by all members of the group;
- does not provide solutions, but rather helps the group to find solutions that will bring results for everybody and not just for a few;
- asks for everybody's opinion before proposing his/her own. When he/she gives an opinion, he/she does it humbly and offers his/her ideas as another contribution and not as the way things must be done;
- prepares a summary of everybody's opinions and proposals. He/she asks questions and clarifies concepts until the entire group reaches an agreement;
- encourages everybody to contribute, giving them the opportunity to learn and collaborate.



How does a group with a democratic leader feel?

- Their ideas are taken into consideration.
- Their contributions are valued.
- They develop as human beings.
- They feel they can achieve their objectives and that everybody is important.



Democratic parents take into account their children's opinions; they listen to them and value their input. Children from democratic parents feel secure; they say what they think and are able to reach agreements with others. They are better liked and know how to work in a group and make everybody feel better. They are generally successful in their endeavors.

ANNEX 2.7

WHAT TYPE OF LEADER AM I AND WHAT TYPE OF LEADER DO I WANT TO BE?

“TOGETHER FOR A HEALTHY LIFE”

WHAT TYPE OF LEADER AM I

As a leader in my community, I currently:

This makes my leadership type:

As a leader with my partner/spouse, I currently:

This makes my leadership type:

As a leader with my children, I currently:

This makes my leadership type:

AND WHAT TYPE OF LEADER DO I WANT TO BE?

As a leader in my community, I would like my leadership type to be:

As a leader with my partner/spouse, I would like my leadership type to be:

As a leader with my children, I would like my leadership type to be:

ANNEX 2.8

THE ARCHIVE

The archive is a set of public records and historical documents that are kept for information purposes.

What documents are part of the community's archive?

- Minute book or notebook
- Community map
- Document containing the community's history
- Community's basic census
- Asset book or inventory notebook in which all the assets received by the community are recorded
- Accounting book or account notebook in which the money that is received and spent is recorded
- Other documents that are important for the community

Remember:

- The community's documents are very valuable and must be kept in a secure place.
- Keeping all the documents together in a safe place helps to maintain them in order, which makes it easier to obtain information when it is needed.
- The person designated to keep the documents must be accountable for their safety.
- Documents belong to the community and should never be handed out to third parties because they may get lost.
- Important historical and community management documents must be kept in the community's archive.
- When there is a change of membership in a community organization, the documents in the archive must be handed over to the new representatives of the community.

COMMUNITY'S ASSET BOOK OR INVENTORY NOTEBOOK

The inventory notebook is a notebook in which the community's representative or the person appointed to that position writes down all the assets received for his/her community. For this notebook to be useful, the following information must be recorded:

- date on which the asset or good is received
- the name of the item and how it was obtained
- observations about the value of the asset and where it is located

For example, if you received a radio and a lamp for community use, this must be written down. First write down the date and then the name of the asset that was received. Write down what happened to the item received under the observations column. It may have been delivered to the school. In that case a receipt must be prepared that must be signed by the person who delivers the item and by the person who receives it. It should also be registered in the inventory notebook that the asset was delivered to the school.

Example

Date	What was received	Observations
February 2, 2008	A portable radio delivered by MSH	Kept in warehouse
March 3, 2008	A lamp delivered by MSH	It was loaned to the school. [Signature of the teacher who received the lamp and the person who delivered it]
April 5, 2008	Plastic for the bulletin board	It is on the parish wall. [Signature of the person who received it and the person who delivered it]

If a community asset was donated or loaned, the name of the person who received it should be written in the Observations column, indicating if it was donated or loaned.

THE ACCOUNTING BOOK OR ACCOUNT NOTEBOOK

This notebook is used to write down money that is received and expenditures incurred. It is very easy to fill out, and it is the best way to keep track of how the community spent money received, how much money was spent, and how much money is still available.

Example

Receipt Number	Date (Day, month, and year)	Source and Purpose (How the money was received or spent)	Income (Money received)	Expenses (Money spent)	Balance (Remaining money)
01	04-03-08	FIL Project	3,400.00		3,400.00
02	04-06-08	Rented truck to transport . . .		400.00	3,000.00
03	04-10-08	Purchased cement to . . .		1,000.00	2,000.00
04	04-15-08	Neighbors' contribution	500.00		2,500.00
05	04-20-08	Purchased lumber to . . .		1,450.00	1,050.00
06	05-06-08	Purchased pipes to . . .		750.00	300.00

To keep the accounting book current, request a receipt or invoice for any purchase or payment. Likewise, for any amount of money paid, ensure that the people who receive it sign the corresponding receipt.

RECEIPTS

Receipts constitute the evidence that money was either paid or received. They are very important to calculate the money remaining and to show that we are acting with honesty and transparency.

To keep accurate accounts, it is necessary to have a receipt for all purchases and payments. All receipts must be filed and kept in a box in a safe place because they constitute the evidence that money was either paid or received.

If you do not have a receipt book, original receipts and copies must be prepared, as follows:

RECEIPT No. _____	
For \$ _____ (write in numbers the total amount of money paid or received)	
I received from: (name of person who pays the money)	

A total of: (write in letters the total amount of money. It must match the amount written in numbers)	

For: (reason why the money is paid)	

Date: (write down the day, month, and year)	

Received by	Paid by
(Name and signature of the person who received the money)	(Name and signature of the person who made the payment)

ANNEX 2.9

EXAMPLE OF A COMMUNITY PROJECT

Name of the community: _____

1. What is the problem we want to solve? (PROBLEM)	The community's main access road is impassable, and vehicles cannot enter or leave the town. They can use animals only, and this makes the transportation of people and products difficult.	
2. What are we going to do to solve the problem? (PROJECT'S NAME)	Repair Project for the Main Road to the community of San José	
3. Why are we going to solve the problem? (DREAM)	So vehicles can transport people to take care of their business and paperwork, obtain food and medical care, and buy necessary goods quickly and safely	
4. Who will the beneficiaries be? (BENEFICIARIES)	The 500 inhabitants of the Community of San José	
5. How will we do it? (ACTIVITIES)	6. Who are the people responsible for ensuring that each activity is carried out?	7. When will the activity be completed?
Ask for the community's cooperation, hold meetings, and make house-to-house visits	Municipal Agent and members of the Monitoring Committee	First half of May
Look for people in the community who are knowledgeable and experienced in road repairs	Municipal Agent	First half of May
Secure the necessary labor	John Martin of the Monitoring Committee	Second half of May
Obtain the materials	Paul Russell, community leader	First half of May
Transport the materials	Catherine Erard	Second half of May
Monitor progress	Peter Durand of the Monitoring Committee (he has experience in road construction)	Entire month of July

ANNEX 2.11

THE STARFISH STORY

adapted from “The Star Thrower” by Loren Eiseley (1907–1977)

One day, as a man was walking along the shore, he looked down the beach and saw a human figure moving like a dancer.

As he got closer, he noticed that the figure was that of a girl and that what she was doing was not dancing at all. The girl was reaching down to the shore, picking up small objects, and throwing them into the ocean.

He came closer still and called out, “Good morning! May I ask what it is that you are doing?” The girl paused, looked up, and replied, “Throwing starfish into the ocean.”

“I must ask, then, why are you throwing starfish into the ocean?” asked the somewhat startled man. The girl replied, “The sun is up and the tide is going out. If I don’t throw them in, they’ll die.”

Upon hearing this, the man commented, “But, young woman, do you not realize that there are thousands of starfish all along the beach? You can’t possibly make a difference!”

At this, the girl bent down, picked up yet another starfish, and threw it into the ocean. As it met the water, she said, “It made a difference for that one.”

ANNEX 2.12

WORKSHOP EVALUATION

- To evaluate what was learned during the second workshop, complete the following steps:
 - Ask participants to form groups by communities.
 - Next to each topic, mark the box with the face that better indicates if they understood the topics or not.
- If they feel that they learned or understood them well, mark the box with a smiley face.
- If they think that they did not understand, mark the box with a sad face.
- A person from the group must read the first topic, and the other members of the group should discuss the issue to determine if they understood it, in order to mark the corresponding face.

Topics	😊	☹️
Children's rights		
Commitment to the community's children		
Solidarity, a value that unites us		
Communication		
Bulletin boards		
Types of leadership		
My community's archive		
The asset book or inventory notebook		
The accounting book or account notebook		
Selecting a tree branch (the problem)		
How to formulate a project		
Chart of your community's institutions and agencies		
The community map		
The community history		



UNIT 3

SPECIFIC OBJECTIVES:

Upon concluding the third unit, the participants will be able to:

1. Identify the leader's functions and the tools that help accomplish each function better.
2. Understand and promote participatory planning in the community.
3. Recognize how trust helps improve relationships at the community level.
4. Prepare a summary table of the activities that are being implemented in their communities.
5. Understand the influences that shape human beings.
6. Identify the attitudes and habits that help develop human beings.
7. Make progress toward fulfilling the commitments made during the previous workshop:
 - commitment to children's health and education
 - the kind of leader I am and the kind of leader I want to be
 - community archive
 - project formulated based on the branches of the tree of dreams
 - creating a community map

TOPICS:

1. The four functions of leadership
2. Participatory planning
3. Monitoring of projects based on the branches of the Tree of Dreams
4. Trust, a value that helps improve relationships
5. Review of the commitment to the community's children
6. Recording community activities
7. The four features of human beings

8. Reviewing the commitments: The kind of leader I want to be and the community archive
9. Reviewing the commitments: Sharing the community map

METHOD:

Workshop

DURATION:

One day, approximately eight hours.

ONE-DAY WORKSHOP

Activities	Suggested Time
Registration, greeting, and prayer (the prayer is optional)	10 min.
The workshop path and responsibilities	10 min.
Animation technique: The ball that makes people laugh	15 min.
The four functions of leadership	60 min.
Animation technique: To the boats, run for your lives!	15 min.
Participatory planning	30 min.
COFFEE BREAK	15 MIN.
Monitoring of projects based on the branches of the Tree of Dreams	30 min.
Trust, a value that helps improve relationships	30 min.
Review of the commitment to the community's children	30 min.
Recording community activities	30 min.
LUNCH	60 MIN.
The four features of human beings	60 min.
Reviewing the commitments: The kind of leader I want to be and the community archive	30 min.
Animation technique: Remembering the Leader's Dance	15 min.
Reviewing the commitments: Sharing the community map	15 min.
Remembering the commitments for the next workshop	10 min.
Workshop evaluation	10 min.
Farewell	10 min.
TOTAL	8 HRS., 5 MIN.

INTRODUCTORY ACTIVITIES

REGISTRATION, GREETING, AND PRAYER (OPTIONAL)

OBJECTIVE:

Begin the workshop in a positive way and capture the attention of all the participants.

TIME:

10 minutes

MATERIALS:

- Attendance sheets, the same ones used in the first and second workshops.

PROCESS:

- As the leaders arrive, ask them to sign the attendance sheet.
- The meeting should start at the scheduled time. Welcome all the participants. Then someone from a group can say a prayer, if the group wants to say a prayer.

THE WORKSHOP PATH AND RESPONSIBILITIES

OBJECTIVE:

Assures participants that general and personal responsibilities of being a leader will be addressed.

TIME:

10 minutes

MATERIALS:

- Cardboard silhouettes of footprints that have the new topics of the workshop written on them. These topics are:
 1. The four functions of leadership
 2. Participatory planning
 3. Monitoring projects based on the branches of the Tree of Dreams
 4. Trust, a value that helps improve relationships
 5. Recording community activities
 6. The four features of human beings

PROCESS:

- Remind the entire group that every workshop always starts by becoming familiar with the workshop's path and developing the list of responsibilities.
- Remind them that the path will lead them to become better people and better leaders. During each workshop, we will see what steps we can take to attain this goal.
- Mention the workshop's topics in the order in which they will be discussed and post the footprints on the board or wall, following the same order. You can make some comments. For example:
 - *Step by step we will make progress on our path to become better people and better leaders.*
 - *The first step will be discussing the four functions of leadership. We will see the importance of exercising the four functions in order to be good people and, therefore, good leaders.*
 - *The second step will be reviewing participatory planning, when we all will see how and why leaders should involve the members of their communities in planning.*
- Continue doing this until you have finished presenting all the topics.
- As you post the footprints, mention that you will also check the commitments that were made, which each group or participant should have brought to the workshop.

For the list of responsibilities

After presenting the path of the workshop, spend a few minutes reminding participants that the workshop is a shared responsibility and that everybody must contribute to its success. To accomplish this, we must establish some general as well as personal responsibilities.

Depending on the venue where the workshop is offered, general responsibilities should be established and may be assumed by different people from the same community. People volunteer to take on a responsibility. Examples of general responsibilities include:

- Cleaning the facilities
- Convening the meeting after the coffee break
- Keeping the restrooms clean

Personal responsibilities should be presented as agreements and commitments made by each person who attends the workshop. Some examples are:

- **Punctual attendance:** Explain that to attain the training objectives it is necessary to attend all the sessions or workshops and that only the people whose attendance record is complete will obtain a certificate.
- **Completion of tasks and fulfillment of commitments:** Motivate people to make this commitment by explaining that each session has tasks that must be carried out with the family and the community. The training is divided into two parts: One is offered at the meeting and the other—the more important one—puts into practice what is being learned. That is why there are different tasks.
- **Listening:** Ask participants to listen respectfully to what others have to say and to raise their hands when they wish to make a contribution.

The sheet that contains the participants' personal and general responsibilities should be available for everyone to see at a designated place in the classroom.



ANIMATION TECHNIQUE: THE BALL THAT MAKES PEOPLE LAUGH

OBJECTIVE:

Make participants move and relax as they prepare for the next activity.

TIME:

15 minutes

PROCESS:

1. Ask the participants to stand up.
2. Guide them through the following steps:
 - Close your eyes and think about a beautiful landscape.
 - Take a deep breath, trying to make the air enter your lungs and fill your chest. Repeat this twice.
 - Open your eyes and smile at the person who is standing next to you. Get ready to receive a gift. This gift consists of an imaginary ball, which is special because it makes people laugh. Everybody should try to catch it. When they succeed, they must laugh because the ball is “filled with laughter.”
3. Throw the imaginary ball upwards and motivate participants by saying, *Try to catch it! Stand on the tips of your toes and raise your arms. The person who catches the imaginary ball should laugh. Stretch out your arms. Ha, ha, ha! Well done, you got it!*
4. Throw the imaginary ball again, but this time toward the left and motivate them by saying, *Try to catch it! Stand on the tips of your toes and raise your arms. The person who catches the imaginary ball should laugh. Stretch out your arms. Ha, ha, ha! Well done, you got it!*
5. Repeat this, throwing the ball toward the right, upwards, and then downwards.
6. To finish the exercise, explain that the ball will be waiting for them, that they must take three deep breaths and then go back to their seats.

TOPICS TO BE COVERED

1. THE FOUR FUNCTIONS OF LEADERSHIP

OBJECTIVE:

Become familiar with the four functions of leadership, what each one consists of, the actions that integrate them, and the most important activities that a leader can and must do to accomplish them.

TIME:

60 minutes

TECHNIQUE:

Presentation with dialogue and teamwork

MATERIALS:

Reading material: The Four Functions of Leadership (Annex 3.1)

FIRST PART: PRESENTATION WITH DIALOGUE (25 MINUTES)

- Ask: *What are the functions that leaders should perform?* Listen to the answers and explain that leaders have four specific functions: exploring, focusing, organizing, and inspiring.
- Use the text below to begin a discussion about the four functions of leadership. Ask the questions, listen to the answers, and complete or clarify the participants' inputs.

The Four Functions of Leadership

To accomplish their mission to guide and motivate, practice and promote values, and stimulate participation in community activities, leaders must be familiar with and perform the four functions of leadership: **exploring**, **focusing**, **organizing**, and **inspiring**.

Let us find out what each leadership function is and the related actions.

Exploring

Ask: *What do you understand by exploring?* Listen and specify what exploring is:

- walking with a flashlight on and pointing it in all directions to see everything that surrounds you
- seeing what you have, as well as what you lack
- seeing what the community, the country, or the world has to offer
- trying to take a picture of the community

Leaders always keep track of the resources they have, the problems they must address, and what is happening.

Ask: *How do leaders explore or investigate?* Listen and give the following examples:

- talking to people
- visiting families
- finding out about institutions that could help
- keeping in touch with the school, health center, and other institutions
- looking for ways to be better organize

Ask: *Based on the issues or topics we have discussed in the workshops, which of the following things do you think could help leaders to explore, find out what they have, or learn what they need?* Listen and specify:

- the tree of dreams;
- the basic census, because it contains data about the number of inhabitants, their ages, and other information;
- the community map, which indicates the community's land, rivers, natural resources, houses, and utilities;
- the list of committees and agencies, because this shows the people in the community on whom we can count.

Focusing

Ask: *What do we understand by focusing?* Listen and specify the following ideas:

- it means prioritizing the main problems and focusing on solving them one by one.
- it means directing our interests and efforts on people's problems and needs.
- it means leading the community to focus on a problem they can solve.
- it means leading people to feel that with their participation it is possible to address a problem, and that everyone can and must assume responsibilities in accordance with their abilities.

Ask: *How do leaders focus?* Listen to the answers, and confirm those that are correct. Complete the discussion by stating that leaders also focus on:

- prioritizing problems. Leaders help determine in what order problems should be solved, that is, which problem should be addressed first, second, and third.
- taking into account what the majority thinks. To accomplish this, leaders must treat people respectfully without making any distinctions based on religion or political inclinations.
- determining what everybody can achieve with their own efforts.
- identifying what help the community should or could receive, and then focusing on a problem.
- convening people to attend community meetings.

Ask: *Of the things you have learned so far in the workshop, which help you focus?* Listen and then summarize as follows:

- The Tree of Dreams is useful for focusing. When we motivate the community to choose a branch, we identify what problems they can solve with their own efforts.
- The community's basic census could also be useful for focusing. For example, when the leader analyzes the population, he/she can see how many children live in the community and whether they attend school or not.
- Meetings allow you to find out the community's opinion about the problem or issue that members of the community think is most important.

Organizing and Mobilizing

Explain that organizing and mobilizing are something that, as leaders, they are already doing in their communities, but you would like to hear their ideas about what organizing and mobilizing are. Listen and emphasize that, in order to organize and mobilize, it is necessary to:

- ensure that people participate and make a commitment in an organized manner to address a problem or accomplish what they have been focusing on;
- encourage people from the community to get together and determine the activities that could be carried out, indicating who will be responsible for their implementation.

Ask: *What do leaders do to encourage people to get organized and participate?* Listen to the answers. Then confirm those that are correct and complete the discussion by saying that leaders organize and mobilize by:

- ensuring that their communities understand what they want to do, why they want to do it, and who will benefit;
- encouraging people to form working groups by activity and to select one person to be responsible for each activity;
- informing people about the resources that are available to carry out their activities.
- knowing how to ask people to carry out the different activities and, if they do not know how to carry them out, providing the necessary support;
- constantly getting together with the working group to find out how they are working, what difficulties they have encountered, and what goals they have achieved;
- recognizing and congratulating people for the work that each person or group is carrying out;
- informing the entire community about progress.

Ask: *Of the things you have learned during the workshop, which help you organize and mobilize?* Listen and then emphasize that:

- The guide to running meetings that yield results could help to organize the groups.
- The minute book is useful for writing down the commitments, the name of the people responsible for each activity, and the results or progress of the work.
- The project based on the branches of the Tree of Dreams also helps to organize and mobilize people.
- The list of community activities helps everyone understand what is being done in the community and, based on that, decide how they can help

Inspiring

Explain that now they will learn about the last of the four functions of leadership, inspiring.

Ask: *What do we mean when we say that a leader must inspire?* Listen to the answers and reassert ideas about what the leader must do in this case:

- be a role model, that is to say, lead by example, through his/her behavior;
- create an environment based on trust, democracy, and solidarity;
- love people and bring out the best in them;
- ensure that people accomplish what they have agreed on, because they feel it is best for them.

Ask: *What do leaders do to inspire?* Listen to the answers and then confirm that leaders inspire by:

- Practice values;
- Respect everybody, both within the family and at the community level;
- Generate trust, by keeping their word;
- Be honest and transparent, including rendering clear accounts of the resources they use;
- Think about the benefit to all the people in the community;
- Know how to clearly present and propose their ideas.

Ask: *Of the things you have learned during the workshop, which help you inspire others?* Listen and then state that inspiration can come from:

- the values that were studied, when they are constantly practiced;
- the history of the community, because it is always motivating to know the efforts our ancestors made.

Explain that later we will study the four features of human beings, because knowing them also helps leaders inspire people. During the following workshops, we will address other topics that help inspire members of the community.

SECOND PART: GROUP WORK BY COMMUNITY (20 MINUTES)

- Ask participants to gather by community. The purpose is to **list the most important activities the leader can and should carry out to accomplish the four functions.**
- Draw the following table on the board to help them organize their work.



**ANIMATION TECHNIQUE:
TO THE BOATS, RUN FOR YOUR LIVES!**

OBJECTIVE:

Participants should experience how laughter and play facilitate human relations.

TIME:

10 minutes

PROCESS:

1. Ask participants to go outdoors to the yard.
2. Tell them that you are the captain of an imaginary ship that has lifeboats so people to save themselves in case the ship sinks. The captain is the person that tells them how many people must get on each imaginary boat. If there are fewer or more people than what the captain says, those people will not be saved.
3. Provide directions to the people who are beginning to walk and talk in the yard. All of a sudden say out loud, *You will be saved in groups of five. Run, run, get five people to save yourselves!* Wait a few seconds and then go from one group to another, saying which boats were saved because they had the right number of people, which boats sank because they had too many people, and which boats had too few people and therefore were unable to row to safety.
4. Provide directions again, changing the number of people that should be on each boat. You can say two, three, or eight, depending on the number of participants.
5. It is important to encourage people to walk around before telling them the number of people that will be saved on each boat, because generally participants stay together without moving while awaiting the new order. You can also say when you see that only men or women get together that, *"The boats that have at least two women will be saved,"* and then say the quantity that must be on each boat.
6. To conclude this activity, ask participants to comment on how they felt during the exercise. For example: *Did you like this exercise? Why? Before the exercise did you laugh with the people who were on your boat? Do you feel it is easier to work with someone with whom you have laughed and played? Do you think there is an opportunity in your communities for people to laugh and play among themselves even if they do not know each other? Do you believe that if people play and laugh in a group it is going to be easier for them to work as a group?*

2. PARTICIPATORY PLANNING

OBJECTIVE:

Reflect on participatory planning, its importance, and how to accomplish it as a leader.

TIME:

30 minutes

TECHNIQUE:

Reading with discussion and presentation with dialogue

MATERIALS:

- Reading material: Participatory Planning (Annex 3.2)

PROCESS:

- Explain that in the previous activities participants saw that one of the functions of leadership is organizing and mobilizing. To help them perform that function, we will read about **participatory planning**.
- Ask each group to designate a person to read aloud to his/her own group. Explain that at the end of the reading some questions will be asked about the reading that must be answered without consulting the reading material. The questions include the following (write them on the board):
 - What happens when you plan with only a small group of people from the community?
 - Why is it important for people to participate in the decision-making process?
 - What do you achieve with the participatory planning process?
 - When is planning participatory?
- Distribute the material (Annex 3.2) and tell them that they have 10 minutes to read it.
- Ask them to get together, forming the same groups they did during the activity titled “To the Boats, Run for Your Lives!”
- After 10 minutes of group work, ask participants to meet in a plenary session.
- To answer the questions on the board, read them aloud, one by one, and ask the groups to volunteer to answer each question after it is read. After the answer is given, ask if anyone from the same or another group wants to add something. Highlight the main ideas contained in the reading.

- Conclude by asking: *As leaders, when do you ask for participation? When actions are carried out or when you decide on and organize them? When is participation more effective?* Listen to the answers and answer any questions.
- Ask for a round of applause for the work that was done.

3. MONITORING OF PROJECTS BASED ON THE BRANCHES OF THE TREE OF DREAMS

OBJECTIVE:

To verify the progress of the group from each community in terms of execution of projects corresponding to a branch of the Tree of Dreams.

TIME:

30 minutes

MATERIALS:

- Markers or chalk
- Flipchart or board, with the following table

Community	Selected branch	Actions that are being carried out	Difficulties encountered	Suggestions from different leaders

TECHNIQUE:

Presentation with dialogue

PROCESS:

- Explain that we will work together to check the progress made by the groups from each community in executing a project that corresponds to on branch on the Tree of Dreams.
- Ask each community to choose a person from the group so he/she can explain during the plenary session which branch or branches were selected and which actions they are carrying out.

- Tell participants that when a community makes a presentation, the leaders from the other communities should listen only. They can ask questions later about what they did not understand and add new ideas to enrich the project that was presented.
- Ask a community group to volunteer to begin the presentations. If there are no volunteers, indicate in which order they will make the presentations.
- As the presentations are made, write on the table you prepared on the board or flipchart the following information:

Community	Selected branch	Actions that are being carried out	Difficulties encountered	Suggestions from different leaders

- At the end of the presentations, make a summary based on the table that you completed. Highlight the importance of the suggestions that were given by the other communities to address the difficulties that were encountered.
- Reinforce the importance of selecting and working on the problems that the community can solve with its own resources and efforts. This enhances the people's self-esteem and motivation in their struggle to accomplish the proposed objectives.
- Congratulate and encourage the people who have completed or who are about to finish the projects they proposed. Encourage them to choose a problem on another branch of the Tree of Dreams that they can solve.

Participants' commitment

Participants should continue carrying out what was scheduled in the project. If the project has been completed, choose another dream to work on, with the aim of making it come true.

4. TRUST, A VALUE THAT HELPS IMPROVE RELATIONSHIPS

OBJECTIVE:

Reflect on trust as a value and understand how leaders can gain the trust of the community by improving relationships within the community.

TIME:

30 minutes

TECHNIQUE:

Group work and reading with discussion

MATERIALS:

- Reading material: Trust (Annex 3.3)

PROCESS:**FIRST PART: GROUP WORK (15 MINUTES)**

- Ask the group to mention examples of when they trust other people. Ask: *Why do they trust someone? How do these people behave?*
- Summarize the main ideas expressed by the group. Then summarize by asserting that trust is believing what a person says or does.
- Ask people to gather by community. Ask each group to write five examples of leadership behaviors that make their communities trust them.

SECOND PART: PLENARY SESSION (15 MINUTES)

- At the plenary session, ask each group to read what it has written.
- Present the idea that sometimes leaders promise something that they cannot deliver, for instance, when they invite a government authority to a meeting and that person says that he/she will attend but fails to do so.
- Ask: *What should leaders do in this case?* Listen to the answers and, if it was not mentioned, suggest that they can write a letter to the authority, signed by all the people who attended the meeting stating, in an appropriate manner, that they waited for him/her. Thus, it is clear that the one who failed was the guest and that is why the community is expressing its disappointment.
- Present another example: A leader promises that money will be donated for a project. However, the promised money is never received. Ask: *What can be done in that case?* Listen to the suggestions.

- Explain the situation:
Sometimes, donating institutions promise to give leaders the money needed to fund a project, but for one reason or another, they fail to deliver. The result is that community members have a bad impression of the leader. Given that possibility, it is important to **start working on projects that can be executed using the community's efforts and resources**, given that in this way the community builds confidence and trust in what it can do on its own and learns to work in a united manner. Later on, it can carry out other projects with external resources and, if something goes wrong, there will be more understanding on the part of the community.
- Conclude the topic by highlighting the following conclusions:
 - Honesty is a value that is necessary to gain trust. You must not wait until the population starts demanding accountability; accounts must be presented before the community requests them. You should give people the opportunity to ask about what ever interests them. In terms of accountability, it is important to show receipts, even if they are not requested.
 - The leader must not be offended if people ask him/her to render accounts. He/she should understand that the community is entitled to demand clear accounts, and it is the leader's duty to present them.
- Hand out the reading material: Trust (Annex 3.3)
- Ask a volunteer to read the first paragraph aloud. Ask another volunteer to do the same with the following paragraph, and so on, until the reading is finished.

Participants' commitment

Explain the importance of making the following commitment and motivate leaders to make it:
Talk with your family about trust. Prepare and present two examples of how to gain your community's trust.

5. REVIEW OF THE COMMITMENT TO THE COMMUNITY'S CHILDREN

OBJECTIVE:

Review and acknowledge the actions carried out by each community to fulfill the commitment to the health, education, and well-being of the community's children.

PROCESS:

- Read aloud the commitment to the community's children signed by the leaders.
- Give each community group a copy of the table to monitor the commitment to children.
- Ask participants to gather by community and write down the actions taken to carry out the commitment to children. Give them 10 or 15 minutes to do this work.
- Ask each community to read aloud what it has written and, as each community makes its presentation, complete the table on the flipchart to monitor the commitment to children.
- To conclude, acknowledge the efforts that were made and conclude by stating the following:
 - *You must try to maintain people's interest in continuing tasks that have not been completed. Every time we carry out an activity, we must record the number of girls and boys who benefited from it.*
 - *We should renew our commitment to children. By fulfilling it, as leaders you are contributing to the well-being of children in your communities. Through your actions, you can make changes in children's lives so they can build a better future for the entire community.*
 - *Remind people about the presentation on opportunities that are missed and cannot be recovered. Through their actions, leaders avoid losing the opportunity for children to develop adequately.*

6. RECORDING COMMUNITY ACTIVITIES**OBJECTIVE:**

Become familiar with the record of community activities and its important role in helping the community leader facilitate the organization of work, distribution of responsibilities, and monitoring of activities.

TECHNIQUE:

Presentation and group work

TIME:

30 minutes

MATERIALS:

- Summary of community activities (Annex 3.5)
- Summary of community activities, written on a flipchart according to the following model

SUMMARY OF COMMUNITY ACTIVITIES

Community _____

Date: _____

Activity being carried out	Number of people who will benefit from it	Organizations working on the activity	People responsible for the activity	Deadline	Person in charge of monitoring

PROCESS:

- Explain:
 - Often our group, or other groups, carries out activities in our community. These activities must be recorded so they can be managed effectively, so we can share information about them, and so we can organize community participation.
 - When we do not record activities, it is likely that we will forget them or fail to communicate them to members of the community. Then the community will not know what is being done. People may receive several invitations for different meetings to be held on the same day. Not only will they be unable to attend all of them, they will also realize that the leaders do not know what is being done in the community.
 - Given that it is possible to forget what is being done or what will be done, there are notebooks where you can write down, on a day-to-day basis, activities upcoming. For instance, you can write in a notebook when the next workshop will be offered and where it will take place. If you forget the details, you can consult your notebook for clarification.
- Ask: *Where do we write what is agreed on in meetings?* Listen and then congratulate the people who mentioned the minute book.
- Ask: *Where do we write everything that is being done in the community?* Listen and clarify that some activities are recorded in the minute book, but others are not. Therefore, a notebook must be prepared to record everything that is done in the community. In the table, we will help each other record all the projects and activities being carried out in the community.

- Explain that if do not have all the information available, the table can be completed later. When they have the table with all the information, it is important to consult it frequently to check on the progress of the activities.
- Explain that, as leaders, it is important for them to know everything that happens in the community because that way they will be able to organize the work, distribute responsibilities, and monitor activities more easily.
- Show the summary on the flipchart and, by way of example, ask a community group to read the corresponding information aloud as you complete the table. Ask:
 - *What activity is being carried out?* (Write the activities or projects.)
 - *How many people will benefit from the activities that are being implemented?* (Write the approximate number of people that will benefit. Recommend that they specify if they are boys or girls, and men or women.)
 - *Who is working together to carry out this activity?* (Write the name of the institutions or groups that are providing money, workers, or materials.)
 - *Who is responsible for the activity?* (Write the name of the group or people.)
 - *By when should they finish?* (Write the month and the year.)
 - *Who is monitoring the activity?* (Write the name of the people or group that is in charge of monitoring the activity.)
- Hand out a piece of paper, one per community group. Ask them to fill it out in the same way as was done in the example.
- Suggest that the table be filled out by group, by the person who can write the best. Everyone should contribute information. Explain that if they have any questions, they should ask them immediately.
- When someone asks a question, ask everyone to listen. Repeat the question and ask for answers. In this way, you can check understanding and help everyone learn how to fill out the table.
- When the groups finish the tables, ask them to post them on the wall for everyone to see.
- To conclude, ask for a round of applause to acknowledge all the groups for filling out the tables.

7. THE FOUR FEATURES OF HUMAN BEINGS

OBJECTIVE:

Make participants aware that to become better people, and therefore better leaders, it is necessary to develop all the features of a person: health, spirit, emotions, and social relationships.

TIME:

60 minutes

TECHNIQUE:

Group work

MATERIALS:

- Four fabric or paper ribbons, each 10 meters long, in the following colors: brown, green, yellow, and blue (If the group is larger than 16, you will need more colors. For example, you could use red to represent imagination and creativity.)
- Flipchart paper (two per group)
- Thick felt-tip markers (different colors)
- Reading material: When People Love Themselves (Annex 3.6)

PROCESS:**FIRST PART: GROUP WORK (20 MINUTES)**

Do this exercise outdoors or in a large room that can accommodate four groups working at the same time.

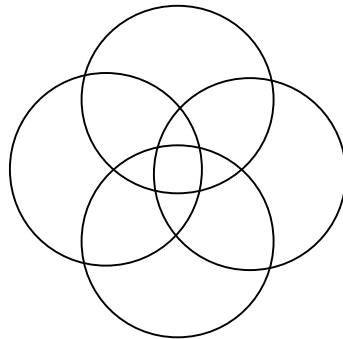
- Form four groups as follows. Assign a number from one to four to every person by counting each person around the room in order from one to four and then starting over with the next person, as many times as needed. For example, if there are 16 people, you will count to four a total of four times. When the number that corresponds to a person is said, he/she must memorize it. After assigning the numbers, let them know that all the people designated as ones are part of Group 1, twos are part of Group 2, threes belong to Group 3, and fours are part of Group 4.
- Explain to them that each group should work without letting the others know what they are doing. They will be given 15 minutes to do this.
- Distribute a different color ribbon, a flipchart, and a marker to each group.
- Ask each group to form a circle holding the ribbon and ask everybody to go inside the circle and wait to receive a new direction.
- Ask the group that has the **green** ribbon to do the following:
Green represents mountains and plants. Everyone in this circle will contribute a way to become a better leader. To accomplish that, you should think about how to develop the body, the care you should have, or what you can do to stay healthy. Give ideas about what to do to improve your health. Choose someone from your group to write the ideas on the flipchart. Everybody should participate so you can obtain good results.

- Ask the group that has the **blue** ribbon to do the following:
Blue represents clouds, rivers, lakes, and oceans. The people who are inside this circle will give ideas for becoming a better leader. To grow as a leader you should develop your spiritual features. Give ideas about what to do to further develop the spiritual part of yourselves. Choose someone from your group to write the ideas on the flipchart. Everybody should participate, so you obtain good results.
- Ask the group that has the **brown** ribbon to do the following:
Brown represents the ground, tree trunks, roads, and our emotions. There are positive emotions such as happiness and negative emotions such as anger. The group should give recommendations for how to have more positive emotions as well as for how to control negative emotions. Choose someone from your group to write the ideas on the flipchart. Everybody should participate, so you can obtain good results.
- Ask the group that has the **yellow** ribbon to do the following:
Yellow represents the sun, flowers, and corn. Together you should propose ways to become better leaders. Provide ideas of how to improve social relationships. These relationships may include your family, neighbors, or others you interact with. You should make recommendations about how to improve social relationships. Choose someone from your group to write the ideas on the flipchart. Everybody should participate so you can obtain good results.
- Support the groups while they work.

SECOND PART: JOINING THE CIRCLES (10 MINUTES)

- When the groups finish their lists, explain the following:
On the path that leads us to becoming better leaders, the first thing we should accomplish is being better people. We will never be good leaders if we are not good people first. Therefore, we need to know what we must do to become better people. To accomplish that, we invite a group to volunteer to give us ideas that will lead us to become better people.
- When the first group finishes, ask the others to give them a round of applause and thank them for their ideas. In this manner, each group will continue by recommending ways to improve the feature that was assigned to that group.

- Ask the four groups: *To be better people, is it necessary to develop only one aspect or feature? Is it enough to be better spiritually if we neglect our health? Or, have good social relationships if we do not take care of our health?*
- Ask the people to come out of their groups, but leave the ribbons forming a circle on the ground. Then together everybody should try to juxtapose the circles as shown in the following figure:



- Invite everybody to observe how the colored circles touch each other and how they come together at the center.
- Explain the following in order to reinforce the ideas that people presented:
 - The body, spirit, emotions, and social relationships are the different aspects or features of a human being that should always be developed because only by becoming better people will we be able to be better leaders.
 - The people who can develop all these features well are precisely at the center where the circles overlap. When you are able to develop all the features of a leader, you have the strength, faith, joy, and energy to perform good work.

THIRD PART: THINKING ABOUT WHAT I LACK (10 MINUTES)

- Ask each person to spend a few minutes thinking about the aspects or features that he/she thinks need to be more developed in himself/herself and then walk toward the colored ribbon that represents the need improvement.
- Remember that:
 - green stands for health;
 - blue represents the spirit;
 - brown stands for emotions;
 - yellow stands for social relationships.

- This part of the exercise concludes when each person finds the place inside the circle that corresponds to the aspect he/she needs to develop.
- Then ask the participants to go back to their seats.

FOURTH PART: GROUP WORK (20 MINUTES)

- Ask: *What do you think about the exercise?* Listen to the answers and congratulate the participants for the work they have done, but clarify that you have not finished yet.
- Ask them to form a group with all the people who think it is necessary to develop the spirit. In the same manner, ask them to form other groups of people who need to improve their health, emotions, or social relationships.
- Hand out flipchart paper and a marker to each group.
- Give the groups 15 minutes to prepare a list for what they should develop. Indicate that the list should contain the following:

I should develop the following aspect (feature): _____

To accomplish this, I will carry out the following actions: _____

- Upon concluding the group work, ask each group to voluntarily read what they have written.
- Ask them to post the lists on the wall, for everyone to see.
- When the lists are posted on the wall explain that these lists are a commitment to ourselves. Then ask for applause to motivate people to follow up on their commitments.
- Hand out the reading material entitled “When People Love Themselves,” and suggest reading and discussing it at home with their families.
- Explain and agree on the following commitment:

Participants' commitment

For the next workshop, bring two comments from the family about the reading entitled “When People Love Themselves” (Annex 3.6).

8. REVIEWING THE COMMITMENTS: THE TYPE OF LEADER I WANT TO BE AND THE COMMUNITY'S ARCHIVE

OBJECTIVE:

Monitor the commitments made in the previous workshop: (1) Reflect on the type of leader that each participant wants to be and understand how to learn to be a better leader, and (2) Examine the documents in the community archive.

TIME:

30 minutes

TECHNIQUE:

Group work

PROCESS:

FIRST PART: WHAT TYPE OF LEADER AM I AND WHAT TYPE OF LEADER DO I WANT TO BE?

- Remind them about the task from the previous workshop and ask if there are any leaders who voluntarily wish to read or state the type of leader they are and the type of leader they want to be.
- When they finish, comment: *Everybody has the opportunity to be what they want to be.* Ask participants to give examples of good habits or practices and explain how to develop a good habit. Listen to the examples.
- Summarize, explaining the following ideas:
 - As a matter of fact, everybody can learn to be better. When we are children, the family and/or the school teach us. But when we are older, we should learn on our own. Let us see how we can accomplish this.
 - The first step in change is to have an idea of what we want to be. The next step is to practice what we want to be, to turn it into a personal and permanent habit.
 - Ideas are very powerful. They are like seeds in our minds and, when we take hold of them, it is like watering a seed. Then the plant grows. However, sometimes, we do not plant good seeds in our minds. For example, when we say, "I cannot change," we plant a seed that does not allow us to change, and if we repeat that every day, it is as if we were watering and fertilizing that plant. The result will be that we will not be able to change.
 - On the other hand, if we say, "I can control my anger" or "I can improve my health by drinking more purified water," we are planting good seeds in our minds and we are watering and fertilizing them every time we do what we have undertaken.

- Therefore, the first step is wanting to do something—planting a seed in our minds—and the second is practicing it. The rest is easy, once it has become a habit.
- We are going to finish by thinking about the seeds we want to plant in our minds and how we will water them every day.

SECOND PART: THE COMMUNITY ARCHIVE

- Ask each community to designate someone to read the titles of the documents contained in the community archive during the plenary session.
- Congratulate the communities that have completed their lists.
- Reassert the idea that the documents belong to the community. Therefore, it is extremely important to keep them in a safe place and take good care of them, just as we take care of our personal documents.



ANIMATION TECHNIQUE: REMEMBERING THE LEADER'S DANCE

OBJECTIVE:

Renew the participants' energy and enthusiasm in preparation for the next activity while they think about leadership.

TIME:

15 minutes

PROCESS:

1. Explain that participants will compete to determine which community group best remembers the steps of the Leader's Dance. Specify that this will be a special contest, because they can get help to win.
2. Ask them to form groups by community and, in no more than six minutes, try to remember and rehearse all the steps of the Leader's Dance. Then each group should select a maximum of six people to perform the Leader's Dance in front of the other groups. The people who do not participate can support the members of the group who are performing the dance with miming and gestures.

3. To begin the contest, ask two communities to volunteer to perform the dance. Later on the remaining groups will have an opportunity to perform.
4. When all the communities have performed the dance, ask the plenary: *Which communities deserve the first, second, and third places in the contest?*
5. Request a round of applause for the communities that won the contest.
6. Explain that, in order for all the communities to receive a round of applause from the plenary, we should support each other. Invite all the groups to perform the dance together.
7. Conduct the dance by explaining the following steps:

First step: Let us close our eyes and thank God [depending on the group's religious beliefs] for life and nature. Take a deep breath and stretch your arms above your head. Feel the air entering your body and helping you continue living and, once again, thank God. Repeat this three times.

Second step: Seek your balance, by standing first on one foot and then switching to the other. Observe how you balance and how everything in life, including ourselves, must be balanced.

Third step: Rub your arms and smile. While we massage ourselves, think that leaders must know how to take care of themselves and love themselves. If they do not take care of and love themselves *how are they going to love and take care of others?*

Fourth step: Leaders must show a lot of patience throughout their lives. Raise your arms and then put them down and touch the ground, moving your body while you say the word "patience." Repeat the exercise two more times.

Fifth step: Leaders must also know that everything constantly changes. Raise your arms above your heads and move your hands in a circle, while you repeat the phrase "everything changes, everything changes." Do this two more times.

Sixth step: Leaders are aware that life consists of giving and receiving. Move three steps forward, beginning with the left foot, extending your arms forward, smiling, and saying the word "give." Then put your arms over your chest, walk backwards three steps, and say the word "receive." Repeat this exercise three more times.

Seventh step: Take the hands of those beside you, raise them together, and say with enthusiasm: Together we are strong! Thank you, God!

8. When the dance concludes, ask for a round of applause for everyone who participated in the Leader's Dance.

9. REVIEWING THE COMMITMENTS: SHARING THE COMMUNITY MAP

OBJECTIVE:

Sharing and improving the maps of the communities that were started in the previous workshops.

TIME:

15 minutes

TECHNIQUE:

Group work

MATERIALS:

- Paper or cardboard cards prepared as indicated below:
 - Cut cardboard or heavy paper to make cards measuring approximately 8 cm x 6 cm. On each card, draw one pair of pictures, as listed below:

Cock & hen	Fish & river	Plant & pot	Pig & corncob
Pot & burner	Soap & water	Head & hat	Foot & shoe
 - Given that the cards will be used in pairs later, matching the figures as shown above, the number of pairs must be the same as the number of participating communities. For example, if there are 10 communities, there should be five pairs of cards.

PROCESS:

FIRST PART: SHARING MY COMMUNITY'S MAP (15 MINUTES)

- Remind participants about the commitment from the previous workshop, how to complete the map, and the community census. Tell them that this work will be carried out in pairs.
- Ask each community group to designate one person to take a card. (The cards must be upside down, so the drawing cannot be seen.) Tell the designated people to take one card.
- Explain that, after taking the card, they should say aloud the drawing they picked and immediately get together with the person who picked the matching drawing to form the pair.
- Verify if the pairs that were formed coincide with the pairs of cards that were prepared. If there is a mismatch, ask them to change partners.

- Explain:
 - Each pair of communities should work together to complete and improve their maps. They should develop the clearest, most complete maps possible. To accomplish this, both communities should help each other. The two communities that work together best as partners will win.
 - Each community should explain its map to the community with which it is paired. The community that is listening should ask questions about what it does not understand and help organize and complete the drawing of the map.
 - When the partners finish improving both maps, the maps should be posted on the wall with the cards that were used to form the pairs. The remaining partners can observe all the other maps posted on the wall.
- Ask participants if they understood and if they have any concerns or questions. Answer any questions.
- Give the sign to start working to improve the maps.
- Walk around from one group to the next to support them in whatever is needed.
- Finally, invite all the groups to walk around and observe the maps that were presented and decide, which pair of communities prepared the best maps. Once the winning pair is selected, it will be rewarded with a round of applause.
- Explain and agree with the group on the following commitment:

Participants' commitment

Bring to the next workshop the completed map and basic census of your community.

GLOSING ACTIVITIES

REMEMBERING THE COMMITMENTS FOR THE NEXT WORKSHOP

OBJECTIVE:

Remind participants of their commitments for the next workshop.

TIME:

10 minutes

MATERIALS:

- Copies the list of commitments for each participant. If it is not possible to give each participant the list of commitments, you should copy the commitments on the board and ask participants to copy them into their notebooks.
1. Each group or community should bring in writing two actions that help the leader improve the performance of each function. That means:
 - two activities to improve exploring
 - two activities to improve focusing
 - two activities to improve organizing and mobilizing
 - two activities to improve inspiring
 2. Keep implementing the project plan. If it has already been accomplished, select another dream to work on, with the aim of making it come true.
 3. Talk to your family about trust and bring two examples of how to gain the trust of the community.
 4. Bring two comments from your family about the reading entitled “When People Love Themselves.”
 5. Bring the completed map and basic census of your community.

PROCESS:

- Ask the people who attended the workshop to mention the commitments made during the third workshop. Listen and clarify what commitments were made during the presentation of the workshop’s topics or activities.
- Distribute copies of the commitments or copy them on the board.
- Ask: *What happens if we fail to fulfill our commitments?* Listen to the answers and reinforce the concepts of responsibility, values, and trust.

WORKSHOP EVALUATION**OBJECTIVE:**

Obtain information from the participants about their opinions of the workshop and use it to improve future workshops.

TIME:

10 minutes

TECHNIQUE:

Questionnaire, one per community

MATERIALS:

- Copies of an evaluation of the usefulness of the topics covered (Annex 3.7)

PROCESS:

- Guide the group of participants with respect to how the evaluation will be done:
 - Form groups by communities.
 - Each community will receive the evaluation form, which contains the topics that were discussed during the workshop.
 - Next to each topic, the group should put an X in the boxes indicating how useful the topics covered will be for work as a leader in the community.
 - A person from each group should read the title of the first topic, and the entire group should discuss it to determine the corresponding answer based on the members' consensus.
- Ask if there are questions about the instructions and clarify them if necessary.
- Hand out a questionnaire to each community group.
- Thank participants when you receive the completed questionnaires.

FAREWELL

OBJECTIVE:

Conclude the workshop in a grateful and friendly way.

TIME:

10 minutes

- Ask two or three volunteers to express their personal assessment of the workshop.
- In communities with a religious inclination, you can ask the representative of a church or parish to lead a thank-you and farewell prayer. If the community is lay, you can ask a representative of the community to offer a thank-you and farewell speech.

ANNEXES TO UNIT 3

ANNEX 3.1

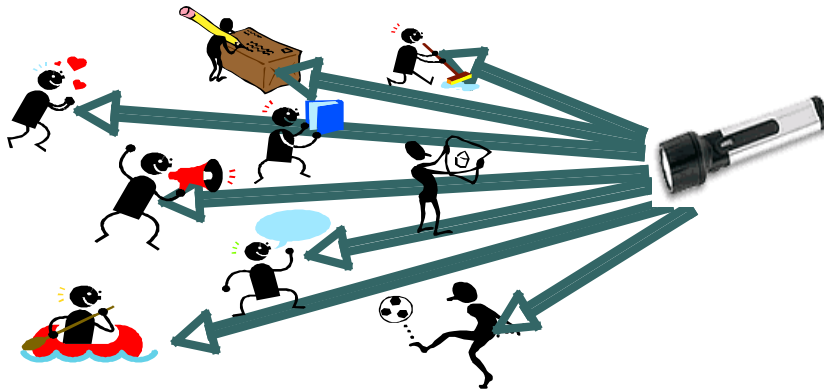
THE FOUR FUNCTIONS OF LEADERSHIP

To fulfill their mission to guide and motivate, practice and promote values, and stimulate community participation, leaders should be familiar with and perform the four functions of leadership: exploring, focusing, organizing and mobilizing, and inspiring.

Exploring

- It is like walking with a flashlight on, and pointing it all around us, to see what surrounds us.
- It is seeing what you have as well as what you lack.
- It is seeing what the community, the country, or the world has to offer.
- It is like trying to take a picture of the community.

Leaders always keep track of the resources they have, the problems they must address, and what is happening.



How do leaders explore?

- by talking with people;
- by visiting families;
- by finding institutions that can help;
- by keeping in touch with the school, health center, or other institutions;
- by looking for ways to be better organized.

What tools can leaders use to explore?

The Tree of Dreams: It is useful to become familiar with the problems that the community would like to address first.

The census: It helps to know the number of inhabitants, their ages, and other data.

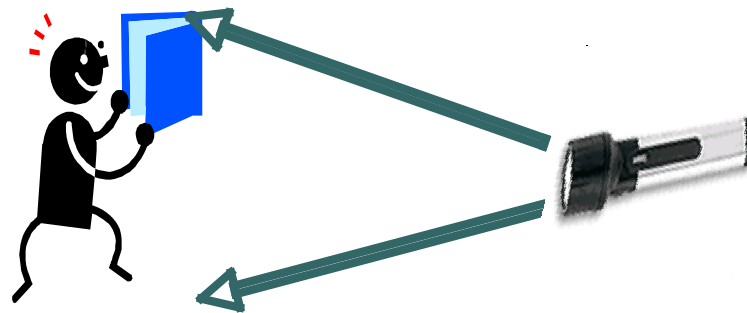
The list of institutions: It helps to know the people that we can count on in the community.

The community map: It indicates to us what the community has: land, houses, and utilities, among other things.



Focusing

- It consists of prioritizing the main problems and focusing on solving them one by one.
- It involves directing interests and efforts at people's problems and needs.
- It consists of guiding the community to focus on a problem that it can solve.
- It is aimed at making people feel that with their collective participation it is possible to address a problem and that everyone can and should assume responsibilities, according to their abilities.



How do leaders focus?

- by prioritizing problems and determining which they can solve first, second, and third;
- by taking into account what the majority thinks;
- by treating people respectfully without making any distinctions based on people's religion or political inclinations;
- by determining what everybody can achieve with their own resources;
- by identifying what help they should or could receive;
- by convening the population to attend community meetings.

What tools can leaders use to focus?

The Tree of Dreams: It is used to identify what the community could solve on its own.

The community's basic census: When the current population is analyzed, you can identify how many young girls and boys live in the community and whether they attend school or not.

Meetings: They allow people to become familiar with other people's opinions about a problem or issue that is important for the community.

The community map: It helps to rapidly locate homes, natural resources, roads, and other infrastructures.



Organizing and mobilizing

- It consists of making people participate responsibly and in an organized manner to solve a problem or do what was planned.
- It consists of arranging community meetings so community members can get together and decide on activities that could be carried out, indicating which people will be responsible for their execution.



How can you get people to organize and mobilize?

- by ensuring that the community understands what they want to accomplish, why they should do it, and who will benefit;
- by encouraging people to form working groups by activity and have one person responsible for each activity;
- by informing people about the resources available to carry out their activities;
- by knowing how to ask people to carry out activities and providing the necessary support when they do not know how to execute them;

- By constantly meeting with the working group to monitor how they are working, what difficulties they have encountered, and what they have accomplished;
- By recognizing and congratulating a person or group for the work done;
- By informing the community about the progress achieved.

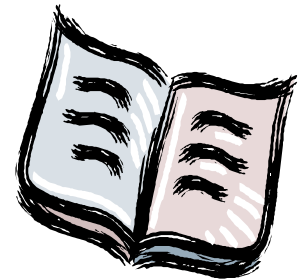
What tools can leaders use to organize and mobilize?

The guide to running meetings that yield results: This guide can be used to organize groups.

The minute book: It is used to record the commitments made, the names of the people responsible for carrying them out, and the results and progress of the work.

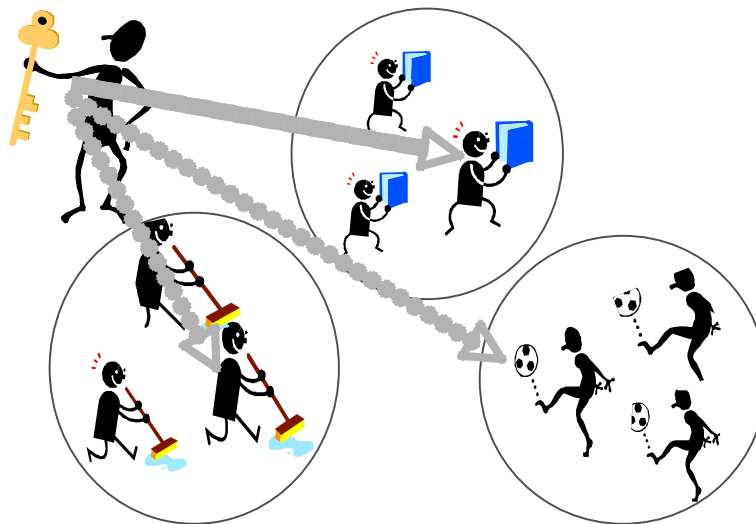
The bulletin board: It is used to inform people about what is happening in the community. It is also useful to convene meetings, congratulate people for the goals they have accomplished, and recognize their good work.

The Tree of Dreams Project: It is used to organize and mobilize the population.



Inspiring

- It consists of being a role model, setting an example through your behavior so everyone wants to cooperate.
- It is about creating an environment of trust, democracy, and solidarity that gives people a sense of tranquility and self-assurance that leads them to think that they can attain their objectives.
- It awakens the best in people.
- It entails communicating with people and inspiring them to do their best and leading them to believe that it is possible for them to accomplish whatever they decide to do.



What do leaders do to inspire people?

- They practice values.
- They respect everybody, both within the family and in the community.
- They generate trust by keeping their word.
- They practice honesty and render clear accounts of the resources they use.
- They think about benefiting all the people in the community.
- They know how to clearly propose and present their ideas.

The following tools will help you be a leader who inspires:

The values: Positive values, constantly practiced, inspire good habits in oneself and others.

The community's history: Being familiar with the efforts made by our ancestors motivates us.

The River of Life: Our personal stories help us see what we have accomplished.

The four features of human beings: Reflecting about these features helps us realize what we should improve.

ANNEX 3.2

PARTICIPATORY PLANNING



We all plan many different activities during our daily lives, for example, when we plan a trip to town to go shopping, even though it may not seem that the trip was planned. We decide why we want to go, the mode of transportation we will use, and what we need to buy. We may also decide how to take advantage of the trip to carry out other activities.

Likewise, as leaders we plan the activities that we will carry out in our community. Among many options, we choose the most convenient one. That means: we **choose and decide**.

Among all the activities to be carried out, we determine which must be implemented first and which must be done next. We also think about how we are going to do them. That means: we **organize and design activities**.

To meet a need or to accomplish an objective, leaders often make decisions with a very small group of people. They work very hard but, at the end, they do not manage to accomplish what they wanted because other people failed to support them.

It may also happen that sometimes an objective is achieved, but the members of the community do not feel committed to the achievement or change. For example, you can conduct a cleanup campaign, but only a few people participate. With such limited involvement, we keep the community clean for only a short time, and that cleanliness is not maintained.

Clearly it is not enough to plan. It is also important and necessary to develop a **participatory planning** strategy.

Participatory planning consists of involving most of the people in the community in order to decide:

- what problems they want to address
- what problems they choose to find a solution to
- how they are going to solve them
- what activities they will carry out

When we plan in a participatory way, we are developing a process that:

- **Allows exchange of experiences:** For example, we give opportunities to more experienced people so they can present their ideas to solve a problem.
- **Promotes self-confidence:** For example, we recognize that everybody can help, and we explain that everybody's help is welcome and necessary.

- **Strengthens people's self-esteem:** For example, we congratulate people for their successes and focus on what they do well, we name them, and we thank them.
- **Allows each person to develop her/his capabilities:** We motivate people to participate, learn something, and practice what they know.

Planning is participatory when it:

- **Facilitates the practice of democracy:** Everybody participates and gives an opinion. They feel entitled to say what they think, discuss it, and, in the end, reach agreements that will benefit the majority.
- **Allows people to learn how to negotiate:** Everybody takes part in the discussion until they reach an agreement.
- **Motivates other leaders to emerge:** To the extent they participate in the discussions and agreements, people develop their abilities to exercise their leadership.
- **Leads the members of the community to feel that they have common objectives:** People can prepare proposals and projects to manage their business at the local or national level.

ANNEX 3.3

TRUST

To achieve peace, there must be harmony among people, and for that harmony to exist, there must be trust. There must be a feeling of security about the words and actions of a person toward his/her family, work, friends, and community.

We trust a person when we are sure that there is no double meaning or lying when he/she speaks and when the person keeps promises. For example, we believe he/she will arrive punctually, as was agreed, or will keep a secret we have entrusted to him/her.

We can all gain other people's trust if we:

- practice values;
- fulfill our commitments;
- teach others to work, accepting their mistakes and helping them to improve;
- help our children make decisions, guiding them to take the path that will benefit them the most;
- try to fulfill the commitments made to our family, our community, and at work;
- give other people a chance to participate in the decision-making process within the family as well as at work and at the community level;
- recognize the work that other people do.



ANNEX 3.4

TABLE TO MONITOR THE COMMITMENT TO CHILDREN

WHAT ACTIONS DID WE CARRY OUT TO FULFILL OUR
COMMITMENT TO CHILDREN?

Community: _____

Date: _____

Actions to improve children's health and nutrition	Actions to treat water	Actions to ensure that children attend school	Actions to obtain birth certificates for children	Other actions

ANNEX 3.5

WHEN PEOPLE LOVE THEMSELVES

When people love themselves, they feel capable of doing anything; they are happier and make us happier.

To love myself more:

1. I will remember how many people love me: family, friends, co-workers.
2. I will increasingly take into account the things I do well.
3. If I make a mistake, I will remember that nobody was born knowing everything and that I can do better the next time.
4. If a person mistreats me, I will think he/she did not intend to do it, and I will talk to him/her to explain how I felt.
5. I will give myself time to rest, listen to music, do what I like, play, and laugh.
6. When I go to bed, I will think about the people who helped me feel good.



To love other people more:

1. I will tell my family and co-workers how much I love them (everybody likes to hear that they are loved).
2. I will congratulate someone for doing something well.
3. If someone makes a mistake, I will tell him/her that we are here to learn and that he/she will do it better the next time.
4. If I hurt or mistreat someone, I will talk to that person and apologize to him/her.
5. I will make an effort so my family and co-workers have time to rest and bring happiness to their lives.
6. I will try to help other people feel good before they go to bed.

ANNEX 3.7

WORKSHOP EVALUATION

Community: _____

Date: _____

Next to each topic, mark with an X the box that indicates how useful it will be for your activities as a leader.

	Very much	A little	None		Very much	A little	None
The four functions of leadership				Commitment to children			
Participatory planning				Records of community activities			
Projects implemented based on the branches of the Tree of Dreams				The four features of a human being			
Trust, a value that improves relationships				The type of leader I am and the type of leader I want to be			
List of community institutions and agencies				Community map			

Comments or suggestions: _____



UNIT 4

SPECIFIC OBJECTIVES:

Upon concluding the fourth unit the participants will be able to:

1. Reflect on reconciliation and forgiveness as values for their lives. Collect and share stories about their communities that have to do with reconciliation and forgiveness.
2. Remember their own lives and be able to recognize difficult occurrences and pleasant occurrences. Be able to extract some lessons from the past.
3. Understand the best ways to address conflicts and put those skills into practice in their families as well as in their communities.
4. Recognize trust as a fundamental value for community leaders, providing examples of how they can gain trust within the community.
5. Reflect on the attitudes that favor the development of illness and learn strategies to address tension, frustration, rage, sadness, and pain.
6. Inform the group about what they have done to fulfill the commitments of the previous session, with respect to:
 - two activities for exploring and learning
 - two activities for focusing
 - two activities for organizing and mobilizing
 - two activities for inspiring.
7. Inform the group about the progress made in the community projects, what was completed, and what remains to be done.

TOPICS:

1. The River of Life
2. Reconciliation and forgiveness
3. The steps of healing

4. Review of the commitment to the community's children
5. Conflict resolution
6. What we have in our archive
7. Monitoring of projects based on the branches of the Tree of Dreams
8. Actions to build trust
9. Review of the four functions of leadership

METHOD:

Workshop

DURATION:

One day, approximately eight hours

ONE-DAY WORKSHOP

Activities	Suggested Time
Registration, greeting, and prayer (prayer is optional)	10 min.
The workshop path and responsibilities	10 min.
The River of Life	30 min.
Reconciliation and forgiveness	30 min.
Animation technique: Touch the sky and the earth	15 min.
The steps of healing	30 min.
Animation technique: Contest about the steps of healing	10 min.
COFFEE BREAK	15 MIN.
Review of our commitment to children	30 min.
Reading: How to help people improve their behavior	15 min.
Conflict resolution	45 min.
LUNCH	60 MIN.
What we have in our archive	15 min.
Monitoring of projects based on the branches of the Tree of Dreams	30 min.
Actions to gain trust	15 min.
Animation technique: Bath of Light	15 min.
Reviewing activities to scan, focus, organize, and inspire	30 min.
COFFEE BREAK	15 MIN.
Remembering the commitments for the next workshop	10 min.
Workshop evaluation	15 min.
Farewell	10 min.
TOTAL	7 HRS., 35 MIN.

INTRODUCTORY ACTIVITIES

REGISTRATION, GREETING, AND PRAYER (OPTIONAL)

OBJECTIVE:

Begin the workshop in a positive way and capture the participants' attention.

TIME:

10 minutes

MATERIALS:

- Attendance sheets, the same ones that were used in the previous workshops.

PROCESS:

- As leaders arrive, ask them to sign the attendance sheets.
- The session should begin at the scheduled time, with a brief greeting for participants. Thereafter, a representative of one group can say a prayer if the groups want to pray.

THE WORKSHOP PATH AND RESPONSIBILITIES

OBJECTIVE:

Show participants, in a way that is easy to understand, the topics that will be covered in the workshop, and encourage them to carry out their responsibilities.

TIME:

10 minutes

MATERIALS:

- Flipcharts to write down personal and group responsibilities
- Cardboard cutouts of footprints. A new topic to be addressed during this workshop should be written on each footprint. These are:
 1. The River of Life
 2. Reconciliation and forgiveness
 3. The steps of healing
 4. Conflict resolution

PROCESS:

- Remind the entire group that this workshop, like all the others, starts with a review of the workshop path and the drafting of a list of responsibilities.
- Remind participants that the path will show the way to becoming better people and better leaders and that we will discuss the steps to take to achieve these objectives.
- Mention the topics of this workshop in the order in which they will be addressed and place the silhouettes of the footprints on the board or on the wall, following the order in which they will be presented. Make some comments, such as:
 - *Step by step we will go forward on our path to become better people and better leaders.*
 - *The first step will be reconciliation and forgiveness. We will see how important it is to heal the pains and resentments that result from war, lies, deceit, hatred, and other negative events or feelings that make us feel bad.*
 - *The second step will be the resolution of conflicts, when all the parties feel good because of the consensus they have reached and the commitment they make to carry out certain activities.*
- Continue in this way until you finish presenting all the topics.
- As you post the footprints, mention that the work related to the commitments will also be reviewed, together with the community history and maps that each group or participant should have brought to the workshop.

For the list of responsibilities

After presenting the path of the workshop, spend a few minutes reminding participants that the workshop is a shared responsibility and that everybody must contribute to its success. To accomplish this, we must establish some general as well as personal responsibilities.

Depending on the venue where the workshop is offered, general responsibilities should be established and may be assumed by different people from the same community. People volunteer to take on a responsibility. Examples of general responsibilities include:

- Cleaning the facilities
- Convening the meeting after the coffee break
- Keeping the restrooms clean

Personal responsibilities should be presented as agreements and commitments made by each person who attends the workshop. Some examples are:

- **Punctual attendance:** Explain that to attain the training objectives it is necessary to attend all the sessions or workshops and that only the people whose attendance record is complete will obtain a certificate.
- **Completion of tasks and fulfillment of commitments:** Motivate people to make this commitment by explaining that each session has tasks that must be carried out with the family and the community. The training is divided into two parts: One is offered at the meeting and the other—the more important one—puts into practice what is being learned. That is why there are different tasks.
- **Listening:** Ask participants to listen respectfully to what others have to say and to raise their hands when they wish to make a contribution.

The sheet that contains the participants' personal and general responsibilities should be available for everyone to see at a designated place in the classroom.

TOPICS TO BE COVERED

1. THE RIVER OF LIFE

OBJECTIVE:

Every participant reflects about his/her life and remembers the lessons that life has taught him/her. Participants voluntarily share those experiences.

TIME:

30 minutes

TECHNIQUES:

Creative drawing; group work and plenary session

MATERIALS:

Flipchart or white cardboard, one for each participant

- Boxes with markers and crayons of different colors
- Adhesive tape to hang the cardboard sheets on the wall

PROCESS:**INDIVIDUAL WORK (20 MINUTES)**

- Explain that many people live their lives without reflecting on them and that when we do not think about what we have experienced in our lives, we cannot identify lessons or learn from the past and apply that knowledge in the future. That is why we are going to allow ourselves some time to analyze our lives and see them as if they were a river.
- Invite each participant to remember their lives, beginning with their infancy, up to this moment. Ask them to close their eyes and think about everything they have experienced, the good things as well as those that have not been so good . . . what they gained during their lives . . . and what they lost.
- Give them some minutes to remember. You can say, *“Think about your lives, starting with when you were young. Take a deep breath and pause while you remember. Then recall your adolescence or youth. What do you remember from that time of your life? What was happening in your family or in your community? When did you feel loved? And then what happened? Keep doing this, remembering every stage of your life.”*
- Explain that participants will receive flipchart paper or a piece of cardboard and that they must try to draw their lives as they were rivers, showing in the drawing the good times as well as the bad times. They can draw stones, flowers, trees, crossings, or whatever they wish to reflect the good and bad things that happened.
- Point out that they must draw without any help from others and explain that it does not matter if the drawing is good or not. The most important thing is that the person who is drawing can see that the drawing represents his/her life and everything that happened throughout it. They can also write a word or phrase on the side, but only if this is necessary.
- If the facilities allow it, urge participants to go somewhere else to do their drawing.

PLENARY SESSION (10 MINUTES)

- Invite a person who wants to share his/her drawing of the River of Life to come to the front. Explain that the presentation must be short, no more than five minutes, to allow other people to participate.
- If the person sharing his/her life breaks down and cries or feels uncomfortable, embrace him/her, and ask if he/she wishes to stop or continue.
- After some presentations ask the participants: *What can we learn from the Rivers of Life that we have listened to?* Listen to some replies and stress some ideas related to the following themes.
 - In our lives there are good and bad moments, and we learn from difficult experiences.
 - The family, mainly the mother and father, are very important in people's lives. Many times a father is violent or abandons the family, and that brings suffering to the children.
 - Going to school and learning are good things that happen in our lives, given that in many cases people learn how to read and write when they are adults.
 - Loving a person is something marvelous that happens in our lives. Having children is also wonderful for many people.
- Conclude the exercise by asking the participants to close their eyes again so they can mentally travel along their own river and think about other lessons that their life has taught them. Ask them to think about how they would like their children to talk about them as fathers or mothers if they had to draw their own rivers. Give them a few minutes to think.
- Finally, invite all participants to form a circle, hold hands, and wish that everybody's future rivers are filled with good times.

Participants' commitment

Talk with the family about the exercise and ask your spouse and children what the most difficult moment in their lives was and what caused them the greatest pain. Ask what moment gave them the greatest joy.

2. RECONCILIATION AND FORGIVENESS**OBJECTIVE:**

Understand what forgiveness is and foster reconciliation and forgiveness.

TIME:

30 minutes

TECHNIQUES:

Shared reading, questions, and answers

MATERIALS:

- Reading material: Reconciliation (Annex 4.1) and Forgiveness (Annex 4.2)

PROCESS:

- Point out that during the River of Life exercise some people remembered that they had been humiliated or that someone caused them pain or sorrow or made them lose a person they loved. The value that we are going to consider in this workshop is the value of reconciliation and forgiveness.
- Ask people to participate in the reading about forgiveness. Ask for a volunteer to read the first paragraph and then ask a question. Continue doing this until you finish the reading.

FORGIVENESS

Reader: (Reads the first paragraph) *Forgiveness does not mean that you agree with what happened or that you no longer consider what happened important or that you have forgiven the person who offended you. It simply means that you accept what happened.*

Ask: *Who can tell me what it means to accept what happened?* Listen and reinforce the idea that accepting is not tantamount to forgetting or giving in, but rather to understanding that what happened is part of our past and that we cannot go back or stop at this stage of our lives.

Reader: (Continues with the reading) *The failure to forgive keeps you tied to the people who offended you, because you still feel resentment toward them. It is as if you were chained to them, and every time you remember the past you feel rage or sorrow again. You may even have feelings of revenge that can only lead to destruction.*

Forgiveness releases frees us from the chains that corrode our spirit and sicken our body. When we forgive, therefore, we are the first who stand to gain.

Ask: *Is it easy to forgive?* Listen and then ask the reader to continue reading the other paragraphs.

Reader: *From the time we were children, our parents taught us to forgive and we learned, “Love other people as you love yourself.”*

- Continue with the reading, pausing after each question to allow people to think.

Ask: *Toward whom do I feel resentment? Whom am I unable to forgive?*

Some people think, “I am never wrong and therefore I cannot forgive the mistakes others make.” There are people who say, “I can never forgive.” These people are allowing a seed of **resentment** to grow inside their spirit, and they remain in the past.

Other people say that they are learning to forgive and they try to achieve this goal. When resentment and rancor surface, they are replaced by forgiveness. Little by little, they are able to plant in their souls the seed of **reconciliation** that will help them remain healthy, live according to their religious beliefs, and have inner peace and harmony.

And you, what seed do you want to plant in your heart? The seed of resentment or forgiveness?

What example do you want to set for your family? Vengeance or forgiveness?

How will you work in your community? Only with those who have never offended you or with everybody?

Forgiveness depends only on you and your wish for unity, peace, and love.

- When the reading concludes, hand out the sheets on reconciliation and forgiveness (Annexes 4.1 and 4.2).

Participants' commitment

Go over the readings on reconciliation and forgiveness with your family and bring two comments from your spouse or children about forgiveness.



ANIMATION TECHNIQUE: TOUCH THE SKY AND THE EARTH

OBJECTIVE:

Motivate participants to move around and build up energy in preparation for the next activity.

TIME:

15 minutes

PROCESS:

1. Ask all the participants to stand up, leaving enough room between them so they are able to move. If possible, do the exercise outdoors.

2. Ask them to take the following steps:
 - Spread your feet apart, balance your body, and let your arms hang down next to your body.
 - Inhale and at the same time raise your left arm with the palm of your hand pointing up as if you were trying to touch the sky. Push upward with all your strength and look at the sky.
 - Bend down and try to touch the ground with the palm of your left hand. At the same time exhale.
 - Return to your initial position.
3. Repeat this exercise several times, alternating left and right arms.

3. THE STEPS OF HEALING

OBJECTIVE:

Know the steps required to forgive.

TIME:

30 minutes

TECHNIQUES:

Presentation with dialogue, shared reading, and movement

MATERIALS:

- A copy of The Steps of Healing (Annex 4.3) for each participant
- Flipchart, with each page showing a healing step

PROCESS:

- Introduce the topic by stating that we all know that health is a treasure. Many times we do not know what we have until we lose it. We know that some illnesses, such as colds and tuberculosis, are contagious.
- Ask: *What other diseases are infectious (can be spread from person to person), and how can their spread be prevented?* Listen, explain, and state the facts.

- Other diseases are the result of our failure to live or nourish ourselves as we should. Ask: *What diseases can result from lack of hygiene and malnutrition?* Listen, explain, and state the facts.
- Next ask people if they believe that hate, resentment, grief, and negative emotions can cause illness. Listen and assert that we are not just organs that function well or not, but human beings. What we think and feel also affects our organs. For example, if we are enraged after eating, we will have indigestion. Or if we have too much pain, we may feel that we cannot breathe.
- Explain that we will analyze what we can do when we experience a lot of pain or when we feel angry because of something that happened to us.
- Ask people to remember the stories that they listened to in the River of Life exercise. Ask them to close their eyes and reflect on the pain and suffering of the people who told their stories and after that on their own pain and suffering or the death of a loved one.
- Continue by stating that we will see, step by step, a process that we can follow to heal the pain and resentment that emerge as a result of war, lies, deceit, and hatreds.
- Using the flipchart that contains the steps of healing, explain them step by step:

Step 1: Think about the future.

Remember that thinking about the future is tantamount to bringing hope into our lives. It helps us reassert that what seems impossible actually is not. You can ask someone to share something related to a situation that seems very difficult at this time but could be remedied in the future.

To reinforce this step, ask everyone to point toward their temples with their index fingers and then point toward the front.

Step 2: Remember your history.

Ask every person to recall their personal, family, and community histories.

To reinforce this step, ask everyone to close their eyes and make an effort to remember.

Step 3: Respect and take care of your body.

Explain that some simple actions help us recover, for example, walking, drinking enough water, sleeping enough, and resting.

To reinforce this step, ask everyone to hug themselves, which represents taking care of ourselves and being good to ourselves.

Step 4: Express your emotions.

Explain that when we do not express our emotions, nobody can help us because they cannot guess what we are feeling. Furthermore, when emotions are concealed, especially negative emotions, they may resurface or explode at the least appropriate moments. That is why it is better to learn how to express our anger or frustration.

You can ask for examples of what people do when they are mortified or hurt.

To reinforce this step, suggest that everyone pretend to cry and remind them that even men cry, because men as well as women have feelings. God made us all with feelings and emotions.

Step 5: Learn to forgive.

Invite participants to remember the reading on forgiveness and ask if anyone can tell why it is important to forgive. Listen and underscore the essential ideas.

To remember this forgiveness step, ask participants to mimic the gesture of hugging someone else.

Step 6: Think about the strength God gives. (optional)

Explain that religious beliefs offer some people a way to recover joy, forgive, and heal spiritually.

To reinforce this step, ask participants to put their hands together as if they were praying.

Step 7: Seek help.

It is very important to know how to ask for help, say what is happening to you, and look for friends to talk with or someone you trust to help you.

To reinforce this step, ask participants to make a sign with their fingers, as if they were signaling someone to come closer and help them.

Step 8: Live your life with joy and engage in healthy activities.

In general we should live our lives looking on the positive side. People say that if a glass of water is half full, some people will say that the glass is half empty, and others will say that it is half full. Everybody can decide how they will fill their lives, either by constantly complaining or looking at the good side of things and celebrating them.

To reinforce this step, ask participants to stretch their arms and smile.

- Then give each person a copy of The Steps of Healing (Annex 4.3).
- Explain that they will have 10 minutes to practice and then a contest will be held. All the participants from each community will come up to the front and say the steps aloud and act them out by miming. A round of applause will reward the community that does this task best.



ANIMATION TECHNIQUE: CONTEST ABOUT THE STEPS OF HEALING

OBJECTIVE:

Reinforce the steps of healing and motivate participants to prepare themselves for the next activity.

TIME:

10 minutes

PROCESS:

1. Ask participants to form groups by community so they can rehearse the steps of healing (5 minutes)
2. Encourage a community group to do all the steps. The rest of the people should applaud as loudly as possible when the exercise is conducted well, applaud less if the exercise was conducted fairly well, and not applaud when it is conducted poorly.
3. The community group that receives the most applause will be the winner.
4. Finally, ask for a strong round of applause for all the participants because all of them have tried to take the steps of healing.

4. REVIEW OF THE COMMITMENT TO THE COMMUNITY'S CHILDREN

OBJECTIVE:

Review the actions that each community has carried out to fulfill its commitment to children's health and education.

TIME:

30 minutes

TECHNIQUE:

Group work and plenary session

MATERIALS:

- Table that the instructor filled out during the previous session with the actions that each community was doing in terms of the commitment to children.

PROCESS:

- Read again the commitment that everyone signed. Then point at the table that each community group should have filled out. Ask what actions have already been implemented and whether they were recorded. If they have not done it yet, give them additional time to do it.

TABLE TO MONITOR THE COMMITMENT TO CHILDREN
What actions have we planned to fulfill our commitment?

Community: _____

Date: _____

Actions to improve children’s health and nutrition	Actions to treat water	Actions to ensure that children attend school	Actions to obtain birth certificates for children	Other actions

- Ask each community group to read their own chart and write down the actions in the table that follows, beginning with the name of the community that is reading its actions.

(As the communities participate, the person or people who facilitates the workshop will fill out the chart that was begun in Unit 3. Have people write with a marker of a different color so the progress made between the workshops can be seen.)

Community name	Actions to improve children's health and nutrition	Actions to treat water	Actions to ensure that children attend school	Actions to obtain birth certificates for children	Other actions

- Summarize what was achieved, reinforce the continuation of the tasks, and above all emphasize the number of people and children that are benefiting from these actions.
- Remember how important health and education were in the River of Life. Take advantage of the opportunity to renew the leaders' commitment, helping them see that their actions are benefiting children and that their actions can change the life of these children and the future of their community. Say: *When the children of your community become adults, and draw their own Rivers of Life, they will draw them differently. That is why you are working to ensure that the children in your community have a better future.*

Participants' commitment

Bring the table with the commitment to children and the actions that have been carried out to the next workshop.



**READING:
HOW TO HELP PEOPLE IMPROVE THEIR BEHAVIOR**

OBJECTIVE:

Reflect on how people are more willing to change their behavior when they feel that others recognize the good things they do.

TIME:

15 minutes

TECHNIQUE:

Shared reading

MATERIALS:

- Reading material: How to Help People Improve Their Behavior (Annex 4.4)

PROCESS:

- Hand out the reading material when you begin the reading rather than in advance in order not to distract the participants.
- The reading can be done by two or three people who volunteer to read. Divide up the reading material and ask each person to read one paragraph.
- After each paragraph is read, point out the main ideas.

5. CONFLICT RESOLUTION

OBJECTIVE:

Learn how to address conflicts and reach a “win/win” agreement where all the parties involved feel good about the decision that was made and try to carry out the necessary actions.

TIME:

45 minutes

TECHNIQUE:

Presentation with dialogue, group work, and role playing

MATERIALS:

- Reading material: Negotiation or How to Find a Solution to Conflicts (Annex 4.5)
- Flipchart that includes everything that must be taken into account to effectively negotiate win/win solutions:

- Take values into account.
 - Share the problem.
 - Find out the other parties' interests.
 - When interests are similar, agree on the principles before trying to find possible solutions.
 - Find the greatest number of alternatives or solutions.
- Pieces of paper with the problems detailed below written on them. There are four problems to be solved. If you work with more than four groups or communities, the problems should be repeated in such a manner that each group or community receives a piece of paper with a problem that must be solved.

Problem 1

In a family, the mother wants to attend a health workshop on Saturday, and the husband wants her to stay home and look after the children. How do you solve the problem?

Half of the group must represent the mother and the other half the husband. Discuss the problem, taking into account that you must reach an agreement that both the wife and the husband accept.

Problem 2

In the community, a leader named Peter wants to hold a meeting on Sunday because on Saturday he has to go to town, and another leader, named John, wants to hold the meeting on Saturday because on Sunday he has to visit his mother. How do you solve the problem?

Half of the group must represent Peter and the other half John. Discuss the problem taking into account that to reach a solution both Peter and John must agree.

Problem 3

Two communities must decide where they will build the bridge to cross the river that takes them to town. They have already received the money from the municipal government, but they are unable to reach an agreement. The upstream community wants the bridge to begin in their community and the downstream community wants the bridge to begin in their community. How can they reach an agreement?

Half of the group should represent the upstream community and the other half should represent the downstream community. Discuss the problem, taking into account that to reach a solution both communities must agree.

Problem 4

A community wants to carry out a project because they have been told that they can secure the necessary funds. The group in sector A wants to plan a project to repair the road that goes to the school, which is located in sector A. The group in sector B wants to repair the road that leads to the Town Hall, which is located in sector B. How can they reach an agreement?

Half of the group must represent sector A and the other half must represent sector B. Discuss the problem, taking into account that to reach a solution both sectors must agree.

Note: *There are four parts in this exercise.*

PROCESS:

FIRST PART:

INTRODUCTION TO THE TOPIC (5 MINUTES)

- Introduce the topic, following the ideas detailed below:

Every day, even if we do not notice it, we are negotiating and solving conflicts between two interests. For example, when we go to buy something and ask for a discount, we reach an agreement with the vendor. The vendor's interest is to earn more, while our interest is to obtain the product we need but pay a little less.
- Ask the participants:

What could happen if the vendor says, "I cannot give you a discount. If you want the product, pay the price or buy it elsewhere." Who loses?" Listen to the answers and continue by asking: What happens if the client says, "If I do not get a discount I will look for the product elsewhere" and he is unable to find it. Who loses?" Listen to the answers and ask again: "Is there a way to make the buyer and the vendor feel good about the price? What can be done so both parties feel the solution was fair?"
- Listen and assert that reaching agreements with a vendor to purchase something is more or less simple. However, many times it is more difficult to reach an agreement, for example, when we have to agree on something with another leader and both of us have different approaches to reaching a solution or when we have to reach an agreement with our older children, who have their own ideas while we have ours.
- Finish the introduction by stating that in this workshop we are going to learn how to negotiate to reach agreements that make both negotiating parties feel good.

SECOND PART:

THE TOPIC'S MAIN IDEAS (15 MINUTES)

- Continue by explaining the approaches and ideas that people have about negotiation or how to reach agreements.

Different approaches that people use to negotiate

Even before they start negotiating, people already have an idea of what they want to get at the end of the negotiation. Those ideas affect the negotiation or the way agreements are reached.

There are four types of ideas that people have:

1. Win/Lose:

- Ask if someone knows a person who always wants to win in a discussion. Ask them to share and comment about an anecdote. Listen and then explain that:
 - Most people have a deeply rooted idea in their heads that they must win and others must lose. Many times they learned in their families to compete all the time and strive to always win, because their parents congratulated the winners and mocked the losers without taking their efforts into consideration.
 - Even though there is competition in sports, there is no reason why we should live our lives by competing with our spouse, children, co-workers, neighbors, and friends.
 - Other people have the notion that when they negotiate they must always win because then they feel superior or that they have power in their communities, that they are authorities, have more money or more land, or they feel that they know more than everyone else.
 - In our daily life we realize that we need other people in order to survive. Most of the results that we wish to achieve depend on cooperation with others. The win/lose mentality does not help with collaboration. People do not want to work with or meet with people who always want to win and who impose their way of thinking without taking into consideration the other people involved.
 - When two people who advocate win/lose situations and are insistent and selfish try to reach an agreement, the result will always be “I lose/you lose.” Both of them will lose. They become vindictive and want to win at all costs or “make the other pay.”

2. Lose/Win:

- Ask again if anyone knows about a case where a person gets involved in an argument even though he/she knows from the beginning that he/she is going to lose. Listen to the anecdote and explain that:
 - Some people think that they will always lose. It is as if they say, “Go ahead, do what you want. I am a loser; I have always been a loser.” Others say, “I will do anything to preserve peace.” The people who believe this are generally eager to please or appease. They don’t have enough courage to express their feelings, and the strength of others frightens them.
 - The problem is that people who negotiate while thinking that they will lose and the other will win (I lose/you win) do not say what they are thinking. They hide their feelings and then feel frustrated, even though they act as if they were not. This frustration often surfaces later in the worst manner, as anger or rage. Moreover, many diseases, especially those related to the nervous and circulatory systems, are the result of accumulated resentment.

3. Lose/Lose:

- Ask if someone has observed a negotiation where both parties lost. Listen and comment:
- In some conflicts, there are people who focus so much on seeing the other person as an enemy that they become blind to everything. In the case of a rural man named John who had an argument with his neighbor, the disagreement ended in a fist fight. The neighbor got the worst part because he ended up in the hospital. The neighbor filed a suit for damages and requested his hospital and medical expenses be paid by John. The judge decided that John should pay the medical expenses of his neighbor. John argued that he did not have the money to cover such expenses, because all he had was a small piece of land and a cow. The judge therefore decided that John should sell the cow and give half of the money he received from the sale to his neighbor. John was so furious with his neighbor that he sold the cow, which was worth \$1,000, for only \$500 and gave \$250 to his neighbor. In this case, the only thing that mattered to him was revenge for having been brought to trial by his neighbor, even though his actions represented a loss of money for him.
 - Lose/lose is the way of thinking that results in conflict or war. It is also the way of thinking of people who lack values, are bitter, and think that everyone else must be like them.
- Ask the participants if they are familiar with other lose/lose situations. Listen to one or two of them and reassert the disadvantages of this way of negotiating.

4. Win/Win

- Explain what win/win means:
 - It is when the mind and the heart try to find the best solution, one that is most adequate for both negotiating parties and groups. With a win/win arrangement, all the parties feel good about the decision that is made and therefore undertake to carry out the actions agreed on. It is not a matter of seeing who wins, but how we all cooperate to accomplish the best.
- Ask: *Do you believe it is possible to reach a win/win agreement?* Listen and continue by saying that we will see what must be taken into consideration to reach an agreement that both parties feel good about.

Requirements to reach win/win agreements:

1. Values are the basis of win/win agreements. People who have values such as justice, democracy, and honor already have a good base for reaching win/win agreements. They have attained a balance between courage and respect. They have the courage to say what they think and the respect to listen to and understand others. When there are relationships based on trust, all the cards are on the table, nothing is hidden, and it is possible to find the best solution. People who do not have positive values see life as if there were not enough to go around, as if it were a very small cake and if someone decided to cut a larger piece, the others would necessarily be left with less. Where there are positive values, an attitude of abundance exists, making it possible to think that there is plenty for everyone.

The attitude of abundance arises from a profound inner sense of self-esteem and self-assurance. People with this attitude are willing share prestige, recognition, profits, and decision-making. This way of thinking helps them find many ways to reach an agreement.

2. It is easier to reach an agreement if we think that the problem is shared and that together we can find a solution. Remember that we are looking for the solution to a problem and not determining who is right. Often one group is partly right and the other group or person is also partly right.

This statement may help: “Consider what keeps us united. For example, we are both from the same community and we want the best for our community.” Sit beside the person and not across from him/her. Make people feel that reaching an agreement is a shared task. Constantly keep in mind that the person we are negotiating with is a human being who has emotions, and if there is tension among people, it is better to stop for a moment. If misunderstandings arise, go back and explain your position again.

Some expressions lead to agreements better than others. For example, instead of saying, “You did not understand me, I will explain once more,” you can say, “I believe I failed to make myself clear. I will explain again.” Instead of saying, “I don’t understand what you mean,” you can say, “I would like to be sure I understand you. Would you mind repeating what you just said?”

3. Find out what the other party is interested in. To do this you should ask yourself, “What does the other person really want?” All parties have interests.

A practical example is the tale of the two sisters who wanted the only orange in the house. Each one said that she wanted the orange and was not willing to give in. How could this be solved? Their mother asked them why they wanted the orange. One of them wanted the orange to use the peel to make candy and the other wanted to make juice. If the mother had not asked, it would have been impossible to reach a solution.

To identify the underlying interests it is necessary to ask ourselves, “Why? For what reason?” and ask the same questions of the people with whom we negotiate or those with whom we are trying to reach an agreement.

4. Reach an agreement based on clear principles and honor it. In most cases, even when the interests of the other party are understood, it is very likely that conflicting interests will arise.

When the discussion does not move forward because the interests of one side are the same as those pursued by the other side, before discussing the possible solutions the parties should first reach an agreement regarding the principles that will be observed by both sides. In other words, when each party proposes a solution, that solution must agree with the principles previously agreed upon.

5. Look for the greatest number of solutions or alternatives that benefit both parties. The best negotiations are those where many alternatives and proposals are on the table. We must remember that most problems have more than one or two solutions. The more options we analyze, the greater the possibility that one or more of them will be acceptable to both parties.

An attorney explained that his success is the result of his ability to analyze several favorable alternatives, both for his client and the other party. He makes the pie bigger before dividing it.

To be good negotiators, we must enlarge the pie for both parties, so both of them will win. In other words, we must seek several solutions instead of stubbornly defending our own solution, thinking that it is the best or the only option available.

THIRD PART: GROUP WORK (10 MINUTES)

- Ask the participants to form four groups and assign a problem to each group.
- Each group should subdivide itself into two groups in order to represent both parties.
- Then all of them should help find the best solution.

FOURTH PART: PLENARY SESSION AND ROLE PLAYING (15 MINUTES)

- Invite all the community groups to conclude their discussions and listen to what will be said at the plenary session.
- Next read a problem and ask the person who represents the community group that worked on that problem to share their solution or agreement and the reasons behind it.
- After the solutions and reasons are presented, ask participants if all of them agree or if they wish to add anything. Please note that only one or two people can be allowed to participate because there is not enough time for everybody to comment.
- Listen to one or two contributions. If there are questions, address them and then ask for a round of applause for the communities that made a presentation.
- Continue doing this with all the problems.
- Finish the session by congratulating the participants and reinforcing the idea that it is possible to negotiate win/win agreements when we live with principles and values.

6. WHAT WE HAVE IN OUR ARCHIVE**OBJECTIVE:**

Review the progress made by each community group in terms of creating their archive.

TIME:

15 minutes

TECHNIQUES:

Presentation and group work

MATERIALS

- A table to be completed by each community: What We Have in Our Archive (Annex 4.6)

PROCESS:

- Explain that each community group will receive a chart that lists everything they should include in their archive and that they should fill it out by making a mark in the corresponding box according to the progress they are making:
 - If it is complete, they should put three Xs.
 - If they are about to finish, put two Xs.
 - If they have just begun to do it, put one X.
 - If they have not done anything or if they have nothing, they should not mark anything.
- Hand out the form (Annex 4.6), one per community, and wait until they are filled out.
- Then ask each group to read aloud the progress made in its archive.
- Finish the exercise by reminding everybody about the importance of the documents—the history, census, map, and so on—and the importance of keeping them in a safe place in the community. Mention again that these documents should not be turned over to anyone. If an institution needs the documents, have a copy made.

7. MONITORING OF PROJECTS BASED ON THE BRANCHES OF THE TREE OF DREAMS

OBJECTIVE:

Review the progress made by each community in implementing its projects and motivate participants to complete them.

TIME:

30 minutes

TECHNIQUE:

Questions and answers

MATERIALS:

- Chalkboard and chalk
- A flipchart with the main projects undertaken by each community. (The flipchart must be prepared in advance by the facilitator. It should list the projects presented in the previous sessions.)

PROCESS:

- Show the flipchart with the table containing the major projects of each community and ask each community group to calculate the number of days they need to finish the project or projects they have undertaken.
- Give them a few minutes so each group can discuss their work and agree on a timeframe.
- Then call on the groups, community by community, and ask them to tell you how many days or months they need to finish the project, what progress they have made so far, and what remains to be done. Write down the time they need beside each project.
- Ask if they are having any difficulties implementing the project and, if so, what those difficulties are.
- Listen to what the leaders have to say about their communities and ask the whole group how they think these difficulties could be addressed.
- Listen to the answers and emphasize those that could help.
- Continue naming the communities, asking how much time they need to finish and what difficulties they have encountered. Motivate all the participants to collaborate in the search for solutions to these problems.

Write the time they estimate the groups will need to finish what they have started on the flipchart. This is one way to foster competition so groups will continue with projects until they are done within the timeframe they consider appropriate.

- Finish the session by summarizing the major problems and the solutions that could help address them. Review the time established by each community to finish the projects or activities they have selected.

Participants' commitment

Bring to the next workshop the table that summarizes the community's projects or activities as well as the progress achieved.

8. ACTIONS TO BUILD TRUST

OBJECTIVE:

Reinforce trust as an important value for the community's leaders and show through examples how the community's trust is gained.

TIME:

15 minutes

TECHNIQUE:

Questions and dialogue

PROCESS:

- Ask participants to form groups by community and write down the actions they have implemented to gain the trust of the people in their communities.
- At the plenary session, each community group will read the activities they have carried out.
- Conclude by asking for a round of applause.



**ANIMATION TECHNIQUE:
BATH OF LIGHT**

OBJECTIVE:

Make participants move so they have more energy for the next activity.

TIME:

10 minutes

PROCESS:

1. Ask the group to leave the room, if possible, to do this exercise outdoors.
2. Explain that they will receive a “bath or stream of light.”
3. Guide them through the following steps:
 - Spread your feet apart and balance your body.
 - Close your eyes and imagine that you are receiving a stream of water over your entire body, as if you were under the shower, with large quantities of water.
 - Imagine that all that water is actually light falling all over your body, light that is full of good intentions and that brings you peace of mind and joy.
 - Feel that the bath of light cleanses and renews you.
 - To finish, smile and take a deep breath, and say thank you for the bath of light that you can take at any time.

9. REVIEWING THE FOUR FUNCTIONS OF LEADERSHIP

OBJECTIVE:

Reinforce the four functions of leadership.

TIME:

30 minutes

TECHNIQUES:

Questions and dialogue

MATERIALS:

- Chalkboard and chalk or flipchart and markers

PROCESS:

- Invite each community group to state what activities are useful for the leader's function of exploring. All the activities participants mention should be written down on the chalkboard or flipchart.
- Continue doing this with the remaining leader's functions: focusing, organizing, and inspiring.
- When questions arise, ask the audience if the activity corresponds to that function. In some cases an activity can support more than one function. For example, convening a meeting can be useful to organize people, but it could also be inspiring if the call contains a phrase that inspires people when they read it.
- Request a round of applause for everyone's participation.

CLOSING ACTIVITIES

REMEMBERING THE COMMITMENTS FOR THE NEXT WORKSHOP

OBJECTIVE:

Remind people of the commitments they have made for the next workshop.

TIME:

10 minutes

TECHNIQUES:

Questions and dialogue

MATERIALS:

- Chalkboard and chalk or flipchart and markers
- Sheet containing a table: Opinion of Your Spouse/Partner or Children About the Type of Leader You Are (Annex 4.7)

PROCESS:

- Explain that we always say that good leaders are good with themselves, their families, and their communities. For each person to see how he/she is perceived by his/her family, everybody will receive a form so their families can evaluate them. Hand out the forms so they can be filled out by participants' spouses/partners or children (Annex 4.7).
- Explain that leaders who want to be evaluated can ask their spouses/partners and children over the age of 12 to fill out the forms. They can tell their spouses/partners and children that if they want to they can talk among themselves and agree about what they think.
- Remember the commitments for the next workshop. These can be written down on the chalkboard or on the flipchart. If possible, hand out to each community a list of the commitments.
 1. Bring the sheet with the community's projects and the progress that has been achieved.
 2. Talk with your family about the River of Life exercise, and ask your spouse/partner and children what the most difficult moments in their lives were, what caused them the greatest pain, and what brought them the greatest joy.
 3. Read the material on reconciliation and forgiveness with the family and bring two comments from your spouse/partner or children about forgiveness.
 4. Bring the table with the commitment to children and the actions that have been taken.
 5. Bring the form with the opinion of your spouse/partner or children about the type of leader you are.

WORKSHOP EVALUATION

OBJECTIVE:

Obtain information from participants with respect to their opinions about the workshop and use their feedback to improve future workshops.

TIME:

15 minutes

TECHNIQUE:

Questionnaire, one per community

MATERIALS:

- Evaluation form to assess the usefulness of the topics that were covered (Annex 4.8)

PROCESS:

- Ask participants to form groups by community.
- Explain that each community will receive an evaluation form containing the workshops' topics.
- Instruct each group to choose one person to read each topic. The remaining members of the groups must discuss the topics in order to decide, based on consensus, if the topic was very helpful, partially helpful, or not helpful at all.
- Next to each topic, they should put an X in the corresponding box.
- At the end of the chart, if they want to do so, they can write comments and suggestions.
- Ask if there are any questions about the instructions and make the necessary clarifications.
- Hand out the questionnaire to each group or community.
- Thank the participants when they return the filled-out evaluation forms.

FAREWELL

OBJECTIVE:

Conclude the workshop in a grateful and friendly way.

TIME:

10 minutes

- Ask two or three people to volunteer and express their personal opinion of the workshop.
- Request a religious representative or someone else to deliver a thank-you and farewell prayer or speech.

ANNEXES TO UNIT 4

ANNEX 4.1

RECONCILIATION

Reconciliation occurs when the oppressor repents and the victim forgives. The process can be initiated by anyone.

To attain true reconciliation, both the victim and the oppressor must admit that something bad happened. Only then will they be able to embrace each other, hold hands with honesty, and be open to reconciliation.

Reconciliation is a human need. No matter how cruel a person may have been, it is necessary to forget the past, even if many alleged are not to be punished.

In the first place, it should be clear that forgiveness is an act of generosity by the offended person toward the person who caused the offense. It is an act of kindness that comes from the spirit and urges the person to disregard any desire for revenge. Forgiveness is granted freely and at a particular moment. When the offense is not serious and does not have traumatic and profound consequences in the life of a person, forgiveness can erase what happened and heal the wound.

Reconciliation is a process that leads toward complete healing. Generally the first step towards reconciliation is taken by the person who was offended. Given that the offended person is the one who feels and resents the wound that was inflicted, he/she does not want to continue feeling the pain and the desire for revenge, and as a result decides to take the first step.

The offender is often unaware of the damage he/she has caused and is not interested in beginning the process of healing the victim.

For reconciliation to crystallize, it is necessary to talk, express all the pain, anger, and sorrow that the aggression caused, stating what was damaged and the pain inflicted. For a person to speak about his/her wounds, he/she must be in a safe and quiet environment. He/she must be aware that he/she will not be judged or criticized for what he/she feels or says.

The reconciliation process will be complete when the victim feels reassured that the offender will not offend him/her again, nor will he/she offend anyone else. If possible, the victim should hear those words from the aggressor. This assurance will put an end to the process. Even though the victim will most likely never forget what happened, he/she will have forgiven the offender. Sometimes forgiveness is finally granted during this last step of reconciliation.

ANNEX 4.2

FORGIVENESS

Forgiveness does not mean that you agree with what happened or that you no longer consider what happened important or that you have forgiven the person who offended you. It simply means that you accept what happened.

The failure to forgive keeps you tied to the people who offended you because you still feel resentment toward them. It is as if you were chained to them, and every time you remember the past you feel rage or sorrow again. You may never even have feelings of revenge that can only lead to destruction.

Forgiveness releases us from the chains that embitter our soul and sicken our body. When we forgive, therefore, we are the first who stand to gain.

From the time when we were children, our parents taught us to forgive and we learned, “Love other people as you love yourself.”

Ask yourself:

Toward whom do I bear resentment?

Who am I unable to forgive?

Am I never wrong? If not, I cannot forgive the mistakes made by others.

There are people who say, “I will be never able to forgive.” These people are helping the seeds of resentment and anger to grow and are therefore staying behind in the past.

Other people say that they are learning to forgive, and they try to achieve this goal. When resentment and rancor invade their souls, they are replaced by forgiveness.

Slowly but surely, they plant in their souls the seed of reconciliation that will help them remain healthy, live according to their religious beliefs, and have inner harmony and peace.

What seed do you want to plant in your heart? The seed of resentment or the seed of forgiveness? What example do you want to set for your family? Vengeance or forgiveness? How will you work in your community? Only with those who have never offended you or with everyone?

Forgiveness depends only on you and on your desire for unity, peace, and love.

ANNEX 4.3

THE STEPS OF HEALING

1. THINK ABOUT THE FUTURE.

Imagine a Tree of Dreams for yourself.

Think about the things you can do now to make your dreams come true.

2. REMEMBER YOUR HISTORY.

Personal

Family

Community

3. RESPECT AND TAKE CARE OF YOUR BODY.

What attitudes should I change?

How do I take care of myself?

4. EXPRESS YOUR EMOTIONS.

Show what you feel.

5. LEARN TO FORGIVE.

In order to avoid being chained to the past

To live in peace and enjoy good health

6. THINK ABOUT THE STRENGTH THAT GOD GIVES YOU. (OPTIONAL)

Your inner strength and light as a child of God

7. SEEK HELP.

People, friends, and relatives are important support networks.

8. LIVE YOUR LIFE WITH JOY AND ENGAGE IN HEALTHY ACTIVITIES.

Time to improve your spirit, take care of your body, and relate better to your family and your community

ANNEX 4.4

HOW TO HELP PEOPLE IMPROVE THEIR BEHAVIOR

This question is constantly asked by teachers, parents, and leaders, as well as other people. What can I do so my child stops being lazy and begins to study more? What can I do to keep my neighbors from throwing garbage on the ground?

It has been shown that we can accomplish a lot more by **congratulating people for their good work than by punishing them for their mistakes**. In other words, people are more willing to change when they feel that others acknowledge the good things they do.

- In a classroom where students were being very rowdy, instead of scolding the students who were responsible for the racket, the teacher congratulated those who were behaving well. After a few days, most students started to behave because they also wanted to be congratulated.
- A mother whose son was lazy started identifying the minor tasks that her son did and started to congratulate him for doing them well. Instead of telling him, “You are a bum. You only finished your reading assignment and you haven’t done your math work,” she would say, “I congratulate you for finishing this assignment.” Little by little, the child began to change because he liked to be congratulated instead of being scolded.
- A woman noticed one day that her neighbors did not throw their garbage on the ground and instead of telling them, “Great, you finally stopped throwing your garbage around,” she said, “Thank you for helping to keep our neighborhood clean.” The neighbors **felt flattered** and started to talk about other things they could do to keep the neighborhood clean.
- A community leader, instead of complaining about a lack of participation, decided to say the names of participants aloud and request a round of applause to congratulate them. The people who participated felt very happy and were encouraged to **continue participating**.

As a parent, a neighbor, and a leader, you must think:

- How many times today did I congratulate someone, and how many times did I complain about or scold them?

If everyday you congratulate more than you punish, scold, or complain, you are contributing to positive change.

Congratulations to you, too!

ANNEX 4.5

NEGOTIATION OR HOW TO FIND A SOLUTION TO CONFLICTS

Different approaches that people use to negotiate

Even before they start negotiating, people already have an idea of what they want to get at the end of the negotiation. Those ideas affect the negotiation or the way agreements are reached.

There are four types of ideas that people have:

1. Win/Lose:

- Ask if someone knows a person who always wants to win in a discussion. Ask them to share and comment about an anecdote. Listen and then explain that:
 - Most people have a deeply rooted idea in their heads that they must win and others must lose. Many times they learned in their families to compete all the time and strive to always win, because their parents congratulated the winners and mocked the losers without taking their efforts into consideration.
 - Even though there is competition in sports, there is no reason why we should live our lives by competing with our spouse, children, co-workers, neighbors, and friends.
 - Other people have the notion that when they negotiate they must always win because then they feel superior or that they have power in their communities, that they are authorities, have more money or more land, or they feel that they know more than everyone else.
 - In our daily life we realize that we need other people in order to survive. Most of the results that we wish to achieve depend on cooperation with others. The win/lose mentality does not help with collaboration. People do not want to work with or meet with people who always want to win and who impose their way of thinking without taking into consideration the other people involved.
 - When two people who advocate win/lose situations and are insistent and selfish try to reach an agreement, the result will always be “I lose/you lose.” Both of them will lose. They become vindictive and want to win at all costs or “make the other pay.”

2. Lose/Win:

- Ask again if anyone knows about a case where a person gets involved in an argument even though he/she knows from the beginning that he/she is going to lose. Listen to the anecdote and explain that:
 - Some people think that they will always lose. It is as if they say, “Go ahead, do what you want. I am a loser; I have always been a loser.” Others say, “I will do anything to preserve peace.” The people who believe this are generally eager to please or appease. They don’t have enough courage to express their feelings, and the strength of others frightens them.

- The problem is that people who negotiate while thinking that they will lose and the other will win (I lose/you win) do not say what they are thinking. They hide their feelings and then feel frustrated, even though they act as if they were not. This frustration often surfaces later in the worst manner, as anger or rage. Moreover, many diseases, especially those related to the nervous and circulatory systems, are the result of accumulated resentment.

3. Lose/Lose:

- Ask if someone has observed a negotiation where both parties lost. Listen and comment:
- In some conflicts, there are people who focus so much on seeing the other person as an enemy that they become blind to everything. In the case of a rural man named John who had an argument with his neighbor, the disagreement ended in a fist fight. The neighbor got the worst part because he ended up in the hospital. The neighbor filed a suit for damages and requested his hospital and medical expenses be paid by John. The judge decided that John should pay the medical expenses of his neighbor. John argued that he did not have the money to cover such expenses, because all he had was a small piece of land and a cow. The judge therefore decided that John should sell the cow and give half of the money he received from the sale to his neighbor. John was so furious with his neighbor that he sold the cow, which was worth \$1,000, for only \$500 and gave \$250 to his neighbor. In this case, the only thing that mattered to him was revenge for having been brought to trial by his neighbor, even though his actions represented a loss of money for him.
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- Ask the participants if they are familiar with other lose/lose situations. Listen to one or two of them and reassert the disadvantages of this way of negotiating.

4. Win/Win

- Explain what win/win means:
 - It is when the mind and the heart try to find the best solution, one that is most adequate for both negotiating parties and groups. With a win/win arrangement, all the parties feel good about the decision that is made and therefore undertake to carry out the actions agreed on. It is not a matter of seeing who wins, but how we all cooperate to accomplish the best.
- Ask: *Do you believe it is possible to reach a win/win agreement?* Listen and continue by saying that we will see what must be taken into consideration to reach an agreement that both parties feel good about.

Requirements to reach win/win agreements:

1. Values are the basis of win/win agreements. People who have values such as justice, democracy, and honor already have a good base for reaching win/win agreements. They have attained a balance between courage and respect. They have the courage to say what they think and the respect to listen to and understand others. When there are relationships based on trust, all the cards are on the table, nothing is hidden, and it is possible to find the best solution. People who do not have positive values see life as if there were not enough to go around, as if it were a very small cake and if someone decided to cut a

larger piece, the others would necessarily be left with less. Where there are positive values, an attitude of abundance exists, making it possible to think that there is plenty for everyone.

The attitude of abundance arises from a profound inner sense of self-esteem and self-assurance. People with this attitude are willing share prestige, recognition, profits, and decision-making. This way of thinking helps them find many ways to reach an agreement.

2. It is easier to reach an agreement if we think that the problem is shared and that together we can find a solution. Remember that we are looking for the solution to a problem and not determining who is right. Often one group is partly right and the other group or person is also partly right.

This statement may help: “Consider what keeps us united. For example, we are both from the same community and we want the best for our community.” Sit beside the person and not across from him/her. Make people feel that reaching an agreement is a shared task. Constantly keep in mind that the person we are negotiating with is a human being who has emotions, and if there is tension among people, it is better to stop for a moment. If misunderstandings arise, go back and explain your position again.

Some expressions lead to agreements better than others. For example, instead of saying, “You did not understand me, I will explain once more,” you can say, “I believe I failed to make myself clear. I will explain again.” Instead of saying, “I don’t understand what you mean,” you can say, “I would like to be sure I understand you. Would you mind repeating what you just said?”

3. Find out what the other party is interested in. To do this you should ask yourself, “What does the other person really want?” All parties have interests.

A practical example is the tale of the two sisters who wanted the only orange in the house. Each one said that she wanted the orange and was not willing to give in. How could this be solved? Their mother asked them why they wanted the orange. One of them wanted the orange to use the peel to make candy and the other wanted to make juice. If the mother had not asked, it would have been impossible to reach a solution.

To identify the underlying interests it is necessary to ask ourselves, “Why? For what reason?” and ask the same questions of the people with whom we negotiate or those with whom we are trying to reach an agreement.

4. Reach an agreement based on clear principles and honor it. In most cases, even when the interests of the other party are understood, it is very likely that conflicting interests will arise.

When the discussion does not move forward because the interests of one side are the same as those pursued by the other side, before discussing the possible solutions the parties should first reach an agreement regarding the principles that will be observed by both sides. In other words, when each party proposes a solution, that solution must agree with the principles previously agreed upon.

5. Look for the greatest number of solutions or alternatives that benefit both parties. The best negotiations are those where many alternatives and proposals are on the table. We must remember that most problems have more than one or two solutions. The more options we analyze, the greater the possibility that one or more of them will be acceptable to both parties.

An attorney explained that his success is the result of his ability to analyze several favorable alternatives, both for his client and the other party. He makes the pie bigger before dividing it.

To be good negotiators, we must enlarge the pie for both parties, so both of them will win. In other words, we must seek several solutions instead of stubbornly defending our own solution, thinking that it is the best or the only option available.

ANNEX 4.6

WHAT WE HAVE IN OUR ARCHIVE

Documents we must have	Complete?	Observations	Observations
	Yes	No	
Map			
Census			
Community's history			
Minute book			
Asset book			
Accounting books			
Tree of Dreams			

ANNEX 4.7

OPINION OF YOUR SPOUSE/PARTNER OR CHILDREN ABOUT THE TYPE OF LEADER YOU ARE

WALKING TOGETHER TO GROW TOGETHER!

Record the opinion of your spouse or a son or daughter over the age of 12 about the type of leader you are. Indicate who is giving their opinion:

Spouse/Partner Son Daughter

	Always	Sometimes	Almost Never
Is able to listen?			
Talks to me?			
Treats everyone in the house well?			
Sets a good example?			
Helps in the house?			
Takes care of his/her health?			

ANNEX 4.8

WORKSHOP EVALUATION

Community's name: _____

Date: _____

INSTRUCTIONS:

Choose one person to read each topic. The rest must discuss with the other members to determine, based on consensus, if the topic was useful, not very useful, or not useful for them.

Next to each topic, put an X in the applicable box.

At the end of the questionnaire, if you wish, write down any comments or suggestions.

Topic	Useful	Partially useful	Not useful
Review the commitment to children			
Monitor projects based on the branches of the Tree of Dreams			
The steps of healing			
Reviewing activities to explore, focus, organize, and inspire			
Conflict resolution			
Values: Reconciliation and forgiveness			
Remembering the commitments for the next workshop			

Comments or suggestions: _____



UNIT 5

SPECIFIC OBJECTIVES:

Upon concluding the fifth unit, the participants will be able to:

1. Reflect on respect as a value and understand the importance of practicing it in our daily lives.
2. Learn about their country's laws that promote citizen participation.
3. Learn about their local government's participation laws and the role of neighborhood or community councils.
4. Give examples of coordination efforts at the community level.
5. Identify accomplishments toward commitments made in the previous workshops.
6. Identify accomplishments related to branches of the Tree of Dreams.

TOPICS:

1. Respect
2. Citizen participation laws at the national level
3. Local government participation laws and the role of neighborhood and community councils
4. Reaffirming the values
5. Our commitment to children: What we have accomplished
6. The Tree of Dreams: What we managed to turn into a reality
7. Final evaluation of the workshops

METHOD:

Workshop

DURATION:

One day, approximately eight hours

ONE DAY WORKSHOP

Activities	Suggested Time
Registration, greeting, and prayer (prayer is optional)	15 min.
The workshop path and responsibilities	15 min.
Reviewing the path we have traveled	15 min.
Respect	15 min.
Citizen participation laws at the national level	60 min.
Animation technique: Getting rid of our concerns	15 min.
COFFEE BREAK	15 MIN.
Local government participation laws and the role of neighborhood and community councils	30 min.
Animation technique: The Circles of Light	15 min.
Reviewing the commitments from the previous workshop	30 min.
Animation technique: The Ball That Makes People Laugh	15 min.
Reaffirming the values	30 min.
Reading: The Goose's Flight	15 min.
LUNCH	60 MIN.
Our commitment to children: What we have accomplished	30 min.
The Tree of Dreams: What we managed to turn into a reality	30 min.
Final evaluation of the workshops	30 min.
Closing ceremony	60 min.
TOTAL	8 HRS., 15 MIN.

INTRODUCTORY ACTIVITIES**REGISTRATION, GREETING, AND PRAYER****OBJECTIVE:**

Begin the workshop in a positive way, capturing the attention of all the participants.

TIME:

15 minutes

MATERIALS:

- Attendance sheets for each community

PROCESS:

- As the participants arrive, ask them to sign the attendance sheet.
- Briefly welcome participants. Remind them that this is the last workshop. Explain that we will address a number of new topics and will evaluate the activities.
- Ask church leaders to coordinate the welcome prayer (if the groups wish to pray).

THE WORKSHOP PATH AND RESPONSIBILITIES**OBJECTIVE:**

Show participants, in a clear and concise way, all the topics that will be discussed during the workshop and explain the personal and group responsibilities of the participants.

TIME:

15 minutes

MATERIALS:

- Flipchart to write down personal and group responsibilities.
- Cardboard footprint cutouts with the workshop's new topics. These include:
 1. Respect
 2. Citizen participation laws at the national level
 3. Local government participation laws and the role of neighborhood and community councils
 4. Reasserting values
 5. Our commitment to children: What we have accomplished
 6. The Tree of Dreams: What we have managed to turn into a reality
 7. Final evaluation of the workshops

PROCESS:

- Remind the entire group that during the last workshop, as we did in the previous ones, we will begin by learning about the workshop's path and drafting a list of responsibilities.
- Remember that the path is the road to becoming better people and better leaders and that during each workshop we see the steps that we will take toward these goals.

- Mention the topics that will be discussed during this workshop in the same order they will be addressed and post the footprints on the board or on the wall in the order they will be presented. You may also make some comments. For example:
 - *Step by step, we have moved forward on the path to becoming better people and better leaders. Now, during this workshop, we will review the final steps.*
 - *The first topic of this workshop will be respect. We will see how important it is to practice respect in our daily lives.*
 - *The second topic will be citizen participation laws at the federal level.*
 - *The third topic will be the participation laws for local governments, municipalities, and mayors' offices, so that everybody becomes familiar with the laws that allow us to participate in local governments and the role of neighborhood and community councils.*
- Continue doing this until all the topics are presented.
- As you post the footprints, mention that we will also review the commitments that each group or participant should have brought to this workshop.

For the list of responsibilities

After presenting the path of the workshop, spend a few minutes reminding participants that the workshop is a shared responsibility and that everybody must contribute to its success. To accomplish this, we must establish some general as well as personal responsibilities.

Depending on the venue where the workshop is offered, general responsibilities should be established and may be assumed by different people from the same community. People volunteer to take on a responsibility. Examples of general responsibilities include:

- Cleaning the facilities
- Convening the meeting after the coffee break
- Keeping the restrooms clean

Personal responsibilities should be presented as agreements and commitments made by each person who attends the workshop. Some examples are:

- **Punctual attendance:** Explain that to attain the training objectives it is necessary to attend all the sessions or workshops and that only the people whose attendance record is complete will obtain a certificate.
- **Completion of tasks and fulfillment of commitments:** Motivate people to make this commitment by explaining that each session has tasks that must be carried out with the family and the community. The training is divided into two parts: One is offered at the meeting and the other—the more important one—puts into practice what is being learned. That is why there are different tasks.
- **Listening:** Ask participants to listen respectfully to what others have to say and to raise their hands when they wish to make a contribution.

The sheet that contains the participants' personal and general responsibilities should be available for everyone to see at a designated place in the classroom.

REVIEWING THE PATH WE HAVE TRAVELED

OBJECTIVE:

Review the topics that were discussed in the previous workshops.

TIME:

15 minutes

TECHNIQUES:

General meeting and group work

MATERIALS:

None

PROCESS

- Remind participants that they are about to finish the path and that they have “walked together to grow together.” Invite them to review the steps they have taken along this path.
- Show the flipcharts about the workshop’s path and ask:
 - *What steps did we take in the first workshop?* Listen and, if necessary, remind the participants that the topics included:
 1. The power of dreams
 2. What we need to make our dreams come true
 3. What are values?
 4. The Circle of Values
 5. Democracy
 6. The Leader’s Dance
 7. The Tree of Dreams
 8. The history, map, and sectors of your community
 9. How to hold meetings to obtain results

- *What steps did we take in the second workshop?* Listen and, if necessary, remind the participants that the topics included:
 10. Children's rights
 11. Commitment to the health and education of the community's children
 12. Solidarity, a value that unites us
 13. Communication and bulletin boards
 14. Types of leadership
 15. Your community archive: The asset book and the accounting book
 16. The Tree of Dreams: Selecting a tree branch
 17. How to formulate a project
 18. Reviewing your community map

- *What did we work on during the third workshop?* Listen and, if necessary, remind the participants that the topics included:
 19. The four functions of leadership
 20. Participatory planning
 21. Monitoring of projects based on the branches of the Tree of Dreams
 22. Trust, a value that helps improve relationships
 23. Review of the commitment to the community's children
 24. Recording community activities
 25. The four features of human beings

- *What did we discuss during the fourth workshop?* Listen and, if necessary, remind the participants that the work included:
 26. The River of Life
 27. Reconciliation and forgiveness
 28. The steps of healing
 29. Review of the commitment to the community's children
 30. Conflict resolution
 31. What we have in our archive
 32. Monitoring of projects based on the branches of the Tree of Dreams
 33. Actions to build trust
 34. Review of the four functions of leadership

- Finally, explain that they already know much of what will be discussed during the fifth workshop and that the new topics refer to the participation in and the monitoring of local governments, municipalities, and mayors' offices. We will also review the values we have discussed, what we have managed to accomplish in terms of our commitment to children, and which projects from our Tree of Dreams we have been able to turn into a reality.

TOPICS TO BE COVERED

1. RESPECT

OBJECTIVE:

Reflect on respect as a value and how it is shown at home and in the community.

TIME:

15 minutes

TECHNIQUE:

Group work by communities

MATERIALS:

- Reading material: Respect (Annex 5.1)

PROCESS:

- Explain the different steps of group work:
 - Tell them to form groups by communities. Each group must answer the following questions.
 - Ask: *What can I do to show respect to all the members of my family?*
 - Ask: *What can I do to show respect to the people in my community?*
 - Each community must choose one person to coordinate the group work. They will have approximately 10 minutes.
- When the groups are finished, ask each group to present their work.
- Finish the topic by handing out the reading entitled “Respect” (Annex 5.1) to participants and requesting that they share it with their families. (The reading mentions respect for human rights, which are included in the Universal Declaration of Human Rights <http://www.un.org/Overview/rights.html>).

2. CITIZEN PARTICIPATION LAWS AT THE NATIONAL LEVEL

OBJECTIVE:

Learn about the laws in the country that encourage citizen participation and monitoring of government actions.

TIME:

30 minutes

TECHNIQUE:

Presentation with dialogue

MATERIALS:

- Reading material about the country's legislation with respect to citizen participation and monitoring of government actions (summarized in a simple manner with the most important aspects highlighted)
- A copy of the law or laws
- Reading material: Development of the People in Our Community (Annex 5.2)

PROCESS:

- Hand out the reading material about the country's legislation to each participant, ask them to read each paragraph, and discuss the information.
- If necessary, clarify the law's basic provisions. Ask the participants to highlight the most important aspects. Write their responses on a flipchart.

LEVELS AND FORMS OF PARTICIPATION

Refer to the reading on the country's legislation on citizen participation and monitoring of governmental actions. Ask: *What are the different ways to participate and why should we participate?* Ask: *What level of participation does the law allow?*

- Finish by pointing out that it is every person's duty to learn about their country's laws and to participate. Hand out the reading material entitled "Development of People in Our Community" (Annex 5.2). Tell the participants to share this reading with the rest of their families and other members of their communities.



ANIMATION TECHNIQUE: GETTING RID OF OUR CONCERNS

OBJECTIVE:

Get participants to move around and generate positive energy as they prepare themselves for the next activity.

TIME:

15 minutes

PROCESS:

- Ask the participants to stand up and form a circle. If possible, conduct this exercise outdoors. Otherwise form two or three circles, one inside the other.
- Guide them through the following steps:
 - Everyone will massage their arms, chest, and legs to mobilize their positive energy.
 - We will massage our heads. While we do this, let's imagine that we have a large, imaginary bag that we will begin filling with all our concerns, worries, sorrows, and problems. Ask: *Is everything inside?* Now tie a big knot and throw the bag away as far as you possibly can.
 - Since we no longer have any worries or concerns, we will now stretch ourselves taking a deep breath several times.
 - We will inhale deeply once like this...once again...and we will finish with a smile.

3. LOCAL GOVERNMENT PARTICIPATION LAWS AND THE ROLE OF THE NEIGHBORHOOD AND COMMUNITY COUNCILS

OBJECTIVE:

Become familiar with the participation laws for local governments, municipalities, and mayors' offices. Understand the role of neighborhood and community councils.

TIME:

30 minutes

TECHNIQUE:

Presentation with dialogue

MATERIALS:

- Reading material about the country's laws on participation in local governments
- A copy of the law or laws

PROCESS:

- Hand out the reading material to each participant, ask them to read each paragraph, and then discuss the information.
- If necessary, clarify the law's confusing provisions.

It might be helpful to explain what the different levels of the government are and what their duties entail. For example, in [example country], a municipality is defined as the base unit of the country's political and administrative division. It is organized and operates with citizen participation. It is composed of a mayor and a number of officials.

Their functions include approving the Municipal Development Plan, the budget, the Institutional Development Plan, the investment plan, urban development plans, capacity development, and the local environmental management policy. They also create and modify municipal taxes, declare vacant or suspend the functions of the mayor and municipal officers, approve the regulations for the municipal council, authorize travel, and legislate for citizen participation and coordination. Their other duties include creating populated centers and municipal agencies, accepting donations, making assignments, entering into agreements, and requesting acts of control. They approve licenses, remunerations and allowances for town authorities. They organize the municipality's employees and hire additional personnel when necessary. They also invest assets, set rents, and create public services campaigns.

- To reinforce these points, you may ask participants about the duties of the municipal or the local government in their communities. Ask: *What do they go to the municipality for? To what offices of the local government should they go when they want to develop projects in their community? To what office should they go when they want to do something in connection with the improvement of health or education? How can they find out what plans the municipality has for the community?*



ANIMATION TECHNIQUE: THE CIRCLES OF LIGHT

OBJECTIVE:

Create an enabling environment and a state of mind as well as suitable physical conditions to begin the workshop's activities.

TIME:

10 minutes

PROCESS:

- Ask participants to form a circle.
- Direct them through the following steps:
 - Move your feet should-width apart and balance your body.
 - Put your left foot forward and stretch your arms out with your palms down.
 - Move your hands as if drawing a wheel or a circle. Imagine that the circle is a circle of light.
 - Move the circle of light clockwise.
 - Imagine that you are giving and receiving circles of light and energy. Imagine that you are connected with everything that exists, giving and receiving good vibrations, joy, and positive thoughts.
 - Now put your right foot forward and repeat the same steps.
 - Finish the exercise by joining your hands over your chest. Greet the person in front of you. Look into her/his eyes and appreciate that that person reflects the spirit of creation. Think about the fact that each person is unique and express your thanks for that.

REVIEWING THE COMMITMENTS OF THE PREVIOUS WORKSHOP

OBJECTIVE:

Investigate whether the commitments made during the previous workshop have been accomplished.

TIME:

30 minutes

TECHNIQUE:

Questions and dialogue

MATERIALS:

- Flipchart containing the commitments made during the previous workshop:
 1. Bring the sheet with the community's projects and the progress that has been achieved.
 2. Talk with your family about the River of Life exercise. Ask your spouse and children what the most difficult moments in their lives were, which caused them the greatest pain, and what brought them the greatest joy.
 3. Read the material on reconciliation and forgiveness with the family and bring two comments from your spouse or children about forgiveness.
 4. Bring the chart with the commitment to children and the actions that have been taken.
 5. Bring the form with the opinion of your spouse or children about the type of leader you are.

PROCESS:

- Explain that some commitments will be reviewed later. For example:

Commitment 1: Bring the sheet with the community's projects and the progress that has been achieved.

Commitment 4: Bring the chart with the commitment to children and the actions that have been taken.
- For the rest of the commitments, ask for volunteers to provide examples of how they accomplished each task.

Commitment 2: Ask: *Who has talked with their family about the River of Life? Who has asked their spouse and children what moment in their lives was the most difficult, what caused them the greatest pain, and what brought them their greatest joy?*

Ask anyone who voluntarily wants to share their experience to stand up. If necessary, talk about the steps to healing.

Commitment 3: Ask: *Who has finished the readings about reconciliation and forgiveness with their family? What examples were provided by your spouse and children with respect to forgiveness?*

- Ask anyone who voluntarily wants to share his/her experience to stand up. If necessary, use the topics in the readings on reconciliation and forgiveness to enhance the discussion.

Commitment 5: Ask: *Who asked for their spouse's and children's opinion about the type of leader they are?*

Ask anyone who voluntarily wants to share his/her testimony to stand up. If necessary, refer back to the lesson on the different types of leadership.

- Finish by requesting a round of applause for the people who participated in the discussion and for all the participants who fulfilled their commitments.



ANIMATION TECHNIQUE:

THE BALL THAT MAKES PEOPLE LAUGH

OBJECTIVE:

To prepare for the next activity by using breathing and exercise techniques to boost the participants' energy levels.

TIME:

15 minutes

PROCESS:

- Remind the participants that they have already done this exercise and guide them through it step by step:
 - Ask everybody to stand up, close their eyes, and think about a beautiful landscape.
 - Ask them to take a deep breath, trying to fill their lungs with air. Do this three times.
 - Ask them to open their eyes and smile at their neighbor. We are now ready to receive a gift.
 - The gift consists of a ball that makes you laugh. Everyone should try to grab it, and when they do, they must laugh because the ball is filled with laughter.
 - Throw the imaginary ball to your left and ask the participants to stretch their arms to grab it. When they do, remind them that they must start laughing because the ball makes you laugh. Repeat these steps to your right, upwards, and downwards.
 - Explain that the ball will be waiting for them, that we will now take three deep breaths three, and sit down again.

4. REAFFIRMING THE VALUES

OBJECTIVE:

Remember and reflect on the values discussed throughout the four previous workshops: democracy, solidarity, trust, reconciliation, and forgiveness.

TIME:

30 minutes

TECHNIQUE:

Presentation with dialogue

MATERIALS:

- None

PROCESS:

- Make a short introduction, explaining that because this is the last workshop, we will review the values we have discussed.
- Ask: *Do you remember the history about* [mention the specific country or place where the workshop is being conducted] *and the values that are missing?* Encourage people to voluntarily discuss the work they did during the first workshop. Reinforce what values are and review the values that have been discussed throughout the training. Values are attitudes, behaviors, and people's ways of thinking that allow us to live in peace and harmony and to support each other. When we practice good values, we feel better about ourselves and others. Values help us to become better people.
- Good relationships based on respect, solidarity, trust, democracy and reconciliation are important for a community to function and progress. Research has shown that when people in the community practice these values, their projects proceed well, money is spent with honesty, people are happy, and they participate. When a community lacks these values, certain activities become more difficult and it takes a toll on a community's health and economy.
- Ask the participants to identify some examples of values in their communities.
- Ask for examples of how to practice **democracy** in their family, with their spouse, and with their children.
- Ask them to state why **solidarity** is important and how we can show it.

- Ask them to volunteer examples of how to go about gaining **trust** within the family and the community.
- Encourage them to explain why **reconciliation and forgiveness** are important and to give two examples of how to achieve reconciliation and forgiveness in the community.



READING:
THE GOOSE'S FLIGHT

OBJECTIVE:

Reflect on the sense of community, teamwork, and mutual support.

TIME:

15 minutes

MATERIALS:

- Reading material: The Goose's Flight (Annex 5.3)

PROCESS:

- The reading can be done by three or four people who volunteer to read. Ask each person to read one paragraph. After reading each paragraph, state the main idea or ideas. This will allow the participants to practice their reading and better understand the ideas.

5. OUR COMMITMENT TO CHILDREN: WHAT WE ACCOMPLISHED

OBJECTIVE:

Review what was accomplished by each community in terms of their commitment to children.

TIME:

30 minutes

TECHNIQUE:

Plenary session

MATERIALS:

- Summary of the beneficiaries of our commitment to children written on a flipchart page, according to the following model:

SUMMARY OF BENEFICIARIES OF OUR COMMITMENTS TO CHILDREN

Name of each community and number of families	Number of children who participate in health and nutrition programs	Number of families who drink clean water	Number of children who went back to school	Number of birth certificates as a result of our commitment	Others (write down what is being done)

PROCESS:

- Ask participants to get together by community, elect one person to represent each group and present the information on the summary chart.
- Show the number of community beneficiaries in the summary chart.
- Ask each group to read the chart, think about what they have done in each category, and write this down.
- Call on the representative of each community and ask him/her what he/she has done for the commitment to children.
- Summarize everything that was accomplished, underscoring that by doing this we are improving children's health and education. Explain to participants that we are giving children more opportunities so they can develop better physically, intellectually, and emotionally. They will have a better future in their community because they will know how to read and have their important documents.
- Conclude by putting the summary chart on a wall and asking for a hug for everything they have done for the children of [mention the country or the communities].

6. THE TREE OF DREAMS: WHAT WE MANAGED TO TURN INTO A REALITY

OBJECTIVE:

Review the achievements of the communities' projects.

TIME:

30 minutes

TECHNIQUE:

Plenary session

MATERIALS:

- A flipchart page with a summary of the branches selected by the communities, according to the following model:

SUMMARY OF THE BRANCHES SELECTED BY THE COMMUNITIES

Name of the community and number of families that live in the community	Selected branches	What we worked on and accomplished	How many people benefited?	What other branch are we going to work on after this workshop?

PROCESS:

- Ask everybody to get together by community and designate a person to represent them and present the information on the summary chart.
- Show the summary chart with the names of the communities.
- Ask that each community to start thinking about:
 - *What branches did they select from their Tree of Dreams?* State the problem.
 - *What projects have they worked on?* Indicate what they have already done.
 - *How many people benefited?*
 - *What are they going to work on after finishing the workshop?*
- Then call each community group ask them which branches they selected, and encourage them to state the problem they want to solve.
- Ask them to explain the steps they have taken to solve this problem.
- Ask them to state approximately how many people benefited from the project. Ask them to discuss which other branches or problems they are going to work on later.
- When you complete the chart, make a summary and place it on the wall. Ask for a round of applause.
- Remember that when participants started, these were only dreams. Now they are realities.
- Remember that faith and values move mountains.
- Ask for a round of applause for all accomplishments.

7. FINAL EVALUATION OF THE WORKSHOPS**OBJECTIVE:**

Evaluate the level of participants' understanding of the topics, the topics' usefulness, and how the participants felt during the five workshops.

TIME:

30 minutes

MATERIALS:

- Questionnaire about the topics covered (Annex 5.4)
- Final evaluation of the workshops (Annex 5.5)

PROCESS:

- Explain, at a plenary session, the following directions for the evaluation: Every participant must fill out two forms according to their experience. If they have any questions, they may ask the workshop's facilitator.
- Hand out the first questionnaire (Annex 5.4) and give participants 15 minutes to complete it.
- As they finish it, hand out the second questionnaire (Annex 5.5).
- Move around the tables to ensure that everybody is working and answer any questions.
- Indicate how much time has elapsed. Let people know five minutes before time is up so they can finish on time.
- Thank them when they finish.

CLOSING ACTIVITIES

CLOSING CEREMONY**OBJECTIVE:**

Close the series of workshops with optimism and enthusiasm, celebrating what the participants learned as well as the communities' achievements.

TIME:

60 minutes

TECHNIQUE:

Group work and plenary sessions

MATERIALS:

- Crêpe paper, scissors, glue, and other materials to decorate the classroom
- Participation certificates, one for each person who attended the workshops
- A drawing of the country's map, with its municipal borders, mountains, and lakes, made on a large piece of fabric (10' x 4' or 3 meters x 1,20 meters) or on several flipchart pages taped together
- Some rocks, as many as there are communities attending the workshop
- Flowers (one flower or a small bouquet per community)
- Local music
- Musical instruments if possible especially if participants know how to play them
- A chalkboard or a flipchart to write the program on

PROCESS:

- The pertinent authorities have been previously invited as well as the religious leaders and representatives of the institutions that work in the area.

FIRST PART: PREPARATION (30 MINUTES)

- Announce that the closing ceremony will have two parts:
 - A first part during which each community will present an act, such as a skit, poem or song, whatever they wish.
 - The second part will include the joint ceremony and award of certificates.
- Explain that the communities' skits should not take more than 15 minutes. The delegates should discuss how much time to allocate for each presentation in order not to exceed the allotted time.
- Encourage them to elect someone to act as the master of ceremonies and present the different acts. Ask them to nominate people to present the acts. If there are many names, submit them to vote. Explain that the elected person will determine what will be presented.
- Suggest the following program:
 1. Welcome greeting and thank-you prayer by church delegates
 2. National anthem
 3. Short summary of the training course
 4. Short speech by an authority
 5. Community participation
 6. Facilitator's speech
 7. Awarding of certificates and handing out materials to the participants

8. Our country: Exchanging actions and values for difficulties and problems
 9. Final farewell with music
- Ask participants if they would like to include something else in the program. Listen to their suggestions, agree on the final program, and leave it written on the chalkboard or flipchart.
 - Explain that you are going to leave and that they should arrange the room and prepare the different acts. Give them 30 minutes to do this.

SECOND PART: CLOSING CEREMONY (30 MINUTES)

- Proceed according to the program's activities from 1 to 7.
- To close: Our country: Changing difficulties and problems by actions with values.
 - Put the country's map on the floor in the center of the room.
 - On the map, there should be rocks that represent problems or difficulties. There should be as many rocks as there are communities.
 - Invite participants to gather by community and decide which of the country's problems they would like to remove.
 - Explain that when the problem has been defined, the authority that is present should ask for all of their certificates of participation. Everyone must be ready to participate in the following step.
 - Begin the activity by saying a few words about the country. For example, you can say:

Our beloved country is full of problems. We now invite the people who represent their communities and the representatives of the local government to go to the map take a rock, stating what problem they would like to remove.

In exchange for the rock, they will place all the certificates of their community leaders who attended the training. By doing this, we show that we are able to solve problems when a group of people like you do something about it.
 - Name a community, inviting the neighborhood council or organization to remove a rock, stating the problem it symbolizes and leaving the certificates in the same place where the rock was.
 - Continue naming the communities until each one of them participates.
 - When they conclude, ask for a round of applause and say: *How pretty our country looks...this can be done if all of us decide to walk together to grow together.*
 - Ask people to pick up their certificates and, as they do, put flowers in their places. Say: *Our country blooms when we work together and when we walk together to grow together.*
 - Leave the map until the ceremony concludes.
- The workshop ends with the final farewell accompanied by music.

ANNEXES TO UNIT 5

ANNEX 5.1

RESPECT

Respect is accepting and understanding the way other people think, even if their way of thinking is not the same as ours and we think that they are not right.

Respect is also a form of recognition, appreciation, and valuing of the qualities of other people because of their knowledge and experience.

Respect constitutes the basis for attaining harmony, coexistence, tolerance, tranquility, and peace among people, family, friends, the community, and society.

HOW CAN I BE A RESPECTFUL PERSON



Respecting other people's human rights

Being kind and educated

Listening to what other people tell me

Not insulting or mocking other people

Not teasing or abusing people

Showing respect in order to be respected

Not judging people before getting to know them

Respecting other people's religious beliefs,
political ideas, and sexual orientation



ANNEX 5.2

DEVELOPMENT OF THE PEOPLE IN OUR COMMUNITY

We always say that we want our community to develop. But what is our community? Is it the homes, roads, schools, and churches? Or is it the people who live in those homes, walk on those roads, go to school, and attend those churches?

Our community is composed of the people who live within our borders and share their lives. We say our community because the place is common to everybody and we share it.

As a matter of fact, when we say that we want our community to develop, we actually wish to say that we want the people who live in the community to develop.

But people cannot be developed by others; they can only develop by themselves. For example, as leaders, we can improve homes, but we cannot give the people who live in those homes pride or self-confidence as human beings.

We can build latrines, but that does not mean that people will use them and keep them clean. We can build schools, but that does not mean that people will send their children to school or that they will try to make the schools better.

How do people develop?

- People develop by:
 - making their own decisions
 - improving their own knowledge and abilities
 - participating as equals in their communities

People develop through participation in free discussions about a new project and in the decision making process about that project. They will not develop if they are asked to do something they are unprepared for, as is often the case with new projects. In reality, people's development can be achieved by the people themselves.

It is clear that the best way to achieve the development of people who live in our community is through participation. Therefore, the first task that good leaders should undertake is to motivate everybody in their communities to participate so they can develop.

Adapted from the textbook by Julius Nyerere, first president of Tanzania

ANNEX 5.3

THE GOOSE'S FLIGHT



Scientists have discovered that geese fly in a “V” formation because when each one of them flaps its wings, they produce an air movement that helps the goose behind it. Flying in a “V” formation, the flock increases their flying power by 70% over what every bird would achieve if it flew alone.

Conclusion: *When we share a common objective and have a sense of community, we can accomplish our goals more easily and faster. This is mutual support.*

Every time a goose leaves the formation, it feels the resistance of the air, realizes how difficult it is to fly alone, and immediately returns to the formation to benefit from the power that is moving in front of it.

Conclusion: *If we had the same logic as the goose, we would align ourselves with those that share our same objective and move in the same direction. **Let us unite!***

When the geese’s leader tires, it moves toward the back and another goose takes its place in front.

Conclusion: *We obtain better results when we take turns carrying out difficult tasks. Nobody is indispensable, and it is necessary to give everyone the opportunity to demonstrate that they can also do them. We should not be egotistic!*

The geese that fly behind the leader produce a honking noise characteristic of them. They do this frequently to motivate those that fly in front of them and thus are able to maintain their speed.

Conclusion: *A word of encouragement produces great results. Let’s listen to those who encourage us. Let’s encourage and cheer on others.*

When a goose gets sick or falls wounded, two geese leave the formation and follow it to help and protect it. They stay with it until it is able to fly again or until it dies. They then join another formation or catch up with their flock.

Conclusion: *Let us stay side by side, helping and accompanying each other. We learn who our true friends are in difficult times. This is the only way we will be able to fly high and go where we want.*

Translated from ¡Un buen servicio ya no basta!

ANNEX 5.4

QUESTIONNAIRE ABOUT THE TOPICS THAT WERE DISCUSSED

On the sheet, there is a list of topics that were studied during the workshop. Next to each topic, there is a blank box.

To answer, you must ask yourselves for each topic if it helps with your tasks as leaders. In the box next to the topic indicate your opinion using the + or - sign.

- If you believe that it is useful for your activities as leaders, you will write the plus sign (+).
- If you believe that it is partly useful, you will put both the plus and minus signs (+ -).
- If you believe it is not useful, you will write the minus sign (-).

TOPICS	OPINION
The power of dreams	
Democracy	
The Tree of Dreams	
The history, map, and sectors of your community	
How to hold meetings to obtain results	
Commitment to the health and education of the community's children	
Solidarity, a value that unites us	
Types of leadership	
Your community archive: The asset book and the accounting book	
The Tree of Dreams: Selecting the problem or branch of a tree	
How to formulate a project	
The four functions of leadership	
The four features of human beings	
The River of Life	
Reconciliation and forgiveness	
The steps of healing	
Conflict resolution	
Actions to build trust	
Respect	
Citizen participation laws at the national level	
Local government participation laws and the role of neighborhood and community councils	
Our commitment to children: What we accomplished	
The Tree of Dreams: What we were able to turn into a reality	

What exercise did you like the most? _____

What reading did you like the most? _____

What would you recommend to improve the workshops? _____

Thank you very much!

ANNEX 5.5

FINAL EVALUATION OF THE WORKSHOPS

	Always	Sometimes	Never	No reply
Schedules were respected				
New topics were clearly explained				
I felt tired during the training				
I felt I learned new things				
The handouts were useful				
I felt bored during the training				
I felt eager to learn more				
Explanations were clear				
I felt better after the workshops				
They demanded things that we cannot do				
I felt that they treated me well				
They did not listen to my suggestions				
I feel like going back				
They asked too much from us as leaders				
The food was good				
The lodgings were comfortable				
The material was clear				
I liked the movies they showed in the evenings				
I felt uncomfortable and insecure				
I felt that they cared about me				
I felt that I made progress as a leader				
I felt uncomfortable with some exercises				
I feel that I am improving as a leader				
I was able to accomplish all the tasks requested				

Please answer the following questions in order to improve the next workshops for other communities:

1. If you had to prepare a program for a new group of leaders, what topics do you think would be important for them?

2. If there is another workshop, what other people from your community do you think should be invited?

3. How would you convince a leader from another community to attend a course like the one you have just taken?

4. What was the hardest thing to do on the tree branch on which your community chose to work?



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Web site: www.msh.org

ISBN 0-913723-01-0