

Training Manual on Participatory Action Research Tools

*A Guide for Youth Facilitators' and Research
Partners' Training*

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Introduction

This training manual for Participatory Action Research (PAR) was developed by the Issam Fares Institute for Public Policy and International Affairs. It includes training activities and supplementary handouts that were developed as a guide for a 2-day training workshop for youth facilitators and research partners that was held in April 2016. The training workshop took place in three locations: Al-Mankoubeen, Tripoli, Lebanon, Qab Elias, Bekaa Valley, Lebanon, and Cairo, Egypt. The manual is aimed to inform the youth facilitators who will guide adolescent refugees and adolescents from host communities in Lebanon and in Egypt as they conduct community-based research using a Participatory Action Research (PAR) approach.

PAR training workshops aim at preparing the youth facilitators to guide research partners (the adolescents) from the community in the design of a research project that uses PAR tools. This youth-led research project aims at identifying the barriers to positive development faced by the adolescents, and also aims at identifying possible solutions to these barriers, as established by the adolescents themselves. The first part of the training provides the youth participants with a basic understanding of research, in particular PAR, and research ethics, equipping them to be ethical community researchers. Participants will understand PAR, its principles, terms, and definitions, and the different PAR stages. In the second part of the training, the trainers will facilitate different interactive activities and discussions that will enable the youth facilitators to use a variety of PAR tools that will be implemented as part of the field work. PAR tools such as focus group discussions, community mapping, and direct observation will be explained, practiced and then evaluated. The activities will be implemented focusing on the different issues that the adolescents will decide to explore within their communities. The third part of the training manual introduces the youth facilitators to the tools necessary to reflect on and analyze results emerging from the PAR project, as it is moving forward.

All modules describe the purpose of each activity, the expected outcomes (the takeaway message of the activity), required prerequisites (if any) such as participant knowledge, special materials, the intended audience, and the approximate time required to complete the activity.

A proposed Participatory Action Research Workshop Program covering the material in the manual is included. This proposed program was used during the training workshops in Al-Mankoubeen, Tripoli, Lebanon, and Qab Elias, Bekaa Valley, Lebanon. The workshop on the analysis of PAR findings can either be included at the end of the two-day training workshop, and requires approximately 4-5 hours, or it may be dedicated its own day, as a half-day session. It is advisable that the materials that resulted from the PAR tools training workshop be kept for the analysis workshop (ex: community maps, photos from Photovoice, interview transcripts...).

How to use this manual

The manual may be used by professional trainers and/or youth facilitators in guiding participants to design a PAR project. Like any PAR project, context is very important in deciding which PAR tools to use as the project moves forward. Context is also important when selecting the tools that will be included during the training workshop. Each of the PAR tools included in this manual requires 1.5-3 hours to be introduced and practiced, with the exception of 'Exploration', which requires at least 3 hours. A typical two-day training workshop will include an introduction to PAR and research ethics, and 3-4 PAR tools. When selecting the tools to be included in the training workshop, the trainer must take all the following factors into consideration:

- Availability of the materials required to practice the selected tools
- Availability of Save the Children staff members, whose presence is mandatory when practicing tools that require that the youth leave the training site (ex: exploration, direct observation, and Photovoice...)
- Any additional training and skills that the youth may require prior to practicing the tool (ex: using a digital camera for Photovoice, using a computer program such as PowerPoint to put together and present their findings...)
- Competency and educational levels of the youth being trained
- Psychosocial health of the youth being trained. It is crucial to be sensitive to the youth's previously lived experiences
- Political and security situation of the study and practice locations
- Sociocultural and religious context of the town/city/country/community

Above all, the trainer must ensure that the youth participants' are safe at all times, both physically and psychosocially; this should always be the trainer's priority, as it is a priority for Save the Children.

It is assumed that the trainer has worked with the youth before, and that he or she will be able to select the appropriate tools based on their previous experience(s) with the youth. If not, it is very important that the trainer obtain, before the workshop, a list of the youth participants that will be attending the workshop. The list must include the participants' ages, gender, their literacy levels, their nationalities, and whether or not they have received any form of training related to research, or otherwise, prior to this training. This will aid in the selection of the appropriate tools for the workshop.

Suggested Participatory Action Research (PAR) Workshop Program

Time	First Day	Second Day
9:30 am	Opening • Introduction to the project • Introduction of participants • Expectations • Objectives of the project • Identifying and prioritizing areas of research • Target population (Who is it? Characteristics?) • Framework	PAR tool: Exploration • Introduction • Practical exercise
10:00 am	Introduction to Participatory Action Research (PAR) • Principles of PAR • Role of the researcher (Who does what?) • Research ethics	
11:15 am	Coffee break	
11:30 am	PAR tool: The interview • Introduction • Practical exercise: Role-playing • Group presentations • Analysis and summary	PAR tool: Exploration (continued) • Group work • Group presentations • Discussion • Analysis and summary
1:30 pm	Lunch break	
2:30 pm	PAR tool: Community mapping • Introduction • Practical exercise • Group presentations • Discussion • Analysis and summary	PAR tool: Direct observation • Introduction • Practical exercise • Analysis and summary
4:00 pm	End of day 1	Reflections on the workshop
4:30 pm		End of workshop

Activity 1: Introduction to Research¹

Materials

- Flipchart paper with different kinds of knowledge written on it
- Markers
- Paper
- Writing utensils
- Paperclips

Intended Audience

Youth facilitators and research partners that will be participating in 'Youth voices'

Time needed

45 minutes

Objectives of the Activity:

This activity will serve to break down the stereotypes commonly associated with research and the role of the researcher, in order to show participants that anyone can and should conduct research. It will also introduce participants to the basic principles of PAR.

By the end of this Activity participants will:

- Understand that research can be conducted by anyone, and not only by professional researchers
- Know about the different kinds of knowledge
- Summarize the basic principles of PAR

Part 1. "What does a researcher look like?"

Facilitator instructions:

- 1) Ask the participants, "What is research?" Write down their answers on a piece of flipchart paper. Summarize their responses, make sure that all of the key ideas in the definition below are covered:
 - Research: A systematic (careful) investigation or exploration of a topic of interest in order to determine facts or knowledge about it.
- 2) Next, distribute a sheet of paper and a pen to all participants.
- 3) Ask the participants, "What does a researcher look like?" Give the participants a few minutes to draw what they believe a researcher looks like.
- 4) Once everyone has finished their drawing, ask the participants who would like to volunteer to share their drawing with the rest of the group. (If the group is very big, you can ask each participant to share his/her drawing with the person sitting next to them).

¹ Adapted from Community Development Project at the Urban Justice Center. (2012). *Research for organizing toolkit*. New York, NY: Urban Justice Center.

- 5) Ask the participants the following questions to guide a discussion: “What/who did they draw? Where is the researcher located? How are they doing their research? Is the researcher from the community? How does this drawing compare to what other people drew?”
- 6) Record the participants’ responses on a flipchart paper.
- 7) Compare and contrast the different drawings. What do they have in common?
- 8) Summarize the responses. Discuss with the participants: Most likely, the participants will have depicted experts as researchers, believing that they are the ones controlling knowledge and information. But how close to the truth is this? How can a researcher in a lab or in an office know what is actually happening in a community? Ask the participants if they believe that this kind of research is effective? Do they believe this is the kind of research necessary to deal with issues in the communities outside of that lab or office?

Part 2. “Identifying different kinds of knowledge”

Facilitator instructions:

- 1) Prior to the onset of this part of the activity, write out the following (different kinds of knowledge) on a sheet of flipchart paper:
 - Community knowledge: Knowledge in the form of cultural practices and wisdom. It is passed down to us from the generations before us.
 - Knowledge from experience: Knowledge we gain by being a part of, or doing something.
 - Academic knowledge: Data produced by professional researchers. This kind of data is from outside the community; it is the type of knowledge that is gathered in a lab or an academic setting.
- 2) Have all the participants stand in the form of a circle.
- 3) Pass out a handful of paperclips to all the participants.
- 4) For this part of the activity, you will have to read out to the participants a number of statements. Explain to the participants that they have to throw a paperclip into the center of the circle every time one of the statements that you will read out loud applies to them.
- 5) Read out the following statements:
 - I have talked with my neighbors, my friends, or my family about the conditions of our community.
 - I have read local newspapers, or listened to local news.
 - I have asked my friends or others from my community about issues they may be facing.
 - I have advocated for myself or for a family member.
 - I have been stopped or detained by local police.

- I have been denied rights, such as an education, or a job, that are granted to others in this country.
- 6) Explain to the participants that all the paperclips in the center of the circle represent the different kinds of knowledge and information in our daily lives. Although they we might not have known it, we all have knowledge, experience and skills which are valuable, and which can help us gather information. As a group who makes up this community, we can all join our knowledge and skills together. This itself is research. We are the experts of our own lives. Whether we know it or not, we all conduct different kinds of research in our daily lives. We just have to pay attention to what we are doing.
 - 7) Give the participants a chance to make comments or ask questions.
 - 8) Explain to the participants that information can take many different forms, based on the different kinds of knowledge. Read out the definitions that you have written out on the flipchart paper.
 - 9) Summarize and open the floor to discussion. Make sure to highlight the key principles of participatory action research during your summary (Appendix 1: What is Participatory Action Research?). Explain to the participants that community knowledge and knowledge from experience is crucial to understanding what is really happening on the ground and in communities. Since we are the experts of our own lives, who better to do research about our community than ourselves, and who better to define our problems and solutions? It is important that we conduct our own research in order to create policies that address what is really going on in our communities. Policy and decision-makers, sitting in their offices, might not be able to identify and address the issues that really matter to us. This is why we are interested in using a type of research called “Participatory Action Research”, in which professional researchers collaborate with members of the community, who themselves partake in all stages of the research process. “Participatory Action Research” emphasizes both participation and action, and every step of a PAR process involves planning and reflection. PAR depends largely on the community’s knowledge and experiences, and it is the reflection of community members on process that move the research forward.

Activity 2: What is Participatory Action Research (PAR)?²

Materials

- Print out sheets with PAR key terms and definitions
- Photocopies of Handout 1 for all participants
- Photocopies of Handout 2 for all participants
- Sticky tape (or equivalent)

Intended Audience

Youth facilitators and research partners that will be participating in 'Youth Voices'

Time needed

45 minutes

Objectives of the Activity:

This activity will introduce participants to the key terms of Participatory Action Research, as well as to its main stages.

By the end of this Activity participants will:

- Explain the terms and definitions associated with PAR
- Differentiate between the main stages of a PAR project

Before this Activity participants will need to:

- Have an understanding of the different components and stages of a research project
- Be aware of the different research tools that may be used in a research project

Part 1. Matching the PAR key terms to their definition

Facilitator instructions:

- 1) Before the training, print out the key terms and definitions of PAR (found in *Handout 1: PAR Key Terms*). Print each term and each definition on a separate sheet of paper.
- 2) Prior to the onset of the activity, stick all the sheets of papers with key terms on the wall, leaving space around the term so that participants can stick the definition underneath the corresponding key term.
- 3) At the beginning of the activity, divide the participants into groups of 3-5. Divide the sheets of papers with the definitions of the key terms equally among the groups.
- 4) Ask each group to discuss amongst themselves which definition matches which term, and when they are ready to stick the definition(s) underneath the matching term on the wall.
- 5) Once all definitions have been matched to a key term on the wall, bring the groups back together, and have each group explain why they matched a certain definition to a key term.

² Adapted from Community Development Project at the Urban Justice Center. (2012). *Research for organizing toolkit*. New York, NY: Urban Justice Center.

- 6) If a definition has been matched incorrectly, ask the group if anyone thinks it is mismatched, and have them explain why they think so. If no one from among the participants corrects it, then, correct the wrong answer, and explain the definition and why it is wrong.
- 7) At the end of this activity, provide each participant with a photocopy of *Handout 1: PAR Key Terms*.

Part 2. The stages of participatory action research

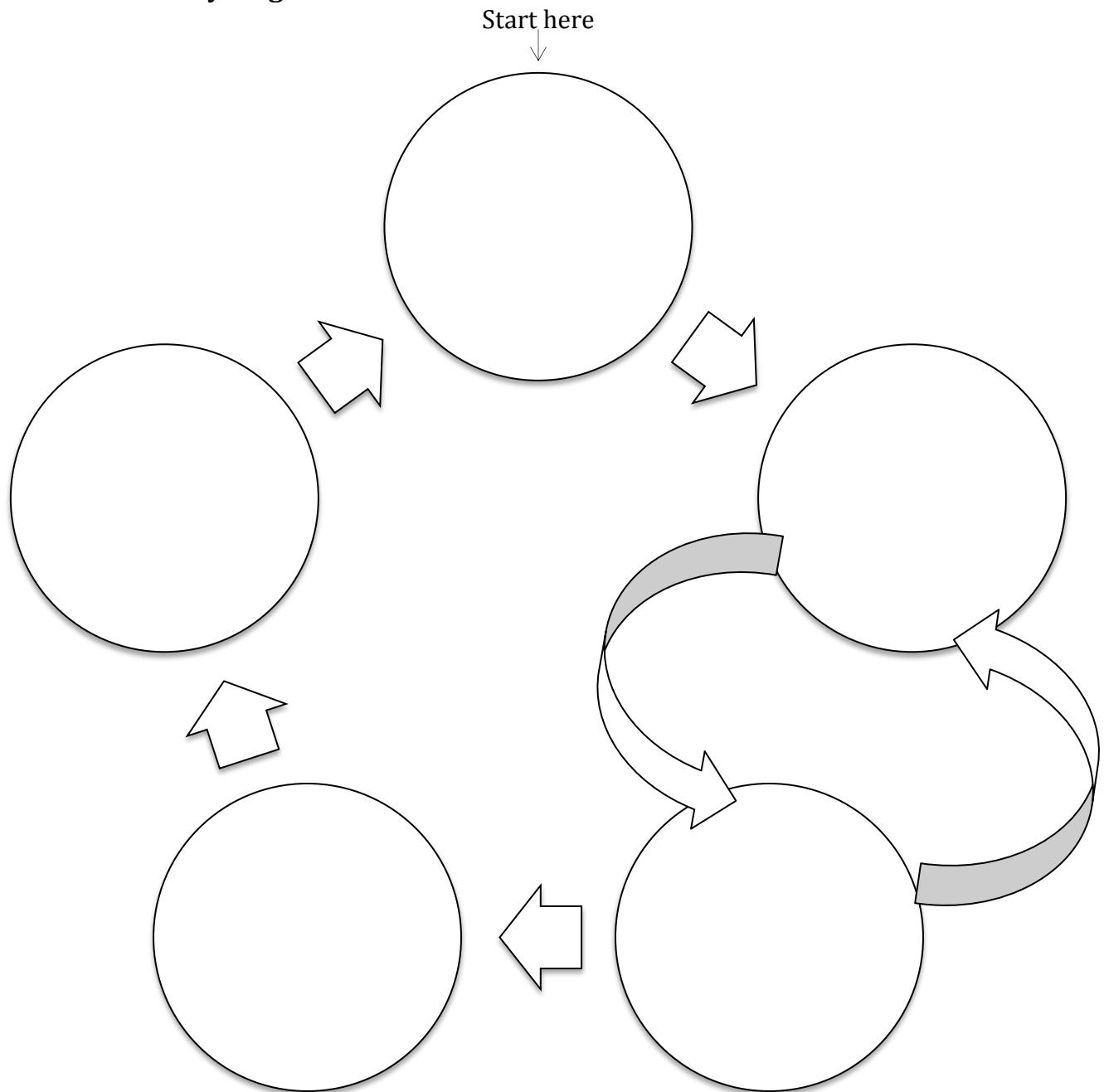
Facilitator instructions:

- 1) Before the training, make photocopies of the *Handout 2: Key Stages of PAR*. Draw an “empty cycle”, similar to the one in Handout 2, on a piece of flipchart paper.
- 2) Distribute the photocopies of the Handout 2 to the trainees, and give them a few minutes to fill the stages in the cycle on the handout, directing them to choose from the words in the word bank.
- 3) Once everyone is ready, open the floor to discuss the order of the PAR research stages based on the definitions that the participants recently learned. Fill in the cycle on the flipchart paper as a group. Make sure to highlight that the data collection and data analysis stages are ongoing, and that they move the research process forward.

Handout 1: PAR key terms

- 1) **Research objective(s)**: The purpose or goal of the research project; what the research project is aiming to accomplish.
- 2) **Topic of Interest**: The issue that you will research or investigate.
- 3) **Research Question(s)**: A set of broad, overarching, questions that you want to answer through your research.
- 4) **Study (or Target) Population**: The population you are interested in studying.
- 5) **Sample**: The specific set of people that you will interview, observe, or study in order to answer your research question(s).
- 6) **Data**: The information you will collect during your research project.
- 7) **Quantitative Data**: Data that can be measured and is presented in numbers. May be collected through surveys.
- 8) **Qualitative Data**: Data that can be observed but not measured and is presented as stories or descriptions. May be collected through interviews, focus group discussions, or observation.
- 9) **Secondary Data**: Data that has previously been collected and analyzed by somebody for some other reason than your current study. You may still use this data in your study if it helps you meet your objectives.
- 10) **Data collection**: The process of collecting or gathering information in order to answer your research questions. Data can be collected in a number of ways: surveys, focus group discussions, interviews, observations, etc.
- 11) **Data entry**: Process of entering data that is collected by researchers.
- 12) **Data analysis**: The process of systematically reviewing the data you collected through your selected data collection method(s) in order to develop research findings and recommendations for your report.
- 13) **Data Report Back**: The process of presenting the data you collected and analyzed back to the community or people who you collected the data from in order to obtain their feedback. This is a crucial step in PAR.
- 14) **Research Findings**: The conclusions you draw from the data you collected and analyzed.
- 15) **Policy recommendations**: The suggestions you make to elected officials, or people in power, in order to fix the problems that you identified through your research.
- 16) **Report**: A written document that summarizes the research findings and policy recommendations.
- 17) **Dissemination**: The way in which you choose to make your research public. This is usually related directly to the way in which your data was collected; for example, if the method for data collection was drawing or painting, an art gallery may be chosen for dissemination.
- 18) **Evaluation**: An assessment of the different stages of the research project to determine if we have met our objective(s).

Handout 2: Key stages of PAR



Word bank:

Evaluation
Identifying the research question
Dissemination
Analyzing the data
Collecting the data

(Answer key available: Appendix 2)

Activity 3: Ethical Considerations when Conducting Research³

Materials

- Flipchart paper
- Markers
- Paper
- Writing utensils
- Large green and pink index cards
- Photocopies of Handout 3
- Photocopies of Handout 4

Objectives of the Activity:

To familiarize participants with the ethical principles they need to keep in mind when conducting research with human participants.

By the end of this Activity participants will:

- Explain basic ethical principles associated with conducting research with human participants
- Recognize ethical issues or concerns that may arise during a research project

Before this Activity participants will need to:

- Understand what research is

Intended Audience

Youth facilitators and research partners that will be participating in 'Youth Voices'

Time needed

1 hour

Part 1. Research ethics

Facilitator instructions:

- 1) Ask the students, "What is Ethics"? Write their answers on a sheet of flipchart paper.
- 2) Summarize their answers. Define ethics:
 - Ethics is the set of moral principles or values that guide our lives. In research with humans, it is crucial that we let ethics guide us.
- 3) Divide the participants into groups of 3-5.
- 4) Ask the participants, "What should a researcher take into consideration when conducting research with human participants?"
- 5) Instruct them to discuss within their groups what a researcher should and shouldn't do while conducting research with humans.
- 6) Ask each group to write down on a green index card their responses for what a researcher should do, and on a pink index card, their responses for what a researcher should not do.
- 7) Ask a volunteer from each group to come up and present their group's discussion.

³ Adapted from Shallwani, S., & Mohammed, S. (2007). *Community-based participatory research: A training manual for community-based researchers*. Retrieved from <http://individual.utoronto.ca/sadaf/resources/cbpr2007.pdf>.

- 8) Divide a flipchart paper into two sections, on one side write, "What a researcher should do", and on the other side write, "What a researcher should not do". At the end of every presentation, ask the volunteer to glue his or her group's responses to the flipchart paper under the right section.
- 9) Distribute *Handout 3: Principles of Research Ethics* to the participants. If any of the points have been missed, review them with the participants.
- 10) Allow the participants to ask questions.

Part 2. Case study: Focusing on the principles

Facilitator instructions:

- 1) Divide the participants into groups of 3-5.
- 2) Distribute *Handout 4: Focus on the Principles* to the participants.
- 3) Read out the instructions and the ethics case study to the participants. Explain to the participants that they must fill in the table, making sure to take into consideration the guiding questions in deciding how each principle applies to the case.
- 4) Give the groups 10-15 minutes to answer the questions and fill in the table.
- 5) At the end of the 15 minutes, ask one member from each of the groups to volunteer and present their answers.
- 6) Prompt the students by asking them additional questions about the case, as follows:
 - a. During an observation, the researcher feels that the person she is observing is becoming uncomfortable? Does she continue with the observation?
 - b. During an observation, one of the researchers snaps a picture of a patient to use as the cover of the report. The researcher did this without first obtaining the patient's permission. Do you believe this is ethical?
 - c. For one of their interviews, the researchers approach a 12-year old child, who is sitting without either one of her parents. What do they have to consider in this case?
 - d. In a second interview, they record the participant without his/her knowledge. Do you believe this is ethical?
 - e. Mid-way through an interview, the patient says that they feel uncomfortable to continue. Do you believe it is OK for the patient to say that she doesn't want to continue with the interview? Do you believe the researcher should pressure the patient to continue the interview?
 - f. One of the interview questions is about income. After one of the interviews, the researcher starts discussing with his colleague, in front of everyone in the community clinic, the income of the patient that he had just interviewed. Do you believe this is ethical? Do you believe the researcher should have done this?

Handout 3: Principles of research ethics⁴

Ethics is the set of moral principles or values that guide our lives. In research involving humans, it is crucial that we let ethics guide us. There are basic principles that must guide our research involving humans, as follows:

Care:

We must care for individuals, and focus on maintaining a healthy relationship with them and within our community.

Respect for persons:

We must respect individuals and their autonomy (self-governance). Individuals are autonomous agents, and those who have diminished autonomy (those who can't make decisions on their own, such as young children) should be protected. Obtaining oral or written *consent* from participants is one way of ensuring that their autonomy is respected. Participants must be able to choose whether they want to be a part of the study or not, and they must be given this choice. It is crucial that information be presented to participants in way that they can understand it, so that they can make an *informed* decision. It is unethical to force anyone to take part in a study.

Beneficence/Non-Maleficence:

An obligation to do no harm to participants (non-maleficence), and to maximize benefits, or do good-beneficence) for them. To achieve this, it is important to assess the risks and benefits of the research being undertaken—in all cases the benefits have to outweigh the risks.

Justice:

Refers to who receives the benefits of the research, and who bears its burdens—these must be distributed fairly. This principle is important when selecting participants for the study, they must be chosen equitably—when recruiting, one must consider why one particular participant or a group of participants was chosen over another. Special consideration is owed to vulnerable populations, who include prisoners, and refugees.

Privacy and confidentiality:

One must ensure that the privacy of a participant is protected, this is known as maintaining the participant's *confidentiality*. It includes protecting their personal information, and the data they share with you. Protecting data is key to reducing the harm and risks that may befall a participant. Confidentiality is key to 'respect for persons' and 'beneficence'.

⁴ Belmont report: US Department of Health and Human Services. (1978). *The Belmont report: Ethical principles and guidelines for the protection of human subjects of research*. Bethesda, Md.: The Commission and Chowning, J., & Fraser, P. (2005). An ethics primer: Lesson ideas and ethics background. *Seattle, WA: Northwest Association for Biomedical Research*. Retrieved from www.nwabr.org/education/primer.

Handout 4: Case study: Focus on the principles⁵

Consider how the ethics principles previously discussed apply to the case below, and fill in the table accordingly (kindly note that some of the principles may apply more than others in a particular situation).

Case: A team of researchers wants to conduct a research study in a refugee camp to identify the barriers to healthcare that the refugees in this community are facing. They decide that they want to collect their data through observation of patients at a local community clinic, and through interviews with a select few of the patients seeking care at the center. They want to record.

Respect for persons

- What would be respectful to the people (or other stakeholders) involved?
- How can we respect people and their right to make their own choices (autonomy)?

Beneficence/Non-maleficence

- How can we do the most good (beneficence) and the least harm (maleficence)?
- What kinds of harms and benefits might arise from different situations?

Justice

- What would be fair?
- How can we treat others equitably?

(Answer key available: Appendix 3)

⁵ Adapted from Chowning, J., & Fraser, P. (2005). An ethics primer: Lesson ideas and ethics background. *Seattle, WA: Northwest Association for Biomedical Research*. Retrieved from www.nwabr.org/education/primer.

Activity 4: Interviews⁶

Materials

- Flipchart paper
- Markers
- Papers
- Writing utensils
- Photocopies of Handouts 5 and 6 for all participants

Intended Audience

Youth facilitators and research partners that will be participating in 'Youth Voices'

Time needed

2 hours

Objectives of the Activity:

This activity will introduce participants to semi-structured interviews, and will guide them in developing effective interview questions. The activity also aims to familiarize participants with semi-structured interviews through some role-playing activities.

By the end of this Activity participants will:

- Summarize the basics of a semi-structured interview
- Develop questions for a question guide
- Conduct a semi-structured interview
- Have a practical understanding of this tool

Before this Activity participants will need to:

- Know what research is
- Have an understanding of the different components, stages, and tools of a research project
- Have determined the topic of interest and the research objectives

Part 1. What is a semi-structured interview?

Facilitator instructions:

- 1) Ask the participants what they know about semi-structured interviews. Write their answers on a flipchart paper.
- 2) Compare and summarize their answers. Make sure that all of the key ideas in the definition below are covered:

Semi-structured interviews are considered one of the most important tools for participatory action research. In contrast to group discussions, interviews allow us to obtain a personal opinion from the participant. An interview is very likely to reveal conflicts within the community because responders may feel that they are able to speak more freely than if they were in the presence of their colleagues. It is important that an appropriate sample of participants, who are able to give you input about your topic of interest, is selected for interviewing. Include a variety of participants in order to obtain a variety of opinions and trends. It is important to avoid biasing the answers. Ask questions about the participants' own opinions and

⁶ Adapted from Community Development Project at the Urban Justice Center. (2012). *Research for organizing toolkit*. New York, NY: Urban Justice Center and Bukhari, M. H. (2008). *Participatory approach guide*. Morocco: Near East Foundation. Retrieved from: <http://maktabatmepi.org/sites/default/files/resources/arabic/01%20Participatory%20Approach%20Guide.pdf>

behaviors and not about their opinions on the behaviors of other. Interview key stakeholders who may be involved in or who know about your topic of interest. For personal information about a subject, you must meet the right person, and you must be able to establish rapport, or build trust. The interview is recorded using a recorder, if you obtain permission from the participant, or notes must be taken. Interviews are analyzed by coding the resulting notes or transcripts, all the while looking for themes. Try and include a variety of people, such as from other communities, and not only people who are directly concerned with the topic of interest, because they may be at the same level of importance as key stakeholders, and can have valuable input about your community and the community members.

Part 2. Developing a question guide for your interview

Facilitator instructions:

- 1) Prior to the onset of this activity, prepare two sheets of flipchart paper, one with open-ended questions written on top, and one with closed-ended questions written on top.
- 2) Explain to the group that we will be creating interview guides to cover the issues we have agreed on. Briefly discuss with them what a good interview question is. Use *Handout 5: Summary of Interview Questions* to guide your discussion. Make sure to cover all the types of questions mentioned in the guide,
- 3) For every kind of question you present to the participants, ask them for an example, if they can't think of an example, you give them an example.
- 4) Divide the participants into equal groups based on the topics of interest that were identified in the opening session. Give the participants 5 minutes to create at least 3 closed-ended and 3 open-ended questions about the topic of interest. Instruct them to write
- 5) At the end of the 5 minutes, ask a member of each group to volunteer to write their groups questions on the sheets of flipchart paper.
- 6) Discuss and summarize the questions that the participants have come up with.
- 7) At the end of the activity, distribute to the participants photocopies of *Handout 5: Summary of Interview Questions*, and *Handout 6: Guidelines for conducting semi-structured interviews*.

Part 3. Role-playing

Facilitator instructions:

- 1) Ask the participants to divide themselves into groups of 3. Instruct them that within this group, one person must volunteer to be the observer/note-taker, one person must volunteer to conduct the interview, and one person must volunteer to be the interviewee.

- 2) Explain to the participants that this activity aims to familiarize them with conducting semi-structured interviews. Tell them that they must use the questions they have come up as their interview guide from Part 2.
- 3) If, for any reason, it was not possible to conduct Part 2 of this activity, then ask the volunteer interviewers to join you on the side, and instruct them to ask the interviewee questions covering the following topics: proceedings of a typical day, work, education, family, relationships with people from the opposite gender, friends, community/facilities, availability of resources, and how they meet their needs. Instruct them to ask the questions however they feel comfortable asking them, but taking into consideration what they have learned about interview questions thus far. Allow them to ask questions, and answer any questions that they may have.
- 4) Ask them if they feel there are any additional topics that should be covered, and add any suggestions that they may have to the list of topics to be covered.
- 5) If the interviews are going to be recorded, show them how to use the tape recorder or other technology that they will be using to record the interview.
- 6) Ask the volunteer interviewers to go back into their groups.
- 7) Encourage the observer/note-taker to take note of any questions that arise during the 'interview', and to write down any other issues that may arise. (Ex: the interviewee seemed uncomfortable answering a question, the question was closed ended, the interviewee refused to answer a question...).
- 8) Bring the participants back together. Have a volunteer from each of the groups describe the issues that came up during the role-play. Ask each volunteer: Are there any questions that caused you trouble? Do you think that any of the questions need to be changed? Are there any other issues that arose during the role-play? Record the responses on a sheet of flipchart paper.
- 9) If an interview guide was used, have the groups correct the questions in the interview guide accordingly.

Handout 5: Summary on developing interview questions⁷

It is crucial that your interview guide contain **open-ended questions** that will elicit from the participants their opinions and points of view. A **closed ended question** is a question that is usually answered with a yes or a no, or that results in a one or two word answer. You should avoid these kinds of questions during an interview. Make sure your questions are specific. The questions should be short and easy to understand. Questions that are easy to understand are likely to obtain more details from the participant.

Examples of closed-ended questions:

- Do you live here?
- How long have you lived in this house?
- Are you the oldest sibling?
- Do you have access to healthcare?
- Do you use public transportation?
- Are you satisfied with the quality of education you are receiving at your school?

Alternatively, try and engage the participant in conversation by asking them **open-ended questions**. These types of questions allow for an in-depth response, and allow the participant to share stories and experiences, which may enrich the data you collect. Open-ended questions must try and extract a participant's feelings or opinions concerning an issue. Ask "what, when, where, and how" instead of "why" questions. While "why" questions may usually result in the participant giving you a justification, "how" questions result in descriptions. "Why" questions may also make the participant defensive.

You may probe the participant during the interview. A **probe** is a question that helps you dig deeper when the participant is being too superficial. You may also use a probe when you would like the participant to clarify something for you.

Examples of open-ended questions:

- What is it like living in this refugee camp?
- How do you define quality of education?
- What is your opinion about the quality of education that you receive at your school?
- How do you believe that public transportation in Lebanon can be improved?
- What kinds of services do you wish were offered at your local community clinic?
- Tell me about your relationship with the locals?

⁷ Adapted from: Community Development Project at the Urban Justice Center. (2012). *Research for organizing toolkit*. New York, NY: Urban Justice Center and Bukhari, M. H. (2008). *Participatory approach guide*. Morocco: Near East Foundation. Retrieved from: <http://maktabatmepi.org/sites/default/files/resources/arabic/01%20Participatory%20Approach%20Guide.pdf>

Examples of probes:

- What do you mean by ____?
- Can you be more specific about ____?
- Can you tell me more about that?
- When you said ____ what did you mean? Can you give me an example?
- What were your feelings about ____?
- You mentioned _____. Can you explain what you meant?

Questions to avoid:

- **Leading questions**, which lead the participant to a particular response. For example, “Don’t you believe that racism affects your chances of getting a job?”
- **Questions with multiple elements**, which ask about more than one issue simultaneously. For example, “What do you think about the health services at your primary healthcare center and do you believe you are receiving all the services you need? Or are there services that are lacking?”

These same guidelines apply to focus group discussions. Questions must be open-ended, they must sound conversational, they must be clear and simple, must be short and to the point, and must include clear directions. In focus group discussions, you are interested in the group dynamics, and in the group’s opinion, not in each individual’s opinion.

Examples of focus group questions:

- Describe how the staff at primary healthcare clinic treats you.
- What do you think about the services available at the primary healthcare clinics?
- How do you feel about the health services available at your local community clinic?
- How do you believe the services at primary healthcare centers can be improved?
- What types of educational materials do you wish were provided for patients visiting the primary healthcare center?

You may ask the same question to more than one participant; however, be sure not to put any pressure on any of the participants, or to single any of them out.

Handout 6: Guidelines for conducting interviews⁸

- 1) The interview group is formed of 2 to 5 people from different specialties.
- 2) You should start by saying HI and then telling them that the group came for learning. Start the session by mentioning someone or something in particular.
- 3) Conduct the interview in a non-official manner and mix the questions with the rest of the discussion.
- 4) Be open-minded.
- 5) Allow each person of the group to be done with posing the answers and then ask what you want to ask (Do not interrupt the participant).
- 6) Delegate someone to do the observation (then exchange roles).
- 7) Ask sensitive questions in a considerate way.
- 8) Pay attention to the facial expressions.
- 9) Avoid asking leading questions.
- 10) Avoid questions that can be answered with a “Yes” / “No” (closed-ended questions).
- 11) Avoid an interview that might require more than 45 minutes.
- 12) Avoid a focus group that requires more than 2 hours.
- 13) There should be for each one of the interviewers a list of the topics that will be discussed during the interview time.
- 14) Don't ask a lot of leading questions since these questions make the confirmation of the information later on more difficult and hard to believe.

Also, be well prepared before doing the interview. Make sure that the discussion is in the form of a dialogue to facilitate extraction of information. Try to look simple and count on a small group to conduct the research, take a small notebook with you to write the notes. Be aware of the daily schedule of the members of your community and avoid conducting interviews through surveying.

Common mistakes in interviews:

- 1) Not listening carefully.
- 2) Repeating the questions.
- 3) Helping the interviewee to conclude his/her answer.
- 4) Asking ambiguous questions.
- 5) Asking questions that do not respect the feelings of the interviewees.

⁸ Adapted from Bukhari, M. H. (2008). *Participatory approach guide*. Morocco: Near East Foundation. Retrieved from: <http://maktabatmepi.org/sites/default/files/resources/arabic/01%20Participatory%20Approach%20Guide.pdf>

- 6) Not following the truth and not making sure that the information are correct.
- 7) Believing all the answers.
- 8) Asking guided questions.
- 9) Allowing the interview to go on for longer than the specified time.
- 10) Exaggerating when generalizing the results.
- 11) Paying more attention to what the more privileged interviewee (more educated and richer) says than to what the others say.
- 12) Ignoring anyone whose thoughts do not get along with the opinions and the views of the researcher.
- 13) Giving more importance to the information that contains numerical data.
- 14) Not recording in a systematic way.

Activity 5: Focus Group Discussions⁹

Materials

- Flipchart paper
- Markers
- Papers
- Writing utensils
- Scissors

Intended Audience

Youth facilitators and research partners that will be participating in 'Youth Voices'

Time needed

2 hours

Objectives of the Activity:

This activity will introduce participants to the basics of focus groups, focus group guides, and focus group questions. It will also introduce participants to the different roles of a focus group.

By the end of this Activity participants will:

- Summarize the basics of a focus group, as well as some of its advantages and disadvantages
- Distinguish the different roles of a focus group
- Have a practical understanding of this tool

Before this Activity participants will need to:

- Know what research is
- Have an understanding of the different components, stages, and tools of a research project
- Have determined the topic of interest and the research objectives

Part 1. What is a focus group?

Facilitator instructions:

- 1) Ask the participants what they know about focus groups. Write their answers on a flipchart paper.
- 2) Next, ask them about what they believe the advantages and disadvantages of focus group discussions may be.
- 3) Compare and summarize their answers. Make sure that all of the key ideas in the definition below are covered:

Focus groups are used to collect information on the level of groups and society in a guided manner. They are led by a facilitator, and if conducted correctly, may have many positive results, including that they allow us to obtain high amounts of information. Focus groups also allow direct confirmation of information, as data will be gathered from other people in the group. When there are more than 20-25 participants, it is recommended to split them to smaller groups, as it is difficult to deal with big groups especially since larger groups have the tendency break into smaller groups.

⁹ Adapted from: Community Development Project at the Urban Justice Center. (2012). *Research for organizing toolkit*. New York, NY: Urban Justice Center and Bukhari, M. H. (2008). *Participatory approach guide*. Morocco: Near East Foundation. Retrieved from: <http://maktabatmepi.org/sites/default/files/resources/arabic/01%20Participatory%20Approach%20Guide.pdf>

Focus groups may be biased when the participants believe that the facilitators who are leading the discussion have the ability to reward them or to punish them.

Focus groups might reveal the social values people believe in more than their actual behaviors, however triangulation techniques, in addition to the analysis of the data obtained will reveal the true information that we are aiming to get. People who are in charge of conducting the focus group are advised to not pressure any of the group members and to maintain diversity in the opinions. It is permitted to have an unofficial discussion in order to obtain the opinions of participants who were not able to speak explicitly during the time of the focus group. Focus groups require more time than the personal one-to-one interviews.

To discuss specific topics in details, some small groups (6-13 people) are invited or are made aware about the issue to be discussed; they may be knowledgeable about the details of it. An ideal focus group contains 7-10 participants. A moderator or facilitator is usually chosen to direct and guide the discussions about the main topic and acts to control the dominance of a certain person on the discussion. Even in a focus group discussion, you must be able to establish rapport, or build trust. The focus group is either recorded using a recorder, if you obtain permission from the participants, or notes are taken. Focus groups are analyzed by coding the resulting notes or transcripts, all the while looking for themes.

- 4) Explain to the participants the role of facilitator and note-taker:
 - Facilitator: A person who guides a focus group discussion
 - Note-taker: Takes notes during the focus group discussion. The note-taker pays attention to the non-verbal actions and cues of the participants. These are just as important as the interview responses in understanding that participants' opinions and views.
- 5) Explain to the participants about focus group discussion questions, using *Handout 5: Summary of Interview Questions* as your guide. Take this chance to review the kinds of questions covered in the handout.

Part 2. Role-playing

Facilitator instructions:

- 1) Before the activity, write down the following instructions on slips of paper:
 - Disagree with the other participants. Try to turn the conversation into a debate.
 - Bring up topics that are not related to the focus group questions that the facilitator has asked.
 - Always answer using short answers with one or two words only.

- Interrupts other participants.
 - Try to help others participants of the focus group with their problems. Give them advice.
 - Get up in the middle of the focus group at least two times. Say you have to go to the bathroom or that you have to take a call.
- 2) Explain to the participants that this activity aims to familiarize them with conducting focus group discussions. Tell them that they must use the questions they have come up with during the *Activity 4: The Interview* as their interview guide. Allow them to ask questions, and answer any questions that they may have.
 - 3) If you are going to be recording the interviews, show them how to use the tape recorder or other technology that they will be using.
 - 4) Ask 8 participants to volunteer to partake in the focus group role-playing activity. Two of the participants must volunteer to be the facilitator and the note-taker. The remaining 6 participants must choose one of the slips of papers. Explain to them that during the focus group discussion they must follow the instruction on the slip of paper. Instruct the other participants to observe and take note of any issues that may arise during the focus group.
 - 5) Bring the group back together. Ask them: How did you feel about the focus group discussion? Ask the facilitator how they felt? What did they feel worked, and what would they have done differently? Did any of the questions cause you trouble? Did the facilitator do a good job in prompting the participants? Are there any other issues that arose during the role-play?

Activity 6: Community Mapping

Materials

- Flipchart paper
- Paper
- Colored pencils
- Markers
- Crayons
- Scissors
- Pencils
- Erasers
- Sharpeners
- Computer

Intended Audience

Youth facilitators and research partners that will be participating in 'Youth Voices'

Time needed

2 hours

Objectives of the Activity:

This activity will introduce participants to drawing participatory and collective community maps.

By the end of this Activity participants will:

- Have a practical understanding of this tool
- Create participatory and collective community maps
- Deduce the benefits of this tool

Before this Activity participants will need to:

- Know what research is
- Have an understanding of the different components, stages, and tools of a research project
- Have determined the topic of interest and the research objectives

Part 1. Drawing a community map

Facilitator instructions:

- 1) Review the subjects/issues with the participants.
- 2) Explain to the participants that they are the target population, and that they will be using this tool to represent an aspect of their lives.
- 3) Explain to the participants that after reviewing the resulting maps, we will discuss the use of the tool, as well as benefits and limits of its use.
- 4) Divide the participants into groups of 4-6. In order to benefit from this activity, the maximum number of participants in each group should be 7 participants. If the participants come from different geographical areas, ask them to group themselves into groups that live in the same geographical area (ex: if there are participants from 3 different locations in the Bekaa Valley, such as Qab Elias, Majdal Anjar, and Marej; then ask all the participants from Qab Elias to draw their map together, and ask all the participants from Majdal Anjar to draw their map together...). If there are too many participants (more than 7 participants), then ask those participants that live in the same neighborhood to work together. A community is not only defined by its geographical area, it is also defined by the common values shared by its

- members; so if all the participants are from the same geographical area, ask them to divide themselves into groups however they feel comfortable.
- 5) Ask each group to identify a place/location where the majority of them live (town, city, neighborhood in the city, or camp...).
 - 6) After each group has agreed on a place/location, ask them to draw this place/location in details. Give the participants 30 mins-1 hour to draw their map. It is crucial to give the participants total freedom in terms of what they draw, without ever telling them if something is wrong or right. Do not specify what they must draw, instead, explain to them that they must draw:
 - Everything in their community.
 - Everything they can think of, and always from their own perspective.
 - What they see and what they are living in their community.
 - 7) During the activity, make sure that all group members are participating while drawing the map, and that no one participant is drawing alone.
 - 8) At the end of the time allocated for the activity, ask 2 volunteers from each group to present the group's map. After the volunteers have finished presenting, ask the rest of the group members if there is anything they would like to add.
 - 9) Review the drawings with the groups. Guide them in drawing conclusions and/or extracting key information as they "read" their maps. For each group (if these have not been brought up):
 - Instruct them to indicate where they live on the map.
 - Ask them to show you where the schools and community clinics are located.
 - Ask them to show you where they buy their things.
 - Ask them to show you any dangerous streets, streets with holes, streets without a sidewalk...
 - Ask them to indicate where they spend most of their time. Ask them why they spend most of their time here.
 - Ask them to indicate the places they avoid. Ask them why they avoid these places.
 - Ask them to indicate any particularly dangerous areas on the map. Ask them why they consider these places dangerous.
 - Ask them to indicate an area where girls might feel uncomfortable walking or passing. Ask them to explain why girls would feel uncomfortable walking or passing here.
 - Ask them to share with you any outstanding aspects about their community situation, as observable on the map. You may probe by giving suggestions
 - 10) Announce that the activity has come to an end.
 - 11) Open the floor to a group discussion, ask the participants:
 - How do we use this tool?
 - What are its main benefits?
 - What are the requirements for its successful use?

Activity 7: Exploration (Community Walks)

Materials

- Flipchart paper
- Markers
- Paper
- Writing utensils
- Digital cameras or smartphones with a camera

Personnel

Both a youth facilitator and a Save the Children staff member must accompany each group of research partners when they leave the training site or meeting point to collect data from the community.

Intended Audience

Youth facilitators and research partners that will be participating in 'Youth Voices'

Time needed

3 hours 30 minutes

Objectives of the Activity:

This activity will introduce participants to, and train them in the use of "Exploration" as a PAR tool.

By the end of this Activity participants will:

- Describe different aspects of a community, such as the environmental setting, the physical features of the geographical location of the community, and the physical and emotional condition of the community members
- Have a practical understanding of this tool
- Deduce the benefits of this tool

Before this Activity participants will need to:

- Know what research is
- Have an understanding of the different components, stages, and tools of a research project
- Have determined the topic of interest and the research objectives
- Know how to develop an effective interview guide
- Know how to conduct an interview

There are multiple ways in which this activity can be conducted, but in all ways, the research partners are divided into groups, and each group takes charge to discover an aspect of the community, including the environment, the physical structure, the people, etc. By people here, we mean diverse members of the community, or the location being explored. Youth can interview members of the host community as well as refugees. They may also interview store owners, and store employees. In short, they must interview everyone whose opinion they deem important when trying to answer their research question. As for the environment and physical structure of the community, it must be explored using all senses, i.e., the youth must listen, look, smell, touch, etc. What they look for in the environment and in the physical structure of their community will also depend on the research question. If for instance, they are interested in public safety (as part of the environment and physical structure of the community), then they may look for items like the ones suggested in *Handout 7: Sample checklist for direct observation of public safety in the community*.

ما هو؟

هو عمية جمع للبيانات والمعلومات حول موضوع ما من المجتمع المحيط مباشرة،

ما هي فوائده الأساسية؟

1. تنمية مهارات جمع المعلومات وتحليلها،
2. تعزيز الروابط الاجتماعية لفريق البحث مع محيطه،
3. ربط المعارف بالحياة المعاشة،
4. تنمية مهارات الاصغاء والتعبير والكتابة والملاحظة والتحليل النقدي،

كيف نقوم به؟

1. نطلب من الفريق تحديد موضوع أو مكان يريدون التعرف عليه أو جمع المعلومات عنه،
مثال: البيئة المادية المحيطة بالمدرسة أو الحي الذي يسكنه بعضهم أو جميعهم، أو
البلدة أو المخيم، ... الخ
يمكن تحديد ميادين البحث مسبقاً بشكل عام وتوزيع فريق البحث عليها (مثال:
البيئة المادية، البيئة الطبيعي والناس) وتقوم كل مجموعة صغيرة بالاهتمام
بإحداها.
2. بعدها- نقوم بتحديد عناصر كل ميدان (مثال: نقوم بتحديد عناصر البيئة المادية التي
سنقوم بجمع المعلومات عنها كالمصانع، والأفران، والإدارات الرسمية، والمدارس،
الخ)
3. نتفق على المعلومات التي نريد الحصول عليها، (مثال: عدد المصانع، نوعها، عدد
العاملين بها، درجة نظافتها،... الخ)
4. ننفذ،
5. نكتب نتائج الاستكشاف على لوحة كرتونية كبيرة مرفقة برسومات إيضاحية وصور (إذا
أمكن)، أو بشكل تقرير صحفي أو بشكل عمل مسرحي قصير مرفق بتقرير وصور، أو
بشكل مجسمات مرفقة بشرح ...
6. تعرض كل مجموعة نتائج عملها،
7. نتناقش ونتبادل المعلومات،
8. نقوم بصياغة كل النتائج على شكل تقرير أو جريدة خائط أو منشور...

Activity 8: Direct Observation¹⁰

Materials

- Flipchart paper
- Markers
- Paper
- Writing utensils
- Photocopies of Handout 7

Intended Audience

Youth facilitators and research partners that will be participating in 'Youth Voices'

Time needed

2 hour 45 minutes

Objectives of the Activity:

This activity will introduce participants to, and train them in the use of observation as a PAR tool.

By the end of this Activity participants will:

- Have a practical understanding of this tool
- Develop a systematic checklist for observation
- Explain the main components of a systematic checklist for observation
- Deduce the benefits of this tool

Before this Activity participants will need to:

- Know what research is
- Have an understanding of the different components, stages, and tools of a research project
- Have determined the topic of interest and the research objectives

A direct observation, or what you choose to observe, is dependent on your research question.

Part 1. Introduction to direct observation

Facilitator instructions:

- 1) Explain to the participants the importance of observation. Tell them that in participatory research, the researcher is especially prone to believing misleading information based on false beliefs. These beliefs may be based on what they hear about, rumors, and gossip. People usually believe in the values and activities that are incompatible with real life, and it is common to be told about a certain habit, and then realizing after checking, that this habit has disappeared or has perhaps not been exercised at all. As a result, there must be direct observation of important indicators within the community to support the researcher's findings. These indicators can be used in the preparation of immediate questions to be asked to members of the community without having to process and prepare a survey form.

¹⁰ Adapted from Bukhari, M. H. (2008). *Participatory approach guide*. Morocco: Near East Foundation. Retrieved from: <http://maktabatmepi.org/sites/default/files/resources/arabic/01%20Participatory%20Approach%20Guide.pdf>

- 2) Explain to the participants that an indicator can be anything. Any event, process, or relationship may be observed and used as an indicator of some other variable that can be difficult or impossible to observe, for example, the quality of the home may be used as an indicator of the wealth of the people living there. Ensure that they know that indicators should be valid, specific, reliable, relevant, meaningful and appropriately timed.
- 3) Direct the participants to use all of their senses while conducting the observation, including their sight, hearing, touch, smell, and taste. Instruct them to participate in community activities if this will help them understand the community members better.
- 4) Instruct them to take note of the market and types of transportation available (such as buses, taxis, trains), the working areas, midwives and barbers, homes, health centers, schools, public meetings and places of worship, places of entertainment and recreation.
- 5) Explain to them that the results of an observation are codified. These can then be organized into themes, and analyzed using thematic analysis, for qualitative analysis; or they may be quantified, and analyzed using quantitative methods.

Part 2. Developing a checklist for observation

You do not always have to develop an observation checklist to conduct a direct observation; sometimes a checklist may confine what you observe. However, a checklist is useful when you want to be consistent, and systematic, and when you want to ensure that you obtain reliable results. It is especially useful when a number of researchers will be conducting the same observation in different locations, and you want to ensure that they all collect similar information on the items and issues of interest. Always include a space in the checklist where the observer has the freedom to add any additional, significant observations they made that were not on the checklist.

Facilitator instructions:

- 1) Explain to the participants that an observation may be guided using a checklist. A checklist can be very specific, for example, it may cover only safety within the community.
- 2) Guide the participants in developing a sample checklist to assess safety within their community. Tell them that a checklist is also known as a data collection log. Explain that a checklist is important in order to obtain systematic, and standard data from the observations.
- 3) Open the floor to a brainstorming session for the participants. Ask them about indicators of safety within their community (or any subject related to the work of field research). This list of indicators may be used later during the training, or may serve as the base for a checklist.

- 4) As a second part of this activity, divide the participants into two groups and direct them to prepare a checklist that they may use before they go out to perform an observation on the safety of their community.
- 5) Instruct them that they must keep the following points in mind when preparing the checklist:
 - Ask them, 'What data is important to collect when performing a direct observation?'
 - Instruct them to think carefully about the objectives and research topics that you have been assigned.
 - Instruct them to select indicators that can be evaluated through direct observations. Give them the following example: If you are observing a dinnertime meal at your household, you'll need to note the number and kinds of dishes on the table, the number of people having dinner at the table, and how many people are having dinner somewhere else. You need to be specific, jot down the age and gender of the people you are observing. You'll need to note the quantity and the quality of the food, how the food is handled, how the food is eaten, etc.
 - What are the possible indicators that we can use to assess safety in this community?
- 6) Bring the groups back together, and have each group explain the indicators they have chosen, and why they chose them. Write down their responses on a sheet of flipchart paper.
- 7) Summarize the indicators, and give additional suggestions if any are missing. Distribute to the participants photocopies of *Handout 7: Sample checklist for observation of safety within the community*.

Handout 7: Sample checklist for direct observation of public safety in the community¹¹

Site location or address:
Date of observation session:
Name of the observer:
Length of the observation session:

Time of day:	Morning	Afternoon	Evening
Day of the week:	Monday	Tuesday	Wednesday
	Thursday	Friday	Saturday
	Sunday		

Kindly, use an X to indicate every time the following item is observed:

- 1) Traffic lights that are defective:
- 2) Street-lights that are defective:
- 3) Blocked sidewalks:
- 4) Heaps of trash:
- 5) Graffiti on buildings or equipment:
- 6) Other signs of vandalism:
- 7) Cars parked illegally:
- 8) Cars driving illegally:
- 9) Loose electrical wires:
- 10) Broken water pipes, with water running on the street:
- 11) Abandoned buildings:
- 12) Holes in the street:

¹¹ Adapted from: Ouellet, M., Rainville, M., Bouchard, L. M., & Belley, C. *Guide to direct observation of community safety*. Quebec, Canada: Institut national de santé publique. Retrieved from https://www.inspq.qc.ca/pdf/publications/1005_DirectObservation_Vol12_eng_.pdf.

Use this space to describe any outstanding characteristics or points about the items that were observed:

Kindly, use an X to indicate every time the following situation is observed:

- 1) A person crossed the street, without looking both ways:
- 2) A person who is walking on the street instead of on the sidewalk:
- 3) A person driving a car haphazardly or dangerously:
- 4) A person driving a motorcycle haphazardly or dangerously:
- 5) An altercation between two people:

Other noteworthy situations observed:

Use this space to describe any outstanding characteristics about the situation(s) you observed (places where or times when a problem arose):

Activity 9: Photovoice¹²

Materials

- Flipchart paper
- Markers
- Paper
- Writing utensils
- Samples of photos to introduce Photovoice
- Digital cameras or smartphones with a camera

AND

- Color printer
- A1 or A2 sized poster papers
- Glue or equivalent

OR

- Overhead projector
- Computer or laptop

Objectives of the Activity:

This activity will introduce participants to, and train them in the use of “Photovoice” as a PAR tool.

By the end of this Activity participants will:

- Have a practical understanding of this tool
- Explain different aspects of their lives through photos
- Produce a photo-journal describing certain aspects of their lives or community
- Deduce the benefits of this tool

Before this Activity participants will need to:

- Know what research is
- Have an understanding of the different components, stages, and tools of a research project
- Have determined the topic of interest and the research objectives
- Know how to use a digital camera or a smartphone camera; otherwise participants must take photography classes

Intended Audience

Youth facilitators and research partners that will be participating in ‘Youth Voices’

This activity is best introduced at the end of the first day of a two-day training workshop. This will allow the participants some time (till the second day of the workshop) to take photographs in their home/community, etc, once they receive the prompt or research question.

Time needed

2 hours 30 minutes

Part 1. Introducing Photovoice and photography ethics

Facilitator instructions:

- 1) Show the group the photographs that you have prepared; these photographs must be of something that the participants can relate to, such as a common or popular location in their community, a picture of their school, a common hangout place, an event that they were a part of, etc.
- 2) Ask volunteers to share what memories, thoughts, or feelings the photographs invoked. Explain to them that Photovoice is a PAR tool that

¹² Adapted from Shallwani, S., & Mohammed, S. (2007). *Community-based participatory research: A training manual for community-based researchers*. Retrieved from <http://individual.utoronto.ca/sadaf/resources/cbpr2007.pdf> and from The Photovoice Manual, retrieved from https://photovoice.org/wp-content/uploads/2014/09/PV_Manual.pdf

allows community members, our research partners, to capture, either through photography or video, different aspects of their community, and their everyday lives. Photovoice uses the power of photographs to help people identify, represent, and analyze issues within their communities, and thus we can understand a community's strengths and weaknesses, and identify its issues. We get to understand different aspects of a community through the participant's eyes, because each photograph is accompanied by a story shared by the photographer.

- 3) Next, ask the participants the following questions, and write their responses on a flipchart paper:
 - How might community members react to photographs being taken within the community? How can we deal with this?
 - What kinds of risks would you be exposed to while taking photographs in your community?
 - Should we take a picture of someone without asking their permission? How can we approach someone to ask them if we can take a picture of them?
 - What types of photographs taken of you would make you feel uncomfortable? What would you be doing in these photographs?

Type up the participant's responses, and give each participant a copy of the principles that arose during the discussion.
- 4) Summarize the participant's discussion and explain to them that like any other research project, Photovoice must follow the principles of research ethics discussed at the beginning of the training workshop. Summarize the principles (*Handout 4: Principles of Research Ethics*). Most importantly, consent must be obtained from all photo subjects.
- 5) Present to the participants the advantages and disadvantages of Photovoice:

Advantages: • Allows participants to show us their own perceptions of their communities • A good way to include vulnerable populations, because it gives them a voice and a chance for discussion • Enables community members to analyze their community's strengths and weaknesses • Participants get to choose what they want to display, and thus, what is meaningful to them and what is worth remembering • Photographs are visually powerful, and provide evidence to policymakers of community	Disadvantages: • May be expensive, especially if photographs are going to be printed • Privacy is difficult to ensure because participants will be taking the photos themselves • Confidentiality is difficult to ensure, since photographs will be shared and may be displayed later on; also multiple members of the community will be present during the discussion and analysis sessions • May produce too many photos, and not all can be used • Photovoice may not be appropriate in all communities • There may be some physical risk
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member's lived experiences	involved in taking photographs in the community
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N.B. You must obtain permission from the participants to use their photographs.

Part 2. Using Photovoice

Facilitator instructions:

- 1) Before conducting this activity, prepare a research question to guide the youth as they conduct use the Photovoice tool. This question can be related to the overall research objectives of this project, or it may be a more specific prompt, for the sole purpose of practicing this activity. The research question must be all encompassing, covering both positive aspects and strengths of the community, as well as negative aspects and needs of the community.

Examples of prompts to guide the youth as they take photographs:

- Something I like
- Something I do not like
- My favorite place
- My favorite thing(s)
- My favorite person
- Something that means a lot to me

Examples of research questions to guide the youth as they take photographs:

- What is a day in your life like?
- What are your dreams and hopes for your community?
- What places in your community make you feel safe, and what places make you feel unsafe?
- What are the different kinds of relationships in your community?

- 2) Present the research question to the participants, and explain to them that they must take photographs that represent their answers to this question. Explain to them that they can take as many photos as they want, and that they can take a photo of anything as long it is representative of their answer to the question.
- 3) Explain to the participants that for every photo they take, they must provide a summary which includes: who took the photo, a brief description of the photo, why they took the photo, and how it answers the question for them.
- 4) Instruct the participants that they must have the photographs ready by the next workshop meeting day.
- 5) On the following day, you can either print the photographs the participants took using a color printer, or ask the participants to display their photographs on PowerPoint using an overhead projector. If the photographs are going to be printed, print two copies of each. For printed photographs,

give the participants one copy of the photographs, and ask the participants to glue the photos, with a summary of each photo, on a poster paper. In both cases (printed or projected), ask the participants to present their photo summaries orally to the larger group. If too many photos were taken, ask them to choose 5 of their favorite photos for discussion and analysis.

Part 3. Analysis of the photographs

Facilitator instructions:

Analysis of the photographs may be guided by a Photovoice technique called “**SHOWeD**”¹³. In this technique, the facilitator guides participants through their presentation of their photographs by asking them the following questions:

- 1) What do we **See** here?
- 2) What is really **H**appening here?
- 3) How does this relate to **O**ur lives?
- 4) Why does this situation, concern or strength **E**xist?
- 5) What can we **D**o about it?

Alternatively, the facilitator can guide the participants in conducting a thematic analysis. Divide the participants into groups of 4-5. Ask them to discuss the significance of each of their chosen photos to the group. After the participants have discussed their photographs, ask the participants to arrange the group’s photographs into themes. For this analysis activity, each group of participants should be accompanied by a facilitator who ensures that all group members agree on the arrangement of photos by themes, and who helps incite themes if the participants are having trouble thinking of themes themselves. This method works best if the photographs have been printed, because you can then ask the participants to glue the second copy of the photos you printed onto flipchart paper or poster paper by theme. Each group will then present the results of their thematic analysis to the rest of the groups.

¹³ Wang, C.C. (1999). Photovoice: A participatory action research strategy applied to women’s health. *Journal of Women’s Health*, 8(2), 185-19.

Activity 10: Reflective Journals¹⁴

Materials

- Flipchart paper
- Markers
- Bound notebooks (one for each participant) OR voice recorded OR video camera OR voice recorder
- Writing utensils
- Copies of Handout 8: Expectations for your journal entries, and what to include in a journal entry

Objectives of the Activity:

This activity will introduce participants to, and train them in the use of “Reflective journals” as a PAR tool.

By the end of this Activity participants will:

- Have a practical understanding of this tool
- Reflect on different aspects of their lives and the PAR project through writing
- Produce a reflective journal describing the PAR project, as well as certain aspects of their lives or community

Before this Activity participants will need to:

- Have determined the topic of interest and the research objectives

Intended Audience

Youth facilitators and research partners that will be participating in ‘Youth Voices’

Time needed

1 hour

A journal or diary entry is “a personal account of ones’ life”, it gives participants total freedom to share all aspects of their life, including their feelings and experiences, as well as those aspects of their life that they feel are too embarrassing to share in an interview or other kind of setting (Barker & Weller, 2003). Journal entries may be used as a PAR tool, to reflect on lived experiences within the community, or as a means to reflect on other PAR tools. They may also be used to reflect on the PAR process itself.

Part 1. Journal entries as a PAR tool

Facilitator instructions:

- 1) Before conducting this activity, prepare a question to guide the youth as they write in their journals. The question can be related to the overall research

¹⁴ Adapted from Barker, J., & Weller, S. (2003). “Is it fun?” Developing children centred research methods. *International Journal of Sociology and Social Policy*, 23(1/2), 33-58.

objectives of the project, and it must be as comprehensive as possible (ex: covering both positive and negative aspects, both strengths and weaknesses...).

Examples of questions to guide the youth as they write journal entries:

- Describe the instances in which you felt you were included in or excluded from different activities at home/at your school/in your community. How did these instances make you feel?
 - What does safety mean to you? Describe instances where you felt safe during the week. Describe instances where you felt unsafe during the week. How did these instances make you feel?
 - What concerns do you have about your school community/larger community/family/friends/neighborhood? What process would you use to address these issues? How would you gather data? How would you record your progress? How do you feel about these issues?
- 2) Present the question to the participants, and explain to them that they must keep a week long “diary” chronicling their daily activities based on the question proposed. Tell them that they may choose to voice record, video record, or write as many entries as they want in order to answer the question, and that they are free to speak or write in any way they feel comfortable. They may even draw in their journals if they feel comfortable drawing. Explain to them that for these entries, their thoughts, feelings and experiences matter more than grammar, punctuation, spelling, or formatting. The only rule is that they must include the date for every entry (*See Handout 8: Expectations for your journal entries, and what to include in a journal entry*).
- 3) A new research question is proposed every week. This question may be based on the results or outcomes of the tool or activity that were conducted during the day’s meeting, or weekly research proceedings.

Part 2. Reflecting on PAR tools

Photovoice

Have the participants write the summaries and analyses of their photos in their journals instead of on the poster paper, they can then write a shorter summary on the poster paper, or present a summary as they are describing the photo. Participants may also answer the **SHOWeD** questions for every photo as a journal entry. Have them reflect on the Photovoices’ strengths and weaknesses as a tool.

Interviews

After every interview, instruct the participants to look back at their interview notes, or have them listen to their interview recordings, and ask them to reflect by writing an entry in their journal, which answers the following questions¹⁵:

- How did the interview go?
- What went well? What didn't go well?
- What did I do well? What would I do differently if I were to repeat the interview?
- Where did I get stuck?
- Did I listen well? Did I interrupt the participant? Did I ask questions that elicited more detail?
- Did I pick up on cues from the participant? Which cues did I miss?

Explain to the youth that these same questions are applicable when and if they facilitate a focus group discussion. They may also ask themselves these questions after conducting an interview with their group as part of the Exploration tool.

¹⁵ Taken from Shallwani, S., & Mohammed, S. (2007). *Community-based participatory research: A training manual for community-based researchers*. Retrieved from <http://individual.utoronto.ca/sadaf/resources/cbpr2007.pdf>

Handout 8: Expectations for your journal entries, and what to include in a journal entry

Expectations for the journal entries¹⁶:

- **What is the purpose of the journal?**

A reflective journal is an important tool for learning and growth. A participant will learn through critical thinking, reflection, expression of thoughts and emotions, exploring personal goals, increasing confidence, etc.

- **What is the expected format of the journal?**

The journal can be handwritten, or it can be typed. You are free to write in any way you feel comfortable, as long as you are coherent. Participant thoughts, feelings and experiences matter more than grammar, punctuation, spelling, or formatting. You may even draw if you feel comfortable drawing, and if you feel like drawing will help you express your thoughts and feelings. Just be sure to add a short summary or description of your drawing. Every entry must include a date.

- **What you will be writing:**

You will be assigned topics (such as preset questions) occasionally, and you will be expected to reflect on your daily field and activity experiences (see guiding questions below).

- **How much are you expected to write?**

There is no upper or lower word limit to how much you may write, just be sure to answer at least a few of the guiding questions, and to include what is on your mind.

- **When will the journals be due?**

This will depend on how often you will be meeting with the youth facilitators and research partners. At least one journal entry is required for every meeting, or after conducting an activity; however, you are not limited to this journal entry, feel free to reflect on any experiences or thoughts that come to mind that are related to this PAR project.

- **Who will read the journals?**

The journals will be read by the research team at Issam Fares Institute for Public Policy and International Affairs, and the staff at the Save the Children regional and local offices. We will never share quotes or parts of your journal with anyone, unless you give us the permission to, and even if we do share parts of your journal, we will

¹⁶ Adapted from Walker, S. E. (2006). Journal writing as a teaching technique to promote reflection. *Journal of athletic training*, 41(2), 216.

never use your name. Your written journal entries will be anonymous. However, it may be difficult to ensure confidentiality with any video or recorded journal entry; but again, we will not use any quotes or parts from your entries if you do not feel comfortable or if you do not give us permission to use them. Please feel free to indicate if you do not want us to use or share a quote from or a particular journal entry by writing the statement, “I do not wish for quotes or parts from this entry to be shared”.

Tips and Guiding questions for the journal entries¹⁷:

- Choose a method (writing and drawing, typing, video or voice recording), a suitable time, and a place where you feel comfortable, in order to write your journal entries; doing this will increase the likelihood that journal writing will become a part of your routine.
- Begin all your reflective journal entries by writing the date.
- Always start the journal entry by providing a short, objective, description of the day, meeting, experience, and/or activity, and ask yourself, “Why did things happen the way they did?” Reflect in your journals on the proceedings of that day or week (for week long activities); use the following guiding questions when writing your entries:
 - How did I feel about the experience or activity?
 - Was there a particular challenge that I faced during the meeting/activity? How did it make me feel?
 - What were my feelings about communicating and interacting with my colleagues and the youth? (ex: Was it easy/difficult? Did I feel confident/shy?)
 - For group activities, ask yourself, “How was it working with my colleagues and other youth?”
 - What did I learn from this activity?
 - What would I have done differently?
- For youth facilitators, reflect on your use of or presentation of the tool:
 - What tool did you use? How long did it take you to present it?
 - How did you present the tool to the youth? (Did you use a practical method, or did you give them a lecture?)

¹⁷ Adapted from Jones, K. (2014). The reflective practitioner and reflective journal writing. ARC II 2014. Retrieved from <http://www.ctohe.org/arccresources/arccii2014-15/core/files/Jones/JonesReflectiveJournalWritingHandoutSeptember27.pdf> and James, E. A., Milenkiewicz, M. T., & Bucknam, A. (2007). *Participatory action research for educational leadership: Using data-driven decision making to improve schools*. Sage Publications.

- How did you feel while presenting?
 - How did the youth respond? Was it easy for them to understand the instructions?
 - What are some of the things they shared or said that really stood out to you? (Try to write down important quotations as the youth say them, this is known as “transcribing verbatim”)
 - Did you relate to any of the youth’s experiences?
- You may also reflect on your colleagues outputs. For example, if the tool used was community mapping, reflect on the other groups’ community maps. Reflection here does not mean judging, or deciding if the output was right or wrong, there are no right or wrong outputs (ex: answers, community maps, drawings, photos). Rather, reflection here means asking yourself, “Can I relate to my colleagues outputs? What were the similarities and differences between my output and theirs? What did I learn from their outputs?”

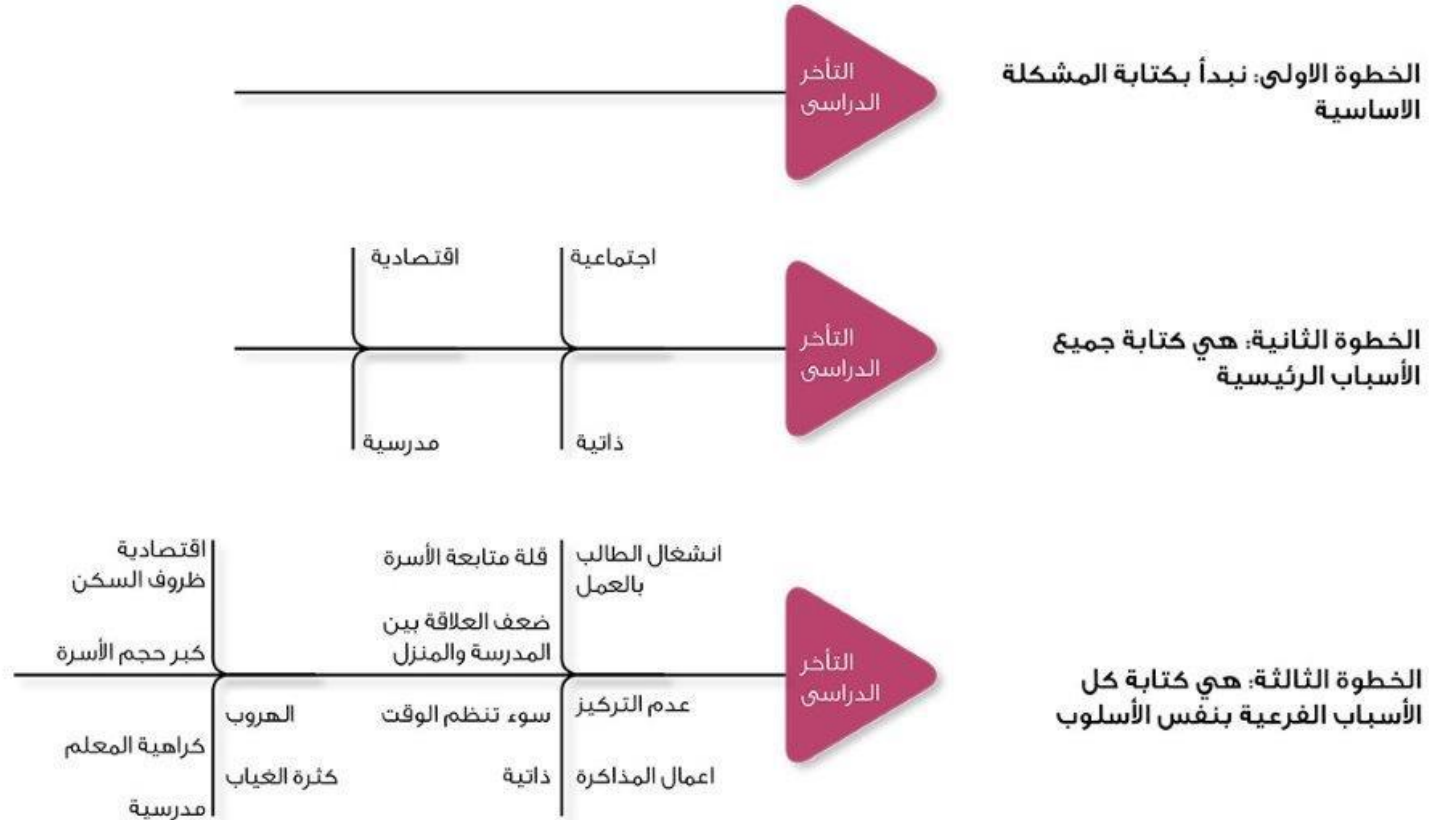
Analysis Tools

أداة للتحليل 1: جدول دوافع انتظارات مخاوف قيمة مضافة

الدوافع	ما هي؟	وسائل/ أدوات
الطموحات		
الانتظارات		
المخاوف		

أداة للتحليل 2: نموذج عن سمكة إيشيكو

التأخر الدراسي للطلاب بمدرسة النجاح للسياحة والفندقة



الخطوة الأخيرة: تقييم الأسباب لانتهاج مجموعة من الأسباب التي تحتاج الدراسة أو التطوير

أداة للتحليل 3: مستويات الوعي^(1,2)

إن الوصول إلى مستوى الوعي والإدراك النقدي عملية طويلة، تمر بمستويات مختلفة. في ما يلي محاولة لوصف أربعة مستويات يسهل التمييز بينها. تجدر الإشارة إلى أن العبور من مستوى إلى آخر يتم بعملية تراكمية. كما أن مستويات الوعي تتداخل. فقد نجد مثلاً أن شخصاً قد دخل في مستوى «الوعي والإدراك النقدي»، إلا أنه يأخذ مواقف «ساذجة» أو «متعصبة» بالنسبة لمواضيع معينة أو في ظروف محددة. كما يمكن أن يكون شخص آخر في مستوى «الوعي الساذج» عموماً، إلا أنه بدأ يدرك بعض مقومات حياته إدراكاً نقدياً. ويمكن وصف المستويات كالآتي:

١ - الوعي السحري:

في هذه المرحلة، يفسر الناس ما يحصل لهم في حياتهم من خلال الخرافات، أو السحر، أو القوى التي تقع خارج نطاق فهمهم وسيطرتهم. فهم يميلون إلى أن يكونوا أو غيبين، يتقبلون دون مساءلة كل ما يحدث لهم لأنه «مكتوب لهم». وهم في العادة لا يلومون أحداً على المصاعب والمفاسد التي يعانون منها، بل يتحملونها بوصفها حقائق الحياة التي لا يمكنهم ردها أو حتى لا ينبغي عليهم أن يحاولوا تغييرها.



٢ - الوعي الساذج:

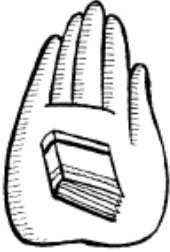
في مرحلة الوعي الساذج، يملك الناس فهماً ناقصاً للأمور، ويفسرون ما يصيبهم على أنه نتيجة لعوامل لا يفهمونها ولا يسيطرون عليها. لذلك تراهم يتقبلون ما يحصل لهم، ولا يلومون أحداً على مصاعبهم وشقائهم. ورغم أن مشكلاتهم تكون كبيرة (مثل سوء الصحة والفقر والبطالة) فإنهم في العادة لا يدركون وجودها... وهم يعتبرون أنفسهم أدنى درجة من الآخرين، وعاجزين عن التطور وتعلم مهارات وأفكار جديدة. أو أنهم يلغون المسؤولية في شقاء الفقراء على «جهل الفقراء أنفسهم» و«نقص طموحهم». وهم لا يقومون بأي محاولة لدراسة المسألة بصورة نقدية أو تغيير الظروف.



والأشخاص الذين يمرون في المرحلة الساذجة من الوعي يحاولون أن يتكيفوا حتى يستفيدوا من الوضع الذي يجدون أنفسهم فيه، فتراهم مثلاً يحاولون أن يقلدوا أولئك الذين في القمة، فهم قد يفضلون أزياء الأجانب، وأسلوبهم في تصفيف الشعر، ولغتهم، كما يفضلون إرضاع أطفالهم بالقنينة على إرضاعهم من ثدي الأم. وهم في الوقت نفسه، يميلون إلى رفض عادات ومعتقدات أهاليهم وازدراءها.

٣ - الوعي (الإدراك) النقدي:

عندما يبدأ الأشخاص في اكتساب الوعي والإدراك النقدي، فإنهم يفحصون بدقة أكبر أسباب الفقر والاستغلال والتمييز والمشكلات الإنسانية الأخرى. وهم يحاولون أن يفسروا الأشياء من خلال الملاحظة والعقل. فهم يبدأون بالشك في القواعد والتوقعات والأمال السائدة. ويفتشون عن المسؤول عن عدم المساواة، والظلم، والمعاملة، ويسعون إلى تغيير الأسس والمعايير والإجراءات في المجتمع. ومع ازدياد عمق وعيهم تتحسن ثقة هؤلاء الأشخاص بأنفسهم واحترامهم الذاتي، وتنميهم لأصولهم وتقاليدهم. ومع ذلك فإنهم يمارسون النقد الذاتي والمرونة. إنهم لا يرفضون القديم أو الجديد بالمطلق، بل يحاولون أن يصنعوا ما له قيمة في كل منهما. ومع نمو ثقتهم بالنفس، فإنهم يبدأون في العمل مع الآخرين على تغيير ما هو غير صحي وصحيح، فملاحظاتهم ومواقفهم النقدية تقودهم إلى العمل الإيجابي.



بالإضافة إلى المستويات أو المراحل الثلاث الموصوفة أعلاه، يصف فريري مستوى آخر يسميه «الوعي المتعصب». وهذا المستوى عبارة عن خطوة قد تكون بعد «الوعي الساذج»، لكنه يكون خارج المجرى الرئيسي الذي يؤدي إلى تطور «الوعي النقدي».

٤ - الوعي المتعصب:

والتعصب يعني التطرف بعيداً عن العقل. والشخص الذي لديه وعي متعصب يرفض بشكل كامل كل ما هو مخالف لموقفه دون محاولة تمييز الطيب من الخبيث. وفي حين إن نظرة الأشخاص ذوي «الوعي النقدي» تكون إيجابية في أغلب الأحوال، فإن نظرة المتعصبين غالباً ما تكون مدمرة. وتميل آراؤهم إلى الجمود، لا المرونة. وتبدو أعمالهم وكأنها تنبع من الكراهية أكثر مما تنبع من الفهم والإدراك. وبدلاً من التعلم والاتصال والتخاطب مع الآخرين ومحاورتهم كائناً، فإنهم يميلون إلى أن يرددوا باستمرار العبارات والمواقف التي يحفظونها غيباً. إن أصحاب «الوعي المتعصب» ليسوا مفكرين مستقلين يتمتعون بقدرة على نقد الذات، بل هم أسرى أفكار جامدة. ولكن، مع كل ذلك، فإن المتعصب قد يصل إلى مستوى الوعي النقدي، إذا ما اتاح له أن يدخل في مسار حوار ينجح في زعزعة قناعاته.

١٣



أن هوب، وسالي تيمبل، "أفكار في العمل مع الناس: نهج في العلم والتدريب"، 13.

أداة للتحليل 4: استطلاع المواضيع: شبكة المواضيع الرئيسية⁽¹⁾

شبكة تنظيم المعلومات

بعد إجراء نقاش حول كل موضوع على حدة، يمكن أن ينظم الفريق المعلومات المتعلقة بكل موضوع من الجوانب الثلاثة التالية (راجع ص ٣٩):

١ - الأسباب الاقتصادية للمشكلة،

٢ - التحكم باتخاذ القرار المتعلق بهذه المشكلة،

٣ - القيم والمعتقدات السائدة والمتعلقة بهذه المشكلة.

يمكن أن يصنف الفريق هذه المعلومات لكافة المواضيع في شبكة على النحو التالي:

شبكة المواضيع الرئيسية			
الموضوع	الأسباب الاقتصادية للمشكلة	التحكم باتخاذ القرار المتعلق بالمشكلة	القيم والمعتقدات المتعلقة بالمشكلة
نقص في المال			
بطالة الشباب			
فساد			
إلخ...			

هذه الطريقة في تصنيف المعلومات قد تعزز الوعي أو الإدراك النقدي عند أفراد الفريق أنفسهم، فيكتشفون أن المشكلات مترابطة، وأن الاقتصاد يؤثر في القيم، والسياسة تؤثر في الاقتصاد، وهكذا. هذا يساعد الفريق على الانتقال من رؤية المشكلات والتعامل معها كظواهر منفصلة أو منعزلة، إلى رؤية الترابط والتداخل بينها وقد يؤدي إلى تحليل مؤسسات المجتمع التي تسيطر على حياة الناس وتتحكم بها.

آن هوب، وسالي تيمبل، "أفكار في العمل مع الناس: نهج في العلم والتدريب"، 43.

أداة للتحليل 5: أسلوب "ولكن لماذا؟"⁽¹⁾

The “Why?” method is useful for identifying the root causes of a problem. It helps in defining problems within the context of a project. The facilitator guides the participants in changing the problem or issue into a “Why?” question. The facilitator then guides the group as they brainstorm together, and come up with 5 potential answers (or causes) to the question. It is very important that these answers are based on critical reflection, and on the lived experiences of the participants within the greater context of the project and their community. The most probable answer is then selected from these, and it is then turned into a “Why?” question. This cycle is repeated for 5 times, or until the root cause of the problem has been identified (Kohfeldt & Langhout, 2012)¹⁸.

¹⁸ Kohfeldt, D., & Langhout, R. D. (2012). The five whys method: A tool for developing problem definitions in collaboration with children. *Journal of Community & Applied Social Psychology*, 22(4), 316-329.

أسلوب «ولكن لماذا؟»

يقترح ديفيد ورنر^(٢) الأسلوب التالي لتحديد الأسباب الجذرية
(ولكن يمكن الاستعانة بنماذج أخرى لتحديد الأسباب الجذرية):
إنها حكاية طفل يصاب بالكرزاز (التيثانوس) مما يؤدي الى وفاته. تتضمن المناقشة:

– «قدم الطفل فيها قيح»

– «ولكن لماذا؟»

– «لأنه داس على شوكة»

– «ولكن لماذا؟»

- «لأن والده لا يستطيع أن يشتري له حذاء»

- «ولكن لماذا لا يستطيع والده أن يشتري له حذاء؟»

- «لأنه مزارع يحصل على أجر قليل جداً»

- «ولكن لماذا يحصل المزارع على أجر قليل جداً؟» إلخ...



آن هوب، وسالي تيميل، "أفكار في العمل مع الناس: نهج في العلم والتدريب"، 75.

أداة للتحليل 6: مداخل المناقشة: الأولويات كما يراها سكان الوادي الكبير⁽¹⁾

استبيان	
الأولويات كما يراها أهالي «الوادي الكبير» أجرى مجلس المدينة دراسة شملت ما يزيد على ٢٠٠٠ عائلة من حي «الوادي الكبير». وكان هدف الدراسة تحديد المشكلات التي يراها الناس هناك أهم من غيرها لحياتهم في الوادي. الإرشادات: نرتّب بالتسلسل ما نعتقد أن الناس في الوادي يعتبرون أنه يشكل الأولوية الأولى، ثم الثانية، فالثالثة... إلخ: نضع رقم ١ على المشكلة التي نعتقد أنهم يعتبرونها مشكلتهم الأولى، ورقم ٢ على تلك التي نعتقد أنهم يعتبرونها مشكلتهم الثانية... وهلمّ جرّاً، حتى رقم ١٠. نكتب الأرقام في الفراغ حسب الأولويات:	
الترتيب الفردي	الترتيب في المجموعة
الأرض	الأرض
المياه النظيفة	المياه النظيفة
المأوى	المأوى
الملبس	الملبس
الرسوم المدرسية	الرسوم المدرسية
المأكل	المأكل
الأموال اللازمة لتوسيع تجارتهم	الأموال اللازمة لتوسيع تجارتهم
الوسائل التربوية	الوسائل التربوية
مستوى أفضل للسكن	مستوى أفضل للسكن
نظافة البيئة	نظافة البيئة
بعد الانتهاء من العمل الفردي، نشكّل مجموعات من ٥ - ٧ أشخاص ونحاول الاتفاق على الترتيب كمجموعة. نخصص ٣٠ دقيقة لهذه المهمة.	

أن هوب، وسالي تيميل، "أفكار في العمل مع الناس: نهج في العَلم والتدريب"، 99.

الخطوات:

١ - نوزّع الاستبيان على الجميع لتعبئته. ونشدّد على أن تكون إجاباتهم عن هذا الاستبيان على أساس الأولويات كما يتصوّر أن الناس في الوادي الكبير سيحدّدونها (من المهم أن يتكرر هذا التوضيح في الإرشادات).

٢ - يكتب أفراد المجموعات إجاباتهم عن الاستبيان في الجانب الأيمن من الصفحة. ويستغرق هذا حوالي خمس دقائق.

٣ - ثم، وفي مجموعات تضم كل منها خمسة إلى سبعة أفراد، نطلب منهم أن يحاولوا الاتفاق على تسلسل مشترك للأولويات.

وهذا يتطلب أن يناقشوا المنطق الذي رتبوا إجاباتهم بناء عليه. نطلب منهم أن يستمعوا بعضهم إلى بعض، وأن يتوصّلوا إلى قائمة مشتركة من الأولويات يتفق عليها الجميع بشكل أو بآخر. (نعطيهم حوالي ٣٠ دقيقة).

٤ - عندما تنتهي المجموعات من وضع قوائمها، يضع المنشط الأجوبة التي كان حددها الناس بأنفسهم في الواقع، في «الوادي الكبير».

نطلب من كل شخص أن يقارن النتائج ليرى مدى قرب إجابته من النتائج الفعلية، بعدها نتفحص مدى اقتراب التصنيف الذي وضعته كل مجموعة من الإجابة الصحيحة (إجابات الناس).

الأجوبة كما حددها أهالي «الوادي الكبير»

- ١ - المأكّل.
- ٢ - المأوى.
- ٣ - الرسوم المدرسية.
- ٤ - الملابس.
- ٥ - الأرض.
- ٦ - الأموال لتوسيع تجارتهم.
- ٧ - المياه النظيفة.
- ٨ - نظافة البيئة.
- ٩ - مستوى أفضل للسكن.
- ١٠ - الوسائل التربوية.

٥ - نحدّد العلامات كالتالي: نعدّ الفرق في النقاط بين الإجابة وبين الإجابة الصحيحة. وهذا الفرق يشكّل العلامة. لا يهم إذا كانت الإجابة أقل أو أكثر من الإجابة الفعلية. فالمهم هو الفرق الحسابي. مثال:

أن هوب، وسالي تيميل، "أفكار في العمل مع الناس: نهج في العَلَم والتدريب"، 100.

ثم نجمع العلامات: كلما كان مجموع علاماتك أقل، فإن فهمك للأولويات من وجهة نظر أهالي «الوادي الكبير» يكون أفضل.

يمكن تكييف هذا التمرين بحيث يلائم أي موضوع شرط إجراء استطلاع قبلي وترتيب الأجوبة بحسب أولوياتها.

أسئلة للمناقشة:

١. علامات مَنْ كانت الأدنى؟ هل كانت علامة المجموعة أدنى من علامات الأفراد؟

٢. هل شعرت أن الآخرين كانوا يصغون إليك في أثناء النقاش؟

٣. لماذا لم يتم الاستماع إلى بعض الناس؟

٤. هل تأثرت المجموعة بالأشخاص الذين كانت أجوبتهم بعيدة عن الإجابات الواقعية؟ لماذا؟

٥. ماذا تعلّمنا من هذا التمرين عن العمل مع الناس المحرومين أو أهالي القرى أو الذي يعيشون في ظروف صعبة؟

ملخص:

قبل إجراء هذا التمرين، على المنشط أن يشرح بوضوح المشكلة الرئيسية التي يفترض أن تتركز المناقشة عليها. وأهمية أن تكون لها الأولوية من قبل الناس أنفسهم. يؤكد هذا التمرين أهمية الحاجة إلى الحوار مع الناس.

الوقت المقترح: حوالي ساعة ونصف إلى ساعتين.

المواد: نسخ من الاستبيان لكل مشارك من المشاركين (كما ورد في الصفحة ٩٩)، وأجوبة صحيحة مكتوبة على لوح أو على ورق الحائط تستخدم في نهاية التمرين.

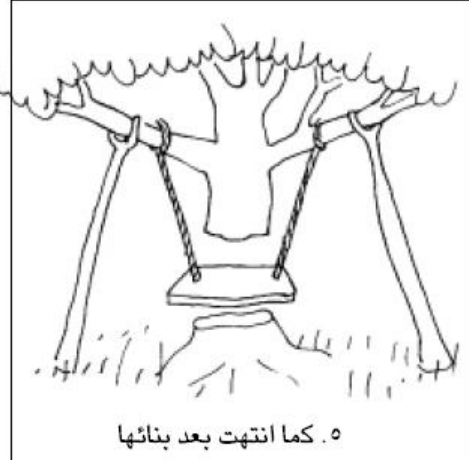


«سلم ماسلو» (ص ٩٢، ٩٣)
ومبادئ فريدي (ص ٨ - ١٣)
 وتمثيلية منسق في العمل
 المجتمعي

جوابك: ٤	جواب الأهالي: ١	علامتك: ٣
٧	٥	٢
١	٣	١

أن هوب، وسالي تيميل، "أفكار في العمل مع الناس: نهج في العلم والتدريب"، 101.

أداة للتحليل 7: كاريكاتير عن المشاريع⁽¹⁾



أن هوب، وسالي تيميل، "أفكار في العمل مع الناس: نهج في العلم والتدريب"، 131.

مراجع أفضل:

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- (2) ندى سكياس وألبير ابي عازر: كتاب تعلم، مصلحة الانعش الاجتماعي واليونيسيف، بيروت، 1973.

Training Manual on Participatory Action Research Tools

Appendices

Appendix 1: What is Participatory Action Research?

PAR is a form of research conducted by professional researchers in collaboration with research partners from the community under study (Baum, MacDougall, & Smith, 2006; Bergold & Thomas, 2012; McIntyre, 2007). The research partners lead the research themselves (with the support of professional researchers), taking part in all stages; the findings can then be developed into a form of action, usually related to social change (Baum, MacDougall, & Smith, 2006; Bergold & Thomas, 2012; MacDonald, 2012). PAR methods and tools, such as the ones provided in this manual, rely largely on research partners' reflections on their findings, and in the process, both researchers and their research partners can gain insight and knowledge about the community being studied (Baum, MacDougall, & Smith, 2006; Bergold & Thomas, 2012).

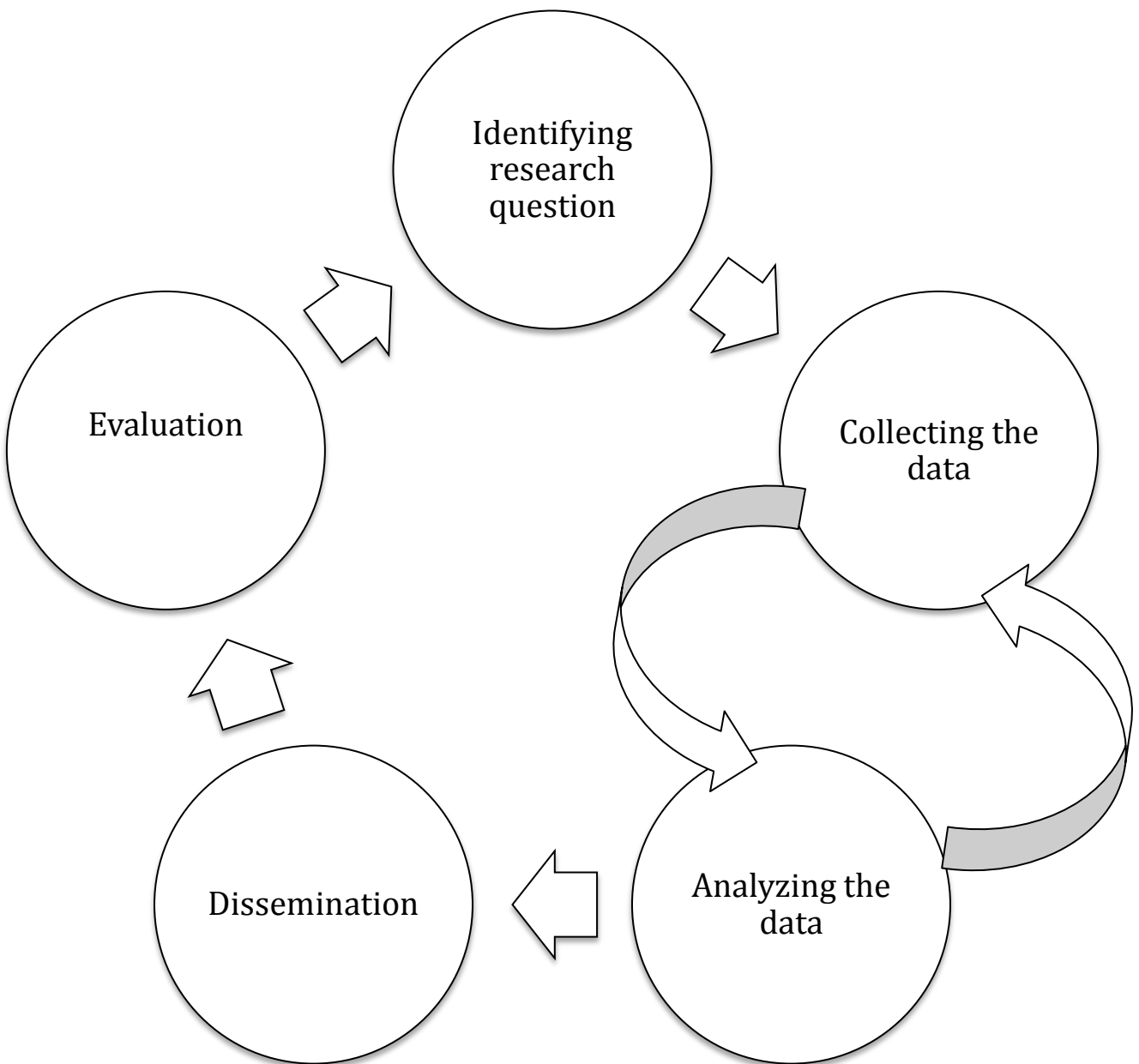
As a qualitative method of research, participatory research is especially influenced by each participant's individuality, and as such, the method(s) or tool(s) chosen is very important and should be tailored to the target community (Bergold & Thomas, 2012). PAR methods are usually context-specific (McIntyre, 2007). A number of methods must be used simultaneously, and either qualitative or quantitative methods may be used (Baum, MacDougall, & Smith, 2006). As a matter of fact, it is recommended that multiple methods be used so as to overcome the limitations of any one method (Streubert & Carpenter, 1995). PAR methods tend to be democratic, and usually, researchers and research partners choose the methods that will be used to assess an issue together (Gillis & Jackson, 2002; McNiff & Whitehead, 2006; Stringer & Genat, 2004).

In PAR, every step of the research involves "some type of planning, action, and evaluation" (Berg & Lune, 2004). All data collected is reflected upon. Even the research questions serve as a springboard for additional questions that serve to "*inform*" the research process (McIntyre, 2007). Analysis and interpretation of the information gathered is directly tied back to the research question, and is led by research partners from the community. That is, in analyzing the findings, researchers must consider potential "solutions" to the questions and problems raised throughout the research (Berg & Lune, 2004). This is how PAR will result in actions that are appropriate for the community being studied. Community members and researchers may benefit from including an advisory board of professionals, such as policymakers and/or community leaders, during the PAR process, this is because they are the ones who can enable change and they may facilitate the implementation of the changes suggested by the researchers and research partners (Wang, 2006).

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Appendix 2: Answer Key for Stages of Participatory Action Research Handout



Appendix 3: Answer Key for Focus on the Principles Handout

Ensure that the following points are covered during the discussion:

Respect for persons

- What would be respectful to the people (or other stakeholders) involved?
- How can we respect people and their right to make their own choices (autonomy)?
 - Obtaining informed consent from those participants that will be interviewed. It is not necessary to obtain an informed consent during a participant observation; it is even allowed to have informal discussions with participants without obtaining an informed consent, but during these informal discussions, the researcher must ensure that the participants know that they do not have to talk to the researcher.
 - Provide the participants that will be interviewed with all the necessary information about the study so that they can make an informed decision to participate.
 - Respecting someone's decision if they refuse to participate.
 - Being sensitive to the participants' sociocultural norms.

Beneficence/Non-maleficence

- How can we do the most good (beneficence) and the least harm (maleficence)?
- What kinds of harms and benefits might arise from different situations?
 - Ensuring that participants' privacy and confidentiality is maintained.
 - Not making fake promises.
 - Outcomes of the study may improve the services provided.
 - Identifying the barriers to obtaining optimal healthcare, but not doing anything about your findings.
 - You do not want to do anything that may cause physical or emotional harm to the participants.
 - Sharing the participants' responses as they were shared with you, and not taking their responses out of context.

Justice

- What would be fair?
- How can we treat others equitably?
 - Ensuring that participants are randomly selected. Do not take advantage of people who are easily accessible.
 - If you are going to be providing information, or providing any form of reimbursement, or anything else, you must provide it equally to all participants.
 - Refugees are considered vulnerable populations, and you must be sensitive to their lived experiences.

Appendix 4: Sample Informed Consent Form

Kindly consider this information carefully before you agree to take part in this study.

Hello. My name is _____ from _____ (affiliation: university, Save the Children, institute). I am carrying out a research study (insert a few sentences about the objectives of your study).

If you agree to take part in this study, you will (insert a few sentences about how the participant will partake in your study, for example, take part in a focus group discussion, take part in a semi-structured interview, will be observed, will keep a reflective journal). Participation will require approximately (insert time, for example, 30 minutes) of your time.

(Insert any expected risks associated with the research. Describe any expected benefits associated with the research.)

(Insert the amount that the participant will receive as compensation here. For example, you will receive \$10 for your participation in this study OR you will not be receiving any form of compensation for participating in this study).

Any information you provide will be confidential, and the data resulting from this (insert kind of study: interview, focus group discussion, observation) will not have your name on it. Your answers will be assigned a code number, and the list with your name and code on it will be kept in a separate room from the data, and will be locked up in a drawer. If we choose to use a quote from your responses (in the case of an interview or focus group discussion), we will not use your name; instead we will assign you a random pseudonym number, for example, Participant #1.

You do not need to take part in this study. Participation is completely voluntary. The decision to take part is completely yours. Even if you agree to take part in the study now, you are free to change your mind at any point later in time, with no questions asked. This will not affect you in any way.

If you have any questions now or later, feel free to ask me, or kindly contact _____ at _____.

I understand the objectives and nature of this study. I understand that I am free to withdraw at any point in time, with no repercussions.

I agree to participate in this study:

Name

Signature

Date

Consent to Record Interview

May I record this interview? _____ Yes _____ No

Signature

Date

Consent to Quote from Research Proceedings

I may wish to quote from the research proceedings in the presentations, reports, or scientific articles resulting from this research. As explained previously, your name will not be used unless you specifically request that your true name be used. To protect your identify, a pseudonym will be used.

I allow the researcher to quote from my interview:

Signature

Date

Consent to use Photographs or Video

Appendix 5: Other Participatory Action Research (PAR) Tools

If you feel like you would like to use any of these tools, feel free to email me at maysabaroud@gmail.com, and I will share with you material that can help or guide you.

PAR tool	Description
Ground level panels (GLP)	Ground level panels give research partners from the community the chance to share their own stories and experiences related to the topic in question, and are allowed to deliberate different issues in order to provide ground level perspectives and experiences on the issues that were raised. They are given the chance to suggest what changes are needed, and how these changes can be made in a way that is sustainable. Recommendations are then presented to different audiences: policy-makers, decision makers, media, civil society organizations, locals, and general population (Participate, 2015a; Participate, 2015b; Institute of Development Policies, 2013). It is crucial that the participants of a GLP have certain level of expertise concerning the issues at hand, either by having lived in the conditions being addressed (, but also, by playing an active role within their communities. This may be a good tool to use with the youth facilitators; unless guided using
Digital storytelling (DST)	DST allows individuals to share their life story and experiences through producing a short digital media production about themselves, usually told in the first person, and based on a 'personal narrative', developed during a workshop (Participate, 2015c). Media in this case may refer to any combination of film, animation, photos, audio recordings/sound, or electronic files (Participate, 2015c). An example of DST is 'Photovoice'. Special requirements: Specialized equipment such as computers, video and digital cameras, recording devices, microphone, digital tools (applications) and software, experts such as graphic designers. The team should also include someone who has had some type of experience in production. Need to discuss ethical issues related to photography and video.
Creative arts: Drawing, painting, collages, and writing	The creative arts process is 'ideal' for research assessing youth perspectives about their community experiences; participants use drawing, painting or writing to tackle issues related to their lives, communities and future (Yonas et al., 2009). This kind of participatory approach culminates in an exhibition

	(Yonas et al., 2009). Art is produced in response to questions about “identity, culture, learning, change, and power”. The art itself serves as an interpretation of the issue at hand (Veroff, 2002). At the end of a PAR project that uses the creative arts, participants may display their art in an art gallery/art show.
Theatre	Theatre allows community members to write their own stories, and then to perform them in the form of theatre, or a drama (Participate, 2015e). This script may be improvisational, or may include role play and simulation; participants act out a situation, or may be asked to act out a scene from their point of view, or from the point of view of others (Chevalier & Buckles, 2013). Theatre may be used for disseminating your findings, but the process of writing the screenplay or script may itself also serve as a reflective process.

References:

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Appendix 6: Ice Breakers

Ice Breakers may be used during the opening of a training workshop as a way for participants to get to know each other, and for them to feel more at ease with one another. The table below presents some examples of Ice Breakers that may be used for introductions:

Ice Breaker	Description
'Introductions'	Divide the youth participants into groups of two; allow 10 minutes (5 minutes each) for the two participants to introduce themselves to their partner. Reunite the group, and then allow each partner to introduce him or herself to the group, and then share with the group what they have learned about their partner (Arches, 2001).
'Name and motion'	Have the participant introduce themselves to the group, followed by a motion which they believe represents them. It could be a thumbs up, a foot stomp, a twirl, a curtsy, a hug, etc. The other participants then have to repeat the motion three times, before moving on to the next participant. The facilitator must pay attention to whether anyone in the group is disabled, as they may not be able to participate (Arches, 2001).
'Common ground'	This activity serves to show the similarities and differences among the participants. Divide the participants into equal groups of 3-6. Ask them to identify and list, in 3 minutes, as many similarities or things that they have in common with each other. They are allowed to list anything except body parts. At the end of the 3 minutes, ask the groups to present what similarities and differences they found (Florida High School/High Tech, 2008).

All three Ice Breakers require a facilitator; in addition 'Common ground' requires writing utensils and papers.

References:

Arches, J. (2001). Powerful partnerships. *Journal of Community Practice*, 9(2), 15-30.
Florida High School/High Tech. (2008). Common Ground. In *Team builders & icebreakers: Techniques for success* (pp. 12). Retrieved from <http://www.serviceandinclusion.org/conf/HSHT-Team-Building-Ice-Breaker-Manual-2008-09.pdf>